

**EFFECTS OF MARITAL CONFLICTS ON ACADEMIC PERFORMANCE
AMONG PRIMARY SCHOOL PUPILS IN TEMEKE DISTRICT, DAR ES
SALAAM REGION**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN
ADMINISTRATION, PLANNING AND POLICY STUDIES OF THE
OPEN UNIVERSITY OF TANZANIA**

2017

CERTIFICATION

The undersigned certifies that, she has read and hereby recommends for acceptance by the Open University of Tanzania, a dissertation entitled: ***“Effects of Marital Conflicts on Academic Performance among Primary School pupils in Temeke District, Dar es salaam Region”***, in partial fulfillment of the requirements for the degree of Master of Education in Administration, Planning and Policy Studies (MED-APPS) of the Open University of Tanzania.

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.....
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DECLARATION

I, **Macky Hassan**, do hereby declare that this is my own original work and that has not been presented by anybody else and will not be presented to any other University for a similar or other degree award.

.....

Signature

.....

Date

DEDICATION

This research is dedicated to my beloved husband Mr. Godwill Ikema and our children Elisha Godwill, Ericah and Elizabeth Godwill for their support and encouragement during the whole period of my study.

ACKNOWLEDGEMENT

In conducting this study, different institutions and individuals participated in assisting me to come with the final draft for the dissertation. I would like to express my sincere thanks for the cooperation, assistance, criticism and encouragement from a list of persons. It is very difficult to mention them all.

My greatest debt is to my supervisor, Dr. Daphina Libent Mabagala who devoted her time to reading and commenting on my drafts from the research proposal to the final product. Her constructive and meaningful comments and suggestions made a significant contribution to the quality of the final product.

I would also extend my thanks to my parents, Mr. Paul Hassan Shemndolwa and the late Mrs. Elizabeth Mbago (may God rest her soul in peace), my husband Mr. Godwill Ikema, my brothers Robert, Moses and Barakaeli Kanuya, my sisters Justina Mauya Miriam Kihyo and Basila Chali for their support.

My thanks also go to my colleague, Mrs. Anna Minja, Mr David J. Chinyuka and my friend Mr. John.S M. who depleted their time to review and provide inputs concerned my work.

I feel pleasure to express my heartfelt gratitude to respondents, heads of schools, class teachers and pupils of the selected schools in Temeke Municipality, for their cooperation when I visited their schools in the course of my study.

Lastly but not least, I thank all those in one way or another, their encouragement, educational, financial and moral support resulted to the completion of my study and achieve in a successful way my target. Thank you all.

ABSTRACT

The study investigated effects of marital conflicts on academic performance among primary school pupils in Temeke district. Repercussion resulted from parents' quarrels on children's academic development was explored. Specific objectives of the study included; to investigate the daily social, economic, academic and psychological problems facing marital conflicts children; to examine the extent in which marital conflicts influence pupils' academic performance; to identify coping strategies adopted by marital conflicts children towards the enhancement of their academic performance; and to examine the role of school management in assisting pupils who experienced marital conflicts. The study was guided by attachment theory by Ainsworth & Bowlby (1991) that develops between the child and his/her primary care-givers. The study adopted the descriptive survey design, and sampling techniques were purposive and simple random in selecting a sample of 156 participants from twelve primary schools. Questionnaire and semi-structured interview guides were used to collect data. Quantitative data were analyzed with the aid of Statistical Package for Social Sciences (SPSS) version 16, and qualitative data were analyzed using content analysis. The findings revealed problems facing pupils from marital conflicts families like insufficiency of school needs, lack of love from both parents, and absenteeism, which affected their academic performance. It was further reported that children from marital conflict families were performing poor in their studies compared to those with good parenting. It was therefore recommended that school management should develop strategies to provide psychological and academic assistance to children with different problems, which hinder their educational development. There is also a need for personal and group counseling in schools where students with challenged homes are counseled.

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LIST OF ABBREVIATIONS

DAS	Temeke District Administrative Secretary
MED-APPS	Master of Education- Administration, Planning and Policy
OUT	Open University of Tanzania
RAS	Regional Administrative Secretary
SPSS	Statistical Package for Social Sciences
TAMWA	Tanzania Media Women's association
US	United States
WLAC	Women's Legal Aid Centre

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter presents the study background on the impact of marital conflicts on pupils' academic performance. Other sections includes: statement of the problem, purpose and objectives of the study and significance of the study. It also presents the research tasks, research questions, conceptual framework, as well as delimitation, definition of the key terms and organization of the study.

1.2 Background of the Problem

Conflict refers to lack of peace in an environment. In the family context family refers to a situation whereby the smooth interaction and relation among members of a family is disrupted because of one thing or another (Holahan & Moos, 2009). Gerald, Krishnnakumar and Buehler (2006) highlighted the view that parents play a central role in shaping the child's development through their influence. Gerald, Krishnakumar and Buehler (*ibid*) add that, studies carried out have found that children's health and social development is most effectively promoted by love and at least some moderate parental control. According to Adamson and Thomson (2008) children who live in marital conflict situations suffer severe stress and this negative affects their academic achievement.

Marital conflict is a phenomenon that destabilizes the couple, disrupt their joy and mostly felt by women and yet, least recognized human rights abuse in the world. Worldwide, information on the amount of conflict in families shows that it is not a

rare phenomenon. In recent years the rate of conflict among couples is on the increase on daily basis. Martin (2000) stated that there are over one million conflicts yearly and nearly fifty percent (50%) of all marriages now end in conflicts resulting to divorce or separation. Marital conflict rates in the U.S. for example are at 50% for first marriages, and subsequent marriages are 2.5 times more likely to end in divorce (Brown, 2012; Campbell, Shaw & Gilliom, 2000).

Marital conflict is not well-documented in Sub-Saharan Africa. Data gathered from 19 countries in Southern, Eastern, Central and Western Africa shows marital conflict rate varied significantly between urban and rural areas. Overall, there are moderate to large increase in marital conflicts in Kenya, Rwanda, Zimbabwe, Botswana, South Africa, and Cote d'Ivoire, with smaller declines in Malawi, Tanzania, Zambia, Cameroon, Central African Republic, Burkina Faso, Gambia, Ghana, Senegal, and Sierra Leone (Basela, 2008).

For long time in African context, family ties based on strong traditional principles helped to hold the family together making all the children be raised in a family context being. Each grown up man was expected to have a legally married partner even where polygamy was very strong like in Tanzania and he was expected to fully be responsible for his family wellbeing and protection. Each partner particularly a man would be held responsible of taking care of his family even if the wife could be engaged in production activities like agriculture. Marriage therefore was regarded as an essential and integral part of the society (Basela, 2008). However recent changes in life styles, technology and people's attitude towards marriage, family life and life in general has led to breakdown of the strong family ties which necessitated

cooperative family care and children rearing and upbringing among the parents of the conjugal or nuclear family. Marriage life has become hard to bear and persistent marital tensions, conflicts and violence in the families make flight the simplest response (Holahan & Moos, 2009).

Gerald, Krishnakumar and Buehler (2006) argue that, witnessing conflicts and violence is not different from being a victim. They reported that, witnessing conflict is more significant than being a target, and that, children who grow up in conflict-ridden homes are more involved in delinquency than children in low- level conflict. Fomby and Cherlin (2007) studied pupils' perceptions of parental conflict and their academic problems. Their findings showed that parental conflict was significantly related to pupils academic problems and problem behaviors in both European-American and African-American samples. Thus, parental conflict was linked with children poor academic and externalizing problem behaviors.

Gyrch, Finchman, Jouriles and McDonald (2000) in a longitudinal research reported that, parental conflict is associated with children schooling. Parental conflict resulted in school dropout, poor academic performance, punitive discipline, parental disengagement and negative parent-children relationship. The study found direct association between parental conflict and children schooling problems. Further, Bubelwa (2014) reported that broken marriages affect children's academic performance negatively due to truancy, failure to concentrate, and development of low self-esteem.

When children experience their parents going through conflicts, their actions affect the children all throughout their childhood, and eventually may affect their academic

performance (Lorion & Saltzman, 2003). Other studies by Fomby and Cherlin, (2007) have shown heightened anxiety, intense anger, loneliness, and somatic complaints to children and along with sadness, fear, and depression and eventually affect their school academic achievement and behavior.

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Tanzania is not exceptional, couple relationships like in other countries in the world, experience several conflicts. Ntihaika, (2000) found out that, about 275 cases of divorce were reported every three months in Dar Es Salaam alone and that there has been an increase in cases of people seeking aid on marital discords. For example in 2003 alone, divorce cases handles in three primary courts of Dar es Salaam were 102 Manzese, 225 Ilala and 500 Temeke (TAMWA, 2013).

The Tanzania Media Women's Association (TAMWA), received 418 matrimonial cases in 2009 and the number rose to 622 cases by the year 2012 (TAMWA, 2013). Furthermore, the Women's Legal Aid Center (WLAC) annual reports (2010; 2011) show that by 2010, about 2,420 matrimonial cases were received and handled at the center, and by the year 2010 the number rose to 3,750. This implies that marital conflicts in Tanzanian families are increased at a noticeable rate (WLAC, 2012).

Marital conflict statistics in Tanzania may be even be higher, only that some cases are either tolerated or not reported at all and thus not documented. TAMWA (2009) report, found out that in the modern society family life in Tanzania has changed dramatically in an alarming situation. Marital conflict rate has moved into another level, women have surged into work place as a result, and family life in Tanzania has become more diverse than it was in some years ago. These changes in the family have affected not only the forms of the family life but also the psychological well being of children (Basela, 2008).

The study carried out by TAMWA (2009) about the effectiveness of male parents in fulfilling the challenges of the family obligations and care indicated that 58% of the respondents said male parents were not effective in fulfilling their responsibilities. This is an indication that the families are experiencing trouble if the fathers who have biological capable and with social mobility fail to be responsible for their families. According to Materu (2009), orphanage centers are receiving many parentless children because of the moral deterioration and unresolved marital conflicts which make the parents irresponsible of their children's well-being.

Currently in Tanzania, a large number of children are placed into single parents and or step-parents or even in send to live with their grandparents. Many other Children have left their conflicted home into living in the streets and children home centers. Materu (2009) study in Dar es Salaam city found that children have been forced to street due to marital conflicts. About 50% of street children who were interviewed complained that their parents' frequent quarrels, divorce, parents' alcoholic behaviors, and living with single parent they are forced them to live in the streets.

Many children claim that they could not study properly because their fathers used to insult and beat them always when they come home drunk at night. The effects of such conflicts and separation are lack of parental protection and care, love and denial of their right to education as the parents fail to pay their school fees and provide them with necessary school equipment and of course in the streets they are engaging in criminal behaviors such as; smoking of petrol, marijuana, alcoholism, homosexuality and robbery and eventually poor performance in schools. Since marital conflicts exist and children are affected in various ways, the current study intended to explore the effects of marital conflicts on primary school pupils' academic performance in Temeke district, Dar es Salaam region.

1.3 Statement of the Problem

The problem of broken homes are universal phenomenon which affect both developed as well as the under developed country. Yet the causes and effects still persist with varying degree in different parts of the world. In an ideal atmosphere children should happily live with their parents and appreciate the love of their parents for healthier and prosperous growth. One of the tasks that should be fulfilled by parents is to educate their children because the education of the children does not start from school, rather the live schooling of students started from home.

In the past, students' performance was very encouraging irrespective of family background, married or unmarried, because marital conflicts were controlled through the intervention of relatives. This is due to the fact that most couples were living in close proximity with their relatives, they were been checkmate whenever they do something wrong. But in recent years due to increase in acquisition of knowledge,

urbanization and struggling to make ends meet by spouse, they no longer live in close proximity with relations and as such no relation seem to know when spouse are having any form of marital conflict, hence, they cannot be cautioned. This situation has impact on children academic performance.

The phenomenon of marital conflict on children development has been studied by various people from different aspects, especially on its effect on children mental, health, social and emotional problems. For instance Kania and Materu (2009) studied mental health, social and emotional problems of children from marital conflicts family; Buberwa (2014) focused on teacher's students and community perception, Basela (2008) studied behavior adjustment of children from marital conflicts family. Studying effects of marital conflict on children academic achievement is inevitable due to the fact that there is a relationship between marital conflicts and children poor academic achievement. This study investigated the effects of marital conflicts on academic performance of children because their future contributions to social-economic development depend much on their education attainment and qualifications which has to start from primary school.

1.4 Objectives of the Study

This study intended to investigate the effects of marital conflicts on academic performance of primary school student in Temeke municipality - Dar es Salaam region.

1.5 Specific Objectives of the Study

Specifically this study intended;

- (i) To investigate the daily social, economic, academic and psychological problems facing marital conflicts children.
- (ii) To examine the extent in which marital conflicts influence pupils' academic performance.
- (iii) To identify coping strategies adopted by marital conflicts children towards the enhancement of their academic performance.
- (iv) To examine the role of school management in assisting pupils who experience marital conflicts.

1.6 Research Questions

- (i) What are the daily problems facing marital conflicts children?
- (ii) To what extent do marital conflicts influence pupils' academic performance?
- (iii) What are the coping strategies adopted by marital conflicts children towards enhancement of their academic performance?
- (iv) What role does the school's management play in assisting pupils who experience marital conflicts?

1.7 Research Hypothesis

There is a relationship between marital conflict and children academic performance.

1.8 Significance of the Study

The effects of marital conflicts on academic performance of primary school in Dar es Salaam are an issue worth investigating. Marital conflicts threaten the education of the children. The findings of this study may be useful to the Tanzanian community, since the results provided are expected to insight into the gaps, obstacles and

strategies in the process of eradicating marital conflicts children's problems. Thus, the results may be of importance to various stakeholders involved in education sector as follows:

- (i) Parents, school management and Ministry of Education and Vocational Training are able in understanding how marital conflicts have affected primary school pupils' academic achievement and how school management support them.
- (ii) Teachers, school managers and head teachers may benefit from the study finding because may be in a position to understand coping strategies used by marital conflicts pupils. This will enable them finding proper ways of assisting these children.
- (iii) The counselors and social workers who serve the marital conflicts children may benefit from this study because they may be able to understand marital conflicts children's coping strategies. The government of Tanzania may use the information for sensitizing campaigns to increase community awareness and for the formulation of policies concerning the problems of marital conflicts children.
- (iv) The findings of this study may be used also as a basis for further study in the area of marital conflicts and academic performance.

1.9 Delimitation of the Study

Firstly, the study was only based on one study area, which could be difficult to make generalization on recommendations for the majority of municipalities in the country.

This limitation was overcome by incorporating different classes in the sample size. Secondly, it is known that effects of marital conflicts to children are of different types and wide scope, so in order to remain focused; the study confined itself in sampled government primary schools in Temeke Municipality. The study focused only on social, economic and psychological problems of marital conflicts students and its effects on their academic performance so as to avoid the collection of irrelevant data.

Third; with respect to budget and time constraints, a reasonable number of respondents and time management were considered. The time factor chosen for the completion of the study was too short but a researcher managed to utilize it effectively once the supervisor allowed me for further step. And other unnecessary costs like stationary expenses were rationally removed to support the completion of the study.

1.10 Conceptual Framework

The relationship of variables used to study of effects/impacts of marital conflicts on academic performance as elucidated using the diagram in Figure 1.1. Figure 1.1 depicts that there are different impact of marital conflict on academic performance in primary school pupil, which also require different strategies to overcome. The diagram further indicates that due to marital conflicts there is unidirectional causality between problems associated by with marital conflicts and academic and social life of primary school pupil.

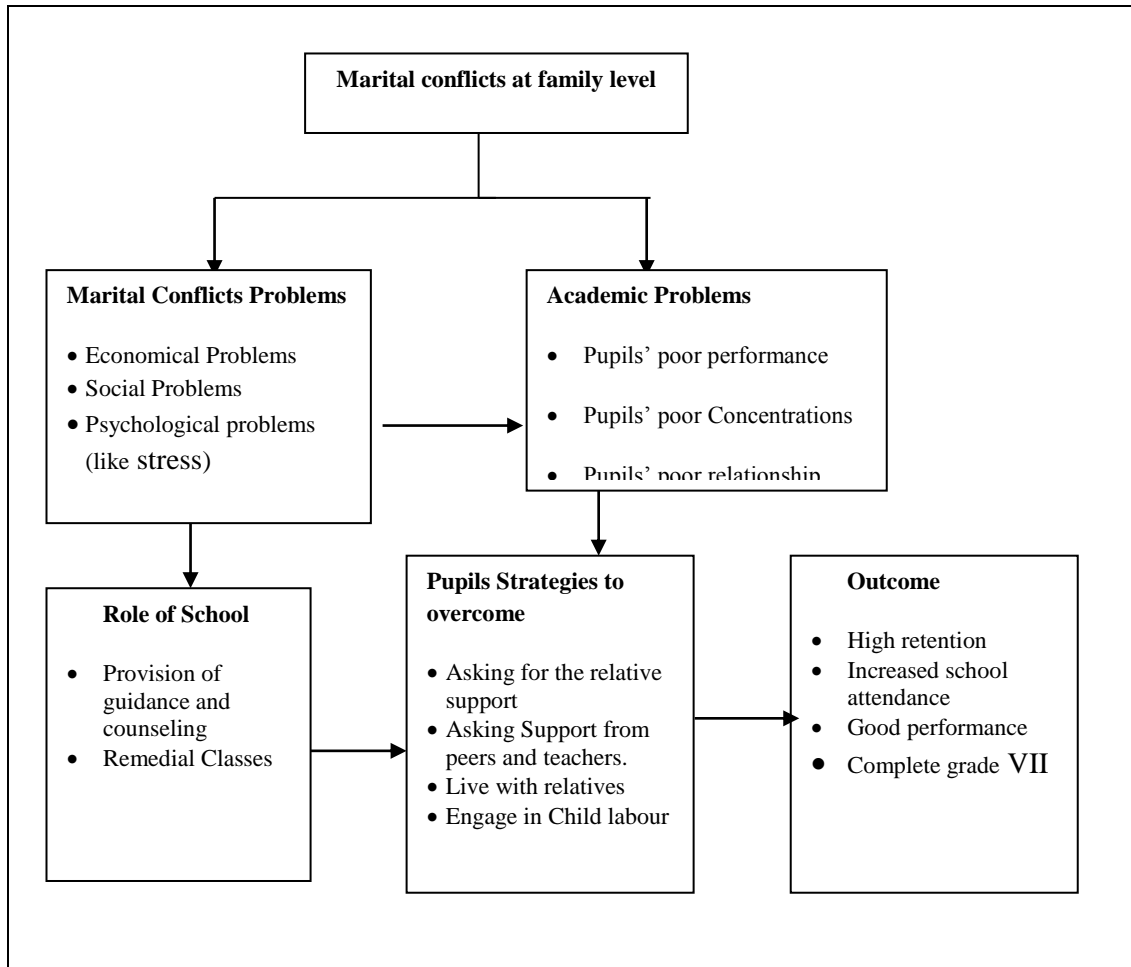


Figure 1.1: Conceptual Framework of Impact of Marital Conflict on Academic, Economic and Social Life in Primary School Pupils

It is anticipated that marital conflicts at family level apart from causing impact on spouses; it has impact on primary school pupils in terms of their school attendance (due to social, economic and psychological issues) social relationship of pupil with others and consequently poor academic performance. According to Allison (2009) family stress can have a devastating effect on children education and academic achievement. The more marital conflict among the parents, the more the amount and quality of their school performance declines, but even mild levels of stress were found to be harmful to children learning. To overcome marital conflicts problems children adopt an array of coping strategies.

1.11 Definition of Key terms

1.11.1 Academic Performance

Refers to how pupils are ranked in terms of educational achievement. In this study, academic performance means how the pupils performing in the school test, exams and national exams. Hence pupil's' academic achievement will be measured in terms of his/her performance as reflected in end of the term and year examination schedules compared to other in the same class.

1.11.2 Family

Refers to married couple, their children and other relatives who share the common residence and assume a reciprocal rights and obligations to one another and it provides the key function of socialization of the infant.

1.11.3 Marital Conflict

Refers to the unstable marriage characterized by frequent and persistent quarrels, fights, neglect and family abandonment, children and partner abuse together with divorced family and remarried families.

1.11.4 Primary School Pupils

Refers to all children registered for primary education.

1.12 Organization of the Chapter

The study comprises five chapters. Chapter one presents the background and statement of the problem, objective of the study, research questions, research hypothesis, and significance and delimitation of the study. Other components

include; conceptual framework and definitions of key terms. Chapter two focuses on the review of literature relevant to this study whereby the major concern of this chapter was to identify the knowledge gap. Chapter three has dealt with research methodology. Chapter four presents, analyses and a discussion on the research findings have been done. Chapter five provides the summary, conclusion and recommendations of the study. References and appendices notify the end of the organization format of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter discusses the theoretical and empirical literature related to effect of marital conflicts on primary school pupil's academic performance in Dar es Salaam. It covers empirical studies from a global and marginal context before establishing the knowledge gap that has been filled with this work. The chapter is structured in four sections; the first section introduces the chapter, the second section reviews theoretical literature and the third section reviews empirical literature. The chapter ends with literature syntheses and the research gap which has been filled up.

2.2 Theoretical Literature Review

2.2.1 Attachment Theory by Ainsworth and Bowlby (1991)

This study adopted attachment theory which is the joint work of John Bowlby and Mary Ainsworth (Ainsworth & Bowlby, 1991). The theory emphasizes the importance of affective relations between parents and children as a source of security and support for the child. Attachment is conceptualized as the bond that develops between the child and his/her primary care-givers (Bowlby, 1969). These emotional bonds have been described in terms of the child perceiving the parent as a secure base from which to explore and understand their wider social world (Ainsworth, 1978). Perceiving the parent as a secure base means that the child has confidence in the parent's availability and responsiveness. As such, attachment quality informs the child's sense of autonomy and mastery. It also serves as a foundation for more generalized expectations about other relationships and interactions.

2.2.2 Application of the Theory

Attachment security is derived from previous and current experiences within the parent-child relationship. Furthermore, contextual factors can temper the nature and quality of attachment. The family context has been emphasized as a particularly influential factor in understanding child distress and security. Consistent with this, some researchers have highlighted the importance of the family itself as a secure base (Bying-Hall, 1995). Beyond experiences in the parent-child relationship, a number of studies have documented the effects of the inter-parental relationship on children's attachment security (Belsky, 1999; Owen & Cox, 1997).

Findings suggest that while supportive inter-parental relations serve to augment attachments, negative or hostile interactions between parents can be detrimental to attachment security. It is proposed that inter-parental conflict impacts on attachment security because, under these conditions, parents are a source of distress for the child and this may undermine the child's perception of the parent as a source of security and support (Owen & Cox, 1997; Waters & Cummings, 2000).

The theory guided this study as it showed relationship with this work, because a positive marital relationship leads to effective relations between parents and children, which also results to a source of security and support for their children. Parents with no conflict are available, supportive and responsible for their children in academic performance rather than families with marital conflict. Marital conflict becomes the factor of distress for the children that also undermine the child perception of the parent as a source of security and support.

2.3 Empirical Literature Review

2.3.1 Problems Facing Marital Conflicts Children

Marital conflicts exist when there are major differences of opinion between people which persist and remain unsolved (Kelly, 2000). Israel (1999) found that family conflicts range in frequency; some could be rare while others occur very frequently. Conflict serves the functions of testing and changing the structure of family relationships. Family conflicts are difficult to escape. They carry great consequences for individuals, relationships and children.

Habiba (1999) stated that family conflict creates a home environment where children live in constant fear. In addition Mulholland, Watt, Philpott and Sarlin (1999) indicated that children who witness family conflicts are affected in ways similar to children who are physically abused. They are often unable to establish nurturing bonds with either parent. They are at a greater risk for abuse and neglect if they live in a violent home. Actually families under stress produce children under stress.

Mulholland et al (199) added that children exposed to family conflicts are more likely to develop social, emotional, psychological and/or behavioral problems than those who are not. Wolchik (2002) indicates that children who witness domestic violence show more anxiety, low self esteem, depression, anger and temperament problems than children who do not witness violence in the home. Wolchik (2002) revealed that the trauma they experience can show up in emotional and behavioral. Wolchik (2002) concluded that parental conflict caused younger children to suffer permanent, irreversible cognitive and emotional damage, which later expresses itself in adolescence. Suggested by Habiba (1999) the intense and poorly resolved marital

conflicts threatened the emotional security of the young children and individuals who perceived as less secure social and physical disturbances that affect their development and can continue into adolescents and later into adulthood.

According to Udansky and Wolf (2008) violence between partners is often viewed as a couple's private affair because it often involves 'only' the husband and wife. The truth is that this violence often has a bigger impact on the children. This could be attributed to the fact that children born to a couple grow up regarding the mother and father as one unit. They become attached to both parents and learn to depend on them for their survival. As a result, children become extremely overwhelmed after witnessing violent scenes between their parents and the parent-child relationship they have been relying on for nurture, safety and help is threatened by this violence. Udansky and Wolf (2008) also asserts that usually, it is men who are perpetrators of domestic violence and because children form a special relationship with their mothers' right from birth, any form of suffering experienced by the mother greatly affects them. Their reactions may include acute fear for their own and their mother's safety.

In most cases children are not aware of the cause of the violence and they are subjected to living in a constant state of fear that it might happen again (Udansky & Wolf, 2008). Rodgers and Rose (2001) established that most children from homes where parental abuse is prevalent suffer irreversible damage in some or all aspects of their development, which can be difficult to reverse. The long term effects of domestic violence on children vary with the child's age. Infants are fragile and can easily be injured in violent homes. Generally, infants require relaxed and responsive

care- takers. According to Bronfenbrenner (1979), mothers who are battered may be so preoccupied with stress that they cannot respond to their infant's needs. These children are likely to be under-weight, have problems sleeping and eating, complain constantly and be generally unresponsive adults.

As a result, many infants from violent homes show signs of health problems, stunted growth and neglect. Children between three to five years still rely on their care takers for the control of emotions and behavior. They turn to their parents for psychological support and emotional refuge. In the event of domestic violence, they feel helpless and become increasingly aware of the unrest. The hostility overwhelms them because they have not yet acquired the ability to deal with such frightening events. Consequently, they tend to show signs of behavioral and emotional problems. At this age, children are likely to blame themselves for the violence and suffer unthinkable guilt. These children have feeding and sleeping difficulties and they often get nightmares. All this affects their ability to concentrate in school. They also lag behind in language and communication development. In addition to chronic fear and anxiety, they also experience frequent illness. They become clingy and display unusual separation anxiety. They withdraw from peers and enjoy causing pain by hitting and biting.

Hetherington (1999) asserts that problems among children who have witnessed assaults of one parent by another in the home include psychological and emotional ones such as aggression, hostility, anxiety, social withdrawal and depression. There are also cognitive functioning problems such as lower verbal and quantitative skills and the development of attitudes supporting the use of violence. Other long term

development problems according to Hetherington (1999) include depression, trauma related systems and low self-esteem among women and trauma related symptoms alone among men. These problems appear to be magnified or decreased by a number of moderating factors including whether or not the child has been a victim of physical abuse, a child's age and gender, the amount of time that has passed since witnessing violence, where the child is living, how a child perceives his/her relationship to adults in the home and the degree of perceived family support for the child. Hetherington (*ibid*) also says that problems associated with children's witnessing of domestic violence can be divided into three main categories:

Marital conflict affected children tend to exhibit more aggressive and antisocial as well as fearful and inhibited behavior and show lower social competence than other children. They were also found to show more anxiety, low self-esteem, depression, anger, and temperament problems than children who did not witness violence at home. Children from homes where their mothers were being abused have shown fewer skills in understanding how others feel and examining situations from other's perspectives when compared to children from non-violent households.

Peer relationships, autonomy, self-control and overall competence were also reported significantly lower among boys who had experienced serious physical violence and been exposed to the use of weapons between adults living in their homes. Another aspect of the effects on children is their own use of violence. Social learning theory would suggest that children who witness violence may also learn to use it (Hetherington, 1999).

In terms of cognitive functioning and attitudes, Hetherington (1999) asserted that increased violence exposure is associated with lower cognitive functioning. One of the most direct consequences of witnessing violence may be the attitude a child develops concerning the use of violence and conflict resolution. Emery (1998) suggests that children's exposure to adult domestic violence may generate attitudes justifying their own use of violence. Cherlin (2009) findings support this association by showing that adolescent boys incarcerated for violent crimes who had been exposed to family violence believed more than others that acting aggressively enhances one's reputation or self-image. Boys and girls appear to differ in what they learn from these experiences.

In addition a number of studies have mentioned much longer term problems reported retrospectively by adults or indicated in archival records. For example, witnessing violence as a child was associated with adult reports of depression, trauma related symptoms and low self-esteem among women. There was also trauma related symptoms among men. Witnessing violence appeared to be independent of the various cases accounted for by the existence of parental alcohol abuse and divorce (Bryan & Devault, 1999).

According to Berns (2007) a link between children's perceptions of their parents' marital conflicts and the quality of sleep the children experienced. The more discord the children sense between their parents, the more the amount and quality of their sleep declines, but even mild levels of stress were found to be harmful. He adds that loud family quarrels can be harmful to children. According to Bauserman (2002) some studies go beyond the obvious to include impact of mild discord – the cold

stares, cold comments and mutual avoidance that never rise to the surface, at least in front of the children. Bauserman (2002) also found out that parents may not be as successful in hiding marital problems as they think, and may be harming their children in the process. These studies also found out that children perceived marital problems to a greater extent than the parents realized. Marital conflict and divorce can create serious instability in the family and insecurity in a child.

In addition, Crissoner (2007) commented that parental conflicts cause young children to suffer permanent irreversible cognitive and emotional damage. Cognitive and emotional damage suffered by children in early life expresses itself later in adolescence when these embarrassed and neglected children are expelled from their natal families and are treated by schools, teachers and administration; they join young gangs and delinquent youth groups, commit street crimes and engage in alcoholism, drug abuse and teen pregnancies.

The studies by Allison (2009); Amato and Keith (2000); Baker and Dryden (1999); and Kelly (2000) demonstrated that persistent conflicts among parents are perceived by the children as threat to their harmony and stability of being separated from attachment figures and it is a very distressing experience to children. The study by Amato and Keith (2000) revealed that when children witnessed parents' conflicts at their home they feel anxious, confused and helpless. When they internalize such conflicts they lead to withdrawal depression or somatic problems over time. These conflicts, as observation showed, disrupt the parent-child intimacy and affect the children's view of the world, of themselves, their idea about the meaning and purpose of life, their expectations for future happiness and their moral development.

2.3.2 Marital Conflicts and Pupils' Academic Performance

Family factors associated with academic competence include parenting styles and parental involvement. According to Amato and Keith (2000) parental involvement in education is related to a child's academic achievement and evidence suggests that increasing parental involvement leads to academic improvements. Amato and Keith (2000) also assert that parents influence the development of academic achievement through direct involvement with schools, for example, when they contact school about their child or attend parent – school functions.

They also affect achievement through their attitudes and behavior, for example, by communicating strong educational values, conveying the value of effort, expecting and encouraging their children to succeed academically and monitoring or helping with their child's schoolwork at home. For marital conflict children, dealing with fears about abuse and searching for security in relationships with adults can take precedence over performing competently at academic tasks. Being physically abused has been linked with children's anxiety, personality problems, depression, conduct disorder and delinquency.

Allison (2009) in the study to establish link between children perceptions of their parents 'marital conflict and academic achievement found that family stress can have a devastating effect on children education and academic achievement. The more marital conflict among the parents, the more the amount and quality of their school performance declines, but even mild levels of stress were found to be harmful to children learning. Allison added that loud family quarrels can affect children ability in completing school take home assignments.

Consequences of marital conflicts split families, poor parent – child relationships and in some cases economic deprivation. This immense disruption in the home life can create a situation that serves as a dysfunctional learning experience in all aspects of a child's life, but especially in the area of interpersonal functioning. Poor parent – child relationships due to conflicts can cause these children to have less school attendance and hence poor academic performance (Baker & Dryden 1999; Amato & Keith, 2000; Allison, 2009). Dona and Mary, 1999) also found that marital conflict has been associated with economic deprivation, which causes a disrupted home life which, in turn, is associated with subsequent diminished academic achievement of children.

Children who have experienced marital conflicts frequently have lower academic achievement than children from non-marital conflict families (Cumming & Davies, 2002). In a review done on family and school factors related to adolescents' academic performance, it noted that it is two times more likely for a child from marital conflict family to drop out of high school than a child from non-marital conflict family. These children from marital conflict families may also be less likely to attend school, resulting in the discontinuation of their academic career (Rodgers & Rose, 2001).

Buchler and Gerad, 2002) found that marital conflict decrease children school performance. Baydar, 1999) argued that marital conflict family caused lack of parental involvement in their children's education affairs and hence poor performance. Amato and Keith (1991) said that marital conflict affect parents economic ability hence it affect their children education.

2.3.3 Coping Strategies Adopted by Marital Conflicts Children for their

Academic Performance

To this point, little has been said about how children cope with exposure to marital conflict. A number of authors have pointed to the mechanisms that children use to cope with marital conflict. For example, Amato and Keith (1999) report that children's behavior during conflict included crying, shouting at their mother or pleading in her favor, remaining silent, leaving the room, playing a part in the violent event, seeking attention through noisy behavior and restlessness, or choosing one parent as a target. After the violent event, children sought security and comfort from their mother or adopted a parent role to comfort her. Lawuo, Machumu & Kimaro (2015) in their study entitled uncovered coping strategies adopted by children living in homes with marital conflicts for their own survival, found out that strategies adopted by children were to engage in sex relations, seeking socio-emotion supports. Other strategies included running away from homes, joining gang groups, seeking physical supports, doing petty business and some opted to disregard parental-conflicts.

Cumming and Davies (2002) suggest that child witnesses of domestic violence use what Amato and Kierman (1998) call both "emotion focused" and "problem-focused" coping strategies. Emotion-focused strategies are those that a child uses to control his or her own emotional response to witnessing violent events. Amato (2000) found that the children mostly applied this type of strategy including "wishing the violence away at the time of a fight, reframing and minimizing the violence, forgiving father, and refusing to talk about the violence" (Amato, 2000, p.123).

Problem-focused strategies that children commonly used were characterized by actions aimed at changing events and were used less often by children in Amato's, (2000, p.123) study. These included children physically distancing themselves from or inserting themselves into the violent event.

Marital conflicts disrupt relationship of parents and children as the nature of environment at home is and intensity of conflict, they may accept the situation in order to live over there. However, children accept environment[of marital conflict as a normal part of interpersonal relations, so that wellbeing should not be affected by whether conflict occurs, the acceptance of emotional expression for the marital conflict problems help children to build sense of self, open discussion of feelings that are hopeful on the personal life (Amato, 2000). According to Buchler and Gerad, (2002) marital conflict children use avoidance strategy refers to children's attempts to distance themselves from the conflict. They avoid parent differences that inducing anger to each other, also keep away from dealing with grief about parental conflict and uncomfortable relationship with parents that have the negative impacts of living with parental conflict.

2.3.4 The Role of School Management in Assisting Pupils with Marital Conflicts

Since 1976 when Wallerstein and Kelly (1976) published their first research article on children of marital conflict, it has been established and accepted that school age children of marital conflict are considered at risk. Marital conflict impedes learning by disrupting productive study patterns as children are faced with increased anxiety and depression because of problems in the home (Fagan & Rector, 2000). Fagan and Rector added, "In the 'Impact of Marital Conflict Project,' a survey of 699 elementary

students nationwide conducted by Kent State University in Ohio, children from marital conflict homes performed more poorly in reading, spelling, and math and repeated a grade more frequently than did children from non-marital conflict families”

The responsibility for helping these children who have experienced their parents’ conflicts lies in part with the schools. Schools teach the whole child and are charged with meeting not only children’s cognitive needs but also their emotional, physical, social, and peer needs (Bredekamp, 1987). Weissbourd, (1994) admits that the damage done by marital conflict is sometimes ignored as a problem at schools because teachers do not know how to talk to children about it. According to Weissbourd (1994), many children will provoke or try to test their teacher for attention during marital conflicts or after a divorce. These children want to know if their teacher will abandon them also. In addition, they may secretly hope that causing trouble will get their parents' attention. Teachers may find this hard to deal with because of their lack of training. Adults who have an awareness of the changes children of marital conflicts are going through can provide a level of support for the children and also prepare themselves to deal with some of the disruptions that could impede the normal flow of group or classroom activity (Frieman, 1993).

The school is an excellent resource for children at risk. Because of the number of hours of contact, school personnel have an important effect upon the child. At school, children have exposure to professionals who are trained and are sensitive to the needs of a child. Support systems are of particular significance at a time when the family is in conflicts or disorganization, and these systems may be found within the

school (Drake, 1979). The primary school teachers are in a unique position to help students to work toward overcoming marital conflict problems that affect students' academic achievement (Frenza, 1984). Whitemarsh (2008) found that educators are often the first to notice a change in behavior when a family is in transition to being broken up. Teachers observed that some children from divorced families may show decreased functioning in academic performance and display oppositional behavior, or signs of anxiety and depression.

Frieman (1993) reported many children of marital conflict family want their teachers to know about their home situations and are anxious not to be criticized by their teacher when they have problems. Frieman's study showed children want their teachers to listen and talk with them about their feelings. A teacher is able to help children who need a listening ear by using such basic skills as active or reflective listening, open-ended versus yes-or-no questions, I versus you statements, and clarification.

2.4 Literature Syntheses and Research Gap

In this literature review an array of studies relating to this study have been reviewed, for example studies on problems facing children of marital conflicts by (Habiba, 1999; Watt, Philpott & Sarlin, 1999), studies on marital conflicts and academic performance (Baker & Dryden 1999; Amato & Keith, 2000; Allison, 2009). Many studies attest that marital conflict creates a home environment where children live in constant fear, they are often unable to establish nurturing bonds with either parent and they are more likely to develop social, emotional, psychological and/or behavioral problems than those who are not. Bornstein (2016) literature reviews has

also revealed that students of marital conflicts adopted an array of coping strategies such as wishing the violence away at the time of a fight, reframing and minimizing the violence, forgiving father, and refusing to talk about the violence (Caban, 2004). However, most of the studies attempted to examine the effects of marital conflict on children education were conducted outside of Tanzania. To generalize them into the Tanzania context may not be a desirable exercise, because such studies may miss some key aspects that are inherent in the Tanzania families and educational context. The few studies conducted in Tanzania focus on impact of marital conflicts on children development and not on academic performance, hence the need for the present study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter explains the research design, approach, study location, targeted population, sample and sampling procedures. It also explains data collection techniques that have been used to get information on the problem under study, validation of the instruments as well as ethical considerations observed. Lastly, the chapter presents the procedures for data analysis and the conclusion ends the chapter.

3.2 Research Design

A research design refers to the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance with the research purpose. It is the conceptual structure within which research is conducted. It constitutes the blueprint for the collection, measurement and analysis of data (Kothari, 2004). This study used cross sectional design in order to get deep information on the effect of marital conflicts on students' academic performance in Temeke municipal.

The cross sectional design has been used in the study as it involves an observational in which data are collected on the whole study population at a single point in time to examine the relationship between marital conflict and student academic performance in Temeke municipal. In relation to this study, this design was relevant as it guided the collection of data from students of marital conflicts, teachers and heads of schools on effects of marital conflicts on student's academic performance on a short period of time.

3.3 The Research Approaches

A combination of both qualitative and quantitative approaches was applied by the researcher to facilitate this study. The study primarily based on quantitative technique in collection of data. According to Creswell (2005) a mixed research method is a procedure for collecting, analyzing and mixing both quantitative and qualitative data in a single study so as to understand a research problem. The method provided the best opportunity to address specific sub facets of the research topic. The quantitative approach facilitated the collection and quantification of data in terms of frequencies, sums, and percentages so as to make generalization of information. Qualitative data also supplemented on the quantitative data statistically analyzed.

According to Cohen, Manion and Morrison (2007), the qualitative approach is credited for being highly exhaustive and reliable in making deep exploration of information from respondents. Thus, its use in this study enabled the researcher to obtain detail information regarding respondents' views and opinions on processes associated with characteristics of problem face marital conflicts students, effects of marital conflicts on students' academic performance, copying strategies and role of school in assisting students with marital conflicts. Basically the two approaches complemented each other to make the outcome of the study more informative.

3.4 Area of Study

The study was conducted in Temeke District in Dar es Salaam city. The district consists of twenty three wards. It is boarded by Ilala Municipal in the north, Indian Ocean in the east and by Kisarawe district in the west side. The selection of the Temeke municipal was based on the reports that, it was ranked the first in terms of

the number of reported cases of marital conflict in the Dar es Salaam region, as it had 500 cases compared to other Dar es Salaam Municipalities, Kinondoni 102 and Ilala 225 (TAMWA, 2013).

Therefore this report makes Temeke true representative of marital conflicts more than other municipalities in Dar es Salaam region. Research data were collected from twelve (12) primary schools which include; Yombo vituka primary school, Ukombozi, Muungano, Lioness Miburani, Umoja, Chamazi, Vetenary Maweni, Kivukoni, Mbagala, Mtoni and Unubini.

3.5 Target Population

The target population for this study included standard five and six students, who were coming from marital conflicts families; class teachers and heads teachers of government primary schools in Temeke municipality. These varied groups of respondents offered the researcher with sufficient information on the effects of marital conflict on students' academic performance in public primary schools. Temeke district has a total of 114 government primary schools, with 114 heads of schools with a population of 166,389 pupils where by 81,240 are boys and 85,149 are girls (Temeke Municipality Education Officer).

3.6 Sample and Sampling Procedures

This is concerned with the selection of a subset of individuals from within a statistical population to estimate characteristics of the whole population. The three main advantages of sampling are that the cost is lower, data collection is faster, and the accuracy and quality of the data can be easily improved.

3.6.1 Sampling Techniques

This study used both probability and non-probability sampling. On non-probability sampling the study employed purposive sampling technique and simple random sampling technique was used as probability sampling.

3.6.1.1 Purposive Sampling

This study used purposive sampling procedure to obtain class teachers from selected schools who provided information on students with marital conflicts and how does their school support these students. Teddlie and Yu (2007) purposive sampling is used because is more appropriate when a researcher deliberately and subjectively selects certain individuals based on knowledge of the population and the objectives of the research (Teddlie & Yu, 2007).

3.6.1.2 Simple Random Sampling

This study used schools as sampling unit whereby head of schools, class teachers and students responded to the questions. Schools were selected by using simple random sampling design using random table number from the list of all schools within Temeke municipality. In similar way a list of pupils from marital conflicts family for standard five and six was made; and a sample of them was drawn to participate in the study. The rationale of selecting these classes is the fact that students in these classes are considered mature enough to know what goes on in their families and thus they can respond correctly.

3.6.2 The Sample Size

Ary, Jacobs, and Razavieh (2010) point out that, since it is not possible to deal with the whole population in a research, there is a need to identify a portion of the

population called a sample. A sample represents actual characteristics of the whole population. Determination of adequate sample size depends on the nature of the population of interest for the study (Cohen, Manion and Morrison, 2005). In the present study, the selection of the sample considered different factors such as the information required, the purpose of the study and the time frame.

The pupils corresponding to the number picked were the main unit that was included in the sample. According to Daniel (1999), the following formula and calculations was used to determine the sample size.

$$\text{Formula: } n = \frac{NZ^2 p(1-p)}{(N-1)d^2 + Z^2 p^2}$$

Whereby,

N = Entire population

Z = Standard normal deviate (1.96)

p = Estimate characteristics of target population (0.5 is used)

a = Degree of accuracy (0.05)

d = Width (0.06)

n = Sample size of target population

So, N = 166389, Z = 1.96, p = 0.5 and a = 0.05, d = 0.06

$$\text{Then, } n = \frac{166389 \times 1.96^2 \times 0.5 \times (1-0.5)}{(166389-1)(0.06)^2 + (1.96)^2 \times (0.25)}$$

$$= \frac{159,799.996}{599.9572} = 266.352326 \approx 266$$

$$n = 266$$

The calculated sample size was 266, and the researcher administered the instruments to the expected respondents, however the returning rate was from 156 (58.6%) of the expected sample size. Data were collected from twelve schools whereby 120 respondents were pupils, 24 class teachers and 12 were heads of schools. Five (5) pupils from each school of the targeted classes responded and returned the filled questionnaires. The responses from pupils' respondents from marital conflict homes, from each class show that their number was limited. Therefore, their selection was arbitrary done, since these were rare individuals such that there was no full list of pupils from marital conflicts families. The pupils with such characteristics were selected with an assistance of class teachers who had an idea on the life status of his/her pupils. Every school provided 2 class teachers (one teacher for standard V and another one for standard VI). Also the head teacher of each school from 12 schools was involved in the study. The use of data from 156 participants in data collection rather than the calculated number of 266 did not harm the validity and reliability of the findings collected.

Table 3.1: Sample Size Distribution

Category of Respondents	Sample size	Percentage
Number of schools	12	
Head Teachers	12	8
Class VI Teachers	12	8
Class V Teachers	12	8
Class VI students	60	38
Class V students	60	38
Total	156	100

3.7 Data Collection Techniques

According to Creswell (2005) no single technique or instrument may be considered to be adequate in itself in collecting valid and reliable data. Therefore, to obtain adequate and reliable information for the topic under study, the triangulation methods were adopted. Through triangulation procedure, the researcher used various methods of data collection, which include questionnaires, interviews and documentary review.

3.7.1 Questionnaires

Closed ended and open ended questionnaires were used to collect data from pupils facing marital conflict homes, class teachers and head teachers (Appendix I, II and III respectively). Basically, the use of questionnaires had an advantage of providing the respondents' adequate time to reflect on the questions asked, and consult relevant documents before providing the required data (Kasomo, 2006). The questionnaire used to collect information on daily social, economic, academic and psychological problems facing marital conflict pupils.

Additionally, information on how marital conflict influence pupils academic performance, coping strategies adapted to enhance their academic performance and the role of school management in assisting pupils who experienced marital conflicts was explored. Questionnaires were administered face to face to the respondents. Three different questionnaires were administered to different groups. One group was head teachers, other questionnaires were for class teachers and the last group was the pupils who come from marital conflicts families.

3.7.2 Semi-structured Interview

Teachers and heads of school responded to open ended questions through semi-structured interview. This enabled the researcher to elicit in depth information with regards to the role of teachers and head teachers in serving students who were affected by marital conflicts. Phellas, Bloch and Seale (2007) pointed out that the advantages of this, semi-structured interviews allow for a depth of feeling that ascertained the provision of opportunities to probe and expand the interviewees' responses.

3.8 Validity and Reliability of Instruments

3.8.1 Validity of Instruments

According to Best and Khan (2006), validity refers to the quality of data gathering instruments or procedure that enables it to measure what is supposed to measure. The instruments used to collect data were discussed with colleagues and supervisor on its contents and logical flow. Comments provided by colleagues and supervisor were considered in making adjustment of the instruments for collecting information required for the study. Finally, pilot study was conducted in two public primary schools.

3.8.2 Reliability of Instruments

The issue of reliability was ensured through the following; the researcher employed a pre-testing research instruments by using the pilot method, where by a set of questionnaire were distributed and a mini study was conducted to a few respondents from the category of members of a school board and teachers. The instruments used to collect data from primary school were tested for its logical flow and ambiguity

before used for data collection. Testing of the Enumerators were trained for proper procedure of data collection and the general conduct in order to ensure good quality of data collected. Reliability was also ensured by the use of appropriate sampling techniques including random and non-random sampling, in selection of the appropriate sample and suitable sample size.

3.9 Data Analysis Procedures

This study used Statistical Package for Social Science (SPSS) version 16.0 to analyze quantitative data collected through questionnaires. Data from questionnaire were analyzed descriptively, whereby results were presented in frequencies and percentages. Data from semi-structured interview have been thematically analyzed. The content of data has been analyzed to generate and categorize recurring themes for interpretations. Descriptive responses have been presented using direct quotes as collected from informants.

3.10 Ethical Issues

The researcher observed all necessary research rules, regulations, and responsibilities during the preparation and conduction of research in the field. Research clearance to carry out this study were obtained from the OUT and were forwarded to Regional Administrative Secretary (RAS) who directed the District Administrative Secretary (DAS) to issue a research permit that authorize the researcher to access all target places to get data in Temeke municipal particularly in selected primary schools.

During the data collection process, informed consent from respondents was to be sought and respondents were assured before on handling their confidentiality and

privacy of the information they would provide. Anonymity of respondents was adhered to when storing and processing data. The researcher has accordingly acknowledged all scholarly work and data consulted including books, journals, theses, newspapers and field data.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

In this chapter, data regarding the effects of marital conflicts on academic performance of primary school students have been, analyzed, interpreted and discussed. The presentation is arranged in line with the specific objectives that guided the study which were to:

- (i) Investigate the daily social, economic, academic and psychological problems facing marital conflicts children.
- (ii) Examine the extent in which marital conflicts influence pupils' academic performance.
- (iii) Identify coping strategies adopted by marital conflicts children towards the enhancement of their academic performance.
- (iv) Examine the role of school management in assisting pupils who experience marital conflicts.

Research data was collected from twelve (12) primary schools in Temeke district. For the purpose of ethical issues these schools were named School A, B, C, D, E, F, G, H, I, J, K and L. The data collected on each study objective was analyzed using Statistical Package for Social Sciences (SPSS) version 16.0 for descriptive statistics quantitative data, and qualitative data were analyzed through content based analysis. The results and discussions presented were based on a total number of 120 public

primary school pupils and 36 teachers who responded and filled in questionnaires, which comprised a grand total of 156 respondents.

Descriptive statistics of the findings (frequencies and percentages) have been displayed in tables and figures. The contents of data from semi-structured interview were analyzed to generate and categorize recurring themes. Moreover, descriptive qualitative data has been used to nourish quantitative data. This chapter further gives a discussion of findings and where possible, a comparison with similar studies done has been employed.

4.2 Respondents' Background Information

Information about background characteristics of the study participants from the surveyed primary schools in Temeke municipality has been presented separately, for teachers and those for students. Respondents profile for pupils includes; gender, age, class level and care givers of the respondents.

Other information is occupations of parents and the total number of family members the respondent belongs. Background information collected from teachers includes; sex, age, working experience and teachers' education level. Therefore, profile of respondents provides the parameters within which the analysis of responses is based on for this chapter and in the subsequent chapter.

4.2.1 Pupils' Profile

Field data have shown the results, which determined participants' characteristics. Table 4.1 presents pupils' profile based on gender, age, and class level of respondents; pupils' care givers as well as the occupations of pupils' care givers.

Table 4.1: Pupils' Profile

Demographic Variable	Pupils' Demographic characteristics	Frequency	Percent	Total %
Gender	Male	48	40.0	100
	Female	72	60.0	
Age	11-12	44	36.7	100
	13-14	76	63.3	
Class level	STD V	50	41.7	100
	STD VI	70	58.3	
Pupils' care giver	All parents	16	13.3	100
	Mother alone	63	52.5	
	Father alone	6	5.0	
	Guardian	35	29.2	
	Others	-	-	
Occupation of mother	Employed	23	19.0	100
	Self employed	64	53.0	
	I don't know	33	28.0	
Occupation of father	Employed	19	16.0	100
	Self employed	35	29.0	
	I don't know	66	55.0	
Occupation of Guardian	Employed	22	18.0	100
	Self employed	72	60.0	
	I don't know	26	22.0	
Number of family members	2-3	36	30.0	100
	4-5	72	60.0	
	More than 5	12	10.0	

Source: Field Data, 2016

4.2.1.1 Distribution of Pupils by Gender

From the findings in Table 4.1 shows that most of the pupils who filled the questionnaires were female 72(60%) compared to their counterparts male who were

48 (40%). Having more girl respondents than boys for 20% implies that girls were more affected with marital conflict problems than boys.

4.2.1.2 Distribution of Pupils based on Age Group

Table 4.1 reveals that majorities of participated pupils were standard six (VI) 70(58.3%), while standard five (V) was 50 (41.7%) out of 120 pupils.

4.2.1.3 Distribution of Pupils per Class Level

Table 4.1 depicts that the majority were standard VI who was 70(58.3%) of the pupils' respondents, while standard V was 50 (41.7%) out of 120 pupils.

4.2.1.4 Distribution of Pupils' Care Givers

Data in the table 4.1 revealed that pupils who had all parents as their caregivers were 16 respondents representing 13.3%, whose care were under their mothers alone were 63(53.5%), while those depended on their fathers alone for their life were only 6(5%), and those who were being cared by guardians (e.g. aunts, step mothers, uncle, or grandmothers) were 35 representing 29.2% of the respondents out of 120 respondents.

4.2.1.5 Occupation of Pupils' Mothers

The researcher was also interested to reflect activities caregivers were engaging in, to earn living for the family and their influence towards marriage stability. Data presented in Table 4.1 shows that most of the respondents 64 (53%) out of 120 respondents showed that their mothers were self-employed in different petty

businesses, 23(19%) showed that their mothers were employed, while 33(28%) of the respondents showed that had no idea on the occupation of their mothers. Results which show that 53% of mothers were self-employed in petty businesses, suggest that marital conflict might have also been caused by family economic hardship.

4.2.1.6 Occupation of Pupils' Fathers

Field data in table 4.1 have shown that 19 respondents representing 16% out of 120 respondents affirmed that their fathers were-employed, 35(29%) showed that their father were self employed, while 66 (55%) of the respondents mentioned that they were unaware on the occupation of their fathers.

4.2.1.7 Occupation of Pupils' Guardians

From the findings displayed in the table, it was observed that 22(18%) of the respondents affirmed that their guardians were employed, 72(60%) showed that their guardian were self-employed while 26(22%) out of 120 respondents showed that were not aware about guardians' occupations.

4.2.1.8 Number of Family Members

Data collected from respondents revealed that, 36 respondents representing 30% out of 120 respondents affirmed that there were 2-3 members in the family they were living, 72(60%) of the respondents showed that there were 4-5 members while 12 (10%) of the respondents affirmed that in their family were more than 5 members. Data show that most of the family had 4-5 members who need collaborative support from both parents.

4.2.2 Teachers' Profile

Table 4.2 shows the number of teachers who filled in questionnaires in terms of their gender, age, education level, and working experience.

Table 4.2: Teachers' Profile

Demographic Variable	Teachers Demographic Characteristics	Frequency	Percent	Total %
Sex	Male	12	33.0	100
	Female	24	67.0	
Age	21-30	8	22.0	100
	31-40	20	56.0	
	41-60	8	22.0	
Education level	Certificate	18	50.0	100
	Diploma	12	33.0	
	1 st degree	4	11.0	
	Master degree	2	5.0	
Working experience	1-5 year	11	31.0	100
	6-15 years	18	50.0	
	More than 15 years	7	19.0	

Source: Field Data, 2016

4.2.2.1 Distribution of Teachers by Sex

The findings presented in Table 4.2 shows that female teachers participated more than male, as female teachers were 24(67%) while male were 12(33%) who filled in the questionnaires. The findings show that both sexes were involved in the study, although number of female respondents exceeded that of male by 17%. However the participation of more female teacher respondents in the study, did not affect the quality of data and their interpretation.

4.2.2.2 Distribution of Teachers based on Age

For age structure it was observed that the majority 20 (57%) of the teacher respondents out of 36 respondents were between 31- 40 years old, 8(22%) respondents were in the age group of 21-30 years while another 8(22%) of the respondents were at the age of 41-50 years old. The presence of 28 (79%) of the respondents out of 36 (100%) respondents at the age of 31 - 60, implies that pupils from marital conflict families could possibly get valuable and appropriate guidance and counseling from teachers, as most of them were matured enough to assist children with acceptable advices.

4.2.2.3 Education Level of Respondents

Table 4.2 presents the level of education teachers involved in the study. The majority 18 (50%) of the respondents grade A teaching certificate, 12 (33%) Diploma holders, while 4 (11%) had degree certificate, and 2 (5%) of the respondents out of 36 had master degree. The findings suggest that teachers had a reasonable literacy level to appropriately help pupils psychologically and socially with problem resulted from marital conflicts.

4.2.2.4 Respondents' Working Experience

Basing on working experience, data from the field have shown that half of the respondents, 18(50%) were found to have an experience of 6-15 years in teaching profession; Teachers with 1-5 years of experience were 11 (31%), while 7 (19%) of the respondents had an experience of more than 15 in the teaching profession. inferences from the data suggest that teachers had a good experience to deal with challenges faced children even by providing children with psychotherapy.

4.3 Research Findings and Discussion

The presentation of the findings and discussion in this part is based on research objectives and questions. The study had four specific objectives as guidelines to address research problem.

4.3.1 Objective I: Daily Social, Economic, Academic and Psychological

Problems facing Marital Conflicts Children

This sub-section presents findings for the research questions that sought to explore daily social, economic, academic and psychological problems which were facing marital conflicts Pupils. Pupils and teachers' views were sought and are presented in the following paragraphs.

4.3.1.1 Daily Social, Economic, Academic and Psychological Problems faced

Marital Conflicts Children

Pupils that involved in a study mentioned different problems they were facing due to parents' marital conflicts at home. These are presented in five categories in Table 4.3.

Table 4.3: Problems (Social, Economic, Academic and Psychological) Facing Marital Conflict Children

Problems facing marital conflict children	Frequency	Percent
Missing love from both parents	15	12.5
Feeling lonely and isolated	22	18.3
Lack of basic school and home needs	53	44.2
Poor concentration in study	21	17.5
Poor peer interaction	9	7.5
Total	120	100.0

Source: Field Data, 2016

As shown in Table 4.3 that majority of pupils (44.2%) reported that they are lacking basic (school and home) needs. Other problems mentioned by pupils included feeling lonely and isolated (18.3%), poor concentration in study (17.5 %), missing love from both parents (12.5%). Few pupils 9(7.5%) reported to face poor interaction.

It is evident that parents' quarrels made children from marital conflict homes to face psychological, social and economic challenges, which consequently affected them academically. Findings imply that economic hardship was the main problem facing families of the victims, as findings show that most of the respondents 53(44.2%) affirmed to lack basic needs for school and home uses. It can be suggested that, lack of children needs has been due to poor family financial status resulted from marital conflicts.

Other studies also had related findings to the explored ones. Smith (1999) asserted that Children from marital conflict families may lose confidence, blame themselves for the break-up, and see their parent's separation or divorce in a complicated way. The range of feelings that a child may encounter include; disbelief and denial, sadness, loss, loneliness, depression, anger, anxiety, fear, relief and hope. Response to these feelings often results in different levels of intensity (Smith, 1999).

4.3.1.2 Teachers' Views on Daily Social, Economic, Academic and Psychological Problems Facing Marital Conflicts Children

Teachers also contributed their views concerning to problems (social, economic, academic and psychological) facing marital conflicts pupils in their schools. The mentioned pupils' problems have been categorized and presented in Table 4.4.

Table 4.4: Class Teachers' Views on Pupils' Problems (Social, Economic, Academic and Psychological) Due to Parents Quarrels

Problems facing marital conflict children	Frequency	Percent
Lack of confidence in class	4	16.7
Feeling lonely and isolated	3	12.5
Lack of basic school and home needs	10	41.5
Poor concentration in study	2	8.3
Absenteeism	5	20.8
Total	24	100.0

Source: Field Data, 2016

As portrayed in Table 4.4 class teachers reported the following to be problems facing marital conflict children lack of basic needs (41.7%), absenteeism from school/class (20.8%), lack confidence when are in class (16.7%), feeling lonely and isolated 3(12.5%), poor pupils' concentration in study, (8.3%). Basing on class teachers views it is clear that these children are mostly suffering from socio-economic problems, which in turn affect their school attendance and performance.

Head teachers were also interviewed to share their views on daily problems facing pupils, whose parents experienced frequent marital conflicts. Most of the statements from head teachers showed related problems as statements explain. For instance, the head teacher from school B asserted that:

"I have seen some unpleasing situation to children whose parents have been in trouble of marital conflict. Most of children come at school without pocket money for some school needs. Some they ask for help from teachers when they are at school. Most of them stay without anything to eat all of the day, until they get back home. Some of the pupils come to school even without pens or exercise books for class use".

The head teacher from primary school B reported that:

“Pupils from marital conflict families at my school are faced with poor school attendance; they are not punctual and confident in class. This may be due to poor support they got from their parents. Most of them do not have enough school needs. You just imagine at this era a pupil can come at school without shoes? Some of the pupils collect dumped shoes from dumping areas so as to sustain them at school”.

Moreover, the head teacher from primary school F asserted that;

“I have been advising pupils who face life hardship due to parents’ marital conflicts. Most of the pupils from families which experience marital conflicts seem to be lonely and coward before others. Some develop truancy behaviour. Some ends in engaging in petty business so as to earn a living, regardless of the existence of their parents. Most pupils’ behaviours change because they lack close supervision, advice, guidance and motivation from parents”.

On the same concern, head teacher of primary school G commented;

Normally, children from broken marriages have a lot of psychological problems than those from intact marriages. For example, we had one pupil last year who refused to play with her peers, and refused to do assignments. When she was asked to go and bring her father, she broke down and cried. We came to realize that her parents had separated and she was living with her grandparents. We also discovered that her academic performance was deteriorating year after year

The head teacher of Primary school E said;

“Quarrel and fighting of parents at home not only lead to the separation of parents but also affect children behaviours. Most of the children do not have confidence on anything they have to participate, they always isolate from others. Most of them develop risky behaviour at the early age like prostitution, smoking and taking drugs. These behaviours push pupils to engage into theft, truancy, or drop-out from school”.

The most explained problem by most of the head teachers, showed that pupils whose parents were frequently in quarrels, made their children to experience insufficient school and home academic and social needs, to have poor school attendance, and to

have less concentration in studies, which in turn they scored poorly in internal and external examinations.

The findings from both teachers and pupils have shown that parents' marital conflicts had created different problems to students. The problems included lack of basic needs to pupils; pupils' loneliness and feel isolated; lack of confidence and punctuality to pupils; lack of motivation from parents; poor academic performance; lack of readiness to learn; truancy and development of risky behaviors like prostitution and drug abuse at early age. This is true that when parents or guardians are fighting, they have little or no time for their children. They do lose appropriate opportunity to concentrate on any input to provide to their children acceptable social services as far as monitoring children academic progress.

The explored results concur with the findings by Whitemarsh (2008) who found that educators are often the first to notice a change in behavior when a family is in transition to being broken up. Teachers have observed that some children from divorced families may show decreased functioning in academic performance and display oppositional behavior, or signs of anxiety and depression. Eckenrode, Laird and Doris (1993), also delineate that children from marital conflicts are normally affected psychologically and become pupils who are non-compliant, poor motivated and cognitive immaturity which then interfere with academic achievement – an outcome that further undermines their chance for live success. The non-compliance, poor motivation and cognitive immaturity come in when the parents or guardians do not guide these pupils. They cannot offer their guidance or input when parents are fighting.

4.3.2 Objective II: Marital Conflicts and its influence on Pupils' Academic

Performance

This sub-section presents and discusses the extent in which marital conflicts influence Pupils' Academic Performance. The objective to be achieved was to establish the extent in which marital conflicts influence pupils' academic performance. Findings from pupils and teachers have been displayed in tables to represent their opinions.

4.3.2.1 Pupils' Acceptance on whether Parents Quarrels have affected Pupils'

Academics Performance

Findings displayed in Table 4.5 have shown pupils' acceptances on whether parents' quarrels affected their schools' academic achievements.

Table 4.5: Pupils' Acceptance on whether Parents Quarrels affected Pupils' Academic Performance

Pupils' Acceptance on whether Parents Quarrels affected Pupils' Academic Performance	Frequency	Percent
Yes	114	95.0
No	6	5.06
Total	120	100.0

Source: Field Data, 2016

As depicted in Table 4.5 most of respondents 114(95%) agreed that parents' quarrel affects their children academically while 6(5%) of the respondents disagreed. According to study findings, family conflicts that mostly result in divorce have negative impact to children cognitive development. This situation was also revealed

by Clarke, Vandell, McCartney, Owen, and Booth (2000), that divorce or marital conflict sat homes have negative impact on family characteristics and processes like economic position and parental responsiveness, and are associated with the children's cognitive performance. A longitudinal study conducted by Sun and Liin 2002, on 340 families, found out that children in separated or divorced families performed more poorly on tests of cognitive ability at the age of 15 and 24 months than that of children from continuously married and intact families. This situation proves that parental marital conflict affects children cognitive development continuously.

4.3.2.2 Pupils Opinion on how Parents' Quarrels affected Pupils' Academic Performance

The findings on how parents' quarrels affected pupils' academic performance collected from pupils and presented in Table 4.6, have also proved how parental conflicts influence pupils' academic performance negatively.

Table 4.6: Pupils Responses on how Parents' Quarrels affected Pupils' Academic Performance

Effects of Parents Quarrels on Pupils' Academic Performance	Frequency	Percent
Lack of needs for school and home uses	67	56.0
Lack of care and love from both parents	18	18.0
Poor parents motivation	31	26.0
Total	120	100.0

Source: Field Data, 2016

Table 4.6 indicates the effects of parents' quarrels on pupils' academic performances reported by pupils. These were lack of needs for school and home uses 67 (59%), lack of needs for school and home uses 22 (18%), poor parents motivation 31(26%). These findings reveal that pupils are affected academically due to lack of school need and poor home services, lacked good care, motivation and love from both parents.

The situation suggests that children were lacking home parental care and were helpless on financial and social issues for their future determination. The findings by Rodgers and Rose (2001) who examined the relationship between family factors and academic performance also revealed that adolescents of divorced families reported less parental support and monitoring which strongly predicted their academic achievement. According to Siti Norand Zaline (2005) support from family is critical because poor support contributes to lower academic achievement among adolescents even in intact families.

4.3.2.3Pupils Acceptance on whether Parents' Quarrels affected Pupils'

Attendance

This question aimed at exploring pupils' views on the impact of parents' quarrels on their attendance at schools. Field data displayed in Table 4.7 have shown pupils' acceptance on the effect of parents' quarrels on their attendance at schools.

Table 4.7: Pupils' Responses on whether Parents Quarrels affected Pupils' School Attendance

Pupils' Responses on whether Parents Quarrels affected Pupils' School Attendance	Frequency	Percent
Yes	96	80.0
No	24	20.0
Total	120	100.0

Source: Field Data, 2016

Data in Table 4.7 shows that 96(80%) out of 120 respondents accepted that parents' quarrels interrupted and negatively affected their school attendance, while 24(20%) disagreed on the notion. Deductions of these results from 80% of the respondents, suggest that, parents' quarrels have played a role in disrupting pupils' attendance in schools and hence poor academic achievements to pupils. The research findings therefore, agree with other studies (Amato, 2001; Kelly, 2000) that children and adolescents, who are exposed to high level of parental conflict, had more problems in academic compared to children and adolescents who had not experienced parental conflict. These children do not attend school regularly and adolescents have two to three times more tendencies to drop out from school.

4.3.2.4 Pupils' Opinion on how Parents' Quarrels affected Pupils' School Attendance

The study investigated the way parents' quarrels affected pupils' school attendance. Results from the field exposed in table 4.8 show pupils' opinions.

Table 4.8: Pupils' Responses on how Parents' Quarrels affected Pupils' School Attendance

Pupils' Responses on how Parents' Quarrels affected Pupils' School Attendance	Frequency	Percent
Forced to involve in mothers' petty business	52	43.0
Engage in street begging	30	25.0
Lack of school needs	21	18.0
Not motivated to attend school	17	14.0
Total	120	100.0

Source: Field Data, 2016

Table 4.8 show that 52(43%) of the respondents mentioned that they sometimes did not attend schools in order to support their mothers in petty business, 30(25%) were engaging in begging in streets, 21(18%) mentioned lack of important school needs as a reason for truancy, while 17(14%) of the respondents showed that they were not motivated by to attend school and were feeling ashamed before others. These were categorized as main reasons behind pupils' poor attendance in schools. Descriptions of data in Table 4.8 assume that parents' quarrels affect direct family income. The situation automatically disrupts parents' efforts to earn income for family life, which then led to poor parenting to children. Poor parenting affect negatively children schooling punctuality and education development. Hetherington (2002) also found out that children living with newly divorced mothers are more likely to be late for school, develop truancy behavior and are less likely to have a help in their homework.

4.3.2.5 Teachers' Views on the Common Academic Problems facing Pupils from Marital Conflicts Homes

Data collected from 24 teachers on common academic problems facing pupils from marital conflicts homes as indicated in Table 4.9.

Table 4.9: Teachers' Responses on the Common Academic Problems facing Pupils from Marital Conflicts Homes

Teachers' views on common pupils' academic problems	Frequency	Percent
Pupils do not attend school regularly	3	13.0
Pupils fail to do class exercises	8	33.0
Pupils do not write notes	6	25.0
Most pupils perform poorly in examinations	7	29.0
Total	24	100.0

Source: Field Data, 2016

Findings in Table 4.9 show that 3(13%) of the respondents said pupils from marital conflict families do not attend class regularly, 8(33%) mentioned that such pupils fail to do class exercises as required, 6(25%) said those pupils fail to write class notes accordingly, while 7 (29%) of the respondents showed that pupils from marital conflict families are academically underprivileged and most fail their final examinations. Results suggest that parents' quarrels have been among of the hindrances that reject effective academic development of most pupils, whose homes experience marital conflicts.

The situation was also revealed by Buberwa (2014) that broken marriages contribute a lot to student's poor academic performance, psychological problems and delinquent behavior among students. Rodgers and Rose (2001) in their study on the relationship between family factors and academic performance revealed that, adolescents of divorced families experience less parental support and monitoring which strongly predicted their academic achievement. According to Sun Sun and Li (2001) showed that economic hardship is among the main problems faces divorced families in supporting children in schooling. Financial challenges lead to poor support on pupils' educational needs.

4.3.2.6 Academic Achievement differences between Pupils whose Families experienced Marital Conflicts and those who were Free from Marital Conflicts Families

The study was also interested to examine perceptions of the respondents on academic performance beforehand after parents 'quarrels. Pupils and Teachers views were sought to compare pupils' academic performance before and after parents' quarrels.

4.3.2.6.1 Pupils' Perceptions on Academic Performance before Parents' Quarrels and after

Table 4.10 presents pupils' perceptions on academic performance before and after parents' quarrels.

Table 4.10: Pupils' Perceptions on Academic Performance Before and After Parents' Quarrels

Questions/Items	Description	Frequency	Percentage
What was your academic performance before your parents conflicts	Very Good	36	30.0
	Good	55	45.0
	Average	20	17.0
	Poor	9	8.0
	Total	120	100.0
What is your academic performance after your parents conflicts	Has gone down	107	89.0
	Has improved	0	0
	Still the same	4	3.0
	I don't know	9	8.0
	Total	120	100.0

Source: Field Data, 2016

Regarding pupils' academic performance before parents' quarrels, Table 4.10 shows that majority of pupils 91 (75%) perceived to have good academic performance before parents' quarrels. Similarly, 107 (89%) of pupils' reported to face academic challenges after parental conflicts. Moreover, none of the respondents affirmed on the improvement of his/her academic performance after parents' conflicts. The

findings implies that the kind of parents' family relationship have positive or negative influence towards children education development. This means that the way a child is nurtured at home, determines child's level of participation in learning and cognitive development. Poor and inappropriate parenting of a child, result into poor and ineffective learning, hence, poor academic performance, while good and appropriate parenting, result into privileged and effective learning, hence acceptable academic performance.

These findings are also in agreement with a number of studies such as those of Astone and McLanahan (1991) who argued that children with divorced parents score lower than children with continuously married parents on measure of academic success. Other studies also have shown that children and adolescents who are exposed to high level of parental conflict had more problems in academic compared with children and adolescents who had not experienced parental conflict. These children and adolescents have two to three times more tendencies to drop out from school (Kelly, 2000; Amato, 2001; Rodgers & Rose, 2001). Therefore, before parental conflicts a child experience good academic development, but when parents' quarrels continuously arise, affects child's schooling, hence poor academic performance.

4.3.2.6.2 Teachers' views on Pupils Academic Performance Differences between those Experienced Parents' Quarrels and Vice Versa

All teachers who filled the questionnaires responded that, children whose families experienced marital conflicts were performing poorly in their studies compared to those who were from families with good parenting at home. Their views showed that,

families, which are intact, the level of harmony and love among parents is higher, compared to the family with marital conflicts. Further, Teachers identified some of the indicators which most of the children from marital conflicts families manifest.

The indicators mentioned include; pupils experience poor dresses, pupils lack essential needs for school, they are not punctual when doing their tasks, are lonely, stressful, and coward. Looking at the other side, teachers showed that the situation is quite different if compared to those children from intact family. Children from parents whose family relationship is good are smart, they are supported well with their parents in terms of school needs, and they are cheerful, hardworking, stress free, punctual and future life determined.

Head teachers also had ideas related to those of class teachers, in comparing academic performance of pupils whose families experienced conflicts and those who were not facing marital conflicts. The head teacher of primary school B had the following to say;

“Researcher it is difficult to find a family which stays for all years without conflicts between parents, but some of family’s parents frequently clash and consequently end up in separation. Therefore, children from families which experience marital conflicts deteriorate academically, because children lack enough required materials for school, drop in school attendance due to home problems, and they lack motivation from parents. Children from calm families get required school needs, learn and actually perform well because are supported and encouraged with their parents”.

The head teacher of primary school L asserted that:

“Children from families which are living peaceful experience good academic performance because are not emotionally disturbed compared to those children from marital conflict families who emotional due to family’s quarrels hence poor academic performance”..

Further, a head teacher of school C said:

“It is true that at higher percent, children from families which are living peaceful, experience good academic performance compared to those children from marital conflict families. This is because parents of the children from families which are living peaceful do make follow up on the academic development of their children, they are good in parenting and show love to their children”.

Another head teacher of primary school A stipulated that;

“Children from families experiencing minimal conflict are understandable and industrious while most of the children from families with a lot of quarrels coward, stressful and make them hard to understand lessons, keep memory hence poor academic achievements”.

Moreover, the head teachers from school E said;

Children from marital conflict families are more stressful and emotional. For example Amina (not real name) cry easily nowadays. There was a day that someone threw a ball at her. It just touched her hand and she cried the whole day. Nobody wants to talk to her because she is always very angry.

These study findings are consistent with those cited in VanlderValk *et al.*, (2005) who found out that children of divorced parents may have a lower sense of psychological well-being than children who grew up with intact families. The findings of Asetline and VanderValk cited in VanderValk *et al.* (2005) confirmed that children of divorced parents may experience emotional problems such as loneliness and depression. Moreover, study findings concur with that of Molepo *et al*(2012) who explain that “younger children from divorced parents had poor academic performance because were more likely to have emotional and behavioral challenges than those from intact families”.

4.3.3 Objective III: Coping Strategies in assisting Marital Conflicts Children to Enhance Academic Performance

The third objective intended to identify coping strategies adopted by marital conflicts children towards the enhancement of their academic performance. This section presents and discusses strategies used in assisting marital conflicts children to enhance their studies for the improvement of academic performance.

4.3.3.1 Pupils' Views on the Source of Assistance in Solving Academic Problems

Pupils from marital conflicts families were asked to rate on the sources of assistance used in solving their academic problems. Results corresponding to pupils' views have been presented in Table 4.11 and discussed.

Table 4.11: Pupils' Responses on the Sources of Assistance in Solving Academic Problem

Sources of assistance in solving pupils' academic problems	Frequency	Percent
Class teachers	18	15.0
Class mates	62	52.0
School administration	21	17.5
I don't get any assistance	19	15.5
Total	120	100.0

Source: Field Data, 2016

Findings in Table 4.11 reveal different sources that pupils sought for assistance. Results show that 18(15%) of the respondents indicated that they got assistance from class teachers to solve their academic problems, 62(52%) rated for Class Mates as source of assistance, 21(17.5%) rated for school administration, while 19(15.5%) of

the respondents indicated that they had not assisted. The findings show that there was no effective communication between teachers and vulnerable pupils, as few clients 18(15%) were assisted by teachers. Further, some other respondents 19(15.5%), affirmed to stay without any assistance. The situation implies that, there were inadequate strategic efforts in schools to effectively assist those vulnerable children, in order to give them hope and strategies for their future life.

4.3.3.2 Pupils' Opinions on the adopted Strategies to Cope with Family Marital Conflicts to enhance Academic Performance

Pupil's action of taking self-strategies in coping with problems depends on awareness and readiness of a child to fight difficulties s/he faces. The following Table 4.12 has shown strategies pupils from marital conflict families adopted to cope with the existed marital conflicts to enhance their academic performance.

Table 4.12: Pupils' adopted Strategies to Cope with Family Marital Conflicts to Enhance Academic Performance

Strategies adopted by pupils to cope with the existed problem of marital conflict	Frequency	Percent
I pray for God	26	22.0
I study hard	23	19.0
I engage in petty business to get school needs	53	44.0
I follow teachers' advice	18	15.0
Total	120	100.0

Source: Field Data, 2016

The aim of measuring this variable was to see whether children from marital conflict families were aware on the problem they were facing and know initiatives they took to fight the matter. Findings as displayed in Table 4.12 shows strategies adopted by pupils to cope with the existed problem of marital conflict, these included: praying for God to change their life status 26 (22%), studying hard as a way of coping with hard situation 23(19%), following class teachers for advices 18(15%), while 53(44%) of the respondents said they decided to engage in petty business to get school needs. Having a big number of 53(44%)of the respondents, who affirmed to engage in petty business as a strategy to earn a living, as well as school needs; the assumptions from the findings is that, most children from marital conflict families were not attending school regularly and their academic development was negatively affected.

Other studies also discovered ways used by children from marital conflicts to cope with the challengeable situation. According to Rizzini (2003) emphasize that, coping strategies used by children from homes with marital conflicts to encounter their difficult life at home are used as means of obtaining food, clothes, and shelter and health services and protection from parental violence. The combination of environment and personality traits enable highly stressed and troubled children to develop numbers of skills in their lives.

4.3.4 Objective IV: The Role of School Management in assisting pupils who experience Marital Conflicts

The fourth objective intended to examine the role of school management in assisting pupils who experience marital conflicts. The following are responses provided by pupils, class teachers and head teachers.

4.3.4.1 Pupils' View on whether the School Management assists Victim of Marital Conflicts

The study collected pupils' views on the ways they were assisted by the school management; and the results have been analyzed in Table 4.13.

Table 4.13: Pupils' Views on whether the School Management Assists Victim of Marital Conflicts

Views on the assistance of school administration to marital conflict children	Frequency	Percent
I get advice from class teachers	20	17.0
I am free to consult my friends	62	52.0
I get support from NGO's through school administration	19	15.5
I don't get any assistance	19	15.5
Total	120	100.0

Source: Field Data, 2016

Findings in Table 4.13 reveals that most pupils reported to be free to consult their friends 62(52%), mentioned that they were assisted at school by their class teachers 20 (17%), and 19(15.5%) indicated that they were supported by non-governmental organizations through school administration, to get school needs like stationery and school uniforms. Data from the field have shown that most of respondents 62(52) affirmed to be assisted by their fellows while only 20(17%) were assisted by teachers. The situation implies that there were minimal interactions between teachers and pupils in terms of guidance and counseling to help pupils.

4.3.4.2 Opinions from Teachers on assisting Marital Conflicts Children to Enhance Academic Performance

Teachers have opinioned on different situations of pupils from marital conflict families. Table 4.14 exposes the responses on whether pupils with marital conflict problems were reporting their troubles at school, and it shows which sex was mostly affected by parents' marital conflicts.

Table 4.14: Teachers' Responses on the Situation of Pupils from Marital Conflict Families

Variable		Frequency	Percent
Pupils whose families experience conflict report their home problem in your office	Yes	9	25.0
	No	27	75.0
	Total	36	100.0
Who are the most affected by their parents' marital conflicts	Boys	1	3.0
	Girls	35	97.0
	Total	36	100.0

Source: Field Data, 2016

Regarding the situation of pupils from marital conflict families, Table 4.10 shows teachers responses. Majority of Teachers 27(75%) disagreed that pupils were reporting their problems at school, except 9(25%) who agreed. Similarly, 35(97%) of the teachers reported that girls are mostly affected by troubles resulted from marital conflict families. Moreover, only 1(3%) of the teachers showed that boys were mostly affected than girls.

Findings in Table 4.14 suggest that most of the pupils do not express their problems to their teachers for assistance as 27(75%) of the teachers affirmed that pupils hide their home problems. Moreover, females are those who need special project for assistance, because are the most vulnerable group when families fall in marital conflicts.

4.3.4.3 Teachers' views on Strategies Pupils from Marital Conflicts used to Deal with their School Problems

Teachers also identified different strategies pupils from marital conflict families applied to cope with problem faced them. The mentioned strategies are presented in Table 4.15.

Table 4.15: Views of Teachers on Strategies Pupils from Marital Conflicts Adopted to Deal with their School Problems

Teachers' views on strategies pupils used to cope with problems at school	Frequency	Percent
Pupils keep problem as secret	8	22.0
They engage in petty business and musical clubs	10	20.0
They engage in prostitution	3	8.0
Pupils inform their friends about their problems	6	17.0
Pupils report their problems to teachers for help	9	25.0
Total	36	100.0

Source: Field Data, 2016

Teachers mentioned strategies which pupils from marital conflicts used to cope with their problems, as indicated in Table 15. Findings have shown that 8(22%) out of 36 respondents said pupils keep their problems secret, 10(28%) said pupils engage in

petty business and musical groups, 3(8%) mentioned pupils engage in prostitution, 6(17%) mentioned that they inform their friends for assistance, while 9(25%) of the respondents said pupils report their problems to teachers for advices. In reference to the mentioned strategies which pupils from marital conflict families adopt to deal with difficulties, it is true that such pupils were facing education development challenges for academic successes. All strategies mentioned except the use of teachers' advice were not friendly to assist them to effectively involve in schooling. The situation implies that the pupils were not progressing academically.

The findings concur with that of Lawuo, Machumu and Kimaro (2015) who found out that strategies adopted by children included; engaging in sex relations, seeking socio-emotion supports. Other strategies included running away from homes, joining gang groups, seeking physical supports, doing petty business and some opted to disregard parental-conflicts.

4.3.4.4 Strategies used by Teachers in assisting Pupils from Marital Conflicts Families to achieve Academic Goals

Teachers mentioned their strategies they employed in assisting pupils from marital conflict families as analyzed in Table 4.16.

Findings collected from 36 teachers displayed in Table 4.15 show various strategies employed by teachers in assign pupils to have good academic performances. These included 7(19.5%) provision of guidance and counseling to pupils and parents with problems 7 (19.5%); encouraging pupils to study hard 10(28%), provision of little supports like exercise books and pens and self-reliance education to pupils 8(22%)

and Coordinating pupils from families with problems with NGO's for education support 11(30.5%). Pupils from marital conflicts' families can be assisted with guidance and counseling services. However, findings indicate that these services are provided with few teachers. This implies that most schools do not have such service to assist pupils even on other social, economic and academic problems.

Table 4.16: Teachers' Strategies in Assisting Pupils to Achieve Academic Goals

Strategies used by Teachers	Frequency	Percent
Provision of guidance and counseling to pupils and parents	7	19.5
Encouraged pupils to work hard in study	10	28.0
Provision of little supports like exercise books and pens and self-reliance education pupils	8	22.0
Coordinate them with NGO's to support pupils with problems	11	30.5
Total	36	100.0

Source: Field Data, 2016

Head teachers also added their views by explaining on how school management put their efforts and strategies to assist pupils from marital conflicts families. Head teachers contributed different strategies, which were used to make pupils from marital conflicts families also get education. The head teacher at primary school H spoke out that;

“Once the school discovers that there are pupils who are faced with difficulties in attaining school requirements, we call parents to discuss and find the way out to make a child proceed with studies. Currently, there are no tuition fees to be paid by parents, so the school take initiatives to advice the available parent to make sure that the child gets required needs for school, regardless the problem the parent experiences”.

Another head teacher from school K asserted that:

“There are a number of children at my school who are from separated families due to marital conflicts. My school has been taking initiatives in support those with problems of affording school’s needs. The school sometimes supports them with stationery like exercise books, pens and pencils. My office also tries to advice child’s parent the way she/he can assist h/her child with school requirements”.

The head teacher of primary school J when asked on the initiatives school management do to assist children from marital conflict families, had the following to say;

“The school involves such children in the list of those who need to be sponsored by different donors. We also try to resolve the marital conflict, which has occurred between parents. Also the school does assist those pupils with some stationery”.

From these findings, it shows that different ways were employed by teachers to assist children from marital conflict families participate in schooling. Strategies used include provision of guidance and counseling to pupils and parents with problems; encourage the pupils to work hard in study; provide pupils with little supports like exercise books and pens and self-reliance education. Some schools’ management also tried to coordinated pupils from families with problems with NGO’s for education support.

4.4 Summary

This chapter presented data based on four research objectives that were developed in Chapter one. The Research objectives guided the study include; to explore the daily social, economic, academic and psychological problems facing marital conflicts children; to establish the extent in which marital conflicts influence pupils’ academic

performance; to identify coping strategies adopted by marital conflicts children towards the enhancement of their academic performance; and to examine the role of school management in assisting pupils who experienced marital conflicts.

The findings revealed that pupils from marital conflicts families were facing different trouble which hampered their school progress, and consequently affected negatively their academic performance. The explored problems which pupils from marital conflict families experienced include; lack of love from both parents, they lacked confidence before others, they seemed to be passive in class activities, felt lonely and isolated, they lacked basic school needs; they had poor concentration in studies. Most of them developed absenteeism, and their academic performance deteriorated and most failed in exams. The data from children of marital conflict families and teachers, confirmed that parental separation affected pupils psychologically and affected negatively pupils' academic performance.

Field data revealed that marital conflict caused parents to separate or broke communication for a while. Findings showed that most of the respondents from disintegrated families, 63(53%) were living with their mother, and a few remained were living with fathers, and other relatives like grand mothers, aunts, uncle and grandfather. The results indicated that most of the pupils affirmed that their life status at home was better before parents quarrels than that they experienced after parents quarrels which some ended in separation. Views from both pupils and teachers respondents on daily social, economic, academic and psychological problems faced marital conflicts children, showed that pupils lack love from both parents, they lacked confidence before others, they seemed passive in class activities,

felt lonely and isolated when were at school, they lacked basic school need and home services, they had poor concentration in studies, most developed absenteeism, and their academic deteriorated and failed in exams.

The study also discovered that children whose families experienced marital conflicts were perceived to perform poorly in their studies compared to those with good parenting at home. This is because children from marital conflicts families were discovered to face challenges of lack of essential needs for school, they were not punctual when doing their tasks, were lonely, stressful, and coward. While those children from parents whose family relationship were good were perceived smart, supported well with their parents in term of school needs, and they were cheerful, hard working, stress free, punctual and future life determined. It was therefore concluded that that the kind of parents' family relationship have positive or negative influence towards children education development.

Study findings have shown the strategies, which were used by both pupils and teachers to enable children from marital conflict families to cope with problem. Pupils showed that, were playing for God to change their life status, studied hard as a way of coping with hard situation, consulted class teachers for advices also they decided to engage in petty business to get school needs. For the case of teachers and school administration, different initiatives found to be adopted to assist children from marital conflict homes achieve their educational goals. The employed strategies include; provision of guidance and counseling to pupils and parents with problems, encourage the pupils to work hard in study, to provided pupils with little supports

like exercise books and pens and self-reliance education and by Coordinating pupils from families with problems with NGO's for educational support.

The study also noticed that, most of the pupils were not so easy to give information to teachers on the marital problems they face at home. In a subsequent chapter five, recommendations for action to solve marital conflicts or assist children from marital conflict families have been given. Suggestion for further study has also been considered.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary, conclusions and recommendations of the study. The recommendations are proposed as a means of uplifting educational achievements to pupils from marital conflict families in primary schools in Tanzania. Recommendations also have shown ways forward in reducing if not eliminating parents' quarrels and allow effective parenting to children for the fulfillment of pupils' school needs. Effective parenting will consequently improve pupils' schooling and improve pupils' academic performance. Summary and conclusions on the other hand, involve salient issues found out in the study.

5.2 Summary of the Study

This study sought to investigate the effects of marital conflicts on academic performance among primary school pupils. Specifically the study sought to:

- (i) Investigate the daily social, economic, academic and psychological problems facing marital conflicts children.
- (ii) Examine the extent in which marital conflicts influence pupils' academic performance.
- (iii) Identify coping strategies adopted by marital conflicts children towards the enhancement of their academic performance.
- (iv) Examine the role of school management in assisting pupils who experience marital conflicts.

Chapter one concentrated on background of the study focusing on marital conflicts issues in relation to students' academic performance. Chapter two dwelt more on the literatures and studies on the effects of marital conflicts on academic performance among school pupils. The literature discussion has been based on different issues including, problem facing marital conflict children, marital conflict and pupils' academic performance and coping strategies adopted by children from marital conflict families. The researcher exposed what was known from the reviewed literature and therefore the research gap was established. The study was guided by the theory and the conceptual framework. The study adopted attachment theory by Ainsworth and Bowlby (1991) that develops between the child and his/her primary care-givers.

Chapter three, research methodology presented the research design and approach for this study. The study has been conducted in Temeke municipality in Dar-es-salaam involving a sample of 156 participants who were 120 pupils from marital conflict families, 24 class teachers and 12 head teachers from twelve (12) primary schools. Purposive and simple random techniques were used to select the study sample. Questionnaires and semi-structured interview guide were employed to collect relevant data. The mixed method research approach was used, where quantitative and qualitative data were collected and analyzed. Chapter four is confined in data presentation, analysis and discussion. Data collected have mostly been analyzed descriptively and presented in figures and tables. Little qualitative information from head teachers in some areas has been descriptively presented to nourish quantitative data.

5.2.1 The Daily Social, Economic, Academic and Psychological Problems Facing Marital Conflicts Children

The Study investigated the daily social, economic, academic and psychological problems facing marital conflicts children, which were reported by both pupils and teachers. The reported problems include miss of love from both parents, lack of confidence, being passive in class activities, feeling of loneliness and being isolated themselves from others at school. Other problems were, being anxious in attempting issues, lack of basic school needs and home services, poor concentration in studies, and absenteeism.

5.2.2 The Extent in which Marital Conflicts Influence Pupils' Academic Performance

The results indicated that most of the pupils from marital conflict families affirmed that their life status at home was better before parents quarrels, than that they experienced after parents quarrels. The study also discovered that children whose families experienced marital conflicts were perceived to perform poorly in their studies compared to those with good parenting from home. This is because children from marital conflicts families were discovered to face challenges of lack of essential needs for school, they were not punctual when doing their tasks, were lonely, stressful, and coward. While those children from parents whose family relationship was good were perceived smart, supported well with their parents in terms of school needs, and they were cheerful, hardworking, stress free, punctual and future determined. It can therefore be said that the kind relationship between parents in a family had positive or negative influence towards children education development.

5.2.3 Coping Strategies Adopted by Marital Conflicts Children Towards the Enhancement of Academic Performance

Findings revealed that girls were mostly affected group with troubles resulted from marital conflict families than boys. Moreover, findings have shown strategies adopted by pupils and teachers to make marital conflict children to cope with the troubles they faced, were collected and identified. Pupils showed that were praying for God as a way of coping with problems, so that their life status might change, some mentioned that were studying hard as a way to improve their future life, some consulted class teachers for advices, and others decided to engage in petty business to get school needs. For the case of teachers and school administration assistance, the findings showed that different initiatives were applied to assist children from marital conflict achieve their educational goals. The employed strategies include, Provision of guidance and counseling to pupils and parents with problems, encourage the pupils to work hard in study, to provide pupils with little supports like exercise books and pens and self-reliance education. However, findings from teachers also showed that some pupils were not willing to disclose information on the problem they were facing, which made difficult for teachers to assist all the needy pupils psychologically or materially.

5.2.4 The Role of School Management in Assisting Pupils who Experienced Marital Conflicts

The study revealed that school management employed some initiatives to assist children from marital conflict families, to acquire primary education. Some heads of school affirmed to coordinate pupils experiencing different problems with NGO's for

educational support. Moreover, findings show that, schools called parents to discuss what to be done and find the way forward to make children continue with studies. Heads of schools also mentioned that they were advising parents on the negative impact of marital conflicts if persisted in family; also schools supported the victims with some school requirements. However, the study noticed that some of the pupils were not open to head teachers on the marital problems they faced at home and it affected proper identification and provision of support to all victim pupils.

5.3 Conclusions

Findings revealed that the kind of family relationship between parents may have positive or negative influence towards children education development. Significantly, the study revealed that parent' quarrels and single parenting affects negatively children's academic achievement as well as child's physical and psychological development. Results showed that parents' quarrels distressed pupils as they lacked parents' love, lacked basic school needs, seemed unconfident before others, being passive in class activities, felt lonely, anxious and isolated at school, had poor concentration in studies, poor school attendance.

Moreover, the study findings identified that, children whose families experienced marital conflicts were perceived to perform poorly in their studies compared to those with good parenting at home. However, it should be noted that children from marital conflict families are worse off than those from intact marriage, because some may be experiencing violence, which has more negative effect than living peacefully with one parent.

Findings also exposed the strategies employed by respondents in assisting pupils from marital conflict families cope with the situation. Pupils themselves showed that they used pray for God to assist them, a few consulted their teachers for help, some made their problems a secret, while most of them involved in petty business in order to get funds for their life and for school needs. According to the findings, teachers and the school management also assisted the victim through guidance and counseling, Pupils were also said to be assisted materially by teachers or by donors, like NGO's, which were requested by the school management.

Generally, it was affirmed by 97% of the teachers that, the most affected group by the impact of parents' quarrels was the girls than boys. Based on the findings that parents' quarrels distressed pupils as they lacked parents' love, lacked basic school needs, seemed unconfident before others, being passive in class activities, felt lonely, anxious and isolated at school, had poor concentration in studies, poor school attendance; there should be purposeful efforts of creating strategies in primary schools how to guide and assist children from marital conflict families especially girls, so that they can attain their educational dreams. This will reduce street children, prostitution at a very early age and other social crimes like drug abuse and trafficking.

5.4 Recommendations

Basing on the findings and conclusions of the study, recommendations suggested have been divided into two parts, recommendations for action and recommendations for further studies.

5.4.1 Recommendation for Action

The following recommendations are directed to the government, teachers, management of schools, the community, parents and other social agencies for action as follows:

- (i) It is recommended that schools should have counseling and guidance services whereby pupils from marital conflict homes and other family related problems will be assisted with advice. School management should establish guidance and counseling unit, with professional personnel who will be there to assist pupils and parents with family conflict problems. Personal social, group counseling and individual counseling in schools is highly recommended where pupils with challenged homes can be counseled to develop positive self-concept.
- (ii) It is recommended that the Government should educate its agencies on the need and ways to influencing parents stay in their families and assist their children acquire education. The government and religious leaders should promote family responsibility among parents, and educate the community the need to maintain harmonious relationship in families. In so doing, children will be cared well at home and supported with the community wherever they will be.
- (iii) The government should sensitize campaigns to increase community awareness on the parents to care their children and provide all needs including education. The government should also formulate policies concerning the problems of marital conflicts children so as to control and fine parents who are irresponsible in their families.
- (iv) The government should raise the financial status to schools. Schools with sufficient funds will be able to assist any children with difficulties in attaining

educational materials for study. School management should also effectively and efficiently utilize the available limited funds so that children with difficulties can be assisted.

- (v) Cooperation among all stakeholders including the communities, charity organizations, NGO's and donors to support vulnerable children in schools, is highly recommended.

5.4.2 Recommendation for Further Studies

The results of the study have revealed parents' quarrels and single parenting affected negatively children's academic achievement in schools as well as child's physical and psychological development. This implies that studies to investigate rehabilitation activities to children from marital conflict families are necessary. Researcher recommends more studies to be done on the following areas:

- (i) "The effects of guidance and counseling unit in primary school pupils".
Findings which will be collected will expose the role and demand of guidance and counseling session in solving pupils' academic challenges resulted from different problems.
- (ii) "Challenges of running guidance and counseling services in primary schools".
Results will show factors that hinder establishment and implementation of guidance and counseling unit, which in-turn the government, policy makers and policy executors will be able to take action on the recommendations which will be addressed by the study.

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i.

- ii.
-
- iii.
-
- iv.
-

Section C: Effects of Marital Conflicts on pupils' academic performance

10. (a) Do you think your parents quarrel have affected you academically
 (1) YES (2) NO []
 (b) If Yes, How (explain).....
11. (a) Do you think your parents quarrel has affected your attendance at school?
 (1) YES (2) NO []
 (b) If Yes, How (explain).....
12. What was your academic performance before your parents started to quarrel
- (1) Very Good
 - (2) Good
 - (3) Average []
 - (4) Poor
13. What can you say about your academic performance after your parents conflicts
- (1) Has gone down
 - (2) Has improved []
 - (3) Still the same
 - (4) I don't know

Section D: Pupils Coping Strategies towards Academic Performance

14. Where do you get assistance basing on academic problems
- (1) Class teacher
 - (2) My Class Mates []
 - (3) School administration
 - (4) Other (specify).....
 - (5) I don't get at all

15. What coping strategies do you adopt towards your academic performance

a)

b)

.

c)

....

16. How does the school management assist you as a victim of marital conflicts?

.....

.....

.....

17. What is your opinion on the strategies to avoid violence of parents at home?

1.....

2.....

3.....

Appendix II: Dodoso la Wanafunzi Walio Athirika na Migogoro ya Kindoa

Jina langu ni Macky Hassan, ni mwanafunzi wa shahada ya uzamuli katika Chuo Kikuu Huria cha Tanzania, nasoma Shahada ya uzamili katika utawala wa elimu mipango na sera. Ninafanya utafiti juu ya

“Madhara ya migogoro ya ndoa kitaaluma miongoni mwa wanafunzi wa shule za msingi” katika Manispaa ya Temeke, Mkoa wa Dar es salaam. kwa heshima kabisa nakuomba unipe taarifa. Taarifa zote utakazo toa zitakuwa ni siri na zitatumika kwa ajili ya taaluma tu. Majibu yako yatakubaliwa.

SEHEMU A: Taarifa binafsi [weka (✓) kwenye jibu sahihi]

1. Jinsia (a) ME [] (b) KE []
2. Umri.....
3. Darasa (a) Tano [] (b) Sita []
4. Unalelewa na nani;
 - (1) Wazazi wote
 - (2) Mama peke yake
 - (3) Baba peke yake []
 - (4) Mlezi
 - (5) Mwingine (mtaje)
5. Kazi ya Baba.....
6. Kazi ya Mama.....
7. Kazi ya mlezi.....
8. Mmezaliwa wangapi katika familia yenu.....

SEHEMU B: Matatizo ya kila siku kwa wanafunzi nyumbani.

9. Ni matatizo gani unayopitia (kijamii, kiuchumi, kielimu na kisaikilojia) kwa sababu ya ugomvi wa wazazi wako? Yataje
 - 1.....
 - 2.....
 - 3.....
 - 4.....

SEHEMU D: Athari za migogoro ya ndoa kwa wanafunzi

10. Je unadhani ugonvi wa wazazi wako umekuathiri kitaaluma?

(1) Ndio (2) Hapana []

Kama jibu ni ndio(elezea).....

11. Je unadhani ugomvi wa wazazi wako, umeadhiri mahudhurio yako shuleni

(1) Ndiyo (2) Hapana []

(b)Kama jibu ni ndio(elezea).....

12. Kabla ya ugomvi wa wazazi wako, nini ulikuwa wastani wako wa ufaulu kwa masomo yote

(1) Mazuri sana

(2)Mazuri []

(3)Wastani

(4)Dhaifu

13. Je baada ya ugomvi huu wa wazazi, nini wastani wako wa ufaulu kwa masomo yote

(1)Yameshuka

(2)Yamepanda

(3)Hamna mabadiliko []

(4)Sijui

SEHEMU E: Mikakati ya kukabiliana kwa watoto

14. Je unapata wapi msaada hasa kwenye masuala ya kitaaluma

(1)Mwalimu wa darasa

(2)Mwanafunzi mwenzangu []

(3)Uongozi wa shule

(4)Wengine(taja).....

(5)Sipati kabisa

15. Ni mikakati gani unafanya ili iweze kukusaidia kitaaluma

(a).....

(b).....

(c).....

16. Ni jinsi gani uongozi wa shule unakusaidia wewe kama muahanga wa migogoro ya familia.....

.....

...

17. Nini maoni yako juu ya adhari za ugomvi wa wazazi kwa watoto kama wewe?

(1).....

(2).....

(3).....

Appendix III: Questionnaire for Class Teachers

My name is Macky Hassan, a post graduate student at the Open University of Tanzania pursuing Masters of Education in Administration, Planning and Policy Studies. I am conducting a study on *“Effects of Marital Conflicts on Academic Performance among Primary School Pupils”* in Temeke District, Dar es Salaam region. I kindly request you to provide me with information. All information provided will be treated with extreme confidentiality and used for academic purposes. Your response will highly be appreciated.

Section A: Demographic Information

1. Gender: (1) Male (2) Female []
2. Age:
3. Name of a school:
4. Highest Education level:
5. Working/ Teaching Experience:

Section B: Effects of Marital Conflicts on Pupils

6. What are the problems (social, economic, academic and psychological) facing marital conflicts pupils in this school?
 - a)
...
 - b)
...
 - c)
.....
.....
 - d)
...
7. What are the common academic problems of pupils from marital conflicts homes?
 - a)
 - b)
 - c)
8. How do you compare academic performance of pupils whose families experience conflicts and those not facing marital conflict?
.....
.....
.....

Section C: Coping strategies adopted by pupils whose families experience conflict

9. Do pupils whose families experience conflict report their home problem in your office?

(1) Yes (2) No

[]

10. Who are the most affected by their parents' marital conflicts?

(1) Boys (2) Girls

[]

11. What strategies do pupils from marital conflicts adopt in dealing with their school problems?

- a)
- b)
- c)

12. You as the class teacher how do you help pupils who experience marital conflicts to achieve their academic goals?

- a)
- b)
- c)

13. What is your general opinion on the strategies to avoid violence of parents at home?

- a)
- b)
- c)

Appendix IV: Dodoso la Mwalimu wa Darasa

Jina langu ni Macky Hassan, ni mwanafunzi wa shahada ya uzamuli katika Chuo Kikuu Huria cha Tanzania, nasoma Shahada ya uzamili katika utawala wa elimu mipango na sera. Ninafanya utafiti juu ya

“Madhara ya migogoro ya ndoa kitaaluma miongoni mwa wanafunzi wa shule za msingi” katika Manispaa ya Temeke, Mkoa wa Dar es Salaam. kwa heshima kabisa nakuomba unipe taarifa. Taarifa zote utakazo toa zitakuwa ni siri na zitatumika kwa ajili ya taaluma tu. Majibu yako yatakubaliwa

SEHEMU A: Taarifa Binafsi

1. Jinsia (1)ME (2)KE []
2. Umri.....
3. Jina la
shule.....
4. Kiwango cha elimu.....
5. Uzoefu kazini.....

SEHEMU B: Madhara ya matatizo ya wazazi kwa wanafunzi

6. Je ni matatizo yapi wanayapata watoto wanotoka katika familia zenye matatizo ya ndoa katika shule (Kijamii, kiuchumi, kielimu na kisaikolojia)

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....

7. Ni matatizo gani ya kitaaluma ya yanawapata watoto wanaotoka kwenye familia

zenye migogoro

- (a).....
- (b)

(c).....

8. Ni kivipi unaweza kulinganisha kitaaluma wanafunzi ambao familia zao zina migogoro na ambao familia zao hazina migogoro?

.....

SEHEMU C: Mikakati ya kukabiliana kwa watoto wanaotoka kwenye familia zenye migogoro

9. Je watoto wote wenye matatizo ya wazazi nyumbani wanaleta matatizo yao ofisini kwako

(1) Ndio (2) Hapana []

10. Ni nani kati ya wanafunzi wakike na wakiume wanaoathirika sana kutokana na migogoro ya wazazi

(1) Wavulana (2) Wasichana []

11. Unaweza kuelezea ni jinsi gani watoto wanaotoka kwenye familia zenye migogoro ya kifamilia wanavyojisaidia kukabiliana na matatizo shuleni

(a).....

(b).....

(c).....

12. Kama mwalimu ni jinsi gani unaweza kuwasaidia wanafunzi wanaotoka kwenye familia zenye migogoro kufanikisha malengo yao kitaaluma

(a).....

(b).....

(c).....

13. Ni nini maoni yako juu yamikakati ili kuepuka migogoro ya wazazi nyumbani

(a)

(b).....

(c).....

Appendix V: Questionnaire for Head Teacher

My name is Macky Hassan, a post graduate student at the Open University of Tanzania pursuing Masters of Education in Administration, Planning and Policy Studies. I am conducting a study on *“Effects of Marital Conflicts on Academic Performance among Primary School Pupils”* in Temeke District, Dar es Salaam region. I kindly request you to provide me with information. All information provided will be treated with extreme confidentiality and used for academic purposes. Your response will highly be appreciated.

Section A: Personal Information

1. Gender (1) Male (2) Female []
2. Age.....
3. Name of the school
4. Working experience.....
5. Highest Education level.....

Section B: Effects of marital conflicts on pupils

6. What are the problems (social, economic, academic and psychological) facing marital conflicts pupils in this school?
 - a)
 - b)
 - c)
 - d)
7. What are the common academic problems of pupils from marital conflicts homes?
 - a)
 - b)
 - c)
8. How do you compare academic performance of pupils whose families experience conflicts and those not facing marital conflict?

.....

.....

.....
9. What are the common academic problems facing pupils whose families experience conflict?
 - a)
 - b)

Section C: Coping strategies adopted by pupils whose families experience conflict

10. Do pupils whose families experience conflict report their home problem in your office?

(1) Yes (2) No

[]

11. Who are the most affected by their parents' marital conflicts?

(2) Boys (2) Girls

[]

12. What strategies do pupils from marital conflicts adopt in dealing with their school problems?

- a)
- b)
- c)

13. As a head of this school how do you help pupils who experience marital conflicts to achieve their academic goals?

- a)
- b)
- c)

14. What role does the school's management play in assisting pupils who experience marital conflicts (explain).

- a)
- b)
- c)

15. What is your general opinion on the strategies to avoid violence of parents at home?

- a)
- b)
- c)

Appendix VI: Dodoso la Mwalimu Mkuu

Jina langu ni Macky Hassan, ni mwanafunzi wa shahada ya uzamuli katika Chuo Kikuu Huria cha Tanzania, nasoma Shahada ya uzamili katika utawala wa elimu mipango na sera. Ninafanya utafiti juu ya

“Madhara ya migogoro ya ndoa kitaaluma miongoni mwa wanafunzi wa shule za msingi” katika Manispaa ya Temeke, Mkoa wa Dar es Salaam. kwa heshima kabisa nakuomba unipe taarifa. Taarifa zote utakazo toa zitakuwa ni siri na zitatumika kwa ajili ya taaluma tu. Majibu yako yatakubaliwa

SEHEMU A: Taarifa Binafsi

1. Jinsia (1)ME (2)KE []
2. Umri.....
3. Jina la
shule.....
- ...
4. Kiwango cha elimu.....
5. Uzoefu kazini.....

SEHEMU B: Madhara ya matatizo ya wazazi kwa wanafunzi

6. Je ni matatizo yapi wanayapata watoto wanotoka katika familia zenye matatizo ya ndoa katika shule (Kijamii, kiuchumi, kielimu na kisaikolojia)
 - 1.....
 - 2.....
 - 3.....
 - 4.....
 - 5.....
7. Ni matatizo gani ya kitaaluma ya yanawapata watoto wanaotoka kwenye familia zenye migogoro

(a).....

(b)

(c).....

8. Ni kivipi unaweza kulinganisha kitaaluma wanafunzi ambao familia zao zina migogoro na ambao familia zao hazina migogoro?

.....

SEHEMU C: Mikakati ya kukabiliana kwa watoto wanaotoka kwenye familia zenye migogoro

9. Je watoto wote wenye matatizo ya wazazi nyumbani wanaleta matatizo yao ofisini kwako

(2) Ndio (2) Hapana []

10. Ni nani kati ya wanafunzi wakike na wakiume wanaoathirika sana kutokana na migogoro ya wazazi

(2) Wavulana (2) Wasichana []

11 Unaweza kuelezea ni jinsi gani watoto wanaotoka kwenye familia zenye migogoro ya kifamilia wanvyojisaidia kukabiliana na matatizo shuleni

(a).....

(b).....

(c).....

12. Kama mwalimu mkuu ni jinsi gani unaweza kuwasaidia wanafunzi wanaotoka kwenye familia zenye migogoro kufanikisha malengo yao kitaaluma

(a).....

(b).....

(c).....

13. Je uongozi wa shule unafanya jitihada gani kuwasaidia wanafunzi wanaotoka kwenye familia zenye migogoro ya ndoa

(a).....

(b).....

(c).....

14. Ni nini maoni yako juu yamikakati ili kuepuka migogoro ya wazazi nyumbani

(a)


(b).....

(c).....

Appendix VII: Research Authorization from the Open University of Tanzania

THE OPEN UNIVERSITY OF TANZANIA
DIRECTORATE OF RESEARCH, PUBLICATIONS, AND POSTGRADUATE STUDIES

Kawawa Road, Kinondoni Municipality,
P.O. Box 23409
Dar es Salaam, Tanzania
<http://www.out.ac.tz>



Tel: 255-22-2666752/2668445
Ext.2101
Fax: 255-22-2668759,
E-mail: drps@out.ac.tz

Date: September 16th, 2016.

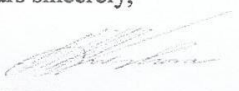
**Municipal Director
Temeke**

RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an act of Parliament No. 17 of 1992, which became operational on the 1st March 1993 by public notice No. 55 in the official Gazette. The act was however replaced by the Open University of Tanzania charter of 2005, which became operational on 1st January 2007. In line with the later, the Open University mission is to generate and apply knowledge through research. To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you **Ms. Macky Hassan; PG 201506248** pursuing Master of Arts in Social Work. We hereby grant this clearance to conduct a research titled **"Effects of Marital Conflicts on academic performance among primary school pupils in Temeke District, Dar es Salaam Region"**. She will conduct her research at Temeke Municipality from September 16th to October 16th, 2016.

In case you need any further information, kindly do not hesitate to contact the Deputy Vice Chancellor (Academic) of the Open University of Tanzania, P.O. Box 23409, Dar es Salaam. Tel: 022-2-2668820. We lastly thank you in advance for your assumed cooperation and facilitation of this research academic activity.

Yours sincerely,



**Prof Hossea Rwegoshora
For: VICE CHANCELLOR
THE OPEN UNIVERSITY OF TANZANIA**

**OFISI YA MKURUGENZI
IMEPOKELEWA**

20 SEP 2016 *copy*


S.L.P 46343
MANISPAA YA TEMEKE
DAR-ES-SALAAM

Appendix VIII: Research Permit Letter from Temeke Municipality

TEMEKE MUNICIPAL COUNCIL
[All letters should be addressed to the Municipal Director]

Tell: +255 22-2851054
Fax: +255 22-2850640
E-mail: temekemanispaa@tmc.go.tz
website: www.tmc.go.tz

Ref. No. TMC/MD/ U.21/30



P.O.Box: 46343,
Mandela Road
DAR ES SALAAM,
TANZANIA.

Date: 22/09/2016

HEAD TEACHERS

RE: RESEARCH PERMIT MACKY P. HASSAN

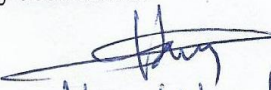
Please refer to the heading above

This is to inform you that, permission is granted to the above mentioned student/Researcher from OPEN UNIVERSITY to conduct research on Effects of marital conflicts on academic performance among primary school pupils in Temeke District, Dar-es-salaam Region.

case study of.....

This permit will effect from the date of this letter.

Please give with necessary assistance.


H. Uledi
For: MUNICIPAL DIRECTOR
TEMEKE
MUNICIPAL DIRECTOR
TEMEKE

Copy to: - Student/Researcher MACKY HASSAN
From OPEN UNIVERSITY