

**INFLUENCE OF SELECTED FAMILY CONFLICTS ON PUPILS'
EMOTIONAL BEHAVIOUR IN PUBLIC PRIMARY SCHOOLS IN NAKURU
NORTH SUB-COUNTY, NAKURU COUNTY, KENYA**

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**A Research Thesis Submitted to Graduate School in Partial Fulfillment of the
Requirements for the Conferment of the Degree of Master of Education in
Guidance and Counseling Psychology of Laikipia University**

NOVEMBER, 2024

DECLARATION AND RECOMMENDATION

Declaration and Approval

This research thesis is my original work and has not been submitted before to any other institution for purposes of examination or academic award.

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DEDICATION

This work is dedicated to all members of families in Kenya, who desire to live in harmony.

Special dedication goes to members of my family, for their support and encouragement.

ACKNOWLEDGEMENT

This work would not have been successful without the support of people that I indebtfully wish to mention. I would like to acknowledge the hearty contribution of my supervisors; Dr. Kiptoo-Tarus Prisca and Dr. Mayabi Mulamba Janerose of the Department of Psychology, Counseling and Educational Foundations at Laikipia University for your earnest and kind guidance throughout the process as well as your scholarly and expert instruction. Your input as you read and corrected my work with much encouragement was great motivation. You patiently taught me the art of critical thinking for intellectual writing and tirelessly kept up with me to see the fruitful end results. Kindly feel valued.

I thank the School of Education, Psychology Department at Laikipia University for according me this opportunity to exhaust my potential and capability. I thank you Dr. Isaac King'ori of Laikipia University. You believed in me and stirred up my potential when I registered my interest. I had little knowledge of what lay ahead of my dream but you encouraged me to give it a trial that later bore this success. You started me off the ground and set me off with much hope. I appreciate you.

My appreciation goes to my family including; my parents, Mary, Scilla, Essie, and Joe for their prayers, support, encouragement, and motivation throughout the period of writing and editing this work. You positively challenged me to style up to stand out in my endeavor. You helped me believe that I can. Thankyou my dear children; Lilyfaith, Hopeyard, and Lovering- you patiently stood with me up to late hours as I worked and you assisted in every moral way to the best of your ability. How you took my effort to be a worthwhile path to pace on is quite encouraging. You are an amazing lot. Thank you for your patience and love that kept motivating me to the end. May God richly bless you all.

Finally, I salute my friends and colleagues; Mumbi, Sarah, Lydia, Innocent, and Yudita for your assistance and moral support during the entire study period. You did not doubt me but encouraged me to continue to the end. Dr. Waithaka, thank you for your selfless guide and instilling the meaning of scholarly writing in me. Edkam Printers, I greatly thank you for patiently and committedly typing and editing my work. Thanks to all others not mentioned including my pastors who encouraged and prayed for me. I thank you all and pray that your contribution may not go unrewarded by our merciful God.

Lastly, I thank the Almighty God for His grace and mercy in the life accorded to me and ability to manifest His goodness. Indeed, to God be the glory for the great things He has done, Amen.

ABSTRACT

A stable family is required to nurture a child's self-worth which enhances emotional development. This has been challenged by family conflict which has been a global and national social problem. Nakuru County in Kenya has recorded family conflicts that potentially have had implications on every segment of the population consequently affecting children's emotional behaviour. The study therefore aimed at exploring the influence of selected family conflicts on pupils' emotional behavior in Nakuru North sub-county in Nakuru County, Kenya. The study was guided by Client-centered theory and Social Learning theory. The study used descriptive survey design with a target population of 6793 comprising of pupils, teachers and child welfare officers. A sample size of 463 respondents was selected by use of Krejcie and Morgan's sampling table. Purposive sampling was used to select the respondents. Data was collected by use of questionnaires. The content and construct validity of the instruments were affirmed by experts in the department of psychology in Laikipia University. A pilot study confirmed the reliability of research instruments with a correlation coefficient of 0.87. Quantitative data was analyzed using descriptive statistics while qualitative data was analyzed thematically. The results showed that 79.3% of the respondents agreed that physical family conflict affected pupils' emotional behaviour as attested by fights, quarrels and verbal abuse. In regard to financial family conflict, results showed that 73.4% of the respondents agreed that this factor affected pupils' emotional behaviour due to unpaid fees and bills or lack of food, clothes and medical care. In regard to whether the selected family conflicts affected pupils' emotional behaviour by gender and birth order, the results showed 65.6% and 72.1% influence respectively. Further, girls were more affected than boys, displaying negative emotional behaviour such as withdrawal, anxiety and fear, while firstborns were more affected than their siblings. The study thus concluded that physical and financial family conflicts influenced pupils' emotional behaviour with girls and firstborns being affected the most. The study therefore recommended that schools through teachers and counsellors should strengthen counselling program for victimized pupils and put emphasis on helping girls and firstborns on how to deal with their emotional behaviour. The community through parents and Nyumba Kumi initiatives should be educated on intervention skills for handling family conflict as the government strengthens implementation of policy in regard to child protection as well as integrating family conflict education in the school curriculum.

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ACRONYMS AND ABBREVIATIONS

ACPF	America Psychological Association
APA	African Child Policy Forum
CPS	Child Protection Services
ESRC	Economic, Social and Research Council
KDHS	Kenya Demographic and Health Survey
NACOSTI	National Commission of Science, Technology and Innovation
SPSS	Statistical Package for Social Sciences
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund
WHO	World Health Organisation
WWRAP	Women Resource and Rape Assistance Program

OPERATIONAL DEFINITION OF TERMS

Birth Order: This is the order by which a child is born within the family which was classified as firstborn, middle-born or last-born.

Emotional Behaviour: It is an outcome of the strong feelings that rise from the heart and emotions from which we get behaviour or actions. Emotions hence can refer to functionalism in human beings, (English Oxford Dictionary, 2001), which affect actions, determine decision, trigger physical responses and effect thoughts. Hence emotions determine one's behaviour either positively or negatively and make a person to express feelings that are observable in behaviour. Emotional behaviour are actions or responses that show disordered behaviour such as aggression, withdrawal, anxiety, rebellion and fear due to interference from social interaction within a family set-up.

Family: A unit of people bonded by blood relation or adoption where guardian, father, mother and children make a household.

Family conflict: The study considered two types of family conflicts namely; physical family conflict and financial family conflict.

- a) **Physical Family Conflict:** It refers to actual physical abuse or hurt within a family set-up done by one to another due to disagreements. The study looked at physical assault or intention to harm another between parents or guardians that result to neglect or harm of children hence affecting their emotional behaviour. Such could be demonstrated through fight, quarrel or verbal abuse.
- b) **Financial Family Conflict:** It is a situation where there is lack of means for parents and caregivers to meet needs of children within the family which triggers conflict. It could be attested through having unpaid bills, fees and school trips also by lack of food, clothing and medical care.

Gender: This refers to one being boy or girl. The study in particular referred to boys and girls aged 10-14 years who are in classes 5-8.

Nyumba Kumi Initiative: 'Nyumba kumi' from Kiswahili means 'ten houses'. This is an initiative for the community policing anchored in Article 244(e) of the Kenya constitution which requires that people within a neighbourhood uphold relationship

with each other with a purpose to promote cohesion and security. The study referred Nyumba Kumi to be the community policing where ten neighbouring households team up to know and care for each other and intervene in each other's affairs when and where necessary including family issues.

Pupil: A person who is receiving instruction by a teacher or instructor (English Oxford Dictionary, 2001). The study referred a pupil to be learners in public primary school in classes 5 to 8.

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Background of the Study

A family which includes parents or caregivers and children is a unit where members are expected to enjoy a stable and mutual relationship. It is a family that gives children identity and belonging, steadiness and firmness as a result of unwavering and regular routine as Sutherland (2014) stated. This may not be realized where there is disagreement between parents or caregivers which may affect children's emotional behaviour. Financial family conflict is the most evident, observable and easily understood by children. This is evidenced by lack of food, clothing and health care as well as unpaid bills, school fees and tours among others. Borst (2015) demonstrated that family conflict disrupts peace and harmony that is necessary in emotional development in children thus hindering them from attaining their full potential and self-actualization.

According to Maina (2010), financial family conflict is caused by disagreement between parents as a result of having incompatible goals. This may cause disruption within the family if the disagreement is not resolved amicably and thus may affect children's emotional behaviour. Bernadi (2013) further highlighted that family conflict could be in different forms apart from financial conflict which triggers existence of other form such as physical family conflict. As Amanda (2019) additionally explained, family conflict continues to damage children's emotional development resulting to post-traumatic stress disorder as observed in their emotional behaviour. In view of these effects, family conflict intervention needs to be supported by various agencies such as the government, human rights and Non-Governmental Organizations in order to save children from inappropriate emotional behaviour that may hinder self-actualization.

It was observed by United Nations International Children's Emergency Fund (2014) that as much as the efforts to curb family conflict continued to fail, it was costly to meet the health and mental care of victimized parents and children. This was because adults suffered indirect loss of productivity as they experienced harm from physical and financial conflicts and in turn neglected the children thus affecting pupils' emotional behaviour. Nevertheless, efforts by concerned agencies in intervention on family

conflict matters continue to see children suffer neglect that affect their emotional behaviour. For this reason, the study intended to address the ‘unending’ problem of the rise of family conflict issues that continue to affect pupils’ emotional behaviour.

As evidenced by UNICEF (2017), there were 2.2 billion children in the world in 2007, whose concern should be paramount in terms of investments and interventions, since they formed an important segment of the society. United Nations Educational, Science and Cultural Organization (2011) had also reported that 80 percent of children in the world had been subjected to family conflict by the age of 14 years. Deriving from an example from Australia, according to Campo (2015), most children were exposed to family conflict which had negative influence on their emotional development and stability regardless of enactment of family law Act 1975. Atkinson and Kasoma (2013) further quantified that family conflict affected children’s behaviour, cognitive development and physical wellbeing, apart from making them run away from home due to anger, anxiety and fear. Therefore, since the challenge on pupils’ emotional behaviour tends to persist, legal measures for speedy remedy should be found to save the child.

Further, Scott (2018) posited that the Australian government had interconnected family conflict with statutory child protection services, safety plans and referrals as well as community-based services yet children continued to suffer disregard due to family conflict. According to Kelly (2012) and Mclean (2016), children had been marginalized when responding to family conflict issues hence experienced trauma affecting their emotional behaviour. The study therefore suggests that views and feelings of children should be considered when resolving family conflict issues.

In reference to Perry and Dobson (2013) counselling and therapeutic interventions should be enhanced to strengthen family relations and ease trauma in case of conflict. Further, Higgins (2016) and Zilberstein and Popper (2014) suggested that children should be equipped with skills to cope in order to avoid family conflict recurrences in adulthood. Further, the study suggests that prompt legal systems be speedily regenerated and put in place to help curb risk on pupils’ emotional behaviour. Further, heightened psychological therapeutic attention should be deliberated and intensified on the traumatized children in order to save their emotional behaviour from being threatened.

In Ghana, a study done by Boye-Laryea (2012) posited that children who came from families in conflict suffered by having their self-identity destroyed and found difficulty in adjustment due to physical and emotional abuse that affected their behaviour. Annor (2014) explained that apart from physical conflict, neglect mostly happened when parents, especially mothers, juggled work with nurturing responsibility as they tried to manage financial conflict. They became too overwhelmed with work at the expense of their children who lacked care, nurture and quality time with their parents. This study therefore recommends that laws be enacted requiring both mothers and fathers to equally share and balance responsibilities in the family so that nurturing of children is improved to safeguard their emotional behaviour.

A study by Kwasi (2015) on the other hand argued that the Ghanaian government had intervened by offering equal chances to men and women to earn a living to meet socioeconomic requirements in families. This effort though did not ensure parents balanced their working and parenting responsibilities but rather realized more family conflicts. Similarly, Acquah (2017) observed that children had been supported by the government to access basic education for their emotional behaviour to be nurtured, yet family conflict continued to threaten the effort and hinder progress thereof. Nevertheless, a study by Oforiwa and Afful-Broni (2013) posited that the government had enshrined rules and laws that made fathers to be the major family providers yet family conflict still remained to be a major challenge especially with the economic social-cultural context demands. This therefore leaves the children in a vulnerable position that they continue to suffer neglect and lack causing instability on their emotional behaviour, a situation that the study seeks to arbitrate.

As a result of family conflict according to a study done in Nigeria by Haagsman (2014), quality of life diminished in children costing them emotionally. This was highlighted by Edinyang (2012) who explained that effects of family conflict such as family placement affected pupils' emotional behaviour and their performance in school. This later resulted in low standard of education and drawback of industrial development in the country due to unproductivity of the offended parents. Intervention was therefore vital to save the future of the land by promoting survival of families and children's well-being by ensuring their emotional stability and behaviour.

Eynde, et al (2020) also stated that socio-economic opportunities in Nigeria had caused changes in family structures thus increasing family conflict due to financial tensions. Haagsman (2014) held the same view stating that the need to earn a living had made parents to be more occupied with work than to attend to their children. This had led to children living with relatives or caregivers and in turn causing inconsistency and emotional disturbance in children hence the unstable emotional behaviour. According to Owaifo (2012) the government had intervened by availing opportunities for parents to work and earn a living near their homes in order to meet basic needs for the children so that they could stop child-neglect due to social-economic demands. Despite the effort, the government continued to face challenges in solving family conflicts in order to improve children's lives as well as in intervention in promoting social and emotional well-being of children. The study therefore suggests that in such cases a legal follow up to be availed in order to ensure implementation of policies put in place.

Agreeing with UNICEF (2015), Kenya had a population of about 46 million people of which 42 percent were children who were below 14 years. In this regard therefore, since children are an important segment of the society, it is necessary that importance and potential of children be recognized and arbitrated by all. It is also important to nurture and care for children in order to keep life and hope for the nation by curbing any interferences to their survival, such as family conflict.

Kenya Demographics and Health Survey (KDHS,2014) suggested that if this was not adhered to, there would be lack of future workforce and managers of resources in the land to an extent of importing personnel for labour or stagnating development in the country. According to the Kenya constitution (2014), children have rights such as right to safety and right to peaceful environment among others. It is therefore the duty of the family, which is the first child's socializing agent, to ensure that these rights are availed to children unconditionally. For this reason therefore, children should be protected from influence of family conflict to enable their natural emotional development, stability and behaviour.

Further, referring to KDHS intervention, GOK (2014) recommended that everyone should awaken to the responsibility of ensuring the safety of children by intervening in cases of family conflict. This could be done by reporting to the concerned authorities like the teachers, chiefs, police or Nyumba Kumi (ten houses) elders as recommended

by GOK (2015). These authorities can make a follow-up or find ways to intervene in family conflict matters that affect children, either by helping the victims to access counselling or stopping the menace by using the accessible legal means. On the other hand, UNICEF (2014) suggested that essence of family education in schools be included in the school curriculum in order to sensitize pupils about family life and offer good strategies and skills to manage strained relationships in families. Despite efforts by the government, family conflict is on the increase causing problems to children who either become dead, orphaned or psychologically and emotionally affected as attested by Waweru (2018). This has also resulted in trauma, instability and negative emotional behaviour in children as seen through their malpractice in school and malfunction in life. The study therefore advocates for speedy intervention to save children's emotional behaviour.

In Nakuru North sub-county, like any other part of Kenya, family conflict has continued to be evident affecting children's emotional behaviour. According to information availed from chiefs, teachers and child welfare agencies, family conflict cases have continued to be reported to them now and then which were said to affect children's emotional behaviour. According to GOK (2022) at Nakuru North sub-county, there were about 15 and 35 cases that were reported at the chiefs' and child welfare offices respectively per week while the teachers had almost a daily encounter with victimized pupils whose emotional behaviour had been challenged by the experience. It is on this basis therefore that the study intended to investigate the influence of selected family conflicts on pupils' emotional behaviour.

1.2 Statement of the Problem

Family conflict is on the rise in the world and its effect has been seen in terms of physical and psychological harm on children. Hence various efforts have been put globally that include enactment of laws to safeguard children from neglect by those responsible for them. The 2010 Constitution of Kenya (Article 53) recognized the need for all children to be protected from neglect and violence. It also affirmed that children have basic rights that include right to peaceful and secure environment, right to parental care and right to provision of basic needs which were aimed at enhancing their emotional stability. To develop this law, effective and functioning child protection systems were put in place to ensure its implementation. Through the Ministry of Gender

and Social services, the law was administered and was expected to be upheld by all in order to enhance pupils' emotional development. Despite the government's effort to encourage families to provide a conducive environment for uninterrupted nurturing of children, increasingly diverse and fatal family conflicts that affect children continue to be witnessed and reported in the country. Nakuru North sub-county, like other parts of the country, has experienced family conflict cases that have shown distress and emotional disturbance on children as affirmed by local authorities and teachers. It was on this basis therefore that the study sought to establish the influence of selected family conflicts on pupils' emotional behaviour in public primary schools in Nakuru North Sub-county, Nakuru County, Kenya.

1.3 Purpose of the Study

The study aimed at assessing the influence of selected family conflicts on pupils' emotional behaviour in public primary schools in Nakuru North sub-county, Nakuru County, Kenya.

1.4 Research Objectives

The objectives of the study were:

- 1) To establish the effect of physical family conflict on pupils' emotional behaviour in Nakuru North sub-county, Nakuru county, Kenya.
- 2) To assess the effect of financial family conflict on pupils' emotional behaviour in Nakuru North sub-county, Nakuru county, Kenya.
- 3) To identify the effect of selected family conflicts of pupils' emotional behaviour in regard to their gender in Nakuru North sub-county, Nakuru County, Kenya.
- 4) To determine the effect of selected family conflicts on pupils' emotional behaviour in regard to their birth order in Nakuru North sub-county, Nakuru County, Kenya.

1.5 Research Questions

To achieve the stated objectives, the study was guided by the following questions;

- 1) How does physical family conflict affect pupils' emotional behaviour in Nakuru North sub-county, Nakuru County, Kenya?

- 2) How does financial family conflict affect pupils' emotional behaviour in Nakuru North sub-county, Nakuru County, Kenya?
- 3) How do selected family conflicts affect pupils' emotional behaviour in regard to their gender in Nakuru North sub-county, Nakuru County, Kenya?
- 4) How do selected family conflicts affect pupils' emotional behaviour in regard to their birth order in Nakuru North sub-county, Nakuru County, Kenya?

1.6 Significance of the Study

The findings provided by the study will be received as information for use by the government in her plans on public education. It would help the government in recommending ways of development, improvement and implementation of policies concerning intervention on family conflict matters. In pursuit of child protection and family support, policy makers would use the findings in giving instructions to ensure proper children's emotional functioning and development, family safety and stability. The government through the Ministry of Education would find it necessary to include family conflict education in the curriculum in order to sensitize pupils on family conflict matters and help them learn on family conflict management skills.

The study findings will allow timely intervention from teachers who have therapeutic skills, as the pupils speak up about family conflict experiences. Through guidance and counselling, the teacher counsellors would be able to identify, intervene and make follow-up to help the affected pupils regain emotional stability and behaviour.

Parents on the other hand will gain awareness from the study findings that might help them improve on their parenting skills in managing their children's emotional and behavioural hiccups. They would be able to identify and pursue their children's emotional disturbance and make the necessary and timely intervention and follow-up as they offer parental counselling and right modelling.

Child welfare administrators will find the results beneficial in their intervention on family conflict matters, child emotional behaviour management and community social support. In order to enhance this, the Nyumba Kumi initiative would play a key role by having family conflict cases reported to them promptly for timely intervention. The public would be enlightened on influence of family conflict on pupils' emotional behaviour thus seek to promptly assist in management of family conflict issues. This

will enable family conflict to be minimized, curbed or stopped so that pupils' emotional behaviour would not be at stake. This as a result would enable the community to find hope for the society in future by having children with stable emotional behaviour.

Finally, the findings of the study will globally contribute to knowledge on family conflict and its influence of children's emotional behaviour. This contribution will be availed to continued research and scholarship in the department of Psychology, Guidance and Counseling of Laikipia University.

1.7 The Scope of the Study

The study covered Nakuru North sub-county in Nakuru County, Kenya which borders Subukia, Nakuru East, Nakuru Central and Rongai sub-counties. The area had 45 public primary schools from where the study was carried out. The study involved class 5 to 8 pupils aged between 10-14 years old who had experienced family conflict. Their class teachers and zonal child welfare officers were also considered as respondents.

1.8 Limitations of the Study

The study experienced limitations which included;

- 1) Respondents restraining information due to interference on their personal life experiences. The researcher took the responsibility of informing respondents of the relevance of the study and assured them of confidentiality.
- 2) The study dealing with minors who could fear when interacting with strangers. The researcher was careful to seek consent and introduction from the head of institutions before involving pupils in the study.

1.9 Assumptions of the Study

The study made the following assumptions;

- 1) That government policies were implemented in a similar way in all schools.
- 2) That personality of respondents did not cause a bias to the study.
- 3) That school environment did not significantly affect the study since a lot of what was studied happened at home though detected in school.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter examines the literature review in regard to the influence of selected family conflicts on pupils' emotional behaviour. Theoretical framework which entails client-centered and social learning theories is discussed. In order to emphasize on how variables relate and interact, a conceptual framework has been conceptualized.

2.2 Family Conflict

Family conflict is a disagreement between a man and a woman in marriage where the couple experiences an interpersonal strain as a result of differing sentiments and expectations. Their disharmonious ideas that result to tensions in handling disagreements in the relationship affect children. Family conflict can be evidenced through a pattern of abusive behaviour that could be social, emotional or physical in manner. In this study, any harmful act or intention between parents or guardians which is observable by children was considered since it affects the well-being of children and hinders emotional development and stability thus affecting their emotional behaviour.

Boivin (2011) stated that family conflict depends on the negative expressions that make a person feel devalued thus leading to disagreements. According to Kamau (2013) this can be displayed in distress and expressed through psychological and behavioural issues that affect an individual influencing their managerial skills in attending to children. Barthassat (2014) further expounded that family conflict may be caused by lesser interaction between parents which yields negative impact in regard to family cohesion hence interfere with children's emotional development. Since family conflict can be traumatic to the victimized parent who may find difficulties in caring for children as required, systematic counselling should be availed to parents to help them cope with the situation as they find amicable resolution.

In order to understand the impact of family conflict on children, it is important to relate the essence of a stable family relationship to children. For this reason, it is necessary to look at family as a unit of people bonded by blood relation or adoption where guardians or father, mother and children make a household. Also, that family is qualified by marriage between a man and a woman where culturally production or presence of

children is an advantage with expectations of them being nurtured by their parents or guardians for proper growth and emotional development. According to Boye-Laryea (2012) it is the family that gives children a name, identity and positive feeling of worth for emotional development. This is ensured by having children's basic needs met based on love, affection and security in order to inspire and motivate children, a fact that is disoriented in a family experiencing conflict. Otherwise, as Bubelwa (2014) explained, children are usually born with psychological, emotional and intellectual needs which lack development and stability in case of disruption like in a family conflict situation hence influencing children's emotional behaviour. Therefore, the study suggests that an upkeep kit be readily available to meet children's basic needs in order to mitigate discrepancy in their emotional behaviour.

According to LienBragg (2014), family conflict indications are reflected through different forms of family conflict that include physical and financial family conflicts. Bubelwa (2014) suggested that increase of family conflict may result due to lack of follow-up of cases in families that experience conflict and disregard of existence of child neglect that affects pupils' emotional behaviour. In this regard, the researcher is of the opinion that when couples neglect their children while dealing with their own stressors, it would be important to ensure that the concerned agencies are given prior signal to this effect before harm is done on children's emotional behaviour.

In regard to Begsley (2011), exposing children to family conflict may lead to lack of discipline in children due to ineffective monitoring by their parents who are in conflict. This shows that parents or guardians do not model what is right to their children as required. Mooney, Oliver and Acquah (2017) suggested that children should be given support and reassurance apart from being protected from exposure to family conflict. They should be helped to understand the changes expected from family conflict such as economic strain, placement or change of family structure lest they experience stress, fear, negative self-concept, problems with peers, emotional and behavioural problems. According to observations made by Annor (2014), it is therefore necessary in therapeutic advances to consider and evaluate the risk of physical or emotional harm inflicted on children by family conflict apart from the degree to which a child got involved in the conflict. The study posits that the victimized parent may lose purpose in life due to family conflict and make an irrational decision that could be harmful or

fatal to one-self or other members in the family. Therefore, care should be taken by concerned agencies to ensure safety of children's emotional behaviour.

As UNICEF (2014) reported, impact of family conflict on a child's potential starts from cognitive effect as a result of impairment on brain development which is then reflected on behaviour. The long-term effect on behaviour and wellbeing of children has a possibility of reciprocating same behaviour in future hence endangering forthcoming generations. This means that the less the attention of parents on children experiencing family conflict, the more the damage on pupils' cognitive strength and emotional behaviour. Furthermore, Women Resource and Rape Assistance Program (WRRAP, 2022) viewed that regardless of the impact of family conflict there is usually negative effect on children's emotional stability. This in my view, is because unnoticeably children may take family conflict routine to be the normal way of life by readily accepting the outcome which later results to trauma and behaviour traits. In regard to this therefore, intervention on pupils' emotional behaviour should be enhanced by enactment of laws, policies and standards that counter on this menace. This could either be by supporting parents and caregivers on financial management, helping children manage risks and challenges or changing attitudes and social norms that encourage family conflict and child exposure to conflict.

Further, UNICEF (2015) advocated that attention to children in family conflict be included in the post-2015 Global Development Agenda in order to help curb influence on their emotional behaviour. This was also voiced by Ban-Kimoon (2013) who stated that absence of family conflict makes children able to develop talents and skills to their full potential. Since family relationship nurtures character and behaviour in children, Saadia (2013) felt that the unrevealed effect of family conflict is unforeseen development of unstable families in future. Therefore, this in turn should give interest to the government and investors to nurture intact families as Kristen (2013) suggested. Worse still, according to Cornel (2014) family conflict can lead to divorce which may disadvantage children due to family structure that might make them feel different from others and get embarrassed among peers. The study argued that this could make children feel guilty about the family change thus deteriorate in relationships and produce possible impact on their emotional behaviour.

Further, there is a global outcry and concern about family conflict and its influence on pupils' emotional behaviour as evidenced through misbehaviour in children. This was evidenced by UNICEF (2015) that severe family conflicts resulted to extensive psychological or physical harm that could lead to death thus causing distress on members of the family and influence on children's emotional behaviour. It was also observed by Saadia (2017) who posited that family conflict undermined effective parenting skills and functioning which reflected on children's emotional behaviour. It was in this light therefore, that the study sought to investigate on possible ways to moderate healthy intervention on children's emotional behaviour.

Earlier findings testified on family conflict from different parts of the world. For instance, Campo (2015) stated that in Australia there is family conflict that leads to child abuse and neglect. This resulted in negative impact on children's emotional wellbeing therefore calling for intervention, an issue that continues to be addressed today. The study therefore advocates that family wellbeing be supported by various agencies such as the government, Human Rights and Non-Governmental Organizations to help sustain stability in pupils' emotional behaviour.

Elsewhere as Boya-Laryea (2012) explained, children in Ghana who come from families in conflict suffer by having their self-identity destroyed. The scholar further stated that such children find difficulty in adjusting in life due to family transitions and child placement that affect their emotional behaviour when growing up. Further, as Mederos (2016) expounded, this effect comes as a result of parents in conflict being unable to give attention and encouragement to their children thus affecting children's emotional behaviour and stability. Therefore, there should be ways to have intense psychological check-ups done on children as they develop in order to enhance stable emotional behaviour.

In Kenya according to UNICEF (2015), family conflict was at an alarming increase causing fatality and other disadvantages to children who either become dead, orphaned or psychologically and emotionally affected resulting in negative emotional behavior in children. In Nakuru North sub-county office (GOK, 2022), there are reported cases by primary school teachers and child welfare officers concerning disturbed emotional behaviour in children as a result of family conflict. This henceforth calls for urgent

intervention on pupils' emotional behaviour which has been affected by existence of family conflict.

2.3 Influence of Physical Family Conflict on Pupils' Emotional Behaviour

Physical family conflict is actual physical abuse between marriage partners due to a disagreement where the couple experiences an interpersonal tension as a result of differing opinions or expectations that result to physical conflict. Physical family conflict could be any harmful act or intention between parents or guardians that is observable by a child that affects the well-being and emotional stability of the child later influencing its emotional behaviour. Physical family conflict is evidenced by fights, quarrel and verbal abuse between parents.

As confirmed by Curran (2011) and Kuehville (2012), such indicators of physical family conflict are what children can easily observe, interpret and understand. These have an immediate psychological impact on children, affecting their emotional stability and behaviour. Akinleke (2012) was of the opinion that since victimized parents are also affected, they may decide to leave the family or withdraw from responsibilities thus failing to attend to the children as expected hence influencing pupils' emotional behaviour. Bubelwa (2014) also observed that when spouses are in conflict, they may become destructive thus have negative impact on pupils' emotional behavior. Further, LienBragg (2014) argued that the intensity of these indicators shows the likely severity of conflict hence the extent of influence on pupils' emotional behavior. This therefore depicts that physical family conflict can be too severe to traumatize children who may ever live with the effect in their behavior hence the need for thoughtful intervention.

According to LienBragg, (2014), 10 million children a year are at risk of witnessing or being exposed to family conflict which affect their emotional behavior. Earlier as Walton (2012) posited, children who are between 10-14 years' experience major physical changes hence concentrate on physical family conflict in a more personalized manner. This is because as they develop their own identity, they learn to control their own feelings and use reason to solve problems. In that case therefore, physical family conflict is likely to be personalized by children making them worried and bitter which consequently affects their emotional behaviour. Consequently, children at this stage should be given special attention to help them cope and naturally develop emotionally so as to achieve actualization.

As Atila (2013) stated, cognitive and attitudinal problems are evident in affected pupils such as showing limited problem-solving skills and low cognitive functioning that affect their academic success as a result of family conflict. The scholar further explained that long-term problems such as trauma and intolerance are seen to linger on in pupils from families experiencing conflict. This observation was endorsed by Cherry (2021) who attested that parents in conflict are inconsistent hence neglect their children causing painful memories in children and loss of relationship with parents that can lead to bitterness and withdrawal. Therefore, the researcher was of the view that current emotional problems observed in pupils must have trailed from their observation on parents' experience in conflict. It is hence necessary to initiate a formal parenting monitory tool that gives the required results in saving pupils' emotional behaviour.

Kelly (2012) stated that children should not be exposed to family conflict either by involving them or creating need in child to hide feelings for the other parent. Instead, a child should be provided with an environment that is psychologically and physically safe. Furthermore Stock (2017) reported that children who are exposed to physical family conflict have more problems in their education progress and may tend to drop out from school due to frustration. Regardless of the exposure, the severity of the effect of the family conflict on a child's emotional wellbeing is realized either immediately or over a period of time, according to Kramer (2015). Further, Kristofferson and Smith (2013) thought that this is because of how family conflict can be traumatic to the parent or guardian who may possess lingering tension that may interfere with attention to their social roles. As Maina (2010) emphasized, witnessing physical family conflict may lead to worse maladjusted psychological disorder and emotional behaviour in children. Additionally, UNICEF (2011) reported that children's awareness of violence has challenges and risks that last such as physical, emotional and social development harm as well as risk of recycling violence in the future.

In this regard therefore, children need protection from exposure to physical family conflict, a safe and secure home environment and counselling in order to help them learn non-violent methods of resolving conflict as they adjust and cope accordingly. Otherwise, exposure of children or involvement in physical family conflict should be criminalized and be punishable by law even as parents get counselling on how to manage their conflicts. It should also be made known to parents that when children

observe evident physical attacks from their parents, they become emotionally distressed and may lead them to reciprocate the same in future as modelled by their parents.

In the view of Parker and Anderson (2013), when children witness physical family conflict, they register negative perception on self and as a result they lack motivation, have low self-esteem and poor interpersonal relationships. Bird (2015) further stated that when physical family conflict affects children's emotional behaviour and development and it interferes with pupils' schooling and natural wellbeing. As Bernadi (2013) and Abawi (2013) explained, this is because children feel insecure and anxious because a parent may leave or family structure may change. This therefore upholds the necessity for intact families which can only be enhanced by inexistence of physical family conflict in order to strengthen pupils' emotional stability and behaviour.

In relation to Afful-Broni and Oforiwa (2013) as well as Borst (2015), children experience emotional instability due to family conflict that affects their intellectual potentialities required to pursue education. If children do not pursue education, there would be hindrance of development in future within the society hence the need to intervene to the affected pupils' emotional behaviour. Alternatively learning for children could be fostered and supported by offering guidance and counselling to pupils who suffer by experiencing physical family conflict to ensure their emotional stability and behaviour.

Fomby and Cherlin (2011) explained that it costs supporting agencies quite a lot to meet the health and mental care of victims even as they suffer indirect loss of productivity by adult survivors who experience harm from physical family conflict and who in turn affect their children's emotional behaviour. As a result, Saadia (2017) explained, some pupils may go to an extent of engaging in substance abuse which might lead them to further problems like depression, loss of purpose in life or making irrational decisions that could be harmful or fatal to one-self or others. In that view therefore, the study recommends that simultaneous therapeutic intervention to both parents and children be availed once family conflict is detected to avoid interference on pupils' emotional stability and behaviour.

Children need support and reassurance apart from being protected from exposure as Dockery, Lij and Kendall (2016) explained. On the other hand, parents should be helped

to understand the influence and changes expected in children in case of severity of family conflict and the way forward in case of change of family structure. This might make them see the necessity of resolving their conflict amicably to save the child from unpleasant emotional behaviour.

Depending on the frequency and severity of the physical family conflict, children's sense of safety and security gets affected. This interferes with their psychological adjustment especially if the family structure gets affected. Sanford (2018) suggested that in case of lack of timely intervention, children are likely to have poor emotional stability due to loss of parental support and monitoring. This was confirmed by Arya (2014) who reported that parents fail to meet emotional developmental needs and capability in children resulting in challenges on pupils' emotional behaviour. Ryan (2011) further explained that physical family conflict may affect parenting and family managerial skills in attending to the children. Attention therefore should be availed to such families to ensure sanity of parents on whom children depend for survival and emotional modelling. Otherwise as Bubelwa (2014) argues, lack of intervention in physical family conflict could lead to divorce or separation that demands children's changed routine and family structure thus affecting their emotional behavior. This in turn causes trauma on children as the resident parent gets overwhelmed and fails to attend to the children as desired hence interfering with their emotional stability. On the other hand, Sutherland (2014) stated that physical family conflict could lead to separation of children from each other due to change in family structure. According to Kelly (2012), when children are denied opportunity to have close relationship with siblings, their behaviour is modified to be anti-social and non-compliant as they project over the impact. The study therefore advocates intense intervention on family conflict to enrich steadiness in family unit and protect pupils' emotional behaviour.

According to Stedt (2017) physical family conflict may cause aggressiveness in children due to the psychological and emotional disturbance caused. Reynolds (2014) further observed that as a result children show negative behaviour like withdrawal and anxiety apart from experiencing physical harm. This confirms the necessity of intervention in curbing physical family conflict that interferes with pupils' emotional behaviour. LeeBanks (2017) also explained that aggression is seen in children who experience physical family conflict, due to psychological disturbance caused as they

show other negative behaviour such as withdrawal, anxiety and emotional stress. Further Barker and Karfman (2015) speculated that children exposed to high level of physical family conflict show truancy and later tend to drop out of school due to loss of parental support and monitoring. Such traumatized pupils demonstrate influence that range from headaches to severe health problems, yet some experience historic psychiatric problems as a result of physical family conflict. As Densmore (2014) and Dittman (2016) explained, these signs of helplessness in children may lead to their becoming adult victims and perpetrators of physical family conflict. This indicates that failing to intervene in physical family conflict opens a startling avenue for damage on future generations and in turn the society as a whole.

As observed by Rosemary Wambui Foundation (ROZA), 2018), family conflict has taken a different shift today where murder of spouses and children or even suicide has become the way to evade or 'solve' conflict in families. Therefore, profitable behaviour between spouses is advocated for where positive expressions like listening and discussing issues is active in order to bear positive results on pupils 'emotional behaviour. Due to the risk that physical family conflict puts children in, the study therefore advocates that parents should ensure that they do not involve or expose children in their conflict but seek harmonious conflict resolution techniques which could curb effect on pupils 'emotional behaviour.

In order to successfully intervene in physical family conflict matters, children need support and reassurance apart from being protected from the exposure. As Ong'era (2016) explained, parents should be helped to understand the changes or influence expected in children and the way forward in case of change of family structure so that they can be in a position to help the children cope with the situation. Further as Shafa (2014) stated, it is necessary to consider and evaluate the risk of physical or emotional harm caused on children by the physical family conflict and/or the degree to which a child got involved in the violent event in order to harmoniously intervene on effect caused on pupils 'emotional behaviour. Otherwise as Meyer (2015) posited, some of the long-term effect of physical family conflict on children become evident during their adult life such as stress, regret and trauma which may lead to distress, depression and withdrawal as undesirable emotional behaviour. In view of this, the study desires that

exposure of physical family conflict to children be criminalized and perpetrators be legally dealt with accordingly.

Finally, the researcher is of the opinion that there should be free and easily accessible family services offices which couples can visit for marital counselling or for the community members to report on physical family conflict cases within their area of residence. This would enhance timely intervention on family conflict matters in order to avoid harm on the family members including children's emotional behaviour. The researcher is also of the view that everyone awakens to the responsibility of ensuring the safety of children by intervening in cases of family conflict. This could be done by reporting to the concerned authorities like the teachers, chiefs, police or Nyumba Kumi ("ten households") elders as initiated by the government. The authorities could make a follow-up or find legal ways to intervene on physical family conflict matters either by helping the victims to access counselling or stopping the menace by use of every available legal means.

2.4 Influence of Financial Family Conflict on Pupils' Emotional Behaviour

Financial family conflict refers to disagreement within the family due to financial status that reflects parents' economic strength. Financial problems give economic insecurity since acquiring of essential commodities such as food become problematic. Availability of income regulates a parent's decisions on priorities such as school trips or provision of a child's basic needs like clothing. On the other hand, low income increases material lack and negative emotional behaviour in children. This comes as a result of inadequate support to children by their parents who are experiencing financial strain thus affecting pupils' emotional behaviour.

Children need to be given adequate attention and provision to help them grow and develop wholly to their full potential. Scholars like Boye-Laryea (2012) observed that lack within the family greatly affects children's personality, development and behaviour. Children's unstable behaviour can therefore be based on upbringing and childhood experiences. As a result of harsh disruptions within the family set up due to financial family conflict, children feel insecure and may show emotional instability and behaviour. For this reason, therefore, a policy could be formulated to ensure adequate finances to families in order to stabilize children by meeting their basic needs.

Sandstrom and Huerta (2013) posited that financial family conflict can be based on parents' economic strength where one is expected to work out things as well as meet family needs. This shows that parenting style and home environment are major influence of children behaviour and personality. The study advocates for a financially stable family and a secure home environment to promote stability and emotional behaviour in children. This is because financially supportive parenthood on normal experiences help children learn coping mechanisms and enhances positive emotional behaviour in them. As a result, children avoid misconduct and enhance positive cognitive abilities as they actualize their potential.

Further, according to Allianz Australia Insurance Limited (2018) a family's financial status determines parents' ability to pay bills, manage debts and attend to emergencies within the family affairs. Henceforth, Dinh et al (2017) stated that a financially stable family is one which can afford frequent luxury time, manage to buy luxury items and text books and one that has a high status of employment or occupation for parents. This is very rare for most people who are low income earners, and therefore, pupils from such families cannot enjoy such opportunities including school tours. Lack of such privileges affects pupils' emotional behaviour especially when they compare themselves with their privileged peers. As a result, they may show negative emotional behaviour if appropriate intervention is not availed.

Nevertheless, as posited by Sandstrom and Huerta (2014), parents experiencing financial strain or lack of basic assets may not help their children to adapt to change especially when they are struggling to make ends meet. This makes children suffer emotionally making them misbehave as they seek ways to survive or overcome the effect. Alternatively, as the study says, children might turn to truancy, rebellion or drug abuse. Hence meeting of basic needs for children and giving them support helps in guiding them concerning what they would prefer in life. Otherwise if they lack, they may desire to have plenty, which may lead them to use crude ways to acquire including sacrificing their morals.

According to Arya (2014), shortage of finances leads to parents' failure to fulfil their responsibilities making them desperate to a point of death. This implies that financial family conflict has negative effect on children as well as their parents hence the concern. Financial family conflict could be seen where a spouse lies about finances,

withholds income or refuses to contribute to household bills. This in turn leads to neglecting the children and failing to get them facilities to education hence affecting their emotional stability and behaviour. As Kamau (2013) explained, lack of finances in a family affects pupils' emotional behaviour because of lack of provision of basic needs. This enhances weak family relationships and parenting skills where children become too burdened to help in providing for their daily needs. Families experiencing financial conflict may lead to worse maladjusted psychological disorder and emotional behaviour in children due to extreme lack, as King'ori (2016) stated. Furthermore, Kristen (2013) observed that parents who experience financial conflict express the effect through irritability, stress and depression. This in turn affects children's emotional stability and behaviour. The study therefore wishes that a policy is formulated where a constant kit is availed for every child to which money is posted by parents for upkeep of their children.

According to Bubelwa (2014), finances are necessary when bringing up children because for instance, education achievement directly relates to family financial support to children. This was further observed by Shafa (2014) who stated that economic deprivation in families negatively affects children in education endeavours. Further, financial strain drains the parent while children's emotions are also affected as they see the parent struggle to make ends meet, according to Allianz Australia Insurance Limited (2018). This was supported by Ryan (2014) who stated that there is a link between parents' financial family conflict and children's behavioural problems. Parents' distress is projected on children and can alter character as evidenced through their emotional behaviour. According to Ong'era (2016), chronic stress in children may cause decline in functioning and inconsistency in emotional behaviour as a result of financial family conflict. Also, Mackay (2012) stated that such financial family conflict may lead to inconsistency and indiscipline in children. Therefore, it is to the best interest of the child that financial family conflict should be considered to be an alarming issue in the society for intervention to be promptly availed.

According to Maslow's hierarchy of basic needs, there are survival needs, safety needs, belonging needs, self-esteem needs and self-actualization needs. As King'ori (2016) elaborated on these basic needs, the scholar included food, shelter, clothing, security, education, medical care and sanitation which if provided cater for physical, emotional

and psychological desires. All these needs should be given as immediate attention to children since that is what they understand. This therefore means that when children lack any of these, then they are certain to be emotionally affected and show it through emotional behavior.

According to UNICEF (2014), financial family conflict is inevitable but preventable and as Zhang (2016) argued, as parents engage to earn a living, they can lack quality time for their children and therefore cannot void the menace. Farrant (2014) explained that children may show effect of financial family conflict by leaving home early in search of attention and provision of basic needs which they lack at home. It shows that lack of effort and mindfulness of parents on meeting children's needs leads to failure in providing basic needs thus affecting pupils' emotional behaviour of which the study is concerned about.

According to Gellar (2012), children should be helped to understand the changes expected, such as economic strain, depending on preparations that are able to be made by their parents concerning provision of their needs. This had been observed by Kwasi (2015) who explained that this helps children to cope up with life challenges in order to achieve their desired goal. Otherwise, dysfunctional families caused by distress and distraction may reciprocate with time due to lack of resources to invest in children's education as suggested by Larteley-Boye (2012). Otherwise, Atila (2013) was of the opinion that financial arrangement in a family should be fair enough to allow emotional and social support to children by avoiding family disruptions and broken families which disadvantage children.

On a different note, Arya (2014) speculated that social-economic status of parents affects children's quality of intelligence. This is because when children are underfed due to financial strain, their health is affected and hence, they experience emotional stress that affects proper brain development and functioning required in schooling. For this reason, the government should introduce a food program in schools in order to intervene in this hiccup. Since some children are still underfed, the effort needs to be stepped-up by ensuring enough and proper feeding in schools. As recommended by Mederos (2016), adequate assessment of strenuous financial support to children should be done regularly by child welfare agencies with strong standardized tools in all families to ensure success of implementation. Nevertheless, Boivin (2011) was also of

the opinion that collaboration among community professionals should be applied to enforce the law on reported financial family conflict cases. As Curran (2011) suggested, these follow-up intentions should have formal laws and policies that require children to be protected from lack due to financial family conflict. The study therefore is of the opinion that the government should deem it necessary to develop specialized services and agencies to determine families' financial status. This may allow timely intervention to save the child from effects of financial family conflict that may cause undesired emotional behaviour in children. For this to be effective, the operation could be community-based so that more individualized attention is given to victims concerning their poverty level, parenting style and influence on children, in order to avail timely intervention on pupils' emotional behaviour.

Further, Ban-Kimoon (2013) suggested that the state should "instill rules that develop definitions of child mistreatment and family conflict". This would warrant formal intervention strategies and have Child Protection Services (CPS) agents who would have to screen reports and refer cases to specific agency protocol for further investigation and intervention. The child welfare agencies could further allocate resources that build partnerships between the CPS, legal service providers and worldwide network systems. These could enable them offer services based on level of need and intervene in cases where child exposure to problems related to financial family conflict meets the legal definition of child maltreatment. In support, Ban-Kimoon (2013) stated that timely intervention in cases of financial family conflict should be readily available to avoid further negative effect on children. Otherwise, the study suggests that community-based child protection measures should be offered including guidance and counselling services. This would be of help to both parents and children and would enhance pupils' emotional behaviour without which children would continue to suffer.

The study therefore intended to find out the influence of financial family conflict on pupils' emotional behaviour especially based on social standards set, such as 'survival for the fittest'. Also to advocate that children's emotional stability and behavior be enhanced by ensuring financial stability in families.

2.5 Influence of Selected Family Conflicts on Pupils 'Emotional Behaviour in Regard to Gender

Gender can be defined as a social concept that refers to one's cultural or background formation that views a person in terms of male or female (English Oxford Dictionary, 2001), which is related with behaviour, actions or responsibilities. The study referred gender to be one being boy or girl. Both boys and girls who are pupils in public primary schools, experience and react to family conflict differently hence the need to view each of them independently for more personalized attention and response in regard to their emotional behaviour. In other words, family conflict interferes with support and response to children which is differently received by children depending on their gender.

According to McCormick et al., (2012), family conflict may result in poor problem-solving skills and lack of self-control in children based on imitation of parental behaviour and 'post-traumatic stress disorder'. Girls may imitate their mothers as boys imitate their fathers in life as reported by Burst (2015). It is therefore in order to have both boys and girls being given equal attention during family conflict intervention process in order to stabilize their emotions as their parents receive education on influence of family conflict on children's emotional behaviour.

Due to the effect of family conflict on children's emotions, their actions and behaviour deviate from their parents' expectations to malpractice. According to Skeer et al., (2011), girls may internalize behaviour as boys externalize their actions. Girls may show anxiety or withdrawal while boys may become aggressive or rebellious. Further, Haives, Bilodeau and Demers (2018) stated that rebelliousness by teenagers is related to family conflict experiences especially when the parents are too busy for their children. Children might feel frustrated, angry or tensed by presence of conflict at home as they express it through behaviour.

Boone (2017) observed that since children's behaviour is initially modelled by parents, children suffer more emotionally than can be seen and they fail to fully express the experience except partially through behaviour. That is why children are scantily understood by adults who in turn 'mishandle' them, making their already disturbed emotions lead to negative emotional behaviour hence the need for urgent intervention. Further, in the opinion of Oforiwa and Afful-Broni (2013), young children depend on

their mothers, teenager girls depend on their fathers while boys depend on their mothers for their positive or negative temperaments that stabilize relationship in the family. Therefore, one of the parents is non-resident because of family conflict, children may show negative emotional behaviour.

On the other hand, Kristofferson and Smith (2013) argued that the trigger in financial family conflict, who is mostly the father, may use tactics to instill fear in their partners so as to establish a pattern of desired behaviour from them through either verbal or physical means whose effect reciprocates differently on children depending on their gender. To make it worse, as Lewis and Lamb (2012) reported, in case family conflict results in separation or divorce, children tend to live in uncertainty, bitterness and gender bias. In that case therefore as Afful-Broni and Oforiwa (2013) proposed, family conflict should be a community concern which has a legal and moral obligation to promote safety, permanency and well-being of children without which it might become an everlasting menace in the society. The study supports this by suggesting that stern checks be put in place to monitor children's progress within their family set-up.

Consequently, UNICEF (2014) explained that effect of family conflict was evident in both boys and girls as seen in their emotional behaviour hence the call for intervention. According to Campo (2015), the more adverse experiences in childhood the greater the likelihood of development delays and later health problems. Therefore, public education and counselling on parents' modelling to children should be paramount in the society in order to promptly arrest negative emotional behaviour in children.

Agreeing with Geller (2014), gender bias in distress management caused by family conflict is revealed through emotional behaviour such as anxiety and depression. Girls might become more anxious than boys though both boys and girls suffer depression. This is because parents' attention, cognitive motivation and emotional support is very little. Further, Oforiwa (2013) expounded that as a result of family conflict, malfunction and unstable relationships is noted later in children during their adolescence stage. Also, as McLean (2016) stated, to avoid future negative repercussions, teens counselling should be embraced by all in the society. The study therefore recommends that parenting skills education be enhanced through mass media and community-based projects in order to sensitize parents on harm caused on children by family conflict.

This would ensure harmonious methods to solve family conflicts and cater for children's emotional behaviour.

As Ryan (2014) stated, when parents disagree, teenage girls silently blame themselves to be the cause of the conflict while younger boys have adverse outcome through antisocial behaviour. The scholar further observed that girls are more negatively affected than boys especially where there is frequent family conflict, repeated transitions and family restructure hence affecting their emotional behaviour. On the other hand, McCormick et al (2012) viewed that boys express emotional disturbance through anger and hostility while girls show anxiety and withdrawal. Both girls and boys were also observed to experience low esteem and show anti-social behaviour. This observation thus means that care should be applied independently on children to suit their gender.

A most recent study by Women's Aid et al (2021) posited that if care is not taken on victimized children, boys may fall victim of neglect more than girls since traditionally they are taught to be silent in voicing their situation. Furthermore, the scholar stated that girls become disheartened due to family conflict and may have poor child-parent relationship which reflects in their emotional behaviour. This therefore reveals that girls and boys experience and manage effect of family conflict differently and that is why they express their emotional behaviour differently. Hence, they should be assisted differently during intervention by virtue of their gender.

Nevertheless, Oforiwa (2013) explained that children with same gender parent are happier and competent compared to those with the opposite sex parent as custodian. This is observed when they show anxiety that result to truancy as they try to cope with the situation. On the same note, Kristofferson and Smith (2013) implied that girls mainly suffer depression when there is negative mother-child relationship because of family conflict. This means that if the mother can give enough support to the daughter, then the effect would not occur. Nevertheless, according to Harold and Thapar, in Economic Social Research Council (ESRC, 2013) some children seem to be affected more than others though all children are negatively affected by family conflict due to poor parent-child relationship. Therefore, the study suggests that intervention programs should target parent-child relationship. Also, parenting skills related to specific problems experienced by children should be enhanced. This may help to avoid future

conflicts in family relationships and help reverse any negative emotional behaviour in children caused by family conflict.

According to ESRC (2013), different children experience family conflict differently resulting in different influence on their emotional behaviour. This calls for urgent family conflict management strategies and intervention programs from supporting agencies to counter the effect. The study therefore argues that concerned agencies should strategize and guide parents in family conflict on how to acquire coping and managing skills as well as improve on individual pupils' emotional behaviour. This can be done by considering the gender of the child since girls show higher level of emotional and psychological distress than boys depending on their cognitive abilities.

On the other hand, Kramer (2015) suggested that to avoid the severe effect on children, parents should ensure that children do not witness or get involved in family conflict. Otherwise, exposing children to family conflict increases the level of psychological instability. This in turn makes intervention measures more complicated and may hinder efforts to curb distress in children and mitigate on their emotional behaviour. It is therefore in order that the government enshrines law against exposing children to family conflict and require individualized therapy.

Further, in advocacy against family conflict, UNICEF (2017) suggests that agencies and law enforcers should find ways to receive and investigate information about family conflict. In this regard, the study recommends that there be a connection between Nyumba Kumi elders and child welfare rescue agencies. These should work closely with service providers like the educators, medics, legal systems and therapists to protect children from psychological harm by family conflict and save their emotional behaviour. For this to work, public education should be availed to enable all people to give information promptly without intimidation. By so doing, family conflict could be minimized, curbed or stopped and pupils' emotional behaviour would not suffer the effects of family conflict and would be assured of emotional stability hence optimistic pupils' emotional behaviour.

UNICEF (2015) has suggested that children who suffer because of family conflict be placed under foster care or different family structure be availed, since they may lose purpose in life or suffer depression. In support, Bird (2015) felt that this could be

appropriate since the parents in conflict may make a rational decision that could be harmful or fatal to one-self or the children. In addition, the study takes the view that change in family structure and foster parenting may as well cause emotional disturbance and exaggerate negative emotional behaviour in children who feel destabilized especially the girls. Therefore, when protecting children from family conflict, cautious measures should be taken to avoid more psychological harm on them.

Nevertheless, Ombati (2013) posited that it is the responsibility of both professional groups and the community leadership to provide guidance on child protection and intervention on family conflict issues. This would promote family cohesion and enhance community collaboration in family conflict intervention. Further, Atila (2013) said that parents have the responsibility to protect children and avoid exposing or involving them in family conflict. Additionally, Scott (2018) was of the opinion that parents have the challenge to keep their children safe and productive for emotional stability and behaviour as they receive support and intervention on how to handle their conflicts. In this regard therefore, the study suggests that the concerned agencies and government's intervention should find ways to help parents to minimize or cope with family conflict and learn coping skills in order to intervene on children's emotional behaviour.

Ong'era (2016) explained that lack of emotional well-being has a negative impact on children leading to developing mental health disorders. Farrant (2014) further stated that family conflict causes parents' dysfunction making them to lack energy and time to invest in children hence enhancing children's emotional imbalance and negative behaviour. As Hellerman (2016) posited, this could be avoided by enhancing social and emotional stability in children. The study posits that this could be possible by imparting skills in children which could strengthen their coping capacity and improve their emotional behaviour. Also, parents could be advised to find time to attend to their children in order to effect stability in pupils' emotional behaviour.

In this view therefore the study intended to find out whether the selected family conflicts affect pupils' emotional behaviour by gender. Especially depending on cultural and social construct view on gender, in relation to the different roles attributed to boys and girls individually in the society today.

2.6 Influence of Selected Family Conflicts on Pupils' Emotional Behaviour in Regard to Birth Order

Birth order refers to a person's position in the family by birth which could either be firstborn, middleborn or lastborn. Birth order is known to have personality qualities that reflect on one's life and has powerful impact on a child's emotions, behaviour and personality according to Long (2019). As reported by Wallace (2016), birth order gives unique emotional experiences having its own advantages and disadvantages. Amenyah, et al., (2016) confirmed that each position has clear inborn qualities with acquired traits that affects a child's view of the world and consequently behaviour. Voo (2017) was of the opinion that birth order personality is not permanent and that it can be manipulated by deliberate will to change to desired behaviour. For this reason therefore, measures should be taken to ensure stability of emotional behaviour in children in regard to their birth order.

According to ACPF (2013), birth order is the most powerful influence on personality and gender temperament. Hence, the order by which a child is born may be of concern in parenting since it may cause differences among siblings especially when the parents are preoccupied in family conflict. This means that there is need for parents to understand their own birth order personalities and that of their children in order to design appropriate ways to nurture them to avoid problems with their emotional behaviour.

According to Wallace (2016), nurturing children is basically done within the family circle where children are expected to be modelled to be of character and to develop to their fullness by their caregivers thus affecting their personality and behaviour. This explains the behavioural differences between each child within the family whose ignorance exposes them to heartaches and costs their emotional behaviour, worse still if there is family conflict.

Concerning each position by birth, Clappstar (2018) was of the view that firstborns are high achievers while the middle child is a peacemaker but the youngest is the life of the party. According to Voo (2017), parents give more attention and support to the firstborn and lastborn children making them to be more family-oriented than the middleborn children as attention decrease with the younger siblings. For this reason, when there is family conflict the first and the lastborn children tend to be more affected than their

siblings. Kamau (2013) explained that the middleborn children do not feel much attached and they always feel left out. Therefore, in case of family disruptions they easily become rebellious and aggressive because they feel less secure. This in turn is reflected in their negative emotional behaviour as observed in school by their teachers hence the need for intervention.

Further, Wallace (2017) observed that firstborns enjoy undivided love and attention from their parents to their emotional benefit that help them to gain self-confidence. When there is family conflict, they are likely to suffer more than their siblings due to this bonding. As Amenya (2016) stated, older children desire the presence of their non-resident parent such that in case of family placement they feel neglected and become resentful. The scholar further expounded that when the period of adjustment is longer than expected by children, siblings experience regret, anger and may become depressed. The study therefore suggests that stability of families be enhanced to avoid change of family structures that destabilizes children's emotional behaviour.

Furthermore, as Clappstar (2017) explained, the eldest children who are high achievers are likely to be controlling and may tend to seek approval to the disadvantage of their siblings where there is family conflict. Consequently, Voo (2017) posited that when there is family conflict the firstborn children are the most affected and desire to solve the problem themselves hence emotionally suffer dearly affecting their behaviour. Therefore, care should be given to curb discouragement to firstborns who may turn to crude ways in order to survive.

An observation by Wallace (2016) showed that the middle-born children enjoy calmness and modelling by elder sibling although they feel inadequate as they work to attain and achieve like the firstborns. When there is family conflict as Kamau (2013) stated, they tend to be the peace makers in the family and can be good negotiators as they are more willing to go with the flow. Regardless of the situation, they become flexible and are able to make more friends than the firstborns to compensate for lack of family attention. On the other hand, Amenya (2016) explained that they feel more lost, confused and lonely in family conflict environment and may use this opportunity to take charge of affairs in the family if not leave the company due to emotional instability. Since they seem to be most delicate, it is in order that parents be notified and educated

on the matter so that more attention is given to them to safeguard their emotional behaviour.

Concerning the lastborns, Voo (2017) described the youngest child to be outgoing and charming who likes to seek attention hence family conflict may dim this exciting side of the lastborn child. The scholar also viewed that lastborns are persistent, creative and have a greater sense of independence while depending on their age they may take over authority to catalyse the family conflict situation and win everybody's approval and support. This gives them more freedom to try out new things and do what they wish to do making them manipulate others for their survival. In this view therefore, the study appeals that policies should be put in place to govern parenting skills applied in families in order to ensure suitable emotional behaviour in children and their actualization that is necessary for future development in the society.

On the other hand, Amenya (2016) observed that most parents give up due to frustration with differences in behaviour among their children not knowing that children's birth positions and parenting skills applied determine personality exhibited. The study therefore advocates that parents should be educated on family conflict matters because there is need to have knowledge, in regard to birth order and its effect on children's emotional behaviour. With such knowledge parents might find it necessary to remove pressure on the firstborns to achieve, help the middle child feel special or wanted and give responsibilities to the youngest. In turn, it would allow children take up significant roles in forming admirable personality and character as they stabilize their emotional behaviour. Also, children would be able to speak for themselves during family conflict intervention and boost on their emotional behaviour.

This study therefore intended to find out the influence of selected family conflict on pupils' emotional behaviour by birth order. This specifically depended on traditional contribution to the principle of position of children in a family and responsibilities attributed to it in relation to how parents model their children in shaping behaviour.

2.7 Theoretical Framework

This section discusses two theories that guided the study; Carl Rodger's Client-centered theory and Albert Bandura's Social Learning theory. Client-centered theory explains why people's behaviour depends on exposure and socialization within their

environment. In this case, children wholly exhibit and acquire what is exposed to them within the family. This is emphasized by social-learning theory which explains how acquisition of behaviour by children is a result of modelling by their caregivers within family set-up, as the first socializing agent in life. In this regard therefore, the two theories were significant in the study to affirm how socialization and exposure within family set-up is ideal to form behaviour according to client-centered theory. This behaviour is acquired according to social learning theory, through modelling by caregivers as children observe and imitate their socializers.

2.7.1 Client-Centered Theory

Carl Rogers (1902-1987) was a humanistic psychologist who developed the client-centered theory. He suggested that for people to grow and wholly develop they need an environment that provides acceptance, empathy and self-disclosure. He speculated that without them healthy personalities, achievement of goals and self-actualization might lack. Further, he considered that people are motivated by unconditional positive self-regard, understanding and similarity where self- esteem, self-worth and self- ideal are realized.

As theories explain why people do what they do, client-centered theory explains why a person behaves in a certain way depending on environment, exposure or socialization in order to achieve functioning. Basic human nature and inherent desire to achieve functioning, leads a person to emphasize on being human, genuine and have dignity which leads to attain growth and achievement in life. Environment is of great importance to a child hence a family set-up which is the first socializing agent. For a child to realize actualization in life, there are certain factors which should be realized such as availing basic needs like food, tranquillity, clothing and security among others.

In reference to client-centered theory a family setting is expected to provide a favourable environment to a child for development of good qualities in a child's personality which is expressed through emotional behaviour. In this regard, when there is family conflict this is not achieved since it leads to unrealized self-actualization and failure to achieve goals in life due to disrupted emotional development and behaviour.

2.7.2 Social Learning Theory

Albert Bandura (1925-1986) was a psychologist who explained that learning is acquired by personal, behavioural and environmental influence resulting to social-cognitive interaction in a person. This is achieved through integration of a continuous interaction between different people's behaviour, personal influence and environment. Learning is realized in a person's character and behaviour as acquired through observation, imitation and modelling. These affect attention, memory and motivation in a person and enhance adaptation and change in behaviour. In this regard, positive parenting style promotes positive emotional behaviour in pupils which gives effective coping mechanism and promotes adaptive qualities and emotional stability unlike where there is negative parenting due to family conflict.

In reference to both client-centered and social-learning theories, children who observe family conflict as modelled by their parents or guardians in turn get affected in their social-cognitive abilities and emotional behaviour. This could result in malpractice as they imitate what they learn from the family conflict and may adapt it as a way of life even as their emotions accommodate the habit and integrate it in their behaviour. In this regard therefore, children need a peaceful, conducive and secure environment to help them develop healthy emotions and personality as they learn through observation and imitation by modelling within the family set-up. Therefore, family conflict is bound to affect pupils' character and traits and be reflected in their emotional behaviour which may later disadvantage the society as a whole.

2.8 Conceptual Framework

A conceptual framework is a hypothesized model that helps the researcher to identify concepts of variables under investigation and their relationship. In this section, the researcher used a conceptual framework as demonstrated in Figure 2.1 to show how the dependent variables interact with the independent variables as the extraneous variables prevent or facilitate the interaction.

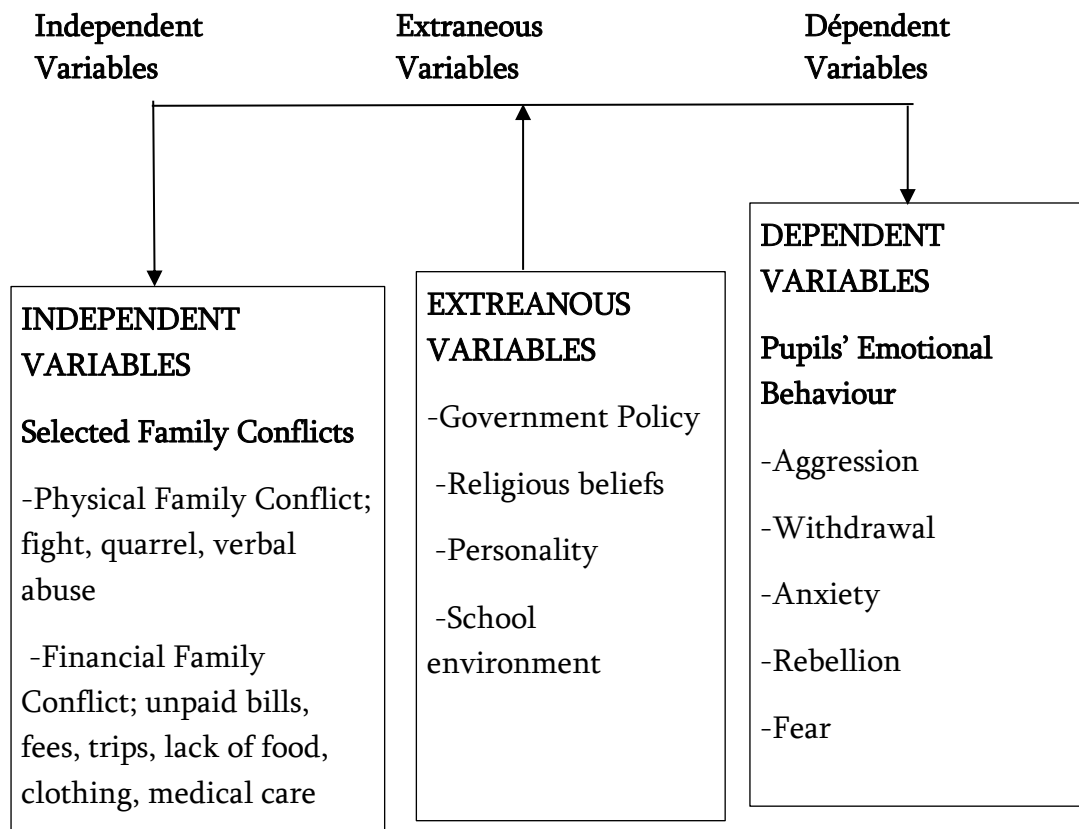


Figure 2.1 Relationship between variables

Figure 2.1 displays the relationship between selected family conflicts and the pupils' emotional behaviour. In that, when parents quarrel or fight, children may show withdrawal, fear or aggression and also if their basic needs are not met, they might become anxious and rebellious. For intervention to the situation, if parents can implement government policies regarding child welfare, then pupils' emotional behaviour would be safeguarded. Also, religious beliefs which guide people's morals and behaviour may help regulate parents' reactions during conflict as well as pupils' emotional behaviour. Further, pupils' strong or weak personalities may determine the ability or inability to cope with the situation in the family. However, a safe and peaceful school environment may appease pupils' bad experiences in the family by allowing interaction with peers and intervention from teachers.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section presents the research design to be adopted in the study. It describes the location of the study, the target population, sampling procedure and the sample size. The chapter also looks at data collection instruments, validity and reliability, data collection procedure as well as data analysis. The ethical considerations that will be made will also be outlined.

3.2 Research Design

According to Orodho (2009) a research design is the plan, structure and strategy of investigation that enables a researcher to obtain answers to the research problems or questions. This study adopted descriptive survey design as recommended by Fraenkel and Wallen (2000) who explained that it allows the researcher to explore the situation and give a detailed description of the way things are without manipulating variables. By this design the researcher used questionnaires to arrive at conclusions. The descriptive survey design was preferred since it is efficient in collecting large amount of information within a short time and it provides accurate and valid information as further proposed by Mellenbergh and Hand (2008).

3.3 Location of the Study

The study was carried out in Nakuru North sub-county in Nakuru County, Kenya which borders Nakuru East sub-county on the East, Rongai sub-county on the West, Nakuru Central sub-county on the South and Subukia sub-county on the North as shown in Appendix E. Nakuru North sub-county comprises three zones namely; Solai zone, Dundori zone and Bahati zone. It has 5 wards, 2 divisions, 12 locations and 29 sub-locations. According to records at the Chief's office (GOK, 2021) the area covers 375.4km squared with a total population of 162,985 people who come from a multi-cultural background, representing many cultures and communities in the country. They mainly engage in agriculture and trade. This area was chosen by the researcher since it had many cases of family conflict that affect pupils' emotional behaviour.

3.4 Target Population of the Study

According to McLeod (2014), a target population is a group of individuals, objects or items from which samples are made for evaluation. Records from the GOK (2022) through the Ministry of Education in Nakuru North sub-county showed that the area had 45 public primary schools with a total of 6655 pupils in standard 5-8 with 135 class teachers. The sub-county had three zones from which there was one child welfare officer from each zone.

There was a total sample of 463 respondents who participated in the study as shown in Table 3.1

Table 3.1: Population and Sample Size Distribution Table

Category	Population (N)	Sample Size (S)	Sampling Technique
Pupils	6655	364	Purposive
Teachers	135	96	Purposive
Child Welfare Officers	3	3	Purposive
Total	6793	463	

The study targeted classes 5-8 pupils aged between 10-14 years who had experienced family conflict as guided by class teachers. The class teachers and three child welfare officers were also among those who were selected for the study. The choice of this age of pupils was because they were at a stage when they experienced acute physical and emotional changes as they personalized issues for identity and development. They were also in a stage where they learn to control feelings, use reason and solve problems as Farrant (2014) posited. This makes them vulnerable and easily affected by experiences and could therefore tell the effect of family conflict at home in relation to their expectations.

3.5 Sample Size and Sampling Procedure

A sample is a small group that represents the population under study. Procedures are strategies used to obtain an appropriate sample from a given population. Akinleke (2012) posited that sampling procedure is the process of selecting a representative group from the whole population under study in order to draw a sample of participants.

Abawi (2013) explained that the collected sample should closely resemble the target population on all relevant characteristics for generalization purposes.

Selection of schools that were used in the study was in accordance with Mugenda and Mugenda (2014), who described a sample of 10-20 per cent of the population as acceptable. Thus, the study selected 9 schools which were a 20% of the total school population of 45 schools in the sub-county. Further, proportionate sampling was used to select the specific number of schools per zone as shown in Table 3.2 while simple random sampling was used to select the specific schools from each zone.

Table 3.2: Proportional Selection of Schools

Zone	Total	Selected
Bahati	21	4
Dundori	15	3
Solai	9	2
Total	45	9

GOK (2022)

Selection of pupils for the study was in accordance with Krejice and Morgan's sampling table (1970), (Appendix F). From a population of 6655 pupils, a sample size of 364 was selected as shown in Appendix F. These pupils were mainly those who had experienced family conflict.

Regarding schools, there were 9 schools out of 45 which were selected for the study. The sample size considered was 162, 121 and 81 from Bahati, Dundori and Solai zones respectively. In 5 of the schools, there were 40 pupils from each school while the other 4 schools had 41 pupils from each.

Further, the study selected 96 teachers from all the selected schools. The class teachers in classes 5-8 were purposively selected as respondents. Bahati zone had 48 class teachers with an average of three streams per class, while Ndundori and Solai zones had 24 class teachers each with an average of 2 and 3 streams respectively as shown in Table 3.3. Gender and birth order concepts emerged as the study progressed.

Table 3.3: Selection of Teachers per Zone

Zone	Number of Schools	Streams	Class teachers
Bahati	21	3	48
Dundori	15	2	24
Solai	9	3	24
Total	45	8	96

From each zone, a child welfare officer was purposively selected to participate in the study. This is because they are the custodians of important information regarding children in their area of jurisdiction.

3.6 Research Instruments

As McLeod (2014) stated, research instruments are tools that the researcher chooses to use in mapping out an approach for collection of data to enable find or solve a problem. Further, Barker et al (2015) explained that questionnaires entail both closed and open-ended questions which give detailed and intense information from respondents. Data collection was done by use of questionnaires presented in likert-scale for pupils (Appendix B), teachers (Appendix C) and child welfare officers (Appendix D). Additional structured questionnaire was included in order to get in-depth information and personal experiences from the respondents.

3.6.1 Validity of Research Instruments

Validity refers to the accuracy of implications of the expected behaviour in question-based on research findings as Ponto (2015) explained. This was measured through content validity, which is the extent to which a test measures what it is supposed to measure by its form, purpose and to whom it is intended according to Fraenkel and Wallen (2003). The validity of research instruments used in obtaining information was guided by the objectives. It was approved and certified by the experts in Laikipia University to enable the giving of required results. Their expert opinion was used to modify the instruments to fit the study.

3.6.2 Reliability of Research Instruments

According to Mugenda and Mugenda (2003), reliability refers to the testing of the research instrument to ensure production of consistent results. To avail this, the researcher carried out a pilot study in two schools from an adjacent location in Subukia

sub-county. This area was not involved in the study although it has similar characteristics with the location of study. Respondents included 4 class teachers (2 from each school), 8 pupils (2 boys and 2 girls from each school) and 1 child welfare officer. The pilot study was carried out to test reliability of the instrument using test-retest method to ensure that the repeated test results concurred with results of the previous data collected. Correlating scores from the two research findings was guided by Cronbach's correlation coefficient (alpha) which was 0.87 and was considered appropriate and reliable to ascertain the reliability of the instruments according to Wallen (2000).

3.7 Data Collection Procedure

A letter of introduction from Laikipia University enabled the researcher to seek a research permit from National Commission of Science, Technology and Innovation (NACOSTI). Later, Nakuru North sub-county Education office was notified of the intention to carry out the research. Further, the researcher sought consent from school heads of institutions to interact with teachers and pupils after informing them of the intended activity. Consent was given by heads of institutions to allow the researcher to interact with pupils who were minors. Thereafter, questionnaires were distributed to teachers and pupils and were later collected immediately after completion to enhance accuracy. The researcher later visited the child welfare officers for data collection after an appointment.

3.8 Data Analysis

Data collected was presented qualitatively and also quantitatively. Quantitative data was analyzed using descriptive statistics such as frequencies, means, percentages and averages and presented in graphs and tables. Qualitative data was analyzed according to themes which involved data identification to prove repeated patterns for generalization of results.

Table 3.4: Data Analysis Matrix

Research Questions	Independent Variables	Dependent Variables	Data analysis Methods
How does physical family conflict affect pupils' emotional behaviour?	Physical conflict -Fight, quarrel, verbal abuse	Pupils' Emotional Behaviour	-Descriptive statistics Frequency, Means, and percentages - Thematic
How does financial family conflict affect pupils' emotional behaviour?	Financial conflict -Unpaid bills, fees, trips Lack of food, clothing, medical care	Pupils' Emotional Behaviour	-Descriptive statistics Frequency, Means, and percentages -Themes
How do the selected family conflicts affect pupils' emotional behaviour in regard to their gender?	Selected Family Conflicts	Pupils' Emotional Behaviour	-Descriptive statistics Frequency, Means, and percentages -Themes
How do the selected family conflicts affect pupils' emotional behaviour in regard to their birth order?	Selected Family Conflicts	Pupils' Emotional Behaviour	- Descriptive statistics Frequency, Means, and percentages - Themes

3.9 Ethical Consideration

A letter of introduction was given to the researcher by Laikipia University to carry out research. This enabled the researcher to seek a permit from the National Council of Science and Technology Innovation (NACOSTI) to carry out the intended research to show collaboration with science and society. Later, relevant agencies like the Ministry of Education and Ministry of Gender, Children and Social services were informed of the purpose of the research since it dealt with children in primary schools to ensure

regard to human rights and dignity. Consent forms were signed by the school heads of institutions as approval to allow interaction with teachers and pupils before issuing research questionnaires. The researcher assured respondents of confidentiality of information provided in order to ensure their trust, transparency and cooperation for their voluntary participation. The respondents were not required to indicate their names on the instruments for their personal safety, and the research findings would be used for the intended purpose only.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents results of data analysis and their interpretation in regard to Influence of Selected Family Conflicts on Pupils' Emotional Behaviour in Nakuru North sub-county, Nakuru County, Kenya. Data analysis was carried out based on research objectives and questionnaires return rate shown. The research report is presented in three sections; demographic characteristics of the respondents, findings of the study and summary and discussion on the chapter. Presentation of results and interpretation were guided by research questions stated below;

- 1) Does physical family conflict affect pupils' emotional behaviour in Nakuru North Sub-county, Nakuru County, Kenya?
- 2) Does financial family conflict affect pupils' emotional behaviour in Nakuru North Sub-county, Nakuru County, Kenya?
- 3) Do selected family conflicts affect pupils' emotional behaviour in regard to gender in Nakuru North Sub-county, Nakuru County, Kenya?
- 4) Do selected family conflicts affect pupils' emotional behaviour in regard to birth order in Nakuru North Sub-county, Nakuru County, Kenya?

4.2 Questionnaires Return Rate

Questionnaires were presented to all respondents, and the return rate was as shown in Table 4.1.

Table 4.1: Questionnaires Return Rate

Category	Questionnaires Presented	Questionnaires Returned	Percentage Return rate
Pupils	364	360	98.9
Teachers	96	96	100
Child Welfare Officers	3	3	100
Total	463	459	99.1

The return rate was 100% for both teachers and child welfare officers, while for the pupils it was 98.9%. The total return rate was 99.1%. This return rate was acceptable as Leitner (1979) theorized and Finchman (2008) affirmed that a percentage of between 60- 80% is acceptable.

4.3 Demographic Characteristics

This section describes the characteristics of respondents' demographic data in regard to their response on research items. These characteristics included age, gender, religion and status among others. The sample of the study consisted of 364 pupils, 96 teachers and three child welfare officers.

4.3.1 Pupil's Demographic Data

A total of 360 questionnaires were returned from pupils and demographic data analyzed by age, gender and class level.

As seen in Table 4.2, a total of 228(63.3%) pupils were aged between 13-14 years while 132(36.7%) were between 10-12 years of age.

Table 4.2: Age of the Pupils

Age	Frequency	Percentage
10-12	132	36.7
13	93	25.8
14	135	37.5
Total	360	100

Pupils aged 14 years were the most affected having 135(37.5%) as reflected in the table. By this age, they are able to tell what was beyond them and what was unfair or uncomfortable. They are also likely to take action and show it out without reservations. On the other hand, those aged 10-12 years were 132 (36.7%) who may normalize things as they are and live as modelled without question. As observed by LienBragg (2014), physical family conflict is likely to be personalized by children making them worried and bitter which consequently affects their emotional behaviour. They are likely to internalize and react to the effect later in life when they are grown up. Hence this calls for early intervention in order to save the future society from malpractice.

In regard to gender, girls were the majority with 240 (66.7%), while boys were 120 (33.3%). This reflects that girls are more affected than boys as observed by Geller (2014) who posited that gender bias caused by family conflict affects children with girls becoming more anxious and boys becoming aggressive.

4.3.1.1 Class Level of the Pupils

Pupils who participated in the study were selected from classes 5-8 and their presentation is displayed in Table 4.3

Table 4.3: Class Level of the Pupils

Class Level	Frequency	Percentage
5	30	8.3
6	35	9.7
7	115	31.9
8	180	50.1
Total	360	100

Majority of the pupils who participated in the study were from class 8 (50.1%) followed by those from class 7 (31.9%) while the least were from class 5 (8.3%), as reflected in the table. Those among the majority were bold enough to express their wish concerning their experiences while the least may have shied off for fear of contradiction. In this matter therefore, care should be taken when dealing with the affected pupils since they could be going through trauma as a result of family conflict. They are likely to be in disapproval of the happenings around them and psychologically ‘lost’ while seeking for self-identity as they desire compassion. This concern thus appeals for urgent assistance to rescue such pupils who could be in the verge of giving up or planning harm on themselves in despair.

4.3.2 Teachers’ Demographic Data

The study selected 96 class teachers who managed the targeted classes. They were analyzed in terms of gender, age, marital status, religion and experience.

4.3.2.1 Teachers' Age

The age of teachers, was presented as indicated in Table 4.4.

Table 4.4: Teachers' Age

Age in Years	Frequency	Percentage
Below 30	8	8.3
30-40	31	32.3
Above 40	57	59.4
Total	96	100

Teachers above 40 years were 57(59.4%) who could be more experienced in family matters hence able to detect and assist pupils experiencing family conflict. Whereas those below 40 years were 39 (40.6%) and could be parenting children of the same age as the pupils in question hence could concur with emotional changes in behaviour of children.

Regarding teachers' gender, there were 34 (35%) male and 62 (65%) female. Concerning their marital status, 75 (78.1%) teachers were married compared to 21(21.9%) who were unmarried. Nevertheless, 90 (93.75%) of the teachers were Christians while others were 6 (6.25%) hence representing different members of the society.

4.3.2.2 Teachers' Work Experience

Teachers' work experience varied from below 10 years to above 20 years as shown in Table 4.5

Table 4.5: Teachers Experience

Experience in Years	Frequency	Percentage
Below 10	1	1.1
10-20	51	53.1
Above 20	44	45.8
Total	96	100

Those teachers who had 10-20 years of experience were 51(53.1%) while only 1(1.1%) had below 10 years of experience. This offers reliable observation from the experienced teachers who must have handled pupils from families in conflict over time.

4.3.3 Child Welfare Officers Demographic Data

The study had three Child Welfare Officers; one from each zone in Nakuru North sub-county. They were the custodians of child welfare cases in the area. Their demographic data was analyzed in terms of gender, age, religion and experience as shown in Table 4.6

Table 4.6: Child Welfare Officers' Demographic data

CATEGORY	FREQUENCY	PERCENTAGE
GENDER		
Male	1	33.3
Female	2	66.7
AGE		
Below 30 years	0	0
30-40 years	3	100
Above 40 years	0	0
RELIGION		
Christian	3	100
Muslim	0	0
Any Other	0	0
WORKING EXPERIENCE		
Below 10 years	1	33.3
10-20 years	2	66.7
Above 20 years	0	0

The table shows that among the three Child Welfare Officers, 1(33.3%) was male while 2 (66.7%) were female. All the 3 (100%) were between 30-40 years of age and were all Christians. In regard to their work experience, 1(33.3%) had below 10 years while the

others 2 (66.7%) had between 10-20 years. In addition, all of them had experienced cases on family conflict in their line of duty hence could attest to the matter in question.

4.4 Findings of the Study

The findings of the study were guided by the objectives of the study as the following information attest. For ease of presentation, the researcher combined Strongly Agree with Agree responses and also Disagree with Strongly Disagree responses to come out with a common figure and percentage.

4.4.1 Influence of Physical Family Conflict on Pupils' Emotional Behaviour

The first objective aimed at determining whether physical family conflict affected pupils' emotional behaviour. The study considered physical acts by parents that could easily be observed and interpreted by children such as: fights, verbal abuse and quarrels.

4.4.1.1 Pupils' Response to Influence of Physical Family Conflict on Pupils' Emotional Behaviour.

A questionnaire presented to pupils to respond to the first objective had the following results as shown in Table 4.7

Table 4.7: Pupils' Response on Influence of Physical Family Conflict on Pupils' Emotional Behaviour

Item/Response	Strongly Agree/Agree	Undecided	Disagree/Strongly Disagree	Total
1. As a result of physical conflict, I am not peaceful at home	243(67.5)	3(0.8)	114(31.7)	360(100)
2. My parents like quarrelling.	240(66.7)	3 (0.8)	117(32.5)	360(100)
3. My parents fight physically.	260(72.2)	2(0.6)	98(27.2)	360(100)
4. I fear to be at home when both parents are in, due to physical confrontations.	202(56.1)	6(1.7)	152(42.2)	360(100)
5. My parents verbally abuse each other openly.	267(74.2)	4(1.1)	89(24.7)	360(100)
6. I stay with relatives when my parents disagree	266(73.9)	4(1.1)	90(25)	360(100)
7. I feel happier when in school than at home to avoid physical conflict.	284(78.9)	3(0.8)	73(20.3)	360(100)
8. I spend sleepless nights worried about my parent who left because of a fight.	311(86.4)	1(0.3)	48(13.3)	360(100)
9. I got hurt when I tried to help in their fight	240(66.7)	10(2.8)	110(30.5)	360(100)
10. I wish to be left alone to enjoy some peaceful quiet time without quarrel.	236(65.6)	4(1.1)	120(33.3)	360(100)

As shown in Table 4.7 there were 243 (67.5%) pupils who agreed that they were not peaceful at home as their parents fought, quarrelled or engaged in verbal abuse. This made 236 (65.6) of them to desire to be left alone to experience quiet peaceful moments which could make them become antisocial. This concurred with LienBragg, (2014) who posited that when children witness or are exposed to family conflict, they are not at ease due to trauma causing emotional problems such as disregarding socializing with peers. When there is physical family conflict, 266 (73.9%) pupils sought refuge with relatives especially when one of their parents (especially mother) left home. Stock (2017) concurred with this observation that children who experience family conflict are affected by change in family placement stimulating anxiety and affecting their emotional wellbeing.

Further, 311(86.4%) pupils reported having had sleepless nights due to anxiety when their parents fought while 240 (66.7%) of them got hurt or threatened when they tried to help. This concurred with an observation by Lienbragg (2014) and Bubelwa (2014) who reported that physical family conflict could physically hurt or endanger the lives of children causing trauma and effect on their emotional behaviour. In this regard therefore, the study suggests that a skilful guidance and counselling programme in primary schools should be established in order to cater for pupils who are experiencing physical family conflict at home to control their emotional behaviour. There is also need to habitually inspect home environment from where these pupils come from. This could be done by the concerned child welfare agencies or/and Nyumba Kumi elders especially when the underlined problems are detected in the affected pupils.

4.4.1.2 Teachers' Response to Influence of Physical Family Conflict on Pupils' Emotional Behaviour

A questionnaire presented to teachers to respond on the first objective had the following results as shown in Table 4.8. For the ease of presentation, the researcher combined Strongly Agree with Agree responses and also Disagree with Strongly Disagree responses to come out with a common figure and percentage.

Table 4.8: Teachers' Response on Influence of Physical Family Conflict on Pupils' Emotional Behaviour

Item/Response	Strongly Agree/Agree	Undecided	Disagree/Strongly Disagree	Total
1. I can detect pupils from families in conflict by bruises on their body	86(89.6)	0(0)	10(10.4)	96(100)
2. Pupils who witness physical conflict do not concentrate in class	94(97.9)	0(0)	2(2.1)	96(100)
3. Pupils from homes in conflict often miss school sessions	91(94.8)	0(0)	5(5.2)	96(100)
4. Pupils who witness physical family conflict are usually aggressive in behaviour	88(91.7)	0(0)	8(8.3)	96(100)
5. Rebellious pupils are mostly those whose parents have physical conflict	89(92.7)	0(0)	7(7.3)	96(100)
6. Pupils from families having physical conflict have problems in following instructions	84(87.5)	0(0)	12(12.5)	96(100)
7. Pupils affected by physical conflict at home are absent minded	80(83.3)	0(0)	16(16.7)	96(100)
8. Pupils experiencing physical conflict are disorganized in their work	89(92.7)	0(0)	7(7.3)	96(100)
9. Affected pupils by physical conflict squirm in their seats in anxiety	76(79.2)	0(0)	20(20.8)	96(100)
10. Affected pupils family conflict look anxious and do not wish to talk about their family	85(88.5)	0(0)	11(11.5)	96(100)
11. Pupils who have witnessed physical conflict blame others for their own faults	90(93.8)	0(0)	6(6.2)	96(100)

In response to the first objective as shown in Table 4.8, there were 86 (89.6%) teachers who reported to have detected pupils from families experiencing physical family conflict by bruises on their body as imparted on them when they tried to help. Further, 94 (97.9%) teachers recorded that some pupils who witnessed physical family conflict did not concentrate in class and were absent minded. This was in agreement with Atila (2013) who reported that cognitive and attitudinal problems such as low attentiveness are evident in children who are hurt and affected by family conflict. It was further observed by 91(94.8%) teachers that pupils experiencing physical family conflict often missed school while 89 (92.7%) teachers reported that some of the affected pupils were rebellious and aggressive. This concurred with Sutherland (2014), who posited that when parents fight, children result to truancy apart from exhibiting defiant and violent behaviour.

Further, a total of 84 (87.5%) teachers observed that pupils affected by physical family conflict had problems in following instructions even as 89 (92.7%) teachers reported that some of the affected pupils had difficulties in organizing their work. This observation concurred with Reinadith (2021) who reported that children in families experiencing conflict were disobedient, messy and disorganized showing negative influence on social and emotional development through behaviour. Consequently, 90 (93.8%) teachers reported that affected pupils by physical family conflict always blamed others for their own faults. This concurred with a report by Kelly (2012) who stated that children who are exposed to family conflict were likely to behave in a manner likely to hide feelings about their parents or the situation at home by shifting blame to others.

However, 85 (88.5%) teachers observed that most of the pupils who were not at ease due to family conflict were not free to talk about their situation at home when asked about it. This concurred with Maina (2010) who emphasized that children who experience physical family conflict are fretful showing unsteady psychological disorder and anxiety. The study thus calls for an urgent solution in order to arrest the situation in such families and save pupils from influence of physical family conflict in good time. This in turn will allow a whole-person development in pupils for a complete self-actualization and fruitful potential exploitation.

4.4.1.3 Child Welfare Officers' Response to Influence of Physical Family Conflict on Pupils' Emotional Behaviour

A questionnaire presented to Child Welfare Officers to respond to the first objective had the following results as shown in Table 4.9. For the ease of presentation, the researcher combined Strongly Agree with Agree responses and also Disagree with Strongly Disagree responses to come out with a common figure and percentage.

Table 4.9: Child Welfare Officers' Response on Influence of Physical Family Conflict on Pupils' Emotional Behaviour

Item/Response	Strongly Agree/Agree	Undecided	Disagree/Strongly Disagree	Total
1. Some affected children are reported to have bruises as a result of family conflict.	0	0	0	3(100)
2. Parents neglect their children when in conflict	0	0	0	3(100)
3. Children are treated unfairly by parents when in conflict.	0	0	0	3(100)
4. Children don't go to school when there is conflict at home.	0	0	0	3(100)
5. The most affected children are between 10-14 years.	0	0	0	3(100)
6. There are cases on family conflict that are beyond our jurisdiction.	0	0	0	3(100)

It was evident from the three child welfare officers that 70% of the cases on physical family conflict had children reported with bruises on their bodies inflicted on them, that make them live in fear. This concurred with a study by Sutherland (2014), who posited that when parents fight, children may be physically hurt making them withdraw and become antisocial. Further, the child welfare officers reported that 80% of cases had parents neglecting their children and 85% of such had affected children by unfair

treatment from their parents thus affecting their emotional behaviour. This concurred with an observation by Akinleke (2012) that the affected parent by family conflict may decide to leave the family or withdraw from responsibilities thus neglecting or mishandling the children hence influencing their emotional behaviour.

Nevertheless, all the three child welfare officers were in agreement that physical family conflict affected pupils resulting to 70% cases of them missing school sessions. This was in agreement with Stock (2017) who reported that family conflict affected pupils' academic progress and their performance due to truancy. It was further reported that 60% of cases on physical family conflict affected children aged between 10-14 years who became discouraged and showed defiant and hostile behaviour as a result of family conflict. This concurred with LienBragg (2014), Kathy et al (2016), Stock (2017) and Christina et al (2019) who observed that adolescent children aged 14 years who experienced family conflict had emotional and social problems such as anxiety, disobedience and rebellious behaviour.

However, it was observed that 75% of cases had children who had been exceptionally affected by physical family conflict triggering the child welfare officers to further refer such cases to other areas of jurisdiction. On this note, the study proposes that public education on matters concerning family conflict be given to enhance amicable ways of conflict resolution in order to curb influence of physical family conflict on pupils' emotional behaviour. It is further suggested that policy makers on matters of education repeatedly sensitize the public on this acute issue of concern in order to safeguard pupils' emotional behaviour. Also, there should be coordination among government authorities and other interested parties to launch model rescue centers in order to help children. Accordingly, psychological therapeutic institutions should be established for parents experiencing family conflict in order to safeguard future generations.

4.4.2 Influence of Financial Family Conflict on Pupils' Emotional Behaviour

The second objective aimed at determining whether Financial Family Conflict affected Pupils' Emotional Behaviour. The study considered how inadequate financial support from parents to children could affect their emotional behaviour through unpaid bills, school fees and trips as well as lack of food, clothing and medical care. For the ease of presentation, the researcher combined Strongly Agree with Agree responses and also

Disagree with Strongly Disagree responses to come out with a common figure and percentage.

4.4.2.1 Pupils' Response to Influence of Financial Family Conflict on Pupils' Emotional Behaviour

A questionnaire presented to pupils to respond on the second objective generated the following results as shown in Table 4.10

Table 4.10: Pupils' Response on Influence of Financial Family Conflict on Pupils' Emotional Behaviour

Item/Response	Strongly Agree/Agree	Undecided	Disagree/Strongly Disagree	Total
1. I don't get enough food at least three times a day.	282(78.2)	1(0.3)	77(21.4)	360(100)
2. My parents don't buy enough clothes for us	244(67.8)	12(3.3)	104(28.9)	360(100)
3. My parents don't pay for my school trips or tours	243(67.5)	10(2.8)	107(24.7)	360(100)
4. My relatives assist me when my parents can't meet our basic needs	215(59.7)	5(1.4)	140(38.9)	360(100)
5. My parents involve me to fetch for basic needs when they disagree	243(67.5)	13(3.6)	104(28.9)	360(100)
6. I don't feel free to talk about lack in my family to friends	292(81.1)	3(0.8)	65(18.1)	360(100)
7. I wish to change how my family lives for better	214(59.4)	9(2.5)	137(38.1)	360(100)
8. I am not given medical care when I need it	225(62.5)	6(1.7)	129(35.8)	360(100)
9. I feel like losing hope in life because of poverty	295(81.9)	5(1.4)	60(16.7)	360(100)
10. My parents do not provide me with all school requirements	274(76.1)	8(2.2)	78(21.7)	360(100)

In regard to questionnaire presented to pupils, most of them agreed that financial family conflict affected their emotional behaviour. Among them, 274(76.1%) reported to have felt bad when denied the required school requirements and fees. Further, 244(67.8%) pupils reported not to have been provided with basic needs by their parents such as clothes and medical care. Concerning school tours and trips, 243(67.5%) pupils reported to have been denied since it was seen to be luxury. This concurred with Dinh et al (2017) who stated that it was rare for pupils from low income earning families to fully have required basic needs or enjoy well-appointed opportunities such as school tours and trips. The views that lack of such privileges affect pupils' emotional behaviour especially when they compare themselves with their privileged peers and as a result they may show negative emotional behaviour.

282(78.3%) pupils responded that they had two meals per day which was not necessarily balanced and also that 292(81.1%) of them could not freely discuss about their financial situation at home with peers or teachers even on request. This observation concurred with a report by Boye-Laryea (2012) who posited that lack within the family affects children's personality and behaviour making them not confident even as they experience emotional instability as reflected in their emotional behaviour. Further, 214 (59.4%) of them desired for change to their family financial status as 215 (59.7%) of them sought assistance from relatives. This made 295 (81.9%) of them lose hope in life since they were not happy compared to their peers from financially stable families. This concurred with Taylor (2019) who reported that financial instability in families resulted in anxiety and loss of hope in children affecting their emotional behaviour. In regard to this observation, the study suggests a speedy remedy to be sought to help families be financially stable. As a result, pupils will feel supported and become more confident thus enhancing their emotional behaviour for actualization.

4.4.2.2 Teachers' Response to Influence of Financial Family Conflict on Pupils' Emotional Behaviour

A questionnaire presented to teachers to respond to the second objective generated the following results as shown in Table 4.11. For the ease of presentation, the researcher combined Strongly Agree with Agree responses and also Disagree with Strongly Disagree responses to come out with a common figure and percentage.

Table 4.11: Teachers’ Response on Influence of Financial Family Conflict on Pupils’ Emotional Behaviour

Item/Response	Strongly Agree/Agree	Undecided	Disagree/Strongly Disagree	Total
1. Pupils from families in conflict have low self-esteem due to lack	84(87.5)	4(4.2)	8(8.3)	96(100)
2. Pupils from families in conflict look unhealthy	75(78.1)	17(17.7)	4(4.2)	96(100)
3. Affected pupils borrow food and school necessities from peers	55(57.3)	10(10.4)	31(32.3)	96(100)
4. Pupils from families having financial conflict seek assistance from teachers for provision of basic needs	79(82.3)	12(12.5)	5(5.2)	96(100)
5. Some of the affected pupils are not taken to hospital when sick unless assisted by well-wishers.	65(67.7)	5(5.2)	26(27.1)	96(100)

Concerning the items presented to teachers on the second objective, 75(78.1%) teachers observed that pupils from families experiencing financial family conflict looked unhealthy as they did not have enough food or a proper diet making them borrow food from peers as reported by 55(57.3%) teachers. This was affirmed by Ong’era (2016) who posited that lack of basic needs deteriorates pupils’ health initiating emotional instability and behaviour. If help is not availed, pupils will not perform as expected. Sandstrom and Huerta (2013) speculated that provision of basic needs fosters positive emotional progress and arrests malpractices in children.

Further, 79 (82.3%) teachers observed that pupils from families experiencing financial conflict had low esteem since they lacked adequate support from parents rendering them to receive assistance from the teachers. This concurred with a report by Kristen (2013) who speculated that lack of finances in a family makes pupils lack basic needs resulting in low esteem, consequently depicting poverty that affects their emotional

behaviour. Furthermore, some pupils as reported by 65(67.7%) teachers were not taken to hospital when sick while those with chronic illnesses necessitated help from well-wishers like teachers, relatives or community members. This as a result affected pupils' schooling and performance hence failing to reach their full potential. This concurred with an observation by Shafa (2014) who stated that financial challenges in families negatively affect children's health, behaviour and education progress. The study observes that such concern of a family's lack of finances to meet basic needs may later compel children to become overburdened in helping their parents to provide for their daily needs thus affecting pupils' emotional stability and behaviour. In this regard therefore, the study suggests that it is important to curb the menace so that child labour may not result and future generations could be saved from destruction of potential actualization.

4.4.2.3 Child Welfare Officers' Response on Influence of Financial Family Conflict on Pupils' Emotional Behaviour

A questionnaire presented to Child Welfare Officers to respond to the second objective had the following results as shown in Table 4.12. For the ease of presentation, the researcher combined Strongly Agree with Agree responses and also Disagree with Strongly Disagree responses to come out with a common figure and percentage.

Table 4.12: Child Welfare Officers' Response to Effect of Financial Family Conflicts on Pupils' Emotional Behaviour

Item/Response	Strongly Agree/Agree	Undecided	Disagree/Strongly Disagree	Total
1. Pupils run away from home when they cannot stand lack.	0	0	0	3(100)
2. Affected pupils by financial family conflict look malnourished.	0	0	0	3(100)
3. Affected pupils by family conflict are poorly dressed.	0	0	0	3 (100)
4. Pupils from financial family conflict lack school fees and proper uniform.	0	0	0	3 (100)

5. When pupils are sick, they do not receive proper care or medical attention	0	0	0	3 (100)
6. Affected pupils by financial family conflict live in anxiety	0	0	0	3(100)
7. The Covid-19 pandemic has increased the effect of financial family conflict on pupils	0	0	0	3(100)

In response to questionnaire presented to the child welfare officers, it was evidenced that 76% of the family conflict cases were based on financial issues as reported to them by the community members or the chiefs. In this matter, the child welfare officers reported that 60% of financial family conflict cases concerned pupils who ran away from home because they could not stand lack. It was evident from their observation that 76% of the affected children looked malnourished and 67% of them were poorly dressed.

Further, they reported that 60% of health cases that required intervention had pupils who were not taken to hospital when sick hence affecting their health and schooling. This concurred with King'ori (2016) and Boye-Laryea (2012) who submitted that lack of provision of basic needs such as food and medical care discourage children who become weak and performed poorly academically hence unable to fully develop their potential as a result affecting their emotional behaviour. Further, the child welfare officers reported that 80% of cases presented to them had children from families experiencing financial family conflict who lacked school fees and proper uniform. As a result, such children were discouraged and opted to leave home to the streets and risk engaging in sexual or substance abuse. This observation reflected what Sandstrom and Huerta (2014) posited that parents experiencing financial strain make their children suffer emotionally leading to malpractice such as truancy, rebellion or going to the streets when their basic needs are not met as they seek ways to survive or overcome the effect. The study feels that on such cases, pupils may use crude ways, such as sacrificing their morals, to adapt to change or acquire what they need. This is a shortcoming to their emotional behaviour as affirmed by King'ori (2016) and Kristen (2013) who stated that financial family conflict may lead to maladjusted psychological disorder and

negative emotional behaviour in children due to extreme lack. It is in this view therefore that the study proposes that in order to promote stability and emotional behaviour in children, financial family conflict should be addressed in such a way as to mandate parents to solve their financial issues without involving the children or denying them their basic rights. This in turn would avoid subjecting the children to harsh financial experiences such as child labour that motivate them to malpractice rather than enhancing positive emotional behaviour to achieve actualization.

Additionally, it was reported that 80% of the cases had children affected by financial family conflict who lived in fear and anxiety. This observation concurred with a report by Boye-Laryea (2012) that drastic interruptions within the family due to conflict make children feel insecure and experience emotional instability affecting their emotional endeavours and development. Concerning this observation, the study requires that counselling bodies in should schools be alert to detect the effect in good time to rescue the affected pupils to stabilize their emotional behaviour.

Further, the child welfare officers reported that as a result of the COVID-19 pandemic, work and cost of living became a challenge to 85% of family cases whose financial status became worse. As a result, more family conflicts based on financial causes were realized hence disadvantaged pupils who needed to be fed, clothed, sheltered and educated. This was in agreement with Sandstrom and Huerta (2013) who posited that financial family conflict can be realized when one fails to work out things as expected to meet family needs hence affecting the children thereof. In this regard, 80% of cases had parents who were reported to be stressed and depressed to an extent of having extreme family conflicts and changing their parenting style or home environment which affected children's welfare and emotional behaviour. As the Allianz Australia Insurance Limited (2018) reported, a family's financial instability psychologically affected parents rendering them unable to pay family bills, manage debts and attend to emergencies which determine survival, without which children suffer and deteriorate in behaviour. The study therefore suggests that the government should have a cushioning program in schools so that affected pupils could be aided to enable them perform well by having positive self-regard that could save their emotional behaviour.

4.4.3 Influence of Selected Family Conflicts on Pupils' Emotional Behaviour in Regard to Gender

The third objective was to find out the influence of selected family conflicts on pupils' emotional behaviour in regard to gender as represented by both girls and boys. Such influence was withdrawal, anxiety, aggressive, fear and rebellious behaviour. The results showed that both girls and boys manifested different experiences and reactions from the selected family conflicts as observed by the respondents.

4.4.3.1 Pupils' Response to Effect Selected Family Conflicts to Pupils' Emotional Behaviour in Regard to Gender

A questionnaire presented to pupils to respond to the third objective had the results shown in Table 4.13. For the ease of presentation, the researcher combined Strongly Agree with Agree responses and also Disagree with Strongly Disagree responses to come out with a common figure and percentage.

Table 4.13: Pupils' Response on Effect of Selected Family Conflicts on Pupils' Emotional Behaviour in Regard to Gender

Item/Response	Strongly Agree/Agree Girls/Boys	Undecided Girls/Boys	Disagree/Strongly Disagree Girls/Boys	Total
1. I am not peaceful when there is conflict at home.	113(31.4)/127(35.3)	20(5.6)/12(3.3)	52(14.4)/36(10)	360(100)
2. I fear when my parents have conflict.	105(29.2)/112(31.1)	19(5.3)/16(4.4)	56(15.6)/52(14.4)	360(100)
3. I feel more liked than others despite family conflict.	116(32.2)/122(33.9)	12(3.3)/18(5)	42(11.7)/50(13.9)	360(100)

4. I wish to change how we live at home.	106(29.4)/113(31.4)	14(3.9)/18(5)	58(16.1)/51(14.2)	360(100)
5. I feel happier in school than at home when there is conflict.	124(34.4)/114(31.7)	12(3.3)/20(5.6)	42(11.7)/48(13.3)	360(100)
6. My parents involve me when they disagree.	107(29.7)/95(26.4)	10(2.8)/16(4.4)	56(15.6)/76(21.1)	360(100)
7. I do not like others to know about the conflict in my family.	102(28.3)/110(30.6)	16(4.4)/15(4.2)	55(15.3)/62(17.2)	360(100)
8. I feel not liked by my parents compared to others because of conflict.	98(27.2)/106(29.4)	20(5.6)/16(4.4)	55(15.3)/65(18.1)	360(100)
9. I feel like giving up in life because of conflict.	121(33.6)/119(33.1)	20(5.6)/12(3.3)	40(11.1)/48(13.3)	360(100)
10. I wish to leave home for a better comfortable place	112(31.1)/104(28.9)	12(3.3)/18(5)	55(15.3)/59(16.4)	360(100)

In response to the third objective, 98 (27.2%) and 116 (32.2%) girls felt that they were less liked or loved by their parents compared to 106 (29.4%) and 122 (33.9%) boys who felt otherwise. This observation agrees with a report by Women's Aid et al (2021) who posited that discrimination among children by their gender from their caregivers led to emotional distress. As a result, girls may show withdrawal symptoms as boys become rebellious since boys are traditionally taught to be silent in voicing their situation. This was also detected by Boone (2017) who reported that boys suffer more emotionally than could be seen hence show the effect through negative behaviour such as rebellion.

In this regard therefore, the study advocates that gender isolation should be considered when dealing with children's issues lest they lose control of their emotional behaviour and qualify for malpractice. Furthermore, it is important for caregivers to be alert to such norms and address them cordially in order to curb malpractice in children and save the future society.

Additionally, it was observed that 121(33.6%) girls were losing hope in life due to family conflict compared to 119 (33.1%) boys even as 112 (31.1%) girls compared to 104 (28.9%) boys wished to be left alone to enjoy a peaceful time. This corresponded with an opinion by Cherry (2021) who posited that family conflict caused trauma in children making them hate their families, become antisocial and contemplate fleeing their homes.

It was further observed that, 107 (29.7%) girls compared to 95 (26.4%) boys got involved in the family conflict making them fear whenever both of their parents were at home and in conflict. This triggered 106 (29.4%) girls compared to 113 (31.4%) boys who wished to change their family situation for better. This echoed an observation by Ryan (2014) that when parents disagree, children contemplate chipping in to better the situation as they silently blame themselves to be the cause of the conflict even as they display the effect through unbecoming behaviour. In this regard therefore, the study advises that both boys and girls who need distinct intervention in safeguarding their emotional behavior should be handled as vulnerable especially girls who seem to be weaker in this matter.

4.4.3.2 Teachers' Response to the Effect of Selected Family Conflict on Pupils' Emotional Behaviour in Regard to Gender

A questionnaire presented to pupils to respond to the third objective had the results as shown in Table 4.14. For the ease of presentation, the researcher combined Strongly Agree with Agree responses and also Disagree with Strongly Disagree responses to come out with a common figure and percentage.

Table 4.14: Teachers' Response to Effect of Selected Family Conflict on Pupils' Emotional Behaviour in Regard to Gender

Item/Response	Strongly Agree/Agree	Undecided	Disagree/Strongly Disagree	Total
1. Girls are more affected by family conflict	58(60.4)	2(2.1)	36(37.5)	96(100)
2. Boys are more affected by family conflict	53(55.2)	3(3.1)	40(41.7)	96(100)
3. Girls become withdrawn because of family conflict	62(64.6)	1(1.0)	33(34.4)	96(100)
4. Boys become rebellious because of family conflict	55(57.3)	1(1.0)	40(41.7)	96(100)
5. Affected pupils –Girls live in anxiety because of family conflict	55(57.3)	1(1.0)	40(41.7)	96(100)
–Boys	50(52.1)	2(2.1)	44(45.8)	96(100)
6. Girls are more easily frustrated due to family conflict	52(54.2)	1(1.0)	43(44.8)	96(100)
7. Boys deliberately annoy others due to effect of family conflict	58(60.4)	2(2.1)	36(37.5)	96(100)
8. Affected pupils –Girls have weak leadership skills	56(58.3)	2(2.1)	38(39.6)	96(100)
- Boys	55(57.3)	3(3.1)	38(39.6)	96(100)

due to family conflict					
9. Girls have drastic change of mood due to family conflict		59(61.5)	2(2.1)	35(36.5)	96(100)
10. Affected pupils by family conflict are antisocial	–Girls	63(65.6)	3(3.1)	30(31.3)	96(100)
	–Boys	60(62.5)	2(2.1)	34(35.4)	96(100)

Concerning the third objective, 55 (57.3%) teachers reported that girls were more anxious than boys due to family conflict whereas 58 (60.4%) teachers observed girls to be more affected by family conflict compared to boys. This was in agreement with McCormick et al (2012) who reported that girls experiencing family conflict were not at ease, showing emotional disturbance and low self-esteem. Further, there were 56(58.3%) teachers who observed that girls from families in conflict had weak leadership skills compared to boys. This reflects what Ryan (2014) observed that girls are more negatively affected by family conflict than boys, depriving them maximum actualization due to lack of emotional well-being. The study views that this in turn has negative impact on girls leading to their lack of developing positive perceptual conditions hence affecting their potential and abilities that demands this call for intervention.

Additionally, 62 (64.6%) teachers reported that girls from families in conflict were withdrawn and did not like to participate in group work activities or extra-curricular activities. Other 63 (65.6%) teachers observed that boys were seen to be antisocial and did not easily get along with others. This was in agreement with a study by Ong'era (2016) who posited that emotionally disturbed girls are sensitive and have inconsiderate interactions among their peers even as Ryan (2014) observed that family conflict made boys to become antisocial and unfriendly in behaviour. The study therefore advocates for individualized counselling to each gender since they differently react to family conflict that influence their emotional behaviour.

Additionally, 59 (60.8%) teachers reported that affected girls by family conflict had irregular mood changes and considered desertion from home. This observation was echoed by Helerman (2016) who observed that there were long-term problems in family conflict situation including trauma and flight in girls that later reflect in their emotional behaviour. For this concern therefore, the study feels that girls who seem to be more sensitive and weakened by family conflict should be handled with much care and be encouraged to develop positive perception for their future prospects and opportunities in order to positively overturn events in life.

55 (57.3%) of teachers reported that boys who come from families in conflict were rebellious in behaviour. This concurs with an explanation by Ryan (2014) that boys suffer more emotionally than could be seen hence show the effect through behaviour such as rebellion. Further, 58 (60.4%) teachers attested to boys having annoyance behaviour like defying orders and breaking rules as a result of the effect of family conflict. In this regard, Boone (2017) reported that children suffer more emotionally than can be seen and they fail to fully express the experience except partially through behaviour. This was further affirmed by Skeer et al. (2011) who posited that boys externalize their actions through disobedience due to emotional disorders. In this respect therefore, the study recommends that swift counselling should be availed to the affected pupils in order to calm their emotions and improve their perception on the menace for them to gain self-control in managing their emotional behaviour.

In conclusion, these findings verify that more girls as confirmed by 58 (60.4%) of teachers were affected by family conflict compared to boys as observed by 53(55.2%) of teachers. This shows a difference of only 5.2%. It confirms that both boys and girls are at risk of having their emotional behaviour affected by family conflict thus rendering them victims of misconduct and failure in performance due to this effect. There is therefore need for urgent intervention for both. This observation extends the call by ESRC (2013) that since different children experience family conflict differently, resulting in different influence on their emotional behaviour, there should be crucial family conflict management strategies and intervention programs from supporting agencies in regard to gender.

4.4.3.3 Child Welfare Officers' Response to Effect of Selected Family Conflicts to Pupils' Emotional Behaviour in Regard to Gender

A questionnaire presented to Child Welfare Officers to respond to the fourth objective had the results shown in Table 4.15. For ease of presentation, the researcher combined Strongly Agree with Agree responses and also Disagree with Strongly Disagree responses to come out with a common figure and percentage.

Table 4.15: Child Welfare Officers' Response to Effect of Selected Family Conflicts on Pupils' Emotional Behaviour in Regard to Gender

Item/Response	Strongly Agree/Agree	Undecided	Disagree/Strongly Disagree	Total
1. Girls are more withdrawn than boys due to family conflict	0	0	0	3(100)
2. Boys are more aggressive than girls due to family conflict	0	0	0	3(100)
3. Anxiety is more evidenced in girls than boys due to effect of family conflict	0	0	0	3(100)
4. Boys bend rules when there is family conflict.	0	0	0	3 (100)
5. Affected pupils result to truancy when parents are in conflict.	0	0	0	3(100)

In response to the questionnaire presented to the child welfare officers, it was reported that both girls and boys react to family conflict differently through undesirable behaviour. This concurred with Helerman (2016) who reported that family conflict exacerbates social and emotional instability in both boys and girls resulting in misconduct and misbehaviour. It is important therefore that both girls and boys be handled with care by those in contact with them.

The finding was confirmed by the three child welfare officers who observed that effect of family conflict had 75% of cases of girls showing anxiety and withdrawal while 80% of cases had boys with aggressive and disobedience in behaviour. This concurred with

a report by Boone (2017) who reported that when parents are in conflict, children suffer emotionally and express their reactions through negative behaviour such as withdrawal and aggression. The study thus advises that close follow-up programs be put in place and counselling sessions be availed promptly. This would help them cope with underlying experiences and also empower them to reach actualization to their full potential.

Consequently, 65% of cases reported to the child welfare officers showed that boys were unruly, defiant and rebellious due to family conflict. This concurred with Ryan (2014) who posited that when there is family conflict, boys result to rebelliousness. Amongst such cases there were extreme ones which were referred to other jurisdictions and authorities since they happened within home environment. In this regard therefore, the study advises that all stakeholders concerned with child welfare in the country be alert and available to arrest this problem in an effort to save future generations and curb family conflicts.

70% of cases showed that the affected children by family conflict missed school regularly. A study done by Ryan (2014) concurred with this claim that children experiencing family conflict show negative emotional behaviour that make them lose interest in life and absent themselves from school. Therefore, the study proposes that gender should be a matter of distinct concern when handling children who experience family conflicts differently as their reactions and influence are bound to vary.

4.4.4 Influence of Selected Family Conflicts on Pupils' Emotional Behaviour in Regard to Birth Order

The fourth objective sought to find the influence of selected family conflict on pupils' emotional behaviour in regard to birth order. The study sought to find out whether a child being in the firstborn, middleborn or lastborn position in the family could experience family conflict differently from others and what the reactions would be. In this regard, questionnaires were presented to respondents where they indicated their birth positions and observations made.

4.4.4.1 Pupils' Response to Effect of Selected Family Conflict on Pupils' Emotional Behaviour in Regard to Birth Order

A questionnaire presented to pupils to respond to the fourth objective had the following results as shown in Table 4.16. For ease of presentation, the researcher combined Strongly Agree with Agree responses and also Disagree with Strongly Disagree responses to come out with a common figure and percentage.

Table 4.16: Pupils' response on Influence of Selected Family Conflicts on Pupils' Emotional Behaviour in Regard to Birth Order

Item/Response	Strongly Agree/Agree	Undecided	Disagree/Strongly Disagree	Total
1. My siblings are more liked than me	293(81.4)	6(1.7)	61(16.9)	3(100)
2. I feel happier when away from home	275(76.4)	3(0.8)	82(22.8)	3(100)
3. I cannot go to school when my parents are in conflict.	252(70)	4(1.1)	104(28.9)	3(100)
4. My parents make me take care of my siblings when they disagree.	254(70.6)	9(2.5)	97(26.9)	3(100)
5. I feel more loved by my parents than my siblings.	241(66.9)	5(1.4)	114(31.7)	3(100)
6. I feel anxious at night due to conflict	266(73.9)	10(2.8)	84(23.3)	3(100)
7. I hate to witness conflict in my family	274(76.1)	8(2.2)	78(21.7)	3(100)
8. I feel better at home than in school despite the conflict	279(77.5)	2(0.6)	79(21.9)	3(100)
9. I wonder why we have to suffer when my parents are in conflict.	289(80.3)	10(2.8)	61(16.9)	3(100)
10. I fear being at home when there is conflict	208(57.8)	10(2.8)	142(39.4)	3(100)

The results show that family conflict affect pupils' emotional behaviour despite their birth order, showing that all children are different hence affected differently depending on their birth positions. This observation agrees with a report by Wallace (2017) who indicated that birth order gives unique emotional experiences having its own advantages and disadvantages. Further et al., (2016) posited that each birth position has clear qualities and personality traits that affect a child's view of the world besides the family.

The study established that firstborns were the most affected by family conflict as 254 (70.6%) got involved by their parents when in conflict. As a result, 252 (70%) of them missed school, 274 (76.1%) of them felt like losing hope in life while 266 (73.9%) of them endured sleepless nights due to family conflicts. 275(76.4%) of them felt happier when in school than at home. This reflected a report by Clappstar (2018) that first born children tend to be more affected by family conflict than their siblings making them feel hopeless because of the attention and involvement they receive from their parents when growing up. The study hence calls for thoughtful therapeutic advances to parents by counsellors and public educators on parenting skills and its effect on children.

For middleborn children, 289(80.3%) of those affected by family conflict wished to be left alone to enjoy a peaceful and quiet time as 208(57.8%) feared to be at home when their parents were in conflict. This concurred with a report by Kamau (2013) who posited that family conflict hurts the middleborn children who do not feel much attached to family but always feel left out as they feared family disruptions and insecurity. Further, 293(81.4%) of the middleborn children felt that their siblings were more liked than they and also felt left-out when their parents had conflict. This observation concurred with Clappstar (2018) who posited that parents give more attention and support to the firstborn and lastborn children making them to be more family-oriented than the middleborn children who feel lonely and disregarded leading to their misconduct or running away from home. In this regard therefore, the study suggests that parents should be notified on the importance of fair treatment to all children regardless of their birth position or cultural view. This could save children from experiencing low-esteem and lack of self-confidence that is necessary for achievement in all aspects in life and emotional behaviour.

Among the lastborns, 241(66.9%) felt more loved than their siblings regardless of the family conflict. Hence, 279 (77.5%) enjoyed more when at home than in school. This

concurred with Voo (2017) who observed that the youngest child is manipulative for survival in case of family conflict. Further, they also demand for attention and intervention through their emotional behaviour, failure to which they become disruptive and rebellious. For this concern therefore, the study deems it as important to engage such children in family conflict resolution process for them to learn the virtue of accountability and diligence.

In conclusion, both firstborn and middleborn children were more affected than the lastborn children while the middleborn children were less affected compared to the firstborn children. This explains how their emotional behaviour could be affected differently hence the need to be handled exclusively.

4.4.4.2 Teachers' Response to Effect of Selected Family Conflicts on Pupils' Emotional Behaviour in Regard to Birth Order

A questionnaire presented to teachers to respond to the fourth objective had the following results as shown in Table 4.17. For the ease of presentation, the researcher combined Strongly Agree with Agree responses and also Disagree with Strongly Disagree responses to come out with a common figure and percentage.

Table 4.17: Teachers' Response to Effect of Selected Family Conflicts on Pupils' Emotional Behaviour in Regard to Birth Order

Item/Response	Strongly Agree/Agree	Undecided	Disagree/Strongly Disagree	Total
1. Firstborns are more affected by family conflict	58(60.4)	2(2.1)	36(37.5)	96(100)
2. Lastborns have an easier time despite family conflict	68(70.8)	2(2.1)	26(27.1)	96(100)
3. Middleborns do not feel the impact of family conflict	59(61.5)	3(3.1)	34(35.4)	96(100)
4. Firstborns take responsibility of their siblings due to family conflict	67(69.8)	2(2.1)	27(28.1)	96(100)
5. Firstborns leave home early for more peaceful	68(70.8)	2(2.1)	26(27.1)	96(100)

environment due to family conflict				
6. Middleborns demand attention and expect instant response to their needs regardless of family conflict	65(67.7)	2(2.1)	29(30.2)	96(100)
7. Middleborns are oversensitive hence criticize most of the issues due to family conflict	67(69.8)	2(2.1)	27(28.1)	96(100)
8. Middleborns are disorganized due to family conflict	62(64.6)	2(2.1)	32(33.3)	96(100)
9. All become easily distracted due to family conflict	63(65.6)	2(2.1)	31(32.3)	96(100)
10. Lastborns make more errors out of carelessness due to family conflict	60(62.5)	2(2.1)	34(35.4)	96(100)
11. Middleborns feel discriminated and left out in family conflict decisions	5(5.2)	54(56.3)	37(38.5)	96(100)

The results show that all pupils are affected by family conflict regardless of their birth position. As observed by Voo (2017), birth order personality which affects children is not permanent but can be manipulated to change through modelling of behaviour as in family conflict situation.

In the view of 58(60.4%) of the teachers, firstborns were more affected by family conflict than their siblings. This observation concurred with Wallace (2017) and Clappstar (2018) who reported that firstborns are more family-oriented than their siblings hence becoming the most affected in case of family conflict. This was further confirmed by 67(69.8%) teachers who acknowledged that firstborns took over family responsibilities when there was family conflict. This discouraged them and made them consider leaving home early for a more peaceful environment as observed by 68(70.8%)

teachers. This observation concurred with a report by Clappstar (2018) who explained that the overburdened firstborns due to family conflict became discouraged making them desire to leave home as they had no chance to actualize their potential or abilities. In this regard therefore, the study is of the view that children's rights should be observed by all especially parents who overburden the firstborns with family responsibilities as they struggle with family conflict. Further, all caregivers should expose opportunities to children in order for them to exploit their potential to their extreme ability.

54(56.3%) of the teachers attested that middleborns felt discriminated and not involved in family decisions. This made them to be withdrawn since they felt not liked compared to their siblings. 62(64.6%) of the teachers observed middleborns to be poor in organizing their work. These observations were in agreement with Amenya (2016) who stated that discriminated children feel neglected thus become angry to an extent of feeling confused and lonely in family conflict environment hence resulting in emotional instability. However, 59(61.5%) teachers observed that middleborns did not feel the impact of family conflict while 67(67.7%) of them reported that such pupils were oversensitive and criticized issues that affected them. This observation concurred with a report by Kamau (2013) who posited that middleborn children do not feel much attached to family as they always feel left out. In case of family disruptions, they become defensive and disapprove major decisions made in the family even as they become rebellious because they feel insecure. In this scenario therefore, since the middleborns seem to be unstable emotionally, the study suggests that they should be supported and loved with positive challenges posed to them to help in solving simple problems that will help them quicken up potential in them for better performance in life.

Additionally it was observed by 68 (70.8%) teachers that lastborns seemed to have an easier time than their siblings despite the family conflict even as 60 (62.5%) teachers observed that such pupils made mistakes due to carelessness. Further, 65(67.7%) teachers observed that lastborns demanded for attention and expected instant responses to their requests. This was attested to by a report by Voo (2017) who posited that the youngest child who makes merry regardless of situations around them is demanding and likes to seek attention hence resort to misconduct and laxity when denied. The study therefore suggests that, lastborns should be involved in a family's journey towards the

future as all the other members, so that they may learn to participate and manage the family affairs adequately.

On the other hand, it was observed by 63(65.6%) teachers that all pupils regardless of their birth position become easily distracted and have poor concentration in class due to family conflict. This was in agreement with a report by Amenya (2016) who observed that although birth positions determine a child's personality, family conflict changed reactions of children affecting their character and perception by negative modelling. Further Wallace (2016) speculated that nurturing and modelling of character amidst family conflict exposes children to heartaches and costs their emotional behaviour and character. The study to therefore urges for help to address the affected pupils' emotional behaviour.

In conclusion, the findings have revealed that selected family conflicts affect pupils' emotional behaviour by birth order, having firstborns to be the most affected compared to their siblings. Similarly, lastborns were more affected than middleborns who are the least affected. For this reason, the study advocates that there is need for parents to have knowledge in regard to birth order and its effect on their children's emotional behaviour so that they can assist them to take up important roles in making good character and stable emotional behaviour.

4.4.4.3 Child Welfare Officers' Response to Effect of Selected Family Conflict on Pupils' Emotional Behaviour in Regard to Birth Order

A questionnaire presented to Child Welfare Officers to respond to the fourth objective had the following results as shown in Table 4.18. For ease of presentation, the researcher combined Strongly Agree with Agree responses and also Disagree with Strongly Disagree responses to come out with a common figure and percentage.

Table 4.18: Child Welfare Officers' Response to Effect of Selected Family Conflicts on Pupils' Emotional Behaviour in Regard to Birth Order

Item/Response	Strongly Agree/Agree	Undecided	Disagree/Strongly Disagree	Total
1. Firstborns suffer more than their siblings hence become manipulative.	0	0	0	3(100)
2. Lastborns have everyone's concern making them more demanding.	0	0	0	3(100)
3. Middleborns lack confidence in decision making as they feel insecure.	0	0	0	3(100)
4. Pupils from families in conflict do not socialize	0	0	0	3(100)
5. They all have low esteem despite their birth position.	0	0	0	3(100)
6. Affected children by family conflict miss school sessions	0	0	0	3(100)
7. Some of the affected children are rebellious as a result of family conflict	0	0	0	3(100)

In response to the questions presented to the child welfare officers, it was observed that selected family conflicts affected children regardless of their birth position. The effect was noticed when 70% of cases had parents reporting about truancy of their children without knowing that they are the root cause. This concurred with a study done by Voo (2017) who explained that emotional behaviour in children, in regard to birth order, can change through modelling especially within a family set-up. The study posits that in order to avoid malpractice and malfunction, parents should be careful on what they expose their children to during family conflict. This can be ensured by incriminating exposure of family conflict to children to safeguard their emotional behaviour.

On the same note, 80% of cases had the firstborns reported to be the main victims of consequences of family conflict since most of them were left in charge of their siblings when their parents left home. This made 70% of cases about them show that they miss

school as they took care of the family. This concurred with Clappstar (2016) who described firstborns to be achievers with positive traits which may not be realized where there is family conflict since they have to take over their parent's responsibilities for survival. The study calls for intervention and attention by concerned agencies to parents' approach and ways of upbringing children when there is conflict to protect children.

The child welfare officers also reported that 70% of cases had middleborns exhibit lack of confidence and uncertainty as a result of family conflict. Further, 70% of those cases showed that they were reported to be rebellious as they sympathized with their suffering parent. This reflected what Amenya (2016) posited about children in family conflict environment saying that they were deprived opportunity to achieve their full potential. The scholar further noted that they also felt insecure and had no confidence in their parents who were to be their role models. The study felt that this would make them turn to misconduct and rebellion as they tried to assist their parents concerning the conflict situation at home. In this regard therefore, parents should be notified about this risk in order to save their children's emotional behaviour.

Concerning the lastborns, 75% of cases observed them to be too demanding as they had everyone's concern in the family. Irrespective of different reactions to family conflict by children, all children were seen to have low esteem regardless of their birth position, though varied. In concurrence with this observation, Yokota (2020) reported that birth order affects children's self-esteem depending on how each child is parented hence portraying different emotional behaviour. In this regard therefore, the study recommends that all children should be cautiously attended to in respect to their birth position since each gets affected by family conflict differently hence the diverse emotional behaviour as depicted by each.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The study sought to determine the influence of selected family conflicts on pupils' emotional behaviour in Nakuru North sub-county, Nakuru County, Kenya. This chapter summarizes the findings presented in chapter four with regard to the study objectives. Based on the findings the chapter will draw conclusions and make recommendations.

5.2 Summary of Research Findings

With regard to the first objective, the study found out that physical family conflict affected pupils' emotional behaviour. When parents engaged in physical fights, verbal abuse and quarrel, children were affected as observed in their emotional behaviour. The results presented at 255(70.8%) pupils, 90 (93.4) teachers and 73.7% cases by three child welfare officers attested to the physical family conflict affected pupils' emotional behaviour.

On the second objective, the study found out that financial family conflict affected pupils' emotional behaviour. The results showed that 253 (70.2%) pupils, 72 (74.6%) teachers and 75.3% child welfare officers were in agreement as evidence to this observation. On this matter therefore, lack of food, clothing and medical care, and also unpaid fees, bills and trips contributed to this effect.

Regarding the third objective, the study found out that the selected family conflicts affected pupils' emotional behaviour by their gender. This was demonstrated by the results of 222 (61.7%) pupils, 59 (61%) teachers and 74% of child welfare officers. Further, boys were reported to react to family conflicts through rebellious or aggressive behaviour while girls lived in fear, anxiety and withdrawal. Girls were seen to be more affected by family conflicts than the boys.

As concerns the fourth objective, the study found out that the selected family conflicts affected pupils' emotional behaviour by birth order. This was attested to by the results of 263 (73.1%) pupils, 63(65.6%) teachers and 77.5% of child welfare officers. The results further showed that firstborns were more affected by family conflict than the middleborns and lastborns.

5.3 Conclusions of the Study

The study concluded that;

- i) Physical family conflict influenced pupils' emotional behaviour in Nakuru North sub-county, Nakuru County, Kenya.
- ii) Financial family conflict influenced pupils' emotional behaviour in Nakuru North sub-county, Nakuru County, Kenya.
- iii) Selected family conflicts influenced pupils' emotional behaviour in regard to gender in Nakuru North sub-county, Nakuru County, Kenya.
- iv) Selected family conflicts influenced pupils' emotional behaviour in regard to birth order in Nakuru North sub-county, Nakuru County, Kenya.

5.4 Recommendations of the Study

Following the results, the study recommends the following;

- i) With regard to school systems;
 - a) Teachers and school counsellors should be trained to identify emotional influence on pupils' behaviour by family conflicts in order to offer psychotherapy to the pupils and help them cope. Teachers should voice any evident problems on pupils by family conflicts to relevant administration. They should provide guidance and counselling to both pupils and parents, in consideration of pupils' gender and birth position, as they take lead in implementing laws concerning children's rights and advocate for their wellbeing.
 - b) Physical family conflict should be addressed with a lot of seriousness and urgency since it may inflict lifelong harm on children. The concerned agencies should formalize a workable system that detects and arrests such cases in good time to avoid persecution on pupils' emotional behaviour in future.
- ii) Regarding the community,

Chiefs and the Nyumba Kumi initiative should address family conflict issues through identification, advocacy and offering legal intervention to victims. They should offer a

support system to families in conflict and make necessary follow-up to ensure effect of their efforts. They should offer guidance and counselling to family conflict victims to help them bring the problem to an end. Parents should learn their responsibility to nurture and model good emotional behaviour to their children. They should be aware of the effect of family conflict on pupils' emotional behaviour hence avail guidance and counselling to counter on the vice.

iii) The government;

- a) Through the Ministry of Gender and Social Services, the government should advocate against family conflicts and protect children against the influence of the conflict. It should increase efforts in legal intervention and offering psychological therapy in family conflicts matters. Further, policies programs should enhance on laws that advocate for children's rights to enable refined and quick follow-ups in helping children as support to all who contribute to help victimized children is availed.
- b) Ministry of Education in regard to curriculum adjustment and development should integrate family conflict and resolution in education. This is expected to help children to know their rights and encourage them to speak out their experiences at home for prompt intervention. Further, the government should strengthen guidance and counselling units that work to help children going through family conflict. Funding should also be availed to the public in order to help initiate financial support programs for rescue and intervention in family conflict matters.
- c) To curb financial family conflict, a policy should be developed that regulates and ensures that a children's invoice is created where money is posted to meet their daily needs to avoid neglect by parents in conflict and ensure protection on children's welfare.

5.5 Recommendations for Further Studies

For further research, the study recommended the following;

- i) Research to be done on private primary schools since this study focused on public primary schools.
- ii) An investigation to be done on the influence of family conflicts on students in secondary schools and tertiary level as well since they too may be from families in conflict.
- iii) A comparative study to be made between rural and urban settings, and between cosmopolitan and exclusive societies as this study concentrated on cosmopolitan areas in rural settings.

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APPENDICES

APPENDIX A: INTRODUCTION LETTER

LAIKIPIA UNIVERSITY,
P.O. BOX 1100-20300,
NYAHURURU.
2019.

Dear respondent,

RE: PARTICIPATION IN A RESEARCH STUDY

I am a post graduate student in Laikipia University pursuing a degree in master of education in the department of Psychology, Guidance and Counseling and Educational Foundations at Laikipia University. As a requirement to graduate am expected to carry out a research on '*Influence of selected family conflicts on pupils 'emotional behaviour in public primary schools*' of which you have been sampled and selected as a respondent for the study.

The purpose of the research is strictly for educational purposes and will not be used for other purposes without your consent. You are therefore requested to give honest responses to enhance the validity and reliability of this study. The information given by you will be treated with maximum confidentiality and your identity will be highly protected. Kindly do not indicate your name on the instrument.

Thank you.

Yours faithfully,

Dorcas Wachuka Kiaritha

APPENDIX B: QUESTIONNAIRE FOR PUPILS

Section A: Demographic Characteristics

Instructions: Kindly answer the following questions.

1. How old are you?

2. Are you a boy () or a girl? ()

3. In which class are you? 5(), 6(), 7(), 8()

Section B: Influence of Physical Family Conflict on Pupils' Emotional Behaviour

Instructions: Kindly tick in the spaces provided to the statements given below:

	Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	I am not peaceful at home because of family conflict					
2.	My parents like quarreling.					
3.	My parents fight physically.					
4.	I fear to be at home when both my parents are in because of conflict.					

5.	My parents verbally abuse each other openly.					
6.	I feel happier when in school than at home because of conflict.					
7.	I spend sleepless nights worried about my parent who left because of a fight.					
8.	I wish to be left alone to enjoy some peaceful quiet time without quarrel.					

Section C: Influence of Financial Family Conflict on Pupils' Emotional Behaviour

	Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	I do not get enough food at least three times a day					
2.	My parents do not buy for us enough clothes					
3.	My parents do not pay for my school's tours or trips.					
4.	My relatives assist me when my parents cannot meet					

	our basic needs.					
5.	My parents involve me to fetch for basic needs when they disagree.					
6.	I do not feel free to talk about lack in my family to friends					
7.	I wish to change how my family lives for better.					
8.	I am not given medical care whenever I need it.					
9.	I feel like losing hope in life because of poverty.					
10.	My parents cannot provide me with all school requirements.					

Section D: Influence of Family Conflict on Pupils' Emotional Behaviour in regard to Gender

	Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	I am not happy when there is conflict at home.					
2.	I fear when my parents are in conflict.					
3.	I feel more liked than my siblings despite the conflict					
4.	I wish to change how I am treated at home.					
5.	I am happier in school than at home because of conflict.					
6.	My parents involve me when they disagree.					

7.	I do not like others to know about the conflict in my family.					
8.	I am not liked compared to my siblings due to conflict					
9.	I feel like giving up in life because of conflict at home.					
10.	I wish I could leave home for a better place without quarrel.					

Section E: Influence of Family Conflict on Pupils' Emotional Behaviour in regard to Birth Order

	Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	I feel that my siblings are more liked than me.					
2.	I feel happier when away from home.					
3.	I cannot go to school when					

	my parents not all right because of conflict.					
4.	My parents make me take care of my siblings when they disagree.					
5.	I feel more loved by my parents than my siblings.					
6.	I feel anxious at night due to family conflict.					
7.	I hate to witness conflict in my family.					
8.	I feel better at home than in school.					
9.	I wonder why I have to suffer when my parents are in conflict.					
10.	I fear being at home there is conflict.					

SECTION F: Open-ended Questions:

1. How do you feel when your parents fight? What do they do when you try to help them out?
2. Do you feel that your younger sister or brother is more favoured than you? Why?
3. Has one of your parents left home because of a disagreement? What did you do?
4. How many meals do you have a day? Describe one.
5. What do your parents do to earn a living?
6. Is there one time you were sick and was not taken to hospital? What did you do?
7. Are you given school requirements when you need them? If no, what do you do?
8. Do you feel that your brother or sister is more liked than you? Why?
9. How many are you in your family? What is your birth position?
10. What behaviour don't you like in your brother or sister? Why?

APPENDIX C: QUESTIONNAIRE FOR TEACHERS

Section A: Demographic Characteristics

Instructions: Kindly tick to the answer you consider most appropriate in the spaces provided.

1. Gender: Male () Female ()
2. Age: Below 30 () 30- 40 () Above 40 ()
3. Marital status: Single () Married () Widowed/Divorced/Separated ()
4. Religion: Christian () Muslim () Any Other ()
5. Experience: Below 10 years () 10-20 years () Above 20 years ()

Section B: Influence of Physical Family Conflict on Pupils' Emotional Behaviour

Instructions: Kindly tick to the answer you consider most appropriate in the spaces provided.

	Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	I can detect pupils from families in conflict by bruises on their body					
2.	Pupils who witness physical conflict do not concentrate in class					
3.	Pupils from families in conflict often miss school sessions					

4.	Pupils who witness physical family conflict are usually aggressive in behaviour					
5.	Rebellious pupils are mostly those whose parents have physical family conflict					
6.	Pupils from families having physical conflict do not follow instructions easily					
7.	Pupils affected by physical conflict at home are absent minded					
8.	Pupils experiencing physical family are disorganized in their work					
9.	Affected pupils by physical family conflict squirm in their seats in anxiety					
10.	Pupils who have witnessed physical conflict at home					

	blame others for their own faults					
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Section C: Influence of Financial Family Conflict on Pupils' Emotional Behaviour

	Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	Pupils from families in financial conflict have low self-esteem due to lack					
2.	Some of the affected pupils are not taken to hospital when sick unless assisted by well-wishers					
3.	Pupils from families having financial conflict look unhealthy					
4.	Affected pupils borrow food and school necessities from peers					
5.	Pupils from families in financial conflict seek assistance from teachers for provision of basic needs					

Section D: Influence of Family Conflict on Pupils' Emotional Behaviour in regard to Gender

	Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	Girls are more affected by family conflict					
2.	Boys are more affected by family conflict					
3.	Girls are more withdrawn as a result of family conflict					
4.	Boys become rebellious as a result of family conflict					
5.	Both boys and girls live in anxiety due to family conflict					
6.	Girls are more easily frustrated than boys by family conflict					
7.	Boys deliberately annoy others as a result of family conflict					
8.	Both boys and girls have weak leadership skills as a result of family conflict					
9.	Girls have drastic change of mood due to					

	effect of family conflict					
10.	Both boys and girls affected by family conflict are antisocial					

Section E: Influence of Family Conflict on Pupils' Emotional Behaviour in Regard to Birth Order

	Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	Middleborns feel discriminated since they are not involved in family decisions					
2.	Firstborns are more affected by family conflict					
3.	Lastborns have an easier time despite the family conflict					
4.	Middleborns do not feel much impact of family conflict					
5.	Firstborns take over responsibilities over their siblings when there is family conflict					
6.	Firstborns leave their homes early for more peaceful environment					

7.	Middleborns demand attention expecting instant answers to their concerns					
8.	Middleborns are oversensitive due to family conflict hence criticize on issues that concern them.					
9.	Lastborns make more errors due to effect from family conflict					
10.	Middleborns are poor in organizing their work as a result of family conflict					
11.	All affected pupils are easily distracted and have poor concentration in class					

Section F: Open-Ended Questions

1. How do you feel when your parents fight? What do they do when you try to help them out?

2. Do you feel that your younger sister or brother is more favoured than you? Why?

3. Has one of your parents left home because of a disagreement? What did you do?

4. How many meals do you have a day? Describe one.

5. What do your parents do to earn a living?

6. Is there one time you were sick and was not taken to hospital? What did you do?

7. Are you given school requirements when you need them? If no, what do you do?

8. Do you feel that your brother or sister is more liked than you? Why?

9. How many are you in your family? What is your birth position?

10. What behaviour don't you like in your brother or sister? Why?

APPENDIX D: QUESTIONNAIRE FOR CHILD WELFARE OFFICERS

Instructions: Kindly tick to fill the most appropriate response in the spaces provided.

Section A: Demographic Characteristics

1. Gender: Male () Female ()
2. Age: Below 30 () 30- 40 () Above 40 ()
3. Religion: Christian () Muslim () Any Other ()
4. Experience: Below 10 years () 10-20 years () Above 20 years ()
5. Are family conflict cases evident in your area of jurisdiction? Yes () No ()

Section B: Influence of Physical Family Conflict on Pupils' Emotional Behaviour

Instructions: Kindly tick to the answer you consider most appropriate in the spaces provided.

	Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	Some children are reported in bruises making them live in fear					
2.	Parents neglect children when in conflict					
3.	Children are treated unfairly by parents when in conflict					
4.	Children do not go to school when there is conflict at home					

5.	The most affected children by family conflict are between 10-14 years					
6.	There are cases on family conflict that are beyond your jurisdiction					

Section C: Effect of Financial Family Conflict on Pupils' Emotional Behaviour

	Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	Pupils run away from home when they cannot stand lack					
2.	Affected pupils by financial conflict look malnourished					
3.	Affected pupils by financial conflict are poorly dressed					
4.	Pupils from families in financial conflict lack school fees					

	and proper uniform					
5.	When the affected pupils are sick they do not receive proper care and medical attention					
6.	Pupils living in families experiencing financial conflict live in anxiety					
7.	The Covid-19 pandemic has increased the effect of financial family conflict on children					

Section D: Influence of Family Conflicts on Pupils' Emotional Behaviour in regard to Gender

	Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	Girls are more withdrawn than boys					

2.	Boys are more aggressive than girls					
3.	Anxiety is more evidenced in girls than boys					
4.	Boys bend rules when there is family conflict					
5.	Both girls and boys result to truancy when the parents are in conflict					

Section E: Influence of Family Conflict on Pupils' Emotional Behaviour in regard to Birth Order

	Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	Firstborns suffer more than their siblings making them manipulative					
2.	Lastborns have everyone's concern making them more demanding					

3.	Middleborns lack confidence in decision making as they feel insecure					
4.	Affected pupils by family conflict do not easily socialize					
5.	All children have low-esteem regardless of their birth position					
6.	Some of the affected pupils by family conflict miss school sessions.					
7.	Rebelliousness is evident in children who come from families in conflict.					

Section F: Closed-ended Questions

1. Which form of family conflict case is mainly reported to your office?

Physical () Financial ()

2. What age bracket of primary school pupils according to reports show intense negative influence of family conflict?

Boys: 10-12 (), 12-14 () Girls: 10-12 (), 12-14 ()

3. What percentage would you report to be of children affected by family conflict in regard to gender in your area of jurisdiction?

Girls: 20-40 (), 40-60 (), 60-80 (); Boys: 20-40 (), 40-60 (), 60-80 ()

4a) Which are the three most common influence of family conflict observed in the children you have attended to?

Aggression (), Withdrawal (), Anxiety (), Rebellion (), Fear ()

b) Which influence mentioned above are common with;

i) Girls?

ii) Boys?

5. Who mostly reports to you about pupils' who get affected by family conflicts?

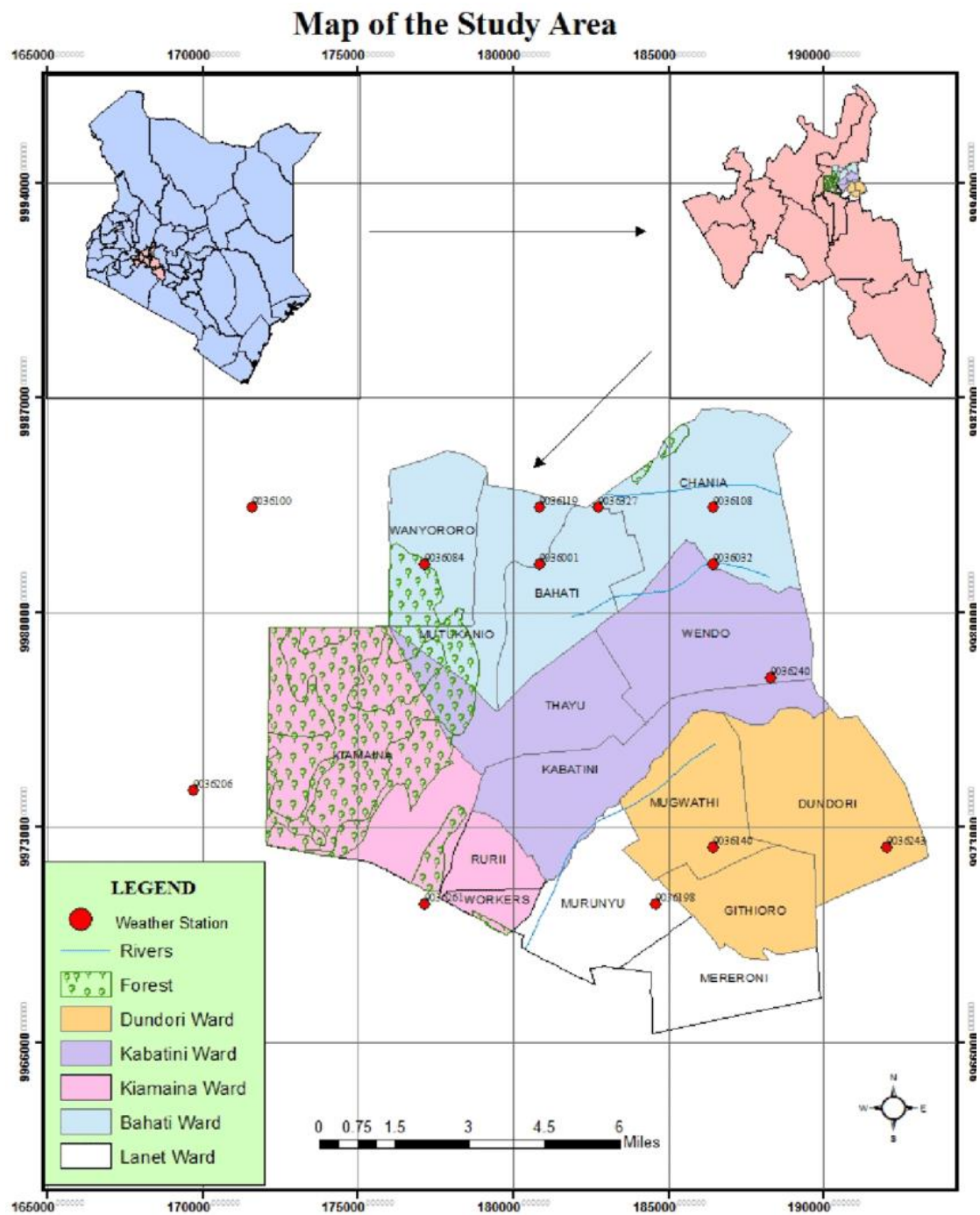
Parents (), Teachers (), Police (), Community (), Chiefs ()

6. Have you ever had cases beyond your jurisdiction? Yes (), No ()

If yes, what action did you take? _____

7. What solution would you suggest that can help to curb influence of family conflicts on pupils' emotional behaviour?

APPENDIX E: AREA OF STUDY



APPENDIX F: MORGAN'S TABLE OF SAMPLING

TABLE I
Table for Determining Sample Size from a Given Population

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size.
S is sample size.

APPENDIX G: INTRODUCTORY LETTER FROM GRADUATE SCHOOL

LAIKIPIA
P.O. Box 1100-20300,
NYAHURURU,
KENYA



UNIVERSITY
TEL: +254-(0)20-2671779, 20-2671771,
0729285902, 0729281902
bpgs@laikipia.ac.ke; www.laikipia.ac.ke

**OFFICE OF DIRECTOR
GRADUATE SCHOOL**

Ref: LG22/1335/15
23rd March 2020

TO WHOM IT MAY CONCERN

RE: DORCAS WACHUKA KIARITHA- REG. NO. LG22/1335/15

The above mentioned is a Postgraduate student of Laikipia University undertaking a Master of Education (Guidance and Counseling) Degree under the Department of Psychology, counselling and Educational Foundations, School of Education.

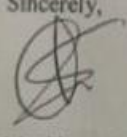
Her Research Proposal entitled: "EFFECT OF SELECTED FAMILY CONFLICTS ON PUPILS EMOTIONAL BEHAVIOUR BY GENDER AND BIRTH ORDER IN PUBLIC PRIMARY SCHOOLS IN NAKURU NORTH SUB-COUNTY, NAKURU COUNTY" has been Examined and Accepted by the Board of Graduate School.

She is hereby authorized to conduct her research.

Any assistance accorded to her will be highly appreciated.

Thank you.

Sincerely,



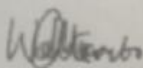
Mr. Simon Muchendu
For Director

Vision: A University for Valued Transformation of Society
Mission: To serve students and society through research, education, scholarship, training, innovation, outreach and consultancy

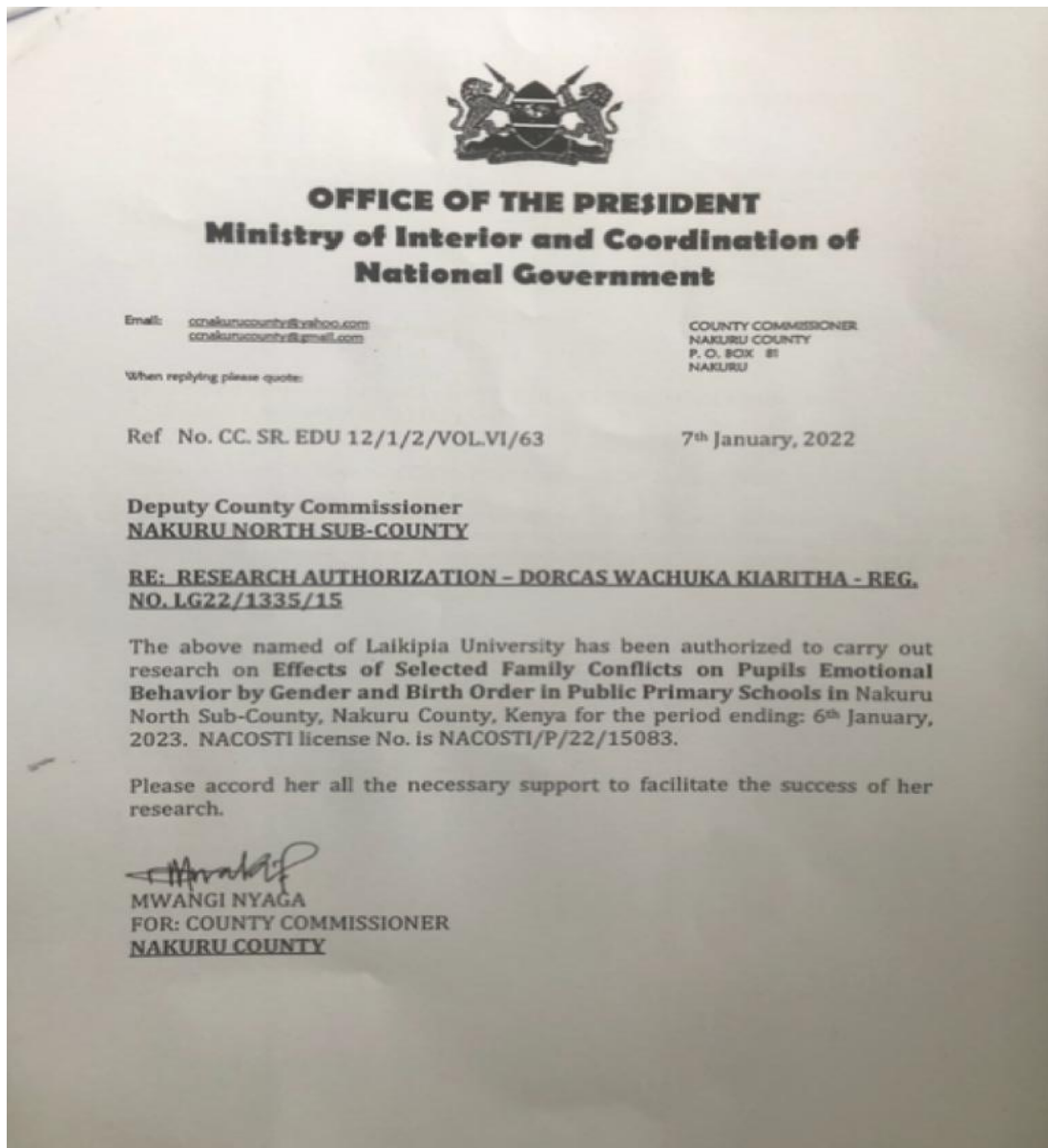
Laikipia University is Certified to ISO 9001:2015 and ISO/IEC 27001:2013



APPENDIX H: NACOSTI RESEARCH LICENCE

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 174351	Date of Issue: 06/January/2022
RESEARCH LICENSE	
	
This is to Certify that Ms. Dorcas WACHUKA Klaritha of Laikipia University, has been licensed to conduct research in Nakuru on the topic: Effects of Selected Family Conflicts on Pupils' Emotional Behaviour in Public Primary Schools in Nakuru North Sub-county, Nakuru County, Kenya for the period ending : 06/January/2023.	
License No: NACOSTI/P/22/15083	
174351 Applicant Identification Number	 Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
	Verification QR Code
	
NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.	

**APPENDIX I: RESEARCH AUTHORIZATION- COUNTY
COMMISSIONER**



**APPENDIX J: RESEARCH AUTHORIZATION- MINISTRY OF
EDUCATION**

MINISTRY OF EDUCATION
STATE DEPARTMENT OF EARLY LEARNING OF BASIC EDUCATION

Telegrams: "EDUCATION",
Telephone: 051-2216917
When replying please quote
Email: cdenakurucounty@gmail.com



COUNTY DIRECTOR OF EDUCATION
NAKURU COUNTY
P. O. BOX 259,
NAKURU.

Ref. CDE/NKU/GEN/4/1/21 VOL.IV/32

7th January, 2022

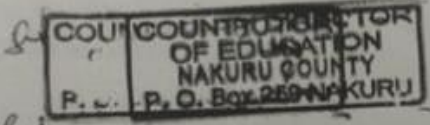
TO WHOM IT MAY CONCERN

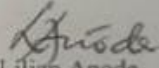
**RE: RESEARCH AUTHORIZATION – DORCAS WACHUKA KIARITHA
PERMIT NO. NACOSTI/P/21/15083**

Reference is made to letter NACOSTI/ P/21//15083 dated 6th January, 2022

Authority is hereby granted to the above named to carry out research in Nakuru County, Kenya on the topic: *"Effect of selected family conflicts on pupils' emotional behavior by gender and birth order in public primary schools in Nakuru North Sub-County"* for the period ending 06/01/2023

Kindly accord her the necessary assistance.




Lilian Anode
For: COUNTY DIRECTOR OF EDUCATION
NAKURU

Copy to:

- Laikipia University

APPENDIX K: RESEARCH AUTHORIZATION- CHILDREN'S OFFICER



**MINISTRY OF PUBLIC SERVICE, SENIOR CITIZEN AFFAIRS & SPECIAL PROGRAMMES
STATE DEPARTMENT OF SOCIAL PROTECTION, SPECIAL PROGRAMMES & SENIOR CITIZEN
AFFAIRS
DEPARTMENT OF CHILDREN'S SERVICES**

Tel: +254 (0) 723787860
Email: pcoriftvalley@yahoo.com

Regional Headquarters' Building
Block B 1st Floor RM 8,
P.O. Box 14407 - 20100
**Nakuru
KENYA**

When replying, please quote

Ref: CCC/NKU/1/28/(74)

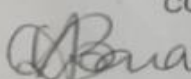
DATE: 21ST Feb, 2022

The SCCO,
Nakuru North, Bahati
P.O. Nakuru.

REF: DORCAS WACHUKA KIARITHA - ID/NO. 9715571

The above referred is undertaking a research on Effect of Selected Family Conflicts on Pupils Emotional Behaviour by Gender and Birth Order in public primary schools in Nakuru North Sub-county.

Accord her necessary assistance to enable her meet her objective.


COUNTY CHILDREN'S
CO-ORDINATOR
NAKURU COUNTY
P.O. Box 14407-20100
NAKURU

**ALICE K. WANYONYI
COUNTY CHILDREN'S COORDINATOR
NAKURU.**