

**EFFECTS OF MARITAL CONFLICTS ON PERFORMANCE OF PRIMARY SCHOOLS IN  
ICHAGAKI ZONE, MURANG'A SOUTH SUB-COUNTY, MURANG'A COUNTY**

**BY**

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## **ABSTRACT**

Today's families experience problems like unfaithfulness, violence, child molestation, divorce and separation. These problems experienced in families affect the children in those families. The purpose of the study was to find out the impact of family conflicts on the academic performance and interpersonal relationships of pupils in public primary schools in Murang'a County. This study employed the descriptive survey research design to determine influence of family conflicts in academic performance and interpersonal relationship of the pupils under study. The target population of the study was public primary school pupils in Murang'a County which has 47870 pupils. The study was carried out among pupils in class seven and eight in ten public primary schools purposively selected within Murang'a County. There were 899 boys and 1124 girls in the ten schools making the accessible population 2023 pupils. The sample comprised a total of 384 pupils and 20 class teachers purposively selected. Questionnaires, developed by the researcher, were used to collect data. Data was analysed using the Statistical Package for Social Sciences [SPSS]. It was presented using frequencies, percentages and cross tables because the data was descriptive. The study expected to elicit useful data on the effects that family conflicts have on academic performance and inter personal relationships among pupils. The study findings indicate that both pupils and teachers agreed to the fact that family conflicts affected a pupil's cognitive and affective growth. There was low class concentration if parents or guardians were fighting, because the pupils were always thinking about the happenings at home. It was also established that a majority of pupils did not share with their peers when their parents or guardians were quarrelling. More female pupils were exposed to violence or abuse than the male. The study also revealed that pupils who came from families where there was conflict did not relate well with their teachers. The study also revealed that in most schools there were counsellors from whom pupils experiencing problems could seek assistance. One of the recommendations made by the researcher was that the schools and the Ministry of Education should consider training peer counsellors among the pupils so that they can assist their fellow pupils. Another recommendation was that parents/guardians who experience conflicts in their families should consider counselling options as soon as possible to avoid negative effects on their pupils.