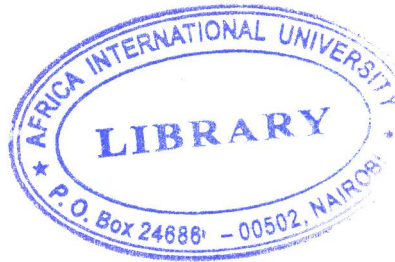


AFRICA INTERNATIONAL UNIVERSITY

INTER-PARENTAL CONFLICT EFFECTS ON ACADEMIC ACHIEVEMENT  
MOTIVATION AMONG FORM THREE STUDENTS IN SECONDARY  
SCHOOLS IN RUIRU SUB-COUNTY KENYA

BY  
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A Dissertation submitted to the University in partial fulfillment of the requirements  
for the degree of Doctor of Philosophy in Education in  
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## ABSTRACT

The present study sought to find out the effects of inter-parental conflicts on form three students' academic achievement motivation in Ruiru sub-county. In particular, the study sought to find out whether there were any gender differences in the effect of inter-parental conflicts; whether parental education, parental occupation and age at marriage have effects on inter-parental conflict. The study was guided by three theories: Martin Selgman's Learned Helplessness Theory, Urie Bronfenbrenner's Ecological Systems Theory and Grych and Finchams's Cognitive Contextual Framework Theory. A mixed method research design was adopted for the study.

A pilot study involved 20 students from a mixed school and one guidance and counseling teacher. A total of 281 students participated in the study. Purposeful sampling was used to select guidance and counseling teachers and focus group discussion participants. Proportionate stratified sampling technique was used to select schools from the 13 public and 18 private schools in the sub-county as well as to select students from the schools chosen. Data was collected using four instruments: Children Perception of Inter-parental Conflict Questionnaire (CPIC) and Academic Motivation Survey (AMS) for Students, interview schedule for seven guidance and counseling master/mistress and focus group discussion for ten parents of the students.

Data collected was analyzed using both descriptive and inferential statistics. Pearson's product moment correlation coefficient ( $r$ ) was used to establish the relationship between inter-parental conflict and academic achievement motivation at 0.05 significance level. T-test was used to determine sex differences in inter-parental conflict and academic achievement motivation. The results were summarized in tables of frequency distribution and percentages. The results provided evidence that there was a significant relationship between inter-parental conflict and students' academic achievement motivation in qualitative data.

Further, it was found that there was a significant gender differences which were found with regard to inter-parental conflict and some domains of academic motivation which were in favor of girls in both data sets. In addition, significant correlation was found between parental level of education and inter-parental conflict. Mixed results were found between parental occupation and inter-parental conflict. Finally, there was significant relationship between age at marriage and inter-parental conflict. A major implication and recommendation of the study was that, teachers, parents and all stakeholders in education should work together in creating conducive school and home environments for fostering the development of academic achievement motivation. New intervention should be devised to make inter-parental conflict less afflicting to the children.