

**RELATIONSHIP BETWEEN PARENTAL CONFLICT AND ACADEMIC  
PERFORMANCE OF ADOLESCENT GIRLS IN SAMPLE PUBLIC GIRLS'  
SECONDARY SCHOOLS IN NAIROBI COUNTY**

**BY**

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## DECLARATION

This research project report is my original work and has not been presented for a degree in any other University.


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## **DEDICATION**

To my late Uncle Mung'ara. I know you are smiling from heaven.

To the late Scooby, Blacky, Duati Snr, Kairu and Mzungu; my furry family

To my fur family: Mamaa the matriarch, Duati and Kamomo, your unique personalities light up my days.

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## **ABBREVIATIONS AND ACRONYMS**

BOG	Board of Governors
CBCL	Child Behavior Checklist
CPIC	Children's Perception of Inter-Parental Conflict Scale
IPV	Intimate partner violence
PTSD	Post-Traumatic Stress Disorder
SES	Social Economic Status
SPSS	Statistical Package for Social Sciences
TRF	Teacher's Report Form
USA	United States of America
YSR	Youth Self Report

## ABSTRACT

The family is considered as key influential aspect of the society which impacts on one's psychological, emotional, spiritual and physical wellbeing. The home environment should naturally provide a good matrix for the holistic development of the child. This may have a substantial impact on the child's educational attainment. The environment established within the family offers special learning aspects for the child and can thus positively enhance the development. Every family has conflict, but not all families resolve it positively (Maxwell, J 2004). Novelist Fitzgerald said, "Family quarrels are bitter things. They don't go according to any rules. They are not like aches or wounds; they are more like splits in the skin that will not heal because there is not enough material." It is therefore crucial for conflicting parents to handle their differences in utmost decorum.

Parental conflict is complex and multifaceted construct as it includes any differences of opinions, whether it is negative or positive between father and mother. Adolescents tend to be very sensitive to their environment as they undergo both physiological and psychological changes. However, little is researched on how specific family interaction risks, in particular, parental conflict, shape academic functioning of girls. To fill this gap in information, the current study sought to determine relationship between parental conflict and academic performance of adolescent girls in selected public girls' secondary schools in Nairobi County. The investigation steered by Abraham Maslow's Theory of Needs and Family Systems Theory.

A correlational exploration configuration was utilized. The designated respondents were 12000 female students and 450 educators from sample public girls high schools in Nairobi County. Fischer's equation was embraced to decide the example size. Methodical arbitrary inspecting was utilized to recognize 384 female tutees. The information was gathered through surveys. Guiding was led to the survey instrument's legitimacy and unwavering quality. The test-retest strategy was involved in deciding the instrument's dependability. The point was to create or utilize tools with a steadfast quality coefficient of above 0.7. The gathered information was dissected with the help of the SPSS programming rendition 23. The enlightening insights, including means, modes, and standard deviations, helped sum up the information gathered. Inferential factual strategies, including Pearson's Product Moment connection, were locked in to decide between parental squabble and academic achievement of tutees in sample public girls schools in Nairobi County. 96.7% of the respondents noted that parents quarrelling affected their academic performance. Exposure to destructive conflict between parents is linked with a range of problems for children and young people.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the Study

Conflict happens in every society in various degrees. Parental conflict is conceptualized as wife and husband having incongruous opinion about issues, events, or activities which to some extent cannot be mutually resolved. The conflict between husband and wife varies depending on the frequency and type (Karimipour, Mansoor & Kosni, 2016).

The effects of parental conflicts on children are painful as they effect children to doubt their self-worth, have unnecessary grief, guilt, or confusion (Siti, Nor, & Zalina, 2013). The thoughtful and parasympathetic sensory systems are two parts of the autonomic sensory system (ANS), which are thought to represent a key link between parental conflict and children's well-being. Despite the fact that these branches work in harmony, the sympathetic nervous system (SNS) is in charge of how our bodies react to stress-related concerns or threats. It also raises the heart rate and improves physical response. The parasympathetic nervous system (PNS) is linked to feelings of relaxation and contentment. Its job is also to keep the body still, slow down the heart rate, and minimize physiological sensations. When the two systems coact, children become less vulnerable to develop externalizing challenges in a squabble environment in contrast when the two systems react in contrast to each (El-Sheikh et al., 2009).

Parental conflict is considered as one of the factors connected with diverse family-based upshot targeting children. This includes huge family size, poor socioeconomic situation, poor parent–child connection and parental psychopathology, such as depression or substance abuse (Brooks et al 1997; McMunn et al. 2001; Rocher et al 2007 and Harold et al., 2010).

A study done by Cummings and Davies (2010) denotes that children's sporadic exposure to destructive parental squabble can subvert children's capacity to modulate negative feelings of fear, anger and sadness. Ideally, this disrupted emotional regulation performs the role of mediating association between inter-parental squabble and children's internalizing and externalizing complications (Buehler, et al., 2007; Harold et al., 2004; Siffert and Schwarz, 2011).

An enormous body of documentation illustrates that, for some children, their grief related to parental conflict translates into long-term psychological challenges. The problems include emotional and behavioral complications, trouble in settling and performing at school, challenges with peers and others, slumbering problems and other health related situations (Rhoades, 2008; Cummings and Davies, 2010; Mannering et al., 2011). Grych et al. (2003) highlighted that when children retaliate to squabbles by condemning themselves or by feeling intimidated they expose themselves to vulnerability of internalizing complications including recession and apprehension, and externalizing challenges, such as truculent and animus. Different pathways were also distinct for girls and boys. Girls developed feelings of threat which enhanced the likelihood of recession and apprehension more so than for boys. Contrarily, self-blame to boys and responsibility intensified their behavioral challenges more so than for girls. According to Davies and Lindsay (2001), girls are more affected by family related stress during adolescence while boys may be more vulnerable, distinctly to externalizing difficulties at younger age.

Children especially have difficulty in conceptualizing the rationality of their parents' reasons for conflict (Hassan, 2017). In a family where the parental struggle is capable, it provokes kids to recognize a feeling of safety because of involvement, demonstrating that what appeared to be steady and acceptable could fall into pieces (Amusala, 2019). Puberty is depicted as the period at which individuals foster self-character and it is judged as one of the most challenging times in a singular turn of events (Jayachanran, 2017). Some adolescents fail to negotiate these challenges in a positive manner thus contract difficulties individually and socially, hence enroute to their maladjustment (Hassan, 2017). Ideally, some temperamental traits emerge to safeguard children from the impact of parental squabble. Buehler and Welsh (2009) in their study comparing adolescents in lofty conflict homes identified that adolescents with a more buoyant angle were less likely to develop internalizing symptoms in comparison to adolescents who had a less buoyant outlook.

Girls are more exposed to undergo the problem of puberty combined with the move to a larger, more impersonal secondary school more pressured than boys according to Windle (1992). Socialization process of girls and boys is different accounting to differences in vulnerability to parental conflict. Girls for example are perceived to be more driven towards social relationships as compared to boys. Girls develops more concern towards other people's welfare and interpersonal

connectedness. This propagates the risk that girls will feel confined in the middle of parental difficulties and responsible to offer solution. Based on the arguments, boys are stimulated to be more self-interested, self-directed and autonomous. Diverse sex roles also contribute in girls and boys handling their pressure in various dimensions. In this case, girls become more prone to recession and apprehension as they attempt to hold peace at home. Boys, as well, may respond to the perceived threat of squabble at home by sending their concerns 'outwards'. According to Davies and Lindsay (2001), the response may be pugnacious or other behavioral problems so as to re-establish their authority.

Kumar & Mattanah (2017) highlighted that conflict in a family setting is a common contemporary phenomenon affecting children at the home environment as outlined among adolescents in United States of America. Undesired psychological issues emerge in those marriages experiencing conflicts. According to Ubaidi (2017), children whose parents marriage is marred by continuous quarrel in Ghana, are prone to problems in their future associations. The possibility of a squabble that is hazardous to kids gigantically depends upon how the parents handle themselves amidst battles.

In Kenya, a study by Makewa, Role and Otewa (2012) reveal that conflict between mother and father influence the psychological aspect of the children which has a substantial influence on academic achievement.

Parents' relationship has a highly massive impact in deciding the scholarly presentation of their youngsters in school (Karimipour, Mansoor and Kosni, 2016). In those families encountering struggle between guardians, youngsters significantly foster social, enthusiasm and conduct difficulties. Problems likewise join this in focus and instructive accomplishment (Carpenter, 2017). Parental struggle creates more damaging ramifications for young people (Jayachanran, 2017). An examination led in the United States of America by Bahrassa, Syed, Su and Lee (2011) uncovered that clashes developing in a marriage get undesired mental issues. The concentrate also shows that teenagers who experienced an undeniable degree of parental battles have a higher inclination toward educational topics than others. Gopakumar and Johns (2017) indicated a positive connection between significant degrees of family struggle and kids' concerns. A review in Kenya by Mauki, Mutua and Mbogo (2018) uncovered that the young lady kid from separated

families had lower inspiration than perfect homes and lower scores in scholastics. The discoveries also show a generous connection between parental struggle and understudies' scholarly accomplishment inspiration. In light of the findings, it very well may be dissected that the understudies who face struggle at home can likewise foster issues in school which is not restricted to conduct yet, in addition, scholarly ones. This study focused on adolescent girls from public secondary schools and how their academic performance is affected by parental conflict.

Research rolled out in the US investigated that parental squabble was connected to feeling of recession and devastation according to Kumar and Mattanah (2017) research executed. They further recognized that understudies from foundation whose guardians occupied with parental quarrel were bound to deal with issues in amassing with training in their schools. They also argued that avoidance of resolving conflict connected to the frequency of parental conflicts in a negative manner. Decline in academic performance was illustrated with increased parental conflicts in families.

In Iran, a study by Karimipour, Mansoor and Kosni (2016) uncovered that the parent relationship as seen by juvenile tutees was decidedly connected to their school outcome. Those guardians encountering broken marriage probably become troubled and occupied by matrimonial contentions. According to Hurlock (2011), in dysfunctional marriage there is disagreement between the couples which result to conflict. The children experiencing parental conflicts intensifies a level of stress on children hindering them from aiming on schoolwork.

Children from unstable marriages perform lower compared to children coming from stable marriages on measure of academic success (Berticat, Durand, Raymond & Faurie, 2017). According to Reena, Dhanda and Rani (2019) different family environment creates distinctive levels of academic achievement for adolescents. The adolescents behavior and attitude can be impacted by both psychological and physical structure of the home , triggered by what the adolescents see, view, and experience at home (Carpenter, 2017).

Parental conflicts are classified as either destructive or constructive as per the study conducted in India (Jayachandran, 2017). Parental conflict that is considered destructive includes; inter-parental belligerent or ferocity, withdrawal during squabble and non-verbal squabble. Constructive conflict is viewed as the one that remain upon parents agreement on ways of resolving squabble and the

way it is not identified as serious threat and at long last can be solved (Jayachandran, 2017). According to Gopakumar and Johns (2017), boys become affected by parental conflicts in a direct way following their coping behavior. However, for girls the consequence are indirect via threat appraisals and self incrimination which in turn have effect on their academic performance. Hormonal changes triggered by puberty and greater propensities towards interpersonal pressure are also categorized as other factors (Rudolph 2002; Werner and Smith 1982). According to Davies & Windle (2001), family conflict develop more consequences in adolescent girls than boys as females are nearer to families and more responsive to distressing occasions that happen to individuals inside their informal communities. Ideally, adolescents adhere more strongly to social norms in terms of gender differences than children of other ages. This leads boys to pursue independence and self-direction. On the other hand, girls lay emphasis on communion hence taking greater responsibility for the family. Conflicted and discordant family relations may actually constitute to more pronounced feelings of distress and inadequacy in girls of this age group as compared to boys, consistent with the gender socialization explanation (Davies & Lindsay, 2001; 2004).

In Ghana, a research by Huang, Bornheimer, Dankyi and Aikins (2018) indicated that parental conflicts have effect on children thus influencing their psychological processes or the functioning of family systems such as parenting. In families where conflict exists, parents will lack time for their children. These students often encounter challenges with social relationships, problem solving and the capacity to cope with new, challenging and stressful situation hence low academic achievement.

A research in Nigeria by Onongha (2015) revealed that positive interactions between parents and adolescents contribute to higher achievement academically. Conversely, family relationships that are negative or coercive pass negative messages to adolescents about themselves and their worth, which can result in adolescents performing poorly in school. The study also revealed that those students who were underperforming in academics had more conflict with their parents than the ones performing well. Comparably, conflict with parents identified to correlate positively with delinquency, poor academic performance (Packiaselvi & Malathi, 2017).



In Kenya, a study by Nkirote and Marima (2016) indicated an important relationship between parent conflict and academic outcome of students in Kiambu County. Parental conflict may cause child abuse and neglect hence low academic motivation (Maina, 2010). Muriithi (2019), observed that the neglected and abused child also heightens hostile behaviour patterns, others become withdrawn while others even get Post Traumatic Stress Disorder (PTSD) or major depression. This negatively affects the academic performance of the student. As Kariuki and Aloka (2015) examined in Nairobi County, parental squabble affect the student psychologically where it was associated to delinquent and truancy behaviors. The struggles will more often than not have impact on juvenile's life presenting them to a more serious danger including disguising, externalizing, scholarly requirements, and social capacity issues also. Fundamentally, between parental struggle results to youth social issues and lessens closeness in parent-youngster and furthermore kin connections. The teenagers who go through between parental struggle are bound to stamp lower scholarly achievement (Macharia and Shikuku, 2017). In accordance with this, this examination set off to decide the connection between parental clash and scholastic execution of young ladies in chose public optional schools in Nairobi County, Kenya.

## **1.2 Statement of the Problem**

When parents manage clashes emphatically by showing practices, like spoken and seen love, issue arrangement and backing, the conflict is confident (Goeke-Morey, Cummings, Harold, and Shelton, 2003). It helps with protecting the security of youngsters by improving the feeling of certainty that conflicts emerging between guardians will be controlled in a way that preserves family harmony. Like this, youngsters are more averse to changing their openness to this sort of contention perspective by interceding or including straightforwardly in the debate (Cummings and Davies,1996). Valuable clash likewise decreases the odds of kids becoming forceful (Cummings, Goeke-Morey, and Papp, 2004). This helps youngsters plan their particular manners to issue address, adapt and struggle resolve (Grych and Fincham, 1990). Youngsters have a higher-request want to have a sense of security and security in their family (Davies and Cummings,1994).

The negative effects due to parental conflict on adolescent academic achievement have become severe. As per Kenya Demographic and Health Survey (2014), cases of parental conflict are on the rise as outlined by persistent scenario of domestic violence. More than a third of ever-married women reveal to have gone through physical violence by their husband or partner. Those who

reported emotional violence constituted 32% while 13% reported sexual violence. Those married men who reported to have undergone physical violence by their wife/partner were Seven percent, 4% report sexual violence while 21% of married men underwent emotional abuse by their spouse. In Kenya, Some parental conflicts reported to have lasted for one year were 6.7%, those lasted 2-5 years constituted 17.8% while 75.5% of the squabble between married people prolonged for over 5 years according to Njenga (2016).

Parents who adopt negative conflict resolution skills make their children prone to contracting mental health conditions like anxiety and social adjustment problems which may affect their academic performance in school. After noticing a fierce struggle, youngsters might foster raised concern, misery and nervousness, uncovering them in danger of disguising messes. Kids might respond forcefully as a result of feelings ascribed by outrage and absence of control. The circumstance upgrades their risk for externalizing messes (Cummings and Davies, 1994; Grych and Fincham, 1993). In Kenya, understudies' scholastic execution is a critical determinant of their future. Disappointment in the public assessments like the Kenya Certificate of Secondary Education makes understudies life practically questionable and loaded with despair (Maina, 2010).

Numerous research has been done on the relationship between parental conflict and students' academic realization (Amato & Cheadle, 2008; Siti, Nor, & Zalina, 2013; Berticat, Durand, Raymond & Faurie, 2017), (Maina, 2010; Nkirote & Marima, 2016; Macharia & Shikuku, 2017). However, in Kenya, even though studies have been done on parental conflict, none has addressed the relationship between parental squabble and academic performance of adolescent girls in public secondary schools in Nairobi. Therefore, there was a need to carry out this research.

### **1.3 Purpose of the Study**

The main objective of this research was to find out the relationship between parental conflict and academic performance of adolescent girls in selected public girls' secondary schools in Nairobi County, Kenya.

### **1.4 Objectives of the Study**

- i. To assess the frequency of parental conflict in families of students in girls' secondary schools in Nairobi County.

- ii. To establish the types of parental conflicts that are experienced in families of students in girls' secondary schools in Nairobi County
- iii. To assess the extent to which parental conflict influence academic performance of girls in public secondary schools in Nairobi County.

### **1.5 Research Questions**

- i. What is the frequency of parental conflict in families of girls in selected public girls' secondary schools in in Nairobi County?
- ii. Which types of parental conflicts are experienced in families of students in selected public girls' secondary schools in in Nairobi County?
- iii. To what extent to does parental conflict influence academic performance of girls in selected public secondary schools in Nairobi County?

### **1.6 Hypotheses**

- 1. There is no significant relationship between the frequency of parental conflict and academic performance of adolescent girls in selected public secondary schools in Nairobi County.
- 2. There is no significant relationship between the type of parental conflict and academic performance of adolescent girls in selected public secondary schools in Nairobi County.
- 3. There is no significant relationship between parental conflict and academic performance of adolescent girls in selected public secondary schools in Nairobi County.

### **1.7 Justification and Significance of the Study**

In Kenya, Parental conflict is increasing (Orwa, Aloka & Gudo (2016); Gatua (2014)

The outcome purpose to apprise the government of Kenya on the prevalence of conflict among parents in homes of girls in public secondary schools and how it influences their academic performance hence make necessary policy regulation to avert the current situation. The research was vital to the school the board in order to edify them on the huge angles in the understudies' family relevant to have the option to deal with or focus harder on those elements which might have unfriendly impact on understudies' exhibition scholastically. The study would also assist parents

learn on positive conflict which will not only cushion their children from self-blame, guilt which eventually affects their academic performance but also train their children on conflict resolution for their current and future relationships outside the home. The study intended to contribute knowledge to the existing literature and used for reference by scholars and stakeholders such as parents, students and teachers interested in the parental conflict and how it affects the academic performance of girls in public girls' secondary schools in Kenya.

### **1.8 Scope of the study**

It identified the relationship among parental squabble and academic performance of adolescent girls in selected public secondary schools in Nairobi County. It investigated the types and frequency of parental conflict. The types investigated were destructive and constructive conflict. Destructive conflict was limited to physical aggression, verbal hostility and silent treatment. Constructive conflict was viewed as the ability of conflicting parents resolving the conflict calmly. The frequency of conflict was categorized as rarely, occasionally and constant. It examined the understanding of parental conflict by students, class teachers, guidance and counseling teachers and principals from the selected schools.

### **1.9 Delimitation of the Study**

It targeted fifteen girls' public secondary schools in Nairobi County owing to time constraints. The study only focused on adolescent girls in selected public secondary schools in Nairobi County to narrow the scope of the study. It focused on fifteen girls' public schools due to time and financial constraints. Private girls' secondary schools were not engaged in the study. Only the Form Three students took part in the study thus Form One and Two students were exempted. The study targeted girls in fifteen public secondary schools in Nairobi County thus public girls' schools in other counties were excluded due to time constraints.

### **1.10 Limitations of the Study**

This study only focused on girls in fifteen public secondary schools therefore boys were excluded. During adolescence, girls are socialized towards family matters while boys are encouraged to be independent. According to the findings of Honig's study on overall risk and resilience among children, boys are more vulnerable in childhood, but girls are more sensitive to

environmental risk and maladaptive consequences during adolescence (1986). Depression, according to interpersonal therapy, is caused by, among other things, disrupted social roles. Depression is viewed as equal in both boys and girls until early adolescence, when their roles begin to be defined; as a result, depression grows in females by adding the role of menstruation. J. Linton, n.d.

The study only looked at females from two-parent homes. For social scientists, determining difference in squabbling amongst married parents is critical. It broadens our understanding of why families are important to children. According to Nock (2005), it has become critical for the general public, with marriage rising to prominence on the U.S. policy agenda in recent years as a means of enhancing child outcomes.

Some respondents were reluctant to respond to the questions due to confidentiality. To control this, the respondents were advised not to disclose their identity and their schools. The researcher also assured respondents that data collected is for academic purpose only. The research relied on girls reports only thus their parents input was missing thus there might have been self-report bias. To overcome this, the researcher avoided leading questions and avoided difficult concepts in the questionnaire. To overcome financial challenges, the researcher created a budget from the start of the study to use the available resources to achieve the study goals. The time to conduct this study was limited since the researcher was engaged in other professional and personal responsibilities. To control this, the researcher planned well to avoid disruptions and maximize the available period for the research project. The study also involved research assistants during data collection.

### **1.11 Assumptions of the Study**

This study assumed that the target participants responded to the questions honestly and accurately. The sample size formed the representative of the entire study population. It also made assumption that students were in capacity to differentiate incongruous forms of parental squabbles in their homes.

## 1.12 Definitions of Significant Terms

**Academic performance:** This is the result or score of a student obtained from school based examinations (weekly tests, terminal tests, annual tests) or national examinations, the Kenya Certificate of Secondary Education (KCSE).

**Parents:** In this research, it involves father, mother or guardian of the student.

**Parental conflicts:** This refers to disagreement between married couples due to differences in opinions, values, judgements and views.

**Public secondary schools:** This refer to the secondary schools funded and owned by the government, state or local government body. The government is responsible for running the school through paying of teachers, provision of teaching and learning materials, among other school requirements.

**Self-Report Bias:** Defined as the deviation between the self-reported and true values of the same measure.

**Social Economic Status:** a person's or family's position in a hierarchy based on access to or control over wealth, power, and social prestige (Mueller & Parcel, 1981).

**Spill Over Hypothesis:** Within a family system, affect or behavior can be transferred directly from one location or connection to another.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 Introduction

This chapter focuses on scholarly work related to the research subject. It also presents the theoretical and conceptual frameworks.

#### 2.2 Frequency of parental conflict

The emotional and academic performance of children is prejudiced by the quality of their parents' relations. Children with parents who argue frequently outperform on proportions of scholarly accomplishment, mental prosperity, and grown-up relationship quality, behavior problems; in most cases, they have families early and outside of marriage (Grych and Fincham, 1990; Hanson, 1999; Jekielek, 1998; Morrison & Coiro, 1999; Musick & Bumpass, 1999).

Children living in families identified with often, extreme and poor resolution of parents' disagreements develop high deficits in academic achievement compared to those children living in good families. Sleep problems interfere with attention and concentration at school. For example, A research undertaken in the United States in this field investigated the influence of parental conflict on children's academic achievement, with children from high conflict homes performing poorer on arithmetic, language, and verbal and nonverbal school aptitude assessments (El-Sheikh et al., 2007). Another point of contention is the adjustment of youngsters in school. Children who have unfavorable impressions of their parents' relationship are more likely to have negative perceptions of other relationships, including their classmates (Davies et al., 2008; Sturge-Apple et al., 2008; Bascoe et al., 2009).

According to Kusekwa (2016), who conducted study on the influence of family disagreements on teenagers in high schools in Dar es Salaam's, used a survey research approach with a sample size of 175 respondents. These were secondary school pupils. Closed-ended questionnaires were used to gather information where 21.1 percent indicated that the squabble was strong and regular, while 74.4 percent stated that they observed it on occasion. It also revealed that 4.4% of them had not witnessed parental squabbles in their homes. The current study attempted to remedy this void by adopting a bigger sample size to allow for full generalization.

In Kenya, Njenga (2016) did a research on the variables affecting intra-family disputes in Kikuyu Sub County, Kiambu County. The descriptive research approach was appropriate for achieving the study goals. The method of sampling used was stratified random sampling, with a sample size of 30 families chosen. A structured questionnaire was paramount to collect data. The study findings identified 51.1% of those married experienced conflicts with their spouse always. Those couples who engaged in conflicts with their spouse quite often were 26.7% while those who rarely engaged in conflicts with their spouse were 13.3%. Those who never involved in squabble with their spouses were 8.9%. Additionally, it identified the duration of the conflict where 6.7% indicated lasted for one year, those that lasted for five years were 17.8% while 75.5% indicated to have lasted for over five years. According to the study 82.2% of the conflicts resulted to injuries. The study identifies a research gap since it relied on input from spouses who might have provided dishonest feedback of shame connected with parental disagreements. The current study addressed this void by soliciting responses from kids who saw the family squabbles.

In Maseno, Western Kenya, Onyango, Odhiambo, and Maito (2013) played out an exploration on the social components of parental struggle. In the review, a contextual investigation research configuration was utilized, which comprised of a total and broad assessment of a solitary example, ACK Maseno North Diocese. A deliberate examining methodology was utilized to find fifteen responders from every one of the eight zones, yielding an absolute example size of 120. The discoveries of the review set up that those respondents who knew relationships which had parental clash established 89%. As indicated by the information, 81% of respondents said they knew life partners who were as yet in fierce relationships. The exploration's area, just as the objective gathering, contrasted from the current review. Purposive examining was utilized in the past examination, while basic irregular example and defined inspecting were utilized in the current review.

### **2.3 Types of Parental Conflict**

Parental conflict is a multidimensional construct that encompasses frequency of arguments, mode of expression, and intensity of conflicts (Krishnakumar & Buehler, 2000). According to the 'spillover' hypothesis, which states that bad moods between couples flow over to the relationship with their children, parenting where conflict is intense can be characterized by



hostility, criticism, screaming, verbal and physical threats, pushing and shoving (Holden et al 1991).

There is a compelling body of data indicating that parental conflict is the afflicting factor connecting parental recession and low kid outcomes (Downey et al 1990). Squabbles are common in depressed marriages (Cummings and Davies, 1994). Although destructive and constructive conflict styles were not linked to children's internalizing symptoms, a depressed conflict style was (Du Rocher and Cummings ,2003).

#### **2.4 Influence of parental conflict on academic performance**

Research suggests that parental squabble has a stronger effect on youth development outcomes than other marital constructs, such as global marital satisfaction, marital distress, marital dissatisfaction, or marital apathy (Cummings & Davies, 1994; Jenkins & Smith, 1991). Among the many causes of maladjustment among children, evidence from Western literature has shown that adolescents exposed to parental conflict display symptoms that include internalizing and externalizing behavior (Stutzman, Miller, Hollist, & Falceto, 2009), poorer academic achievement, and lower self-esteem (Doyle & Markiewicz, 2005). Multiple meta-analytic reviews (Buehler, Anthony, Krishnakumar, & Stone, 1997; Depner, Leino, & Chun, 1992; Reid & Crisafulli, 1990; Rhoades, 2008) have demonstrated that there is a relevant link between parental conflict and child maladjustment.

Those families experience high levels of conflicts and animosity between parents, children develop greater risk of contracting social, emotional and behavioral issues. The situation is accompanied by difficulties with concentration and educational achievement. Muola (2010), argued that sense of safety and security is also affected negatively by frequent and intense squabble or fighting between parents which also interferes with the parents and others.

Thapar, Harold, Rice, Langley, and O'Donovan (2007) directed an examination in America to look at the effect of parental conflict on kids' turn of events. The review utilized a blended examination plan. The exploration discoveries uncovered that youngsters comprehended the struggles between their folks affected diversely on their enthusiastic and conduct issues. The kids faulted themselves for the conflicts involving their folks. They could probably foster conduct issues, including against

social behavior. Nevertheless, a child is likely to develop problems emotionally, such as depression when the parent fight or argue. This drives children to feel threatened or develop fear that the family would break up. The study also suggested that girls may be at higher risk to contract depression during hostile parent relationship or negative mother-child relationship. Depressive symptoms emerging from daughters are experienced due to parent to child hostility from both mothers and fathers. This could perhaps explain why the dropout rates among school-going girls in certain communities in the developing world were higher than that of boys.

Cardiff University (2005) directed exploration in South Wales on the proceeding with the impact of parental debate and parent-youngster cooperations on kids' passionate, social, and scholarly advancement among auxiliary school understudies. A distinct cross-sectional review approach was utilized. The discoveries, specifically, demonstrated that the nature of parental connections impacts not only youngsters' drawn-out passionate and social viewpoints but also their drawn-out scholarly achievement. It was discovered, in particular, that family circumstances had a considerable impact on children's emotional ,behavioral and academic growth. The study also discovered that children raised in a home environment characterised by frequent, heated, and poorly resolved squabbles between parents are more likely to experience scholastic impairments than children raised in a more positive family environment. However, this was done in South Wales and cannot be extended to Kenyan set up, the purpose of this research was to fill this contextual research gap.

The post-partition struggle can have the most exceedingly terrible impact on youngsters because it shows up in a circumstance where guardians use kids to communicate their outrage and antagonism. Kids associated with their folks' debate (by one or the other parent) will probably draw out of frustration, stress, wretchedness, or nervousness. They have more unfortunate associations with their folks instead of those youngsters who are not utilized along these lines (Saleem, 2017).In school, the effects of the background of the student may be manifested in different forms such as loss of concentration, shyness, aggressiveness, lack of confidence, withdrawal and even having abnormal affections for certain individuals or objects. All these may result in impaired academic performance of the child. For adolescents-most of whom happen to be high school students though, the effects of parental conflict can be more pronounced as they are also grappling with other emotional challenges concerned with discovering their true identity.

## **2.5 Theoretical Framework**

The review was secured by Abraham Maslow's hypothesis of the request of requirements and Family Systems Theory. The idea based its presumption on that in each person; there is a progression of five necessities. Maslow (1970) set a premium on an individual's self-completion. He expressed that a self-completed individual fosters the accompanying qualities: resistance, tolerating vulnerability, acknowledgment of self and others, innovativeness, need for security, independence, genuine consideration for other people, comical inclination and directedness. A lack of anything that is necessary or wanted is typically described as a need. Human needs are classified into five types: Food, housing, clothes, and education are examples of physiological requirements. When kids lack fundamental necessities, their overall progress suffers as they focus more on their discomfort. When kids are wounded as a result of family disputes, particularly those involving their parents, they may lack these needs in the majority of situations. When physiological requirements are met, people want to move on to the next need in the hierarchy: safety needs.

The need for safety is the need to feel secure and free of worry and dread in society. When students watch their parents arguing, they feel unsafe at home. Cummings and Davies (2010) discovered that students are always concerned that their parents may divorce or harm themselves or them.

Another sign of a child's desire for safety is his or her inclination for some form of unbroken regularity or rhythm. A youngster will always choose a predictable, tidy environment. When there is discrepancy in the parents, the youngster becomes worried and insecure. According to Cummings and Davies (2010), exposing the kid with stimuli or events that evoke the danger or terror response, such as inter-parental conflict, violence, separation, and divorce, will all too frequently elicit the danger or terror reaction.

Maslow classified the third need as 'belonging needs,' which he defined as the want to be accepted and affiliated with others. They feel accepted when there is communication and a healthy relationship with their parents. Basically, most parents who quarrel never have time to make their children feel wanted and cherished. The desire for esteem comes next in the hierarchy of needs. Ideally, this urge causes one to seek acceptance from others in society. For example, a pupil in school may receive approval from both classmates and instructors. Similarly, when spouses dispute, parents may not receive acceptance from their children or society. This research tried to

fill an existing gap in the literature. Despite an increase in parental conflict, which has severe impacts on pupils, few research have been undertaken in Africa (Maina, 2010; Muola, 2010; Mbwirire, 2014). As a result, the purpose of this study was to establish the association between parental fight and academic attainment of female students in Nairobi County.

Bowen made the family frameworks hypothesis in 1960. It is worried about human conduct. The thought considers the family as an enthusiastic element with complex collaborations that are depicted utilizing frameworks thinking. It is in the embodiment of a family for its individuals to be sincerely entwined. Individuals habitually feel remote or isolated from their families, which is even more, a sensation than a reality. In an optimal world, families have such a substantial effect on their individuals' thoughts, sentiments, and practices that it habitually shows up as though everybody is living under something very similar "passionate skin." People want attention, praise, and support from one another and respond to one another's needs, expectations, and upsets. Family members' functioning is interconnected because of their connectivity and response. A change in one's own functioning is almost always accompanied by a change in the functioning of others. Families differ slightly in terms of the degree of dependency, which is assumed to be present to some extent in all families.

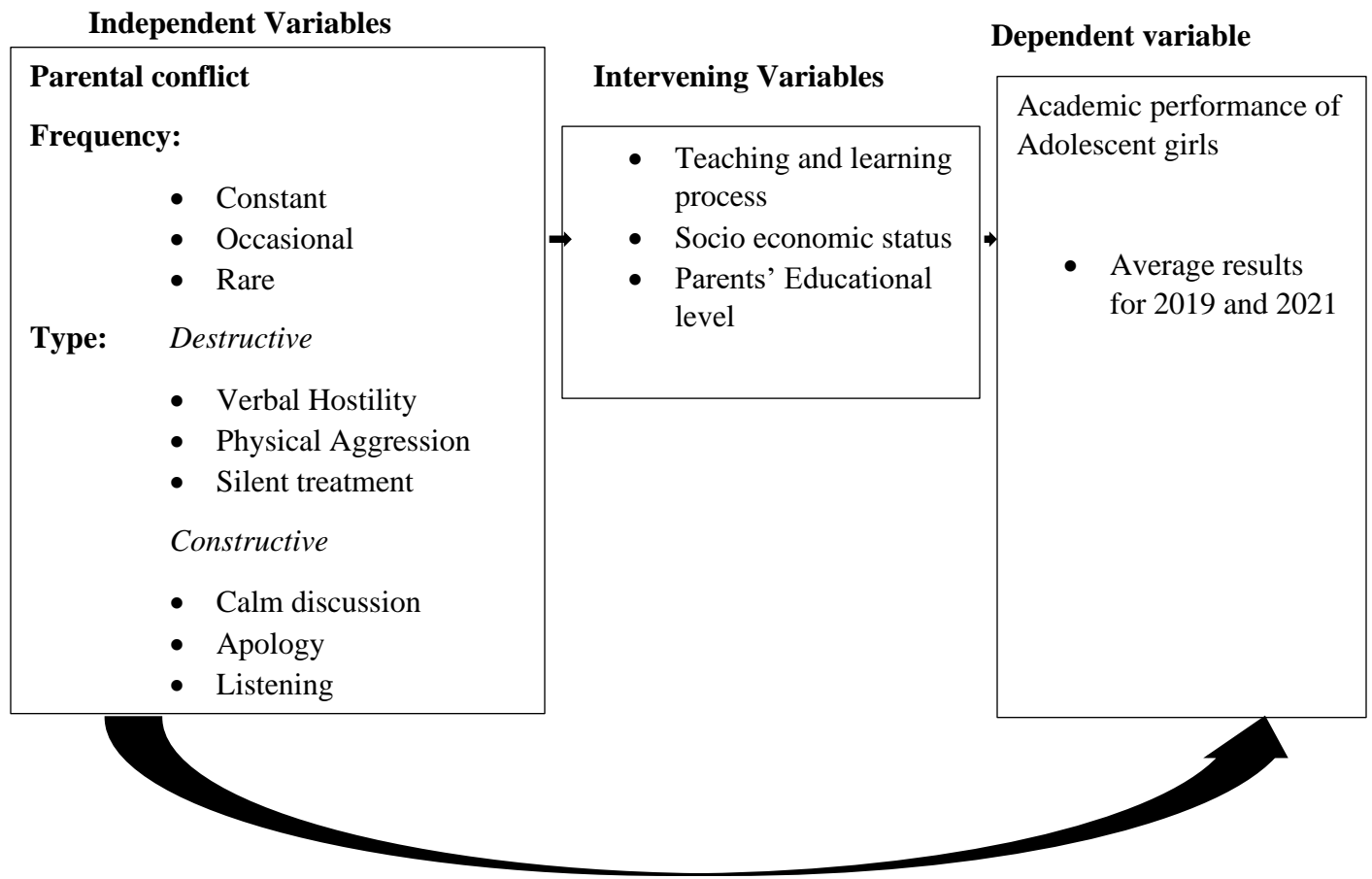
By evaluating the interactions that arise between individuals, family systems theory may also help understand the nature of a relationship. As family systems theory improves knowledge of these connection processes, three-way relationship, forms, alliances, joblessness, numerous layers of meaning, and observer-imposed punctuation are only some of the interactional processes that develop. By studying how individuals interact with one another, the concept may also be utilized to identify the nature of a relationship

Ideally, Based on the family-frameworks approach, school advisors can help personnel and staff in disguising the impacts of relational peculiarities on understudy conduct. Consequently, instructors become more humane and foster eagerness to take an alternate point with those understudies that show conduct issues, understanding that the understudy is reacting to family circumstances. Embracing family frameworks preparing in school-guiding projects with the expectations of school advisors helps families roll out enduring positive improvements in family structure. Changes experienced in the family structure help a youngster in surrendering indicative

conduct. Numerous families lack the necessary resources to connect with private specialists because of an evolving economy. In this manner, families approach the school advocate to help the youngster's deceptive conduct that messes with the learning process. The school advisors prepared in frameworks hypothesis and procedures have a particular point of view to assist with upgrading family working. The idea will be helpful to the review in addressing the issues coming about because of parent struggle.

### 2.6 Conceptual Framework

This segment depicts the link among independent variables and dependent variables graphically. This relationship begins a review of the literature. Figure 2.1 is an illustration of the link between the independent factors and the reliant on variables.



**Figure 2.1 Conceptual Framework**

## **2.7 Summary of the Literature Review**

This chapter outlined an in-depth literature review. Moreover, related studies globally, nationally and locally have been conducted. They revealed that there exists a research gap to execute a research on relationship between parental conflict and academic accomplishment of girls in selected public secondary schools in Nairobi County, Kenya. The study embarked on Abraham Maslow's theory on order of needs and Family Systems Theory. The conceptual framework presents interactions experienced between the dependent and independent variable. Independent variables involve frequency of parent conflict and types of parent conflict while the dependent variable is academic performance of students.

## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.1 Introduction

This part portrays the review configuration, testing systems, target populace, test size, the information assortment instruments, info assortment methods, information investigation, legitimacy and dependability of the tools and moral worries.

#### 3.2 Research Design

Descriptive survey research design was relevant to conduct the study. It may be used to collect data about people's thoughts, habits, beliefs, or any other social concerns. Kothari (2011) highlighted that descriptive research design determines what is happening based on particular variables. The design authorized the researcher to extract relevant data from a large defined sample. The design was suitable for this study given that it was rolled out in a context that direct response from the respondents was necessary. At the same time, analyzing the phenomenon in existence without manipulating the variables. It will also enable the parents, teachers and students understand the factors that may either lead to improvement or decline in academic performance.

#### 3.3 Target Population

The research focused on all public girls' secondary schools in Nairobi County comprising of 15 public girls' secondary schools with 450 teachers and 12000 form three students. It also targeted class teachers, Guidance and Counseling teachers and principals as they can assess social, emotional, academic, and psychological behavior of the students. They also spend a significant amount of time with tutees, allowing them to provide extensive and precise information. The population was ideal given that secondary schools' students have reached adolescence stage generally and they are affected directly or indirectly by parental conflict and thus the reason the study is carried out. The target population is outlined in Table 3.1 below.

**Table 3.1 Target Population**

<b>Respondents</b>	<b>Target population</b>
<b>Principals</b>	15
<b>Teachers</b>	450
<b>Form three students</b>	12000
<b>Total</b>	<b>12465</b>

**Nairobi County Government, 2019)**

### **3.4 Sampling Techniques and Sample Size**

A test is a little part of the objective populace. Inspecting involves choosing a specific number of people from a specific group to serve as a representative of that community (Taherdoost, 2016). Stratified random sampling was used to select the fifteen public girls' secondary schools in Nairobi County for the study. Among the sampled schools were national, extra county, county and sub county. Engagement of purposive sampling techniques assisted in selecting form three class teacher and one guidance and counselling teacher from the selected school. According to Upagade & Shende (2012), purposive sampling techniques require choosing specific units/cases based on a defined purpose instead of selecting randomly. This technique identified purposive sample to represent a larger classification of cases. This technique ensures acquisition of relevant information from the most suitable respondents instead of engaging everyone into the study at random (Etikan, Musa & Alkassim, 2016).

Students to take part were identified from every school using simple random sampling. This warranted all participants from the sourced school were granted commensurate likelihood of being sampled for the study. Those schools exceeding one class in form three classes, one class was randomly chosen. Selection of form 3 stream was founded on the idea that they had spent significant time in school in comparison to form one and form two. Therefore, they could provide relevant and valid information. Additionally, the form four students had already sat for their final national exams K.C.S.E and exited.



The students sample size was extracted using the Fischer (1998) formula

$$n = \frac{z^2 pq}{d^2}$$

n = Desired sample size (population > 10,000).

z = Standard normal deviation at the required confidence level (set at 1.96).

p = the proportion in the target population (80,805) the p is 50%

$$q = 1 - p = 0.5$$

d = level of statistical significance (usually 0.05)

$$n = \frac{1.96^2 \times .05 \times 0.5}{0.05^2}$$

$$n = 384$$

This gave a total of 15 principals, 30 teachers and 384 students in the selected schools. Illustration on the distribution of sample size is table 3.2.

**Table 3.2 Sample Size**

<b>Group</b>	<b>Population size</b>	<b>Sample size</b>
Principals	15	15
Teachers	450	30
Form four students	12000	384
<b>Total</b>	12465	429

### **3.5 Research instruments**

The research utilized open and closed ended questions to acquire informaion from students, teachers and principals. Brace (2018) states that defined questions involves acquiring much details from the inadequate space given in the paper. Questionnaires are developed as they are ideal in sourcing information from a given large sample. Questionnaires are relevant to obtain data from adolescents since in survey designs, questionnaires are considered as the most effective tool (Dawson, 2019). Counting on background data of the teenagers, data on how often parents conflicted, forms of parental squabble, problem behavior, academic performance and adaptive functioning are obtained

from standardized instrument, identified as Children's Perception of Inter-Parental Conflict Scale, Child Behavior Checklist, Youth Self-Report 11-18 and Teacher's Report .

### **3.6 Piloting Study**

A pilot study for the questionnaire was executed. This was conducted in two selected schools from the target population. Random selection of four class teachers, two guidance and counseling teachers and eight form four students from the identified schools was done. The questionnaires were given to the targeted respondents for piloting. The exercise assisted in detecting vague questions, insufficient space for noting the responses and wrong phrasing of the questions hence necessary adjustments or amendments were made on the instrument.

#### **3.6.1 Validity of Research Instruments**

Validity focuses on the phenomenon gotten from the data analysis representing the actual happening (Mugenda & Mugenda 2012). This study ensured content validity by scrutinizing the responses from the questionnaires to identify if they gave the intended outcome to the study questions. The questionnaire was modified by the researcher from the responses received after piloting to eliminate ambiguities and inadequate wording in data collection tool.

#### **3.6.2 Reliability of Research Instruments**

Reliability means the gauge of the extent in which study tools produces the same outcome. Ideally in research, reliability is basically affected by an abrupt error observed as variation from a real evaluation. Test and retest practice was applied to ascertain the reliability of the instruments where the researcher gave out test items to selected respondents twice in an period of one week to ensure comparison of the two outcomes. Cronbach Alpha Method was adopted to obtain reliability indices of  $r$ . The Cronbach alpha level was 0.812. If the level is greater than 0.7, it indicates high internal reliability reason being, the nearer an instrument's unwavering quality coefficient is nearer to 1.0 the more solid it is thought of.

### **3.7 Data Collection Procedures**

A researcher permit was acquired from NACOSTI and CDE Nairobi County to carry out the study. The researcher arranged prior appointment with the principals from the identified schools to

discuss the research that was rolled out in their schools. The principals hence informed the teachers about the intended exercise. The teachers were requested to cooperate with the researcher. Three stages were involved in collecting data.

Initially, the researcher met the principals of sampled schools and sought permission for administering research questionnaires. Any question that the respondents were not comfortable to respond to was rephrased and explanation provided for the same.

Secondly, the researcher held a meeting with teachers from the identified schools to discuss the kind of data required from them and students.

Ultimately, the analyst made an earlier arrangement on when surveys were to be directed. It assisted in getting the surveys back accordingly, expanding the high reaction rate. It saved time and minimized ignominy that might have happened if the polls were not returned on schedule. Be that as it may, no respondent was constrained to be participate in the review.

### **3.8 Data Analysis Techniques**

There was generation of quantitative data in this study, where by quantitative techniques were applied for analysis using the SPSS version 23. Inferential and descriptive statistics were beneficial for analyzing quantitative data. As per Mugenda and Mugenda (2003), the benefit of descriptive statistics is to assist in purposely elaborating a dispersion of results or quantification utilizing several indicators. Descriptive statistics involving the application of means, frequencies, percentages, and standard deviations was adopted to summarize the data collected. Qualitative analyses contemplated the conclusions that were formed from the views of the respondents. The Pearson Coefficient was taken to test the connection between parental conflict and academic performance of adolescent girls. The Chi-square test was helpful to quantify the pertinence of the relationship between parental squabbles and academic performance in sample schools.

### **3.9 Logistical and Ethical Considerations**

To observe ethical and logistical aspects, the researcher sought an introductory letter from the University of Nairobi and research permit NACOSTI. This document was an identification and introductory document for the researcher to the fifteen girls' public secondary schools to obtain

data in Nairobi County. In this study, respondents' confidentiality was highly observed. All responses were held confidentially and secretly.

Moreover, the researcher remained objective when collecting data, analyzing the data, and also interpreting so as eradicate biases or self- deception. For intellectual work, proper acknowledgment and credit was guaranteed for all the contributions to the study, and plagiarism was highly avoided. Before administration of the questionnaires, the rights and confidentiality of the respondents were put into consideration i.e. right to decline to respond to the questionnaire and also presentation of their views on related matters without fear.

## CHAPTER FOUR

### PRESENTATION OF RESEARCH FINDINGS AND DISCUSSIONS

#### 4.1 Introduction

This chapter summarizes the study findings, interpretation, and conclusions.

#### 4.2 Response rate

The researcher personally dispersed 384 questionnaires to sampled participants. However, 347 respondents completed and returned the questionnaires representing 90.4% return rate. This is in agreement with Bailey stating a response rate over 70% is acceptable. Whereas, the gathered data was in capability of making the researcher to draw a reasonable conclusion about the study. The research outcome is indicated in Table 4.1.

**Table 4.1**

<b>Category</b>	<b>Questionnaire issued</b>	<b>Questionnaire returned</b>	<b>Response rate</b>
Principals	15	13	86.67%
Teachers	30	30	100.0%
Students	384	347	90.4%
<b>Total</b>	<b>429</b>	<b>390</b>	<b>90.9%</b>

#### 4.3 Respondents Demographic Characteristics

The findings on general demographic information in terms of gender, age, professional qualifications, teaching experience and number of years served are presented in this section.

### 4.3.1 Gender of the Respondents

**Table 4.2**

Gender	Principals		Teachers	
	f	%	f	%
Male	4	30.8%	13	42.5%
Female	9	69.2%	17	57.5%
<b>Total</b>	<b>13</b>	<b>100%</b>	<b>30</b>	<b>100%</b>

Based on the findings, 69.5% of the principals and 57.5% of the teachers were female. This demonstrated that school headship was female dominated and established that both male and female participants were engaged in the study. The findings indicated that it was relevant to include data on gender as it reflected the way respondents contributed ideas to the study. Both gender had a notable influence in the way they responded. It assisted the researcher to analyze the data collected objectively.

### 4.3.2 Age of the Respondents

The questionnaires had provision for students, teachers and principals to state their age. The outcome was illustrated below.

**Table 4.3**

Age	Principals		Teachers		Students	
	f	%	f	%	f	%
16-18 years	-	-			200	80%
19-20 years	-	-			50	20%
21-30 years	-	-	4	10%	-	-
31-40 years	3	23.1%	10	37.5%	-	-
41-50 years	4	30.8%	8	32.5%	-	-
Above 50 years	6	46.1%	8	20%	-	-
<b>Total</b>	<b>13</b>	<b>100%</b>	<b>30</b>	<b>100%</b>	<b>250</b>	<b>100%</b>

The findings in Table 4.3 demonstrated that a big number of the principals were aged above 50 years as presented by 46.1%, second category were those falling between 41-50years presented by 30.8% and 31-40 years presented by 23.1%. This is an indication that most of the principals have gained enough experience to cope with parental issues affecting the students while in school.

The findings also established that many of the teachers were age 31 to 40 years as presented by 37.5%. Those falling between 41-50 years presented by 30% those above 50 years were presented by 20% while those falling between 21-30 years were presented by 10%. The study identified that most of the teachers were young and driven to deliver satisfactory results in academic fulfillment. Moreover, the findings also indicated that majority of the targeted students aged 16-18 years as presented by 80% while those aged between 19-20 years were presented by 20%.

### 4.3.3 Qualification of the Respondents

The education level attained by principals and teachers exhibited training which has significance in content delivery in the classroom. Table 4.4 presents the findings.

**Table 4.4**

Qualifications	Principals		Teachers	
	f	%	f	%
PhD level	2	15.4%	2	10%
Master's degree	7	53.8%	10	35%
Bachelor's degree	4	30.8%	18	55%
<b>Total</b>	<b>13</b>	<b>100%</b>	<b>30</b>	<b>100%</b>

The research findings as shown in Table 4.4 illustrates that majority of principals had attained Master's degree as presented by 53.8% followed by Bachelor's degree as presented by 30.8% while those who had attained PhD level were presented by 15.4%. This indicated that principals had the necessary knowledge and skills to deal with issues of parental conflict which might affect the performance of the student.

It also indicated that 55% of teachers had gained bachelor's degree as their highest qualification, 35% had attained master's degree while 10% had PhD honours as their qualification. The level of academic qualification of teachers has effect on teaching as it contributes to how well the teacher

is able to prepare him/herself, select the appropriate instructional materials and apply the right methods in teaching. This finding is supported by Olabode, (2012) who noted that teachers with advanced academic level facilitated students to perform better than those taught by lowly qualified instructors. In addition, this is as a result of the teachers’ ability to choose the most suitable instructional resources and learning activities relevant to the topic or the concept.

### 4.3 Frequency of Parental Conflict

The outcomes in this viewpoint were guided by the introductory exploration question of the review to determine how regularly guardians experience contention or conflict. The show of the outcomes is per Table 4.5 below.

**Table 4.4**

<b>Categories</b>	<b>Frequency</b>	<b>Percentage</b>
Daily	-	-
Weekly	15	4.3%
Occasionally	53	15.3%
Rarely	279	80.4%
<b>Total</b>	<b>347</b>	<b>100.0%</b>

The study findings in Table 4.5 established that 80.4% of the target respondents noted that parents rarely experience argument or disagreement, 15.3% noted occasionally while 4.3% noted weekly. This indicated that parents rarely have disagreement. Based on the findings, it was noted that the parental conflict frequency was relatively low in Nairobi County as recognized by the secondary school students. The findings are supported considering Kusekwa (2016) remarking that, 21.1% of the students demonstrated that the parental squabbles were enormous and frequent. On the same, the study also observed that those conflicts that were witnessed a few times consisted 74.4% while 4.4% demonstrated that they didn’t incident parental squabble at their homes.

Moreover, the study examined the extent in which respondents agreed or disagreed with frequency of parental conflict. The Likert Scale questionnaires were utilized. The scale was presented as SA- representing ‘Strongly Agree’ A-Agree U-Undecided D-Disagree SD-Strongly Disagree. The findings were as shown in Table 4.6.



**Table 4.5 Students responses on frequency of parental conflict**

Statements	SA		A		U		D		SD		Mean
	F	%	F	%	F	%	F	%	F	%	
I never see my parents arguing or disagreeing.	97	38.8	63	25.2	25	10.0	3	1.2	35	14.0	3.74
They may not think I know it, but my parents argue	115	46.0	60	24.0	13	5.2	2	0.8	33	13.2	3.85
My parents are often mean to each other even when I'm around.	23	9.2	14	5.6	10	4.0	8	3.2	118	47.2	2.01
I often see or hear my parents arguing.	21	8.4	18	7.2	12	4.8	7	2.8	125	50.0	1.86
My parents rarely argue.	131	52.4	64	25.6	7	2.8	2	0.8	19	7.6	3.97
My parents often harass and complain about each other.	8	3.2	7	2.8	6	2.4	9	3.6	133	53.2	2.05

N 250

The outcome in Table 4.6 note that out of 250 respondents, 38.8% strongly agreed that they had never experienced their parents arguing or disagreeing. Also, 46% of the respondents strongly agreed that parents may not have known that they knew that they argued or disagreed a lot; 47.2% strongly disagreed that parents are frequently spiteful to each other in any event, when they were near; 38.5% illustrated to be false that they regularly saw or heard their folks contending; half firmly differed that they regularly saw or heard their folks contending; 52.4% of the respondents strongly agreed that their parents rarely argued while 53.2% strongly disagreed that their parents often harassed and complained about each other. From the above results, it is evident that adolescents can tell when their parents conflict even if the parents assume that they have hidden their conflict from the them. Collardeau & Ehrenberg (2016) posit that children staying in a family set up involved in frequent, intense and poorly resolved squabble between parents are exposed to

a greater risk for deficits academically as opposed to children living in more positive family environment. Seligman (1974) argued that in learned helplessness theory, a child with exposure to inter-parental conflict for a longer period may develop helplessness. This drives to internalize behavior like depression. Additionally, he further adds that they can heighten hopelessness hence passiveness in life. The study findings supports Urie Bronfenbrenner’s Ecological theory highlighting that the micro-systems impact on the child’s development (Bronfenbrenner, U. 1974).

Nevertheless, the results in this research were nonconcurrent with that by Njenga (2016). His study identified that those couples who always engaged in conflicts with their spouse were 51.1%. They also noted that quite often they encountered conflicts were 26.7% while only 13.3% rarely engaged in squabble with their spouse. In the same study, those couples who never engaged in conflicts with their spouses formed 8.9%.

#### 4.4 Types of Parental Conflict

The second element understudy was the kind of parental squabble experienced by adolescents in sample public schools in Nairobi County. There are two sorts of parental struggles in particular; valuable and dangerous. Be that as it may, this specific review tried to decide the degree of settlement on kinds of parental effort they experience on a Likert scale by which SA-Strongly Agree on A-Agree U-Undecided D-Disagree SD-Strongly Disagree. The result is exhibited in Table 4.7.

**Table 4.6 Types of Parental Conflict experienced in Families of the Students**

Statements	SA		A		U		D		SD		Mean
	F	%	F	%	F	%	F	%	F	%	
When parents have an argument, they say hurtful things to each other	-	-	-	-	20	8	97	38.8	133	53.2	2.11
When parents have an argument, they shout at each other.	-	-	24	9.6	21	8.4	78	31.2	127	50.8	2.48
Parents broke or thrown things in times of argument.	-	-	-	-	26	10.4	75	30.0	149	59.6	2.06

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My parents have pushed, thrown or hit each other during an argument	-	-	-		24	9.6	87	34.8	139	55.6	2.17
When my parents have an argument, they give each other the silent treatment	107	42.8	89	35.6	9	3.6	25	10.0	20	8	3.78
My parents get really mad when they argue	-	-	-	-	25	10	78	31.2	147	58.8	2.14
When my parents have a disagreements, they discuss it quietly	98	39.2	88	35.2	15	6	20	8	29	11.6	3.45

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N 36

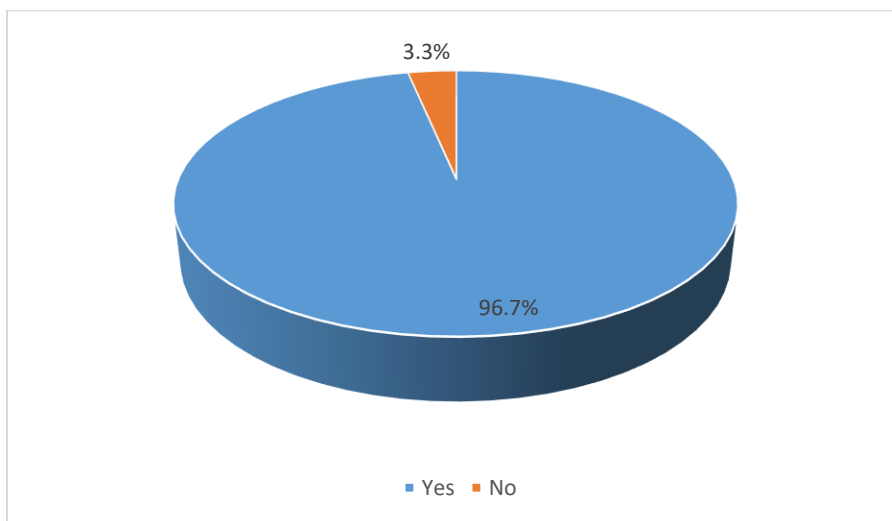
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The outcome in Table 4.7 established that 53.2% of the students strongly disagreed that parents who had argument said hurtful things to each other, 50.8% strongly disagreed that when parents had an argument, they shouted at each other, 59.6% of the students strongly disagreed that parents broke or threw things during an argument, 55.6% strongly disagreed that parents had pushed, thrown or hit each other in times of argument. It was also examined that 42.8% of the students strongly agreed that when their parents had an argument, they gave each other the silent treatment, 58.8% strongly disagreed that their parents got really mad when they argued while 39.2% strongly agreed that during parents disagreement, they discussed it quietly. From the above findings, it is evident that most parents are not aware of how destructive silent treatment is as a method of resolving conflict. A child brought up in an environment where fighting rampant and who attempts to stop the parents from squabble and fails, they develop a sense of helplessness. This is firstly characterised by symptoms of recession. Kusekwa (2016) posit that the child develops sadness, lassitude and a hopeless outlook on life. The research outcome pertaining representation of constructive squabble as without aggressive acts corresponds with earlier study findings done by Kusekwa (2016) who identified that those conflicts occur when parents agree on means of solving conflict. The study also noted that squabble is not treated as a consequential pitfall and can be resolved. The outcome of this research are in disagreement with the study by Jayachandran (2017)

who examined, parental squabble were connected with fear, recession, stress, loneliness, indignation and nightmares.

#### 4.5 Relationship Between Parental Conflict and Academic Performance

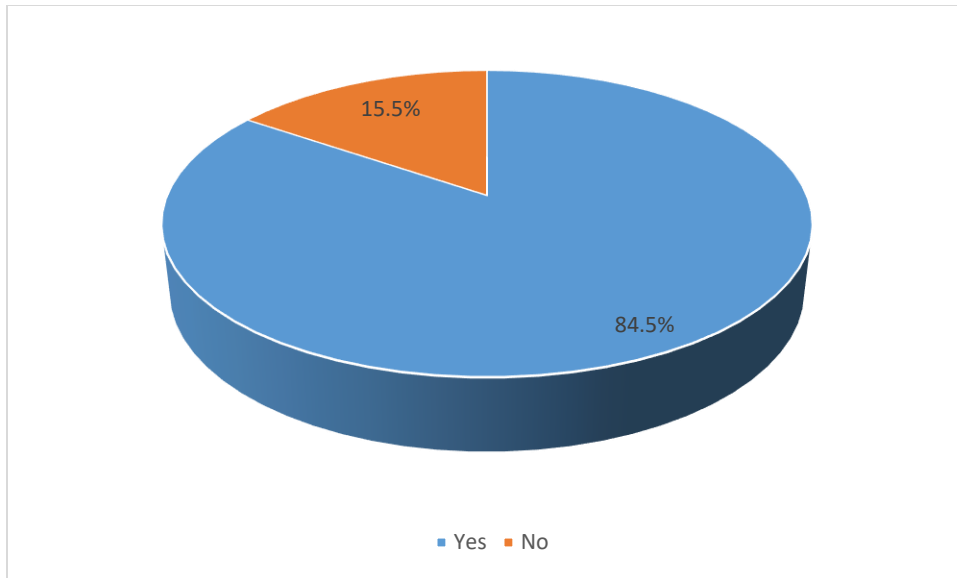
Parental conflict can ruin children's outcomes irrespective of whether parents live together or separated. This situation also affects children whether the parents are biologically related or unrelated to the child, such as in blended or foster families. The study sought to determine whether parents quarrelling affected their academic performance. The findings are demonstrated in Figure 4.1.



**Figure 4.1 Effect of parents quarrelling on academic**

The outcome in Figure 4.1 established that 96.7% of the respondents noted that parents quarrelling affected their academic performance. Conflict between parents can impact on childrens' academic performance negatively. It was identified that those children from high-conflict homes get lower scores on mathematics, language and verbal school capability tests. Exposure to destructive conflict between parents is linked to a range of issues for children and young people. These problems include poorer academic outcomes, negative peer relationships and psychological challenges including aggression, anxiety, depression, withdrawal, fearfulness and even suicidality.

The study determined whether parents quarrel affected the students' school attendance. The findings are displayed in Figure 4.2.



**Figure 4.2 Effect of parents quarrelling on school attendance**

The findings in Figure 4.2 established that 84.5% of the respondents noted that parents quarrelling does affect their school attendance. Children who experience parental conflict are less likely to come to school ready to learn. This supports the theory of Hierarchy of Needs geered by Abraham Maslow as adolescents have a need for safety. When their parents conflict in destructive methods, their homes no longer feel secure. They may develop disrupted sleep, which affects their attention and concentration at school. Getting exposed to ongoing hostile exchanges arising between parents has also been connected to emotional and behavioral challenges portrayed in the classroom. This includes social and interpersonal problems with peers. The circumstance was investigated by Buberwa (2014), who contended that wrecked relationships led to tutee’s underperformance, mental issues and delinquent conduct. Muriithi (2019), in his review on the connection between family factors and scholastic execution, demonstrated that youths separated from families go through less parental help and tracking, which unequivocally undermined their scholarly accomplishment.

The concentrate likewise tried to decide if scholastic achievement declined after the guardians began contending or conflicting. Analysis was illustrated per Table 4.8.

**Table 4.7 Students' Perceptions on Academic Performance Before and After**

<b>Items</b>	<b>Description</b>	<b>Frequency</b>	<b>Percentage</b>
What is your academic performance before your parents started arguing or disagreeing	Very good	13	3.7
	Good	300	86.5
	Average	20	5.8
	Poor	14	4
<b>Total</b>		<b>347</b>	<b>100</b>
What is your academic performance after your parents conflicts	Has gone down	277	82.2
	Has improved	-	-
	Still the same	40	11.9
	I don't know	20	5.9
	<b>Total</b>	<b>337</b>	<b>100.0</b>

The findings presented in Table 4.8 established that majority of students 86.5% perceived to have good academic performance before parental conflicts. Likewise, 82.2% of the respondents noted that parents conflict has led to slip in performance, 11.9% noted that the performance remained the same while 5.9% did not know whether the performance had changed or not. This indicates children's academic achievement is determined by the kind of parents' family relationship. These findings support Family System Theory Bowen as it portrays that how the child becomes nurtured at home determines their level of participation in learning and cognitive development. Poor and ineffective education of a child is also attributed to poor and inappropriate parenting of a child. Consequently, there is poor and inadequate learning hence poor performance academically. On the same note, excellent and appropriate parenting brings about privileged and practical knowledge and, in return, acceptable academic performance. A study by Hassan (2017) supports these findings, that kids with separated from guardians score lower than youngsters with constantly wedded guardians in matters scholastic achievement.

#### 4.5.1 Monitoring of Students Performance

The student progress monitoring is a procedure that assists teachers to use student performance data in evaluating the effectiveness of what they teach continually. It is also relevant to make more informed instructional decisions. The aim of continuous monitoring and charting of student performance is two fold. First, it makes information available on student’s progress regarding discrete and short-term objectives. It always allows one to adjust instruction in order to review or re-teach skills or concepts with immediate effect instead of waiting until several topics are tackled only to realize that students did not internalize a given skill or concept. Second, students develop access to visual representation of what they learn. Students have the opportunity to participate in their learning achieved by charting and graphing performance on their own. This study distinguished the level of agreement on monitoring of student performance on a Likert scale where **A**- represented ‘Always’ **S**-Sometimes **R**-Rarely **N**-Never. The results were analyzed in Table 4.9.

**Table 4.8 Response on Monitoring of Student Performance**

Statements	A		S		R		U		Mean
	F	%	F	%	F	%	F	%	
Comparing the goals set by students beginning of the term and performance at the end of the term to investigate causes of failure in achieving the set targets.	40	75.5	13	24.5	-	-	-	-	3.75
Monitoring student’s school attendance and being punctual to prevent absenteeism in class	42	79.2	11	20.8	-	-	-	-	3.82
Clarifying to students high school expectance for good performance in KCSE exams	36	67.9	17	32.1	-	-	-	-	3.64
Reminding students of their key business in the school and motivating them to remain focused	46	86.8	7	13.2	-	-	-	-	3.96

The outcome of the study in Table 4.9 indicate that 75.5% of the teachers and principals noted that they always compared the objective identified by the students at the beginning of the term and their end of term performance so as to establish hinderances why those targets were not achieved. Those who monitored school attendance and students being in school on time to ensure they were present in class were 79.2%. Those respondents that always clarified to students of high expectations that they would perform well in K.C.S.E were 67.9% and 86.8% noted that they always reminded the students targeted of their key business in the school and motivated them to stay focused. Monitoring of performance is relevant to ensure completion and accuracy. At the same time, students should get timely and specific feedback. When the same assignment is administered to the whole class or group, lesson for the following day should integrate review of the assignments. Individal feedback is encouraged in cases where other assignments are administered. In those cases where students perform poorly, feedback, re-teaching and followup assignments should be conducted by teachers to ensure the content is mastered. The findings were supported by the findings of Ghazarian and Buehler, (2010) who established that progress monitoring provide teacher with information to assist students to learn more and faster. It also assists teachers to deliver more effectively and make informed decsioons on the type of instruction that will work better with your child.

#### **4.5.2 Liaising with Teacher and Stakeholders**

The stakeholders contribute in managing schools. They partner with the school leaders to create conducive environment for teaching and learning in school. Stakeholders have a fundamental role in developing priorities and objectives to promote relevance and appropriateness. It is paramount that all stakeholders are engaged at all stages in the development of projects but not just act as the direct beneficiaries of the project. They are also accountable for the attainment of the learning outcomes when actively participating in school activities and programs. This particular research investigated the respondents' agreement level on the statements regarding liaising with teacher and stakeholders through a Likert scale whereby **A**-represented 'Always' **S**-Sometimes **R**-Rarely **N**-Never. The results were presented in Table 4.10.



**Table 4.9 Response on Liaising with Teachers and Stakeholders**

Statements	A		S		R		U		Mean
	F	%	F	%	F	%	F	%	
Holding meeting with teachers to discuss students' progress on certain subjects	36	67.9	17	32.1	-	-	-	-	3.67
Ensure that all stakeholders (teachers, parents, students) take part in setting school goals and objective	39	73.6	14	16.4	-	-	-	-	3.72
Assisting teachers to identify threats that may hinder academic success.	40	75.5	13	14.5	-	-	-	-	3.75
Inviting parents to discuss academic progress of their children	34	64.1	19	35.9	-	-	-	-	3.54
Advising parents on home environment aspects that enhance learning of their children	33	62.2	20	37.8	-	-	-	-	3.51

The analysis in Table 4.10 established that 67.9% of both the teachers and principals noted that they always held gatherings with teachers to talk over progress students on certain subjects. The respondents who ensured that all stakeholders such as teachers, parents and students took part in coming up with school goals and objectives were 73.6% . Those that assisted teachers to find out threats that may hinder success academically were 75.5% and 64.1% noted that they always invited parents to share children's academic progress. Those that always advised parents regarding home environment matters that promoted learning aspect of their children constituted 62.2%. Increased stakeholder involvement in school administration worldwide and in academic discourse is a current phenomenon. The results are supported by the findings of Maina (2010) who established that stakeholders are relevant in establishing where conflict between parents has an influence on emerging challenges affecting children, and utilizing this to tailor any treatment or support they

offer. These stakeholders boost students awareness of their emotions, behavior and educate them on what contributes a healthy relationship. It also fosters positive relationships to stimulate positive relationship with other trusted adults, as well motivate them to to look for assistance when there is need.

#### 4.6 Services Offered by Counselling Department

There are times in our lives when we face problems or unhappiness and need a supportive and understanding helping hand. Sometimes our beliefs or our own expectations may cause an impediment in looking for assistance until the situation aggravates. Whether an issue is treated as big or small, majority say that they wish they had attended counseling as soon as possible and save themselves from distress. The research distinguished the respondents’ level of agreement on statements pertaining services offered by counselling department on a Likert scale whereby SA- represented ‘Strongly Agree’ A-Agree U-Undecided D-Disagree SD-Strongly Disagree. The findings were illustrated in Table 4.11.

**Table 4.11 Response on Services Offered by Counselling Department**

Statements	SA		A		U		D		SD		Mean
	F	%	F	%	F	%	F	%	F	%	
Help students mediate conflicts with their peers, teachers or parents	10	76.9	3	23.1	-	-	-	-	-	-	3.51
Provide referrals, recommendations, and education to parents about mental health concerns	8	61.5	5	39.5	-	-	-	-	-	-	3.34
Help students maintain academic standards and set goals for academic success	9	69.2	4	30.8	-	-	-	-	-	-	3.42
Work through personal problems that may affect academics	7	53.8	6	46.2	-	-	-	-	-	-	3.27

The findings outlined in Table 4.11 established that 76.9% of the counselling teachers strongly disagreed that they helped students to solve conflicts with their peers, parents or teachers. 61.5% strongly disagreed that they offer referrals, recommendations, and education to parents regarding mental health issues, 69.2% strongly agreed that they assisted students set academic standards and set goals for academic success. Those who strongly agreed to have worked through personal issues that may affect academics were 53.8%. Counseling trains ways of handling stressful life events and circumstances that cannot be changed. The counselor can help you analyze and deal with internal tensions and negative attitudes you have toward yourself or others. This may entail creating a new set of coping methods or assisting you in fine-tuning ones you currently have. The results support Muriithi's (2019) findings, which found that guidance and counseling offers students with valuable educational experiences. Students have the capacity to link the curriculum to specific vocations. Female students, in particular, require extra attention from the guide since they frequently find themselves in conflicting situations due gender stereotypes while choosing study courses.

#### 4.6.1 Correlation Analysis

**Table 4.12 Parental conflict and academic performance**

	<b>Academic performance</b>	<b>Parental conflict</b>	<b>Frequency of parental conflict</b>
Academic performance	1	0.245 (P=0.004)	0.523(P=0.001)
Parental conflict	0.245 (P=0.004)	1	0.213 (P=0.003)
Frequency of parental conflict	0.523(P=0.001)	0.213 (P=0.003)	1

The results demonstrated in Table 4.12 revealed that the frequency of parental conflict was important in elaborating the students performance academically ( $p=0.001$ ) while the parental conflict was significant ( $p = 0.004$ ) which is less than the alpha level of the study (0.05). However, the parental conflict had a positive correlation with the frequency of parental conflict ( $r=0.213$ ) and was considered relevant in establishing the frequency of parental conflict since the P-value was 0.003.

**Table 4.13 Parent level of education, type of conflict and academic performance**

	<b>Academic performance</b>	<b>Parent level of education</b>	<b>Type of conflict</b>
Academic performance	1	0.142(P=0.005)	0.315(P=0.002)
Parent level of education	0.142(P=0.005)	1	0.178 (P=0.006)
Type of conflict	0.315(P=0.002)	0.178 (P=0.006)	1

The study findings displayed in Table 4.13 established that parental level of education was necessary to internalize the student’s academic performance ( $p=0.005$ ) while the type of conflict which parent portray was significant ( $p=0.002$ ) which is less than the alpha level of the study (0.05). The parent level of education depicted a positive correlation with the type of conflict they portray ( $r=0.178$  and was therefore relevant to establish the type of conflict parent portray since the P-value was 0.003.

#### 4.6.2 Chi-Square

**Table 4.14**

<b>Test Statistics</b>	There is no significant relationship between the frequency of parental conflict and academic performance of adolescent girls in selected public secondary schools in Nairobi County.	There is no significant relationship between the type of parental conflict and academic performance of adolescent girls in selected public secondary schools in Nairobi County.	There is no significant relationship between parental conflict and academic performance of adolescent girls in selected public secondary schools in Nairobi County.
<b>Chi-Square</b>	14.987 <sup>a</sup>	14.620 <sup>b</sup>	38.291 <sup>c</sup>
<b>Df</b>	2	3	1
<b>Asymp. Sig.</b>	.001	.002	.000

- 
- a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 347.
  - b. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 347
  - c. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 347.
- 

Table 4.14 shows that cells with expected frequencies less than 5 have a relationship between variables in the hypothesis tested, indicating that there is a relationship between: the frequency of parental conflict, the type of parental conflict, parental conflict and academic performance at a 95% confidence level. This may also be determined by looking at Asymp Sig, where P. 0.05 indicates that there is a link between variables. The null hypotheses, on the other hand, were all rejected. As a result, parental disagreement has an impact on academic achievement.

#### 4.7 Guidance and Counselling Program

Counseling in the school promotes the realization of the school’s overarching goals. The services provided by the guidance and counseling department enables students cope with changes in school and at home. It determined the respondents’ level of agreement on the statements regarding to guidance and counselling program through a Likert scale where **A**- represented ‘Always’ **S**- Sometimes **R**-Rarely **N**-Never. The results were highlighted in Table 4.15.

**Table 4.15**

Statements	A		S		R		U		Mean
	F	%	F	%	F	%	F	%	
Guidance and counselling committee or team holds regular meetings	7	53.8	6	46.2	-	-	-	-	3.42
There is a counselling member of staff on duty in school each day	8	61.5	5	38.5	-	-	-	-	3.23

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Guest speaker is invited to the school for counselling purposes	9	69.2	4	30.8	-	-	-	-	3.37
School based counselling training is organized for all member of staff	5	38.4	4	30.8	4	30.8	-	-	3.34

The study findings outlined in Table 4.15 revealed that 53.8% of counselling teacher noted that they always held regular meetings, 61.5% noted that there is a counselling member of staff on duty in school each day, 69.2% noted that they always invite guest speaker to the school for counselling purposes and 38.4% noted that the school always organize school based counselling training for all members of staff. The counselor assists the students to pinpoint the impediments to academic performance and personal development and come up with interventions to tackle areas of need. These findings supported the Family Systems Theory adopted in that what happens to a family member such as the parents affects the other members in this case the adolescents in the home. Therefore, counseling that is geared towards first understanding the family background will be effective in helping the student whose parents conflict. Mutie and Ndambuki (2004) posit that guidance and counseling services that are considered effective should be based on a complete understanding of the student experience. Thus, the service is not only crucial for the students who deviate from the norms, but also necessary for all students. Based on this, guidance and counseling services are relevant to all students to build their academic, social and personal capabilities.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMEDATIONS

#### 5.1 Introduction

This chapter displays the summary of the findings, conclusion and recommendations and suggestions for further study.

#### 5.2 Summary of the Study Findings

The study aimed to identify the relationship between parental conflict and academic performance of adolescent girls in sample public secondary schools in Nairobi County, Kenya. The findings revealed, frequency of parental squabble in County of Nairobi as discerned by the adolescent girls was relatively modest. How parents and children relate affects how they feel and how they perform in school. Therefore, children whose parents are better at resolving conflict do fairly well in school performance as compared to children whose homes are equated to a battlefield due to destructive conflict styles adopted by parents.

Some of the respondents noted that when their parents argue, they are required to take sides and this leaves them confused. Also, some of them had to open school later than others as the bread winner parent threatened not to pay fees and in some cases did not pay to punish the spouse.

The findings of the research established that most of the students strongly agreed that there was parental conflict though not destructive. Emotional disturbance emanated from parents assuming that the adolescents could not detect that they had ongoing conflict. Silent treatment was identified by majority of the respondents as a strategy in which most of their parents dealt with conflict. Even though it does not inflict physical harm it is a destructive way of dealing with conflict as it makes the home environment tense. The findings identified that destructive conflicts were marked by shouting, silent treatment among other negative coping styles.

The results show that parental conflict affects the outcome of children. Exposure to destructive conflicts between parents is related to many problems in children and adolescents. These may include poor academic performance, negative relationships with peers, and mental health difficulties that manifest as aggression, anxiety, depression, withdrawal, anxiety, and even suicide. The relational hypothesis of self-destruction proposes that self-destruction occurs because of the demolished feeling of having a place, seen difficulty, and different elements (Joiner 2006). It

features a hypothetical record of how interparental struggle incurs a hazard for juvenile self-destruction. It is contended that young people presented with extreme interparental effort will probably foster selfderogations, for example, self-faulting for the contention and doubts that they are not esteemed or needed in the family; hence, demise is an advantageous arrangement (Joiner et al. 2009).

### **5.3 Conclusion**

The study purposed to examine the relationship between parental conflict and academic performance of students in sample public girls' secondary schools in Nairobi County. Perceived parental conflict was experienced moderately as per the research findings. The study concluded that students from families associated with parental conflict record a decline in academic performance due to lack of parents' attentiveness, lack of basic school needs and lack of confidence. In addition, this was due to disinterest in class activities, anxiety and isolation at school and absence from school on some days. Conflict is a continuous process and not a one off occurrence. Sometimes there is harmony and at times discord.

The completeness and accuracy of performance should be monitored, and students should receive feedback in a timely manner. Progress monitoring provides teacher information that can help students learn more and learn faster and help a child's teacher teach more constructively and make better decisions about the type of curriculum that is best for the child.

Stakeholders play a key role in regulating the impact of parental squabble on children's obvious problems and use this to adjust any treatment or support they provide. These stakeholders can also help students process their emotions and behavior, educate them about healthy relationships, help them maintain positive relationships with other trustworthy adults, and encourage them to seek help. In addition, guidance and counselling provides students with a meaningful educational experience.



## **5.4 Recommendations**

### **5.4.1 Parental Conduct**

Parents should strive to resolve parental squabble before it surges into hostility and cruelty. They should also meet the needs of their children. Additionally, they should learn to balance work and family to institute a close relationship with their students, thereby reducing the impact of conflict between parents.

### **5.4.2 Policy Recommendation**

There is need for the State Department of Social Protection to work with county governments and come up with family intervention programs to augment parents capacity in conflict resolution and dealing with other problematic issues that may be affecting them and their families.

Further, the intervention programs should also focus on the adolescent girls so as to increase their academic motivation and self esteem while also providing coping techniques in the event of parental conflict. For inclusivity sake, the programs should be organized at the sub county level and linked up with schools for referral purposes.

### **5.4.3 Professional Counseling**

It is time for the Ministry of Education to consider having a full time counselor in school who is not a teacher as some of the respondents felt that confidentiality was not maintained as they felt maybe teachers discussed their issues. Also, some felt they would feel more confident sharing with a professional counselor. The professional counselor can administer tests such as the PHQ 9 and Becks anxiety inventory to detect depression and anxiety early on. More counseling sessions for students and parents are needed. This increases students' intrinsic drive which in turn leads to academic accomplishment.

### **5.4.4 In service training**

The Ministry of Education and the Teachers Service Commission needs to include guidance and counseling as part of the newly rolled out Teacher Professional Development programme to ensure administrators and teachers acquire basic counseling skills to assist students affected by parental conflict in their families.

#### **5.4.5 Expanded role of Guidance and Counseling Department**

The Guidance and Counseling department should extend their services beyond psychosocial support and work with the school's administration and non governmental organizations to solicit funds to purchase some material needs such as sanitary towels and soap for the adolescent girls in need.

#### **5.5 Suggestion for Further Studies**

This review zeroed in on the relationship between parental conflict and adolescent girls academic performance in sample public girls' schools in Nairobi County, Kenya. The future examination can explore boy schools. The discoveries, notwithstanding, may not be generalizable to the Kenyan high school context since they were taken from just a single region.

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KENYA  
EAST AFRICA

June 25, 2021

The Chief Executive Officer  
National Commission for Science Technology and Innovation  
P. O. Box 30623-00100  
Nairobi

Dear Sir/Madam:

**RE: INTRODUCTION- MERCY WANJIKU KARANJA (C50/12229/2018)**

The above mentioned is a student in the Department of Psychology pursuing a Master of Psychology degree. She has completed the coursework and defended her research proposal.

This letter therefore is to introduce her to you to enable her to collect data on  
“RELATIONSHIP BETWEEN PARENTAL CONFLICT AND ACADEMIC  
PERFORMANCE OF ADOLESCENT GIRLS IN SELECTED PUBLIC GIRLS'  
SECONDARY SCHOOLS IN NAIROBI COUNTY”

Your support is highly

appreciated. Yours sincerely,

A handwritten signature in blue ink, reading 'Michael M. Ndurumo'.



## APPENDIX I: QUESTIONNAIRE FOR STUDENTS

Dear respondent,

I am a student at University of Nairobi currently undertaking a Masters of Counseling Psychology. I am doing an academic study on relationship between parental conflict and academic performance of adolescent girls in public secondary schools in Nairobi County, Kenya.

The information you give will be confidential and will only be used for purpose of this study. Do not write your name in the questionnaire.

### Instructions

Please fill or tick where appropriate in the spaces outlined.

### SECTION A: BACKGROUND INFORMATION

1. Age \_\_\_\_\_

2. Who do you live with at home

- |  |     |
|--|-----|
| Parents only                                 | [ ] |
| Parents and my sibling/s                     | [ ] |
| Both parents, my sibling/s and grandparent/s | [ ] |

3. Education Level

- |                 | Mother | Father |
|-----------------|--------|--------|
| University      | [ ]    | [ ]    |
| Secondary level | [ ]    | [ ]    |
| Primary level   | [ ]    | [ ]    |
| None            | [ ]    | [ ]    |

4. Employment status

- |               | Mother | Father |
|---------------|--------|--------|
| Employed      | [ ]    | [ ]    |
| Casual Labor  | [ ]    | [ ]    |
| Self-employed | [ ]    | [ ]    |

Unemployed [ ] [ ]

5. Years in marriage(parents)

Less than 5 [ ]

5-10 [ ]

10-20 [ ]

Above 20 [ ]

**SECTION B: FREQUENCY OF PARENTAL CONFLICT**

6. How often your parents experience argument or disagreement?

Daily [ ]

Weekly [ ]

Occasionally [ ]

Rarely [ ]

7. Please assess the extent to which you agree with the statements below on the frequency of parental conflict, Key: **SA**-Strongly Agree **A**-Agree **U**-Undecided **D**-Disagree **SD**-Strongly Disagree

Statements	SA	A	U	D	SD
	5	4	3	2	1
I never see my parents argue or disagree.					
My parents don't know that I know when they argue					
My parents are often mean to each other in my presence					
I see or hear my parents arguing.					
My parents rarely argue.					
My parents often harass and complain about each					

**SECTION C: TYPES OF PARENTAL CONFLICT**

Statements	SA	A	U	D	SD
	5	4	3	2	1
When my parents argue, they say hurtful things to each other					
When my parents argue, they shout at each other.					
My parents have broken or thrown things when arguing					
My parents have pushed, thrown or hit each other during an argument.					
When my parents have an argument, they give each other the silent treatment					
My parents get really mad when they argue.					
When my parents disagree, they discuss it quietly.					

**SECTION D: RELATIONSHIP BETWEEN PARENTAL CONFLICT AND ACADEMIC PERFORMANCE**

8. Do you think your parents quarreling has affected you academically?

Yes  No

If Yes, how

(explain).....

9. Do you think your parents quarrel has affected your attendance at school?

Yes  No

If Yes, how

(explain).....

.....

10. What was your academic performance before your parents started arguing or disagreeing?

Very Good

Good

- Average
- Poor

11. What can you say about your academic performance after your parents' conflicts?

- Has gone down
- Has improved
- Still the same
- I don't know

12. Indicate the overall grade you scored in Form 2 2019 and Form 3 2021 in the end of term exam

Term 1 2019	Term 2 2019	Term 3 2019	Term 2 2021	Term 3 2021

13 What role has the Guidance and Counseling Department in your school played in your life to help you navigate challenges

.....

.....

.....

14 What is your general opinion on the Guidance and Counseling Department in your school in terms of responding to students' issues

.....

.....

.....

.....

## APPENDIX II: QUESTIONNAIRES FOR CLASS TEACHER

You are cordially asked to answer these questions as truthfully and clearly as possible. Please check the applicable boxes or fill in the blanks with the needed information. Please do not write your name anywhere on the surveys, since the information you provide will be kept private.

### SECTION A: BACKGROUND INFORMATION

#### 1. Gender

Male

Female

#### 2. Age (Years)

21-25

26-30

31-35

36-40

41-45

46+

#### 3. Education level

M.Ed.

B.Ed.

Diploma

4. Any other (specify) .....

#### 5. Years in teaching

Less than 1

2-5

6-10

Above 10

## SECTION B: MONITORING OF STUDENT PERFORMANCE

Key: A - Always S - Sometimes R - Rarely N - Never

Statements	A	S	R	N
	4	3	2	1
analyzing the objectives set by students at the beginning of the term and their end of term performance to establish causes of failure to attain targets				
Monitoring school attendance and students being in school on time to control absenteseem in classes				
Clarifying to the students that the school has high hopes that they will perform well in KCSE exams				
Reminding students of their key business in the school and motivating them to remain focused				

## SECTION C: LIASING WITH TEACHERS AND STAKEHOLDERS

Statements	A	S	R	N
	4	3	2	1
Holding meetings with subject teachers in your class to discuss students' progress on specific subjects				
I have contact with all of my student's parents at least once during the school year with both positive and negative issues regarding their child				
Engaging teachers to establish ways of enhancing discipline in the class				

Inviting parents to share academic progress of their children				
Advising parents on home setup aspects that enhances learning of their children				

**SECTION D: OPEN ENDED QUESTIONS**

8. Do you hold class meetings with your students? If YES, how often and if NO, why?

.....  
 .....

9. If your answer to the above is YES, do issues of parental conflict arise in class meetings? If YES, how do you deal with the issue

.....  
 .....

10. What role does the class teacher play in assisting students who experience parental conflict (explain)?

.....  
 .....

11. What is your general opinion on the strategies that parents can use to avoid violence at home?

.....  
 .....





**SECTION B: SERVICES OFFERED BY COUNSELING DEPARTMENT**

Statements	SA	A	U	D	SD
	5	4	3	2	1
Help students mediate conflicts with their peers, teachers, or parents.					
Provide referrals, recommendations, and education to parents about mental health concerns.					
Help students maintain academic standards and set goals for academic success					
Work through personal problems that may affect academics					

**SECTION C: GUIDANCE AND COUNSELING PROGRAM**

Key: A - Always S - Sometimes R - Rarely N - Never

Statements	A	S	R	N
	4	3	2	1
Guidance and Counseling Committee or team holds regular meetings				
There is a counselling member of staff on duty in school each day				
Guest speaker is invited to the school for counseling purposes				
School based counseling training is organized for all members of staff				

**SECTION D: OPEN ENDED QUESTIONS**

9 What role does the Guidance and Counseling Department play in assisting students who experience parental conflict (explain)?

.....  
.....

10 As a counsellor, what suggestions would you give to parents about the effects of parental conflict on their children?

.....  
.....

11 As a guidance and counselling teacher, do students come to you for guidance and counselling due to parental conflict?

Yes [ ]      No [ ]

If Yes, what counselling approaches or techniques do you apply (explain)

.....  
.....



## SECTION B: MONITORING OF STUDENT PERFORMANCE

**A - Always S - Sometimes R - Rarely N – Never**

Statements	A	S	R	N
	4	3	2	1
Analyzing the objectives set by students at the beginning of the term and their end of term performance to establish causes of failure to attain targets				
Monitoring school attendance and students being in school on time to control absentees in classes				
Clarifying to students that the school has high expectations that they will perform well in KCSE exams				
Reminding students of their key business in the school and motivating them to remain focused				

## SECTION C: LIASING WITH TEACHERS AND STAKEHOLDERS

Statements	A	S	R	N
	4	3	2	1
Having relevant meetings with teachers to discuss students' progress on specific subjects				
Ensuring that all stakeholders including teachers, students and parents take part in setting school goals and objectives				
Help teachers to establish threats that may obstruct academic success				
Inviting parents to discuss academic progress of their children				
Checking that the ratio of teacher-student is reasonable for all subjects e.g. by hiring additional BOG teachers where applicable				

**SECTION D: OPEN ENDED QUESTIONS**

7.How do you compare academic performance of students whose families experience conflicts and those not facing parental conflict?

.....  
.....

8.What role does the school’s management play in assisting students who experience parental conflict (Explain)?

.....  
.....

9.What is your general opinion on the strategies parents can use to avoid violence at home?

.....  
.....

10.What role does the school management play in promoting the effectiveness of the Guidance and Counseling Department?

.....  
.....  
.....