

**FAMILY CONFLICTS ON EARLY PREGNANCIES IN PUBLIC
SECONDARY SCHOOLS IN GUCHA SUB-COUNTY KISII COUNTY
KENYA**

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DECLARATION AND APPROVAL

Declaration by the student

This research project is my original work and has not been presented for a degree in any other university or for any other award.


Signature.....  Date.....

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Approval by supervisor

I confirm that the work reported in this research project was carried out by the candidate under my supervision

Signature.....  Date.....AUGUST 8, 2024...

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DEDICATION

I dedicate this work to all the victims of parental conflict who may not have had the opportunity to experience true family love as their plight moved me to pursuing this research. Equally to my husband and children, the pillars and purpose for my continued hard work.



ACKNOWLEDGEMENT

First and foremost, praise and thanks to God, the Almighty for His showers of blessings throughout my research proposal work to complete successfully. I would like to express my deep and sincere gratitude to my research supervisor, Dr. Sugut for his guidance and instructive feedback that helped me to complete this work. He has taught me the methodology to carry out the proposal smoothly. I am extremely grateful to my family member for their love, prayers, caring and sacrifices for educating and preparing me for the future. I sincerely thank my husband Samuel Nyairo for the financial support he gave me to complete this work without straining.

ABSTRACT

Statistics are alarming and shocking on the recent media reports of the high number of girls who have become pregnant during the lockdown of Covid 19 and has prompted the researcher to find out the reasons why these early pregnancies in Gucha South Sub-county have been increasing for more than a decade now with no solution so far. This researcher therefore sought to establish the influence that family conflicts has on students' early pregnancies in public secondary schools, in Gucha South Sub-county, to find out the reasons for early pregnancies of students who experience the various forms of family conflicts like divorce, spousal separation, poor communication and abuse of children to find out if these have any influenced on early pregnancies amongst students of Gucha South. The study was governed by Joyce Epstein's and Socialization theories. The study used mixed methodology and concurrent triangulation design in data collection Mixed methodology was used in this study since both qualitative and quantitative data was collected and analyzed and the research design adopted was be concurrent triangulation. The target population consisted of all the seven 37 principals, 650 teachers and 15,865 students and 15, 865 parents totaling to 32,417 respondents in all the secondary schools in Gucha South sub- County. In this study 300 respondents were sampled purposively who included 24 Principals, 48 Guidance and Counselling teachers, 96 teachers, 48 parents who children have become pregnant or are affected by family wrangles and 84 girls, some who are pregnant or whose parents are involved in family conflicts. The research I thenstruments included Questionnaires for guidance and counselling teachers and class teachers, interview guide for Principals and document analysis for the pregnant cases. The instruments were in piloted Bamachoge Sub-County for reliability, validity, dependability and credibility. Validity of the instruments ascertained through expert judgment and reliability was attained through test re-test and calculated using Cronbach alpha where internal consistency of 0.7 was be considered reliable. Credibility was ascertained through data triangulation and to ensure that the study findings was dependable every step was be well articulated and detailed. Qualitative data was analyzed thematically by identification of common themes and presented in narrative form along study objectives while quantitative data was analyzed using descriptive statistics and inferentially using the SPSS Version 23 and findings presented using tables and graphs The results of this research showed an existence of a correlation between family conflict and early pregnancies, this influence was determined using Karl Pearson's coefficient correlation of 0.7. The study was able to establish that family conflicts play an important role in destabilizing the family and when children lack guidance, they can become victims of Erly pregnancies. These findings mean there is need for all sectors of the society from the church to assist in planning of marriages to its implementing and managing to be all inclusive and take care of emotional needs of these parents, as much as social and emotional aspects are considered so that the girls can complete their education. The government must also play its in ensuring the stability of the family which will lead to reduction in quarrels, better communication and minimal divorces.

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LIST OF ABBREVIATIONS AND ACRONYMS

AGM	:	Annual general meeting
EFA	:	Education for All
FPE	:	Free Primary Education
KCSE	:	Kenya certificate of secondary school
KCPE	:	Kenya certificate of primary school
HIV	:	Human immunodeficiency virus
KEMI	:	Kenya Education Management Institute
MDG	:	Millennium Development Goals
NACOSTI	:	National Council for Science and Technology and Innovation
QASO	:	Quality assurance and standards officers
SES	:	Socio Economic Status
SMASE	:	Strengthening Mathematics and Science Education
SPSS	:	Statistical package for social sciences
TIVET	:	Technology, Innovation and vocational educational training
TSC	:	Teachers service commission
I.Q	:	Intelligence quotient

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter is organized into eight sub-topics from background of the study, statement of the problem, objectives that guided the study, research questions that the researcher sought to address, significance of the study, assumptions that the study took and limitations and delimits that were expected and taken into consideration that hindered and directed it to take the course that it was forced to take.

1.1 Background of Study

Early pregnancies are influenced by a number of factors some intrinsic like the inherited intelligence quotient, others extrinsic including the family one is borne into, the value they place on early pregnancies hence support its pursuit and create an enabling environment for learning.

Globally renown counsellor Krisztina G. (2012) writing for Travistock Centre for Couple Relationships in United Kingdom appreciated rapid change in family landscape with emergence of single parents, divorced, separated and those who never form any meaningful couple relations frequenting the centre voluntarily or on referral for skills on improved parenting. Kenya is grappling with similar family status changes, and the old assumption that children would belong to extended African families now seem not to work, as emphasis on nuclear family prevail. Equally, Krystyna Pauline A. (2012) observed that family cohesion is linked to better physical, emotional and educational wellbeing among children and adolescents, especially parent-child and mother-father bonding which improves problem solving abilities, social and self-efficacy.

Regionally, very little has been done on family conflict's impact on early pregnancies, instead focusing on Western understanding of African conflict and its impact on developed countries

due to influx of immigrants, refugees and asylum seekers as per Joanne Corbin, (2014) in acquainting practitioners with skills to handle the immigrants. However, it's worth noting the rapid change in African family setting from extended to nuclear and, just like in the west, emergence of matriarchal as patriarchal and intact families disintegrates. This is of most concern as many studies portray two parents, intact family as the best structure and necessary to raise children with higher level of well-being, more so the relationship with the father. Kathryn Toure following conflict in Yaoundé Cameroon agrees conflict is a major obstacle to the development of education yet has limited literature hence the need for more research and wider understanding, saying it all emanates from society and family, affecting schools and compromising quality education for all, EFA and MDGs attainment. Another study done by Igbinosa V. (2014) Nigeria observed that environment in which a student comes from greatly influences his/her performances in school especially broken family which affects emotional, personality and early performances.

In Kenya, education has been assumed to be a major tool of development, fighting poverty and even hunger, hence all the education commissions of enquiry set up after Kenya's independence focused on its refinement to keep pace with global change for relevance like Koech commission of 2000 advocating for totally integrated quality education and training, and session paper No. 1 of 2005 asking for development of a national training strategy for TVET and ensure they are funded and equipped by 2008 as well as achieving fifty per cent literacy by 2010 among others according to Wanjiru K. et al (2014). This was supposed to be free and compulsory, according to the basic education act as observed by the same author, meaning every parent is expected to fulfill this mandate. As such, the first entity to ensure quality education is achieved is the family, assumed to be a haven of peace, love, tranquility and happiness as per Nancy P. (2014). This is confirmed by Kahiro (2014) who observed that parents have a role to play in their children's academic progress. This means that before parents

point a finger to the government on pregnancies they need to question their creation of an enabling environment towards this attainment and their children's dream realization. At this sub county for instance, parent's support towards education is wanting with a low turn up for AGMs, high rate of family conflicts indicated by separation and divorce, as academic grades delve lower each year from the enviable top position of the 1980s to a pathetic second last position in the 2015 KCSE results of the earlier central province as per education watch, by Ndung'u S., (2016). Even of more concern is the fact that the good grades are from the few national schools in the county and private schools in the sub-county, meaning they are not from original Nyandarua offspring and the county was eventually have no contributors to national decision making unless something is done fast to arrest this situation.

However, the much-desired grades are a product of both intrinsic and extrinsic factors, some beyond control of the administrator. This research attempts to explore the extent to which family contributes to non-realization of the much-desired quality grades to make educators more informed of what to improve on, and to expect. Specifically, it narrows down to extrinsic factor of family conflict which has for long been assumed to be inconsequential in school and latent on school pregnancies, marriage being between two adults (parents) affair only. This study has been prompted by the fact that despite ending syllabuses early, pregnancies is still poor in this area, a far cry from the superb 1980s as per academic analysis of this county, 2014. This sub county is also marred with the emergence of social ills like crime, cultism, radicalization, rape, homicide, infanticide, pedophiles suicides and broken families manifested as divorce, separation, absent parent(s) or even couples present but riddled with fights/violence and mistrust, all pointing to bitterness, shattered dreams and retaliatory tendencies towards the society. It may also be due to lack of proper socialization formally or informally of individuals within the family. Equally, there is a remarkable change in family set up from patriarchal to matriarchal and orphan insurgence cannot go unnoticed.

This impact assumption is supported by several studies in the UK and Australia like Davies and Cummings, 2002 among many who underscores the importance of emotional security as the confidence in availability of attachment that influences susceptibility to fear on perception of parental relationship and is affected by past experiences affecting the child's well-being. Insecurity, according to them affects a child negatively. Equally, they say, unresolved family conflict can cause children to internalize it, becoming withdrawn and depressed or externalize it developing behavioral problems like aggression, fighting and delinquency. Though true nationally, this is a major concern specifically within this location which is under the larger former central province. A good pointer to this relationship between family conflict and social ills probability is the case of recently convicted hate blogger Wadi A. who is cited as talented academically but came from a single parent and a secluded family socially, and who developed hate for leaders in reaction to his absent father and death of his other male role model, Starehe's founder Griffin. In a recent response to the question of radicalization that Kenya is trying to fight due to consequent terrorism, a good number of perpetrators are believed to be from broken homes.

The researcher happens to head a class, is a discipline administrator, guide and counsels boys and girls where the same trend, behaviour and student composition exists as in the society. This calls for the need to seek a lasting solution that can break the cycle which UK researcher Harold et al (2012) writing for a study duped 4children found is bound to exist amongst children exposed to violence and maltreatment at an early age, becoming perpetrators of crime. However, the study did not try to find out the actual impact this has on early pregnancies. This is further supported by Krisztina G. (2012) writing for Travistockcentre for couple relationship in United Kingdom who observed that parental discord affects early pregnancies which is our focus in this research, finding out the extent to which this equally affects education in Gucha South whose early pregnancies remains very low.

Equally, Kahiro J. (2014) researching on the role of parenting on attrition found it to play a significant role and recommended further research on reasons for the high prevalence of pupil transfer and establishing means of improving parental participation in activities that minimize attrition within Gucha among others. This research therefore focuses on bridging this gap he found to exist.

1.2 Statement of the Problem

Early pregnancies in young girls in secondary schools is a pressing social economic and human right issue. Adolescents aged 10 and 19 years constitute 24 percent of Kenya's population according to KDHS 2014 report. And 1300 teenage girls drop out of school every year due to early pregnancy in Kenya.

Last year 2018, the ministry of education noted rampant pregnancies of young girls in secondary schools in Kenya. In Gucha Sub-county the disturbing trend is that it is the girl child who is a victim of sexual abuse evident from rampant pregnancies observed last year. The study therefore intends to find out the factors leading to early pregnancies in young girls in secondary schools and its effects on performance at the critical secondary level in Gucha Sub-County in Kisii County.

Early pregnancies in young girls affect the holistic development of the girl child and may lead to poor performance low esteem, which may in turn lead to school dropout, low enrolment in secondary school in Gucha Sub-County and eventually affects literacy level of the female in the country. This study sought to find out to what extent family conflicts contributed to this scenario which if not reversed was negate all these government efforts and retard developments of this region that requires learned persons who are not pregnant.

1.3 Purpose of the Study

The purpose of this research was to assess the influence of family conflict on student's early pregnancies in public secondary schools of Gucha South Sub-county, Gucha County, Kenya.

1.4 Objectives of the Study

The study was guided by the following research objectives;

- i. To determine the influence of divorce on student's early pregnancies in public secondary schools in Gucha South sub- county.
- ii. To assess the influence of spousal separation on student's early pregnancies in public secondary students of Gucha South sub-county.
- iii. To investigate the influence of poor family communication on early pregnancies of students in public secondary schools of Gucha South
- iv. To find out influence of child abuse on student's early pregnancies of public secondary school students in Gucha South.

1.5 Research Questions

- i. Does parental divorce have any influence on the child's early pregnancies in public secondary schools of Gucha South?
- ii. How does separation of spouses influence secondary student's early pregnancies in Gucha South?
- iii. In which ways does poor communication in family influence the child's secondary early pregnancies in Gucha South?
- iv. To what extent does child abuse influence secondary school early pregnancies in Gucha South?

1.6 Rationale of the study

This research sought to determine the influence that family conflicts especially between parents may have on their children's early pregnancies in terms of grade attained and discipline in

school. This is necessitated by the persistent dismal pregnancies of this sub county often tailing the county and the larger Central region.

1.7 Significance of the study

Upon establishing existence of such co-relation, and determining its extent, the results would be used to better all sectors related to human life especially; Advise all education stakeholders from parents, teachers and administrators to education officers in the ministry to focus more efforts on family cohesion as a way of advice during academic days and amongst students who are future parents in order to correct or avert future conflicts.

Teacher employer would understand the predicament such students endure and see the need to have counsellors recognized by TSC to help such learners cope. The administration specifically can purposely organize for both parents to make effort and visit school to bond with the learners and increase such avenues during visiting days and academic days. Alternatively, school visiting days can be cancelled to have all students remaining uniform in school, irrespective of their home setting.

The government being aware of this conflict impact on education can help set up affordable counseling and rescue centers for children and parents and other programs that can help society cope with these changes in the society. The church and local government was have an easier time and point of reference when counselling, supporting and allocating bursaries to needy students and even advice families as stable families mean society is easy to manage and county at large.

1.8 Scope of the Study

The study was conducted in Gucha South sub county, Kisii County, Kenya where some public secondary school students, teachers, administrators and some parents were used to collect data on the influence of family conflict on student's early pregnancies using questionnaire and interviews between April and July, 2017. The study dealt with family conflict only as an aspect

influencing early pregnancies yet there may be more others factors that may influence early pregnancies. This study was based on mixed methodology and the research also used concurrent triangulation design to investigate both quantitative and qualitative. This study was conducted from April 2019 to August 2020.

1.9 Delimitations of the study

The study narrowed itself to only four aspects of family conflict namely divorce, separation, poor communication and child abuse yet these differed from one family to the other with varying impacts on individual students. At the time the research was done, the total number of secondary schools was twenty and an estimated number of conflict affected students being 400 but of varying magnitude and types, but the number kept changing by the day since family conflicts have no timing. The research also used concurrent triangulation design to investigate both quantitative and qualitative data yet others methods like *ex post facto* could be more accurate by targeting the entire sample in detail, though on quantitative data only.

1.10 Limitations of the study

- i. The major limitation of this study was from secrecy with which such family conflict occurrences are taken, assumed to be personal failure and thus reluctance to divulge details of breakups or fights within families. This might have influenced their response and even data collection and eventual sample size. Stratification to ensure uniformity for accurate generalization would overcome any short coming emanating from sample size.
- ii. Questionnaire had low rate of return of duly filled questionnaires as some respondents were reluctant to complete or even hand them over after filling due to lack of commitment as this was not mandatory research; it wholly relied on their good will. This would be supplemented by use of interviews.
- iii. Questionnaire was used only where respondents were educated and co-operating.

- iv. There was no control of questionnaire being lost once it was sent to respondents curbed by researcher taking them personally any waiting for them not mailing.
- v. There was inbuilt inflexibility because of difficulty of amending the approach once questionnaires were dispatched.
- vi. There was possibility of ambiguous reply or omission of replies altogether to certain questions, interpretation of the omissions being difficult.
- vii. There was difficulty in knowing whether the respondents were truly representative.
- viii. Questionnaire method was slowest of all.
- ix. There was the limitation of attrition whereby experimental mortality occurs, with many original subjects/respondents dropping out of study leaving systematically same characteristic in this case learners with the same stable or normal family with both parents and the same type of family conflict. This could be in response to questionnaires, the actual conflicts-affected students failing to respond to hurting past, hence interfering with the original randomness of sampling leading to errors. Similarly, being suspicious of use of the information may have made some fail to respond, since some teenagers guard family matters closely so may give incorrect information affecting view of real scenario, say, of family composition ratio. This would be overcome by designing questionnaire to touch only victims on key areas, researcher delivering these instruments and collecting them immediately, coupling it with interviews.

1.11 Assumptions of Study

The study was guided by the following assumptions;

- i. The early pregnancies of students in secondary school is influenced by family which should impart morals and values in addition to internal capacity like intelligence.

- ii. It also assumed respondents would be truthful and a representative sample of the entire sub-county would be achieved.
- iii. It also assumed any conflict in the family could have adverse effects on academic pursuit of learners, more so those of high magnitude like consistent fights, divorce or separation.



1.12 Operational Definition of Terms

Above average Performance:

-means a mean grade of C plus to B that one can join university in Kenya though not for a lucrative course.

Child abuse-

here refers to any physical, emotional or psychological agony inflicted on a child by parent, sibling or in school.

Conflict -

Refers to antagonizing views and beliefs that lead to fights, divorce or separation which may culminate into hate, lack of warm and cohesion.

Family conflict -

here refers to such discord characterized by abuses, fights, divorce or separation between parents and which can even spill over to children in the family.

Violence -

Behaviour that falls short of legally defined statute and is detrimental to the victim and includes physical punching, hitting, and kicking, sexual, financial emotional or psychological harassment like shouting at, withdrawal of communication and basic support and constant denigration aimed at demeaning a person to the extent of losing self-esteem.

Teenager:

Youth aged between thirteen and nineteen years mainly in secondary level of

education and marred by emotional instability with high tendency to frustration, pity, hopelessness and suicidal tendencies in case of slight provocation or imagined failure like a disintegrating family that gave them warmth and belonging. In this context it falls in the same category as adolescent.

Family - group consisting of one or two parents and their children own or adopted. In this context, it is the home environment where students come from

Learners - Young people in formal education process specifically for this study in secondary school.

Radicalization- A process by which an individual or group comes to adopt increasingly extreme political, social or religious ideals and aspirations that reject or undermine the status quo or reject and /or undermine contemporary ideas an expression of freedom of choice.

Early pregnancies- here refers to attainment of grades in school commensurate with full student's academic ability, that have been categorized as above average if between A and C plus, the lowest grade to university entry, Average for grades C to D plus who can gain entry to TVET colleges and any grade below D plus is below average.

Divorce-

means legally instigated cessation to remain bound together in a marriage, each moving own direction of location that is final.

Separation -

means temporal vacation of common of marital abode without going through legal process

Fights -

involve any form of mishandling spouse like slaps, kicks shout downs

Intelligence Quotient -

Is a measure of learner's ability to grasp concepts taught, and is often inherited from parents



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter deals with the various literature from different scholars and researchers relate to family conflicts and early pregnancies, specifically empirical literature, family conflicts and literature. Family conflicts and early pregnancies. It also views literature on effects of divorce on children's early pregnancies, separation and parental absenteeism and early pregnancies, concluding by drawing conclusion of the relationship between family conflicts and children's early pregnancies. It also reviews theoretical and conceptual literature and their frameworks, states the research gap and summarizes

2.1 Empirical literature

Globally, education is taken as a key to national progress and any worth nation invests in it. In fact, Kenyan government has taken education of the citizens seriously, having put in place various strategies towards this achievement as explained earlier. However, the family is the first socialization institution according to Wanyoike W (2003) that a child goes through and is expected to be conducive and safe to inculcate the early discipline and thirst for education. Hence, its disintegration throws into disarray all these expectations and threatens the very existence of a cohesive nation.

2.1.0 Family conflict and early pregnancies

Theorists in a United Kingdom study, 'the enemy within' led by Harold Leve (2012) observed that when children internalize family conflict symptoms they struggle with emotional difficulties becoming withdrawn or depressed while others externalize their struggle and develop behavior problems like aggression, fighting and delinquency, thus the cycle is repeated. They also observed that parental conflict impacts on the child's social competence

and their ability to get along with others especially peers and teachers. This emphasizes the important role a stable family plays in the student's school life and academic attainment.

Although referring to working relations, Frank Jefkins and Daniel Yadin in 1998 emphasized the importance of public (and family)relations whose purpose is to establish and maintain mutual understanding ensuring the organization is understood by all involved; for instance workers, parents, learners, staff and administrators, and each work towards the well -being of the institution. This prevents for example a watchman feeling delineated and allowing learners to sneak in and out of school or even smuggling in substances not allowed. All are agents of socializing learners to acceptable norms. Public relations, they say consists of all forms of planned communication, outward and inward between a school setting and its neighborhood, for the purpose of achieving its specific objectives concerning mutual understanding. This is because neighborhood consists of parents, whether affiliated to the school or not and they should not allow unacceptable, antisocial behavior amongst students without reporting to the authority. This is because mostly some school workers who are adults, also double as drug peddlers so should report it knowing failed and maladjusted students was end up in the same society.

However, the school should reciprocate positive gesture by avoiding conflict with the neighbors which may grow hostile and bring the institution down easily. Discipline, according to Marie S. Nobel is a major variable in early pregnancies as is parenting style and parent involvement, others being socioeconomic status, quoting Blair and Madamba, 1999. She emphasizes the extent of marital discord and divorce as impacting on early pregnancies by disrupting parent-child relationship.

In his book of conflict resolution, Mutheu, (2008) sees conflict as emanating from anger in form of bitterness, hatred and resentment harbored in form of destructive stress, and frustration for instance lack of early pregnancies, insecurity and feeling of worthlessness among others.

He therefore advises parents to create mutual trust and good relation especially between father and son or daughter, to strongly influence their development, create confidence and self-worth. When these fathers are absent (drunken, broken/separated/dead or even distant workers) insecurity sets in. This is what parents need to know, that theirs is not only fees payment but are the first to discipline and straighten their children from the start. When they wish away this role, and, side with them to see the teacher and school authority as against the child, then the child loses as time is spent away from school on suspension. They need to work with teachers in streamlining the discipline consequently success in academics and later life. Valuable time is lost in suspensions amounting to two weeks or more, and the parent who alienated themselves from disciplining their children also suffers economically escorting them back.

David Johnson and Ellen Van Kalmthout, (2015) commenting on education and family conflict say education in post conflict helps restore normalcy, safeguards the most vulnerable, provides psychosocial care, promotes tolerance, unifies divided parties and help start reconstruction and peace building. So, conflict well -handled can bring positive results. On the other hand, it can also entrench intolerance, create or perpetuate inequality and intensify social tensions that can lead to civil conflict and violence.

Likewise, counselor Peter Wangaruro (2012), of family rebuild ministries stated causes of conflict from family to school as including lack of confidence, social pressure and false hope among others, meaning, for instance that students ill prepared for examinations look for all manner of excuses to avoid them and if possible have them not done to avoid their eventual grading and depicting them as failures, yet pressure from all quarters require them to perform. Apparently the latest presidential task force on secondary education suggested lowering of learning cost and a ban on ranking which was implemented creating crisis of vision and direction, according to writer, David A. (2015). This fulfilled the wish of the lazy learners and lowered commitment to some parents who may abdicate any further responsibilities over their

children. Calls had been made and even questions raised as to whether examinations are the real and only measures of one's ability, and if failure in them means failure in life. This is where parents come in handy in encouraging their children of the importance of exams for profession placement but not join the crusade.

Conflicts differ in African families from the western set up due to the different values held in either. In a study referred to as *maendeleo ya jamii* (2009), the writer says family is the foundation of freedom, justice and peace in the world. He goes further to say that family conflict in developed countries emanate from woman's liberation and work related stress carried back to family resulting into divorce, whereas in Africa it is mainly due to the extended and polygamous families that a majority of elite women are trying to break from, plus abject poverty causing alot of strain hence constant fights and separation. In Africa, he says divorce has not been fully embraced and take too long to be termed so, partners having separated long time ago. However abuse is common taking different forms from verbal to psychological and even physical.

Kahiro G (2014) quoting Van Wyk, 2008 says family is crucial in a child's development especially the critical formative stages until formal education begins at age five to six years when teachers assume the primary responsibility of child's education. Either party must play their role well and continual in constant communication to bring up a well-formed individual. However, family conflicts deny family this duty leaving teachers to assume both, to the detriment of the child. Equally, Maina I. (2010), says children reared in violent hoes grow up largely confused about the meaning of love and intimacy and don't understand cause of violence living a constant state of fear of repeat, and suffer irreversible damage in some or all aspects of their development. Such children she says lag behind in language and communication development, are clingy and display unusual separation anxiety, withdraw from peers and enjoy causing pain by hitting and biting others

Gayla M. and Elana B. (2000) of the department of psychology, in the university of South California Los Angeles found three types of violence namely child maltreatment, community violence and inter parental violence which disrupt typical developmental trajectory through psychological effects, post-traumatic stress disorder (PTSD), cognitive consequences and peer problems which may compromise children's ability to face normal developmental challenges. In disrupting the normal growth pattern, family conflict may cause indiscipline and poor pregnancies in academic and later life.

While researching on impact of family structure on children's outcome, Christina (1997) emphasized importance of closeness between parents and children for psychological well-being of learners, which is a crucial element in academic progression. This was further confirmed by Sara M. and Gary S. (2000) who observed that the decision of parents to live apart due to divorce or lack of marriage destroys the social capital. The non-resident parent loses closeness, financial, educational and economic support for the Children. Hoge et al (1997) also outlined the importance of parents in early pregnancies of children as four -fold, first being realistic parental expectation which Entwisle L. and Baker P. (2014), confirm correlate positively to cognitive tasks highly essential for early pregnancies. Parental interest in school including facets such as interest in specific classes, helping in homework and providing guidance in school decisions, according to Scott-Jones (2015) and Campbell (1990). This cannot be achieved by absent parents. Parents should also be involved in school attending conferences, events and making contact with teachers among other roles. Finally, she cites Amato (2014) who emphasizes family's role in giving emotional support including open decision making and praising good grades as strongly associated with school success.

When researching on positive and negative effects of parental conflict on children, Joelle Barthassat (2015) said it leads to maladjustment which in turn results in negative effects on social, cognitive, educational and psychological function .While quoting Grych and Fincham

1990, he said it interferes with parent to child relationship which is very stressful to children depending on its duration, resolution and intensity plus age of child involved. Also quoting Bowlby 2009, he said emotional security also gives confidence that influences susceptibility to fear that may cause hostility and violence, repeating the cycle.

According to Wanyoike (2003), a family is the most important social groupings among human beings with very important role of providing its members, especially the children with a sense of belonging, identification and security. It also meets their needs, as they grow in a suitable environment and ensure continuity of humanity by supporting values that are upheld in the community. This confirms the adverse effects such family discord has on the student.

2.1.1. Influence of Divorce on Early pregnancies

Steven H. (2008) said children from divorced parents performed poorly especially in mathematics and English in the immediate aftermath of divorce. Later, he says boys are more affected but girls seem to cope and don't seem to be influenced by it. A group of pediatrics researching on children's health(2000) in Canada also observed a similar trend that as the couple gains equilibrium after divorce, children suffer painful feelings with a significant number having prolonged symptomology related to the divorce including internalized and externalized problems characterized by suppressed polite hostility amongst all ages their reactions depending on developmental stage . Emotional behavior, they say include regress, anxiety, depression irritable, demanding and non-compliance all of which compromise school pregnancies and affect social relationships with peers or partners later in life.

Ann M (2013) studying suicidal tendencies among youth in Nyandarua found that dysfunctional families lead to depression, alcohol and substance abuse, suicidal emotional instability, low self- esteem, irresponsible sexual behavior and recommends teachers to find out at risk students and help them out as the education system in Kenya continue to emphasize academic-exam orientation at the expense of pertinent aspects of the student's life. She quotes

Wango 2006 saying teachers often deal punitively with truancy without studying its cause creating low self- esteem and depression amongst students. Hence this study seeks to address these two serious concerns by finding out how each of the common family conflicts or causes of dysfunctions influences academic for effective recognition and advice.

A more serious effect of dysfunctional family and divorce was revealed by a 2012 study on alcohol consumption in central region by a group of researchers quoting Gachiri which observed that it wrecks the abuser and those he should cater for, becoming absent and denying children emotional support, making especially boys emotionally stunted and girls rebellious which may be replicated with such boys becoming addicts themselves and girls marrying addicts.

2.1.2. Influence of Spousal Separation on Early pregnancies

Roberta C. (2010) likened conflict with bullying which he said involve a pattern of constant and trivial fault finding, criticism, segregation/separation, exclusion and undermining one, that occurs for a long time stretching an individual's tolerance. Forms of fights are; belittling, demeaning or patronizing especially in front of others especially children which chip away one's status, self –confidence self-worth and potential. Being disgraced, shouted at and threatened often in front of others. Snide comments to see if one can fight back. Fault finding and criticism in everything the victim does or says, twisting, distorting and misrepresenting the victim. Treating some children differently showing favoritism or bias against some.

Bullying inflicts terror, intimidation, harassment or plain aggression. He further classifies abuses into violence involving battering and crimes like murder road range and phone threats. Sexual abuse, bullying discrimination, child neglect stalking and arson are other types of abuses.

Krystina P. (2012) emphasized family cohesion for early pregnancies, saying divorce strongly affects child's ability to achieve higher in school. She also says children from separated spouses and conflict ridden families are prominent typically worse in school than of intact family. Equally, Igbinsosa V. (2014) avers that homes impact greatly on a child's emotional, personality and early pregnancies. Single parents, he says face doubled responsibility requiring time, attention and money, making less attention paid to education, the child becomes hostile aggressive anxious fearful hyper active and distractive. This was the same observation made by Kahiro J.(2014) who said parents play a great role on their children's attrition due to change in geographical changes in Subukia, Nakuru, but did not indicate the cause of constant location shifting which is most likely separation, divorce and other forms of conflict. He says this attrition impacts negatively on academic attainment. This gap can be well covered by this study, as it could likely be caused by conflict forcing the children to be withdrawn as they relocate.

2.1.3Lack of Proper Communication and Early pregnancies

Nancy V. (2009) said poor communication in a family is the most serious problem, the prime cause of divorce. The basic function of communication she says is establishing a relationship, each person expressing self verbally. Poor communicators includes assassins, corrector judge and monologue, all of whom curtail feelings of worth, notice love appreciation and safety necessary to a student as parents should communicate strong educational values, convey values of effort, expectations and encouragement for students to succeed, monitoring or helping in school work at home and other roles requiring communication. Communication can help solve conflicts by choosing the best time and place to talk, saying things straight, directly and concisely showing respect, giving/evaluating solutions and choosing the most acceptable decision.

Samek D.(2015) defined communication as a process of transmitting information, ideas, attitudes, emotions or behavior, using words, body language or behaviors. It can be poor if it involves yelling, silent treatment or blames and name calling. Passive or aggressive words or actions, hiding family secrets, labeling the other bad instead of a behavior, working with ultimatums and threats among others. The repercussions of poor communication he says include less likeliness to be close, negative development of children behavior especially teenagers and adults and behavioral problems called 'at risk behaviors'. He says it leads to depression or anxiety in young people (like students). The writer suggests creating new rituals and family traditions like dinners, outings and family vacations which is not possible in conflict ridden family. Iripa A. (2015) also concurs that good communication promotes sense of trust at its core, conveys words, facial expressions and gestures, but a poor one can destroy a home and relationships like poor listening and forgetting or failing to communicate important information. He further says it creates tension and overall financial failure in homes, can disrupt the family or work structure causing strained relations that lowers productivity (and academic results) and diminishes problem-solving capacity. He says also that communication is the glue that holds marriages together, and lack of it causes rifts between partners that become hard to fix, creates a sense of dissatisfaction, confusion, restlessness and fear making one wonder if the other is still faithful hence people become less connected (which can be fatal or homicidal). He finally says poor communication ends up with one engaging in dangerous activities like drinking, taking drugs and unhealthy relationships. Poor communication with children diminishes the bond, children lack guidance and supporting life, developing low self- esteem, no sense of direction or purpose in life.

Edleson, (1997), said violence in family causes depression, trauma and low self-esteem depending on whether the child is the victim, the gender, age and lapse since witnessing the violence. For instance, boys become unruly, and disrespect their mother, becoming ashamed

of their homes so isolate themselves into secrecy eventually resorting to drugs and other undesirable sexual behavior that mar their cognitive functioning hence lower verbal and quantitative skills and development attitudes. Maina I. (2010) said maltreated children may deal with fear of abuse and search for security in relationships with adults' precedence over pregnancies completely. Specifically, physical abuse, she says causes personality problems depression, conduct disorder and delinquency.

Since banning of corporal punishment and discouraging of expulsion of the students from schools, there has been notable increase in indiscipline cases that affect secondary school students then are carried on to colleges and back to the society where drunkenness, drug abuse and crimes ranging from mere pick pocketing to house break- ins and well organized armed robberies, shattering everyone's peace and burdening law enforcers who should be keeping the peace along our borders and fighting the influx of terrorists

Teenagers sometimes don't know their priorities and being in identity crisis (Nancy V. Pelt, 2012), may be swayed easily off the academic path by any new trends or ideas, wishing to belong to anything emerging, especially those with non-functional homes. Their role models in or outside school, whom they tend to copy on good and negative aspects including strikes, dress code and even coupling.

Neuve N.M. (2014) continues to warn the authority to be on the lookout for brewing trouble among abused learners characterized by decreased interest in work, negative statements about schools and school programs and also petty conflict among themselves as pointers to their unwillingness to cooperate with others. Class absenteeism and drastic drop in early pregnancies, showing disinterest and many others including exaggerated obedience or failure to respond in class are all pointers to indiscipline, emanating from abuses, he says. This means that trouble in school is not so sudden, keen administrators was definitely seeing the tell tales. Indiscipline is closely related to externalizing family conflict where children are unable to get

along with others especially peers and teachers due to lack of social competence, in turn adversely affecting academic attainment. This, according to Harold Leve, 2012 leads to drug abuse which is a major factor with non -performers. Rabbi Roll, (2015) supports this, saying children may blame themselves for the parental conflict especially if the conflict is over discipline issues.

Ghazarian R.S quoting Connell et al (1995) and Hawkins et al (1992) say youth who demonstrate higher early pregnancies also are more likely to report lower drug use and decreased propensities for school dropout and indiscipline. He further argues that youth are more likely to experience maladaptive outcomes when they are exposed to salient risk factors due to threat and self- blame when they act as mediator, peace maker, confidante, to one grieved parent, fearing it may lead to separation and divorce or escalate directed towards them as Davies et al (2002)observed. Ghazarian continues to explain the distinction between boys' and girls' response to conflict (abuse), saying that the former are affected by psychosocial trauma and physical stressors, have higher incidence of dyslexia, engage in more delinquent behaviour and are more likely to suffer from academic difficulties in event of such conflict. Girls on the other hand get psychological distress due to societal expectation and relative earlier maturity. Rapid change in technology is also affecting learners, schools, and breaking several homes

2.1.4 Influence of Child Abuse on Early pregnancies

Roberta C. (2010), wrote extensively on family conflicts and its effects to the members, saying it involves various deeds and misdeeds, not only divorce and separation but also fights and abuse to the weaker person, which often is the child. Abuse according to the same author involves evil or corrupt practices, deceit, betrayal, molestation, and violation of rights. Amongst young children, abuse and bullying cause helplessness, embarrassment, grief, depression, ambivalence, and detachment, fear of abandonment, isolation and fantasies about normal, home life. Feeling responsible for the abuse, guilt for not stopping the abuse, and

pessimism about future, and medical problems like eating and sleeping disorders. Amongst older children and teens, bullying results into poor grades, dropping out of school Low self-esteem isolation depression suicidal attempts. Eating disorders, physical symptoms, substance abuse and other delinquent behaviors. Refusal to bring friends home (assumed to be embarrassing), and staying or running away from home. It also causes inability to communicate feelings and irresponsible decision making, nightmares dating violence, violent outbursts and temptation to fight back no matter the consequences. He concludes saying that depending on its type, fights can cause physical damage to brain if it happens during critical brain sculpturing stage leading to lack of control of frustration or anger or controlling behavior nor take responsibility or understand consequences of their actions. They also take little or no concern for others and get borderline personality disorder (BPD) characterized by volcanic outbursts of anger. This could explain the cycle of crime and poor pregnancies experienced in this sub-county. Amongst adults these forms of conflict may lead to divorce, separation or even offended spouse absencing them to avoid confrontation.

2.2 Theoretical Literature Review

This study is embedded on Joyce L. and Karen C. (2004)'s theory on leaning community which identified educators, students, parents and community as partners who should work together to improve the school and enhance student's learning opportunities. They say school, family and community improve school, strengthens family, invigorate community support and increases student achievement and success. They identified six types of involvement namely, parenting, communicating, volunteering, and learning at home, decision making and collaborating with the community to focus partnership on school improvement goals.

2.2.1 Theoretical Framework

The research is anchored on the following virtues as described by Joyce L et al (2004),

Parenting skills involve family support, understanding and child and adolescent development and settling home conditions to support learning at each age and level that assist schools understand family's background, culture and goals for children. Thus a family sets pace for the student's early pregnancies, which is only achievable in a cohesive family. On Communication school and family need to communicate about school programs and student progress. Volunteering schedules they say to involve families as volunteers and audience in school enables educators work with them to support students and the school. Learning at home involves family with the children in academic s at home, goal setting and other curriculum related activities encourages teaches design homework that enables students share and discuss given tastes. Decision making- includes families as participants in school decision making, governance and advocacy which improves teams' committees. Collaborating with community to coordinate resources and services for families, students and school.

They conclude by saying parents, students and teachers should work as partners for the benefit of all involved. However, this cannot be achieved if one side is not functional, say dysfunctional home. Bandura (1977) supports this theoretical belief saying that students learn their behavior from others whom they interact with through observation or modeling. He believed that the mind, behavior and the environment all play an important role in the learning process. Students model parents, peers, siblings, authority figures, teachers and others whom they admire and trust. In this study, the environment where students grow up shapes their future. Students who grow up in an environment full of conflicts between their parents was exhibit different behaviors as compared to those who have grown up in a peaceful environment. Each student who observes or witnesses' conflict or violence is bound to produce the same.

Epstein, (1997) also proposes an integrated theory of family-school relations comprising areas of overlapping spheres of influence which provide a social organizational view point which states that the most successful families and schools are characterized by having overlapping

mutual goals and missions relating to children. This model emphasizes the overlapping and similarities of school and family goals. She says change is always happening and all components of school family and communities vary constantly. The model recognizes various concepts and interpersonal relations among all the parties involved. It includes external and internal structures. External represents the family and school environment. The extent of overlap depends on three factors, A, B and C. According to her, force A refers to changes in tie, age, grade, level and historical influence on student, family and school. When a child is in school, a degree of separation or overlap was be noted. Force b and C signify experiences and demand placed on families and schools respectively which change family-school partnership like when parents maintain or increase interest in their children's schooling (B), they create greater overlap of family and school spheres than would be expected on average. When teachers make parents part of their regular teaching, (force C), they create greater overlap than would be typically expected. D represents community influence on family and school through its philosophy and practices. Hence, she suffuses parents' involvement is a process open to growth and can be changed over time. Mutual interest and responsibility to child and working jointly to build better opportunities and programs for learners' success by shared activities, intended to engage, motivate students to produce their own success in school. Internal model of overlapping spheres of influence shows how essential interpersonal relations and patterns of influence occur at home, school and community.

Other researchers concur with this model like Maina I. (2010) quoting Eckenrode et al ,1993 who said parental involvement in education is related to a child's early pregnancies with evidence suggesting increasing parental involvement to lead to academic improvement especially direct contact and enquiry about the child, attending parent-school functions, their attitude and behavior towards education.

2.2.1 Socialization Theory

One of the frameworks of this research is grounded in the primary socialization theory which according to (Oetting and Donnermeyer, 1998) looks at family, peer groups and school as the primary sources of sexual education for youth.

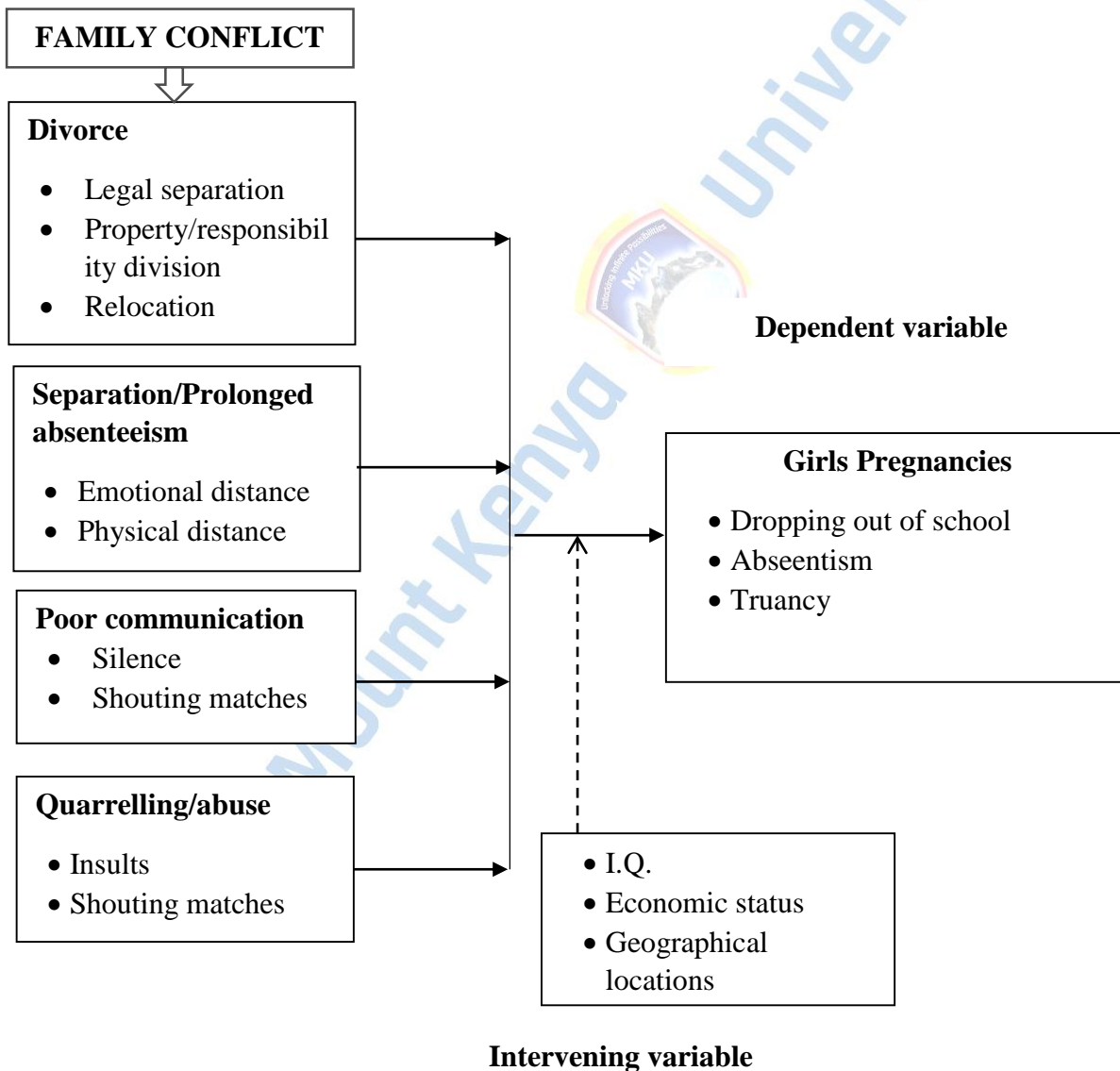
The primary socialization theory also sees as one of the primary sources of sexual education for youth in that it says that the primary socialization agents that play a significant role in consumer socialization include parents, peers, schools and media (Bush, Smith and Martin, 1999). These agents influence the psychological, emotional and understanding of young people as they become consumers in the market place. It has been evidenced by (Oetting and Donnermeyer, 1998) that while any of these groups (schools, family and peers) are capable of transmitting both pro-social and deviant norms, family and school are seen as being primary pro-social and peer groups carrying the main risk of transmitting deviant norms. Peer groups, according to the above authors form primary socialization group and have the greatest impact on those alienated from the first groups.

However, in the case of sexual education for youth in some societies, parents, school and media who were expected to be the primary sources of sexual information of youth may be likely not be so because of many reasons. Infact the theory does not take into account the differentials in socio-economic development of societies. It is commonly known that in some developing countries, the literacy level is still low and many children do not attend school or drop out of different reasons. It is obvious that in those societies, media such as television, radio, newspapers, film, books, etc. are likely to be in existence or insufficient because of rampant poverty, high rate of illiteracy and lack of shortage of relevant infrastructure. In such societies school and media are therefore unlikely to be the primary socialization.

2.3 Conceptual Framework

This research was use two variables, one, family which is independent of any influence but with capacity to influence the behavior of the second variable, the student who in this context is its member, the dependent variable. Family theoretically refers to a group of people led by the father, mother and children. The research studies the relationship between these two variables to ascertain existence and determine extent of any correlation between them graphically depicted as,

Independent Variables



Source: Researcher 2020

Figure 1: Conceptual Framework

According to counselling therapist Frederick S. (1893-1970) attempting to develop awareness of what the clients are doing at each stage of life focuses on unfinished business from past traumatic experiences (from home conflict) in life of the client in this case student. He emphasizes on doing (pregnancies) and experience (family conflict) relation. According to Thomas P. (2006), family conflict affects emotional development and causes both social and behavioral problems causing low concentration and educational achievement difficult. It is for this reason that the intermediate factors that may influence education was be taken constant and assumed as having no influence on student's early pregnancies to be able to effectively determine the extent to which family conflict can influence early pregnancies.

2.5 Research gaps

From the above literature, it is obvious that research on the influence family conflict has on learner's early pregnancies is minimal and actually lacking in substance. Specifically, in this sub county, absolutely no study has been done on this subject. This could be the reason Kahiro, (2014) investigating parental role in attrition rates amongst primary school pupils in Subukia recommended that further research be done on how to improve parental participation in activities that minimize attrition, and also seek reasons for the high prevalence of pupil transfers. Likewise, Maina I. 2010, also recommended further research in other regions on how family conflicts influence on early pregnancies to substantiate her work at Egerton University. This study was answer these concerns because it could all be due to family conflicts. Without cohesion, the family cannot be expected to play their role effectively in academic progression of their children.

2.6 Summary of literature review

The independent variable, family conflicts take different forms from abuse or fights, separation, poor communication to divorce, all of which may affect children there in variously. Presence

of such conflicts also denies the parents the time and opportunity to play their role effectively in nurturing and providing for the children. All this may adversely affect early pregnancies of these children. The dependent variable, early pregnancies is equally affected by both intrinsic (like inherited intelligence quotient, and economic status) and extrinsic factors (family conflicts) factors that this research sought to investigate.



CHAPTER THREE

RESEARCH METHODOLOGY AND DESIGN

3.0 Introduction

This chapter deals with the methods that was be used in collecting data, and analysis and is divided into research design, population size and sample, sample size to be used, research instruments to help collect data, testing validity and reliability of the instruments, the data collection procedure, data analysis process and ethical considerations to be followed.

3.1 Research Methodology

This study was mixed in nature, whereby data collected was be described in words (qualitatively) and numerically (quantitatively) unless on pregnancies index and when decoded. The researcher wishes to adopt survey study which, according to Kothari (2004) emphasizes full analysis on a limited number of events or conditions and inter relations without changing them. In this case, learners in an institution was be studied in details on their family and early pregnancies, so is narrow in scope determining their interrelatedness with family background or influence to their final academic score. Mixed method according to Terrell S.R.(2012) provides the researcher with many design choices which involve a range of sequential and concurrent strategies.

The objects or variables was be in depth or comprehensively and intensively studied in minute details to show not only the pregnancies of the respondent progressively, but also reveal causal factors of such pregnancies with a hope of remedying the problem even before final national exam, to avert eminent failure if likely. To this, Mugenda and Mugenda (2003) adds that it helps to follow behavior pattern hence discipline issues, clingy unsettled, fearful of respondents is followed, avoiding indirect or abstract conclusions.

3.2 Research Design

The research used concurrent triangulation that involved both qualitative data which support constructivists or interpretivists paradigm and contends that multiple constructive realities abound. Quantitative data on the other hand, a positive paradigm is historically the cornerstone of social science research and the two can be used separately but simultaneously to collect data but meet at data analysis result comparison stage. Terrell S. (2012) emphasizes that using qualitative and quantitative methods concurrently helps remain in the scope of research, whereas use of the different and independent measuring instruments permits researcher to be precise. This can be diagrammatically represented as follows.

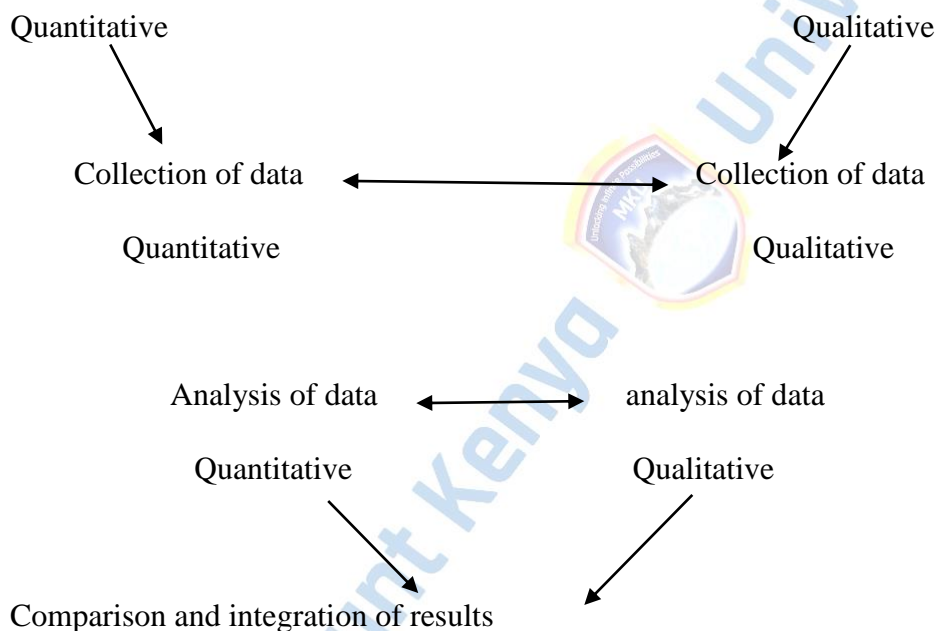


Figure 2. Concurrent triangulation

Adopted from Terrell 2012 Page 54

3.2 Location of the study

The study was done in Gucha South sub -County of Kisii County, Kenya which is area of residence of the researcher so can be easily accessed and researcher is familiar with problems present. More importantly, it is the sub county whose early pregnancies has trailed for long ad is where socials ills are eminent such as drug abuse, divorce and separation among others. It

involved public secondary schools targeting students and parents who have experienced family conflict of one form or the other. It also targets teachers in administrative capacity especially guidance and counseling teachers, principals or their deputies whom such students and parents could have confided in and who have access to academic records, discipline and personal effects provision of these students.

3.3 Target Population

The target population, which is described by Graveter and Forzanno (2003) as a group of individuals sharing some characteristics of interest to the researcher in this case the study targeted 32,417 respondents comprised of 37 Principals, 650 teachers, 15,865 students and 15,865 parents.

Table 1: Target population

Respondents	Target population	Percentage (%)
Head teachers	37	100
Teachers	650	100
Parents	15865	100
Students	15,865	100

Source: Gucha South Sub-County TSC office 2020

3.4 Sample size and Sampling Procedure

The sample size for this study was 300 respondents comprised of 24 Principals who were sampled purposively because they head mixed and purely girls schools, 48 Guidance and Counselling teachers who were sampled purposively because they have handled cases of family conflicts or pregnancies and 48 parents who were also sampled purposively since they have been victims of family conflicts and some of their daughters had fallen prey to pregnancies. 96

girls were sampled purposively either because they had reported to the guidance and counselling teacher about the challenges at home or some had become pregnant.

Table 1: Target population

Respondents	Target population	Sample Size
Head teachers	37	24
Teachers	650	48
Parents	15865	48
Students	15,865	96

Source: Gucha South Sub-County TSC office 2020

3.5 Research Instruments

The study used two instruments to collect data namely;

3.5.1 Questionnaire- for Students and Teachers

Both closed and open questionnaires were used, which the researcher personally took to the different respondents including students, discipline masters, guidance and counselling teachers or class teachers to parents, in attempt to improve rate of response. Questionnaire has several merits according to Kothari (1990) such as low cost for such a large and widely spread and geographical orientation, lacking in biasness of interviewer and allowing respondents ample time to give well-thought our answers, as well as being most convenient for respondents who are not easily approachable. However, clarification and follow up was done using;

3.5.2 Interview schedule guide- for Principals

Interview guides according to Kothari (1990) gives interviewer freedom to decide manner and sequence in which to ask the questions, explore reasons and motives especially to close end questions. It also helps clarify ambiguous areas. It's faster and collects more information, in greater depth, and by researchers own skill, can overcome resistance if any of the respondents, making it yield an almost perfect sample of the general population. It has greater flexibility due to the greater opportunity to restructure questions and can further involve observation of non-verbal questions and responses. The interviewer catches information off guard thus secures the

most spontaneous reactions than mailed questionnaires, and can adopt the language to the level of respondent's understanding, avoiding misinterpretation of questions.

It helps the researcher control people to answer, and helps collect supplementary information on respondent's personal characteristics and environment which are of great value in interpreting results. He however warns that it's expensive and slow over large scale that is wide spread geographically and allows biased view of interviewer and respondent and there is the problem of high ranked officials and respondents who are unapproachable as well as causing over stimulating or anxiety of respondents due to presence of interviewer and introduces systematic errors. It is further supported by Kerlinger (2012) as causal comparative or ex. Post facto, in seeking reason for differences, using Borg and Gall (2009) that it allows examination of phenomena occurring naturally thus ideal for non-verbal, and sensitive research such as this.

3.7 Piloting of research instruments

Validity, credibility, dependability and Reliability of Instruments were tested through piloting them in the researcher's own work station.

3.6.1. Validity of research instruments

The instruments of data collection were tested for validity using experts especially supervisors and colleagues on the researcher's own institution who are sampled purposefully from different classes. Kerlinger(1983) states that validity is demonstrated when the questionnaire or interview instruments seem to ask the right questions frame in the least obvious way. It means the questions are designed to ensure the same response from the respondents. He further avers that validity is crucial as it indicates the degree to which the instrument measures what is supposed to. This was ensured by colleagues and review of these instruments by my supervisor and language experts in my work station.

3.6.2 Reliability of research instruments

On the other hand, reliability of the instruments means they yield consistent results after repeated trials, according to Mugenda and Mugenda (2003). In assessing reliability, they advocate for test-retest, equivalent form, split half and internal consistency. Reliability and internal consistency here was established through testing and retesting by piloting. Otherwise Cronbach's reliability coefficient can equally help to ascertain reliability where items have choices (Cozby, 2003) and was used as well, with a Cronbach's alpha reliability coefficient close to 0.7 being assumed to be sufficient as used in this study.

3.6.3 Credibility of research instruments

Credibility refers to believability of the results which was ascertained through data triangulation to achieve multiple analysis for quality and richness of the results as observed by Gorretti (2016) quoting Creswell 2009 that quality not quantity matters in the information gathered.

3.6.4 Dependability of research instruments

This refers to the consistence of the instruments and their ability to be repeated and measure the expected results and were guaranteed by each qualitative data collection process being reported in details to enable researcher repeat the enquiry and achieve similar results. Thus, the instruments were tested and retested to ensure they tested they required content in the same school.

3.7 Data Collection Procedure

The researcher first sought permission for data collection from ministry of education personnel to prove results collected were to purely be used for educational reasons. This was made easier from introductory letter offered to the researcher by Mount Kenya University, School of post graduate studies to ascertain researcher is their student at the level of data collection and analysis. From here, researcher forwarded the letter to the national council for science and

technology and innovation (NACOSTI), before obtaining permission from Kisii County and sub county staffing office then administration of the sampled schools who assigned a teacher to help the researcher around their institutions, giving the questionnaire and arranging for interviews. The researcher made follow up immediately for responses to avoid lapses and loss of information. An ideal chance was sought when to give survey questionnaires to improve rate of return as per Fanenkel and Wallen (2000).

3.8 Data Analysis procedure

Qualitative data was first analyzed for common themes of respondents' description, the information broken into phrases and sentences reflecting a single thought closed ended items were coded and labelled for easy analysis.

Analysis of quantitative data mainly followed SPSS 22 comprising many analyzing techniques like pie charts and bar graphs. However this was systematically done, after collecting data or responses, the first task was be coding which involved assigning symbols that could be tabulated and counted with ease (Kothari2004). Coding, according to Mugenda and Mugenda (2003) is possible to close ended responses. Quantitative data, she advises need conversion into numerical code. After this, the data is tabulated in order to determine existence of any co-relation, average pregnancies being on X axis against type of family, like single-parent, intact two parents, divorced, conflict ridden, separated or step families, to determine which has highest impact on child's early pregnancies. This completed Christina D.F study of impact of family structure on the child's outcome peer relation and early pregnancies were left out concentrating on family influence on psychological wellbeing. It also opened for further research on peer relations which were not considered under this study.

The points on this graph laid in a linear form, to the positive showing correlation between the two variables, that a change in family setting does indeed influence learner's early pregnancies. The ratio of the different classes of family were analyzed using pie chart and percentiles;

whereas linear relationships were measured using Karl Pearson's coefficient due to the linear correlation and the two variables were related meaning one is independent and the other dependent. Kothari further states that there should be a large number of independent causes operating in both variables so as to produce a normal distribution.

This was worked out as follows

$$r = \frac{\sum(x_i - \bar{x})(Y_i - \bar{y})}{\sqrt{\sum(x_i - \bar{x})^2 \sum(Y_i - \bar{y})^2}}$$

Where $X_i = i^{\text{th}}$ value of X variable

\bar{x} = Mean of X

\bar{y} = mean of Y

$Y_i = i^{\text{th}}$ value of Y

$\sqrt{\quad}$ = square root

X is the independent variable family rating on a scale of 10

Y is the dependent variable, learner's pregnancies on a scale of 12

The Karl Pearson's coefficient, r value laid between +1 and -1. Positive values of r indicated positive correlation meaning an increase in family conflict results into an equal increase in early pregnancies but less than one meaning not perfect. A zero-value r would have meant there was no association between the two variables, family and pregnancies. The nearer the value of X to +1 or -1, the higher the degree or impact of family conflict on early pregnancies of the students.

3.10 Ethical Considerations

The research process respected both human right and legal propensity in the following ways.

3.9.1 Confidentiality and privacy

This study sought to uphold dignity and rights of all respondents by explaining to them that information got was of research use only and so no identity was to be given by the respondents. Also, it respected every one's view so all responses were correct.

3.9.2. Voluntary participation, ethics and Informed consent

There was no coercion and if one wished not to take part, they were at was to do so. In getting the necessary permission, the researcher avoided being at loggerhead with any authority. Ethics also involved respecting other people's work to avoid plagiarism by recognizing them for any borrowed text in my write up. Student respondents under 18 years could not consent to this study so permission was sought from adults in their life like parents/guardians or teachers.

3.9.3 Storage of collected data

Collected data was kept safely until analyzed and the project effectively defended when all the data was be destroyed. Questionnaires were stored under lock whereas interview data were be stored in software.

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSION

4.1 Introduction

This study determined the existence and influence of the relationship between family conflict and secondary school students' early pregnancies in Gucha South Sub-county, Kisii County, Kenya. This chapter presents the results, interpretation and discussion of the findings of the study. The results are presented qualitatively and quantitatively. The responses from the respondents were analyzed using Statistical Package for the Social Sciences (SPSS) version 22 for windows.

4.2 Response Rate

A total of 154 questionnaires (96 students and 48 teachers) were distributed as per the sampling techniques used in the study. About 102 questionnaires were collected from the respondents making return rate of 85.8% which the study found to be significant enough in achieving its objectives. According to Mugenda and Mugenda (2003) and Mugenda (2011), a response rate of 80% and above implies a good representation of the sample to the population. Caution was taken as previous studies have shown that low response rates are experienced when questionnaires are mailed to respondents by researcher presenting them personally.

Table 4.1

Response Rate

	Distributed	Collected	Response
Respondents	instruments	instruments	rate
Students	96	62	83.3%
Teachers	48	40	89.0%

Totals	154	102 85.8%
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Source: Field Data (2020)

The response rate for the students was 83.3%.

4.2.0 Characteristics of the Respondents

The subjects for the study comprised of students, teachers and guidance and counselling coordinators (administrators) and parents in Gucha South Sub-county. The study gathered information on the respondents' personal attributes. These attributes encompassed the gender, marital status (for parents), class/form, family setup, number of siblings in the family (for students) and duration of service in respondent current position (teachers/guidance and counselling coordinators/administrators).

4.2 Characteristics of teachers/guidance and counselling coordinators/administrators Respondent

4.2.1 Length of service as head of department

Most teachers/guidance and counselling coordinators/administrators who participated in this study had led their respective departments for five to ten years than as shown in Figure 4.1.

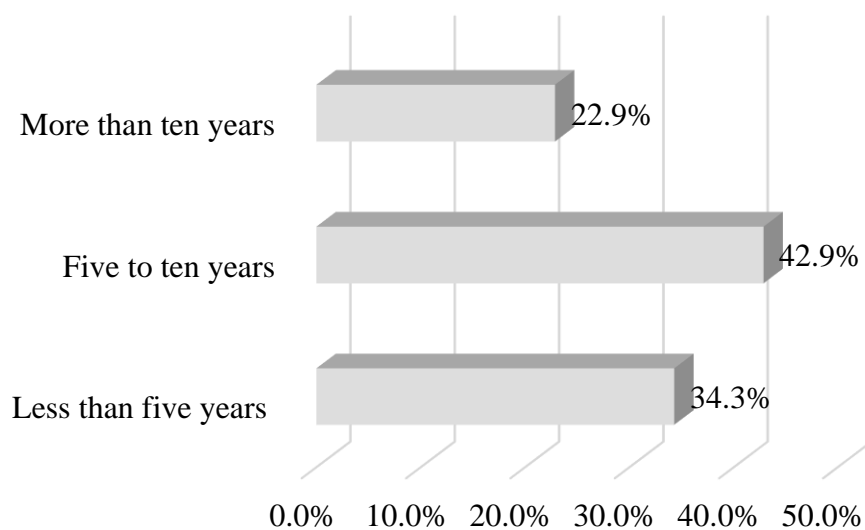


Figure 2. Length of service of administrators/departments' heads

Source: Field Data (2020)

The results in figure 2 show that about 42.9% of the respondents had been administrators in their schools for five to ten years. About 34.3% had been leading their guidance and counselling departments for less than five years while 22.9% had led their departments for more than 10 years.

4.2.2 Characteristics of Student Respondents

This study sought to know the class/form in which the student respondents belonged as well as the number of siblings and family set up at their homes.

Class/Form

Majority of the students were in form one and two as shown in figure 4.2.

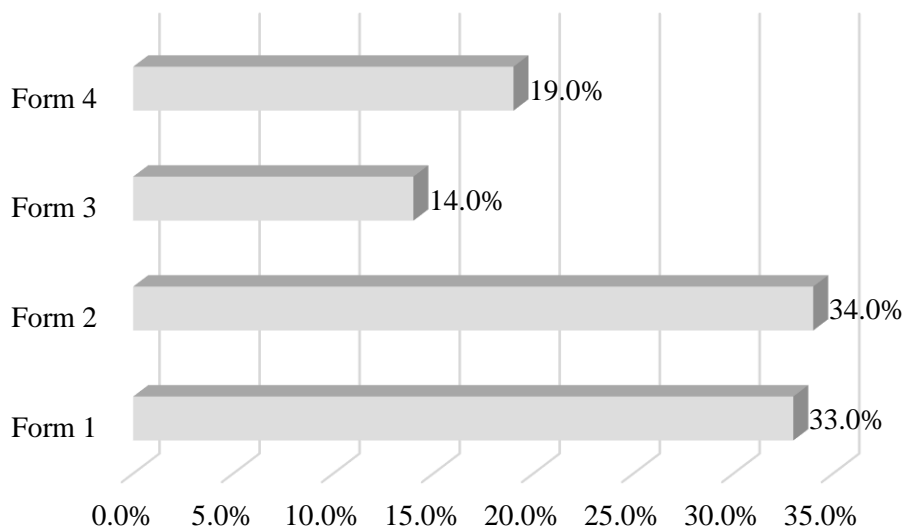


Figure 3. Student Class/Form

Source: Field Data (2020)

The results in figure 3 shows that students in form one and two formed majority of the respondents each comprising of 33.0% and 34.0%, respectively. About 19.0% of the students were in their last class (form 4) while 14.0% were in form 3. These results imply that most of the family conflicts are felt by students at the time of joining of secondary schools (form one and two) as compared to when they are in form 3 and 4. This could be due to financial constraints experienced as students joined high school, or higher classes being more mature hiding facts.

4.2.3 Respondents' number of siblings in their families

This study sought to determine the number of siblings that the sampled students had in their families. The results are shown in table 4.

Table 4***Respondents' number of siblings in their families***

Sibling brackets	Frequency	Percent	Cumulative Percent
2 and below siblings	51	42.0%	42.0%
3-4 siblings	59	49.0%	91.0%
5-6 siblings	7	6.0%	97.0%
7-8 siblings	2	2.0%	99.0%
9 siblings and above	1	1.0%	100.0%
Total	120	100.0%	

Note. Range = 1 – 11 siblings, Mean = 3.49, Std. Deviation = 1.37, n = 120

Source: Field Data (2020)

Majority (49.0%) of the respondents had 2 siblings and below. About 42.0% of the total respondents had 3 – 4 siblings while a few others had 5-6 siblings, 7-8 siblings and 9 siblings and above as represented by 6.0%, 2.0% and 1.0%, respectively as shown in Table 2.

The mean number of siblings of the respondents was 3.49 with a standard deviation of 1.37 siblings. A cumulative percentage of 91.0% of the respondents had up to 4 siblings. This implies most families have at most 6 members (two parents and 4 siblings). According to ArcGis (2016), nationally, the average household size is 4.4 people per household in Kenya. Similarly, these results are also consistent with KNBS (2009) that found an average household size of 5.1. Family size has an influence on financial constraint and so education access and often relates to certain types of conflicts, like fewer children are associated to urban life marked by divorce according to Wanjiru I.M. (2010).

4.2.4 Respondents' family set-up

Most of the student respondents indicated that they had both parents with respect to their family set-up as shown in Table 5

Table 5

Respondents' family set-up

Family set-up	Frequency	Percent
With both parents.	97	81.0%
Single parent.	17	14.0%
Orphaned.	6	5.0%
Totals	120	100.0%

Source: Field Data (2020)

Majority (81.0%) of the students had both parents in their family (table 3). however, 14.0% were from single parent families while 5.0% were orphaned.

4.2.5 Characteristics of Parents Respondents

4.2.5.1 Gender of the Respondent

On the issue of gender, the results of the study showed an almost equal distribution of male and female as shown in Figure 4.3.

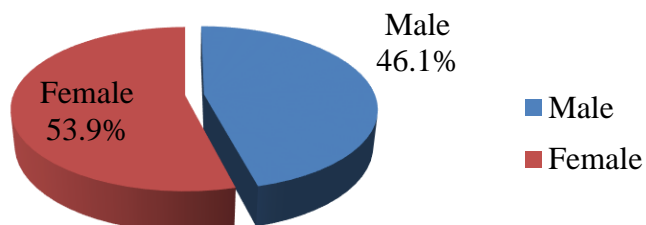


Figure 5. Gender of the Parents (Source: Field Data 2020)

About 53.9% of the parents were female while 46.1% were male. This may imply that family responsibilities such as taking care of children and providing for them may not be dominated by any gender in the study area.

4.2.5.2 Marital Status of the Parent Respondents

Majority (67.9%) of the parents were married. This is depicted in Figure 6

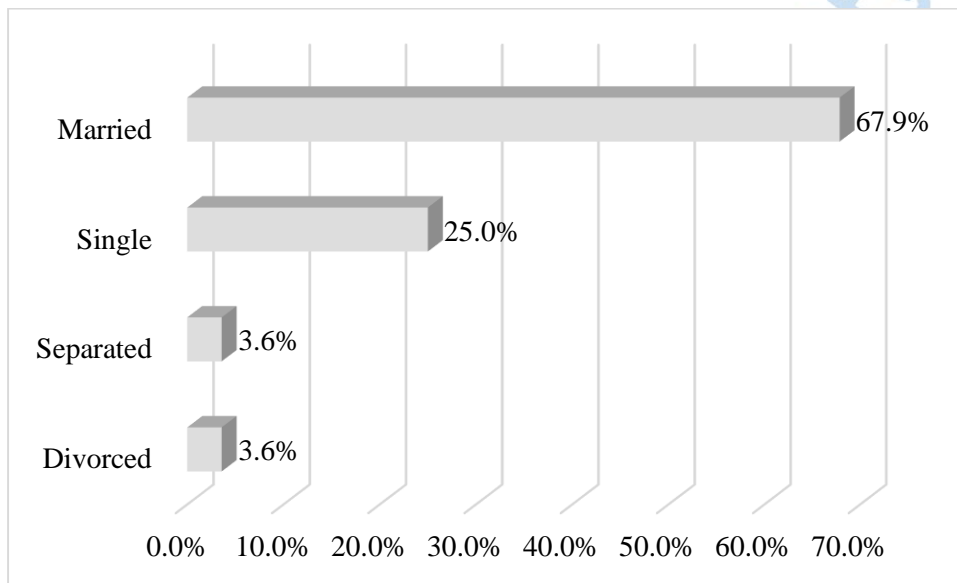


Figure 6. Marital Status of the Parents

Source: Field Data (2020)

Some of the parents were single (25.0%) while a few were separated (3.6%) and divorced (3.6%). Since all the parents had school going children, this may imply a relative ease in the education of their children as well as provision of advice in academics.

4.3 Extent of selected family conflict among students

4.3.1 Descriptive statistics

The first objective in this study sought to determine the percentage of students sampled who experience the different forms of family conflict in Gucha South Sub-county, like divorce, separation/absenteeism of parent(s) and insistent fights or abuse and poor communication.

This objective was analyzed using descriptive statistics.

Students were asked whether they had witnessed family conflicts with their parents and the results depicted in figure 7

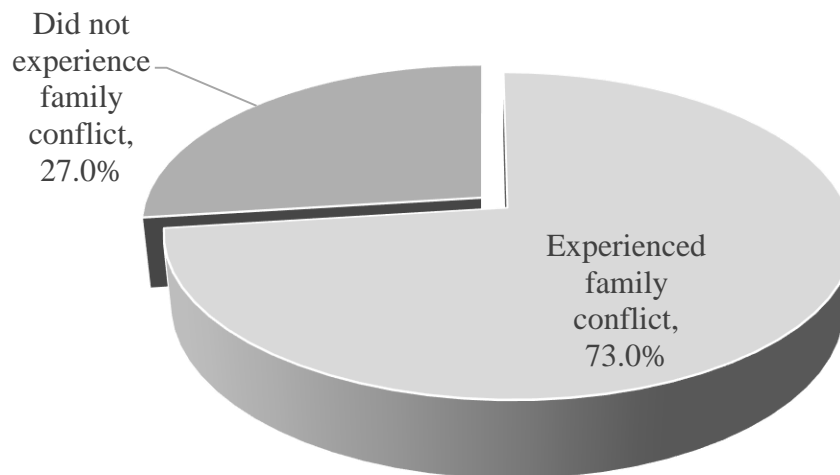


Figure 7. Experience of family conflicts among the students.

Source: Field Data (2020)

The results in figure 7 shows that 73.0% of the students had experienced various types of family conflict and it was only 27.0% who had not experienced. These results imply that most students in the sampled schools may be performing poorly as a result of these conflicts. When parents or guardians are fighting, they have little or no time for their students. They do not give the students any input as far as academics are concerned. According to Ongoma and Silsil (2008) and Wanjiku (2010), family conflicts leads to students' non-compliance, poor motivation and cognitive immaturity which interfere with early pregnancies – an outcome that further undermines their chance to live a successful life. According to Wanjiku (2010), parental involvement in Education is related to a child's early pregnancies and evidence suggests that increasing parental involvement leads to academic improvement. This is because the parent was notice his/her pupil's weak areas and ask the concerned teacher for extra assistance. For

the students whose parents rarely or never have interest in their school work, may it be due to divorce, separation poor communication or fights, they are likely to perform poorly in their academic work.

4.3.2 Inferential statistics on Family conflicts

On the exact influence each objective has on student's early pregnancies the various respondents had the following observations,

Type of family	Scores above 9	Scores between 7&8	Scores between 5&6	Scores between 3&4	Scores below 2
Divorced		1%	9%	56%	34%
Separated			15%	39%	46%
Non communication		12%	64%	21%	3%
Abusive family		1.4%	45%	39.5	14.1%

Table 5 family categories and their providence for early pregnancies

According to students, no conflict scored above 9 out of 10 as any had negative effects on their education. Divorce only scored high if monetary pledges were settled and instead of constant fights. Separated families scored low (46% below 2 out of 10) due to escape of parents from their obligations and the bitterness it brings.

Divorce has not only the emotional departure but also psychological feeling of rejection in addition to the economic dimension in lack of funds. This is the same effect that separation has but this latter has some false hope that it is possible to reverse the situation which may stagnate the spouse awaiting for this elusive normalcy. Poor communication on the other hand mean that vital information cannot be re-laid due to the breakdown and also has emotional distance created and lack of warm and sharing of responsibilities among parents. It is often the start to separation and divorce according to Maina W. 2014. Abuse to a higher extreme can be fatal or

incapacitating and erodes one's self-esteem creating fear even among children. It also disrupts order in the home causing disorientation and lack of concentration as teenagers plan on revenge for the weaker spouse. No homework can be done under such scenarios nor peaceful sleep, no wonder many parents take children to boarding early to escape such encounters.

4.3.3 Thematic analysis

Qualitative data was easily analyzed thematically through descriptions like divorce being very low among parents due to rigors of the legal process that long with intermittent referral to marriage counsellors in attempt to save it, or the unfulfilled pledges to support the children having a toll on economic aspect on the family. Separation with or without consent is very common which take form of prolonged absenteeism and non-communication leaving family distraught and some looking for the runaway spouse on top of the burden of running the home single handedly. Whatever is the cause of all these conflict types, they deny the student presence of parents following up the academic progress. There is no way a family can plan together on the child's academic progress if they are fighting or cannot sit and talk. Some respondents felt that instead of fights and lack of communication it is better separation and divorce which many fora against domestic violence advocate for as safer and peaceful.

4.3.4 Mixing and interpretation of data

Both qualitative and quantitative data point to a common conclusion that parental conflict has influence on student's early pregnancies. To a large extent divorce influences student more during its processing, but later come to accept it or prefer it depending on the extent of circumstances leading to it. Separation negatively affects early pregnancies because it is not determined legally and those affected live in fear of retaliatory attacks by the estranged person while children live in false hope of the situation improving back to normalcy or even adopt self-blame for the whole situation. Either way, they don't concentrate on their studies. Abuse causes students to live in perpetual fear, lack self-esteem and can be fatal hence negatively

affect early pregnancies. Poor communication likewise causes fear of the unknown and lack of understanding of what expected, no follow up on academics so poor results and don't care attitude.

4.4 Child abuse and Students' early pregnancies

The second objective in this study sought to find out the pregnancies of students in academics.

This objective was analyzed using descriptive statistics

Administrators (discipline master or guidance and counselling teacher) who participated in this study were requested to indicate the early pregnancies of students who come from families with conflict and the results recorded in Table 7.

Table 7

Students from families with conflict early pregnancies

Early pregnancies	Freq.	Percent
Above average	0	0.0%
Average	1	20.0%
Below average	4	80.0%
Totals	5	100.0%

The results shown in Table 7 shows that majority of the students from families with conflict perform below average in their academics as represented by 80.0% of the total responses. About 20.0% of the administrators indicated that early pregnancies was mostly average with none of them (0.0%) arguing that students from conflict stricken families perform above average.

Administrators were also requested to indicate how family set up influences the early pregnancies of students and results summarized in figure 7

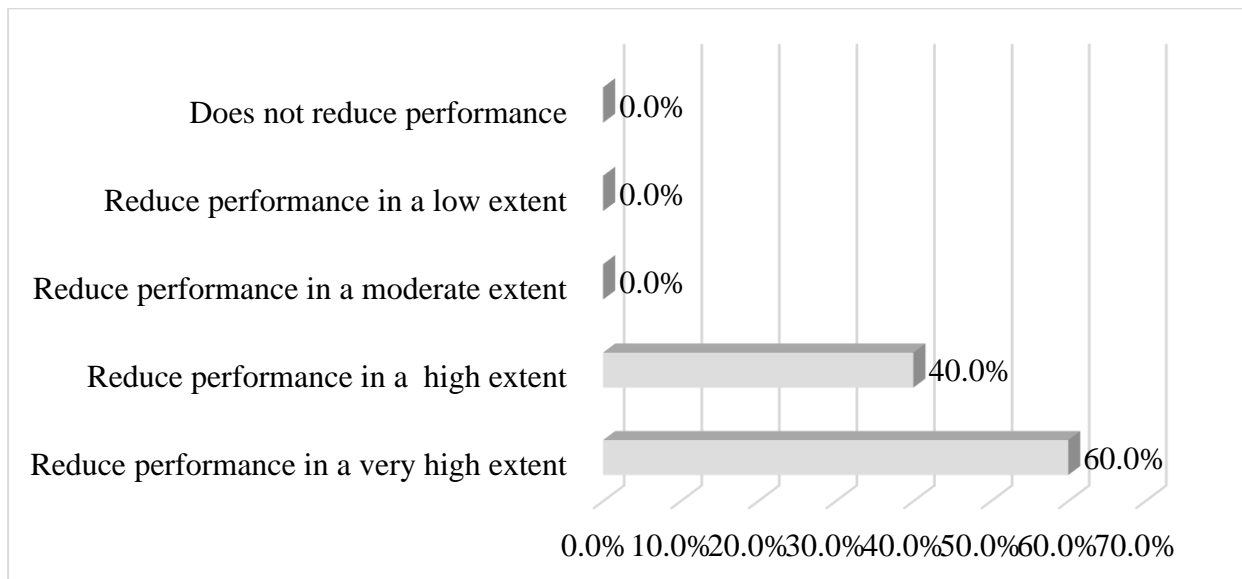


Figure 7 How family set up influences the early pregnancies of students

The results in Figure 7 shows that most of the administrators (60.0%) agreed that family set-up (that is marked with conflicts) reduce early pregnancies in a very high extent. This was followed by 40.0% of the respondents who indicated that family conflicts reduce early pregnancies in a high extent. None of the respondents indicated early pregnancies of students to be reduced by family conflicts in a moderate or low extent. In the same vein none of the respondents argued that family conflict does not reduce pregnancies.

These results agree with Lee (2011) whom in a three-study investigation examined risk and protective factors for poor early pregnancies among Asian American first-year students. Family conflict was found to be a significant risk factor for poor early pregnancies. Higher family conflict was related to lower early pregnancies. The quality of relations between parents not only affects children's long-term emotional and behavioral development but also affects their long-term early pregnancies.

One of the administrators explained:

There is need to take into account family variables and psychological well-being in the early pregnancies of students as this can have dire consequences.

Parental conflict can affect school pregnancies. Quality of relations between parents impacts on children's emotional, behavioral and academic development. Children's experiences at home can have a direct impact on their pregnancies at school. In particular, children living in a family environment marked by frequent, intense and poorly resolved conflicts between parents are at greater risk for deficits in early pregnancies than children living in more positive family environments.

This study is consistent with Wanjiru (2010) who, in a study that was meant to investigate the impact of family conflicts on the early pregnancies and interpersonal relationships of students in public primary schools in Nakuru Municipality found that early pregnancies of students is greatly reduced by family conflicts. When there is conflict in the family, a large number of parents/guardians spend little time discussing academic issues with their students. Additionally, most students do not confide to their peers when their parents are fighting. Wanjiru (2010) further noted that more female students have average or poor early pregnancies since they are more exposed to conflicts/violence. School attendance for students who are experiencing conflict is poor and this negatively affects the teacher – pupil relationship. Students from violent homes do not have all their school needs and study time met by their parents/homes, have poor relations with peers and are rarely in school.

4.4 Influence of Divorce on student's early pregnancies

The third objective in this study sought to determine the influence of divorce has on student's early pregnancies. This objective was achieved through Pearson's correlation coefficient and regression analysis.

This study determined the extent of divorce as reported by parents by considering their involvement selected forms of family conflicts such as abuses/fights/violence divorce/separation between parents and prolonged absenteeism. The results are summarized in Table 8.

Table 8

Extent of divorce (reported by parents)

Extent	Freq.	Percent	Cumm. Percent
Very High	2	10.00%	10.00%
High	4	20.00%	30.00%
Moderate/sometimes	5	25.00%	55.00%
Low	6	30.00%	85.00%
Very low	2	10.00%	95.00%
Never	1	5.00%	100.00%
Totals	20	100.00%	

The results in table.8 shows that most parents experience low extent of divorce as represented by 30.0% of the parents. However, 25.0% and 20.0% of the parents indicated to experience moderate and high extent of family conflicts, respectively. About 10.0% of the respondents cited that their experience of family conflict was either very low or very high while a small portion (5.0%) indicated never to have experienced family conflicts.

This study sought to determine whether family conflict had significant influence on students' pregnancies in public secondary schools, in Gucha South sub-county, Kenya. The use of Pearson's correlation coefficient and ordered logistic regression analysis was employed. The data on students' early pregnancies and family conflict from parents who participated in this

study was first analyzed using Pearson’s correlation coefficient and the results recorded in table 9.

Table 9

Influence of divorce on students’ pregnancies

		Family Conflict	Early pregnancies
Divorce	Pearson Correlation	1	-.497*
	Sig. (2-tailed)		.000
	N	20	20
Early pregnancies	Pearson Correlation	-.497*	1
	Sig. (2-tailed)	.000	
	N	20	20

**. Correlation is significant at the 0.05 level (2-tailed).

The correlation coefficients results for the influence of divorce on student’s pregnancies in public secondary schools, in Gucha South sub-county, Kenya are shown in Table 8. The results reveal that there was a significant influence of family conflict on students’ pregnancies at 5% level (p-value = 0.000) as evident from a calculated Pearson’s correlation coefficient of -.497 at 18 degrees of freedom. This implies that family conflict has a significant and negative influence on students’ pregnancies where higher family conflicts lead to lower students’ pregnancies. Specifically, majority of students said parental conflicts lowers early pregnancies due to insecurity and fear instilled among students of lack of belonging in case it escalated to divorce or death of either parent.

To test the influence of divorce on students' pregnancies in public secondary schools, in Gucha South sub-county, Kenya, ordered logistic regression test was also used and the results summarized in Table 10.

Table 10 Ordered Logistic Regression for the influence of divorce on students' pregnancies

Students pregnancies	Coef.	Std. Err.	Z	P> z
Extent of divorce	-1.394	0.115	12.12	0.000

N = 20, Log Likelihood = -342.78, LR χ^2 (1) = 147.49, Prob> χ^2 = 0.000, Pseudo R² = 0.485

The coefficient for divorce (1.394) was found to be negative and statistically significant at 5% (Table 9). The log likelihood for the fitted model of -342.78 and the likelihood ratio (LR) chi-squared value of 147.49 (Prob> χ^2 = 0.000) indicate that the two parameters are jointly significant at 5%. The Pseudo R² of 0.485 meet the statistical threshold of 20% implying that family conflict account for about 48.5% of the changes in employee pregnancies.

Following these results, this study therefore concludes that divorce leads to poor students' pregnancies.

According to Waithaka (2006), violence between partners in marriage has a bigger impact on the children. Usually, it is men who are perpetrators of domestic violence and because children form a special relationship with their mothers' right from birth, any form of suffering experienced by the mother greatly affects them. Their reactions may include acute fear for their own and their mother's safety. Many women tolerate abusive marriages for the sake of their children. Children reared in violent homes grow up largely confused about the meaning of love, violence and intimacy. Often, men who batter their wives also harass the children. Studies have established that about half of battering husbands also physically assault their children. Due to

these problems, most students from families that experience conflict do not perform well in schools.

Shantz and Hartup (1992) established that most children from homes where parental abuse is prevalent suffer irreversible damage in some or all aspects of their development, which can be difficult to reverse. The long-term effects of domestic violence on children vary with the child's age. Infants are fragile and can easily be injured in violent homes. Generally, infants require relaxed and responsive care-takers. For children attending schools, family conflict is associated with poor early pregnancies.

4.5 Triangulation of family conflicts on early pregnancies

Qualitative data was triangulated with quantitative data from the three respondents sampled, most prominent propositions presented as: Some boys said they had been sent home over disciplinary issues which according to them were as a result of being disrespectful to the authorities/seniors and bullying others in an attempt to be assertive and reaction to home shortcomings.

Some girls sent home over discipline was due to abusing others and others trying to befriend male teachers, to fill up the void left by an absent father. To them, many didn't discuss it with anyone but insisted to be accompanied back to school, some by aunts, grandmothers who didn't ask many questions or discipline them in school, and many due to absent parents who hustle to make ends meet. One pathetic situation was of a girl seeking favors from teachers one of whom took advantage, impregnated her, a first born of eight children with a divorced mother who ended up seeking abortion, discontinuing studies in the said school as the BOM teacher left and sought employment elsewhere. Yet, some two others constantly cried and when referred to counselling, they said the mother left for Asian countries and couldn't reconcile with siblings feared to have joined the street as destitute as the father sought herds boy jobs, a far county

from home. One more completed fourth form in hospital bed with high blood pressure from mistreatment by the father and concubine after the mother left to seek home nanny and manual jobs. All unanimously agreed unless in the case of inevitable death, all children should be brought up by both parents if unable together as a family, then all seek separate times to be with the children.

Those under divorce or separation agreed that they have no time to follow up homework or pregnancies of their children, as they feel overwhelmed with responsibilities and when called over discipline issues are surprised that their children are strangers to them. Many seek the help of their aged parents or dump their children there as they seek livelihood. The more responsible ones carried their daughters with them due to the horrifying incest fears though they face predicament of possible girl abuse by their own new partners.

They all agreed family conflict affected financial resources hence fees first and foremost then comes the emotional deprivation and physical needs from shelter, as they relocate, food and clothing. There's also lack of someone to confide or share responsibilities with and lost dignity. A very small number said instead of the physical and emotional abuse that they encountered in a complete family, divorce/separation was a better option but quick to point out their wish that the spouse changed for the better instead of divorce.

Teachers felt that generally children from families with conflicts developed some queer tendencies such as secrecy, (probably due to inculcated fear or to save situations), others rudeness and bullying all of which compromised early pregnancies. Only a small number said the students worked harder (to earn acceptance from either parents or in solidarity with the divorced parents, especially boys left with their mothers). Surprisingly, girls left with the mother don't perform as well and become too compromising, majority of whom got pregnant in the process, worsening the situation. Those who performed well were genetically bright, yet others said the poor pregnancies was due to overwhelming responsibilities of the girls left with

fathers, in addition to some cases of them being used as wives, while others seek early marriages to escape these.

They said all parents can follow up student's academic progress as either parent has own way of persuading students to learn, claiming fathers are too soft on daughters but cruel on sons, whereas mothers can appeal to sons to perform for their sake and on daughters as mentors.

4.7 Discussion of research findings

This research has verified scientifically that family conflict does affect early pregnancies more so where the student witnesses' conflict or is involved. The extent of this influence depends on nature of conflict and who is involved. It is a big contributor to academic nonpregnancies though not solely. As more and more families succumb to conflicts, early pregnancies is expected to dwindle unless interventions are deliberately put in place. It is thus important for all concerned may it be the government, the church or individuals contemplating marital union to consider children born thereof to avoid negating the gains made towards MDG and anticipated vision 2030 of academic access to all Kenyan children. 4.8 Mitigation of family conflicts and early pregnancies

The three respondents' qualitative and quantitative data response and mitigation were as,

Strategies that can help ease academic failures related to family conflicts found by teachers were: Enforcing child basic rights by all arms of the government, Acts of helplessness observed by local administrators like chiefs in meeting out penalties to parents who fail their parental roles should cease. Making school environment more friendlier efforts to make schools learner friendly should go a notch higher from avoiding accidents and ensuring safety, to emotional fulfillment where guidance and counselling can create 'families' to ease emotional loneliness on such students. Schools generally can even arrange for the homeless children to be fostered

even during holidays. A kitty for basic necessities can be put up for such students to pull through.

Governments intervention, It is relieving to hear the government promising free education to the students from 2018, to encompass secondary schools. This means such students can even be accommodated in boarding schools, to escape abject poverty and abuses at home, especially with the help of local leaders and churches, strong guidance and counselling departments in and out of school and rehabilitation of such parents.

Parents' based strategies, Parents can equally help arrest this situation if they employ the following strategies, Society's role Especially through the church and women leaders even at local merry go rounds, the society should invest in educating the children to break the cycle of poverty and social ills. The churches should seek to now give to the society by identifying such children and seeing to it that they are educated even from their offertory, not to leave this mandate to a few churches only. All these are parents in one way or the other.

Many parents felt the cohesion amongst extended families has weakened especially in earlier central province where it's not unusual to find very rich persons with many poverty-stricken family members as each person assumes independence and family responsibility is integrates. Men especially, lack commitment and some even rich ones have a family they disowned/neglected where children don't get basic requirements leave alone emotional connection or academic encouragement. They should resume child obligation in trying to save the family's name and men especially need role models of concrete families.

Parent-teacher based strategies, As the two most important adults in the student's life, parents and teachers should forge a strong relation to safeguard the future of the child and not sit and wait for the outcome. They should come together and identify the problems facing students and seek solutions. The parent representing a class should avail themselves and feel it's their large

family to take care and oversee their completion of studies. Teachers cannot deliver a curriculum to a child with no basic needs or habitually away so need to work together with the parents to ensure the students succeed.

Students' based, a student has only one desire, for family unit to remain firm for a conducive environment of learning. They said they excused and understood death but not family conflict.

Those seeking to be parents should be of mandatory age where they mature both physically, financially and emotionally. Studies have shown those marrying at 20 years or below have the highest chances of divorce, over 80% as they are unstable financially and emotionally. They also tend to fall prey to homicide and infanticides. They could have terminated their studies early and may not have sound persuasion to advice their own children on academic matters. Moreover, the cycle seems to repeat itself with their own children marrying early.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This study sought to assess the influence of marital conflict on early pregnancies among public secondary schools in Gucha South sub-county, Kisii County. It involved 37 schools and a total of 300 respondents focusing on the effects of spousal divorce, separation abuse, and poor communication among parents. In this chapter, a summary of the findings, conclusions drawn, and recommendations were made. Suggestions for further research in related studies and areas were also made.

5.1 Summary of objectives' influence on family conflicts and early pregnancies

5.1.1 Parental divorce influence on students' early pregnancies in public secondary schools in Gucha South Sub-County.

Those under divorce or separation agreed that they have no time to follow up on homework or the pregnancies of their children, as they feel overwhelmed with responsibilities and when called over discipline issues are surprised that their children are strangers to them. A significant percentage, 3.6% of respondents were divorced. The main influence divorce has is a lack of resources, relocation after such conflict as well as emotional disturbance. A very high percentage 60% of administrators agreed family setup influences early pregnancies

5.1.2 Influence of spousal separation on secondary school student early pregnancies

3.6% of the respondent parents were separated whose influence on student pregnancies could be similar to divorce above. Separation also gives false hope of reconciliation so retains bitterness and uncertainty. Separation is not legal so no one spouse has legal obligation in following academic progress and provisions. Studies have shown those marrying at 20 years or below have the highest chances of divorce, over 80% as they are unstable financially and emotionally. They also tend to fall prey to homicide and infanticides.

5.1.3 Poor communications influence on students' early pregnancies

This curtails effective expression of what is required in school whether asking by parent or reporting by student. Poor communication is a sign of conflict of whatever nature. A very high number of respondents confirmed to experience conflict, 73%. Pearson's square showed a positive correlation between conflict and early pregnancies with 30% parents saying it is high and very high. 80% of students facing conflict perform below average according to administrators.

5.1.4 Extent of child abuse on student's early pregnancies

Abusing parents often abuse children in the process of teenagers being denied vital necessities like home, fees, and love. Abuse also takes the form of hurling abuses in as much as teenagers may not often be physically assaulted. Those few about 1% beaten especially in front of their peers even in school lose self-confidence, are humiliated perform poorly, and may drop out.

5.2 Conclusions

Measures of Improving the Family Unit, many respondents expressed the importance of a strong family fabric to create a conducive society and environment of learning and felt different sectors can play a part: government, the government has many tentacles spread over the entire country to help save family for the sake of sound schools and ease of running them. MOE to seek an explanation for dropouts and seeking re-admissions, also advise possible partners seeking marriage.

In all its endeavors, the government should seek to display what is morally right by censoring communication channels to ask what moral teachings it displays to the society. If any such advocates moral decadence, family break ups etc. should be blacked out and the government should be very keen to respond to public uproar on social media. Both national and local devolved government should design gender -based rescue centers for those escaping family conflicts and violence before it escalates to homicides and infanticides.

It is possible for the government to demand the monitoring of churches activity in upholding our society and giving back to our society in form of sponsoring development of schools. The government can also seek to partner in school development and counselling with churches both for parents and students. Moreover, monitoring marriage and divorce is possible and teaching what is right. The church can reach out to the village family and motivate them to such seminars

that encourage morality teachings and reconciliation plus upholding of family virtue, the building block of the church and the society.

5.3 Recommendations

The society should strengthen family unit to reduce conflicts that pose challenges to early pregnancies. Parents should closely follow up on children's school routines and coordinate with teachers, healthy dialogue, and motivate and advise children on studies.

The government on the other hand should increase the funding/money allocation for free education.

5.4 Recommendation for Further Research

- Replication of this study in the primary schools because they are also affected by early pregnancies, especially during the lockdown.
- Further research on other causes of family conflict as society revolves with technology evolving.
- Research to establish the means of improving parental participation in school activities that minimize early pregnancies.

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APPENDICES

APPENDIX I: INTRODUCTION LETTER

July 2020

Dear Sir/Madam,

RE: Request to Conduct Research

NAME: Abigael

The above-mentioned is a student in Mount Kenya University pursuing a master's degree in Educational Leadership and Management. Part of the requirement for the course is research and the topic for the research is “**Influence of Family Conflicts on early pregnancies in public secondary schools in Gucha Sub-county, Kisii County.**” The researcher has sampled your institution as one of those that will take part in the study and requests your permission and the necessary support required to carry out the study successfully.

Thank you in advance in looking forward to your acceptance and support.

Yours faithfully,

Abigael-Researcher.

APPENDIX 1III: INFORMED CONSENT FORM

RE: REQUEST FOR CONSENT TO TAKE PART IN A RESEARCH STUDY

Dear participant,

Your consent is being sort to take part in a research study to be conducted by a student from Mount Kenya University on “**Influence of Family conflicts on early pregnancies in public schools in Gucha Sub-county, Kisii County**”. The researcher is requesting for free and voluntary participation from you and is assuring you that the information you give will be treated with uttermost confidentiality and be used only for the purpose of the study. If you will be willing and accept to take part in the study kindly sign below.

Incase, of further information, you may contact the Chairperson Ethics Review Committee, Mount Kenya University, P.O BOX 342, Thika.

Nature of participant (tick appropriately)

Principal () Teacher () Student ()

Principal: Signature----- Date -----

Teacher: Signature----- Date -----

Student: Signature----- Date -----

Researcher: Signature----- Date -----

APPENDIX IV: CONSENT FORM FOR MINORS

RE: REQUEST FOR CONSENT FOR YOUR CHILD TO TAKE PART IN A RESEARCH STUDY

Dear Parent / Guardian

I am student from Mount Kenya University is conducting a research study on “**An investigation on the influence of Family conflicts on early pregnancies in public schools in Gucha sub-county.**” The researcher is requesting your consent as the parent or guardian of the student to allow him/her to take part in the study. The information collected from the student will be treated with uttermost confidentiality and be used only for the purpose of the study. If you will be willing to let your child take part in the study kindly sign below.

In case of further information, you may contact the Chairperson Ethics Review Committee, Mount Kenya University, P.O BOX 342, Thika.

Parent/ Guardian: Signature ----- Date -----

Student: Signature ----- Date -----

Researcher: Signature ----- Date -----





Appendix VI. Interview Guide for Principals

PRELIMINARY INFORMATION

1) For how long have you headed this school?

- i) Less than five years
- ii) Five to ten years
- iii) More than ten years

2) What are the most common discipline problems that you handle in order of occurrence among truancy, lateness, bullying, rudeness and petty thefts?

PREGNANCIES TRENDS

3) How many students with the following early pregnancies come from families with conflict?

- i) Above average-
- ii) Average-
- iii) Below average-

4) In terms of pregnancies, is there basis towards family set up and early pregnancies? Explain briefly.

5) In case of suspensions of students, who accompanies them back? Mother (), Father (), Guardian () or No one ()

6) According to you, who has better follow up and concern for students' progress academically? Mother () Father () Explain.

7) Around what percentage of your students are

- i) Orphaned.
- ii) From single parent.
- iii) Have both parents.

MITIGATION

8) Briefly state how you think family conflicts can be solved by the various stake holders like church, government, couple itself, and the society



Appendix VII. Questionnaire for Student Respondents

BACKGROUND INFORMATION

1) In which form are you? (Tick appropriately). Form 1()Form 2. ()Form 3.
().Form 4 ()

2) How many siblings do you have?

3) Give your average grade of the last two exams since you joined secondary.

FAMILY SET UP

4) What is your family set up? Tick appropriately

i) () With both parents.

ii. () Single parent.

iv.() Orphaned.

If your answer to question 4 is(ii), proceed to answer the questions here after

4. Who do you spend most holiday times with?

5. What led to the current status quo?

i) ()Separation

ii) ()Death

iii) ()Choice

7. Do you ever meet the other parent?

a) If yes, how often?

b) If yes, what is his/her contribution in your academics?

8. Have you ever been sent home for other reasons but fees? YES() NO()

a. If yes, why?

b. If yes, how often? (Once a term (), twice a term (), more than twice ())

9. In any of these suspensions, did you discuss it with parents? Which one?

10. Who follows up your academic grades?

a. What is His/ Her comment?

11. At what age did the current family state start?

12. Please rate the status of your family on a scale of 10 honestly on provision of basic needs and security using the following table

Family type	9-10	7-8	5-6	3-4	Below 2
Divorced					
Separated					
Non communicating					
Abusive					

13. According to you, what mostly causes poor pregnancies in academics among secondary school students among the following? Lack of teachers, lack of role model, parental conflict, school environment and illiteracy of parents.

Explain your choice.....
.....
.....

MITIGATION

- Given a chance, write briefly how you would wish you and every other child be brought up.....
.....

- According to your view, what are the greatest hindrances to students achieving their academic dreams?.....
.....

- Name about six causes of indiscipline in secondary schools.

Appendix vii. INTERVIEW SCHEDULE FOR ADMINISTRATOR

BASIC INFORMATION

1. What is the student population in your institution?
2. What student proportion is from conflict ridden homes?
3. Of the following types which is the most frequent type of family conflict amongst your students?
 - i) Divorce
 - ii) Separation
 - iii) Lack of communication and cooperation
 - iv) Child abuse
4. How does family conflict influence your administrative work and the student's pregnancies in academics?
5. Are there interventions in place to cater for such students in your school and which ones
6. Do these students voluntarily seek assistance from such fora or wait for referral

MITIGATION

7. How do you suggest such problems should be solved? Clearly state the agent to take action.



APPENDIX VIII: QUESTIONNAIRE FOR PARENT

Preliminary information

Please indicate your gender (Tick)

Male

Female

State your marital status (tick one)

Married

Single

Divorced

Separated

What is the mode of communication at your home? Frequent verbal Notes/SMS Rare
Through proxies

CHILDREN'S ACADEMIC PROGRESS

Do you have secondary school child? Yes No

If yes give the academic grade of latest end term exam

Do you take time to guide him/her on academics? Yes No

FAMILY STATUS

Have you faced any of the following conflicts? Tick appropriately

Abuse Absence of spouse

How do you feel family conflict affects children? Yes No . State about five ways in which it affects

What role should the various stake holders play in solving family conflict or assisting such children attain their academic dreams?


Society

Church

Government and NGO

Clan

APPENDIX IX: ERC CERTIFICATE


Mount Kenya University

REF: MKU/ISERC/2385 Date: 14 September 2022

TO: ABIGAIL MORAA NYAMAO

REG: MED/2018/41292

Dear Sir/Madam,

RE: FACTORS CONTRIBUTING TO YOUNG GIRLS IN SECONDARY SCHOOLS GETTING EARLY PREGNANCIES IN GUCHA SUB-COUNTY KISII COUNTY

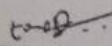
This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **1458**. The approval period is **14/09/2022 - 13/09/2023**.

This approval is subject to compliance with the following requirements:


- i. Only approved documents including informed consents, study instruments, MTA will be used
- ii. All changes including amendments, deviations and violations are submitted for review and approval by **Mount Kenya University**
- iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to **Mount Kenya University** within 72 hours of notification
- iv. Any changes, anticipated or otherwise that may increase the risks or affect the safety or welfare of study participants and others or affect the integrity of the research must be reported to **Mount Kenya University** within 72 hours
- v. Clearance for export of biological specimens must be obtained from relevant institutions
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal
- vii. Submission of an executive summary report within 90 days upon completion of the study to **Mount Kenya University**

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://research-portal.nacosti.go.ke> and also obtain other clearances needed.

The Chairman
Mount Kenya University
Ethics Review Committee
P. O. Box 342 - 0100, Thika

Yours sincerely,


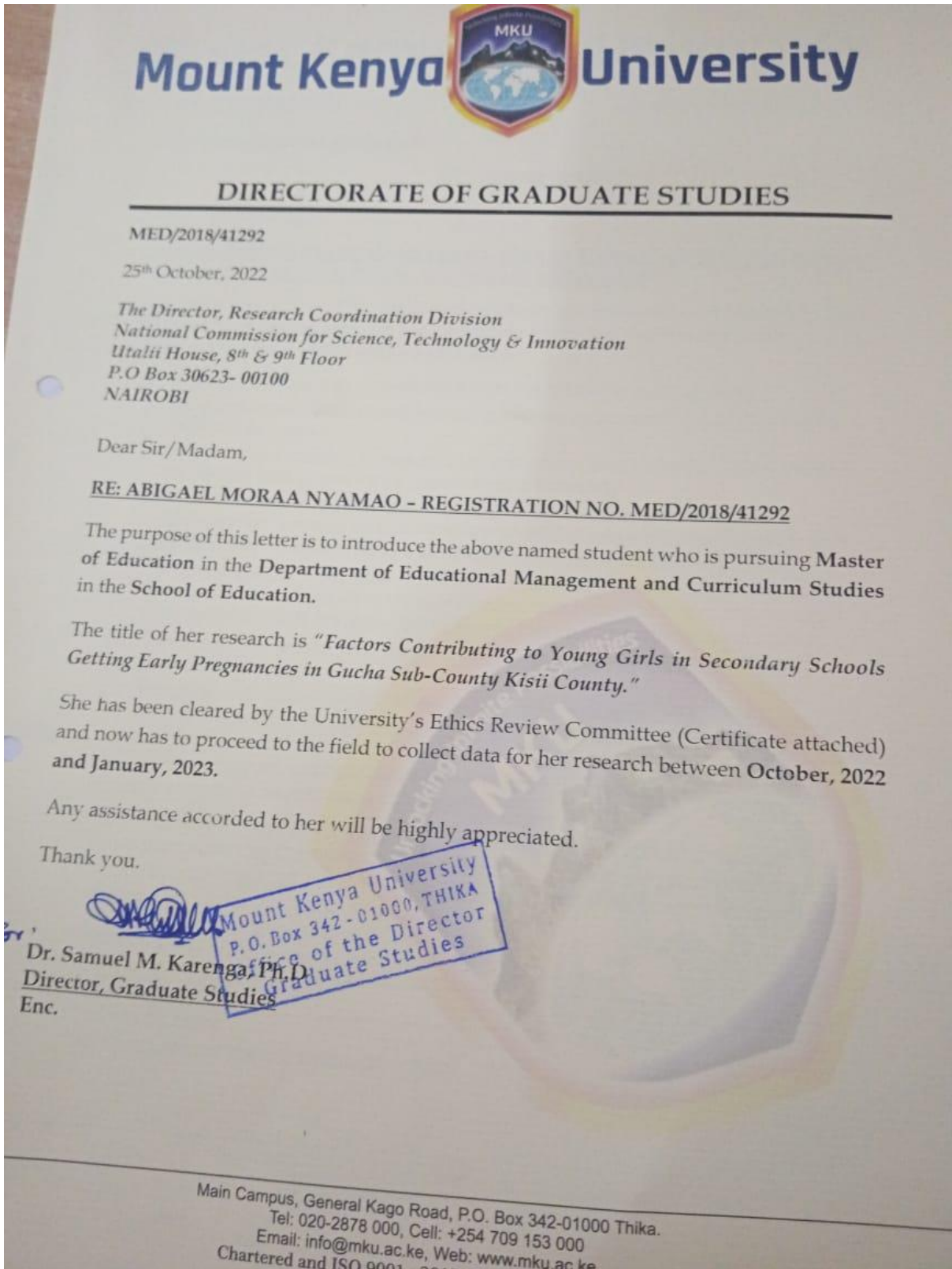
Dr. Peter G. Kirira
Chairman, Mount Kenya University ISERC



MOUNT KENYA UNIVERSITY
P. O. Box 342 - 01000 THIKA
24 OCT 2022
DIRECTOR
Graduate Studies
RECEIVED

Main Campus, General Kago Road, P.O. Box 342-01000 Thika.
Tel: 020-2878 000. Cell: 0751 700 000

APPENDIX X: INTRODUCTION LETTER




APPENDIX XI: PERMIT FROM NACOSTI

Republic of Kenya
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Ref No: **680635** Date of Issue: **25/March/2023**

RESEARCH LICENSE




This is to Certify that Ms.. Abigail Moraa Nyamao of Mount Kenya University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Kisii on the topic: INFLUENCE OF TEENAGE PREGNANCY ON GIRLS ACADEMIC PERFORMANCE PUBLIC SECONDARY SCHOOLS IN GUCHA SUB-COUNTY KISII COUNTY for the period ending : 25/March/2024.

License No: **NACOSTI/P/23/24535**

Applicant Identification Number: **680635**

Director General
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

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