Strategies Used in Nurturing Children’s Socio-Emotional Development among Kipsigis Fathers: A Case of Litein Ward, Bureti Sub-County

by

Gloria Chelang’at Kitur

A thesis presented to the School of Human and Social Sciences of

Daystar University
Nairobi, Kenya

In partial fulfilment of the requirements for the degree of

MASTER OF ARTS
in Child Development

May 2014
STRATEGIES USED IN NURTURING CHILDREN’S SOCIO-EMOTIONAL DEVELOPMENT AMONG KIPSIGIS FATHERS: A CASE OF LITEIN WARD, BURETI SUB-COUNTY

by

Gloria Chelang’at Kitur

In accordance with Daystar University policies, this thesis is accepted in partial fulfilment of the requirements for the Master of Arts degree.

Date:

_________________________   ________________________

Roseline Olumbe, MA.,
1st Supervisor

_________________________   ________________________

Harrahs Malinda, Ph.D.,
2nd Supervisor

_________________________   ________________________

Roseline Olumbe, MA.,
Coordinator, Institute of Child Development

_________________________   ________________________

Kennedy Ongaro, Ph.D.,
Dean, School of Human and Social Sciences
STRATEGIES USED IN NURTURE CHILDREN’S SOCIO-EMOTIONAL DEVELOPMENT AMONG KIPSIGIS FATHERS: A CASE OF LITEIN WARD, BURETI SUB-COUNTY

I declare that this is my original work and that it has not been submitted to any other college or university for academic credit.

Signed: ________________________________  Date: ________________________
Gloria C. Kitur,
(11-1337)
ACKNOWLEDGEMENTS

First and foremost I would like to thank God for His goodness and faithfulness, divine strength, provision and ever present help all through my studies and also for the idea of this study. Thus far He has been Ebenezer.

Secondly I would like to acknowledge several people whose support, encouragement, help and assistance made this work possible: my parents Bernard and Rachel Kitur; my brother Gilbert Kipbett; my Supervisor Mrs. Roseline Olumbe and Reader Dr. Harrahs Malinda as well as my lecturers Dr. Stephen Manya and Mrs Scolastica Githinji; my mentor Clement Cheruiyot and his family; my friends Esther Chelagat and family as well as Silpa Ochieng and the entire Ochieng family for always willing to hosting me in Nairobi; my classmates Brenda Kimemia, Steve Uru, Ann Muthee, Faith Muriungi, Trizzer Njagi and Mary Munyao among others.

Thirdly I would like to appreciate Patrick Rono and Daniel Ronoh for helping me with the Kipsigis translations; Robert Rotich and Charles Yegon who assisted me in data collection; the Assistant Chief, Litein location; the teachers and pupils of Kusumek Primary School and Litein Primary School as well as the residents of Kopsito, Lalagin and Samuget villages in Litein who all provided me with all the necessary information I needed while conducting this research.

Last but not least, I would like to also acknowledge AIC Litein Hospital Management and staff, South Rift Transport Services and all librarians at Daystar University, Nairobi Campus and at Kenya Highlands Evangelical University, Kericho.
TABLE OF CONTENTS

TITLE PAGE ...................................................................................................................... .i
SIGNATURE PAGE .......................................................................................................... . ii
DECLARATION PAGE ..................................................................................................... iii
ACKNOWLEDGEMENTS ............................................................................................... iv
TABLE OF CONTENTS ................................................................................................... v
LIST OF FIGURES ......................................................................................................... viii
LIST OF TABLES ............................................................................................................. ix
LIST OF ABBREVIATIONS AND ACRONYMS ............................................................ x
ABSTRACT .................................................................................................................. xi
DEDICATION ................................................................................................................ xii
CHAPTER ONE ......................................................................................................... 1
INTRODUCTION AND BACKGROUND TO THE STUDY .............................................. 1
   Introduction .............................................................................................................. 1
   Background to the Study ....................................................................................... 1
   Statement of the Problem ..................................................................................... 5
   Purpose of the Study ............................................................................................. 6
   Objectives of the Study ......................................................................................... 6
   Research Questions ............................................................................................... 7
   Justification of the Study ....................................................................................... 7
   Significance of the Study ....................................................................................... 8
   Assumptions of the Study ..................................................................................... 8
   Scope of the Study ................................................................................................. 9
   Limitations and Delimitations of the Study ......................................................... 9
   Definition of Terms .............................................................................................. 10
   Summary ............................................................................................................... 12
CHAPTER TWO ........................................................................................................ 13
LITERATURE REVIEW ............................................................................................ 13
   Introduction .......................................................................................................... 13
   Theoretical Framework ......................................................................................... 13
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature Review</td>
<td>17</td>
</tr>
<tr>
<td>General Literature Review</td>
<td>17</td>
</tr>
<tr>
<td>Empirical Literature Review</td>
<td>28</td>
</tr>
<tr>
<td>Conceptual Framework</td>
<td>31</td>
</tr>
<tr>
<td>Discussion</td>
<td>33</td>
</tr>
<tr>
<td>Summary</td>
<td>33</td>
</tr>
<tr>
<td>CHAPTER THREE</td>
<td>34</td>
</tr>
<tr>
<td>RESEARCH METHODOLOGY</td>
<td>34</td>
</tr>
<tr>
<td>Introduction</td>
<td>34</td>
</tr>
<tr>
<td>Research Design</td>
<td>34</td>
</tr>
<tr>
<td>Target Population</td>
<td>34</td>
</tr>
<tr>
<td>Study Site</td>
<td>35</td>
</tr>
<tr>
<td>Sample Size</td>
<td>36</td>
</tr>
<tr>
<td>Sampling Technique</td>
<td>36</td>
</tr>
<tr>
<td>Data Collection Instruments</td>
<td>38</td>
</tr>
<tr>
<td>Questionnaire</td>
<td>38</td>
</tr>
<tr>
<td>Interview Schedule</td>
<td>39</td>
</tr>
<tr>
<td>Data Collection Procedures</td>
<td>39</td>
</tr>
<tr>
<td>Validity and Reliability</td>
<td>40</td>
</tr>
<tr>
<td>Pilot Study</td>
<td>40</td>
</tr>
<tr>
<td>Data Analysis Plan</td>
<td>41</td>
</tr>
<tr>
<td>Ethical Considerations</td>
<td>41</td>
</tr>
<tr>
<td>Summary</td>
<td>42</td>
</tr>
<tr>
<td>CHAPTER FOUR</td>
<td>43</td>
</tr>
<tr>
<td>DATA PRESENTATION, ANALYSIS AND INTERPRETATION</td>
<td>43</td>
</tr>
<tr>
<td>Introduction</td>
<td>43</td>
</tr>
<tr>
<td>Analysis and Interpretation</td>
<td>43</td>
</tr>
<tr>
<td>Response Rate</td>
<td>43</td>
</tr>
<tr>
<td>Gender and Age</td>
<td>44</td>
</tr>
<tr>
<td>The Concept of Fatherhood among Kipsigis Men</td>
<td>46</td>
</tr>
<tr>
<td>Strategies Used by Kipsigis Fathers in Nurturing Children’s Socio-emotional Development</td>
<td>66</td>
</tr>
</tbody>
</table>
LIST OF FIGURES

Figure 2.1.: Conceptual Framework .......................................................... 33
Figure 4.3.: Gender Proportions of the Boys and Girls ............................... 46
Figure 4.4.: Age Distribution of Children .................................................. 47
Figure 4.5.: Age Distribution of Fathers .................................................... 47
Figure 4.6.: Who A Father is According to Men ........................................ 48
Figure 4.7.: Who Children Say A Father Is ............................................... 49
Figure 4.8.: What Kipsigis Fathers Say A Father Does ............................... 50
Figure 4.9.: What Children Say Fathers Do .............................................. 51
Figure 4.10.: Who Takes Children to Hospital When They Are Sick .......... 53
Figure 4.11.: Who Pays Children's School Fees ....................................... 53
Figure 4.12.: How Fathers Treat Mothers In The House .............................. 55
Figure 4.13.: Frequency Of Quarrels With Wife ....................................... 56
Figure 4.14.: Place Where Quarrelling Takes Place ................................... 57
Figure 4.15.: How Quarrels with Wife Are Resolved .................................. 58
Figure 4.16.: If A Man Can Touch His Wife in Children's Presence ............... 59
Figure 4.17.: If Men Can Sit Next To Wives in the House ........................... 60
Figure 4.18.: The Owner of House and Home ............................................ 61
Figure 4.19.: If Men Could Respect Decision Made By Wife Without Consultation .......................................................... 62
Figure 4.20.: House Chores Men Helped With .......................................... 63
Figure 4.21.: If Fathers Help With House Chores ....................................... 63
Figure 4.22.: Activities Fathers Engage In When Home .............................. 64
Figure 4.23.: If Men Could Take Strolls With Their Children ..................... 65
Figure 4.24.: When Fathers Buy Gifts For Children .................................... 66
Figure 4.25.: The Person The Child Discusses School Performance With ....... 67
Figure 4.26.: Father's Relationship With Children ..................................... 68
Figure 4.27.: Children's Relationship With Fathers .................................... 69
Figure 4.28.: How Father Influences Children’s Relationships With Other Children .......................................................... 70
Figure 4.29.: How Fathers Help Children Relate With Other Children .......... 71
Figure 4.30.: Why Fathers Should Know The Friends Of Their Children ..... 72
Figure 4.31.: If Children Can Tell Father How They Feel At Different Times ... 73
Figure 4.32.: How Fathers Can Tell If Children Are Happy Or Sad ............ 74
Figure 4.33.: The Person The Child Talks To When Sad ............................. 75
Figure 4.34.: How Fathers Ensure Children Feel Safe .............................. 76
Figure 4.35.: If Fathers Are Important In The Lives Of Children .................. 77
Figure 4.36.: Importance Of Fathers In The Lives Of Children ................... 77
Figure 4.37.: How Fathers Can Maintain A Relationship With Children ........ 78
Figure 4.38.: What More Fathers Can Do To Improve How They Relate With Children .......................................................... 79
Figure 4.39.: What Children Want To Do With Their Fathers .................... 80
Figure 4.40.: What Children Want To Talk About With Their Fathers .......... 82
Figure 4.41.: What Children Want Fathers To Know About Them ............... 83
LIST OF TABLES

Table 3.2.: Study Sample ................................................................. 39
LIST OF ABBREVIATIONS AND ACRONYMS

MDCH – Michigan Department of Community Health

NACOSTI – National Commission for Science, Technology and Innovation

P.T.A. – Parents-Teachers Association
ABSTRACT

Fathers are key influencers of their children’s overall development. Children’s socio-emotional development is dependent on their fathers’ nurturance. Parenting styles applied by fathers influence their children’s perceptions of them. Focusing on the Kipsigis community in Litein ward, Bureti sub-county, this research sought to identify the strategies used by Kipsigis fathers in nurturing their children's socio-emotional development. Research objectives included: to determine the concept of fatherhood among Kipsigis men and children; to identify the strategies used by Kipsigis fathers in nurturing their children's socio-emotional development, and to establish the perceptions Kipsigis children have towards their fathers’ role in their socio-emotional development. A sample of 15 Kipsigis fathers and 45 Kipsigis children was drawn using multi-stage sampling technique. Applying survey research design, interview schedules and questionnaires were used to collect both qualitative and quantitative data. Study findings revealed the concept of fatherhood among Kipsigis as who a father is (roles) and what he does (performance of roles). Strategies used by Kipsigis fathers in nurturance include being physically present at home, providing basic needs, respecting mothers, rewarding children’s achievements, knowing children’s friends, and modelling good behaviour. Kipsigis children have high regard for their fathers and strive for their approval. They also consider them important since they mainly provide their basic needs. A recommendation from the study among others is for fathers and parents in general to go a step further in meeting their children’s holistic needs which cannot be equated to being physically present in the home or providing the basic needs.
DEDICATION

This study is dedicated to all Kipsigis fathers and to all Kipsigis children who desire to be better parents.