

**EFFECTS OF PARENTAL ALCOHOLISM ON STUDENTS' EDUCATION IN PUBLIC
SECONDARY SCHOOLS-A CASE OF KANGEMA SUB-COUNTY, MURANG'A
COUNTY-KENYA**

Authors:

Wachira Carolyne Wangui: Tumutumu Girls High School-Nyeri County

Dr. John Mariene, Lecturer: -Kenya Methodist University

Dr. Bernard Wamalwa, Lecturer:-Kenya Methodist University

ABSTRACT

The purpose of this study was to find out the effects of parental alcoholism on students' education in public secondary schools in Kangema Sub-County, Murang'a County. The specific objectives were: to find the rate of alcohol prevalence in Kangema Sub-County, to investigate how parental alcoholism influences school attendance of students within the area of study, to find out how parental alcoholism influences students' learning motivation and to find out how parental alcoholism affects students' discipline in public secondary school. This research was guided by the social learning theory. The study employed a descriptive survey study. The total target population was 27 public secondary schools. The units of analysis were form three students, Head of Departments for guidance and counseling, and Discipline masters. The study adopted stratified sampling where the Sub-county was divided into three strata's in terms of boarding, day or mixed day/boarding. Simple random sampling was used to select 30% from each stratum. Therefore the sample size included 8 public secondary schools comprising of 245 students, 8 Heads of guidance and counseling departments and 8 Discipline Masters. The instrument for data collection was questionnaires. Quantitative data was analyzed using descriptive statistics such as mean, mode, median and standard deviation. The analyzed data was presented by use of tables, diagrams, graphs and charts. From the results of the findings, it was noted that the majority of the students were aware of a relative in their families who abused alcohol. They indicated that alcohol was more prevalent on the fathers as compared to the mothers. Others indicated that they were aware of some parents to their school mates who abused alcohol. The majority of the students recognized the fact that most families had a history of parental alcoholism. On the rating of parental alcoholism in the families, majority of the students felt that the rating was fifty percent. The findings showed that inability to pay school fees in time could have contributed to reduce teacher- student contact hours which affected performance of the children and therefore hindering achievement in their education. Majority of the respondents indicated that parental alcoholism was a major contributor to absenteeism of students from schools either directly or indirectly. Issues of financing education by parents came out conspicuously. It was found out that most parents did not prioritize payment of school fees, provision of personal effects, buying of supplementary books and setting aside out-of-pocket money for their children. This implied that many children ended up being sent away from school due to financial related factors while learning motivation of a majority of students especially those in boarding school was adversely affected. Their levels of concentration decreased and consequently their education was affected. Moreover it was found out that parents delegated a lot of domestic chores to their children especially the day scholars who ended up either being late or missing school altogether or dropping out of school. The research findings led to the conclusion that, alcoholic parents are passively involved in the education of their children in public secondary schools in Kangema Sub-County, Murang'a County-Kenya.

Background of the Problem

Provision of quality secondary education is a challenge due to myriad of factors key among them government bureaucracy, parental factors among others. Parental alcoholism is cited as one of the major reason for declining levels of education in schools. Alcoholism refers to alcohol seeking and consumption behavior that is harmful both to the user and to others people (NACADA, 2014). World health Organisation (2013) noted that alcoholic one of the oldest and the most commonly abused drug in the world. It is a psychoactive substance but society has allowed its use by the public either socially or for medication. The consequences of alcohol abuse are significant not only in terms of adverse health effects and health care costs but also in terms of lost earnings and

decreased performance as well as loss of lives. Alcoholism is a disease. It has a cause, symptoms progression, a diagnosis, an outcome and it has a course of treatment. It is recognized by the World Health Organisation as a cause of both physical and mental illness. The number of people who died in the world due to alcoholism in 2013 stood at 3.3 million people (WHO, 2013).

Alcoholism has significantly increased in African countries and Kenya is not an exception. NACADA (2014) noted that the class of citizens most affected by alcoholism are the youth who are considered to be the future leaders. People in charge of bringing up children have turned out to be indulging in drinking sprees hence abandoning or even neglecting their co-business of parenting. Children of alcoholics and Substance abusers (COAs and COSAs) respectively are typically exposed to disorganization 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. Ahmed and Ahmed (2007) noted that parental substance and alcohol abuse threatens the educational achievement of the child's full potential by exposing them to a stress, chaotic and often frightening home. This has adverse effects on student's education in terms of academic achievement, discipline, school attendance and learning motivation of the student.

Among the many negative impacts, alcohol in Murang'a is taking its toll on children as it violates their basic rights as stipulated in the Children Act 2001. Some children have dropped out of school due to lack of school fees. Moreover some parents do not influence their children positively since some of them spend most of their time in bars. Rarely do alcoholic parents have time to guide their children. Most children do not have positive role models from their parents and from the society in general. A child's self-efficacy is adversely affected when his/her drunkard parent attend school meetings when drunk or when the parents cannot afford school shoes and school uniform due to parental alcoholic behaviours. These challenges could be overcome through comprehensive policy formulation on alcoholism targeting school going children in high schools.

Kangema Sub-County is situated towards the central part of Kenya and is approximately 160 kilometers from Nairobi (Murang'a County Government strategic plan, 2014). One of the major challenges facing Kangema sub-county is poor educational performance, alcoholism and high poverty levels and hence high drop out from school. In fact most of the schools' mean grades oscillate between C+ and C-. A majority of schools stagnate at 3.000 a mean grade of D plain (Kangema Sub-County Education Office, KCSE results, 2014). Ironically the area is endowed with tea as a major cash earner. Despite a lot of money being paid out as tea bonuses annually, students are still dropping out of school while others stay for long at home due to school fees related issues. Moreover the sub-county is among the counties that enjoy a clean environment due to its proximity to the Aberdare forests. Consequently, clean water is readily available. The Sub-county is scenic with undulating topography. Kangema sub-county was chosen as the study area due to the challenges faced by the students in relation to parental alcoholism and misplaced priority in resource allocation towards formal education (Murang'a County Government Strategic Plan, 2014).

Statement of the Problem

Academic performance of learners at all levels of education is used by stakeholders to assess the quality of education. However many researchers note that factors outside the school may affect the academic performance of learners. Alcoholism in Kenyan homes has been on the rise with NACADA (2016) noting that many families in Kenya particularly in the Central region has been on the rise. Kangema Sub-County is one region that has experienced high levels of alcoholism and this

has necessitated the County Government of Murang'a to start rehabilitation programmes to curb the condition. As a teacher, parental alcoholism has been observed during the academic clinics and parents meetings in the schools within the Sub-County. Data from the schools guidance and counseling department in schools show that there is a high number of students seeking intervention due to parental alcoholism. Therefore there is need to carry out a study on the effects of parental alcoholism on academic performance of students in public secondary schools in Kangema Sub-county.

Purpose of the Study

The purpose of the study was to investigate the effects of parental alcoholism on students' education in public secondary schools within Kangema Sub-County, Murang'a County.

Research Objectives

This study was guided by the following objectives;

- i. To establish the prevalence of alcoholism among parents in Kangema sub-county.
- ii. To investigate how parental alcoholism influences school attendance of students in public secondary schools within Kangema sub-County.
- iii. To find out how parental alcoholism influences students' motivation to learn in public secondary schools within Kangema sub-County.
- iv. To examine how parental alcoholism affects students' discipline in public secondary schools within Kangema sub-County.

Research Questions

The following questions guided the study;

- i. What is the level of prevalence of alcoholic parents in Kangema sub-county?
- ii. How does Parental alcoholism influence school attendance of students in public schools within Kangema sub-County?
- iii. How does parental alcoholism influence students' learning motivation in public secondary schools within Kangema sub-County?
- iv. How does parental alcoholism affect students' discipline in public secondary within Kangema sub-County?

Limitations of the Study

The major challenge in this research was generalization of the research findings. Therefore, this information cannot be generalized to other Sub-Counties since the area of study differs from other areas in reference to the socio, economic and cultural background.

Role of Parental Involvement on a Students' Education

One of the aspects that have received attention by many researchers is children's education, (Bradley & Corwing, 2012) Parents play a significant role in their children's moral thinking (Grusec, Goodnow & KueZynski, 2000). The mode of the relationship between family social class and a pupil achievement and adjustment presumed the role of parental involvement.

Parents' involvement in education of the children has been found to be of benefit to parents, children and the school (Tella&Tella, 2003). Rasinki and Fredrick (2007) concluded that parents play an invaluable role in laying the foundation of their children's education. The foundation of literacy is built when parents offer the children caring environment. Parents who monitor their children's homework, participate in learners co-curricular activities and are active in their children academic programmes offer motivation to their children. Research on parental involvement shows that there is an improvement on children's academic performance as well as boosting school daily attendance, learning motivation, discipline and academic achievement (Cotton & Wikelund, 2005).

Effects of parental alcoholism on students' education

Parental alcoholism has diverse effects on psychological, health and physical effects on the learners. Parental alcoholism affects students' education in a number of ways.

1. Motivation to learning

Motivation is a key factor that influences the learners. Some students (the mastery oriented ones) are interested, willing to try new things, ask questions in class, and seek out new ideas. Motivated learners are fun to indulge in class and accept new ideas easily. However on the other hand demotivated learners are no fun to teach because they don't appear to share teacher's enthusiasm for the content or the thrill of discovery in the discipline. Clegg, Karnbeger and Pitsis (2005), defined motivation as psychological force within each person that drives their behaviour towards the pursuit of their implicit goals, and how hard and how long they work to attain those goals. Berkowitz, Kerin and Rudelius (2013) also defined motivation as the energizing force that causes behaviour that satisfies a need. They further expressed that needs are boundless. Educational achievement is a need which student's aim at fulfilling.

Newman, Wehlage and Lamborn, (1992) posited that children have certain basic psychological needs and are most likely to become engaged in the learning process when the learning environment is compatible with those needs. Human beings are driven by needs to achieve competence and expectations about their ability to perform certain tasks successfully, which influences future learning. Adelman and Miggley, (2008) argued that when learners perceive that they have been successful at an endeavour, they are more likely to be motivated to learn in the future and to persist when faced with a difficult task, conversely, when learners have a history of failure, it becomes difficult to sustain the motivation to keep trying.

Humans also need to feel securely connected to others and worthy and capable of love and respect (Stipek, 1996). They are motivated to achieve when they feel that they are able to make a positive contribution to the group. Students are most likely to feel that they are genuine members of a community when the group is organized around a clear purpose, when they are treated as valued and respected members of the group, and when they are treated with fairness.

People also want to be physically and psychologically safe and when faced with physical or psychological threats such as parental abuse are less motivated to learn (Jensen, 1998). Humans are driven to engage in authentic, personally meaningful and relevant work. According to McCombs (1996), there are tasks that are likely to motivate learners and promote learner engagement. These include provision of conducive and safe home environment, caring parents, well organised school layout among others.

Humans are driven to exercise control over their own activities, and children/students are more likely to be motivated to learn when they believe that their actions are internally initiated and when they have opportunities to regulate their own actions or make choices (Alderman, 2008). Learners who do not believe that they have control or choices are less likely to expend the effort necessary to learn. Children will be more likely to engage in learning when schools and to a large extent homes offer an environment that allows these needs to be met. Stipek (2006) and Yair (2000) hold that educators must be attentive not only to teaching methods and the formal curriculum but also to the large context of the school culture, home background, disciplinary procedure and grouping practices. Educators also need to consider the learners relationship with teachers, administrators, and parents; the physical structure of the school and assessment strategies. Yair (2000) indicated that when parents show an interest in their child's education by getting involved, students adopt a mastery goal orientation to learning where they are more likely to seek challenging tasks, persist through academic challenges, and experience satisfaction in their homework (Gonzalez DeHall, Wilems & Holbein, 2005).

Claire and Amy (2014) posited that COAs especially those whose parents are alcohol dependent as opposed to having a diagnosis of alcohol abuse, achieve relatively lower academic outcomes in comparison to non-COA peers. Adolescent task orientation partially mediates the relationship between parental alcohol dependence and academic achievement indicating that academic difficulties in COAs may be due to impaired motivation and organization.

2. School 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 class 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). Children of alcoholics and substance abusers are typically exposed to disorganization 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 stress, chaotic and often frightening home situation, (Black, 2009, Fillmore, 2007). Akon (2000) noted that students from households suffering incidences of alcoholism have a higher rate of school absenteeism compared from children from other homes that are more stable. This was attributed to lack of concern by alcoholic parents, lack of finances to support education 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 parental 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 back home taking care of domestic chores due to parental neglect. This in turn adversely affects students' education (Akon, 2000).

3. Student Discipline

Student discipline is one of the key ingredients to education achievement of learners. Parents play a vital role in maintaining discipline in schools whereas lack of their support gives rise to a number of problems such as bullying, truancy, alcohol and drug abuse, rebelliousness, graffiti, fighting, smoking and relationship problems (Agulani, 1999). Student discipline refers to the ability to control a student's behavior; the controlled behaviour or situation that results from this training.

Discipline is to behave according to the set school rules and regulations at all time. Social-learning theory emphasizes the importance of the models children see around them. Adolescents are keen to notice and adopt hypocrisy that is portrayed by their parents (Kaplan, 1986).

Alcoholic parents have very little time set aside for guiding their children. COAs are maladjusted due to parental neglect. These children result to anti-social behaviours such as stealing and rebelliousness. The devotion to studies erodes more to children of alcoholics. These students have little concentration span due to domestic problems especially if they are day-scholars. This is reflected by students posting poor grades in their studies and resulting to low academic performance.

Chapter two: Research Methodology

The research design is defined as a framework that shows how problems under investigation will be solved (Leedy&Ormrod, 2010). The research adopteddescriptive survey design. According to Orodho (2003), a survey is a method of collecting information by administering questionnaires to a sample of individual. It can be used when collecting information about people's attitude, opinion and habit or any other education or social issues. Descriptive methods are widely used to obtain data useful in evaluating present practices and providing basis for decision making. This method was relevant to the study because it involved frequency of answers to the same question by different respondents.

Target Population

The target population included 27 heads of guidance counseling department, 27 discipline masters and 820 form three students in Kangema Sub County, Murang'a County.

Sample Size and Sampling Procedure

Kombo and Tromp (2006) defines sampling as the process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group. A sample is a small part of the large population which is thought to be representative of the large population. The sample schools were 8 which accounts for 30% of the target population. Stratified random sampling technique was used in this study where there were three statuses of schools namely; day schools, mixed day and boarding and boarding schools. This was used to ensure a good representation from every category of school in the sub-county. The researcher randomly picked four (4) schoolsout of 13day schools, and picked two (2) out of 7 boarding schools and two (2) out of mixed day and boarding schools.

Students' Response on Family Status

Students were asked to indicate their family status. The responses was as indicated in the Table 4.1 below

Table 4.1: Family Social Status

| Family status | N | % |
|---------------|-----|-----|
| Both parents | 112 | 58 |
| Mother only | 41 | 21 |
| Father only | 20 | 10 |
| Guardian- led | 11 | 0.5 |
| Child –led | 6 | 0.3 |

It was noted that more 59 % of the respondents had both parents, 22% had their mother only, 10% of the responds had their father only,6% were under the care of their guardians while 3% had one of their sibling taking care of them.Further the respondents were required to respond on the family member who abused alcohol. The results are as indicated on the Table 4.2 below.

Table 4.2: Prevalence of Alcoholism in Families

| | Family member who abuse alcohol | Strongly Agree | | Agree | | Neutral | | Disagree | | Strongly Disagree | |
|-----------|---------------------------------|----------------|-----|-------|------|---------|------|----------|------|-------------------|------|
| | | n | % | n | % | n | % | n | % | n | % |
| 4a | Father | n | % | n | % | n | % | n | % | n | % |
| | | 80 | 42 | 43 | 22 | 3 | 15 | 27 | 14 | 10 | 0.5 |
| | | | | | | | | | | | |
| 4b | Mother | n | % | n | % | n | % | n | % | n | % |
| | | 15 | 7.8 | 22 | 11.5 | 87 | 47.7 | 28 | 14.7 | 38 | 20 |
| | | | | | | | | | | | |
| 4c | Both parents | n | % | n | % | N | % | n | % | n | % |
| | | 19 | 1.0 | 26 | 13.6 | 70 | 36.8 | 55 | 28.9 | 20 | 10.5 |
| | | | | | | | | | | | |

| 4d | My guardian | n | % | n | % | N | % | n | % | n | % |
|----|-------------------------|----|-------|-----|-------|----|-------|----|------|----|------|
| | | 13 | 0.6 | 22 | 11.5 | 20 | 10.5 | 45 | 23.6 | 90 | 47.3 |
| | | | | | | | | | | | |
| 4e | School mates' relatives | n | % | n | % | N | % | n | % | n | % |
| | | 31 | 16.31 | 117 | 61.57 | 30 | 15.78 | 10 | 5.2 | 2 | 1.05 |

The study found out that fathers 82 (42%) abused alcohol more than the mothers 15 (7.8%). The respondents also were asked to indicate whether they were aware of their schoolmates relative who was an alcoholic. Those who agreed to the statement were 117(61.57%), those who strongly agreed were 31 (16.31%), and those who were neutral were 30 (15.78%)

The researcher notes that almost all the respondents knew of a family member who was an alcoholic. This was found to be detrimental to the success of the child and the wellbeing of the students' education. The respondents were further asked to rate the level of parental alcoholism their family and the results are as indicated in the Table 4.3 below.

Table 4.3: Parental Alcoholism Rating

| Parental alcoholism rating | N | % |
|----------------------------|----|-------|
| Below 20% | 35 | 18.42 |
| At 30% | 20 | 10.52 |
| At 40% | 15 | 0.78 |
| At 50% | 87 | 45.78 |
| At 60% | 21 | 11.05 |
| above 70% | 12 | 6% |

The research found out that that parental alcoholism is quite prevalent in the location of study this is because 87 (45.78%) rated parental alcoholism at 50%, those who rated it at 60 % were 21 (11%) respondents and 12(6.3%) respondents rated it at 70 %.

H.O.Ds' for Guidance and Counseling response to Parental Alcohol Prevalence

Similarly H.O.Ds were required to rate the level of parental alcoholism. The study shows that the highest number of H.O.Ds rated parental alcoholism at between 51-60% as shown in Table 4.4 below.

Table 4.4: Heads of Departments Parental Alcoholism Rating

| Parental alcoholism rating | N | % |
|----------------------------|---|-------|
| At 0-10% | 0 | 0 |
| At 11-20% | 1 | 12.5% |
| At 21-30% | 0 | 0 |
| At 31-40% | 2 | 25% |
| At 41-50% | 2 | 25% |
| At 51-60% | 3 | 37.5% |
| At 61% and above | 0 | 0 |

The data in Table 4.4 shows that 3(37.5%) of the respondents rated parental alcoholism at between (51-60%), those who rated alcoholism between (41-50 %) were 2(25%), while those who rated it at 31-40% were 2(25%) and only one respondent out of 8 respondents rated parental alcoholism at 11-20%. what this implied is that parental alcohol prevalence is high in the area of study.

Students response on Parental Alcoholism and School Attendance

Students were asked to indicate whether alcoholic parents prioritized on payment of school fees, whether parents were concerned with their children attendance to school. They were asked to respond to factors of domestic chores, provision of personal effect that aid comfort and learning in schools. The Table4.5 below shows the results.

Table 4.5: Students response on Parental Alcoholism and School Attendance

| Opinion | Timely payment of school fees and personal effects | | Amount of domestic chores | | Parental concern of children's' school attendance /follow ups | |
|-------------------|--|-------|---------------------------|-------|---|-------|
| | n | % | N | % | | % |
| Strongly Disagree | 7 | 3.68 | 25 | 13.15 | 3 | 1.57 |
| Disagree | 12 | 6.31 | 30 | 15.78 | 17 | 8.94 |
| Neutral | 46 | 24.21 | 63 | 24.21 | 21 | 11.05 |
| Agree | 78 | 41.05 | 60 | 31.57 | 98 | 51.57 |
| Strongly Agree | 47 | 24.73 | 12 | 6.31 | 51 | 26.84 |
| Total=N | 190 | 100 | 190 | 100 | 190 | 100 |

Out of 190 students who gave their responses, 7 (3.68%) strongly disagreed that parents paid school fees and provided personal effects on time, 12(6.31%),disagreed, 46(24.21%) were neutral, 78(41.05%) were the majority and agreed while those that strongly agreed were 47(24.73%).

The study found out alcoholic parents gave their children a lot of domestic chores hence some failed to attend to school. Out of the 190 respondents; 25 (13.15%) strongly disagreed with the statement, 30(15.75% agreed, neutral were 63(24.21), those who agreed were 60(31.57%) while 12(6.31%) strongly agreed. Further, the students were asked to give their responses on the statement of parental concern to their children's school attendance and follow ups, only 3(1.57%) strongly disagreed, 17 (8.94%), those who were neutral were 21(11.05%), the majority 98(51.57%) agreed while those who strongly agreed were 51(26.84%). According to Winter (2014), Children of Alcoholics and substance Abusers, C.O.A and COSAs respectively are typically exposed to disorganization in the home, including negligence and or abusive parenting, financial hardships and possible social isolation. This study realized that alcoholic parents were busy and spent time in bars and other drinking joints. This resulted in children lacking guidance and direction in life. This was found to affect the learning motivation of children who hailed from such family backgrounds.

Students' views on Parental Alcoholism and Learning Motivation

When students were asked to indicate their opinion regarding the extent to which factors of parental involvement contributed to their motivation to learning; their responses were shown on the Table 4.6 below.

Table 4.6: Students' views on Parental Alcoholism and Learning Motivation

| Response | Homework | | Educational progress | | School Meetings and academic clinics. | |
|-----------------|----------|-------|----------------------|-------|---------------------------------------|-------|
| | N | % | n | % | N | % |
| SD | 7 | 3.6 | 65 | 34.21 | 3 | 1.57 |
| D | 12 | 6.31 | 45 | 23.68 | 6 | 3.157 |
| N | 20 | 10.52 | 17 | 8.94 | 20 | 10.52 |
| A | 55 | 28.94 | 39 | 20.94 | 38 | 20.00 |
| SA | 86 | 45.26 | 24 | 12.63 | 123 | 64.73 |
| Total=190(100%) | | | | | | |

The table above indicates percentages of response of 190 students towards parental awareness of homework given in school, parental assistance in doing the homework, parental involvement in achieving set educational targets and attendance of school meetings. Most of these are home based factors aimed at motivating the learner in the process of education. As regards assisting the students in homework, students reported a frequency of 7(SD), 12(D), 20 (N), 55(A) and 86(SA). This indicates that most parents follow up the homework and assignments given to their children in school. Regarding educational progress of students, a frequency of 65 (SD), 45(D), 17(N), 39(A) and 24(SA). This was an indication that the respondents were divided on whether their parents had a follow up system of their children's education progress. When asked about their opinion with regard to what their feeling was if their parents attended school meeting drunk, the majority of the students 123(64%) strongly agreed that they would feel bad, 38(A), 20(N), 6(D) while 3 strongly disagreed with the statement. Provision of conducive learning environment is crucial for educational achievement this is according to Ndirangu (2012).

Deputy Principals' Opinion on Parental Alcoholism and Students' Learning Motivation

The respondents were asked their opinion of the discipline masters' on the effect of parental alcoholism on students' learning motivation. On the students' motivation, they were required to respond on whether alcoholic parents were aware of the homework assigned to their children, whether these parents attended to school meetings, whether these parents helped their children in meeting educational targets and whether children of alcoholics were negatively affected when their parents attended school meetings drunk.

Table 4.7: Deputy Principals' Opinion on Parental Alcoholism and Students' Learning Motivation

| Opinion | Homework | | School meetings attendance | | Drunk attendances | | Educational progress | |
|----------------|----------|------|----------------------------|------|-------------------|------|----------------------|------|
| | n | % | N | % | n | % | N | % |
| SA | 0 | 0 | 1 | 12.5 | 5 | 62.5 | 2 | 25 |
| A | 1 | 12.5 | 1 | 12.5 | 3 | 37.5 | 3 | 37.5 |
| N | 1 | 12.5 | 2 | 25 | 0 | 0 | 2 | 25 |
| D | 2 | 25 | 2 | 25 | 0 | 0 | 1 | 12.5 |
| SD | 4 | 50 | 2 | 25 | 0 | 0 | 0 | 0 |
| Total =8(100%) | | | | | | | | |

Data in Table 4.10 shows that minority (25%) of the deputy principals agreed with the statement

that alcoholism motivated parents to attend school meetings whereas a majority (100%) observed that alcoholism motivated drunk-attendance of school meetings while drunk.

Students' responses on Parental Alcoholism and Students' Discipline

The students were requested to respond to the various discipline related factors such as adherence to school rules and regulations, setting of positive image to children/role modeling, parental guidance, and parents' attitude towards their children's schools.

The responses were as recorded in Table 4.8 below

Table 4.8: Students' responses on Parental Alcoholism and Students' Discipline

| Response | Adherence to school rules | | Parental role modeling | | Parental guidance | | Parents' attitude towards school | |
|-----------------------|---------------------------|-------|------------------------|-------|-------------------|-------|----------------------------------|-------|
| Response | N | % | N | % | n | % | N | % |
| Strongly Agree | 45 | 23.68 | 82 | 43.15 | 111 | 58.42 | 47 | 24.73 |
| Agree | 67 | 35.26 | 62 | 32.63 | 52 | 27.36 | 80 | 42.10 |
| Neutral | 40 | 21.05 | 34 | 17.89 | 22 | 11.57 | 49 | 25.78 |
| Disagree | 12 | 6.31 | 7 | 3.68 | 3 | 1.15 | 9 | 4.73 |
| Strongly Disagree | 26 | 13.68 | 3 | 1.15 | 2 | 1.05 | 5 | 2.26 |
| Total =N 190(100%) | | | | | | | | |

On the adherence to school rules, the respondents who strongly agreed to the statement were 45(23.68%), 67(35.26%) Agreed, Neutral were 40(21.05%), those who disagreed were 12(6.31%) and 26 (13.68%) strongly disagreed to the statement. When asked their opinion to the statement on parental role modeling, those who strongly agreed to the statement were the majority with a frequency of 82(43.15%), those who agreed were 62 (32.63%), neutral were 34(17.89%) those who disagreed to the statement were 7(3.68%) while those who strongly disagreed were 3(1.15). With regard to parental guidance, most of the students strongly agreed with the statement with a frequency of 111(58.42%), those who agreed were 52(27.36%), neutral were 22(11.57%), those who disagreed were 3(1.15%) while those who strongly disagreed were 2(1.05%).

The respondents were asked their opinion on parental attitude towards their children's school, those who agreed were the majority 80(42.10), those who strongly Agreed were 47(24%), neutral were 49(25.78%) those who disagreed were 9(4.73%) and those who strongly disagreed with the statement were 5(2.26%). These results meant that parental alcoholism affected the discipline of their children in the sense that such parents absconded responsibility of guiding their children and ensuring that their children adhered to the school rules. In addition such parents were reported of not being good role models to their children. However, despite of this when asked whether alcoholic parents ensured that school rules are adhered to by their children, the respondent seemed to be divided and what this implied was that alcoholic parents ensured that their children adhered to school rules.

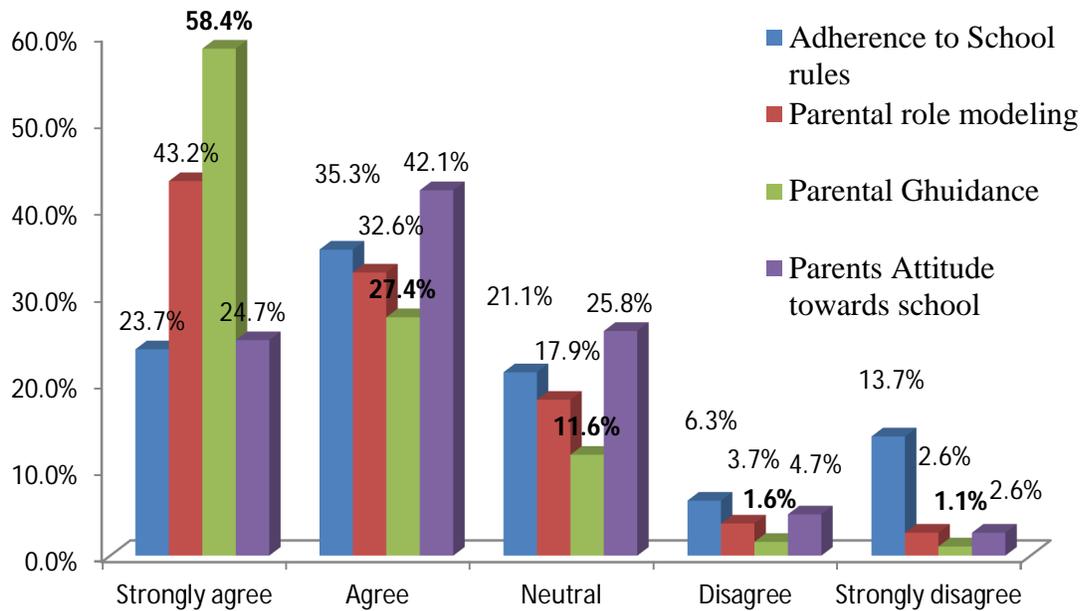


Figure 4.1: Students' responses on Parental Alcoholism and Students' Discipline

Data in Figure 4.3 shows that majority (58.9%) of students agreed that adherence to school rules was a challenge to learners with alcoholism affected households. Data also showed that majority (75.8%) of learners from alcoholism affected families lack parental role modeling from their parents. Research shows that majority of students (66.8%) noted that of alcoholism affected the students' adherence to school rules was

Discipline Masters' responses Toward Parental Alcoholism and Students' Discipline

The deputy principals were requested to respond to the various discipline related factors such as alcoholic parents' adherence to school rules and regulations by their children, setting of positive image to children/role modeling, parental guidance, alcoholic parents' attitude towards their children's schools and the mode of discipline for their children (whether brutal). The responses were as recorded in the Table 4.9 below.

Table 4.9: Discipline Masters' responses Toward Parental Alcoholism and Students' Discipline

| Response | Adherence to school rules | | Positive role modeling | | Parental guidance | | Attitude of parents towards school | | Brutal disciplining | |
|---------------|---------------------------|------|------------------------|------|-------------------|------|------------------------------------|------|---------------------|------|
| | n | % | n | % | n | % | N | % | N | % |
| SA | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 12.5 | 6 | 75 |
| A | 0 | 0 | | 0 | 1 | 12.5 | 1 | 12.5 | 1 | 12.5 |
| N | 2 | 25 | 1 | 12.5 | 1 | 12.5 | 2 | 25 | 1 | 12.5 |
| D | 3 | 37.5 | 4 | 50 | 2 | 25 | 2 | 25 | 0 | 0 |
| SD | 3 | 37.5 | 3 | 37.5 | 4 | 50 | 2 | 25 | 0 | 0 |
| Total=8(100%) | | | | | | | | | | |

When asked to give their opinion on whether alcoholic parents ensured their children adhered to

school rules and regulations, 2(25%) were neutral, 3(37.5%) disagreed to the statement while 3(37.5%) strongly disagreed to the statement. When asked to give their opinion on whether alcoholic parents were good role models to their children, 4(50%) of the respondents disagreed with the statement, 3(37.5%) of the respondents strongly disagreed to the statement, while one was neutral. The research also required the opinion of the respondents the statement on whether alcoholic parents offers guidance to their children. 4(50%) of the respondents strongly disagreed to the statement, 2(25%) of the respondents disagreed, while one respondent agreed to the statement and one respondent was neutral. When asked their on whether alcoholic parents were brutal and harsh when disciplining their children, 6(80%) of the respondents strongly agreed to the statement, 1(12.5%) agreed to the statement while 1(12.5%) was neutral. Moreover, respondents were asked to give their opinion on whether alcoholic parents had a good attitude towards the school of their children. 2 (25%) of the respondents strongly disagreed to the statement, the same frequency of respondents was recorded by those who disagreed and those who were neutral to the statement. These findings meant that parental alcoholism was detrimental to the discipline of their children. Alcoholic parents were not good role models to their children.

Summary of Major findings

The purpose of the study was to investigate the effects of parental alcoholism on children's education in public secondary schools in Kangema Sub County. The study was guided by Vygotsky's theory of social learning. Relevant literature was reviewed. The study was conducted using descriptive survey design. Data was collected using questionnaires and presented using percentages, frequency distribution and cross tabulation. The results indicate that there are various ways in which alcoholic parents affect education of children namely; school attendance, learning motivation or efficacy and discipline. This section contains a summary of major findings of the study organized according to the study objectives.

Parental Alcohol Prevalence

Majority of the students were aware of a relative in their family who abused alcohol. They indicated that alcohol was more prevalent on the father as compared to the mother. Others indicated that parents of their school mates abused alcohol as well. Majority of the students recognized the fact that most families have a history of parental alcoholism. On the rating of the level of parental alcoholism in the families' majority of the students felt that the level is forty to fifty percentage points. However the deputy principals and H.O.Ds rating was a bit higher than what was rated by the students. ie between fifty and sixty percent.

Effects of Parental Alcoholism on School Attendance

Majority of the respondents indicated that parental alcoholism is a major contributor to the absenteeism of students in schools either directly or indirectly. Issues of financing on education by parents came out conspicuously. It was found out that most parents do not prioritize on payment of school fees, provision of personal effects, buying of supplementary books and setting aside out-of-pocket money for their children. This implies that many children end up being sent away from school due to financial related factors. Moreover it was found out that parents delegated a lot of domestic chores to their children who end up either being late or missing school or dropping out of school altogether.

Effects of Parental Alcoholism on Students Learning Motivation

Majority of the respondents indicated that alcoholic parents were not aware of homework given to their children let alone assisting their children in doing the homework or assignments. The findings from the discipline masters indicated that many students felt bad when their drunken parents attended school meetings drunk. H.O.Ds further indicated that COAS portrayed a low self esteem compared to children of non-alcoholics. The finding of the discipline masters collaborated by the H.O.Ds where by majority of alcoholic parents did not attend organized school meetings. On the same regard majority of students indicated that alcoholic parents failed in setting educational targets as well as achieving them. Moreover these parents do not follow-up the academic progress of their children, as expected so at the end a high frequency of students end up not being motivated to learn and hence do not pursue their lifelong dreams and visions or careers of their choice.

Effects of Parental Alcoholism on Student's Discipline

Majority of the respondents were of the opinion that sober parents play a key role in the discipline levels of their children. These parents ensure that their children adhere to school rules and regulations. This is contrary to alcoholic parents. When asked, H.O.Ds and Discipline Masters indicated that alcoholic parents rarely set a positive image for their children to emulate. On the same regard, majority of the respondents disagreed that alcoholic parents have quality time to guide their children on education matters and life in general. This implies that majority of COSAs and COSAs perform dismally in education. Moreover most H.O.Ds were of the opinion that alcoholic parents were sometimes abusive and brutal when disciplining their children.

Conclusion

The findings of the study indicated that alcoholic parents were passively involved in the education of their children. This is in relation to fees payment, monitoring homework, attending programmed and non programmed school meetings as well as consulting teachers over education progress of their children. The study realized that inability to pay school fees in time could have contributed to reduced teacher student contact hours which affected performance of the children in schools. The impact that alcoholic parents can have on their children's educational outcome transcends income levels and social status

It is paramount to note that parents have a key role in motivating their children to learn, disciplining them and ensuring their children attend to school. Alcoholic parents are therefore passively involved in the education of their children in public secondary schools in Kangema Sub-County, Murang'a County-Kenya

Recommendation

The following recommendations were made from the findings of the study

- i. There is need for public secondary schools to admit that parental alcoholism needs to be addressed as a matter of urgency. The first step is to establish the nature of alcoholic parental involvement that is already in place. Improve on the nature of parental involvement by supporting those children from those backgrounds, whose alcohol prevalence is quite high.
- ii. Teachers, especially H.O.Ds in charge of guidance and counseling, need to improve on modalities of sensitizing both alcoholic parents on how to be involved in their children's

- education despite the challenges of disease of alcoholism. All forms of involvement which may include school based and home based should be known to the parents. Conduct frequent seminars and workshops on how to assess and assist their children in homework, how to motivate their children and the best way of disciplining their children
- iii. The government, both national and county, should encourage parental involvement program in which the school administration could join forces in sourcing motivational speakers. By doing so alcoholic parents would be integrated in the achievement of their children's educational goals. Alcoholic parents may be willing to be involved but they do not know how far and how
 - iv. There should be programmed teacher parent conferences where such forums would have teachers reporting and more so the heads of G&C reporting on the areas that need to be addressed and areas that would require improvement both at individual and school.
 - v. A component of the nature of alcoholic parental involvement in their children's education should be incorporated in teacher training curriculum so as to equip the teachers with the necessary knowledge to enable them deliver adequately as they interact with such parents as well as C.O.As and C.O.S.As. the practicing teachers need in-service training in this area
 - vi. County governments should formulate sound legislation framework in order to curb the vice more so in Murang'a County. Parents, teachers and guardians need to be sensitized about alcohol abuse in order for them to function as role models and to adequately respond to the challenges posed by alcohol abuse especially in secondary schools.

Recommended areas for further research

The current study focused on the effects of parental alcoholism on students' education in public secondary schools. Further studies on the following areas was recommended

- i. Effects of parental alcoholism on pupils' education in public primary schools
- ii. Effects of parental alcoholism on students' educational achievement in colleges and higher institutions of learning
- iii. The study was carried out in eight public secondary schools. There is need for widespread research that documents the nature and extent of parental alcoholism and its effects on their children's education at home, in the community and in their schools.

REFERENCES

- Achoka J.S.K, Odebo S.O, Maiyo J.K, Ndiku JM (2007) *Access to basic education in Kenya: Inherent concerns*. Paper presented in the first KAEM conference. Eldoret, Kenya April 9th -11th.
- Alderman, M. K. (2008). *Motivation for achievement: Possibilities for teaching and learning*. Mahwah, NJ: Lawrence Erlbaum
- Ali, Shoukat et al (2013) Factors contributing to students academic performance: *American Journal of Education Research* 1 (8), 283-289.

- Bernard, B. (1997) Drawing forth resilience in all our youth. Reclaiming children and youth. *Journal of Emotional and Behavioural Problems*, 6,(2), 29-32
- 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.
- Bladley, R.H &Corwyn, R.F (2012) *social economic status and child development*. Annual review of psychology.
- Brooks, R. B. (1999). Creating a positive school climate: Strategies for fostering self-esteem, motivation, and resilience. In J. Cohen (Ed.), *Educating minds and hearts: Social emotional learning and the passage into adolescence*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Brown, S., (2008).*Treating adult children of alcoholics:A developmental perspective*. NewYork: John Wiley & Sons, Inc.
- Center on Addiction and the Family (2011). *How Many COAs and COSAs Are There?*
Available at <http://www.coaf.org/>
- Chatter J.P, De Simon J (2005) *Adolescent drinking and high school drop-out*. NBERworking paper 11337, Cambridge, MA
- Cohen, M.L & Morrison, K (2002) *Research methods in education* (5thed.) London: Routledge, falmer
- Cotton, K &Wikelund (2005) *Parents involvement in education*.Available at<http://www.nwrel.org>
Accessed 18/03 2015.
- Coleman, F.L & Frick, P.J.(1994). MMPI-2 profiles of adult children of alcoholics. *Journal of Clinical Psychology*, 30,446-454
- De Jong, A (1991) *Alcoholism and Co-dependency*. Tyndale House Publishers Inc, New York
- De Simone J, Wolver A (2005) *Drinking and academic performance in high school*.NBER working paper, Cambridge.MA
- Dee TS, Evans WM (2003) Teen drinking and education attainment evidence: evidence from two-sample instrumental variables estimates. *Journal of labor Economic*

- 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.
- Fraenkel, J.R & Wallen, N.E (2000) How to design and evaluate research in Education. London, U.K: McGraw Hill
- Gelinas, M (1990) *Alcoholism and You*. Nairobi, Pauline publishers.
- Githinji, G.M (1995) *Drug Abuse and you*. Nairobi, Pauline publishers.
- Goleman, D.G. (1992). *Emotional intelligence: why it can matter more than I.Q.* New York: Bantam Books.
- Gonzales-DeHass, A.R., Wilems, P.P., & Holbein, M.F.D.(2005). Examining the relationship between parental involvement and student motivation. *Educational psychology Reviews*, 17, 99-123.
- Grant, B.F. (2000). Estimates of US children exposed to alcohol abuse and dependence in the family. *American Journal of public health*, 90, 112-115
- Grant, B.F. Harford, T.C., Dawson, D.A., Chou, P.C., Dufour, M., & Pickering, R.P. (1994) prevalence of DSM-IV alcohol abuse and dependence. *Alcohol Health Res World*, 18 243-248.
- Grusec, J.E., Goodnow, J.J & Kueszynki, L(2000), New direction to children's acquisition of values. *Child development*
- Hicks, D (1994) *Shades of Grey*. Institute for the study of Drug Dependence, ISDD, London.
- Hill C.H and J.S Holman (1983) *Chemistry in context*, 2nd edition, Butler & Tanner Ltd, Frome and London
- Horton, P. (1974). *The sociology of social problems*. Englewood Cliffs, New Jersey: Prentice Hall, Inc
- Irfan, M & Shaban, N.K (2012) factors affecting student's Academic performance. *Global Journal of Management*.
- Summer (2012). Importance of Parental involvement in their child(ren)'s learning, Mount Royal University

- Simon, M.K (2011). *Dissertation and scholarly research: Recipe for success*. Seattle.
- Kuzmanic (2009). *Validity in qualitative research: Interview and the appearance of truth through dialogue*. University of Primorska, Slovenia
- Kimberlin, C.L (2008) *Validity and reliability of research instruments*. Retrieved from <https://www.ncbi.nlm.nih.gov>
- Kothari,C.K (2012).*Research Methodology: Data processing and Analyisi*.
- Karechio, B (1994) *Drug Abuse in Kenya*. Uzima press, Nairobi
- Ketchum K& Asbury W.F (2000) *Beyond the influence –understanding and defeating alcoholism*. Bantam Books, New York.
- Jalang’o, M.R., &Heider, K.(2006). Editorial teacher attrition: An issue of national concern.*Early Childhood Educational journal*
- Leedy,P.D&Ormrod, J.E (2010). *Practical Research: Planning and design*. NYC: Merrill
- Magnuson & Katherine, (2007). Maternal education and children’s Academic Achievement during middle school, *Developmental psychology*43:1497-1512.retrieved from en.wikipedia.org/wiki/academic
- Majoribanks,K (2009) *Ethnic families and children’s achievement*, Sydney: Akon &Unwitgh
- Mayor, S. (2001). Alcohol and drug misuse sweeping the world, says WHO. *British Medical Journal*, 322:7284
- McGinnis, M. &Foege, W.H.(1999). Mortality and Morbidity attributable to use of addictive substances in the USA.*Proceedings of the association of American Physicians*, 111, 347-352.
- McGrath, C.E, Watson, A.L., Chassin, L. (1999). Academic Achievement in adolescent Children of Alcoholics, *Journal of studies on Alcoholism*, 60 (1):18-26, Rutgers University
- McCombs, B. L. (n.d.).*Understanding the keys to motivation to learn*. Aurora, CO: Mid-continent Research for Education and Learning.
- Moore S.A, DeStefano J., Terway A. &Balwanz D., (2008) *Working paper: Expanding Secondary Education for Sub-Saharan Africa: Where are the teachers?* EQUIP2, USAID

- Moss, H.B., Vanyukov, M., Majumder, P.P., Kirisci, L., & Tarter, R.E. (1995). Prepubertal sons of Substance abusers: Influences of parental and familial substance abuse on behavioural disposition IQ, and school achievement. *Addictive Behaviors*, 20, 345-358
- Mugenda, A. & Mugenda, O. (1999). *Research methods: qualitative and Quantitative Approaches*. Nairobi: Acts press
- Murang'a County government (2014) *strategic plan for (2014-2017)*
- Mulvihill, D. (2005). The health impact of childhood trauma: an interdisciplinary review, 1997-2003. *Issues in contemporary Pediatric Nursing*, 28, 115-136
- Murray, C.J., & Lopez, A.D. (1996). *The global Burden of Disease*. Boston, Mass: Harvard School of Public Health
- Mutai, B.K. (2001). *How to write standard dissertation: A systematic and simplified approach*. Thelley publishers, New Delhi
- NACADA (2001) *Youth in Peril-Alcohol and Drug Abuse in Kenya*
- NACADA (2006) frequently asked questions on Drug and Substance Abuse, Nairobi, Kenya.
- NACADA (2015) *alcoholics makes beeline for rehab in Murang'a*, retrieved from www.ipsos.co.ke
- Naik, A (1997) *Drugs*. Hedder Children's books, London
- Ndirangu J.M (2001) *Drug Abuse Monster*, Vallen Enterprises, Nairobi
- Neuman, W.L (2000) *Social Research Methods: Qualitative and Quantitative approaches*. Boston: Allyn & Bacon Publishers.
- Newman, F. M. (1992). *Student engagement and achievement in American secondary schools*. New York: Teachers College Press.
- Newman, F. M., Wehlage, G. G., & Lamborn, S. D. (1992). *The significance and sources of Student engagement and achievement in American secondary schools*. New York: Teachers College Press.
- Ndirangu, L.M (2012) *Effects of parental involvement on children's academic achievement in public secondary schools*. Research journal, Kenya.

- Okon, E. *Nigerian training course on drug dependence*. University of Jos, 1984 (unpublished).
- Okumbe, J.A (1999) *Educational Management Theory and Practice*. Nairobi: Nairobi University Press.
- Orodho, J.A (2004) *Techniques of writing research proposal and reports in education and social Sciences*. Nairobi, Mosola publishers
- Paton, M.Q (2000) *Qualitative research and Evaluation Methods* (3rd Edition) London: Sage Publications.
- Peterson, C. & Seligman, P. (2004). *Character strengths and Virtues: A handbook and classification*. New York: Oxford University Press.
- Rasinki, T.V & Fredrick, A (1988) *sharing literacy: Guiding principles and practices for parents' involvement*. Reading teacher
- Republic of Kenya, (2004) *Draft Sessional Paper on policy framework for the Education Sector*. Nairobi: Government printer.
- Republic of Kenya, (2006), The Out-span Hospital, Psychology department: *Alcohol brief Interventions Training Booklet*.
- Republic of Kenya, (2007) *Economic survey 2007*. government printers, Nairobi Secondary Education in Sub-Saharan Africa. *Word Bank paper no, 127*.
- Smith A.M (1990). *All about drinking and drug Abuse*. The Macmillan press.
- Slavin, R. E. (2003). *Educational Psychology: Theory and practice (7th ed.)*. Boston: Pearson Education.
- Stipek, D. J. (2006). Motivation and instruction. In D. C. Berliner & R. C. Calfee (Eds.), *Handbook of educational psychology* (pp. 85–113). New York: MacMillan.
- Tella, A & Tella, A (2003) *parental involvement, home background and school environment as determinant of academic achievement of secondary school student in Osun State, Nigeria*. African Journal of cross-cultural psychology and sports facilities
- Theresa I. M (2008). Alcoholism in Africa during the Late Twentieth Century: A Socio-Cultural Perspective International Journal of Business and Social Science Vol. 5 No. 2; February 2014

The bible societies, (2008) *Holy Bible*, New York

Wanderi, C (2008) management of Education in Kenya: Ministry has failed. *The Africanexecutive*. Last retrieved from May 3rd, 2014 from www.africanexecutive.com

Waithaka, A.G, (2015) Githambo Tea Factory Company limited. Annual Report and Financial statements for the year ended 30th June 2015

Wieland, R (1998) *The Bondage*. African Herald Publishing House

Winters .A (2014) Influential factors of parental substance and Alcohol Abuse on Children's Academic Achievement, *research journal*, 1- 13Portland States University.

World Bank, A.H.D.D (2007) Secondary education in Africa: At the cross Roads: Choices for secondary Education and training in Sub-Saharan Africa. Washington D.C, SEIA and the World

World Health Organization.(2013). *Drug problems in the socio-cultural context*.G. Edwards and Arif (eds).

Vygotsky, Lev (1978). *Mind in Society*. London: Harvard University Press

Yair, G. (2000). Reforming motivation: How the structure of instruction affects students' learning experiences. *British Educational Journal*, 26(2), 191–210