

**EFFECTS OF DRUG ABUSE BY PARENTS ON SCHOOL
PARTICIPATION BY PRIMARY PUPILS IN ABOTHUGUCHI DIVISION,
MERU COUNTY, KENYA**

JANE MUTABI NGUTHARI

**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE AWARD OF MASTER OF EDUCATION,
UNIVERSITY OF NAIROBI.**

2013

DECLARATION

Declaration by Student

I declare that this Research project is my original work and has not been presented to any other academic institution for award of a degree or any other award.

JANE MUTABI NGUTHARI

E56/66189/2010

Signature..... Date

Declaration by Supervisor

This project has been submitted with my approval as University supervisor.

Professor Lucy W. Kibera PHD

School of Education University of Nairobi

Signature..... Date.....

ACKNOWLEDGEMENT

Most important I wish to thank the Almighty God for giving me the opportunity to be alive and more so for giving me wisdom and strength to go through the course and finally write this research project. My sincere appreciation goes to my supervisors, Prof. Lucy Kibera of the University of Nairobi for her professional advice and guidance from the inception to the end of this research work. I also wish to thank all the lecturers from the Department of Educational foundation who taught me and laid a firm foundation on which this research work was built. I wish to acknowledge the cooperation received from Imenti Central Deputy County Commissioner and the District Education Officer for having allowed me to carry on with my research work in the District and for making available crucial information for the study. I also thank the headteachers and the teachers, committee members, pupils in the schools where research was done for their co-operation.

I would like to thank my family members, my husband David Murega, my children, Lewis Kimathi, Oliva Mwendwa, Nelly Kathambi for their patience, understanding and immense support during difficult financial times. Special thanks to my sister Hellena Nguthari and my parents; my late father Nahason Nguthari, my mother Tarasira Nguthari for making me what I am, also my parents in-law Luka Mungania and Gladys Mungania, for commitment and support. I further wish to acknowledge my lecturers for their wonderful encouragement throughout the course. Special mention goes to Dr. Gakunga and Mr. Muasya of Educational Foundations. May God bless them abundantly.

DEDICATION

I would like to dedicate this study to my loving husband David Murega who has always encouraged me to study more, his input in this course and for his continuous encouragement throughout the study course.

I would also wish to dedicate this study to my children, my son Lewis Kimathi Murega and my two daughters; Oliva Mwendwa Murega and Nelly Kathambi Murega for their patience and understanding especially when I had to be away for course work and this research.

ABSTRACT

Drug abuse is a major challenge to societies and authorities in the world. A considerable amount of research has examined the impact of parental alcohol misuse on children's development. The research reveals that children can and do suffer from a range of maladaptive outcomes spanning all areas of development, including the cognitive, behavioural, psychological, emotional and social domains. The purpose of the study was to determine the effect of drug and substance abuse among parents on pupil's school participation. This study focused on participation of primary pupils in curriculum and co-curriculum activities in Abothuguchi division, Meru County, Kenya. Specifically, it examined the influence of parents who abuse drug and substances, learner characteristics (age, gender and peer influence) on school participation and influence of school factors on primary pupils' school participation in Abothuguchi division, Meru County, Kenya. The study utilized a descriptive research design which entails the collection of quantifiable information from the selected respondents. This design is especially important given that there is large number of schools in Abothuguchi division.

The research targeted pupils in standard seven, school teachers, parents and school committee members in Abothuguchi division, so as to capture as much information as possible on the subject of investigation. The sample comprised Standard seven pupils, Teachers and Head teachers and school committee members. Structured self-administered questionnaires were used. The completed responses were then coded and entered into a spreadsheet and analyzed using Statistical Packages for Social Sciences (SPSS) computer soft ware.

The findings established that Sexual harassment is common among school pupils and majority Pupils having low self esteem. The study also found out that only few of the pupils had strong self esteem. Bullying is rampant in school due to indiscipline among learners; majority of pupils are bullied. Most of the pupils interviewed had witnessed wife beating. Truancy was also found out to affect performance of majority of respondents. Pupils' influenced one another negatively. The study has concluded that majority of learners took up the responsibilities of the drunken parents at a very tender since their parents suffered from hangovers due to drug and substance abuse. The pupils were overworked in the evenings and were tired, fatigued from work assigned by their drug and substance abusing parents.

The study established that teachers did not give pupils homework and co-curricular activities. They viewed them as having little importance to education. On the influence of drug and substances abusing parents on their children's school participation, it is important that guidance and counseling should be made compulsory and supported so as to give the children from the home with drug abusing parents hope and reason to work even harder in school. There is also need to establish rescue centres for those pupils who may be in dire circumstances.

TABLE OF CONTENTS

Declaration.....	ii
Acknowledgement.....	iii
Dedication.....	iv
Abstract.....	v
Table of contents.....	vi
List of tables.....	ix
List of figures.....	x
CHAPTER ONE	1
INTRODUCTION	1
1.1 Background of the Study.....	1
1.2 Statement of the Problem.....	4
1.3 Purpose of the Study.....	4
1.4 Research Objectives.....	5
1.5 Research Questions.....	5
1.6 Significance of the Study.....	5
1.7 Limitations of the Study.....	6
1.8 Scope of the Study.....	6
1.9 Assumptions of the Study.....	6
1.0 Definition of Significant Terms.....	7
CHAPTER TWO	8
LITERATURE REVIEW	8
2.1 Introduction.....	8
2.2 Summary of Literature Review.....	14
2.3 Conceptual Framework.....	14
2.3.1 Parent’s social economic status.....	15
2.3.2 School factors.....	16

CHAPTER THREE	17
RESEARCH METHODOLOGY	17
3.1 Introduction.....	17
3.2 Research Design.....	17
3.3 Target Population.....	17
3.4 Sampling Procedure	18
3.5 Data Collection Instruments	18
3.6 Reliability and Validity of Data.....	19
3.7 Methods of Data Analysis and Presentation	19
3.8 Study Ethical Considerations.....	20
CHAPTER FOUR	21
DATA ANALYSIS AND INTERPRETATION	21
4.1 Introduction.....	21
4.2 Demographic data of the Respondents	21
4.3 Age of Teachers	21
4.4 Age of pupils.....	22
4.5 Gender of Teachers and Pupils	23
4.6 Highest Education Level.....	25
4.7 Years at a School as a teacher.....	26
4.8 Years as a School Committee Member.....	26
4.9 Influence of Drug and Substances among Abusing Parents on their Children’s School Participation.....	27
4.10 Parents Take Drugs and Substances	27
4.11 School Participation by Pupils	29
4.12 Learner Characteristics on School Participation.....	30
4.13 Pupils Home Activities and School Participation.....	31
4.14 Attitude of Pupils to Parenting by mother	33
4.15 Attitude of pupils towards their fathers	33
4.16 Conduciveness of School Environment and Participation in Schooling	34
4.17 Sexual harassment.....	36
4.18 Being bullied by my classmates.....	37

4.19 School Factors on Pupil’s School Participation in Curriculum and Co- Curriculum Participation.....	38
4.20 Causes of Poor Performance.....	38
4.21 Teachers Attitudes towards Participation in Co-curricular Activities	41
4.22 Participation in Clubs and Societies by Pupils	42
4.23 Attitudes of Pupils towards various School Subjects	43
CHAPTER FIVE	46
SUMMARY CONCLUSION AND RECOMMENDATIONS	46
5.1 Summary	46
5.2 Conclusions.....	48
5.3 Recommendations.....	49
5.4 Suggestions for Further Study	50
REFERENCES.....	51
APPENDIX I:Introduction letter	55
APPENDIX II:Questionnaire for the pupils.....	56
APPENDIX III:Introduction letter	64
APPENDIX IV:Questionnaire for teachers.....	65
APPENDIX V:Introduction letter	69
APPENDIX VI:Questionnaire for the school committee member	70
APPENDIX VII: Research Permit	72
APPENDIX VIII: Letter Authorization	73

LIST OF TABLES

Table 3.1: Sampling Frame and Sample Size	18
Table 4.1 Age of Teachers	21
Table 4.2 Age of pupils.....	22
Table 4.3 Gender of Teachers and Pupils	24
Table 4.4 Level of education of Teachers, Committee Members and	
Table 4.5 Years at school as a teacher	26
Table 4.6 Years as a School Committee Member.....	27
Table 4.7 Drug and Substances Abusing Parents and their effects on their Children	28
Table 4.8 Learner Characteristics on School Participation.....	30
Table 4.9 Pupils Home Activities and School Participation.....	31
Table 4.10 Attitude of Pupils to towards their fathers	34
Table: 4.11 Conducivenesses of School Environment and Participation in Schooling..	35
Table 4.12 Causes of Poor Performance.....	39
Table 4.13 Teachers Attitudes towards Participation in Co-curricular Activities.....	41
Table 4.14 Participation in Clubs and Societies	42
Table 4.14 Attitudes of Pupils to Schooling	44
Table 4.15 Subject not preferred by pupils.....	44
Table 4.16 Learners responses on value of Co-Curricular Activities to School Work...	45

LIST OF FIGURES

Figure: 2.1 Conceptual Frame work on effects of drug and substance by parents, pupil characteristics and school factors on primary pupils' school participation	15
Figure 4.1. Age of Teachers.....	22
Figure 4.2 Age of pupils	23
Figure 4.3 Drugs and Substances Abusing Parents on School Participation.....	28
Figure 4.4 Attitude of Pupils to Parenting by mother.....	33
Figure 4.5 Sexual harassment	37
Figure 4.6 Being bullied by my classmates	37

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Drug abuse is a major challenge to societies and authorities in the world. The menace of drugs has strangled the youthful population reducing them to dummies, zombies and drooling figures. Consequently they waste out the prime of their lives when they are most needed to invest their energy in worthy nation building ventures. Over the past two decades, the use of illegal drugs and misuse of therapeutic drugs have spread at an unprecedented rate and have penetrated every part of the globe. No nation has been spared from the devastating problem caused by drug abuse.

A considerable amount of research has examined the impact of parental alcohol misuse on children's development. The research reveals that children can and do suffer from a range of maladaptive outcomes spanning all areas of development, including the cognitive, behavioural, psychological, emotional and social domains. Eccles, et al. (2003). Children themselves report feeling socially excluded, frequently being left alone, having a sense of not being loved, and having feelings of low self-worth. They may also take on responsibility for caring for their parents. School-going children take the responsibilities of their parents who spend most of their time taking the local brew. Young children in STD 7 and 8 own property such as rabbits, chicken, cattle, sheep and goats. They are engaged in casual labor by the well-off members of the community and then some of the money they get buy such property. Drug and

substance misused by parent include miraa, alcohol (spirits), tobacco, glue, bhang, alcohol (local brew) cigarettes. (DEO Meru District Annual Report 2011).

Pockets of poverty in the Abothuguchi division are found in slums areas, especially in Kiagu and Mwangathia area. Families with small uneconomic parcels of land especially in Arid and Semi Arid Lands (ASAL) areas are also poor. The number of those living in absolute poverty (rural & urban) is 41 per cent. Its contribution to national poverty is 1.32 per cent (Ministry of Finance (K), 2004). In Abothuguchi division about 50% of the population is considered to be poor while more than 45% in all other divisions are regarded as being poor. This situation is common in household with 6 or more members. The most vulnerable groups affected by poverty are women, youth, and the aged and small scale farmers.

According to the Welfare Monitoring Survey III (1997) Abothuguchi division had 41% of the population who were food poor. This is an indicator that the district is poverty stricken. The main causes of poverty in the district include low working capacity for this reason there is high rates of school drop out. There is inability of parent to provide basic necessities such as clothes, food, among others, due to high consumption of illegal brews and drug taking by parents.

Drug and substance abuse has been rampant in Abothuguchi division and this has risen concern both by division educationalists and administration officers. Many children have dropped out of school even before completion of primary education. Some school children are used by their parent to sell drugs and substance at home.

Statistics on primary school enrolment in the Abothuguchi division lower primary classes STD 1-3 reveal that there are more pupils than in upper classes STD 6-7 (District-Ministry of education, 2013). Some of the reasons that may explain decline in enrolment in upper primary may be that girls lack guidance from parents because they often ensures involvement in drug and substance abuse and therefore not in touch with what is happening to their children. Children who are not guided in life skills are likely to engage in sex. As a result girls in particular leave school due to pregnancy. The children lack school uniform, school levies required by the school. Children from families where parents abuse drugs and substances are likely to go to school having incomplete homework, and without school book, (GoK, 2005).

While drug and substance abusing parents contribute to pupil's failure to participate in school activities fully, schools too are likely not to promote pupils academic and co-curricular activities. This happens when teachers do not prepare adequately to teach. In some cases, teachers substitute co-curricular activities time with academic subjects under the pretext that co-curricular activities are waste of classroom instructional time. Teachers have been advised to involve pupils in co-curriculum activities from 3.10 p.m. to 4.10 p.m D.E.O's speech at Meru Central District Bench-marking exercise at Makueni County in the year 2012. DEO, Meru District Annual Report (2012) co-curricular activities include:- music, athletics, ball games, scouts and girl guides club, young farmers club, Christian union club, drama club. Physical activity as a co curricular activity is very important for health and in building skills that support active lifestyles.

1.2 Statement of the Problem

There is evidence of a direct link between socio-economic status, parental drug and substance abuse and school participation (Eccles, et al., 1999). In families where parents misuse alcohol, children may not have their basic needs met because of severe or continuous drinking problems, this is generally associated with missed days of work, job loss, alcohol related medical costs, inability to pay bills and funds to purchase accessories for curriculum and co-curriculum activities and as a consequence, lower participation in academic performance and low participation in co-curricular activities has been observed among pupils (Troutman KP, Dufur MJ 2007). There are also studies which have investigated out of school factors and environmental impacts on academic performance and co-curricular activities with similar results (Robert Wood Johnston Foundation 2007). The current study intends to investigate the extent to which drug abuse and substance abuse by parents in Abothuguchi Division in Meru County, Kenya affect pupils' participation in curriculum and co-curriculum activities.

1.3 Purpose of the Study

The purpose of the study was to determine the effect of drug and substance abuse among parents on pupil's school participation. This study focused on participation in curriculum and co-curriculum activities in Abothuguchi division, Meru County, Kenya. Curriculum activities include: attending school regularly, reading and writing, doing homework excursions and others.

1.4 Research Objectives

The specific objectives of the study were to:

- i). Examine the influence of parents who abuse drug and substances on their children's school participation in Abothuguchi division, Meru County, Kenya
- ii). Establish the influence of learner characteristics (age, gender and peer influence) on school participation at primary level in Abothuguchi division, Meru County, Kenya
- iii). Assess the influence of school factors on primary pupils' school participation in Abothuguchi division, Meru County, Kenya

1.5 Research Questions

- i). What was the influence of parents with drug and substance abuse problem on their children's school participation, in Abothuguchi division, Meru County, Kenya?
- ii). How do learner's characteristics affect primary pupils' school participation, in Abothuguchi division, Meru County, Kenya?
- iii). How do school factors affect pupils' school participation, in Abothuguchi division, Meru County, Kenya?

1.6 Significance of the Study

The information gained will help the Government of Kenya to formulate policies that will deal with drug and substance abuse among parents. These policies will in turn help parents send their children to school and encourage them to remain in school.

The teachers will benefit in that study findings may enable them to diversify their class management methods in the management of the pupils affected.

Kenya Institute of Curriculum Development (KICD), is likely to benefit from the findings useful for curriculum and policy development and in the review of teaching methods, in the teaching learning process. The study findings can help the Ministry of Education in the formulation of sound education policies and strategies, in training and development of personnel (teachers), in guidance and counseling at the primary school level. The study results can also help in the Ministry of Education in managing primary curriculum and co-curricular in its implementation. In the long run this would help the Ministry of Education in its mission to establish, maintain and improve educational standards.

1.7 Limitations of the Study

Honesty of pupils, teachers and parents when answering questions on sensitive topics on drug and substance abuse cannot be guaranteed. Pupils did not feel free to give information about their parents who abuse drug and other drug related substances.

1.8 Scope of the Study

This study investigated pupils in standard seven classes, teachers and selected parents in primary schools in Abothuguchi Division. The study also investigated parents' drug and substances abuse, learner characteristics and school factors that affect pupils school participation in Abothuguchi division, Meru County, Kenya for the last three years.

1.9 Assumptions of the Study

In order to carry out the study as anticipated the following assumptions were made;

- i. The teachers were free to respond to all the questions during the interviews.

- ii. The teachers appreciated the importance of the study and cooperated accordingly.
- iii. The pupils provided relevant information about themselves and their parents
- iv. Class teachers of std 7 responded positively to the study
- v. Spouses of drug and substances abusers readily answered questions so as to attract help.

1.0 Definition of Significant Terms

Curriculum: In formal education, a curriculum is the set of courses, and their content, offered at a school, tertiary colleges or university.

Co-curricular activities: refers to: activities such as drama, debating, games and sports by school children organized by school after school times.

Drug Abuse: This is the practice of using and being addicted to the use of drugs conventional and other substances that have been outlawed by the government or health authorities, such illegal traditional brews as being harmful or un-social.

Syllabus: A syllabus is an outline and summary of topics to be covered in an education or training course. It is descriptive and is often either set out by an exam board.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents on the effects of drugs and substance abuse of parents on their children in terms of curriculum and co-curricular activities. The chapter has also presented the conceptual framework showing the independent and dependent variables of the study.

Across the world, schools are usually expected to offer learners a core academic curriculum together with other co-curricular activities, where the former is the core reason whose survival is partly influenced by the latter. In this study, school co-curricular activities refer to other school activities that are offered together with the academic curriculum, particularly sport. Some refer to such activities as extra-curricular activities, suggesting that they are added on to the main or core curriculum. By suggesting that they are co-curricular, the aim is to elevate them to almost an equal status to academic work for curriculum has to be looked at holistically (Miller 2007).

Curriculum is defined as all that is planned to help student acquire and develop desired knowledge, skills and attitude. It is divided into three dimensions namely formal, non-formal and informal (Oluoch, 2002). The process of education is not something static or one time measure rather, continuous and life long endeavor that can be divided in recognized as a source of enrichment and vitalization of the school curriculum, mainly through the cultivation of hobbies, interests, etc. These activities are no longer looked upon as extras but as an integral part of the school program. The

distinction between curricular and extra curricular is gradually disappearing in modern educational practice and the co-ordination and integration of all the experiences of the pupils' intellectual, social, moral, emotional and physical abilities has become the object of the persistent efforts of the school.

While it is mandatory for schools to afford learners access to this balanced education, it is natural that there is wide spatial and temporal variation in terms of the delivery of co-curricular activities in schools worldwide. In most cases, co-curricular activities are sacrificed for particularly classroom time in efforts to improve academic success. This is largely because the foci of the school curricula and after-school programs are on achievement in academics (Castelli et al. 2007). However, this is against the background that participation in co-curricular activities provides an important socialization experience for many youths (Hoffman 2006).

In their study, Grobler et al. (2012) established that school leaders who base a vision of excellence on an ethical foundation of improving learner achievements will need to effectively communicate such a vision to all concerned. Research on participation in academic activities shows that participation is associated with more positive attitudes towards school (Mahoney 2000).

Co-curricular activities, as the name implies, are those, not directly related with the prescribed curriculum and include; sports, athletics, scouting, cubing, various hobbies, excursions literary societies, dramatics, debates etc. to bring social and physical

adjustments in the child. The basic idea behind such activities in educational institutions is the building up of the student character and personality as well as training of their mind that may help/facilitate academic achievements of the child. However, over the years it was noticed that most of the private schools were paying over emphasis to academic activities for the sake of achieving better percentage of the passed candidates and winning award and ranks than in organizing suitable activities to improve the personality and the talents of the students. (Gitonga E.R (1998).

Co-curricular activities are integral part of students' holistic, well-rounded education. They help nurture in student's qualities such as resilience, tenacity, confidence and perseverance which prepare them to adapt and thrive in a rapidly changing world (Mwathi & Kamenju 2002). The objectives of these activities at secondary school level revolves around cognitive effective and psycho-motor domains as well as the development of social relationships, moral values and education for leisure, physical fitness and general health. Hartmann. D, Massogliam (2007) states that physical education is the only area of the school curriculum that promotes the development of motor skills and fitness. The emphasis of physical education as a subject in the curriculum and subsequent emphasis on co-curricular activities in the school programmes contributes to the development in the psychomotor domain of learners. The purposes of co-curricular activities can be summarized as to: Inculcate leadership, sportsmanship, responsibility and commitment. Promote a sporting excellence culture that helps strengthen school pride. Enhance pupils' aesthetic development and personal growth.

However, Troutman and Dufur (2007) established that females who engage in interscholastic high school sports have higher odds of completing college than their non-athletic counterparts. Although most research focuses its attention on the outcomes and concerns regarding children's participation in co-curricular activities (Kremer-Sadlik et al. 2010), few studies have contextually explored some of the concerns of the critical stakeholders' accounts about views and reasons for which they engage themselves and/or their children in a multitude of activities and meanings that they attach to such activities.

As Mahoney JL (2006) in analyzing home and school perceptions of the role co-curricular activities play in children's lives, there is hope to further understand the relations between these activities and other developmental contexts within which children are raised and prepared for life after school. Moreso, the majority of these research studies have been carried out in Anglo-Saxon countries where co-curricular activities are socially valued (at least by academic population). This study analyzed the perceived effects of participating in co-curricular activities in a school system where such activities exist but without being specially valued.

Everything in the universe has been recognized by its worth and value. The same must be accorded to co-curricular activities in a normal school setting. Toriola et al.'s (2000) findings indicated that in both Botswana and Nigeria, youth sport programmes were mainly targeted at schools. In this regard it becomes more of a case of school-leader competency and effectiveness in ensuring that staff works towards

implementing all activities that aim to improve learners' attainment, including partaking in co-curricular activities. In their study, Grobler et al. (2012) established that school leaders who base a vision of excellence on an ethical foundation of improving learner achievements will need to effectively communicate such a vision to all concerned.

Despite public concern for health issues among youth, physical activity opportunities are currently being reduced and childhood obesity rates are on the rise (McKenzie and Kahan 2004; Pellegrini and Bohn 2005). In schools across the United States of America, physical education has been substantially reduced—and in some cases completely eliminated—in response to budget concerns and pressures to improve academic test scores (Robert 2007). However, several studies found that children who are physically active and fit tend to perform better in the classroom, and that daily physical education does not adversely affect academic performance (Sailes et al. 1999). Children's co-curricular activities have been linked to academic achievement and social adjustment (Eccles et al. 2003; Mahoney et al 2005).

Guicciardi et al. (2006) cited in Kremer- Sadlik et al. (2010) asserted that Italian studies have shown positive relations between children's participation in sports and a general perception of physical and psychological good health, as well as between adolescents' engagement in sports and higher levels of self-efficacy and motivational orientation. According to studies conducted, male and female students who participate in co-curricular activities, including athletics, derive a host of benefits such as better

grades, a higher likelihood of college attendance, a lower likelihood of dropout, higher educational aspirations, more satisfaction with schools and teachers, higher life satisfaction, broader conventional peer networks, less involvement in delinquent behaviour, and less drug and alcohol use (Crosnoe 2002; Eccles et al. 2003).

A considerable amount of research has examined the impact of parental alcohol and substance abuse misuse on children's development and wellbeing. This section of the review draws on research findings to discuss the effects of parental alcohol and substance abuse misuse on child development and examines the association between parental alcohol and substance abuse use and adverse child outcomes. In general, research suggests there is sufficient evidence to support a direct causal link between parental alcohol and substance abuse and adverse child outcomes (Loy.W, Z,J et.al (1981).

The consensus in the literature is that parental alcohol and substance abuse misuse brings disruption to family functioning. In general, where there is parental alcohol and substance abuse misuse, families are more troubled and dysfunctional, perceive their environment to be less cohesive, lack ritual and routines, have lower levels of physical and verbal expression of positive feelings, warmth and caring, and have higher levels of unresolved conflict, fighting, blaming and arguing (Hussong & et al, 2005), for example, showed that parental alcohol and substance abuse misuse was associated with poorer intellectual stimulation, a family environment with less cohesion and organisation, and greater domestic violence.

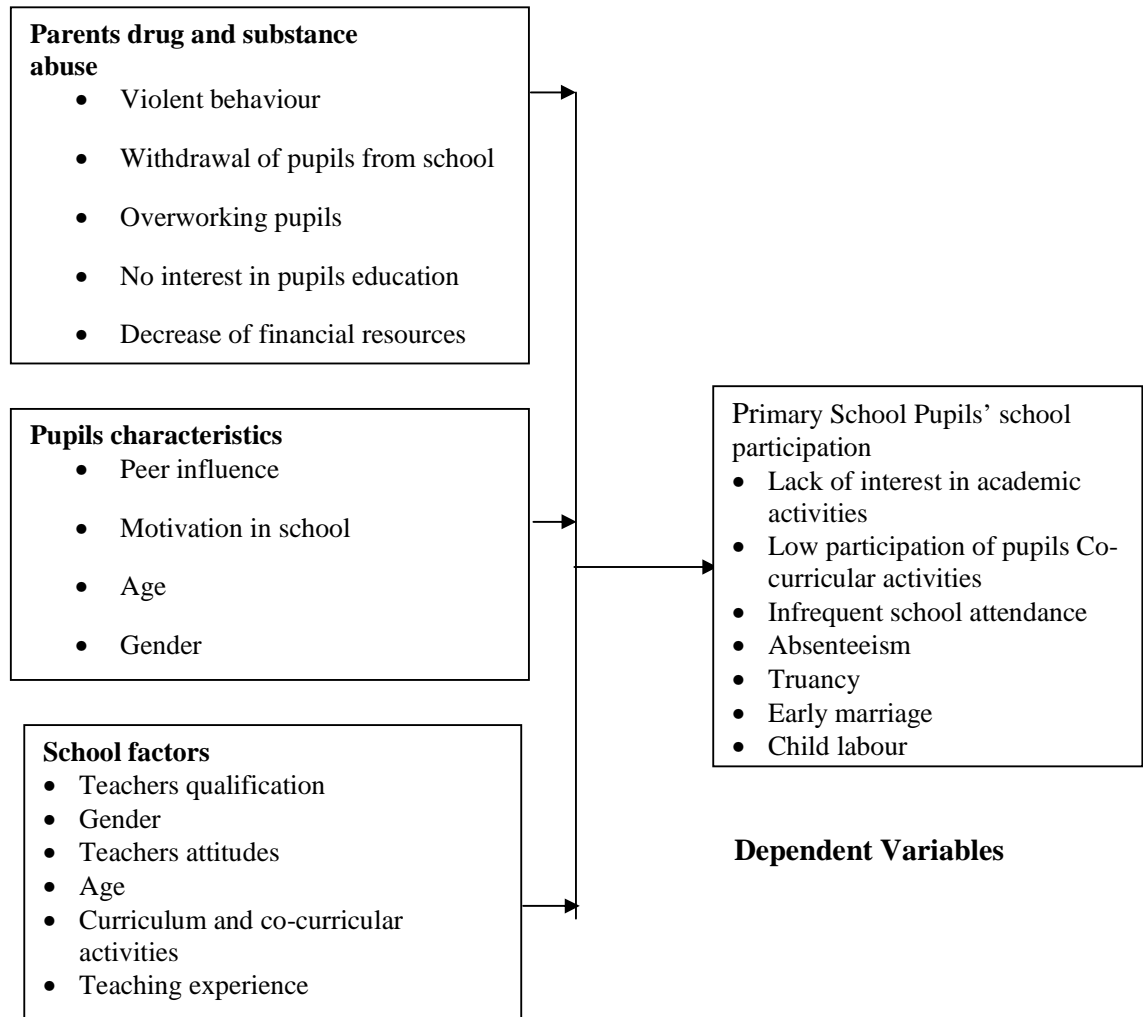
2.2 Summary of Literature Review

A large body of literature indicates links between family stress, conflict and child externalizing and internalizing behaviours (Stormshak, Speltz, DeKlyen & Greenberg, 1997; Cummings & Davies, 1994; Cummings, Davies & Campbell, 2000). There is also evidence that the children who have the most difficulties are those with two parents who misuse alcohol and substance abuse (Hussong et al., 2005). However, the conclusions in this context are that these behaviours have potentially negative consequences for educational achievement and that young pupils appear to be somewhat more likely to engage in them (Crosnoe 2002). Nevertheless, little is done on the effect of parental drug and substance abuse and pupil's participation in school activities in Kenya and no study has been done in Abothuguchi division of Meru County, Kenya where drug and substance abuse is prevalent.

2.3 Conceptual Framework

The study assumes that there is a relationship between abuse of drug and substance by parents, learners characteristics, school factors and school participation by pupils from primary schools in Abothuguchi division, Meru County, Kenya.. The interaction by these factors on participation of primary pupils in co-curricular activities are presented in Figure 2.1

Figure: 2.1 Conceptual Frame work on effects of drug and substance by parents, pupil characteristics and school factors on primary pupils' school participation



Independent variables

2.3.1 Parent's social economic status

The economic status and economic activities of parents who abuse drug and substance are very influencing to the pupils' school participation. The study assumed parents who abuse drug and other drug related substances were unable to send their children

to school and support them with basic needs and also emotional support. Consequently their children were not able to participate fully in academic and co-curricular activities. In addition, the study assumed that the attitudes of parents who abused drug and substance were negative on the pupils' school participation. They viewed them as a problem because they demanded resources to keep them in school, which they don't have.

2.3.2 School factors

Teachers' attitudes influence pupils' academic performance. The study further holds that where teachers are active and motivating pupils to participate in curriculum and co-curriculum activities at school as well as national levels.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the research methodology that would be employed in the study including the research design to be used, the target population, sampling procedures, data collection procedures and the methods of data analysis.

3.2 Research Design

The study utilized a descriptive research design which entails the collection of quantifiable information from the selected respondents. This design is especially important given that there is large number of schools in Abothuguchi division. According to Mugenda AG (2003), descriptive study is an excellent vehicle for the measurement of characteristics of a specific population. Gay (1981) too, notes that a descriptive study is an attempt to collect data from an individuals or a specific population in order to determine the current status of that population with respect to one or more variables.

3.3 Target Population

Target population refers to the entire group of individuals or objects to which researchers are interested in generalizing the conclusions i.e. on basis of the surveyed population. The research focused on pupils in standard seven, school teachers, parents and school committee members in Abothuguchi division, so as to capture as much information as possible on the subject of investigation. The standard seven (7)

formed the sample of pupils. This is because Standard Eights (8) pupils form an examination class and would not be available for the study, while the lower classes would not be able to read or understand the questions being asked about themselves, their teachers and parents. The standard seven were more mature, can read and understand the language and questionnaire items better.

3.4 Sampling Procedure

In selecting the subjects or cases to be included in the sample, the researcher used existing lists of pupils in standard seven (7), teachers, School Committee members and of Abothuguchi division of the selected schools. According to Krejcie et al (1970) sample size can be got from a population size, with a confidence of 95%. Using Krejcie et al (1970) sampling formula on targeted population indicated in table 3.1 the following sample sizes also captured in the same table were generated.

Table 3.1: Sampling Frame and Sample Size

	Population	Sample
Standard seven	1800	317
Teachers and Head teachers	210	132
School committee members	120	92
Total	2130	322

Source: DEO Abothuguchi Division, (2012)

3.5 Data Collection Instruments

Due to the large number of pupils selected for the study, teachers and parents questionnaires was used to collect data. Structured self-administered questionnaires

were used in order to enhance data analysis and at the same time permit greater response from the respondents.

3.6 Reliability and Validity of Data

Reliability is a measure of the degree to which a research instrument yields consistent results after repeated trials while validity is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study (Mugenda 2003). Subsequently, to ensure reliability and validity in the data collected, the questionnaires were pre- tested on a selected sample of 30 pupils; fifteen (15) males, 15 females from Standards seven (7) class. Six parents, (3) male and (3) female, (10) teachers (5) male and (5) female formed part of the study. These respondents used during the pilot study did not participate in the actual study. Procedures used in the pre-test were however identical to those used during the actual data collection. It is envisaged that by pre-testing the questionnaires, deficiencies would be revealed and corrected thus improving the reliability and validity of the data collected in the actual study. Furthermore, by analyzing the pre-tested questionnaires, the researcher was in a position to determine if the proposed methods of data analysis were appropriate.

3.7 Methods of Data Analysis and Presentation

After collection of all the data the research instruments was analyzed using the information given by the Std 7 pupils, parents, teacher. The data collected was screened for completeness and accuracy. The consistency in responding to the various questions was examined. The completed responses were then coded and

entered into a spreadsheet and analyzed using Statistical Packages for Social Sciences (SPSS) computer software in terms of frequencies and percentages. The analysis is presented by the use of charts, graphs and frequency tables.

3.8 Study Ethical Considerations

First, authority to carry out this study was sought from National Council of Research and Technology. Secondly, permission was sought from the Deputy County Commissioner and District Education Officer, Imenti Central District. Thirdly permission to collect data from pupils was sought from their parents or guardians since they are below the age of eighteen years. Finally, any information given by the respondents is confidential and also anonymous.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter has presented the analysis of data collected from the field through questionnaires on the factors of study. The findings were analyzed and presented in the form of frequency tables, graphs, pie charts, numerical values and percentages. The data presented are followed by interpretation and discussion.

4.2 Demographic data of the Respondents

The section presents the teachers' and pupils' age bracket, their gender, highest education level for teachers and the number of years at a school as a teacher or committee member.

4.3 Age of Teachers

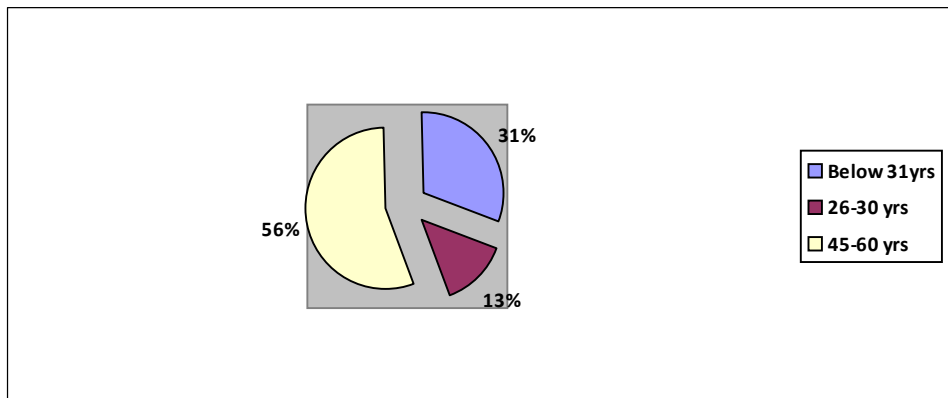
Their ages are contained in Table 4.1 and figure 4.1

Table 4.1 Age of Teachers

Age	Below 25 years		26-30 years		46-60 years		Total	
	F	%	F	%	F	%	F	%
23		31	9	13	41	56	73	100

Majority of the teachers were above 45 yrs of age (56%) which makes them well experienced pertaining to the society.

Figure: 4.1. Age of Teachers



Majority (56%) of the teachers were between the ages of 45-60 years, while those who were between the age bracket of 26-30 years and below 31 years have 13%, 31% respectively.

4.4 Age of pupils

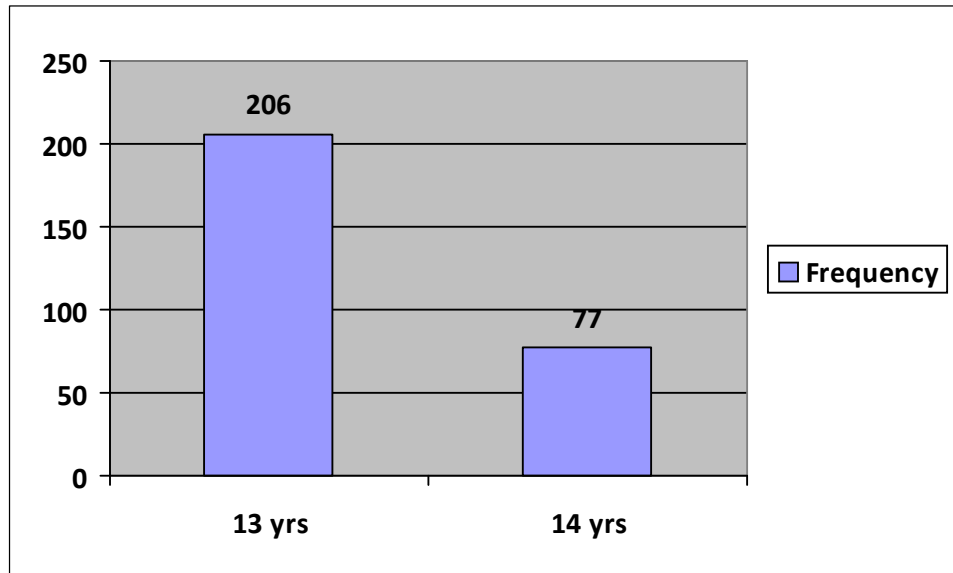
Learners can join any primary school at any age according to the government of Kenya education policy. The age of pupils is summarized in Table 4.2 and Figure 4.2.

Table 4.2 Age of pupils

Age	13 years		14 years		Total	
	F	%	F	%	F	%
	206	73	77	27	283	100

Most of the learners in STD 7 were thirteen years and above, free primary education for all (FPA) does not discriminate any age 73% are thirteen years while 27% are 14yrs.

Figure 4.2 Age of pupils



The information in Figure 4.2 shows that 206 (72.8%) of Class Seven pupils were of aged 13 years while 77 (27.2%) of the class seven pupils were at age 14 years.

4.5 Gender of Teachers and Pupils

Females were more common in teaching profession. Gender of teachers and pupils is summarized in Table 4.3

Table 4.3 Gender of Teachers and Pupils

Gender	Male		Female		Total	
	F	%	F	%	F	%
Teachers	34	47	39	53	73	100
Pupils	79	28	204	72	283	100

There were more female teachers than male teachers, 69% were females while 31% were male. Female pupils were more than male pupils, 72% were female while 28% were male. Nature plays its part in different environments. Female teachers like teaching profession because they were more comfortable dealing with young children than men. Teaching is more of female profession than male. More females were in the school management committees than males. About 53% were female while 47% were males. Females were more committed to education of their children than males who were mostly engaged in drug and substances abuse. The results have also shown that the female pupils outnumbered male pupils. Nature has played its part since all growing children in the community attend school following the government directive to parents to take all their children to school.

4.6 Highest Education Level

The level of education in any community reflects the development and progress of the society. The level of education of teachers, committee members, parents and guardians are represented in Table 4.4

Table 4.4 Level of education of Teachers, Committee Members and Parents/Guardians

Level of education	Primary		Secondary		P 2		P1		Diploma		University		Others		Total	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
Teachers	0	0	0	0	10	13	23	31	13	19	4	6	23	31	73	100
Committee members	0	0	57	78	0	0	0	0	16	22	0	0	0	0	73	100
Parents/guardians	79	28	198	70	0	0	0	0	6	2	0	0	0	0	283	100

Most parents elected as school management committee members had secondary education (78%). A few had diploma education about 22%. Secondary education is a requirement from the ministry of education for any parent elected as a 5mc member also this is towards achievement of vision 2030 of achieving literacy. Most of the teachers 31% were those with P1 education. University education were 6% depicting the poor performance in national examinations in Abohunguchi Division. Majority of the parents had secondary education 70% and about 22% had attained higher education 8% were of primary level showing that most parents were literate. Minority of the parents had primary education 28%, secondary education 70%, 2% had had diploma education. Economic challenges made many parents stop education at

primary or secondary level. Many parents hail from humble family backgrounds as indicated by their level of education.

4.7 Years at a School as a teacher

The years the teachers had taught in the current station are indicated in Table 4.5

Table 4.5 Years at school as a teacher

Years	Frequency	Percent
Below 5 yrs	7	44
11-15 yrs	4	25
above 16 yrs	5	31
Total	16	100

Over 50% of all the teachers interviewed had been in one work station for over eleven (11) yrs. This means that teachers were well versed with the all the activities of people neighboring the school.

4.8 Years as a School Committee Member

The information on duration of time the school committee had served the targeted school is presented in Table 4.6

Table 4.6 Years as a School Committee Member

Years	Frequency	Percent
below 2yrs	34	47
3-4 yrs	39	53
Total	73	100

Most parents 53% have been in the school management for over three year's other 47% only shortly. There was no wide selection of leadership in the community due to poor academic background. This percentage was involved in school management and development and also encourages their children on education. These families were exemplary in the society. Being a school committee member for 3-4 yrs shows commitment.

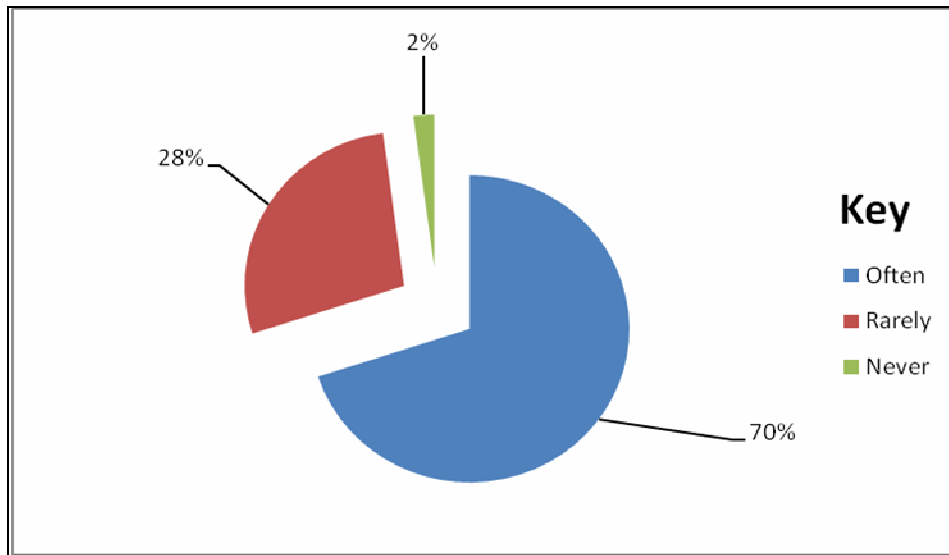
4.9 Influence of Drug and Substances among Abusing Parents on their Children's School Participation

This section has presented the responses on parents with regard to the work they gave their children after school because they did not work due to drunkenness. As a result their children were always tired and fatigued from work at home

4.10 Parents Take Drugs and Substances

Majority of parents abuse drug leading to negative consequences on their children's education. This has been analyzed in Figure 4.3 and Table 4.7

Figure: 4.3 Drugs and Substances Abusing Parents on School Participation.



Some 70% of learners agreed that their parents abuse drugs and substances, 28% abuse drugs and substances occasionally while 2% have parents did not abuse drug and substances.

Table 4.7 Drug and Substances Abusing Parents and their effects on their Children

Influences	Most likely		Likely		Not likely		Never		Total	
	F	%	F	%	F	%	F	%	F	%
Given a lot of work by parents	201	71	76	27	0	0	6	2	283	100
Always tired, have hangovers	22	8	175	62	0	0	84	30	283	100
Fatigue from work at home	99	35	79	28	0	0	105	37	283	100

The results have shown that 71% of learners took up the responsibilities of the drunken parents at a very tender age. However such family deprive these learners their time for study 2% bean freely having the support of their parents. Majority of pupils interviewed did not have hangovers and were not tired in the morning (68%) meaning they did not abuse substances that caused hangovers and tiredness. However small proportions of them were tired and had hangovers (8%) due to drug & substance abuse. Of all the pupils interviewed 63% were overworked in the evenings and were tired and fatigued in the morning. Some 30% them were not given any work at home by their parents. Learners agreed that their parents abused drug and substances and only 2% of parents did not abuse drug and substances.

4.11 School Participation by Pupils

This section has presented the number of times pupils skipped school per week, their siblings, who takes care of them at home, their parents salaried employment, what affects pupils participation in school, charcoal selling, working in the farm and cooking. This is contained in table 4.8

4.12 Learner Characteristics on School Participation

Learners were supposed to attend school five times a week though this was not possible as indicated in Table 4.8

Table 4.8 Learner Characteristics and School Participation

Times learners skip school	None		One		Two		Three		Four		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
Times per week	0	0	62	22	215	76	0	0	6	2	283	100
Number of other children	24	9	0	0	182	64	49	17	28	10	283	100

On the Times pupils skipped school per week, there were 76% of respondents who said they skipped school more than once per week with 22% skipping between once and twice per week. These shows there were very few absentees in the school participation. Majority of the parents had only three children 64%. Those with one or more than three make up 36%. High cost of living makes parents limit the number of children to bring up. .63% of the children were under the care of their parents while 37% are taken care of by grandparents or guardians. HIV AIDS factor has left many children orphaned and under the care of the old folks or well wishers. .Self employment has been adopted as a means of catering for the families' basic needs

72% of parents are self employed others 28% work on their families as peasant farmers.

4.13 Pupils Home Activities and School Participation

Home activities interrupt pupils' school participation. These results are indicated in

Table 4.9

Table 4.9 Pupils' Home Activities and School Participation

Factors	Strongly agree		Agree		Strongly disagree		Degree		Total	
	F	%	F	%	F	%	F	%	F	%
Charcoal selling	60	21	50	18	116	44	47	17	283	100
Working on the farm	6	2	196	69	63	22	18	7	283	100
Cooking animals	165	56	80	28	34	10	18	6	283	100
Feeding animals	90	32	82	29	112	39	0	0	283	100
Baby sitting	198	70	0	0	79	28	6	2	283	100
Running errands	201	71	76	27	0	0	6	2	283	100
Cleaning clothes	22	8	0	0	175	62	84	30	283	100
Lack of uniform	26	9	9	3	189	67	59	21	283	100

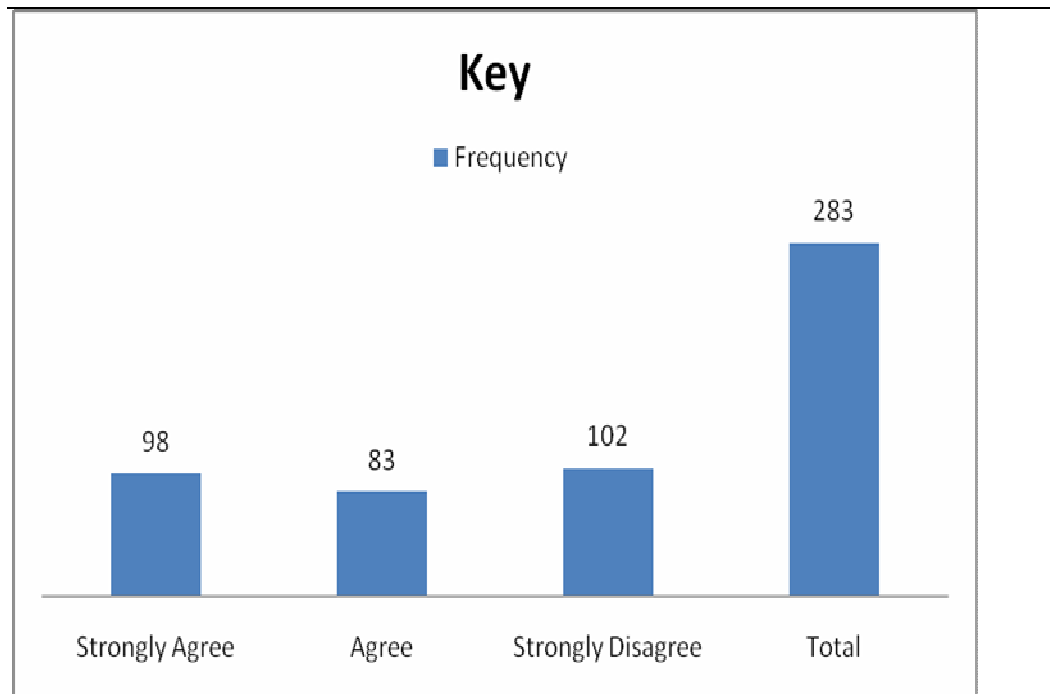
Charcoal business was not prevalent in Abothunguchi division (60% pupils were not involved in charcoal business 38% they help their parent sell charcoal. Work after school affect school children psychologically and physically 77% agreed to this. However 23% could cope with school work even after helping at home. After school pupils were involved in preparing family meals 82% agree, 18% had responsible parents who cook for them. Over working school children makes them performance poorly in KCPE, only a few managed to join national secondary schools.

Pupils helped in taking care of animals about 61%. 40% had responsible parents who do not involve the pupils. All pupils involved in taking care of animals had little time for school participation 99% agreed on this. Std 7 pupils had young parents with young families and pupils were involved in looking after younger siblings 88%. About 12% had probably older parents or they may be last born in their families. All (98%) but a mere 3% the pupils run errands. Families were not able to keep big stock; they live each day at a time. Purchases were done daily and children were sent at shops, other homesteads to get groceries, vegetables, milk and the like. According to Meru traditions children were not suppose to clean their parents or their sibling's clothes but one can wash his/her own. 92% agree on this 8% had western culture influence, and were perhaps involved in cleaning clothes for the rest of the family members. School uniform was a requirement by the school administration for identification and belonging to a particular school. All learners had entered school the first day in school uniform as a formality, so 80% of learners were always in school inform only 20% from vulnerable families lack school uniform.

4.14 Attitude of Pupils to Parenting by mother

Mothers had taken up the responsibilities of taking care of their families as indicated in Figure 4.4

Figure: 4. 4 Attitude of Pupils to Parenting by mother



The analysis in figure 4.4 has revealed that some 64% complained that their mothers did not love them; mothers were bread winners in most families and failed to nurture their children. However 34% of them showed that they spent time with their mothers.

4.15 Attitude of pupils towards their fathers

Parents are mentors, caretakers and role models of their children. The pupils' responses about their fathers are summarized in Table 4.10.

Table 4.10 Attitude of Pupils to towards their fathers

Attitude	Strongly agree		Agree		Strongly disagree		Degree		Total	
	F	%	F	%	F	%	F	%	F	%
Unloved by father	0	0	208	74	75	26	0	0	283	100
Left alone at home	198	70	79	28	20	0	6	2	283	100
Lack of supper	23	8	1	0.4	179	63	53	19	256	90
Lack of breakfast	98	35	77	27	102	36	6	2	283	100
Lack of lunch	0	0	202	71	81	29	0	0	283	100

The results had revealed that pupils missed the father figure in their families and felt neglected. 74% complained their fathers did not love them. 26% had their father's attachment. 98% of the pupils were often left alone at home to do house chores. Fathers neglected their responsibilities due to drug and substance abuse. Respondents about 19, 92% agree that feeding was not a problem since there was plenty of food due to the availability of rainfall and fertility of the soil, thus most parents were farmers. Only 10% lived in arid areas of the division. All meals were taken in a day. As few as 33% of pupils interviewed skipped meals making them weak to fully participate in physical activities. But majority of the pupils 67% had regular meals and could effectively participate in physical activities

4.16 Conduciveness of School Environment and Participation in Schooling

Lack of sex education and guidance and counseling of school children makes them vulnerable to harassment. This is indicated in Table 4.11; Figure 4.5, 4.6, and 4.7.

Table: 4.11 Conducivenesses of School Environment and Participation in Schooling

Factors	Strongly agree		Agree		Strongly disagree		Disagree		Total	
	F	%	F	%	F	%	F	%	F	%
Sexually harassed	198	70	85	30	0	0	0	0	283	100
Having a feeling of low esteem	23	8	65	23	158	56	37	13	283	100
Being buried by classmates	98	37	83	29	102	34	0	0	283	100
Sleeping late	205	72	78	28	0	0	0	0	283	100
Disturbed at night by drunk parents	35	12	8	3	186	66	54	19	283	100
My father beats my mother	97	34	78	28	108	38	0	0	283	100
My mother beats my father	0	0	206	73	77	27	0	0	283	100

Sexual harassment was common among school pupils according to 70% agreement and this was due to the tender age of pupils in primary schools. Pupils having low self esteem were only 8% meaning 92% of the pupils had strong characters. Bullying was rampant in school due to indiscipline among learners 66% of pupils were bullied by their classmates 36% were bullied. Learners lack guidance and counseling right from home because of poor parenting. Teachers also had left the responsibility to parents

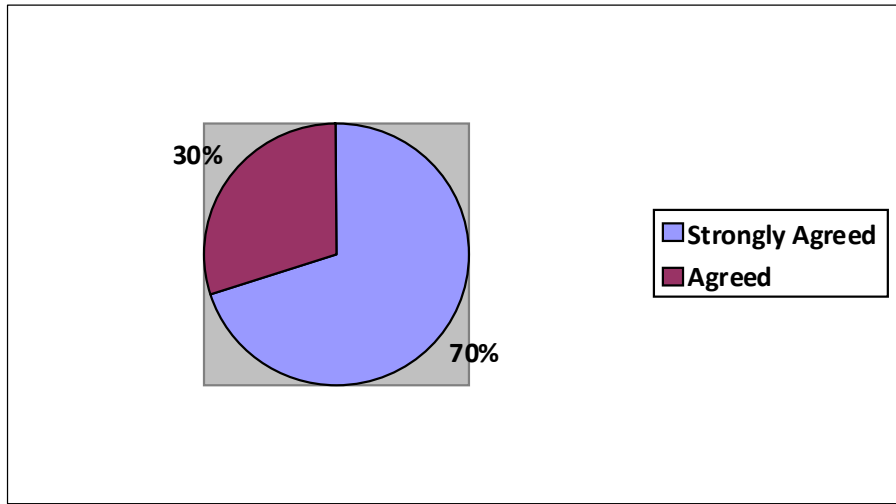
after the banning of canning in schools and parents were not available for the learners so disciplines continue to decline in schools.

About 72% of pupils strongly agreed they slept late and another 28% agreed they slept early. Majority of the learners therefore slept in class and ended up performing poorly. Parents came home drunk at night and disrupted their families. Learners were not able to do homework due to disturbances caused by their parents who came home drunk and these memories disturbed them ever when in school hence performing poorly in school. Some 62% of learners witnessed their mothers being beaten and they may have developed trauma, fear, and low self esteem or hated marriage after all and 38% had stable parents. Fathers were less responsible while mothers being family bread winners did not tolerate this irresponsible behavior. Some 73% of pupils witnessed their fathers being beaten while 27% had stable families.

4.17 Sexual harassment

It is not easy for learners to make informed decisions at primary level of education because they are still growing intellectually and socially. Therefore many of them are enticed and introduced into sex at tender ages as indicated in Figure 4.5.

Figure 4.5 Sexual harassment

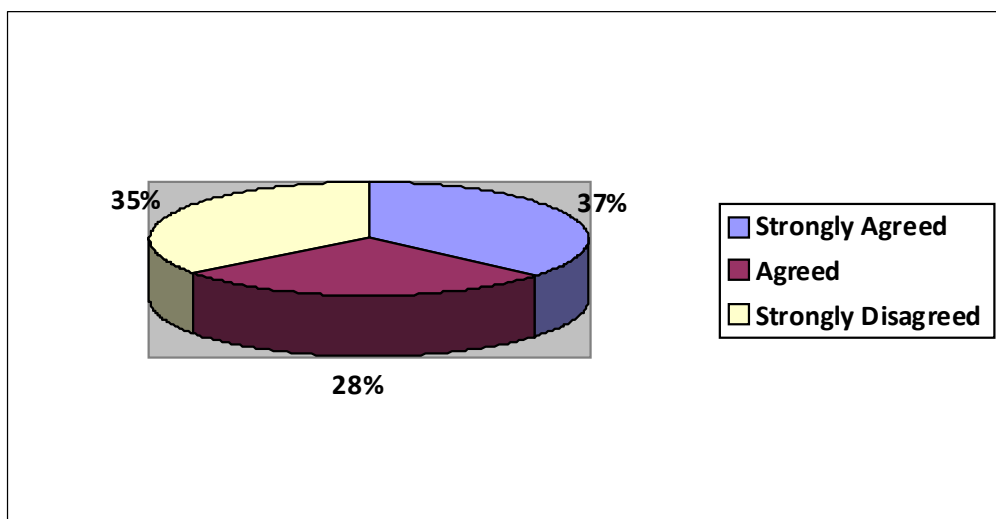


Some 70% of pupils strongly agreed that they are sexually harassed while 30% just agreed that they are sexually harassed.

4.18 Being bullied by my classmates

Indiscipline leads to misbehavior in schools. Bullying is rampant in most of the schools as shown in figure 4.7

Figure 4.6 Being bullied by my classmates



98 (37%) pupils strongly agreed of bullied by classmates, 83 (29%) pupils agreed that they are bullied by classmates while 102 (36%) of pupils strongly disagreed that they were not bullied by their classmates. This analysis is indicated in Figure 4.5 and 4.6.

4.19 School Factors on Pupil's School Participation in Curriculum and Co-Curriculum Participation

This section has presented the School Factors on Pupil's School Participation in Curriculum and Co-Curriculum Participation and specifically; causes of poor performance truancy, causes of poor performance, peer influence, causes of poor performance lack of interest in academic and co-curricular activities, causes of poor performance lack of interest in academic and co-curricular activities and causes of poor performance absenteeism.

4.20 Causes of Poor Performance

Pupils who participated in school activities like co-curricular and other school activities had improved performance, less cases of truancy since they are not idle to deviate into negative influencing activities as shown in Table 4.12

Table 4.12 Causes of Poor Performance

Factors	Strongly agree		Agree		disagree		Total	
	F	%	F	%	F	%	F	%
Truancy	55	75	18	25	0	0	73	100
Peer influence	0	0	55	75	18	25	73	100
Lack of interest in academic activities	16	22	23	32	23	45	73	100
Lack of interest in co-curricular activities	57	78	16	22	0	0	73	100
Absenteeism	57	78	16	22	0	0	73	100
Drug and substances abuse	18	25	39	53	16	22	73	100
Indiscipline	16	22	41	56	16	22	73	100
No homework	16	22	39	53	18	25	73	100

Truancy was perceived to affect performance, some 79% respondents agreed that truancy contributed to poor performance many pupils lack school levies and were often sent home to collect them. As regards peer influence, pupils influenced one another as they interacted. School pupils emulated others positively and negatively. Overwhelmingly 95% said they were influenced negatively. Only 25% disagreed that peer influence caused poor performance. According to 78% agreement and poor performance as lack of interest in academic and co-curricular activities, 22% other factors may be the cause such as in covered syllabuses. Pupil's influence one another

as majority are in their adolescence stage. Some 78% of them said that poor performance was due to lack of interest in academic and co-curricular activities, 22% attributed poor performance to such as failure to cover syllabuses. Over 70% also attributed poor performance to absenteeism. Lack of discipline at home and in school made learners not perform well in school. Prevalence of drug and substance abuse among parents and pupils affected performance both academic and in co-curricular activities as 79% of parents were for this opinion 22% said others factors caused poor performance. Almost 78% cases were for the opinion that their learners were involved in indiscipline cases in school making them deteriorate in school work. About 22% were affected by other reasons like parents negligence which too may be a course of indiscipline, pupils lacking guidance from their parents and pupils having no homework to do after school. Teachers could keep learners busy at home if they gave them homework but 75% noted that this was not adhered to. Pupils therefore were idle so they indulged in other activities that affected school performance 22% disagreed with this opinion and think that there were other factors like laxity of teachers.

4.21 Teachers Attitudes towards Participation in Co-curricular Activities

The information on teachers' attitudes on co-curricular activities are summarized in

Table 4.13

Table 4.13 Teachers Attitudes towards Participation in Co-curricular Activities

Attitude	Most likely		Likely		Not likely		Never		Total	
	F	%	F	%	F	%	F	%	F	%
Not active	22	8	0	0	175	62	84	30	283	100
Physical weakness	10	4	83	29	164	8	26	9	283	100
Co-curricular is a waste of time	90	32	81	28	112	40	0	0	283	100
Teachers teach other subjects during club time	0	0	198	70	79	28	6	2	283	100
Teacher teach others subjects during games time	90	32	81	28	112	40	0	0	283	100

Teachers interviewed lacked interest in co-curricular activities. That may explain why 80% agreed that co-curricular activities were a lesser school activity, only 20% of them considered co-curricular activities as beneficial to a learner. .Parents involved learners in their activities that were supposed to perform thus denying pupils time to concentrate on school work. A lot of time was wasted on drug and substances abuse.

Teachers had neglected clubs because they felt that they were not part of the examinable. About 33% of pupils interviewed skipped meals making them weak to fully participate in physical activities. But majority of the pupils 67% said they had regular meals and could effectively participate in physical activities. Some 61% of the pupils confirmed that parents thought that co-curricular activities were not useful. Parents did not see any direct benefit in their children’s participation in co-curricular activities though 39% valued co-curricular activities

4.22 Participation in Clubs and Societies by Pupils

Clubs and societies are viewed as lesser school activities since they are not emphasized at the end of the primary course like the examinable subjects as summarized in Table 4.14

Table 4.14 Participation in Clubs and Societies

Clubs and societies	Very often		Often		Rarely		Never		Total	
	F	%	F	%	F	%	F	%	F	%
Music	196	69	81	29	6	2	0	0	283	100
Athletics	22	8	1	0.4	184	68	59	24	283	100
Ball games	207	73	76	27	0	0	0	0	283	100
Scouts and girl guides	0	0	198	70	79	28	6	2	283	100
Young farmers	201	71	76	27	0	0	6	2	283	100
Debating	22	8	0	0	175	62	84	30	283	100
Christian union	99	35	76	27	102	36	6	2	283	100
Drama	90	32	181	28	42	40	0	0	283	100

Most of the schools had schools shamba and learners participate in farm activities though young farmers clubs were not functional. 71% participate while 2% did not. Debating clubs had been neglected by teachers since most learners could not express themselves fluently in English language. Few schools especially boarding schools had these club functional, 7% 62% rarely participate. School assemblies were done every morning depicting Christian Union so 63% liked Christian Religious Education. All pupils joined the morning worship which they may have termed as a club when asked about Christian Union. Only 2% belong to other religions.

Drama clubs were functional and learners participated. 40% of learners were rarely involved and may be engaged in other school activities. Teachers were likely to use games time to teach other lessons as opposed to taking pupils for games. About 40% of teachers used games time rightly .It was evidence that in Abothunguchi division clubs in schools had been neglected as witnessed by 98% of the respondents. Only a few number of school who probably had operationally clubs, reason being that school activities that are not examined at the end of the primary course were neglected. Teachers had neglected clubs because they are not part, of the examinable subject (63%). 37% showed interest in clubs.

4.23 Attitudes of Pupils towards various School Subjects

Social studies are interesting and they were liked by most pupils 62% pupils had developed a negative attitudes towards Kiswahili (0.7%) as shown by respondents. Pupils had also developed negative attitude towards mathematics 35% did not like it.

2% disliked religion despite religion being taught even outside school, in church at home and many other places. Children did not realize the usefulness of co-curricular activities according to 54% respondents, though there were 41% who did. This is indicated in Table 4.14, 4.15 and 4.16 respectively.

Learners had preference in subjects they learn in school as indicated in table 4.13

Table 4.14 Attitudes of Pupils to Schooling

Subject You Like Most In School	Frequency	Percent
Mathematics	22	8
Social Studies	175	61
Religion	84	30
Kiswahili	2	1
Total	283	100

Most learners (62%) prefer Social Studies than Kiswahili (1%) despite Kiswahili being a language of communication and a compulsory subject. Pupils' attitudes towards the subjects they were studying is indicated in Table 4.15.

Table 4.15 Subject not preferred by pupils

Subject You Do Not Like Most In School		
Mathematics	99	35
Science	82	29
Social Studies	96	34
Religion	6	2
Total	283	100

The analysis has shown that most pupils had a negative attitude (2%) towards Religious Studies. This may be explained by the fact that their parents did not attend church services due to drugs and substance abuse and as a result, they had no firm background of religious studies.

Pupils were taught other subjects during co-curricular period. Therefore there is no motivation from parents or teachers to make learners like these activities as indicated in Table 4.16

Table 4.16 Learners responses on value of Co-Curricular Activities to School Work

Co-Curricular Activities Helps Children		
Yes	116	41
No	155	55
Not Sure	12	4
Total	283	100

Over 50% of the learners stated that co-curricular was a waste of their precious time which they would have used to concentrate more on the examinable subjects.

CHAPTER FIVE

SUMMARY CONCLUSION AND RECOMMENDATIONS

5.1 Summary

This chapter has presented the summary of the research findings, interpretations and conclusions. It also presented the findings on the variables of investigation. The chapter has also given recommendations and suggestions for further research. The study investigated the effect of drug and substance abuse among parents on primary school pupils on participation in education in Abothuguchi division. The objectives that guided this study included; determine the extent to which drug and substance abusing parents economic status, drug and substance abusing parents attitudes, drug and substance abusing parents level of education and extent drug and substance abusing parents economic activities influence pupils participation on co-curriculum activities and academic performance in Abothuguchi division in Meru County. This study reviewed investigated the effects of **drug abusing parents on their children's school participation**. Among the learners interviewed, (70%) of learners agreed that their parents abuse drug and substances.

There were (71%) of learners who takes up the responsibilities of the drunken parents at a very tender age. Majority of pupils interviewed had no hangovers and are not tired in the morning (68%) meaning they do not abuse substances that cause hangovers and tiredness. However small fractions are tired and had hangovers (8%) due to drug & substance abuse. Of all the pupils interviewed there is evidence (63%) to show that majority are overworked in the evenings and are tired and had fatigue in

the morning. On the Times pupils skip school per week, there were (71%) of respondents who said they skip school less than once per week. Majority of the parents had only three children (64%). While (63%) of the children are under the care of their parents; Self employment has been adopted as a means of catering for the families' basic needs (72%) of parents are self employed.

There were 60% of pupils who were not involved in charcoal business (38%) they help their parent sell charcoal. Work after school affect children school participates on either psychologically or physically (77%) agreed to this (23%) can cope with school work even after helping at home. Pupils helped in taking care of animals about (60%). Std 7 pupils had young parents with young families and pupils are involved in looking after younger siblings (88%). Last born in their families (98%) run errands while, (80%) of learners are always in school uniform. There were, (64%) Pupils express the feeling of neglects by their mothers; Pupils missed the father figure in their families and felt neglected (74%), while (92%) agree that feeding is not a problem. About (33%) of pupils skipped meals making them weak to fully participate in physical activities.

Findings on **learner characteristics and school participation** established that sexual harassment was common among school pupils (%) Pupils having low self esteem are only (8%) meaning (92%) of the pupils had strong characters. Bullying was rampant in school due to indiscipline among learners (64%) of pupils are bullied. Learners (62%) witness their wife butteries and may develop trauma while (73%) of pupils

witness fathers being beaten. Truancy affected performance of (79%) respondents. Pupils influenced one another as they interacted in school and (95%) influence is reflected as having great negative impact and school performance

The results on **school factors and school participation** indicate that (78%) of pupils were in agreement that pupils lacked interest in academic and co-curricular activities. Almost (78%) of cases showed that learners were involved in indiscipline cases in school making them deteriorate in school work. Teachers did not give them homework (75%) agreed that teachers took co-curricular activities as a lesser school activity while (63%) had neglected clubs because they were not part of the examinable subjects. There were (60%) of teachers who were likely to use games time to teach other subjects as opposed to taking pupils for games.

5.2 Conclusions

The study has concluded that majority of learners took up the responsibilities of the drunken parents at a very tender age, pupils are tired and have hangovers due to drug and substance abuse. The pupils are overworked in the evenings and were tired and fatigued in the morning. Sexual harassment was common among school pupils however majority of Pupils had strong character. Due to indiscipline among learners majority of pupils reported that they were bullied. The pupils witnessed wife beating and this may have developed traumatic feeling. The results though indicated that more men compared to women were beaten by their wives. There was poor academic performance due to lack of interest in academic and co-curricular activities. The study

has also concluded that Teachers did not give pupils homework and viewed co-curricular activities to be of lesser importance and therefore co-curricular activities were neglected in favour of subjects that were being examined at the end of primary cycle of education. Teachers used games time to teach other lessons as opposed to taking pupils for games and guiding them in various club activities. The study also found that pupils had developed negative attitudes towards Kiswahili, this was surprising because it is a communication language and also a compulsory subject.

5.3 Recommendations

Since the influence of drug and substances abusing parents on their children's school participation is negative, it is important that guidance and counseling is made compulsory and supported so as to give the children from the home with drug abusing parents hope and reason to work even harder. There is also need to establish rescue school facilities for those pupils who may be in dire circumstances. The negative influence of learner characteristics on school participation in terms of age, gender, and peer can be reduced through guidance and counseling and where possible pastoral meetings. The school administration should ensure that appropriate measures to check on sexual harassment and bullying are set up.

The influence of school factors on pupil's school participation in curriculum and co-curriculum participation can be improved if the curriculum can be enforced as officially intended. It is also not right that time for co-curriculum to be used for other subjects. This denies children an opportunity to benefit from holistic education.

5.4 Suggestions for Further Study

Since the study was restricted to investigation on the effect of drug and substance abuse among parents on primary school pupils on participation in education in Abothuguchi division, there is need to investigate why this phenomenon is common in the area of investigation. A further study may need to be undertaken to determine why Kiswahili which as a compulsory and examinable subject is not liked by most pupils. Finally, the reason as to why teachers do not take co-curriculum as an important part of curriculum despite their professional orientation.

REFERENCES

- Castelli DM, Hillman CH, Buck SM, Erwin HE (2007). Physical fitness and academic achievement in third and fifth-grade students. *Journal of Sport and Exercise Psychology*, 29(2): 239-252.
- Crosnoe (2011). Fitting in, Standing on *Cambridge university press*
- Crosnoe R 2002. Academic and health-related trajectories in adolescence: The intersection of gender and athletics. *Journal of Health and Social Behavior*, 43(3): 317-335.
- Cummings, E.M. & Davies, P.T. (1994). *Children and marital conflict: The impact of family dispute and resolution*. New York, USA: Guilford Press.
- Eccles JS, Barber BL (1999). Student council, volunteering, basketball, or marching band: What kind of extracurricular involvement matters? *Journal of Adolescent Research*, 14(1): 10-43.
- Eccles JS, Barber BL, Stone M, Hunt J (2003). Extracurricular activities and adolescent development. *Journal of Social Issues*, 59(4): 865-889. Education Publishers.
- Gitonga, E.R.(1998) *Relationship between participation in competitive sports and academic performance of secondary school students in Nairobi Province*. Unpublished Masters thesis Kenyatta University.
- GOK (2005) Abothuguchi division , district strategic plan (2005 – 2010) for implementation of the national population policy for sustainable development *Harvard Educational Review*, 74(4): 464-514.

- Grobler B, Bisschoff T, Beeka A (2012). Changing perceptions of teachers regarding the importance and competence of their principals as leaders. *South African Journal of Education*, 32(1): 40-55.
- Guicciardi M, Saracino A, Ricci O (2006). Attività Sportive, Esperienza Scolastica e Life Skills in Adolescenza. *Psicologia dell'Educazione e della Formazione*, 8(3): 335–352.
- Hartmann D, Massoglia M (2007). Reassessing the relationship between high school sport participation and deviance: Evidence of enduring, bifurcated effects. *The Sociological Quarterly*, 48: 485-505.
- Hoffmann JP (2006). Extracurricular activities, athletic participation, and adolescent alcohol use: Gender- differentiated and school-contextual effects. *Journal of Health and Social Behavior*, 47(3): 275-290.
- Hussong, A.M., Zucker, R.A., Wong, M.M., Fitzgerald, H.E. & Puttler, L.I. (2005). Social competence in children of alcoholic parents over time. *Developmental Psychology*, 41(5), 747-759.
- Kamenju & Mwathi (2002) *Physical Education a Teachers Guide* Jomo Kenyatta Foundation Nairobi Kenya.
- Krejcie Robert V; Morgan, Darylew, “De: (1970) *Determining sample size for research activities Educational and psychological measurement*
- Kremer-Sadlik T, Izquierdo C, Fatigante M (2010). *Making meaning of everyday practices: Parents' attitudes toward children's extracurricular activities in the United States and in Italy*. *Anthropology and Education Quarterly*, 41(1): 35–54
- Loy W.L.J.. Kenyon,GS. And Mc Pherson B. (1981). *Sports, Culture and Society; A Reader Sociology*; Philadelphia. Lea and Ferbigier.

- Mahoney JL (2000). School extracurricular activity participation as a moderator in the development of antisocial patterns. *Child Development*, 71(2): 502–516.
- Mahoney JL, Larson R, Eccles JS, Lord H (Eds.) (2005). *Organized Activities as Contexts of Development: Extra-curricular Activities, After-School and Community Programs*. Mahwah, New Jersey: Lawrence Erlbaum.
- McKenzie TL, Kahan D (2004). Impact of the Surgeon General’s report: *Through the eyes of physical education teacher educators. Physical Education, Physical Activity, and Public Health: Learning from the Past, Building for the Future* [Monograph]. *Journal of Teaching in Physical Education*, 23(4): 300-317.
- Miller JP (2007). *The Holistic Curriculum*. Toronto: University of Toronto Press
- Ministry of Education-DEO Meru District Annual Report (2011)
- Ministry of Education-DEO Meru District Annual Report (2012)
- Ministry of Education-DEO Meru District Annual Report (2013)
- Mwathi & Kamenju, S (2002) *Physical Education* JKF Nairobi Kenya
- Mugenda, A .G (2003). *Research Methods: Quantitative and Qualitative Approaches*. Nairobi: Acts Press
- Ministry of Finance (K) 2004 , *Poverty Reduction Strategic Paper* – Meru Central District
- Oluoch GP (2002) *Essentials of Curriculum Development*, Birds Printers.

- Pellegrini AD, Bohn CM (2005). The role of recess in children's cognitive performance and school adjustment. *Educational Researcher*, 34(1): 13-19.
- Robert Wood Johnson Foundation 2007. *Active Education: Physical Education, Physical Activity and Academic Performance*. Active Living Research.
- Sailes, et al (1999) "A Comparison of Professional Sports Career Aspirations among College Athletes". In *African Americans in Sports; Contemporary Themes* Pp261 – 270. New Brunswick, USA: Transaction Publishers.
- Stormshak, E.A., Speltz, M.L., DeKlyen, M. & Greenberg, M.T. (1997). *Observed family interaction during clinical interviews: A comparison of families containing preschool boys with and without disruptive behavior*. *Journal of Abnormal Child Psychology*, 25(5 (Print)), 345-357.
- Toriola AL, Adetoro AH, Toriola OU, Gbokwe NU 2000. *A comparative analysis of youth sports programmes in Botswana and Nigeria*. *International Sports Studies*, 22(2): 57-71.
- Troutman KP, Dufur MJ 2007. From high school jocks to college grads: *Assessing the long-term effects of high school sport participation on females' educational attainment*. *Youth and Society*, 38(4): 443-462.

APPENDIX I
INTRODUCTION LETTER

26th March 2013

Dear Respondent,

I am Nguthari Mutabi Jane, a student of the University of Nairobi undertaking a Master of Education degree. As a requirement in partial fulfillment, I am undertaking a research on the “Effect of drug and substance abuse among parents on primary school pupils’ on school participation in Abothuguchi division: Meru county – Kenya”.

Kindly, assist me by filling the attached questionnaire as honestly as possible. Any information provided will be used purely for academic purposes and will be kept confidential.

Yours faithfully

Nguthari Mutabi Jane

.....

APPENDIX II

QUESTIONNAIRE FOR THE PUPILS

Instructions

You are kindly requested to answer the questions below in the spaces or from the choices given as honestly as possible. You are also requested not to write your name anywhere in this questionnaire so that your responses remain anonymous and confidential.

SECTION A: Background Information

1. What is your age?

Below 12 yrs [] 13 yrs [] 14 yrs [] 15 yrs [] 16 yrs [] over
17 yrs []

2). Gender: female male

3. How many other children are you in your family?

None [] one [] two [] three [] four [] over five []

4. Who takes care of you at home?

My Father []

My mother []

My grand mother []

My aunt []

My sister []

A foster mother []

5. What is the occupation of the person who takes care of you? Kindly tick appropriately

Occupation	Your Father	Your Mother	Your grand mother	Your grand father	Your Uncle	Your Auntie
Salaried employment						
Self-employment						
Peasant farmers						
Petty trade						

6. Indicate the level of education of the person you stay with. Tick appropriately

Level of Education	Your Father	Your Mother	Your grand mother	Your grand father	Your Uncle	Your Auntie
No formal education						
Primary level of education						
Secondary level education						
College (Diploma)						
University						

7. The following are drugs and substances likely to be used by your parent or guardians. Indicate using a tick (✓) how often these drugs are taken.

Name of drugs and substances	Very often	often	Rarely	Never
Alcohol (Local brew)				
Bhang				
Tobacco				
Miraa				
Alcohol (spirits)				
Glue				
Cigarettes				
Others (Specify)				

8. Among these drugs and substances indicate the ones that are commonly consumed by pupils.

Name of drugs and substances	Very common	Common	Not very common	Rare	Never
Alcohol (Local brew)					
Bhang					
Tobacco					
Glue					
Gum					
Alcohol (spirits)					
Miraa					
Cigarettes					
Others (specify)					

9. Children from families where parents abuse alcohol are likely to display the following behaviour. Indicate with a tick (✓) your opinion or agreement with the statement.

Statement	Strongly agree	Agree	Strongly disagree	Disagree
Lack of school uniform				
Feeling unloved by my mother				
Feeling unloved by my father				
Frequently left alone at home to do the house chores				
Lack of supper at night				
Lack of breakfast in the morning				
Lack of lunch during the day				
Sexually harassed				
Having a feeling of low esteem				
Being bullied by my classmates				
Going to school late				
Sleeping late				
Being disturbed at night by my drunk parents				
My father beats my mother				
My mother beats my father				
Others (specify)				

10. Below are co-curriculum activities. Indicate with a tick (✓) how often you participate in the following co-curriculum activities.

Name of co-curriculum activities	Very often	Often	Rarely	Never
Music				
Athletics				
Ball games				
Scouts and girl guides club				
Young farmers club				
Debating club				
Christian union club				
Drama club				
Others (specify)				

11. Among the factors listed below indicate with a tick (✓) the extent to which each factor is likely to affect your participation in co-curriculum activities.

Types of factors	Most likely	Likely	Not likely	Never
My parents take drugs and substances				
My parents give me a lot of work to do after school				
Always tired, have hangover				
Because of fatigue from work at home				
Teachers teach other subjects during co-curricular activities				
Lack of games uniform				
Teachers for games are not active				
Physical weaknesses because there is no enough food to eat				
Parent views co-curricular activities as a waste of time				
Others (specify)				

12. Using a tick (✓) indicate the level of education you would like to have.

Level of education	
Primary	
Secondary	
College	
University	

13. How many times do you go to school per week? Tick. (✓)

Times	
One	
Two	
Three	
Four	
Five	

14. (a) Have you ever missed school? Yes No

(b) If "Yes" give reasons why you do not go to school sometimes

.....

.....

.....

15. In what ways do you think pupils participation in co-curriculum activities can be improved in your school

.....

.....

.....

16. (a) Please indicate with a tick (✓) the subject you like MOST in school. Tick one subject only.

- Mathematics
- Science
- Social studies
- Religion
- Kiswahili
- English

(b) Explain why you like the subject you have indicated

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

17. (a) Please indicate the subject you do not like most in school. Tick (✓) one subject you do not like most

- Mathematics
- Science
- Social studies
- Religion
- Kiswahili
- English

(b) Explain why you do not like the subject you have indicated.

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

18. Do you think that co-curricular activities (games, school clubs, athletics, musical festivals

etc) helps children to do better in school work?

Yes

No

(b) If Yes to question 18, explain the answer

.....

(c). If No! to question 18, give reasons for your answer.

.....

19. Indicate with a tick (√) the extent to which the activities listed here below affect pupils participation in school

Activities	Strongly agree	Agree	Strongly disagree	Disagree
Fetching water				
Herding animals				
Charcoal selling				
Working on the farm				
Cooking				
Feeding animals				
Baby sitting				
Running errands				
Cleaning clothes				

Thanks for Co-Operation

APPENDIX III
INTRODUCTION LETTER

26th March 2013

Dear Respondent,

I am Nguthari Mutabi Jane, a student of the University of Nairobi undertaking a Master of Education degree. As a requirement in partial fulfillment, I am undertaking a research on the “Effect of drug and substance abuse among parents on primary school pupils’ on school participation in Abothuguchi division: Meru county – Kenya”.

Kindly, assist me by filling the attached questionnaire as honestly as possible. Any information provided will be used purely for academic purposes and will be kept confidential.

Yours faithfully

Nguthari Mutabi Jane

.....

APPENDIX IV

QUESTIONNAIRE FOR TEACHERS

Instructions

You are kindly requested to answer the questions below in the spaces provided or from the choices given as honestly as possible. You are also requested not to write your name anywhere in this questionnaire so that your responses remain anonymous and confidential.

SECTION A: Background Information

1). Years worked in this school

Below 5yrs 6 to 10 yrs 11 to 15yrs above 16yrs

3). Rank: Teacher

4). Age Bracket in Years

Below 25 yrs 25 - 30 yrs 31 - 35 yrs 36 - 40 yrs 41 - 45 yrs

45- 60 years

5). Gender: female male

6) Marital status: Single Married Widow Widower Divorced

7). what subjects do you teach?

8). what is your highest level of professional qualification as a teacher? Please indicate with a tick (✓) your highest qualification.

Highest Professional qualification	Response
P2	
P1	
Diploma/SI	
University degree	
Other qualification (specify)	

9. Indicate with a tick (√) the extent to which activities listed here below affect school participation in your school.

Activities	Strongly agree	Agree	Strongly disagree	Disagree
Fetching water				
Fetching firewood				
Herding animals				
Child prostitution				
Mother's negative attitude				
Fathers negative attitude				
Charcoal selling				
Early marriages of boys				
Early marriages of girls				
Involvement of boys in armed conflict				
Schooling is a waste of time				
Circumcision rites of girls				
Circumcision rites of boys				
Prevalence of drugs and substances abuse by parents				
Prevalence of drugs and substance abuse by pupils				
Others (specify)				

10. The following behaviours are likely to be found among children from backgrounds where parent/guardians abuse drugs and other substances. Indicate with a tick (✓) the frequency of these behaviours.

Behaviours	Very frequently	Frequently	Rarely	Never
Children absent from school				
Children do not participate in co-curriculum activities				
Children wear games uniform				
Teachers take children out for games				
Children are rewarded after participating in co-curriculum activities				
Teachers involved in co-curriculum activities are motivated				
Children who participate in co-curriculum activities reach national level				
Parents join pupils in co-curriculum activities venues to cheer them up as a sign of motivation.				

11. Kindly list down four (4) main challenges which children from homes where parents/guardians abuse drugs and substances face.

- (i)
- (ii)
- (iii)
- (iv)

12. a) In your opinion do think co-curricular activities can improve pupils academic performance?

Yes No

b) Please explain your answer

.....

Thanks for Co-Operation

APPENDIX V

INTRODUCTION LETTER

26th March 2013

Dear Respondent,

I am Nguthari Mutabi Jane, a student of the University of Nairobi undertaking a Master of Education degree. As a requirement in partial fulfillment, I am undertaking a research on the “Effect of drug and substance abuse among parents on primary school pupils’ on school participation in Abothuguchi division: Meru county – Kenya”.

Kindly, assist me by filling the attached questionnaire as honestly as possible. Any information provided will be used purely for academic purposes and will be kept confidential.

Yours faithfully

Nguthari Mutabi Jane

.....

APPENDIX VI

QUESTIONNAIRE FOR THE SCHOOL COMMITTEE MEMBER

Instructions

You are kindly requested to answer the questions below in the spaces or from the choices given as honestly as possible. You are also requested not to write your name anywhere in this questionnaire so that your responses remain anonymous and confidential.

SECTION A: Background Information

1. Years as a School Committee Member

Below 2yrs 3to 4 yrs 5 to 8yrs above 8yrs

2. Gender male female

3. How many children do you have in primary school?

Below 2 3-4 over 4

4. What is your highest level of education? Please indicate with a tick (✓) your highest qualification.

Highest level of education	Response
Primary	
Secondary	
Diploma	
University degree	
Other qualification (specify)	

5. Do you agree that the following reasons are the causes of poor performance by your child in academic and co-curricular activities? Tick (√) appropriately.

Reasons	Strongly agree	Agree	Disagree
Truancy			
Peer influence			
Lack of interest in academic			
Lack of interest in co-curricular activities			
Absenteeism			
Drug and substance abuse			
Indiscipline			
No homework given by teachers			
Lack of interest of teachers in co-curricular activities			
Teachers must work given to learners by parents.			

6. (a) Name **three** factors that may prevent your child from performing well in academic activities?

- i.
- ii.....
- iii.....

b. Name three factors that may prevent your child from participating in co-curricular activities?

- i.
- ii.....
- iii.....

7. Suggest ways you feel that the community can use to deal with parents who abuse drugs and other drug related substances?

- i.
- ii.....
- iii.....

APPENDIX VII: RESEARCH PERMIT


PAGE 3

PAGE 2

Research Permit No. NCST/RCD/124/013/13
Date of Issue 22nd May, 2013
Fee received KSH. 1000

THIS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs./Miss/Institution
Jane Wambui Ngunjiri
of (Address) University of Nairobi
P.O. Box 30197-00100, Nairobi.
has been permitted to conduct research in

<p>Place: Central Eastern</p>	<p>Location: District: Province</p>
---	--



J. Ngunjiri
Secretary
National Council for Science & Technology


Applicant's Signatures

Topic: Effect of drug abuse among parents on primary pupils' participation in recreational activities in Aboitich District, Meru County, Kenya.

Period ending: 31st July, 2013.

CONDITIONS

1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.



REPUBLIC OF KENYA
RESEARCH CLEARANCE PERMIT

(CONDITIONS—see back page)

GPK60553mt10/2011

APPENDIX VIII: LETTER AUTHORIZATION

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550
Mobile: 0713 788 787, 0735 404 245
Fax: 254-020-2213215
When replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: **NCST/RCD/12A/013/59**

Date: **22nd May 2013**

Jane Mutabi Nguthari
University of Nairobi
P.O Box 30197-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application dated **10th May, 2013** for authority to carry out research on "*Effect of drug abuse among parents on primary pupils' participation in co-curricular activities in Abothuguchi Division: Meru County, Kenya.*" I am pleased to inform you that you have been authorized to undertake research in **Imenti Central District** for a period ending **31st July, 2013**.

You are advised to report to **the District Commissioner and District Education Officer, Imenti Central District** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


DR. M. K. RUGUTT, PhD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:
The District Commissioner
The District Education Officer
Imenti Central District



"The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development".