EFFECTS OF PARENTAL INVOLVEMENT IN ‘MVULA’ OCCULT PRACTICES ON PRESCHOOL CHILDREN’S SOCIO-EMOTIONAL ADJUSTMENT AND LEARNING IN CHONYI DIVISION, KILIFI COUNTY, KENYA

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E55/11560/2007

A RESEARCH THESIS SUBMITTED IN PARTIAL FULFILLMENT FOR THE AWARD OF THE DEGREE OF MASTER OF EDUCATION (EARLY CHILDHOOD STUDIES) IN THE SCHOOL OF EDUCATION’ KENYATTA UNIVERSITY

OCTOBER, 2017
DECLARATION

I confirm that this research thesis is my original work and has not been presented for a degree in any other university. This thesis has been complemented by referenced sources duly acknowledged. Where text, data, graphics, pictures or tables have been borrowed from other works including the Internet, the sources are specifically accredited through referencing in accordance with anti-plagiarism regulations.

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This thesis is dedicated to my family for their spiritual and financial support throughout the trying periods of my study and my grandson Reccab Walakisa Ntondwe.
ACKNOWLEDGEMENT

This thesis would be incomplete if I do not express my total and heartfelt gratitude to all people who made its completion possible. First the Almighty God for giving good health throughout the research period. My sincere appreciation also goes to my supervisors Dr. Rachel W. Kamau-Kang’ethe and Dr. Maureen Mweru, who patiently guided and encouraged me throughout the study. Their critical and prompt reading of my work at various stages enlightened and motivated me to work harder and strive for perfection.

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ABBREVIATIONS / ACRONYMS

BOM : Board of Management

CDE : County Director of Education

CDTM : County Director Teacher Management

DQASO : District Quality and Standards Officer.

EARC : Education Assessment Resource Centre

ECT : Ecological Contextual Theory

KICD : Kenya Institute of Curriculum Development

KISE : Kenya Institute of Special Education

MOEST : Ministry of Education, Science and Technology

NACOSTI: National Council for Science Technology and Innovation

SAGA : Semi-Autonomous Government Agency

TAC : Teachers’ Advisory Centre

TSC : Teachers’ Service Commission

ZQASO : Zonal Quality Assurance and Standards Officer
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ABSTRACT

‘Mvula’ occult is a secret occult among the Chonyi sub-tribe of the Mijikenda language group of Kilifi County. Members operate in sets of five with powers said to control rain by use of unholy formulae whose ‘unholy communion’ involves eating human flesh serially sacrificed by its members, for potency in their endeavours. These people are feared and shunned in equal measures by the community and are believed to cause mysterious death to anybody who dares challenge their authority. The research was intended to investigate the school adjustment of their 5-7 year olds which is an at risk group because of the atrocities their parents allegedly do in the community. The study was pegged on Urie Bronfenbrenners’ Ecological Contextual Theory of 1979 which contends to child’s personality shaped by the environment through interrelated systems referred as Micro, Messo, Exo, Macro and Chrono systems. The research targeted was children whose parents were members of the Mvula occult practices from a population of 2500 aged between 5 and 7 years in Chonyi Division of Kilifi South Sub County in Kilifi County. The Independent Variable was Parental involvement in Mvula Occult Practices and the dependent variables were Social problems, Emotional problems and learning problems affecting the children influencing the child’s school adjustment. The research adopted a mixed Research Methodology that involved collecting and analysing data using both qualitative and quantitative methods. Data was collected from school heads, lower primary and pre-school teachers and learners aged 5-7 years olds spread between preschool and class three. The data was gathered using questionnaires, interviews and observations and was analysed using the Statistical Package for Social Sciences (SPSS version 21). The findings of this research indicated that 70% of the children whose parents are involved in the ‘Mvula’ occult practices have school adjustment problems and fail to meaningfully gain from school experiences hence need for
interventions. This study recommends streamlining of the school/learning environment by initiating strategic programs for teachers in handling the learner as addressing learner attitude to school, social interactions as in art and music and Christian Spiritual approaches to address the spiritual aspects of emotional regulation. The researcher recommends research on post school life of the children whose parents are members of the ‘mvula ‘occult as a strategy in looking for viable solutions as another strategy that could be used.
CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.0 Introduction

This chapter highlights background information of the study, the statement of the problem, the purpose of the study, the research objectives, research questions, the significance of the study, the delimitation and limitations, the assumptions, the theoretical and the conceptual framework and the operational definition of terms.

1.1 Background of the Study

This study was prompted by education days when mass failure of KCPE candidates in Chonyi was attributed to gross behaviour problems in the zone. The Curriculum Support Officer, Mr David Charo underlined that ‘Mvula’ should not be the scape goat for poor results or behaviour problems in the school. Education Standards and Quality Assurance Officer in his speech of March 15th on this education day registered his disappointment with the school sponsors, who were various Christian denominations of abdicating their roles of spiritual guidance by letting ‘mvula’ occult control the spiritual aspect of the children culminating to delinquency and poor results. No previous research on the phenomenon was done thus alien and prompted the researcher to do this study.

The high number of delinquent and school drop outs in Chonyi as per the CSO data and Police records indicating 67.84% of all cases in Chonyi Police Post and Kijipwa Police station and adolescent mental cases dotting the shopping centres,
out of school and school dropout, cases, sexual molestation of children in the police station and chiefs cases, substance and drug abuse, and young people dotting shopping centres who have visible mental challenges in Chonyi division attributed to parental involvement in the ‘mvula’ occult was given as consequence and aftermath on offspring’s of members is a branch of occultism. It is a secret organization that involves sacrifices of humans to the devil for power to control others and resources. Though the members’ activities are covert they are well known to the community. There are nearly a thousand children of ages 10 -15 not in school, involved in crime. Efforts by law enforcing agents to rehabilitate them proved fruitless as per zonal education report (2012). Could the children be experiencing some difficulties in school due to the activities of the people in ‘mvula’ occult or are they children of parents involved in ‘mvula’ occult practices? A possibility of parents being shunned by society for being members of ‘mvula’ occult could have a trickling effect on the social interactions of their children in and out of school could and lack of research in this field prompted the researcher to undertake this research.

Children in oppressed lifestyles are likely to degenerate to mental challenges. A high population of teenagers in every market place in Chonyi Division attests to a serious problem. Medical records place mental cases to 100 and warn that cases could be higher due to high number of unreported cases and relatives blaming mvula occultist. Retaliations is usually murdering suspected perpetrators. Maduguda, (2016), pegs the high number due to victims being teased, isolated,
not freely interact with peers, experience loneliness and sadness that eventually culminate into negative feelings, low self-esteem and self-consciousness to occultist activities in certain areas. Lack of acceptance, support and recognition by the societies which are prerequisite conditions for the development of high self-esteem, could be recipes for normal children to degenerate due to mental torture (Dally & Watkins, 1987, Reynolds, Wang and Walberg, 2008), this is reflective of children of parents involved in ‘mvula’ occult. Awolugutu (2016), has insights into effect of students joining occult in the West African state of Ghana. He reveals of teenage students recruitment into occult, where teachers and other students recruit unsuspecting members and the impact on the culprits academic performances. He says we must help curb youth involvement in the occult as the occult is not foolproof and can fail the practitioner. The inability to harness the supernatural powers to solve problems can result in frustration.

The negative effect on students’ academic performance of some students can be attributed to their increasing involvement in the occult as they spend valuable time not on their studies but on the occult which results in abysmal performance. The occult encourages quick fix solutions to trivial issues. He adds that young ones need to have a strong foundation in our cherished values and virtues to grow up as responsible citizens capable of making a meaningful contribution to nation building (County Commissioners’ Madaraka Day Speech of 1st June, 2014). They need to imbibe such values as integrity, honesty, hard work, patience, commitment, diligence, tenacity of purpose, knowledge, wisdom, stamina,
courage, taking risks, and optimism which cannot happen if the victim joined the occult. The speech provoked the researcher to do an enquiry into parental involvement in ‘mvula’ occult and subsequent social, emotional and learning difficulties experienced by early learners.

The practice of occultism is not new in the world and has even been mentioned in the Bible:

\[
\text{So Aaron stretched out his hand over the waters of Egypt and the frogs came out and covered the land. The magicians did the same things by their secret arts; they also made frogs come up on the land of Egypt. (Exodus 8:7-8.)}
\]

In Eastern Africa occult groups as the ‘Koma’ of Ethiopia are considered as superior humans. They live in caves and are fed by the community (Kiminyo, 2004). They are known to have control of rain and attend bizarre orgies and rituals that include sacrificing of children and taking human blood. The activities of cults are kept secret among members. Kyeyune (2009) contends that in Uganda occultists sacrifice human beings to the devil and feed on the culprits flesh, for wealth and prosperity purposes. In spite of material success such members may seem to have, their children lose focus at a tender age, drop out of school and suffer mental retardation that can only be treated through Christian deliverance service. Children are prime targets as they are presumed innocent, pure and easy to lure. Children from such families can be perceived negatively which implies that they do not get adequate acceptance, support and recognition from peers, teachers and society (Cololo, 2001; Awogulutu, 2016). The Bible mentions people who used occult and dark forces (Genesis 41:8, Exodus 7:11, Daniel 1:20,
4:7). This revealed the extent and need to research as the social, emotional and academic labiality of the children had not been investigated thus such at risk group not assisted hence need for this research.

Studies from Mexico, Uganda, Ethiopia and Western Kenya reveal the activities the groups are involved and their diverse effects. He points at believes that the people involved have special powers over humanity and thus respected and feared (O’Donovan, 2006). There is however no investigation on the effect on the social, emotional and learning challenges in children of such members- a gap this research intended to investigate and recommend methods of addressing such challenges in learners aged 5-7 years.

1.2 Statement of the Problem

Delinquency, problem behaviour, beating up of teachers for little or flimsy reasons is rampant in Chonyi Division of Kilifi South Sub County. In Chonyi one can see school aged children aged 7 to 8 years playing by the roadside when school is open. Delinquent behaviour makes this area of Kilifi county a volatile area where knife stabbing and lynching of suspected witches is common (Mr Sigey, County Commissioner, when briefing the researcher). Many children of between ages 5 to 7 are not in school in spite of Free Primary Education. The uniqueness and intensity of the problem prompted the researcher to question authorities as the problem tears into the social fabric of society. Educational effect is visible in school transition rates from pre-school to primary stands at 90% while from lower primary to class upper (class 4) stands at 78%. This can be
translated to wastage beginning from very early stages of institutionalized learning. The shopping centres are also dotted with mentally challenged teens. Statistics from the Public Health Department reveal that over 320 cases whose mental health cases are beyond medical treatment. There was proof of 50 cases of 14 to 18 year patients whose cases defeated the Coast Mental Referral Hospital-Port Reitz Hospital. Enquiry into the problem from the Education office. The ‘mvula’ occult group is associated with power from occult and are feared for their art in cannibalism (Annual education day report from the Curriculum Support Officer, Chonyi-2012). Obsession with cannibalism: Lanning (2004) illuminates on types of satanic rituals, where a human sacrifice is offered, the members of the coven will eat the cooked flesh of the victim. They believe this act will impart to them the strengths of the victim. Thus, cannibalism is a major part of Satanism not only in Chonyi but America as well. It is important that the information is given in whispers for fear of the clique. Sherman (2010), points on the effect of parental involvement in the occult and the subsequent backlash on the child’s ability to function at home and at school. This prompted the researcher to investigate the problem with a view of obtaining further information and suggest actions on the way forward.

1.3 Purpose of the Study

The purpose of the study was to investigate the effect of Parental involvement in ‘mvula’ occult on the Social, Emotional and learning difficulties experienced by preschool children in Chonyi Division, Kilifi South Sub County in Kilifi County
in The Coast region, Kenya and suggest moderation measures to address or overcome them so that children develop to their full potentials.

1.3.1 Objectives of the Study

The objectives of this study were to:

i. Establish the social problems experienced by Preschool children, whose parents are members of the ‘Mvula’ occult practices.

ii. Find out the emotional problems experienced by Preschool children whose parents are members of the ‘Mvula’ occult practices.

iii. Identify learning difficulties experienced by preschool children whose parents are members of the “Mvula” occult.

iv. Identify moderating measures to address and overcome School Adjustment challenges.

1.3.2 Research Questions

This study was guided by the following research questions:

i. What social problems do Preschool children whose parents are involved in ‘Mvula’ occult practice experience?

ii. What emotional problems do Preschool children of parents involved in ‘Mvula’ occult experience?

iii. What are the learning difficulties do Pre School children of parents the ‘Mvula’ occult experience?

iv. What Moderating measures can be administered to address School adjustment challenges experienced by the children?
1.4 Assumptions of the Study

The assumptions for this study were that all respondents would be honest and prompt in their responses. The researcher hoped that about 90% of the head teachers would avail themselves for the interview and would not send representatives. In addition, it was assumed that teachers would cooperate at all levels of the study, answer questions truthfully and correctly and would be as natural as possible during class and lesson observation. In addition, it was assumed that the methods of data collection would check consistency in line with the objectives of the study and where there was ambiguity, answers would be obtained through paraphrased questions.

1.5 Limitations and Delimitations of the Study

They are described in the following sub-sections;

1.5.1 Limitations of the Study

The children of parents in ‘mvula’ occult are not in a data base or register. So though teachers and school administration acknowledge presents of the children, the researcher had difficult in ascertaining teachers claims and thorough enquiry was done, counterchecked with chiefs and public health information. When information on parents involvement in mvula matches four sources, the child qualifies to fall into the sampling procedure. Chonyi area is a hot spot infested by Mombasa Republican Council (MRC) a cessation group that believes on the philosophy ‘Pwani Si Kenya’ loosely translated as Coast is not part of Kenya, but an independent State. The researcher used his oratory skills in the local language to build confidence and interact freely with locals.

1.5.2 Delimitations of the study

The research focused on children aged five to seven years in pre-school and lower primary (standard one to standard three) in public schools in Chonyi division of Kilifi County. Chonyi presents a unique context of ‘Mvula’ phenomenon unheard
of in any sub tribe of the Mijikenda. The study excluded children beyond class three. Learners aged five to seven years in the target schools with physical and mental challenges and the learners in private or faith based schools were excluded.

1.6 Significance of the Study

The study findings will enable teachers address social, emotional and learning problems faced by children whose parents are members of the occult and help them gain from the school experiences the curriculum offers. It also may help sponsors and faith based institutions in the area understand the depth of occultism in growth and development and come up with spiritual warfare methods to exonerate the learners and their parents. Schools can have a base to create an environment conducive to the development of social, emotional and academic quality of the learner that address truancy, improve school transition rate and learners mental health.

1.7 Theoretical and Conceptual Framework

The study was guided by the Urie Bronfenbrenner’s Ecological Contextual Theory described in the following sub-sections:

1.7.1 Ecological Contextual Theory

The study was based on Urie Bronfenbrenner’s theory 1979, which he named Ecological Contextual Theory as the research was on environment matters that affect and concern the child. The ECT theory is in five constituent systems that
range from direct social agents to the broad based inputs of culture, making it ideal as presented in Bronfenbrenner (2005). The theory was in tandem with the research study as the environment surrounding the child dictated the extent of school adjustment to various degrees. The Ecological Contextual Theory has originated a widely used framework on environments’ multiple influences on children’s development (Seifert and Hoffnung, 1997). Bronfenbrenner describes the ECT as ecological systems which influences the child’s personality and development (Valentino, Cicchetti, Toth and Rogosch, 2006).

Micro system is the setting in which the child lives. The setting covers the child’s family, peers, school and neighbourhood where most interactions with social agents take place (Santrock, 2002). When laden with familial spirits due to parental involvement in occult, children display peculiar behaviour problems and inability to cope with others, hence deteriorating to acute school adjustment problems, affecting learning, character and personality development (Kiminyo, 2004).

Meso-system involves relations between two or more Micro systems and encompasses connections between family experiences and school experiences, family and church experiences or family, social and moral experiences. Zlatko, (2017) points at the family as the heart, soul, religious and spiritual hub. Involvement in occult practices may be disastrous to the connection between home, school and the prevailing religious instructions where the child lives
Exo system is the social system where the child does not have an active role but which influences the child’s experiences (Bronfenbrenner, 2008; Seifert & Hoffnung, 2010). An example is the effect of parental involvement in occult practice. When liturgies, rituals and ceremonies take place on the eve of a school week, eventual peer and teacher reaction towards the learner and the child’s emotional reaction eventually affects his or her social and learning equilibrium, school adjustment and character.

Macro system refers to the culture in which the child lives (Bronfenbrenner & Morris, 2008). Culture refers to the behaviour patterns, beliefs and all the other products of a group of people that are passed on from generation to generation (Dally and Watkins, 1987). Culture can be in three different aspects as the home culture, the community culture as that of the sub tribe and the dynamics of the school traditions and culture embedded to aspirations. Indeed this has great influence on the child growth and ultimate victims’ personality depending on how long one is exposed. The macro system is often a source of social interactional ambience (Balfanz et al; 2009).

Chrono system is the pattern of environmental events and transitions over the life course, as well as socio historical circumstances (Garbarino, 1992). An ideal instant is when the effects of an unexplained death of a fellow sibling, the ensuing cleansing processes that follows and trauma after such loss may lead to an acute
change of behaviour in the child affecting the emotional stability and social interactions. Such a situation may be complex when culture is at crossroads with the dynamics of modernization (Maylan, 2001). Parental involvement in ‘Mvula’ occult affects the child’s home environment, school environment, home-school-church environment and the academic and social surrounding making the ECT theory compatible with the study as it attributes behavioural development patterns. The child’s interactions with the different themes of environment are significant to the thoughts, feelings and behaviour patterns of the children under study. The lack of ‘goodness of fit’ between the child and the particular social milieu, could be better understood and assistance given where necessary (Brofenbrenner, 2008). The theory was applicable to the study as it highlights the impact of cultural beliefs of those in the environment to the personality development of the child which may make it difficult to adjust adequately to the school environment.

1.7.2 Conceptual Framework

The conceptual framework in this study was developed by the researcher and continuously enabled him to remain focused. It is based on the Theoretical framework and the prevailing circumstances on the research topic. The conceptual framework highlights school adjustment difficulties associated with social interactional maladjustment, emotional regulation and learning problems faced by preschool children aged five whose parents are involved in the ‘Mvula’ occult.
The conceptual framework highlights the Effects of parental involvement in the occult as the independent variable and subsequent dependent variables: The first is the Social Problems aspect where the learner fails to have a social interactional equilibrium that enables him/her to operate in a group setting, essential for learning and ingesting the experiences and opportunities provided in the class environment. The second aspect is the emotionality of learners which affect class
discipline, learning process and, functionality of groups and teachers ability to interpret and cover and learning difficulties- inability to meaningfully gain from curriculum activities.

1.8 Operational Definitions of Terms

Child: Refers to a pre-schooler aged five to seven years.

Emotional problems: Learner temperaments.

Goodness of Fit: Ability of a learner to cope with peers and be a part of the mainstream society.

Learning Problems: Inabilities to ingest academic activities whose cause is repercussions of parental involvement in occult.

Mvula: An occult group composed of subsets of five members and are known to be rainmakers, whose ceremonies include eating human flesh and drinking human blood.

Occultism: Refers to forms of voodooist or -Holy Spirit manifestations.

Occult Practice: Refers to activities performed by the people who attest to membership in ‘mvula’.

Parental Involvement: Refers to participation in the secret ceremonies, activities and orgies undertaken by members of the mvula.

Pentacult: Refers to communes of five members who make the required set - mandatory requirement in mvula occult.

School Adjustment: Refers to the socio, emotional and learning abilities equilibrium necessary to operate in a class setting.

Silent Revolution: Refers to covert manipulation of policies, dictated by culture.
Social Problems: Pre-schoolers inability to learn or get along with adults and other learners thereby affecting school adjustment.
CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction

The chapter covers literature reviewed on children’s school adjustment with emphasis on the social problems, emotional regulation issues, learning difficulties, whose parents are involved in the occult and interventions schools could enact. Studies by Fantuzzo (2009, Sherman (2010), Maduguda (2014) reveal tendencies as Vandalism, Desecration and thefts in public institutions, and cemeteries, juvenile gangs, animal mutilations, teenage suicide Child abuse and murder and human sacrifice by children whose parents are involved in occult. This has been observed in Chonyi as per the County Coordinators’ report of June, 2014.

2.1 Mvula Occult

Mvula occult is an occultist group that exists in Chonyi Division of Kilifi South Sub County in Kilifi County in the Coast Region of Kenya where its congregation was derived by that quest for power to control phenomena as driving force that affects behaviour (O’Donovan, 2006). Brooks (1992) points at spiritual powers as far much greater than man. This has culminated to man’s seeking empowerment to exist, and control his environment through prescriptions in rites, rituals, highly secret liturgies called sealed obligations (Black, 2005, Sanders, 2015). The Mvula occult is a group that exist in communes of five, to support each other, are feared by the community and drive success through relationship with demons and their ceremonies include eating human flesh, sacrificing relatives in their orgies (Kamau, 2008). Every member takes turn in offering sacrifice for potency in their
endeavours courted with palm wine and human flesh as ingredients. On the demise of an occult member, another has to join by sharing a meal, roast meat where a set of four is sharing a meal, or else mysterious deaths of subset members follow in quick succession. This was revealed by Chief Shoka of Dzitsoni in Chonyi in a face to face interview in June 18th 2013.

2.2 Social Problems Facing Children of Parents in Occult Practices

Marette and Sylvester (2010) in their study noted that children of parents involved in occult were abusive to their children from tender age. The abused children hence tend to be violent, non-compliant and resists authority. They have a difficult school life and discipline problem from tender age and a challenge to teachers and learners as well (Mackner, Starr, and Black. 2007). They point to their inability to learn due to interest in occult materials as the Ouija boards and access to communicating with mysterious persons. They point to the lack of social balance to involvement in occult environments initiated by the parents without parents’ intentions.

Children whose parents are involved in occult practices so exhibit a pattern of prolonged severe depression and a pattern of failure across the board (school and class work, projects, sports and personal relationships. They are unable to cope with minor problems with daily routine and suffer immaturity and infantile behaviour as bedwetting (Hudson, However such studies were in Philadelphia where occult practices is branded new age and involves tarot and other means not
in the Kenyan or Chonyi area. Moreover the children were of grade four to six. Maduguda (2014), shares an event where a Ghanaian preschool girl received a piece of birthday cake but retained it in her lunch box and forgot about it, only for her mother to discover a human finger next morning. The child who shared her cake confessed to have been sent by her parents, who were occultist so that other children would be possessed. When a learners parent is involved in occult, relations with peers and teachers is affected, when laden with familial spirits due to parental involvement in occult, children display peculiar behaviour problems, affecting learning, character and personality development, on the other hand parents provide the first social proximity (Kiminyo, 2004, Egan, 2009). In all the instances there were social ramifications evident, hence need to study the chonyi perspective.

The family is a social unit where children belong and an active system where members are enmeshed on each other’s problems, abilities and expectations. The social standing and by extension involvement in occult practices affect the social interactional functions (Bryan, 1988; McDermott, Bulotsky & Fantuzzo, 2004, Garigiulo, 2007). Parents involved in ‘Mvula’ Occult are kept in silent excommunication and children from mainstream society befriending them get negative encouragement from both peers and parents making the children from such backgrounds to hate their parents, peers and classmates thus with little room for interactions where the interactions are essential for socializing, learning in group work and projects and development of respect for others and authority, (Garigiulo, 2007). Involvements in occult connect the whole family to the
spiritual realm and induct one into the (‘Mvula’) occult world and make one behave in a queer or different way. (Circchett, Rogosch and Toth, 2005; O’Donovan, 2006). Children whose parents are said to join the occult may affect the child’s ability to form and maintain friendships and gain in social settings at home or school.

Bourget, Gagnon & Bradford (1988), retrieved from the internet on 14th February 2015) reported that 8 out of 250 parents involved in one form of occult or another had troubled families. Their children often dropout from school, demonstrate low self-esteem and poor school adjustment and are prone to mental disturbance. Berndt (1999) underlines the science of friendship and the peer relations in motives that affect the influence that friends have on learners’ school adjustment: need for approval, identification, self enhancement and need to be correct. Pre-school children want to be liked, so they try to please friends by engaging in actions that friends will approve of. Identification denotes the needs to think and act like friends. In a survey by National Scientific Council on the Developing Child, 2004, mass of evidence was scientific proof of preschool children’s self enhancement showing learners compare themselves socially with friends and judge capabilities on the basis of these comparisons. Trusted friends are deemed to be important sources of information or confirming believes

Children with social problems that affect their interaction with learning experiences and peers, exhibit poor behaviour in dimensions as play and learning
disconnection and have difficulties in adjusting to school system (Bronfenbrenner, 2005). Ngwaru and Njoroge (2010), found that children with emotional labiality concerns, exhibit behaviour as withdrawing toys from peers while giving a disturbing cry, withdraws from game or learning activity prematurely, is sarcastic to peers, confiscates play or learning materials and may be bossy and rough to the extent of not learning or preventing peers from play or learning thus failing to function socially in the school environment. Eisenburg, Shepard, Fabes, Murphy & Guthrie (1998), confirms that such a child may exhibit socially reticent maladaptive characteristics as picking fights with peers with little or no prompting, destroying or confiscating learning and play materials and use vulgar language. This is typical of children of parents involved in occult (Valentino, Cicchetti, Toth, Rogosch, 2006).

Other externalizing behaviour include moving out of seat when activities are on, so desperate for attention that behaviour contributes to indiscipline, disruption and poor social interactions while difficult class management for the teacher may culminate to connotative attitude towards the learner (Dally & Watkins, 1987, Reynolds, Wang & Walberge, 2013).

McComick (2009) argues that children of parents involved in occultist practices are exposed to demonic influences, social interactional difficulties leading to decreased learning skills. Studies on parental involvement in occult are few and
more in Christian Spiritual warfare. These social issues of school adjustment are indicative of a gap that the researcher intended to investigate. In a related study by Stuart in Illinois, USA, 217 males between ages 18-31 were involved in a survey on social behaviours that affected social interactions with the dimensions of: psychosis, neurosis, extraversion and lying. The study revealed high correlation between cases involved in occult and social interaction disorders than the control groups (Stuart, retrieved from the internet on 24.8. 2013). This makes it safe for the researcher to carry out this study

2.3 Emotional Problems in Children of Parents in ‘Mvula’ Occult Practices

This aspect looks at literature on the second constituent aspect of school adjustment difficulties – Emotional difficulties that face children whose parents are involved in the occult. Emotional status and behaviour of a child have effects on how the child learns and the quality of the learning experiences the child gains in relation to the content and how he/she affects fellow learners (Seifert & Hoffnung, 1987). The awe the community holds of the group, and the fearful veneration and respect the group commands, makes scientific inquiry into the activities of the group almost impossible. Children born to families where a parent is a member of the ‘Mvula’ occult are at risk as they are feared, shunned and dreaded by peers and the community they live in here called ‘silent excommunication (Kiminyo, Munavi & Wamani, 2007). This may lead to emotional and behavioural problems, school adjustment, affecting academic achievement and eventually affecting the child’s self-worth and self-actualization
(Beauchaine, Gatzke-Kopp & Mead, 2007). When such children continue to live in such an environment, it is likely for them to be catapulted to emotional instability as they may experience spirit possession and other indications of demonic influence early in life (O’Donovan, 2006).

The presence of a learner with emotional and behavioural problems in a class affects the teacher’s ability to control and discipline the class (Walker, 1997, Raver, 2003). Emotional and behaviour challenges consist of anti-social or externalizing problems which include child getting out of seat while others are busy, yells, shouts or curse, disturb others, hit and fight or quarrel peers with little or no provocation, and complain and argue excessively (Mungai & Wango, 2007; Crittenden, DiLalla, 2012). These children tend to destroy property and do not comply to instructions or directions. This not only influences the way they learn but the entire learning environment: classmates, teachers, learning materials, class discipline and even the class arrangement (KISE, 2000; Lamb, Gaensbauer, Malkin and Shulz, 2005).

Crittenden and DiLalla (2012) point out non-compliance as the ‘king pin’ behaviour around which behavioural excesses revolve. Pre-schoolers who show early signs of antisocial behaviour patterns do not outgrow the problem, rather they move through with them in the entire school life and careers (Walker, 1997). The subsequent consequences in later years is aggressive behaviour and the victims may stand a good chance of dropping out of school, being arrested,
abusing drugs and alcohol, having a marginalized adult life and dying young (Lanning, 2004).

"Please pray for my son," the desperate father pleaded. We were in the Chapel at the Bible School near Mexico City, with a room full of students. The 16-year old boy was obviously deeply troubled. He had a very dark look on his face and was looking at the floor, muttering to himself and unable to communicate with anyone else. The father told us that his son had been acting strangely for several years and that about 6 months before he had become violent to the point that now his mother was afraid to be alone with him. He said, “We don’t know what is going to become of the boy,” and again he asked us to pray for him. I said, “First, let me ask if you or your family have ever been involved in witchcraft or occultism.” He said that before he became a Christian he and his wife were both priests in the spiritist church and that his father and mother before him had been involved in the same practice (Sherman, 2010 pg 69) from http://www.dangersoftheoccult.com retrieved on 25th.8.2012.

Children who show internalizing behaviour are withdrawn and show extreme passiveness, anxiety, depression and unhappiness (Gariguilo, 2007). Parents who join any form of occult may have their children behaving in a bizarre way (Oke, 1989). He points out that parental involvement in the occult makes their children partakers to the parental activities, and the rituals can cause anxiety, stress and trauma to the children. The condition may be worsened by demons marking the child for occultist priesthood on one hand and causing persistence of erroneous conviction on the face of contrary evidence, uncontrollable sexual urge, and have series of prolonged physical ailments that fail to respond to treatment. They have feelings of inferiority, sharp inexplicable mood swings and negative self-image, guilt, shyness and cannot relate well and show characteristics as inability to interact or relate with peers. They have difficult engaging in learning activities with others in the classroom including flexibility, reflective, strategic problem
solving (Fantuzzo, et al., 2005). Bronfenbrenner (2005) points that children who are self-conscious are easily embarrassed or easily hurt and are generally fearful and ill adjusted for classroom environment.

O’Donovan (2006) parallels the parental occult involvement with the Christian ancestral event when Adam and Eve ate the forbidden fruit as joining the occult thus, fell from grace affecting their children: Cain and Abel were affected so much that Cain assassinated his brother Abel because Cain was emotionally and Spiritually unstable (Genesis 4:8-12). Delinquent behaviour in Chonyi, assassination of grey haired, red eyed old men, rape, sodomy are day today occurrence in Chonyi, (police occurrence book 2008-2012). When children whose parents are involved in occult are amidst peers, they are likely to show signs of poor emotional regulation: poor affective displays, empathy and self-emotional awareness, are aloof, fearful and frightened (Bronfenbrenner, 2008). These children may also display negativity as mood swings, angry reactivity and intensity of positive and negative emotions (Einsenberg, Fabes, Nyman, Bernzwig & Pinuelas, 2014). They may be unable to follow instructions, or delay gratification, thus hard to manage in the classroom. Internalizing behaviour may also be characterized by insecurity, desperate for attention, withdrawal and muteness (Learner, 2003). Other characteristics include bedwetting, eating disorders, sleeping disorders and social isolation (NACECE, 2002). Parental involvement in the ‘mvula’ or any other form of occultism influences emotional and behaviour excesses in the child and ability to meaningful gain from school
The learners ability to socialize and make friendship is lowered, personality is impaired culminating to the victim being a social ‘misfit’ (Ansu, 1992; Blaschke, 1995).

Mvula occultists are traditionally understood to not only abuse other children but their own. Maduguda, (2016) found that People involved in occult abuse their children and spouses in an effort to control, dominate and instill fear in the victim and permanently keep him/her in psychological trauma. Do members of the ‘mvula’ group abuse their children so that they become school misfits? Ritual abuse on children is understood as a group undertaking, where the primary desire may not be controlling the victim or victims or acting out the desires of the person committing the abuse. Instead, ritual abuse more typically treats the victim as a means to an end—often the receipt of some form of enlightenment or spiritual favor. Ritual abuse may also occur as a form of symbolism, or adherence to the code or sanctions of a particular group, such as the pentacult. Human sacrifice, a recorded practice in a number of civilizations throughout human history, is often considered a satanic ritual abuse, which include molestation, animal sacrifice, and torture, which were made by individuals, many of whom were very young children. Maduguda, (2016) points out that most occults children drop from school and exhibit abilities as pre cognition and retro cognition and at later stages have multiple voices coming from the same person or animal sounds. When at such level learning is completely disrupted in the whole school as both learners and teachers are thrown into a frenzy of confusion,
Scharfetter (2015), points to involvement in occult as having permanent mental illness referred to as psychopathy: Psychopathy is a personality disorder involving interpersonal, affective, and behavioral characteristics. Prototypical psychopathic traits include a callous and manipulative use of others, poor judgment and failure to learn from experience, shallow and short-lived effects, irresponsible or impulsive behavior, the incapacity to love, a lack of remorse or shame, a grand sense of self-worth, poor self-control, egocentricity, and pathological lying, and promiscuous sexual behavior in adult life. Zatko (2016), in a research in south Croatia found proof of occultism, emotionality and mental challenges and defines victims as characterized by interpersonal dysfunctions or be defined as a cognitive interpersonal model characterized by a coercive style of relating to others that is supported by expectations of hostility. This means that children of persons involved in ‘mvula’ occult have very high chances of being emotionally degraded, demonstrated by hostilility, anger or aggressive-sadistic interpersonal style. In their psychodynamic relations, hostility, irritability, anger, and aggression represent interpersonal relations and psychological traits known to be associated with depression. Ngwaru and Njoroge (2014) points to aggression in various facets and presents a complex construct that makes a child with emotional problems difficult to adjust to school environment. Furthermore, a strong link between psychopathic traits and aggressive behavior has been established in research making it prudent for the researcher to study effects of parental involvement in .mvula. Occult on the social-emotional and learning difficulties.
2.4 Learning Problems in Children of Parents in ‘Mvula’ Occult Practices

Learning problems affect the brain’s ability to receive information, process, analyse or store data (Walker, 1997; Uwezo Tanzania, 2011). The child will not learn as quickly as the others thus not fit in a particular grade, the victim gets frustrated and eventually decline into problem behaviour or drop out of school. Learner (2003); UNESCO, (2011) point out the following characteristics as evidence of a child with learning problems: Late speaking, slow to learn rhymes, numbers, letters, colours and or shapes. The child has the following problems:- low attention span, problems in learning letter and sound connections, reading and spelling challenges and poor coordination and motor skills. Dally and Watkins (1987), confirms the argument and adds that such children are easily diverted from the task at hand, are slow and sluggish and may carelessly answer questions. MaComic (2009) points out that learning problems exhibited by children of occultist parents may include avoiding oral work, smaller receptive and expressive vocabulary, use of shorter sentences and make articulation errors. They may also have poor handwriting, spend a lengthy time to do or complete an academic task and have diminished concentration. Garigiulo (2004) further reveals that such children can gain meaningfully from school if they get special attention or are taught by teachers specially trained to meet such special challenges. Gubrium and James (1997) support this view. Classrooms with large roll of children and the presence of children with social problems may pose The chapter covers literature reviewed on children’s school adjustment with emphasis on the social problems, emotional regulation issues, learning difficulties, whose
parents are involved in the occult and interventions schools could enact. Studies by Fantuzzo 2009, Sherman, 2010, Maduguda, 2014 reveal tendencies as Vandalism, Desecration and thefts in public institutions and cemeteries, juvenile gangs, animal mutilations, teenage suicide Child abuse and murder and human sacrifice by children whose parents are involved in occult so evident in Chonyi as per the County Coordinators’ report of June, 2014. Parents involved in occult cascades to personality defects as lack of zest and enthusiasm that influence their abilities to ingest learning items that in turn negatively affect performance and academic scores (Learner, 2003). Learning problems if addressed haphazardly culminate to the child's’ learning difficulties, repetition of grades and delinquency and dropping from school.

A June 17, 2014 by Grace and Truth reveals I am becoming increasingly alarmed at the occult practice in schools and how it affects school adjustment. In this report it was the teachers who introduced children in public schools and even in kindergarten to the occult. Unsuspecting parents who left the children under charge of teachers are shocked for such revelations and the damage to the children’s social emotional lives. While momentum increases to try to remove Christian Religious Education from public schools in Australia. The school adjustment in respect to the children’s emotional equilibrium and overall development is greatly affected and in this respect, children whose parents are involved in occult, as their counterparts, exhibit a pattern of prolonged severe depression and pattern of failure across the board (school work, projects, sports and personal relationships), and suffer inability to cope with minor problems with
daily routine, suffer immaturity and infantile behaviour as bed wetting. They have over dependence or excessive clinging on mother and fail to keep up with peers. They also display muted or flat emotions as absence of anger, delight or sorrowing reactions to stimuli, further complicating learning problems to complex levels (Hudson, 1988). It is on such premises that Delman and Almeida (1987) and Tembley (2002) suggest that learning difficulties stemming from behavioural disorders should not only be studied at school level but involve the parents as well as teachers and learners, a view shared by Burchinal, Peisner, Bryant, & Clifford, (2000). Lack of coordination between parents and teachers, antagonistic environment at home and at school and lack of proper guidelines to help children continue reading or interpret literature in order to advance reading and comprehension skills is be the hub of learning difficulties Ngwaru (2010). Grace and Truth (2014) dwells on behaviour exhibits on the children who joined the occult my concern is on the social, emotional and learning difficulties in children whose parents are members of the ‘mvula’ occult – a gap not addressed.

Involvement in occult practices does not occur in a vacuum but in a family setting (Kamau, 2008). Such a family may cause its off-spring considerable distress and psychiatric illness (Dally & Watkins, 1987). Parental involvement in occult practices does not spare occult influences on children (Koch, 1970). Children need protection from harmful experiences which could hinder or interfere with their holistic development. Children from the occultic family are thus soft targets as they are offered as sacrifices on demand by the dark powers and are sacrificed
in the group of five (Pentacult). The children are affected by being branded as social misfits. The school as a social place becomes an unwelcome place for them as they are treated with disdain and contempt affecting social learning and a hindrance to joining the mainstream social strata (Boulanger, 1984). The Church treats the group as lesser mortals as the Bible objects to double standards of attesting to Christ and Baal (Isch, 2002).

2.5.0 Moderating Interventions on Children of parents in Occult

High academic goals can be achieved when children learn and work in cooperation rather than some not adjusting well to the learning environment. When children whose parents are involved in ‘mvula occult behave differently, they prejudice their own educational chances and disrupt the learning of the other children around them (Dally and Watkins, 1987; Ngwaru, 2010). It is on these premises that management strategies must be enacted in an inclusive educational setting. Addressing School Maladjustment may involve the whole school approach, enhancing children self-esteem, behaviour control and spiritual intervention.

2.5.1 Whole School Approach

This is when a school develops a behaviour policy that inculcates the school rules, prevention of poor behaviour, and creates a positive and enabling environment that enables behaviour development along a desired plan. The policy involves teachers, children, the prefect body and parents. Copies of school rules and classroom rules should be availed to parents (KISE, 2000; Ngwaru, 2012).
Adjunct therapies for behaviour control can blend well with the whole school approach. Teachers’ image, a TSC publication, volume 14 of 2007 suggests that school factors greatly influence holistic development of children and it endorses the whole school approach as a possible solution to addressing the social, emotional and learning difficulties faced by children of parents in ‘mvula’ occult. On the other hand, the school can adopt a ‘school wide positive behaviour support’ strategy where essential social behavioural development pedagogy is embedded into curricula and there are instructional efforts to produce higher academic achievement for all learners and exploit their potentials (Fieldman, 2004, World Bank Report, 2011).

2.4.2 School and Stakeholders Efforts to Address Adjustment Problems

When the school provides a rich classroom experience, uses a range of teaching strategies to censure individual children and enables them learners have an opportunity to adjust to school environment, the very learner enjoys the social and curriculum experiences thus experiencing a sense of continued success. KISE (2000) suggests the use of metaphor in the curriculum where the children with emotional regulation difficulties may be helped to explore their feelings by the use of stories or topics within the normal curriculum. Signal interference and proximity control are other excellent strategies where the teacher moves closer to the child who needs supportive closeness or to the child whose behaviour requires intervention (Bender, 2004, Ngwaru, 2013). The child will shift the misbehaviour, inattention or the far away gaze to the task at hand.
Other methods may include touch control, use of humour, regrouping where the condition is not self-injurious. Physical restraint could be applied to minimize potential injury to the child when the child is in temper tantrums (Wright & Gurman, 1984; Huffman, Mehlinger, & Kerivan, 2011). Antiseptic bouncing is another method where the child is removed from group to calm him/her down particularly when behaviour bothers other members of the group or when the child is threatened, teased, intimidated or made an object of ridicule by peers thus destabilizing the school environment making the child’s school adjustment difficult (Topper, Williams, Leo, Hamilton & Fox, 1984; Bryan, 1988). The data support findings from other surveys conducted in Canada that school psychologists prefer to spend less time conducting assessment and have an increase in time providing other services such as consultation and intervention (Saklofske et al., 2007). Jordan et al., (2009: 247) contends that the wider and comprehensive roles are not always supported because school psychologists are still highly valued for their very important role in psycho-educational assessment while in Kenya these professionals are rare

In a review, Franklin et al., (2009) examined the effectiveness of school social work practice on internalizing behaviours, externalizing behaviours and academic and school-related outcomes. Results of the study include 96 best outcomes came from school social work interventions that used targeted mental health and educational interventions to change the behaviours of learners in terms of
externalizing problems, overall random effects weighted mean effect size estimate of 0.23 indicating that student participants in the school social work intervention group scored 0.23 standard deviations above those in the control group (this is considered a small effect size). In terms of internalizing problems, an overall random effects weighted mean effect size estimate of .40 indicating that student participants in the school social work intervention group scored .40 standard deviations above those in the control group (this is considered a medium effect size).

The individual studies examined under the academic and school-related outcome category showed that medium to large effect sizes were found for most of the studies that tried to increase student knowledge and improve grade point averages through social work practice. Ninety six studies were included in this systematic review as published from 1980 to 2007; they involved primary, experimental and quasi-experimental research designs that examined the effectiveness of social work intervention conducted in a school setting in the USA (Franklin et al., 2009). On the basis of their analysis, the authors concluded that school social work practices appear to be more effective with internalizing disorders (anxiety, depression, self-concept) than externalizing disorders (aggression, conduct disorder, hyperactivity); and that the impact of social work practice on improving academic performance of students is important in terms of aligning with the major function of schools, academic achievement (Franklin et al., 2009:674-675. These researches do not address emotional aspect of school adjustment caused by
parental involvement in ‘Mvula’ occult which this study addressed.

2.5.3 Spiritual Intervention

McRobbie, (2014) argues that cults have been accused of ritualized abuse, particularly sexual abuse, starvation, and severe physical assault on their children. For example, the Jonestown cult encouraged children to have sex with adults, and girls were often married to men who were much older. David Koresh’s Branch of Davidians in the 2000 practiced plural marriage and married young children to adults. The Children of God cult, commonly called “The Family,” engages in ritualized sexual orgies, and several ex-members have reported sexual abuse of preteen girls. Such parallel practices are common among the Mijikenda and in the Chonyi involved in the ‘mvula occult Division of Kilifi. Christian radical prayers, fasting and deliverance processes have worked miraculous interventions in such cases and the same can be plausible for emotional difficulties due to demoniac influences. Weldon and Wilson, (1980) and Lanning (2004), concur to emotional regulation difficulties in school as a result of spiritual attacks. The family, by involvement in occultist and spirit’s practices makes their homes shrines for demons and invoking the name of Christ them who attest to salvation and spiritually uprightness, rids the culprit of demon possession (Luke, 6:18, Acts 16:16-18). Involvement in the occult is purposeful and wilful evil. Demons are involved in the forms mentioned and Jehovah condemns the use of such, whether it is for supposedly ‘good’ or evil purpose (Brooks, 1992). Jesus Christ, the God of heaven and earth overcomes them and destroys their powers. O’Donovan,
2006, Kamau, 2008) suggest teachers attesting to salvation can break this spell or curse in the Name of Jesus Christ’ or I refuse and resist the power of this occultist and call the name of Christ, who is King of Kings and Lord of Lords to crush and destroy the evil powers and release the affected children from Satan’s’ grip, in the mighty name of Jesus Christ. Parents have a responsibility to teach their children the art of godly living. They (children) must surrender their life to God and follow his teachings and obey the commandments of God. They must guide their children to choose godly friends. The children should be taught the rules of success, the rules of wealth creation, and the rules of work and of life, there are no shortcuts. Parents should help their children know God from the very early stages of life. They should know that prayer is a powerful way to have a conversation with God. Prayer is powerful and efficacious. It can bring miraculous results, for instance, healing and avoid forceful recruitment into ‘mvula’ occult (Awolugutu, 2016). Jehovah is the light and salvation and there is not time His name fails. Jehovah tells us not to be afraid of satanic powers or influences (Philemon, 4:6). By holding Christian prayers every school day and in class before learning commences, and by fasting and singing hymns or playing Christian music and asking Tsebao’t to exonerate children with school behavioural adjustment problems with emphasis to those whose parents are involved in the occult, we can successfully address children’s school socio-emotional problems and enable effective learning and provide fodder for children to reach their optimum potentials (Hoover, 1997).
Oke (1989), advises on special deliverance prayers preceded by fasting to free the affected children from occult bondage, denouncing the association with demons, destroying all occult paraphernalia and anointing the entire schools and children’s homes and not giving alternative chance for prayer to alternative religions that provide spiritual genocide to the children. Children of parents involved in occult practices emotional challenges so much that it is impossible to be in class and benefit from curriculum, portray externalizing behaviours that cause fear and anxiety to parents, teachers and peers as pointed out by Sherman (2010) in the dangers of the occult.

Spiritualism and Occultism are not mere ‘forces’ but use of autonomous beings with intelligence, power and knowledge far beyond our own (Blaschke, 1995). The other concern is that victims of the occult have alters of demon mass. Christians who attest to salvation understand that such homes are shrines for demons and unfriendly to the Holy Ghost. It means that demons manifest themselves in the children evident in mental retardation in extreme cases to problem behaviour which result in poor learning skills (Schaeffer, 1998). This puts the child’s holistic development at risk (Brooks, 1992).

This approach coheres with Bronfenbrenner’s (ECT) theory (1979), a view supported by the Reverend Falama of the BTL, Garsen, in unpublished 2012 report on ‘Effects of Demons on Children. Schools should lead all children in reciting the Lord’s Prayer and other Christian creeds on school days (Scripture Union, 2010).
2.6 Summary of Literature Reviewed

School adjustment in children of tender years cannot be underscored as it touches on important milestones of growth and development. Parental involvement in the ‘mvula’ occult may be one of the problems that greatly affect the child’s quality academic life and personality. The literature reviews scholarly paradigms, first on social problems affecting school adjustment in children of parents involved in occultism, enmeshed on interactions, abilities, and expectations (Delman & Almeida, 1987; Leach, 1987; Burchinal et al, 2000, UWEZO East Africa Report, 2012). Secondly it covers emotional regulation problems that affect the learners due to their parents involvement in occult and by extension witchcraft, where the behaviour pattern affect learning of peers as well (Rhodes, Jensen & Rheaves, 1998; Sherman, 2010), which may consequently lead teachers to form negative attitude towards the children complicating the child’s ability to fit and profit from the learning and school environment and learners forming a poor attitude towards learning reflected as learning problems (Lerner, 2003; MaComic, 2009; Sherman, 2010. Fantuzzo et al., (2005) researched on the unique relationships between multiple dimensions of classroom behavioural adjustment on learners of 42 months to 76 months in Mexico. The Bronfenbrenner Ecological Contextual Theory (1979) on the environmental effect on character and personality is hereby underlined and endorsed as an ideal theory to peg the research on. All the related research have failed to address parental involvement in ‘mvula’ occult in relation to their childrens social, emotional and learning difficulties in Chonyi Division,
CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction
The chapter covers the research design, study locale, target population, sample size and sampling procedures, research instruments, data collection techniques, data analysis procedures and ethical and logistical considerations.

3.1 Research Design
The study adopted mixed research methodology and involved collecting and analysing data by using both quantitative and qualitative methods in a single study (Creswell, 2009). Quantitative method was useful in collecting quantifiable and numeric data which could be subjected to statistical analysis. Quantitative data was collected using questionnaires. Qualitative method was used to collect data largely from words of respondents using interview schedules.

The study applied concurrent triangulation design since it is a single-phase design in which the researcher implemented the quantitative and qualitative methods during the same time frame and with equal weight (Creswell et al, 2012). This design generally involves the concurrent, but separate, collection and analysis of quantitative and qualitative data so that the researcher may best understand the research problem. The researcher merged the two data sets, typically by bringing...
the separate results together in the interpretation or by transforming data to facilitate integrating the two data types during the analysis.

3.2 Variables

The variables in the research topic: Effects of parental involvement in ‘mvula’ occult on the social-emotional and learning difficulties in their children, described as follows:

3.2.1 Independent Variables

The Independent variable was: Parental involvement in ‘mvula’ occult practices.

3.2.2 Dependent Variables

The Dependent variables were:

i. Social problems faced by their children.

ii. Emotional problems faced by their children.

iii. Learning problems affecting their children.

3.3 Location of the study

The area of the study was Chonyi Division of Kilifi South Sub County. The division has highest rate of dropouts in Kilifi. Dickson Ole Keis- District Education Officer, in his end of year speech to all categories of Education officers said ‘Mvula’ occult practice is the greatest menace affecting retention and transition in Chonyi division (D.O Keis, personal communication, 22nd November, 2006). The researcher as the then Programme officer in-Charge of Early Childhood Education in Chonyi Division got motivated to exploit the research potential of the ‘unique’ group of children. Walliman (2005) notes that the best setting for a research study, is one that directly satisfies the researchers’
interests as he worked and resided in Chonyi division, the researcher has professional interest to do research in the area. Research studies have also noted that the ideal setting for any study should be easily accessible to the researcher and should be that which permits instant rapport with the informants and coupled with reported instances of ‘mvula’ occult activities, informed the researcher to focus on the division as the location of study. Studies by Storbat (2006) reveal abuse of children in occult by their parents. Children emulate their parents as they provide a social pad for character development (Fantuzzo et al, 2005). Punishment on the children for belonging to occult is a deliberate effort to hide the parent’s activities and a gap this research intended to exploit,

3.4 Target Population

The target was the 38 primary schools each with a pre-school wing, that host 5-7 year children of parents who are members of the ‘Mvula’ occult practices in pre-primary and lower primary schools grades in Chonyi Division of Kilifi South Sub County in Kilifi County, North of Mombasa. The study targeted all pre-schools and primary schools within Chonyi division from which an appropriate sample population was drawn.

3.5 Sampling Procedures and Sample Size

The sampling procedure and sampling techniques are discussed as follows:

3.5.1 Sampling Procedure

Stratified random sampling was used to sample eleven schools from 38 schools.
This constituted 30 percent of the target population. The use of the 10-30% sampling percentage is in accordance with O’Conner’s (2011) recommendations that for a small population of interest, 10-30 percent of the population can be chosen as the sample.

### 3.5.2 Sampling Size

The sample size of the study constituted of pupils in the eleven schools whose parents were members of the ‘Mvula’ occult practices. The head teachers, and teachers involved in the study has been presented in table 3.1.

#### Table 3.1: Sampling Frame

<table>
<thead>
<tr>
<th>Category</th>
<th>Target</th>
<th>Procedure</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Population</td>
<td></td>
</tr>
<tr>
<td>Head teachers</td>
<td>38</td>
<td>@30% of target</td>
<td>11</td>
</tr>
<tr>
<td>Class three teachers</td>
<td>44</td>
<td>@30%,,,,</td>
<td>13</td>
</tr>
<tr>
<td>Class two teachers</td>
<td>50</td>
<td>@30%,,,,</td>
<td>15</td>
</tr>
<tr>
<td>Class one teachers</td>
<td>56</td>
<td>@30%,,,,</td>
<td>17</td>
</tr>
<tr>
<td>Preschool teachers</td>
<td>60</td>
<td>@30%,,,,</td>
<td>18</td>
</tr>
<tr>
<td>Children Population</td>
<td>50</td>
<td>@30%,,,,</td>
<td>15</td>
</tr>
<tr>
<td>Control Group</td>
<td>100</td>
<td>@30%,,,,</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>120</strong></td>
</tr>
</tbody>
</table>
3.6 Research Instruments

The instruments used to collect data for the study, namely questionnaires for head teachers and teachers, interview schedules for head teachers, observation schedules for learners and data analysis guide for secondary data in schools have been described in the following subsections:

3.6.1 Questionnaires for Teachers and Head Teachers

The researcher applied a self-designed questionnaire to collect data about the views of head teachers and teachers on learning difficulties, emotional and behavioural regulation of learners whose parents are members of the ‘mvula’ occult. The questionnaire was divided into two parts. The first part consisted of information on respondents’ demography, while the second part contained information on specific objectives of the study. The respondents were assured of confidentiality because of the sensitive nature of the study. The respondents were required to give their responses against a scale for example, behaviour that occurred rarely was considered as behaviour that occurred only about once in a term. Behaviour that was displayed by the children about once a month was perceived as behaviour that was manageable. Behaviour that occurred once were deemed as behaviour that had passed the limit and finally behaviour that occurred daily was regarded as behaviour that was too much (Bender, 2004).

3.6.2 Interview Schedule for Head Teachers

An interview schedule was used to collect qualitative data and was administered
to the head teachers. The schedules provided the researcher with greater opportunity to explain the purpose of the study and the items in the interview schedule sought information on social challenges, learning difficulties, emotional and behavioural regulation of learners whose parents are members of the ‘mvula’ occult. It also covered intervention strategies. Both closed and open ended items were used in development of the interview schedule to avoid limiting respondents’ response and to facilitate guidance and probing for further clarifications. This method was used because it offers the possibility of modifying ones’ line of inquiry, allowing in depth analysis and can be adapted to the ability and educational level of the respondents thus avoiding misinterpretation.

### 3.6.3 Observation Schedules for Learners

This is a guide on behaviours to be observed when teaching and learning was on. The researcher checks on behaviours categorised into social and emotional aspects that may hinder or encourage ingestion of different subject matter when the learner is on his/her own or in group setting, in or outside class. The instrument also checked on behaviours that affected the learner or peers in class that affected learning.

### 3.6.2 Document Analysis Guide

This is a guide especially prepared to check on secondary instruments on performance in class on different subjects, improvement or drop in performances. The guide also checks on trends in school attendance of learners, involvement in projects in different subjects or activity areas or distraction from tasks and
involvement by learners and interpretation of notes prepared by teachers on behaviours and behaviour modification and guidance or counselling reviews.

### 3.7 Pilot Study

Wiesma (1995) observed that piloting is important as it helps identify misunderstanding, ambiguities and inadequate items. The pilot study was done in three primary schools in Chonyi division for a period of one month and the tools refined. The pilot study covered head teachers, pre-primary and lower primary teachers and a sample of 15 learners observed. The pilot schools were not included in the actual research sample to avoid subjectivity. The instruments were then refined and some questions paraphrased so as to better address the objectives of the research. Data from the sampled schools allowed the researcher to test for reliability and validity of the data collection instruments. The results from the pilot study were compared to those of the main study and was found unable to be extrapolated as the instruments needed to be refined.

### 3.7.1 Validity of the Research Instruments

According to Saunders (2007), validity is the accuracy and meaningfulness of inferences, which are based on the research results. In other words, validity is the degree to which results obtained from the analysis of the data actually represents the phenomena under study. Face validity refers to the likelihood that a question might be misunderstood or misinterpreted, thus, help to iron out ambiguity. Pre-testing survey was good because it increased the likelihood of face validity. The content validity of the instrument was improved through item analysis. Content
validity refers to whether an instrument provides adequate coverage of a topic. As such, the researcher sought assistance from the supervisors and other experts from the university, in order to help improve content validity of the instruments.

3.7.2 Reliability of Research Instruments

This was done through test-retest of the instruments. Piloting the respondents’ data collection tools determined the best way of administering and restructuring the questionnaire for reliability and rephrase the questions in interviews to get a reflective data that addressed the different aspects of the research questions. Mugenda and Mugenda (2011) defined reliability as a measure of the degree to which a research instrument yield consistent results or data after repeated trials. Test-retest method was employed where two tests were administered to the same respondents twice in an interval of 10 days using questionnaires. The test yielded an alpha value of 0.7 which indicated that the data collection instrument was reliable in accordance with the threshold value of 0.5 as recommended by Saunders et al., (2007). The data collected was used to modify and revise those which were observed inapplicable to the study.

3.8 Data Collection Techniques

The sampled schools were visited and the questionnaires administered personally by the researcher to the respondents. The researcher ensured that the data collection tools did not lean on responses influenced by researcher by having them checked by and approved by the supervisors. The respondents were assured
that the information provided would be used only for academic purposes and that strict confidentiality would be maintained in dealing with the responses, the administration of the questionnaires was closely monitored to prevent respondents from discussing amongst themselves as this could lead to data subjectivity. The questionnaires were collected back on the same day of administration. Interview schedules were applied where the researcher took notes. Two weeks after completion of the interviews class observation on teaching and learning commenced. The researcher visited 11 schools sampled, carried observations during two school terms. This enabled the researcher to use probing questions to extract more information from the respondents, check consistency on data collected from questionnaires and interviews and cross checked with secondary data gathered from various sources such as past relevant literature, the Internet, media, attendance registers, school records, tests and classwork.

3.9 Data Analysis Procedures

Morse (2000) asserts that data analysis entails bringing order, structure and meaning to the mass of time consuming, creative and fascinating process. Analysis of data is a process of inspecting, cleaning, transforming, and modelling data with the goal of discovering useful information, suggesting conclusions, and supporting decision making. Data analysis has multiple facets and approaches, encompassing diverse techniques under a variety of names, in different business, science, and social science domains.

The data was collected through note taking and where answers were ambiguous
questions were paraphrased, analysed using qualitative and quantitatively methods. Qualitative data was analysed by organising it into themes and then generated meanings to answer the research questions. Quantitative data was analysed using frequencies and percentages. The data collected was analysed using Statistical Packages for Social Sciences (SPSS version 21). Results were presented using tables, figures and text and organised according to the objectives of the study.

3.10. Logistical and Ethical Considerations

The researcher obtained permission from the National Council for Science, Technology and Innovation after obtaining an introductory letter from the Kenyatta University Graduate School to carry out the research study. The County Director of Education Kilifi County and the County Commissioner Kilifi County were contacted before the start of the study. Previsits to respective schools were conducted to familiarize with the schools and create a rapport with the administration and teachers.

3.10.1 Confidentiality and Privacy

The researcher undertook to keep private any information given by the respondents that touches on their persons or their private lives. The researcher assured the respondents that no private information will be divulged to a third party. The respondent was assured that no identifying information about him or her shall be revealed in written or other communication. Concerning
confidentiality, the respondents were assured that the information provided was only to be used for the stated purpose and that the information would not be passed to a third party.

3.10.2 Anonymity

The researcher ensured and assured the respondents that his or her individual identity was not to be revealed whatsoever. Besides, no identifying information about the individual or the institution would be revealed in written or other communication.
CHAPTER FOUR
DATA ANALYSIS, RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter presents the findings of the study. In the first section, background information about the respondents was presented followed by descriptive results organised according to the objectives of the study.

The research objectives which the study sought to investigate were:

i. To find out the social problems faced by school children aged five to seven years, whose parents are members of the ‘Mvula’ occult practices.

ii. To find out the emotional problems faced by children whose parents are members of the ‘Mvula’ occult practices.

iii. To identify learning problems faced by children whose parents are members of the ‘Mvula’ occult practices.

iv. Discuss moderating interventions that address School adjustment difficulties faced by children whose parents are in ‘mvula’ occult.

4.2 Questionnaire Return Rate

The researcher prepared 75 copies of questionnaires for this study. The response rate was 82.67 per cent which is a good response rate that one can depend on to make conclusion and recommendations. According to Hagger et al (2003), the researcher should strive to achieve a response rate of 70% which enables similar results if administered again to a different sample of similar strata. None response was 17.33% as shown in table 4.1 below.
Table 4.1 Showing Response Rate of Respondents

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual Response</td>
<td>62</td>
<td>82.67</td>
</tr>
<tr>
<td>Non Response</td>
<td>13</td>
<td>17.33</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>75</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

4.3 Demographic Information of the Respondents

The demographic information of respondents was discussed under the following subheadings; gender, age, educational attainment, and years of service in the profession while children observed during the research have their demographic information provided.

4.3.1 Gender

Gender referred to whether the respondents were male or female. Samples were obtained from the 10% male and female strata as it was a random stratified sample. It was important to find out the gender of the respondents to have fair representation for the two categories of gender as presented in figure 4.1 below;
Figure 4.1: Gender of the Respondents

The findings in figure 4.1 above show that the number of the male respondents (32%) was small compared to the female (68%) with the total of 20 for male and 42 for female. Based on the figure, the dominant gender was female. This shows that teachers of pre-school and lower primary school in Chonyi division were mostly female which could mean that information could be reliable as they empathize with learners better and better attend to behaviour detail. On the other hand the male teachers may have bias on attention to the girl child in fear of his intentions misconstrued as ulterior motive (Sommer, 2002).

4.3.2 Age

Age of the respondents referred to their maturity. The age of respondents was grouped into less than 20 years, 20-29 years, 30-39 years, 40-49 years and 50-59 years.
Figure 4.2: The Age of the Respondents

The study findings presented in figure 4.2 indicated that 57% of the respondents were 30-39 years old, showing that most of them were already considered experienced in the profession. Twenty four per cent (24%) of the respondents were between 40-49 years old. 11% of the respondents were between 20-29 years old. Respondents' aged 50-59 represented 8% of the total respondents. The apparent diversity of the maturity of the respondents reflected several implications as teachers having had long time in service with learners and exposure to learner diversity thus reliability in the study findings.

4.3.3 Educational Level

The respondents were asked for their educational attainment and the findings
were as presented in figure 4.3;

![Educational Level of Respondents](image)

**Figure 4.3: Educational Level of the Respondents**

The data presented in figure 4.3 shows that majority of the respondents 54.6% were certificate holders, followed by 30% of them having diploma while 9% were graduate and the least 6.4% were untrained. Findings also revealed that majority of the teachers were trained at different levels proof of ability in handling children of different dispositions and behaviour patterns, as professionals they have a wealth of diverse approaches to solving problems at hand if a problem is well understood. Trained teachers at times are subjected to opportunities for further training and can handle learners with learning and anxiety disorders hence better placed to handle children faced with social, emotional and learning challenges including those whose parents are involved in the ‘mvula’ occult.
4.4 Research findings

The section covers a description of the responses of the respondents to the questions from the questionnaires for school heads, interview schedules for pre-primary and primary school teachers and classroom observations simultaneously recording teaching and learning processes, and the secondary information obtained from the schools.

Table 4.2: Socio-demographic Characteristics of Children in the research

<table>
<thead>
<tr>
<th>Socio demographic information</th>
<th>Category</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age of respondent</td>
<td>5 years</td>
<td>08</td>
</tr>
<tr>
<td></td>
<td>6 years</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>7 years</td>
<td>14</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td><strong>40</strong></td>
</tr>
<tr>
<td>Grade</td>
<td>Pre- Primary</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Class 1</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Class 2</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Class 3</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td><strong>40</strong></td>
</tr>
<tr>
<td>Sex of Respondent</td>
<td>Male</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td><strong>40</strong></td>
</tr>
<tr>
<td>Study group</td>
<td>Male</td>
<td>07</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>03</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td><strong>10</strong></td>
</tr>
<tr>
<td>Control group</td>
<td>Male</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>09</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>

Table 4.2 shows the demographic characteristics of children in the research by age, level of learning, sex and category (the cases and the control group).
It shows the stratum that made the group heterogeneous so as to minimize possible bias and margin of error.

4.4.1 Social Problems faced by Learners of Parents involved in Mvula Occult

The first objective of the study was to find out the social problems faced by children whose parents are members of the ‘Mvula’ occult practices. To achieve the objective, the children’s behaviour was investigated in three dimensions as social disruption, use of vulgar language, disconnection and resistance to authority.

4.4.1.1 Social Disruption

The tool compared the intensity of behaviours such as playing with toys and sharing his/her toys with others, use of vulgar language, and disruption of group work, portrayed by children whose parents are involved in ‘mvula’ occult.

4.4.1.1.1 Plays with Others Toys but not Share His/hers

The researcher sought to establish from the respondents whether children whose parents are involved in ‘Mvula’ occult played with other children’s toys but would not share their toys with others and the results are in table 4.3.
Table 4.3: Responses on children playing with other’s toys and sharing.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior does not occur</td>
<td>3</td>
<td>4.84</td>
</tr>
<tr>
<td>Behavior occurs rarely</td>
<td>9</td>
<td>14.52</td>
</tr>
<tr>
<td>Behavior is manageable</td>
<td>17</td>
<td>27.42</td>
</tr>
<tr>
<td>Behavior has passed the limit</td>
<td>22</td>
<td>35.48</td>
</tr>
<tr>
<td>Behavior is too much</td>
<td>11</td>
<td>17.74</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>62</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

KEY: Rarely means less than twice per term; Manageable means once a month; Passed the limit means once a week; too much means daily.

The results presented in table 4.3 show that 35.48% of the teachers reported children whose parents are involved in the ‘Mvula’ occult accept to play with others but would not share their toys with others, 27.42% reported the behaviour being manageable, 17.74% behaviour being too much, 14.52% behaviour rarely occurring and 4.84% behaviour not occurring. This means that such children have a difficult interactional ability which is very important in learning in group setting or in a class setting (Fantuzzo, Bulotsky, Fusco & Wayne 2005).

4.4.1.1.2 Use of Loaded/ Vulgar Language

The researcher sought to establish from the respondents whether children whose parents are involved in ‘Mvula’ occult use abusive/vulgar language and the results are shown in table 4.4;
<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behaviour does not occur</td>
<td>4</td>
<td>6.45</td>
</tr>
<tr>
<td>Behavior occurs rarely</td>
<td>8</td>
<td>12.90</td>
</tr>
<tr>
<td>Behavior is manageable</td>
<td>13</td>
<td>20.97</td>
</tr>
<tr>
<td>Behavior has passed the limit</td>
<td>28</td>
<td>45.16</td>
</tr>
<tr>
<td>Behavior is too much</td>
<td>9</td>
<td>14.52</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>62</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

**KEY:** Rarely means less than two times; Manageable means once a month; Passed the limit means once a week; too much means daily.

From the findings shown in table 4.4 above, 45.16% of the respondents indicated children whose parents are involved in the ‘Mvula’ occult accept use abusive or vulgar language excessively, 20.97% reported the behaviour being manageable, 14.52% stated the behaviour being too much, 12.90% behaviour occurring rarely and 6.45% behaviour not occurring. In destruction of play materials 26.4% stated the behaviour as being manageable, 37.6% as being too much, 24% as behaviour occurring rarely and 12% as behaviour not occurring. This is evidence of a problem in socializing and tantamount to social interactional maladjustment hence a challenge in adjusting to school environment and an attribute to dropping from school (Bourget, Gagnon & Bradford, 1988).

### 4.4.1.1.3 Disruption of Group Work

The researcher sought to establish from the respondents whether children whose parents are involved in ‘Mvula’ occult disrupts group work. This attributes to both social and emotional imbalance in the learner. The results are presented in table 4.5.
Table 4.5 Response on whether the Children Disrupt Group Work.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior does not occur</td>
<td>3</td>
<td>4.84</td>
</tr>
<tr>
<td>Behavior occurs rarely</td>
<td>9</td>
<td>14.52</td>
</tr>
<tr>
<td>Behavior is manageable</td>
<td>15</td>
<td>24.19</td>
</tr>
<tr>
<td>Behavior has passed the limit</td>
<td>29</td>
<td>46.77</td>
</tr>
<tr>
<td>Behavior is too much</td>
<td>6</td>
<td>9.68</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>62</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

**KEY:** Rarely means less than twice per term; Manageable means once a month; passed the limit means once a week; too much means daily.

According to the results shown in table 4.5 above, 46.77% of the respondents indicated that children whose parents are involved in the ‘Mvula’ occult excessively disrupt group work, 24.19% reported the behaviour being manageable, 14.52% behaviour occurs rarely, 9.68% behaviour was too much and 4.84% behaviour as not occurring. Braking of group norms indicated 13% as behaviour not occurring, 27% as manageable, 39% as too much and 21% above limits. The frequent disruption of learning, made learning and teaching very difficult, a factor that leads to poor school adjustment as confirmed and underlined by research done by Burchinal, Peisner, Bryant, & Clifford (2000). There was also evident of 65% of learners of parents destroying of play materials as opposed to the controls 40% and deliberate breaking of group norms by 60% of the children under study against the controls 27%. In both behaviour the problems were more significant in the 7 year boys in both the control and the study group.
The findings were consistent with findings by Vampen, Ewing and Taylor (2009).

4.4.2 Social Disconnection

The behaviour observed was confiscation of materials, resisting teacher’s authority, refusing to share materials and withdrawing from group work or project.

4.4.2.1 Confiscates Materials Before Group Completes Task

The researcher sought to establish from the respondents whether children whose parents are involved in ‘Mvula’ occult confiscated materials before group completed a task and the results are presented in table 4.6;

Table 4.6 Responses on confiscation of Materials Before End of Group Task

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior does not occur</td>
<td>2</td>
<td>3.23</td>
</tr>
<tr>
<td>Behavior occurs rarely</td>
<td>10</td>
<td>16.13</td>
</tr>
<tr>
<td>Behavior is manageable</td>
<td>19</td>
<td>30.64</td>
</tr>
<tr>
<td>Behavior has passed the limit</td>
<td>27</td>
<td>43.55</td>
</tr>
<tr>
<td>Behavior is too much</td>
<td>4</td>
<td>6.45</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>62</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

**KEY**: Rarely means less than twice a term; Manageable means once a month; Passed the limit means once a week; too much means daily

According to the results shown in table 4.6 above, 43.55% of the respondents were of the view that children whose parents are involved in the ‘Mvula’ occult always confiscate materials before group completes task, 30.64% reported the behaviour being manageable, 16.13% behaviour occurs rarely, 6.45% behaviour is too much and 3.23% behaviour not occurring. The behaviours portrayed makes
relations with others very poor thus disrupting group projects. This affects objectives of group tasks. This in turn affects the social interactions with others, It is fair to conclude that the child whose parent is involved in ‘mvula’ occult is a socially impaired to enable fitting into a learning environment as underlined by Vampen, Ewing and Taylor (2000).

4.4.2.2 Resist Teacher’s Authority

The researcher also sought to establish from the respondents whether children whose parents are involved in ‘Mvula’ occult resists teacher’s authority and the results are shown in table 4.7;

Table 4.7 Responses on Whether the Children Resist Teacher’s Authority

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior does not occur</td>
<td>1</td>
<td>1.61</td>
</tr>
<tr>
<td>Behavior occurs rarely</td>
<td>13</td>
<td>20.97</td>
</tr>
<tr>
<td>Behavior is manageable</td>
<td>14</td>
<td>22.58</td>
</tr>
<tr>
<td>Behavior has passed the limit</td>
<td>19</td>
<td>30.65</td>
</tr>
<tr>
<td>Behavior is too much</td>
<td>15</td>
<td>24.19</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>62</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

**KEY:** Rarely means less than twice in a term; manageable means once a month; passed the limit means once a week; too much means daily

According to the results shown in table 4.7 above, 30.65% of the respondents reported children whose parents are involved in the ‘Mvula’ occult resists teacher’s authority, 24.19% reported the behaviour was too much, 22.58% behaviour was manageable, 20.97% behaviour rarely occurred and 1.61% behaviour did not occur. This concurs with the research on school adjustment
study by Burchinal, Peisner, Bryant, & Clifford, 2000), that contends that behaviour from such children affects the effectiveness of service delivery, affects the content planned for, draws attention from other learners whose concentration is deviated from the task at hand and makes the teacher frustrated by the work. A teacher whose delivery of service is affected develops a poor attitude to the learners and influences the children adjustment to school.

4.4.2.3 Withdraws from Group Project/Game Prematurely

The researcher sought to establish from the respondents whether children whose parents are involved in ‘Mvula’ occult withdraws from group project/game prematurely and the results are shown in table 4.8;

<table>
<thead>
<tr>
<th>Table 4.8 Responses on Withdrawal from Group Project/Game Prematurely</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Response</strong></td>
</tr>
<tr>
<td>------------------</td>
</tr>
<tr>
<td>Behavior does not occur</td>
</tr>
<tr>
<td>Behavior occurs rarely</td>
</tr>
<tr>
<td>Behavior is manageable</td>
</tr>
<tr>
<td>Behavior has passed the limit</td>
</tr>
<tr>
<td>Behavior is too much</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

**KEY**: Rarely means less than twice in a term; manageable means once a month; passed the limit means once a week; too much means daily

From the findings above it is indicated that 43.55% of the respondents stated that children whose parents were involved in the ‘Mvula’ occult withdrew from group
project/game prematurely, 33.87% reported the behaviour was manageable 11.29% states that the behaviour rarely occurs, 8.06% behaviour does not occur and 3.23% was too much (Lamb, Gaensbauer, Malkin and Schultz, 2015). The results showed that the severity of this aspect though not high obviously affected learning. Instead of the teacher spending quality time with slow learners and planning on difficult work for the talented more time is used in stopping behaviour from the case, the case has more attention than the core business of the day. In one school certain parents threatened to transfer their children if certain children were not controlled during projects.

4.4.2.4 Social Interaction Maladjustment

The item observed included not showing empathy to peers. The researcher sought to establish from the respondents, whether children whose parents are involved in ‘Mvula’ occult, show empathy to peers and the results are shown in Table 4.9;

**Table 4.9 Responses on Whether the Children Shows Empathy to Peers**

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior does not occur</td>
<td>20</td>
<td>30.65</td>
</tr>
<tr>
<td>Behavior occurs rarely</td>
<td>19</td>
<td>32.25</td>
</tr>
<tr>
<td>Behavior is manageable</td>
<td>13</td>
<td>20.97</td>
</tr>
<tr>
<td>Behavior has passed the limit</td>
<td>6</td>
<td>9.68</td>
</tr>
<tr>
<td>Behavior is too much</td>
<td>4</td>
<td>6.45</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>62</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

**KEY:** Rarely means less than twice in a term; manageable means once a month; passed the limit means once a week; too much means daily
According to the results shown in table 4.9 above, children of parents in mvula occult had acute social interaction maladjustment with negative effects on school adjustment in the evidence presented herewith: 30.65% of the respondents reported that children whose parents are involved in the ‘Mvula’ occult do not show empathy to peers, 32.25% reported the behaviour rarely occurred, 20.97% behaviour was manageable, 9.68% behaviour had passed the limit and 6.45% was too much. 15% of children whose parents are in mvula occult were not apologetic or say sorry when they hurt another, 42% rarely apologize, 26% unpredictable and 13% act responsibly. It is evident that such behaviour affects the science of friendships and fitting into the school or class social group. These findings indicated recipe for school maladjustment as supported by earlier research by Fantuzzo et al., (2004) on the inverse relationships between disruptive, disconnection and interaction and school adjustment.

4.4.2.5 Social Maladjustment in Relation to Adults.

Social maladjustment in learners unwittingly affects the teachers’ attitude towards a learner or group of learners. Attitude is the favorable or unfavorable evaluative disposition towards a learner or a group of learners with similar characteristics exhibited on the person’s belief, feelings or intended behavior (Myres, 2012). Teacher attitude has profound effect on the self-esteem on learners which affects meaningful gain in school work. Further, Gourneau (2012) points out that effective attitude and action employed by teacher ultimately make a positive
effect on the lives of learners. The teacher’s observation schedule was cross checked with secondary data sources. Teacher in constant contact with learners whose parents are involved in occult tend to unknowingly act in a peculiar way. The three different components that concerns the teacher willingness to share learner enthusiasm, be sensitive to learner diversity and enthusiasm in stimulating learner creativity was as reflected in the lesson presentation and in school administrative records. Teacher attitude on learners, was evident in the research as teacher attitude cannot be divorced from influencing child personality Morse, (2000).

The teacher’s decision to provide developmentally appropriate experiences using right methodology, illustrations and teaching aids at the same time be patient and connect with all learners inclusive of learners whose parents are members of the ‘mvula’ occult. The observations revealed deliberate neglect on the cases as compared to the control group. That 80% of teachers do not punish these children when they do wrong but throw them out of class. No teacher has a deliberate preparation for the cases in their classes, about 83% do not mix with community and rent away from the school and prefer commuting. 40% have schemes of work but no lesson preparations let alone planning for the cases in their class. 58% leave early before the end of school day, affecting curriculum implementation. 90% of teachers never visit the cases homes when children fail to come to school for more than a week, 30% blamed head teachers for being arrogant and have no audience awareness. This information was cross checked with secondary data
where 50% of schools maintained teachers attendance registers, 100% of the schools did not have teachers’ records of work. Of the preschools in the study, 80% of had teaching aids and shop corners in their classes, 20% of the lower primary classes had teaching and learning aids and none had nature nor shop corners. Teachers professional records were are disaster as evidenced by 100% preparation of schemes of work and 20% lesson preparation. 70% of teachers modified previous year’s schemes of work instead of preparing schemes of work for that years grades. 43% had uncompleted schemes of work, and 82% used the course books as the sole reference material. School academic improvement plans never touched on the children of parents involved in ‘mvula’ occult while the very teachers attest to difficulties by such children, very contradictory approaches.

The researcher further cross checked the findings from the questionnaires filled by head teachers and interviews on school teachers with lesson observation that took six months. From the observations carried out while teaching was in progress, the researcher scored items on teachers giving individualized attention to the cases under study against the controls. The results collected were put in percentages and then in ratios for comparison purposes for the cases and controls respectively: Offering intellectually appropriate learning activities 3:7, Offering intellectually appropriate learning activities 4:6, preparation of individual work for slow and fast learners 2:8, planning for ability groups 4:6; Subjecting learners to opportunities for team spirit. The findings were shocking. There was
great disregard to professionalism on one hand, and deliberate sabotage to the Government of the day on the other hand. Staff motivation seemed very low.

Cognitive domain average score of 10.67 with a median score of 9 and standard deviation of 3.091. The cognitive domain deals with the ability to provide meaningful learning opportunities for all learners, Gourneau (2013), in his research endorses the teacher’s ability to provide meaningful learning opportunities for every student and helping the learner to succeed is paramount. He confirms that teachers intimidating learners in front of the class resulted in reluctance of a learner to volunteer. Teachers should not emphasize weakness, but should instead stress on individual strengths and talents.

The study revealed that children of parents involved in the Mvula Occult were malnourished in socializations and social interactions hence fail to adequately learn in social settings spiralling to negative attitude to school work and environment. Ngwaru, 2010; and Njoroge, 2011 emphasise on teacher preparing the learning environment and learning materials be in multiple colours and be of two and three dimension. The children must have an opportunity to manipulate materials during curriculum delivery. Children engagement during learning and instrumentalism ensures less fighting and wrangles when the teacher is not in class or during free choice. The improvement of the classroom environments will improve child teacher relations and child-child interactions. This is recipe to school adjustment of all categories of learners including children whose parents
are involved in ‘mvula’ occult practices. Coplan et al (2004) identifies such findings as *conflicted shyness* defined by social fear and anxiety despite desire to interact socially and *Social disinterest* defined by lack of strong motivation to engage in social interaction as ingredients to maladjustment and recipe to ingest curriculum material successfully.

Studies by Dynarski and Gleason 2002, in dropout prevention research report, prove that children with social maladjustment drop from school, cannot compete in the job market as opposed to those who were successful in completion of levels of schools and training. The paper adds that opportunities for school drop outs increasing shrink leading to dissatisfaction in life and poor-quality of life. 2005 reveal methods which if applied could address the situation. The paper recommends a raft of strategies but most applicable is giving training to teachers’ get further training to help assist children who have social problems to adjust to school. The NCEE of the Us Department of Education developed a program to address drop out in various levels which when adopted will address learners with social learning and behavioral challenges in the steps here under:-

| **Diagnostic level:** Maintain Programmes and utilize data on school drop outs, causes thereof and identify individual learners at high risk of dropping out. |
| **Target Interventions:** Assign adult advocates to students at risk of dropping out, in this case learners whose parents are members of ‘mvula occult. The Adult advocates should have an appropriate background and low caseloads, and be purposefully matched with students. Adequate training and support should be provided for advocates. |
| **Enrich academic Environment:** Teachers- pupil ratio should be adequate with instrumentalism laden classroom and modified pedagogy where learning is active, activity based and reflective, learning resources to continually improve academic performance |
| **Behavior improvement programs.** Schools should implement programs to improve students’ classroom behavior and social skills. Teachers to assist learners to establish attainable academic and behavioral goals and be recognized when they accomplish them. |
| **Strengthen problem-solving and decision-making skills:** Schools established internal structures and collaborated partnered with community-based agencies to provide students with supports to address external factors affecting social and behavioral interactions. In this instance churches Community based organizations and other faith based organizations have to be taken on board. |
| **Christian Spiritual:** The aspect involves integration of Christian programmes into all themes of curriculum in the school day: Morning devotion, hymns, bible reading, fasting and covering the school with Christ’s Blood and reflection. |
| **School wide interventions:** This aspect works well when in two dimensions |
| **Personalize the learning environment and instructional process.** Personalized learning environment creates a sense of belonging and fosters a school climate where students and teachers get to know one another and can provide academic, social, and behavioral encouragement. |
| **Provide rigorous and relevant instruction** to better engage pupils in learning and provide the skills needed to successful transit and have social skills to serve them in subsequent levels of school. |
4.4.2 Emotional problems experienced by children

The second research objective was to find out the emotional problems faced by children whose parents are members of the ‘Mvula’ occult practices. The researcher sought to establish from the kind of emotional problems experienced by children of parents involved in the occult. Table 4.10 presents the results.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior does not occur</td>
<td>6</td>
<td>9.68</td>
</tr>
<tr>
<td>Behavior occurs rarely</td>
<td>11</td>
<td>17.74</td>
</tr>
<tr>
<td>Behavior is manageable</td>
<td>17</td>
<td>27.42</td>
</tr>
<tr>
<td>Behavior has passed the limit</td>
<td>23</td>
<td>37.10</td>
</tr>
<tr>
<td>Behavior is too much</td>
<td>5</td>
<td>8.06</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>62</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

**KEY:** Rarely means less than two times; Manageable means once a month; Passed the limit means once a week; too much means daily

According to the results shown in Table 4.10 above, 37.10% of the respondents reported children whose parents are involved in the ‘Mvula’ occult excessively pick quarrels unreasonably, 27.42% reported the behaviour being manageable, 17.74% behaviour rarely occurs, 9.68% behaviour does not occur and 8.06% behaviour was too much. Burchinal, Peisner, Bryant and Clifford (2000) study
ascertains and confirms that a quarrel, fights is indiscipline of high order. It measures the ability for teacher controlling of the class and making the class neat and arranged. When children fight the class becomes noisy and functions and processes of learning are brought to a standstill. This influences the children and the teacher as well. In this respect it is safe to say that emotionality of children whose parents are involved in ‘mvula’ occult had negative influence on the school adjustment in learners.

4.4.2.1 Emotional Regulation in Children

Lesson observations revealed a startling information: Emotional Regulation Problems reflected by five to seven year children of parents involved in ‘Mvula’ occult practices. Lesson observation was conducted and three other children here called ‘regular’ were observed in each class. The research revealed that the presence of children with Emotional Regulation problems affects the teachers’ ability to control and regulate class activities (Walker, 1997). The behaviors observed were also scored in a graduated manner from highest to lowest with least being 1 where behavior does not occur (the child considered below normal), 2 as very infrequent behavior (child is well regulated), 3 as frequent occurrence of behavior (well controlled behavior) with four as very frequent occurrence (the environment is negligent) and 5 being the highest score meaning the behavior is extreme (child needs specialized treatment or different placement from the setting). The items observed and scores were shyness at 5.4:1.3334, throwing temper tantrums at 5.4:1.53334, extreme fear at 4.9: 1.43334, picking quarrels at
2.6: 1.06667, clinging behavior at 2.7: 0.6 and crying without reasonable cause at 2.4: 0.53353. Clinging behavior at 50:8, Disinterest in play 44:15, crying 65:20, Withdrawal at 50:24, temper tantrums at 75:15, and Anxiety at 50:10. Fantuzzo, Bulotsky, Shearer, Fusco and McWayne (2005) points out that these socially disconnected behaviors are associated with lower levels of adaptive emotional interactions, and awareness of self and others which greatly contributes to school maladjustment, Creswell, (2009) identifies such findings as conflicted shyness defined by social fear and anxiety despite desire to interact socially and Social disinterest defined by lack of strong motivation to engage in social interaction as ingredients to maladjustment and recipe to ingest curriculum material successfully.

Research by Zlatko, (2013) on psychopathy and occultism reveal that children of parents involved in occult and occult subjection or occult involvement have often been found to be the root cause of mental and emotional problems. The research highlights examples in the psychic community where dabbling in the occult affected the spiritual, psychological and physical health of the children and their teachers. He recognized the adverse effects of the occult activities upon the mind. He ascertains that evil spirits, contacted during involvement in occult practices, is responsible for mental illness, whose initial stages are emotional problems cohere with the findings, and cases of teens suffering mental retardation in Chonyi Division. It seems likely that in most cases the persons involved in the occult practices made a conscious choice leading to their becoming influenced or
Controlled by demons (Fieldman, 2004; Zatko, 2014)

Failure leads to further emotional regulation dysfunction. Nurturing and providing an ideal environment and being responsive to their needs schools can tilt emotional imbalance to normalcy, availing themselves, playing with them, providing protection and shelter, play materials and space at school and extending to the home ideal for holistic development (Ngwaru, 2014). Children acquire behaviour through identification, operant conditioning, observational learning and social referencing and apply the behaviour acquired through interaction with teachers, peers and experiences in the school life situation (Coolham, Mendez and Fantuzzo, 2000). Parents affect children through phenotype dimensions as in genetic disorders and the home environment (Masten, 2009).

4.4.3 Learning Problems in Children of Parents Involved in mvula Occult

The third research objective was to identify learning problems faced by children whose parents were members of the ‘Mvula’ occult practices. Learning problems are common in all children but the intensity matters. The learning problems experienced by the children were determined with the help of teachers and counterchecked during class observations by the researcher for a period of 6 months in the 10 sampled schools the results have been discussed in the following subsections.

4.4.3.1 Eager for Class Work

The researcher sought to establish from the respondents whether children whose parents are involved in ‘Mvula’ occult were eager for class work and the results
are presented in table 4.11

Table 4.11 Responses on Childs’ Eagerness for Class Work

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior does not occur</td>
<td>22</td>
<td>35.48</td>
</tr>
<tr>
<td>Behavior occurs rarely</td>
<td>16</td>
<td>25.81</td>
</tr>
<tr>
<td>Behavior is manageable</td>
<td>14</td>
<td>22.58</td>
</tr>
<tr>
<td>Behavior has passed the limit</td>
<td>8</td>
<td>12.90</td>
</tr>
<tr>
<td>Behavior is too much</td>
<td>2</td>
<td>3.23</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>62</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The results in table 4.11 above show that, 35.48% of the respondents believed that children whose parents were involved in ‘Mvula’ occult were not eager for class work, 25.81% believe that the behaviour rarely occurs, 22.58% believe that the behaviour was manageable, 12.90% believe that the behaviour has passed the limit while 3.23% believe that the behaviour was too much. From the data it is evident that learners are not eager for academic challenges offered by the curriculum in different subjects and curriculum areas. The children whose parents are members of the ‘mvula’ occult find perpetually under achieve with 40% afraid of class work, are mocked and avoid school hence gaps in the syllabus coverage. The gaps are difficult to bridge. This has implication on ingesting of aspects of curriculum, failure for valuable contribution in group work and eventually truancy as pointed by MaComic (2009) in the Journal of school Health, vol. 156.
4.4.3.2 Completion of Assignment Accurately

The researcher also sought to establish from the respondents and cross checked from class observations and class records on whether children whose parents were involved in ‘Mvula’ occult were determined to complete assignment accurately and the results have been presented in table 4.12;

Table 4.12 Responses on Childs Completion of Assignment Accurately

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior does not occur</td>
<td>23</td>
<td>37.10</td>
</tr>
<tr>
<td>Behavior occurs rarely</td>
<td>17</td>
<td>27.42</td>
</tr>
<tr>
<td>Behavior is manageable</td>
<td>11</td>
<td>17.74</td>
</tr>
<tr>
<td>Behavior has passed the limit</td>
<td>8</td>
<td>12.90</td>
</tr>
<tr>
<td>Behavior is too much</td>
<td>3</td>
<td>4.84</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>62</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

**KEY:** Rarely means less than two times in a school term; Manageable means once a month; Passed the limit means once a week; Too much means daily

According to the results shown in table 4.12 above, 37.10% of observed that children whose parents are involved in ‘Mvula’ occult fail to complete assignments accurately, 27.42% behaviour rarely occurs, 17.74% behaviour is manageable, 12.90% the behaviour passed the limit while 4.84% show that the behaviour is too much (MaComic, 2009 in the journal of school Health, vol. 156). Studies done in the USA, by Dynaski and Gleenason (2002), proof that students who miss school or lessons fail to succeed, sink deeper into academic oblivion,
drop from school and suffer from dejection and suffer from a ‘failure syndrome.’

He also suggests the percentage of the student population that should be the target of interventions at each level:

Table 4:13 Focus of Intervention (ABCs)

<table>
<thead>
<tr>
<th>Type of Intervention</th>
<th>Attendance</th>
<th>Behavior</th>
<th>Course Failures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School-wide</strong> (all students)</td>
<td>Every absence brings a response Create a culture that says attending every day matters Positive social incentives for good attendance Data tracking by teacher teams</td>
<td>Teach, model, and expect good behavior Positive social incentives and recognition for good behavior Advisory</td>
<td>Research-based instructional programs In-classroom support to enable active and engaging pedagogies</td>
</tr>
<tr>
<td><strong>Targeted</strong> (15 to 20 percent of students)</td>
<td>Two or more unexcused absences in a month brings brief daily check by an adult Attendance team (teacher, counselor, administrator, parent) investigates and problem solves (why isn’t student attending?)</td>
<td>Two or more office referrals brings involvement of behavior team Simple behavior checklist students bring from class to class, checked each day by an adult Mentor assigned</td>
<td>Elective extra-help courses—tightly linked to core curriculum—preview upcoming lessons and fill in knowledge gaps Targeted, reduced class size for students whose failure is rooted in social–emotional issues</td>
</tr>
<tr>
<td><strong>Intensive</strong> (5 to 10 percent of students)</td>
<td>Sustained one-on-one attention and problem solving Appropriate social service or community supports</td>
<td>In-depth behavioral assessment (why is student misbehaving?) Behavior contracts with family involvement Appropriate social service or community supports</td>
<td>One-on-one tutoring</td>
</tr>
</tbody>
</table>

4.4.3.3 Willingness for Assistance from Peers

The researcher sought to establish whether children whose parents are involved in ‘Mvula’ occult are willing to be assisted by peers as shown in table 4.14.

Table 4.14: Responses on willingness to be assisted by Peers

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behaviour does not occur</td>
<td>31</td>
<td>50.00</td>
</tr>
<tr>
<td>Behaviour occurs rarely</td>
<td>14</td>
<td>22.58</td>
</tr>
<tr>
<td>Behaviour is manageable</td>
<td>8</td>
<td>12.90</td>
</tr>
<tr>
<td>Behaviour has passed the limit</td>
<td>7</td>
<td>11.29</td>
</tr>
<tr>
<td>Behaviour is too much</td>
<td>2</td>
<td>3.23</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>62</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

**KEY:** Rarely means less than two times per term; Manageable means once a month; Passed the limit means once a week; too much means daily

According to the results shown in table 4.14 above, 50% of children whose parents are involved in ‘Mvula’ occult are not willing to be assisted by peers, 22.58% indicate behaviour rarely occurs, 12.90% behaviour is manageable, 11.29% behaviour has passed the limit while 3.23% the behaviour is too much as reflected in the research. This implies that Child–Child relationship is affected and the learner suffers from non-acceptance by peers- a social ingredient for socio learning and group projects and team work (Vampen and Ewing, 2009).
4.4.3.4 Willingness to be assisted by Teacher

The researcher sought to establish from the respondents and class observation whether children whose parents are involved in ‘Mvula’ occult are willing to be assisted by teacher and the results are in table 4.15;

Table 4.15 Responses on willingness to be assisted by Teacher

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior does not occur</td>
<td>25</td>
<td>40.32</td>
</tr>
<tr>
<td>Behavior occurs rarely</td>
<td>12</td>
<td>19.35</td>
</tr>
<tr>
<td>Behavior is manageable</td>
<td>11</td>
<td>17.75</td>
</tr>
<tr>
<td>Behavior has passed the limit</td>
<td>10</td>
<td>16.13</td>
</tr>
<tr>
<td>Behavior is too much</td>
<td>4</td>
<td>6.45</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>62</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

**KEY:** Rarely means less than two times in a term; Manageable means once a month; Passed the limit means once a week; too much means daily

According to the results shown in table 4.15 above, 40.32% of children whose parents are involved in ‘Mvula’ occult are not willing to be assisted by teachers, 19.35% believe that the behaviour rarely occurs, 17.75% the behaviour is manageable, 16.13% behaviour has passed the limit while 6.45% behaviour is too much a view supported by Shrunk, Pintich and Meece (2008).

4.4.3.5 Hostility When Frustrated by Task

The researcher further sought to establish whether children whose parents are involved in ‘Mvula’ occult express hostility when frustrated by task and the results are in table 4.16
Table 4.16: Observation on Childs’ Hostility when Frustrated by Task

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior does not occur</td>
<td>5</td>
<td>8.06</td>
</tr>
<tr>
<td>Behavior occurs rarely</td>
<td>7</td>
<td>11.29</td>
</tr>
<tr>
<td>Behavior is manageable</td>
<td>11</td>
<td>17.74</td>
</tr>
<tr>
<td>Behavior has passed the limit</td>
<td>25</td>
<td>40.33</td>
</tr>
<tr>
<td>Behavior is too much</td>
<td>14</td>
<td>22.58</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>62</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

**KEY**: Rarely means less than two times in a school term; Manageable means once a month; Passed the limit means once a week; too much means daily

The results in table 4.16 above indicates that, 40.33% of children of parents involved in ‘Mvula’ occult were hostile when frustrated by task, 22.58% indicate that the behaviour was too much, 17.74% behaviour was manageable, 11.29% behaviour rarely occurred while 8.06% behaviour did not occur. The results reflected above were in tandem with the research findings by Crittenden (2011). Other findings demonstrated the propensity of insecure attachment of learners among abused children (Scharfetter, 2013).

**4.4.3.6 Attention Deficit**

The researcher had sought to establish whether children whose parents are involved in ‘Mvula’ occult were attentive when learning is on and their responses were as tabulated in table 4.17;
Table 4.17 Observation on Children Attention when Learning is on

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior does not occur</td>
<td>20</td>
<td>32.26</td>
</tr>
<tr>
<td>Behavior occurs rarely</td>
<td>17</td>
<td>27.42</td>
</tr>
<tr>
<td>Behavior is manageable</td>
<td>10</td>
<td>16.13</td>
</tr>
<tr>
<td>Behavior has passed the limit</td>
<td>9</td>
<td>14.52</td>
</tr>
<tr>
<td>Behavior is too much</td>
<td>6</td>
<td>9.67</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>62</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

**KEY:** Rarely means less than two times in a term; Manageable means once a month; Passed the limit means once a week; too much means daily

The results in table 4.17 above, indicated that 32.26% believe that children whose parents are involved in ‘Mvula’ occult were not attentive when learning was on, 27.42% believe that the behaviour occurred rarely, 16.13% believe that the behaviour was manageable, 14.52% believe that the behaviour had passed the limit while 9.67% believed that the behaviour was too much thus a recipe for poor adjustment to learning environment.

4.4.3.7 Willingness to Take up Tasks

The researcher sought to establish whether children whose parents are involved in ‘Mvula’ occult were willing to take tasks and they responded as in Table 4.18
Responses on Whether the Children are willing to take Tasks

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior does not occur</td>
<td>23</td>
<td>37.10</td>
</tr>
<tr>
<td>Behavior occurs rarely</td>
<td>14</td>
<td>22.58</td>
</tr>
<tr>
<td>Behavior is manageable</td>
<td>12</td>
<td>19.35</td>
</tr>
<tr>
<td>Behavior has passed the limit</td>
<td>10</td>
<td>16.13</td>
</tr>
<tr>
<td>Behavior is too much</td>
<td>3</td>
<td>4.84</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>62</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

**KEY:** Rarely means less than twice in a term; Manageable means once a month; passed the limit means once a week; too much means daily.

According to the results shown in Table 4.18 above, 37.10% of children whose parents are involved in ‘Mvula’ occult were not willing to take tasks, 22.58% behaviour occurred rarely, 19.35% behaviour was manageable, and 16.13% of learner’s behaviour had passed the limit while 4.84% the behaviour was too much. Children who fail to take tasks given by the teacher are not likely to ingest learning items or benefit from individualized learning, will achieve less and are likely to be branded as in need of special needs education thus wrongly diagnosed and eventually left out of mainstream course, this concurred with studies on school adjustment of children from destabilized homes which marches research by Reynolds, Wang and Walberg (2013).
4.4.3.8 Distraction from Academic Tasks

The researcher sought to establish from the respondents whether children whose parents are involved in ‘Mvula’ occult are distracted from academic tasks and the results from class observation are tabulated in table 4.19;

Table 4.19 Responses on Child distraction from academic tasks

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior does not occur</td>
<td>4</td>
<td>6.45</td>
</tr>
<tr>
<td>Behavior occurs rarely</td>
<td>10</td>
<td>16.13</td>
</tr>
<tr>
<td>Behavior is manageable</td>
<td>16</td>
<td>25.81</td>
</tr>
<tr>
<td>Behavior has passed the limit</td>
<td>19</td>
<td>30.64</td>
</tr>
<tr>
<td>Behavior is too much</td>
<td>13</td>
<td>20.97</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>62</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

**KEY:** Rarely means less than twice in a term; Manageable means once a month; passed the limit means once a week; too much means daily

According to the results shown in Table 4.19 above, 30.64% of children whose parents are involved in ‘Mvula’ occult had distraction tendencies on academic tasks that exceeded the limit, 25.81% of the observed children’s’ behaviour was manageable, 20.67% children’s’ behaviour was too much, 16.13% of the children’s’ behaviour rarely occurred while 6.45% behaviour does not occur. Eisenberg, Shepard, Fabes, Murphy and Guthrie, 1998; Lake, 2014 confirmed similar results in a related studies on children with EBD on adjustment to class situation, and spiritual interventions on possessed children respectively.
4.4.3.8 Moving Out of Class When Learning is On

In addition the researcher sought to establish from the respondents whether children whose parents are involved in ‘Mvula’ occult move out of class when learning was on and the results are shown in table 4.20.

Table 4.20 Responses on Whether the Children Move out of Class When Learning is On

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior does not occur</td>
<td>3</td>
<td>4.84</td>
</tr>
<tr>
<td>Behavior occurs rarely</td>
<td>9</td>
<td>14.52</td>
</tr>
<tr>
<td>Behavior is manageable</td>
<td>18</td>
<td>29.03</td>
</tr>
<tr>
<td>Behavior has passed the limit</td>
<td>25</td>
<td>40.32</td>
</tr>
<tr>
<td>Behavior is too much</td>
<td>7</td>
<td>11.29</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>62</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

**KEY**: Rarely means less than twice in a term; Manageable means once a month; Passed the limit means once a week; too much means daily

According to the results shown in table 4.20 above, 40.32% of learners observed showed that the behavior of moving out of class while learning was going on had passed the limit, 29.03% the behavior as being manageable, 14.52% the behavior occurred rarely, 11.29% behavior was too much and 4.84% the behavior did not occur. Peers were not friendly and cold towards these cases and made no effort to establish closeness or rapport with them thus created an impression of psychological torture, an ingredient of school maladjustment (Lahey, 2004). Preschool learners’ competency in interacting with peers was associated with long-
term school success, through a study by Fantuzzo, Coolaham and Mendez (2000) where multivariate techniques to examine pre-school peer interactions and readiness to learn showed that poor peer relations affects self-concept and school adjustment dimensions.

The findings show that the children whose parents are members of ‘mvula’ occult are in great danger of sliding more and more into delinquent behavior. What happens when learners drop from school and in later years. A review by the Centre for Rights Education and Awareness (CREAW) in 2017 revealed that these children are subject to sexual defilement and sodomy on the rise, 124 cases of sodomy have been reported in the police station, 70% from Chonyi since January 2017 to May 2017. The survey also revealed deep suspicion of police and the children’s department and prefer ‘kangaroo’ courts in chiefs offices. The Standard (June 6th, 2017).
CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction
This chapter presents summary, conclusion and recommendations of the study which include suggestions for further research.

5.2 Summary of the Findings
This section provides a summary of the findings of the research objectives which included; the social problems faced by school children aged five to seven years, the emotional regulation problems faced by the children and the learning problems faced by children whose parents engage in the ‘Mvula’ occult practice.

5.2.1 Social Problems Faced by Children of Parents involved in mvula occult
The results show that majority: 37.10% pick quarrels and engage in fights in and outside class, of the children whose parents were involved in ‘mvula’ occult faced any social problems that affected their school adjustment. Analysis revealed social malfunctions distinct in the cases than in the control group. : Use of vulgar and indecent language when no provocation (Indakwa and Miriti, 2010). Lack of cooperation in in projects in and outside class as failure to take turns that leads to strained relations and isolation. Boys had higher disruption tendencies at all level than girls during play or when interacting with learning or playing materials, inside and outside the class. Deliberate breaking of group norms and shouting disrupted learning and frustrated the teacher-however this was a device for
attracting attention. In some instances before a project was explained the child asks permission to leave the class for a call. The in and out of class affected ingestion of planned items in lessons and related to learning difficulties-prone to the boy child. Disconnection in form of sullenness or refusal to talk in girls affected their relations with peer. In the 5 year bursts of crying affected the children and peers as it distracted attention from task at hand, Evidence of externalizing behaviour as snatching of or confiscating materials were observed. The premises established by the observations indicate deep rooted problems and that children whose parents are involved in. Vampen, Ewing and Taylor, (2009) noted that children with social interactional maladjustment similar to the cases in the study have poor self-confidence and self-esteem portrayed in social disconnection, caused by general fearfulness t. School is a social place where the child plays, learns and interact with peers, adults and resources and learning happens individually or when in groups, It is on such premises that practicability of Bronfenbrenner’s’ Ecological Theory (1979) is evident and social interactional equilibrium of the child contributes to school adjustment, in this respect lacking in the cases. The cases had disjointed school attendance and fragmented intellectual development: proof of the nobility of undertaking this research paper.
5.2.2 Emotional Problems Faced by School Children of Parents involved in the Mvula’ occult practice

The data analysis was intended to demystify the information on whether learners whose parents are members of mvula occult faced emotional problems. The researcher found out that the learners were significantly imbalanced and affected the adjustment of other learners in class too affecting the quality of experiences gained in learning activities. Furthermore, the study established that emotional regulation of some learners not only affected the victims but interrupted classroom processes affecting the teacher’s ability to deliver content appropriately, thus compromising the content quality delivered to learners. Other learners are affected by the actions and inactions of the cases under study culminating to loss of focus and inattention when learning is in process.

On the other hand, if teachers fail to demonstrate self-control, respect for all learners, show good manners, courtesy, honesty, fairness, and demonstrate excellent judgement skills and teach by example they will positively affect learners with serious challenging behaviour, as children attend to the emotional tone of the teacher than they give to the actual words. Clear calm words may be modelled by other learners and immediately diffuse a tense situation, a view shared by Uwezo Tanzania (2011). Stobart, (2006) reveals that occultists initiate their children to drop from school as schools are centers to identify, prevent, protect and report to line authorities. The researcher discovered that children of parents involved in ‘mvula’ occult practice are frequently appear isolated, sad, self-couscous, quiet and withdrawn. This is in tandem with Masten (2009), who
describes such children as unkempt and uncared for – with dirty, un laundered clothes. Some.

5.2.3 Learning Problems Faced by Children whose Parents were involved in the ‘Mvula’ Occult Practice

The study unearthed significant relationship of the cases having learning problems. Over a third of the cases were not willing to take tasks, became hostile after being frustrated by tasks, not determined to complete assignment, were unwilling to be assisted by teachers, showed no attention during learning session and were neither eager for class work nor being in class for entire period for they maintained a behaviour of moving out of class as learning progressed. More than a half of these cases reflected a negative behaviour of rejecting their peers willing to assist them.

5.2.4 Moderating interventions on occult Practices

From the research findings, the researcher drew the conclusions that little or no effort has been done by the school or community to moderate the effects of parental involvement in ‘mvula’ occult on the social, emotional and learning difficulties facing their children in school. The subject seems to be a taboo. However the teacher’s attitude on the learners is very wanting as they consciously or unconsciously shun them. In one school a secondary school teacher who began visiting a home on one mvula occultist to pray and intercede for a child was threatened and had to be transferred to KP Senior secondary school in Mtwapa
Town. In a nutshell there were no deliberate effort to address the issue in the school development and action plan, and even the sponsoring board are moribund

5.3 Conclusion
From the research findings the researcher drew the following conclusion: Children of parents involved in Mvula occult are socially maladjusted and fail to interact with peers and teachers, mutating prone social dysfunction- a huddle to learning in a social setting. Their personality is negatively affected isolating them further. School becomes a horrible place to be in, thus 60 drop from school. With peers and authority unknowingly segregating them, the victims need for social proximity, a biologically pre-determined and essential need for infant survival is suffocated (Egan& Seifert, 1997; Cicchetti, Rogosch and Toth, 2006). They join delinquent gangs. Chief Shoka in an interviewing March 15th 2009, points out that children of mvula occultist who survive ordeal of being sacrificed become potential members of the ‘mvula’ occultist group, are fodder to occult sacrifices or become delinquent and juvenile criminals for rape, prostitution, drug abuse or suffer from mental illness. This is proof that there is need to address, moderate the effects and redemption by Christ.

Secondly, we can fairly conclude that children of parents involved in occult had higher emotional regulation problems not only affecting the ability to learn or ingest the planned activities of the curriculum, but the peers in the classes they are in, and disruption of the learning process, giving a hard time and challenges to the teachers. The research unearthed that emotional regulation problems as throwing
temper tantrums greatly affected the quality of teaching and rendered teachers ineffective during such bouts. This affected negatively the classmates, syllabus coverage, curriculum implementation and the teachers’ attitude towards learners and the teaching career. The teacher’s sense of inadequateness sinks the children’s personality. The cases cannot learn and feel safe when not in school. Out of school cases are subject to abuse from other dropouts, are sexually molested thus prone to sexual transmitted diseases, mental challenges and psychosis (Kern, 2014).

The third conclusion was that Learning problems get acute with maturation (as eager to face academic tasks and assignments, willingness to work in group and on group projects, assistance seeking from the teacher, and expressing frustration when task seems too difficult and mechanical), was present but not severe. The researcher further established that learner attitude towards learning, affected achievement in all subjects and activity areas. In this aspect the researcher also concludes that severity of learning problems to a great extent depended on the arrangement of learning activities, the mode of curriculum delivery, and active involvement and participation of learners in the sub items/sections of the lesson. From the study, it was evident that excellent planning, instrumentalism, playful teaching and learning and variation of the teaching/learning approaches substantially reduce learning problems. The child feels a failure, resents society, hates others and self and may look for a way to repay society. The child is thus fodder for joining the occult, recruited in problem behavior at school and outside
school where he or she can excel in her on way. The child can be a target to palm wine tapping and drinking, smoking weed and later into hard drugs. The children become political goons during elections and join gangs as ‘Wakali Wao’ or ‘Wakali wa kwanza’ which are terrorize parts of Kilifi and Mombasa.

5.4 Recommendations

From the findings of the research study, the following recommendations are presented in the following thematic areas: policy, practice and recommendations for further study.

5.4.1 Policy Recommendations

Policy recommendations are on the premises on researchers from the University of Pennsylvania who studied more than 10,000 children who were enrolled in public schools in Philadelphia from kindergarten through third grade. They found that in schools with a high concentration of children with ‘risk factors.’ Children whose parents are involved in ‘mvula’ occults learning had challenges and performance was negatively affected. They found that children who were homeless or mistreated disrupted their classrooms, pulling down reading achievement and attendance rates among children who were not homeless or mistreated. Along the same lines, schools filled with many students who did not receive adequate prenatal care had overall poor reading achievement, even among those children who did get prenatal care. The researcher recommends adaptation
of The Basic Education Act (2013), Part VIII on mandate conferred upon it to address the deficit in teacher shortages in pre-school and primary schools.

Special Needs Education teachers need to be employed and sent to every school so as to assist in identification of and rehabilitation of emotionally challenged. In the areas where emotional disorders are associated. With spiritual manifestations, Parent, Teachers and learners to address the issues through the Christian spiritual warfare and deliverance (Oke, 2009), and deliverance from demon possession caused by parental occult practices saving through Christ (Awogulutu, 2016).

The School Health Policy (2009) recognizes the correlation of child health to school attendance and by extension the immeasurable academic loss sick learners are exposed to. The schools may not follow the school health policy in total but can establish and maintain data bases for children whose parents are involved in occult, sorcery, those with hysteria, emotionally challenged in order to establish correlations in such challenges and holistic methods to not only retain such pupils in schools but to individually guide and mentor them so as to benefit from the curriculum and successively complete different levels of school Dalman and Almeida, (1987). The system need create a sophisticated data system that combines information from public schools, Health and Social Service agencies and other public sources. Fantuzzo et al (2005) research endorses the approach and calls it better approach to accountability that targets support and interventions to certain “at risk” children, so that the entire school could benefit.
5.4.2 Recommendations on Practices

Research reveals much about identifying potential dropouts than about how to keep them in school (Christenson and Thurlow, 2004; Hopkins, 2007). However several targeted intervention programs have yielded promising results which if implemented at school level will substantially reduce school dropout rates in children whose parents are members of ‘mvula’ occult. I hereby recommend that schools in Chonyi adopt The Hopkins, 2007 method where social workers, Christian organizations that sponsor the schools and retired educationists are hired to counsel learners. A systematic strategic plan to address ‘alterable risk’ risk factors in the children that involves coaching in specific problem solving skills. The strategy should take on board the children’s parents by consistently communicating with and support them, the board need to bridge the gap between the parents and school. Schools have to establish and maintain connections as their main focus is firmly on educational progress (Dynarski & Gleanson, 2002).

5.4.3 Recommendation for Further Research

Following the findings of this study, the researcher identified areas that could be explored in research. The researcher hereby recommends further research in the following areas: Personality and Character of children in Lower primary whose parents were murdered on allegations of practicing witchcraft in Ganze SubCounty of Kilifi County in Coast Region as the Education institutions tend to be oblivious on the plight of the victims children after culprits are remanded.
Secondly the researcher recommends research on the effect of teacher attitude on retention, transition and personality of learners whose parents are perceived to practice sorcery from Preschool to secondary school considering that Kilifi County has very high number of school dropout rate and average age of completion of primary course at 18 years.

Thirdly, the researcher recommends research on correlation of hysteria in teen girls in girls’ secondary schools, their academic performance and parental involvement in occult with intention of encouraging learners to pursue life goals, education and social development.
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Rain Makers of Esibila (December 21st 2012). *Daily Nation* pp 24 col 2


APPENDICES

APPENDIX I: Questionnaires for school heads.

This is a questionnaire that will assist in gathering information on Effects of Parental Involvement in ‘mvula’ occult on their Preschool Children’s School Adjustment in Chonyi Division, Kilifi South Sub-County, Kilifi County, Kenya. I hereby request to fill the questionnaire and the information will be used for research purposes and kept confidential.

INSTRUCTIONS.
Respond by inserting a tick in where appropriate and write in the spaces provided.

Section 1
A. Demographic Data
1. Sub county………………………………………………
2. Division……………………………………………………
3. Zone…………………………………………………………
4. Gender: Male………………Female………………
5. Length of Service in Chonyi Division
   Less than a year……………………..
   1-4 years………..
   5-9 years………..
   10-19 years…….
   20 years and above…..

6. Age Category
   Below 25 years………..
   25-34 years……………
   35-44 years…………..
   45-54 years…………
   55 years and above…..

7. Teacher Education Level
   Certificate……………
   Diploma……………..
   B Ed…………………
   Post Graduate level…..

SECTION B. Behaviour and management at school level
8. Does the school have a school behaviour policy? …………..
9. Are their cases of children’s parents involved in mvula?
10. If yes, what behaviours are peculiar among the children?…………………………

11. How do these children get along with peers

…………………………………………………………………………....
11. How does the children’s behaviour affect them in the learning process? 

12. How does the behaviour exhibited affect the classmates?

13. What are the challenges posed by the learners to the teachers?

14. Has the school enacted structures to address behaviour issues exhibited by these children?

15. What is your opinion on how best we can address behaviour difficulties exhibited by these learners?

16 ON A SCALE OF 1-5 HOW DO YOU RATE THE FOLLOWING STATEMENTS?
Scale 1= Seldom 2= Twice a term= once a month 4= once a week 5= happens daily

- Do you have teachers asking for a transfer due to behaviour problems in children of parents in occult?
- Have you been intimidated by people allegedly in ‘mvula’ occult?
- Have parents threatened to transfer their children because of being affected by children of ‘mvula’ occult?
- Are cases of children of ‘mvula’ parents injure themselves or others in the cause of class work rampant?
- Do children wish to work in groups with a child of parent in ‘mvula occult joins the group?
- Are their cases of teachers treating differently children of mvula parents?
- Are their cases of children throwing temper tantrums so that class work is interfered with?
- Are there cases of children throwing fits due to demon possession in school disrupting learning?
- Of those who throw fits what percentage are children from mvula occult families?
- How often have faith based institutions addressed issues of demon possession in children in the school?
APPENDIX II: INTERVIEW SCHEDULE FOR TEACHERS

Demographic information
1. Gender: male……../Female…………
2. Length of service in the school
   a) Less than a year…b) 1-4 years. c).5-9 years….d).10-19 years e) 20 years +……
3. Class you teach
   A). Pre School…B. class one…C, class 2………D Class 3

Instructions:
The questions are intended to generate scholarly information and not to marginalize or incriminate anyone or institution whatsoever.

Social aspect
1. Do children of occultist parents have friends?
2. Do children of mvula parents work well while in groups?
3. How can you tell that the child is form a home where the parent is involved in mvula?
4. How can one proof the child parents are involved in mvua?
5. What can you say of the child’s ability to disrupt work while working in groups
6. Are there cases of fighting in class?
7. do children of mvula parents have friends?
8. what can you say about the cases maintaining friendships?
9. What is the most frequent cause of squables in children of parents in mvula occult?
10 Do you visit the homes of children of occultist parents when the children miss?

Learning problems

1. Do the children complete tasks
2. How eager are the children to do class work?
3. What can you say about participation in group projects?
4. Are there cases of disruption of class work?
5. How often are the disruptions?
6. What punishment do you give to the children when they disrupt class work?
7. Have these children been a threat to your teaching?
8. How long does it take you to bring the class on course after disruption by cases?
9. What can you say about the ability of children learning rhymes, numbers and letters?
10. How do you term children from parents said to be sorcerers’ ability in the letter learning and sound connection?

11. Which group of children is most likely to cause a fight when teacher is in class?

12. Do children of parents alleged to be witches complete the primary course?

13. What can you say about the primary school completion rate?

14. Have other parents transferred children from this school because of presents of a case in the class?

15. How can the school make the environment conducive for all children?

16. In your opinion, how can we address learning problems in the children of parents involved in mvula occult?

D. Emotional and Behavioural Aspect

1. What is the most emotional problem visible in children of ‘mvula’ occult parents? 11. What level of shyness is a child from a witch parent likely to have? 12. What can you say about the children temper?

13. What would you do if a child whose parent is said to be a sorcerer throws a temper tantrum that learning in the class is disrupted?

14. What can you advise your teachers if one is insulted by a child whose parent is a member of the ‘mvula’ occult group?

F. Interventions

16. How frequently does the school revise its Action Plan?

17. Do you have a School Policy structured for behaviour or Emotional problem management?

Scale: 1= Behaviour once a week 2=Behaviour occurs once/twice a day. 3= Occurs once/Twice a day. 4= Occurs 4 times a day. 5= over 4 times disrupting learning
APPENDIX III: RESEARCHERS OBSERVATION SCHEDULE FOR
LEARNERS IN CLASS

Date: ......................................................... Zone: .................
Division: ........................................................ Sub-county......................
Country: ........................................................ Class............................
Subject: Case/ Control: ............................ Total..............................
Sex: Female ......................................................... Male.........................

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Social</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disruption</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plays with others toys but won’t share his/hers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of abusive/vulgar language.</td>
<td></td>
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<tr>
<td>Picks quarrels unreasonably.</td>
<td></td>
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<tr>
<td>Disrupts group works.</td>
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<tr>
<td>Destruction of learning/play materials.</td>
<td></td>
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<tr>
<td>Deliberately brakes group norms.</td>
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<tr>
<td><strong>Disconnection</strong></td>
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<tr>
<td>Confiscates materials before group completes task.</td>
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<tr>
<td>Resist teacher’s authority.</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Refuses to share materials.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Withdraws from group project/game prematurely.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>Interaction</strong></td>
<td></td>
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<tr>
<td>Agrees to play by peer made rules</td>
<td></td>
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<td></td>
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<tr>
<td>Shows empathy to peers</td>
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<tr>
<td>Is apologetic</td>
<td></td>
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<td></td>
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<tr>
<td>Assist the slow to perceive</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Takes turns</td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Motivation</strong></td>
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<td></td>
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<tr>
<td>Eager for class work</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Is determined to complete assignment accurately</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Willingness to be assisted by peers</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Willingness to be assisted by teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expresses hostility when frustrated by task</td>
<td></td>
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<table>
<thead>
<tr>
<th><strong>Attitude towards learning</strong></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Attention when learning is on</td>
<td></td>
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<tr>
<td>Willingness to take tasks</td>
<td></td>
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<tr>
<td>Willingness to take turns</td>
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<tr>
<td>Distraction from academic tasks</td>
<td></td>
<td></td>
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<tr>
<td>Desire to please teacher</td>
<td></td>
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<tr>
<td>Moving out of class when learning is on.</td>
<td></td>
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</tbody>
</table>

Scale
1 = Behaviour once a week
2 = Behaviour occurs once/twice a day.
3 = Occurs once/Twice a day
4 = Occurs 4 times a day
5 = over 4 times disrupting learning
## APPENDIX IV: RESEARCHERS OBSERVATION

### SCHEDULE FOR TEACHERS

Researchers Teachers Observation Schedule

Section: Pre Primary…… STD1…..STD II….. STD III….  
Teachers’ years in employment………………………………..  
Teachers Sex……Age………………………….  
Enrolment: Boys Girl  

#### Emotionality of learners

<table>
<thead>
<tr>
<th>BEHAVIOR</th>
<th>SCORE</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Looking/feeling sad</td>
<td></td>
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<tr>
<td>Refusing communication with peers</td>
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<tr>
<td>Refusing to respond to Teacher</td>
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<tr>
<td>Crying for no reason</td>
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<tr>
<td>Refusing to answer question</td>
<td></td>
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<tr>
<td>Throwing temper tantrums</td>
<td></td>
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<tr>
<td>Shrieking loudly</td>
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<tr>
<td>Showing hostility to peers</td>
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<tr>
<td>Tearing learning materials</td>
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<tr>
<td>Beating others on little prompting</td>
<td></td>
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<tr>
<td>Dismantling toys</td>
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<tr>
<td>Jumping on desk</td>
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<tr>
<td>Inability to take joke</td>
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<tr>
<td>Moving out of seat</td>
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<td></td>
</tr>
<tr>
<td>Moving out of class</td>
<td></td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>Isolating self</td>
<td></td>
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<tr>
<td>Sharing play with younger children than self</td>
<td></td>
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</tbody>
</table>

### Grand Total

Scale 1 = Behaviour once a week 2 = Behaviour occurs once/twice a day. 3 = Occurs once/Twice a day, 4 = Occurs 4 times a day. 5 = over 4 times disrupting learning
APPENDIX V: DOCUMENT ANALYSIS GUIDE

These secondary instruments are tools used to check administration of structures for adjustment of learners in schools (Sources provided by the DQASO Kilifi County Mr Kennedy Aogha, 2012 Guidelines). The researcher classified the items into classes numbered A to E

A. Emotional/Behavioral aspect.
1. Schools Punishment records.
2. Transfer file for pupil
3. Children’s health records.
4. Pupils attendance register

B. Teacher’s attitude
5. Teacher’s attendance registers.
6. Teacher home visits record.
8. Pupil’s complaint files on teachers.
10. Mark lists for one year.
11. Class seating arrangement.
12. Teachers records of work.
13. Remedial teaching.

A. Interventions
14. ECD – Primary transition Percentages.
15. Documented school Discipline Policy.
16. School Development Plan
17. Documented School Behavior Management Policy

Scale 1= Behaviour once a week 2= Behaviour occurs once/twice a day. 3= Occurs once/Twice a day, 4= Occurs 4 times a day. 5= over 4 times disrupting learning
APPENDIX VI: SECONDARY DATA

A. Emotional/Behavioural aspect.
Schools Punishment records
File for pupil
Children’s health records.
Pupils’ attendance register

B. Professional.
Class seating arrangement.
Teachers records of work.
Remedial teaching.
Schemes of work
Lesson preparation
Record of Work
Interventions
Continuous assessment tests
Documented School Behaviour Management Policy

*Ratings 1 = absent, 2= Filled once a term, 3= Filled once a month
4= Filled once a week and 5= Up to date*
APPENDIX VII: RESEARCH AUTHORIZATION FROM GRADUATE SCHOOL

KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke
Website: www.ku.ac.ke
OUR REF: E55/11560/2007

The Permanent Secretary,
Ministry of Higher Education, Science & Technology,
P.O. Box 30040,
NAIROBI

Dear Sir/Madam,


I write to introduce Mr. Ntondwe who is a Postgraduate Student of this University. He is registered for M.Ed. degree programme in the Department of Special Needs Education in the School of Education.

Mr. Ntondwe intends to conduct research for a proposal entitled, “Parental Involvement in the Myths of the Occult and School Adjustment of their Five to Seven Year Children in Chepig Iron, Kilifi District-Kilifi County.”

Any assistance given will be highly appreciated.

Yours faithfully,

Mrs. Lucy Mbaabu
FOR: DEAN, GRADUATE SCHOOL

LNM/cao
APPENDIX VIII: RESEARCH APPROVAL FROM GRADUATE SCHOOL

KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke
Website: www.ku.ac.ke
P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 810901 Ext. 57580

INTERNAL MEMO

FROM: Dean, Graduate School

DATE: 12th May, 2013

TO: Mr. Ndungu Walakula
C/o Early Childhood Studies Dept.
Kenyatta University

REF: E55/11560/2007

SUBJECT: APPROVAL OF RESEARCH PROPOSAL

This is to inform you that Graduate School Board at its meeting of 8th May, 2013 approved your Project Research Proposal for the M.Ed. Degree, entitled “Parental Involvement in the Child’s Occult and School Adjustment of their Five to Seven Year Children in Cheyni Zone, Kilifi District- Kilifi County”.

You may now proceed with your data collection.

Thank you,

DAVID TJOROGE
FOR DEAN, GRADUATE SCHOOL

c.c. Chairman, Early Childhood Studies Dept.

Supervisors:

1. Dr. Rachel W. Kamau-Kagwe
C/o Early Childhood Studies Dept.
KENYATTA UNIVERSITY

2. Dr. Maureen Mwera
C/o Early Childhood Studies Dept.
KENYATTA UNIVERSITY

JN/cao
APPENDIX IX: AUTHORIZATION LETTER FROM DEOS OFFICE KILIFI

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
STATE DEPARTMENT OF EDUCATION
KILIFI DISTRICT

Telephone 041-7522556
EMAIL: deokilifi@yahoo.com
When replying/telephoning quote

Ref: KLF/ED/G10/1/79 24TH July 2013

The Headteachers
Primary schools, Chonyi Division
Kilifi district

RE: RESEARCH AUTHORIZATION – RECCABSON WALAKISA NTONDWE

The above named person is carrying out a research on ‘Parental involvement in the Mulla Oocult and school adjustment of their five to seven year children in Chonyi Division.

He has been authorized to carry out the research in your institutions. However, this activity should not interfere with the normal learning programme.

KENNEDY OOGAH
FOR: DISTRICT EDUCATION OFFICER
KILIFI
APPENDIX X: AUTHORIZATION LETTER FROM NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

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

Our Ref: NCST/RCD/14/013/1489

Reccabson Walakisa Ntondwe
Kenyatta University
P.O.Box 43844-00100
Nairobi.

Date: 3rd September, 2013

RE: RESEARCH AUTHORIZATION

Following your application dated 12th August, 2013 for authority to carry out research on “Parental involvement in the Nyula occult and school adjustment of their five to seven year children in Chonyi Zone, Kilifi District - Kilifi County,” I am pleased to inform you that you have been authorized to undertake research in Kilifi County for a period ending 31st December, 2013.

You are advised to report to the County Commissioner and the County Director of Education, Kilifi County 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.

[Signature]

DR. M. K. RUCUTU, PHD, HSC.
DEPUTY COMMISSION SECRETARY
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Copy to:

The County Commissioner
The County Director of Education
Kilifi County.

“The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development.”
APPENDIX XI : AUTHORIZATION LETTER FROM THE OFFICE OF
THE PRESIDENT

OFFICE OF THE PRESIDENT
MINISTRY OF INTERIOR AND CO-ORDINATION OF NATIONAL GOVERNMENT

Telephone: (041)7522103
Fax: (041) 7522474
Email kilifidc@yahoo.com
When replying/telephoning
Quote: ADM.16/1/VOL.IX/23

And date: 13th September, 2013

Reccabson Walaklsa Ntandwe
Kenyatta University
P. O. Box 43844 – 00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

This is to confirm that your staff has reported to this office as directed by the
National Council of Science and Technology and are authorized to embark on
the research project. The research will be for a period of six (6) weeks
commencing 18th September, to 31st October, 2013.

By a copy of this letter, all Assistant County Commissioner’s within the Sub-
County are requested to offer the research team necessary support.

W. SIEGEY
FOR: DEPUTY COUNTY COMMISSIONER
KILIFI.

C.C.
Assistant County Commissioner’s
- Bahari
- Chonyi
APPENDIX XIII: AUTHORIZATION IDENTITY CARD FROM NACOSTI

CONDITIONS:
1. You must report to the County Commissioner and the County 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, filing and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two hard copies and one soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.
THIS IS TO CERTIFY THAT:

Prof./Dr./Mr./Mrs./Miss/Institution

Reccabson Walakisa Ntongwe

of (Address) Kenyatta University

P.O. Box 43844-00100, Nairobi,

has been permitted to conduct research in

Location

Kilifi

District

Kilifi

County

on the topic: Parental involvement in the

Mvula Occult and school adjustment of their

Five to seven year children in Chonyi Zone,

Kilifi District – Kilifi County.

for a period ending: 31st December, 2013.