

**INFLUENCE OF FAMILY STRUCTURE ON PRE-SCHOOL LEARNERS'
CLASS PARTICIPATION IN PUBLIC PRE-SCHOOLS IN MWINGI ZONE,
MWINGI SUB-COUNTY, KITUI COUNTY- KENYA**

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**A Research Project Report Submitted in Partial Fulfillment of the Requirements
For the Degree of Master of Education in Early Childhood Education of South
Eastern Kenya University**

2019

DECLARATION

I understand that plagiarism is an offence. I therefore declare that, this research project is my original work and to the best of my knowledge has not been presented to any other institution for any award.

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DEDICATION

This work is dedicated to my family; my wife Rose Kilonzo and my children Dennis Mumo and Annita Mutheu for their support and encouragement during the period of carrying out this research.

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LIST OF ABBREVIATIONS AND ACRONYMS

ADHD - Attention Deficit Hyperactivity Disorder

AIDS -Acquired Immune Deficiency Syndrome.

HIV -Human Immunodeficiency Virus.

NACOSTI -National Commission for Science, Technology and Innovation

UNICEF -United Nations International Children’s Education Fund.

US -United States

SPSS - Statistical Package for Social Sciences

MVC –Most Vulnerable Children

ABSTRACT

Modern society is characterized by changing family structures and changing lifestyles and Mwingi zone is not an exception. This study was designed to investigate whether family structure has influence on pre-school learners' class participation. The objectives of the study were to establish the influence of intact-biological parent families on pre-school learners' class participation, to determine the influence of single-parent families on pre-school learners' class participation, to determine the influence of grandparent-headed families on pre-school learners' class participation and to establish the influence of child-headed families on pre-school learners' class participation. The study was carried out in Mwingi zone, Mwingi Sub-county of Kitui County. The target population of the study was 1030 pre-school learners and 88 pre-school teachers from 67 public pre-schools in Mwingi Zone. The findings of the study are hoped to form a basis for different stakeholders to assist the learners cope with the challenges emanating from their family structure backgrounds. The researcher employed descriptive survey design for the study and obtained the sample size of the study by using both probability and non-probability sampling techniques. The sampling techniques included stratified random sampling and purposive sampling. The researcher used a representative sample of 10% of the targeted pre-school learners, and 20.5% of the targeted pre-school teachers. To collect data from the respondents, the researcher used questionnaires and observation checklists. The questionnaires were used to collect data from pre-school teachers while observation checklists were used to collect data from pre-school learners. The researcher processed data by editing, coding, classifying and tabulating it and then analyzed the processed data using descriptive analysis, frequency distribution tables and percentages and Pearson Correlation Tables. Statistical Package for Social Sciences (SPSS) was used to analyze data. The study found out that there was a strong positive correlation ($r=0.814$, $P < 0.05$) between biologically-intact families and the class participation of pre-school learners. There was also a strong negative correlation ($r= -0.712$, $P < 0.05$) between single-parent families and the class participation of pre-school learners. The correlation results indicated that there is a strong negative correlation ($r= -0.833$, $P < 0.05$) between grandparent headed families and the class participation of pre-school learners' and there is a strong negative correlation ($r = -0.891$, $P < 0.05$) between child headed families and the class participation of pre-school learners. The study concludes that intact-biological parent families positively influence pre-school learners' class participation whereas single-parent, grandparent and child-headed families have a negative influence on pre-school learners' class participation. The recommendations of the study were; the government through the area chiefs should identify the child-headed families so that they can be offered the necessary support. They can be provided with food staffs, cloths and learning materials. The pre-schools should be encouraged to be conducting frequent guidance and counseling sessions on the single-parents and grandparent-headed families children. Pre-school teachers should motivate learners to participate actively in class through gifts and encouragement as well as identifying and building on their strengths.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Over the past fifty years, most of the developed world has experienced dramatic changes in the organization of families something that may impact the wellbeing of children by affecting their access to or success in school (Frisco, Muller & Frank, 2007). According to Fomby, Cavanagh and Goode (2011), there is a correlation between family structure and learners' outcomes as they found that learners' who grow up in single-parent families and learners with stepparents have poor learning outcomes than those who live with two married biological parents.

A study carried out in America by Frisco and others (2007) present evidence for a link between family structures and educational achievement. According to another study carried out in the University of Virginia by Potter (2010) the impact of divorce on elementary school children, learners who experienced parental divorce immediately begin performing worse academically than their peers from intact families and this gap persists through elementary school. Moreover, Potter (2010) observes that divorce and separation correlate positively with diminished school achievement and performance. Another study by Kelly, Whitley and Campos (2010) explored the developmental status of 74 young African –American grandchildren being raised by their grandparents in Georgia. Fifty seven grandchildren aged 1-5 years were ultimately evaluated by a team of children development specialists. Based on the evaluation 40 (70.18%) grandchildren had a verified developmental disability including fetal alcohol syndrome, 32.5% cognitive delay, 12.5% gross motor delay, 7.5% communication and socio-emotional delay and 2.5% fine motor delay.

In the United Kingdom, children who were born to single or cohabiting mothers exhibited higher levels of externalizing difficulties at age of five years when their mothers had had

multiple changes in union status after controlling of demographic and socio-economic indicators (Kiernan & Mensah, 2010). The study also established that family instability was the cause of children's lower verbal ability. Another study in US cities by Cooper, Osborne, Beck and McLanahan (2011) shows that boys have increased externalizing behaviour problems at age of five years if they were born to unmarried mothers. Moreover, a Norwegian research found that children who experience divorce early in life have lower educational outcomes and that the effect of divorce is strongest when the child is young (Steele, Single-Rushton & Kravdal, 2009). Although only a few empirical studies examine the links between family structure and learners' outcomes in Norway, there is some evidence of more school problems and lower academic achievement among children who have experienced divorce (Lauglo, 2008). Children who experience a family disruption might have lower average educational attainment either because of parenting deficits or because of other deleterious changes that accompany the process of family disruption such as economic vulnerability (Ermisch & Francescon, 2001), something that may as well affect their class participation.

A study carried out by Makufa, Drew, Mashumba and Kambeu (2001) in Zimbabwe shows that children living in child-headed families and households face stigmatization, discrimination and isolation such that they have reduced self-esteem and lack of confidence to participate in activities something that affects their learning outcomes. Their study findings of Makufa and others (2001) are supported by the studies carried out by UNICEF (2012), whose study findings indicate that effects of child-headed families include adverse impacts on cognitive capacity, poor language development, deficits in school readiness, mental and emotional health, social conduct and behaviour and teenage pregnancy, erratic school attendance, poor academic achievements at school and lower levels of education.

Non-traditional family structures are more likely to be characterized by instability or conflict something that can disrupt a child's schooling success in a number of ways

including causing emotional distress and high residential mobility (Osborne & McLanahan, 2007). Raising grandchildren by grandparents is another growing phenomenon worldwide and according to Dunifon (2013), learners' living with grandparents are at risk for having more developmental, physical, academic and psychological problems such as depression, anxiety, Attention Deficit Hyperactivity Disorder (ADHD), health problems, learning disabilities, poor school performance, aggression, feelings of fear, guilt embarrassment, rejection and anger. According to Pitman and Boswell (2007), children who consistently have custodial grandmothers lag behind their peers in the development of their academic achievement whereas those in multigenerational households consistently have more social emotional problems over time.

According to Uwezo East Africa report (2014) literacy and numeracy outcomes across the three East Africa countries of Kenya, Uganda and Tanzania remain significantly deficient in the region. Parental separation has been reported as being associated with a wide range of adverse effects on learners' wellbeing both as a short term consequence of the transition and in the form of more enduring effects that persist into adulthood (Lauglo, 2008). According to Teicher (2000) children who live with two married biological parents are at a low risk for abuse and that the risk increases when children live with stepparents or single-parents whereby children living without either parent are 10 times more likely to be victims of child sexual abuse than children living with both biological parents. The study by Teicher (2000) further reports that such children have problems in adjustment including difficulties at school, problems with peers, low self-concept and academic failure.

A report by Uwezo Kenya (2016) reveals that nationally only 3 out of 10 pupils in class three can do class two work. The report further continues to state that children from poorer households consistently show lower learning skills and that many children across the three East Africa countries (Kenya, Uganda and Tanzania) lack actual literacy and

numeracy outcomes. According to records held in Mwingi Zonal Education Office, data shows that from 2013 to 2016 there has been low transition rate of pre-school learners' to class one. For these years, the transition rate has been ranging between 60% - 68%. Similarly, data obtained from the same Office in 2013 shows that are many learners who are categorized as Most Vulnerable Children (MVC) due to their family backgrounds which include single-parent families, child-headed families and grandparent-headed families (Mwingi Zonal Office, 2013). This reality has therefore prompted the researcher to investigate whether family structure has influence on class participation among pre-school learners' in public pre-schools in Mwingi Zone and hence resulting in poor transition.

1.2 Statement of the problem

The modern society is characterized by different family structures and lifestyles and Mwingi Zone is not an exception. A report by Uwezo Kenya (2014) reveals that nationally only 3 out of 10 pupils in class three can do class two work. The report continues to state that children from households experiencing problems such as child-headed and grandparent-headed families consistently show lower learning skills with many of them lacking actual literacy and numeracy outcomes. Moreover, another Uwezo Kenya (2016), report of a national assessment conducted in 155 out 158 sub counties in Kenya shows that pre-school attendance and enrolment of pre-school learners' aged 3 – 5 years in Mwingi Sub County was 59% which was below the national average of 64%. Learning levels in Mwingi Sub County were also below the national average at 26% against the national average of 32%. According to the data held in Mwingi Zonal Education Office (2013) some learners are classified as Most Vulnerable Children based on their family backgrounds including single-parent families, child-headed families and grandparent-headed families. Several studies have been carried out in different parts of Kenya in relation to influence of family structure; Nato (2016) carried out a study in Bungoma ,Kenya on influence of family structure on academic performance among secondary school students. Ngaraiya (2013) carried out a study in Westlands

,Kasarani,Lari and Ganze sub-counties in Kenya on effects of family socio-economic status on pre-school children's primary school readiness . Nyambedha ,Wandiba and Aagaard-Hansen (2003) carried out a study in western Kenya on the role of the elderly as caretaker for orphans while Ochieng ,Nyamwange and Winga (2018) carried out a study in Kisumu County, Kenya on psychological implications of HIV and AIDS on child-headed households. However, there is no study known by the researcher on the influence of family structure on the pre-school learners' class participation in Mwingi Zone. This is the knowledge gap which this study tried to fill.

1.3 General objective of the study

The purpose of this study was to investigate the influence of family structure on pre-school learners' class participation in public pre-schools in Mwingi Zone, Mwingi Sub County, Kitui County, Kenya.

1.3.1 Objectives of the study

The study was guided by the following specific objectives:

- (i) To establish the influence of intact-biological parent families on pre-school learners' class participation in Mwingi Zone, Mwingi Sub County, Kitui County, Kenya.
- (ii) To determine the influence of single-parent families on pre-school learners' class participation in Mwingi Zone, Mwingi Sub County, Kitui County, Kenya.
- (iii) To determine the influence of grandparent-headed families on pre-school learners' class participation in Mwingi Zone, Mwingi Sub County, Kitui County, Kenya.
- (iv) To establish the influence of child-headed families on pre-school learners' class participation in Mwingi Zone, Mwingi Sub County, Kitui County, Kenya.

1.4 Research questions

- (i) To what extent do intact-biological parent families influence pre-school learners' class participation in Mwingi Zone, Mwingi Sub County, Kitui County, Kenya?
- (ii) How do single-parent family background influence pre-school learners' class participation in Mwingi Zone, Mwingi Sub County, Kitui County, Kenya?
- (iii) What is the influence of grandparent-headed families on pre-school learners' class participation in Mwingi Zone, Mwingi Sub County, Kitui County, Kenya?
- (iv) To what extent does child-headed family background influence pre-school learners' class participation in Mwingi Zone, Mwingi Sub County, Kitui County, Kenya?

1.5 Significance of the study

Findings of the study are hoped to be of great importance to different stakeholders in the education sector as they will form a basis for different players to assist learners' to cope with the changes in family structure. The findings of the study might benefit different education stakeholders including the government as the stakeholders are equipped with knowledge of the challenges facing pre-school learners from different family set ups and hence come up with policies to help address the challenges. Teachers will find the findings of the study valuable since they would be able to appreciate the role of the family background in the learning of children and also learn on ways of helping the learners' from different family set ups to cope with their challenges emanating from their family structure backgrounds. The study findings will perhaps enable the parents to appreciate the role they play in their children's learning and increase their awareness on the family and home environment factors that may hinder or promote their children's learning.

1.6 Limitations of the study

The major limitation that the researcher encountered during the study was collection of data from the respondents. Obtaining data on influence of family structure on pre-school learners' class participation was a challenge as it touches on personal family issues and therefore the researcher faced lack of willingness by the respondents to share the information required. The researcher dealt with the challenge by first of all briefing the respondents and reassuring them that all the information given was to be treated with a lot of confidentiality and that their details would remain anonymous before embarking on data collection. The researcher ensured that respondents gave informed consent before starting data collection.

1.7 Delimitations of the study

The study focused on influence of family structure on pre-school learners' class participation in Mwingi Zone, Mwingi Sub County, Kitui County, Kenya. The study sought to establish how family structure influences pre-school learners' class participation in the zone. The study was conducted through survey research design and covered all the public pre-schools in Mwingi Zone. The study focused on pre-school learners' and pre-school teachers who were the key respondents in the study.

1.8 Assumptions of the study

The study was anchored on the assumptions that; all children are given equal learning opportunities by their parents or guardians irrespective of the family structure, all children have a conducive home environment as home environment plays a vital role in children's learning and that all respondents gave correct and non-biased information. It was also assumed that all the respondents gave the correct information.

1.9 Definition of significant terms

Family structure – it is the composition or the membership of the family and the patterning of relationships among individual family members. The most common forms of family structures are intact-biological families, single-parent families, stepparent families, grandparent -headed families and child- headed families.

Intact-biological family- refers to a family in which both biological parents are present in the home.

Single-parent family- refers to a family in which a parent brings up a child or children alone without a partner.

Grandparent-headed family- refers to a family in which the grandparents are bringing up their grandchildren due to the absence of their parents.

Child-headed family- refers to a family in which a minor (child or adolescent) has become the head of the household due to either the death of parents, abandonment or incarceration of parents.

Pre-school – an educational establishment or learning institution for very young children. It is also known as nursery or pre-primary school.

Pre-school learner – refers to a child attending a preschool.

Class participation – refers to the extent to which learners’ participate or involve themselves in class activities or course.

School access – refers to a learners’ ability to attend school. It is the ability of all learners’ to have an opportunity to go to school.

Attachment – an affectionate relationship that one person forms between self and another specific person. An emotional bond between two persons such as a child and a parent.

Attention Deficit Hyperactivity Disorder- It is a brain or mental disorder that is characterized by a range of behavioural disorders such as poor concentration, impulsivity, overactivity and difficulty controlling behaviour.

1.10 Organization of the study

The study is organized into six chapters. Chapter one highlights background to the study, statement of the problem, general objective of the study, specific objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, assumptions of the study, definition of significant terms and organization of the study. Chapter two consists review of related literature, summary of literature review, theoretical framework and conceptual framework while chapter three covers research design, target population, sampling techniques and sample size, research instruments, validity of research instruments, reliability of research instruments, data collection procedures, data analysis techniques and ethical considerations. Chapter four covers research results, chapter five discussions and interpretation of research findings and chapter six contains conclusion and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Literature review is based on study objectives. It also contains summary of literature review, theoretical framework and conceptual framework.

2.2 Family Structure

According to Miller-Keane (2003), family structure is the way in which a family is organized according to roles, rules, power and hierarchies. Family structure can also be defined as the composition and membership of the family and the organization and patterning of relationships among individual family members (Mosby, 2009). The modern society is characterized by changing family structures and changing lifestyles, which remain a big challenge but the family remains the central element of contemporary life (Frisco, et al, 2007). Non- traditional family structures have emerged like single-parent families, stepparent families, grandparent-headed families, child-headed families and many cases of separation and divorce resulting in instability in the family hence disrupting children's schooling success (Ryan & Claessens, 2013).

2.3 Intact-Biological Parent Families and Pre-School Learners' Class Participation

Social Science research over the past decades suggests that family structure affects children's school outcomes right from pre-school to college (Kim, 2008). Research by Fomby, Cavanagh and Goode (2011) show that elementary school children from intact-biological parent families earn higher reading and Mathematics test scores than children in cohabiting, divorced-single and always single-parent families. A study carried out in America by Langenkamp (2009) using longitudinal survey research design highlights that young children who experience multiple family structure transitions often experience more compromised wellbeing than those who experience no change. Children from intact families have increased cognitive, linguistic and socio-emotional development across

early childhood independent of mothers' involvement or household financial resources (Cabrera, Shannon, & Tamis-Lamonda, 2007). According to a study carried out in America using longitudinal survey research design by Cooper, Osborne, Beck and McLanahan (2011), children's exposure to family instability is associated with lower verbal ability, more externalizing behaviour, more attention problems as well as social problems.

Early childhood is a critical period in human development as children undergo significant cognitive, emotional, social and physical growth during the first five years of life and this development sets the foundation for the full life course (Hendrick & Weissman, 2010). A study carried out in the United Kingdom by Fomby and others (2011) on family instability and school readiness using longitudinal survey research design shows that family instability is associated with children's low cognitive achievement, emotional and conduct problems and children's low verbal ability in early and middle childhood. The same sentiments are shared by Meier and Marais (2008) in their study carried out in South Africa using qualitative and case study research designs which show that children develop and learn best in a physically and environmentally safe environment where their basic physical and emotional needs are met.

Moreover, a study carried out in Kenya in Westlands, Kasarani, Lari and Ganze Sub Counties on effects of family socio-economic status on pre-school children's primary school readiness by Ngaruiya (2013) using correlational and comparative research designs, shows that children from duo parent families performed better in ability to communicate and express themselves compared to their counterparts in single-parent and extended families. Nato (2016), in his study on influence of family structure on academic performance among secondary school students in Bungoma using ex post facto research design found that children from intact two biological or nuclear family backgrounds performed better than children from single-parent families.

In regard to all the previous studies, no study has been carried out in Mwingi zone concerning influence of family structure on pre-school learners' class participation. Nato (2016) carried out a study on influence of family structure on academic performance in Bungoma, Kenya but targeted secondary school students and used ex post facto research design which is different from the descriptive survey research design the researcher used and therefore a gap exists. This study therefore yielded different results. The researcher filled that gap by investigating the influence of family structure on pre-school learners' class participation.

2.4 Single-parent Families and Pre-School Learners' Class Participation

Research in developmental psychology indicates that children are highly reactive to changes in their immediate environments in the period from infancy to pre-school and therefore the effects of early family structure instability may be more consequential than later instability in predicting children's behaviour (Cavanagh & Huston, 2008). Many young single mothers come from backgrounds that are educationally and economically disadvantaged and as a result they often face tasks of establishing personal identities, preparing for adulthood and becoming parents all at the same time something that exposes children of young single mothers to many problems such as poor social and motor development, health problems and more academic problems (Williams & Dunne-Bryant, 2006). This may in turn affect their class participation

Children born to single or cohabiting mothers exhibit higher levels of externalizing difficulties at age five years lower levels of verbal ability and academic problems (Kierman & Mensah, 2010). There is indeed evidence that children from single-parent homes resulting from divorce during early childhood is likely to increase stress levels for children and they continue to experience academic and social adjustment problems (Williams & Dunne-Bryant, 2006) and this may in turn affect their class participation. A study carried out in America at the University of Virginia by Potter (2010) on the impact

of divorce on elementary learners' found that learners' from divorced homes performed worse academically than their peers from intact families and that divorce and separation correlate positively with diminished school achievement and performance, a gap that persists through elementary school. According to Teicher (2000), children who live with a single-parent are at higher risk of sexual abuse and as a result get low self-esteem and difficulties at school.

Parental separation has been reported as being associated with a wide range of adverse impacts on cognitive capacity, poor language development, deficits in school readiness, poor mental and emotional health, poor social conduct and behaviour, early onset of sexual behaviour and teenage pregnancy, poor academic achievement at school and lower levels of education (Potter, 2010). A study carried out in America by Cooper and others (2011) using longitudinal survey research design shows that children's exposure to family instability is associated with lower verbal ability, more externalizing difficulties at the age of five years, lower levels of verbal ability and academic problems. Similarly, in Norway, a study carried out by Steele, Single-Rushton and Kravdal (2009) on effects of divorce on children's learning using longitudinal survey research design found that children who experience divorce early in life are likely to have lower educational outcomes and school problems.

According to Uwezo East Africa report (2014) in their study on literacy and numeracy by use of survey research design, literacy and numeracy outcomes across the three East Africa countries of Kenya, Uganda and Tanzania remain significantly deficient with children from poor households showing lower learning skills. This is supported by Amato (2000), who outlines that the financial or economic circumstances of families decline after divorce especially among mother-headed families which may negatively affect children's nutrition and health, reduce parental investment in books, educational toys, computers, private lessons, constraints in choice of residential location meaning that the family may have to live in a neighbourhood where the school programmes are poorly

financed, services are inadequate and crime rates are high and children are more likely in such neighbourhoods to associate with delinquent peers leading to more academic problems.

A study carried out in Kenya by Ngaruiya (2013), on effects of family socio-economic status on pre-school children's primary school readiness using correlational and comparative research designs confirms that children from single-parent and extended families had low achievements in both language and socio-emotional competencies. Nato (2016), in his study on family structure influence on academic performance among secondary school students in Bungoma, Kenya using ex post facto research design, learners' from single-parent families performed poorly when compared with learners' from intact two biological or nuclear family background.

The studies which have been conducted in relation to influence of single-parent families on pupils learning have been conducted outside Mwingi Zone and have also used different research designs from the descriptive survey research design being used in this research and therefore a gap exists. The researcher filled the gap by conducting a study in Mwingi Zone which targeted pre-school learners. The study yielded different results since it was investigating influence of family structure on pre-school learners' class participation.

2.5 Grandparent-Headed Families and Pre-School Learners' Class Participation

Raising grandchildren by grandparents is a growing phenomenon worldwide and according to Dunifon (2013), grandparents may resume a parenting role for a variety of reasons most of which revolve around problems related to the child's parents which may result from; divorce, substance abuse, child abuse and neglect, abandonment, teenage pregnancy, HIV/AIDs, mental or physical illness, unemployment, incarceration or death. According to a study carried out in America by Gregory and Patrick (2007) on children

of about 2 – 6 years raised by custodial grandparents and which used longitudinal survey research design, such children were similar to other children in emotional functioning but lagged behind their peers in developing academic skills. Similarly, Kelly, Whitley and Campos (2010) in their study carried out in Georgia, America on the developmental status of young African –American grandchildren being raised by their grandparents and which used longitudinal survey research design found out that majority of the grandchildren had a verified developmental disability including fetal alcohol syndrome, cognitive delay, gross motor and fine motor delays as well as communication and social emotional delays.

In Africa, families are affected by a phenomenon called skip-generation whereby the middle generation migrates from rural to urban areas seeking employment and leaving children with their grandparents. Such children may receive inappropriate care due to caregiver deteriorating emotional and social capacities, diminished household economic capacity and poor health. As a result those grandparents are unable to provide support and guidance to the grandchildren hence the grandchildren are more at risk to truancy, school suspension and school dropout (Gladding, 2007). A study carried out by UNICEF (2012), in seven African countries of Burkina Faso, Cameroon, Ghana, Kenya, Mozambique, Nigeria and the United Republic of Tanzania reveals the enormous burden that orphaning is exerting to the extended family and especially grandparents.

According to studies carried out in Kenya by Nyambedha, Wandiba and Aagaard – Hansen (2003), grandmothers are primarily the caregivers and in most cases they are single, elderly, with limited educational attainment and lower income and thus children under their care experience persistent poverty, are discriminated against and stigmatized especially when the underlying factors for their adoption was stigmatizing. Resultingly, such children were most likely to drop out of education.

Although a number of studies have been carried out on the influence of family structure on learning, none of those studies has been carried out in Mwingi Zone. The target population used in these previous studies is also different from the pre-school learners' from public schools which this study targeted. The studies have also used different research designs such as ex post facto research design, longitudinal survey design and correlational and comparative research designs which are different from the descriptive survey research design this study is using and therefore research gaps exist which may result in the study yielding different results.

2.6 Child-Headed Families and Pre-School Learners' Class Participation

A joint report by the United Nations program on HIV and AIDS maintains that millions of children in the world can be described as vulnerable due to the effects of illness, poverty, conflict, disease and accidents but in the recent past however, the impact of the HIV and AIDS pandemic has been the significant cause of the increase in child headed families (UNICEF, 2004). Children from child -headed households face many challenges including stigma, shortage of resources, increased risk of starvation and malnutrition, increased school absenteeism and withdrawal, poor class or school performance, inadequate access to medical care and sexual exploitation (Skovdal & Daniel, 2012). According to a study carried out in Thailand by Safman (2004) on the impact of orphanhood on Thai children affected by AIDs using longitudinal research, the orphaned children lived an impoverished life, faced significant financial hardships and were more likely to fall behind or drop out of school.

Similarly, a research study carried out by Case, Paxson and Ableidinger (2004) in 10 Sub- Saharan countries including Tanzania shows that orphans systematically have lower school participation than non-orphans due to their reduced self-esteem as a result of stigmatization, discrimination and isolation. Comparative studies by Bharghava (2005) found out that orphans from different countries in Sub-Saharan Africa, including Ethiopia and South Africa experience lower school attendance than non-orphans. Similarly,

Makufa, Draw , Mashumba and Kambeu (2001) in their study carried out in Zimbabwe on children living in child-headed families and households using qualitative and case study research designs found out that such children face stigmatization, discrimination and isolation such that they have reduced self-esteem and lack confidence to participate in class activities. The study findings have also been corroborated by UNICEF (2012), in their studies carried out in Namibia, Uganda and other Sub-Saharan countries on child-headed households using longitudinal survey research design whereby learners' from child-headed households are vulnerable to many unsafe circumstances such as poverty, all forms of abuse, erratic school attendance, transactional sex and ill treatment leading trauma and often dropping out of school.

A study carried out in Kenya by Nyambedha, Simiyu and Jens (2001) on policy implications of the inadequate support and the everyday life experiences of children and adolescents living in child headed households in Western Kenya found out that orphans are more likely to drop out of school due to food, clothing, schooling and medical care problems. Ochieng, Nyamwange and Winga (2018) in their study carried out in Kenya on psychological implications of HIV and AIDS on child-headed households affirm that, many orphans experience increased levels of psychological and emotional distress, are at risk of exploitation including labour and sexual abuse and are also not in school due to poverty, lack of parental guidance and encouragement as well as heavy domestic responsibilities and stigmatization. Studies carried out in Kenya by Uwezo (2016) show that the attendance and enrolment of children in pre- school aged 3 – 5 years in Mwingi Sub-County was 59% and which was below the national average of 64%. Learning levels were also below the national average at 26% compared to the national average of 32%.

Although many studies have been carried out on influence of family structure on learning, no such study has been carried out in Mwingi Zone. The studies elsewhere used different designs, for example Safman (2004) used longitudinal research design while

Makufa (2001) used case study research designs. These designs are different from the descriptive survey research design used by the researcher and therefore due to the aforementioned gaps, this study brought different results.

The findings of this study show that children from child-headed families are prone to truancy and inactive participation in class something that is supported by studies done by Nyambedha, Simiyu and Jens (2001) as well as Ochieng, Nyamwange and Winga (2018). All the studies carried out and which are cited here agree with this study that family structure plays a key role in influencing different aspects of learners including class participation, school readiness, school attendance as well as social relationships. Although different studies cited in the literature review have used different research designs from this study, the research findings are consistent with the findings of this study.

2.7 Summary of Literature Review

Early childhood is a critical period in human development as children undergo significant cognitive, emotional, social and physical growth during the first five years of life and this development sets the foundation for the full life course (Hendrick & Weissman, 2010). Research in developmental psychology indicates that children are highly reactive to change in their immediate environments in the period from infancy to pre-school and therefore the effects of early family structure instability may be more consequential than later instability in predicting children's behaviour (Cavanagh & Huston, 2008).

Various studies have been carried out in different parts of the world on the influence of family structure on learning including America, United Kingdom, Norway, Sub Saharan Africa and Kenya. However, there is no similar study that has been carried out in Mwingi Zone where the researcher carried out the study. The studies carried out in America by Cooper and others (2011) employed longitudinal research design while Ngaruiya in his study in Kenya used correlational and comparative research design and therefore a gap

exists as this research used descriptive survey design. Studies on the influence of family structure on learners' class participation have been conducted in various parts of the world. Makufa and others (2001) carried a study in Zimbabwe on children from child headed families and their learning outcomes. Nato (2016) carried out a study in Bungoma East Sub County in Kenya on the influence of family structure on academic performance among secondary school students. Uwezo (2016) also conducted a study on school attendance and enrolment of pre-school learners' in different sub-counties including Mwingi. However, a gap exists since the studies were carried outside Mwingi Zone using different target groups and research designs. Nato (2016) used secondary school students and ex post facto research design while in this research the target group is pre-school learners' and the research design is descriptive survey and therefore the research yielded different results.

The findings of this study show that children from child-headed, grandparent-headed and single-parent families are prone to truancy and inactive participation in class something that is supported by studies done by Nyambedha, Simiyu and Jens (2001) as well as Ochieng, Nyamwange and Winga (2018). All the studies carried out and which are cited agree with this study that family structure plays a key role in influencing different aspects of learners including class participation, school readiness, school attendance as well as social relationships. Although different studies cited in the literature review have used different research designs from this study, the research findings are consistent with the findings of this study.

2.8 Theoretical Framework

The theoretical framework of the study was based on the Attachment Theory whose proponent is Bowlby (1907-1990). The theory states that a strong emotional and physical attachment to at least one primary caregiver is critical to personal development (Bowlby, 1988). The Attachment Theory posits that early human relationships and experiences lay the foundation for later development and learning and that this is a critical period for

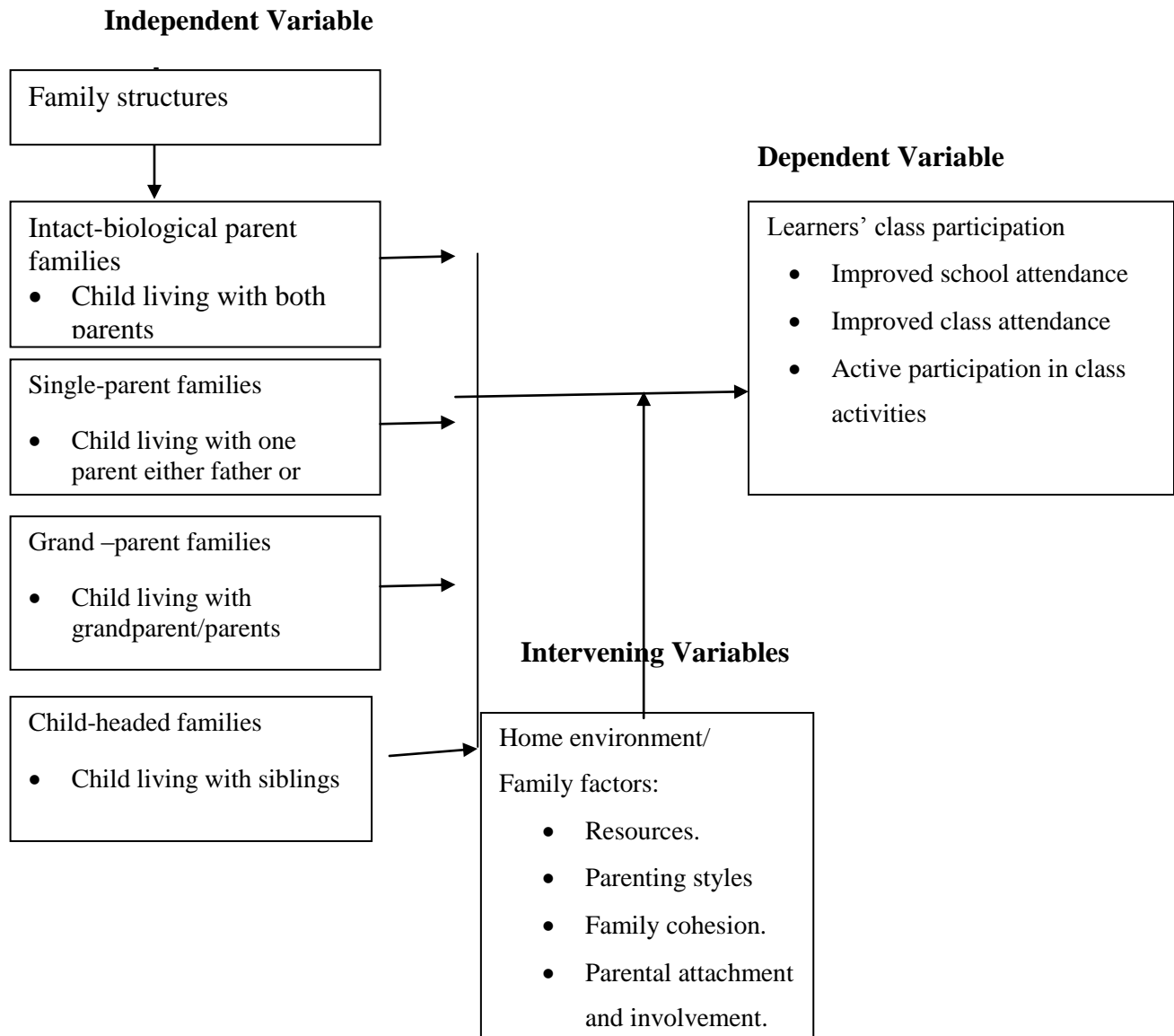
developing an attachment (about 0 – 15 years) and if an attachment has not developed during this period the child suffered from irreversible developmental consequences such as reduced intelligence and increased aggression (Geddes, 2006). Bowlby's maternal deprivation hypothesis is that continual disruption of the attachment between infant and the primary caregiver could result in long-term cognitive, social and emotional consequences for that infant which may include delinquency, reduced intelligence increased aggression, depression and inability to show affection or concern for others (Geddes, 2006). Attachment theory explains development in social relationships ,enables predictions about subsequent social relationships and provides information about specific interventions that can improve functioning.

The family Attachment Theory provides a framework for examining the risk factors for secure attachment such as poverty, poor parenting, mental health difficulties, neglect, abandonment, domestic violence and other forms of abuse and family bereavement. The cases are often found in different family structures and may have a long lasting impact on development, ability to learn, capacity to regulate emotions and form satisfying relationships that correlate strongly with higher academic attainment, better self-regulation and social competencies. Therefore schools and teachers need to create nurturing relationships to promote children's learning and behaviour and satisfy their innate need to have a secure sense of belonging (Shemmings, 2011). The Attachment Theory was also used by Cohen and Finzi-Dottan (2005), in a study on parent-child relationships during divorce process. The weakness of this study was that it applied two stepwise regressions as well as correlations. This seemed to be a duplication of results since relationships for the variables could have been achieved by using only one type of inferential statistics. Another weakness of the study is that only comparative cross-cultural research has been conducted and that it does not well predict behaviour in cultures where children have more than one primary caregiver.

Despite the weakness, the researcher based the study on Bowlby's Attachment Theory because the study is on influence of family structure on pre-school learners' class participation and emotional attachment formed with the primary caregiver influences a child's development with a successful and secure attachment enabling the child to be confident and feel safe enough to explore the world, form healthy relationships and enhance social skills and coping strategies which in turn lead to school success (Commondari, 2013). Nurturing adult attachment according to Shemmings (2011) provides children with protective safe havens and secure bases from which to explore and engage with others and their environment. Securely attached learners' are more likely to be better problem solvers, more curious, have higher academic achievement, have increased quality and duration of learning, are cooperative and self-regulative and less likely to develop emotional behavioural problems.

2.9 Conceptual Framework

Figure 2.1 The relationship between family structure and learners' class participation



Source: Osborne & McLanahan, (2007); Kim, (2008)

The conceptual framework is developed from the reviewed literature and the related theory. The independent variable of the study is family structure whose indicators are intact- biological parent families, single-parent families, grandparent headed families and

child headed families. The dependent variable is learners' class participation whose indicators are school attendance, class attendance and participation in class activities. The intervening variables of the study are home environment and family factors which include resources, parenting styles, family cohesion and parental involvement and attachment. Pre-school learners' class participation is influenced by their family structure or background as well as the home environment and family factors such as resources, parenting styles, family cohesion and parental attachment and involvement.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter dealt with the procedures and methods that the researcher used in obtaining data for the study. These include the research design, target population, sampling procedures and sample size, research instruments, validity and reliability of research instruments, data collection procedures, data analysis and ethical considerations.

3.2 Research Design

The study adopted descriptive survey design to study the effects of family structure on pre-school learners' class participation in public pre-schools in Mwingi Zone. According to Mugenda and Mugenda (2003) descriptive survey research design is a type of study conducted to generate explanatory information or characteristics about a specific population or phenomenon. Descriptive survey research design is strategic plan that sets out the broad outline and key features to be undertaken in a research study (Mugenda and Mugenda, 2012). They also argue that the design is not only appropriate for data that is obtained but also an appropriate mode of enquiry for making inferences about the large group of people from the data drawn on the relatively small number of individuals from the group. The design was appropriate for the study because it was targeting a large group of people and therefore it was easy to make generalizations from the representative sample of the target population. The design is also less expensive and can be done within a relatively short period of time (Begi, 2009) and therefore very appropriate for the researcher since the study was self-funded.

3.3 Target Population

According to Gall, Borg and Gall (2007), target population describes all members of real or hypothetical set of people, events and objects. Mugenda and Mugenda (2003), describes target population as the particular entity of people objects or units to which a researcher can reasonably generalize his or her research findings. The target population of this study was 1030 pre-school learners and 88 pre- school teachers from 67 public pre-schools from Mwingi zone, Mwingi Sub-County in Kitui County- Kenya.

3.4 Sample Size and Sampling Techniques

The researcher used both the stratified random sampling technique and purposive sampling to obtain the sample size of the study. Stratified random sampling technique was used to select the sample size in the study because it accurately reflects the population being studied by ensuring that each sub-group within the population receives proper representation within the samples. This ensures a high degree of representativeness of all the strata or sub-groups (Mugenda & Mugenda, 2012). The technique enabled the researcher to obtain a representative sample after stratifying the schools in the zone into 5 sub-groups based on their geographical locations. From each sub-group, the researcher got a representative sample of 10% of pre-school learners and 20.5% of pre-school teachers as shown in the table below:

Table 3. 1: Strata for stratified sampling

Sub-group	Respondent	Target population	Sample size
Musukini	Pre-school pupils	280	28
	Pre-school teachers	22	5
Kanzanzu	Pre-school pupils	160	16
	Pre-school teachers	15	3
Mwingi	Pre-school pupils	260	26
	Pre-school teachers	21	4
Ithumbi	Pre-school pupils1	40	140
	Pre-school teachers	14	3
Kyethani	Pre-school pupils	190	19
	Pre-school teachers	16	3

According to Gay (1992), and Mugenda and Mugenda (2003), sample size depends on factors such as the number of variables in the study, the type of research design, the method of data analysis and the size of the accessible population and for descriptive studies, 10% of the accessible population is enough. An effective population sample is the one that is not only accessible to the researcher but also representative and diverse (Kombo & Tromp, 2006). Based on that argument, the researcher's sample size of 10% of pre-school learners' and 20.5% of pre-school teachers is an effective population sample. For pilot and test –retest studies, the researcher used purposive sampling to get respondents.

Table 3.2 Sample Size

Respondent	Population size	Sample size	Sample (%)
Pre-school learners	1030	103	10.0%
Pre-school teachers	88	18	20.5%
Total	1118	121	

3.5 Research Instruments

The researcher used two types of research instruments to collect data for the study, that is, questionnaires and observation checklists.

3.5.1 Questionnaires

Questionnaires are research instruments that gather data over a large sample and diverse regions. They are commonly used to obtain important information about the population and each item of the questionnaire is developed to address a specific objective, research question or hypothesis of the study (Mugenda & Mugenda, 2012). The researcher used questionnaires because they enable one to collect information from a large sample, save time, they do not give an opportunity for interviewer bias and uphold confidentiality since respondent can read and write (Kombo & Tromp, 2006; Begi, 2009).

The researcher used questionnaires to collect data from pre-school teachers on influence of family structure on pre-school learners' class participation in public pre-schools in Mwingi zone. The questionnaires were both structured or closed-ended and unstructured or open-ended. The questionnaires had five sections whereby section one was about the demographic information of the pre-school teachers, section two was about intact-biological parent families and preschool learners' class participation, section three single-parent families and pre-school learners' class participation, section four grandparent-

headed families and pre-school learners' class participation and section five child-headed families and pre-school learners' class participation.

3.5.2 Observation checklists

This is a research tool that provides information about actual behaviour of the respondent. The researcher used observation checklists to collect data from pre-school learners as this enabled the researcher to get accurate data which measure the overt behaviour of the respondents (Kombo & Tromp, 2006). The researcher observed the pre-school learners' behaviour in terms of their class participation. The observation checklists had two sections where section one required some demographic information and section two was the learners' observable characteristics.

3.6 Validity of Research Instruments

According to Mugenda and Mugenda (2003), validity refers to the accuracy and meaningfulness of inferences which are based on the research results. It is the degree to which results obtained from the analysis of the data represent the phenomenon under study. To ensure the validity of the research instruments as well as their relevance to the study and target population, the researcher sought assistance from the supervisors. The researcher carried out a pilot study to test the validity of the research instruments. According to Connelly (2008), a pilot study should be 10% of the sample projected for the larger parent study. On the other hand Isaac and Michael (1995) as well as Hill (1998) suggest between 10 to 30 participants for pilots in survey research. The researcher used 10% of the sample size which is 12 participants and which is also within the 10 to 30 participants for the pilot study as suggested by Isaac and Michael and Hill

The researcher administered the questionnaires to 10% of the pre-school teachers that is 2 participants and then sampled 10% of the pre-school learners', that is, 10 participants. All the 12 participants were sampled using purposive sampling technique from a selected sample which is similar to the actual sample to be used in the study. The researcher

ensured that the content items in the research instruments are representative, related to the study and cover all the important areas and objectives of the study. As Gall, Borg and Gall (2007) argue, the pilot study enabled the researcher to assess the feasibility of the study, develop and test the adequacy of the research instruments, identify any logistical problems and assess the proposed data analysis techniques.

3.7 Reliability of Research Instruments

Reliability is the measure of the degree to which research instrument yields consistent results or data after repeated trials (Mugenda & Mugenda, 2003). The researcher used the test-retest technique to assess the reliability of all research instruments. According to Mugenda and Mugenda (2012), normally the test-retest sample is between 1% to 10% depending on the sample size; that is, the bigger the sample, the smaller the percentage. The researcher administered the research instruments to a selected sample which was similar to the actual sample to be used in the study. Due to the smaller size of the research sample, the researcher used 10% of the sample size to get the test-retest sample translating to a total of 12 respondents, that is, 2 pre-school teachers and 10 pre-school learners. The respondents were sampled from 10% of the total number of schools which was 7 and which were not used in the main study. The test-retest samples were obtained through purposive sampling.

The researcher administered the questionnaires to a sample of 2 respondents twice and then correlated the scores. A correlation coefficient of 0.89 implied a high test-retest reliability. The researcher then observed a test-retest sample of 10 respondents twice and then correlated the scores to determine the reliability of the observation checklists.

Using the formula for the correlation coefficient:

$$r = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

Where; N is the total number of pairs of test and retest scores, \sum means the sum of, and X and Y are the test and retest scores.

The correlation was calculated using SPSS software and yielded a correlation coefficient of 0.89 which was appropriate according to Mugenda & Mugenda (2003) who argues that a correlation of 0.80 or more have a high test-retest reliability.

3.8 Data Collection Procedures

Before embarking on collecting any information from respondents, the researcher got a letter of introduction from the Board of Post Graduate Studies of South Eastern Kenya University (SEKU) and also sought for permission to carry out the study from National Commission for Science, Technology and Innovation (NACOSTI). The researcher also sought authority from Mwingi Sub-County education office as well as from the office of the Deputy County Commissioner, Mwingi before commencing on data collection. The researcher also sought permission from the school heads of the sampled schools before administering the questionnaires and observing the respondents. The researcher briefed the respondents on the purpose of the study so as to get informed consent from all the respondents to be used in the study after assuring them of maintaining confidentiality and anonymity in the course of the study. After getting the informed consent from the respondents, the researcher then distributed the questionnaires to the expected respondents and gave them a period of one week to fill after which he collected them. He then organized for the observation of the learners’.

3.9 Data Analysis Techniques

According to Cohen, Manison and Morrison (2009) data analysis refers to examining what has been collected in a survey or experiment and making deductions and inferences. The data collected was edited, coded and tabulated to check presence of errors and omissions which were then corrected. The coded data was keyed in Statistical Package for Social Sciences (SPSS) version 20 for statistical analysis to assist in analyzing data from both the questionnaires and the observation checklist tools. The analyzed findings

were presented using frequency distribution tables and correlation coefficient tables. The quantitative data was analyzed using descriptive analysis while the quantitative data was analyzed using frequency distribution tables and percentages and Pearson correlation tables.

3.10 Ethical Considerations

The researcher applied the principle of voluntary participation which requires that respondents are not coerced into participating in research (Shamoo & Resnik, 2015). The researcher obtained informed consent from the respondents to be used in the study to ensure that all the respondents participated voluntarily. The researcher also obtained consent letters from parents and or guardians of the respondents. According to Shamoo and Resnik (2015), anonymity and confidentiality of research respondents are central to ethical research practice in social research. The researcher ensured that names of research respondents remained anonymous and also separated the data from any identifying details of the respondent. The researcher also ensured fundamental respect for the respondents by protecting their identity and the prohibition of breaches of confidentiality. To guard the data from any unauthorized access or accidental loss, the researcher ensured that the data was kept secure in both hard and soft copies with a security password to guard against unauthorized access. The researcher also was responsible for the destruction of the completed research instruments once the project is completed.

CHAPTER FOUR

RESEARCH RESULTS

4.1 Introduction

This chapter consists of data presentation of research findings. The purpose of this study was to investigate the influence of family structure on pre-school learners' class participation in public pre-schools in Mwingi Zone, Mwingi Sub-County, Kitui County, Kenya. The objectives of the study were; to establish the influence of intact- biological parent families on pre-school learners' class participation, to determine the influence of single-parent families on pre-school learners' class participation, to determine the influence of grandparent-headed families on pre-school learners' class participation and to establish the influence of child-headed families on pre-school learners' class participation in Mwingi Zone, Mwingi Sub County, Kitui County, Kenya.

The questionnaires were administered to 18 pre-school teachers while check lists were administered to 103 pre-school pupils. The collected data was analyzed using both descriptive and inferential statistics where frequency tables were created using Statistical Package for Social Sciences (SPSS). Inferential statistics, that is, correlation analysis was used to test the relationship between the independent and dependent variables followed by data interpretation and discussion of the findings.

4.2 Questionnaires Return Rate

According to Mugenda & Mugenda, (2003), questionnaire return rate refers to the number of respondents who returned usable instruments for the study out of the total number contacted for study. The questionnaires for this study were administered on Pre-school teachers. The results of questionnaire return rate were as shown in Table 4.1.

Table 4.1: Questionnaires return rate for pre-school teachers

Respondents	Frequency	Percent
Pre-school teachers	22	100%

From table 4.1, all the pre-school teachers had returned their questionnaires. The return rate became possible because the researcher personally took the questionnaires to the sampled respondents. This was sufficient according to Mugenda and Mugenda (2003) who observed that a response rate of 70 percent and over is very good. Since the response rate was more than 70 percent, it was considered very good response. This would provide the required information for purposes of data analysis. On check list all the 18 schools (100%) were visited, observation made and report written.

4.3 Demographic Information

The pre-school teachers were requested in the questionnaires to indicate their demographic information. This information included; gender, age, level of Education and experience.

4.3.1 Distribution of Respondents by Gender

The information on gender distribution helped the researcher to ascertain the real representation in the study in terms of the gender. The results on gender for pre-school teachers and pre-school teachers were shown in Table 4.2.

Table 4.2: Gender distribution of pre-school teachers

Gender	Frequency	Percent
Male	3	16.7
Female	15	83.3
Total	18	100.0

Table 4.2 shows that majority of the pre-school teachers (83.3%) were female while men were minority at 16.7%. There were more female pre-school teachers because most men do not like teaching pre-schools as it deals with small children who require a lot of attention which can be well provided by the female teachers.

4.3.2 Distribution of Respondents by Age

The pre-school teachers were requested to indicate their age and the results are shown in table 4.3.

Table 4.3: Age distribution of pre-school teachers

Age in years	Frequency	Percent
20 – 29	1	5.5
30 – 39	12	66.7
40 – 49	4	22.3
50 years and above	1	5.5
Total	18	100.0

Table 4.3 shows that, majority of pre-school teachers (66.7%) were aged between 30 – 39 years. It was also observed that, the pre-school teachers below 30 years and above 50 years were each 5.5%.

4.3 3 Distribution of Respondents by Academic Qualifications

Academic qualifications determine the professional development of a teacher. The respondents were required to indicate their highest academic qualifications. The results are as shown in Table 4.4

Table 4.4: Academic qualifications of pre-school teachers

Qualifications	Frequency	Percent
ECDE certificate	10	55.6
Diploma	8	44.4
Degree	0	0.0
Total	18	100.0

Table 4.4 shows that majority of pre-school teachers (55.5%) had ECDE certificate as their highest academic level. It was also established that the pre-school teachers with Diplomas were 44.4%. This shows that there is need to encourage more pre-school teachers to go for further studies since none had a degree.

4.3.4 Distribution of Respondents by Experience

The preschool teachers were requested to indicate their working experience. The results were presented in Table 4.5.

Table 4.5: Pre-school teachers' experience

Number of years	Frequency	Percent
Less than 5 years	5	27.8
6 – 10	8	44.5
11 – 15	3	16.7
16 – 20	1	5.5
More than 20	1	5.5
Total	18	100.0

Table 4.5 shows that majority of the pre-school teachers (44.5%) had a working experience of 6-10 years. The more experienced the teachers are the better they are likely to be in encouraging children to enroll in pre-schools.

4.4 Intact- Biological Parent Families and Pre-School Learners' Class Participation

The first objective for this study was to establish the influence of intact- biological parent families on pre-school learners' class participation in Mwingi Zone, Mwingi Sub County, Kitui County, Kenya. From the open question number 6, 100% of the respondents indicated that they had learners from intact families who accounted for 66.7% of the learners in their schools. The respondents were also requested to indicate whether there was the problem of truancy among pre-school pupils from biologically-intact families. The responses were combined and presented in Table 4.6.

Table 4.6: Presence of Truancy

Response	Frequency	Percent
Yes	6	33.3
No	12	66.7
Total	18	100

It was also established that 66.7% of the respondents indicated there were no pupils from intact families with truancy problems in their classes. This was associated with family structure where those from biologically- intact families had few cases of truancy among learners. The study also revealed that all the pre-school teachers (100%) involved their learners in learning activities. These activities include the following; answering of oral questions, group activities, indoor class activities, outdoor class activities, storytelling and sorting and grouping. The respondents were also asked to rate the class participation of children from biologically intact families. The responses were presented in Table 4.7.

Table 4.7: Class participation of children from biologically-intact families

Response	Frequency	Percent
Excellent	7	38.9
Very good	6	33.3
Good	3	16.7
Fair	2	11.1
Poor	0	0.0
Total	18	100

Table 4.7 shows that the class participation for children from intact families were excellent (38.9%) and very good (33.3%). The researcher further sought to investigate out whether the biologically intact families influence the class participation of pre-school learners'. This was done using Pearson product moment correlation measure of relationships between biologically- intact families and the class participation of pre-school learners'. The results were presented in Table 4.8.

Table 4.8 : Correlation between biologically intact families and class participation of pre-school learners'

Variables		Biologically intact families	Class participation of pre-school learners'
Biologically intact families	Pearson Correlation	1	.814**
	Sig. (2-tailed)		.000
	N	18	18
Class participation of pre-school learners'	Pearson Correlation	.814**	1
	Sig. (2-tailed)	.000	
	N	18	18

** . Correlation is significant at the 0.01 level (2-tailed).

Results in Table 4.8 show that, there is a strong positive correlation ($r=0.814$, $P < 0.05$) between biologically-intact families and the class participation of pre-school learners.

4.5 Single-parent Families and Pre-School Learners' Class Participation

The second objective for this study was to determine the influence of single-parent families on pre-school learner's class participation in Mwingi Zone, Mwingi Sub-County, Kitui County, Kenya. From the open ended question number 14, the study established that there were single-parent families in the schools studied. These families were reported to be mostly between 10% and 15% of the class population in most schools. The respondents were also requested to state whether there was the problem of truancy among pre-school pupils from single-parent families. The responses were combined and presented in Table 4.9

Table 4.9: Presence of Truancy among children from single-parents

Response	Frequency	Percent
Yes	13	72.2
No	5	27.8
Total	18	100

It was established that 72.2% of the respondents indicated there were pupils from single-parent families with truancy problems in their classes. Some of the reasons given for this were; some parents do not provide adequate learning material and food, babysitting, child labour and past family conflict among others. The respondents were also asked to rate the class participation of children from single-parent families. The responses were presented in Table 4.10

Table 4.10: Class participation of children from single-parent families

Response	Frequency	Percent
Excellent	2	11.1
Very good	2	11.1
Good	7	38.9
Fair	3	16.7
Poor	4	22.2
Total	18	100

Table 4.10 established that 38.9% of the class participation among children from single-parent families were only good. This was followed by 22.2% who were poor. The researcher further sought to find out the relationship between single-parent families and the class participation of pre-school learners'. This was done using Pearson product moment correlation. The results were presented in Table 4.11.

Table 4.11: Correlation between single-parent families and class participation of pre-school learners'

Variables		Single-parent families	Class participation of pre-school learners'
Single-parent families	Pearson Correlation	1	-.712**
	Sig. (2-tailed)		.000
	N	18	18
Class participation of pre-school learners'	Pearson Correlation	-.712**	1
	Sig. (2-tailed)	.000	
	N	18	18

** . Correlation is significant at the 0.01 level (2-tailed).

Results in Table 4.11 show that, there is a strong negative correlation ($r = -0.712$, $P < 0.05$) between single-parent families and the class participation of pre-school learners'. This implies that single-parent families negatively influence class participation.

4.6 Grandparent-Headed Families and Pre-School Learners' Class Participation

The third objective for this study was to determine the influence of grandparent headed families on pre-school learners' class participation in Mwingi Zone, Mwingi Sub-County, Kitui County, Kenya. To achieve this objective, the respondents were required to indicate whether there were pupils in their class who have been living with their grandparents. The results were presented in Table 4.12.

Table 4.12: Presence of grandparent-headed families

Number	Frequency	Percent
Less than 5	12	66.7
5 – 9	5	27.8
10 – 14	1	5.5
15 – 19	0	0.0
More than 19	0	0.0
Total	18	100

Table 4.12 shows that majority of the respondents (66.7%) indicated that there were less than 5 pupils in their classes with grandparent headed families. This shows that although in every school there were grandparent-headed families, the numbers per class were not very many. The reason given for the presence of these grandparent-headed families was

demise of both parents, parents living away, sick parents and married daughters who have left behind their children.

Table 4.13: Presence of Truancy among children from grandparent headed families

Response	Frequency	Percent
Yes	10	55.5
No	8	45.5
Total	18	100

It was also established that 55.5% of the respondents indicated there were pupils from grandparent-headed families with truancy problems in their classes. Some of the reasons given for this were; lack of adequate learning materials, low self-esteem, lack of proper guidance and loneliness among others. The respondents were also asked to rate the class participation of children from grandparent headed families. The responses were presented in Table 4.14.

Table 4.14: Class participation of children from grandparent –headed families

Response	Frequency	Percent
Excellent	0	0.0
Very good	0	0.0
Good	4	22.2
Fair	9	50.0
Poor	5	27.8
Total	18	100

Table 4.14 established that 50% of the class participation among children from grandparent-headed families were only fair. This was followed by 27.8% who were poor in class participation. The researcher further sought to find out whether the grandparent-

headed families have a relationship with the class participation of pre-school learners'. This was done using Pearson product moment correlation measure of relationships between grandparent-headed families and the class participation of pre-school learners'. The results were presented in Table 4.15.

Table 4.15: Correlation between grandparent-headed families and class participation of pre-school learners'

Variables		Grandparent families	Class participation of pre-school learners'
Grandparent	Pearson Correlation	1	-.833**
	Sig. (2-tailed)		.000
	N	18	18
Class participation of pre-school learners'	Pearson Correlation	-.833**	1
	Sig. (2-tailed)	.000	
	N	18	18

** . Correlation is significant at the 0.01 level (2-tailed).

Results in Table 4.15 shows that, there is a strong negative correlation ($r = -0.833$, $P < 0.05$) between grandparent-headed families and the class participation of pre-school learners'. This implies that grandparent-headed families negatively influence class participation.

4.7 Child-headed families and pre-school learners' class participation

The fourth objective for this study was to establish the influence of child-headed families on pre-school learners' class participation in Mwingi Zone, Mwingi Sub County, Kitui County, Kenya. To achieve this objective, the respondents were required to indicate

whether there were pupils in their class who have been living in child-headed families. The results were presented in Table 4.16.

Table 4.16: Presence of child- headed families

Number of families	Frequency	Percent
Less than 5	13	72.3
5 – 9	4	22.2
10 – 14	1	5.5
15 – 19	0	0.0
More than 19	0	0.0
Total	18	100

Table 4.16 shows that majority of the respondents (72.3%) indicated that there were less than 5 pupils in their classes with child- headed families. This shows that the child-headed families existed but they were not very many. The reason given for the presence of these child- headed families was demise of both parents, abandoned by both parents, imprisonment living away, sick parents and married daughters who have left behind their children. The researcher further sought to establish the presence of truancy among child headed families. The results were presented in Table 4.17.

Table 4.17: Presence of Truancy among children from child-headed families

Response	Frequency	Percent
Yes	12	66.7
No	6	33.3
Total	18	100

It was also established that 66.7% of the respondents indicated there were pupils from child-headed families with truancy problems in their classes. Some of the reasons given for this were; stigmatization, low self-esteem, lack of enough food and lack of enough learning materials among others. The respondents were also asked to rate the class participation of children from child-headed families. The responses were presented in table 4.18.

Table 4.18: Class participation of children from child-ended families

Response	Frequency	Percent
Excellent	0	0.0
Very good	0	0.0
Good	2	11.1
Fair	7	38.9
Poor	9	50.0
Total	18	100

Table 4.18 established that 50% of the class participation children from child-headed families were poor. This was followed by 38.9% who were fair in class participation.. The researcher further sought to find out whether the child-headed families have a

relationship with the class participation of pre-school learners'. This was done using Pearson product moment correlation measure of relationships between child-headed and the class participation of pre-school learners'. The results were presented in Table 4.19.

Table 4.19: Correlation between child - headed families and class participation of pre-school learners'

Variables		Child headed families	- Class participation of pre-school learners'
Child – headed	Pearson Correlation	1	-.891**
	Sig. (2-tailed)		.000
	N	18	18
Class participation of pre-school learners'	Pearson Correlation	-.891**	1
	Sig. (2-tailed)	.000	
	N	18	18

** . Correlation is significant at the 0.01 level (2-tailed).

Results in Table 4.19 reveals that, there is a strong negative correlation ($r = -0.891$, $P < 0.05$) between child-headed families and the class participation of pre-school learners'. This implies that child-headed families negatively influence class participation.

4.8 Checklist Results

The researcher also administered checklist on 103 pupils. The results for this checklist were presented in this section. The results from the checklist indicated that majority of children from biologically-intact families had the following traits; good school attendance, class attendance, interaction with other learners, concentration in class,

participation in indoor class activities, participation in outdoor class activities, participation in answering oral questions, ability to play well with each other and ability to share teaching and learning materials with others. On the other hand, majority of the children from single-parents, grandparent-headed families and child-headed families portrayed the following traits as observed by the researcher; withdrawal, poor school uniform, malnutrition, poor school attendance, poor class attendance, poor interaction with other learners, lack of concentration in class, poor participation in indoor class activities, poor participation in outdoor class activities, poor participation in answering oral questions, inability to play well with each other and inability to share teaching and learning materials with others, have behaviour problems and not able to actively participate in school activities. The results were presented in table 4.20.

Table 4.20: Relationship between family structure and learners’ observable characteristics

Attributes	Biological-intact families		Other families structures	
	Good	Poor	Good	Poor
School attendance	Good			Poor
Class attendance	Good			Poor
Interaction	Good			Poor
Concentration	Good			Poor
Participation in in- door activities	Good			Poor
Participation in out -door activities	Good			Poor
Answering oral questions	Good			Poor
Ability to play well with others	Good			Poor
Ability to share materials with others	Good			Poor

CHAPTER FIVE

SUMMARY OF THE FINDINGS

5.1 Introduction

The discussion and interpretation of research findings is presented in this section. The purpose of this study was to investigate the influence of family structure on pre-school learners' class participation in public pre-schools in Mwingi Zone, Mwingi Sub-County, Kitui County, Kenya.

5.2 Demographic Information

The study established that majority of pre-school teachers (83.7%) were female while men were minority at 16.7%. There were more female teachers because most men do not like teaching in pre-school as it deals with small children who require a lot of attention which can be well provided by the female teachers. This agrees with Bosire, Sang, Kiumi and Mungai (2009) who argue that female teachers are more likely to manage children better than the male teachers. This explains why there are more female than male pre-school teachers.

Majority of pre-school teachers (44.5%) had a working experience of 6-10 years. The more experienced the teachers are, the better they are likely to be in encouraging children to enroll in pre-schools. These results are in line with Kilanga (2016) who argued that, the teachers experience which is usually determined by the number of years worked determines how well schools are managed and the quality of school leadership. This implies that experience is necessary for school management and teaching in pre-schools. Those who have taught in pre-schools for a long time handle the pre-school learners better than those with little experience.

5.3 Intact-Biological Parent Families and Pre-school Learners' Class Participation

The study established that majority of the respondents (66.7%) were learners from biologically-intact families. This shows that the rest (33.3%) were distributed among single-parent families, grandparent-headed families and child-headed families. It was established that majority of learners from biologically-intact families experienced less truancy compared to other family structures (66.7%). These results are supported by UNICEF (2012) whose study findings indicate that learners from child-headed families have adverse impacts on cognitive capacity, erratic school attendance, poor language development, deficits in school readiness, mental and emotional health, social conduct and behaviour, teenage pregnancy, poor academic achievement at school and lower levels of education. The study also revealed that the class participation for the pre-school learners from biologically-intact families was better than from other family structures. Majority of the respondents rated them as excellent (38.9%) in class participation and none were rated as poor in class participation. These results agree with Fomby and others (2011) who argue that children from intact-biological parent families participate more in class leading to higher reading and mathematics test scores than children in cohabiting ,divorced-single and always single-parent families.

Similarly Cabrera, Shannon and Tamis-Lamonda (2007) argue that children from intact families have increased cognitive, linguistic and social-emotional development across early childhood independent of mother's involvement or household financial resources. These results were also similar to the correlation results which indicated that there was a strong positive correlation($r=0.814$ $p < 0.05$) between biologically-intact families and the class participation of pre-school learners. This means that the biologically-intact families positively influenced class participation. This was because most of these children were confident about life, courageous and portrayed a high level of self-esteem. These results are in line with Ngaruiya (2013) who argues that children from duo-parent families

performed better in ability to communicate and express themselves compared to their counterparts in single-parent and extended families.

5.4 Single-Parent Families and Pre-school Learners' Class Participation

On single-parent headed families, the study established that though they existed in all schools, they were not very many compared to biologically-intact families. These families were reported to be mostly between 10% and 15% of the class population in most schools. It was however established that the pre-school learners from such single-parent headed families had a higher level of truancy (72.2%). Some of the reasons given for this were; some parents failing to provide adequate learning materials and food, babysitting, child labour and past family conflict among others. It was established that 38.9% of the class participation among children from single-parent headed families were only good with 22% being poor in class participation. These results agree with Kiernan and Mensah (2010) who argue that children of single and cohabiting mothers exhibit higher levels of externalizing difficulties at age five years, lower levels of verbal ability and academic problems. There is indeed evidence that children from single-parent homes resulting from divorce during early childhood are likely to have increased stress levels and they continue to experience academic and social adjustment problems.

There was a strong negative correlation ($r = -0.712$, $p < 0.05$) between single-parent families and the class participation of pre-school learners. This implies that single-parent families negatively influence class participation. These results agree with Ngaruiya (2013) who argues that there is always a negative correlation between children from single-parent families and communication in class. Cooper and others (2011) also argue that children's exposure to family instability is associated with lower verbal ability, more attention problems as well as social problems. Similarly Steele, single-Rushton and

Kravadal (2009) argue that children who experience divorce early in life are likely to have lower educational outcomes and school problems .

5.5 Grandparent-Headed Families and Pre-school Learners' Class Participation

On grandparent-headed families, the study established that there were less than five pupils in most classes with grandparent-headed families (66.7%). These results agree with Dunifon (2013) who argues that grandparents may resume a parenting role for a variety of reasons most of which revolve around problems related to the child's parents which may result from divorce, substance abuse, child abuse and neglect, abandonment, teenage pregnancy, HIV/AIDS, mental or physical illness, unemployment, incarceration or death. It was also established that 55.5% of the respondents indicated there were pupils from grandparent-headed families with truancy problems in their classes. Some of the reasons given for this truancy were; lack of adequate learning materials, low self-esteem, lack of proper guidance and loneliness among others. The study established that 50% of the class participation among children from grandparent-headed families were only fair while other 27.8% were poor in class participation .These results agree with Kelly and others (2010) who argue that majority of young children being raised by their grandparents have verified developmental disability including fetal alcohol syndrome, cognitive delay, gross motor and fine motor delays as well as communication and socio-emotional delays which hinder the classroom participation.

The correlation results indicated that there is a strong negative correlation ($r = -0.833$, $p < 0.05$) between grandparent-headed families and the class participation of pre-school learners. This implies that grandparent-headed families negatively influence class participation. These results agree with Hansen (2003) who argues that grandparent-headed families are mostly taken care by elderly grandmothers with limited educational attainment and lower income and thus children under their care experienced persistent

poverty, were discriminated against and stigmatized something that affected their class participation (Gladding,2007). It is evident from the various studies carried out that there is enormous negative effect on academics of children brought up by grandparents.

5.6 Child-Headed Families and Pre-school Learners' Class Participation

On child-headed families, the study established that majority of the respondents (72.3%) indicated that there were less than 5 pupils in their classes with child-headed families. It was also established that 66.7% of the respondents indicated there were pupils from child-headed families with truancy problems in their classes. Some of the reasons given for this were; stigmatization, low self-esteem, lack of enough food and lack of enough learning materials among others. The results agree with Skovdal and Daniel (2012) who argue that children from child-headed households face many challenges including stigma, shortage of resources, increased risk of starvation and malnutrition, increased school absenteeism and withdrawal, poor school performance, inadequate access to medical care and sexual exploitation.

The study also established that 50% of the class participation among children from child-headed families was poor. It also revealed that there is a strong negative correlation ($r = -0.891$, $p < 0.05$) between child-headed families and the class participation of pre-school learners. This implies that child-headed families negatively influence class participation. These results are in line with Makufa and others (2001) who argue that child-headed families face stigmatization, discrimination and isolation such that they have reduced self-esteem and lack of confidence to participate in class activities. The results also agree with Nyambedha and others (2001) who argue that inadequate support and everyday life experiences of children and adolescents living in child-headed families negatively affected their school attendance and class participation. Similarly Safman (2004) argued that orphaned children live an impoverished life, face significant financial hardships and are more likely to fall behind or drop out of school.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

This section presents conclusion and recommendation based on the study findings. The conclusion is drawn based on the study objectives.

6.2 Conclusion of the Study

Based on the findings of this study, the researcher made some conclusion. It was concluded that there are varied family structures in all the schools under the study. These included; biologically-intact families, single-parent families, grandparent-headed families and child-headed families. It was however concluded that the biologically-intact and single-parent families were more than grandparent-headed families and child-headed families.

6.2.1 Intact-Biological Parent Families and Pre-school Learners' Class Participation

Based on the study, it was concluded that most of the learners were from intact-biological parent families. From the study findings it was also concluded that the pre-school learners from intact-biological families do not experience many problems of truancy, an implication that intact-biological families have a positive influence on pre-school learners' class and school attendance. The study further concludes that there is a strong positive correlation between intact-biological families and the class participation of pre-school learners. This means that the learners from intact-biological families participated more in class.

6.2.2 Single-Parent Families and Pre-school Learners' Class Participation

The study concludes that there are pre-school learners from single-parent families though their number is fewer than those from intact- biological families. It was also concluded that learners from single-parent families had higher rates of truancy problems as compared to learners from intact-biological parent families. This implies that single parent families have a negative influence on pre-school learners' class and school

attendance. The study further concludes that there is a strong negative correlation between single-parent families and the class participation of pre-school learners. This implies that single-parent families negatively influenced class participation of pre-school learners.

6.2.3 Grandparent-Headed Families and Pre-school Learners' Class Participation

Based on study findings, there were learners from grandparent-headed families but the number was fewer than those from single-parent and intact-biological parent families. It was also noted that learners from grandparent-headed families had higher rates of truancy problems an indication that grandparent-headed families have a negative influence on pre-school learners' class and school attendance. The study further concludes that there is a strong negative correlation between grandparent-headed families and the class participation of pre-school learners. This implies that grandparent-headed families negatively influence class participation of pre-school learners.

6.2.4 Child-Headed Families and Pre-school Learners' Class Participation

From the study, it was concluded that there were learners from child-headed families but they were the fewest among the family structures under study. It was also concluded that learners from child-headed families had higher rates of truancy an implication that child-headed families have a greater negative influence on pre-school learners' class and school attendance. The study further concludes that there is a strong negative correlation between child-headed families and the pre-school learners' class participation. This implies that child-headed families negatively influence class participation of pre-school learners.

6.3 Recommendations for the Study

Based on the findings of this study, the researcher made the following recommendations: The government through the area chiefs should identify the child-headed families so that

they can be offered the necessary psychological and emotional support through guidance and counselling. They can also be provided with food staff, clothing and learning materials. This will raise their self-esteem. On the other hand, the pre-school administration should be encouraged to be organizing frequent guidance and counseling for learners from single-parent and grandparent-headed families. This will help them understand the importance of classroom participation. Also the pre-school class teachers should identify the pupils who are not active in class participation and motivate them to participate by offering them gifts and encouragement. The pre-school teachers should try to identify the learners' strengths and build on them. The pre-school teachers and the school administration should reach out to both the grandparents and grandchildren and ensure that they provide a nurturing school environment and also provide educational and emotional support. The school administration should as well ensure that these learners from single-parent, grandparent and child-headed families are placed with the most experienced and stable teachers who will ensure that the learners get the attention and classroom stability they require and who will not single out such children based on their family status in front of their peers or teachers.

6.4 Suggestions for Further Research

The purpose of this study was to investigate the influence of family structure on pre-school learners' class participation in public pre-schools in Mwingi Zone, Mwingi Sub-County, Kitui County, Kenya. Further research can be done on the influence of family structure on pre-school learner's school attendance in public pre-schools in Mwingi Zone, Mwingi Sub-County, Kitui County, Kenya. Further research can also be done on the influence of family structure on primary school class participation in public primary schools in Mwingi Zone, Mwingi Sub-County, Kitui County, Kenya. Another study can also be done on home-based factors influencing class participation of pre-school learners.

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APPENDICES

Appendix I: Transmittal Letter

South Eastern Kenya University,
Department of Educational Psychology,
School of Education, Humanities and
Social Sciences
P.O. Box 170 – 90200,
Kitui, Kenya.

The Head teacher,

Dear Sir/Madam,

I am a student at South Eastern Kenya University undertaking Master of Education in Early Childhood Development and Education Course. I am carrying out a study on ‘Influence of Family Structure on Pre-school Learners’ class participation in public pre-schools in Mwingi Zone, Mwingi Sub-County, Kitui County Kenya’. I would be glad if you would allow your pre-school to participate in this study. The information obtained from the respondents will be kept confidential and no individual pre-school names would be mentioned in the completed work.

Thank you.

Yours faithfully,

David Ukulo

Appendix II : Questionnaires for pre-school teachers

Introduction

The purpose of this study is to collect data on influence of family structure on pre-school learners' class participation in public pre-schools in Mwingi Zone, Mwingi Central Sub-County, Kitui County.

Your school has been sampled to take part in the study. All the information will be treated with a lot of confidentiality and will be used for academic research purposes only.

Instructions

1. Do not write your name in the questionnaire.
2. Be honest when giving your answers
3. Answer all the questions.

Section A: Demographic Information.

(Please tick (√) in the spaces provided appropriately).

1. Sex

- (a) Male.
- (b) Female

2. Age

- a) 20-29 years.
- b) 30-39 years.
- c) 40-49 years.
- d) 50 years and above

3. Professional qualifications.

- (a) ECDE certificate
- (b) ECDE Diploma
- (c) B.Ed. ECDE
- (d) Any other (please specify) _____

4. Length of service

- a) 5 years and below
- b) 6-10 years
- c) 11-15 years
- d) 16-20 years
- e) Above 20 years

Section B: Intact- biological parent families and Pre -School learners' Class Participation

6. Does your class have learners' from intact- biological parent families?-

7. If yes, what is their percentage? _____

8. Do you experience any problems of truancy from them? Yes No

9. If yes, what are the reasons for the truancy? _____

10. Do you involve your learners' in class activities? Yes No

11. If yes, what are some of the examples of class activities?

- (a) Answering of oral questions.
- (b) Group activities
- (c) Indoor class activities
- (d) Outdoor class activities
- (e) Story telling
- (f) Sorting and grouping
- (g) Any other (specify.....)

12. If No, give reasons for their inactive participation

13. Rate the class participation of pupils from biologically intact families by filling the Table below.

Excellent	
Very good	
Good	
Fair	
Poor	

14. What is the relationship between children from biologically intact families and class participation?

- (i) Strong Positive ()
- (ii) Weak Positive ()
- (iii) Strong Negative ()
- (iv) Weak negative ()

Section C: Single-parent Families and Pre-School Learners’ Class Participation.

15. Does your class have learners’ from single-parent families? Yes No

16. If yes, what is their percentage? _____

17. Do these learners’ have any truancy problems? Yes No

18. If yes, what reasons do the parents give for their truancy? _____

19. Do these learners’ from single-parent families actively participate in class activities?

Yes No

20. If No, what are the reasons for their inactive participation? _____

21. If Yes, what are some of the examples of class activities involved in?

(a) Answering of oral questions.

(b) Group activities

(c) Indoor class activities

(d) Outdoor class activities

(e) Story telling

(f) Sorting and grouping

(g) Any other (specify.....)

22. Rate the class participation of pupils from single-parent headed families by filling the Table below.

Excellent	
Very good	
Good	
Fair	
Poor	

23. What is the relationship between children from single-parent headed families and class participation?

(i) Strong Positive ()

(ii) Weak Positive ()

(iii) Strong Negative ()

(iv) Weak negative ()

Section D: Grandparent Headed Families and Pre-School Learners' Class

Participation

24. Does your class have learners' living under the care of their grandparents?

Yes

No

25. If yes, what is their percentage? _____

26. What are the reasons for living under the care of their grandparents? _____

27. Do these learners' have truancy problems?

Yes

No

28. If Yes, what are the reasons for their truancy?

29. Do you involve these learners' in class activities?

Yes

No

30. If Yes, what are some of the examples of the class activities involved in?

(a) Answering of oral questions.

(b) Group activities

(c) Indoor class activities

(d) Outdoor class activities

(e) Story telling

(f) Sorting and grouping

(g) Any other (specify.....)

31. Rate the class participation of pupils from grandparent headed families by filling the Table below.

Excellent	
Very good	
Good	
Fair	
Poor	

32. What is the relationship between children from grand parent families and class participation?

- (i) Strong Positive ()
- (ii) Weak Positive ()
- (iii) Strong Negative ()
- (iv) Weak negative ()

33. What do you think are the reasons for participating the way they do in No. 32 above?

34. What action have you taken to assist learners' from grandparent headed families who have problems in participating in class activities? _____

Section E: Child Headed Families and Pre- School Learners' Class Participation

35. Does your class have learners' from child headed families? Yes No

36. If yes;

(i) What is their percentage? _____

(ii) What is the cause of their current family background status?

a) Bereavement

b) Abandonment and neglect

c) Incarceration

d) Any other (explain) _____

(iii) Do they have problems of truancy?

37. If yes, what are the reasons for their truancy? _____

38. Are there any other problems that you experience from these learners'?

Yes No

39. If yes, state the problems _____

40. Do you involve these learners' in class activities?

Yes No

41. If yes, what are some of the examples of class activities involved in?

- (a) Answering of oral questions.
- (b) Group activities
- (c) Indoor class activities
- (d) Outdoor class activities
- (e) Story telling
- (f) Sorting and grouping
- (g) Any other (specify.....)

42. Rate the class participation of pupils from child-headed families by filling the Table below.

Excellent	
Very good	
Good	
Fair	
Poor	

43. What is the relationship between child-headed families and class participation?

- (i) Strong Positive ()
- (ii) Weak Positive ()
- (iii) Strong Negative ()
- (iv) Weak negative ()

44. What are the reasons for participating the way they do in No. 43 above?

Appendix III: Observation Checklist

Introduction

The purpose of this observation is to collect data on influence of family structure on pre-school learners' class participation in public pre-schools in Mwingi zone. The information collected will be treated with a lot of anonymity and confidentiality.

Section A.

1. Learner's gender _____

2. Learner's family background _____

3. Teacher's gender _____

Section B: Learners' observable characteristics

Tick in the spaces provided appropriately to indicate the learners' characteristics.

4. School attendance	Good	<input type="checkbox"/>	Poor	<input type="checkbox"/>
5. Class attendance	Good	<input type="checkbox"/>	Poor	<input type="checkbox"/>
6. Interaction with other learners'	Good	<input type="checkbox"/>	Poor	<input type="checkbox"/>
7. Concentration in class	Good	<input type="checkbox"/>	Poor	<input type="checkbox"/>
8. Participation in indoor class activities	Good	<input type="checkbox"/>	Poor	<input type="checkbox"/>
9. Participation in outdoor class activities	Good	<input type="checkbox"/>	Poor	<input type="checkbox"/>
10. Participation in answering oral questions in class	Good	<input type="checkbox"/>	Poor	<input type="checkbox"/>
11. Ability to play well with each other	Able	<input type="checkbox"/>	Not able	<input type="checkbox"/>
12. Ability to share teaching/learning materials with others	Able	<input type="checkbox"/>	Not able	<input type="checkbox"/>
13. Any signs of discrimination or isolation	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
14. Has school uniform	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
15. Nature of the school uniform	Good	<input type="checkbox"/>	Poor	<input type="checkbox"/>
16. Any signs of stigma	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
17. Any signs of malnutrition	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
18. Any signs of behaviour problems	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
19. Ability to participate confidently	Able	<input type="checkbox"/>	Not able	<input type="checkbox"/>
20. Any signs of anxiety	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

Appendix IV: Work Plan

Activity	May 2017	June 2017 to Aug 2017	Sept 2017 to Feb 2018	May 2018	Oct 2018 to Nov 2018	Dec 2018- Jan 2019	March 2019
Selection of Topic							
Concept paper writing							
Project proposal writing							
Submission of project proposal							
Data collection							
Data analysis and report writing							
Submission of research project							

Appendix V: Budget

Core Activity	Item	Cost
Consolidation of literature	Library search and travelling expenses, Typing and photocopying expenses.	150,000
Designing and developing research instruments.	Typing and photocopying of research instruments and research proposal.	30,000
Pilot Study	Transport, typing and photocopying.	50,000
Purchases	Laptop, modem and flash disks	65,000
10% contingencies		29,500
Total		324,500

Appendix VI: SEKU Authority Letter



SOUTH EASTERN KENYA UNIVERSITY OFFICE OF THE DIRECTOR BOARD OF POST GRADUATE STUDIES

P.O. BOX 170-90200
KITUI, KENYA
Email: info@seku.ac.ke

TEL: 020-4213859 (KITUI)

Email: directorbps@seku.ac.ke

Our Ref: E56/KIT/20416/2013

Date: 12th September, 2018

Ukulo David Kilonzo
Re g. No. E56/KIT/20416/2013
Masters of Education in Educational Administration and Planning
C/O Dean, School of Education

Dear Kilonzo

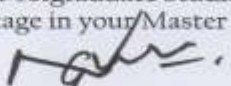
RE: PERMISSION TO PROCEED FOR DATA COLLECTION

This is to acknowledge receipt of your Master of Education in Early Childhood Education Studies Proposal document entitled: *"Influence of Family Structure on Pre-School Learners Class Participation in Public Pre-Schools in Mwingi Zone, Mwingi Sub-County, Kitui county-Kenya"*.

Following a successful presentation of your Masters Proposal, the School of Education Board of Examination in conjunction with the Directorate, Board of Postgraduate Studies (BPS) have approved that you proceed on and carry out your research data collection in accordance with your approved proposal.

During your research work, you will be closely supervised by Dr. Jonathan Mwanja and Dr. Rose Mwanza. You should ensure that you liaise with your supervisors at all times. In addition, you are required to fill in a Progress Report (*SEKU/ARSA/BPS/F-02*) which can be downloaded from the University Website.

The Board of Postgraduate Studies wishes you well and a successful research data collection exercise as a critical stage in your Master of Education in Education in Early Childhood Education Studies.


PROF. FELIX NG'UNZO KIOLI, PH.D
DIRECTOR, BOARD OF POSTGRADUATE STUDIES

Copy to: Deputy Vice Chancellor, Academic, Research and Students Affairs
Dean, School of Education, Humanities and Social Sciences
Chairman, Department of Education Administration and Planning
Director, Kitui Campus
Dr. Jonathan Mwanja
Dr. Rose Mwanza
BPS Office To file

ARID TO GREEN



ISO 9001: 2008 CERTIFIED



TRANSFORMING LIVES

Appendix VII: NACOSTI Letter



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dgg@nacosti.go.ke
Website : www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/18/35394/25850**

Date: **8th October, 2018**

David Kilonzo Ukulo
South Eastern Kenya University
P.O. Box 170-90200
KITUI

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Influence of family structure on pre-school learners class participation in public pre-schools in Mwingi Zone, Mwingi Sub -County, Kitui County - Kenya"* I am pleased to inform you that you have been authorized to undertake research in **Kitui County** for the period ending **8th October, 2019**.

You are advised to report to **the County Commissioner and the County Director of Education, Kitui County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.


BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kitui County.

The County Director of Education
Kitui County.

National Commission for Science, Technology and Innovation is ISO9001:2008 Certified

Appendix VIII: County Commissioner Letter



**THE PRESIDENCY
MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL GOVERNMENT**

E-mail: cckitui@gmail.com
Telephone:
Fax:
When replying please quote Ref. and date

OFFICE OF THE
COUNTY COMMISSIONER
KITUI COUNTY
P.O. BOX 1 - 90200
KITUI

Ref. K.C.603/II/63

16th October 2018

David Kilonzo Ukulo
South Eastern Kenya University
P.O. Box 170-90200
KITUI

RE: RESEARCH AUTHORIZATION

Reference is made to a letter from National Commission for Science, Technology and Innovation Ref. No. NACOSTI/P/18/35394/25850 dated 8th October 2018 on the above subject.

You are hereby authorized to carry out research on ***"Influence of family structure on pre-school learners class participation in public pre-schools in Mwingi Zone, Mwingi Sub County in Kitui County"*** I am pleased to inform you that you have been authorized to undertake research in Kitui County for the period ending 8th October, 2019.


OBIDI J. OTIENO
FOR: COUNTY COMMISSIONER
KITUI COUNTY

C.C.

Deputy County Commissioner
Mwingi Central

Appendix IX: County Education Office Letter

MINISTRY OF EDUCATION, SCIENCE & TECHNOLOGY
State Department for Education

Telegrams "EDUCATION"
Kitui
Telephone: Kitui 22759
Fax :04444-22103
E-Mail :
cde.kitui@gmail.com



COUNTY EDUCATION OFFICE
KITUI COUNTY
P.O BOX 1557-90200
KITUI

When replying please quote;

Ref. No. KTIC/ED/RES/22/Vol. 1/19

Date:16/10/2018

David Kilonzo Ukulo
South Eastern Kenya University
P.O Box 170 - 90200
KITUI

RE: RESEARCH AUTHORIZATION

Following your application for authority to conduct a research on "**Influence of family structure on pre-school learners class participation in public pre-schools in Mwingi Zone, Mwingi Sub county, Kitui County - Kenya,**", am pleased to inform you that permission has been granted to undertake research in Kitui County for the period ending **8th October, 2019.**

You are advised to liaise with the respective Sub County Directors of Education before embarking on the exercise and a copy of the research report should be forwarded to this office.

Regards,

COUNTY DIRECTOR OF EDUCATION
KITUI
P. O. BOX 1557, KITUI.


S. Adano
County Director of Education
Kitui County

Appendix X: Sub County Education Office Letter

MINISTRY OF EDUCATION

State Department of Early Learning and Basic Education

Tel (044) 822023
Fax: (044) 822581
E-MAIL: mwingiideo@gmail.com

When replying please quote:



REPUBLIC OF KENYA

SUB COUNTY EDUCATION OFFICE
MWINGI CENTRAL
P. O. BOX 52 - 90400
MWINGI

Ref. No. MGI/EDU/VOL. II/85/252

DATE: 17th October, 2018

David KilonzDukulo
South Eastern Kenya University
P.O. Box 170 – 90200
KITUI

RE: RESERARCH AUTHORIZATION

Following your application for authority to carry out research on **“Influence of family structure on Pre-school learners class participation in public pre-schools in Mwingi Central Sub County, Kenya”** I am pleased to inform you that the permission has been granted to undertake research in Mwingi Central Sub County for the period ending 8th October 2019.

I wish you all the best.


NJATHI S.N.
SUB COUNTY DIRECTOR OF EDUCATION
MWINGI CENTRAL

SUB COUNTY DIRECTOR OF EDUCATION
MWINGI CENTRAL
P. O. Box 52-90400
MWINGI

