INFLUENCE OF ALCOHOL RELATED PARENTAL BEHAVIOUR DISORDERS ON LEARNER’S ACADEMIC ACHIEVEMENT IN PUBLIC PRIMARY SCHOOLS IN MARMANET, LAIKIPIA COUNTY, KENYA

BY

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DECLARATION

This thesis is my original work, and has not been presented for a degree in any other university

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DEDICATION

To the Lord almighty, through whom everything has been possible. My husband Elijah Kamau and my son Wycliff Kariuki. My mother and father Mr. and Mrs Theuri for the good educational background and unceasing prayers. My friends and relatives for their moral support and encouragement that has enabled me reach this far. May God bless you all.
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TABLE OF CONTENTS

DECLARATION ........................................................................................................... ii
DEDICATION ........................................................................................................... iii
ACKNOWLEDGEMENT .............................................................................................. iv
LIST OF TABLES .......................................................................................................... ix
LIST OF FIGURES ......................................................................................................... x
ABBREVIATIONS AND ACRONYMS ........................................................................... xi
ABSTRACT ................................................................................................................... xi

CHAPTER ONE: INTRODUCTION .............................................................................. 1
1.1 Background to the Study ....................................................................................... 1
1.2 Statement of the Problem ..................................................................................... 5
1.2.1 Purpose of the Study ....................................................................................... 6
1.3 Objectives of the Study ....................................................................................... 6
1.4 Research Questions ............................................................................................... 7
1.5 Significance of the Study ..................................................................................... 7
1.6 Delimitations and Limitations of the Study .......................................................... 8
1.6.1 Delimitation ................................................................................................... 8
1.6.2 Limitation ....................................................................................................... 8
1.7 Assumption .......................................................................................................... 9
1.8 Theoretical Framework ....................................................................................... 9
1.8.1 Social Learning Theory .................................................................................. 9
1.8.2 Parental Acceptance and Rejection (PAR) Theory ......................................... 12
1.9 Conceptual Framework ........................................................................................................14
1.10 Operational Definition of Terms ......................................................................................17

CHAPTER TWO: LITERATURE REVIEW .................................................................................18

2.0 Introduction ........................................................................................................................18
2.1 Prevalence of alcohol related parental behavior disorders .............................................18
  2.1.1 Occasions in which alcohol is consumed .................................................................19
  2.1.2 Alcoholic Related Parental Behavior Disorders .........................................................19
2.2 Children from alcoholic background ..............................................................................21
  2.3.1 Alcohol and Home Environment ..............................................................................22
2.3 Health Implication Associated with Alcohol Abuse .......................................................25
2.4 Effects of parental alcoholism on children upbringing .....................................................25
2.5 Marmanet Scenario ...........................................................................................................28
2.6 Summary of Literature Review .........................................................................................29

CHAPTER THREE: METHODOLOGY .....................................................................................31

3.0 Introduction ........................................................................................................................31

3.1 Research Design ...............................................................................................................31
  3.1.1 Variables ..................................................................................................................31
3.2 Location of the Study .........................................................................................................32
3.3 Target Population ..............................................................................................................32

3.4 Sampling Techniques and Sample Size ...........................................................................33
  3.4.1 Sampling Techniques ...............................................................................................33
  3.4.2 Sample size ...............................................................................................................33
3.6 Pilot Study .................................................................................................................. 34
3.6.1 Validity .................................................................................................................. 35
3.6.2 Reliability .............................................................................................................. 35
3.7 Data Collection Techniques ....................................................................................... 36
3.8 Data Analysis ............................................................................................................ 36
3.9 Logistical & Ethical Consideration ............................................................................ 37

CHAPTER FOUR: FINDINGS, INTERPRETATION AND DISCUSSION .............. 38
4.1 Introduction ............................................................................................................... 38
4.1.1 Findings, Interpretation and Discussions ............................................................... 38
4.2.1 Demographic Data ............................................................................................... 39
4.2.3 Distribution of learners by class ........................................................................... 40
4.3.4 Reasons why parents abuse alcohol .................................................................... 50
4.4 Symptoms that indicate that a pupil hails from alcoholic backgrounds .................. 51
4.4.1 The extent to which teachers observe the characteristic traits of such children who hail from alcoholic backgrounds in a school set up ...................... 51
4.4.2 Children from alcoholic backgrounds and discipline issues ............................... 53
4.5 Alcohol related behavior disorders and its impact on children’s academic achievement .......................................................................................................................... 54
4.5.2 Learners from alcoholic backgrounds miss school most of the time .................... 56
4.5.4 Do you live with both parents? ............................................................................ 58
4.6.0 Teacher’s opinions on ways of empowering learners from alcoholic backgrounds 59
4.6.1 Educational measures that the school has put in place to assist learners from alcoholic backgrounds achieve their potential .......................................................... 60

4.6.2 Stakeholders who join hands with teachers in empowering learners .................. 60

4.6.3 Outreach programmes for reaching alcoholic parents ................................... 61

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION ........ 62

5.1 Introduction .............................................................................................................. 62

5.2 Summary of the Findings and Discussions ....................................................... 62

5.4 Recommendations .................................................................................................. 64

5.5 Areas of Further Research ..................................................................................... 65

REFERENCES .................................................................................................................. 67

Appendix I: Questionnaire for pupils ......................................................................... 77

Appendix II: Questionnaire for Class teachers .......................................................... 78

Appendix III: Questionnaire for Headteacher ............................................................. 81

Appendix IV: Illegal Alcohol ....................................................................................... 83

Appendix V: Damages of Illegal Alcohol ................................................................... 84

Appendix VI: KCPE Analysis ....................................................................................... 86

Appendix VII: Research Authorization Letter .......................................................... 87
LIST OF TABLES

Table 4.1: Position in the family................................................................. 42
Table 4.2: Length of service as a class teacher........................................ 44
Table 4.3: Extent to which teachers observe the characteristic traits ........ 51
Table 4.4: Learners from alcoholic background Miss school most of the time........ 56
LIST OF FIGURES

Figure 1.1: Alcohol related parental behavior disorders and its effects on learners academic achievement ........................................................................................................... 15

Figure 4.1: Gender of learners ......................................................................................................... 40

Figure 4.2: Distribution of learners by class ...................................................................................... 41

Figure 4.3: Teaching experience of class teachers ........................................................................... 43

Figure 4.4: Gender of head teachers .............................................................................................. 45

Figure 4.5: Headteachers teaching experience ............................................................................... 46

Figure 4.6: Where alcohol is sold? .................................................................................................. 47

Figure 4.7: Who in the family drinks alcohol? .................................................................................. 48

Figure 4.8: What parents do for a living ........................................................................................... 49

Figure 4.9: Children from alcoholic backgrounds attain low grades in class ......................... 54

Figure 4.10: Children from alcoholic background are likely to drop out of school ........ 55

Figure 4.11: Learners from alcoholic background transit to secondary schools .................. 57

Figure 4.12: do you live with both parents? .................................................................................... 58

Figure 4.13: Whom do you live with? ............................................................................................ 59
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>COAs</td>
<td>Children of Alcoholics</td>
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<tr>
<td>EFA</td>
<td>Education For All</td>
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<td>FAS</td>
<td>Fetal Alcohol Syndrome</td>
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<td>NACADA</td>
<td>National Campaign Against Drug Abuse</td>
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<td>NCADD</td>
<td>National Council on Alcoholism and Drug Dependent</td>
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<td>NCCD</td>
<td>National Council on Crime and Delinquency</td>
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<td>NHMP</td>
<td>National Homicide Monitoring Progress</td>
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<td>NIAAA</td>
<td>National Institute on Alcohol Abuse and Alcoholism</td>
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<td>NTSA</td>
<td>National Transport and Safety Authority</td>
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<td>PAR</td>
<td>Parental Acceptance and Rejection</td>
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<td>PTSD</td>
<td>Post-traumatic stress Disorders</td>
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<td>SLT</td>
<td>Social Learning Theory</td>
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<td>UNODC</td>
<td>United Nation Office on Drugs and Crime</td>
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<td>V/V</td>
<td>Volume Ratio (volume/volume)</td>
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<td>WHO</td>
<td>World Health Organization</td>
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Abstract

The purpose of the study was to establish the influence of alcohol related parental behavior disorders on children’s academic achievement. Alcoholism has been a major challenge not only in our country but globally. No matter the type of alcohol consumed, when taken excessively, the user and the significant others get affected. This study investigated the influence of alcohol related parental behavior disorders on academic achievement among learners in public primary schools. The study was guided by the social learning theory (SLT) and parental acceptance and rejection (PAR) theory. The target population was 1385 persons consisting of head teachers, teachers and learners in class 6 and 7 in the nine public primary schools in Marmanet zone. This is because pre-adolescent and adolescent children are the most prone as they go through the physical, emotional and psychological changes of this stage. They are also maturing up and become aware of the happenings at home. In each school, the study sampled 10% of the population in each class using stratified and systematic random sampling. The researcher purposively selected two class teachers in each school. All the head teachers in the schools selected participated in the study. The data was collected using questionnaires which were later coded and analyzed with the aid of SPSS computer program. The quantitative data was organized in frequency tables, graphs and pie charts. The study established that most of the parents in Marmanet zone take alcohol. It is readily accessible in homes, shopping centers and in rare cases has been brought to school. Due to this rampant parental alcoholic disorder, the parents have neglected their children hence denying them the much needed support for achievement of academic grades. This neglect was manifested in children lacking basic needs, being unkept, carelessness in their academic assignments, lack of concentration in class, chronic absenteeism, truancy, deviancy and antisocial behavior. The effects of this neglect cause the children to perceive rejection and therefore, are unable to achieve their full potential in academic work. The study recommended that there was need to enforce the liquor laws as given out in the Kenyan law. The fight against illegal ‘second generation’ alcohol should be maintained until it is fully eradicated. Also the learners, teachers and parents should be counseled and be made fully aware of the effects of alcohol and coping skills for alcoholics. Children of alcoholics (COAs) should also be empowered on coping mechanisms.
CHAPTER ONE
INTRODUCTION

1.1 Background to the Study
The main global challenge of 21st century includes poverty, crime, drugs and alcohol abuse. The legality of alcohol consumption and accessibility in most countries makes it the most abused drug. Alcohol is categorized into various types depending on the content ratio of water to ethanol. Traditional brews contain percentages of ethanol to water often as high as 90% which are not standardized, yet very lethal. On average the Alcohol by Volume (ABV) for beer is 4.5%, wine and spirits 11.6% and for Liquor 37%. This is according to William Keller, senior scientist at the Alcohol research group of the Public Health Institute (Live Science July 29th 2010).

Over 10 Million adults in England now drink more than recommended daily limit with 2.6 Million of them drinking more than twice that. A quarter of adults’ drink at hazardous levels. The number of dependent drinkers now stands at 1.6 Million and the number that go to hospital for alcohol related reasons rose by 52% between 1996 and 2006. (National Audit Office, 2010).

The risks of drinking excessively are well established. Long term alcohol abuse can lead to numerous health problems including liver and kidney diseases, acute chronic pancreatitis, heart diseases, high blood pressure, depression stroke, fetal alcohol syndrome and several cancers (NHS Choices, 2011).
The World Health Organization (WHO, 2004) believes that half of the alcohol consumed in Sub-Saharan Africa is illegal and does not meet the prescribed standard of safety (Appendix IV). This drink is sometimes adulterated by adding substances like jet fuel, embalming fluid or battery acid which has the effect of giving the beverage more “kick.” (November 2014). It is also estimated that there are about two billion people worldwide who consume alcohol and 76.3% with diagnosed alcohol related disorder, making alcohol the most widely abused substance the world over. In 2009, WHO reported that 18 Million Americans had abused drugs, 12.5% of them being alcohol dependent. Approximately 28Milliom children are exposed to alcoholism in the family and 7Million children age 18years and younger live in households with at least one alcoholic parent (Raychelle, 2015).

In 2010, Uganda was reported to be leading in alcohol consumption in East Africa. In the same year 80 people were reported to have died in western Uganda after drinking banana gin called Waragi (Herald Sunday, 25th April 2010). Due to high taxation on commercial beer, the poor people have turned to the cheap and potent brews. These includes; ‘crazy man in the bottle’, in Nigeria, the ‘Tho-Tho-Tho’ in Botswana,’ Scud’ in Zimbabwe ‘Kasiki’ in DRC and ‘Chang’a’, ‘yokozuna’ kumikumi and kiura, in Kenya. The production of such illicit brew does not meet the recommended standards. This makes it unhygienic and unsafe for human consumption. Drinkers have suffered blindness or death due to methanol poisoning. The water used to make the drink in illegal breweries is also often below acceptable health standards (NHS Choices, 2011).
In November 2000 at least 140 Kenyans died, many went blind and hundreds others were hospitalized after consuming Kumikumi in the poor neighborhood of Mukuru kwa Njenga and Mukuru Kayaba, both located on the outskirts of Nairobi Industrial area. In 1999 about a hundred villagers in Mai Mahiu, 60km west of Nairobi died as a result of drinking adulterated alcohol (Mureithi, 2002). On 14th September 2011, it was reported that 12 people died after consuming the illicit brew called ‘Yokozuna’ at Maina village which neighbors Marmanet zone in Laikipia County (The Star, 2011).

Alcohol is one of the most available drug. It is also widely consumed and abused recreational drug. It is thought to be the oldest fermented beverage (Rudgley et al., 1993). In Kenya it has been known to be a beverage used as refreshment in many occasions. Such occasions include naming, wedding, dowry payment and church ceremonies. The production and selling of alcohol is a major business chain, employing many people and earning the country handsome revenue. This has led to high rise of alcohol consumption in the country. However, alcohol is intoxicating. Therefore, the age and the time of drinking have been restricted through Liquor Licensing Regulation (cap 22). No matter the type of alcohol consumed, when alcohol consumption is taken too far, both the consumer and the significant others feel the effect. The alcoholic therefore is said to suffer from addiction, whereas the family members suffer from codependence (Webb & Baer, 1995).

According to a research by National Transport and Safety Authority in Kenya (2014 & 2015) drink driving, drink walking, drink riding cited as the main reason for high
accident rates over the weekend (NTSA, 2015). Alcohol does affect the user’s ability to perceive, integrate and process information. This distortion in the user's thinking may increase the risk that the user will misinterpret his partner. Some research indicates that a large quantity of alcohol can increase users sense of personal power and domination over others. This may in turn make it more likely that an abuser will attempt to exercise that power and control over others. Therefore, violence may be triggered by conflict over alcohol use (Benett, 1997).

Alcoholic parents provide a different home environment compared to non-alcoholic parents. Both adults and children experience higher levels of anxiety and lower levels of differentiation of self than those from nonalcoholic families. COAs who mature have lower self-esteem, excessive feelings of responsibility, difficulties reaching out, higher incidence of depression and increased likelihood of becoming alcoholics (Lacono, 2004). The consumed alcohol can have effect even to an unborn child. Mothers who consume alcohol during pregnancy risk having children with “fetal alcohol spectrum disorders”. These disorders may cause mental, physical and learning disabilities hence affecting academic performance. National Council Alcoholism and Drug Dependence (NCADD) (Berger, 1993) explained this. Physical violence against women and children is common among drunkard husbands. This contributes to the highest risk of head injury even to the unborn child (Oganda, 2002).

In a report from Kenya Medical Research Institute (KEMRI), 70% of Kenyan families abuse alcohol. Forty percent of Kenyans between 15-65 years currently use alcohol
Parental alcoholic misuse can affect the amount of supervision provided to children. Vitaro, Dobkin, Carbonneur and Tremblay (1996) found parental behavior, to be one of the factors that accounted for differences in behavior of sons of alcoholic fathers and those of non-alcoholic fathers. At age 10 and 12 boys without problem behavior reported more parental supervision than their peers from alcoholic parents. Studies comparing COAs with those of non-alcoholics have found that parental alcoholism is linked to a number of psychological disorders in children (Moos & Billings, 1982).

School related issues are common among children of alcoholic parents. They may produce poor grades, suffer behavioral problems, repeat classes or fail to graduate from schools. While poor cognitive ability accounts for some of the academic challenges, the National Institute of Alcohol Abuse and Alcoholism suggest that it is often due to stress and motivational difficulties caused by home environment (Niaaa, 2013).

Every child is constitutionally entitled to free and compulsory education (Republic of Kenya, 2003). This goal however is hindered by many factors chief among, them being parental alcoholic behavior disorder. The purpose of this study was to establish whether there is any link between parental alcohol consumption and the academic performance of learners.

1.2 Statement of the Problem

The academic achievement of students is normally affected by many factors among them being teachers, school environment, home environment, students’ attitude and parental
alcoholic behavior disorders. The home environment of a student has many aspects which directly affect the day to day interaction of learners with others. The relationship between parents, children, neighbors and the community can have a direct relationship on the students’ achievement in school. When parents abuse alcohol, the home environment is affected. This effect is transmitted to the school and the learners’ attitude may be affected too. The academic achievement of the learners in the zone has been low. Most of the public schools attain a mean score of less than 250 marks out of maximum 500 marks in the KCPE exams.

The study therefore sought to investigate how alcoholic behavior disorders among parents, affects academic achievement among learners in public primary schools in Marmanet zone.

1.2.1 Purpose of the Study

The purpose of the study was to establish the influence of alcohol related parental behavior disorders on children academic achievement.

1.3 Objectives of the Study

The objectives of the study are:

i. To establish the extent of alcohol, abuse among parents in Marmanet Zone.

ii. To find out the behavior patterns of children from alcoholic families in relation to their academic achievement.

iii. To establish how parental alcoholic behavior disorders affects children’s academic achievement.
iv. To establish school related intervention measures for children from alcoholic background.

1.4 Research Questions

i. What is the extent of alcohol taking among parents of the school-going children in the zone?

ii. What are the behavior patterns among children who are from alcoholic families?

iii. How does parental alcoholic behavior disorder affect children’s academic achievement?

iv. What strategies can schools put into place to empower learners from alcoholic environment?

1.5 Significance of the Study

This study hopefully will be useful to various stakeholders. The study will empower teachers to give guidance and counseling to learners from alcoholic families. The school administrators will hopefully make the school child friendly by providing basic support such as feeding programs, and sanitary towels for girls. This will enable children from alcoholic families who may be deprived of food have at least a meal per day while girls will be maintained in school throughout the school days.

Pupils will hopefully also benefit from the study since they will be trained on coping skills in relation to their alcoholic families and their uncondusive environment for learning. Through this study, it is hoped that the government will formulate policies that help to minimize the production and consumption of alcoholic drinks. The researcher
hopes that the government will endeavor to enforce the existing laws on alcohol such as the famous Mututho laws. Finally, it is the hope of the researcher that the general public will be made aware of the adverse effects of alcohol on children. This will hopefully change their attitude to the benefit of their children since they are their role model.

1.6 Delimitations and Limitations of the Study

1.6.1 Delimitation

This proposed study was confined within Marmanet zone of Laikipia county, Kenya.

1.6.2 Limitation

The terrain towards some of the schools was very harsh. The researcher did all that was within her reach to ensure she accessed all the stations. All questionnaires were filled, however it was a costly and time consuming affair.

With the education policy which allows all pupils to be in school regardless of age, some pupils had not gained enough English language for them to communicate effectively. With the researchers’ guidance they were able to fill the questionnaires. Some children were not willing to expose their family backgrounds and were suspicious of the motive behind the exercise. After the researcher assured them of confidentiality they agreed to comply. Some who were suffering from dyslexia and dysgraphia had a tendency of leaving blank spaces, choosing more than one answer and incomplete words. The class teacher and the researcher gave those pupils more time to complete the task and offered guidance. With some little patience, the respondents accorded the researcher the much cooperation needed.
1.7 Assumption

It is assumed that the respondents were honest as they answered the questions. There was peace in the course of data collection. The respondents participated and responded to the questionnaire in good time.

1.8 Theoretical Framework

This study was guided by social Learning theory (Albert Bandura 1986) and Parental Acceptance and Rejection (PAR) theory, (Rohner, 1980).

1.8.1 Social Learning Theory

The Social learning theory by Albert Bandura in 1986 highlights that, the idea of human learning occurs in a social environment. By observing others, people acquire knowledge of rules, skills, strategies, beliefs and attitudes. Individuals also learn the usefulness and appropriateness of behaviors by observing models. Learning is an internal mental process that may or may not be reflected in immediate behavioral change (Bandura, 1986). An individual in a social environment observe the others who are role models or significant others. Such includes parents, teachers, and older siblings. Children can observe and copy both desirable and undesirable behaviors from significant others (MoEST, 2004). Self-regulated learners identify goals and maintain strategies for reaching the goals. For children to be self-regulated, self-efficacy is a priority. Most children from alcoholic backgrounds lack this important virtue. The reason is their poor role model or significant others. Individuals with weak belief in self-efficacy have the following characteristics: they shy away from difficult tasks, have low aspiration and weak commitment to the
goals they choose. They also become prone to stress and desperation. Due to the environment that they grow in, they can fail to internalize feelings of worth, and trust in needs being met. They often learn “don’t talk, don’t trust, don’t feel” from their parents (Robinson & Rhoden, 1998). Mistrust is a common characteristic present among children of alcoholics. They have been let down so many times by their parent(s) that they don’t allow themselves to trust.

A person who perceives himself as capable of under taking an assignment and the society recognizes him as capable, develops self-confidence and is willing to venture and do other tasks (Ndurumo, 2002). Research has suggested that parent’s behavior can have differential effects on the psychological adjustment on their children (Veneziano, 2000). Children of Alcoholics (COAs) can suffer a range of physical, emotional and psychological challenges. Child abuse is one of the many types of violence associated with alcohol use and abuse either as a consequence or a causative factor. This may manifest in various forms including physical abuse, sexual abuse and neglect, emotional or psychological abuse (Widon, 1989). As a result, children emotional aspect may be damaged. This may lead to low self-esteem and image, withdrawal and self-pity. Good conditions for healthy emotional development are provided by families and communities that cares for all its young and defines its value. When a community and its members pursue their own interests leaving the children deprived of love and seeing different moral standards practiced around them, they often have bitter consequences. Such leads to delinquency and difficult in controlling their emotions (Farrant, 1986). This could be some of the reasons why children perform poorly in their academic work.
Due to the parents’ absenteeism, children take up on responsibilities that are beyond their age affecting their education, peer relationship and family life. They are further at risk of social exclusion due to keeping parental drinking habit a secret (Vellman, Orford, Laybournet, 1998.) They also become caretakers of the problematic drinking parents (Tunnard, 2002) and also suffer from fatigue because of many domestic duties they are called to perform at home (Farrant. 1986). Such issues do not augur well with a child’s emotional and mental growth.

The social economic status of the people in Marmanet is quite low. They eke out their living from among other activities casual labor, small scale businesses and brewing of local alcoholic drinks. According to SLT, the significant others, role models and parents are very key in shaping the life of a child. The basic needs of these learners are rarely met. The home environment may also not be friendly as parent may not be physically and emotionally available. This may lead to low esteem among the learners triggering self-pity, withdrawal tendencies and inappropriate behavior. Children who are starved of affection or made to feel unwanted can develop worrying symptoms of maladjustment. Such behavior include aggression, withdrawal, apathy towards learning, demand for attention, lying, stealing and disruptive behavior (Farrant 1986). The study therefore sought to establish the status of inappropriate behavior among learners and its relationship with alcoholic families.
1.8.2 Parental Acceptance and Rejection (PAR) Theory

Parental Acceptance and Rejection theory (PAR) by Ronald Roohner (2011) explains the relationship between a child and the parent. In his research, he found that the more acceptance, warmth, affection, care, support, from significant others, the more positive influence will be on children development. On the other hand, the more rejection (physically, psychologically and hurtful behaviors) the more negative influence will be on children development. This means that parental acceptance or rejection influences every aspect of children development including coping skills, personality and behaviors. Children who are accepted in school and home are likely to progress well due to the feeling of recognition. On the other hand, children who are rejected feel worthless and the feelings tends to interfere with their general development. Such may harbor negative feelings which ultimately affect the emotional wellbeing (Ndurumo, 2002.). Those who grows up in a happy environment develops emotionally in a balanced manner. If the growing child lacks a sense of security, his emotional developments occurs on unstable foundations with disastrous results. Where protective love is absent or intermittent as in broken families in which the parents themselves are emotionally inadequate, the Childs own emotional being is adversely affected (Farrant, 1986).

A meta-analysis of 43 studies drawn from 7563 respondents in 25 countries (Khaleque & Rohner, 2002) confirmed the expectation that perceived parental acceptance is universally associated with psychological adjustment. This evidence supports that children everywhere who come from loving (accepting) families are more likely than children who come from unloving (rejecting) families to feel good about themselves.
They feel competent, have less problems with the management of hostility and aggression, have emotional responsive, emotional stability, less dependence and have a positive worldview (Kim & Rohner, 2002). According to this meta-analysis about 26% of the variability in children psychological adjustment is accounted for by parental acceptance. Parental rejection also appears to be a major predictor of almost all forms of behavioral problems in children. Such include conduct disorders, externalizing behavior and delinquency (Salama, 1984).

Research results of children neglect showed that those who are neglected had more problems in receptive and expressive language. This may lead to children feeling incapable of achieving much hence low self-esteem and lack of self worth. (Augostinos, 1987, Gauther, Stollak, Messe & Aronoff, 1996.) Neglect was also shown to be a strong predictor of some dimensions of psychological problems (Gauther et al., 1996). The bond therefore between children and their parent is the most critical influence on a child’s life and parenting strongly influence educational attainment, behavioral and mental health (Finney, 2004). Studies reveal that the kind of bonding children develop with their parents have greater influence on their lives. Parents who are warm will have children who have positive image about themselves and others. Such children are highly motivated and stimulated hence performing better in learning. Learning therefore takes place in a conducive, stimulating environment that permits free interaction of children and parents, space for activities, secure environment that foster creativity and confidence among children (KIE, 2009). Parents who show little or no interest in their children activities, contribute to negative perception. Where gaps exist in proper upbringing, far
reaching consequences like emotional, behavioral or learning problems may result. The child may develop low self-esteem, hostile, and negative attitude towards school work. Children from homes where there is poor discipline, little routines, inconsistent in upbringing styles causes uncertainty and confusion. This leads to behavior and learning problems (Ndani & Murugami, 2009). Therefore, this revelation is significant in this study as we try to find out how parental alcoholic behavior disorder impacts on children educational achievement especially with focus in Marmanet Zone.

1.9 Conceptual Framework

Figure 1.1 depicts the conceptual framework capturing the relationship between independent variables (Alcohol related parental behavior disorders) and the dependent variables (academic performance).
Figure 1.1: Alcohol related parental behavior disorders and its effects on learner academic achievement

Source: Researcher’s own source
From the conceptual framework figure 1.1 when a learner is growing in an environment where there is alcohol abuse, the home environment may not be conducive for learning. This kind of atmosphere has little or no supervision and there is a tendency of emotional abuse and instability. Where protective love is absent as in broken families in which parents themselves are emotionally inadequate, the Childs own emotional being is adversely affected. This may lead to a child being psychologically insecure hence having low self esteem which may affect the learner’s studies negatively. At school, the learner may be unable to cope effectively as he tries to resolve in his or her mind the issues at home. This may lead to antisocial behaviors such as withdrawal, delinquency, bullying, and lack of respect for lawful authority. Children who grow up in such environment may lack the strength to thrive in socialization, conduct and coping skills due to lack of self-esteem, confident and self-efficacy. When self-efficacy lacks in a child, the results are likely to be displayed in his academic achievement.
1.10 Operational Definition of Terms

**Alcohol Abuse**: This is a drinking behavior that has profound negative impact on a person.

**Alcoholism**: A disease that includes craving, loss of control, physical dependence and tolerance.

**Chang’aa**: An illegal alcoholic drink which is distilled from grains and sorghum and sometimes adulterated with unhygienic material and chemicals to make it more potent.

**Codependence**: A pattern of unhealthy behaviors that is used by family members to cover up a problem.

**Delinquency**: Behavior that fails to march up to the moral standards expected by society.

**Kasiki**: A local alcoholic brew in DRC Congo.

**Scud**: A local alcoholic brew in Zimbabwe.

**Self-efficacy**: Conviction that one can successfully accomplish the behavior required to produce a particular outcome.

**Tho-tho-tho**: An illegal alcoholic brew in Botswana.

**Waragi**: A local alcoholic brew made from bananas in Uganda.

**Yokozuna**: An illegal, cheap alcoholic drink in Kenyan slums.
CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction

This chapter presented a review of related literature under the following subheading: Prevalence of parental alcohol abuse, behavior patterns of children from alcoholic backgrounds, and impact of parental alcoholism on children education.

2.1 Prevalence of Alcohol Related Parental Behavior Disorders

The production and intake of alcohol is an old phenomena dating back to the beginning of creation. According to World Health Organization (WHO, 2004), about two billion people worldwide (33%) consume alcohol. This qualifies alcohol as one of the most abused drugs of our time. United Nation on Drug and Crime (UNOCD) estimates that between 155 and 250 million people aged between 15-64 years in United States of America (USA) used illicit substance at least once a year, most of it being alcohol. Luxemburg has 17.534L of absolute alcohol per capita consumption, this coming from a country reputed to have a high prevalence of conventional alcohol consumption in the world.

The WHO Global Status Report on alcohol released in 2004 showed that 19.47 L of pure alcohol are consumed in Uganda per capita each year. This is nearly four times higher than the worldwide average and five times that of Africa average. This makes Uganda the leading consumer of alcohol among 189 countries who are member states (WHO, 2004). A study by National Campaign against Drug Abuse (NACADA, 2007) indicated that
14.2% of the Kenyan population aged 15-64 years is currently consuming alcohol regularly. The report concluded that alcohol and drugs abuse were the major social problems in Kenya with serious health ramifications (Appendix V & VI). The study therefore sought to establish the extent of parental alcohol abuse and its effects on learners’ academic achievement in Marmanet.

2.1.1 Occasions in Which Alcohol is Consumed

Right from the olden days, alcohol was normally used for refreshment in most cultures worldwide. However, in most communities it was restricted to ceremonies such as weddings, naming of children, initiation ceremonies and social gatherings. In these ceremonies the drinking was restricted to certain people and a behavior code was expected after drinking. This curtailed most of the over indulgence. Among the Kikuyu in Kenya, payment of dowry was not complete without the drinking of alcohol by the elders. In many countries, alcohol is a legal drug, readily available and relatively inexpensive. It plays an integral part in a wide range of social rituals such as christenings, weddings and funerals. It serves as a widely acceptable symbol of celebration or simply as a social lubricant oiling the wheels of social interaction. It is thought to be the oldest fermented beverage (Rudgley 1993).

2.1.2 Alcoholic Related Parental Behavior Disorders

In recent times, alcohol is no longer a ceremonial drink but an all time intoxicant used purely for the sake of intoxication. In a study done, rates of alcohol misuse were found to be significantly higher in families with lower socio economic status compared with
families from higher socio-economic status (Crawford et al., 1987). Alcohol abuse affect parents’ relationship in a variety of negative ways. These include communication problems, increased conflict, poor sexual relations, poor distribution of resources and domestic violence. In such families’ children may not have their basic needs met because of the drinking problems. This problem is generally associated with missed days of work, job loss, alcohol related medical loss, inability to pay bills and cost to purchase alcohol as a consequence of lower financial security (Tunnard, 2002). When parents are involved in alcohol consumption, their judgment on key issues in life is impaired. When this parental judgment is impaired, children are at risk of suffering both intermittent and chronic negative emotional and psychological abuse. These arise from inconsistency, rejection and verbal abuse. Disruptive behavior such as aggression, hyperactivity and mental health problems are apparent in some of parents who misuse alcohol. Daughters of alcoholics exhibit more behavioral problems such as poor self-concept, eating disorders anxiety and depression (Windles, 1996). There is a strong evidence of an association between the consumption of alcohol and violence (Graham, 2008). The rates of physical and verbal abuse by a person affected by alcohol in Austraralia were more than twice the rate for other drug type. More than a third of the victims (38%) had consumed alcohol themselves at the time of the incident. Other evidence shows that significant proportion of violent offences are committed by and against people who have been drinking or intoxicated (Plant et al., 2002). A significant proportion of offender and victims of sexual assault had consumed alcohol and this increased the risk of sexual assault. The victims had become less able to detect dangerous situations (Corbin et al., 2001).
Alcohol is also involved in significant number of homicides. Research using the National Homicide Monitoring Programs (NHMP) database concluded that around half (47%) of all homicide in Australia between 2000-2006 were alcohol related. (Deardens et al., 2009). In this study, the police had recorded the offender as having been drinking or drunk. In the majority of these homicides (60%), both the offender and the victim had consumed alcohol.

2.2 Children from Alcoholic Background

Alcoholism is not an individual problem but rather a systemic and the one it hurts most is the one who does not even drink. According to Minuchin (1994), the family systems are composed of interdependent members whose interactions, dynamics, rules, boundaries and patterns contribute to the family behavior. Individual family members affect the system as a whole, and the system affects individual members. Many COAs live in homes filled with stress, financial hardships, instability, neglect and violence. They may develop feelings such as anger, embarrassment, shame and most of all hurt. They can also develop insecurities that can lead to emotional scars that they carry well in adulthood (Raychelle, 2015).

Family function and parent child interaction play a significant role in a child. Such include parental involvement, and adequate supervision (Hinshaw & Lee, 2003). The National Centre for addiction and substance abuse in Columbia University reported that substance abuser with their unreliable and unpredictable behaviors frequently are unable to fulfill their traditional roles within the family. As a result, children may find
themselves taking on more adult responsibilities denying them the much needed time and
evironment to excel in their academic work. They have had to grow up quickly and take
on adult roles often becoming parentified and assuming caretaker responsibilities. Black
(1982) has described COAs as victims of an alcoholic family environment characterized
by disruptions, deviant parental role model, inadequate parenting and disturbed parent-
child relationship. Studies comparing COAs with those of non-alcoholics have found that
parental alcoholism is linked to a number of psychological disorders in children.
Divorce, parental anxiety or affective disorders can add to the negative effect of parental
alcoholism on children emotional functioning (Moos & Billings, 1982).

2.3.1 Alcohol and Home Environment
Abuse of alcohol or drugs by parents have been observed to create high levels of family
dysfunction (Blackson, Tarter, Martin & Moss, 1994). Children of Alcoholics (COAs)
are exposed to disorganization in the home including negligence, abusive parenting,
financial hardship and possible social isolation. Due to the suffering caused by alcoholic
parents, other vulnerabilities appear in such children. Among these include low self-
esteeem, poor academic performance and behavioral problems (Ellis, Deborah, Zucker,
Robert; Fitzgerald & Hiram, 1997). COAs also exhibit symptoms of anxiety, depression
and externalizing behavior disorder such as crying, lack of friends, fear of going to school
and excessive self consciousness. If parents do not set clear behavioral expectations,
monitor their children behavior and family conflict, children are more likely to participate
in behavior disorder. (Bray, Adams & Baer, 2001).
Conflict between parent and children and in the absence of affective ties may make children to be at risk of developing behavior disorders such as drug abuse and other anti-social behaviors (McCuller, 2001). Children who are badly hit are those whose both parents are alcoholics since childhood should be a time of excitement, discovery, growth and development. Unfortunately, alcoholism robs not only the alcoholic of his or her life but also robs their children their childhood. A major part of the child life is spent being confused. This is because the parents’ attitude can quickly change from happy to angry which greatly confuses the child. They often feel lonely, and helpless hence becoming depressed (Raychelle, 2015).

In a Danish prospective longitudinal study, it was reported that children with two parents who misused alcohol had poorer social and emotional development (Hussong, Wong, Fitzgerald & Putter, 2005). Results of a survey done in Australia showed that, Alcohol consumption has been associated with gender based violence, crime, poverty, child abuse and neglect (Health Department of West Australia, 1998).

In the earlier days the child belonged to the community. In this respect, it did not matter whose child it is. All were fed, brought up and disciplined in equal measures regardless of the background and family history. Presently the society is becoming more and more individualized. Nuclear family is the pivot of an individual. A child who gets help and support from the nuclear family has higher chances of thriving in education and therefore in employment opportunities than one who comes from a family that has no support. When most of the family resources go to finance the alcoholic tendencies of a person in
the family, disharmony naturally arises, creating great stress, uncertainty and deprivation in a child’s life. These impacts negatively on the academic work of the child. The drinking habits of the parents and the significant others also affects the child’s emotional being. The child may end up being withdrawn, irritable and fearful lacking confidence as he goes through school life.

Several media reports have been filed on alcohol related deaths in Kenya as well as women protesting about neglected marital roles by their alcoholic spouses. The key question arises as to how it impacts on children performance. Parental Substance and alcohol abuse threatens the achievement of the child’s full potential by exposing them to stressful, chaotic and often frightening home situation (Black, 1981). Children who have grown up with alcoholic parent are considered to be at risk for many developmental, psychiatric problems, social skills deficit and educational attrition (Claydon, 1987). Jester, Collins and Jessor (1972) showed that parental alcohol misuse was associated with poorer intellectual stimulation, a family environment with less cohesion, organization and greater domestic violence. Kitzman (2000) found that fathers are less supportive and engaged with their children following a conflict with their spouse. The misuse problem is associated with excessively authoritarian or permissive parenting styles and with unrealistic expectation of children abilities (Mayes &Truman 2002). This study therefore investigated whether the academic performance of children in Marmanet is affected by their alcoholic home environment.
2.3 Health Implication Associated with Alcohol Abuse

Alcohol consumption has its own share of adverse effects on health to its consumers. In South Africa, a major public health concern is the prevalence of Fetal alcohol syndrome (FAS), a condition caused by mothers drinking during pregnancy. Children born with FAS have many characteristics including brain and skull deformities, difficulties in learning, short attention span, impaired judgment, memory problems and frequent behavioral problems (Berger, 1993).

An analysis of six years old with alcohol exposure during the second trimester of pregnancy showed lower academic performance and problems with reading, spelling and mathematical skills (Schaefer, Pearson & Vohman, 1984). Alcohol use can have adverse effects on mental health causing psychiatric disorders and increasing risk of suicide. Long-term alcohol abuse can also cause a number of physical symptoms among the cirrhosis of the liver, pancreatitis, epilepsy, dementia, heart diseases and sexual dysfunction. Other risky situations include driving while drunk and unsafe sex. (Muller et al., 1985).

2.4 Effects of Parental Alcoholism on Children Upbringing

Alcohol is an important risk factor for both domestic violence, child abuse and neglect. Studies have demonstrated that women whose partners consume alcohol at excessive levels are more likely to experience domestic violence. (Marcus 2007). Research has shown that excessive consumption of alcohol is associated with poor quality or
inconsistent parents. This may lead to a child experiencing a range of emotional or psychological problems (Dawe et al., 2008).

Vitaro, Dobkin, Carbonneur and Tremblay (1996) found parenting behavior to be one the factors that accounted for differences in behavior of sons of alcoholic fathers and those of non-alcoholic fathers. At age 11 &12, boys without problem behavior reported more parental supervision than their peers from alcoholic families. Studies comparing COAs and non COAs showed that at 14, children from non alcoholic parents reported less punishment by their parents. It was also observed that COAs tended to engage in significantly more deviant peer groups (Carle & Chassin, 2004). Parenting functions performed by individuals who are alcoholics may be characterized by inconsistency, unpredictability and lacking in clear rules and limits (Reilly, 1992). Blanton (1997) observes that COAs frequently experience chaotic parenting and poor quality environment during significant developmental periods. They may be exposed to high levels of family conflict too (Webb & Baer, 1995). COAs may have behavioral and school difficulties. These includes negative self-concepts, fearfulness, loneliness, concentration problem and work completion. Some problems may be attributed to chaotic environment where basic needs such as food are hardly met (Fisher & Harrison, 2000).

The origins of delinquency are most likely to involve an interaction between psychological needs and cultural influences. Scholars have argued that, negative social feedback giving rise to diminished self-esteem is a precursor to the development of delinquency (Kaplan, 1980). Another theory of delinquency is labeling theory. It states
that the reaction of society to instances of bad behavior defines for the perpetrator the future development of their self-image. The consequences of this labeling are that this label becomes incorporated into self-image. Lavelle, Hammersly and Forsyth (1993) examined and found that there is a relationship between personality traits, substance misuse and delinquency.

In a study done, 75% of the cases of those who had a history of crime in adult life could have, their criminality explained by the ways in which their parents had treated them as children (McCord, 1979). Oliver (1993) sites that early experiences of a social environment characterized by aggression and violence can be a predisposing factor in the development of aggressive behavior. Children whose parent or parents abuse alcohol are more likely to be subjected to various forms of physical and verbal abuse. Victims of child abuse particularly physical abuse and neglect are more likely to offend later in life. Research suggests a direct link between child maltreatment and juvenile offending including violent offending (Stewart et al 2000). Statistics show that approximately 40-50% of COAs also become dependent on alcohol in their lifetime. They are also at a greater risk of abuse, neglect and getting into a romantic relationship with an addict later in life. They also are at increased risk for anxiety, depression, obsessive compulsion disorders, isolation and even post-traumatic stress disorders (PTSD) (Raychelle, 2015).
There are many characteristics that children display that may signify alcoholism in a family. These include failure in school, truancy, lack of friends and withdrawal from friends. Other qualities of COAs include delinquent behavior such as stealing, or violence, and frequent physical complains such as stomachaches and headaches. They are also aggressive towards other children and are at risk of abusing other drugs (Estes et al., 1986).

2.5 Marmanet Scenario

Marmanet is in Laikipia County. Most of the inhabitants are peasant farmers eking out their living from planting maize and beans. A few engage in small-scale horticultural farming growing cabbages, kales and tomatoes. In Marmanet zone, villages have emerged from sub-division of land into small plots usually measuring 0.03 ha. Demand for these plots was driven by demands for land as people were flushed out of the Marmanet forest and Gatundia forests in the 1980s. The dwellers of these slums (also known as Kan’ga) are people of low means and do not have farming land. Personal income and employment status have been associated with the pattern of alcohol use and misuse. A number of population surveys have demonstrated that most people who are unemployed were more likely to be heavy drinkers (Crawford, Plant, Kreiman & Latcham, 1987).

From the Kenya Certificate of Primary Education (KCPE) examinations analysis, for the last five years only three schools out of nine public’s schools had acquired a mean score of 250 marks. This tread is not different from other years as the table attests (Appendix
VI). Several reasons have been forwarded to explain this dismal performance. Such reasons include inadequate teachers, pupil’s attitude, home environment and alcoholism among parents. The aim of this research was to explore the extent to which the parental alcoholic behavior disorders affects the academic performance of learners in the zone.

2.6 Summary of Literature Review

Based on all the literature reviewed, the academic achievement of a learner can be affected by several factors. Such include home environment, school environment, learners’ attitude and parental alcoholic behavior disorders. The environment that a learner is living in can shape his or her life and character. Based on SLT, children learn through observation, imitation and role model from significant others. Good role model boosts the positive attributes of learners and vice versa. Family strong ties becomes pivotal in child’s life. A child who have lived in violent and aggressive environment may learn how to fight. They also learn abusive language and lack of respect for authority. Most families where parents abuse alcohol are dysfunctional. This may lead to neglect and lack of the basic needs such as food and clothing. The learners therefore may feel rejected, neglected and not loved.

When learners perceive rejection from significant others who are pivotal in their lives, they may develop feelings of low self-esteem, poor self-image, low concentration span, and withdrawal tendencies. In order to navigate through this phase of life, they are likely to develop antisocial behaviors which may likely have a negative impact on the learners’ academic achievement. Learners who are psychologically unstable may not be able to
concentrate in their class work. This may lead to learners not completing their homework and giving academic work the seriousness it deserves. Most parents who abuse alcohol may not be available to offer the supervision required. This may lead to delinquency among learners. When parents involve themselves in alcohol abuse, they develop behavior disorders such as emotional disorder, personality disorder, anxiety disorder and conduct disorder. These in turn may manifest in their children through behavior traits such as withdrawal, fear, low self-esteem, trauma and violence. These behavior traits may affect the learners’ academic achievement negatively. The study therefore seeks to find out the influence of parental alcoholic behavior disorders on learners’ academic achievement.
CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents research design, location of the study, target population, sampling techniques and sample size, research instruments, data collection techniques, data analysis, logistical and ethical considerations.

3.1 Research Design

This study employed a descriptive survey design. This design is used when collecting information about people’s attitudes, opinions, habits or any of the variety of education or social issues (Orodho, 2003). This study employed both qualitative and quantitative research methodologies in collection and analysis of data.

3.1.1 Variables

A variable is a measurable characteristic that assumes different valuables among the subjects (Creswel, 2007). There are independent and dependent variables.

Independent Variables

This is a variable that a researcher manipulates in order to determine its effect or influence on another variable. In this study the independent variable was alcohol related parental behavior disorders which causes emotional disorder, personality disorder, anxiety disorder and conduct disorder.
Dependent Variable

It attempts to indicate the total influence arising from the effects of the independent variable. In this study the dependent variable was the academic achievement of children.

3.2 Location of the Study

This study was conducted in Marmanet Zone of Nyahururu district, Kenya. Nyahururu district comprises of five educational zones. In recent past, there has been an outcry in these zones arising from the alarming rate of alcoholism, death cases and people losing their sight as a result of alcohol abuse. Women have also been featured in both print and electronic media protesting about their men being married to the illicit brews. (The Star 2011) The academic performance in the zone has also been wanting especially now that the government policy is that all children have a right to quality education. Sinleto (1993) noted that the ideal setting for any study should be the existence of a problem that the study seeks to intervene.

3.3 Target Population

The study targeted 1385 persons with a sample size of 164 respondents. These included 9 head teachers, 18 class teachers and 137 learners in class 6 & 7 in nine public primary schools in Marmanet zone (table 3.1).
3.4 Sampling Techniques and Sample Size

3.4.1 Sampling Techniques

Mulusa (1990) refers to a sample as a small population which is carefully selected to represent all the main traits of the whole population. The study targeted learners in class 6 and 7 in nine public primary schools in the zone. These learners are in their transition stage which is physical, emotional and social. They are very sensitive to any slight change in their immediate environment. The head-teachers from each of the nine schools were among the respondents. Eighteen class-teachers out of twenty-seven filled in the questionnaires. Each school was represented by one class-teacher for class 6 and one for class 7. Where the classes had more than one stream, the concerned teachers balloted to produce one representative. Mugenda and Mugenda (2003) recommend a representative sample of 10%. The researcher used systematic stratified and random sampling procedure to select 10% of the population from each class 6 & 7 in each school. The nine schools selected had a total population of 1358 pupils as shown in table 3.1. In each class 10% of the pupils were sampled for the purpose of the study. The actual respondents were selected as follows: -All boys were put into groups consisting of 10 boys. They counted 1-10. All number 4s were the respondents. The same process was applied to the girls. The schools had been coded for confidential purposes.

3.4.2 Sample size

The sample size consisted of 164 respondents. This included 137 learners, 18 class-teachers and 9 head-teachers as shown in table 3.1.
Table 3.1: Sample Size

<table>
<thead>
<tr>
<th>School</th>
<th>Head teacher</th>
<th>Class Teacher</th>
<th>Learners Target Population</th>
<th>Learner Sample Size</th>
<th>Total Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>CODE 1</td>
<td>1</td>
<td>2</td>
<td>77</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td>CODE 2</td>
<td>1</td>
<td>2</td>
<td>77</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td>CODE 3</td>
<td>1</td>
<td>2</td>
<td>58</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>CODE 4</td>
<td>1</td>
<td>2</td>
<td>237</td>
<td>24</td>
<td>27</td>
</tr>
<tr>
<td>CODE 5</td>
<td>1</td>
<td>2</td>
<td>152</td>
<td>15</td>
<td>18</td>
</tr>
<tr>
<td>CODE 6</td>
<td>1</td>
<td>2</td>
<td>259</td>
<td>25</td>
<td>28</td>
</tr>
<tr>
<td>CODE 7</td>
<td>1</td>
<td>2</td>
<td>186</td>
<td>19</td>
<td>22</td>
</tr>
<tr>
<td>CODE 8</td>
<td>1</td>
<td>2</td>
<td>176</td>
<td>18</td>
<td>21</td>
</tr>
<tr>
<td>CODE 9</td>
<td>1</td>
<td>2</td>
<td>136</td>
<td>14</td>
<td>17</td>
</tr>
<tr>
<td>TOTAL</td>
<td>9</td>
<td>18</td>
<td>1358</td>
<td>137</td>
<td>164</td>
</tr>
</tbody>
</table>

Source: DEO office Nyahururu district

3.5 Construction of Research Instruments

The instrument used to conduct this study was a questionnaire. This is because it was easy to administer to different categories of respondent and can be a permanent record. Three different questionnaires were developed for different respondents. The questionnaires were mainly for teachers, head teachers and pupils. The items for the pupils were closed ended to enable them give specific response. Questionnaires for teachers and head teachers were both open ended and closed ended items. This allowed respondents to express their views and opinions.

3.6 Pilot Study

The questionnaire was tried out first before the main study was carried out. This was done in order to check on the clarity of the items, act upon the comments from the respondents for improvement purposes. It was conducted at a Maina primary School in a neighboring zone which is within the same environment as the zone under study. Most of
the learners in the school hail from slum village nearby. In these slum villages alcohol brewing and taking is the order of the day. The pilot study enabled the researcher to check the validity and reliability of the instrument. A few changes were made on the learners’ questionnaire for clarity.

3.6.1 Validity

A research instrument is valid if it measures what it claims to measure. Mugenda and Mugenda (1999) assert that validity is the degree to which results from the analysis of the data actually represent the phenomena under study. To enhance content validity, the supervisors of the study were requested to appraise the questionnaire and their comments and inputs assisted in improving the instrument. During the study the instrument was discussed with the respondents so as to establish their clarity, suitability and relevance. This helped to improve the instrument.

3.6.2 Reliability

Orodho (2004) defines reliability of an instrument as the degree to which a particular measuring procedure gives similar results over a number of repeated trials. To test reliability of the instrument, consistency techniques were used. The test-retest method was applied to the same group using the same questionnaire after a period of two weeks. This was done to eliminate any chance error which could have occurred by only testing once. The researcher assessed the consistency of the responses of the questionnaire to make judgment on their reliability. Afterwards, the correlation coefficient of 0.849 was
obtained to determine the reliability of the questionnaire. The results obtained were an indication that the instrument was appropriate to solicit information for the study.

3.7 Data Collection Techniques

With the permission from the NCST (National Council for Science & Technology) and the head teachers of these schools under study, the researcher visited the schools on different days. The researcher distributed the questionnaires to both the head teachers and class teachers. They filled the questionnaire at their own convenience within the day the researcher had visited their school. The researcher also administered the questionnaire to the pupils in different classes personally with the help of the class teachers. This enabled the pupils to interact with the researcher for any clarification. This ensured a 100% return rate of all the filled in questionnaires.

3.8 Data Analysis

The data obtained from the nine schools was raw data. (Mugenda & Mugenda, 1999) points outs that such data is difficult to interpret. The data therefore was coded, edited and analyzed with the aid of SPSS Computer programme (Statistical Package for Social Sciences). The researcher used both qualitative and quantitative methodologies to analyze the data. The open-ended items which gave the class teachers and head teachers the opportunity to give their opinion were analyzed qualitatively. The analyzed data was then reported in form of frequency tables, graphs and pie charts. In analyzing the extent of behavioral patterns a likert scale was used.
3.9 Logistical & Ethical Consideration

The researcher requested letter from the school of Education, Kenyatta University to deliver to NCST in order to be authorized to conduct the study. After the permit was granted, the researcher proceeded to the field having informed the Education Office in Nyahururu of her intention to conduct the study in Marmanet zone. Respondents were also informed of the nature of the research clearly. Confidentiality was assured in advance.
CHAPTER FOUR
FINDINGS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents findings, interpretation and discussions. The main purpose of the study was to establish the influence of alcohol related parental behavior disorders on learners’ academic achievement in public primary schools in Marmanet zone, Laikipia County. The chapter is organized into two sections. The first section deals with demographic information while the second deals with the presentations based on the research questions. Both qualitative and quantitative methods were used to analyze the data. The analyzed data has been reported using frequency distribution tables, graphs and pie charts. A likert scale was also used to analyze some data.

4.1.1 Findings, Interpretation and Discussions

The study sought to answer the following research questions:

i. What is the extent of alcohol taking among parents in the zone?

ii. What are the behavior patterns in children who are from alcoholic families in relation to their academic achievement?

iii. How does parental alcoholic behavior disorder affect children academic achievement?

iv. What strategies can schools put into place to empower learners from alcoholic environment?
4.2 General and Demographic Information

Three sets of questionnaires were used to collect data from respondents which were administered to the pupils in class six and seven, the class teachers of the said classes, and the head teachers of the nine public primary schools. In the research design the sample size had been identified as 137 learners, 18 class teachers and 9 head teachers making a total of 164 respondents. All questionnaires for all categories of the respondents were returned. This represented 100% response rate. It is therefore good representation of the population views.

4.2.1 Demographic Data

Demographic data was based on gender, class, age, position in the family tree for the learners. As for class teachers and head teachers, demographic data was based on gender and teaching experience.

4.2.2 Gender Distribution of Learners

The study sought to find out the gender distribution of learners in the sample.
Figure 4.1: Gender of learners

The figure 4.1 shows that the male respondents were slightly more than a half (54%) while the female respondents were slightly lower than a half (46%). The number of boys and girls respondents was almost equal as desired by the researcher.

### 4.2.3 Distribution of Learners by Class

The researcher was dealing with class 6 and 7 who are in the pre adolescent and adolescent stages.
Part of the researcher’s target population were learners in class 6 & 7. Both classes were almost equally represented with class 7 (53.3%) and class 6 (46.7%). The majority of the respondents were 11-14 years of age (87.6%). These respondents are in their pre-adolescent and adolescent stage (Personality theory by Eric Erickson). Adolescence period is commonly referred to as crisis period. It is a stage of identity vs role confusion. They are easily influenced by mass media and peer pressure. They crave to be weaned from parental restriction and become self-directing person. They long for privacy and strive to prove that they are grown up (KIE, 2000). At this stage the adolescent are looking for independence and therefore requires supervision and guidance as cited by Vitaro et al., (1996). When parents abuse alcohol they are unable and unavailable to offer
this supervision. Due to lack of this supervision the children may engage in other deviant behavior hence affecting their academic achievement

### 4.2.4 Position in the Family

Table 4.1: Position in the family

<table>
<thead>
<tr>
<th>Position in the family</th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Born</td>
<td>43</td>
<td>31.4</td>
<td>31.4</td>
</tr>
<tr>
<td>Second Born</td>
<td>32</td>
<td>23.4</td>
<td>54.8</td>
</tr>
<tr>
<td>Third Born</td>
<td>35</td>
<td>25.5</td>
<td>80.3</td>
</tr>
<tr>
<td>Others</td>
<td>27</td>
<td>19.7</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>137</strong></td>
<td><strong>100.0</strong></td>
<td></td>
</tr>
</tbody>
</table>

From Table 4.1 it is clear that most children sampled were first born. With parental alcoholic disorder there is likely to be parental neglect in the family. Due to the parents’ absenteeism, children especially the first born take up the responsibilities that are beyond their age hence affecting their education. This concurs with Vellman et al., (1998) findings, that these children are further at risk of social exclusion due to keeping parental drinking habit a secret. They also become caretakers of problematic drinking parents (Tunnard, 2002). Research has established that COAs can suffer a range of physical, emotional and psychological challenges. This may manifest itself in various forms including physical abuse, verbal abuse, sexual abuse and neglect (Widon, 1989).
4.2.5 Class Teachers Teaching Experience

The study sought to establish teaching experience of the class teachers. This would help the researcher determine the reliability of the information given.

![Teaching experience of class teachers](image)

*Figure 4.3: Teaching experience of class teachers*

Most teachers (61.0%) in those classes have the experience ranging between 21-30 years. This shows that most teachers had a good experience and therefore their information is reliable. They have a wide knowledge of learners in their schools. Some of the teachers are locals and therefore are a good source of information. Due to the long experience, they are able to competently identify the behavior patterns of children from alcoholic families. They were able to advice on the strategies employed in helping such children. They were also a rich source of information on how they empower learners from
alcoholic backgrounds. Both genders in the school were given equal chances in appointment as class teacher.

4.2.6 Length of Service As A Class Teacher

*Table 4.2: Length of service as a class teacher*

<table>
<thead>
<tr>
<th>Length of service as class teacher(years)</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Cumulative frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>11.1</td>
<td>11.1</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>16.7</td>
<td>27.8</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>16.7</td>
<td>44.5</td>
</tr>
<tr>
<td>4</td>
<td>6</td>
<td>33.3</td>
<td>77.8</td>
</tr>
<tr>
<td>5</td>
<td>4</td>
<td>22.2</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>18</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>

It takes a few months for a new teacher to familiarise himself/herself with the learners. All the teachers involved in this study had more than one-year experience as a class teacher. This means the information they provide is quite reliable for the purpose of the study.
4.2.7 Gender Analysis of Head Teachers

Figure 4.4: Gender of head teachers

There were significantly more male head teachers (66.7%) than female head teachers (33.3%). The views presented may therefore most likely be male biased. However, since there was a female voice, though minority, it was hoped this will not affect the quality of the research significantly.
4.2.8 Headteachers’ Teaching Experience

![Graph showing teaching experience distribution](image)

Figure 4.5: Head teachers’ teaching experience

Most of the head teachers (45%) were professionals of long teaching experience, with 21-30 years of teaching experience. This implies their views were quite reliable.

4.3 Findings Addressing the Objectives

The researcher wanted to establish the extent of alcohol abuse in the learners’ families and its influence on learners’ academic performance.
4.3.1 Places Where Alcohol is Sold

![Pie chart showing the distribution of places where alcohol was sold]

**Figure 4.6: Where alcohol is sold**

The researcher established that most respondents acknowledged alcohol was sold mainly around their neighborhood (39.4%). An almost equal number (38.7%) responded that alcohol was sold in bars which are likely to be near the schools. This suggests that majority of the respondents felt there was a lot of accessibility of alcohol within the locality. This may explain why the prevalence of alcohol intake was so high in the study location. It was a worrying trend that a few (0.7%) had ever seen alcohol being sold in the school possibly by the peers. The alcohol sold ‘in the neighborhood’ was certainly sold from unlicensed premises. The quality of this alcohol was certainly not standard (Appendix IV). This confirms the WHO (2004) findings that half of the alcohol consumed in the sub Saharan Africa is illegal and does not meet the prescribed standard
of safety. This affects the health of the consumer leading to sicknesses and even death. 76.3% of people who abuse alcohol are diagnosed with alcohol related disorders. (WHO, 2004) As a result, learners may absent themselves from school or even drop out while they take care of their sick parents and some may even drop out of school when their parents die and they become orphaned.

4.3.2 Family Members Who Take Alcohol

![Bar chart showing family members who take alcohol](image)

**Figure 4.7: Family members who take alcohol**

In figure 4.7, the study findings indicated that most family members take alcohol. This in itself shows a high prevalence for alcohol intake within the community. Half of respondents (51%) showed that male parents were the ones who drank a lot. This revelation concurs with Black (1981), that parental substance and alcohol abuse threatens the achievement of the child’s full potential. Studies have described C0As as victims of an alcoholic family environment which is characterized by disruption, deviant parental
role model and disturbed parent-child relationship (Black, 1982). A home characterized by quarrels and disagreements as it is in many alcoholic families may have negative effects on the child (Githanga, 2002). Only a few (15.3%) of respondents said their family members do not consume alcohol.

4.3.3 Occupation of the Parent

![Bar Chart: Occupations of the Parents](chart.png)

**Figure 4.8: Occupation of the parents**

Slightly more than half of the respondents indicated that their parents were farmers (59.1%). No cash crop is grown in Marmane zone. The prevalent farming was therefore the subsistent type growing maize and beans. The income from this type of farming was so little that most of them live from hand to mouth. A few of them kept small retail shops (16.8%). The employed people worked as casual laborers in the nearby Nyahururu town and its environs (24.1%). The income from the majority of the residents was therefore
minimal. Others engaged in the brewing of illicit alcohol as a source of earning livelihood (figure 4.8). This had increased the rate of alcohol abuse among parents to the detriment of their children education. This confirmed research finding that ‘alcohol misuse was found to be significantly higher in families with lower social economic status compared with families of higher economic status’ (Crawford et al., 1997). Due to parents drinking habit, they have little or no time for their school-going children. This may result to poor development in oral languages (Payne, 1998). Some children may also engage in child labor activities to support their families economically during school hours. This deprived them the much needed interactions with teachers for maximum academic achievement.

4.3.4 Reasons Why Parents Abuse Alcohol

The finding on the figure 4.7 shows that there was a high prevalence of alcohol abuse among male parents, some female parents and the siblings. The researcher wanted to find out some of the reasons that contributed to such behavior. The reasons that were cited by almost all the respondents included stress due to poverty levels, frustration, unemployment, cheap brews, peer pressure, dysfunctional families, ignorance, and escape from family responsibilities. Due to these predisposing factors there was a higher tendency for parents to engage in alcohol intake as cited by Crawford et al., (1997). This leads to neglect of children and lack of supervision. The COAs may also suffer emotional and physical abuse from their drunk parents.
4.4 Symptoms that Indicate That A Pupil Hails From Alcoholic Backgrounds

The researcher wanted to know some symptoms that children from alcoholic backgrounds portray. The class teachers indicated lack of concentration, Carelessness in his /her work, being unkept, antisocial behavior such as bullying, abusive language, withdrawal, chronic absenteeism, habitual lateness, poor performance, low self-esteem and Truancy as some of the characteristics portrayed by such learners. This supports the findings by Salama (1984) that COAs perceive rejection hence portray such behavioral problems. When parents fight and use embarrassing language, this affects children negatively. Children who grows up in a happy and secure environment develops emotionally in a balanced manner. Families provide good conditions for healthy emotional development. Where protective love is absent as in broken homes or families in which the parents themselves are emotionally inadequate, the child’s emotional being is affected (Farrant, 1986). A Fearful child might have had a very harsh parent, guardian or teachers. This child may therefore start becoming withdrawn and lose confidence in class. He may also become very cruel to other children (MoEST, 2004).

4.4.1 The Extent to Which Teachers Observe the behavior patterns of Such Children Who Hail from Alcoholic families in a School Set Up

The researcher wanted to establish the different behavior patterns with children from alcoholic background and the extent to which they interfere with their schoolwork.
Table 4.3: Extent to which teachers observe the behavior patterns

<table>
<thead>
<tr>
<th>Activity</th>
<th>Never</th>
<th>Rarely</th>
<th>Most of the time</th>
<th>Always</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Withdrawal</td>
<td>0</td>
<td>2</td>
<td>14</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2. Overly perfectionists</td>
<td>8</td>
<td>7</td>
<td>2</td>
<td>1</td>
<td>1.8</td>
</tr>
<tr>
<td>3. Respect of others</td>
<td>2</td>
<td>16</td>
<td>0</td>
<td>0</td>
<td>1.9</td>
</tr>
<tr>
<td>4. Sad disposition</td>
<td>0</td>
<td>1</td>
<td>15</td>
<td>2</td>
<td>3.1</td>
</tr>
<tr>
<td>5. Fear</td>
<td>0</td>
<td>4</td>
<td>9</td>
<td>5</td>
<td>3.1</td>
</tr>
<tr>
<td>6. Failure to express emotions</td>
<td>0</td>
<td>7</td>
<td>7</td>
<td>4</td>
<td>2.8</td>
</tr>
<tr>
<td>7. Unkept</td>
<td>0</td>
<td>1</td>
<td>13</td>
<td>4</td>
<td>3.2</td>
</tr>
<tr>
<td>8. Shyness</td>
<td>1</td>
<td>1</td>
<td>10</td>
<td>6</td>
<td>3.2</td>
</tr>
<tr>
<td>9. Completes Homework</td>
<td>3</td>
<td>14</td>
<td>1</td>
<td>0</td>
<td>1.9</td>
</tr>
<tr>
<td>10. Miss classes</td>
<td>0</td>
<td>2</td>
<td>16</td>
<td>0</td>
<td>2.9</td>
</tr>
<tr>
<td>11. Low self esteem</td>
<td>0</td>
<td>3</td>
<td>9</td>
<td>6</td>
<td>3.2</td>
</tr>
<tr>
<td>12. Impulsivity</td>
<td>3</td>
<td>2</td>
<td>10</td>
<td>3</td>
<td>2.7</td>
</tr>
<tr>
<td>13. Aggressive</td>
<td>0</td>
<td>3</td>
<td>13</td>
<td>2</td>
<td>2.9</td>
</tr>
<tr>
<td>14. Low concentration span</td>
<td>0</td>
<td>0</td>
<td>12</td>
<td>6</td>
<td>3.3</td>
</tr>
<tr>
<td>15. Bullying</td>
<td>0</td>
<td>2</td>
<td>15</td>
<td>1</td>
<td>2.9</td>
</tr>
</tbody>
</table>

The class teachers in relation to the Appendix (II) question 9 gave the responses in table 4.3. The teachers responded in relation to children from alcoholic families. Parental alcoholism affects the academic performance of children in various ways. The researcher established traits that normally hinder academic performance. Table 4.3 shows that the traits of low concentration span, shyness, fear, sad disposition, being unkept, low self-esteem and withdrawal among children from alcoholic backgrounds were rated more highly. Failure to express emotions, missing classes; impulsivity, aggression and bullying
were rated high. Respect for others, readiness to complete homework and being overly perfectionist had the lowest rating. With such traits, it becomes very difficult for such children to attain good academic achievement. This concurs with Ellis et al., (1997), who found that COAs display such traits like low self-esteem, withdrawal, aggression and behavioral problems leading to poor academic performance.

4.4.2 Children from Alcoholic families and Discipline Issues

The head teachers in all the nine schools agreed that children from alcoholic families had discipline issues such as absenteeism, truancy and delinquency. This may be as a result of the poor role models from parents. Black (1982) has described COAs as victims of an alcoholic environment. This is characterized by disruptive and deviant parental role model. This concurs with the study by McCord (1979) where 75% of the cases of criminality in adult life could be explained by the way the parents had treated them as children. Oliver (1993) supports that early experiences characterized by aggression and violence can be pre-disposing factor in the development of aggressive behavior. Often times, alcoholic parents are so intrinsically centered on their own needs that they neglect their children needs. These children grow up without the comfort of trust. They can also develop insecurities that can lead to emotional scars that they carry well in adulthood. Statistics have shown that COAs may become alcohol dependent in their lifetime.

The head teachers cited guidance and counseling, giving them responsibilities such as being prefects and inviting motivational speakers as some of the methods of dealing with discipline issues.
4.5 Alcohol Related Behavior Disorders and Its Impact on Children’s Academic Achievement

The researcher wanted to find out whether alcohol related parental behavior disorders had any effect on children academic achievement.

![Pie chart showing the distribution of responses](image)

**Figure 4.9: Children from alcoholic families attain low grades in class**

Majority (88.9%) of the class teachers indicated that most learners from alcoholic backgrounds attain low grades (figure 4.9). The male parents are the main bread winners in the families. By abusing alcohol (51%) they consume a big portion of the family income at the expense of the family basic needs. This robs the learners the much needed support in their learning activities hence attaining low grades. In other cases, both parents take alcohol thereby neglecting the children at home. These learners get involved in chores that under normal circumstances would be done by the parent such as farming and
looking after animals. These findings concur with Gauther et al., (1996) that neglect has been shown to be a strong predictor of some psychological problems such as lack of self-worth and self-esteem. They also absent themselves from school due to various chores that they are involved in. Therefore, concentration in school is hampered hence low academic achievement.

4.5.1 Children from Alcoholic Background Are Likely to drop Out of School

The researcher sought to find out if the children from alcoholic background are likely to drop out of school. The findings are shown in figure 4.10 below.

![Figure 4.10: Children from alcoholic families are likely to drop out of school](image)

Figure 4.10: *Children from alcoholic families are likely to drop out of school*

Figure 4.10 shows that two third of the respondents (66.7 %) strongly agreed that there is a high likely hood of children dropping out of school. The rest of the respondents agreed.
This was explained by the parents’ high prevalence of alcohol abuse. As a result of parental alcohol abuse, there might be low family cohesion and families being dysfunctional as cited by Blackson et al., (1994). Some learners therefore are likely to stay with their extended families while others may be living on their own. When their basic needs are not met, such learners are likely to drop out of school. Others may drop out due to consistently posting low grades in internal exams hence developing low self-esteem and lack of self-efficacy. When this happens there is likely to be ridicule from other learners and even the teachers that could cause them to drop out. Lack of strong family ties may lead to children not persevering hard times in school.

4.5.2 Learners from Alcoholic Backgrounds Miss School Most of the Time

Table 4.4: Learners from alcoholic background Miss school most of the time

<table>
<thead>
<tr>
<th>Learners from alcoholic background miss school</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Cumulative Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>2</td>
<td>11.1</td>
<td>11.1</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>16</td>
<td>88.9</td>
<td>100.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>18</strong></td>
<td><strong>100.0</strong></td>
<td></td>
</tr>
</tbody>
</table>

One of the reasons given by class teachers as to why they think parents’ abuse alcohol is high poverty levels. This means that there is a likelihood of learners missing the basic needs such as food, clothing and proper shelter. All class teachers agreed that learners
from alcoholic families’ miss school most of the time (figure 4.13). This may be as a result of learners engaging themselves in seeking casual labor to fend for themselves and their siblings. They also suffer from fatigue because of domestic duties they are called to perform at home. This will eventually affect the learners’ academic achievement.

4.5.3 Transition Factor

The researcher sought to know from the head teachers whether learners from alcoholic backgrounds transit to secondary schools. Most of the head teachers (77.8%) strongly agreed that learners from alcoholic background do not transit to secondary schools. This could possibly be due to poor performance at standard 8 or lack of resources due to the parents’ alcoholic disorders.

*Figure 4.11: Learners from alcoholic background transit to secondary schools*

Most of the head teachers (77.8%) strongly agreed that learners from alcoholic background do not transit to secondary schools. This could possibly be due to poor performance at standard 8 or lack of resources due to the parents’ alcoholic disorders.
Parents may also view their children- as source of labor hence denying them an opportunity to go for further studies.

4.5.4 Whether the Learners Lives With the Parents

The researcher attempted to establish whether learners lived with both their parents or not.

![Graph showing learners living with parents or not](image)

*Figure 4.12: Learners living with parents or not*

From the findings in figure 4.12 it was established that most learners do not live with both parents. This shows that most families are dysfunctional. As stated earlier `Abuse of alcohol or drugs by parents has been observed to create a high level of family dysfunction’ (Blackson et al., 1994). The same pattern is observed in figure 4.13 where most of the learners do not stay with either of the parent. They could be staying with
other relatives, well wishers or even living on their own due to divorce, demise of parents through alcoholism and HIV & Aids. This could explain why most learners missed school, dropped out of school or even posted low grades.

Figure 4.13: Who the learner lives with

4.6.0 Teacher’s Opinions on Ways of Empowering Learners from Alcoholic Backgrounds

Children from alcoholic backgrounds need to be empowered. The researcher wanted to find out from the teachers’ ways in which this empowerment could be provided. The teachers suggested that county government should establish public primary boarding schools in every educational zone in order to admit those who are in great need. In addition, they also felt that guidance and counseling panels should invite people from
alcoholic backgrounds who have succeeded in life despite their parents’ alcoholic behavior.

4.6.1 Educational Measures that the School Has Put in Place to Assist Learners from Alcoholic Backgrounds Achieve their Potential

According to the head teachers, several measures had been put in place to assist learners from alcoholic backgrounds. These included guidance and counseling for learners, remedial teaching for those with academic problems and rewarding them for any slight improvement on behavior and school work. In addition, they also cited the issue of making the school child friendly by providing feeding programs and getting sponsors for the very needy cases.

4.6.2 Stakeholders who Join Hands With Teachers in Empowering Learners

According to the head teachers a number of people and institutions have been empowering learners. These included non-governmental organizations like center for conflict resolution (CCR), faith based organization such as ST Martin Apostolate, worldwide outreach, and other community based organizations (CBOs). Others included Local administrative personnel and local leaders such as chiefs, Members of Parliament and members of county assembly. These stakeholders organize talks both in schools and churches. They are aimed at empowering learners from disadvantaged backgrounds including those from alcoholic families.
4.6.3 Outreach Programmes for Reaching Alcoholic Parents

Despite the alcohol menace, there is no outreach programmes in the community for the alcoholic parents. The head teachers cited that the only awareness they do for parents is during school meetings such as open days and annual general meetings. It is important to note the issue of alcohol is never an agenda in these meetings hence they do not give it the seriousness it deserves.
CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

In this chapter, summary, conclusion and recommendations were made on matters related to alcohol related parental behavior disorders and how it influences on learners’ academic achievement in public primary schools.

5.2 Summary of the Findings

This study investigated the influence of alcohol related behavior disorders on learners’ academic achievement in public primary schools in Marmanet zone, Laikipia district. From the research findings, it was established that more than three quarters of the family members consumed alcohol most of them being fathers. The researcher also found out that the accessibility of alcohol is very high. Majority of the respondents witnessed alcohol being sold within their locality.

Most dwellers of Marmanet zone are small-scale subsistence farmers. They grow subsistence crops like maize, beans and vegetables. Others do small-scale business such as kiosks, and jua kali artisans. The general income therefore is quite low predisposing them to alcohol abuse. The locally brewed alcohol is cheap accessible and affordable. These findings therefore revealed a high prevalence of alcohol abuse among parents.

The research established some of the characteristics observed in children from alcoholic background. Among them includes, lack of concentration in class, carelessness in his /her
work and being unkept. Other characteristics include lack of basic needs such as food and clothing, antisocial behavior such as bullying, abusive language, withdrawal, and habitual lateness.

From the teachers report the research also established that such children are absent from school most of the time and do not transit to secondary schools. This could be due to poor performance or lack of resources as a result of their parents’ alcoholism. The findings also revealed that such children had discipline issues such as truancy, delinquency, lack of respect and unofficial absenteeism which greatly compromised their academic achievement.

Finally, the teachers cited the following as educational measures employed to assist learners from alcoholic background. These included guidance and counseling, making the school child friendly by providing feeding programs for those who come to school hungry. They also get sponsors for the very needy cases. For those learners with academic problems, individualized and remedial teaching was provided. They are also rewarded for any slight improvement on behavior and school work.

5.3 Conclusion

From the findings of the study, the researcher concluded that alcohol abuse among parents in Marmanet was high. Accessibility to alcohol was high. It was also established that most parents and siblings of the respondents indulge in alcohol. Due to alcohol consumption, most families had become dysfunctional. Divorce, separation, death of parents could account for this dysfunctionality. Most respondents indicated not staying
with parents. This also affected supervision of learners and therefore they did not do their homework or put effort in their academic work.

The general income for the families was low since income generating projects were scarce. The meager resources available were used in alcohol denying the children the much needed basic needs. It was instructive to note that majority of alcohol consumers were fathers who in most cases were the bread winners in the family. This made children suffer from lack of resources.

Based on the above scenario, the children from alcoholic backgrounds therefore get affected in that they lack basic necessities for life and school. Food, clothing and even proper shelter was not assured. This translates to antisocial behaviors in these children such as withdrawal, shyness, bullying, absenteeism and aggressiveness. This finally led to poor academic performance.

### 5.4 Recommendations

1. It is hoped that the government will enforce laws on selling and consumption of alcohol by the public. Such laws popularly known as Mututho Laws which prevent liquor business operated near schools should be treated with the seriousness that they deserve.

2. The current presidential directive to eradicate ‘second generation’ alcohol which is illegal should be embraced so that we can have a society free from illicit brews.
iii. The community should take part in alcohol outreach forums in and out of school through peer education, interactive forums such as sports, clubs where parents and children participate.

iv. The government should create employment to curb idleness and frustration leading to alcohol abuse.

v. Capacity building strategies should be developed in order to empower men and women economically as high poverty levels are correlates of alcohol abuse.

vi. The government should set up rehabilitation facilities at least in every county which are affordable for the addicts.

vii. Teachers should be well equipped with counseling skills through seminars and workshops. This would enable them to give informed instructions to the learners from alcoholic families.

viii. Family counseling should be intensified by faith based organizations and churches in order to help the families of alcoholics overcome the vice.

5.5 Areas of Further Research

There is need to carry out further research in the following areas

i. Factors other than parental alcoholic behavior disorder that may affect the academic performance of the learners.

ii. To establish whether the parental alcoholic behavior disorder introduces underage drinking hence affecting academic performance.
iii. A wider coverage on parental alcohol disorder and its effect on learners’ academic achievement in the whole of Laikipia district for comparison.
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APPENDIX I

QUESTIONNAIRE FOR PUPILS

Part A (put a tick where it’s appropriate)

This will include personal questions based on sex, class and home environment

1. Gender:  Boy ( ) Girl ( )

2. Class ( )

3. Age: below 10 ( ) 11 -14 ( ) Above 15 ( )

4. Are you the 1st ( ) 2nd ( ) 3rd ( ) others ( ) born?

5. What do your parents do for a living? Farming ( ) Business ( ) Employment ( )

6. Do you stay with both your parents? Yes ( ) No ( )

7. If the answer to question 6 is No, who do you live with? ------------------------------

Part B: This section will deal with alcohol related questions

8. Who in your family drinks alcohol? Father ( ) Mother ( ) Siblings ( ) None ( )

9. Where do you see alcohol sold?

   Home ( )

   School ( )

   Neighborhood ( )

   Bar ( )

   Nowhere ( )
APPENDIX II

QUESTIONNAIRE FOR CLASS TEACHERS

Section A

1. Gender: Male ( ) Female ( )

2. Teaching experience (years) 1-10 ( ) 11-20 ( ) 21-30 ( ) others ( )

3. For how long have you been a class teacher in this class? _____________

Section B

4. Why do you think parents abuse alcohol?

_____________________________________________________________________
_____________________________________________________________________

5. Name some of the symptoms that indicate that a pupil hails from an alcoholic background

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

6. Children from alcoholic background attain low grades in class.

    Agree ( )
    Strongly agreed ( )
    Disagree ( )
7. Children from alcoholic backgrounds are likely to drop out of school.
   Agree ( )
   Strongly agreed ( )
   Disagree ( )

8. Learners from alcoholic backgrounds miss school most of the school term days.
   Agree ( )
   Strongly agreed ( )
   Disagree ( )

9. The following behavior patterns are displayed by children whose parents are alcoholic. To what extent do you observe the following characteristics in those children? (Tick the appropriate response).

<table>
<thead>
<tr>
<th>Activity</th>
<th>Never</th>
<th>Rarely</th>
<th>Most of the time</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Withdrawal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Overly perfectionists</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Respect of others</td>
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<tr>
<td>5. Fear</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Failure to express emotions</td>
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<td>7. Unkept</td>
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<tr>
<td>8. Shyness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Completes homework</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Miss classes</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>11. Low self-esteem</td>
<td></td>
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<td></td>
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<tr>
<td>12. Impulsivity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Aggressive</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Low concentration span</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Bullying</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
10. What in your opinion should be done to empower learners from alcoholic background? 

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________
APPENDIX III
QUESTIONNAIRE FOR HEADTEACHER

Section A

1. Gender: Male ( ) Female ( )

2. Teaching experience 1-10 ( ) 11-20 ( ) 21-30 ( ) others ( )

Section B

3. Do children from alcoholic backgrounds have discipline issues? If Yes, explain how you deal with such.

4. What are some of the educational measures that the school has put in place to assist learners from alcoholic backgrounds achieve their potential?

5. Apart from the teachers, who are the other stake holders who join hands in empowering learners from alcoholic backgrounds?
6. Does the school have any outreach programs to reach alcoholic parents? Explain____

__________________________________________________________

__________________________________________________________

___________

7. Most learners from alcoholic backgrounds transits to secondary schools

   Agree (  )

   Strongly agreed (  )

   Disagree (  )
APPENDIX IV

ILLEGAL ALCOHOL

Nakuru County Police Commandant John Koki (left) and Nakuru County Commissioneer Mohamed Birik get rid of illicit brew in Mwariki Estate in Nakuru Town. More than 5,000 litres were destroyed. [PHOTO: KIPSANG JOSEPH/STANDARD]
APPENDIX V

DAMAGES OF ILLEGAL ALCOHOL

A man who lost his eyesight is strapped to his bed at Makuenei Hospital. Twenty-four-year-old Ann Njeri who also lost her eyesight after drinking liquor in Ml Mahiu trading centre is assisted at the Naivasha Sub-County Hospital.
A survivor of the killer brew that claimed 20 lives in Embu County at Embu Level Five General Hospital. He partially lost his eye sight. [PHOTO: KIBATA KIHU/STANDARD]
## APPENDIX VI

### KCPE ANALYSIS

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**Notes:**
- M.S.O = MARGARET SCHOOL OF OROSSA
- M.D. = MARGARET DIVISION
APPENDIX VII
RESEARCH AUTHORIZATION LETTER

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

NACOSTI/P/15/8551/7013
Anne Nyawira Kamau
Kenyatta University
P.O Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "Alcohol related parental behaviour disorders and their effects on learners academic achievement in public primary schools in Marmanet, Laikipia County Kenya," I am pleased to inform you that you have been authorized to undertake research in Laikipia County for a period ending 30th November, 2015.

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

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

DR. S. K. LAMBAT, OGW
FOR: DIRECTOR-GENERAL/CEO

Copy to:
The County Commissioner
Laikipia County.

The County Director of Education
Laikipia County.

Date: 10th August, 2015