

**INFLUENCE OF CHILD-HEADED FAMILIES ON SOCIO-EMOTIONAL
DEVELOPMENT OF PRE-SCHOOL LEARNERS IN MUSENGO ZONE, KITUI
COUNTY, KENYA**

WILLIAM MUMO KIBWEA

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

2018

DECLARATION

This research project is my original work and has not been presented for a degree in any other institution for any other award. I understand that plagiarism is an offense and I declare therefore that this research project report is my original work and has not been submitted for any award in any other institution.

Signature.....

Date.....

William Mumo Kibwea

E56/KIT/20418/2013

This research project report has been submitted for examination with our approval as University Supervisors.

Signature.....

Date.....

Dr. Jonathan Mwanja

Department of Educational Psychology,
South Eastern Kenya University

Signature.....

Date.....

Dr. Leonard M. Kamau

Department of Educational Communication and Technology,
South Eastern Kenya University

ACKNOWLEDGEMENT

I sincerely appreciate my supervisors Dr. Jonathan M. Mwanja and Dr. Leonard M. Kamau, for their unwavering support, understanding and valuable guidance through all steps of this project development. The project was realized through their scholarly advice and guidance.

Special regards and appreciation to head teachers, ECDE teachers, parent representatives and learners who willingly provided very useful information making the study a great success.

I also appreciate the Ministry of Education and Kitui County government for allowing the researcher to access the ECDE centers for my research.

I do also thank South Eastern Kenya University for availing me the precious opportunity to pursue a Master of Education in Early Childhood Education.

DEDICATION

I dedicate this work to my beloved wife Mrs. Rose Syovata, my daughters Nancy Katilo, Lillian Mueni and my son Mark Kioko Mumo, and my niece Grace Kola who encouraged me to undertake further studies and supported me financially, socially and spiritually.

TABLE OF CONTENTS

DECLARATION	ii
TABLE OF CONTENTS	iii
ABBREVIATIONS AND ACRONYMS	viii
ABSTRACT	ix

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study	1
1.2 Statement of the Problem	3
1.3 General Objective of the study	4
1.3.1 Specific Objectives	4
1.4 Research Questions	5
1.5 Significance of the Study	5
1.6 Limitations of the Study	6
1.7 Delimitations of the Study	6
1.8 Assumptions of the Study	6
1.9 Definition of significant terms	6
1.10 Organization of the study	7

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction	8
2.2 Influence of Child Headed Families on Social Emotional Development	8
2.3 Influence of Roles and Responsibilities of Children Heading Families on Socio emotional development of Pre-learners.	8
2.4 Influence of Child- Headed family Formations on the Development of Interpersonal Relations among learners	9
2.5 Influence of Child-Headed Family Formations on Leadership skills	10
2.6 Influence of Child -Headed Family Formations on Intrapersonal skills	11
2.7 Summary of Literature Review	12
2.8 Theoretical Framework	12
2.9 The Conceptual Framework	15

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction	17
3.2 Research Design	17

3.3 Target Population	17
3.4 Sampling Techniques and Sample size	18
3.5 Research Instruments	19
3.5.1 Questionnaires for Teachers	19
3.5.2 Observations Checklist	19
3.5.3 Interview for Head teachers and Parent representatives	20
3.6 Validity of the Instrument	20
3.7 Instrument Reliability	21
3.8 Data Collection Procedures	21
3.9 Data Analysis Techniques	21
3.10 Ethical Considerations	22

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction.....	23
4.2 Questionnaires Return Rate	23
4.3 Demographic Data of Respondents.....	23
4.3.1 Gender Distribution.....	24
4.3.2 Age Bracket of Respondents.....	24
Table 4.3: Age bracket of respondents.....	24
4.3.3 Academic Qualification of Respondents	24
4.3.4 Working Experience of Respondents	25
4.4 Roles and Responsibilities of Child headed family formations and social emotional development.....	25
4.5 Child Headed Family Formations and Interpersonal Relations Development	27
4.7 Child Headed Family Formations and Intrapersonal Skills.....	31

CHAPTER FIVE

DISCUSSION

5.1 Discussions	35
5.2 Research Findings	35

CHAPTER SIX

CONCLUSIONS AND RECOMENDATIONS

6.1 Conclusions	37
6.2 Recommendations.....	37
REFERENCES.....	39
APPENDICES.....	43

Appendix I: Questionnaire for ECDE Teachers.....	43
Appendix II: Questionnaire for ECDE teachers.....	43
Appendix III: Guide for Headteachers (Oral interview).....	49
Appendix IV: Parents representatives in school management (Oral Interview).....	50
Appendix V: Observation check lists for learners.....	52
Appendix VI: Oral Interview schedule of learners	54

LIST OF TABLES

Table 4.1: Questionnaires Return Rate	23
Table 4.2: Gender Distribution	24
Table 4.3: Age bracket	24
Table 4.4: Highest Qualification.....	25
Table 4.5: Working experience.....	25
Table 4.6: Number of orphaned children	26
Table 4.7: School attendance by orphans	26
Table 4.8: Reason for Attendance Kind	26
Table 4.9: Chi-Square Tests on roles and responsibilities and social emotional development.....	27
Table 4.10: Challenges in Relationships	27
Table 4.11: Most Difficult in Relating.....	28
Table 4.12: Factors Causing Difficulties in Interpersonal Relations	28
Table 4.13: Chi-Square Tests	29
Table 4.14: Influence on leadership Skills	29
Table 4.15: Factors Causing Difficulties in Leadership Skills.....	30
Table 4.16: Relationship between the child-headed family formations and leadership skills	31
Table 4.17: Influence on Interpersonal Skills.....	32
Table 4.18: Child headed family Influence Interpersonal Skills	32
Table 4.19: Formation and Development of Intrapersonal Skills.....	33
Table 4.20: Relationship between the child-headed family formations and intrapersonal skills ..	34

LIST OF FIGURES

Figure 1.13: Conceptual Framework.....	17
--	----

ABBREVIATIONS AND ACRONYMS

UNCEF	-United Nations Children's Fund
UNAIDS	- United Nations Programme on HIV/AIDS
CRC	-Convention on the Rights of Children
MOH	- Ministry of Health
MOEST	- Ministry of Education Science and Technology
WHO	- World Health Organization
SEKU	- South Eastern Kenya University
ECDE	- Early Childhood Development Education
KICD	- Kenya Institute of Curriculum Development
IT	- Information Technology
HIV	- Human Immunodeficiency Syndrome
AIDS	- Acquired Immune Deficiency Syndrome
KM	- Kilometers
MOG's	- Millennium Development Goals
US	- United States
NGO'S	- Non Governmental Organizations
SPSS	- Statistical Package for the Social Sciences
NACECE	- National Centre for Early Childhood Education
DICECE	- District Center for Early Childhood Education
SEL	- Social and Emotional Learning
NACOSTI	- National Commission for Science, Technology and Innovation
CDS	- Compact Discs
DEO	- District Education Officers

ABSTRACT

Families provide conducive environments which necessitate acquisition of self-esteem, self-confidence, self identity, self awareness and self-efficacy amongst learners in ECDE centers. However, Pre-school learners, in Musengo zone have manifested and continue to manifest low intrapersonal skills, low interpersonal skills and poor leadership skills thus; this research aimed at investigating the influence of child headed family formations on social emotional development of learners in ECDE centers in Musengo zone, Kitui West Sub- County, Kitui County. The study was guided by four objectives which included; to investigate roles and responsibilities of children who head families; to examine the influence of child headed family formations on the development of interpersonal relations; to establish the statistical relationship between child- headed family formations and leadership skills and to establish the influence of child headed family formations on the development of intrapersonal skills among pre-school learners in Musengo zone. The study employed descriptive survey design in that; it utilized both elements of qualitative and quantitative methodologies. The study used purposive sampling to select ECDE teachers, head teachers, parent representatives and ECDE learners. The study used questionnaires to gather information from ECDE teachers, interview guides to collect information from head teachers, parent representatives and observation schedules for ECDE learners. Data collected was put in simple tables, and analyzed using the statistical package for social sciences (SPSS). The study established that, there is a significant relationship between roles and responsibilities of children heading families and their social emotional development of pre-school learners. It further established that, there is a significant relationship between child headed family formations and development of interpersonal relations among pre-school learners. The study found out that, there exists a relationship between child headed families and leadership skills. Finally, it was established that, there is a relationship between child headed family formations and development of intrapersonal skills. The researcher recommends that, the government and all strategic partners should objectively support the orphaned and vulnerable children and mentor them so that they develop leadership skills, interpersonal skills and intrapersonal skills.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The contemporary trends in family formations in the last decades have led to a sharp decline in the traditional forms of families and a rise in new family forms globally which include; polygamous, monogamous, blended, and child-headed and single-parent families. For example, American families have been changing for some years now with family forms and roles of family members becoming more varied (Bray & Kelly, 2013). They also argue that such changes have created instances of families headed by children. A child-headed family or child-headed household is a family in which a minor (child or adolescent) has become the head of the household and are most common in developing countries and areas of war, where the children's parents have been killed by conflict or disease (Strong, Devault & Cohen, 2011).

Allison and Frank, (2010) posit that, in some cases, relatives of the children adopt them after the parents die. Situations where a child, usually the eldest, has to provide for the family happen when there are no adult relatives to take the children or the relatives cannot afford to support more children (Allison & Frank, 2010). They further assert that such family formations have had impacts on socio-emotional development of learners in early childhood education centres given those children because this is the period of discovery and identity formation. Children in such families manifest instances of poor socio-emotional development, that is, they manifest low development of fine and gross motor skills, language, socialization, personal awareness, emotional well-being, creativity, problem solving and learning ability. These findings affirm the fact different versions of child-headed family formations have deleterious effects of child's socio-emotional development. In keeping with these viewpoints, Booth and Paul (2013), in a study carried out in Brazil; assert that, over the past two decades or so, a significant literature has developed on the impact of child-headed family structure and family change on child wellbeing. They also indicate that early childhood learners raised in different family contexts such as child-headed family formations differential patterns of outcomes across a wide range of socio-emotional developmental domains.

In particular, Booth and Paul (2013), further argue that ECDE learners raised in child headed families have been found, on average, to do less well across a range of measures of wellbeing than their peers in two-parent families, while child-headed families have been found to be

associated with an array of adverse outcomes for children. To corroborate these assertions, in a study conducted amongst 234 respondents in United Kingdom about children's, emotions and the development of psychological understanding, Harris (2003) asserts that skill in emotional expression is an important part of peer acceptance. Children who learn to employ culturally accepted ways of expressing emotions in accordance with situations are more likely to be successful socially. The study further asserts that family structures with effective socio-emotional support for children have them manifest impressive language, interpersonal relations, and leadership and cooperation skills.

In a study conducted in Germany, Aquilino (2011) indicates that the children may begin taking over their parent's responsibilities before the last surviving parent has died, when the parent is sick or too weak to work. The eldest children often have to stop going to school and get a job instead in order to gain income for the family (Aquilino, 2011). He further notes that ECDE children living in child-headed households are vulnerable to many unsafe circumstances such as poverty, all forms of abuse, erratic school attendance or dropping out from school, harassment and transactional sex, ill-treatment that lead to depressing trauma. These findings affirm the fact that there is often no one to monitor their health means that children living in child-headed families are additionally vulnerable. This may also influence the individual child's personality and cognitive development and contribute to lower levels of school achievement.

In Colombia, a society relies on the family group to provide the economic and protective needs of individuals, especially, children (Blum, Michael & David, 2010). Blum et al (2010) further assert that good child rearing practices equip a child with relevant skills, norms, values and attitudes that make the child fit well in the society. However, with the advent of urbanization, most people abandon their families and seek greener pastures in the cities leaving children to head their families. In Africa, the phenomenon of child-headed homes is a widespread problem and many child-headed households report that they are made to feel like outsiders from the local community and from relatives (Maphalala & Ganga, 2014). A survey in South Africa in 2006 showed that 122,000 (0.67%) of the country's children were living in child-headed households (Ibebuike, Yan & Maja, 2014). Though, there have been concerted efforts to mitigate such challenges.

Support structures in KwaZulu-Natal Province in South Africa include the Ingwavuma Orphan Care, the Vulamehlo Health Resource Centre and an organization known as Philisani (Ibebuike, Yan & Maja, 2014). These centres generally provide food parcels and basic health

services to these child-headed families. Despite the government's effort to assist child-headed families, one finds that these children are often ostracized and ridiculed by their peers, and are labeled as being poor because they receive financial assistance from the government (Ibebuike et al, 2014). These children develop low self-esteem, self-confidence and low motivation levels and they react strongly to the loss of a meaningful person and show their reactions in conformity with the stages of protest, despair and detachment.

A study by Cornell University in 2005 shows and continue to show that, in Namibia, the average age of the children acting as parents in their families was 17; some were as young as 9 years old (Mavise, 2011). In Rwanda, it is estimated that the 1994 genocide left at least 60,000 households to be run by children. Many of the girls who were raped during the conflict are left to raise both their siblings and their own children (Maqoko & Dreyer, 2007).

In Kenya, the problem of child-headed households seems to be pervasive since such children are often vulnerable to a number of problems such as lack of parental guidance, physical abuse, and other harsh living conditions (Kitheka, 2016). For example, in a study carried out in Gichugu Division in Kirinyaga District, Gitumu (2006) notes that such children suffer physical injuries, negligence which lead to specific anxiety symptoms such as nightmares, loss of bladder control, sexually transmitted diseases and depression, loss of confidence and self-esteem. In Musengo Zone, the problem of child-headed families is not a unique occurrence and such children are affected in their school work, and in some cases, they tend to bully others or live careless life-styles (Kitheka, 2016). These children drop out of school because they cannot afford school fees, uniforms, and stationery and text books despite their right to education (Kitheka, 2016).

Children living in child-headed households face stigmatization and discrimination, isolation such that they have reduced self-esteem and lack confidence to participate in class activities. However, much still needs to be done since Kitheka (2016) has not interrogated how different aspects of child-headed families impact on children's development of socio-emotional skills such as language, interpersonal relations, cooperation and leadership skills amongst learners in ECDE centers.

1.2 Statement of the Problem

Studies have shown that, early child-hood learners from child headed families have constantly shown poorly developed socio-emotional skills. The findings have shown a vivid description of their living conditions, changing roles, community fears and school

experiences which inevitably affect their psychological well-being and propagate the need for effective school psychological services. They have manifested low self esteem, low self confidence, low self identity, low self awareness and low self efficacy as they engage in learning activities. In addition, these children find it difficult in relating with self and others due to poor living conditions they live in, challenging roles they undertake and heavy economic burdens they carry in child headed families. Further, these children have manifested poor leadership skills as they carry responsibilities in school and as they take care of their siblings both at home and at school.

Information obtained from Musengo zonal office, chief's office, village administrators, parents, head teachers and ECDE teachers, indicate that most female parents have moved to towns to seek for employment because most of men have indulged themselves in drugs and alcoholics leaving their children to be taken care of by their brothers and sisters. High death rates of one or both parents have been observed in this area of Musengo due to high HIV/AIDS prevalence. Statistics obtained from village administrator's show that, three out of ten families are headed by children due to the absence of their parents or the care givers are sickly. Information provided by the head teachers show that, children from child headed families are usually absent for several days in a week either because of health challenges or going to health facilities or going to collect drugs for the sick relatives.

Despite the situation in Musengo zone being devastating, there are no studies which have been done to investigate this situation, hence this study sought to study the influence of child-headed families on social- emotional development of pre-school learners in Musengo zone in Kitui County.

1.3 General Objective of the study

The general objective of this study was to investigate the influence of child-headed family formations on socio-emotional development of pre-school learners in Musengo Zone in Kitui County, Kenya.

1.3.1 Specific Objectives

- i. To investigate how roles and responsibilities of children heading families influence social emotional development of pre-school learners in Musengo zone.
- ii. To examine the influence of child headed family formations on the development of interpersonal relations among pre-school learners in Musengo zone.

- iii. To establish the influence of child headed family formations on leadership skills amongst pre-school learners in Musengo zone.
- iv. To establish the influence of child headed family formations on the development of intrapersonal skills amongst pre-school learners in Musengo zone.

1.4 Research Questions

- i. How do the roles and responsibilities of children headed families influence social emotional development of pre-school learners in Musengo zone?
- ii. What is the influence of child headed family formations on the development of interpersonal relations among pre-school learners in Musengo zone?
- iii. What is the relationship between child-headed family formations and leadership skills amongst pre-school learners in Musengo zone?
- iv. What is the influence of child- headed family formations on the development of intrapersonal skills among pre-school learners in Musengo zone?

1.5 Significance of the Study

The findings of this study can benefit the learners in ECDE centers not only in Musengo Zone but Kenya at large in devising interventional programs both in family and learning institutions. Parents can benefit from this study in that, they can gather information on their roles in developing social skills of their children despite their family formations. The study shall unravel information that shall help in interventional programme in the growth and development of the child. National Centre for Early Childhood Education and District Centre for Early Childhood Education and other policy-makers can use the findings of this study in designing counseling programmes aimed at advising parents on strategies on developing socio-emotional of their children in early childhood education settings.

The ministry of education and curriculum developers can use the findings in the development of suitable programmes and curriculum for these children. Non-governmental organizations can use the available information for sourcing funds and developing interventional programmes for these children, from well-wishers and donors. Teachers and other caregivers can use the findings of this study for guidance and counseling purposes. The researchers and academicians can benefit from the study in forming firm foundation for further research in a similar area.

1.6 Limitations of the Study

Some results of this study may not be generalized to other ECDE centers where there are unique aspects which contribute to learners' socio-emotional development other than child-headed family formations which the study was addressing. Some respondents were unwilling to volunteer and provide the correct information but the researcher assured them of confidentiality in the information they provided.

1.7 Delimitations of the Study

There were many factors that influenced social-emotional development of pre-scholars aged 4-5 years old in Musengo zone. These included; HIV/AIDs, other diseases, poor feeding and nutrition, inadequate play, parental care, child involvement in hard labour as well as poverty but the researcher targeted a sample of 25 head teachers, 56 ECDE teachers, 25 parent representatives, and 800 ECDE learners in the study.

1.8 Assumptions of the Study

The research assumed that the respondents provided genuine and honest responses to the items in the research tools. The study also assumed that all the questionnaires were filled and returned. Finally, the study assumed that all subjects selected for the study were co-operative and readily volunteered to provide valid and honest information since, very little had been done the area of study.

1.9 Definition of significant terms

Child-headed families denote to kinds of families which are headed by children. Its aspects include; number of siblings, gender of siblings, ages of siblings and ages of the child heading the family.

Family formations These are family structures in existence which include single parenthood families, extended families, blended, polygamous families in addition to child-headed families.

Interpersonal relations It is association which may be based on inference, love, solidarity, regular interactions, or some other type of social commitment amongst early childhood learners and with others.

Intrapersonal skills These are emotions exhibited by pre-school learners in their day to day lives as they interact with other people and the social and physical environment.

Leadership skills is ability to coordinate, take turns and take turn co-operate and take responsibilities of others' activities in a groups

Socio-emotional development is the ability of early childhood learners to develop ways of dealing with others that create healthy and positive interactions. These skills include; feelings and interests of their peers, positive interpersonal relations, communicative competency, leadership and cooperation skills.

1.10 Organization of the study

Chapter one focused on background to the study, statement of research problem, general objective, specific objectives, research questions, significance of the study, limitations, delimitations, assumptions of the study, definition of significant terms and organization of the study. Chapter two reviewed related literature on roles and responsibilities of children who head families, influence of child headed family formations on the development of interpersonal relations among learners, the relationship between child headed family formations and leadership skills and the influence of child headed family formations on the development of intrapersonal skills among early learners. Chapter three discussed research design, target population, sample and sampling procedures, research instruments, validity of the instruments, reliability of the instruments, data collection procedures and data analysis. Chapter four comprised of data analysis, interpretation and presentation of the study. Chapter five comprised of the discussion and interpretation of research findings. Chapter six comprised of conclusions, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviewed related literature in this study under the following sub-sections; roles and responsibilities of children who head families, influence of child headed family formations on the development of interpersonal relations among learners, the relationship between child headed family formations and leadership skills and the influence of child headed family formations on the development of intrapersonal skills among early learners.

2.2 Influence of Child Headed Families on Social Emotional Development

United Nations Children's Fund (2007) defines a child-headed household as one where the head of the family and main caregiver is a minor under the age of 18 years. These minors have to provide for the family and take on the responsibilities of adults as their parents have passed on and they have to relatives to take care of them. In South Africa, UNICEF (2007) reports an estimated 3.7 million orphans with many more children living with sick or bedridden caregivers unable to provide them with the financial and emotional support required for optimal education and growth, in addition to the emotional strain. Children living without proper adult care and protection are also more exposed to be abused and exploited, making them vulnerable to fall into poverty. With no adults to take care of them and without the proper papers children heading their own families have any access to social grants, education and health care. In order to scrape by and provide a means to survive, these children drop out of school to take care of their siblings and to provide food on their tables (Aldridge, 2006). The number of children being orphaned is rapidly increasing in communities with high rates of HIV infection; it has been estimated that nine million children have lost their mothers to AIDS, with over 90 per cent of affected children living in sub-Saharan Africa countries.

2.3 Influence of Roles and Responsibilities of Children Heading Families on Socio emotional development of Pre-learners.

The roles of children who head families also known as parentification, is a form of role reversal, in which a child is inappropriately given the role of meeting the emotional or physical needs of the parent or of the family's other children. There are two common types of

parentification physical and emotional. The two subtypes Of the phenomenon each of which may be associated with differing consequences for child development and ultimately adult outcomes(Aldridge,2006).Physical parentification also called instrumental parentification occurs when a child is given the responsibility of looking after the physical needs of the parent and the other siblings.

This can include duties such as cooking, cleaning, grocery shopping, paying bills, and managing the household budget, getting dispensing medications or imposing discipline on younger children). Physical parentification is different from assigning a normal, healthy level of household chores to children, as it involves an unfair level of household chores to children, as it involves an unfair level of responsibility and allows the actual parents to abdicate part of their own responsibility for care of the children. It also becomes dysfunctional when the task assigned is beyond the developmental maturity of the child or where the assigned duties leave little or no time for the child to engage in normal childhood activities. Its commonly observed in family systems in which one or both parents are incapacitated in such a way that they require daily care or are unable to fulfill these logistical responsibilities due t illness or other factOrs such as having to work to keep the family financially stable (Hooper,2006)

Emotional parentification happens when a child is made responsible for looking after the emotional and psychological needs of the parent and/or the other siblings. This can include cases where the parent expect the child t emotionally or psychologically support him or her without reciprocation in order to deal with their own deficits that likely arose in childhood (Hooper, 2007). Hooper (2014) asserts that parentified children may struggle with lingering resentment, explosive anger and difficulty in forming trusting relationship with peers, issues which often follow them into adulthood. Forming close, trusting romantic and spousal relationship may be particularly difficult.

2.4 Influence of Child- Headed family Formations on the Development of Interpersonal Relations among learners

Child-headed family formation, also known as parentification is linked to social difficulties particularly lower competency in interpersonal relationships (Hooper, 2007). As well as academic problems such as high absenteeism and poor grades (Mechilling, 2011). If left unresolved, these symptoms of maladjustment can continue into adulthood, causing further dysfunction throughout the parentified individual's lifespan. Despite the fact that there are known effects of parentification on individuals during childhood, such as those listed above, currently there has been limited research in this area. Instead the majority of research

conducted has focused solely on the effects of childhood parentification on individual characteristics in adulthood (Katz, 2009).

Specifically, it has been shown to impede identify development and personality formation and to affect interpersonal relationships, including those with one's own children. It has also been found to be associated with later attachment issues, mental illness, psychological distress, mesochistic and narcissistic personality disorders, substance abuse and one's academic and career choices (Earley & Cushway, 2002).

McElwain (2005) argues that emotional and instrumental parentification may prove beneficial for individuals in adulthood. Specifically, it can lead to greater interpersonal competence and stronger family cohesion as well as higher levels of individual differentiation from family and self-masterly and autonomy when the child experiences as low level of parentification and when the efforts of the child are recognized and rewarded by adult figures (Hooper, 2007).

The vast array of research on attachment has demonstrated that a child's sense of security, overall well-being and especially connections to others are dependent upon the early mother-child relationship and the internal working models created from this relationship (Hooper 2007). Due to the emotional unavailability and irregularity of parents, insecure attachment is typically formed (Ainsworth 1978). This relationship as it appears to the child through the process of parentification is internalized, fostering future attachment issues throughout childhood and into adulthood (Earley & Cushway, 2002). These individuals often experience anxiety over abandonment and loss and demonstrate difficulty handling rejection and disappointment within interpersonal relationships (Katz, 2009). This is also expressed through depressive symptoms in adulthood and social problems during early childhood regardless of child gender.

2.5 Influence of Child-Headed Family Formations on Leadership skills

According to Bowlby's attachment theory (1998), a child's greatest fear is to be unloved and abandoned by his/her parents. The child needs to feel that he/she is secure and being cared for by someone who is bigger and in control. Although the age, gender personality, culture background and physical health of the child play large roles in how each child reacts to his/her feelings of abandonment, there are reactions and behaviors that consistently appear. They often exhibit anxiety and depression, may regress in development, may have disorders, even unlawful behavior, may seek to excel in everything they do (Ainsworth, 1998).

These children do not mourn the feeling of abandonment like adults do they often appear unaware of their emotions and don't know how to express them. They try to go on with their lives as though nothing unusual happened, but they are vulnerable. (Aldridge 2006). They pretend to be in control and live on fear that it be shown up as such. Adults who as children sought to excel or become caregivers of their parents and siblings seemed to have overcome the adversities of their childhoods and appear to be well adjusted resilient survivors, functioning independently and autonomously. Since they are competent, empathetic and effective, they make very good leaders in adulthood. These children suffer from anger, e.g. anger to God for taking her/his parents, anger to parents, doctors, government etc. They feel more distressed and experience more systems of anxiety and depression. Its therefore thought that their actions may be of revenge, hence would not make a good leader.

Another reason which may make this child not to make a good leader according to Hooper (2007) is because these children get a sort of revenge with the world by setting out to conquer all, often feel guilty and abandoned. However, a study done by Jurkovic (1998) indicates that those children who go on to excel often are spurred into some creative activities. These children have great drive to succeed as scientists, artist, musician, a writer. In other words they are overrepresented in the above helping professions. Others take on a mission to connect some faults in society (Jones & Wells, 1996). Further argues that in the process of working hard to correct these faults they become very good leaders who admired by everybody, but deep inside them, they have the insecure feelings that may be they are not doing enough to perfect things.

2.6 Influence of Child -Headed Family Formations on Intrapersonal skills

Kham (2007) asserts that at the heart of our inner world are the strengths that we rely on to understand ourselves and other people, to imagine, plan and solve problems. There as well lie qualities such as motivation, determination, ethics, integrity, altruism, empathy and perhaps even a well developed sense of humor. Without these inner resources; it is very difficult to live as productive life in the fullest sense. Most researchers believe that as soon as we come into the world, the personal intelligences are already developing from a combination of heredity, environment and experience. A study carried by Anderson & Groft (1999). Show that children from child-headed family formation when compared to those ones from other families manifested high levels of behavior under control, more neuroticism and greater psychiatric distress (Hall, 1994). Research suggest that parentificati0n may c0ntribute to behavioral and social problems during childhood and adolescence(Early and Cushway

2002). They had lower life satisfaction, low scores and relatively poor academic performance, poor intelligence, repeating grade, low academic performance, skipping school days and dropping out of school. Study by Kuperminc, Sarac and Weissbar, 2005 showed that within a sample of middle-school students affected by war in Bosnia, both degree of parentification and perceived fairness of caregiving correlated in potentially meaningful ways with concurrent measures of self efficacy, emotional distress and academic performance.

Another number of studies support the notion that these deficits occur as a result of experiencing a history of trauma in the parent-child relationship, or the attachment system (Byang-Hall, 2002). Experiencing childhood trauma perpetuates difficulty expressing and modulating emotions and changes to one's self perception, which may include a sense of self impacted by shame, guilt, and low self-worth and a sense of one's relationship to others as impacted by feelings of distrust and isolation. This trauma undermines the child's capacity for mentalization by discouraging self-reflection and impeding the development of self-agency.

2.7 Summary of Literature Review

In literature review the researcher examined the structure and the formation of child headed families as well. He also examined the roles and responsibilities of children heading families and how they influence social emotional development of interpersonal relations among pre-school learners. The review tried to establish the relationship between child-headed family formations and leadership skills. Lastly the review focused on how child headed family formation influence interpersonal skills among pre-school learners in Musengo zone in Kitui West sub-county, in Kitui County.

2.8 Theoretical Framework

The study utilized social emotional learning theory postulated by Maurice (2001) who defines Social and Emotional Learning Theory (SEL) as the process of acquiring core competencies to recognize and manage emotions, set and achieve positive goals, appreciate the perspectives of others, establish and maintain positive relationships, make responsible decisions, and handle interpersonal situations constructively and ensure that concepts and approaches that have proven to have beneficial effects on the development of socio-emotional skills in children. Self-management is the ability to regulate emotions and behaviors so that goals are achieved. It also involves persevering with difficult tasks and in complex social interactions.

Development in self-management can be seen in the difference between the impulsivity of a toddler and the deliberate behavior of a four year-old entering kindergarten in the fall. The relevancy of self-management skills to school success is obvious. When children can control impulses and cope with strong feelings in emotionally charged situations, they become more successful in school. In fact, some studies have shown that certain aspects of self-regulation predict children's reading and math achievement in the early pre-primary grades. This theory holds that children with poor regulation skills are likely to have conflict-based relationships with their teachers and peers, which can lead to school problems and possible school dropout. Educators are provided ideas on how to prompt children to use their emotional regulation strategies when needed in social settings. Young children who are adept at understanding other's feelings tend to have more academic success at the pre-primary level (Garrard & Lipsey, 2007). Early childhood learner's progress through a period of development that helps them to understand that people's intentions, desires, feelings, thoughts and beliefs are motivators of behavior. As their ability to identify emotions in others increases, they are able to explain the causes of emotions and their consequences in developmentally more complex ways.

SEL stresses that to be successful in school, preschools and children need to be able to form positive social relationships, work cooperatively in teams and deal effectively with conflict. Research suggests that children can develop positive relationships, acceptance and friendships when taught social skills through intentional instruction, practice opportunities, and guidance in teachable moments (Brown et al., 2010). Children who learn social-emotional skills early in life are more self-confident, trusting, empathic, intellectually inquisitive, competent in using language to communicate, and capable of relating well to others (Brown et al., 2010).

When young children are provided practical social-emotional strategies and modeling by adults, they can develop the ability to initiate and join groups of peers, to cooperatively and spontaneously share with others, to communicate in ways that others understand, and to use strategies to avoid conflict (Hamre & Pianta, 2001). When there are positive relationships in pre-schools, then children, in turn experience positive performance. This theory recognizes the fact that all educators in preschools and parents strive to teach children how to make responsible decisions. Children can learn to make ethical and constructive choices about their personal and social behavior.

Focus in the classroom and school community needs to be placed on problem solving, reflection, perceptive thinking, self-direction, and motivation-skills that contribute to life-long success. Children can practice making responsible social and behavioral decisions appropriate to their age level and can learn how to make choices that are respectful, realistic and responsible. They also need to think about how their actions affect themselves and others, what their options actually are and what the outcome of their chosen path is likely to be.

Social Emotional Learning provides structured opportunities for skill instruction and practice in the areas of self-awareness, self-management, social awareness and relationship skills. Intentional teaching combined with adult prompting, positive reinforcement, peer-to-peer monitoring and student monitoring promotes the use of the learned skills throughout the school day and in settings outside of the school community. This instruction, practice and generalization build the foundation for children to become skilled at social problem-solving and responsible decision making. As children master the skills, they are on their way to knowing how to conduct themselves with personal, moral and emotional responsibility.

The conceptual framework is based on the independent variables, dependent and extraneous variables whereby the manipulation of the independent variables determines the outcome of the independent variables determines the outcome of the dependent variables. The independent variables is child-headed family formations which shall compromise if child-headed families with boys only, child-headed families with boys only, child-headed families with girls only, child-headed families with boys and girls and child headed families with boys and girls with sickly parents.

On the other hand the dependent variables to be determined by independent variables to be determined by independent variables shall be made of roles and responsibilities of children heading families, interpersonal relations, leadership skills and interpersonal skills. Intervening variables shall compromise of teachers attitudes, government policies, geographical location as well as availability or resources among others. The conceptual framework be based on child-headed family formation on social-emotional development of learners in pre-schools and reflect development of languages, interpersonal relations leadership and cooperation skills, roles and responsibilities as well as interpersonal skills.

Children from child-headed family formations have been noted to lack social awareness on how to relate with their own identity to that of others. Additionally, adolescents from child headed families are more or less retarded in their psycho social redness for parenthood. It is

only after a sense of identity has been reasonably established that their focus shifts to relationships with the crisis of intimacy versus isolation and later, to becoming parents with the crisis of generativity versus stagnation. For the adolescent the whole environment does not allow for their experimental phase, but instead demands physical intimacy, occupational choice, competition and psycho social self definition he or she is likely to experience acute identity confusion. This identity confusion is characterized by an individual who does not have a sense of self or a sense of his or her belonging or function (Sadock and Sadock, 2003).

2.9 The Conceptual Framework

The conceptual framework was based on child-headed family formations which constituted independent variables whereas socio-emotional development of learners in early childhood education centers reflected through development of language, interpersonal relations, leadership and cooperation skills constituted the dependent variables. Trained teachers, teachers' attitudes and availability of resources constituted the intervening variables as shown in Figure 2.1 below.

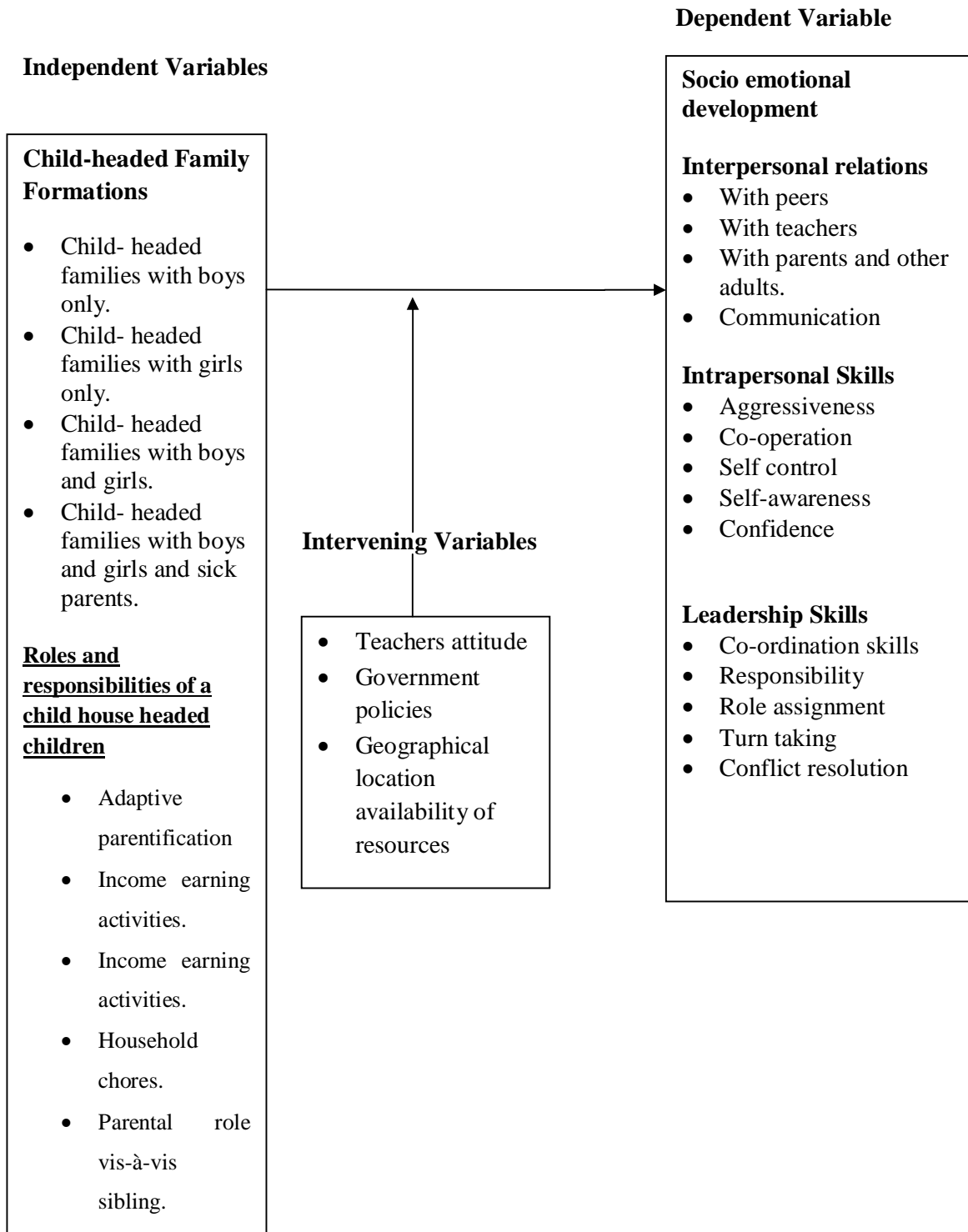


Figure 2.1 Conceptual Framework

The conceptual framework identifies child headed family formations, roles and responsibilities of children heading families as the independent variables while interpersonal relations, intrapersonal skills and leadership skills as the dependent variables. Teachers attitudes, government policies and geographical locations as well as the availability of resources will constitute the intervening variables.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discussed research design, target population, sample and sampling procedures, research instruments, validity of the instruments, reliability of the instruments, data collection procedures, data analysis and ethical considerations.

3.2 Research Design

The study employed descriptive survey design in that it utilized both elements of quantitative and qualitative methodologies (Hale 2013). The study used purposive sampling to select ECDE teachers, headteachers, parent representatives and ECDE learners. The study used questionnaires to gather information from ECDE teachers, interview guides to collect information from headteachers and parent representatives and observation schedules for ECDE learners. Data was put in simple tables and analyzed using statistical package for social sciences (SPSS). The study established that there is a significant relationship between roles and responsibilities of children heading families and their socio-emotional development. It further established that there is a significant relationship between child headed family formations and the development of interpersonal relations among the pre school learners. It was suitable for my study because it gathered quantified information that can be used for statistical inferences on target population through data analysis and it takes the form of closed-ended questions. It does not fit neatly into the definition of either quantitative or qualitative research methodologies but instead, it can utilise both elements, often within the same study. It was there applicable to the study because it allowed for gathering in-depth information that could either be quantitative (surveys) or qualitative (observations) in nature. This also allowed for a multifaceted approach to data collection and analysis.

The researcher collected data using questionnaires and used statistics to describe trends about the responses and the test research questions or hypothesis.

3.3 Target Population

As per the records of data held in Musengo zonal office, Ministry of Education has 25 ECDE centres which were targeted by this study, 25 head teachers, 56 ECDE teachers, 25 parent representatives and 800 pre-school children all totaling to 906 as shown in Table 1.

Table 1. Target population of the study

Categories	Target population
Head teachers	25
ECDE Teachers	56
Parents' representatives	25
ECDE learners	800
Total	906

3.4 Sampling Techniques and Sample size

A sample is a subject containing the characteristics of a large population. A sample should represent the whole population and not reflect bias towards a specific attribute (Kothari, 2005). Therefore a sample of 5 ECDE centers that is, 20% of the targeted 25 ECDE centers was selected.

The content limit theory states that, for any sample size less than 30 percent, sampling distribution of means is approximately a normal distribution irrespective of the population (Kothari, 2005). It thus, allowed the researcher to select less than 30% from the targeted population, thus, from the content limit therefore the researcher sampled 16% of 906 to get 145 respondents. The researcher applied stratified sampling to create five strata based on the five sub-zones of Musengo. From each sub- zone, 1 head teacher, 3 ECDE teachers was selected using purposive sampling. At the same time 1 parent representative and 24 ECDE learners were selected using simple random sampling. This was appropriate since it eliminated bias and favoritism. That sampling, procedure enabled the researcher to realize a sample size of 5 head teachers, 15 ECDE teachers, 5 parent representatives and 120 ECD learners for the study. The sampling technique enabled the researcher to collect information from appropriate respondents.

Table 2: Sample size

Category	Target population	Sample size	Sample size per sub-zone
Head teachers	25	5	1
ECDE teachers	56	15	3
Parent representatives	25	5	1
ECDE learners	800	120	24
Total	906	145	29

Source: Researcher (2016)

3.5 Research Instruments

The study employed questionnaires, oral interviews and observation checklist. Questionnaires and interviews were administered to teachers and parents while observation was done on children.

3.5.1 Questionnaires for Teachers

According to Mugenda and Mugenda (2003) a questionnaire is a research instrument that offers data over a large sample. It collects both qualitative and quantitative data and is known to reach a large number of subjects who are able to read and write independently. A questionnaire enhances anonymity of respondents and uniformity of questions, thus allowing comparability. The questionnaires were administered to the teachers and they had two sections. Section one gathered demographic information of the respondents while section two gathered information on the influence of child-headed families on socio-emotional development of ECDE children. It contained both closed and open ended questions. Questionnaires were designed to gather information from 15 ECDE teachers. The study used the questionnaires to answer the four research questions as shown in Appendix I.

3.5.2 Observations Checklist

The observation schedule was used to collect data on how children from child headed households care for their peers in play activities, management of their personal and school property, care of their brothers and sisters in school, in addition to performance in leadership positions, time management and decision making. Further, with the assistance of ECDE teachers the researcher observed the following aspects in these children which included self esteem, self confidence, self control, temperament, aggressiveness, self awareness and how they solved conflicts which arose from engaging in learning and play activities. The

researcher visited ECDE centers several times to observe these skills with the assistance of ECDE teachers. Observation checklist was designed to collect information from 120 ECDE learners, 24 per the 5 sub zones of Musengo.

3.5.3 Interview for Head teachers and Parent representatives

An interview guide is a list of topics, themes or areas to be covered in semi structured interview. This is normally created in advance by the researcher. Additionally this was an opportunity for the researcher to go off scripts and ask additional questions of the participants to gain greater details in their responses. This was a type of spoken questionnaire where the interviewer records responses. The structured questions were in accordance with set objectives for the study and were set to ensure head teachers and parent representatives provided information Mary Kennedy, (2006). Interview guides were intended to collect information from 5 head teachers and 5 parent representatives.

3.6 Validity of the Instrument

According to Kombo and Tromp (2006) validity of a test is a measure of how well a test measure what it is supposed to measure. In order to ensure this, the validity was used where the items in the questionnaire was checked against the research objectives. An expert judgment was also sought from the supervisor who assisted the researcher in the validation of the instruments. The validity helped in identifying items in the questionnaire that were need restating and removing those that were not be important in the study. Content validation process was used to determine the extent to which a set of test tasks provided a relevant and representative sample of the domain of tasks under consideration.

Validity is degree to which a particular measuring procedure gives similar results over a number of repeated trials. It also refers to the consistency of an instrument to yield similar results at different times. The researcher used test-re-test method in order to establish the reliability of the instrument. Test-re-test method was applied where a test is given to respondents, then after sometime given again, gives the same results. The researcher made comparison between the answers obtained in the test and re-test of questionnaires.

The researcher conducted a pilot study in order to pre-test the instruments just before the actual data collection. The purpose of the pilot study was to reveal deficiencies in the design of the proposed study or procedure so that they can be addressed before the actual study. It was meant to test the effectiveness of the data collection tools and make the necessary adjustments.

3.7 Instrument Reliability

According to Guba & Linocolin (1985) a test has to be credible in that both its qualitative and quantitative nature should indicate a correlation coefficient expression of the degree of relationship between two sets of scores by numbers ranging from + 1.00 to 1.00. They further assert that a correlation by a coefficient 1.00 lays midway between these extremes and indicates no relationship between the two sets of cores. A co-efficient for this study was 0.87 which simply implied that there is high reliability of data. This study employed a person's product moment correlation coefficient formula.

$$r = \frac{N \sum xy - (\sum x) \cdot (\sum y)}{\sqrt{[N \sum (x)^2 - (\sum x)^2][\sum (y)^2 - (\sum y)^2]}}$$

3.8 Data Collection Procedures

The Office of the Director, Board of Post graduate Studies of South Eastern University (SEKU) gave the researcher permission to seek authority from National Commission for Science, Technology and Innovation (NACOSTI) to collect data from Musengo zone. The Ministry of Education provided the entry point to Musengo zone to collect data from ECDE teachers, headteachers, parent representatives and the ECDE learners. On the actual data collection days, the researcher visited the schools and the respondents; he/she administered questionnaires to teachers, and head teachers, interview the parent representatives and carry out observation exercise to fill in the observation schedule. He visited later to collect the questionnaires and carry out another observation in order to get comparison in the information gathered in both visits.

3.9 Data Analysis Techniques

The presentation of quantitative data in simple tables was the first step before it was used for analysis and interpretation. This was because it a better chance of being accepted since it condensed large amounts f information into easy to understand information that clarified and effectively communicated the purpose of the analysis than the use of graphs and charts. The purpose of analysis was to obtain usable and useful information for reporting findings.

Data analysis is the process of bringing meaning to raw data collected (Mugenda & Mugenda, 1999). After the data was collected, there was cross-examination to all items, to ascertain their accuracy, and identify those items that were wrongly responded to. Spelling mistakes and blank spaces were also identified. Quantitative data were then entered into the computer for analysis using the statistical package for social sciences (SPSS). Frequencies (f)

and percentages (%) obtained from the SPSS output was used to discuss the findings. Tables were used to present the data. Qualitative data was analyzed thematically. In the analysis of data research questions, all items focusing on a given research question were analyzed together and conclusions made. Data from the observation schedule was qualitative and hence was tied with the analysis of the quantitative data.

3.10 Ethical Considerations

Ethical considerations in research involve outlining the content of research and what was required of participants, how informed consent was obtained and confidentiality ensured. The researcher undertook to keep private any information given by the respondents that no private information be divulged to a third party and that no identifying information about him or her shall be revealed in written or other or form of communication. The nature and the purpose of the research were explained to the respondents by the researcher. The researcher explained to the respondents the procedure to be followed during the data collection so that they can participate willingly. The raw data collected was filed for easy reference. Once the data has been analyzed, computer print-outs were filled while softcopies be stored in storage devices such as CDs and flash diskettes.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter consists of data analysis and presentation of research findings. The purpose of this study was to investigate the influence of child-headed family formations on socio-emotional development of pre-school learners in Musengo Zone in Kitui County, Kenya. The study utilized both descriptive and inferential statistics. The analysis was based on findings from four research objectives.

4.2 Questionnaires Return Rate

According to Mugenda and 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 to 15 ECDE teachers. The questionnaires return rate was necessary since it showed whether the returned questionnaires were enough to provide information for this study. The results of questionnaire return rate are as shown in Table 4.1 below.

Table 4.1: Questionnaires Return Rate

Return Rate	Frequency	Percentage
Returned	15	100
Not returned	0	0.0
Total	15	100

4.3 Demographic Data of Respondents

The ECDE teachers were requested to indicate their demographic characteristics such as gender, age, highest professional qualifications and their working experience. The inclusion of these variables in the study was important because it provided a clear understanding of the background characteristics of the respondents.

4.3.1 Gender Distribution

It was important to investigate the gender variable since it helped the researcher to ascertain the proportion of the participants in the study per gender. The participants were requested to indicate their gender and the results were presented in Table 4.2.

Table 4.2: Gender Distribution

Gender	Frequency	Percent
Male	3	20.0
Female	12	80.0
Total	15	100.0

4.3.2 Age Bracket of Respondents

The age characteristic is likely to show the physical maturity rate of a head teacher or class teacher. The respondents requested to indicate their age and the results are shown in table 4.3.

Table 4.3: Age bracket of respondents

Age bracket	Frequency	Percent
25 and below	2	13.3
26 – 35	7	46.7
36 – 45	5	33.3
Above 45	1	6.7
Total	15	100.0

4.3.3 Academic Qualification of Respondents

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

Table 4.4: Highest Qualification of Respondents

Qualification	Frequency	Percent
Certificate	7	46.7
Diploma	8	53.3
Graduate	0	0.0
Total	15	100.0

4.3.4 Working Experience of Respondents

The experience of teachers is a pointer to quality leadership and management including pupil's behavior. This experience is usually determined by the number of years one has worked. The respondents were requested to indicate their experience. The results were presented in Table 4.5.

Table 4.5: Working experience

Experience	Frequency	Percent
below 5 years	4	26.7
5-10 years	7	46.7
Over 10 years	3	20.0
11-15 years	1	6.7
Total	15	100.0

4.4 Roles and Responsibilities of Child headed family formations and social emotional development

This study sought to investigate how roles and responsibilities of children heading families influence social emotional development of pre-school learners in Musengo zone. The number of the orphaned children was presented in Table 4.6.

Table 4.6: Number of orphaned children

Orphaned Children per School	Frequency	Percent
less than 5	1	6.7
5 – 10	2	60.0
10 -20	3	20.0
Above 20	9	13.3
Total	15	100.0

Table 4.7: School Attendance by Orphans

Attendance	Frequency	Percent
Very good	2	13.3
Good	4	26.7
Fair	3	20
Poor	5	33.3
Very poor	1	6.7
Total	15	100.0

Table 4.8: Reason for School Attendance Rate

Reasons for school attendance rate	1	2	3	4	5	Total
	F %	F %	F %	F %	F %	F %
1. The children ingly choose to miss school	3 20.0	2 13.3	2 13.3	4 26.7	4 26.7	15 100
2. Taking care of siblings	3 20.0	8 53.3	1 6.7	1 6.7	2 13.3	15 100
3. Working to provide for siblings	2 13.3	8 53.3	2 13.3	2 13.3	1 6.7	15 100

4. Due to health challenges	4	26.7	7	46.7	1	6.7	1	6.7	2	13.3	15	100
5. Looking after sickly parents/guardians	3	20.0	6	40.0	2	13.3	2	13.3	2	13.3	15	100
6. Engaged in house hold chores	4	40.0	6	40.0	2	13.3	1	6.7	2	13.3	15	100

Table 4.9: Chi-Square Tests on the roles and responsibilities of children heading families and their social emotional development of pre-school learners

	Value	df	Asymp. Sig. (2-sided)
Chi-Square	2.206(a)	4	.001
Likelihood Ratio	15.012	4	.000
Linear-by-Linear Association	10.536	1	.001
N of Valid Cases	15		

a 10 cells (100.0%) have expected count less than 5. The minimum expected count is .20.

4.5 Child Headed Family Formations and Interpersonal Relations Development

This study sought to examine the influence of child headed family formations on the development of interpersonal relations among pre-school learners in Musengo zone. The respondents were requested to indicate whether the orphaned and vulnerable children had challenges in relating with their peers. The responses were presented in Table 4.10.

Table 4.10: Challenges in Relationships

Have challenges	Frequency	Percent
Yes	12	80.0
No	3	20.0
Total	15	100.0

According to a majority (80%) of respondents, the orphaned and vulnerable children have challenges in relating with their peers. The researcher further sought to determine who among the orphaned and vulnerable children had challenges in relating with other children. The results were presented in Table 4.11.

Table 4.11: Most Difficult in Relating

People	Frequency	Percent
Peers	6	40.0
Parents	4	26.7
Teachers	3	20.0
Adults	2	13.3
Total	15	100.0

Table 4.12: Factors Causing Difficulties in Interpersonal Relations

SR	Factors	1	2	3	4	5	Total
NO		F %	F %	F %	F %	F %	F %
1.	Stigmatization	3 20.0	7 46.7	2 13.3	1 6.7	2 13.3	15 100
2.	Lack of role models	2 13.3	9 60.0	2 13.3	1 6.7	1 6.7	15 100
3.	Inadequate basic needs	4 26.7	7 46.7	2 13.3	1 6.7	1 6.7	15 100
4.	Stress due to overload of responsibilities	3 20.0	6 40.0	3 20.0	2 13.3	1 6.7	15 100
5.	Unfriendly living conditions	6 40.0	5 33.3	2 13.3	1 6.7	1 6.7	15 100

Table 4.13: Chi-Square Tests -Factors causing difficulties in inter-personal relations.

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.875(a)	4	.000
Likelihood Ratio	12.239	4	.001
Linear-by-Linear Association	8.759	1	.003
N of Valid Cases	15		

a 10 cells (100.0%) have expected count less than 5. The minimum expected count is .40.

4.6 Child Headed Family Formations and Leadership Skills

This study also sought to establish the influence of child headed family formations on leadership skills among pre-school learners in Musengo zone. This was achieved by first requesting the respondents to indicate whether child headed family formations influences leadership skills amongst pre-school learners. The responses were presented in Table 4.14.

Table 4.14: Influence on Leadership Skills

Influence	Frequency	Percent
Yes	12	80.0
No	3	20.0
Total	15	100.0

Majority (80%) of the respondents indicated that child headed family formations influenced leadership skills among pre-school learners. Further, the researcher sought to establish the factors influencing child headed family formations leadership skills amongst pre-school learners. This was done by indicating their level of agreement with the statements given in

Table 4.15 using a five-likert scale with 1= Strongly, Agree, 2= Agree, 3= Neutral, 4 = Disagree and 5= Strongly Disagree.

Table 4.15: Factors Causing Difficulties in Leadership Skills

SR NO	Statements	1		2		3		4		5		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
1.	Children who head their families have good Co-ordination skills	4	26.7	1	6.7	1	6.7	3	20.0	6	40.0	15	100
2.	Children who head their families make Responsible leaders	5	33.3	5	33.3	3	20.0	1	6.7	1	6.7	15	100
3.	Children who head their families have no difficulties in leading at any capacity	1	6.7	4	26.7	3	20.0	5	33.3	2	13.3	15	100
4.	There is a strong relationship between the child-headed family formations and leadership skills amongst early childhood learners	3	20.0	5	33.3	4	26.7	2	13.3	1	6.7	15	100
5.	Children who head their families are good at conflict resolution	4	26.7	7	46.7	2	13.3	1	6.7	1	6.7	15	100

Table 4.16: Relationship Between the Child-headed Family Formations and Leadership Skills

		Child-headed family	Leadership skills
Child-headed family	Pearson Correlation	1	-.772(**)
	Sig. (2-tailed)		.001
	N	15	15
Leadership skills	Pearson Correlation	-.772(**)	1
	Sig. (2-tailed)	.001	
	N	15	15

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

The correlation results show that $r = -0.772$, $p < 0.05$. This shows that there is a strong negative relationship between the child-headed family formations and leadership skills. The implication is that as the child-headed families increase, leadership skills decrease and vice versa.

4.7 Child Headed Family Formations and Intrapersonal Skills

Lastly this study sought to establish the influence of child headed family formations on the development of intrapersonal skills amongst pre-school learners in Musengo zone. The respondents were first asked whether they believed that there was a relationship between child headed family formations and the development of intrapersonal skills amongst pre-school learners. The responses were presented in table 4.17.

Table 4.17: Influence on Interpersonal Skills

Influence	Frequency	Percent
Yes	12	80.0
No	3	20.0
Total	15	100.0

Table 4.18: The Influence of Child headed Family on Interpersonal Skills

SR NO.	ASPECT	TRUE		FALSE		Total	
		F	%	F	%	F	%
1	Aggressiveness	12	60.0	3	20.0	15	100
2	Co-operation	11	73.3	4	26.7	15	100
3	Self-control	14	93.3	1	6.7	15	100
4	Self-awareness	12	60.0	3	20.0	15	100
5	Confidence	13	86.7	2	13.3	15	100

Table 4.19: Formation and Development of Intrapersonal Skills

SR NO	Intrapersonal skills among	1		2		3		4		5		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
1	Child headed family formations promote development of Aggressiveness among early childhood learners	4	26.7	8	53.4	1	6.7	1	6.7	1	6.7	15	100
2	Child headed family formations promote development of Co-operation among early childhood learners	3	20.0	8	53.3	2	13.3	1	6.7	1	6.7	15	100
3	Child headed family formations promote development of Self-control among early childhood learners	4	26.7	6	40.0	2	13.3	1	6.7	2	13.3	15	100
4	Child headed family formations promote development of Self-awareness among early childhood learners	5	33.3	4	26.7	2	13.3	2	13.3	2	13.3	15	100
5	Child headed family formations promote development of Confidence among early childhood learners	2	13.3	8	53.3	1	6.7	3	20.0	1	6.7	15	100

Table 4.20: Relationship between the child-headed family formations and intrapersonal skills

		Child-headed family	Intrapersonal skills
Child-headed family	Pearson Correlation	1	-.663(**)
	Sig. (2-tailed)		.001
	N	15	15
Intrapersonal skills	Pearson Correlation	-.663(**)	1
	Sig. (2-tailed)	.001	
	N	15	15

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

CHAPTER FIVE

DISCUSSION

5.1 Introduction

This chapter presents the discussion of the results of this study in line with the literature review following the study objectives.

5.2 Discussions of Research Findings

The purpose of this study was to investigate the influence of child-headed family formations on socio-emotional development of pre-school learners in Musengo Zone in Kitui County, Kenya. The study was guided by the following objectives; identifying the roles and responsibilities of children who head families in Musengo zone, to examine the influence of child headed family formations on the development of interpersonal relations, to establish the relationship between child- headed family formations and leadership skills, to discuss the influence of child headed family formations on the development of intrapersonal skills among early childhood pre-school learners in Musengo zone.

The study revealed that, there is a significant association between children heading families and their social emotional development of pre-school learners. This means that that the roles and responsibilities of children heading families significantly influenced their social emotional development. The study also established that, the orphaned and vulnerable children have challenges in relating with their peers, parents, teachers and adults. The children also had; inadequate basic needs, stigmatization and Stress due overload of responsibilities. These results agree with Hooper (2014) who argued that parentified children often have a problem in their social emotional development which makes them struggle with lingering resentment, explosive anger and difficulty in forming trusting relationship with peers. As a results forming close, trusting romantic and spousal relationship may be particularly difficult.

The study established that, there is a significant association between children headed family formations and the development of interpersonal relations among pre-school learners. These results agrees with Hooper (2006) who argued that in a family systems in which one or both parents are incapacitated in such a way that they require daily care or are unable to fulfill these logistical responsibilities, it becomes the responsibility of children to take care of these parents. This ends up affecting their social emotional development significantly. This because the children are made responsible for looking after the emotional and psychological needs of the parent and/or the other siblings as well as working to keep the family financially stable.

The study also revealed that, there was a strong negative relationship between the child-headed family formations and leadership skills. This was because of lack of role models which ended up causing difficulties in developing leadership skills. These results are not in line with Aldridge (2006) who argued that children from child headed family formations are competent, empathetic and effective and make them very good leaders in adulthood. He argued that, this was as a result of them being in control of their families at very early age and therefore gain more experience and more leadership skills. The adults who as children sought to excel or become caregivers of their parents and siblings seemed to have overcome the adversities of their childhoods and appear to be well adjusted resilient survivors, functioning independently and autonomously.

Lastly, the study established that, there was a negative relationship between child headed family formations and the development of intrapersonal skills amongst pre-school learners and that child headed family formations influences the development of self – control amongst pre-school learners. Child headed family formations promote development of aggressiveness among early childhood learners, promote development of Co-operation among early childhood learners and promote development of Confidence among early childhood learners. These results agree with Mechilling (2011) who argued that child headed family formations significantly influences the development of intrapersonal skills amongst pre-school learners. This is because the family formation leads to maladjustment which can continue into adulthood, causing further dysfunction throughout the parentified individual's lifespan. Specifically, it has been shown to impede identify development and personality formation and to affect interpersonal relationships, including those with one's own children. It has also been found to be associated with later attachment issues, mental illness, psychological distress, mesochistic and narcissistic personality disorders, substance abuse and one's academic and career choices (Earley & Cushway, 2002).

It should be noted that these results are in line with the social emotional learning theory postulated by Maurice (2001) who defines Social and Emotional Learning Theory (SEL) as the process of acquiring core competencies to recognize and manage emotions, set and achieve positive goals, appreciate the perspectives of others, establish and maintain positive relationships, make responsible decisions, and handle interpersonal situations constructively and ensure that concepts and approaches that have proven to have beneficial effects on the development of socio-emotional skills in children.

CHAPTER SIX

CONCLUSIONS AND RECOMENDATIONS

6.1 Conclusions

Based on the findings of this study, the researchers concluded that, the attendance of school by the orphans and vulnerable children was poor. The major reasons for poor attendance to schools was taking care of siblings and working to provide for siblings. This was because some orphaned children would miss school to look for food for their siblings. Secondly study also established that, the orphaned and vulnerable children have challenges in relating with their peers, parents, teachers and adults. This was attributed to lack of role models which a major factor was coursing difficulties in relating with the orphaned and vulnerable children. Thirdly, child headed family formations influenced leadership skills among pre-school learners. Most of these children lacked good leadership skills since they lacked mentors. Lastly there was a strong negative relationship between child headed family formations and the development of intrapersonal skills amongst pre-school learners.

6.2 Recommendations

Based on the findings of this study, the researcher made the following recommendations: The government should identify the orphaned and vulnerable children and support them with all their basic needs instead of paying school fees only. Secondly, the school administration should strengthen their guidance and counseling unit to assist the orphaned and vulnerable children on how to relate with other pupils. The schools should also give the orphaned and vulnerable children leadership responsibilities and mentor them so that they develop good leadership skills. The pre-school teachers should assist children in child headed family formations toe development of intrapersonal skills amongst pre-school learners. School administrators, teachers and parent representatives should organize to have school feeding programmes in schools to cab the problem of absenteeism and school dropping.

Communities in which these children come from should devise programmes for adopting those children from child-headed families who are highly vulnerable. None governmental organizations and the government as well as the county governments should organize workshops touching on how to assist the orphaned, the vulnerable, the neglected and the abandoned in the areas of their jurisdiction. They should come up with rehabilitation programmes for the orphaned and the vulnerable children. Non governmental organizations should provide funding for the child abuse prevention programmes because children in child-

headed family formations are likely to be abused. In addition parents, caregivers and teachers should be sensitized and educated on good parenting skills. This can be done through chiefs barazas, local electronic media and newspapers. They should also be advised on the best way to report child abuse and neglect of children who hail from child-headed families.

6.3 Suggestions for further research

This study investigated the influence of child-headed family formations on socio-emotional development of pre-school learners in Musengo Zone in Kitui County, Kenya. Further research can be done on the following: factors influencing the individual differences of socio-emotional development of pre-school learners, the influence of family systems on formations of socio-emotional development of pre-school learners and teacher's personal characteristics influencing orphaned and vulnerable children leadership skills development.

REFERENCES

- Ainsworth, M. (1998). *Patterns of attachment: A psychological study of the strange situation*. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Aldridge, 2006. The experience of children living with and caring for parents with mental illness. *Child Abuse review*, 15, 79-88
- Allison, P., & Frank, F. (2010): How marital dissolution affects children: Variations by age and sex. *Developmental Psychology*, 25(4), 540-549.
- Aquilino, W. (2011). Impact of childhood family disruption on young adults' relationships with parents. *Journal of Marriage and the Family*, volume 56(2): PP 295-313.
- Aldridge, J. (2006). *The experiences of children living with and caring for parents living with mental illness*. *Child abuse review* volume 15, PP 79-88.
- Booth, A., & Paul, R. (2013). Parental pre-divorce relations and offspring post-divorce well-being in Brazil. *Journal of Marriage and Family*, 63:197-212.
- Borg, W. R., & Gall, M. D. (2003). *Educational Research: An Introduction* (Fifth ed.). New York: Longman.
- Bowlby, J. (1998). The nature of the Child's ties to his mother: *International journal of Psychology analysis*, 39,350-371
- Blum, H., Michael, H., & David, R. (2010). Single-parent families: Child psychiatric disorders and school performance. *Journal of the American Academy of Child and Adolescent Psychiatry*. Volume 27(2), PP 214-219.
- Bray, J., & Kelly, J. (2013). *Step families, love, marriage, and parenting in the first decade*. New York, NY: Broadway Books.

- Brown, J., Jones, S., LaRusso, M., & Aber, J. (2010). *Improving classroom quality: Teacher influences and experimental impacts of the 4Rs program. Journal of Educational Psychology*. Volume 20, PP 20-24.
- Bryant, O. (2010). *Action for future*. Community perspective for orphaned children. A handbook of developmental psychology. N.J. Prentice Hall Eagle Hood. Cliff pub.
- Byang-Hall, (2002). *Relieving parentified children`s burdens in families with insecure attachment patterns*.
- Earley, L., & Cushway, D. (2002). The parentified child. *Clinical child psychology and psychiatry* Vol 7 (2) pp 163-1163-178.
- Foster, G., Makufa, C., & Drew, R. (1995). Am I my brother`s keeper? *Orphans, AIDS and the extended family`s choice of caregiver*. J. Assoc Nurses Aids Care.
- Garrard, W., & Lipsey, M. (2007). Conflict resolution education and antisocial behavior in U.S. schools. *Conflict Resolution Quarterly*. Volume 25, Issue 1.
- Gitumu, M. (2006). Relationship between parental marital status and students` self- esteem. *Gichugu Division, Kirinyaga District* (unpublished thesis).
- Hamre, B., & Pianta, R. (2001). Early teacher-child relationships and the trajectory of children`s school outcomes through eighth grade. *Child Development*. Volume 72, No. 2 PP 625-638.
- Hooper, L. (2014). What parentification is. Parentification inventory: *The University of Louisville, Louisville* (502), 852-5311.
- Hooper, M. (2007). The application of attachment: *Theory and family systems theory to the phenomena of parentification*. The family journal: counseling and therapy for couples and families (15,217-253), 15:217-253).
- Harris, P. (2003). Children and emotions: *Individual differences in children`s emotion....pons* –cited by vol 2 pp 271.

- Ibebuike, J., Van, B., & Maja, T. M. (2014). *The Lived Experiences and Needs of Children in Child Headed Households in Resource Poor Communities in Soshanguve, South Africa*. J of Good Gov and Sust Dev in Africa.
- Jurkovic, G. (1998). Parentification questionnaire. (available from G.J. Jurkovic, Department of psychology, Georgia state University. Atlanta: GA.
- Kattz, S. (2009). "Family structure and the reproduction of poverty". *American Journal of sociology*, 90:873-901.
- Kitheka, F. (2016). *Single motherhood family structure and its effects on moral development of primary school Children in Kalundu zone, Kitui County*. Med Thesis, SEKU Press.
- Kombo, N., & Tromp, S. (2006). *Research methods and Data analysis*. Nairobi: Pauline publishers.
- Kothari, C.R. (2005). *Research Methodology Methods Techniques*, 4th Edition. B.S Abdur Rahaman University, Ranjit Kumar.
- Maphalala, A., & Ganga, K. (2014). *Developmental Experiences of OVC in Child headed households* Cornell, V5n 3pp 312. Cornell University in 2005.
- Maqoko, A., & Dreyer, K. (2007). *Family structure, Schoolmates, and Racial Inequalities in school achievement*, *Journal of marriage and family* 60(3): 715-720.
- Maurice, J. (2001). *Leaps is a research-based program for K-12 education and school districts based on health research 25 years of research social emotional learning-Client support*. Mexico, Hospital, health Division, Pulsar group and Duxx.
- Mavise, A. (2011). *Child-headed households as contested spaces*. *An Inter J for Res Pol and Care*, volume 6(4): PP 321-329.
- McElwin J. (2005): *Mothers, father and families influence child development* (Atte-schawartz et al –2009---(McElwain and Volling, 2004, Steel 2002) V1969 Pp 94.

- Mechilling, M. (2011). *Comparison of Role Remands, relationships, child functioning*.
Journal of Divorce and Remarriage 35:29-56.
- Mugenda, O. M., & Mugenda, A. G. (2003). Research methods: *Quantitative and Qualitative Approaches*. Nairobi: African Centre for Technology Studies.
- Rossana, N. (2008). "Self-esteem and family cohesion: *The child's perspective and Adjustment*" *Journal of marriage and the family*, 45:153-159.
- Sadock, D., & Sadock, K. (2003) "Peer relationships and psychological distress in a group of incarcerated young offenders. *Therapy and comparative criminology*, 44, 350-362.
- Sandra Hale. (2013). Research Methods in Interpreting: A Practical Resource
- Strong, B., DeVault, C., & Cohen, T. (2011). *The marriage and family experience: Intimate relationships in a changing society*. Trove, /Bryan Strong, Christine Devolt, Theodore F. Cohen by B. Strong-2011-Related articles.
- United Nations Programme on HIV/AIDS (1996). *UNAIDS and UNICEF launch the "children in a world with AIDS initiative*. Fact sheets. 28 August. Stockholm.
- United Nations Children's Fund (2007): *State of the Worlds children 2007: Women and children* ----UNICEF cited by 421.
- .

APPENDICES

Appendix I: Questionnaire for ECDE Teachers

Dear Respondent,

I am a student at South Eastern Kenya University, undertaking a study on influence of child headed family formations on development of Social Emotional Formations of Early Childhood education learners in Musengo zone, in Kitui County.

In order to fulfill the requirements of my course I kindly request your assistance in collecting data, by filling out the accompanying questionnaire. All information provided by respondents be treated with high level of professionalism and entirely used for purposes of this study.

Kindly, do not put your name or identification in this questionnaire.

Appendix II: Questionnaire for ECDE teachers

This questionnaire aims at investigating the influence of child headed family formation on the emotional development of learners in ECDE centres in Musengo zone. Please answer all questions as honesty as possible do not write your name. Thank you.

SECTION A: Demographic data

1. What is your gender?

Male

☐

female

☐

2. What is your age bracket?

25 and below

☐

36-45

☐

26 – 35

☐

45 and above

☐

3. What is your highest qualification?

Certificate

☐

Diploma

☐

Graduate

☐

Others (specify) _____

4. For how long have you been a pre-school teacher?

5 years and below

☐

11-15 years

6-10 year

10 and above

6. Are there orphaned children in your class?

Yes No

SECTION B: The major roles and responsibilities of Children who head families

1. How many orphaned children are there in your class?

Below 5 above 10

Over 5 above 20

2. How would you describe the attendance of school by the orphans?

Very good Poor

Good Very poor

Fair

3. With the use of the five-likert chart to what extend do agree with the reasons for the kind of attendance rate.

1 STRONGLY AGREE 2 AGREE 3 NEUTRAL 4 DISAGREE 5 STRONGLY DISAGREE

SR/ NO	Reasons for attendance rate	1	2	3	4	5
1	The children ingly choose to miss school					
2	Taking care of siblings					
3	Working to provide for siblings					
4	Due to health challenges					
5	Looking after sickly parents/guardians					
6	Engaged in house hold chores					

4. According to your opinion, what are the five roles in order of priority that these children are engaged in?

i)-----

ii)-----

iii)-----

iv)-----

v)-----

SECTION C: Child headed Family Formations on the development of Interpersonal Relations among Pre-school Learners

5. Do you think the orphaned and vulnerable children have challenges in relating with their peers and seniors?

YES ☐

NO ☐

6. Among the following four groups, who do you feel the orphaned and vulnerable children have the most difficulties in relating with?

☐ Peers

☐ Parents

☐ Teachers

☐ Adults

7. With the use of five-Likert chart, to what extend do you think the following factors cause interpersonal relations difficulties in orphaned and vulnerable children?

1 STRONGLY AGREE 2 AGREE 3 NEUTRAL 4 DISAGREE 5 STRONGLY DISAGREE

SR Factors causing difficulties in interpersonal relations 1 2 3 4 5

1 Stigmatization

2 Lack of role models

3 Inadequate basic needs

4 Stress due overload of responsibilities

5 Unfriendly living conditions

SECTION D: Relationship between Child-headed family formations and leadership skills amongst Early Childhood Learners.

8. Do you belief child-headed family formations influence leadership skills amongst early childhood learners?

YES ☐

NO ☐

Give two reasons for your answer above

i)

ii)

9. With the use of five-likert chart to what extend do you agree with the following factors on child-headed family formations influence leadership skills amongst early childhood learners?

1 STRONGLY AGREE 2 AGREE 3 NEUTRAL 4 DISAGREE 5 STRONGLY DISAGREE

SR Factors causing difficulties in interpersonal relations **1** **2** **3** **4** **5**
NO

- 1 Children who head their families have good Co-ordination skills
- 2 Children who head their families make Responsible leaders
- 3 Children who head their families have difficulties in leading at any capacity
- 4 There is a strong relationship between the child-headed family formations and leadership skills amongst early childhood learners
- 5 Children who head their families are good at conflict resolution

SECTION E: Child headed family formations on the development of Intrapersonal skills among Early Childhood learners

10. Do you belief there is a relationship between child headed family formations and the development of intrapersonal skills among early childhood learners?

YES ☐

NO ☐

11. Do you think child headed family formations influence the development of following intrapersonal skills among early childhood learners?

SR NO.	ASPECT	TRUE	FALSE
1	Aggressiveness		
2	Co-operation		
3	Self-control		
4	Self-awareness		
5	Confidence		

12. With the use of five-likert chart, to what extend do you agree child headed family

1 STRONGLY AGREE 2 AGREE 3 NEUTRAL 4 DISAGREE 5 STRONGLY DISAGREE

SR NO	Child headed family formations and the development of intrapersonal skills among	1	2	3	4	5
1	Child headed family formations promote development of Aggressiveness among early childhood learners					
2	Child headed family formations promote development of Co-operation among early childhood learners					
3	Child headed family formations promote development of Self-control among early childhood learners					
4	Child headed family formations promote development of Self-awareness among early childhood learners					
5	Child headed family formations promote development of Confidence among early childhood learners					

Appendix III: Guide for Headteachers (Oral interview)

A: Demographic information

- 1) What is your work experience as a teacher?
- 2) What is your work experience as a teacher headteacher?
- 3) How many schools have you headed? In which regions?
- 4) Which is the highest population you have ever handled in any school?
- 5) What are your highest academic qualifications?

B: The major roles and responsibilities of children who head families

- 6) How many orphaned and vulnerable children are there in your school?
- 7) Do you have a segregated data for boys and girls?
- 8) Do you have challenges with school attendance by orphaned children?
- 9) What are some of the intervention programs to address such challenges?

C: Child Headed Family Formations on the Development of Interpersonal Development among Pre-school learners

- 10) Of the cases that involve relational between peers and seniors how would you describe the severity and frequency?
- 11) Do you get complains from the following groups concerning the behavior of the orphaned and vulnerable children?
 - i) Peers
 - ii) Teachers
 - iii) Parents
 - iv) Adults
- 12) When you compare the orphaned and vulnerable children with the others how would you describe their ability to relate others?

Appendix IV: Parents representatives in school management (Oral Interview)

Demographic information

1. How long have you served in the current position?
2. Have you held other leadership positions in the school management?
3. How frequently do you interact with the pupils?

Roles and responsibilities of children who had families

4. Are you aware of orphaned and vulnerable children in the school or the class you represent?
5. What are some of the challenges do you think such children face.
6. Do you think school attendance is affected by the state of these children?
7. What are some of the reasons that make some of the reasons that make the orphaned and vulnerable children to miss school?

Child-headed Family formation on the Development of Interpersonal Relations

8. Have you dealt with challenges involving children of your school and their peers?
9. How would you describe the prevalence of cases involving orphaned and vulnerable children?
10. Who do you think among the following people have challenges relating with orphaned and vulnerable children.

Relationship between Child-headed Family and Leadership skills

11. Do you think orphaned and vulnerable children make good leaders? What are your reasons?
12. How would you rate the following leadership aspects of the orphaned and vulnerable children?
13. How would you rate the following leadership aspects of the orphaned and vulnerable children?
 - i) Coordination skills
 - ii) Responsibility
 - iii) Conflict resolution

Child headed family formation on the development of Intra-personal skills

1. Do you think the orphaned and vulnerable children have better inter-personal skills than others?
2. How would you describe the following aspects against the orphaned and vulnerable children.
 - i) Aggressiveness
 - ii) Cooperation
 - iii) Self-control
 - iv) Confidence
3. In general as a parent what would you advise on interventions that are taken to assist the orphaned and vulnerable children?

Appendix V: Observation check lists for learners

The following are the roles and responsibilities observed in ECDE learners in their school learning environment.

Items for observation	Comment
1 Care for their peers in play activities	
2 Decision making	
3 Management of personal and school property	
4 Care for their brothers and sisters in school	
5 Performance of responsibilities in school leadership council.	
6 Time management	

Observation checklist on some interpersonal skills seen in orphaned and vulnerable children in school

Items for observation	Comment
1 Interaction with peers	
2 Interaction with learners	
3 Interaction with parents	
4 Interaction with siblings in school	
5 Interaction with school adults and seniors	

Observation checklist on leadership skills seen in orphaned and vulnerable children in school

Items for observation	Comment
1 Team working	
2 Cooperation	
3 Decision making	

- 4 Conflict resolution
- 5 Dissemination of information to school authority
- 6 Sharing of play materials
- 7 Time management

Observation checklist on interpersonal skills seen in orphaned and vulnerable children in school

	Items for observation	Comment
1	Self esteem	
2	Self confidence	
3	Self awareness	
4	Self control	
5	Temperament	
6	Aggressiveness	
7	Conflict resolution	

Appendix VI: Oral Interview schedule of learners

Demographic information

1. How old are you?
2. Which class are you in?
3. Whom do you live with at home?
4. How many brothers and sisters do you have?

Roles and responsibilities of children who head families

1. Who is the head of your family?
2. If you are the head of the family what are some of the things you are supposed to do at home?
3. How do you acquire your daily provisions like food and clothes?
4. What are some of the challenges do you face as the head of the family