

## **Abstract**

The study set out to study the influence of Child-headed family formations on the development of interpersonal relations among the pre-school learners in Musengo zone, in Kitui West Sub-County, Kitui County in Kenya. Families, ECDE institutions, and the community at large, provide conducive environment which necessitate acquisition of interpersonal skills and social competencies among the pre-school learners of Musengo zone. In Kitui West Sub-county, Kitui County, Kenya. This paper provides a broad review in understanding on the importance intervention of key stakeholders namely the peers, siblings, parents, community members and teachers on the development of social skills aspects of the pre-school learners. The study employed descriptive survey design to gather information, summarize, present and interpret the results for the purpose of clarification. Purposive sampling technique was used to select ECDE teachers and other key informants while questionnaires, interview guides and observation schedules were used in data collection. Data collected was analyzed using the statistical package for social sciences (SPSS). The study targeted a population of 906 respondents comprising of 25 headteachers, 56 ECDE teachers, 25 parent representatives and 800 ECDE learners. A sample size of 145 respondents constituting 5 headteachers, 15 ECDE teachers, 5 parents representatives, and 120 ECDE learners. Data was presented by use of frequency distribution tables. The study established that there is a significant relationship between child-headed family formations and the development of interpersonal relations among pre-school learners. The researcher concluded that the government and all strategic partners should objectively support the orphaned and vulnerable children and mentor them so that they develop interpersonal. The study findings will be of great importance and relevance to ECDE teachers, Non governmental organizations, curriculum developers and administrators.