

ABSTRACT

The role played by parents towards enhancing positive relations among pre-schoolers cannot be over-looked since children who display aggressive behaviors often experience a disruption in the of attachment with their parents or primary caregivers. Purpose of the study was therefore to examine parent-child attachment types as a determinant of relational aggression among pre-schoolers in Nyakach Sub County. The objectives of the study were; to establish the relationship between secure attachment and relational aggression among pre-schoolers, to determine the relationship between avoidant attachment type and relational aggression, to find out the relationship between ambivalent attachment type and relational aggression among pre-schoolers and to examine the relationship between disorganized attachment type and relational aggression among pre-schoolers in Nyakach Sub County. Significance of the study was that the findings of the study may be used by Kenya Institute of Curriculum Development to consider including attachment types and parenting practices in the curriculum content of pre-school teachers training. The parents on the other hand may utilize the findings to adjust their attitude towards their children by understanding their type of attachment through sensitization meetings held in schools. The study was based on Attachment theories by Bowlby and Ainsworth supported by Aggression theory by Bandura. The study adopted Concurrent Triangulation Research Design within the mixed methods approach. The target population comprised of 131 preschool teachers, 923 parents, and 1 education officer in Nyakach Sub-County while learners behavior records were to be analysed from the behavior schedules document. A sample size of 40 pre-school teachers 277 parents and 1 Sub-county Coordinator of ECDE was obtained using a combination of simple random, purposive and saturated sampling techniques respectively. Parent-child attachment and Relational Aggression questionnaires were used to collect quantitative data while interview schedules were used to obtain qualitative data. In addition, document analysis was also used to obtain data. The research supervisors at Jaramogi Oginga Odinga University of Science and Technology evaluated the instruments to ascertain their content, construct and face validities. The reliability was ensured using cronbach bar alpha technique and a reliability coefficient of $r=0.776$ was reported. Trustworthiness of qualitative data was also ensured by using multiple sources and member checking. Quantitative data from the questionnaires was analyzed using descriptive and inferential statistics such as Pearson correlation and linear regression while qualitative data was analyzed by thematic analysis. The study findings showed a significant ($n=68$; $r = -.827$; $p < 0.05$) strong negative correlation between secure attachment and relational aggression among pre-schoolers. The findings also indicated a low positive correlation ($n=48$; $r = .043$; $p > .05$) between avoidant attachment and relational aggression among pre-schoolers. It was also revealed that there was statistically significant, moderate ($n=80$; $r = .248$; $p < .05$), positive correlation between ambivalent Attachment and Relational Aggression among Pre-schoolers. Finally the finding indicated that that there is a statistically significant strong ($n=40$; $r = .684$; $p < 0.05$) positive correlation between disorganized parent-child attachment and relational aggression among pre-schoolers. The study recommended that KICD to include attachment type and parenting practices in the curriculum content of pre-school teachers training. The County Government of Kisumu should consider organizing programs aimed at sensitizing parents and care-givers on the importance of parent roles and attachment.