INFLUENCE OF ALCOHOL ABUSE ON PARENTAL PARTICIPATION IN PRE-SCHOOL CHILDREN’S LEARNING IN HILTON SLUM, KAPTEMBWA, NAKURU COUNTY, KENYA

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OCTOBER, 2018
DECLARATION

I declare that this project is my original work and has not been presented for a degree in any other university or any other institution of higher learning for consideration. This research project has been complemented by referenced sources duly acknowledged. Where text, data, graphics, pictures or Tables have been borrowed from other sources, including the internet, these are specifically accredited, and references cited by aline with anti-plagiarism regulations.

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E55/CE/25890/2011

We confirm that the work reported in this project was carried out by the candidate under our supervision as University Supervisors.

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Kenyatta University.
DEDICATION

I dedicate this work to my family for bearing with me during the many times I have been away not being able to give them the attention they deserve. I also appreciate the role my father played in my educational life. I appreciate the financial, moral and spiritual support from my husband Henry Jajualoh and my children. May God eternally bless them.
ACKNOWLEDGEMENT

First and foremost, I give glory, honour and praise to the Almighty God for His divine guidance this far.

I also wish to express my sincere thanks to my supervisors Dr. Juliet W. Mugo and Dr. Maureen Mweru, who gave me the benefits of insight, guidance and effective supervision throughout my research project writing period. Their patience, thoroughness, understanding, advice, continuous support and encouragement enabled me to go through the process of this research project writing. Their leadership and expertise greatly inspired the completion of the process of this project work.

My appreciation also goes to my colleagues in Kenyatta University especially Damaris Anyembe, Esther Wangui and Charles Chirchir, who supported me in many ways and showed goodwill to me in the course of study.

Lastly but not least I would like to give special thanks to my dear husband who has constantly supported me during the course of study, giving me a conducive atmosphere at home, thus allowing me to have peace of mind. To God be the Glory now and forever more. Amen.
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<th>Full Form</th>
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<tr>
<td>BCA</td>
<td>British Council of Alcohol</td>
</tr>
<tr>
<td>COA</td>
<td>Children of Alcoholics</td>
</tr>
<tr>
<td>COAADA</td>
<td>Children of Alcoholics Abusers</td>
</tr>
<tr>
<td>COLs</td>
<td>Children of Alcoholics</td>
</tr>
<tr>
<td>ECDE</td>
<td>Early Childhood Development and Education</td>
</tr>
<tr>
<td>GOK</td>
<td>Government of Kenya</td>
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<tr>
<td>NACADA</td>
<td>National Authority for Campaign against Alcohol Abuse</td>
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<td>SPSS</td>
<td>Statistical Package for Social Sciences</td>
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ABSTRACT

Research worldwide shows that the prevalence of alcohol abuse is on the increase and it has both genetic, and environmental causes with grave consequences for learning of children who live with parents where the problem exists. The purpose of this study was therefore to determine the influence of parental alcohol abuse on their level of participation in children’s learning achievement in pre-schools within Hilton slum, in Kaptembwa Location, Nakuru County, Kenya. The objectives that directed the study were: to find out the influence of parents’ alcoholism on their participation in payment of fees, provision of pre-school children’s learning needs, enforcing pre-school children’s class attendance as well as learning and to suggest measures that could be put in place to mitigate the problem. The study was guided by Epstein’s (2001) Model of School, Family and Community Involvement. The underlying assumption was that parents excessive use of alcohol, which affects their pre-school children’s performance could be linked to interactions with social environment. The study adopted a descriptive research design using the correlation method. The target population was all the 14 pre-schools in Hilton slum, Kaptembwa, Nakuru County. Their head teachers and 48 teachers. A sample size of 8 (55%) out of the 14 targeted pre-schools, their head teachers and 24 (50%) pre-school teachers (three from each school) were selected. To obtain the required data, the study used a questionnaire for teachers and interview schedule for head teachers. A pilot study was conducted in four pre-schools to test the validity and reliability of the research instruments. Data analysis involved quantitative and qualitative analysis techniques because both approaches complement each other. The study findings revealed that parents’ alcoholism has some influence on their participation in pre-school children’s learning, leading to reduced enrolment of pupils and in some cases a failure to attend school entirely. Further, parental alcoholism was found to be a great challenge to the society and mostly to young children who seriously needed parental guidance in their early years in school, particularly because mitigating factors that could alleviate the problem as seen in other studies were not available in this location. Thus the study recommends more measures to be put in place such as setting up of rehabilitation centres and creating awareness to the community on the effects of alcoholism to affected parents and society at large.
CHAPTER ONE

INTRODUCTION AND CONTEXT OF THE STUDY

1.0 Introduction

This chapter details the background to the study, statement of the problem, purpose and objectives of the study, research questions and significance of the study. It also presents the theoretical and conceptual frameworks, assumptions, limitation and delimitations of the study as well as the definitions of significant terms.

1.1 Background to the Study

Alcohol abuse which is the habitual excessive use of this substance is a serious problem worldwide that stems from genetics and environmental causes. This is because, the family which comprises parents and children, is acknowledged as the fundamental unit of the society and the natural environment for the growth and well-being of children as Reid, Macchetto & Foster (2009) propose. Erikson (1963); Berk (1997); Steinglass, Bennet and Wollin (1987 also concur that the family genetics and the home environment including how the child is nurtured are both very important social contexts of personality development.

According to Richard and Marsha (2010), the United States national survey report indicates that 8.3 million students are living with at least one of their parent who engaged in alcohol abuse or was dependent on an illicit drug or alcohol in the past year. The study comprised of 13.9% of children aged two years and below, 13.6% of children between ages 3-5 years, 12.0% aged 6-11 years and 9.9% youth of between 12-17 years. These
children were at a high risk of being neglected or abused by their affected parents, which was a recipe for poor performance academically, socially, physically and socio-emotionally as Bergeson (2006) seemed to suggest.

Further, Shea and Bauer (1994) also indicate that parental alcohol abuse has a negative impact on the children and the family in general. They report that two things happen to children from such families where parents abuse alcohol: first, the interactions that usually occur between parents and the young children may not occur because the parents are preoccupied with obtaining and using these substances, and secondly, such parents involved in these forms of abuse usually do not have the same priorities as other parents.

Their key concern is to acquire and use the substance of their choice, and hardly focus on care for their young ones, as a result of which children's needs are neglected. Children of alcohol abusers also usually, live in very unstable and often dangerous environments. Similarly, living with an alcoholic parent and in particular a stepfather is associated with a significantly higher risk of behavior problems in girls according to a new study by researchers at a Virginia Commonwealth University (Ketchum, 2006) most probably because of the likelihood they may experience sexual harassment or abuse more than the boy child in such a situation.
A report from the British Council on Alcohol in London showed that when some individual has a drinking issue, he/she is by all account, not the only one who perseveres through (Donellan, 2009) because the entire family is drugged into the problem.

Moreover, the social occasion drinking energetically also impacts family and friends and every now and again make them as miserable as the customer. However, most of the above studies on alcohol abuse have been conducted internationally hence making it necessary to establish the status of the problem, in Africa.

Regionally, Alwan, Viswanathan, Rousson, Paccaud and Bovet (2011) conducted a study on the association between substance use and psychosocial characteristics among adolescent students in secondary school in Seychelles using a mean age 14. They found out that young men with parents who were alcoholic abusers were also reported to be abusing alcohol in secondary school. The above study however involved older children in secondary schools. The current one therefore focused on the effects of parental alcoholism on the youngest age set of children in preschools.

Locally, alcohol abuse is on the rise with devastating effects as (NACADA, 2004) reports. It has been reported to have injurious psychological, physiological and behavioural effects on the abusers. The frequency as well as the type of abuse however varies from region to region. Miruka (2006) in a survey in our country for example shows that Western Kenya led with the highest prevalence of alcohol use at 90%, followed by Nairobi at 89.9% then Rift Valley at 86.1% followed by Central at 84.1%. According to Miruka (2006), North Eastern region posts the least prevalence at 15.6%.
A survey by Miruka (2006) also revealed that alcohol and substance abuse among parents is closely associated with risky sexual behaviours, quarrelsome in families, violence, criminal behaviours and neglect of children. Socially, alcoholism abuse of alcohol has led to break-up of families. Consequently, children of such parents have found themselves out of school because all resources were spent on alcohol consumption. It is estimated that 200,000 children have dropped out of school while a significant number have been neglected due to alcoholism (NACADA, 2004) in most parts of the country. In Nyeri, about 65% of women complained each and every day about their husbands who spent most of their time at drinking sprees thus not providing for their families as (NACADA newsletter February Edition, 2010) showed. These studies however were conducted a couple of years ago and fresh studies could highlight the current status.

In a study conducted on alcohol abuse among urban slum adolescents aged between 12-24 years in Nairobi, Kenya, showed that young men abused alcohol and even other drug substances to cope with life hardships such as unemployment and poor background. The study further revealed that young men were more likely to engage in alcohol abuse as a way of passing time due to idleness than young women as (Mugisha, Arinaitwe-Mugisha, & Hagembe, 2003 indicated. Unfortunately preschool children end up modeling behavior of such siblings and their parents.

Though there is sufficient information on alcoholism in the local context, there were no studies that focussed on parental involvement in the academic endeavours of their children in Nakuru County. The current study therefore sought to gain further insights on
the effects of parental alcoholism on their children’s academic careers in the Kenyan context, specific to children in pre-school institutions in Hilton Slum, Kaptembwa.

1.2 Statement of the Problem
According to Richard and Marsha (2010), and Alwan et al (2011), alcohol dependence are on the rise, and have reliably demonstrated that parental alcohol abuse may have significant negative shortcomings on their children school life and also the whole family environment. The study’s concentration however was not in a local context and subsequently the requirement for the current study to find out the situation as it was, particularly in our cultures within the country. Further, the regional study in Seychelles focused on older school children but the current one was intended for younger children in pre-school.

In Kenya it appeared that the only study done was by NACADA which concentrated on alcoholic abusers aged below 21 years. In addition, the previous studies in Kenya have not however touched on the influence of parental alcohol abuse on the school participation of pre-school children, and this was the basis of the current study.

1.3 Purpose of the Study
The purpose of this study was to determine the influence of parental alcohol abuse on their participation in pre-school children learning in Hilton slum, Kaptembwa, Nakuru County, Kenya.
1.4 Specific Objectives

The objectives of study were to:

i. Find out the influence of parents’ alcohol addiction on their paying school fees for their children.

ii. Determine influence of parents’ alcohol addiction on their provision of pre-school children’s learning needs.

iii. Establish the influence of parents’ alcohol addiction on their facilitation of pre-school children’s class attendance.

iv. Find out the influence of parents’ alcohol addiction on the follow up of pre-school children’s learning progress.

v. Establish the influence of parents’ alcohol addiction on their facilitation of pre-school children’s class attendance.

vi. Seek suggestions on interventions when dealing with parents under alcohol abuse and their families.

1.5 Research Questions

The study was based on the following research questions

i) In what way does parents’ alcohol addiction influence their ability to pay fees?

ii) To what extent does parents’ alcohol abuse influence their provision of pre-school children’s learning needs?

iii) How does parents’ alcohol addiction affect pre-school children’s class attendance?

iv) What is the extent of influence of parents’ alcohol abuse on their participation in pre-school children’s learning progress?
v) To what extent does parents’ alcohol abuse influence their Facilitation of pre-school children’s class attendance?

vi) What measures are taken on challenges caused by parents under alcohol abuse?

1.6 Limitations and Delimitations of the Study

The limitations and delimitations of the study are presented in this section.

1.6.1 Limitations of the Study

Suspicion by the respondents, especially the preschool teachers and parents, who feel that the research may reveal issues of alcohol abuse by parents of their learners, may conceal information provision and access for fear of the parents, and this may lead to skewed data. These limitations were countered by giving a letter of introduction on the purpose of the study and guaranteeing the confidentiality of data shared by the respondents.

1.6.2 Delimitations of the Study

The study was carried out in sampled pre-schools in Hilton slum, Nakuru. It mostly targeted pre-school teachers and head teachers in Hilton slums and not the entire County to enable manageability of the area. It also consider only a few schools offering early childhood education, and it focused on the influence of alcoholism on the school participation of pre-school children in Hilton slums and not all schools due to a large population.
1.7 Significance of the Study

Parental involvement plays a significant role in the academic performance of preschool children therefore the findings of this study may assist in improving parental involvement in the academic performance of pre-school children. The findings may also be useful in managing the education of the learners and to identify the types of parental involvement such as parenting, communicating, volunteering, learning at home, decision-making and collaborating with the community that impact on the improvement of preschool children acquisition of academic performance.

The study may also provide intellectual inputs for future researchers in the search for knowledge on parental involvement on academic performances. This will form a foundation for further studies too. The findings can be helpful to teachers and the parents in developing programs to upgrade their skills, knowledge, positive attitude and competencies of handling children. The finding of this study may similarly beneficial to stakeholders in education and societal development in coming up with programs to reduce parental alcohol addiction which in the long run will reduce its effect on pre-school children's performance.

1.8 Assumptions of the Study

In this study the following assumptions were made:

i. Alcohol addiction among parents of pre-school children was real.

ii. All respondents who participated in the study provided honest responses after they were made aware of the purpose of the research.
iii. All head teachers correctly identified children whose parents were under the influence of alcohol.

iv. All teachers had records on children’s class attendance and performance.

v. The theoretical model used and the research design would generate the expected results since they were anchored on research scientists with vast knowledge in educational research.

vi. The study sample would be adequate since it met the 30% threshold required in descriptive studies.

vii. Piloting of the study’s research instruments would help to highlight any inconsistencies during the main study.

1.9 Theoretical and Conceptual Framework

The theoretical and conceptual frameworks are discussed in sections 1.9.1 and 1.9.2.

1.9.1 Theoretical Framework

The theoretical model by Joyce Epstein (1995; 2001) on Parents’ Involvement with the school, family and community was chosen to guide the study in the absence of an appropriate or relevant theory that could perfectly fit in with research at hand. The model on parental involvement by Epstein is anchored upon six levels. The six sub-levels here by referred to as constructs are: parenting, communicating, volunteering, learning at home, decision-making and collaborating with the community around the school as illustrated in the diagram.
The theoretical model by Epstein (Figure 1.1), explains that parental involvement is based on how parent–child interactions affect students' schooling and motivation. Behavioural involvement during interactions refers to parents' public actions representing...
their interest in their child's education and as figure 1.1 illustrates, the first level in the
can be explained as follows:
Level 1: Parenting

Parenting may be described as the action of an individual acting as a father or mother to a child in terms of raising or rearing because children especially at preschool age require nurturing care due to the vulnerability that comes with their tender age.

The process of nurturing the child aims at promoting as well as supporting them in their physical, socio-emotional, spiritual, aesthetic and intellectual development which are all interrelated and interdependent as early childhood scholars such as Erikson (1963); Freud (1965); Bandura (1977); Vygotsky (1986); Ingule, Rono and Ndambuki (1996) Kabiru and Njenga (2009) reveal in their work. Nurturing children properly goes a long way in laying a good foundation for learning. Parenting encompasses use of different parenting styles which influence how children grow and develop within the home, school, amongst peers and community at large. These include, the permissive or too lenient type of bringing up the child, the uninvolved or hands off style which makes minimal demands of the child, authoritarian or military/ dictation rule that sternly demands that children follow strict set rules and the authoritative style which is more democratic, more nurturing and responsive to children’s needs. Although the later style appears to the best for application, it should be noted that use of a good balance of all these styles at appropriate ratios brings out the best outcomes. Thus it was of essence to find out the extent to which alcoholism affected parents in terms of their involvement in their children’s learning.

Level 2: Communicating
The act of a parent engaging in communication has to do with his/her deliberate effort in passing or exchanging of information through several ways such as speaking face to face, phone calls, writing, or using some other medium. There are many circumstances that require parents to talk to their children about school or even communicating with teachers to relay certain concerns including their joys and hurts regarding the welfare of the child. Effective parent-child or parent-teacher interactions should aim at communicating positive attitudes about school and the importance of education to the child and community at large. Clear communication within the family regarding the child’s schooling or between home and school is very important as it enables either party to respond appropriately to important issues or what may need to be done regarding the child’s education at the right time. When there is open communication between parents and their children or with school teachers, strong ties develop and these are important in enhancing the holistic growth and development of the child. The study therefore endeavoured to find out the extent to which the school and parents under study communicated their aspirations as well as needs for the sake of the child and how this impacted on his/her learning.

**Level 3: Volunteering**

Parents’ involvement through freely or willingly offering themselves for unpaid work in their child’s school in order to help the attainment of set goals is an important ingredient that Epstein cites as crucial towards/children's growth, development and learning. Parents could for instance volunteer through sharing their talent or skill that maybe required by the school, accompany children for a trip and ensure their security, donate some needed
resources. They could volunteer to act as resource people when children are learning topics that may relate to their work which would be very appreciated by the school since in this case they would be more knowledgeable in their profession. Others could offer to go to school and tell or read to children stories or poems or teach them traditional songs or dances among other activities. Parents could liaise or communicate areas they would be comfortable to volunteer in freely thereby helping their children gain tremendous and varied gains from different parents. Such actions would also offer opportunities for children to learn the virtue of sharing or voluntarily helping when there is need.

**Level 4: Learning at home**

Parents are the first teachers of their children and they expose their children to a lot of learning at home even before they go to school. For example children learn from them through modelling, how to show respect to grownups and other people including their peers, helping with simple house chores under supervision of parents, to apologize when they go wrong and so on. These virtues are also transferred to school and help to make life easier for the teacher. Parents may be involved not only in helping their children that which they have taught them, but also what has been taught in school. They could for example support their children with the simple home work that children are given by the teacher as a way of giving further practice that which has been learnt at school. Such actions help children to learn to work responsibly and with a positive attitude. During the process, the parent is able to identify areas that the child has learnt well and those that they may require more help to grasp them. This in turn may help the child to improve academically thereby enhancing their self-esteem. The child also feels loved and
encouraged to seek help when they need it. Schools could also help to empower parents on how they could help their children at home with school work to avoid any inconsistencies with teaching methods used.

**Level 5: Decision-making**

Level five of Epstein’s theoretical model concerns parental engagement in partnering with the school in making decisions that promote the child’s wellbeing. Decision-making by the parent therefore has to do with their thought process of selecting or choosing a reasonable or logical resolution from among available alternative options. Parents could get involved in coming up with decisions or resolutions with regard to children’s learning environment or processes that involve school policy making initiatives, attending meetings where such policies are communicated, acting as independent advocacy representatives or groups to lobby and/or engage in the formulation of school reforms. Decisions such as what foods should be provided to children in the school feeding programmes, picking time for children to go home, how school staff should treat children, parents or visitors could be agreed upon, questioned or refuted for the good of all stakeholders. Such forums help to enhance the parent’s awareness of the rights of children and the need to ensure their provision.

**Level 6: Collaborating with the community**

Collaboration is the 6th level of Epstein’s theoretical model. It entails the act of the parent’s family, school and community around them working in partnership for the
common good of children’s wellbeing holistically. In this set up, where the parent’s family, school and community work together in liaison as a team. Working together provides a powerful relationship in which help from each group is readily available.

The trio aims at strengthening the development of children’s or parents’ families, school and community programmes Big programmes such community health, provision of clean/safe water, socio-cultural support, games and recreation programmes could be the central focus since they are for the common good of all parties.

Epstein’s theoretical model was found relevant for use because according to her belief, parental involvement as enshrined in the six levels, ultimately affect student achievement. This is made possible by the fact that the interactions in the said levels, enhance students' motivation, their sense of competence, and the belief that they have control over their success in school as (Wendy, Grolick & Slowiaczek, 1994) also point out. Since parental involvement as the model shows offers them opportunities to engage with the school and the community around it, in participating in their broad or common goals including the immense benefit of their children’s acquisitions of knowledge, skills and desired attitudes as (Kathleen and Tyoung, 1995) also show. During the study, the research borrowed heavily from the types of involvement Epstein highlights: parenting, communication, volunteering, learning at home, decision-making, and collaboration with the community by implementing activities across all six types of involvement. Specifically, the study sought to find how alcohol abusing parents participated in their paying of their children’s pre-school fees, provision of preschool children’s learning
needs, enforcing the children’s class attendance, their monitoring their pre-school children’s learning progress.

1.9.2 Conceptual Framework

The interrelationship between the independent variable (parental alcohol abuse) and dependent variable (children’s participation in pre-school) are explained using Figure 1.1.

![Conceptual Framework Diagram]

- **EXPECTED OUTCOMES**
  - Parent’s Participation
    - Enhanced in:
      - Payment of school fees
      - Provision of children’s learning materials
      - Facilitation of children’s school attendance/retention
      - Monitoring children’s learning progress

- **INTERVENTION MEASURES**
  - Empowering parents through:
    - Seminars on Parenting
    - Sensitization meetings on effects of alcohol abuse
    - Counselling them on ways to overcome their problems

- **DEPENDENT VARIABLE**
  - Parents’ participation in Children’s Learning
  - (Evidenced by interference in):
    - Payment of schools fees
    - Provision of learning needs
    - Enforcing children’s school attendance/retention
    - Monitoring children’s learning progress
Key:

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Figure 1.1: Relationship between Parental Alcohol Abuse on Pre-school Children’s Learning

As Figure 1.1 indicates, the problem as conceptualized in this study was parental alcohol abuse which may negatively influence parent’s school participation. It may for example affect their ability to pay school fees, provision of basic learning needs for their pre-school children, enforcing their school attendance and monitoring their children’s learning progress or generally their interactions with their children’s teachers and school as a whole, which Epstein states are the basic ingredients of raising children’s self-esteem and performance in school.
1.10 Operational Definition of Terms

Key terms in the study are hereby operationally defined as they were expected to mean abate differently from their conventional meaning.

**Abuse** : Compulsive or habitual, excessive and self-damaging use of alcohol in excess by parents leading to failure in executing their responsibility for their children’s’ learning in pre-school.

**Administrators** : This referred to individuals in a pre-school such as head teachers/ managers and preschool class teachers, who were well versed with parents of preschool children who may be abusing alcohol.

**Alcohol** : Colorless flammable liquid also referred to as liquor which if consumed in excess by parents has the potential to intoxicate them leading to their inactive participation in their children's’ learning in pre-school.
Child : A human offspring aged three to six years and attending pre-school.

Class Attendance : This meant a child regularly going to the pre-school on the days or times he/she was expected to do so.

Learning performance : Pre-school children’s progress in the acquisition of knowledge or skills.

Parent : An adult with responsibility of taking care of a child such as a father, mother, step father or step mother.

Parental Responsibilities : Referred to as parent’s duty in provision of essential requirements by pre-school children such as school fees, school uniform, writing materials and interacting with the school in following up their children’s learning progress or performance.

Parental School Participation : The active engagement of parents in activities that may enhance their children’s learning performance such as following up the children’s daily progress, helping them with homework and also ensuring it is done, attending PTA meetings, open day forums, pre-school development activities and participating in the school’s policy-making initiatives and other important school agenda.
Children’s School Participation: Involved children being able to be enrolled in pre-school attend school and access basic needs

Slum: Low cadre residential houses in Hilton Area where people live and share common facilities.

CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction

This chapter focuses on the problem of parental alcohol addiction and its influence on children’s learning as characterized by parent’s failure in timely ensuring payment of fees, provision of children’s learning needs, their children’s class attendance/retention in preschool, generally following up their children’s learning progress and measures to put in place to mitigate these challenges.

2.1 Alcohol Abuse Overview

Alcoholism may also be described as alcohol use disorder (AUD) or alcohol dependence syndrome, which in broad terms is drinking of alcohol that results in problems. Research shows that children of parents or families with history of alcohol abuse are more likely to develop a problem with alcohol four times than the general population (American Academy of Child and Adolescent Psychiatry, AACAP, 2011).
Globally it has been acknowledged that alcohol dependency and mental ill health frequently co-occur in individuals (Cavanaugh, 2014). Alcoholism is an illness that is both mental and physical (Ford, 2016), and according to Holahan, Moos, Holahan, Cronkite, and Randall (2001), the behavioural and mental manifestations of addiction, such as alcoholism, include but are not limited to loss of control, depression and anxiety; which in turn lead to a strongly persistent desire to consume the substance over and over again (Ford, 2016). From these findings one can infer that such symptoms if not permanently interrupted, result in a life that is consumed with the physical complications of alcoholism (Cavanaugh, 2014). As such it is not farfetched to posit that a parent that is an alcoholic does not have the mental or physical wellbeing necessary to adequately care for a child in all aspects but more so academically. The National Society for the Prevention of Cruelty to Children, (2013) concurs with these findings noting that the effects of alcohol misuse on young children can be both direct; through maternal exposure in utero, and indirect; through its impact on parenting capacity. The indirect impact on children is particularly in terms of parental participation in pre-school children’s academic life is what this study sought to investigate.

The effects or the influence of alcohol abuse are significant not only in terms of adverse effects and health care costs on parent’s but also in terms of their lack involvement in children’s education. A study in America by Streissguth (1999) of Washington University based on attention and impulse behaviour disorders in 475 young children whose mother drank average amounts of alcohol revealed the worse part of alcohol on learning. The study utilized sensitive neurological test measures referred to as Continuous Performance
Tasks (CPT) to assess the endurance, persistence, distractibility and impulsivity in a large group of 7 to 8-year old children whereby children were given an assignment coded as “AX-task” to perform. The results of the study showed that greater alcohol exposure resulted in far more errors on the AX task. This implied that the direction of the effect was as predicted, with poorer performance associated with higher alcohol exposure. There was an 8% distraction rate for the 0-3 drink exposure children, 14% distraction rate for the 3-4 drink exposure children and 46% distraction rate for the children whose mothers drank more than 4 times per day. The study was important in demonstrating the continuing effect of alcohol exposure on attention and reaction time in 7-year old children even after adjusting for a variety of other predictors and co-variates (Streissguth, 1999). Streissguth in his study further observed that 58% of the children who were exposed to alcohol were neglected and their mothers did not contribute in their education.

Research by Miller (1999), has also shown tolerance to alcohol as 90% inherited. Thinks about on more than 50 families have uncovered that alcohol addiction keeps running in families, including examination among twins and offspring of drunkards. These studies demonstrated that first-degree relatives, for example, folks, children, or kind of treated heavy drinkers had a two to four times a higher danger of getting to be drunkards addicts than did relatives of non-heavy drinkers (Cotton, 1997; U.S Department of Health and Human Services, 2002).

As indicated by Redelinghuys and Dar (2008), children of heavy drinkers are additionally at an expanded risk for enthusiastic or behavioural issues prompting poor learning results.
These issues are prone to happen because of the hereditary variable as well as identified with speculating what average utilization, conduct, and connections are.

People believed that alcohol has more than ritual significance: wine was routinely drunk in Mediterranean countries and, further north, beer in particular was part of the staple diet until the early 20th century, and was probably a safer drink than the often-contaminated water of earlier times-food for the body as well as a blessing from the gods (GreenFacts, 2006).

On the other hand, substance abuse on the part of a parent has a lasting and apparent effect on all children. There are various substances that can become a problem in parent’s lives (Substance Abuse Training Tri-Town Head Start, 2007) including but not limited to; marijuana, stimulants, depressants, narcotics, hallucinogens and inhalants. Yet attitudes to alcohol vary greatly around the world. In many nations, it is an accepted way to “unwind” from the pressures of life, a common accompaniment to meals and many social occasions. Home-brewed beer and distilled spirits are drunk throughout Africa and South America while in Islamic and Buddhist cultures alcohol is generally prohibited as (GreenFacts, 2006) reveals.

Throughout its history, drinking alcohol to excess/intoxication has been associated with deviant behaviour and harm, as another term for drunkenness-intoxication, from the Latin toxicum, a poison (as in toxic) - signifies. In a few ancient cultures the ability to drink huge quantities of alcohol was considered a sign of masculinity, such as among followers
of Dionysus. Echoes of this attitude can be found on Saturday nights among young men (GreenFacts, 2006) in some western city centres.

The advocacy of total abstinence from alcohol began as early as 200 AD, but it is best known from the “temperance” movement in predominantly Christian countries in the 19th century, which gave rise to the term “temperance total”- someone who deliberately abstained from alcohol. Alcohol was banned in the USA during the “prohibition era” from 1920 to 1933. Mississippi was the last state to repeal its prohibition laws in 1966. In 2000, around 4 billion abstainers worldwide outnumbered alcohol drinkers by about two to one, but the ratio is shifting rapidly as alcohol drinking spreads into countries with little previous use and women take up the habit in increasing numbers as well thereby posing more threats to the global health scenario (GreenFacts, 2: 2006). Their behavior may recognize heavy alcohol drinkers or abusers. They disconnect themselves and constantly come late or miss from work. They have unbecoming feelings high points and low points, hazardous conduct and concealing that they have not taken alcohol and evade circumstances or spots where there is no alcohol. The above account on the overview of alcoholism shows that alcoholic parents get absorbed by their addiction to the extent that they are unable to engage in their normal day to day activities to their personal detriment as well as that of their children.

Mwoma (2013a) noted that fathers who had education levels that were higher than secondary school in Gucha were more involved in children’s education. She argues that high primary enrolment free primary education adversely skewed the teacher child ratios
in public primary schools prompting some parents to take their children to private schools. This also created a window of opportunity where pre-school aged children were sent to primary schools with or without going through preschool. Some parents therefore keep their children under six years of age at home to avoid incurring the added cost of preschool. This development is likely to deny children the opportunity to have a proper educational foundation on which to base their later academic careers in their formative years of development (Mwoma, 2013b). She further states that research has proven that, parents tend to become more involved if the public schools have an underwhelming performance in national examinations. They therefore begin to can spend more time at home helping their children with school work and are more likely to provide schools with more resources. Mwoma (2010) also established that fathers will get involved in their children’s schooling in terms of paying fees, buying books and uniforms. Purportedly this support helps in school retention and facilitates learning.

Furthermore, Ndani (2008) indicated that levels of parental participation in preschool activities differed amongst the communities in the various preschools. She posited parents with children in private schools where respondents with higher academic qualifications took their children were more likely to be actively involved in their children’s academic careers in ways such as making comments and signing children’s home work books daily, attending conferences between them and the teachers, accompanying children on educational field-trips among others. On the other hand, parents with children in public schools attended parent-teacher meetings, assisted in provision of learning materials as well as contributed towards the development of
facilities including their maintenance (Ndani, 2008). According to Mwoma (2015) orphaned children or those in vulnerable circumstances such as children of addicts tend to live either with only one parent, their grandparents who may be well advanced in age and thus also require care, or with relatives who are of lower socio-economic classes and as such struggle to meet their own needs before they can meet those of the child. It follows therefore that children living in such circumstances are at greater risk of losing opportunities to attend school, do not have their basic needs met and are unlikely to have caregivers capable of meeting their psychosocial needs.

Based on this information the researcher posited that the challenge posed by alcoholism to preschool children’s learning was real, because alcoholics lacked the capacity to be actively involved in their children’s education, which motivated the pursuit of this study on the influence of parental alcohol abuse on their school participation in pre-school children’s learning.
2.2 Influence of Parents’ Alcohol Abuse on their Participation in Children’s Learning in Preschool

Parental alcohol abuse could lead to many negative behaviours that could bar parents’ participation or involvement in preschool education which could ultimately affect their children’s learning in preschool.

2.2.1 Parental Involvement in Payment of Pre-School Children’s Fees

Pre-schools are run and managed by funds that are majorly paid by parents which is an important involvement activity in their children’s learning. Failure of alcoholic abusive parents to pay fees is a scenario that is likely to occur and could negatively affect the running of the pre-school in general as well as in children’s learning progress since salaries of workers may not be affected in time or the payment of other important school amenities.

According to Meghdadpour, Curtis, Pttifor and MacPhail (2012), alcohol abuse often leads to dysfunctional family ties and disintegration, violence, financial losses/ distress, increased burdens associated with medical and other treatment services for abusers not able to support themselves. In such situations the affected parent gets out of control of him or herself and may not even engage in activities that could help in accessing finances to pay fees. Lowered rate of school payment could lead to children dropping out of school, which could further interfere with the school’s ability to run the various school programmes. During the current study, efforts were thus made to find out the parents’ alcohol addiction influence on their payment of pre-school fees.
2.2.2 Engagement in Provision of Pre-school Children’s Basic/Learning Needs

One of the critical effects of alcohol abuse among parents was keeping up with their responsibilities with regard to provision of their children’s basic/learning needs. The common needs include provisions of food, shelter, clothing / school uniform, books, learning materials and so on which are important in promoting children’s growth and development. Furthermore scholars in the field of early childhood development and learning among them Erikson (1963); Freud (1965); Bandura (1977); Vygotsky (1986); Ingule et al (1996), Kabiru and Njenga (2009) emphasize on the importance of children being provided with their basic and learning needs. This is because aspects of growth and development are interrelated. Deficit in provision of adequate nutrition leads to hunger pangs, interferes with how the child relates socio-emotionally, and even mentally in the way of attending to as retaining learning content.

In the United State of America, a study conducted by the National Council on Alcoholism and Drug Dependence (2006) found that approximately 25% of parents experience difficulty in meeting their children’s needs as a result of abuse. This condition exposed the school-going children to issues related to getting low grades, doing poorly on test, missing class and falling behind in academic performance. The study further revealed that such parents exhibited intense desire to obtain increasing amounts of a particular substances such as alcohol, miraa or glue/petroleum products or others that may be legally or illegally constituted, to the exclusion of all other activities which may ultimately result into physical harm, behaviour problems within their environment, home
or school thereby leading to low participation in their preschool children’s education. The study therefore sought to determine influence of parents’ alcohol addiction on their provision of pre-school children’s basic/learning needs locally.

2.2.3 Participation in Facilitation of Preschool Children’s Class Attendance/Retention

The ability of preschool children to attend classes and remain in school for the period of time required squarely rests on the parent to translate this into reality. Consistency in attending and being retained in school ensures that children’s learning is good. Alcohol abusing parents are incapable of enforcing their children’s attendance and retention in school because to do so requires personal discipline which lacks among such category of adults, thereby jeopardizing their children’s learning. Research further indicated that children of parents who are addicted demonstrate behavioural characteristics and a temperament style that predisposed them to future maladjustment (Earls, Reich, Jung & Cloninger, 2008).

The home front of alcohol abusers is heavily clad by foreswearing, hallucination, and the "nodiscussion" guideline. Consequently, children of alcohol addicted parents do not always understand what is happening in their families and school, not surprisingly, some believe that it is their entire fault (Earls et al, 2008). The predominant feeling for many children is not sadness, anger, or hurt; it is overwhelming confusion which makes them loose meaning of going to school thereby becoming perpetually absent from school.
A survey by WHO (2013) found that alcohol and even drugs may put a child at high risk of emotional neglect and physical or sexual abuse by the parent. This way, the child is demoralized as well as discouraged from attending school and participating in various curriculum activities at school leading to poor cognitive performance. According to Lawrence (2003), preschool children who attend early childhood programs that have strong family collaboration are more likely to be better prepared for school than those from homes with the history of alcoholism.

In general, behavioural problems in Children of Alcoholics and Drug Abusers (COAADA) take the form of running away from home, and conduct problems such as lying, physical aggression, stealing, juvenile delinquency, truancy, disobedience and even degree of sociality (Collings, 2006). Younger COAADAs are also likely to have nightmares, crying and bed-wetting. The COAADA may also develop dysfunctional behavior patterns like tiptoeing around the house while the drunken parent is asleep, throwing away his alcohol or isolating him/herself from alcohol-abusing parent’s environment (Parsons, 2003). They may see school as an unfriendly place, having no friends there as well as difficulties in establishing relationships with teachers and classmates. The result may be failing grades or dropping out of school.

In Boston USA, the following family problems have frequently been associated with families who are affected by alcoholism: emotional or physical violence; increased family conflict; decreased family organization; decreased family cohesion; increased family stress including work problems, illness, marital strain and financial problems;
increased family isolation; and frequent family moves which affect the child’s class attendance during early periods of their pre-schooling (el Guebaly & Offord, 1997). Parental conduct is one of the variables which have been concentrated on significantly in human advancement (Park, Kim, and Chiang, 2010).

Alcohol addicted parents are often unable to provide discipline or structure in family life. However, they simultaneously expect their children to be competent in a wide variety of tasks earlier than non-alcoholic parents do (Reid, Macchetto & Foster, 2009). Many of these problems translate into difficulties in school attendance and performance leading to truancy. In contrast, pre-school children who are exposed to parenting that is characterized by involvement and warmth instead of hostility display lower levels of externalizing behavior problems (Berk 2007; Parker & Benson 2004).

In a journal published by Semidei, Radel and Nolan (2001), it was observed that children growing up in households with a substance abusing parent demonstrated higher levels of adjustment problems, emotional/behavioural misconduct and attention-deficit disorders. The more severe the use and the longer the child is exposed to alcohol, the more serious the consequences are likely to be. In this situation, the child is affected psychologically and attempts to develop negative attitude towards studies leading to high rate of absenteeism and thus poor academic performance (Johnson, Boney & Brown, 1990).

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

Research suggests there to be a close connection between alcoholism and the committal of domestic violence within households (Klingemann and Gmel, 2001), and this is therefore one way in which children indirectly experience adverse effects. Although it is essential to note that men can be the victim of domestic abuse, women are more likely to experience it in all forms (Kershaw, Nicholas and Walker, 2008), and according to Finney (2004), there are strong links between the occurrence of such events, problematic drinking and mental ill health. It is this combination of these multiple factors which have been found to increase the risk of lifelong harm to children; both physically and mentally (Cleaver, Unell and Aldgate, 2011). It can therefore be assumed that if a child is to spend their early years in an environment where this is apparent, opportunities to build solid foundations for their future development will be limited.

According to Park, Kim and Chiang (2010), children of alcoholic abusing parents are likely to suffer cognitive impairment from prenatal alcohol exposure, or they might have suffered from home environments that were chaotic amid their pre-school years. Provided
that this is true, they enter the educational system less prepared to learn compared to other children, or this may affect their class attendance completely.

The current study sought to establish if parents’ alcohol addiction had an influence on their facilitation of pre-school children’s class attendance in Hilton Slums, Kaptembwa.

2.2.4 Participation in Monitoring Pre-school Children’s Learning Progress

According to Kanus (2013), for children to do well in preschool, it is necessary for parents to be involved in monitoring their learning progress. Following up children’s school learning progress could be in form of visiting the school to discuss with teachers how well or not the child is progressing and attending school meetings and functions that are geared towards the development agenda of the school to assess whether or not they are realized as planned.

Monitoring children’s school progress however, is not very easy for parents who are under the influence of alcohol because they are never at home early enough when the pre-school children are doing their homework, and they do not find it important to visit their children’s teachers in school to interact with them during parent school meetings in order to establish what is happening in school. They neither follow up on their children’s school performance nor even buy them the necessary school materials required for learning. Such an environment is never conducive to good learning conditions for the benefit of the child. Moreover, their children learn their parent’s behavior and attitude because the environment of children of parents under alcohol is mostly characterized by poor home management and lack of both, parenting and communication skills in the
family. Hitherto, such conditions rob children in such situations of training on parenting skills, family effectiveness or modelling as Kanus (2013) reports. In a study by Fals-Stewart, Kelley, Fincham, Golden and Logsdon (2004) which examined lifetime psychiatric disorders and current emotional and behavioural problems of children aged 8 to 12 living with substance-misusing fathers, compared to children living in demographically matched homes with alcohol-misusing or non-substance misusing fathers, the findings revealed that children from homes where fathers had misused alcohol or drugs exhibited significant higher levels of depression, anxiety and truancy than their counterparts from non-alcohol abusing families. The study concluded that children who lived with substance-abusing fathers were more likely to have a lifetime psychiatric diagnosis because their parents were less involved in their lives and their education. Sher (1997) claimed that children’s retention in school significantly depends on the parental involvement in children’s education in pre-schools. However, if the parent is alcoholic, he/she is less likely to participate in the child’s education leading to poor performance in school.

Influence of alcohol also ruins the mental state of a parent making him/her to possess a negative attitude towards school and the child’s education which leads to less or no communication and relationship between the parent and the school (Dawe & Hamnett, 2007). According to Epstein (2002), communication is the key element that shapes parent involvement activities at home and at school and enhances school-family collaboration. Two-way communication between home and school helps build an on-going, productive, and trusting relationship between parents and educators, which increases parent
participation in learning activities both at home and at school. Parental alcohol abuse is a great hindrance to their communication and positive relations with the schools in which their pre-school children attend. These parents are not able to communicate with their children’s teachers due to feelings of shame which mostly are as a result of their irresponsibility to provide for their children’s learning needs as Dawe & Hamnett (2007) observe.

Kyalo (2010) points out that parent and teacher expectations regarding the academic, social, and emotional development of children have been shown to be among the best predictors of school success. Fears of being talked to on the impacts of their substance abuse on their children’s learning causes them not attend school functions or meeting. Research by Pauline and Elliot (1997); Patrikakou, Weiss-berg, Redding and Walberg (2005) have indicated that there are positive academic outcomes stemming from parental involvement ranging from benefits in early childhood to adolescence and beyond. Most of the alcohol abusing parents’ use their money to the last coin on buying their choice drink which they believe they cannot do without. Their children tend to be unkempt with torn uniforms, suffer from malnutrition and generally lack all necessary required resources for them to learn effectively. The fear of being questioned about their irresponsibility keeps such parents away from school meetings.

Carew (1997) reveals that the consequences of parents’ alcohol or substance addiction include body organ dysfunction, dizziness, unusual happiness, nausea, tiredness, withdrawal or social autism and abdominal cramps. National Campaign against Drug
Abuse Authority (NACADA, 2010) carried out a research study on the use of alcohol in Central Province of Kenya among people aged 15-64, and found out that men attributed their alcohol abuse to idleness and a way of coping with work-related stress and unemployment. Both women and men involved in this study were found to abuse alcohol as a way of passing time. However it is unclear the impact their addiction had on their capacity to be of assistance to the learning of their children for those respondents that were parents. Therefore the current study sought to find out the influence of parents’ alcohol addiction on their participation in pre-school children’s learning.

2.3 Interventions for Parents under Alcohol Abuse and their Families

Children of alcoholic parents require help to be able to cope with some of the mishaps they face. According to Werner and Johnson (2000), children who effectively coped with the trauma of growing up in alcoholic families often relied on the support of a non-alcoholic parent, teachers, stepparents and grandparents among others. Children of addicted parents who rely on other supportive adults have increased independence and autonomy, stronger social skills, better ability to cope with difficult emotional experiences, and better day-to-day coping strategies (Werner, 2006), which makes any initiative to rescue them quite important.

Such children of alcohol abusing parents need information that is accurate about alcohol, the disease of alcoholism and its impacts. By learning about blackouts, denial, relapse and recovery, children are able to make better sense of what's happening at home. They also come to learn that they are not to blame and that there is nothing they can do. Giving
children these critical facts during a suitable time is urgent, so they are not overwhelmed, loaded, or further confounded. According to Moss, Vanyukov, Majumder, Kirisci and Tarter (2004), children of alcohol-dependent parents are at greater risk for many emotional and behavioural problems. Bredekamp and Shepherd (1989) give an account on how best to protect such children from inappropriate practices and school expectations including some policies. Equipping them with a variety of life skills also enables such children to cope with many challenges. For instance, some of these children face difficult situations with family neglect, violence, and anxiety. These children can take in an assortment of adapting and self-care systems to stay safe. Some of these youngsters are likely to allow their feelings to build up inside until they are ready to explode or end up sick with stomachaches and headaches.

The educator can train them on how to identify and express their feelings in healthy ways, especially by finding safe people whom they can trust (Mattson, 2001). Mattson (2001) argues that young people can learn to respect and love themselves through encounters in which they can succeed and flourish. Research on resilience has confirmed the value of skill-building activities for children living with adversities like alcohol addiction. Flexibility exploration analyzes different defensive elements which permit people to beat the chances and ricochet back. Various learning programs nowadays enable young people to improve and develop exemplary abilities that assist them in one way or the other. Programs that assist learners and other school strategies introduce these skills and provide a safety net for children to practice and deepen them.
Even if these children go back to families with active alcohol addiction, children of addicted parents who are assisted in such ways are better prepared to handle the various problems that they may encounter (Mwiti, 2006) thus it is a fruitful move. While age-appropriate, accurate information and skill building help children of addicted parents in a big way, the most important gift is that of the bonding and attachment children acquire in healthy relationships with others. As a result of harsh words, the threat of abuse and the broken promises, children in numerous families take in the "Don't Trust" mantra to a great extent; confinement and quiet can be their consistent mates. Thomas (2014) emphasised the significance of the effects of nurture or environmental influences on relationships between primary caregivers and children. Therefore it can be surmised that children with alcoholic parents are unlikely to form secure attachments. As a result an educator might, for instance, be confronted with folks at meetings who are uncertain of themselves and feel regretful as Earls et al (2008) indicate.

Dies and Burghardt (2001) argue that group programs can bring down feelings of shame, guilt and isolation among children of drunkards while increasing the significance of peer influence and mutual support to adolescents. Competencies like the ability to establish and maintain intimate relationships, solve problems, and express feelings can be enhanced by building the self-regard and self-adequacy of children of alcoholics.

Several interventions have been identified by various researchers including Copello, Templeton, Krishnan, Orford and Velleman (2005) who reveal that there are three areas that are important for interventions. Working with family members to promote the entry
of substance misusers into treatment; the joint involvement of family members in the
treatment of the misusers; responding to the needs of family members in their own right.
Participation of parents towards the realization of their children’s education is something
that all governments wish to attain and hence it is worth considering methods to enhance
their participation in education matters of their children. In 1997 such initiatives were
born by the Global Initiative on Primary Prevention (WHO, 2003) as a way to mitigate
some of the problems in existence.

The United Nations International Drug Control Programme and the World Health
Organization were also involved in another initiative project which aimed at preventing
the use of psychoactive drugs including alcohol among adults as (WHO, 2009) reports.
The project comprised five sets of interrelated prevention activities based on the
mobilization of local communities, which are baseline assessment, training of local
partners, public health interventions, monitoring of activities and post-prevention
assessment. The project suggested that specific protection should involve some control
over the advertising of alcohol and exert pressure on all involved in the promotion of
these products. Promotion of social norms and control of alcohol advertisement should
also be attended.

Similarly through another study by Streeton and Whelan (2001) in Zambia, various
programs that facilitate socio-economic development were designed. Many advocates
fighting against alcohol abuse recommended such measures as: increased youth
educational employment, increasing alcohol-free recreational opportunities, mobilizing
coordination of community groups within existing structures, educational campaigns for
the prevention of alcohol abuse, and improving the infrastructure to control it among the adolescents to be implemented.

In Tanzania, such strategies as mobilizing communities against alcohol use, providing peer education to prevent alcohol and even drug use, providing education to enhance behaviour change, strengthening existing networks of organizations that support youth-related activities and engaging in alcohol abuse prevention activities were initiated (WHO, 2003) to reduce its availability

In Kenya, the National Campaign against Drug Abuse Authority (NACADA) was founded in 2001 to campaign against drug and alcohol abuse among the youths who are vulnerable in the society. The union, NACADA came into being through the establishment of the Office of the National Coordinator for the Campaign against Drug Abuse. The duties of NACADA Authority include one, to coordinate the activities of individuals and organizations relevant to the campaign against drug and alcohol abuse. The initiative aimed to initiate, promote and sustain public education against alcohol and substance abuse. Moreover, it was formed to develop an action plan to curb drug and alcohol abuse in schools and other institutions of learning. The foundation was tasked with the challenge to create and initiate rehabilitation programs for alcohol and drug dependents. However, despite these measures, alcohol abuse amongst parents of preschool children continues to persist and negatively hinders their participation in their children’s education. More effort was thus required to try and understand what specific interventions could be instituted locally when dealing with alcoholic parents.
2.4 Summary

Literature reviewed in chapter two has examined the influence of parents’ alcohol addiction on their involvement in their children’s pre-school career in terms of: payment of pre-school fees, provision of learning needs, participation in their pre-school children’s learning regarding, enforcing pre-school children’s attendance and generally following up their children’s learning progress.

This study established that parental alcohol abuse has considerable influence on their involvement, especially in the slum area locations. However, local data about the influence of parents’ alcohol addiction on their payment of fees, provision of learning needs, participation in their children’s academic performance, enforcing school attendance, or intervention strategies to mitigate these effects are limited. Also, existing large-scale, national surveys either have not included Kenyan pre-school children nor have a non-representative sample. The current research covered these study gaps suggesting intervention measures.
CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This section traces the techniques that were utilized in carrying out the study. It covers the research design, study area, target population, sampling procedure and sample size, instruments, validity of the instrument, reliability of the instrument, procedure for data collection, data analysis, and ethical issues.

3.1 Research Design

This study adopted descriptive design using the correlation method to investigate the influence of parents’ alcohol addiction on pre-school children’s academic performance in Hilton slum in Nakuru County. Descriptive design defines affairs as they are as such this design is relevant to this study because it is ideal for gathering information regarding people’s feelings and opinions about educational issues (Kombo & Tromp, 2006). This design is also appropriate for this study because the survey method is broadly used to get information helpful in assessing present practices and providing the basis for decisions.
This study sought to describe the influence parental alcoholism had on their involvement in their pre-school children’ academic career.

A research design can be regarded as an arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance with the research purpose. The study adapted descriptive research design since it describes the state of affairs as it is. Descriptive design is used when collecting information about people’s attitudes, opinions, habits and other possible behaviour (Orodho and Kombo, 2002). The study aimed at describing the state of affairs of ISO certification and public financial performance as it is and therefore descriptive research design was considered as the most appropriate for this study.

3.2 Variables of the Study

This study had both the independent and dependent variables.

3.2.1 Independent Variable

The independent variable in this study was parents’ alcohol abuse.

3.2.2 Dependent variables

The dependent variables were parental participation in pre-school regarding:

i. Payment of school fees:

A four-point Likert scale was used to find out from teachers of children of alcohol abusing parents to what extent they believed that the vice influences...
their participation in payment of school fees. Strongly agree was assigned 4 points, agree 3 points, disagree 2 points and strongly disagree 1 point.

ii. **Provision of learning needs**: (i.e. food, uniforms, and learning materials)

These were determined by how parents met their children learning needs. Parents who complied in providing their children’s basic learning needs promptly as required were awarded 4 points; Parents who delayed but comply were assigned 3 points; those who partially met their children’s learning needs were awarded 2 points and 1 point for those who did not respond at all.

iii. **Facilitation of children’s attendance and retention in pre-school**:

To find out to what extent alcoholic parents enforced their children’s preschool attendance and retention, the school’s admission register and class attendance records were used to extract the information. Children of alcohol abusing parents who attended school between 11-13 weeks a term were awarded 4 points, 8-10 weeks were assigned 3 points, 5-7 weeks 2 points, 5-7 and between 4 times and below 1 point.

iv. **Following up/ monitoring children’s learning progress**: Monitoring learning progress of children of alcohol abusing parents was done through asking the teachers and head teachers to indicate how often the parents monitored children’s learning at home and also at school. Those who did so very often were assigned 4 points, those who did so often were awarded 3 points, and those who did so rarely were assigned 2 points and 1 point where they very rarely supervised children’s learning.
3.3 Location of the Study

This study was carried out in Hilton Slum, Kaptembwa location, within Nakuru County. The selection of the location of the study was prompted by being the researcher’s professional interest in conducting research in this location due to its poverty level which increases the likelihood that parents in the neighbourhood are driven to consume cheap alcohol and thus have diverse effects on their families from their behaviour. According to Mwiria and Wamahiu (1995) the locale chosen for study ought to be one that takes into consideration a quick compatibility with the respondents. The researcher was also interested in this location because its geographical location was accessible to her since she resides in the county. Additionally, there was generally poor learning performance of children in the local schools thus it motivated the researcher to investigate whether the diminishing results could be linked to lack of parental engagement in their pre-school children’s learning.

3.4 Target Population

The objective populace for this study were all the 14 pre-schools, in Hilton Slum, Kaptembwa, Nakuru County, Kenya an equivalent number of head teachers and 48 teachers. Due to the size of the slum there are few pre-schools as such all of them were included in the target population. Despite the fact that the study examined parental alcohol abuse in Hilton slum, Kaptembwa, Nakuru County, they were not targeted for interviews due to the fact that they cannot be relied upon to answer questions due to the intoxicating effect of the substances they consume. Thus as a basis to respond to/and
achieve the scientific objectives of the study, the researcher sampled teachers and head teachers. Specifically, the head teachers and teachers worked closely with the local authorities were involved in helping to identify the alcohol -abusing parents who had been reported to be neglecting their pre-school children on account of alcohol abuse.

3.5 Sampling Procedures and Sample Size

Section 3.5 explains how sampling was done to arrive at the sample size that was used for study.

3.5.1 Sampling Procedures

According to Orodho (2009), 10-30% of the total population is adequate for a study in descriptive research. According to Mugenda and Mugenda (2003), when the study population is less than 10,000, a sample size of between 10 and 30% is a good representation of the target population and hence 10 % is adequate for analysis. Based on this view, out of the 14 pre-schools in Hilton slum, a sample of 8 (55%), of them were randomly selected by rotary, while the head teachers of these sampled schools were automatically and purposively selected. As for the teachers, 24 (50%) out of the 48 targeted for study (three of them per sampled pre-schools) were also purposively selected, but where there were more than three teachers, random sampling technique was applied.

3.5.2 Sample Size

The study sample size is as provided in table 3.1.
Table 3.1 Sampling Frame

<table>
<thead>
<tr>
<th>Sample size</th>
<th>Target</th>
<th>Sample</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-schools</td>
<td>14</td>
<td>8</td>
<td>55%</td>
</tr>
<tr>
<td>Head teachers</td>
<td>14</td>
<td>8</td>
<td>55%</td>
</tr>
<tr>
<td>Teachers</td>
<td>48</td>
<td>24</td>
<td>50%</td>
</tr>
</tbody>
</table>

As table 3.1 indicates a total of 8 (35%) preschools out of the 14 targeted were sampled for study, including their head teachers and 24 (50%) out of 48 teachers. According to Mugenda and Mugenda (2003), the study sample was adequate for descriptive studies.

3.6 Research Instruments

To get the required information, the study utilized questionnaires for educators/teachers and interview schedule for head teachers.

3.6.1 Questionnaires

A questionnaire is an instrument used in research to gather data from a large sample of respondents (Kombo & Tromp, 2006), specifically from the pre-school head teachers and teachers in this study. This instrument was used selected because it allowed the researcher to get the required information from the respondents in a timely manner. The questionnaire was created in consultation with the researcher’s supervisor’s expert input.

The questionnaires which were administered to preschool teachers gave qualitative and quantitative information questionnaires were suitable for use because respondents were not liable to be controlled by the researcher since they filled the answers autonomously at
their own convenient time. The questionnaires comprised of both open-ended and close-ended items on the basis of the research objectives. They helped to capture information that helped to establish the influence of parents’ alcohol abuse on their participation in paying of school fees, provision of pre-school children’s learning needs, Facilitation of pre-school children’s school attendance and monitoring of pre-school children’s learning progress. The questionnaire had two parts: section A covered preschool teacher’s demographic information while section B covered the main study items.

### 3.6.2 Interview Guide

Interviewing involves asking of questions related to the topic of study as a means for a researcher to evaluate the accuracy of the impressions acquired through the questionnaires. Interviews allow the researcher to get insightful information on the subject under study (Fraenkel & Wallen, 2000). This instrument was used to collect data from the head-teachers to establish their thoughts on the influence of alcoholism on parental participation in the academic lives of their pre-school children.

An oral interview guide was used to gather information from head teachers who participated in the study. It was appropriate for use due to its flexibility in restructuring questions as was deemed necessary. Interviews were also suitable because the researcher was able to administer them according to the convenient time of the head teachers. Further they allowed the researcher to probe or dig deeper to get the respondents to clarify their viewpoints. Moreover meeting with them was helpful as a result of their suitability to
gather personal information of alcohol abusing parents who could not be relied on for questioning. The tool was also useful in cross checking reactions from teacher respondents. The chances of collecting false responses were thus reduced to a great extent since it was possible to instrument spontaneous responses.

### 3.7 Pilot Study

To ensure that the research instruments were well constructed as Mugenda and Mugenda (2003) advice, a pilot study was conducted in 4 pre-schools with four head teachers and 8 teachers in Hilton slum. These schools were not included in the main study in order to guard against familiarity of respondents with the study items. Piloting took one week during which the questionnaires as well as interviews were administered and questionnaires also collected back for the mini analysis of pilot data. The pilot study helped in achieving validity as it resulted in correcting and appropriately adjusting areas of weakness in relation to the topic under study.

#### 3.7.1 Validity

To ensure content validity of data collected, care was taken to construct straight forward questions which were relevant and simple enough to be understood by the respondents in order to enable correct examination of what they were supposed to measure as Orodho (2003) explains. Assessment of content and construct validity was also achieved by strictly adhering to the research objectives and also use of non-statistical approaches including peer review as well as pilot testing which (Klassen, 2008) advocates for. Use of supervisors who are experts in the area of early childhood studies was also helpful in
ensuring that the questionnaire items met the study threshold for both content and construct validity. Spearman correlation (rho) was then administered to correlate the scores that had been obtained by simply splitting them into two sets at random and correlating them.

3.7.2 Reliability

The Split-half technique was used to test the reliability of the study instruments as (Orodho, 2009) advices. This involved splitting the items in the research instruments into two equal halves. After that, the reliability of the instruments was estimated by examining the consistency of association of the responses between the two halves by use of Spearman’s correlation (rho). Computation results of the scores between the two halves, was a coefficient of 0.76 and thus the instruments were considered reliable based on Mugenda and Mugenda (2003) who indicated that a coefficient of 0.7 or above was good enough.

3.8 Data Collection Procedure

The sampled pre-schools were visited to conduct face to face interview with the 8 head teachers and also to ensure subsequent distribution of the questionnaires to the 24 teachers at a date set by the schools. Instructions and any clarifications necessary were provided. The data collection exercise took the duration of one month.
3.9 Data Analysis Procedure

Data analysis involved quantitative and qualitative techniques because both approaches complement each other. Specifically, quantitative data were coded, according to variable categories and entered into the Statistical Package for Social Sciences (S.P.S.S version 21) software and analysed using descriptive statistics such as frequencies, means, and percentages. Tables and graphical Figures were used in presenting the data. For qualitative data, common themes were obtained in data collected and clustered into a patterned order so as to identify variables that depict general concepts and differences. Inferences were made from particular data under each theme and conclusions drawn from the analyzed data.

3.10 Logistical and Ethical Considerations

This section describes the logistical and ethical considerations that were made in order to enhance the success of the study.

3.10.1 Logistical Considerations

As Orodho (2009) explains specific contemplations that must be observed by the researcher before venturing on the data collection process were carefully made. The logistical considerations made in this study involved the careful organization and planning of all activities relating to the study, its execution and control of the procurement of research resources and movement during data collection. Specifically, the researcher divided the organization of logistical considerations into three parts, namely the period prior to field work (pre-field logistics) followed by field work logistics and post field work logistics.
First and foremost, the pre-field logistics involved construction and piloting of the research instruments. In addition, it also involved seeking for a letter from the Graduate School of Kenyatta University to assist in obtaining a research license or permit from the National Council for Science and Technology (NACOSTI) in order to be able to move freely in preschools in in Hilton slum, Kaptembwa, Nakuru County, Kenya. Authority was also sought from the County Director of education in Nakuru to engage with the schools in the targeted area. Similarly, permission was sought from head teachers and also class teachers to conduct the study in the specific schools.

Secondly, the field work logistics considered pertained the packaging of the research instruments for the actual administration of the research tools or data collection from the study participants in the sampled schools. It also involved gathering back the research instruments from the schools after their administration to the study respondents in readiness for analysis;

Lastly, the post-field logistics session involved editing and coding the data as well as entering the data into the computer and actually analysing the data using appropriate statistical tests. It also involved the report writing session and consultation with the supervisor in order to ensure that the research project draft was ready for examination.

3.10.2 Ethical Considerations

Members were briefed on how the study would be carried out and given a chance to choose whether to participate or not. Respondents were also informed that the collected
data were only used for the study purposes. To shield the security of the participants, respondents were kept in a special situation far from non-participants. Asking for that individuals not to write their names on the surveys amid the examination likewise guarantees obscurity. While getting ready for information accumulation and investigation, the specialist kept up obscurity by isolating data, for example, code numbers from the information itself.
CHAPTER FOUR

FINDINGS, INTERPRETATION, AND DISCUSSIONS

4.0. Introduction

This chapter presents the findings, interpretations and discussions based on the data collected from the respondents as per the research objectives. It provides the general information concerning the influence of parents’ alcohol abuse on their participation in pre-school children learning in Hilton slum, Kaptembwa, Nakuru County, Kenya. The analysis was guided by research objectives which were to:

i. Find out the influence of parents’ alcohol addiction on their paying of pre-school fees.

ii. Determine influence of parents’ alcohol addiction on their provision of pre-school children’s learning needs.

iii. Establish the influence of parents’ alcohol addiction on their Facilitation of pre-school children’s class attendance.

iv. Find out the influence of parents’ alcohol addiction on their following up pre-school children’s learning progress

v. Seek suggestions on interventions when dealing with parents under alcohol abuse.

The collected data were analysed using SPSS software whereby descriptive statistics namely frequencies, means, and percentages were used. Minimum, maximum and Standard deviation analysis were used to measure the severity and level of agreement on different suggestion on problems of alcohol abuse faced by pre-school children and way of mitigating them. The findings are presented in order of the study objectives alignment
but first the rate of return of the research instruments and demographic data of the respondents discussed first.

4.1 Rate of Return on Research Instruments

The study used questionnaires and interview schedule. The questionnaires were used for acquiring data from 24 teachers while interview schedules were used for 8 head teachers. The study recorded 100% return on instruments.

Table 4.1: Rate of return on Research Instruments

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questionnaires</td>
<td>24</td>
<td>100%</td>
</tr>
<tr>
<td>Interview Schedules</td>
<td>8</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>32</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The findings on Table 4.1 show that there was a hundred percent return rate of the research instruments. This success was realized due to the efforts in ensuring strict time management and conformity to the convenient timings suggested by the schools. The excellent response rate also helped in enhancing the accuracy of data obtained and conforms with Kombo and Tromp (2006) who indicated that a response rate above 50%, 60% or 75% provide sufficient information to draw a conclusion about a study. The data from the questionnaires were then analysed using descriptive statistics using percentages, frequency distribution and presented in Tables, charts and graphs.
4.2 Demographic Information

Section 4.3 discusses the demographic data of the study participants who comprised 8 head teachers and 48 preschool teachers in Hilton Slum of Katembwa, Nakuru County.

4.2.1 Distribution of the Respondents by Gender

The participating teachers and head teachers were asked to indicate their gender. Table 4.2 shows the representation of gender distribution of the respondents to the study.

<table>
<thead>
<tr>
<th>Gender</th>
<th>No. of Head teachers</th>
<th>No. of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq</td>
<td>%</td>
</tr>
<tr>
<td>Male</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>Female</td>
<td>6</td>
<td>75</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>100</td>
</tr>
</tbody>
</table>

Findings in Table 4.2 indicated that majority 24(75%) of the respondents were female while 8(25%) were male. This may imply that ECDE schools are more likely to be staffed by female teachers than their male colleagues.

4.2.2 Educational/ Professional Training of Study Respondents

The researcher sought to establish the educational/professional training of the Participating teachers and head teachers. The twenty four (24) participating teachers, eight (8) head teachers were required to indicate their additional ECE professional training qualifications. These were measured using a 4-point scale starting with certificate in Early Childhood Education which was assigned a measure of 1 point, Diploma in ECE
2 points, Bachelor of Education in ECE 3 points and Master of/education in ECE 4 points. Table 4.3 presents the distribution of the professional and academic levels of head teachers and teachers who responded to this study. Educational/ training credentials were useful because they helped in affirming that the study respondents were conversant with the parents under study.

Table 4.3: Teachers and Head teachers’ Academic/ Professional levels

<table>
<thead>
<tr>
<th>Teachers’ Academic/ Professional Status</th>
<th>Head teachers’ Additional Training in ECE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq</td>
</tr>
<tr>
<td>Primary/ECE training</td>
<td>8</td>
</tr>
<tr>
<td>Secondary/ECE training</td>
<td>6</td>
</tr>
<tr>
<td>Tertiary/ECE training</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
</tr>
</tbody>
</table>

The findings in Table 4.3 indicate that majority of teachers 33.3 % (8) had primary education and trained in ECE, 25% (6) had secondary education and training in ECE 41.6% (10) had tertiary education and training in ECE, as for the head teachers, it was noted that all of them had some training in ECE apart from other training. Specifically, 37.5% (3) of them had ECE Certificate, a similar number had diploma in ECE and 25% (2) with university degree.
This highlights the importance of educational advancement and further confirms that the respondents had adequate education as well as training to enable them understand and answer all questions regarding the research.

4.2.3 Distribution of the Respondents by Age

The head teachers and teachers were asked to indicate their age bracket which was measured using a four-point scale. Those above 45 years assigned 4 points, those between (35 – 44) years 3 points, (25 – 34) years were assigned 2 points and (18 – 24) years awarded 1 point, the findings in Figure 4.1 show the age distribution of the participating teachers and head teachers.

Figure 4.1: Age of the Participating Teachers and Head teachers Respondents

From figure 4.1 majority of the teachers and head teachers were between 25 and 44 years old, closely followed by those above 45 years and those between 18 – 24 years or below. These findings imply that most teachers and head teachers were above 25 years of age.
and hence able to handle issues that may come up with regard to the parents under study and their families.

The findings from above for teachers and head teachers reveals that most teachers and head teachers were in the age bracket of between 25 to 34 years and thus being the age bracket who are able to handle almost all the issues regarding preschool children and parents affairs adequately around alcoholic abuse.

4.2.4 Preschool Teachers’ Work Experience

The teacher and head teachers respondents were required to provide information relating to their job experience in years and the variable was measured using a 5-point scale. Experience of between 0-5 years was allocated 1 point, 6-10 years was assigned 2 points, 11-15 years was ascribed 3 points, 16-20 years apportioned 4 points and above 21 years assigned 5 points. Figure 4.2 shows the results on teachers’ work experience.
Figure 4.2: Work Experience of Teachers and Heard teachers

From the findings in Figure 4.2, the study affirmed that majority 29.17% of the teacher and head teachers respondents indicated that they had worked for a period of between 6-10 years. In the second place were those who had worked for above 20 years (25%) followed by those who had worked for a period between 16-20 years (16.67%) and lastly those who had worked for a period between 0-5 years 12.50%.

The work experience of a practicing teacher and head teachers is an important factor to consider in terms of how well or confidently they handle issues before them such as those
regarding the study subject. Hanushek (1986) found that fewer than half of the 109 previous studies on the estimated effects of teacher experience showed that experience had any statistically significant effect on school performance; of those, 33 studies found that additional years of experience had a significant positive effect, but seven found that more experience actually had a negative impact on school performance. Other studies show a stronger positive relationship between teacher experience and school outcomes in some, but not all, cases as Greenwald et al., (1996) indicate. Murnane (1995) suggests that the typical teaching experiential curve peaks in a teacher's first few years. This implies that experience of a teacher and head teachers could help him/her use it to influence participation of the parents under study in their preschool children’s learning.

4.3 Influence of Parents’ Alcohol Addiction on their Participation in Preschool Children’s Learning

This section presents analysis based on information on influence of parents’ alcohol abuse on their participation in preschool children’s learning based on four study variables, namely: engagement in paying preschool fees, provision of their children’s learning needs, enforcing their children’s school attendance, monitoring their children’s learning activities at home and school and also their involvement with regard to visiting their children’s school as well as attending parents meetings. The findings are presented and discussed as per the sub-topics in line with the study objectives. Results on the influence of parental alcohol abuse on their participation in payment of school fees are presented first as per the first objective of the study.
4.3.1 Participation in Preschool Fees Payment

Objective one of the study sought to find out the influence of parents alcohol addiction on their paying of pre-school fees. The participating teachers and head teachers were asked to indicate the extent to which they agreed on the influence of parental alcohol abuse on the payment of their youngsters' school fees charges. The variable was measured using a 4-point likert scale that indicated their levels of agreement on whether parental alcoholism affected payment of school fees by parents of preschool children in their school rated as follows: strongly agree was assigned 4 points, agree 3 points, disagree 24 points and strongly disagree 1 point. The results of the study are summarized and presented in Figure 4.3.

![Bar chart showing extent of effect of parental alcohol abuse on fees payment according to teachers and head teachers.]

**Figure 4.3: Extent of effect of parental alcohol abuse on fees payment According to Teachers and Head teachers**

The findings in the Figure 4.3 show that majority, 4 (62.50%) of teachers and head teachers interviewed strongly agreed that parental alcohol abuse affected payment of
school fees by parents for pre-school children. The findings further revealed that 3(25%) agreed that parental alcohol abuse affected payment of school fees by parents for pre-school children while only 2(12.5%) disagreed. These findings imply that the likelihood of paying school fees by parents was a significant variable to alcoholism. Parents who abuse alcohol usually attempt to escape from responsibilities and stress since they believe that alcohol creates for them another ‘world’ where they have their own meditation and hence neglect other issues which are more important to the family. These findings are in agreement with Needleman (2004) who found that children who live with an alcoholic father or mother have a tendency to get affected in their studies due to failure to pay school fees following the distraction of their parents by alcohol abuse. In support to this, Nastasi and DeZolt (2005) also revealed that at least 19% of children of parents who are addicted to alcohol got involved in truancy and suspension because of lack of school fees.

In line with the findings of the current study a survey by National Council on Alcoholism and Drug Dependence (2006) found that approximately 25% of parents experienced difficulty in meeting their children’s needs as a result of alcohol and drug abuse which consequently exposed the school-going children to issues related to getting low grades, doing poorly on test, missing class and falling behind in academic performance. Addicted parents exhibit intense desire to obtain increasing amounts of a particular substances that may be legally or illegally constituted, to the exclusion of all other activities which may ultimately result into physical harm, behaviour problems within their environment, home or school thereby leading to low participation in their preschool children’s education.
4.3.2 Provision of Pre-school Children’s Basic/Learning Needs

The second objective sought to determine influence of parents’ alcohol addiction on their engagement in the provision of pre-school children’s basic/learning needs. Findings were presented and discussed in the following sub-sections. Teachers were asked to indicate their level of agreement that parent alcohol abuse affects pre-school children’s learning needs, through a 4 point Likert Scale. Findings of the study are presented in Table 4.4.

Table 4.4: Extent of Effect of Parents’ Alcohol Abuse on Provision of Preschool Children’s’ Learning Needs According to Teachers

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agreed</td>
<td>16</td>
<td>66.7</td>
</tr>
<tr>
<td>Agree</td>
<td>6</td>
<td>25.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>4.2</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1</td>
<td>4.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>24</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The results in the Table 4.4 indicated that majority 16(66.7%) of the teacher respondents strongly agreed that parental alcohol abuse affects pre-school children’s learning needs. The findings further showed that 6(25%) agreed, 1(4.2%) disagreed and finally 1(4.2%) strongly disagreed.
The participating head teachers were also required to indicate the extent to which alcohol addiction affected the parents’ participation in pre-school children’s learning as per the findings in the Figure 4.4.

**Figure 4.4: Extent of Effect of Parents’ Alcohol Abuse on Provision of Preschool Children’s’ Learning Needs According to Head teachers**

The findings in Figure 4.4 indicate that majority of the participating head teachers showed that alcohol abuse affects parents’ participation in provision of pre-school children’s learning to a very great extent and they were seconded by 25% (2) who agreed to a great extent. Provision of basic needs/ learning needs to children’s reviewed literature shows is important. Failure to provide these things as developmental scholars such as shown, affects their entire being physically, socio-emotionally and mentally among other domains of growth and development.
These results are similar to those of the National Council on Alcoholism and Drug Dependence (2006) which found that approximately 25% of parents who abused alcohol or drugs experienced challenges in meeting their children’s needs; though there is no one to one correspondence of these results perhaps because of the difference in respondents sampled.

4.3.3 Facilitation of Pre-school Children’s Class Attendance

In the third objective of the study, the researcher endeavoured to find out how parental alcohol abuse affected their participation in enforcing their pre-school children’s class attendance. Teachers were asked to indicate the extent to which they agreed that parental alcohol abuse affected pre-school children’s class attendance based on a four point Likert scale. When their agreement was identified to be labelled as a very great extent, this was assigned 4 points, great extent 5 points, low extent 2 points and to a very low extent, 1 point as per the findings presented in Table 4.5.

Table 4.5: Extent of Effect of Parents’ Alcohol Abuse on Pre-school Children’s Class Attendance According to Teachers and Head teachers

<table>
<thead>
<tr>
<th>Extent of Effect</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very great extent</td>
<td>19</td>
<td>79.2</td>
</tr>
<tr>
<td>Great extent</td>
<td>4</td>
<td>16.7</td>
</tr>
<tr>
<td>Low extent</td>
<td>1</td>
<td>4.2</td>
</tr>
<tr>
<td>Very low extent</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>24</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
Findings in Table 4.5 revealed that majority 19 (79.2%) agreed to very great extent that parent alcohol abuse affected pre-school class attendance. The study findings further showed that 4 (16.7%) agreed with the item at a great extent while only 1 (4.2%) agreed at a low extent. This implies that children of addicted parents were more likely to have irregularities in reporting to school due to home-based pressures as a result of disturbances and neglects caused by alcoholic parents.

These findings are parallel with Park et al (2010) who observed that children of alcoholic parents are likely to suffer cognitive impairment from parental alcoholic exposure and consequently affect their attendance completely. In support to this notion, Reid et al (2009) emphasized that family problems due to alcoholism have been associated with family conflicts, decreased family cohesion, illness, marital strain, financial problems and increased family isolation which affect the child’s class attendance during early periods of their pre-schooling.

The study findings are supported by Semidei, Radel and Nolan (2001) who observed children growing up in households with a substance abusing parent demonstrated higher levels of adjustment problems, emotional/behavioural misconduct and attention-deficit disorders. In this situation, the child is affected psychologically and attempts to develop negative attitude towards studies leading to high rate of absenteeism and thus poor academic performance. According to Swify, Copeland and Hall (1996, cited in Ketchum, 2006) majority of women abusing alcohol or drugs experienced sexual or physical assault as adults including their children and women who are alcoholics are more likely to have
been beaten than non-alcoholics, and they are more likely to have partners who also drink heavily.

4.3.4 Monitoring Children’s Learning at Home/ School

In the fourth study objective, the researcher intended to find out from teachers and head teachers if the alcoholic abusing parents monitored or supervised their children’s learning at home and school, by following up on learning activities with the teachers. The teacher respondents were thus requested to indicate how often that happened. Very often was assigned 4 points, often 3 points, rarely 2 points and very rarely 1 point. The feedback were recorded and presented as shown in the Figure 4.5 below.
From the findings in Figure 4.6, the study established that majority 75% of teachers and head teachers indicated that alcoholic abusing parents very rarely monitored activities by their children at home or school and were followed by 25% of them who rarely followed up their children’s learning activities at home or school. Literature reviewed shows that when parents are uninvolved in their children's education due to alcohol, they make poor decisions with regard to learning activities of their children, the children are also impacted negatively as the parents are modelling these behaviour patterns in future when...
they are parents themselves or develop a non-serious approach towards education related activities at home and school, (Moss, H.B. Vanyukoy, M., Majumder, P.P. Kirisci., & Tarter, R.E, 1995).

4.3.5 Severity of Influence of Problems Faced by Children of Alcoholic Parents

The researcher further sought to establish from teachers, the severity of the nature and types of problems faced by children as a result of the degree to which their alcohol abusing parents participated in their preschool education. The findings are as presented in Table 4.6.

<table>
<thead>
<tr>
<th>Challenge</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance</td>
<td>24</td>
<td>1.00</td>
<td>4.00</td>
<td>1.8333</td>
<td>.96309</td>
</tr>
<tr>
<td></td>
<td>08</td>
<td>1.00</td>
<td>4.00</td>
<td>1.8343</td>
<td>.96322</td>
</tr>
<tr>
<td>Harsh Punishment</td>
<td>24</td>
<td>1.00</td>
<td>4.00</td>
<td>1.9167</td>
<td>1.01795</td>
</tr>
<tr>
<td></td>
<td>08</td>
<td>1.00</td>
<td>4.00</td>
<td>1.9530</td>
<td>1.02045</td>
</tr>
</tbody>
</table>
From the findings in the Table 4.6, the findings from teachers and head teachers show that performance recorded a Std. deviation of 0.96309; 0.96322 > 0.75 respectively, indicating that it was a severe problem faced by pre-school children whose parents were alcoholic abusers. This was probably due to lack of care and attention at that early stages of education. Harsh punishment had a Std. deviation of 1.01795; 1.02045 > 0.75 respectively, establishing that it great implications on the learning of pre-school children. Delinquency recorded a Std. deviation 0.88055; 0.88326 > 0.75 which suggests that it was a severe outcome of parental alcoholism. The last problem was low supervision which had Std. deviation of 1.10253; 1.11123 > 0.75 respectively, which gives reason why the pre-schoolers performed poorly in the class. Bredekamp and Shepherd, (1989) show the importance of parents protecting children from in appropriate school expectations and practices in order to enhance their school performance.

4.4 Mitigations to the Challenges Faced when Dealing with Alcohol Abusing Parents

In the fifth and last objective, of the study, teachers’ opinions as to what measures could be used to mitigate the challenges faced when dealing with alcohol abusing parents. To
obtain this information, the participating teachers were asked to indicate the extent to which different measures given could mitigate challenges on a scale of high or low faced when dealing with alcohol abusing parents. The results are presented below.

4.4.1 Non Institutionalized Interventions

The participating teachers were asked by the researcher to indicate the extent to which alcohol abusing parents engaged in non-institutionalized interventions such as sensitization, due to the ill effects of the illicit substances blurring their participation in preschool children’s education. Another factor was having social support groups or people who can help them to quit the habit by taking a roundabout turn and engaging in positive social practices. In addition, encouraging them practice self-care or personal hygiene and instituting skill building initiatives or activities to help them to be able to engage in meaningful provision of basic needs to their families were part of the mitigations. Furthermore, strategies such as, helping them to keep off or isolating themselves from friends or colleagues who were addicts so that they do not tempt them to fall prey to their old ways during the recovery period and use of counselling initiatives were among those listed down. Mean and standard deviations were used to analyse and summarize the findings as Table 4.7 shows.

Table 4.7: Use of Non Institutionalized Interventions when Dealing with Alcohol Abusing Parents According to Teachers and Head teachers

<table>
<thead>
<tr>
<th>Intervention</th>
<th>Extent of Use</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Sensitization</td>
<td></td>
</tr>
<tr>
<td>Social support groups</td>
<td></td>
</tr>
<tr>
<td>Help to practice self-care</td>
<td></td>
</tr>
<tr>
<td>Help to practice personal hygiene</td>
<td></td>
</tr>
<tr>
<td>Help to practice skill building</td>
<td></td>
</tr>
<tr>
<td>Help to keep off or isolate</td>
<td></td>
</tr>
<tr>
<td>Help to use counselling initiatives</td>
<td></td>
</tr>
</tbody>
</table>
From the findings in the Table 4.8 the researcher established that sensitization had a Std. Deviation 0.82370; 0.83260>0.75 respectively, which indicates that majority of respondents agreed that one of the measures to curb abuse of alcohol was sensitization. Having supportive adults had a Std. Deviation 1.05552; 1.09563>0.75 which also affirms that it is an important mitigation measure. As for self-care strategies it had a Std. deviation 0.74089; 0.80013<0.75 respectively, indicating that it had not been adopted as an effective measure to curb alcohol abuse. Keeping alcohol abusing parents busy in doing something constructive that could help improve the welfare of their family, skill building activities had a Std. Deviation 0.93250; 0.95610>0.75.
The findings also affirmed that the Isolation of parent victims from fellow abusers as a method to curb alcohol abuse was an important intervention strategy with a Std. Deviation 0.92372; 0.92218>0.75 respectively, which was agreed by majority of the respondents. Lastly, Counselling had a Std. Deviation 0.97802; 0.99281>0.75 respectively, indicating majority of the respondents agreed that it was also a crucial intervention measure.

These findings harmonize with those of Dies & Burghardt (2001) who argue that interventions like group programs could bring down feelings of shame, guilt and isolation among children of drunkards. The next intervention measure considered was use of rehabilitation centre where professional help is available as section 4.5.2 below indicates.

4.4.2 Institutionalized Interventions
The researcher also purposed to find out from the participating head teachers whether the alcohol abusing parents sought admission to rehabilitation centres. The feedback from head teachers are as shown in Figure 4.6.
From the findings in Figure 4.6, the study findings indicate that majority 5(63%) of the teachers and head teachers agreed to that while on the other hand only 3(37%) did not agree. It is clear that even though habitation centres were available, some parents did not consider the importance of the intervention in their lives.

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

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

It is important to make the parents aware of how important their involvement is in their children’s education. According to Copello et al, (2005) participation of parents towards realization of their children’s education is something that all governments wish to attain and hence it is worth considering methods to enhance their participation in education matters of their children.

A study by Streeton and Whelan (2001) in his work recommended such measures as: increased youth educational employment, increasing alcohol as well as drug-free
recreational opportunities, mobilizing coordination of community groups within existing structures, educational campaigns for the prevention of such abuse, and improving the infrastructure to control abuse in the adolescents to be implemented in Zambia.

In addition, mobilizing communities against alcohol abuse, providing peer education to prevent abuse, providing education to enhance behaviour change, strengthening existing networks of organizations that support youth-related activities and engaging in prevention campaigns were initiated as (WHO, 2003) revealed in Tanzania.
CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Introductions

This chapter presents a summary of the findings and conclusions. Recommendations from the study and suggestions for further research are also included in this chapter. The chapter is based on the findings of the preceding chapter, objectives of the study and the research questions that were answered by the study. The study combined two approaches to data analysis: quantitative and qualitative. This chapter is divided into four sections. The first section presents a summary of the findings; the second part presents conclusion and the third contains recommendations and lastly suggestions for further research.

5.2 Summary

Section 5.2 presents the summary of the study findings regarding influence of parental alcohol abuse on participation in their pre-school children’s learning in Hilton slum, Kaptembwa, Nakuru County, Kenya and is organized according to the study objectives.

The findings in the study established that parental alcohol abuse has a great effect on school of the pre-schoolers especially when it comes to fee payment. The study found out that majority of alcoholic parents neglect catering for their children’s school fee at the expense of buying alcohol for themselves. This in turn results to absenteeism of the children and their feeling out of place as they observe their classmates attend school daily.
The findings affirmed that alcohol addiction has resulted to parents not being responsible for their children because provision of basic needs such as education; proper surroundings and safety are not amongst their priorities. Children of alcohol addicts do not get assistance in their homework making leaning for them very difficult to an extent of even leaving school at that tender age.

School attendance of parents, under the influence of alcohol, is very poor since such do not come to visit their children at school nor even bother to know their progress. The parents also skip almost all important functions held at the school. Their children lack almost all learning resource making it difficult for even the bright children from excelling in schools.

The study also established that the parental alcohol addiction also affects their children behaviour at school as they feel isolated in fear of being mocked on their parents’ alcohol abuse problems. This in turn is reflected in their academic achievement as they tend to perform below average in almost all subjects.

The study also established that parents abusing alcohol are careless about the attendance of their children in school. Going to school is all the same to them. Their main focus is how and where to get money to buy alcohol but not the academic progress of their children.
Parental alcohol addiction greatly affects children participation in school curriculum activities the fear of shame and being pointed out as children of addicts makes them shun away from many school activities. This was agreed by 755 of the respondents who indicated that it was hard to notice if the learners are present or absent since they tend to be very dormant and silent during school hours. This also affects their behaviour as they are very aggressive and problematic too and are involved in most cases of fighting at school.

From the findings established that sensitization had a Std. Deviation $0.82370 > 0.75$ indicate that majority of respondents agreed that one of the measures adopted to curb alcoholism. Supportive adults had a Std. Deviation $1.05552 > 0.75$ affirming that the society has also adopted that measure to curb alcoholism. Self-care strategies Std. deviation $0.74089 < 0.75$ indicating that this has not been adopted as a measure to curb alcohol abuse. To ensure that every parent is kept busy doing something constructive that can help improve the welfare of his family they adopted skill building activities Std. Deviation $0.93250 > 0.75$ as a way to curb alcoholism. The findings also affirmed that the community has adopted isolation from abusers as a method to curb alcoholism. Std. Deviation $0.92372 > 0.75$ which was agreed by majority of the respondents. Lastly, counselling had a Std. Deviation $0.97802 > 0.75$ indicating majority of the respondents agreed to that. It is clear that even though habitation centres were available, some parents did not consider the importance of the intervention in their lives.
5.3 Conclusions

The findings in this study established that alcohol abuse is a great challenge to the society especially to the family of those who are addicted to alcohol. This study focused on pre-school children learning and established that it greatly affects them to an extend of not continuing with their education at that tender age. The major short coming is that the problem has been mostly left for the society to deal with hence its prevalence is still great felt all around. However the government has put in some measures to curb illicit brews in various places especially in slum areas where people live in very harsh conditions with very high poverty levels. But much is yet to be done.

Some mitigation have been put in place such as establishment of rehab centre, provisions of guiding and counselling, sensitization and isolation of abusers but not much focus has been put on assisting the pre-school children who still live in the same environment with their alcoholic parents.

The consequences of unemployment and lack of hope in life leads to irresponsible behaviour, apathy in life and cynicism. This is a very big social disease that needs to be addressed urgently. The study also concluded that for school attendance there is almost an equal numbers for boys and girls. But there is a general decline of enrolment and attendance because majority of respondents (head teachers) indicated that parents do not take their children to school due to financial constraints; this is because parents pay for enrolment in ECDE centre while enrolment to primary schools is free. Therefore, parents do not encourage their children to attend school on daily basis.
5.4 Recommendations

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

i. Identification of common principles and ways of working with parental substance misuse should underpin the practice of all agencies and professionals working to safeguard and promote the development of children. In this respect the revised national *Children First* guidelines should be incorporated in all services and organizations in regular contact with children who experience parental substance misuse, such as schools and day-care facilities.

ii. Despite the limitations that this study has, the data obtained from it shows that the Ministry of Education liaising with NACADA need to develop a comprehensive health education programme where information about effects of alcohol abuse organizations like alcohol anonymous will be encouraged.

iii. The need to involve family members, particularly those who do not exhibit problems with substance dependency. Where substance use treatment providers work with adult family members, an opportunity should be afforded for the family to learn about addiction, to understand the impact of addiction on family relationships and to learn specifically the impact on the child.

iv. Where professionals in family support, child welfare/child protection services encounter parental substance misuse, substantial benefits can be gained from these
professionals’ understanding substance use and the implications for the children/young people and the families involved. Child protection should reflect the key issues and challenges posed by parental problem substance use, with the consequent implications for staff training, assessment and case management procedures and interagency liaison.

5.5 Recommendations for Further Research

The study recommended the following are to be researched

i. To determine the total number of child welfare cases in Kenya, how many involve parental substance misuse

ii. To describe the contact people in substance misuse treatment have with their children and what effects being in treatment have on this contact

iii. To estimate the number of children experiencing parental substance misuse in Kenya

iv. Estimate the number of children who are present with their parents to domestic violence support services (refuges and support services) and who experience parental substance misuse.

v. Developing needs-led and targeted measures for children whose parents abuse alcohol requires an examination of the services interventions, practices/approaches that are currently applied in the existing.

vi. Little is known about the context of chronic alcohol misuse in Kenya. Research should be undertaken to develop an understanding of the circumstances surrounding the phenomena.
REFERENCES


Kyalo, P. M. (2010). *A paper presented to Kenya association of professional counselors*: Safari Park Nairobi


**APPENDICES**

**APPENDIX I: INTERVIEW FOR THE HEAD TEACHERS**

**Section A: Letter for Headteachers**

This questionnaire is for gathering information on the influence of parents’ alcohol addiction on children’s participation in pre-school within Nakuru County. All responses will be treated with utmost confidentiality and used only for study purposes. Please ensure that you respond to all the questions. Please do not indicate your name.

**Section B: Background Information**
Please answer with a tick [ √ ].

1. Gender
   Male [ ]
   Female [ ]

2. Additional training in ECE
   Certificate [ ]
   Diploma [ ]
   B/ED [ ]
   M/ED [ ]

3. What is the importance if you having additional training in ECDE?
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

4. Age
   a. 18 - 24yrs [ ]
   b. 25 - 34 yrs [ ]
   c. 35 - 44 yrs [ ]
   d. Above 45yrs [ ]

5. Number of years as head teachers
   a) Below 0 – 5yrs [ ]
   b) Below 6 – 10yrs [ ]
   c) Below 11 – 15yrs [ ]
   d) Below 16 – 20yrs [ ]
   e) Above 20yrs [ ]

Section C: Influence of Alcohol Abuse by Parents on Participation in their Preschool Children’s Education
Preschool fees payment

6. To what degree do you think that parental alcohol abuse influences their payment of school fees?

a) Strongly agree [  ]
b) Agree [  ]
c) Disagree [  ]
d) Strongly Disagree [  ]

7. What reason do they give for not being able to pay fees in time?

a. Poverty [  ]
b. Illiteracy/ For too high [  ]
c. Unemployment [  ]

Please provide any other reason not listed down.
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Provision of learning needs/materials

8. In your opinion, to what extent can you say alcohol abusing parents provide learning needs/materials for their pre-school children?

To great extent [  ]
Great extent [  ]
Low extent [  ]
Very low extent [  ]
Preschool Attendance

9. How often do the alcohol abusing parents influence the facilitation of pre-school children’s class attendance?
   Very often [ ]
   Often [ ]
   Rarely [ ]
   Very rarely [ ]

10. To what extent does parental alcohol abuse affect their own attendance to school activities/functions?
    Very great extent [ ]
    Great extent [ ]
    Low extent [ ]
    Very low extent [ ]

Monitoring

10. According to your observation, how often do the alcohol abusing parents monitor/supervise school and children’s learning at home and in school?
    Very often [ ]
    Often [ ]
    Rarely [ ]
    Very rarely [ ]

Severity of Nature and Types of Problems Faced By Children

11. What is the extent of negative influence of nature and types of problems faced by children of alcohol abusing parents?
    Performance Very high [ ] High [ ] Low [ ] Very low [ ]
<table>
<thead>
<tr>
<th>Category</th>
<th>Very high</th>
<th>High</th>
<th>Low</th>
<th>Very low</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harsh punishment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Delinquency</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervision</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Mitigations to Challenges Faced when Dealing with Alcohol Abusing Parents

11. To what extent would you say that alcohol abusing parents engage in the non-institutionalized interventions listed down in the table?

<table>
<thead>
<tr>
<th>Intervention</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sensitization</td>
<td>[ ]</td>
</tr>
<tr>
<td>Social support</td>
<td>[ ]</td>
</tr>
<tr>
<td>Self-care</td>
<td>[ ]</td>
</tr>
<tr>
<td>Skill building</td>
<td>[ ]</td>
</tr>
<tr>
<td>Isolation</td>
<td>[ ]</td>
</tr>
<tr>
<td>Counselling</td>
<td>[ ]</td>
</tr>
</tbody>
</table>
APPENDIX II: QUESTIONNAIRE FOR TEACHERS

Section A: Letter for Teachers

This questionnaire is for gathering information on the influence of parents’ alcohol addiction on children’s participation in pre-school within Nakuru County. All responses will be treated with utmost confidentiality and used only for study purposes. Please ensure that you respond to all the questions. Please do not indicate your name.

Section B: Teachers’ Background Information

Please answer with a tick [√ ].

1. What is your gender?
   Gender
   Male [   ]
   Female [   ]

2. Which of the listed academic professional best describe you?

   Primary/ ECE training [   ]
   Secondary?ECE training [   ]
   Tertiary/ ECE training [   ]

3. What is your approximate age?
   a) 18 - 24yrs [   ]
   b) 25 - 34 yrs [   ]
   c) 35 - 45 yrs [   ]
   d) Above 45yrs [   ]
4. What is your work Experience in years?
   a) Below 0 – 5yrs [ ]
   b) Below 6 – 10yrs [ ]
   c) Below 11 – 15yrs [ ]
   d) Below 16 – 20yrs [ ]
   e) Above 20yrs [ ]

School fees
5. To what extent do you believe that alcohol abuse by parents influences their participation in payment of school fees?
   Strongly believe [ ]
   Believe [ ]
   Do not believe [ ]
   Strongly do not believe [ ]

6. To what extent do you agree that parents’ alcohol abuse influences their provision of pre-school children’s learning needs?
   Strongly agree [ ]
   Agree [ ]
   Disagree [ ]
   Strongly Disagree [ ]

Preschool Attendance
7. How often would you say that alcohol abusing parents enforce their children’s school attendance?
   Very often [ ]
   Often [ ]
Rarely       [  ]
Very rarely  [  ]

8. To what extent does parental alcohol abuse affect attendance to school functions?
   Very great extent [  ]
   Great extent     [  ]
   Low extent       [  ]
   Very low extent  [  ]

Monitoring
9. According to your observation, how often do alcohol abusing parents supervise or monitor children’s learning at home and in school?
   Very often       [  ]
   Often            [  ]
   Rarely           [  ]
   Very rarely      [  ]

Severity of Nature and Types of Problems Faced By Children
10. What is the extent of negative influence of nature and types of problems faced by children of alcohol abusing parents?
    Performance     Very high [  ]   High [  ]   Low [  ]   Very low [  ]
    Harsh punishment Very high [  ]   High [  ]   Low [  ]   Very low [  ]
    Delinquency     Very high [  ]   High [  ]   Low [  ]   Very low [  ]
    Supervision     Very high [  ]   High [  ]   Low [  ]   Very low [  ]

Mitigations to Challenges Faced when Dealing with Alcohol Abusing Parents
11. To what extent would you say that alcohol abusing parents engage in the non-institutionalized interventions listed down in the table?
    Sensitization   [  ]
    Social support  [  ]
Self-care
Skill building
Isolation
Counselling

APPENDIX III: MAP OF NAKURI TOWN WEST

IEBC REVISED NAKURU TOWN WEST CONSTITUENCY COUNTY ASSEMBLY WARDS

Legend
- Sub-Location Boundary
- Constituency Boundary
- Lake Nakuru National Park

CAW
- Barut
- Kaptembwo East
- Kaptembwo West
- London
- Mwanki A
- Nairobab

1:100,000
Kilometers
APPENDIX IV: AUTHORIZATION LETTER (NACOSTI)

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471, 2211340, 3310571, 2219210
Fax: +254-20-318245, 318249
Email: djg@nacosti.go.ke
Website: www.nacosti.go.ke
when replying please quote

Ref: No.

NACOSTI/P/16/93890/14332

7th December, 2016

Jajualoh Margaret Adhiambo
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Parental alcoholism and drug abuse; Influence on school participation in preschool children’s learning in Hilton slum, Kaptembwa, Nakuru County, Kenya,” I am pleased to inform you that you have been authorized to undertake research in Nakuru County for the period ending 5th December, 2017.

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

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

Copy to:
APPENDIX V: RESEARCH PERMIT (NACOSTI)

THIS IS TO CERTIFY THAT:

MS. JAJUALOH MARGARET ADHIAMBO
of KENYATTA UNIVERSITY, 43844-100
nairobi, has been permitted to conduct
research in Nakuru County

on the topic: PARENTAL ALCOHOLISM
AND DRUG ABUSE; INFLUENCE ON
SCHOOL PARTICIPATION IN PRESCHOOL
CHILDREN’S LEARNING IN HILTON SLUM,
KAPTEMBA, NAKURU COUNTY, KENYA

for the period ending:
5th December, 2017

Permit No : NACOSTI/P/16/93890/14332
Date Of Issue : 7th December, 2016
Fee Recieved : Ksh 1000

Applicant’s Signature

Director General
National Commission for Science,
Technology & Innovation
CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.

2. Government Officer will not be interviewed without prior appointment.

3. No questionnaire will be used unless it has been approved.

4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.

5. You are required to submit at least two (2) hard copies and one (1) soft copy of your final report.

6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.

National Commission for Science, Technology and Innovation

Republic of Kenya

Research Clearance Permit

Serial No. A 12220

Conditions: see back page.