

**IMPLICATIONS OF PARENTAL DRUG ABUSE ON THEIR PARTICIPATION  
IN PRE-SCHOOL CHILDREN'S EDUCATION IN EMBULBUL, KAJIADO  
COUNTY, KENYA**

**OYIENO OUMA MOSES**

**E55/OL/22483/2011**

**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT FOR  
THE AWARD OF THE DEGREE OF MASTER OF EDUCATION,  
DEPARTMENT OF EARLY CHILDHOOD STUDIES IN THE SCHOOL OF  
EDUCATION, KENYATTA UNIVERSITY.**

**OCTOBER, 2018**

**DECLARATION**

I declare that this project is my original work and has not been presented in any other institution for any certification. This research project has been supplemented by referenced sources duly acknowledged. Where content, information (including spoken words), pictures, graphics or tables have been acquired from different sources, including the internet, these are specifically accredited and references cited using current APA system and in accordance with anti-plagiarism regulations.

Signature \_\_\_\_\_ Date: \_\_\_\_\_

**Oyieno Ouma Moses E55/OL/22483/2011**  
Department of Early Childhood Studies

**Supervisor**

This project has been submitted for appraisal with our/my approval as University Supervisor.

Signature ..... Date: .....

**Dr. Juliet W. Mugo**  
Department of Early Childhood Studies,  
Kenyatta University.

## **DEDICATION**

This research report is first and foremost dedicated to my family who overwhelmingly accorded me peace of mind during the whole duration of study.

Secondly, it is dedicated teachers at Embulbul who provided me with invaluable information leading to the successful completion of the work..

May God Bless you all.

## **ACKNOWLEDGEMENT**

I would like to thank my supervisor, Dr. Mugo Juliet for her inspiration and assistance in completing this research report.

I feel greatly indebted to my colleagues at work for their valuable comments and suggestions, their reassurance and encouragement at various times in the course of my study.

I also acknowledge the authors of various books, journals, magazines, newspaper and internet sites that have contributed to the report I have come up with.

## TABLE OF CONTENTS

<b>DECLARATION.....</b>	<b>ii</b>
<b>DEDICATION.....</b>	<b>iii</b>
<b>ACKNOWLEDGEMENT.....</b>	<b>iv</b>
<b>TABLE OF CONTENTS.....</b>	<b>v</b>
<b>LIST OF TABLES.....</b>	<b>ix</b>
<b>LIST OF FIGURES.....</b>	<b>x</b>
<b>ABBREVIATIONS AND ACRONYMS.....</b>	<b>xi</b>
<b>ABSTRACT.....</b>	<b>xii</b>

### **CHAPTER ONE: INTRODUCTION AND BACKGROUND OF THE STUDY .....1**

1.0 Introduction.....	1
1.1 Background to the Study.....	1
1.2 Statement of the Problem.....	5
1.3 Purpose of the Study.....	6
1.4 Specific Objectives.....	6
1.5 Research Questions.....	7
1.6 Limitations and Delimitations of the Study.....	8
1.6.1 Limitations of the Study.....	8
1.6.2 Delimitations of the Study.....	8
1.7 Significance of the Study.....	8
1.8 Assumptions of the Study.....	9
1.9 Theoretical Framework.....	10
1.10 Conceptual Framework.....	12
1.11 Operational Definition of Terms.....	15

### **CHAPTER TWO: REVIEW OF RELATED LITERATURE.....17**

2.0 Introduction.....	17
2.1 Prevalence of Parental Drug Abuse.....	17
2.2 Influence of Parental Drug Abuse on Enforcing Children’s Preschool Attendance.....	20

2.3 Influence of Parental Drug Abuse on Retention of Children in Preschool .....	23
2.4 Influence of Parental Drug Abuse on Supervision of their Children’s Homework .25	
2.5 Influence of Parental Drug Abuse on their Provision of Children’s Learning Needs .....	27
2.6 Influence of Parental Drug Abuse on their Attending School Events .....	29
2.7 Influence of Parental Drug Abuse on their Communicating with Preschool Teachers .....	31
2.8 Summary of Literature .....	35
<b>CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY .....</b>	<b>37</b>
3.0 Introduction .....	37
3.1 Research Design.....	37
3.1.1 Variables of the Study.....	37
3.2 Study Location .....	39
3.3 Target Population .....	39
3.4 Sampling Techniques and Sample Size .....	40
3.4.1 Sampling Techniques.....	40
3.4.2 Sample Size .....	40
3.5 Research Instruments .....	41
3.5.1 Questionnaires for Teachers.....	41
3.5.2 Interview Guides for Head Teachers .....	41
3.6 Pilot Study.....	42
3.6.1 Validity of the Research Instruments.....	42
3.6.2 Reliability of the Research Instruments.....	42
3.7 Data Collection.....	43
3.8 Data Analysis .....	43
3.9 Logistical and Ethical Considerations.....	44
3.9.1 Logistical Considerations .....	44
3.9.2 Ethical Considerations .....	44
<b>CHAPTER FOUR: DATA ANALYSIS, INTERPRETATION AND DISCUSSIONS.....</b>	<b>45</b>

4.1 Introduction .....	45
4.2 Rate of Return on Research Tools.....	46
4.3 Background Information of the Respondents.....	46
4.3.1 Teachers' Age .....	46
4.3.2 Distribution of Head Teachers and Teachers by Gender .....	47
4.3.3 Professional Levels of Teachers .....	48
4.3.4 Professional Levels of Head Teachers.....	49
4.3.5 Distribution of Respondents by Work Experience.....	51
4.4 The Prevalence of Drug Abuse among Pre-School Children's Parents .....	52
4.5 Parents' Drug Abuse and its Influence on Class Attendance.....	55
4.6 Parents' Drug Abuse and its Influence on Rate of Children's Retention in Preschool .....	57
4.7 Parental Drug Abuse and its Influence on Supervision of Children's Homework.....	60
4.8 Parental Drug Abuse and Provision of Children's Learning Needs.....	63

## **CHAPTER FIVE: SUMMARY, CONCLUSIONS AND**

<b>RECOMMENDATIONS.....</b>	<b>76</b>
5.1 Introductions.....	76
5.2 Summary of Findings .....	76
5.2.1 Prevalence of Drug Abuse among Pre-School Children's Parents .....	76
5.2.2 Influence of Parents' Drug Addiction on Children's Class Attendance .....	77
5.2.3 Influence of parents' drug addiction on Rate of Retention.....	77
5.2.4 Influence of Parents' Drug Addiction on Supervision of their Children's Homework.....	77
5.2.5 Influence of parents' drug addiction on Provision of Children's Learning Needs.....	78
5.2.6 Influence of Parents' Drug Abuse on their Attendance of School Meetings ....	78
5.2.7 Influence of Parents' Drug Abuse on Communicating with preschool teachers by parents .....	78
5.2.8 Measures Put in Place to Enhance Participation of Drug Abusing Parents in Children's Education .....	79

5.3 Conclusions .....	79
5.4 Recommendations .....	80
5.5 Recommendations for Further Research .....	81
<b>REFERENCES.....</b>	<b>81</b>
<b>APPENDICES .....</b>	<b>82</b>
Appendix I: Questionnaire For Pre-School Teachers .....	86
Appendix II: An Interview Guide for Head Teachers.....	90
Appendix III: Approval Letter from Graduate School.....	92
Appendix IV: Authorization Letter from Graduate School .....	93
Appendix V: Research Authorization Letter from NACOSTI.....	94
Appendix VI: Research Clearance Permit from NACOSTI .....	95

## LIST OF TABLES

Table 3.1: Target Population and Sample Size .....	40
Table 4.2: Work Experience of the Head Teachers and Teachers .....	51
Table 4.3: Extent of Drug Abuse as Reported by Head Teachers.....	54
Table 4.4: Extent of Effect of Parental Drug Abuse on Children’s Class Attendance According to Teachers .....	55
Table 4.5: Influence of Parent’s Drug Abuse on Rate of Retention among Pre-School Children.....	58
Table 4.6: Participation of Drug Abusing Parents in School Meetings/Functions as Reported by Teachers.....	67
Table 4.7: Participation of Drug Abusing Parents in School Meetings/Functions as ....	68
Table 4.9: Measures to Enhance Participation of Drug Abusing Parents in their Pre- School Children’s Education.....	72
Table 4.8: Influence of Parent’s Drug Abuse on Communication with Teachers .....	70

## LIST OF FIGURES

Figure 1.1 Conceptual Diagram Showing Relationship Between Parental Drug Abuse and their Participation in Pre-school Children’s Education.....	13
Figure 4.1: Age of Teachers .....	47
Figure 4.2: Academic levels of Teachers .....	49
Figure 4.3: Professional Levels of Head Teachers.....	50
Figure 4.4: Types of Drugs Abused .....	53
Figure 4.5: Extent of Abuse of Drugs .....	54
Figure 4.5: Complaints from Pre-Children of Neglect by Alcoholic Parents .....	59
Figure 4.6: Regularity of assisting children in homework .....	60
Figure 4.7: Follow-up of Children’s Academic Progress .....	62
Figure 4.8: Provision of Children’s Needs.....	63
Figure 4.9: Manner of Fees Payment by Drug Abuse Abusing Parents.....	65
Figure 4.10: Admission to Rehab Centres.....	73

## **ABBREVIATIONS AND ACRONYMS**

<b>APHRC:</b>	African Population and Health Research Centre
<b>DEO:</b>	County Education Officer
<b>ECE:</b>	Early Childhood Education
<b>FPE:</b>	Free Primary Education
<b>KCPE:</b>	Kenya Certificate of Primary Education
<b>KCSE:</b>	Kenya Certificate of Secondary Education
<b>NCLB:</b>	No Child Left Behind
<b>SPSS:</b>	Statistical Package for Social Sciences
<b>UNDP:</b>	United Nations International Drug Control Program
<b>UN-ODCCP:</b>	United Nations on Drug Control and Crime Prevention
<b>UNRISD:</b>	United Nations Research Institute for Social Development
<b>USA:</b>	United States of America
<b>WHO:</b>	World Health Organization

## **ABSTRACT**

Parental drug abuse is a global concern and a major issue affecting their involvement in pre-school children's learning. It negatively impacts their much needed involvement particularly provision of the needs of children who are at a vulnerable stage in life. The purpose of this study was to determine the implications of parental drug abuse on their involvement in children's education in Embulbul Sub-county in Kajiado County. This study was guided by the following objectives; to establish the prevalence of parental drug abuse among parents of pre-school children and to assess the influence of parental drug abuse on their children's education; attendance of school meetings/functions; and to find out measures that could be put in place to avert the low participation of drug abusing parents in their pre-school children's education. The study was guided by Epstein's Model of Parents' Involvement and adopted a descriptive survey design method. A sample size of 8 (55%) out of 14 pre-schools, a similar number of head teachers and 24 (50%) pre-school teachers (three from each school) was selected. Questionnaires for teachers and interview schedule for head teachers were used to collect data. A pilot study was conducted in four pre-schools to determine validity and reliability of the instruments. Analysis of qualitative data involved organizing it into relevant themes as per the research objectives/questions and presented using direct quotes in narrative form while quantitative data entailed use of descriptive statistics such as frequencies, percentages, means and standard deviation. Cross tabulations were done to measure the relationship between parental drug abuse and their involvement in children's education. The findings in the study established that the most abused drug was alcohol. Majority of teachers agreed to a very great extent that parent alcoholism and drug abuse affected pre-school class attendance. Half of the teachers reported that parents who abused drug rarely assisted their children in homework. Most parents who abused drugs did not adequately provide for their children at preschools. The study concluded that parental drug abuse had a negative impact on children's education. To improve parents' attendance of school meetings, the study recommended that parents should be motivated to ensure that their children accomplish their goals. Training initiatives should be implemented in order to inform parents on the importance of parental involvement in children's education.

## **CHAPTER ONE**

### **INTRODUCTION AND BACKGROUND OF THE STUDY**

#### **1.0 Introduction**

This chapter describes the background to the study, problem statement, study purpose and objectives, respective research questions and significance of the study. Likewise, the theoretical framework, conceptual framework, assumptions, limitations and definition of operational terms are also highlighted in this chapter.

#### **1.1 Background to the Study**

Parents' involvement or engagement not only positively affects children's achievement, but also provides for higher quality education and better performance in school. The children learn to associate school environment with the surrounding he/she finds at home. The primary shared interest is a caring concern that the child be successful. Children whose caregivers/parents are aggressively occupied in their learning are likely to regularly attend as well as adapt well to school thereby excelling academically. Further, the children are likely to have improved social skills, and are more disposed to experience smooth transition from one level of learning to another as Epstein (2002) states.

For societal growth and development, education is a basic factor. Thus, children are likely to excel in their academic life and become productive and responsible individuals of the society if their parents get involved in their education (Weinstein, 1984). However when parents or guardians fail to guide their children with respect to basic education as a result of drug abuse, the young ones' future is at stake. In this way, drug abuse among the parents has an enduring and serious impact on young children.

The National Children's Strategy (2010) underlines that all children ought to be in a position to establish their own abilities and have the capacity to develop independence and coordinated living as from youthful age to adulthood. In any case, through its work across the nation with children and families, UNICEF (2008) reveals the outcomes that parental drug abuse can have. As opposed to preparing their children for independent life, these parents neglect their task of attending school meetings/seminars and communicating with teachers. In a study by Johnson, O'Malley, Bachman and Chulenberg (2004) it was found that the prevalence of alcohol abuse by parents was more than 40%, while 33% of the population used tobacco.

In Nigeria, Adamson, Omifade and Ogunwale (2010) revealed that the most commonly abused drugs by parents were alcohol, cannabis, sedatives and tobacco. Akinyemi (2008) found that regardless of the endeavors of the Nigeria National Drug Law Enforcement Agency (NDLEA) and other legislative offices to stem the tide of the vice, there is an increasing rate of drug abusing incidences in both young people and adults in Nigeria (NCADD, 2006). Parental involvement or participation in their children's education correlates with ensuing academic success. Parental engagement and enthusiasm in their children's learning positively affects the child's academic performance crosswise; over branches of knowledge and combined in test scores (Fan & Chen, 2011).

Ketchum (2006) noted that drug-abusing parents are likely to be careless with child rearing styles which entail low levels of responsiveness and demandingness. These guardians are to a greater extent passive, giving no support to their children, provide their children with no assistance related to personal studies neither follow up their children's activities or their whereabouts. Moreover, they do not set or request any benchmarks for

their children's work nor bolster their children's efforts in education. While these children can score higher on social skills, on the other hand, they score low on work introduction and impression of scholarly capacities (Ketchum, 2006). Drug-abusing parents are in most cases prone to facing hardship in addressing the necessities of their children's education including paying school fees, availing play/ learning materials, overseeing discipline and supervision of homework (Substance Abuse Training Tri-Town Head Start, 2007).

In South Africa, the prevalence of drug abuse has been slightly reduced following the emphasis of campaigns against drugs and substances by the government. The South African School Act (Act 84 of 1996) gives all stakeholders the mandate to participate in the governance and management of the school. In this Act, the mandate presents principals, teachers, parents, learners and all community members with the harmonious task of changing traditionally authoritarian institutions into democratic centres where everyone participates actively in the decision making process. However, the consequences have remained the same and entail children neglect, destruction of lives of families and low production (Ndetei, 2004). Efforts towards the fight against drugs have been supplemented with campaigns on the awareness and education on HIV and AIDS, which has spread at a very high rate in the country due to drug abuse. The most increasingly abused drugs include heroin, cocaine and methamphetamine, even though the use of mandrax declined significantly. The abuse of these drugs consequently leads to accidents, unsociable behaviour, crime and health problems including poisoning of the human body cells (United Nations, 2007).

Children whose parents abuse drugs are perceived as vulnerable in many aspects, especially concerning development and growth, behavioural problems and academic achievement (UNICEF, 2008). While many documents have been published related to possible risks of drug abuse among parents on their children's education, little has been conducted on children's participation in pre-schools due to missed out opportunities related to but not limited to reduced chances of accessing school or their right to education due to the effects drug abuse may have on their parents making them unable to engage in school functions and provision of support towards school related activities (Ndeti, 2004).

In Kenya, drugs and substance abuse, whether illicit or non-illicit, are common in both young persons and adults and has rendered serious issues regarding children's school attendance which NACADA, (2007) indicates needs urgent action. According to the Kenyan Constitution (2010), every child has the right to education. Learning is both school and home-based thus parents must make an effort to enroll their children into pre-schools and fully assist them in learning. Apparently, NACADA (2004) reports that the phenomenon of drug abuse is widespread in Kenya and the consumption of alcohol is no longer restricted to the senior age groups or to special occasions. Instead, alcohol is readily available to people of various ages (NACADA report, 2004) and even to children. Parental drug abuse has been reported to have negative impact on children's education and the family in general. Furthermore, such parents may not prioritise and usually neglect their children's needs.

In rural areas in Kenya, parental addiction to drugs has been on the ascent. Children whose parents are dependent on abnormal amounts of narcotics utilisation regularly confront challenges in their scholastic work and frequently enlist low scores in their academics (Mwiti, 2006). He further stipulates that past examination has shown that drug-misusing parents cannot satisfactorily accommodate their children's fundamental needs which altogether influence their social lives. The previous studies in Kenya however appear not to have touched on the implications of drug abuse among parents on their children's academic performance in pre-school, and this provides the gap for the current study.

## **1.2 Statement of the Problem**

Drug abuse prevalence has grown in the Kenyan society today and its impacts are overwhelming. Studies have revealed that drug abuse not only affects the abuser himself/herself but also other members of the family and the entire community especially the school-going children at pre-school levels. Children under such conditions are more vulnerable and are at risk of physical abuse and emotional torture. These children are deprived of happiness, which consequently affects their self-identity. This is due to the fact that parents who are drug abusers do not prioritise their children's needs but are more inclined to take refuge in the mood of drug-controlled world.

Consequently, such parents fail to attend school events like meetings/seminars for capacity building, visiting or communicating with teachers regularly. They are also less inclined to provide for their children's learning needs including paying school fees, availing play/learning materials, overseeing discipline and supervising their children's

homework. Despite the significance of parental involvement in children's learning, few studies have been done to ascertain the implications of drug abuse on their participation in the education of their children in pre-school. It is against this notion that this study sought to investigate the implications of parental drug abuse on their involvement in pre-school children's education in Embulbul Sub-county in Kajiado.

### **1.3 Purpose of the Study**

The purpose of this study was to determine the implications of parental drug abuse on their participation in pre-school children's education in Embulbul Sub-county in Kajiado. Specifically, it focused on educational aspects involving their ensuring children's: enrolment, attendance and retention into preschool and provision of learning needs. It also covered participation of parents in attending school events as well as communicating with teachers.

### **1.4 Specific Objectives**

This study was guided by the following objectives-:

- (i) To establish extent of drug abuse among pre-school children's parents in Embulbul, Kajiado County.
- (ii) To find out if abuse of drugs by parents affected their pre-school children's class attendance.
- (iii) To find out influence of parental drug abuse on ensuring retention of children in pre-school
- (iv) To assess influence of parental drug abuse on supervision of their pre-school children's homework.

- (v) To establish influence of parental drug abuse on provision of their pre-school children's learning needs.
- (vi) To assess influence of parental drug abuse on their attendance to school events.
- (vii) To find out influence of parental drug abuse on their communication with pre-school teachers.
- (viii) To identify measures that could be put in place to enhance high participation of drug abusing parents in their childrens education.

## **1.5 Research Questions**

- (i) What was the prevalence of drug abuse among pre-school children's parents in Embulbul, Kajiado County?
- (ii) What effect did parental drug abuse have on attendance of their pre-school children?
- (iii) What effect did parental drug abuse have on retention of their pre-school children?
- (iv) What effect did parental drug abuse have on supervision of their pre-school children's homework?
- (v) What effect did parental drug abuse have on provision of their pre-school children's learning needs?
- (vi) What effect did parental drug abuse have on attending school functions/meetings by parents of children in pre-schools?
- (vii) What influence did parental drug abuse have on their communicating with preschool teachers?

- (viii) What were the measures that could be put in place to enhance high participation of drug abusing parents in their childrens education?

## **1.6 Limitations and Delimitations of the Study**

In this section, the limitations and delimitations of the study are presented.

### **1.6.1 Limitations of the Study**

Mistrust by the pre-school teachers, who felt that the research may reveal issues of alcohol abuse by parents of their learners may have compelled them to conceal provision and access of some information which could lead to skewed data as Best and Kahn (1998) suggested. This limitation was countered by giving a letter of introduction on the purpose of the study and guaranteeing the confidentiality of data shared by the respondents.

### **1.6.2 Delimitations of the Study**

This study was specifically confined to the involvement of drug abusing parents in the education of children in sampled pre-schools in Embulbul in Kajiado County and the key informants were teachers and head teachers.

## **1.7 Significance of the Study**

The study findings may provide useful information to educational stakeholders who may consequently enhance participation of parents in children's education through parental education and awareness of the importance of the parental figure in a child's education at early stage.

Through the findings, education of the learners may also be enhanced by stakeholders and school representatives through collaborating with volunteers, non-governmental

bodies, sponsors and churches based on supporting children who are affected emotionally and financially due to neglect by alcoholic parents or guardians. The findings of this study may be beneficial to stakeholders in education and societal development in coming up with programs to reduce parental drug addiction which in the long run will reduce its effect on pre-school children's performance.

The results may be useful to teachers in establishing suitable approaches of dealing with vulnerable children, especially those whose parents abuse drugs and substances. In this case, teachers may provide individual counseling and necessary encouragement to such children in order to make them stable emotionally and socially. This may consequently improve teachers' attitudes, knowledge, skills and competencies of helping vulnerable children due to parental drug abuse.

Finally, the study recommendations may also give opportunities for future researchers towards investigating the knowledge gaps on parental participation and academic performance considering both school and home factors apart from drug abuse.

### **1.8 Assumptions of the Study**

The study made the following assumptions:-

- (i) That some parents of pre-school children abused drugs.
- (ii) That all respondents would co-operate and provide honest responses.

## 1.9 Theoretical Framework

This study was based on Epstein's theory which was developed by Joyce Epstein (1995). Epstein theory states that complete parental involvement in a child's life entirely relies on parenting, communication, volunteering, learning at home, decision making and community collaboration. These six different types of parental involvement make Epstein's framework as described below.

- a) **Parenting-** entails parental acts that aim at encouraging the children's learning and cognitive development and these are not basically tied to the school. This level helps the parents to fully comprehend their child at each grade level as the child grows. The child gets an opportunity to identify himself/herself in relation to abilities and is trained to solve certain problems.
- b) **Communication-** This is a factor that is established on information sharing among the parent, the child and the teacher in school. Through this, the parent is able to follow up the child's progress in school, the teacher has the chance to discuss issues related to the child with the parent and the child consequently gets the feedback and uses it to adjust his/her weaknesses at academic work in pre-school. Communication is conducted through such media as phone calls, memos and word messages by the teacher to the parent or vice versa.
- c) **Volunteering-** entails the extent to which parents willingly get involved in school activities scheduled to enhance quality of education in their children. Such activities may include school events ranging from classroom activities to school-wide activities which help to improve recruitment and training.

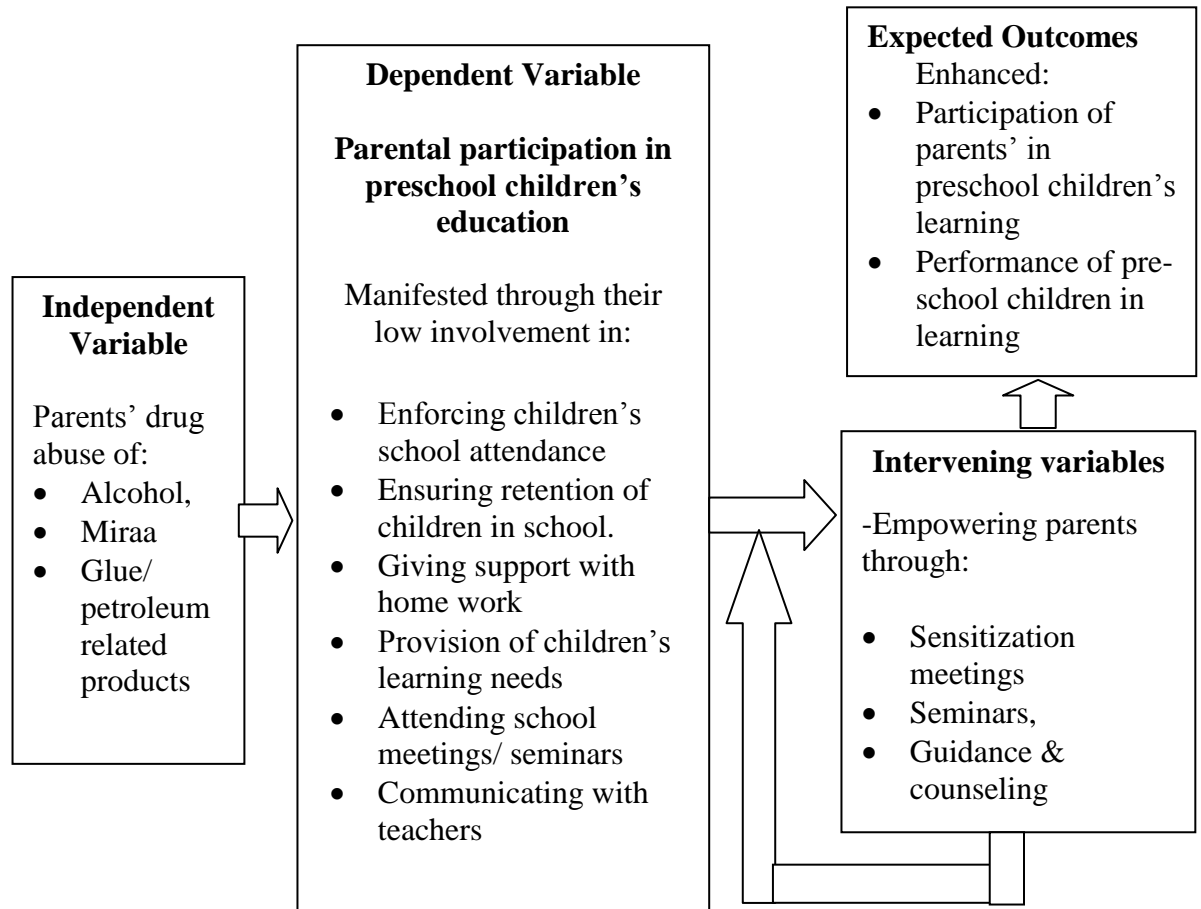
- d) **Learning at home**- this is aimed at enhancing the interaction between the child and the parents. The parents are expected to assist their children with homework and other curriculum-linked activities and decisions. At this level, the child can identify whether parents participate in their studies or not. The parent should ensure that the child is assisted with his/her homework at all costs to enhance his/her academic achievement.
- e) **Decision making**- this is involving parents in giving input based on governance since it is the parent who is too close to the child and can identify the weaknesses and opportunities for enhancing education. This level enables the parent to be involved and hence the common goal is jointly worked on.
- f) **Collaborating with community**- This level assists to create cohesion among the children, teachers, parents and the community. This aims at strengthening school programs and learners' education and development with respect to health, culture, social support and other programmes including sports and recreational activities.

Epstein's theory is relevant to this study since parental involvement affects learners' achievements. Based on the context of this study, the drug abusing parent is likely to have low level of participation and this eventually affects the child's motivation, sense of competence and academic performance. Participation in school by parents entails assisting children with homework at home, making decisions related to academics in schools, volunteering in school operations and attending school meetings and functions (Wendy, Grolnick & Slowiaczek, 1994). If the parent fails to get involved, the children's education is affected (Christenson & Nicholas, 2005; Epstein, 2002; Fishel, Carolyn & Susan, 2005; Fishel, 2007).

The Epstein's theory was applicable to this study because it provided an understanding on how parents can become involved in school communities through planning to ensure their participation and support of the children in pre-schools. The theory was relevant to the current study by involving parents in a number of different ways. Every state of involvement could be used throughout the children's education to keep children, parents and teachers and the community connected and this consequently enhances growth and development and especially academic performance.

### **1.10 Conceptual Framework**

Section 1.10 describes how the study problem (parental drug abuse) interfered with their participation in their pre-school children's education. The problem under investigation is illustrated by figure 1.1.



**Figure 1.1: Conceptual Diagram Showing Relationship between Parental Drug Abuse and their Participation in Pre-school Children's Education**

As can be seen in figure 1.1, parental abuse or misuse of drugs (independent variable), may negatively influence their participation in their children's education in pre-schools (dependent variable), with regard to ensuring that their children who are enrolled in ECDE centres attended school regularly and are retained in school until completion of the pre-school course. Due to drug influence, such parents failed to support their children in terms of assisting with/checking homework or provision of their learning needs/materials, play materials and paying school fees. They may also fail in their responsibilities

pertaining communicating with teachers regularly, attending parents' meetings/school functions.

However, intervention measures such as sensitisation meetings on effects of parental drug use on children's learning, how to overcome the problem, conducting seminars on parenting and offering guidance and counseling for parents/their families, proved to help reduce some of the negative effects and ultimately promote children's learning performance.

### **1.11 Operational Definition of Terms**

- Abuse:** Referred to severe consequence of frequent or repeated use of drugs in excess by parents of pre-school children leading to failure in executing their responsibility where their children's learning is concerned.
- Administrators:** Head teachers and representatives who managed both human and material resources in pre-schools within Embulbul.
- Child:** A human offspring aged three to six years and attending pre-school.
- Class Attendance:** Referred to the physical presence of a student in pre-school during a specific learning term.
- Drug:** Substances involving alcohol, miraa, glue or petroleum related products consumed by some parents of pre-school children.
- Learning needs:** Referred to all the basic materials needed by the child in pre-school to enable learning without emotional or physical interference.
- Learning performance:** Entailed the acquisition of knowledge or skills by children pre-school children in Embulbul.
- Parent:** Adults biologically related to pre-school children in Embulbul such as a father, mother, step-father or step-mother.
- Parental School Participation:** Referred to the active engagement of parents of preschool children in activities that may enhance learning performance such as ensuring that the children attend and

complete their course, supporting with homework and following up children's learning progress through communicating with teachers and attending school events such as meetings, open day forums, pre-school development activities among others.

**Pre-school:** An institution that catered for the physical, socio-emotional and mental needs of children aged 3-6 years, also referred to as an ECDE centre

**Preschool Education:** Activities that supported young children's learning such as enforcement of class attendance by parents and ensuring that children were retained or remained in pre-school until completion of the course.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.0 Introduction**

This chapter reviews the literature based on the relevant studies related to this inquiry according to subtopics which include; prevalence of parental drug abuse among pre-school children's parents, influence of parental drug abuse on their participation in pre-school education, measures to enhance participation of drug abusing parents in pre-school education and lastly, summary of the literature review.

#### **2.1 Prevalence of Parental Drug Abuse**

Prevalence of drug abuse or misuse has to do with the extent or measure to which the behaviour occurs. The use of illicit drugs and substance among adults around the world has risen steadily in previous years, as the availability of many kinds of drugs is also increasing (World Drug Report, 2005). According to a report by United Nations Drugs Control Program (2004) it was approximated that at least 4.8% of the population in the world consume drugs though the vice is more prevalent among the young people of below 30 years of age.

It was found that 37% of new drug users in Czech Republic were teenagers aged between 15 years and 18 years (UNODC, 2004). The UNODC (2004) report also revealed that that majority of young people aged between 15-20 years had started using heroin in Pakistan. Africa is the second largest region for cannabis production, trafficking and consumption recording 26% of global seizure of this drug in 2001.

The most common consequences of drug use is the inability to keep up with academic responsibilities. In the United States of America, about 25% of parents experience difficulty in meeting their children's needs due to drug use. This exposes their children to such difficulties as earning low grades, performing poorly on tests, missing class and falling behind in academic performance in most pre-schools (National Institute on Alcohol and Alcoholism, 2005). Almost 14 million Americans are perceived as drinkers, 4 million are alcoholics and 76 million people are consequently exposed to risks of alcoholism in family settings. The drugs that manifest severely on parents include alcohol, cocaine and marijuana (WHO, 2003).

Parental involvement in children's education is a shared responsibility, in which the school and other community agencies and organisations pledge their involvement in meaningful ways, and parents are committed to actively supporting their children's learning and development (Ngwenya, 2010). According to this viewpoint, the researcher explored parental involvement as the interrelationship between parents, teachers and learners in order to motivate, support, encourage and participate more actively in school activities, including curriculum support, extra-mural activities, helping children with homework and supporting parents by creating a positive home school environment.

Parental involvement in their children's education appears to be a constant in children's academic achievement and social adjustment. Although many parents may not be certain how to help their children with assignments, they can be actively involved in home learning activities, as well as having an opportunity to teach, be a role model, and guide their children. According to Keane (2007), parental involvement improves the chances of children's success at school. A recent report conducted by the National School Public

Relation Association (2005) showed that enhanced parental involvement leads to better academic performance, better school attendance and improved behaviour of children at home and in school.

Sells, Giordano and Tollerud (2007) observed that more than 79% of children whose parents misuse drugs are exposed to child abuse during school going ages. Taylor (2005) concurred that presence of anti-social behaviours in drug abusive parents could considerably increase child maltreatment. In a study by Semidei, Radel and Nolan (2001), children who grow in families where members or heads of the family abuse drug develop higher levels of adjustment problems related to emotion, conduct and attention deficiency. Therefore, such children lack concentration especially in their academic work leading to poor performance as Hidden-Harm, (2003) points out.

Drug abusing parents usually experience complications such as poor mental health, economic instability, domestic violence and criminal incidences (Semidei et al., 2002). Such problems, when intergrated within the family lives, result into complex situations which are relatively difficult to resolve and could lead to high risk of homelessness for young children (NSW Dept of Community Services, 2005; Druginfo Clearinghouse Fact Sheet, 2007). The housing problems expose children to poor safety leading to poor health conditions as Jones, 1998, cited in Ryan, (2006) states. Further, in the case of women, more than 52% of those abusing drugs experienced sexual and physical assault. Of these women, 24% were being battered by their partners when intoxicated with drugs in Australia. According to Miller (1998, cited in Dawe & Harnett, 2007) women who abuse drugs are more likely to have been physically brutalized than non-alcoholics, and were more likely to have partners who similarly misuse drugs.

In Kenya today, drug use has become more prevalent than at any other times, NACADA (2010). Majority of the users are adults where more than 30% are parents. According to NACADA (2010) drug abuse has tremendously increased across all parts of the country. The use of alcohol is reflected back and connected with foreign cultures that have undermined hitherto conservative traditional ones in the community. For instance, alcohol consumption was associated with special occasions and signified certain passage of rites in a community. Nevertheless, this is not the scenario today as imbibing is no longer restricted with regards to cadre (NACADA Report, 2004). Hence the current study sought to establish the prevalence of parental drug abuse among pre-school children's parents in Embulbul, Kajiado County.

## **2.2 Influence of Parental Drug Abuse on Their Participation in Pre-School Children's Education**

This section discusses influence of parents' drug abuse on their involvement in preschool children's education with regard to enforcement of school attendance, retention of children in school, supervision of homework, provision of learning needs as well as their own participation in school events and communicating with their children's teachers.

### **2.2.1 Enforcing Children's Preschool Attendance**

School attendance refers to the physical presence of a student in school during a specific learning period such as a school term. School attendance is usually documented by class teachers on a register on a daily basis. Several factors can lead to student absenteeism from school. Abuse of alcohol or drugs by one or both parents has been observed to create a high level of family dysfunction (Blackson et al., 2004). Akon (2000) noted that

students from households suffering incidences of alcoholism have a higher rate of school absenteeism compared to children from homes that are more stable. This is attributed to lack of concern by alcoholic parents, lack of finances to support education due to alcohol indulgence and as such reading resources, uniforms and other stationery are absent or inadequate in alcoholic parent households. Akon further noted that due to alcohol addiction, some parents do not pay school fees on time which in turn causes the students to be sent away from school. Moreover, some children are forced to stay at home attending to domestic chores due to parental neglect. This in turn adversely affects students' education (Akon, 2000).

Children of addicted parents may also not always understand what is happening in their families and, not surprisingly, blame themselves somewhat for the situation (Earls, Reich, Jung & Cloninger, 2008). A survey by WHO (2013) found that drug misuse may put a child at an intense risk of neglect and physical or sexual abuse by the parent. This way, the child is discouraged from attending school and participating in various curriculum activities, leading to poor cognitive performance. According to Lawrence (2003), children who participate in early childhood programs that have strong family collaboration are more likely to be better prepared for school.

In Boston, the United States, the following problems have frequently been associated with families who are affected by alcoholism or/and drugs: emotional or physical violence; increased family conflict; decreased family organization; decreased family cohesion; increased family stress including work problems, illness, marital strain and financial problems; increased family isolation; and frequent family moves which affect the child's class attendance during early periods of their pre-schooling (Park, Kim &

Chiang, 2010). Thus the above family problems have been perceived as critical determinants of children's achievement.

In Australia, the association between domestic violence and substance abuse has also been well documented by Swify, Copeland and Hall (1996, cited in Ketchum, 2006) who revealed that 52% of women abusing drugs experienced sexual or physical assault together with their children, with 29% indicating that the husband was under the influence of alcohol during the attack. The study concluded that women who are alcoholics are more likely to have been beaten than non-alcoholics, and are more likely to have partners who also drink heavily. This exposes children to fear, deficient concentration due to lack of care and parental love, leading to truancy and poor performance in academics.

Asani (2005) observes that the children from families subjected to use of drugs are just like their fellow vulnerable young people at school. Asani further advises that the vital information of parental alcohol and drug abuse should consequently be viewed as part of a school's overall responsibilities to ensure that participation or attendance is attained. On the other hand, emphasis should be shown on the implications for personnel training, valuation and case management procedures to shed more light on concerned children's class attendance.

Alcohol and drug addicted parents are often unable to provide discipline or structure within the family. Ironically, such parents expect their children to be competent in a wide variety of tasks earlier than do non-alcoholic parents (Reid, Macchetto & Foster, 2009). Many of these problems translate into difficulties in school attendance and performance

leading to truancy. In contrast, pre-school children who are exposed to parenting that is characterized by involvement and warmth instead of hostility display lower levels of externalizing behavioural problems (Berk, 2007).

According to Park, Kim and Chiang (2010), children of alcoholic or drug-abusing parents are likely to suffer cognitive impairments from prenatal alcohol exposure, or may have suffered from home environments that were chaotic amid their pre-school years. Provided that this is true, they enter the educational system less prepared to learn compared to other children, or this may affect their class attendance completely. According to Jones' (2008) study on behavioural problems demonstrated by children of parents under the influence of alcohol or drugs, such traits as: decreased social adequacy and social adaptability; lack of empathy for other persons; low self-esteem; and lack of control over the environment were exhibited among children. The study indicated that children of parents who were addicted demonstrated behavioural characteristics and a temperament style that in turn predisposes their children to future maladjustment.

### **2.2.2 Retention of Children in Preschool**

Drug abusing parents may not be in a position to enforce regular attendance for their pre-school children nor ensure they are retained in school until after the end of the course. The predominant feeling for many children is not sadness, anger, or hurt; it is overwhelming confusion. Earls, Reich, Jung and Goninger (2008) denote that children from families characterised by substance abuse are most of the time seen as having impulsive behaviour. This happens mainly due to the fact that they do things for themselves and do not have well established structures or routine at home. Generally, the personalities of the children can differ very much. There are those who externalise their

emotions as psychological feeling and turn violent/aggressive, while others remain adamant and are termed as passive. A child may be negatively impacted by having an addicted parent or as a result of domestic violence, leading to his/her own aggressive behaviour aggressive and subsequently become a dropout (Buckley, 2007).

Children from families where one or both parents abuse drugs tend to be immature, fragile and need constant consolation. They need to be protected from their parents' actions owing to drug abuse. This child feels fearful that something bad will happen to the drug abusing parent or to the family, appears to be anxious, hyperactive and may have learning disabilities and eventually drop out of school (Substance Abuse Training Tri-Town Head Start, 2007). According to Black (2009) and Fillmore (2007), children of alcoholics and substance abusers are typically exposed to disorganisation in the home, including negligence and/or abusive parenting, financial hardships and possible social isolation in attempting to conceal the disease from family and friends. Parental substance and alcohol abuse threatens the achievement of the child's full potential by exposing them to a stressful, chaotic and often frightening home situation leading to school dropout.

According to Park, Kim and Chiang (2010), children of alcoholic or drug-user parents are likely to suffer cognitive impairment from prenatal alcohol exposure, or have suffered from home environments that were chaotic amid their pre-school years. As a result, they enter the educational system less prepared to learn compared to other children, or this may affect their class retention completely leading to dropout. The current study sought

to establish the influence of parents' alcohol addiction and drug abuse on their enforcement of pre-school children's class attendance.

### **2.2. 3 Supervision of their Children's Homework**

Children from alcoholic and drug-user parents tend to learn their parents behaviour and attitude. The environment of children whose parents misuse drugs and alcohol has been characterised by poor home management, lack of parenting and deficient communication skills in the family, thereby robbing children of alcoholics of training on parenting skills or family effectiveness or modeling (Kanus, 2013). Alcoholic and drug-abusing parents are never at home early enough when the pre-school children are doing their homework, and they do not find it important to visit their children in school or even follow up on their performance or buy school materials required for learning. Such environment is never conducive to good learning conditions for the benefit of the child (Kanus, 2013).

A study by Fals-Stewart, Kelley, Fincham, Golden and Logsdon (2004) examining lifetime psychiatric disorders and current emotional and behavioural problems of children aged eight to 12 years living with substance-misusing fathers compared children living in demographically matched homes with alcohol-misusing or non-substance misusing fathers. The findings revealed that children from homes where fathers had misused drugs exhibited significantly higher levels of depression, anxiety and truancy than their counterparts from non-alcohol abusing families. The study concluded that children who lived with substance-abusing fathers were more likely to have a lifetime psychiatric diagnosis and thus their parents were less involved in their education.

According to Epstein (2002), drug abuse also affects attitude of parents towards school and they do not encourage their children to work hard in relation to academics. In such situations, parents will neither assist with homework nor direct the child towards achievement of educational targets. Most abusers hide when they meet or see their children's teacher for fear of being seen in the worst conditions thus making it very difficult for them to be informed about their children's school progress (Dawe & Harnnet, 2007).

Parental involvement is necessary to improve the academic achievement of students. When parents get involved in the learning process, children are motivated to do better at school. Wood, (2003) as cited by Ibrahim and Jamil (2012), showed that parents who are involved in the school process of their children will enhance their academic success. Participation of parents in learning, such as by assisting their children in doing homework or assignments from school, being a volunteer, contributing through support and affirmation of their children's achievement can be identified by resultant better grades, attendance, attitudes, and homework completion (Smith, Wobhlstetter & Pedro, 2011).

A study by Fals-Stewart et al (2004) compared children aged eight to 12 from drug user-parents and non-user parents. The findings disclosed that children from families where a parent abused drugs exhibited significantly higher levels of depression, anxiety and truancy as compared to those from families without a parent who engaged in the vice. The study further observed that the vulnerable children were more likely to have a lifetime psychiatric diagnosis (53% against 25% in alcoholic homes and 10% in non-

substance misusing homes). Therefore, such parents lower their participation level in their children's education in pre-schools.

Participation of parents through supervising homework or assignments from school supports their children's achievement. Pomerantz and Eaton (2001) claimed that especially for middle-class European American families, children's performance in school was predicted to increase when the mother assisted in her children's homework for six months after. Conversely, Hill and Tyson (2009) claimed that parents' assistance in doing homework or assignments from school, accompanying and ensuring the homework is complete were the only types of participation that inconsistently related to their children's success. Basically, parents assist children who are having difficulties in doing homework from school even though the children do not feel the parents' assistance is necessary. Additionally, parents may examine it to make sure it is correct so that the children's understanding will be better. The current study sought to assess influence of parental drug abuse on supervision of their children's homework.

#### **2.2.4 Influence of Parental Drug Abuse on their Provision of Children's Learning Needs**

It is apparent that parents involved in alcohol and drug abuse might mount efforts geared towards providing a decent home, characterised by provision of all the basic services needed, but costs incurred from obtaining the alcohol and drugs may hinder them from realising adequate food, clean water, housing, healthcare, clothing and educational materials for their young ones (Buckley, 2007). Additionally, parents under the influence of drugs will be unable to address emotional as well as physical needs appropriately, resulting to poor parent-child bonds. Consequently, this might result to behavioural

problems both in school and societal environments. They may also fail in supporting, providing for their children's learning needs and engaging in school events scheduled for different purposes.

Although parental drug abuse has negative implications on their participation in pre-school education and ultimately children's performance, organisations working with drug abusing parents ought to notice that children are basically at risk just because a parent abuses drugs. For instance, pre-school children's admission is highly influenced by the parents realisation that their child has reached school going age. Further, it is their responsibility to take the child to school (Patrikakou *et al*, 2005). Vaden (2005) advocates that the problem of drug abuse among parents is generally connected to some degree of child neglect and emotional abuse. It becomes difficult for the parent to find opportunity to meet children's needs for safety and basic care as well as discipline their children.

According to Meghdadpour, Curtis, Pttifor and MacPhail (2012), drug use often leads to a family dysfunctionalities and disintegration, financial losses and distress, increased burdens associated with medical and other treatment services for drug users not able to support themselves. Parents' responsibility is to provide children's needs such as paying tuition fees, taking to and picking up their children from school and buying books. Amato & Flower (2002) state that although parenting has been linked to adolescent outcomes, the direction of the relationship was not clear hence the need of the current study.

There is a positive association between academic outcomes and parental involvement in early childhood and beyond (Henderson & Mapp, 2002; Patrikakou, Weiss-berg, Redding & Walberg, 2005). The academic accomplishments have been evaluated based on grade

averages, standardised tests, teacher ratings, and grade retention and dropout rates. Research by Hogan (2007) established that children of drug abusing parents lack almost all learning materials since their parents prioritise buying drugs as opposed to purchasing learning materials for their children, and instead encourage them to borrow from their friends. The current study sought to find out the influence of parental drug abuse on their participation in pre-school children's education.

### **2.2.5 Their Attending School Events**

Parents have the important responsibility to lead and support their children's development. Parents should create a pleasurable environment so that children's potential and self-confidence can develop well (Hornby, 2011). Moreover, parents should also have an active role in their spare time for their children, including attending and following school programs. On the other hand, school as formal education helps children learn about socialisation, communication and develops their academic ability. For this purpose, a positive school is one that provides a place for parents to get involved in the schooling processes. Thus, parents have the responsibility to involve themselves in their children's education through school programs.

Kyalo (2010) points out that parent and teacher expectations regarding the academic, social, and emotional development of children have been shown to be among the best predictors of school success. The fear of being talked to on the impacts of their substance abuse of their children's learning makes affected parents not to attend school functions or meeting. Research has indicated that there are positive academic outcomes stemming from parent involvement ranging from benefits in early childhood to adolescence and beyond (Patrikakou, Weiss-berg, Redding, & Walberg, 2005).

Most of the drug abusing parents do not have clean or official clothing nor shoes since they use their money to the last coin on buying drugs, which they believe they cannot do without. Likewise, their children typically wear torn uniforms, are malnourished and lack all necessary resources for them to learn effectively. Parents' fear of being questioned about their irresponsibility keeps them away from attending school meetings. Difficulties may also include failure to remember birthdays or disruption of holidays, leading to total detachment from reality. At this stage, the parent loses consciousness and consequently fails to prioritise the education of their children. As a result, the parents have no thought of participating in school activities such as attending school meetings and enquiring child's progress (Raychelle, 2015).

Teacher-parent interaction has been perceived as the best predictor of school success of children with regards to academic, social and emotional development of the children. However, drug-abusing parents may skip school functions or meetings for fear of being talked to on the ramifications of their substance abuse on their children's learning (Kyalo, 2010). National Campaign against Drug Abuse Authority (NACADA, 2010) carried out research on the use of alcohol in Central Province of Kenya, within the age range of 15-64 years and found that men attributed their alcohol and drug abuse to idleness and as a way of coping with work-related stress and unemployment. Both women and men involved in this study were found to abuse alcohol and use drugs as a way of passing time. The current study sought to assess influence of parental drug abuse on their attending school events.

### **2.2.6 Their Communicating with Preschool Teachers**

Positive cooperation and communication between parents and school will foster children's progress and success in their education. Additionally, the responsibilities of parents towards their children's education is reduced when they enroll their children in school. Therefore, parents may fully devolve their children's learning process to the school (Hornby, 2011). Influence of drugs and alcohol also ruins the mind and state of a parent making him/her possess a negative attitude towards school and the child's education which leads to little or no communication and relationship between the parent and the school (Dawe & Hamnett, 2007).

According to Epstein (2002), communication is the key element that shapes parent involvement activities at home and at school and enhances school-family collaboration. Two-way communication between home and school helps build an on-going, productive, and trusting relationship between parents and educators, which increases parent participation in learning activities both at home and at school. Parental drug abuse is a great hindrance to their communication and positive relations with the ECDE centres their pre-school children attend. Most drug-abusing parents are embarrassed to communicate with their children's teachers due to the feeling of shame which mostly stems from their irresponsibility in regard to providing for their children's learning needs (Dawe & Hamnett, 2007).

DeHass (2005) argued that children will be motivated when parents and teachers work together to support them. Parents are role models for children at home. For that reason, they should model positive behaviour in actions and interaction with each other. For example, when children make a mistake, parents should not scold them nor be verbally

abusive. In this case, they should approach the child and try to find the solution through communication. Fantuzzo et al., (2004) as cited by Yoder and Lopez (2013) define parent involvement as communication between home and school, supporting learning at home, participating in school activities, and having a voice in decision-making practices within the administrative structure. One form of parent involvement in school is communicating with teachers. Communication can be a bridge for parents to get involved in children's education. In essence, parents have an obligation towards the education of their children. The role of parents in the learning process can influence children's development. For this reason, the quality of education can be improved by involving parents in education.

### **2.3 Measures Being Put in Place to Enhance Participation of Parents in their Pre-School Children's Education**

Drug abuse among parents has been found to affect their participation in their children's education in terms of social competence, self-regulation and cognitive or academic aspects as they thrive through adolescence (Lewin-Bizanet et al., 2010). Notably, not all children of this condition develop these tendencies since strategies may have been put in place to check the situation. This however is common in developed countries where young children are treated with great concern regardless of the parental level of responsiveness.

Alcohol and drug abusive parents - but most importantly their children - require love and support to cope with their problems. It is important to appreciate that alcohol and drug addicts are sick and that they could benefit from external support. According to Moss and Billings (2004) children hailing from these vulnerable families generally need assistance

from everybody, more so from school staff entrusted with extracurricular activities who are endowed with golden opportunities capable of aiding in primary relationships for children emanating from addicted parents. These students can reap numerous benefits from extracurricular activities for example establishment and maintenance of peer relationships.

Johnson (2009) in a study carried out in Britain observed that an alcohol oriented home is marked by denial, delusion and “no-talk” behaviour. However, children born to addicted parents do not have the knowledge of what is happening in their families and some unwittingly look at themselves as the main cause of it all. The predominant feeling for many children is confusion but not as expected anger, sadness, or hurt. Young people can make better sense of what is happening at home by learning about denial, blackouts and relapse at recovery. They may learn not to blame and become contented because they cannot make better of some situations, ushering children with such crucial facts in the appropriate age since they do not risk being overwhelmed, burdened or even confused (Handley et al, 2010).

According to a study by Street and Whelan (2001) in Zambia on designed programs that boost socio-economic growth and development, such measures as youth employment, drug-free recreational opportunities, prevention of drug abuse through campaigns and improving infrastructure to control drug abuse in youths were implemented. In Tanzania, such strategies as engaging youths in drug use prevention activities, reducing the availability of drugs, offering peer education on dangers of drugs and strengthening networks of agencies that support youth related activities have been initiated (WHO, 2003).

The following suggestions are given in the guidelines for parent's participation policy by Butler (2008). The school governing body can be encouraged to negotiate in terms of their work or work requiring their appraisal; they can be encouraged to participate in classroom management and organization through a teacher's component at class level and through school-based discussion groups. For effective parental involvement in decision making, there is need to enable them develop appropriate skills and knowledge to participate in the process , so as to analyse information, plan, negotiate, communicate and find solutions in collaboration with others.

Hanke (2006) points out that lack of parental involvement is often due to the absence of helpful information for parents. Being major stakeholders, school managers should involve parents in the daily management of school activities. The sociological perspective, which focuses on the interplay between schools, families and the community at large, gives a better explanation of the socio-economic gradient that combines "demand" and "supply" factors (Azzam, 2007).

Earl et al, (2008) came up with a model tool named "seven Cs" which aims to assist young people to know they are not responsible for their parents' problems whatsoever. Children ought to know it is not as result of their contribution that their parents drink too much or abuse drugs even though they have no power to alter their parent's behaviour. There is need to teach these children that there are methods they can master to deal with their parents' alcoholism or drug use. He identified the seven Cs as follows:

CAUSE- I did not cause it

CURE: I cannot cure it

CONTROL: I cannot control

CARE: I can help take care of myself,

By COMMUNICATING my feelings, making healthy CHOICES, CELEBRATING me.

Kenya also embraced certain interventions by forming the National Campaign against Drug Abuse Authority (NACADA) in 2001 whose responsibilities was to coordinate the activities of individuals and agencies relevant to the campaign against drug and substance abuse. This aimed at initiating, promoting and sustaining public education against drug and substance abuse in an attempt to curb the vice in schools and other learning institutions. NACADA was also formed to initiate rehabilitation programs for drug dependents and prepare an institutional framework for the enactment and setting up of a National Drug Control Authority (NDCA) in Kenya. However, despite these measures drug use amongst parents of pre-school children continue to persist and could negatively hinder their participation in their children's education. The study thus aimed at identifying relevant measures that could be used in order to see how best drug abusing parents could be helped to enhance their participation in their pre-school children's education.

## **2.4 Summary of Literature**

The above literature has examined the implications of parental drug abuse on their participation in their pre-schoolers' education with regard to ensuring children's school admission, attendance and provision of necessary resources including engaging in school events scheduled for parents. Preventive strategies` that could be adopted to mitigate the problem have also been reviewed. However, local data about the influence of parents' alcohol abuse on their participation in pre-school children's academic performance are

scanty or limited. Also, existing large-scale, national surveys either have not included Kenyan pre-school children or have a non-representative sample. The research covered the study gap by finding out measures that could be put in place to avert the poor involvement in children's education among parents who abuse drugs.

## CHAPTER THREE

### RESEARCH DESIGN AND METHODOLOGY

#### 3.0 Introduction

This chapter describes the methodology that was used in the study. It highlights research design, study locale, target population, sampling procedure and sample size, research tools, pilot study, reliability and validity of the research instruments, data collection procedures, data analysis and ethical issues.

#### 3.1 Research Design

For the purpose of this study, descriptive survey design was used. This method was appropriate because it enabled the researcher to gather data regarding the feelings of the respondents and their opinions on the relationship between parental drug abuse and participation in their pre-school children's education. According to Kombo and Tromp (2006) descriptive survey design is broadly used in studies like this one to obtain useful data in assessing present activities and providing the basis for decisions arrived at.

##### 3.1.1 Variables of the Study

The study examined two major variables namely the independent and dependent.

- **Independent Variable**

The independent variable was parental drug abuse such as miraa, alcohol, glue/petroleum products among others and was determined through nomination by the school administration.

- **Dependent Variable**

The dependent variable was parents' participation in their pre-school children's education with regard to:

- i. **Enhancing Children's Pre-school Education:** It was determined by the willingness of drug abusing parents to ensure:
  - a) Regular attendance of their children who were enrolled in pre-school which was established through analysing their attendance records and register
  - b) Retention of children from admission to the end of the pre-school course which was determined through analysing school admission registers.
- ii. **Provision of Learning Needs:** This was determined by how parents met their pre-school children's learning needs through:
  - a) Providing their children support with homework
  - b) Provision of required learning items to children for example, exercise books, pencils, and uniforms
  - c) Paying school fees

Provision of learning needs was determined through finding out number of parents who complied in meeting their children's learning needs promptly as required by the school. This category was awarded four points; those who delayed but complied were assigned three points; those who partially met their children's learning needs two points and one point for those who did not respond at all.

- iii. **Engaging with the School:** It was determined by the willingness of the drug abusive parents to:
  - a) Follow up the child's progress in school: Those who communicated very frequently were assigned four points, frequently three points, rarely two points and never one point.

- b) Attending school events (meetings organized in school, educational sensitization seminars or skill building activities. Four points were assigned for parents who had attended school events a corresponding number of times, three points for those who had attended thrice, two points for attending twice and one point for attending once or non-attendance within the last 6 months before/during the study.

### **3.2 Study Location**

This study was carried out in Embulbul slum in Ngong Ward of Kajiado County, Kenya, which is approximately 25km from the central part of Nairobi County. Its choice was driven by the fact that Kajiado County in general has had increasing cases of drug abuse according to a paper by Kenya on Track (2015) which however, only discussed the issues associated with drug abuse among the youths leaving out older cadre of people including parents of pre-school children. It also did not indicate implications of parental drug abuse on their involvement in their children's education in pre-schools, which is an early stage in children's growth and development. Embulbul being a congested center, is deemed to have one of the highest number of suspected drug abusers.

### **3.3 Target Population**

The study targeted all the 14 pre-schools with an equivalent number of head teachers and 48 teachers. Inclusion/exclusion criteria were used to identify and include in the target population, alcoholic parents and excluded non-alcoholic parents with children in pre-schools in Embulbul in Kajiado County, as a basis to respond to/and achieve the objectives of the study. Specifically, the area chief was consulted to help identify the drug abusing parents who had been reported to him by head teachers or community members

so as to assess whether there was a high chance that such parents were in any way also neglecting their children on matters of academics.

### **3.4 Sampling Techniques and Sample Size**

This section describes the sampling techniques and procedures used to come up with the study sample.

#### **3.4.1 Sampling Techniques**

Embulbul slum of Ngong Ward, Kajiado County was purposively selected since it had a huge number of parents abusing drugs. According to a paper by Kenya on Track (2015) of the 14 pre-schools in Embulbul, 8 (55%) of them were randomly selected by rotary where names of the schools were picked from folded papers. The first eight picked were part of the sample to be used. Head teachers of these sampled pre-schools were automatically purposively selected. As for the teachers, 24 (50%) out of the 48 targeted for study (three of them per the sampled pre-schools) were selected using purposive sampling. However, where there were more than 3 teachers, random sampling was applied.

#### **3.4.2 Sample Size**

The pre-schools and participants selected are as presented in Table 3.1.

**Table 3.1: Target Population and Sample Size**

<b>Sample size</b>	<b>Target</b>	<b>Sample</b>	<b>%</b>
Pre-schools	14	8	55%
Head teachers	14	8	55%
Teachers	48	24	50%

According to research scholars, 10-30% or above of the total population is sufficient in a descriptive study (Kothari, 2006). Based on this view the sample size given is adequate.

### **3.5 Research Instruments**

Questionnaire for teachers and interview guide for head teachers were the instruments used to collect data.

#### **3.5.1 Questionnaires for Teachers**

To get the required information, the study utilised questionnaires for educators/teachers. The instrument consisted of both open-ended and close-ended items. The questionnaires gave subjective and quantitative information. The use of questionnaire was appropriate since it enabled the researcher to gather data from a large population and within a short period of time. Mugenda and Mugenda (2003) advocated that the use of questionnaires was cost effective and saved time hence was reliable.

#### **3.5.2 Interview Guides for Head Teachers**

The interview guides consisted of open-ended items seeking data related to the prevalence of parental drug abuse among pre-school children's parents. The level of parental involvement in their children's education and measures that could be put in place to avert low participation of drug abusing parents in their pre-school children's education was also sought. The use of interview guides was appropriate for this study because it enabled the researcher to obtain in-depth-information which might not be covered if the questionnaires are used.

### **3.6 Pilot Study**

To ensure that the research instruments were well constructed as Mugenda and Mugenda (2003) advised, a pilot study lasting a week was conducted in four pre-schools, with four head teachers and 8 teachers in Embulbul reached. This was necessary in order to facilitate correcting the research instruments and appropriately adjust areas of weakness. The schools which were sampled during the pilot stage were not included in the final study.

#### **3.6.1 Validity of the Research Instruments**

Validity of instruments was determined by ensuring that the content in the various items was well formulated by strictly adhering to the study objectives to enhance accuracy and meaningfulness of inferences as Orodho, (2009) contends. Further, content and construct validity was achieved by use of non-statistical approaches including peer/supervisor's review and pilot testing (Klassen, 2008). The feedback was used to adjust the items by removing the ambiguous items. This helped to enhance the clarity of the instruments.

#### **3.6.2 Reliability of the Research Instruments**

To test the reliability of the research tools, test-retest method was used whereby the instruments were administered to the group twice within a period gap of two weeks. Scores of the first test and the second test were recorded for both questionnaires and interview schedules. The reliability coefficient of the two scores was computed by the use of Spearman's Rank Order Coefficient correlation. Coefficient of 0.75 and 0.71 were obtained for questionnaires and interview schedules respectively, hence the instruments were considered reliable and accepted. According to Orodho (2009), a coefficient of 0.7 and above was considered reliable.

### **3.7 Data Collection**

Data collection was done in three phases as follows:

**Phase I:** The sampled pre-schools were visited by the researcher to build rapport with the respondents. The researcher was given the opportunity to explain to the respondents the purpose of the study. This procedure helped to enhance trust between the researcher and the respondents which was important in helping to obtain honest response.

**Phase II:** This involved the administration of the questionnaires to teachers. The questionnaires were personally administered to the respondents and collected later after they were duly filled.

**Phase III:** A session was scheduled for an interview with the head teacher which took approximately 15 minutes.

The above procedures continued for the remaining sampled pre-schools until the required data were gathered.

### **3.8 Data Analysis**

Both quantitative and qualitative methods were used for analysis. The collected qualitative or non quantifiable data were organised using relevant themes, presented using direct quotes and discussed in narrative form according to the set research objectives/questions. On the other hand, quantitative data were edited, coded, entered into a computer and analysed using descriptive statistics such as frequencies, percentages, means and standard deviation with the help of the Computer Statistical Package for Social Sciences (SPSS). The data were presented using tables, pie-charts and bar-graphs. To measure the relationship between parental drug abuse and their involvement in preschool children's education, cross tabulations were done and discussions provided.

### **3.9 Logistical and Ethical Considerations**

The logistical and ethical considerations are hereby discussed.

#### **3.9.1 Logistical Considerations**

Prior to data collection, an introduction letter was obtained from Graduate School, Kenyatta University. It was then used to acquire research permit from the National Council of Science, Technology and Innovations (NACOSTI) and County Director of Education, Kajiado. Permission to engage with the schools will also be sought from head teachers and also class teachers.

#### **3.9.2 Ethical Considerations**

The research was basically meant for educational purposes only and all the ethical considerations were strictly adhered to. The ideas of authors were used or cite and duly acknowledged to avoid issues of plagiarism. The researcher also ensured that confidentiality and privacy was highly adhered to. The data collected did not contain real names of the respondents in order to be able to protect the image of the participants. They were also not be coerced to give information and voluntarily offered the information.

## CHAPTER FOUR

### DATA ANALYSIS, INTERPRETATION AND DISCUSSIONS

#### 4.1 Introduction

This chapter presents the analysis of data, interpretation and discussion data collected from the respondents as per the research objectives. It also provides the general information concerning the influence of parents' drug abuse on their participation in their pre-school children's education at Embulbul, Kajiado County. Findings have been discussed by providing the critiques and similarities based on the existing current related literature. The analysis was guided by research objectives which were to:

- i) To establish extent of drug abuse among pre-school children's parents in Embulbul, Kajiado County.
- ii) To find out if abuse of drugs by parents affected their pre-school children's school attendance.
- iii) To find out influence of parental drug abuse on ensuring retention of children in pre-school
- iv) To assess influence of parental drug abuse on supervision of their pre-school children's homework.
- v) To establish influence of parental drug abuse on provision of their pre-school children's learning needs.
- vi) To assess influence of parental drug abuse on their attendance to school events.
- vii) To find out influence of parental drug abuse on their communication with pre-school teachers.

- viii) To find out measures that could be put in place to enhance high participation of drug abusing parents in their childrens education.

#### **4.2 Rate of Return on Research Tools**

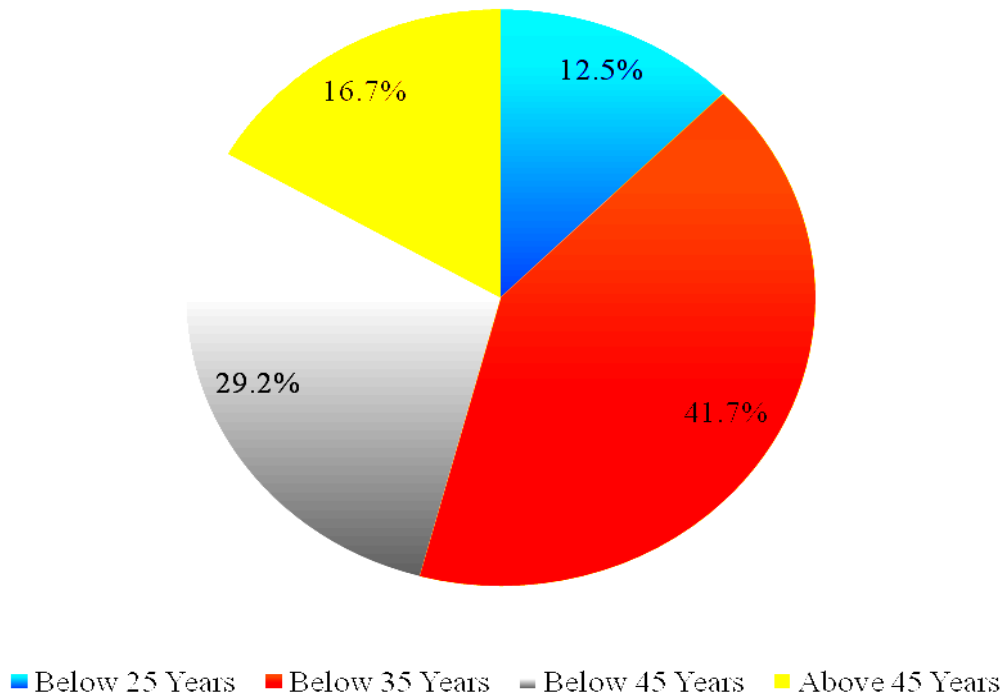
The study used questionnaires for teachers as well as interview schedules for head teachers. Specifically, the questionnaires were administered to 24 teachers while interview schedules were used on 8 head teachers whereby the study recorded 100% return on instruments. This agrees with Hagger et al. (2003) who indicated that a response rate above 50%, 60% or 75% provides sufficient information to draw a conclusion about a study. The data from the questionnaires were then analysed using descriptive statistics using percentages, frequency distribution and presented in tables, charts and graphs.

#### **4.3 Background Information of the Respondents**

Background information of the respondents was assessed in terms of gender, age, academic level, and work experience. Findings were represented in the following sub-sections:

##### **4.3.1 Teachers' Age**

Teachers were asked to indicate their age and Figure 4.1 shows the age distribution of the study respondents.



**Figure 4.1: Age of Teachers**

From the findings in Figure 4.1 above, the results indicate that many 10 (4.17%) of the teachers who took part in the study were below 35 years and above 25 years. The least number 3 (12.5%) of teachers were below 25 years of age.

#### **4.3.2 Distribution of Head Teachers and Teachers by Gender**

Head teachers and teachers were asked to indicate their gender. Table 4.1 shows the representation of gender distribution of the respondents in the study.

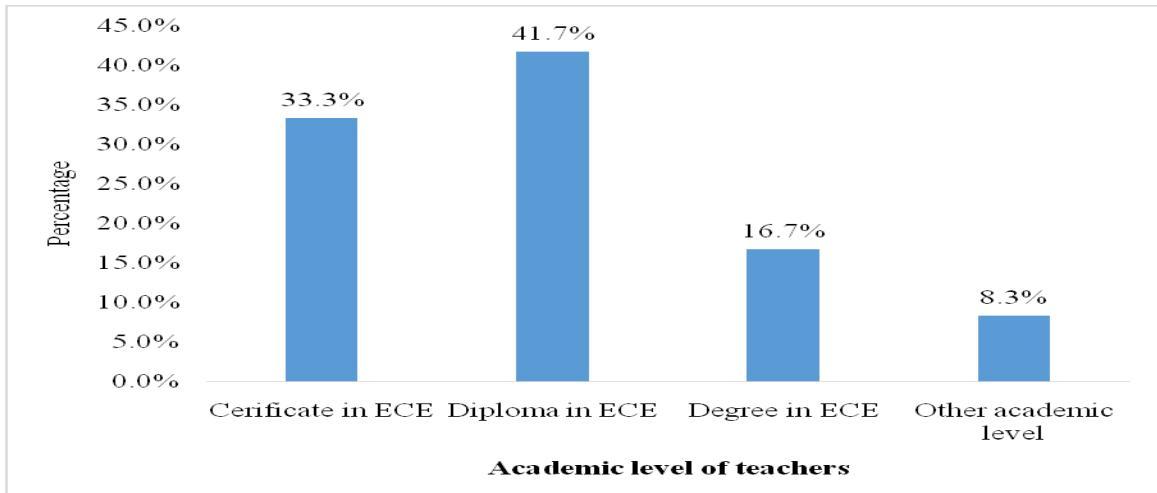
**Table 4.1: Gender of Head Teachers and Teachers**

<b>Gender</b>	<b>Head teachers</b>		<b>Teachers</b>	
	<b>Freq</b>	<b>%</b>	<b>Freq</b>	<b>%</b>
Male	6	75%	9	37.5%
Female	2	25%	15	62.5%
<b>Total</b>	<b>8</b>	<b>100</b>	<b>24</b>	<b>100</b>

Results in Table 4.1 affirm that majority 6 (75%) of the head teachers who took part in the final study were male while only 2 (25%) were female. This implies that leadership in pre-school was not evenly distributed with respect to gender. The results also showed that majorly 15 (62.5%) of teachers who participated in the study were female while 9 (37.5%) were male. This probably shows that most male teachers avoid handling of the pre-schoolers.

#### **4.3.3 Professional Levels of Teachers**

Teachers were required to indicate the academic levels. Figure 4.2 presents the distribution of the academic levels of teachers who responded to this study.

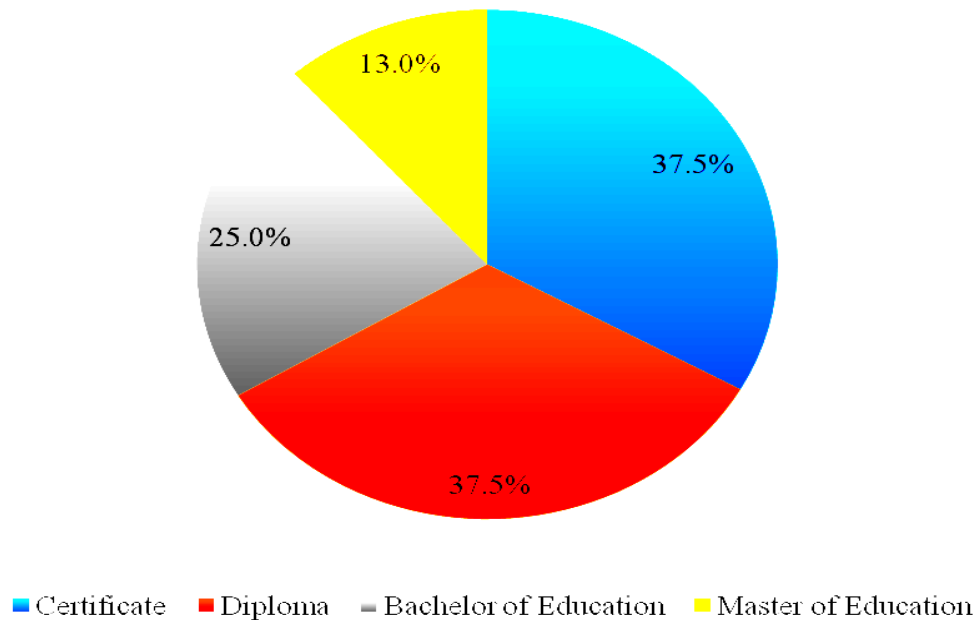


**Figure 4.2: Academic levels of Teachers**

Results in Figure 4.2 indicate that majority 10 (41.7%) of the teachers had attained a diploma in ECE, 8 (33.3%) indicated they had attained certificate in ECE and 4 (16.7%) were ECE degree holders. However, 2 (8.3%) confirmed they had reached other higher levels of profession. The finding implies that respondents were able to understand and answer all questions asked by the researcher.

#### **4.3.4 Professional Levels of Head Teachers**

Head teachers were required to indicate their professional qualifications. Figure 4.3 presents the distribution of the professional levels of head teachers who responded to this study.



**Figure 4.3: Professional Levels of Head Teachers**

The findings in Figure 4.3 above indicate that 3 (37.5%) of head teachers had attained certificate in ECE. Similarly, 3 (37.5) indicated that they had attained diploma in ECE, 2 (25%) had Bachelors in Education while only 1 (13%) affirmed that they had reached other levels of education.

Goldhaber and Brewer (1997) found that a teacher's advancement in terms of a degree is not generally associated with increased or better performance of learning amidst students from the eighth to the tenth grade. However, having an advanced degree among math and science teachers appeared to influence students' achievement. The same results were not found to be true for teachers of English or history. Goldhaber and Brewer (1997) suggest that the findings of other studies about the impact on student achievement of teachers' advanced degrees are inconclusive because they considered only the level of the degree

and not the subject of the degree, which may affect student achievement in different ways than the degree level.

#### 4.3.5 Distribution of Respondents by Work Experience

Head teachers and teachers were asked to indicate their working experience in form of number of years they had taught. Table 4.2 shows the distribution of the head teachers and teacher respondents in the study by work experience.

**Table 4.2: Work Experience of the Head Teachers and Teachers**

Experience in years	Head teachers		Teachers	
	Freq	%	Freq	%
0 – 5yrs	1	12.5%	9	37.5%
6 – 10yrs	2	25%	10	41.7%
11 – 15yrs	2	25%	4	16.7%
16 – 20yrs	1	12.5%	1	4.2%
Above 20yrs	1	12.5%	0	0
<b>Total</b>	<b>8</b>	<b>100</b>	<b>24</b>	<b>100</b>

Results in Table 4.2 confirms that almost half 10 (41.7%) of teachers who took part in the final study had taught for a period of 6-10 years. The results also show that more than half of head teachers had an experience of six years and above. The findings also indicate that head teachers belong to all categories of experience. This implies that a good number of teachers had comprehensive understanding of repercussions or consequences of drug-abuse by parents on their pre-school children’s education.

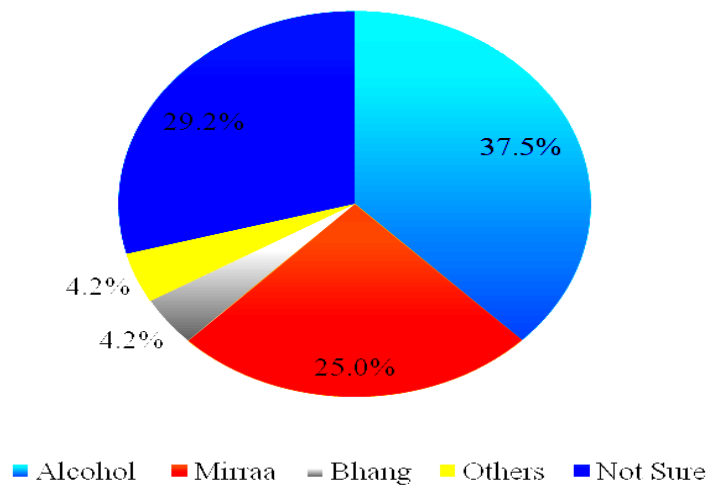
Hanushek (1986) found that less than half of the 109 previous studies on the estimated effects of teacher experience showed that experience had any statistically significant effect on student achievement; of those, 33 studies found that additional years of experience had a significant positive effect, but seven found that more experience actually had a negative impact on student achievement. Other studies show a stronger positive relationship between teacher experience and student outcomes in some, but not all, cases they reviewed (Greenwald et al, 1996). Finally, training and exposure to specific ideologies might influence the way teachers think. When comparing teachers who were trained specifically in a responsive classroom approach to teachers who were not, Rimm-Kauffman and colleagues (2006) found differences between the two groups.

#### **4.4 The Prevalence of Drug Abuse among Pre-School Children's Parents**

The first objective of the study sought to establish the prevalence of drug abuse among pre-school children's parents in Embulbul, Kajiado County. The findings were presented and discussed in the following sub-sections.

##### **4.4.1 Types of Drugs Abused by Parents as reported by Teachers**

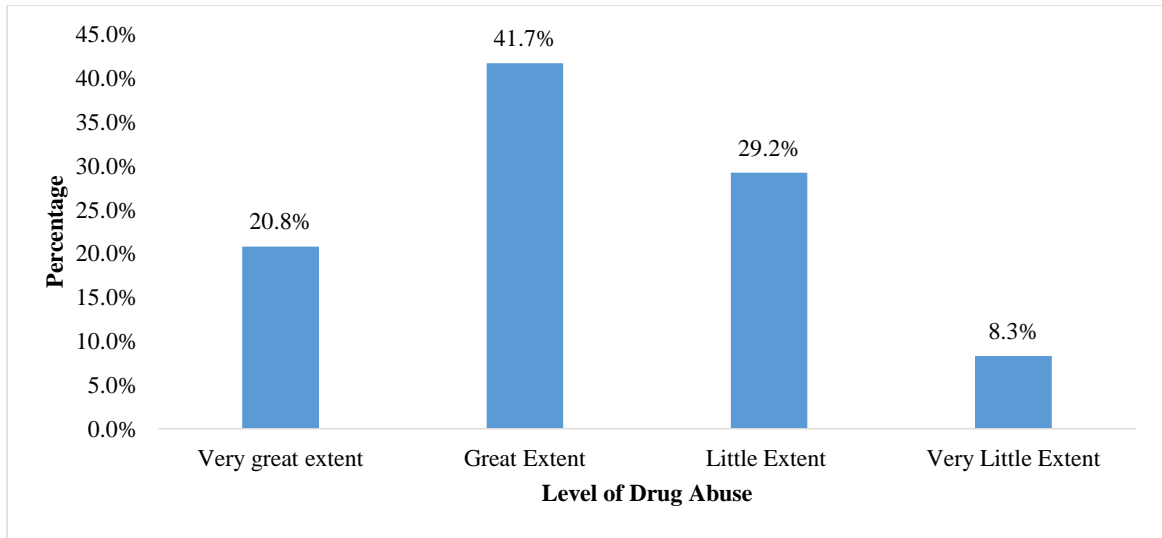
The researcher also assessed the kind of drugs abused by parents and the results are presented in Figure 4.4.



**Figure 4.4: Types of Drugs Abused**

Results in Figure 4.4 show that the most abused drug was alcohol at 37.5%, followed by mirraa (25.0%) and bhang being the least at 4.2%. However, 7(29.2%) of the teachers who participated in the study reported that they were not sure that children’s parents abused drugs in their pre-schools. In a similar situation, a report by World Drug Report (2005) indicated that the use of illicit drugs and substance among the adults has steadily increased in the previous years in the world as the availability of many kinds of drugs is also increasing. According to a report by United Nations Drugs Control Program (2004) it was approximated that at least 4.8% of the population in the world consumes drugs. On the other hand, The UNODC (2004) report revealed that majority of parents used heroine in Pakistan and already Africa is the second largest region for cannabis production.

Teachers were also asked to indicate the extent to which parents of children in preschool abused drugs and the findings are as presented in Figure 4.5.



**Figure 4.5: Extent of Abuse of Drugs**

Results in Figure 4.5 indicate that majority 10(41.7%) of teachers who took part in the study reported that parents abused drugs to a great extent, 7(29.2%) to a little extent, 5(20.8%) to a very great extent and 2(8.3%) to a very little extent.

Head teachers were also asked to show the extent to which parents of children in preschools abused drugs. Results are as shown in Table 4.3.

**Table 4.3: Extent of Drug Abuse as Reported by Head Teachers**

<b>Extent of Abuse</b>	<b>Frequency</b>	<b>Percentage</b>
Very Great Extent	1	12.5%
Great Extent	4	50.0%
Little Extent	2	25.0%
Very Little Extent	1	12.5%
<b>Total</b>	<b>8</b>	<b>100%</b>

Results in Table 4.3 indicate that majority 4(50%) of the head teachers who took part in the final study reported that parents of children in pre-schools abused drugs to a great extent, 2(25%) reported that parents abused drugs to little extent, 1(12.5%) reported that parents abused drugs to a very great extent and 1(12.5%) said that parents abused drug to a very little extent. These results confirm the findings from teachers presented in Figure 4.6. The above results imply that most children in pre-schools were exposed to drug and substance abuse. These observations are supported by Sells et al. (2007) who noted that more than 79% of children from drug abusing parents are exposed to child maltreatment during school going ages.

#### **4.5 Parents’ Drug Abuse and its Influence on Class Attendance**

The second objective sought to examine influence of parental drug abuse on enforcing children’s preschool attendance. Teachers were asked to indicate the extent to which parental alcoholism and drug abuse affected pre-school children’s class attendance. The findings are presented in Table 4.4.

**Table 4.4: Extent of Effect of Parental Drug Abuse on Children’s Class Attendance According to Teachers**

	<b>Frequency</b>	<b>Percent</b>
Very great extent	19	79.2
Great extent	4	16.7
Low extent	1	4.2
Very low extent	0	0

	<b>Frequency</b>	<b>Percent</b>
Very great extent	19	79.2
Great extent	4	16.7
Low extent	1	4.2
Very low extent	0	0
<b>Total</b>	<b>24</b>	<b>100.0</b>

Findings in Table 4.4 reveal that majority 19(79.2%) of the teachers agreed to very great extent that parental drug abuse affected pre-school class attendance. The study findings further show 4(16.7%) of teachers agreed to a great extent that parental drug abuse affected pre-school class attendance while only 1(4.2%) agreed at a low extent. This implies that children of drug abusing parents were more likely to have irregularities in reporting to school due to home-based pressures as a result of disturbances and neglect caused by effect of drugs.

The findings agree with those of Park et al. (2010) that children of alcoholic or drug-user parents are likely to suffer cognitive impairment from prenatal alcohol exposure, or might have suffered from home environments that were chaotic amid their pre-school years. Where this is true, they enter the educational system less prepared to learn compared to other children, or this may affect their class attendance completely.

These findings are also in agreement with those of Park et al. (2010) who observed that children of alcoholic parents are likely to suffer cognitive impairment from parental alcoholic exposure and consequently affect their attendance. In support of this notion,

Reid et al (2009) emphasised that family problems due to alcoholism and drug abuse have been associated with family conflicts, decreased family cohesion, illness, marital strain, financial problems and increased family isolation which affect the child's class attendance during early periods of their pre-schooling.

The study findings are similarly supported by Semidei, Radel and Nolan (2001) who observed that children growing up in households with a substance abusing parent demonstrated higher levels of adjustment problems, emotional/behavioural misconduct and attention-deficit disorders. In this situation, the child is affected psychologically and tends to develop negative attitude towards studies leading to high rate of absenteeism and thus poor academic performance.

Moreover, the findings are also in agreement with those of WHO (2013) whose report demonstrated that drug abuse may put a child at an intense risk of physical and emotional neglect and physical or sexual abuse by the parent. This way, the child is discouraged from attending school and participating in various curriculum activities at school leading to poor cognitive performance.

#### **4.6 Parents' Drug Abuse and its Influence on Rate of Children's Retention in**

##### **Preschool**

The third objective of the study sought to find out influence of parental drug abuse on ensuring retention of children in pre-school. Teachers were asked to indicate the extent to which parental alcoholism and drug abuse affected dropout among pre-school children and the findings are presented in Table 4.5.

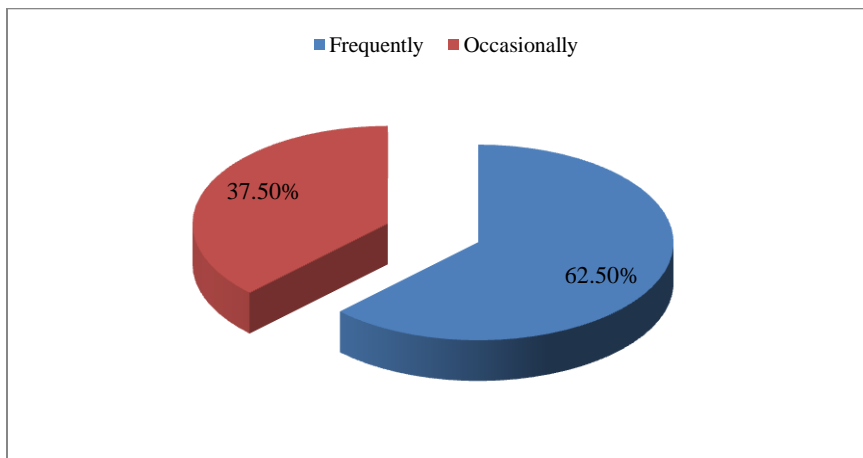
**Table 4.5: Influence of Parent’s Drug Abuse on Rate of Retention among Pre-School Children**

<b>Extent of dropout</b>	<b>Frequency</b>	<b>Percent</b>
Very great extent	3	12.5%
Great extent	5	20.8%
Low extent	7	29.2%
Very low extent	9	37.5%
<b>Total</b>	<b>24</b>	<b>100.0</b>

Results in Table 4.5 reveal that 9(37.5%) of teachers agreed that parent’s alcoholism affected pre-school children’s retention rate to a very low extent while 7(29.2%) reported that it affected retention to a low extent. The results further showed that 5(20.8%) agreed with the item at a great extent while only 3(12.5%) agreed at a very great extent. This implies that children of drug-abusing parents were more likely to withdraw and dropout out of school than those from non-abusing parents. These findings are supported by Park et al. (2010) who emphasised that such problems as emotional or physical violence; increased family conflict; decreased family organisation; decreased family cohesion; increased family stress including work problems, illness, marital strain and financial problems; and increased family isolation are associated with drug abusing parents which eventually affect the child’s class attendance during early periods of their pre-schooling leading to withdrawal from schooling. According to Reid et al. (2009), alcohol and drug addicted parents are often unable to provide discipline or structure in family life. Many of

these problems translate into difficulties in school attendance and performance leading to truancy.

Head teachers were also asked to indicate the frequency at which they received complaints from children who had drug abusing parents. The results are as presented in Figure 4.5.



**Figure 4.5: Complaints from Pre-Children of Neglect by Alcoholic Parents**

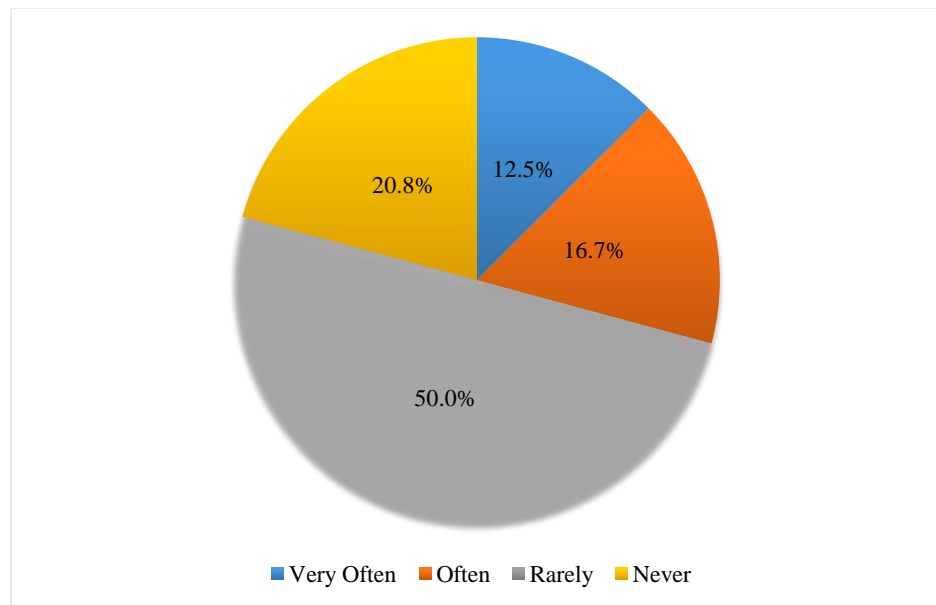
From the findings in the Figure 4.5 it is evident that the teachers received complaints from pre-school children of being neglected as majority of the teachers respondents 5(62.50%) indicated that they frequently got complaints and were followed by 3(37.50%) who indicate they got complaints occasionally.

This finding concurs with that of WHO (2003) which revealed that drugs may expose the children at risk of neglect and emotional instability. This would in turn discourage them from attending school and participating in various curriculum activities at school to the detriment of their education since physical fitness is directly connected to cognitive performance.

Literature has concluded that neglect is a more serious problem than abuse (Magura & Laudet, 1998). Data from the National Institute of Mental Health (NIMH) Epidemiologic Catchment Area study (Egami et al, 1996) also affirmed that, after controlling for socio demographic and psychiatric variables, illicit substance disorders were related to neglected children.

#### **4.7 Parental Drug Abuse and its Influence on Supervision of Children’s Homework**

The fourth objective of the study sought to assess influence of parental drug abuse on supervision of their pre-school children’s homework. Teachers were asked to indicate the extent to which drug abusing parents assisted their children in doing the homework. Based on the report from the class teacher, the results were presented in Figure 4.6.



**Figure 4.6: Regularity of assisting children in homework**

Results in Figure 4.6 show that half (50%) of the teachers who participated in the study reported that parents who abused drug rarely assisted their children in homework. Results further showed that 5(20.8%) of the teachers said that parents abusing drugs never

assisted their children in homework at home. This implies that most of the parents who abused drugs did not assist their children in their homework at home. When parents are uninvolved in their children's education, the children are also impacted as the parents are modeling these behaviour patterns to their children, who are likely to see their parents as role models (Bennett-Johnson, 2004).

In an interview with head teachers, the respondents were asked to provide the effects of neglect of children by parents on their pre-schools children academic performance. One of the respondent said:

*“Parents who abuse drugs do not give part of their time to their children and hardly encourage their children to study at home.”*

The second respondent confirmed the above statement by lamenting that:

*“Even though children hailing from drug abusing parents may have the capability of performing tasks assigned to them, they exhibit certain behavioural disorders that in most cases drive them to withdraw and eventually deteriorate their academic progress and general performance due to emotional stress and fear.”*

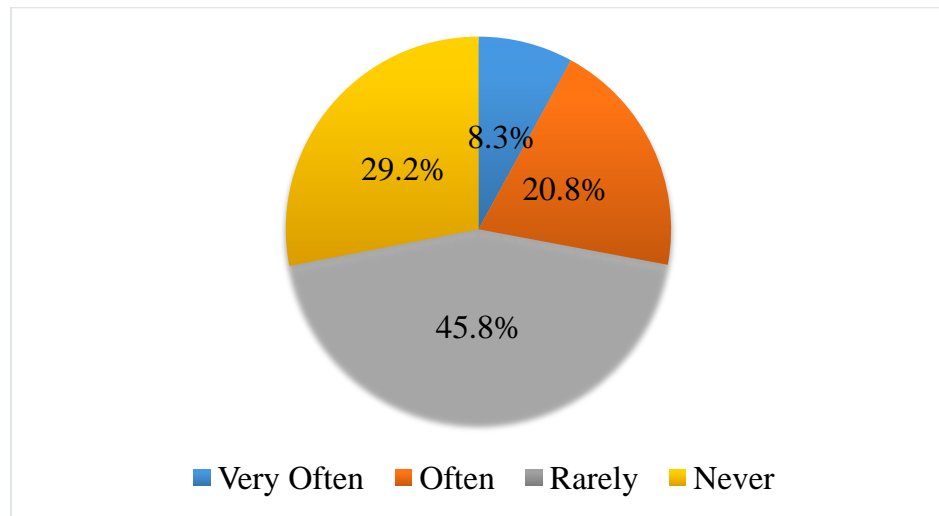
The above reports imply that drug and substance abuse among parents have a negative effect on academic performance of children in pre-school.

The findings are in agreement with those of Kanus (2013) that alcoholic and drug-abusing parents are never at home early enough when the pre-school children are doing their homework, neither do they find it important to visit their children in school or even follow up on their performance nor buy school materials required for learning. Such environments are not conducive to good learning conditions for the benefit of the child.

In support to the findings of the current study, Epstein (2002) argues that drug abuse affects attitude of parents towards school as such parents cannot encourage their children

to work hard in relation to academics. In this situation, a parent will neither assist the child with homework nor direct the child towards achievement of educational targets.

Teachers were further asked to indicate the extent to which drug abusing parents were concerned with their children's academic progress in school and the results were presented in Figure 4.7.



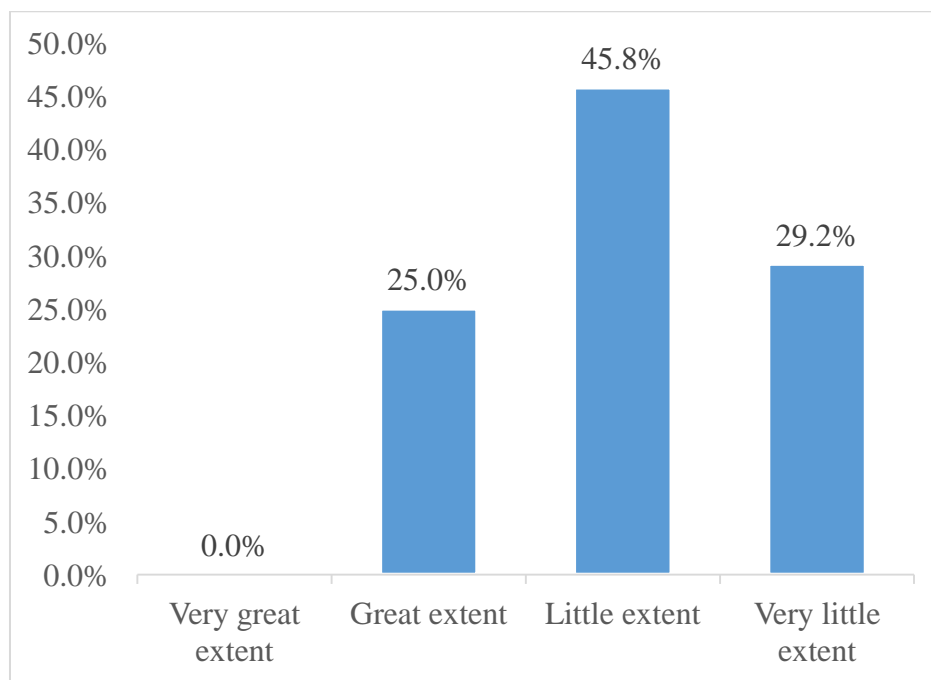
**Figure 4.7: Follow-up of Children's Academic Progress**

Results in Figure 4.7 indicate that 11(45.8%) of the teachers who participated in the study reported that parents who abused drug rarely sought to know the academic progress of their children from school. Notably, 5(20.8%) of the teachers said that parents abusing drugs never went to school to ask about their children's progress. Only 1(8.3%) of the teachers said that drug abusing parents went to school to find out the progress of their children. This is an indication that most parents who abused drugs were not concerned with the academic progress of their children at pre-schools.

The findings are supported by Dawe and Harnett (2007) who observed that most drug-abusing parents hide when they meet or see their children’s teacher for fear of being seen in the worst conditions thus making it very difficult for them to be informed about their children’s school progress.

#### 4.8 Parental Drug Abuse and Provision of Children’s Learning Needs

The fifth objective of the study aimed at establishing the influence of parental drug abuse on their provision of children’s learning needs. Teachers were asked to indicate the extent to which drug abusing parents provided for their children’s needs in school. The findings obtained are as presented in Figure 4.8.



**Figure 4.8: Provision of Children’s Needs**

Results in Figure 4.8 point out that 11(45.8%) of the teachers who participated in the study reported that parents who abused drugs provided for their children at a little extent. Results also showed that 7(29.2%) of the teachers said that parents abusing drugs provided for their children at a very little extent while 6(8.3%) of the teachers said that drug abusing parents provided for their children at a great extent. This is an indication that most parents who abused drugs did not adequately provide for their children at preschools.

In an interview with head teachers, the respondents were asked to indicate the extent to which drug abusing parents provided play and learning materials for their pre-school children. Findings revealed that even though all children had opportunity to access play materials which were installed and available in school, most children from drug abusing families were still disadvantaged since they did not possess all the learning materials required in school. This is ascertained when one of the respondents explained:

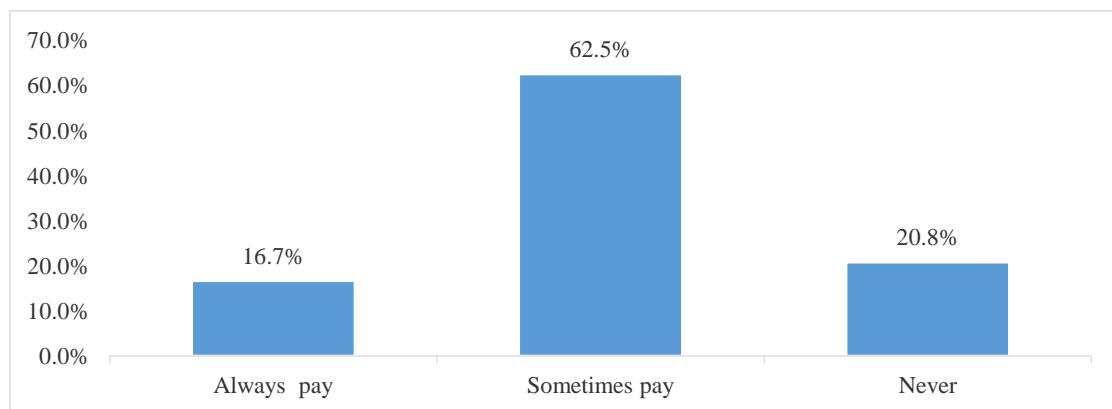
*“Actually we have had cases of parents who neglect their children to an extent that these children fail to come with enough writing and play materials and required materials. However, our school finds it easy since we have adequate play materials in school.”*

The above reports imply that parents who abuse drugs and substances fail to provide all the necessary materials for learning. The findings are in agreement with those of Buckley (2007) who established that parents involved in alcohol and drug abuse might mount efforts geared towards providing a decent home, characterised by provision of all the basic services needed by their siblings, but the costs posed by alcohol and drugs use may hinder them from realising adequate food, clean water, and housing. Parents under the influence of drugs will be unable to address emotional as well as physical needs

appropriately resulting to poor parent-child bonds. Also, the findings of the study concur with those of Hogan (2007) who demonstrated that children of drug abusing parents lack almost all learning materials since their parents prioritise buying drugs for themselves over buying learning materials for their children which they encourage them to borrow from their friends.

The findings also concur with those of Valen (2005) which revealed that the problem of drug abuse among parents is generally connected to some degree of child neglect and emotional abuse. Hence, it becomes difficult for the parent to find opportunity to meet children's needs for safety and basic care and discipline their children. Meghdadpour et al. (2012) also noted that drug use often leads to a family dysfunctionalities and disintegration, financial losses and distress, increased burdens associated with medical and other treatment services for drug users not able to support themselves.

Teachers were also asked to indicate the manner in which drug abusing parents paid school fees for their children and the results are presented in Figure 4.9.



**Figure 4.9: Manner of Fees Payment by Drug Abuse Abusing Parents**

Results in Figure 4.9 show that majority 15(62.5%) of the teachers who participated in the study reported that parents who abused drug sometimes paid fees for their children in preschools. Results also showed that 4(16.7%) of the teachers said that parents abusing drugs always paid fees. However, 5(20.8%) of the teachers said that drug abusing parents never paid fees at all. This is an indication that most parents who abused drugs did not give children's education first priority by considering education expenditure.

In an interview with head teachers, the respondents were asked to indicate the extent to which drug abusing parents paid fees for their children in preschools. Findings revealed that most of the parents who abused drugs recognised education as essential but could not pay fees in time. This was demonstrated when one of the respondents reported:

*“Aaaah...in cases of children from drug abusing parent, we always find hard time in following the parent to clear arrears of the child. However, the school has initiated a mandatory programme in which all class teachers meet the respective parent of each children in order to put everything in order as far as the child's progress and welfare is concerned.”*

The findings are in agreement with those of Kyalo (2010) which indicated that most of the drug abusing parents do not have clean or official clothing or shoes since they use their money to the last coin for buying drugs which they believe they cannot do without rather than paying school fees for their children to learn. Hence, their children are characterised with torn uniform, malnutrition and lack of all required resources for them to learn effectively.

#### **4.9 Drug Abuse and Attendance of School Meetings/Functions by Parents**

The sixth objective of the study sought to establish the effect of parental drug abuse on their participation in attendance of pre-school school meetings/functions. To accomplish

this objective, teachers were first asked to indicate the frequency with which parents attended pre-school meetings or functions and the findings are as shown in Table 4.6.

**Table 4.6: Participation of Drug Abusing Parents in School Meetings/Functions as Reported by Teachers**

<b>Extent of attending school events</b>	<b>Frequency</b>	<b>Percent\</b>
Very often	3	12.5%
Often	5	20.5%
Rarely	7	29.2%
Never	9	37.5%
<b>Total</b>	<b>24</b>	<b>100.0</b>

Results in Table 4.6 reveal that 9(37.5 %) teachers agreed that parents abusing drugs never participated in either school meetings or functions while 7(29.2%) reported that parents rarely participated in school functions. These findings mean that more than half of parents abusing drugs possibly did not attend school functions and meetings. According to Partikakou (2005), the fear of being questioned about their irresponsibility keeps drug abusing parents away from attending school meetings.

Head teachers were also asked to indicate the frequency at which alcoholic parents attended school meetings/functions and the findings are presented in Table 4.7.

**Table 4.7: Participation of Drug Abusing Parents in School Meetings/Functions as  
According to Head Teachers**

	<b>Frequency</b>	<b>Percent</b>
Very great extent	0	0
Great extent	0	0
Low extent	6	75
Very low extent	2	25
<b>Total</b>	<b>8</b>	<b>100.0</b>

Findings in Table 4.7 disclose that majority 6 (75%) of head teachers agreed that alcoholic parents attended school functions at low extent while 2(25%) rated the attendance as very low extent. This implies that none of the parents who were addicted in alcohol or abused drugs fully participate in their children’s education.

These findings agree with Kanus (2013) that alcoholic and drug-user parents are synonymous with poor home management, lack of parenting and good communication skills in the family and hence are unconcerned about their children’s education. For instance, alcoholic and drug-abusing parents are never at home early and do not find it important to visit their children in school or even follow up on their performance. Such conditions are unfriendly to a child who wants to excel in education.

The findings also conform to the results from several other studies which indicate that alcoholic fathers are at high risk for poor quality of parenting, beginning in early childhood (Deideet *et. al.*, 2004; Jacob *et al.*, 2000). Fathers under the influence of

alcohol and drugs display lower warmth and higher negative affects during interactions with their infants than fathers without substance-misusing problems (Eiden *et al.*, 1999), and with toddlers (Eiden *et al.*, 2004).

Fals-Stewart *et al* (2004) found that children from homes where fathers had misused drugs exhibited significantly higher levels of depression, anxiety and truancy than their counterparts from non-alcohol abusing families. Children who lived with substance-abusing fathers were more likely to have a lifetime psychiatric diagnosis and thus their parents were less involved in their education. If the parent is alcoholic, he/she is less likely to participate in the child's education hence poor performance in school.

In support to the findings of the current study, Dawe & Hamnett (2007) also note that the influence of drugs and alcohol also ruins the mind and state of a parent making him/her to possess a negative attitude towards school and the child's education which leads to less or no communication and relationship between the parent and the school. Most parents are shy away from communicating with their children's teachers due to the feeling of shame which mostly is as a result of their irresponsibility to the provision of their children's learning needs.

According to Kyalo (2010), the fear of being talked to concerning the impact of their substance abuse to their children's learning makes the parents not attend school functions or meetings. Most drugs abusing parents do not have clean or official clothing or shoes since they spend their all on sustaining the habit. Their children are usually have torn uniforms, suffer malnutrition and lack the required resource for them to learn effectively.

Interestingly, such parents also fear being interrogated about their irresponsibility which keeps them away from attending school meetings.

#### **4.10 Parental Drug Abuse and Communication with Pre-School Teachers**

The seventh objective of the study sought to find out influence of parental drug abuse on their communication with pre-school teachers. Teachers were thus asked to indicate how frequent drug abusing parents communicated to them about children’s performance as per the findings in Table 4.8.

**Table 4.8: Influence of Parent’s Drug Abuse on Communication with Teachers**

<b>Extent of dropout</b>	<b>Frequency</b>	<b>Percent</b>
Very often	0	0%
Often	5	20.5%
Rarely	10	41.7%
Never	9	37.5%
<b>Total</b>	<b>24</b>	<b>100.0</b>

As Table 4.8 shows,10 (41.7%) of the teachers agreed that parents abusing drugs rarely communicated with teachers concerning their children’s progress at school. Another high proportion 9(37.5%) said that parents who abused drugs never communicated to them about their children in pre-school.

This finding means that communication of parents to teachers was weak hence the parent-teacher relationship was not emphasized despite its importance in enhancing children’s early education. Teacher-parent interaction has been perceived as the best

predictor of school success of children with regards to academic, social and emotional development of the children. The fear of being talked to on the impact of their substance abuse to their children's learning makes them not attend school functions or meetings. According to Epstein (2002), communication is the key element that shapes parent involvement activities at home and at school and enhances school-family collaboration. Two-way communication between home and school helps build an on-going, productive, and trusting relationship between parents and educators, which increases parent participation in learning activities both at home and at school.

These findings coincide with those of Dawe and Hannett (2007) that drugs and alcohol also ruins the mind and state of a parent making him/her to possess a negative attitude towards school and the child's education which leads to less or no communication and relationship between the parent and the school. Hence, parental drug abuse is a great hindrance to their communication and positive relations with the pre-schools their school children attend. Most parents are ashamed of communicating with their children's teachers due to the feeling of shame which mostly is as a result of their irresponsibility toward the provision of their children's learning needs.

Haack (2007) confirms that home-school collaboration includes communication between home and school or teachers and parents, decision-making and school collaboration with the community and families. Communication with parents should be open and stress-free. Open communication between parents and teachers can help parents feel at ease about receiving the necessary help with their children's academic work (Tam & Chan, 2009). Communication should not only be about negative things that occurred at school concerning their children, but also about special or positive things that happened in class.

#### 4.6 Measures Put in Place to Enhance Participation of Drug Abusing Parents in Children's Education

The last or eighth objective of the study sought to find out measures that could be put in place to enhance high participation of the drug abusing parents in their children's education. This concern was significant in finding the way forward to mitigate the challenges faced due to alcoholism and drug abuse among parents. Teachers were asked to give opinions as to what extent the underlisted measures could mitigate the challenges faced when dealing with drug and alcoholic parents. Mean and standard deviations were used to analyse and summarize the findings which are presented in Table 4.9.

**Table 4.9: Measures to Enhance Participation of Drug Abusing Parents in their Pre-School Children's Education**

Measure	N	Minimum	Maximum	Mean	Std. Deviation
Sensitisation	24	1.00	4.00	3.5833	.82970
Supportive adults initiative	24	1.00	4.00	2.9750	1.05552
Self-care strategies	24	1.00	3.00	2.7250	.74089
Skill building activities	24	1.00	4.00	2.7100	.93250
Isolation from abuser	24	1.00	4.00	2.6250	.92372
Counselling	24	1.00	4.00	2.0000	.97802
<b>Valid N (listwise)</b>	24				

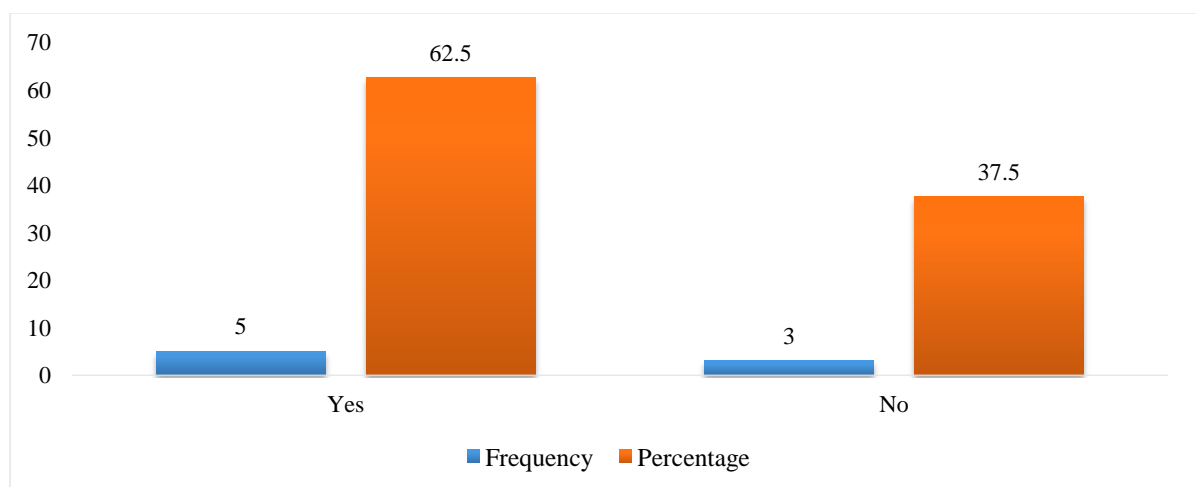
Significance level 0.05

From the findings in Table 4.9, it was established that sensitisation had the highest mean score (mean=3.5833) as one of the measures adopted to curb alcoholism and drug abuse.

This was followed by supportive adults initiative (mean=2.9750) affirming that the society has also adopted that measure to curb alcoholism and drug abuse and self-care strategies (mean=2.7250). To ensure that every parent is kept busy doing something constructive that can help improve the welfare of his family they adopted skill building activities (mean=2.7100) as a way to curb alcoholism and drug abuse. The findings also affirmed that the community has adopted isolation from abusers as a method to curb drug and alcoholism (mean=2.6250) and lastly, counseling with a mean of 2.0 (mean=2.0).

The findings harmonize with those of Dies & Burghardt (2001) who argued that group programs can bring down feelings of shame, guilt and isolation among children of drunkards affecting their lives and their future. Competencies like the ability to establish and maintain intimate relationships, solve problems, and express feelings can be enhanced by building the self-regard and self-adequacy of drunkards' children.

Further, the researcher intended to find out whether the alcoholic and drug abusing parents were being admitted to rehabilitation centers. The feedback from head teachers were as shown in the Figure 4.10.



**Figure 4.10: Admission to Rehab Centres**

From the findings, in the Figure 4.10 above the study findings indicate that majority 5(63%) of the head teachers agreed to that while on the other hand only 3(37%) did not agree. It is clear that even though rehabilitation centres were available, some parents did not consider the importance of the intervention in their lives.

These findings imply that there were various methods to mitigate the challenges related to alcoholism and drug abuse among parents with respect to children's education. Nevertheless, these measures were not fully implemented due to lack of information among parents. According to Werner (2006), children of alcoholic and drug abusing parents need information that is accurate about alcohol, disease of alcoholism and other drugs. These findings of the current study concur with Nastasi and DeZolt (2004) who advocated that even if these children go back to families with active alcohol and drug addiction, children of addicted parents who are assisted in such ways are better prepared to handle the various problems that they may encounter.

The findings also agrees with Reid, Macchetto & Foster (1999) who found that the educator can train them on how to identify and express their feelings in healthy ways, especially by finding safe people whom they can trust. Barnes and Windle (2007) argue that young people can learn to respect and love themselves through encounters in which they can succeed and flourish. Research on resilience has confirmed the value of skill-building activities for children living with adversities like liquor addiction in the crew.

It is important to make the parents aware of the important duty of their involvement in their children's education. According to Copello et al, (2000) participation of parents towards realisation of their children's education is something that all governments wish

to attain and hence it is worth considering methods to enhance their participation in education matters of their children.

A study by Streeton and Whelan (2001) in his work recommended such measures as: increased youth educational employment, increasing drug-free recreational opportunities, mobilising coordination of community groups within existing structures, educational campaigns for the prevention of drug abuse, and improving the infrastructure to control drug abuse in the adolescents to be implemented in Zambia. In addition, mobilising communities against drug use, providing peer education to prevent drug use, providing education to enhance behavior change, strengthening existing networks of organisations that support youth-related activities and engaging in drug use prevention activities were initiated to reduce the availability of drugs are encouraged in Tanzania (WHO, 2003).

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS**

#### **5.1 Introductions**

This chapter presents a summary of the findings, conclusions, recommendations emanating from the study and suggestions for further research. It is based on the findings of the preceding chapter, objectives of the study and the research questions that were answered by the inquiry. The study combined two approaches to data analysis: quantitative and qualitative. The chapter is divided into four sections starting with summary of the findings; conclusions, recommendations and lastly suggestions for further research.

#### **5.2 Summary of Findings**

This section entails a summary of findings on prevalence of drug abuse among pre-school children's parents and its influence upon their involvement in the pre-schoolers education. It also discusses influence of parents' drug addiction on rate of retention, how parents' drug addiction influences the supervision of their children's homework, how drug abuse influences parents' provision of their children's learning needs, influence of parents' drug abuse on their attendance of school meetings, effect of parents' drug abuse on their communication with pre-school teachers and measures being put in place to enhance participation of drug abusing parents in children's education.

##### **5.2.1 Prevalence of Drug Abuse among Pre-School Children's Parents**

The first objective of the study sought to establish the prevalence of drug abuse among pre-school children's parents in Embulbul, Kajiado County. The findings disclosed that

the most abused drug was alcohol at 37.5%, followed by mirraa (25.0%) and bhang being the least at 4.2%. The study found that many parents abused drugs and substance to a great extent. This in turn results to absenteeism of the children and their feeling out of place as they observe their classmates attend school daily. Half of head teachers further reported that parents of children in preschools abused drugs to a great extent.

### **5.2.2 Influence of Parents' Drug Abuse on Children's Class Attendance**

The second objective sought to examine influence of parental drug abuse on enforcing children's preschool attendance. The findings affirmed that majority 19(79.2%) agreed to very great extent that parental drug abuse affected pre-school class attendance.

### **5.2.3 Influence of Parents' Drug Abuse on Rate of Retention of Children in**

#### **Preschool**

The third objective of the study sought to find out influence of parental drug abuse on ensuring retention of children in pre-school. The outcome indicated that 9(37.5%) of teachers agreed that parent's alcoholism affected pre-school retention rate to a very low extent while 7(29.2%) reported that it affected retention to a low extent. The results further showed that 5(20.8%) agreed with the item at a great extent while only 3(4.2%) agreed at a very great extent.

### **5.2.4 Influence of Parents' Drug Abuse on Supervision of their Children's**

#### **Homework**

The fourth objective of the study was sought to assess influence of parental drug abuse on supervision of their children's homework. Half (50%) of the respondents reported that parents who abused drugs rarely assisted their children with homework. Results further

showed that 11(45.8%) of the teachers who participated in the study reported that parents who abused drugs hardly sought for academic progress of their children from school.

#### **5.2.5 Influence of Parents' drug Abuse on Provision of Children's Learning Needs**

The fifth objective of the study was to establish influence of parental drug abuse on their provision of children's learning needs. Most parents who abused drugs did not adequately provide for their children at pre-schools. Head teachers revealed that even though all children had opportunity to access to play materials which were installed and available in school, most children hailing from drug abusing families were still disadvantaged since they did not possess all the learning materials required in school. Majority 15(62.5%) of the teachers who participated in the study reported that parents who abused drug sometimes paid fees for their children in preschools.

#### **5.2.6 Influence of Parents' Drug Abuse on their Attendance of School Meetings**

The sixth objective of the study sought to investigate the effect of drug abuse on promoting their attendance of school meetings/functions. The study established that 9(37.5 %) agreed that parents abusing drugs never participated in either school meetings or functions while 7(29.2%) reported that parents rarely participated in school functions.

#### **5.2.7 Influence of Parents' Drug Abuse on their Communicating with Preschool**

##### **Teachers**

The seventh objective of the study sought to find out influence of parental drug abuse on their communicating with pre-school teachers. Findings revealed that 10(41.7 %) of the teachers agreed that parents abusing drugs rarely communicated with teachers concerning their children's progress at school. Another high proportion 9(37.5%) of teachers said

that parents who abused drugs never communicated to them concerning their children in pre-school. This implied that communication of parents to teachers was poor as a result of parental drug abuse.

### **5.2.8 Measures Put in Place to Enhance Participation of Drug Abusing Parents in Children's Education**

The eighth objective of the study sought to find out measures that could be put in place to enhance high participation of parents to their children's education. The findings established that sensitisation had the highest mean (mean=3.5833) as one of the measures adopted to curb alcoholism and drug abuse. This was followed by supportive adults initiative (mean=2.9750) affirming that the society has also adopted that measure to curb alcoholism and drug abuse and self-care strategies (mean=2.7250). To ensure that every parent is kept busy doing something constructive that can help improve the welfare of the family they adopted skill building activities (mean=2.7100) as a way to curb alcoholism and drug abuse.

### **5.3 Conclusions**

Based on the findings of the study, the following conclusions have been made:

- i) The findings in this study affirmed that alcohol and drug abuse is a great challenge to the society especially to the families of those who are addicted to alcohol and drug abuse. This study focused on pre-school children's learning and established that it greatly affects them to an extent of not continuing with their education at that tender age. The study concludes that most children were exposed to risks since there was high prevalence of drug use among their parents.

- ii) The study concludes that parental drug abuse has a negative impact on children's education. For instance, a child from a family where one or both parents abuse drugs is more likely to withdraw and develop behavioural disorders which eventually lead to poor achievement in school.
- iii) Class attendance, retention of children in pre-school, supervision of their children's homework, provision of children's learning needs, parental involvement through attending school events and parent-teacher communication are all negatively influenced by parental alcoholism and drug abuse.
- iv) The study also concludes that parents who abuse drugs in most cases underestimate the significance of children's education and hence are less likely to spare their time in order to attend school meetings or any other functions that either directly or indirectly enhance their children's education.
- v) Some mitigations have been put in place such as establishment of rehab centres, provision of guidance and counseling, sensitisation and isolation of abusers, but not much focus has been put on assisting the pre-school children who still live in the same environment with their alcoholic parents.

#### **5.4 Recommendations**

The study made the following recommendations based on the research findings:

- i) Identification of common principles and ways of working with parental substance misuse should underpin the practice of all agencies and professionals working to safeguard and promote the development of children. In this respect, the revised national Children First guidelines should be incorporated in all services and

organisations in regular contact with children who experience parental substance misuse.

- ii) To improve parents' attendance of school meetings, teachers should provide them with an opportunity to communicate their expectations and concerns. In relation to parents' role in their children's education, parents should be motivated to ensure that their children accomplish their goals.
- iii) Training initiatives should be implemented in order to inform parents on the importance of their involvement in children's education. It is recommended that parental involvement workshops be organised for school managers, school teachers and parents.
- iv) Schools should encourage parents to play an important role as partners in their children's education and effective communication should be encouraged between the school and home.

### **5.5 Recommendations for Further Research**

The study recommended the following areas to be researched:

- (i) The current study was confined to Embulbul Sub-county in Kajiado County and therefore a similar and comprehensive study should be done to cover the whole County in order to enhance the generalization of findings.
- (ii) Further research needs to be done to describe the people in drug abuse treatment have with their children and what effects being in treatment have on this contact.

## REFERENCES

- Black, C. (2009). *It never happened to me*. Denver: MAC
- Blackson, T.C et al (2004). Temperament mediates the effects of family history of substance abuse on externalizing and internalizing child behaviour. *American Journal on Addictions*, 3, 58-66.
- Buckley, H. & Holt.D, (2007). "Listen to me! Children's Experiences of Domestic Violence", *Child Abuse Review*, 16: 296-310.
- Copello A., Templeton L, Krishnan M., Oxford J., and Velleman R, (2000b). "A treatment package to improve primary care services for relatives of people with alcohol and drug problems: Feasibility and preliminary evaluation", *Addiction Research*, 8: 471-484.
- Dawe S. and Harnett P. (2007). "Reducing potential for child abuse among methadone maintained parents: Results from a randomized controlled trial", *Journal of Substance Abuse Treatment*, 32: 381-390.
- Dawe S. & Harnett P. (2007). "Reducing potential for child abuse among methadone maintained parents: Results from a randomized controlled trial", *Journal of Substance Abuse Treatment*, 32: 381-390.
- Earls, F., Reich, W., Jung, K.G., & Cloninger, C.R. (1998). Psychopathology in children of alcoholic and antisocial parents. *Alcoholism: Clinical and Experimental Research*, 12:481-487.
- Epstein, J. (2002). *School, family, and community partnerships: Your handbook for action, second edition*. Thousand Oaks, CA: Corwin Press.
- Epstein, J. L., Sanders, M. G., Simon, B. S., Salinas, K. C., Jansorn, N. R., & Van Voorhis, F. L. (2001). *School, community, and community partnerships: a handbook for action* (2nd Ed.). Thousand Oaks, CA: London UK Corwin Press.
- Fals-Stewart W., Kelley M., Fincham F.D., Golden J. & Logsdon T. (2004), "Emotional and Behavioral Problems of Children Living With Drug-Abusing Fathers: Comparisons With Children Living With Alcohol-Abusing and Non-Substance-Abusing Fathers", *Journal of Family Psychology*, Vol 18/2: 319-330.
- Fan, X., & Chen, M. (2011). Parental involvement and students' academic achievement: A meta-analysis. *Education Psychology Review* 13 (1), 1-22.
- Fillmore, K.M. (2007). Prevalence, incidence, and chronicity of drinking patterns and problems among men as a function of age: Longitudinal and cohort analysis. *British Journal on Addiction*, 82, 77-83.
- Hogan, T. P. (2007). *Psychological testing: A practical introduction* (2nd ed.). Hoboken, NJ: Wiley.

- Hornby, G. (2011). *Parental involvement in childhood education: Building effective school-family partnerships*. Springer Science & Business Media.
- Ibrahim, A. T., & Jamil, H. B. (2012). The nature of parental involvement in the schooling process in Katsina State. *Journal of Education and Learning*, 1(2), 37.
- Johnson, C. (2009). A school-based environmental intervention to reduce smoking among high school students: The acadiana coalition of teens against tobacco (ACTT). *International Journal of Environmental Research and Public Health*, 6(4), 1298-1316.
- Jones, M. (2008). Personality correlates and antecedents of drinking patterns in adult males. *Journal of Consulting and Clinical Psychology*, 33:2-12.
- Kanus E. (2013). Effects of gender on students' self-esteem scores and parental alcohol abuse in Kosirai Division, Nandi North District, Kenya: *Research Journal of Organizational Psychology and Educational Studies* 2(5) 247-253
- Kenya on Track (2015). *Drug abuse in Kajiado County*. Kenya on track, July 2015.
- Ketchum, R. (2006). Teens and drug addiction. *Journal of Psychology*, 11, 126-127, Retrieved July 2007 from [goggle://www](http://www.goggle.com).
- Kombo, D. & Tromp, D. (2006). *Proposal and thesis writing: An introduction*. Paulines Publications' Africa, Nairobi.
- Kothari, G.R. (2006). *Qualitative techniques: third revised edition*. Pune; UBS Publishers and Distributors.
- Kyalo, P.M. (2010). *A paper presented to Kenya association of professional counselors: Safari Park Nairobi*.
- Lawrence-Lightfoot, S. (2003). *The essential conversation: What parents and teachers need to learn from each other?* New York: Random House.
- Meghdadpour, S., Curtis, S., Pettifor, A. & MacPhail, C. (2012). Factors associated with substance use among orphaned and non-orphaned youth in South Africa. *Journal of Adolescence*, 35(5):1329-1340.
- Moss, H.B., Vanyukov, M., Majumder, P.P., Kirisci, L., & Tarter, R.E. (2004). *Pre-pubertal sons of substance abusers: influences of parental and familial substance abuse on behavioral disposition, IQ, and school achievement*. *Addictive Behaviors*, 20 (3), 345-358.
- Mugenda, O. & Mugenda, O (2003). *Research methods: quantitative and qualitative approaches*. Laba Graphics Services.
- Mwiti, K. (2006): *Child abuse, detection prevention, and counseling*. Evangel publishing house, Nairobi
- NACADA (2004). *Youth in peril*. Alcohol and drug abuse in Kenya.

- NACADA, (2004c). A handbook on prevention of drug and substance abuse in Kenya.
- NACADA (2004d). Do drugs control your life? Know the risks.
- NACADA (2004e). Youth in the peril study. NACADA: Nairobi
- NACADA (2006). *The Addiction Treatment Gap. The Benefits of Expanding Treatment Resources*. Retrieved from <http://www.ncaddnj.org/file.axd?file=2010%2F3%2FTreatmentGapWeb.pdf>
- NACADA (2007). *Annual report for the office of the National Campaign against Drug Abuse*. Jomo Kenyatta Foundation. Nairobi.
- NACADA (2007). *Rapid situation assessment of drug and substance abuse in Kenya, 2007*. Retrieved from National Authority for the Campaign against Drug Abuse website: <http://www.nacada.go.ke/wp-content/uploads/2010/06/rapid-assessment-web.pdf>
- NACADA, (2008): *Annual report for the office of National Authority for the Campaign against Drug Abuse*, Nairobi
- NACADA (2010). *Alcohol use in Central Province of Kenya: A baseline survey of magnitude, causes, and effects from the perspective of community members and individual users*. Retrieved from National Authority for the Campaign against Drug Abuse website: <http://www.nacada.go.ke/wp-content/uploads/2011/02/central-servey.pdf>
- Ndetei, M. (2004). *United Nations Office on drugs and crime: A study on the linkages between drug abuse, injecting drug use and HIV/AIDS in Kenya*. New York: WHO publication.
- Orodho, J. (2009). *Elements of education and social sciences research methods*. Maseno, Kenya: Kanezja publishers.
- Park S., Kim K., Chiang, J., (2010). Acculturation, enculturation, parental adherence to Asian cultural values, parenting styles, and family conflict among Asian American college students. *Asian American Journal of Psychology*, 1, 1, 67–79.
- Patrikakou, E. N., Weissberg, R. P., Redding, S., & Wal-berg, H. J. (Eds.). (2005). *School-family partner-ships: Fostering children's school success*. New York: Teachers College Press.
- Pauline, C., & Elliot, D. (1997). Alcohol, tobacco, and cannabis use among Nova Scotia adolescents: Implications for prevention and harm reduction *Canadian Medical Association Journal* (Ottawa) 156 (10): 387 – 1393.
- Pengpid, S., Peltzer, K., & Heever, H. (2011). Prevalence of alcohol use and associated factors in urban hospital outpatients in South Africa. *International Journal of Environmental Research and Public Health*, 8(7), 2629-2639.

- Psychopathology”, *Journal of abnormal psychology*, vol 100/4: 427-448.
- Publisher, Nairobi Kenya.NACADA (2004). Youth in peril: alcohol and drug Abuse in Kenya. Kaguthi. Report Nairobi, Kenya. County Education Statistics, Nandi North (2004).
- Raychelle C. (2015). Behavioral health living with addiction. Lohman
- Reid, J., Macchetto, P., & Foster, S. (2009). No safe haven: children of alcohol-abusing parents. Center on Addiction and Substance Abuse at Columbia University.
- Sells, J.N, Patrick S, Giordano, F.G., & Tollerud, T.R. (2007). *Intimacy, differentiation, and personality variables as predictors of marital satisfaction*. *The Family Journal: Counseling and Therapy for Couples and Families*, 15, 359-367.
- Semidei, J, Radel, L & Nolan, C (2001). ‘Substance abuse and child welfare: clear linkages and promising responses’, *Child Welfare*, vol. 80, issue 2.
- Head Start (2007).Substance Abuse Training Tri-Town Head Start. October, 2007.
- Taylor J. (2005) antisocial behavior, substantial somatization families of adolescent, controls. *Journal of Drug & Alcohol Abuse*; 141(1):591–97.
- United Nations. (2007). Overview of regional demand for illicit drugs: Kenya Regional Office.
- United Nations. (1993). *World drug report*. New York.
- UNODCCP (1999). *The drug nexus in Africa*. Vienna: ODCCP Studies on Drugs and Crime series.
- Vaden-Kiernan, N., & McManus, J. (2005). *Parent and family involvement in education: 2002–03* (NCES, 2005-043). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office. Retrieved fall 2006 from <http://nces.ed.gov/pubs2005/2005043.pdf>
- Weinstein N.D. (1984). Why it won’t happen to me: perceptions of risk factors and susceptibility. *Health Psychology*, 3: 431 – 457.
- World Health Organization (2003): *Global school-based health survey report*. Geneva.
- World Health Organization (2009). Report on management of substance abuse: alcohol Geneva 2009 [<http://www.who.org>]. Retrieved, December 15, 2011.
- Yoder, J. R., & Lopez, A. (2013). Parent’s perceptions of involvement in children’s education: Findings from a qualitative study of public housing residents. *Child and adolescent social work journal*, 30 (5), 415-433.

## APPENDICES

### APPENDIX I: QUESTIONNAIRE FOR PRE-SCHOOL TEACHERS

#### SECTION A: LETTER FOR TEACHERS

This questionnaire is for collecting data on the implications of parental drug abuse on their participation in their children's education in Embulbul in Kajiado County. Your response will be treated with utmost confidentiality and only used for academic purpose.

DO NOT WRITE your name on this copy.

#### SECTION B: BACKGROUND INFORMATION

1. **Gender**                      Male [  ]                      Female [  ]
  
2. Academic level  
    Certificate in ECE                      [  ]  
    Diploma                                      [  ]  
    Degree in ECE                              [  ]  
    Others [  ] Specify.....
  
3. Age  
  
    a) Below 24yrs                              [  ]  
    b) 25 - 34 yrs                              [  ]  
    c) 35 - 45 yrs                              [  ]  
    d) Above 45yrs                              [  ]
  
4. Work Experience  
  
    a) Below 0 – 5 yrs                              [  ]  
    b) Below 6 – 10 yrs                              [  ]  
    c) Below 11 – 15 yrs                              [  ]  
    d) Below 16 – 20 yrs                              [  ]

e) Above 20 yrs [ ]

**SECTION C: EXTENT OF DRUG ABUSE AMONG PARENTS OF PRE-SCHOOL CHILDREN**

5. Would you say you have any drug abusing parents in your school?

Yes [ ] No [ ]

If yes, what are some of the drugs they abuse? \_\_\_\_\_

6. On average, to what extent would you say parents of children in your preschool abuse drugs?

Very great extent [ ]

Great extent [ ]

Little extent [ ]

Very little extent [ ]

**SECTION D: DRUG ABUSIVE PARENTS' INVOLVEMENT**

**Enforcing Children's Participation in Preschool Attendance:**

7. To what extent can you say that drug abusing parents enforce their children's school attendance?

Very great extent [ ]

Great extent [ ]

Little extent [ ]

Very little extent [ ]

8. What is the rate of pre-school attendance by children of parents who abuse drugs?

Low [ ] High [ ]

Very high [ ] Very low [ ]

**Enforcing Children’s Participation by Pre-school Retention:**

9. On average, what is the extent of preschool retention rate of children of parents who abuse drugs?

- |               |              |
|---------------|--------------|
| Very high [ ] | High [ ]     |
| Low [ ]       | Very low [ ] |

**Supporting Children’s Learning: Homework**

10. How frequently could you say do drug abusing parents support their children with homework?

- |                     |                  |
|---------------------|------------------|
| Very frequently [ ] | Occasionally [ ] |
| Frequently [ ]      | Never [ ]        |

**Supporting Children’s Learning: Provision of Learning Materials**

11. How often do drug abusing parents provide play/learning materials to their children?

- |                |                 |
|----------------|-----------------|
| Very often [ ] | Rarely [ ]      |
| Often [ ]      | Very rarely [ ] |

**Engaging with the School: Communication**

12. How often do drug abusing parents engage with you about their children’s performance?

- |                |                 |
|----------------|-----------------|
| Very often [ ] | Rarely [ ]      |
| Often [ ]      | Very rarely [ ] |

**Engaging with the School: Attending Events**

13. In your opinion, how frequently do the drug abusing parents attend school events?

- |                 |     |              |     |
|-----------------|-----|--------------|-----|
| Very frequently | [ ] | Occasionally | [ ] |
| Rarely          | [ ] | Never        | [ ] |

Kindly, explain your choices in 10 and 11.....

.....

.....

**APPENDIX II: AN INTERVIEW GUIDE FOR HEAD TEACHERS**

1. Gender:.....
2. Professional level.....
3. Age Bracket.....
4. Do you have any drug abusing parents in your school?.....
5. If yes, what are some of the drugs they abuse?  
.....
6. Describe the extent to which drug abusing parents are concerned with their children's education.  
.....  
.....
7. Explain how frequently you may have received complaints from teachers or pre-school children that drug abusing parents are not involved in their children's education.  
.....  
.....
8. Based on reports from pre-school class teachers explain if drug abusing parents assist their children with homework.  
.....  
.....
9. Comment on effects of neglect of children by parents towards their academic performance?  
.....  
.....
10. How frequently do children from drug abusing parents attend school?  
.....
11. To what extent do children from drug abusing parents lag behind in class?  
.....  
.....

12. How frequently do drug abusing parents attend school functions?

.....  
.....

13. Based on self-reports by drug abusing parents explain how easy is it for them to come and ask about their children's performance in school.

.....  
.....

14. To what extent do drug abusing parents communicate with the school or teacher?

.....  
.....

15. How frequently do drug abusing parents provide for their children's learning needs?

.....  
.....

16. In your opinion, to what extent can you say drug abusing parents provide play and learning materials for their pre-school children?

.....  
.....

17. According to your observation, how well do they pay fees in time?

.....

18. To what degree do you concur that parental drugs abuse influences the performance of children in the ECDE Centres?

.....

19. Has any drug-abusing parent of pre-school children in this school discussed with you that their addiction is affecting their children's performance?.....

### APPENDIX III: APPROVAL LETTER FROM GRADUATE SCHOOL



KENYATTA UNIVERSITY  
GRADUATE SCHOOL

E-mail: [dean-graduate@ku.ac.ke](mailto:dean-graduate@ku.ac.ke)

Website: [www.ku.ac.ke](http://www.ku.ac.ke)

P.O. Box 43844, 00100  
NAIROBI, KENYA  
Tel. 810901 Ext. 4150

Internal Memo

FROM: Dean, Graduate School

DATE: 24<sup>th</sup> January, 2018

TO: Oyieno Ouma Moses  
C/o Early Childhood Studies Dept.

REF: E55/OL/22483/2011

**SUBJECT: APPROVAL OF RESEARCH PROJECT PROPOSAL**

This is to inform you that Graduate School Board at its meeting of 10<sup>th</sup> January, 2018 approved your Research Project Proposal for the M.E.D Degree Entitled, "Implications of parental Drug Abuse on their Participation in Pre-School Children's Education in Embulbul, Kajiado County, Kenya."

You may now proceed with your Data Collection, Subject to Clearance with Director General, National Commission for Science, Technology and Innovation.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking Forms per semester. The form has been developed to replace the Progress Report Forms. The Supervision Tracking Forms are available at the University's Website under Graduate School webpage downloads.

Thank you.

  
ELIJAH MUTUA  
FOR: DEAN, GRADUATE SCHOOL

c.c. Chairman, Early Childhood Studies Department.

Supervisor: Dr. Juliet W. Mugo  
C/o Department of Early Childhood Studies  
Kenyatta University

EM/jm

## APPENDIX IV: AUTHORIZATION LETTER FROM GRADUATE SCHOOL

---



### KENYATTA UNIVERSITY GRADUATE SCHOOL

E-mail: [dean-graduate@ku.ac.ke](mailto:dean-graduate@ku.ac.ke)

Website: [www.ku.ac.ke](http://www.ku.ac.ke)

P.O. Box 43844, 00100  
NAIROBI, KENYA  
Tel. 8710901 Ext. 57530

Our Ref: E55/OL/22483/2011

DATE: 24<sup>th</sup> January, 2018

Director General,  
National Commission for Science, Technology  
and Innovation  
P.O. Box 30623-00100  
NAIROBI

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION FOR OYIENO OUMA MOSES – REG. NO.  
E55/OL/22483/2011

I write to introduce Mr. Oyieno Ouma Moses who is a Postgraduate Student of this University. He is registered for M.E.D degree programme in the Department of Early Childhood Studies.

Mr. Oyieno intends to conduct research for a M.E.D Project Proposal entitled, “Implications of parental Drug Abuse on their Participation in Pre-School Children’s Education in Embulbul, Kajiado County, Kenya.”

Any assistance given will be highly appreciated.

Yours faithfully,

*for Mrs*  
MRS. LUCY N. MBAABU  
FOR: DEAN, GRADUATE SCHOOL

LM/jm

## APPENDIX V: RESEARCH AUTHORIZATION LETTER FROM NACOSTI



### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: 020 400 7000,  
0713 788787,0735404245  
Fax: +254-20-318245,318249  
Email: dg@nacosti.go.ke  
Website: www.nacosti.go.ke  
When replying please quote

NACOSTI, Upper Kabete  
Off Waiyaki Way  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref. No. **NACOSTI/P/18/89355/21247**

Date: **20<sup>th</sup> February, 2018**

Moses Ouma Oyieno  
Kenyatta University  
P.O. Box 43844-00100  
**NAIROBI.**

#### **RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on *“Implications of parental drug abuse on their participation in pre-school children’s education in Embulbul, Kajiado County, Kenya”* I am pleased to inform you that you have been authorized to undertake research in **Kajiado County** for the period ending **20<sup>th</sup> February, 2019**.

You are advised to report to, **the County Commissioner and the County Director of Education, Kajiado County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a **copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

  
**GODFREY P. KALERWA MSc., MBA, MKIM**  
**FOR: DIRECTOR-GENERAL/CEO**



Copy to:


The County Commissioner  
Kajiado County.

The County Commissioner  
Kajiado County.

*National Commission for Science, Technology and Innovation is ISO9001:2008 Certified*

**APPENDIX VI: RESEARCH CLEARANCE PERMIT FROM NACOSTI**

<p><b>CONDITIONS</b></p> <ol style="list-style-type: none"> <li>1. The License is valid for the proposed research, research site specified period.</li> <li>2. Both the Licence and any rights thereunder are non-transferable.</li> <li>3. Upon request of the Commission, the Licensee shall submit a progress report.</li> <li>4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.</li> <li>5. Excavation, filming and collection of specimens are subject to further permissions from relevant Government agencies.</li> <li>5. This Licence does not give authority to transfer research materials.</li> <li>7. The Licensee shall submit two (2) hard copies and upload a soft copy of their final report.</li> <li>8. The Commission reserves the right to modify the conditions of this Licence including its cancellation without prior notice.</li> </ol>	 <p><b>REPUBLIC OF KENYA</b></p>  <p><b>National Commission for Science, Technology and Innovation</b></p> <p><b>RESEARCH CLEARANCE PERMIT</b></p> <p><b>Serial No.A 17536</b></p> <p><b>CONDITIONS: see back page</b></p>
---	---

<p><b>THIS IS TO CERTIFY THAT:</b></p> <p><b>MR. MOSES OUMA OYIENO</b>  <b>of KENYATTA UNIVERSITY, 43844-100</b>  <b>NAIROBI, has been permitted to conduct</b>  <b>research in Kajiado County</b></p> <p><b>on the topic: IMPLICATIONS OF</b>  <b>PARENTAL DRUG ABUSE ON THEIR</b>  <b>PARTICIPATION IN PRE-SCHOOL</b>  <b>CHILDREN'S EDUCATION IN EMBULBUL,</b>  <b>KAJIADO COUNTY, KENYA</b></p> <p><b>for the period ending:</b>  <b>20th February, 2019</b></p> <p>.....  <b>Applicant's</b>  <b>Signature</b></p>	<p><b>Permit No : NACOSTI/P/18/89355/21247</b></p> <p><b>Date Of Issue : 20th February, 2018</b></p> <p><b>Fee Received :Ksh 1000</b></p>  <p>.....  <b>J.P. Kalewa</b>  <b>Director General</b>  <b>National Commission for Science,</b>  <b>Technology &amp; Innovation</b></p>
---	---