

**PERCEPTIONS OF SECONDARY SCHOOL STUDENTS AND TEACHERS
ON PARENTAL ALCOHOL ABUSE AND SOCIAL BEHAVIOUR OF
STUDENTS IN ELGEYO-MARAKWET COUNTY, KENYA**

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DECLARATION

Declaration by the Candidate

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I am grateful to God who gave me the grace to write this work. I thank Moi University for giving me the chance to study in the school of Education.

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ABSTRACT

Alcohol abuse is one of the social issues in today's society. Parents and social institutions like schools have the responsibility of socializing the young people but they have also fallen victims of alcohol abuse. The need to carry out this research arose from the fact that alcohol consumption, especially illicit alcohol, had affected the society as a whole, the family included. The purpose of this study was to investigate the perceptions of secondary school students and teachers on parental alcohol abuse and its impact on the social behavior of the students in Keiyo North, Elgeyo-Marakwet County. The objectives were to investigate the perceptions of teachers and students on the extent of parental alcohol abuse, to establish the perceptions of teachers and students on parental alcohol abuse and the social behavior of the secondary school students whose parents abused alcohol, to examine the challenges that schools faced due to the social behavior of the students and to examine the measures taken by schools to assist students improve their social behaviour. The study was based on the theory of Social Cognitive Learning by Albert Bandura. The theory argues that through observation and the use of cognitive processes people have the potential to learn certain behaviours from their environments. Concurrent triangulation mixed method research design involving qualitative and quantitative approaches was used. The target population of this study comprised of all the public secondary schools in Keiyo North sub-County. The sample comprised of 49 participants sampled from seven public schools. Stratified random sampling and purposive sampling were used to select the schools and participants respectively. The study utilized questionnaires and interviews to collect data. Quantitative data was analyzed using descriptive statistics while qualitative data was analyzed thematically. The findings showed that most fathers (63.6%) abused alcohol compared to the mothers. The challenges faced by schools were mostly the breaking of school rules which led to many indiscipline cases but schools had put up several measures to correct these social behaviors. The study recommends stricter penalties and measures to be put in place and enforced to the latter so as to curb alcohol abuse. There is also need to actively involve and integrate social workers and the children's department to assist schools in protecting students, teachers with high morals should offer parental love to students having issues due to parental alcohol abuse and lastly training of guidance and counseling teachers should be intensified.

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ACCRONYMS AND DEFINITIONS

AAETS-	The American Academy of Experts in Traumatic Stress
AIDS-	Acquired Immunodeficiency Syndrome
BOM-	Board of Management
C U -	Christian Union
CCOHS-	Canadian Centre of Occupational Health and Safety Resource
CFCA-	Child Family Community Australia
HIV-	Human Immunodeficiency Virus
IEBC-	Independent Electoral and Boundaries Commission
IRIN-	Integrated Regional Information Network
K C P E-	Kenya Certificate of Primary Education
K C S E -	Kenya Certificate of Secondary Education
KICD-	Kenya Institute of Curriculum Development
MOE-	Ministry of Education
MOEST-	Ministry of Education Science and Technology
NACADA -	National Authority for Campaign against Alcohol and Drug Abuse
NACOSTI-	National Council for Science and Technology Innovation

PA-	Parents Association
PHE -	Public Health of England
PWEO -	Precious Women Empowerment Organization
SAMHSA-	Substance Abuse and Mental Health Administration
SPSS-	Statistical Package for Social Scientists
W H O-	World Health Organization
Y C S -	Young Christian Students

CHAPTER ONE: INTRODUCTION TO THE STUDY

1.0 Introduction

This chapter discusses the background of the study, statement of the problem, the purpose of the study, objectives of the study, research questions, and the significance of the study, theoretical framework and the operational definition of terms.

1.1 Background of the Study

The social development of any society is paramount as it greatly influences its members. As children grow their behaviour is greatly influenced by their surroundings. In the process of their interaction children acquire the knowledge, skills and disposition that make them more or less effective members of society (Weidman, Twale & Stein, 2001). As they are socialized, there are social issues that affect their development either positively or negatively. Today's society faces a lot of challenges which include economic issues, terrorism, drug abuse, unemployment, marriage problems, diseases like HIV/AIDS, cancer and Ebola, gender based violence and alcoholism to name but a few (Khan, 2015).

Alcohol consumption is not a new phenomenon in our society; it's only that the way it is consumed that keeps changing from one generation to another. Earlier there were rules on alcohol consumption for example young people were not allowed to drink. Today its consumption has been abused, it's dangerous and harmful use both locally and internationally is gaining recognition as a major risk factor for more than 200 diseases, injury-related health conditions, violence and crime and it results in premature deaths each year (WHO, 2014). The twenty first century is facing a global public health challenge due to drug and substance abuse of which alcohol is one of the drugs (Owoaje & Bello, 2010).

Locally in Kenya, a 2011 survey by the National Authority for Campaign against Alcohol and Drug Abuse (NACADA) indicated that alcohol and drug abuse were the major social problems in Kenya, which had caused serious public health problems. The social and health problems caused by the abuse of illicit drugs not only affect the people who abuse them, but also the other individuals in their families and communities (WHO, 2012). The abuse of drugs and in particular high consumption of alcohol among the youth in Kenya is on the increase and has become a menace to the country's economy and security. This is because the youth constitute the largest portion of the population at 60 percent hence provide a huge market for alcohol products and are an easy target for the industry (Kigunda, 2012). Kigunda noted that most multinational companies brewed and sold their products to African countries since the European and the North American market had stiff regulations on alcohol.

NACADA (2012) findings showed that 13.3% of Kenyans were currently using alcohol, 9.1% tobacco, 1.0% bhang and 0.1% heroin. NACADA (2014) also reported that over 7,000 people died in the country in 2013 alone due to alcohol use and abuse. This showed that alcohol was the most commonly abused substance in the country and posed the greatest harm to Kenyans as evidenced by the numerous calamities associated with excessive consumption and adulteration of illicit brews.

The consumption of alcohol in Kenya was perceived to be rising even though the Alcohol Control Act was enacted in 2010; there was a lot of laxity in the enforcement of this law (Nyamongo, 2014). One of the laws restricted the operation time of bars hence causing addicts to buy alcohol and drink it at home which exposed their children to alcohol at a very tender age (Gathigah, 2015).

Njoroge and Nyabuto's (2014) study on discipline in public schools revealed that unruly behaviors had led to violent strikes resulting to death. Khamisi & Mutia (2007) argued that social ills and irresponsible behaviours among the youth like rape, bullying and arson had happened and some of the perpetrators had claimed that they were under the influence of alcohol and other abused substances. This is a clear picture that our society is breaking down socially and morally, killing our African culture whose ethics and values were passed down from one generation to another. Therefore, immediate action needs to be taken to save our systems from more deterioration (Spear, 2004).

As children develop, they were socialized by agents who include the family, school, peers, media and the religious organizations. The family being the premier socialiser where the child learns the first lessons of life has been affected by the abuse of alcohol which has consequently led to other social issues like HIV/AIDS. Alcohol raises the risk of HIV infection which affects 10% of the human population (Buchbinder, 2015). Men who are the heads of the family are reported to be mostly affected, in central Kenya alone, NACADA (2010) reported that prevalence rate of alcoholism in men stood at 34 percent which had resulted to slow development, less productivity and reduced birth rates. Families had suffered conflicts, instability, unhealthy home environment, gender based violence, sexual and physical abuse. Divorce rates had gone high and killings of spouses and children had been rampant in alcoholic families (Mwai, Ngare & Mwangi, 2013)

Students in Kenya spend 16 years in school if he or she completes the 8-4-4 system hence the youth who are in secondary schools are greatly influenced by their peers and this peer influence needs to be supervised by adult socialiser who happens to be

the parents and teachers. Simons Morton (2008) noted that the rapid development in early adolescence causes a lot of difficulty in parenting although positive parenting can greatly influence behavior with regard to substance abuse. Responsible parenting which can be jeopardized by alcohol abuse enables the children to obtain both technical and social skills needed in life (Sirera & Mwenje, 2014).

Negative peer influence can be avoided through effective communication, parental monitoring, and involvement. Contrary to what was expected of them, some of the parents and teachers had fallen victims of alcoholism and had adversely affected the social development of their children and students respectively. Many global studies have shown that children who grow in alcoholic homes have increased rates of alcoholism, anxiety, depression, truancy, oppositional and aggressive behaviours, low rates of self-esteem and social incompetence (Raychelle, 2015; Mares, van der Vorst, & Litchwarck-Aschoff, 2011 & Handley; Chassin, 2013 & Hussong, Zucker, Wong, Fitzgerald & Puttler, 2005). There is therefore, need to locally do a study on parental alcohol abuse and the socialization of students in secondary school.

1.2 Statement of the Problem

Consumption of alcohol has been practised worldwide since time immemorial (Gately, 2009). Many people start with a sip as social drinkers and some of them eventually become addicts. Alcohol in Kenya has become a major concern, given that it is the most commonly abused drug in Kenya and its consumption is on the increase. A baseline survey on alcohol and drug abuse done by (NACADA, 2004) confirmed that alcohol abuse was widespread and had affected both young and old.

The rise of the numbers of people dying and impaired as a result of consumption of illicit brew prompted the government of Kenya to declare war on illegally brewed

alcohol. As a result the licenses of the bar owners who stocked illicit brew were revoked and the alcohol destroyed (Muganda, 2015). A study by (NACADA, 2012) revealed that nationally, 8% of 10 to 14 year-olds had ever used alcohol while about 40% of people aged 15 to 65 years had used one type of alcoholic beverage or another in the past. About 14% of Kenyans aged 15-65 years were current users of alcohol.

Alcohol being the most commonly abused substance in Kenya, the government enacted the Alcohol Control Act in 2010. The objective and purpose of the Act was to provide for the control of the production, sale, and use of alcoholic drinks in order to curb drug abuse. Elgeyo-Marakwet County in the fight alcohol abuse, also enacted the County's Alcoholic Drinks and Control Act. According to the county government, some civil servants, chiefs and even teachers had been negatively affected by the consumption of alcohol. Some of them had even abdicated their duties and resorted to alcoholism which is a chronic illness characterized by habitual drinking of alcohol to a degree that it interferes with physical and/or mental health or with normal social or occupational functioning. Some parents had also left their children to fend for themselves as they chased after alcohol (Kipchirchir, 2015).

Elgeyo-Marakwet County in association with Precious Women Empowerment Organization (PEWO) had rehabilitated two hundred and eighty three women brewers (Standard Digital News,2014).Earlier in 2013,one of the projects that the County government was spearheading was the rehabilitation of both primary and secondary school teachers since by then fifteen teachers in five months had already been interdicted by the employer, Teachers Service Commission for alleged misconduct caused by alcohol abuse. According to Lesiew (2013), the county was planning to set aside funds for the construction of a rehabilitation centre within the county which has been started with the help of NACADA (Elgeyo- Marakwet County, 2018)

The education system in Kenya lays more emphasize on academic performance and less on moral and social development in that learning is measured only using academic grade like in Kenya Certificate of Primary Education and Kenya Certificate of Secondary Education. (Kwayera, 2012). It is therefore upon this basis that this study seeks to investigate the perceptions of teachers and students on parental alcohol abuse and the social behaviour of the secondary school student in Elgeyo-Marakwet County.

1.3 Purpose of the Study

The purpose of the study was to investigate the perceptions of the secondary school students and teachers on parental alcohol abuse and how it had influenced the students and schools in public secondary schools in Keiyo North Sub-county of Elgeyo-Marakwet County.

1.4 Objectives of the Study

To investigate the perceptions of teachers and students on the extent of parental alcohol abuse.

To establish the perceptions of teachers and students on the social behavior of the secondary school students whose parents abused alcohol.

To examine the challenges that schools faced due to the social behavior of students whose parents abused alcohol.

To examine the measures taken by schools to assist the secondary school students in improving their social behavior.

1.5 Research Questions

- i. What were the perceptions of teachers and students on the extent of parental alcohol abuse?
- ii. How did teachers and students perceive the social behavior of the secondary school students whose parents' abused alcohol?
What were the challenges that schools faced due to the social behavior of students whose parent's abused alcohol?
- iii. What measures had schools taken to assist students whose parents' abused alcohol?

1.6 Justification

Any country's future in terms of its social, economic and political development hugely depends on the youth. If the youth's social behavior is negatively affected by parental alcohol abuse, then the country's future will be compromised. This also negatively impairs the social pillar of vision 2030. The investment in alcohol can be argued to bring huge financial benefits to the society but on the contrary its social implications for example addiction adversely paralyse a person's life. Rehabilitation of alcoholics outweighs the benefits of investing in alcohol. The school being the first formal social agent has not been spared either by issues that affect the development of students socially. The alarming secondary school indiscipline cases are caused by external social environment which includes the home, religious organizations and the media. Other factors like alcohol and drug abuse have also been cited as causes of unrest in schools (Gutuza & Mapoliza, 2015) therefore there was need to find out the perceptions of teachers and students on parental alcohol abuse and the students' social behavior.

1.7 Significance of the Study

The study focused on the abuse of alcohol at home and school since these are the two main institutions where a child develops socially. The Significance of this study was to help schools in coming up with measures of helping students whose social behavior have been affected by parental alcohol abuse to correct those behaviors and hence be able to cope with life. The researcher also hoped that the national and county government will endeavor to strictly enforce the laws on alcohol production, sale and consumption.

1.8 Scope and Limitations of the Study

1.8.1 Scope of the Study

The study focused on the perceptions of the secondary school students and teachers on parental alcohol abuse in public secondary schools in Keiyo North Sub-county of Elgeyo- Marakwet County. The study looked into four variables which are the perceptions of teachers and students on the extent of parental alcohol abuse, the perceptions of teachers and students on the social behavior of the secondary school students whose parents abused alcohol, the challenges that schools faced due to the social behavior of students whose parents abused alcohol and the measures taken by schools to assist the secondary school students in improving their social behavior.

The study was confined to the students whose parents abused alcohol, the guidance and counseling teachers and the deputy principals of the public secondary schools in the Sub-county. Purposive sampling and stratified random sampling were used to select participants. The study employed both questionnaires and interview schedules to collect data which was done from June to December 2016.

1.8.2 Limitations of the Study

The study was faced with the following limitations

- i) The scope of the study and the research methodology did not allow the researcher to have a wider population only a few students and teachers were used hence the findings could not be generalized to all the students in the country whose parents abuse alcohol
- ii) It was not easy identifying the student participants but with the help of teachers, a few were identified. The students identified also helped to identify others.
- iii) Students were also not so willing to disclose details on their parents/guardians abuse of alcohol but the assurance of confidentiality helped curb the challenge

1.9 Assumptions

The study made the following assumptions, that:

- i) Parents/ guardians in Elgeyo-Marakwet County abused alcohol.
- ii) Students' social behavior in secondary schools had been influenced by parental alcohol abuse.
- iii) Schools in Elgeyo-Marakwet were faced with challenges due to parental alcohol abuse.
- iv) Schools had measures to assist students whose parent's abused alcohol.

1.10 Theoretical Framework

This study employed Bandura's Social Cognitive Theory of 1986, which constitutes the most contemporary version of social learning theory. Bandura learned from simply observing others in co-operating this concept into his theory (Mulhollem, 2009). According to this theory, the individual, together with the external environment and behaviour interact at the same time, affecting all aspects of their reality. The social element of the theory emphasizes that people can learn new information and behaviours by watching other people which is also referred to as observational learning or modeling.

Bandura argued that a full range of social behaviors' from competitiveness to nurturance are learned by watching other people perform those actions. For example, a child who sees his parents arguing or fighting when they are angry is most likely to learn violent ways of solving problems. Based on this theory, there is a conviction that the influences of significant others like biological parents, teachers, and peers can easily be emulated by the child. In this regard with reference to this study, if teachers and parents abuse alcohol and provide poor role models and guidance then the young people will copy their behaviour. This theory is relevant to the study because alcohol consumption is a social practice and students are assumed to model their behaviours like alcohol consumption and other behaviours that accompany the misuse of alcohol from their parents and environments which include both home and school.

1.11 Conceptual Framework

The conceptual framework was used to explain and complement the perception of teachers and students on the relationship between parental alcohol abuse (independent variable) and students' social behavior (dependent variable). The study

conceptualized challenges encountered by schools and measures employed by the schools to curb the challenges encountered due to parental alcohol abuse.

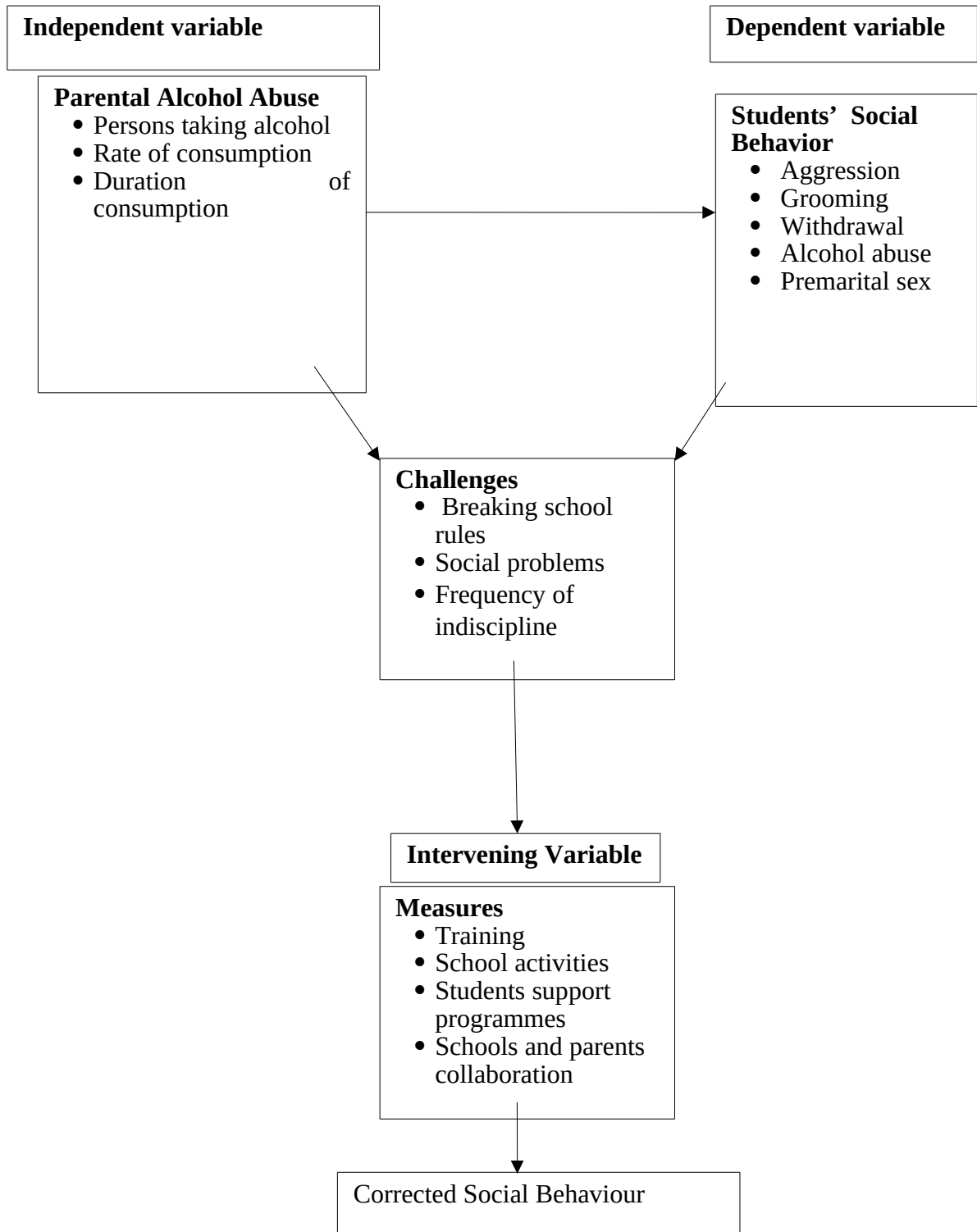


Figure 1.1 Conceptual Frame work
Source: Researcher, 2016



1.12 Operational Definition of Terms

The following terms were defined as used in the study;

Parent: This includes the biological parents, guardians and the surrogate parents who are teachers of the secondary school student.

Parental alcohol abuse: It is the state of parents being always drunk.

Social behavior: General conduct exhibited by a student while in school.

Challenges: The difficulties that schools face while dealing with students whose parents abuse alcohol.

Measures: The strategies that schools use to correct antisocial behavior.

Peer group: Students in secondary school.

Perceptions: sociological thinking of both teachers and students.

Media: The mass communication industry

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

Research indicates that alcohol has been there before man's recorded history; its consumption in different socio-cultural milieus extends beyond the last ten thousand years (Smart, 2007). Fermented beverages existed in early Egyptian civilization, and there is evidence of an early alcoholic drink in China around 7000 B.C. In India an alcoholic beverage called sura, distilled from rice, was in use between 3000 and 2000 B.C (Dasgupta, 2011). In Kenya, among the Kikuyu, muratina, an alcoholic drink was made from a mixture of the fruit of a tree commonly known as the 'sausage tree' and honey or sugar cane juice (WHO, 2004).

In most societies moderate and responsible drinking was considered to be part of normal and balanced life and drinking patterns were largely determined by the people's culture (Giannetti, Sieppert & Holosko, 2002). Drinking alcohol was thus often an occasional and communal activity, associated with particular communal festivals (Room, Jernigan, Carlini, Gureje, Makela & Marshal, 2002). Drug abuse and especially the abuse of alcohol has been a centre of interest among many scholars. Many factors had been noted on alcoholism and this chapter sought to review important literature related to this study so as to identify the gaps which were not addressed by the writers in question.

2.1 The Perceptions of Teachers and Students on the Extent of Parental Alcohol Abuse

Alcohol consumption in many cultures was regulated, it was a medicine if consumed in moderation, but a poison if consumed in excess (Dasgupta, 2011). In the nineteenth century there was increase of industrialization and the need for a reliable and punctual work force (Polonsky, 2014) and drunkenness would come to be defined as a threat to industrial efficiency and growth. Problems commonly associated with industrialization and rapid urbanization was also attributed to alcohol. Over time,

more and more personal, social and religious/moral problems would be blamed on alcohol. The increase of alcohol abuse also came about due to breakdown in religious and traditional social control (Korff, 2016). Therefore, the study sought to find out the perceptions of teachers and students on parental alcohol abuse and the social behaviour of the students.

In England, it was estimated that nine million adults risk their health by drinking alcohol and an estimated 1.6 million could have some degree of alcohol dependence (PHE, 2014). In 2014, in the study on the prevalence of alcohol, 87.6 per cent of people aged 18 years and above in the United States of America reported that they had drunk alcohol and 56.9% had drunk in the past one month. Among these adults who drank 16.3 million had an alcohol use disorder to the extent that 1.5 million received treatment for the disorder (SAMHSA, 2014). In a study done in Australia where twenty face-to-face, and twelve telephone interviews were conducted on parents who had children aged 15 on average, the results showed that parents' frequency of alcohol consumption ranged from 'never' through to 'four or more times a week'. Average consumption was between 2-4 times a month and 2-3 times a week, with parents typically drinking 1-4 standard drinks per occasion. Parents generally reported having more than four drinks on one occasion never or less than monthly (Conor & Kypros 2012). Hence, there was need to find out the rate of consumption among parents and guardians in Kenya since this study was done in another country.

The global report on alcohol consumption that was released by WHO in 2014 showed that South Africa had a percentage of eleven total consumption among persons aged 15 years and above in liters per capita per year. Earlier a Global Status Report on alcohol released in 2004 showed that 19.47 liters of pure alcohol was consumed in Uganda making it the leading country consumer of alcohol in the 189 countries who

were member states (WHO, 2004). In 2010, 80 people were reported to have died in Uganda due to the consumption of banana gin called Waragi (Herald, 2010). Kenya being one of the countries in Africa there was need to find out its rate of alcohol consumption.

In Kenya, the consumption of alcohol dates back to prehistoric times but the abuse was not as pronounced as it is today. Alcohol was for special occasions and excess consumption was not widely tolerated in many societies while few communities permitted its consumption (Willis, 2006). According to NACADA (2007), at least 13 percent of people from all provinces in Kenya except North Eastern region were current consumers of alcohol. Half of drug abusers in Kenya were aged between 10-19 years with over 60% residing in urban areas and 21% in rural areas. Among the different types of alcoholic drinks, traditional liquor was the most easily accessible type of alcohol followed by wines and spirits and lastly chang'aa. Due to the high prevalence of alcohol abuse in the country, the government enacted the Alcohol Control Act in 2010 (National Council for Law Reporting, 2012).

The objective and purpose of the Act was to provide for the control of the production, sale, and use of alcoholic drinks, in order to;

- i) Protect the health of the individual in the light of the dangers of excessive consumption of alcoholic drinks;
- ii) Protect the consumers of alcoholic drinks from misleading or deceptive inducements and inform them of the risks of excessive consumption of alcoholic drinks;
- iii) Protect the health of persons under the age of eighteen years by preventing their access to alcoholic drinks;

- iv) Inform and educate the public on the harmful health, economic and social consequences of the consumption of alcoholic drinks;
- v) Adopt and implement effective measures to eliminate illicit trade in alcohol including smuggling, illicit manufacturing and counterfeiting;
- vi) Promote and provide for treatment and rehabilitation programmes for those addicted or dependent on alcoholic drinks; and
- vii) Promote research and dissemination of information on the effects of alcoholic drink consumption, in particular the health risks that may arise there from.

Despite the introduction of the Act alcohol consumption and abuse had continued to haunt our society, more and more citizens were being affected while some were losing sight and more dying. For example in 2014, eighty people died and dozens of people were also hospitalised, some of them even went blind after drinking from a batch of illegal liquor, (Kavila, 2014).

A survey done by NACADA (2011), in Central Region of Kenya showed that the availability, affordability and accessibility of alcohol especially the second generation alcohol, which had been lately introduced, was the most available, affordable and accessible in the region. Nearly 60% of the residents consumed alcohol before noon which was the most productive hours of the day. The study showed that males aged 35-54 years standing at 77% as compared to their female counterparts which was at 14% consumed alcohol. These showed that the residents spent most of their time consuming alcohol. Since the study was done in Central region of Kenya, it was therefore necessary to find out the rate of alcohol consumption in Elgeyo-Marakwet County.

The abuse of alcohol poses great harm to Kenyans as evidenced by the numerous calamities associated with excessive consumption and adulteration of illicit brews; NACADA (2012). A study sought to determine the extent and pattern of alcohol use in patients admitted in Kenyatta National Hospital - Nairobi following road traffic accidents. The alcohol-use group of 94.4 per cent registered higher weekend injuries than the no-alcohol-use group of 83.2 per cent (Hassan et al., 2005). These calamities were not an end to themselves as they affected the whole society, the social development of the young people included. Some students had to drop out of school, where they could have acquired knowledge needed for their development, due to the loss of parents and guardians to alcohol related deaths. The harmful use of alcohol resulted in approximately 2.5 million deaths each year (WHO, 2011). These studies show that alcohol abuse affects the individual abusing, the family and the society at large.

The findings of a study done in Kigio location in Gatanga District showed that 43 per cent of the residents used about three-quarter of the family income in alcohol. Fathers were rated to abuse alcohol more than the mothers, the rates standing at 70% and 30% respectively (Kenyatta University, 2013). "Men in central province have been obsessed by alcoholism to the extent that they care no more for the welfare of the family but instead they find solace in drinking alcohol"(Ambassa-Shisanya, 2009). Some had lost their jobs as shown by a study conducted in Mukuru slums in Nairobi. The loss stood at 11% and they were laid off because of going to work while drunk, leaving work early for drinking and others due to not reporting to work after they had been paid (Chweya, 2014). Another study done in Kangemi further showed that alcohol abuse and its consequences were embraced as a normal way of life. (NACADA, 2011). These four findings show that alcohol abuse had adversely affected the family and that men were rated to be higher consumers in relation to

women in Central region of Kenya, hence the need to find out the extent of parental alcohol abuse in Elgeyo-Marakwet County found in Rift Valley region.

2.2 Perceptions of Teachers and Students on Parental Alcohol Abuse and the Social Behavior of the Secondary School Students

The family is a group of people who share a legal bond or a blood bond and they mostly occupy a common household. The family is recognised as the primary agent of socialisation because it is where a child learns the first lessons of life. Family has been shown to be the strongest single influence of all external factors on young people's attitudes about drinking (Miller & Plant, 2003). It is also noted that the challenges that the youth are facing like alcohol abuse are due to the weakening of family values and ethical standards which make teenagers deviate from the norms. Parental modelling of drinking has been linked with early initiation to drinking and increased later use (Ryan, Jorm & Lubman 2010). Parents' own use of alcohol was related to adolescents' alcohol consumption as concluded in an Australian cross-sectional study (Quine & Stephenson, 1990) which found that even young children were significantly more likely to have the intention to drink. They were also more likely than other children to accept a glass of alcohol from a friend if their parents drank at least weekly. In fact there was a correlation between parental abuse of drugs, alcohol being one of the drug, and their children' drug abuse patterns. The home was also said to be the primary source of alcohol (Otieno, 2009). The findings above strongly showed that the home being the first agent of socialisation had a great influence on socialising children on matters dealing with alcohol.

Drunkenness and alcoholic addiction play a leading role in the genesis of some of the criminal acts and deviant behaviour experienced in society because of its effect on the brain. Following the intake of alcoholic beverages, a certain amount of alcohol is

absorbed into the body blood system. At lower doses, alcohol can act as a stimulant, inducing feelings of euphoria and talkativeness, but drinking too much alcohol at one session can lead to drowsiness, respiratory depression, coma or even death (Roehrs & Roth, 2001). Alcohol affects mood in a variety of ways, and can make people feel happy, sad or aggressive, and also causes mood swing (Schuckit, 2005). It acts by arresting the functions of the superego and by leaving the individual to respond to emotional states without further reference to socially approved norms of behaviour. Very often, the drunkard may use violence because of brain failure to regulate motor discharges, especially when these erupt as a result of hallucinations. In some cases, the abuse of alcohol leads to very serious psychiatric disorders such as delirium, tremors, Korsakov's syndrome and chronic dementia (NACADA, 2004).

Parental alcohol abuse had diverse effects on their children; it could contribute to them having physical, psychological and behavioural problems (PHE, 2014). Research by Spear (2004) in the U.S confirms that children benefit when parents take an active role in their lives by talking to them about drugs and the effects, monitoring their friends and the nature of activities they engage in, understanding their problems and concerns, providing consistent discipline and rule and being involved directly in their learning and education, but alcohol has had diverse affects on the quality of parenting a child gets. Some of these parents in Australia were prone to violence hence the children regularly witnessed violence and aggression (CFCA, 2015). Children of alcoholics had also been known to have many difficulties in school and they were more likely than their peers to be truant and even face expulsion from school (AAETS, 2014). These finding therefore showed that parents play a great role in influencing the social behaviour of their children.

Research findings done in the U.S in 2012 showed that more than 10% of the children lived with a parent who abused alcohol (SAMHSA, 2012) and another done in 2008 revealed that 35.6% of students had taken six or more drinks of alcoholic beverages on at least one occasion. In addition, 70% of eleventh grade students had taken at least one drink of alcoholic beverages during their lifetime through the influence of friends and family members (Castillo, 2008). A two- wave longitudinal study conducted in Netherlands where data was collected using the questionnaire filled by 537 adolescents showed that alcohol availability at home was the only parenting factor predicting an increase in alcohol intake among the adolescents (Regina, Dike, Raymond & Vermulst, 2011), but this study sought to find out other social behaviours exhibited by these adolescents apart from alcohol intake.

A longitudinal study done in the U.S. showed that higher levels of drinking among mothers and current alcohol use disorder among fathers greatly affected the adolescent onset of alcohol use (Handley & Chassin, 2013). Teens, whose parents engaged in risky behaviours which included drinking, smoking and not using safety belts while driving, were likely to engage in early and unsafe sexual behaviours as shown in a research done in the U.S. In the research 38% of boys and girls in grades 7-12 had had sexual intercourse (Wilder & Watt, 2002). Family alcohol abuse increases the chance of teens engaging in pre-marital sex due to alcohol making the families to be dysfunctional and hence weakening parenting (Kirby & Lepore, 2007). The findings showed that there was a correlation between parental alcohol abuse and premarital sex among the teenagers.

Crespi & Sabatelli (1997) asserts that parental alcoholism could have a legacy, which impacts the development of both individual family members and the patterns carried from one generation to the next. Children growing up in alcoholic families rarely

learnt the combination of roles, which mould healthy personalities. Rather, they had been locked into roles based on their perception of what they needed to survive and bring stability into their lives. “Many children of alcoholics bring from their family of origin ways of coping that may interfere with their ability and capacity for intimacy, the ability to make healthy commitments to adult roles and responsibilities as well as achieve in an academic ” (Crespi & Sabatelli, 1997). Thus parental alcohol abuse has a great impact on the socialisation of their children.

Alcohol abuse has had a negative impact on the family in Kenya; in a study done in Kangemi informal settlement by NACADA where by majority (70.8%) initiated taking alcohol at the age between 11-20 years. In the same study 24.2% were influenced by the family (NACADA, 2011). Another study done among the students of Nairobi University, the results showed that 5.3% were also introduced to drinking by the parents; in fact 10.1% took alcohol at home. Though these were university students they passed through secondary school and its where they first tasted alcohol as the study confirms that the age of first drink was 16 years and above (Hassan, 2010). Though the studies did not talk about parent drinking alcohol, it is evident that the parents must be taking alcohol for them to be able to introduce the drug to their children.

A study conducted in Laikipia County on the parental behaviour disorder found out from the perceptions of their class teachers that the pupils who came from alcoholic backgrounds lacked concentration in class, were untidy and portrayed antisocial behaviours such as bullying, isolation and truancy. The study used quantitative approach where data was collected using questionnaires. Descriptive research design was used and the targeted was primary school pupils in class 6 & 7, head teachers and class teachers. (Kamau, 2017). The research in Elgeyo- Marakwet was different by the

fact that it was targeting secondary school students and was using both qualitative and quantitative approaches.

According to a study done by Sirera and Mwenje (2014) on the perceptions of parents on alcohol abuse and parental guidance of children in Butula Division, Busia County and Mathira division, Nyeri County, The result showed 67% and 46% of the parents in Butula and Mathira respectively daily abused alcohol hence rarely spent time with their children, 56% of these parents rarely got home before their children were asleep. Furthermore, 44% of them rarely communicated with their children, 56% rarely worked with them during the weekends and holidays and 20% were always violent to their families. These parents were also not available to help with homework. The study was done in the rural setting and data was collected using questionnaires and focus group discussions from parents. It was therefore evident that parental alcohol abuse negatively affected the children.

The abuse of alcohol has hit the family and it has had adverse effect on it. Birech, Kabiru, Misaro & Kariuki, (2013), established that alcohol abuse had negatively affected marriage. The study which was conducted among the Nandi community concluded that harsh economic conditions and socio cultural changes had mainly contributed to the abuse of alcohol and the stability of marriage had been adversely affected by alcohol abuse whose consequences were regular fights and quarrels among couples which stood at 57.3%. The study showed that the children in these marriages had been affected emotionally also 89.5% of children had dropped out of school due to alcohol related reasons. Due to alcohol abuse within the family, the children who were affected did not do well in school and also had problems interacting with other children. Some ended up being violent and aggressive hence increasing their chances of being expelled or dropping out from school (Head, 2007).

Alcohol abuse by parents therefore affects their children not only academically but also socially.

Another study found that the families affected by alcohol abuse had resorted to various ways for survival. Fifty percent of wives whose husbands drunk had resorted to selling illicit brew like chang'aa and busaa, in order to meet their basic needs. They used this money to pay school fees, buy food and other necessities. It was also established that the majority of those who brewed also took the alcohol. The children whose parents drunk had also resorted into drinking alcohol so as to relieve stress. It was also established that 6.2% of the respondents had medical problems due to drinking. When they were given medication, they did not finish the dose. From observation, most of those who took alcohol looked haggard and thin. Some women had resorted to prayer, seeking divine intervention from God to help their husbands stop taking alcohol (Birech, Kabiru, Misaro & Kariuki, 2013). This implied that when men abused alcohol, their wives were adversely affected and the children in these families also became victims of circumstances.

A study conducted in Vihiga County showed that the drugs mostly abused by students in public secondary schools were alcohol, cigarettes, miraa and marijuana. The study established that one of the causes of drug abuse among students in public secondary schools was having parents or other family members who abused drugs and drugs being available. In the study, 45% of the students took drugs because a parent or a relative or someone they admired used drugs, 38% reported drugs being readily available such as having the drugs at home or parents dealing in drugs business (Chebukaka, 2014).

One of the factors that contributed to students' alcohol abuse in Mwimbi Division, Kenya was their backgrounds, of those whose homes consumed alcohol and 70.3% were more likely to consume alcohol than their counterparts. This could have been attributed to familiarity with alcohol by the students who grew up in alcoholic homes and surroundings. For such students, alcohol consumption was part of life and was conceptualized as any other drink like water, tea or soda (Munyua, Nyaga & Oundo, 2014). A study done in Kenya found out that more than 22.7% of the primary school children had taken alcohol, a figure that rose to 57.9% in secondary schools and to 68% among university students (Siringi, 2003). During the annual Kenya Secondary Schools Principals Association annual general meeting in Nairobi in 2004, the NACADA report of 2004 was tabled with shocking statistics on the prevalence of substance abuse in secondary schools in the country. It documented that 33.3% took alcohol, 8.3% smoked cigarettes, 9.1% chewed miraa (khat), and 3.0% smoked marijuana/ bhang. The results from the studies in Vihiga and Mwimbi showed that the availability of alcohol at home caused some of the students to consume alcohol.

A survey that was undertaken in Central Province showed that those who consumed alcohol were aged between 15 – 60 years and 77% were male (NACADA, 2011), hence this meant that there were thousands of married women who were de facto single parents raising children on their own, without the support of husbands. One of the most destructive consequences of men's addiction to alcohol is that they were literally absent from their families' lives (Browne-Miller, 2009). Given that the social impact of alcoholism is often greater than the health impact, and could have devastating consequences on families, therefore this study sought to study the social behaviour of teenage children who were the product of these families and societies abusing alcohol.

A study done by NACADA (2010), on alcohol use in Central Province of Kenya, age range 15-64, found that men attributed their abuse of alcohol to idleness and as a coping mechanism to deal with work-related stress and unemployment. Both men and women in this study were found to abuse alcohol as a way of passing time. A study on alcohol and drug abuse carried out among urban slum adolescents in Nairobi, Kenya, age range 12-24, revealed that young men abused alcohol and other drugs in order to deal with hardships, for instance, unemployment. The study also revealed that young men were more likely than young women to engage in alcohol and drug abuse as a way of passing time due to idleness (Mugisha, Arinaitwe-Mugisha & Hagembe, 2003). This showed that alcohol was consumed due idleness, unemployment and stress.

The abuse of alcohol, in many cases led to the breakdown of families through divorce, separation or dissolution. Fights between husbands and wives became frequent leading to frequent use of violence by one of the spouse against the other. Family members exposed their children to violence and they rarely or never spent time together hence children lacked parental supervision. Children from these families also faced social isolation (Hutchinson, 2014). Therefore, children from homes where alcohol was abused were socialised to be violent. Widespread drunkenness reduced production and development through absenteeism, industrial accidents, inefficiency and carelessness; delays and reduced input. These consequences not only affected the family but the whole society at large (Room et al., 2002). Corruption, forgery and embezzlement of funds were common crimes that some people engaged in, in order to support their drinking habits. Anderson, Chisholm & Fuhr (2009), notes that very often drunkards due to absenteeism and decreased output loss their employment, which in turn seriously affected their social roles, especially the family roles.

The home and family setting are also important for conveying information about alcohol and drinking; as are physicians' practices and emergency rooms are key requirements (Foxcroft & Lowe, 1997). These include religious and community centres, as well in developing alcohol education programs and initiatives for young people are to define clearly the desired outcome. Some programs as argued by Giannetti, Sieppert & Holosko (2002), promote abstinence from alcohol until the legally mandated drinking age others seek to reduce harm whilst acknowledging that drinking is likely to take place. Tailoring programs so that they are realistic and in keeping with society's and young people's expectations, behaviours, and cultural influences is important in ensuring success (Milgram, 2001). In fact, family closeness and attachment has recently been confirmed as the most important factor associated with not smoking, less use of alcohol and other drugs, late initiation of sexual intercourse, and fewer suicide attempts among adolescents (Resnick et al., 1997). These findings therefore show the importance of the family in socialisation especially with issues dealing with alcohol and its abuse.

According to Simatwa, Odhong Juma, & Choka (2014), home and school were critical in regard to the abuse of drugs by the adolescents. Measures needed to be put in place against the access of drugs in immediate environments. According to Ndirangu (2001), parents were first teachers and counsellors long before the students joined formal schools and peer groups and many of the young people who took drugs came from families where members of the family took drugs. As much as advertisements expose adolescents to social models of drinking, research suggests that young people were likely to be influenced even more strongly by their peers, parents and other adults with whom they had a close relationship rather than by people they did not know and perhaps did not care about (Martino, Kumar & Seymour, 2006).

This shows that the home in comparison to the other agents of socialisation played a greater role in drug abuse of which alcohol is one of the drugs commonly abused.

Nyaga (2001) and Santrock (2001) agree on the following behaviours exhibited by those who abused substances; watering eyes and nose, unusually talkative hence noise making, unusual quietness, unpredictable temper, concentration lapse, and loss of interest in education. A study carried out in Nakuru Sub-County found out that the behaviours of those students who abused substances include; carelessness and neglect of one's personal hygiene, general irresponsibility, high irritability, and hostility to close friends, dirty and tattered clothes and normally being in one clothe for many days. These behaviours, he noted presented many challenges to managers of schools especially boarding secondary schools (Nyaga, 2001). From the studies it was evident that the researchers were majorly interested with the abuse alcohol by students and how it affected them but this study sought to investigate if their drinking might have been as a result of alcohol abuse by their parents who were their adult socialisers.

2.3 Challenges Schools Faced Due to the Social Behavior of Students whose Parents' Abused Alcohol

Adams (1987) argues that teaching could be among the most wonderful jobs world widely if students were well behaved. However, unwanted behaviors were on the increase and teachers were worried about the aggression directed at them by both students and parents (Stanley, 2014). Schools had a challenge in correcting anti-social behaviors given that some parents had also shifted their roles to the teachers who were already overwhelmed with other responsibilities in and out of the schools, yet parents and guardians had a big role in disciplining their children (Munyaka, 2008). Ngwokabuenue (2015) on the study done on students' indiscipline found out that many undisciplined students lacked parental guidance and supervision on their

choice of friends. The studies above by Stanley, 2014, Munyaka, 2008 and Ngwokabuenu, 2015 showed that most of the school's challenges emanated from home.

A study done in USA, the national data revealed that over a 12 - month period, workplace alcohol use and impairment was reported by an estimated 15.3 per cent of the U.S. workforce which is approximately 19.2 million workers (Frone, 2006). Canadian Centre of Occupational Health and Safety Resource (2005) observed that there were numerous effects of drug and alcohol abuse on workers and they included the after-effects of substance use (hangover, withdrawal) which impaired job performance, preoccupation with obtaining and using substances while at work which interferes with attention and concentration. Alcohol is known to be a major reason for workplace absenteeism (Mongan, Hope & Nelson, 2009).

NACADA 2009, due to the drug abuse menace in workplaces in Kenya came up with a policy to curb the menace. The policy enables organizations to create awareness on the harmful effects of alcohol and drug abuse at the workplace. It also helps in establishing corporate culture and practices that prevent and pre-empt alcohol and drug abuse at the workplace which enables the organization to maintain a drug free, healthy and productive workforce. Schools being a teacher's workplace were therefore also affected and this policy needed to be enacted in full force to save both the teacher and the student. According to Davins-Johnson (2000), teachers had not always modeled positive behaviors given that students learned both moral and immoral behaviours based on what they saw and not what they heard as stated by Curwin & Mendler (2008). The teacher being a surrogate parent in school needs to be a good role model.

Teachers being the adult supervisors of students in school have also fallen victims of alcohol abuse as shown in a study carried out in NaroMoru Division, Nyeri County. The findings of the study revealed that 25% of the teachers took drugs and they even provided these drugs to the students. The most prevalent drug in this case was alcohol; this study though was more concerned with the effect of drugs on the students' academic performance (Njagi, 2014). For most adolescents, school was a prominent part of their life and teachers acted as their role models and transmitters of knowledge. Teachers therefore played a major role in the social development of the student hence moulding their behaviours. Many of the studies had researched on the effects of alcohol on students. The issue of teacher's alcohol abuse and its effect on student's behaviour had been left out and it's on this basis that one of this study's objectives was to find the extent of alcohol abuse on the teachers as this affects their work as social role models.

According to a report on causes, effects and remedies of indiscipline in secondary schools in Central province in Kenya, prepared by the Provincial Education Board in 2001, teachers and parents were blamed for failing to infuse discipline in children (Wachira, 2001). Schools had faced many challenges including deaths, due to antisocial behaviours exhibited by students. According to Bui, (2011), four students were killed in Nyeri High school when the prefects were locked in their cubicle and burnt by students. The study by Bui found the general society to be the main cause indiscipline in secondary schools but this study sought to find if parental alcohol abuse contributed indiscipline cases among secondary school students.

Chebukaka (2014) in his study in public schools in Vihiga County on drug abuse noted that parents were abdicating their duties and laying the burden to the school and church hence students did not have the relevant knowledge about drugs and they

therefore relied on their peers for information on drugs. Parents who had children who abused alcohol did not even know what to do. Some believed and thought that it was the responsibility of teachers and religious organizations to correct these children (NACADA, 2004). The study suggested the need to incorporate drugs and drug abuse education into the curriculum right from lower primary school as this was a challenge to the schools in fighting the menace of drug abuse.

Another study in Busia District secondary schools showed that students, both genders, drank alcohol because it was readily available and affordable around their school and home environments. The older students in school had higher affinity for alcohol consumption compared to the younger students. Regardless of the school type, all schools engaged in alcohol drinking, however those in mixed schools had a higher tendency for alcohol use. The students who drank alcohol suffered from poor health, memory disorder, criminal acts, and dropped out from school and finally failed in exams and in life (Shikuku, 2011). The two studies in Vihiga and Busia Counties were studying the abuse of drugs, alcohol included from the student's point of view but did not take into consideration the fact that these students might have been role modelled to drink by their parents.

According to Siringi (2003), the habit of alcohol consumption in schools by student which may or may not be as a result of parental alcohol abuse had resulted in a number of social ills which include truancy, theft, rudeness, dropouts, injuries, loss of lives, destruction of properties, draining away of morals, misallocation of resources, indiscipline, and compromised academic standards which pose serious challenges to managers of the educational institutions. This shows that alcohol abuse has an adverse influence on social behaviour.

The schools are also faced with the challenge of identifying students affected by parental abuse of alcohol, most of the time due to embarrassment they try to hide the fact that their parents abuse alcohol. They protect themselves by lying, suppressing feelings and withdrawing from close relationships. Some even role play a responsible child (Turney, 2007). In another study by Waititu and Khamasi in secondary schools the result showed that 94% of the guidance and counseling teachers had other responsibilities thus they offered counseling services only when they were free. Most schools had no allocation for a specific time for guidance and counseling and the teachers concerned were neither trained to offer the services (Waititu & Khamasi, 2010).

2.4 Measures taken by Schools to Assist Secondary School Students in Improving their Social Behaviour

The school is the first formal place of socialisation and it is where children spend most of their time especially if they are boarding. Students in secondary school are majorly on their adolescence which is the period within the life span when most of a person's biological, cognitive, psychological, and social characteristics are changing. It is the process of developing from a child to an adult. At this stage some are not able to realize the relationship between behaviour and its consequences. Therefore the school has the responsibility of both to promote and help students cope with pressures they face (WHO, 2016) for the adolescent, this period is a dramatic challenge, one requiring adjustment to changes in the self.

Peers play an important role in adolescent's lives, and they offer a sense of self, sense of belonging, and peer pressure. All of these roles can be good or bad and the school therefore needs to strongly help to supervise these peers as the focus around which the adolescent's world revolves now shifts from the family to the peer group. "It is important to note that this decreased frequency of contact with family does not mean

that family closeness has assumed less importance for the adolescent” (Mishra, 2015) hence the importance of the supervision of teenagers by both parents and teachers.

According to the study done in Cameroon on students’ indiscipline, it was found out that correction of the antisocial behaviours exhibited by students could be corrected by having leaders who were morally upright, parents and school providing high supervision and counseling and also involving students in decision making (Ngwokabuene, 2015). According to the study done in Tanzania, students’ aggression had forced the schools to instill discipline by expelling and suspending students while others were forced to do hard labour or thrown out of class (Stanley, 2014). Hence there was need to examine the measures taken by schools in Elgeyo-Marakwet County in Kenya in assisting students to improve their social behavior.

Schools had responded to anti-social behaviour exhibited by students by instilling discipline. The punishments commonly used by schools were office referrals, corporal punishment, suspensions, and expulsions (Osher, Sprague & Doel, 2010). Sometimes some forms of punishments like corporal punishment had been used despite the fact that they were illegal as it was banned in 2001 by MOEST to save the child from the tyranny of the teacher. In a study conducted among pupils, teachers and Ministry of Education (MOE) in Kenya by Human Rights Watch (2007) which revealed other unfair punishment like students kneeling for long periods, uprooting of tree stumps, forced to do hard labour at school, being chased out of classes, suspension and expulsion are common in Kenyan schools (Shukla & Neetu, 2013), all these were done to improve their academic performance, the study though was silent on the correction of antisocial behaviour. Schools must therefore be firm, fair and consistent in the administration of punishments to correct behaviour for it to be effective.

The Ministry of Education (MOE) had tried to fight drug abuse by integrating drug education into the existing school curricula, in Religious Education and Life Skills at secondary level. The ministry had also helped curb drug abuse by in-servicing heads of schools, teachers and school inspectors on drug education in order to create awareness on drug abuse and its consequences and also to encourage teachers to be knowledgeable about drug dangers, to increase their capacity to intervene through counselling and to prepare materials for drug education. In addition the government, through the MOE (2009) had emphasized provision of guidance and counselling services in learning institutions as was recommended in the Gachathi Report of 1976. The Government of Kenya recognizes the importance of guidance and counselling in curbing drug abuse and other problems learners face. In this regard, Kenya Institute of Curriculum Development (KICD) had developed a Guidance and Counselling Teachers Handbook to equip teachers with knowledge and basic skills in guidance and counselling though, it was not sufficient to enable them do effective work in this department (Cheruiyot, 2015).The government needs to do more in equipping the teachers with guidance and counselling skills.

Maithya (2009) found out that schools commonly used the following ways in addressing drug abuse which was one of the effect on students whose parents abused alcohol, guidance and counselling, summoning of parents or guardians to school, suspension, heavy punishment, and expulsion. These measures though used were found to be less effective as reported by 50% of the teachers who were involved in that study. Maithya also found out that talks by head teachers during assembly, use of guest speakers, strict school rules signed on admission by all students, impromptu inspections especially in boarding schools, thorough inspections at entry points on

opening days and close monitoring and vetting of students visitors were used to correct antisocial behaviour.

According to the study conducted in Kiambu on causes of indiscipline in public secondary schools the teachers viewed that antisocial behaviour was mostly corrected by use of suspensions and the involvement of parents' whose frequencies were standing at 98.8%. Other methods included guidance and counselling, supervising students to complete their work, isolation, use of peer counselling and finding of the root cause which had a frequency of 11%.The study also found out that effective use of communication channels could help in curbing antisocial behaviour. The study employed survey research design and data was collected using questionnaires only (Ndaita, 2016), but there was need to use other instruments like interviews to collect data to get more in-depth information.

Guidance and counselling was being used in most schools to help improve social behaviour and it had been in-cooperated in the school curriculum though lack of training had been identified as a major challenge in the delivery of these services (Lavusa, 2010). Sometimes the guidance and counseling teachers were involved in discipline cases hence many students had come to associate counseling with discipline, therefore developing a negative attitude towards seeking the services (Wambu & Wickman, 2011). In a study done in Machakos District 59% of the students' perceived guidance and counselling as the most effective measure of curbing drug abuse (Maundu, 2013). According to Maundu and Maithya, schools involved peer counsellors in addressing drug abuse among students. Compared to teachers, peers were considered to be more helpful in reaching other students in an outreach capacity. This was because they were more likely to be viewed as credible advocates

for responsible living compared to teachers who were seen to be representing authority.

Quite a number of measures had been used by schools to assist the children whose parent's abused alcohol but the root cause needed to be known for them to be effective as Turney (2007) argues that "Once a child of an alcoholic is identified and begins to confront his or her suppressed guilt and fears, the real process of recovery can begin. It is then that the students will be set free from behavioural traits like truancy, isolation, violence and drug abuse." hence, there was need to find out the perceptions of both teachers and students on parental alcohol abuse as one of the root causes on antisocial behaviour among students in secondary schools in Kenya.

2.5 Summary

The literature reviewed shows that parents were abusing alcohol which had actually led to their children's social behavior being affected. These children at their teen age are in secondary school and hence schools have also faced many challenges due to parental alcohol abuse. The school therefore had to respond by correcting the antisocial behavior exhibited by these students.

Many studies (NACADA 2010& 2011) on alcohol abuse have been done in the then Central Province, Nairobi and other urban areas. Much had not been done on alcohol abuse in Elgeyo-Marakwet County. Despite the fact that the county is young, the county's NACADA office had very few details on alcohol consumption and abuse. It was then on this basis that the research was being done in Elgeyo-Marakwet County whose setup is rural.

Many scholars had also done research on alcohol and mostly on how it impacted on academic performance of students for example Njagi (2014) hence there was a gap on parental alcohol abuse and students' social behavior. Many schools disciplined students with the main aim of improving performance and not correcting social behaviour (Njoroge & Nyabuto, 2014 and Stanley, 2014). This study therefore sought to fill the gap on parental alcohol abuse and students' social behavior. Studies on parental guidance and alcohol abuse had also been done (Sirera & Mwenje 2014) where data was collected from parents, however this study collected data from both students and teachers and furthermore the perceptions on the correction of antisocial behaviour by secondary schools.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter describes the research design, study area, target population, sampling procedures and sample size, instrumentation, data collection procedures and how the data will be analysed.

3.1 Research Design

The study adopted concurrent triangulation mixed method research design. In this design data collection is done in one phase. Qualitative and quantitative are collected and analysed separately yet concurrently (Creswell, 2013). This method provides well-validated and substantiated findings.

3.2 The Area of Study

This study was conducted in Keiyo North sub-county in Elgeyo-Marakwet County. The county has an area of approximately 557.40 square kilometres and currently the population is approximately 73,715 (IEBC, 2012). According to the county statistics residents spend as much as 5.1 Billion Kenyan shillings on alcohol every year (Citizen Digital News, 2014). Keiyo North is ranked amongst the leading sub counties alcohol consumption (Kipchirchir, 2015). The county government had also raised concern due to the bars which are on the rise; their number was noted to be higher than the number of primary schools in the sub-county (Cheruiyot, 2014). Hence there was need to find out the perceptions of teachers and students on parental alcohol abuse and the social behaviour of students in Keiyo North Sub-County, Elgeyo-Marakwet County.

3.3 Target Population

Target population refers to the whole quantity of individuals, events or objects of a study (William, 2011). This study targeted students whose parents abused alcohol, as the researcher was purposely targeting this group of students. Guidance and counselling teachers were also targeted to give their perception on parental alcohol abuse and students social behaviours. The deputy principals were also targeted because they are in charge of discipline in school. These participants were from all the 22 public secondary schools in Keiyo North Sub-County of Elgeyo-Marakwet County.

3.4 Sampling Techniques and Sample Size

Sampling is the process of selecting just a small group of cases from out of the population and a good sample should show how the population is like (William, 2011). According to Mugenda (2003) 30% of the target population is representative enough to allow for generalization. Seven schools were therefore selected for the study which represents 30% of the 22 public schools in Keiyo North Sub-County. Stratified random sampling was used to select a sample of 3 boarding schools and 4 mixed day schools. This was done by stratifying the schools into two, boarding schools and mixed day schools, the study then selected 3 boarding and 4 mixed day schools in proportion to the number of schools by use of simple random sampling. Boarding schools, in consideration of gender were further stratified into girls boarding, boys boarding and mixed boarding and one school from each strata was selected. All the forms were considered.

In each of the seven schools sampled, purposive sampling was used to select five willing students whose parents abused alcohol making a total of 35 sampled students for the study. This was done through the guidance of the class teachers since they had background information of students whose parents abused alcohol. It was also assumed that they would provide the required information. Purposive sampling was

chosen because the study targeted students whose families' abuse alcohol. All the seven deputy principals and seven guidance and counselling teachers were selected purposively because their schools were participating. This made a sample of 35 students, 7 deputy principals and 7 guidance and counselling teachers resulting to a sample size of 49.

Table 3.1 Sample Size

Strata	Number of Schools	Schools Sampled	Number of Students per School	Number of Teachers per School
Boarding	8	3	15	6
Mixed day	14	4	20	8
TOTAL	22	7	35	14

Source: Field study, 2016

3.5 Data Collection Instruments

The instruments that the researcher used in this study were the questionnaires and interviews schedules. Two instruments were used given that one instrument is not sufficient to make valid and reliable conclusions.

3.5.1 Questionnaires

A questionnaire is a research instrument which consists of a series of questions used for gathering information from respondents. In this study questionnaires were used to collect data from the students and the guidance and counselling teachers. They contained both closed-ended and open-ended questions. The need for open-ended questions was to get more information. Each item in the questionnaire was developed to address objective and research questions of the study noted by Mugenda (2003) This was aimed at obtaining general information on the perceptions of teachers and

students on the extent parental alcohol abuse, their perceptions on parental alcohol abuse and the social behaviour of the students, the challenges faced by schools and the measures that have been taken by these schools to assist students.

3.5.2 Interviews

Interviews are oral questions that are used to obtain data. The study used structured form of interview where all the participants were asked similar questions. Interview schedules were used to obtain information from the deputy principals.

3.6 Piloting the Research Instruments

Before carrying out the actual study, a pilot study was conducted in two schools, a boarding and a mixed day school in the neighbouring Keiyo South sub-county which has the same characteristics as Keiyo North sub-county. This was meant to establish whether the instruments are clear and to test if they generated relevant and adequate information needed for the study. The sample consisted of 10 affected students, 2 deputy principals and 2 guidance and counselling teachers. Piloting helped the researcher to reframe some of the questions that the students could not understand. One of the questions on the guidance and counselling questionnaire brought out different meanings hence it also had to be change.

3.7 Validity and Reliability of Research Instruments

This section covers how reliability and validity of the research instruments were obtained

3.7.1 Validity

Validity determines whether the research instrument measures that which it is intended to measure (Cohen, 2000). Validity has to do with accuracy and to what

degree. The research instruments which include the questionnaire and the interview schedule were designed and developed with ideas from the supervisors, other experts from the school of education, master of philosophy students and teachers from secondary schools. To develop content validity a review of the student and guidance and counselling teachers was conducted using Content Validity Index (CVI) by experts in the department. The expert rated 20 items (students questionnaire) and 22 items (guidance and counselling questionnaire) based on relevance, clarity, simplicity and ambiguity on the four points scale. Content validity index (CVI) for each item was determined. Of the 20 items in the students' questionnaire, those with CVI over 0.75 remained and the rest were discarded resulted to 15 item instruments. In addition of the 22 items in the guidance and counselling questionnaire 13 had a CVI over 0.75. This rigorous process helped the researcher ascertain whether the items in the research instrument would illicit relevant information for the study.

3.7.2 Reliability

Reliability is when a researcher uses certain procedures to check for the accuracy of the research findings (Creswell, 2014). The researcher used the test re-test method and where the responses seemed to vary greatly, necessary adjustments were made. The instruments were administered to two different schools in Keiyo South sub-county. The researcher counter checked the responses together with those from respondents to ensure similarities in responses. After the administration of the test retest method, the researcher scored the responses. The researcher re-administered the instruments after two weeks to the same respondents and then scored the results. The researcher then calculated the coefficient of the two scores and established the reliability of the research instruments using Cronbach alpha. Since the coefficient of correlation obtained was 0.8 the research instruments were considered reliable for the study. This is acceptable as Cozby, (2003) puts that, for most measures the correlation should be at least 0.80. Qualitative data from open ended items in the questionnaire and

interviews were organised and identification made on different components, patterns and themes were sought to enable explanation.

3.8 The Data Collection Process

A research permit was obtained from National Council for Science and Technology Innovation (NACOSTI) and then the Ministry of Education of Elgeyo-Marakwet County. The researcher then notified the head teachers of the selected schools of the intention to conduct the study and on the intended dates. The researcher delivered and administered the questionnaires personally to the students and the guidance and counselling teachers of the various schools. The researcher carried out interviews for the deputy principals in selected schools by asking the structured questions and then recording down the responses.

3.9 Data Analysis

Quantitative data from the questionnaires were sorted out to check clarity. Tallying for closed-ended questions was done and analyzed using descriptive statistics which included frequencies and percentages. This data was presented using frequency tables, summary graphs and pie charts. Quantitative data run by the Statistical Package for the Social Sciences (SPSS). Qualitative data from the interview schedule for deputy head teachers and the open ended items in the questionnaire was analysed using content analysis procedures. The data was organised based on different components, patterns and themes to enable explanation. This involved the sorting of recorded data for completeness followed by coding according to the emerging themes. The researcher transcribed the emerging themes and gave the interpretations. Presentations were done in narrative form.

3.10 Ethical Considerations

Ethical considerations are vital while conducting any research. Sometimes in the research process ethical conflict may be created in while gaining access to participants or community, causing potential harm to individuals, breaching confidentiality, improper handling of information, human rights violation, and being bias or prejudice which are considered to be unethical (Kumar, 2011).

The first ethical issue that was considered was consent from the relevant institutions which are Moi University, Ministry of Education and the schools where the research was conducted. The researcher ensured that the participants participated voluntarily and they were also free to withdraw if they so wished. The researcher also sought their informed consent which included the explaining of the aim and purpose, expectation and procedure for conducting the research. Due to the sensitivity of the topic the respondents were kept anonymous by ensuring that they did not write their names on the questionnaires. Participants were assured by making verbal appeals that the information given, including the information on teachers who abused alcohol, would be confidential and would only be used for educational purpose.

CHAPTER FOUR: DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

4.0 Introduction

This chapter presents the analysis, presentation, interpretation and discussion of data collected. The main research objectives were to investigate the perceptions of teachers and parents on the extent of parental alcohol abuse, to investigate the perceptions of teachers and parents on the social behavior of secondary school students whose parents abuse alcohol, to examine the challenges that schools faced due to the social behaviour of secondary school students whose parents' abuse alcohol and to examine the measures taken by schools to assist secondary school students in improving their social behavior. The data analyzed was obtained through interview guide and the questionnaires. The participants were the students from secondary schools, guidance and counseling teachers and deputy principals.

4.1 Background Information

It was crucial for the researcher to review the background information of the participants as it lays a basic foundation on which interpretations of the study are based. Out of the 35 students who were sampled, 33 answered and returned the questionnaires representing a response rate of 94.3%, six guidance and counseling teachers answered the questions and six deputies were also interviewed given that one of the targeted deputies had never dealt with students from alcoholic homes. Among the background information gathered was school type and class of the participants.

4.1.1 School type

The study sought to establish the type of school of the participants. The findings are indicated in table 4.1.

Table 4.1: School Type

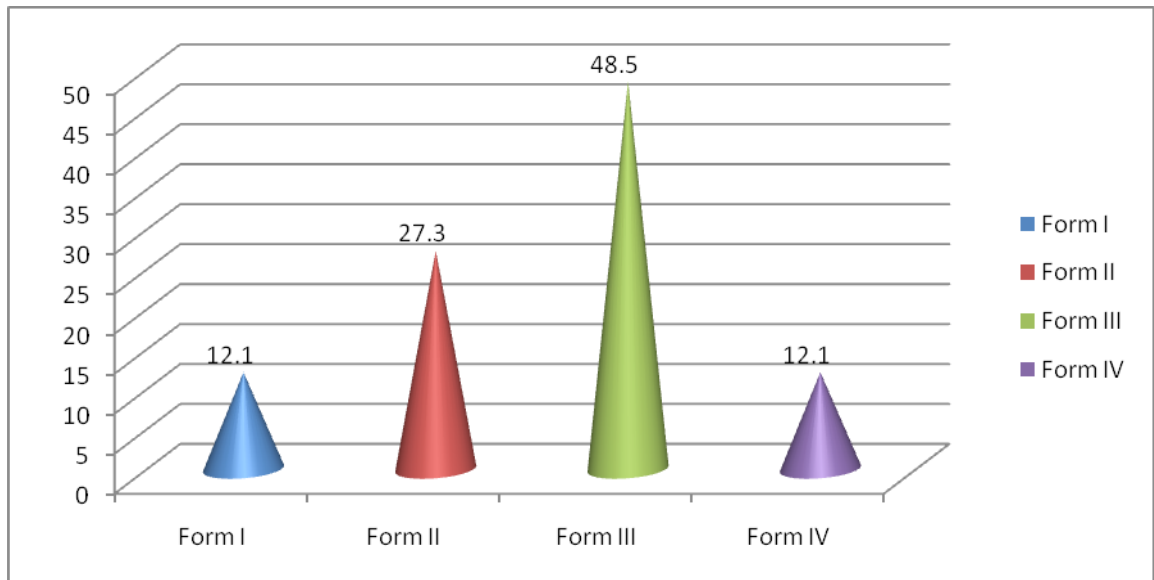
Type of School	Frequency	Percentage
Boys boarding	4	12.1
Girls boarding	5	15.2
Mixed boarding	5	15.2
Mixed day	19	57.6
TOTAL	33	100

Source: Field Study, 2016

It is evident from the results in table 4.1 that, 4 (12.1%) of the participant sampled were in boys boarding schools, 5 (15.2%) were in girls' boarding schools and mixed boarding school and the majority 19 (57.6%) were in mixed day schools and this was because many schools in Keiyo North Sub-County are in this category. The study also targeted mixed day schools because the students spend at home and hence frequently interact with their parents compared with their counterparts in boarding schools. According to a study done in Busia District secondary schools findings showed that students, both genders, drank alcohol because it was readily available and affordable around their school and home environments. Regardless of the school type, all schools engaged in alcohol drinking, however those in mixed schools had a higher tendency for alcohol use (Shikuku, 2011).

4.1.2 Class of the participants

Four classes were sampled that is forms I, II, III and IV as shown in figure 4.1



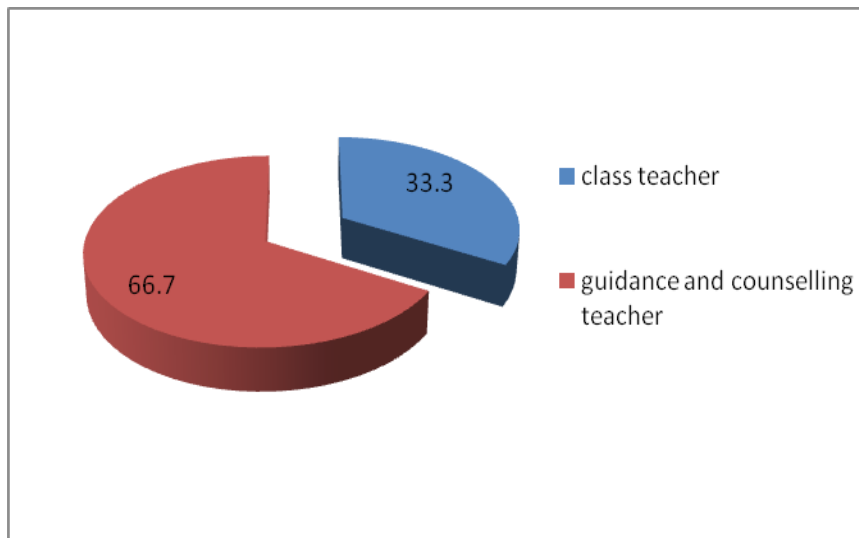
Source: *Field Study, 2016*

Figure 4.1: Percentages of Respondents per Class

The results from figure 4.1 show that 16 (48.6%) were form III, 9 (27.3%) were form II and both form I and form IV were 4 (12.1%). All the classes had equal chance of participation and from the students chosen majority were in Form 3. This concurs with the study in Busia District secondary schools show that the older students in school had higher affinity for alcohol consumption compared to the younger students (Shikuku, 2011). Additionally students in these classes were in their adolescent stage and it is at this stage that most teens have social issues.

4.1.3 Current responsibilities

The study also sought to establish the current responsibilities of teachers in charge of guidance and counseling. The findings are in figure 4.2.



Source: Field Study, 2016

Figure: 4.2: Current Responsibilities

From figure 4.2, 4 (66.7%) of the teachers were guiding and counseling teachers while 2 (33.3%) were also class teachers. Results revealed that most of the teachers that participated in the study were only guidance and counseling teachers but they also indicated that they had many classes to attend to. This implied that they did not have enough time to attend to their departmental duties hence concurring with the study by Waititu and Khamasi (2010) in secondary schools that showed that 94% of the guidance and counseling teachers had other responsibilities thus they only offered counseling services only when they were free (Waititu & Khamasi, 2010).

4.2 The Perceptions of Teachers and Students on the Extent of Parental Alcohol Abuse

The researcher's first objective was to investigate the perceptions of teachers and students on the extent of parental alcohol abuse. This was in line with NACADA report of 2012 that stated that 13 % of Kenyans are currently using alcohol. Therefore, the researcher investigated the perceptions of teachers and students on persons

consuming alcohol, the rate of alcohol consumption and the duration of alcohol consumption. The collected information was discussed in this section.

4.2.1 Perceptions of students on persons consuming alcohol

The researcher investigated the persons taking alcohol and the results shown in the table 4.2 below

Table 4.2: Persons Consuming Alcohol

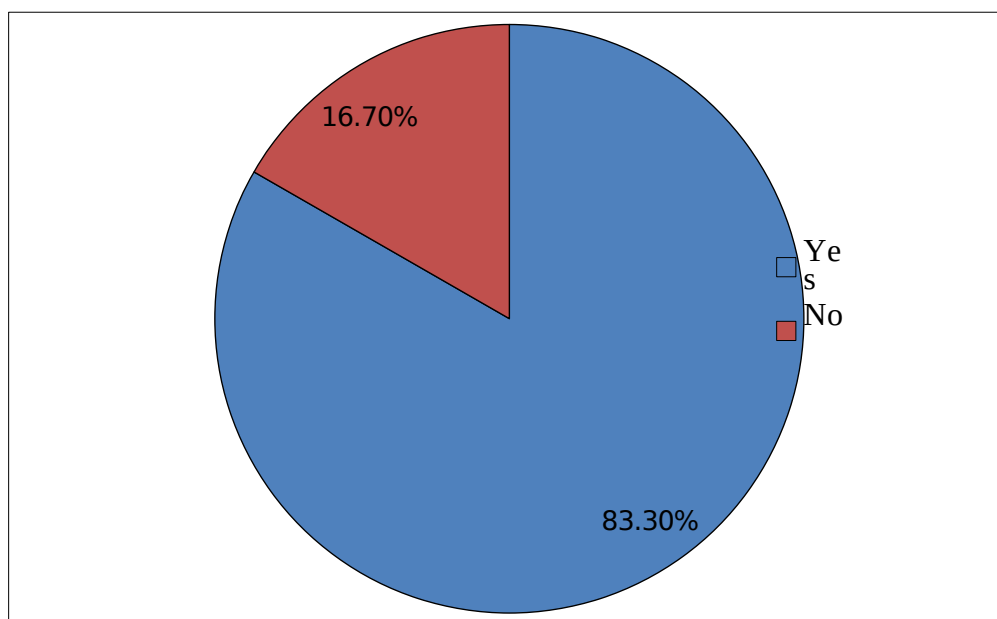
Response	Frequency	Percentage
Father	21	63.6
Mother	8	24.2
Guardian	4	12.1
Total	33	100.0

Source: Field Study, 2016

Results from table 4.2 show that, 21 (63.5%) of the total student participants said that their fathers took alcohol, 8 (24.2%) participants said that their mothers took alcohol and 4 (12.1%) of the participant said their guardians took alcohol.

The findings in table 4.2 show that majority, 21 (63.5%) of the fathers drunk whilst a few mothers, 8 (24.2%) and guardians, 4 (12.1%) took alcohol. This implies that fathers' alcohol abuse posed greater influence on their children's behaviour while in school and home. These finding agree with studies done by Mugisha et al, (2003) which concluded that men engage in alcohol and drug abuse more than women as a way of passing time due to idleness. These findings are further supported by studies done by Kenyatta University that show that fathers were rated to abuse alcohol more than the mothers, the rates standing at 70% and 30%, respectively (Kenyatta University, 2013).

These findings were further validated by the deputy principals who said that they were aware of students whose parents/guardians abuse alcohol. Results are shown in figure 4.3



Source: Field Study, 2016

Figure 4.3: Students whose Parents/Guardian's Abuse Alcohol

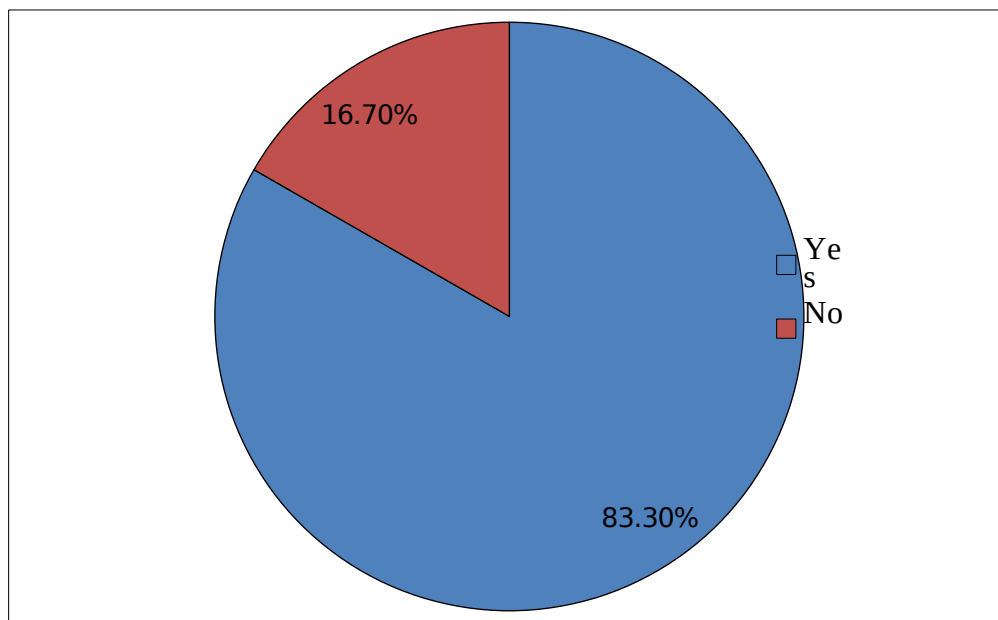
It is seen from figure 4.3 that 6(85.7%) of the deputy principals were aware of parents/guardians of students who abused alcohol while 1(14.3%) was not aware revealing that most of the deputy principals of Keiyo North Sub- County were aware of students whose parents/guardians abuse alcohol. In the interview schedule one deputy principal said thus; ...

“As a deputy principal, I interact very much with parents during many occasions and ceremonies in school. A case to mention is when parents come to school to clear or pledge payment of school fees. It is evident that some parents come while drunk.”

Another participant from a mixed day school had this to say;

“Most of these parents reside near our school and their way of life is well known. Identifying someone who is drunk does not need one to have gone to school to decipher that. Besides drinking some of them even brew.”

The results from the guidance and counseling teachers pertaining to having handled students from alcoholic backgrounds in schools were summarized in the figure 4.4.



Source: *Field Study, 2016*

Figure 4.4: Handling of Students Whose Parents/ Guardians Abuse Alcohol

It is seen that most of the teachers 6 (85.7%) sampled indicated that they had ever handled students in their department schools that were affected by parents/guardians who abuse alcohol; while one (14.3%) of the sampled teachers had never handled students that were affected by parents/guardians that abused alcohol because she was new in the office and was standing in as the teacher concerned was on leave. This therefore implies that parents abuse alcohol and their children had been negatively affected given that majority of the teachers had dealt with cases of students whose parents were drunk.

4.2.2 Rate of alcohol consumption

The researcher sought to establish the rate at which the father, mother or guardians drunk alcohol. The results obtained from the students' questionnaire are shown in table 4.3

Table 4.3: Rate of Alcohol Consumption

Response	Father		Mother		Guardian	
	Freq	%	Freq	%	Freq	%
Once a month	0	0	0	0	0	0
2-3 days month	2	6.1	0	0	1	3
Once a week	1	3	0	0	0	0
2 days a week	2	6.1	2	6.1	0	0
3-4 days a week	6	15.2	0	0	1	3
5-6 days a week	5	18.2	4	12.1	2	6.1
Daily	4	12.1	2	6.1	0	6.1
No response	13	39.4	25	75.8	29	87.9
Total	33	100.0	33	100.0	33	100.0

Source: Field Study, 2016

Table 4.3 shows that none of the fathers drunk once a month, 2 (6.1%) fathers drunks 2-3 days in a month, 1 (3.0%) fathers once a week, 2 (6.1%) fathers drunk 2 days a week, 6 (15.2%) fathers drunk 5-6 days a week, while 5 (18.2%) fathers of the students sampled drunk daily. It was useful to note here that as much as a few fathers drunk daily the influence that they were causing to their children was bigger because

the children (students) were bound to be affected on a daily basis. According to a study done by Sirera and Mwenje (2014) on the perceptions of parents on alcohol abuse and parental guidance of children in Butula Division, Busia County and Mathira division, Nyeri County, The result showed 67% and 46% of the parents in Butula and Mathira respectively daily abused alcohol hence rarely spent time with their children, 56% of these parents rarely got home before their children were asleep. Furthermore, 44% of them rarely communicated with their children, 56% rarely worked with them during the weekends and holidays and 20% were always violent to their families.

On the other hand the findings on mothers' rate of drinking showed that those who drunk 2 days a week were 2 (6.1%), those who drunk 5-6 days a week were 4 (12.1%) and those who drunk daily constituted 2 (6.1%). The results of the students who did not give any response 13(39.4%), 23 (69.7%) and 29(87.9%) had fathers, mothers and guardians respectively who were not engaged in drinking.

Further the data on the guardians' showed that none of the students guardians drunk once a month, 1 (3%) of the students guardian drunks 2-3 days a month, 1 (3%) of the students guardian drunk 3-4 days a week, 2 (6.1%) of the students guardian drunks 5-6 days a week while none of the students guardian drunk daily. It could be useful to argue that the daily influence of parental alcohol abuse on the students social behaviour emanating from the daily consumption of alcohol was much less on the part of the guardian as comparable to the fathers and mothers though that did not mean that there was a reduced influence.

The findings above almost agrees with the findings of a study conducted in Australia where twenty face-to-face, and twelve telephone interviews were conducted on

parents who had children aged 15 on average, the results showed that parents' frequency of alcohol consumption ranged from 'never' through to 'four or more times a week'. Average consumption was between 2-4 times a month and 2-3 times a week, with parents typically drinking 1-4 standard drinks per occasion. Parents generally reported having more than four drinks on one occasion and never or less monthly (Conor & Kypros 2012).

Findings from the deputy principal's interview further indicated that, majority of the parents had a high frequency of drinking.

Participant 1 said that...

“Many parents can be rated as heavy users of alcohol going by the rate at which they are seen drinking. There was a parent who came to school to deal with some issues of his son discipline and the parent was drunk during the three days that the matter was handled. Apparently the parent used to leave on certain occasions to go and top up as it is termed by the drinkers.”

Additionally respondent 2 said that...

“I encountered a few parents who drunk and I can rate them as moderate. This is so because they never appeared drunk in most occasions and given that this is institution is a Christian sponsored school many parents may not wish to come drunk”

4.2.3 Parents/guardians frequency of alcohol consumption

In an attempt to answer the first research question which was what were the perceptions of teachers and students on the extent of parental alcohol abuse .The study

sought to find out the frequency of alcohol consumption of the parents/ guardians.

The results are indicated in table 4.4

Table 4.4 Parents/Guardians Frequency of Alcohol Consumption

Response	Frequency	Percentage
Over an evening	6	18.2
A day	10	30.3
A weekend	2	6.1
Longer	15	45.5
Total	33	100.0

Source: Field Study, 2016

Results from table 4.4 shows that 6 (18.2%) of the participants observed their Parents/Guardians extend of drinking was over the evenings, 10 (30.3%) during day time, 3 (6.1%) over weekends while 15 (45.5%) extended even longer. Therefore most parents/guardians spent longer periods drinking 15 (45.5 %), followed by those who drunk for a day 30.3% (10). Others were drunk over an evening and the minority 2 (6.1%) drunk during the weekend. Though this statistics is much lower than the study done by Hassan et al., (2005) which sought to determine the extent and pattern of alcohol use in patients admitted in Kenyatta National Hospital - Nairobi following road traffic accidents in which the alcohol-use group of 94.4 per cent registered higher weekend injuries than the no-alcohol-use group of 83.2 per cent; it is important to note that both reflect parents/guardians drinking over the weekend.

4.2.4 Student's awareness of teachers' consuming alcohol

The researcher also investigated if the teachers consumed alcohol. The results are tabulated in table 4.5.

Table 4.5 Student's Response on Teachers' Alcohol Consumption

If some teachers took

Response	alcohol	
	Freq	%
Yes	18	54.5
No	15	45.5
Total	33	100.0

Source: Field Study, 2016

The study also looked at teachers as not only as employees but as surrogate parents and role models to students while in school. Teachers' involvement in alcohol abuse therefore had an influence on the student's social behavior. Basing on students response from Table 4.5 on drinking alcohol, the majority of the participants 18 (54.5%) agreed that some of their teachers drunk while 15 (45.5 %) disagreed that some of them drunk alcohol. This implied that teachers who were suppose to be role models for the students had fallen victims of alcohol abuse. They were thus negatively socializing the students. These findings are in line with Davis-Johnson (2000), who claims that teachers have not always modeled positive behaviors given that students learn both moral and immoral behaviours based on what they see and not what they hear as stated by Curwin & Mendler (2008).

4.2.5 Teachers' rate of alcohol consumption

Further the study sought to find out from the students the teachers rate of drinking. Results are discussed in table 4.6

Table 4.6: Perceptions of Students on Teachers' Rate of Alcohol Consumption

Response	Frequency	Percentage
Sometimes	13	39.4
Often	13	39.4
Nearly	1	3.0
Always	2	6.1
No response	4	12.1
Total	33	100.0

Source: Field Study, 2016

The results from table 4.6 depicts that, 2 (6.1 %) of participants found that some of their teachers always drunk, 1 (3.0%) nearly drunk, 13 (39.4%) sometimes, 4 (12.1%) gave no response while 13 (9.4%) said they often drunk. These results implied that alcohol abuse negatively affected some of the teachers to the extent that they came to school while drunk. These teachers were not only supposed to teach but they also acted as role models to the students. These results concur with the interviews from the Deputy Principals which indicated that some of them were sometimes too drunk and were hence returned back home to save them from embarrassments from students. One of the deputy indicated that a teacher on their school had been on many schools due to frequent transfers caused by alcoholism. Another deputy principal revealed that teachers were actually abusing alcohol, in fact on the same day a teacher in that school had been admitted due to alcohol related problems. The results hence showed that teachers were abusing alcohol and the step taken by the Elgeyo-Marakwet County government in rehabilitating both primary and secondary teachers in the county was therefore warranted (Lesiew, 2013).

4.3 The Perceptions of Teachers and Students on the Social Behaviour of the Secondary School Students whose Parents' Abused Alcohol

The second objective of the study was to establish the perceptions of teachers and students on the social behaviour of the secondary school students whose parents' abuse alcohol. Responses from the deputy principals, guidance and counseling teachers and students are discussed in this section. Responses given by students are indicated in table 4.7

Table 4.7 The Perceptions of Teachers and Students on the Social Behaviour of Students' whose Parents' Abused Alcohol.

Response	SD	D	N	A	SA
I sometimes spent little time with my parents or guardian when they are drunk	8	2	5	1 6	2
I sometimes spent little time with my friends due to my parents / guardians drinking.	6	4	7	1 3	3
I thought of engaging / engage in premarital sex	1 5	1 1	4	0	3
I found myself fighting / wanting to fight with others in case of a disagreement	1 1	4	0	1 5	3
I sometimes found myself violent	1 3	4	6	4	6
I sometimes thought of taking / take alcohol	2 0	1 0	0	0	3

Source: Field Study, 2016

Results in table 4.7 shows that majority of the students 16(48.9%) agreed and 2 (6.1%) strongly agreed that they spend little time with their parents or guardian when they were drunk while a few 8(24.2%) strongly disagreed and 2(6.1%) disagreed that they sometimes spend little time with their parents or guardian when they were drunk. It is worth noting that 5(15.2%) of the participants were undecided showing that there is likely hood that they spend or did not spend with their parents. The findings further revealed that majority of the participants did not spend with friends due to their parents/guardians drinking with the data showing 13(39.4%) and 3(9.1%) agreeing and strongly agreeing respectively. A few of the participant 6(18.2%) and 4(12.1%) showed that they sometimes spent time with their friends.

Responses from the interview agreed with this. One deputy principal indicated thus...

“Students whose parents abused alcohol had a poor interaction with other students, they also did not participate much in class and their consultation with teachers was very low, because they thought that they might be exposed, this is totally different with those students whose parents were seen as not engaged in drinking, as they seemed to interact more”.

Another deputy principal said that...

“During school functions such as academic days, annual general meetings and thanks giving days, students whose parents’ abused alcohol tended to withdraw themselves even wishing that their parents did not come so as to avoid embarrassments. When you see your mum drunk in such a public function chances are that as a student you would not wish to be associated with her. ”

These findings are in agreement with the study by Sirera and Mwenje (2014) on the perceptions of parents on alcohol abuse and parental guidance of children in Butula Division, Busia County and Mathira division, Nyeri County, The result showed 67% and 46% of the parents in Butula and Mathira respectively daily abused alcohol hence rarely spent time with their children,56% of these parents rarely got home before their children were asleep. Furthermore, 44% of them rarely communicated with their children and 20% were always violent to their families. The findings are also in agreement with what Roers & Roth (2001) and Schuckit (2005) found out that drunkenness and alcoholic addiction plays a leading role in the genesis of some of the criminal acts and deviant behavior experienced in society. Schools being part of the society are not left behind in relation to deviant behaviors. Though other studies have indicated advertisements being a social models of drinking to teenagers, research suggests that young people are likely to be influenced even more strongly by their peers, parents and other adults with whom they have a close relationship than by

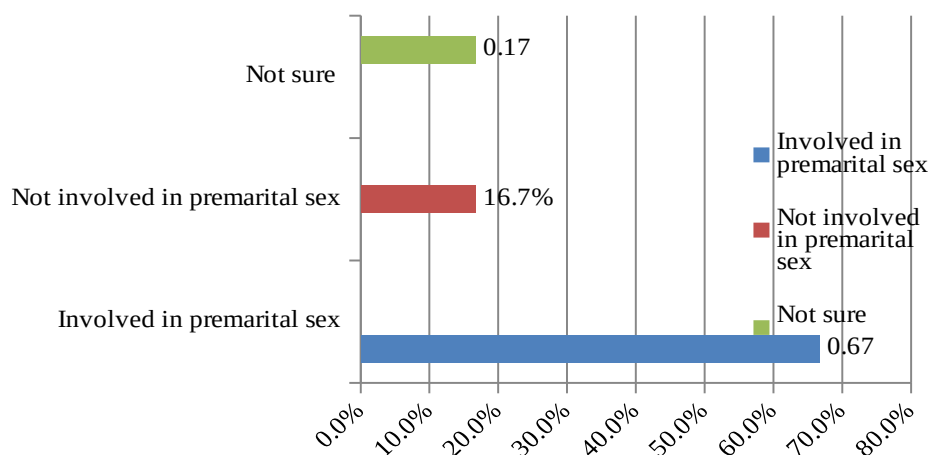
people they do not know and perhaps do not care about (Martino, Kumar, Seymour & Dolan, 2006)

The study further sought to find out if students thought of engaging/engage themselves in premarital sex as a result of their parents/guardian engagement in alcohol abuse. It was useful to point out that, very few students 3 thought of engaging in premarital sex while a majority of them 26 responded by saying that they could not engage in pre-marital sex because of their parents/guardian engagement in alcohol abuse. This though contradicts with the deputy principals who reported that most of the students engage in pre-marital sex. One deputy principal noted that “because of the vulgar language that their parents used some of the students tended to start thinking about premarital sex” Kirby & Lepore (2007) stated that family alcohol abuse increases the chances of teens engaging in pre-marital sex due to alcohol making the families to be dysfunctional and hence weakening parenting

Other participants said thus....

“When parents come home drunken most of them are not conscious of their action and words thereby engaging in sex without taking any precaution. Parents are bound to speak or utter sex related rhetoric when viewing content related to sex thus raising the curiosity of the children”

The guidance and counseling teachers were also in agreement with the Deputies suggesting that majority of the students were engaged in premarital sex as a result of their parents’ engaging in alcohol abuse. The findings are shown in figure 4.5.



Source:
Field

Study, 2016

Figure 4.5: Involvement in Premarital Sex

Findings in figure 4.5 shows that most of the students 4 (66.7%) were involved in premarital sex, 1 (16.7%) not involved while 1 (16.7%) of the Guidance and Counselling teachers were not sure if the students especially boys were involved in premarital sex or not. Some of the deputy principals had noted that sometimes when these students are taken home from school due to pregnancies, their parents were found to be too drunk for them to handle the situation. One of the deputy principal had this to say....

“A girl from our school was found to be pregnant and we had to take her home. On reaching their home they found her mother who was single, drunk. She was not even willing to receive them till they sought assistance from the extended family and the chief.”

These finding concur with Wilder & Watt (2002) research which concluded that teens whose parents engage in risky behaviours which include drinking, smoking and not using safety belts while driving, are likely to engage in early and unsafe sexual behaviours. In the research 38% of boys and girls in grades 7-12 have had sexual intercourse.

Another social behavior that was looked at was about participants finding fighting /wanting to fight with others in case of a disagreement. This was looked at from a point of view that most alcoholics tend to fight or be violent. Adolescents have unique social and emotional characteristics and undergo physical and cognitive changes that can affect their social and emotional development. Some of these characteristics and changes can increase the likelihood that youth will find themselves in dangerous and risky situations when using alcohol at a time when they are particularly vulnerable to negative outcomes from drinking. Understanding adolescents' social and emotional development can provide greater insight into underage drinking, its dangers, and ways to prevent it. As adolescents struggle for independence and create a personal identity, relationships with their family and peers change. Peer groups are more important to youth than their families, and peers often provide some of the same functions that family did earlier.

Investigations conducted revealed that few students were willing to engage in violent behavior, 4 and 6 agreeing and strongly agreeing respectively, whilst majority of them 13 and 4 were strongly disagreeing and disagreeing respectively that they were not willing to engage in violent activities. As related to the study this implies that parental alcohol abuse may not be the sole factor that determines violent behavior among students but there may be other influence from outside alcohol. Child Family Community Australia, (2015) found out that some of these parents are prone to violence hence the children regularly witness violence and aggression.

The study sought to look at whether the students took alcohol as a result of their parents/guardians engagement in alcohol alcohol. This was thought after taking into account the statistics revealed during the annual Kenya Secondary Schools Heads Association in 2004 that said 33.3% students took alcohol. In addition Parents' own

use of alcohol is related to adolescents' alcohol consumption as concluded in an Australian cross-sectional study by Quine and Stephenson, (1990) which found that even young children were significantly more likely to have the intention to drink. They were also more likely than other children to accept a glass of alcohol from a friend if their parents drank at least weekly. On the contrary though the findings in table 4.7 indicate otherwise, that majority of the students 30 did not sometimes think about alcohol while a few 3 sometimes thought of taking/ took alcohol just because their parents engaged in the same vice. One of the student participant indicated that she hated anything to do with alcohol and she never even intended to marry a person who takes alcohol.

Given that the majority of the denied, this made the researcher concur with the responses of the guidance and counseling teachers who said that peer influence and technology had a great impact on whether students think about alcohol or not. One response read as follows,

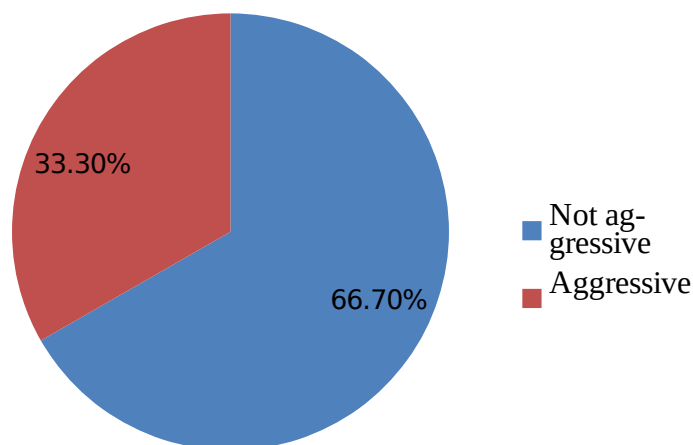
“Most students were likely to think about experimenting on alcohol as a result of peer pressure, technologies like face book & WhatsApp and school work related pressure that can make students engage in drinking rather than seeing their parents drinking.”

Though the findings revealed that majority of the students sampled 30 did not think of alcohol it is still a concern that there are still a few 3 that thought of engaging in drinking, it is even more worrying as one of the participant interviewed indicated that some of the students who drunk sourced alcohol from their parent's stock at home. It is important to also note that the national statistics in Kenya show that 57.9 %, of secondary students engage in drinking alcohol (Siringi, 2003).This is further supported by research findings in USA that stated that 70% of eleventh grade students

have had at least one drink of alcoholic beverages during their lifetime through the influence of friends and family members (Castillo, 2008)

From these findings it can be argued that not all negative social behaviors' of students are attributed to parental abuse of alcohol but also to other factors that are seen as intervening by this study. This goes in line with Crespi & Sabatelli (1997), where they asserts that Parental alcoholism can have a legacy, which impacts the development of both individual family members and the patterns carried from one generation to the next. Children growing up in alcoholic families, rarely learn the combination of roles, which mold healthy personalities. Rather, they have been locked into roles based on their perception of what they need to survive and bring stability into their lives. "Many children of alcoholics bring from their family of origin ways of coping that may interfere with their ability and capacity for intimacy, the ability to make healthy commitments to adult roles and responsibilities as well as achieve in an academic setting (Crespi & Sabatelli 1997: 411)."

Teachers concerned with guidance and counseling highlighted student's aggressiveness as another social behavior that emanates from parents/guardian alcohol abuse the results are shown in figure 4.6.



Student's Aggressiveness

Source:
Field
Study,
2016
Figure
4.6:

Figure 4.6 shows that students of parents who abused alcohol were not aggressive as represented by a frequency of 4 (66.7%) while 2 (33.3%) responded to students being aggressive. This agrees with the response in Table 4.8 suggesting that majority of the students were not exhibiting violent behavior. The 33.3 % of the students who demonstrated having aggression stems from the verity that their parents drink and therefore become aggressive as concluded in the studies done by Schuckit (2005) that, alcohol affects mood in a variety of ways and can make people feel sad, happy or aggressive.

These findings on perceptions of parental alcohol abuse and students' social behaviour concurs with the study conducted in Laikipia County on the parental behaviour disorder found out from the perceptions of their class teachers that the pupils who came from alcoholic backgrounds lacked concentration in class, were untidy and portrayed antisocial behaviours such as bullying, isolation and truacy (Kamau, 2017).

4.3.1 Parents awareness of student's friends

The researcher sought to know if the parents/guardians are aware of their child's friends. This matters a lot because the social behavior of individual student is also influenced by the friends (peer pressure) and unless parents are involved then their behaviors can be influenced. Crespi & Sabatelli (1997) asserts that children of alcoholics bring from their family of origin ways of coping by engaging with their friends. The results are tabulated in table 4.8.

Table 4.8: Parents Awareness of Student's Friends

Awareness of student's friends		
Response	Freq	%

Yes	25	75.8
No	8	24.2
Total	33	100.0

Source: Field Study, 2016

The results in table 4.8 show that 25 (75.8%) of the total student participants said that their parents/guardians were aware of their friends while 8 (24.2 %) of the students said their parents did not know their friends. This implied that majority of the parents were too engaged in drinking not to care about their children friends. This shows that the likelihood of these students engaging in anti-social behavior is high because they lacked parental supervision.

4.3.2 Rating in terms of personal grooming

Looking at the personal grooming of students of parents who abused alcohol, deputy principals perceived that majority of the students whose parents abuse alcohol were poorly groomed. Only a few students were fairly groomed. Some of the emerging themes included the following

Participant's response...

“During inspection in the hostel it's normal to always find poorly groomed students who come from families whose parents and guardians abuse alcohol. Many at times these students lack personal items that they can use such as soaps, pads and body oil. It's suspected that as the parents engage in abuse they tend to procrastinate or forget all together their obligation”

Another participant responded thus...

“Many students from alcoholic family backgrounds are not given the proper supervisory role to monitor their cleanliness thus they come to school with that mentally”

These findings revealed that, parental influence on their children is real as stated by Thurunju (2002). Therefore, as reported by Nyaga (2001) people (parents/guardians) who drunk were careless and neglected personal hygiene and were always either in tattered clothes or being in one cloth for many days this therefore had an influence on their children.

Another social issue that was of much concern to both the guidance and counseling teachers and deputy principals was the issue of 'sponsors' and the girl child. A sponsor is either a man or woman who offer financial supports to the student in return of sexual favor. The study found out that most of these sponsors were Matatu conductors and drivers, motorbike owners referred to as 'boda boda' who offered them free rides to school. One of the guidance and counseling teacher indicated that some of the students have fallen victims of 'sponsors' because their alcoholic parents were not providing for them. In one of the schools the deputy Principal noted that one of the girls was afraid to go home because she had spent a man's money and she therefore was afraid of the consequences.

4.4 Challenges Faced by Schools due to the Social Behavior of Students'whose Parents Abuse Alcohol

Adams (1987) argues that teaching could be among the most wonderful jobs world widely if students were well behaved. However, unwanted behaviors are on the increase and teachers are worried. Schools have a challenge in correcting antisocial behaviors given that some parents have also shifted their roles to the teachers who are already overwhelmed (Munyaka, 2008).

It is in light to this that the third objective sought to examine the challenges that schools face due to social behavior of students whose parents' abuse alcohol. This section highlights some of these challenges.

4.4.1 Breaking of school rules

Findings from the deputy principal and the guidance and counseling teachers about the challenges that are faced with when handling students from families that abuse alcohol it was found that these students do not adhere to school rules due to lack of respect to school authorities since they lack parental involvement in their day to day activities. The guidance and counseling teachers admitted that they lack enough skills to handle these students. The students who are withdrawn due to the effect of parental alcohol abuse have a problem fitting into groups hence having them work in teams becomes a challenge. Responses from the deputy principal indicated thus;

“Many students whose parent drink alcohol is normally found on the wrong side of the law many of them are noise makers, delay opening of schools and are sometimes caught in theft cases. They break school rules despite the fact that they had consented to obey them when they joined this school.”

This shows that these students broke school rules and this was a challenge to schools and especially to the office of the deputy principal as they are in charge of discipline. Another participant cited the issue of gangs whereby students join cliques that pose a threat to schools. The participant said thus;

“Some of these students join cliques in schools for purposes of finding love and identification. There is a possibility that because of their vulnerability there is the likelihood of them even joining other

informal groups out of school hence posing a great danger to their lives.”

4.4.2 Social problems that the school faced due to parental alcohol abuse

The study further sought to find out the social problems that the school faced due to parental alcohol abuse. Results obtained from the teacher’s questionnaire were summarized in the table 4.9.

Table 4.9: Social Problems that School Faced due to Parental Alcohol Abuse

	Frequency	Percentage
sneaking out of school/missing school	3	50.0
gross indiscipline	2	33.3
unwanted pregnancies and use of abusive language	1	16.7
TOTAL	6	100.0

Source: Field Study, 2016

From the results in table 4.9, it is evident that most of the schools were faced with different problems such as sneaking out of school/missing school for flimsy reasons which recorded 3 (50.0%), unwanted pregnancies 1 (16.7%) and gross indiscipline 2 (33.3%). This was a reflection of what parents do while drunk for example using abusive language.

Responses from the deputy principles’ indicated the following thematic sentiments.....

“Children of alcoholics experience any of the following: chaos, uncertainty, instability, inconsistent discipline, emotional and physical neglect, arguments, instability of parents’ marriage, disorganization, violence and/or physical and sexual abuse, emptiness, loneliness, the terror of repeated abandonment, or the witnessing of violence or abuse to others. The family environment may be characterized by tension, fear, and shame that become connected with the child’s sense of self. It is often difficult to determine whether the problems a child is having are directly linked to parental alcoholism, separate, or a combination.”

From these themes, it was quite evident that there were challenges. It was certain that challenges that emanate from home had an impact on the school too. It was even becoming more difficult for the schools because some of the parent thought that it was the responsibility of teachers and religious organizations to correct these children, especially those who had indulged in drug abuse (NACADA, 2004).

4.4.3 How often were students whose parent’s abuse alcohol found in indiscipline problems?

In an attempt to establish the challenges that schools face the study sought to find out the frequency of indiscipline among students whose parents were alcoholic. The table 4.10 shows results on how often children of parents who abuse alcohol were found in discipline problems.

Table 4.10: Frequency of Indiscipline Among Students Whose Parents Abused Alcohol

	Frequency	Percent
Often	1	16.7
More often	1	16.7
Most often	4	66.7
Total	6	100.0

Source: Field Study, 2016

Table 4.10 indicates that 1 (16.7%) of teachers sampled indicated that the students whose parents abused alcohol were often found in indiscipline problems, 1 (16.7%) of the sampled teachers indicated that students whose parents abused alcohol were more often found in indiscipline problems, whereas 4 (66.7%) of teachers sampled indicated that the students whose parents abused alcohol were most often found in indiscipline problems. These results implied that in families where alcohol or other drugs were being abused, behavior was frequently unpredictable and communication was unclear thus leading to indiscipline. The results agree with Siringi (2003), who notes that the habit of alcohol consumption in schools by student which may or may not be result of parental alcohol abuse has resulted in a number of social ills which include truancy, theft, rudeness, dropouts, injuries, loss of lives, destruction of properties, draining away of morals, misallocation of resources, indiscipline, and compromised academic standards which pose serious challenges to managers of the educational institutions.

4.4.4 Teacher alcohol abuse and the school

The study sought to find out how teacher alcohol abuse had affected the school. This was looked at from the point of view that some teachers may be parents and or guardian to some students thus this might cause challenges to the schools; results are summarized in table 4.11 and figure 4.7

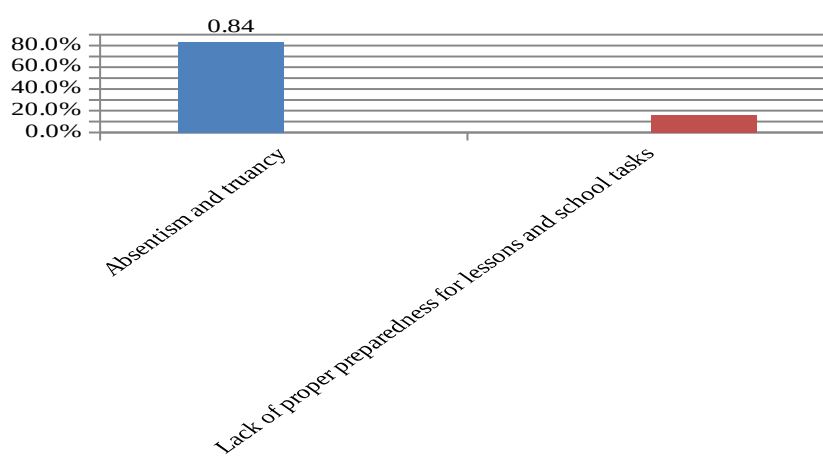
Table 4.11: Teachers' Rate of Missing Lessons

Response	Frequency	Percentage
Never	2	6.1
Occasionally	6	18.2
Frequently	23	69.7

Always	2	6.1
Total	33	100.0

Source: Field Study, 2016

The results from table 4.11 indicate that 23 (6.1%) of student participants said the teachers frequently miss, 6 (18.2%) of the students said the teachers occasionally miss, 2 (6.1%) of the students said the teachers miss always and miss lessons 2 (6.1%) of the students said teachers never miss lessons. The missing of lessons was majorly attributed to drinking as was revealed by the Deputy Principals that were interviewed. This implies that teachers are acting as bad role models for the students.



Source: Field Study, 2016

Figure 4.7: Teacher Alcohol Consumption and the School

Responses from the Deputy Principals were quantified and the results indicated that majority of the teachers were absent as represented by 5 (83.3%) of the Deputy Principals sampled it was further established that these teachers exhibited behavior related to truancy. These teachers manifest withdrawal symptoms, low morale, low spirits thus leading to bad social behavior which is role modeled to the students. It also led to improper preparedness for lessons and school tasks as indicated by 1 (16.7%) of the participant sampled. The findings implied that curriculum instruction

and implementation was likely to be affected but of more importance to this study was the fact that the students were being socialized negatively when teachers do not take up their responsibilities though the school did not see this as a major challenge. This finding concur with Canadian Centre of Occupational Health and Safety Resource (2005) findings that, observed numerous effects alcohol abuse on workers that include hangover and withdrawal which affect job performance, preoccupation with obtaining and using substances while at work, illegal activities at work including selling illicit drugs to other employees, absenteeism, illness, and/or reduced productivity by the worker.

Another factor noted was that deputy principals looked at the teachers' drinking from the academic angle and did not worry much with how it impacted on the students socially. This also showed how much academic performance has been emphasized over moral and social development in our secondary schools (kwayera, 2013).

4.5 Measures Taken by Schools to Assist Secondary School Students in Improving their Social Behavior.

The fourth objective of the study sought to examine measures taken by schools to assist secondary school students in improving their social behavior.

Among the measures highlighted were; students being sent to guidance and counseling teacher, students seeking explanation from parents and students to be suspended among others. The findings are shown in table 4.12

Table 4.12: Measures Taken By Schools to Improve the Social Behaviour of Students

Response	Frequency	Percentage
Sent to guidance and counseling teacher	11	33.3
Seek explanation from parents	14	42.4

Suspension	4	12.1
others	3	9.1
No response	1	3.0
Total	33	100.0

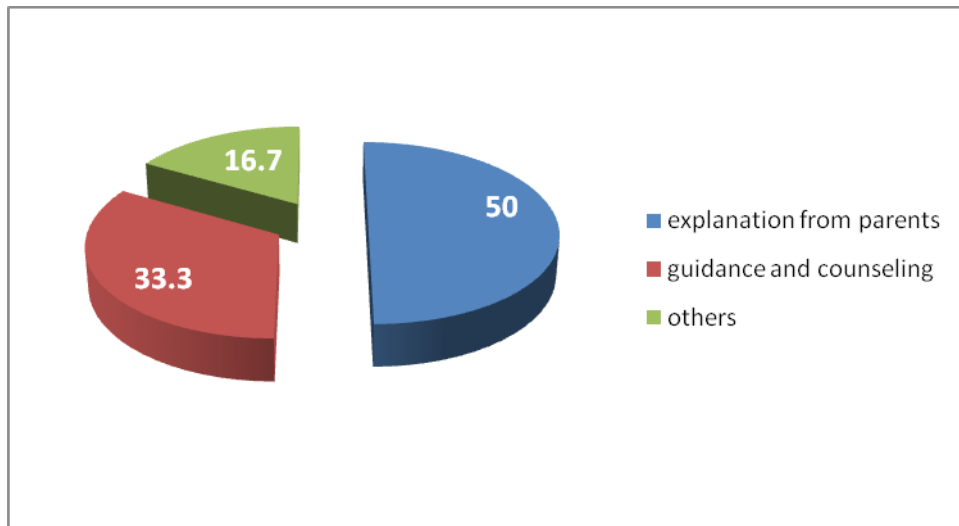
Source: Field Study, 2016

The results in table 4.12 show that 11 (33.3 %) of the student participants sampled said that they were sent to guidance and counseling teacher, 14 (42.4%) of the student participants sampled sought explanation from parents, 4(12.1%) of the student participants sampled were suspended, 3 (9.1%) of the student participants sampled cited other punishments like corporal punishments, kneeling scrubbing floors and uprooting tree stumps. 1 (3.0%) had no answer. This observation pointed to the fact that majority of the schools sampled did not have effective measures to counter the extent of the parent abuse on the social behaviors of the students.

This was quite problematic because when students find their homes inhabitable the safer place that they would wish to run to were schools. This was a serious trend because schools had the responsibility of both to promote and help students cope with pressures they face (WHO, 2016) for the adolescent, this period is a dramatic challenge, one requiring adjustment to changes in the self. The school thus was very critical for this change.

Though as the data findings show from the deputy principals most of the schools depended on guidance and counseling of which some were not well established. This is in line with studies conducted with Maundu (2013) in Machakos which pointed out that guidance and counseling is being used in most schools to help improve social behavior and it has been incorporated in the school curriculum and that 59% of the students' perceived guidance and counseling as the most effective measure of curbing

drug abuse. Teachers were able to give measures for the same and their responses are shown in figure 4.8



Source: *Field Study, 2016*

Figure 4.8: Measures Taken by Schools in Assisting Students' Social Behavior

From figure 4.8 (50%) of the guidance and counseling teachers noted that the students who exhibited anti-social behavior were corrected with the assistance of parents, 33.3% were sent for guidance and counseling and 16.7% said that other measures were employed in improving the students social behavior which included denying them opportunities like school outings.

4.5.1 Frequency of methods used to improve students' social behavior in schools

Other than the measures the researcher asked the participants to rate the methods that are used in improving students' social behavior in schools. The results are shown in table 4.13

Table 4.13: Frequency of Methods Used to Improve Students' Social Behavior in Schools

Response	Very active		Active		Neutral		Inactive	
	Fq	%	Fq	%	Fq	%	Fq	%
Verbal warning	0	0	8	24.2	8	24.2	10	30.3
Explanation from parents	10	30.3	11	33.3	12	36.4	0	0
Guiding and counseling	14	42.4	15	45.5	0	0	4	12.1
Suspending those involved	4	12.1	0	0	8	24.2	12	36.4

Source: Field Study, 2016

It can be established from table 4.13 that guidance and counseling was the most sought after methods with 14 (42.4%) and 15 (45.5%) of the participants actively involved. Explanation from parents came in very closely with 10 (30.3 %) and 11 (33.3%) of the participants stating that this method was sought. On the other hand it is worth mentioning that methods such as suspension and verbal warning were inactive in most of the schools sampled.

Many schools had responded to anti-social behaviour exhibited by students by instilling discipline. Sometimes some forms of punishments like corporal punishment had been used despite the fact that they were illegal (Osher et al, 2010). It had even been banned as per the 2001 report by the ministry of Education Science and Technology, MOEST. In a study conducted among pupils, teachers and Ministry of Education (MOE) in Kenya by Human Rights Watch in 2007, revealed other unfair punishments like students kneeling for long periods, uprooting of tree stumps, forced to do hard labour at school, being chased out of classes, suspension and expulsion are common in Kenyan schools (Shukla & Neetu, 2013), though these punishments may not yield much given that the root cause has not been dealt with as argued by Turney (2007). Explanation from parents being one of the favored method of student behavior improvement then these behaviors were bound to be poor given that the same parents

who contributed to the problem were the same people whom explanations were being sought.

4.5.2 Members involved in the social behavior improvement

The researcher sought to discern the members who were involved in the social behavior improvement of students in secondary schools. Among members highlighted were; BOM/PA, the guidance and counseling department, teachers and students. Results are tabulated in table 4.14.

Table 4.14: Members Involved in the Social Behavior Improvement

Response	Frequency	Percentage
BOM / PA	9	27.3
The guidance and counseling department	9	27.3
Teachers	11	33.3
Students	2	6.1
Others	2	6.1
Total	33	100.0

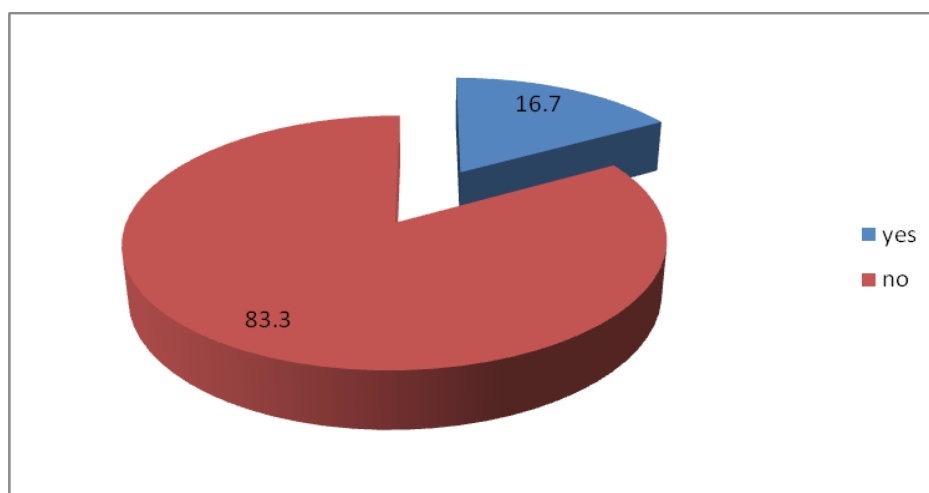
Source: Field Study, 2016

The results in table 4.14 shows that, 9 (27.3%) of the participants sampled mentioned that Board of Management /Parents Association (BOM/PA) were the members involved in the social behaviour improvement of students in secondary schools, another 9 (27.3%) said the guidance and counseling department was involved, the majority 11 (33.3%) said teachers while 2 (6.1%) said students. Though the findings reveals quite number of people involved the participants were very silent on other important bodies such as the churches, children social organizations in the societies and the political administration such as chiefs. Many deputies did not mention such organizations. Of concern though is the fact that teachers are being represented by a

significant percent 11 (33.3%) as part of the members involved in social behavior improvement yet as earlier indicated in Table 4.7 quite a number of them 39.4% often engaged in drinking.

4.5.3 Training of teachers

Given their critical role in handling students social issues, the researcher further sought to find out from teachers if they had any training on how to handle students whose parents abused alcohol. Results are shown in the figure 4.9.



Source: Fiel

d Study, 2016

Figure 4.9: Training on Handling Alcoholics/those Affected by Alcoholics

As summarized in figure 4.9, 5 (83.3%) of the teachers had no training while 1 (16.7%) had trained. Given that guidance and counseling was one of the method mostly used by schools to correct social behavior as shown by the results in Table 4.13, it was evident that the students affected by parental alcohol abuse still had a challenge because those who were supposed to help them were not adequately trained.

4.5.4 Activities involved in the programmes

The study sought to establish the various activities involved in the programmes and the results are highlighted in table 4.15.

Table 4.15: Activities Involved in the Programmes

Response	Frequency	Percentage
School rules and regulations	2	6.1
Y.S.C Activities	6	18.2
Giving advise	7	21.2
Attending guidance and counseling	10	30.3
Motivational speakers	8	24.2
Total	33	100.0

Source: Field Study, 2016

Table 4.15 depicts that, 2 (6.1%) of the participants said that school rules and regulations were among the activities involved in the programmes, 6 (18.2%) said Y.S.C activities, 7 (21.2%) said giving advice, 10 (30.3%) said attending guidance and counseling while 8 (24.2%) said motivational speakers were invited. It was evident that schools had stepped out to correct social behavior, some of the schools had Mothers' and Fathers' Day where home issues affecting students including parental alcohol abuse, were addressed candidly. Furthermore guidance and counseling was one of the activity used as it is recognized by the Ministry of Education (MOE, 2009). The activities concurs with the study by Maithya on drug abuse in Kenyan secondary schools which also found out that talks by head teachers during assembly, use of guest speakers and strict school rules signed on admission by all students were used.

4.5.5 Benefits that students get from the programmes

The researcher looked at the benefits that students got from the programmes and some included improvement in moral behavior, joining church services; helping those who were in the same problems and change of students' behaviors. The results were tabulated in table 4.16.

Table 4.16: Benefits that Students get from the Programmes

Response	Frequency	Percentage
Change of students' behaviours	9	27.3
They join church services	10	30.3
Help those who are in the same problems	6	18.2
Improves students' social behaviour	8	24.2
Total	33	100.0

Source: Field Study, 2016

The results in table 4.16 above shows that, 9 (27.3%) of the respondents said that Change of students' behaviours is the benefit that students got from the programmes, 10 (30.3%) said it helped them to join church services, 6 (18.2%) said that it helped students to assist others who had the same problem and 8 said that it improved student's social behavior. This implies that these activities were very critical and should be embraced at all times.

4.5.6 Assistance given to students from alcoholic backgrounds

The researcher sought to identify how the students from alcoholic backgrounds were assisted by the schools. Results are indicated in table 4.17.

Table 4.17: Assistance Given to Students from Alcoholic Backgrounds

Response	Frequency	Percentage
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Give encouragement	6	18.2
Supporting them by providing personal effects like sanitary towels for girls	13	39.4
Seek guidance and counseling	8	24.2
Advising them	6	18.2
Total	33	100.0

Source: Field Study, 2016

It is evident from the results in table 4.17 that 6 (18.2%) of the participants said that encouraging students to work hard and not be bothered with parental drinking behavior was the assistance given to students affected by parents' / guardians abuse of alcohol, 13 (39.4%) said supporting them, 8 (24.2%) and 8 (24.2%) said seeking guidance and counseling and advising them respectively.

Further information from the guidance and counseling teacher indicated these further measures in table 4.18.

Table 4.18: Measures Taken by Schools in Improving Student's Social Behavior.

	Frequency	Percent
Exposing them to counseling sessions frequently	3	50.0
Introduce societies like CU & Y.C.S programmes	1	16.7
discipline measures with the involvement of parents	2	33.3
Total	6	100.0

Source: Field Study, 2016

It is shown from table 4.18 that the measures used in improving students social behavior ranges from strengthening guidance and counseling 3 (50.0%) which include setting up of family groups to promote peer counseling, 2 (33.3%) said that discipline

measures were taken on the students with the involvement of parents, the deputy principals said that;

“When parents were involved in disciplinary cases we get to know that some of them abuse alcohol. We then perceived that the student’s problem emanated from home hence it was at that juncture we send the student for guidance and counselling”

These punishments should therefore not be the first priority as with regards to students who have issues due to parental alcohol abuse because they do more harm than healing. Turney (2007) argues out that...

“Once a child of an alcoholic is identified and begins to confront his or her suppressed guilt and fears, the real process of recovery can begin. It is then that the students will be set free from behavioural traits like truancy, isolation, violence and drug abuse”

1(16.7%) of the teachers said that enhancing spiritual nourishment is another measure used by schools to help students affected by alcoholic parents.

4.5.7 Schools to work with parents in addressing the effect of parental alcohol abuse on students’ social behavior.

The study sought to find out from the deputy principal if it was possible for schools to work with parents in addressing the effect of parental alcohol abuse on student’s social behavior.

Most of the participants were positive about working with parents in addressing the vice.

One participant indicated thus...

“The school was very willing to work with parents in addressing the effect of parental alcohol abuse, they had even taken the step of having Fathers’ and Mothers’ Days to address issues affecting the students socially, parental alcohol abuse being one of the issues.”

Additionally another participant said thus ...

“As an institution we are looking at working with other institution such as rehabilitation centers. This can be done by cooperating to rehabilitate the victims by taking them to rehabilitation centers on extreme cases. But the major challenge is the fact that one has to be willing to be rehabilitated.”

4.6 Summary

Chapter four presented findings of the research, data analysis, interpretations and discussion of the collected data. The present research found out that, parents and guardians engaged in alcohol abuse, students social behaviours had been influenced by their parents and guardians alcohol behaviour, schools had encountered challenges while dealing with students whose parents take alcohol and that several measures had been put in place to assist students who came from families whose parents and guardians abused alcohol.

CHAPTER FIVE: SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

In this chapter, conclusions are drawn based on the findings. The summary of the findings and recommendations have been presented under the various objectives. The suggestions for further studies have also been drawn.

5.1 Summary of the Findings

The study was guided by four objectives which were, to investigate the perceptions of teachers and students extent of parental alcohol abuse, to establish the perceptions of teachers and students on parental alcohol abuse and the social behavior of the secondary school students, to examine the challenges that schools faced due to the social behavior of students whose parents abused alcohol and to examine the measures taken by schools to assist secondary school students in improving their social behaviour.

5.1.1 Perceptions of teachers and students on the extent of parental alcohol abuse

The researcher's first objective was to investigate the perceptions of teachers and students on the extent of parental alcohol abuse. This is in line with NACADA report of 2012 and 2014 that majority of Kenyans were engaged in drinking. Under this, the researcher investigated the person drinking alcohol, the rate of drinking behavior and the extension of drinking period of the parents/ guardians. The teachers and students perceived that male parent drinks a lot representing the majority 21 (63.5 %) and most of these fathers drunk at the rate of 5-6 days a week as represented by 18.2%. Mothers were also engaged in drinking with a representation of 24.2% and a majority of them 12.1% drinking 5-6 days a week. These findings agree with studies

done by NACADA that indicated 13% of Kenyans were engaged in drinking. Findings also showed that majority of the parents and guardians 45.5 % longer than an evening, a day, and a weekend. The study revealed that found majority of teachers 69.7% who may double as parents or guardians and engaged in drinking ended up missing lessons frequently.

5.1.2 Perceptions of teachers and students of on parental alcohol abuse and the social behaviour of the secondary school students.

The study sought to establish the perceptions of teachers and students on the social behavior of the secondary school students whose parents abused alcohol, responses showed that majority 16 (46.5%) spent little time with their parents, 13 (39.4%) spent little times with their parents which indicates that their social interaction skills are affected leading to isolation. 15 (45.5%) of the students fight or feel like fighting in case of a disagreement. It's important to point that though majority of the students felt like fighting 11(33.3%) of them were not violent. Further findings revealed that majority of the students 26 did not think of engaging in premarital sex. Personal grooming was wanting on students whose parents engaged in drinking. These students were also found breaking school rules in most occasions.

5.1.3 Examine the challenges that schools faced due to the social behaviour of secondary school students whose parents abused alcohol

The third objective examined the challenges that schools face due to the social behaviour of secondary school students whose parents' abuse alcohol. The challenges identified were mostly breaking of the school rules and the problem of having these

students work in teams/groups. Sneaking out of school was identified as a major challenge with 50% teachers saying that it affected schools. Unwanted pregnancies had 1 (16.7 %) teacher saying that it was a challenge. The findings showed that most often 66.7 % of the students whose parents engaged in drinking were found in indiscipline case thus a challenge to the school. Teachers who drunk contributed to 83.7% of absenteeism, truancy and lack of proper preparedness as indicated by 16.7 %. This is in line with Canadian Centre of Occupational Health and Safety Resources (2005) findings that observed numerous effects on workers that include hangovers and withdrawal which affect job performance. This was further supported by Mongan, et al (2009) who further said that alcohol is known to be a major reason for workplace absenteeism.

5.1.4 Examine the measures taken by schools to assist secondary school students in improving their social behavior

Results obtained from objective four showed that most schools 14 (42.4%) encouraged students to seek explanation from parents, 11 (33.3 %) schools encouraged students to seek help from guidance and counseling. Other schools though suspended students 4(12.1%) and 3 (9.1%) of the student participants sampled cited other punishments like corporal punishments, kneeling scrubbing floors and uprooting tree stumps which are illegal as they had been banned by MOEST in 2001. 1 (3.0%) had no answer. These measures are used to assist these students yet in some cases the root is not addressed which is parental alcohol abuse.

5.2 Conclusions

In conclusion most parents from Keiyo North secondary school were perceived by teachers and students to be abusing alcohol. The rate of drinking varied from

daily to once a month. Extension of drinking period of the parents and guardians ranged from over an evening to longer than a weekend.

Parental alcohol abuse was perceived as a contributor to the antisocial behaviour of the students in various ways such as students wanting to fight, aggression, isolation, poor grooming, taking of alcohol and involvement in pre-marital sex.

The challenges faced by schools were mostly the breaking of school rules which led to many indiscipline cases.

The measures used by schools to improve social behavior included explanation from parents, discipline measures such as suspension and corporal punishment. Guidance and counseling was sought by majority of the students.

5.3 Recommendation

Based on these conclusions, the following recommendations are suggested;

- i. The Elgeyo-Marakwet County government should enact stricter penalties enforced to the latter to curb alcohol abuse. The initiative of Nyumba Kumi should also help in identifying and helping those who abuse alcohol.

- ii. School should strive to identify students affected by alcohol and get to know their backgrounds. There is need to actively involve and integrate social workers and the children's department to assist schools in protecting students.
- iii. Schools should come up with foster parents from teachers with high moral fabric to offer that parental love to students having issues with alcoholic parents.
- iv. Training of guidance and counseling teachers should be intensified through workshops, seminars and in-service. Guidance and counseling teachers should be given reduced workloads so that they have enough time with students facing social problems

5.4 Suggestions for Further Research

The study suggests further studies in the following areas;

- i) Other drugs abused by parents and how it impacts on their children.
- ii) Perceptions of parents on how alcohol abuse influences their interaction with family.
- iii) Peer influence on social behaviour.
- iv) Perceptions of students on measures taken by schools in correcting social behavior.

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APPENDICES

APPENDIX I: LETTER TO THE HEADTEACHERS OF SECONDARY SCHOOLS

I am a post-graduate student at Moi University Department of Educational Foundations pursuing a master of philosophy degree; Sociology of Education. At the moment I am carrying out a research on the effects of alcohol abuse on the social development of the students in Keiyo South Sub-County in Elgeyo-Marakwet County. I am writing to request for permission to collect information from the deputy, the guidance and counselling teacher and some of the students. I assure you that the information will be treated with confidentiality.

Yours Faithfully,

Bundotich Carolyne

Researcher.

APPENDIX II: QUESTIONNAIRE FOR THE STUDENTS

Please complete the questionnaire below correctly and honestly. The information given will be treated with absolute confidentiality and will only be used for the purpose of research. Please complete the questionnaire. Do not write your name.

(i) Biographic Data

1. Which class are you in?

Form 1 () Form 2 () Form 3 () Form 4 ()

2. State your gender.

Male () Female ()

3. What is your school type?

Boys boarding () Girls boarding () Mixed day () Mixed Boarding ()

(ii) Perceptions of students on the extent of parental alcohol abuse

4. Do any of the following presently drink alcohol? (Answer by ticking)

Father () Mother () Guardian ()

5. How would you rate their drinking behaviour using the table below?

	once a	2 to 3	once a	two	3 to 4	5 to 6	daily=7
--	--------	--------	--------	-----	--------	--------	---------

	month =1,	days a month=2	week=3	days a week=4	days a week=5	days a week=6	
Father							
Mother							
Guardian							

6. Could the period of their drinking extend over an evening, a day, a weekend or longer?

Please give details.

(iii) Perceptions of students on parental alcohol abuse and students' social behaviour

7.(a) Please indicate whether you agree or disagree with the following statements regarding the effect of your parents' or guardians' alcohol abuse on you by filling the table below.

	Strongly Disagree=1	Disagree=2	Neutral=3	Agree=4	Strongly Agree=5
I have a problem with the payment of my school fees					
I rarely spend time with my parents or guardian					
I rarely spend time with my friends					
I engage in premarital sex					

I fight with others					
I am aggressive					
I take alcohol					

7 (b) Which other ways has you been affected by your parent's/guardian's alcohol abuse?

.....

8. Do your parents or guardians know your friends?

Yes () No ()

9. Do some of your teachers drink alcohol?

Yes () No ()

10. If yes, how can you rate their drinking?

A Sometimes () B. Often () C. Nearly () D. Always ()

11. How often does he/she miss lessons? (Answer by ticking)

A. Never (), B .Occasionally (), C. Frequently () D Always ()

(iv) Measures taken by schools to assist the students to improve behaviour

12 (a). What are the measures taken on students who are problematic in terms of their social behavior for example those who are aggressive or take alcohol? (Tick where appropriate).

a) Sent you to guidance and counseling teacher ()

b) Seek explanation from parents ()

c) Suspension ()

d) Others (specify) _____

12 (b) Please indicate whether the methods of behavior improvements listed in the table below are actively or inactively used in your school.

Response	Very Active	Active	Neutral	Inactive
Verbal warning				
Explanation from parents				
Guiding and counseling				
Suspension				

13 a) Are you aware of social behaviour improvement programmes in your school?

(Tick where appropriate).

Yes () No ()

b) If your answer to 13a) is yes, who are the members involved in the social behaviour improvement (Tick where appropriate)

BOM / PA ()

The guidance and counseling department () Parents ()

Teachers () Students ()

Others (specify) _____

14a) Name some of the activities in the programmes.

.....

b) How have students in your school benefited from these programmes?

.....

15. In your opinion, how can the students who have been affected by their parents'/guardians' abuse of alcohol helped?

.....

.....

.....

THANK YOU FOR YOUR CO-OPERATION.

APPENDIX III: QUESTIONNAIRE FOR THE GUIDANCE AND COUNSELLING TEACHERS

Please complete the questionnaire below correctly and honestly. The information given will be treated with absolute confidentiality and will only be used for the purpose of research. Please complete the questionnaire. Do not write your name.

(i) Biographic data

1. What is your school type?

Boys boarding () Girls boarding () Mixed day ()

2. What is your current job title? (Tick where appropriate)

Class teacher () Guidance and counselling teacher ()

Other responsibilities, Specify.....

(ii) The perceptions of teachers on the extent of parental alcohol abuse

3. a) Have you ever handled any students' affected by their parents'/guardians' abuse alcohol in your school?

Yes () No ()

(b) If your answer to 3 (a) above is no, give reasons

.....

(c) If your answer to 3a) is yes, specify the family member (you can tick more than one).

Father () Mother () Guardian ()

Other specify

(d) If your answer in 3 (a) is yes, specify the nature of your experience.

.....

(e) Do you have any training on how to handle students affected by their parents'/guardians' alcohol abuse?

Yes () No ()

4. Which classes in your school are mostly affected by parental alcohol abuse?

Form 1 () Form 2 () Form 3 () Form 4 ()

5 In your opinion, what is the extent of parental alcohol abuse in your school?

.....

(iii) Perceptions of teachers on parental alcohol abuse and the social behaviour of students

6. According to you, what are the causes of students antisocial behaviour in your school? (You can tick more than one).

Peer Influence () Parental Alcohol Abuse () Relaxed School Rules ()

Weak Guidance and Counselling programmes () Teacher taking alcohol ()

Other (specify)

7. What are the social behaviours exhibited by students in your school whose parents' abuse alcohol? (You can tick more than one).

Aggressiveness () Engaging in Premarital Sex ()

Lack of personal Grooming () Truancy () Alcohol Abuse ()

Isolation () Fightings ()

Others (Specify).....

.....

(iv) Challenges that schools faced due to the social behaviour of students whose parents abuse alcohol

8. What problems has your school experienced as a result of parental alcohol abuse?

.....

.....

.....

9. What challenges have you encountered while dealing with the effect of parental alcohol abuse on the students' social behaviour in your school?

.....

.....

.....

.....

.....

(v) Measures taken by schools to assist the students in improving their social behaviour

10. What methods are used in assisting students' social behaviour in your school?

(Tick where appropriate).

Verbal warning () Suspending those involved ()

Explanation from parents () Guiding and counselling ()

Other (Specify)

What effects have these methods had on students?

.....

11. a) Does your school offer any programmes that help improve students social behaviour ?

Yes () No ()

b) If the answer in 11 a) is yes, specify two approaches used in the programmes.

.....

c) To what extent have these programmes been effective? (Tick one).

Very effective () Fairly effective () Not effective ()

d) Give reasons for your answers

.....

12. a) Who are the people involved in the improvement of students' social behaviour programmes in your school?

(Tick where appropriate).

Students () Invited guests () Teachers ()

Others Specify

c) Do you participate in students' social improvement programmes?

Yes () No ()

b) What problems does your school face in running the programmes?

.....

13. Suggest at least four methods on how best the social behaviour improvement programmes may be implemented.

.....

.....

.....

.....

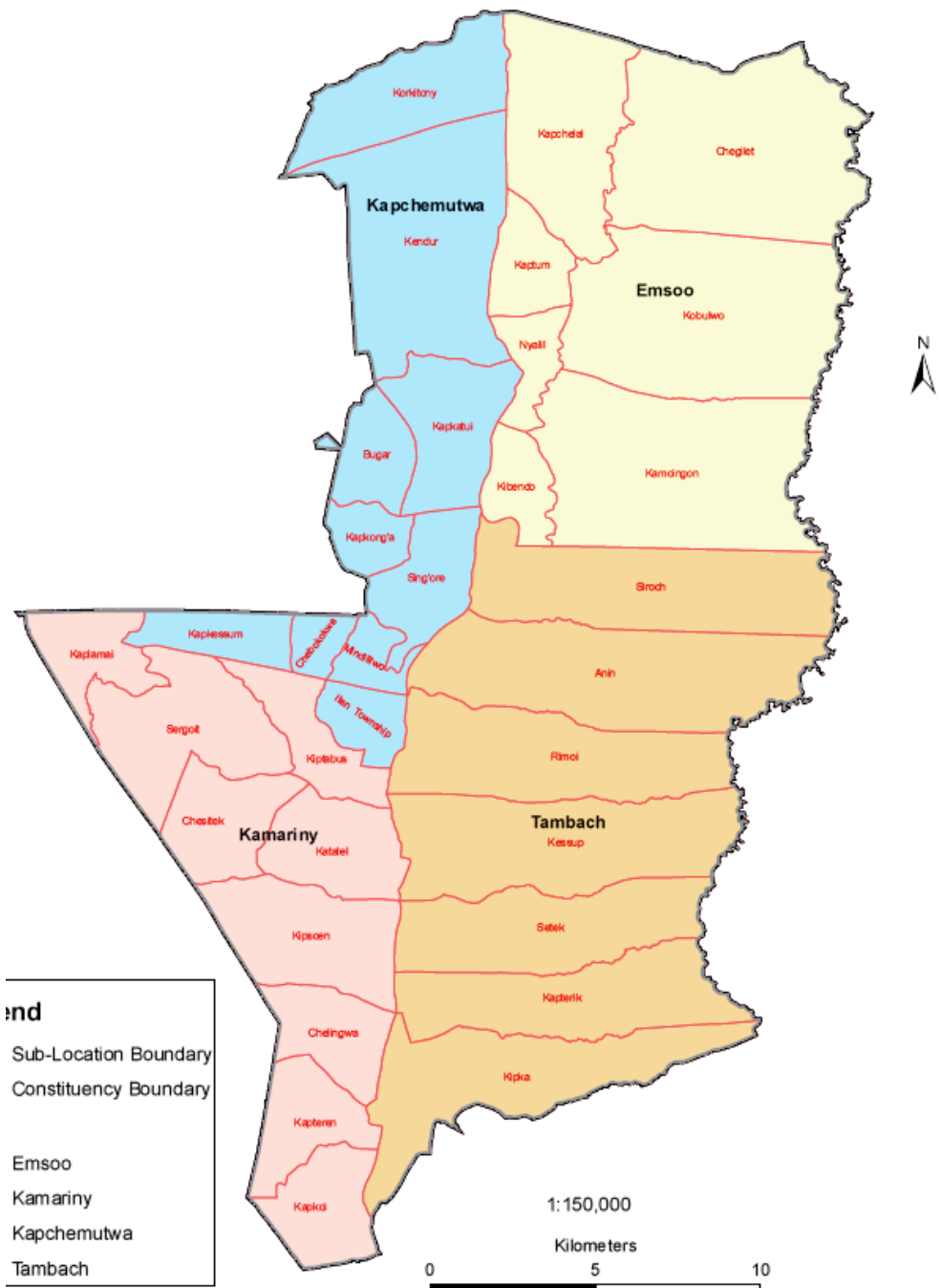
THANK YOU FOR YOUR CO-OPERATION

APPENDIX 1V: INTERVIEW SCHEDULE QUESTIONS FOR THE DEPUTY PRINCIPAL

1. Are you aware of students' whose parents/guardians abuse alcohol?
2. Do these parents sometimes come to school while drunk?
3. On your own opinion what is the extent of these parents'/guardians alcohol abuse?

4. Has the student's social behavior been affected by their parent's alcohol abuse?
5. How often are they found in discipline problems?
6. What are the anti-social behaviors exhibited by these students?
7. What are some of the challenges that your school face due to the effect of parental alcohol abuse on the student's social behaviour?
8. What measures have you taken as a school in improving student's social behaviour?
9. What measures has the school taken to help students affected by their parent's alcohol abuse?
10. Are there teachers in your school who abuse alcohol and how has it affected the school?
11. What measures should the schools take in improving students' social behaviour resulting from parental alcohol abuse?
12. Do you think it is possible for parents to work with schools in addressing the effect of parental alcohol abuse on students' social behaviour?
19. If yes, in which way/ areas can they work together?

APPENDIX V: MAP OF KEIYO NORTH SUB-COUNTY



APPENDIX VI: RESEARCH AUTHORIZATION



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

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when replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No.

NACOSTI/P/16/91077/11477

Date:

17th June, 2016

Carolyne Chepkemai Bundotich
Moi University
P.O. Box 3900-00100
ELDORET.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Parental alcohol abuse and social behaviour of secondary school students: A case of Keiyo North Sub County, Elgeyo Marakwet County, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Elgeyo Marakwet County** for the period ending **13th June, 2017.**

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

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


DR. STEPHEN K. KIBIRU, PhD.
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Elgeyo Marakwet County.

The County Director of Education
Elgeyo Marakwet County.

APPENDIX VII: RESEARCH PERMIT

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

CONDITIONS

- 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.**
- Government Officers will not be interviewed without prior appointment.**
- No questionnaire will be used unless it has been approved.**
- Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.**
- 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

RESEARCH CLEARANCE PERMIT

Serial No. A-9630


CONDITIONS: see back page

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

THIS IS TO CERTIFY THAT:

MS. CAROLYN CHEPKEMOI BUNDOTICH
of MOI UNIVERSITY, 5-30129
Chepkorio, has been permitted to
conduct research in Elgeyo-Marakwet
County
on the topic: PARENTAL ALCOHOL
ABUSE AND SOCIAL BEHAVIOUR OF
SECONDARY SCHOOL STUDENTS: A CASE
OF KEIYO NORTH SUB COUNTY, ELGEYO
MARAKWET COUNTY, KENYA
for the period ending:
13th June, 2017

Permit No. : NACOSTI/P/16/91077/11477
Date Of Issue : 17th June, 2016
Fee Received : ksh 1000



Director General
National Commission for Science, Technology & Innovation