

INFLUENCE OF PARENTAL ALCOHOLISM ON ACADEMIC PERFORMANCE OF
SECONDARY SCHOOL STUDENTS IN KANDARA SUB COUNTY , MURANG'A
COUNTY- KENYA

BY

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DECLARATION

I declare that this thesis is my original work and has not been submitted to any other college or university for academic credit.

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This thesis has been submitted for examination with approval of the appointed Supervisor.

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DEDICATION

To my dear husband Paul, you have always been there for me. I cannot thank you enough. Your love and support kept me going. To every family struggling with issues of alcoholism, there is hope.

ABBREVIATIONS AND ACRONYMS

COAs	Children of Alcoholics
DSM – 5	Diagnostic and Statistical Manual
KCSE	Kenya Certificate of Secondary Education
NACADA	National Agency for the Campaign against Alcohol and Drug Abuse
NACOSTI	National Commission for Science, Technology and Innovation
NIV	New International Version
SPSS	Statistical Package for the Social Sciences
UK	United Kingdom
UNICEF	United Nations International Children’s Emergency Fund
USA	United States of America
WHO	World Health Organization

DEFINITION OF TERMS

Academic performances: This is the performance of the student in school work as measured by grades obtained in examinations.

Adolescence: This term refers to a stage in human development whereby one transitions from being a child to being an adult, sometimes referred to as teenage years that is broken down into early adolescence (12 to 14 years), middle adolescence (14 to 17 years) and late adolescence (17-19 years) (Hashmi, 2013). In this study, adolescence will refer to persons aged between 13 and 19 years. It will be used interchangeably with the term “teenage”.

Developing country: Is also known as a low income country (Ellis, 2000).

Maternal alcoholism: This is the abuse of alcohol by a female parent (Haller & Chassin, 2011). For the purpose of this study, the term will refer to excessive drinking of alcohol by a student’s mother with the student’s full knowledge.

Parental alcoholism: This refers to the abuse of alcohol by either one or both parents of the student with the student’s full knowledge.

Paternal alcoholism: This refers to problem drinking by a male parent (Nayak, Mohanty & Mohapatra, 2011). In this study, it refers to alcohol abuse by a student’s father with the student’s full knowledge.

Student: This is a person who studies a subject, especially at a college or university Allen & Delahunty, (2007). In this study, it will refer to those adolescents who are in secondary school.

Underage drinking: This is the consumption of alcohol by children or adolescents who have not attained eighteen years of age.

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ABSTRACT

The future of a nation lies in its youth. The academic performance of students, being a key segment of the youth, is therefore of critical significance. This is because good academic performance opens the door for successful careers in the future. Emotional wellbeing of students is an important antecedent to academic performance with long term implications on their life outcomes. Parents bear the burden to care for their adolescent children. However, the impact of the rising prevalence of parental alcoholism on academic achievements of secondary school children is a great concern. This study aimed to investigate the influence of parental alcoholism on students' academic performance in mixed public day secondary schools in Kandara Sub County, Murang'a County. The study aimed at finding out the prevalence of parental alcoholism, relationship between parental alcoholism and academic performance, the academic performance of students, as well as the interventions available. The study was guided by Social Learning Theory that explains that behavior can be acquired by observing and imitating others. Cross sectional survey design was used. The population of the study was students enrolled in mixed public day secondary schools. A sample of 63 boys and girls drawn from the respective schools through purposive sampling method was used. The study also sampled 12 teachers and 6 community leaders. Structured questionnaire and interviews were used as the method of collecting data. Quantitative data was subjected to frequencies, percentages and cross-tabulation analysis using SPSS. Thematic technique was applied to analyze qualitative data. It was found that 52% of the student respondents reported that at least one of their parents was abusing alcohol and 82% of parental alcoholism was accounted for by fathers. The results showed that 74% of the student respondents who attained D+ and below in their April exam for 2019 attributed their low grades to parental alcoholism. Guidance and counseling accounted for 66% of the interventions in the schools and the other 34% was mainly the sharing of the word of God through preaching by Christian Union patrons. It was also found that 52% of the respondents proposed the need to support students affected by parental alcoholism through bursary/scholarships. Parental alcoholism is a symptom of other perceived or real problems in the social environment and risk factors associated with alcoholism could be multidimensional. The main conclusion drawn from the study is that parental alcoholism in Kandara Sub County is high and is a major contributor to poor academic performance in the study area. This calls for a rethinking of existing interventions and a paradigm shift from a one-angled approach to school based interventions towards a multipronged and holistic model of psychosocial support. The study will benefit school administrators, Government agencies, the Church and mental health care providers.

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CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

Introduction

This introductory chapter offers an overview of the problem of alcoholism, its global prevalence, regional and local trends. It also discusses the link between parental alcoholism and students' performance. It gives a brief background of the study area. This is followed by a statement of the problem, outlining of the study purpose, objectives and research questions. The chapter ends with an explanation of the significance, scope and limitations of the study.

Background to the Study

The Diagnostic and Statistical Manual, 5th edition (DSM-5) criteria presents alcoholism comprehensively as a mixture of patterns of alcohol abuse that results in clinically impaired or distressed individuals (Thompson, 2018). Global statistics suggest that approximately 1 in every 2 persons above 15 years of age has ever used alcohol (Francis, 2015). About 16% of this population are heavy drinkers (Juma, Mohammed & Kyobutungi, 2017). Recent trends indicate that the use of alcohol has dramatically increased particularly in developing countries (Shiferaw, Kinati, Fufa & Assefa, 2017). While traditionally alcohol consumption in Africa was the preserve of the elders and had cultural significance, alcoholism became an issue of concern with the increase of modern breweries towards the end of the 20th century. Drinking problems and related societal problems became more pronounced (Myadze & Rwomire, 2014).

Regionally, South Africa and Namibia take the lead in terms of the highest consumption levels of alcohol. Most countries in North Africa and sub-Saharan Africa record comparatively lower levels of alcoholism (Ferreira-Borges, Parry, & Bahor, 2017). Other studies have revealed high prevalence of alcohol consumption and alcoholism in many other African countries such as Malawi and Nigeria (Hoel et al., 2014; Lasebikan & Ola, 2016).

There has been a growing concern in Kenya towards the problem of alcoholism as indicated in several reports. According to medical research data, Kamau (2017) notes that 70% of Kenyan families have abused alcohol. Further, according to NACADA (2017), 12.2% of Kenyans between the ages of 15 to 65 are currently using alcohol. This report indicates that there has been a declining trend compared to the figure reported two years earlier. This may be attributed partly due to the Government's war on illicit brew. The problem of alcoholism in Kenya is so salient that it has seen the enactment of the Alcoholic Drinks and Control Act (2010) with increasing recognition and treatment of alcoholism as disease. In 2015, the Government, in recognition that the problem of alcoholism among Kenyans had reached alarming proportions, launched a countrywide campaign to destroy illicit liquor (Musungu & Kosgei, 2015).

Some regions have much higher prevalence rates than others. In the Central region Kenya, Murang'a County is considered one of the worst hit counties by alcoholism (Kariuki, 2013). It has acute alcohol problem, with up to 75.4% of the population reported to be using alcohol, especially second generation alcohol which the local communities perceive to have a high usage rate of 92.8% (NACADA, 2010). The threat of alcohol has been found to be responsible for school dropouts in the County (Kyalo, 2010).

The County Government of Murang'a has made the prevention and reduction of alcohol abuse one of its priority focus areas in its 2018-2022 integrated development plan (Murang'a County Government, 2018). It seeks to achieve this through, among others community sensitization (Murang'a County Government Annual Development Plan, 2018/2019).

Alcohol has been blamed for more than 60 different diseases and conditions including behaviour disorders (Anderson, 2015; Dunbar et al., 2017). Today, alcoholism is considered one of the most widespread problems in the world – accounting for three million deaths annually, over 200 diseases and injury conditions, over 5 percent of the global disease burden and numerous societal burdens (Moolakkatt & George, 2012; World Health Organization, 2019). In Kenya, national data by NACADA reveals that nearly three million Kenyans are struggling with alcohol related disorders (NACADA, 2017). Parental alcoholism has been found to have adverse implications on offspring's academic performance (Greene, 2013).

Globally, alcoholism, has been associated with poor academic performance of children (NACADA, 2010; World Health Organization, 2018). Studies done in the western world suggest that children from alcoholic families are more likely to have problems at school such as learning difficulties, disruptive behaviour, interpersonal problems and higher rates of absenteeism, with a significant proportion experiencing serious academic difficulties (Frontline, 2013). They also seem to be more likely to develop academic problems including backwardness in reading, concentration loss and overall poor school performance (Greene, 2013).

Within the African region, various studies suggest that school related issues are common among children of alcoholic parents. They may produce poor grades, suffer behavioral problems, repeat classes or fail to graduate from schools (Kamau, 2017). Parental alcoholism can lead to a child having trouble in school (Mishell, 2014). A survey carried out by NACADA (2010) suggested that parental alcoholism was responsible for a number of adverse child outcomes including academic performance. Sirera & Mwenje (2014) undertook a study on the effect of parental alcoholism on parental guidance by drawing study participants from Busia and Nyeri Counties. Their study revealed that alcoholism adversely affected the parents' ability to effectively play their role as guides to their children. It can be inferred from the study that parental alcoholism has potential consequences on student academic performance in the country.

Statement of the Problem

It is said that the future of a nation lies in its youth. Anything targeted at the youth must be worthwhile and helpful towards fulfilling their purpose (George & Uyanga, 2014). It is anticipated that children of alcoholic parents are likely to show signs of psychopathology and impairment which includes higher rates of internalizing disorders, externalizing behavior, alcohol and drug use and academic and cognitive deficits (Rothenberg, Hussong & Chassin, 2016). It is hypothesized that negative influence of parental alcoholism has impact on offspring development, health and wellbeing. It has increased risks of student behavioral problems with potential implications on academic performance (Berg et al., 2016). Parental alcoholism may lead to either poor academic performance or exceptional school performance or the seeking of perfection (Watkins, 2018).

These studies and arguments question the idea that parental alcoholism necessarily has a negative influence on children. It means that research in this field is inconclusive. There is near consensus in literature that parental alcoholism can have adverse effects on children (Harwin, Magde & Heath, 2010). Sirera & Mwenje (2014) researched on 'Effects of alcohol abuse on parental guidance of children in Busia and Nyeri'. Kaithuru & Stephen (2015) studied on the impact of alcoholism on workforce. Karuga (2016) assessed the challenges of preventing alcohol abuse among the youth in Kiambu. Kamau (2017) studied the influence of alcohol related parental behaviour disorders on learners' academic achievement in public primary schools in Laikipia County. Even though well studied, there is still a large amount of research that needs to be completed relating to the topic of parental alcoholism and its effects on children performance (Greene, 2013). The current study sought to fill this knowledge gap.

Purpose of the Study

This study aimed at investigating the influence of parental alcoholism on academic performance of students in public mixed secondary schools in Kandara Sub County, Murang'a County, Kenya.

Objectives of the Study

Specific objectives

- i) To find out the prevalence of alcoholism among parents of public mixed day secondary school students in Kandara Sub County, Murang'a County.
- ii) To assess the academic performance of students of public mixed day secondary school students in Kandara Sub County, Murang'a County.

- iii) To establish the relationship between parental alcoholism and academic performance of students in public mixed day secondary schools in Kandara Sub County, Murang'a County.
- iv) To determine school based interventions that can be put in place to mitigate the adverse effect of parental alcoholism on academic performance of students in public mixed day secondary schools in Kandara Sub County, Murang'a County.

Research Questions

- i) What is the prevalence of alcoholism among parents of public mixed day secondary school students in Kandara Sub County, Murang'a County?
- ii) What is the academic performance of students of public mixed day secondary school students in Kandara Sub County, Murang'a County?
- iii) What is the relationship between parental alcoholism and academic performance among public mixed day secondary school students in Kandara Sub County, Murang'a County?
- iv) What are the schools based intervention services that can be put in place to mitigate the adverse effect of parental alcoholism on academic performance of students in public mixed day secondary school in Kandara Sub County, Murang'a County?

Significance of the Study

The study is of great significance to school heads, school counselors, church leaders and the Government of Kenya.

It provides evidence based upon which the Government can come up with long term, sustainable measures to prevent parental alcoholism from interfering with the academic performance in public mixed secondary schools. It can also assist church leaders and counselors who can assist in counseling the parents and the students.

Justification of the Study

Public mixed day secondary school students constitute a significant size of the youth. They deserve a concerted effort in helping them transition effectively into productive and responsible adults. Their education is a means towards achieving this end. As such, anything that interferes with their academic performance deserves the attention of researchers and policy makers. The acknowledgement of alcoholism as a worldwide problem makes this research timely in the sense that it provides a first step towards mitigating its adverse effects on student academic performance. Academic performance offers a useful measure when evaluating the effects of being raised by alcoholic parents.

Assumption of the study

The public mixed day secondary schools gave evenly distributed results objectively. All the participants cooperated and gave required information without fear or intimidation. This was based on the confidentiality principles that they were assured of before the beginning of exercise. The rapport established there before went a long way in helping the participants to be honest and open in giving the feedback. The study assumed that there was a relationship between parental alcoholism and academic performance.

Scope of the Study

Kandara Sub County is located in Murang'a County in the Central Kenya Region. Out of 4,525 students who did their KCSE in 2018, 1,416 students got a mean grade of D-. The overall mean score was 3.64 (D+) (Ministry of Education, 2018). The study was undertaken in four public day mixed secondary schools in Kandara Sub County, Murang'a County. These schools were purposively selected due to their comparatively poor academic performance with 2018 KCSE mean grades being: Mutitu Secondary School (D+), Ngurweini Secondary School (D+) Gaichanjiru Mixed Secondary School (D-) and Kagira Secondary School (D-). Research participants targeted were students in forms two and three. Both genders were included in the sample. Form two students were considered to have settled in school and their levels of anxiety had reduced. Form three students were used to the school systems thus focusing on their goal and high levels of concentration. Interviews with principals were of great significance as they are the custodians of key information that was considered to be helpful. The deputy principals handled the discipline docket. They were likely to be of great help. Key informant interviews were undertaken with local community leaders. Chiefs and Pastors were interviewed as they interacted with parents and students in different forums. The research was conducted within a school setting, chief's camp and in churches.

Limitations of the Study

The results of the study might not be generalizable to other parts of the country due to potential cultural differences from one region to another. Intended research participants may not have been willing to talk about their alcoholic parents.

This was overcome by establishing prior rapport with the school community including students, teachers and parents. The researcher adhered to strict ethical codes of confidentiality and anonymity of research participants. Assurance was given to each participant about non disclosure of their identity.

Chapter Summary

This chapter has presented a global overview of the prevalence of alcoholism and discussed its potential link to students' academic performance. The chapter has also described the study context to help situate the study accordingly. Subsequently, the problem has been stated. This includes the study purpose, objectives and research questions. The justification, significance, scope and limitations have also been discussed. In the next chapter, a detailed review of related literature is made.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter reviews conceptual, empirical and theoretical literature on parental alcoholism and adolescent academic performance. The chapter begins with a critical discussion on adolescence and adolescent academic performance. It consequently makes an empirical review of past studies linking parental alcoholism and adolescent academic performance. It also presents the theoretical and conceptual framework that guides the rest of the study. The chapter ends with a synthesis of the literature review and highlights the literature gaps.

Prevalence of Parental Alcoholism

Alcoholism is an age old problem, with archeological evidence showing that the history of alcohol consumption dates back at least 7,000 years, revealing its deep historical roots (Dunbar et al., 2017). Historical accounts of parental alcoholism are also found in the Bible. In Genesis 9: 21 we find Noah getting drunk and laying naked inside his tent.

According to a global status report on alcohol and health published by the WHO (2011), the developed world leads in alcohol consumption levels with Europe being the top. European men and women were found to have a high annual alcohol intake, averaging 10.9 litres of pure alcohol per capita (Pisinger et al., 2016). Approximately nine million European children live with at least one alcoholic parent (Society for the Study of Addiction, 2016).

In the United Kingdom, it has been estimated that up to 29 percent of parents are alcoholics (McGovern et al., 2018). The numbers reported in America, although lower, are not better. About 7.5 million American children, representing 10.5 percent of all children living in the U.S., have lived with an alcoholic parent (Lacy, 2015). DSM-5 records that alcohol use disorder is estimated to be 4.6% among 12 to 17 year olds and 8.5% among adults aged 18 years and older in the US (APA, 2013). Children in this developmental stage are likely to be in secondary schools thus parental alcoholism is likely to influence their performance; living with vulnerability and being victims of circumstances.

Maloney et al., (2010) studied the prevalence of alcohol use among Australian parents. They found that the number of Australian children who lived in households where parents were alcoholics was considerable. A similar study in Sweden revealed that the problem of parental alcoholism was widespread (Eglan & Leifman, 2013). In Lithuania, it is reported that 3% of children aged 0-18 years grew up with a parent who misused alcohol. In Finland and Poland the corresponding figures were around 10% and 19% respectively (Laslett, 2013). This appears to be a global concern targeted on families. This study is timely in unfolding the threat and offering recommendations.

The occurrence of parental alcoholism is reported to be high in Kenya, with at least 60% of Kenyan families being affected by alcoholism (Njeru, 2015). These statistics are corroborated by empirical studies done in various parts of the country. For instance, a study on alcohol abuse and practices undertaken in Busia Town by Masaba (2017) found that 80% of the respondents had a family history of alcoholism. Parental influence accounted for a significant share of this statistic.

Comparatively high levels of parental alcoholism have also been reported in Kangema Sub County in Murang'a County where more than 60% of the respondents observed that parental alcoholism was prevalent in the area (Wangui, Mariene & Wamalwa, 2017).

Assessment of Academic performance of students

The academic performance of students, who are a key segment of the youth, is of critical importance. This is because academic achievements open the door for successful careers in the future. Emotional well being of students is an important antecedent to academic performance with long term implications on their life outcomes. Parents bear the burden of care of their adolescent children. The impact of the rising prevalence of parental alcoholism on academic performance of adolescent children is a cause of concern. Due to alcoholic parents' absenteeism, children take up responsibilities that are beyond their age. They are left with minimal time for homework and revision, thus the great impact on their academic performance. Such children become caretakers of the problematic drinking parents. They suffer from fatigue because of the many domestic duties that they are entitled to at home. Parental alcoholism threatens the achievement of the child's full potential by exposing them to a chaotic and frightening home situation. Several media reports have been filed on alcohol related deaths in Kenya. There have also been cases of women protesting about neglected marital roles by their alcoholic spouses (Kamau, 2012). The key question arises as to how this impacts on childrens' performance. In Kenya, the current state of unrest and indiscipline among the young people in schools has been linked with increase in the use of alcohol (Njoki, 2013).

However, limited research has been done on the nexus between parental alcoholism and student academic performance. Recently, Kamau (2017) studied the influence of alcohol related parental behavior disorders on childrens' academic performance in public primary schools in Marmanet, Laikipia County. The researcher found that as a result of the alcoholism of their parents, children felt rejected and were unable to achieve their full potential in academic work. While the study sampled pre adolescent and adolescent children, conclusions were drawn from descriptive analysis of data which is not healthy for establishing statistical significance. The causal relationship still remains unresolved. While the menace of alcohol is widely recognized in Kenyan society, there are very few studies exploring the subject of parental alcoholism and academic performance of children. Similarly, there is a knowledge gap on the measures taken to lessen parental alcoholism and school based interventions that can protect students from the harmful effects of parental alcoholism. This study seeks to fill the knowledge gap with respect to the relationship between parental alcoholism and academic performance of their children. It also seeks to explain the mechanism under which this happens.

Influence of parental alcoholism on students' academic performance

The adverse effects of parental alcoholism on their children is well researched (Berg et al., 2016; Felix & McCambridge, 2015; Harwin et al., 2010; Greene, 2013; Lacy, 2015; Rensburg, 2013; Park & Schepp, 2017; Rossow et al., 2015). As such, parental misuse of substances often undermines school performance and academic achievement (Frontline, 2013). Adolescents with parental alcoholism have poor adjustment capacities with school and teachers (Moolakatt & George, 2012). Rognmo et al. (2012) studied the impact of maternal and paternal alcohol abuse on adolescent outcomes. They found small effect sizes of parental alcoholism on school functioning.

Similarly, a study by Mahedy et al. (2017) in the UK found little evidence of the association between parental alcohol use and offspring outcomes. In this section, the review of existing literature is classified in terms of paternal alcoholism, maternal alcoholism and the interaction between parental alcoholism, student alcohol abuse and academic performance.

The influence of paternal alcoholism on student academic performance

A growing body of research suggests that paternal alcoholism: the abuse of alcohol by a father has adverse impact on the academic performance of adolescent children (Harwin et al., 2010; Nayak, Mohanty & Mohapatra, 2011). A father's problem drinking can be a chronic stressor. This environmental influence could account for poorer performance in children and adolescents. In particular, having a father with a reputation as a problematic drinker may place additional stress on the child, particularly when they reach adolescence, a period of increased sensitivity and anxiety. Alcoholic parents may be less encouraging to their children on academic success. They may not place much emphasis on academic performance or provide supportive environments for their children's academic success. For example, they may not monitor children's activities at home regarding their schoolwork and exam preparation because of their drinking patterns and associated behaviours (McLaughlin et al., 2015).

A report documented by Harwin et al. (2010) revealed that Norwegian children of alcoholic fathers had particularly high rates of psychological problems. This implies that adolescent children of such fathers are at a high risk of performing poorly in their academic life due to the psychological distress caused by paternal alcoholism.

This study also qualified that their difficulties depended on numerous factors including the extent to which drinking dominates routines and rituals, and the degree to which children witness their parents' alcohol consumption and hangovers. It can thus be speculated that parental alcoholism per se does not necessarily affect adolescents psychologically but the effect size increases when the adolescent is present to witness their father's drunkenness.

Both findings by McLaughlin et al. (2015) and Harwin et al. (2010) single out paternal alcoholism as negatively influencing academic performance of adolescent children are challenged by other studies which suggest that gender of the parent is immaterial. Nayak et al. (2016) studied the risk factors of academic underperformance in rural school children in the coastal district of Odisha, India. Results showed that parental alcoholism was a common feature in families of low academic achievers as compared to higher achievers regardless of the parent's gender.

This study is corroborated by Berg et al. (2016) who studied the links between parental alcohol related disorders and offspring school performance. Specifically, they studied whether associations vary by gender of parent or child and whether associations are mediated by other adverse psychosocial circumstances commonly appearing together with parental alcohol problems. These were parental mental health problems or criminal behaviours. They analyzed parental hospital admissions for alcohol related disorders and school performance in their offspring in the final year of compulsory school at age 15–16 year using linear and logistic regressions.

Results showed that in Sweden, alcohol related disorders in both mothers and fathers were associated with lower school performance in their children at the age of 15–16 years, with most of the statistical effects being attributed to psychosocial circumstances of the family, such as parental psychiatric disorders, drug use and criminality and receipt of social or child welfare interventions. These studies suggest that although alcoholism is a problem more common with fathers, the potential effect on academic performance of adolescent children is just as significant for both parents.

The influence of maternal alcoholism on student academic performance

There is a stream of research that goes contrary to the findings that link paternal alcoholism with poor students' academic performance. Instead, it finds significant effect sizes for maternal alcoholism (Haller & Chassin, 2011; Rognmo, et al., 2012; Torvik et al., 2011). Haller & Chassin (2011) used a high risk community sample to conduct multiple regression analyses separately for mothers and fathers to test the unique, prospective influence of parental negative effect on student maladjustment two years later over and above parental alcoholism. Results indicated that maternal (but not paternal) negative effect had a unique or prospective effect. Although the direct effect on students' academic performance was not demonstrated, this was implied in the overall negative effect reported.

Torvik et al. (2011) studied the relationship between parental drinking and school adjustment in a total population sample of students, with independent reports from mothers, fathers and adolescents in a Norwegian county. In the study, adolescents reported on four dimensions of school adjustment. Mothers and fathers reported their

own drinking behaviour. Results showed that maternal alcohol abuse was particularly predictive of such adolescent outcomes.

The associations between parental reported drinking and school adjustment were reduced when exposure of the children to their parents' drinking habit was controlled. This predicted school adjustment. Similar findings were reported by Rognmo et al. (2012) who investigated the impact of maternal and paternal alcohol abuse on adolescent mental outcomes. Maternal alcohol abuse was related to offspring mental distress and school functioning though with a small effect. This indicates graver consequences for offspring of alcohol abusing mothers compared to offspring of alcohol abusing fathers. However, small effect sizes suggest that adolescent offspring of alcohol abusing parents in general managed quite well. Inconsistency in empirical evidence as revealed in the foregoing research on parental alcoholism and student academic performance point to a need for ongoing research on the subject matter. Most of the studies have been undertaken within the western context which limits their generalization to the scenario outside the western world. This study examined paternal and maternal alcoholism and how it influences student performance within a public day school setting in Kenya. In the subsequent review of the literature, attention was drawn to the interactive effect between parental alcoholism, student alcohol abuse and academic performance.

The interaction between parental alcoholism, student alcohol abuse and student academic performance

Parental alcoholism influence on student alcohol abuse is one of the most extensively researched issue in the contemporary scholarly world, indicating its continued cause

for social concern (Bada & Adebisi, 2014; Shakya, Christakis & Fowler, 2012; Heron et al., 2012; Tsoumakas et al., 2014).

Tyler & Melander (2015) speculated that parents who consume large amounts of alcohol are not only less effective in their parenting but also at times abusive and controlling. This perspective is supported by findings of a research done in Denmark by Pisinger, Bloomfield & Tolstrup (2016) among boys and girls in secondary education. The researchers found that perceived parental alcohol problems have significantly higher odds of internalizing problems and poorer parent–child relationships compared with young people without perceived parental alcohol problems. Both studies fell short on demonstrating the consequential effect on academic performance of adolescent children.

Another study linking parental alcoholism with student alcohol abuse was undertaken by Rossow et al. (2016). It assembled and mapped existing evidence from cohort studies on the consequences of parental alcohol use on children. In their study, adolescent drinking behaviour was the most common outcome measure. Outcomes other than substance use were not analyzed. It was discovered that parental drinking was found to be statistically significantly associated with a child harm outcome measure in nearly two thirds of the publications. From this study, it can be hypothesized that one of the harmful outcomes could be poor academic performance which is the subject of this study.

Pisinger, Bloomfield & Tolstrup (2016) tested the hypothesis that young people with perceived parental alcohol problems have poorer parent–child relationships and more emotional symptoms, low self-esteem, loneliness and depression than young people without perceived parental alcohol problems.

It was established that boys and girls in secondary education in Denmark who report perceived parental alcohol problems have significantly higher odds of internalizing problems and poorer parent–child relationships compared with young people without perceived parental alcohol problems. These have been found to be potential triggers of student alcoholism due to their high vulnerability to alcohol abuse at adolescent stage.

Sidhu et al. (2015) studied the impact of parental alcohol dependence on the development and behaviours outcome of children in various domains, along with the effect of the family environment. Results showed that both male and female children of alcoholics had high externalizing and internalizing scores. Similar results are reported in Kenya where Bundotich (2018) studied the perception of secondary school students and teachers on parental alcohol abuse and social behavior of students in Elgeyo Marakwet County. The researcher reported that students whose parents abused alcohol had delinquent behavior at schools. This can potentially push them into alcohol use as an antidepressant.

The larger body of literature points to a positive association between parental alcoholism and adolescent alcohol abuse. Some scholars like Dias da Silver & Padilha (2013) suggest that the risk of becoming an alcoholic is four times higher for students living with an alcoholic parent. Other scholars report different results. Razanamihaja, Befinoana & Marie-Laure (2013) examined the prevalence and associated risk factors of alcohol consumption by school going adolescents in Madagascar. They found no relationship between parental alcohol drinking and adolescent alcohol abuse. This implies that the purported association of parental alcoholism and adolescent performance is not always. Contextual differences potentially abound.

In a nutshell, the implied interaction effect between parental alcoholism, student academic performance is not supported with compelling evidence. This warrants the need for ongoing academic inquiry which the current study responds to.

School based intervention services to mitigate the adverse effect of parental alcoholism

School based intervention services refer to services undertaken within the school setting. They are controlled by the school's administration towards the prevention and treatment of alcoholism (Mogro-Wilson, Allen & Cavalluci, 2017). They are promoted on the premise that all efforts geared towards prevention and early intervention against parental alcoholism and its adverse effects on academic performance of students are useful towards the wholesome development and security of children (Warne et al., 2017). The programs provide students with the skills and knowledge. They also motivate them to overcome parental alcoholism (National Institute on Alcohol Abuse and Alcoholism, 2012).

A rapid review of such intervention programs undertaken by Christensen et al. (2011) suggested that cognitive behavior therapy and behavioural therapy are among the most effective interventions targeting the entire family system. For students, the report signaled the effectiveness of programs delivered by school teachers. Programs allowing for the delivery of interventions to all students were better delivered to students at risk. Kalema et al. (2015) evaluated alcohol abuse, policy and treatment responses in Sub Saharan Africa with a focus on Uganda. Results pointed to lack of culturally adapted approaches, limited human resources and financial constraints. These limitations have been acknowledged in an empirical report by Papas et al. (2011).

They went ahead to test the efficiency of a culturally adapted group cognitive behavioural therapy intervention to reduce alcohol abuse in Eldoret, Uasin Gishu County. They concluded that cognitive behavioral therapy is effective in reducing alcoholism. From a policy perspective, a raft of measures has been recommended with varying degrees of implementation by various stakeholders. Some of the control and preventive measures taken by the Government include ban on brewing and consumption of illicit brew, promotion of an alcohol free environment, education and sensitization on the dangers of alcoholism , peer counseling, treatment and rehabilitation programs (Masaba, 2017).

Among the school based interventions reviewed in the literature, positive psychology has been found to strengthen self esteem, worth, optimism and promoted overall students' mental health in the face of life challenges that include parental alcoholism (Shoshani & Steinmetz, 2013). A number of intervention strategies outlined by Human Services (2010) can also be implemented under school interventions. This is based on the recognition that families dealing with parental alcoholism should be accorded ongoing support as the underlying difficulties may be long term. Among the many ways through which assistance can be dispensed include reducing the students' exposure to risk, conducting parenting education and behavioral skills training programs.

In Kenya, Kamau (2017) cited limited effort from a school perspective towards mitigating the adverse effects of parental alcoholism. In his research, he found that there was an absence of outreach programs in the community for alcoholic parents. Only limited awareness was done during school meetings such as open days and general meetings.

The issue of alcohol was never an agenda in such meetings, implying that parental alcoholism was not given adequate attention among schools in Kenya. This points towards the need for the current study in order to establish school based interventions that are perceived to make positive contributions towards reducing the menace of parental alcoholism and its undesirable impact on student performance in Kenya.

Theoretical Framework

The theoretical framework for this study is social learning theory by Albert Bandura (1971). The key principle of this theory is that behaviour patterns are the product of direct experience or observation of the behaviour of others. One of the features of social learning theory of particular relevance to this study is the idea of learning through modelling. Bandura affirms that: “most of the behaviours that people display are learned, either deliberately or inadvertently, through the influence of example” (Bandura, 1971, p.5).

According to Barasa (2013), the theory suggests that students may acquire their behavior after observing the behaviour of people who are significant in their environment. These include parents. This means that students of alcoholic parents are greatly influenced by the negative behaviour portrayed by their significant others. Some of the negative behaviours that are exhibited by their alcoholic parents include: the use of vulgar language on passersby and inability to control their body functions thus ending up relieving on themselves. Since they are unable to compose themselves, they lose body balance. They are prone to accidents which may cause body injury leaving them with visible scars. This leaves students experiencing a lot of embarrassment, shame and guilt. These influence their self esteem negatively while interacting with their peers at school.

The ripple effect of this is on their academic performance that may be affected negatively thereby explaining the interaction between parental alcoholism and adolescents' academic performance. The students' social context is a key element of the learning outcomes (Nabavi, 2012). The importance of social learning as a theoretical principle in psychology cannot be overstated (Nicholson & Higgins, 2017). Social learning concepts have been applied in many studies on alcoholism and behavioural outcomes including parental alcoholism, underage drinking, teenage delinquency and school functioning (Barasa, 2013; Giovazolias & Themeli, 2014; McLaughlin et al., 2010). Although one of the classical theories in existence, its ubiquity in use in both the fields of psychology and sociology shows its relevance in modern scholarly works. In the current study, the theory provided the framework for explaining the interaction effect of parental alcoholism on adolescents' alcohol abuse and the subsequent effect on academic performance.

Conceptual Framework

Drawing from the empirical literature and conceptual framework, the following conceptual framework has been developed to explain the relationship between the proposed study variables.

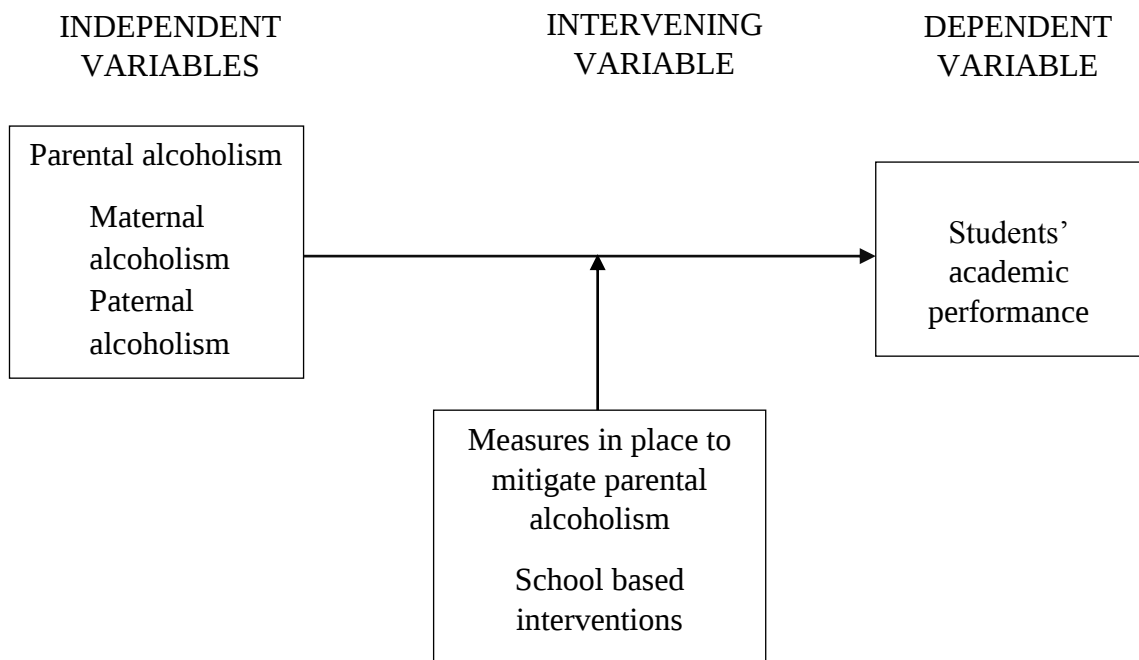


Figure 2.1 Conceptual framework

As illustrated in Figure 2.1, the independent variable was parental alcoholism. The dependent variable was student academic performance. The intervening variables were measures put in place and the school based interventions. The figure shows that parental alcoholism can have an influence on academic performance . Measures put in place and school based interventions can influence the performance.

Synthesis of the Research Gaps

From the literature review, it was evident that there is inconclusive research evidence on the relationship between parental alcoholism and student academic performance.

Past studies are marred by inconsistent reports whereby there is a distinct category of scholars who report significant relationships and another group of researchers who find no association between parental alcoholism and student performance. Furthermore, conflicting reports of gender differences between effect sizes of paternal and maternal alcoholism also add to the confusion. In addition, limited scholarly works have been documented on the interaction effect between parental alcoholism, student alcohol abuse and consequential student academic performance. Most notably, majority of the studies addressing the effect of parental alcoholism on student performance are reported in the west, meaning that they have been influenced by western culture and thinking.

While the threat of alcohol is widely recognized in the Kenyan society, there are very few studies exploring the subject of parental alcoholism and academic performance of offspring. Similarly, there is a knowledge gap on the measures taken to mitigate parental alcoholism and school based interventions that can protect students from the harmful effects of parental alcoholism. This study attempted to address the literature gap with respect to the case of students in public mixed day secondary schools in Kandara Sub County, Murang'a County.

Chapter Summary

This chapter has reviewed both empirical literature and theoretical understanding of the problem of parental alcoholism and students' academic outcomes. It has further illustrated the study variables using a conceptual framework. The next chapter explains and justifies the choice of methodology used.

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

This chapter describes the research design and approach that was followed in the collection and analysis of data. The chapter entails the target population and sampling design, types of data, data collection methods, validity and reliability, data collection procedures, instrument pre-testing, data analysis plan and ethical considerations.

Research design

Research design refers to the framework that is used to structure the entire study and to show how all the different parts of the methodology from sampling to data analysis work together to address the central research question (Wamae, 2018). Cross-sectional survey design was used. A cross-sectional survey is a type of research design that involves the collection of data at a single point in time (Johnson & Christensen, 2010). The aim of a cross-sectional study is to assess the occurrence of a phenomenon and related factors (Krause, 2011). It therefore provides a snapshot of the current state of issues from which inferences can be drawn (Withrow, 2016).

Further, mixed methods design, which involves collecting, analyzing and interpreting quantitative and qualitative data in a single study or in a series of studies that investigate the same underlying phenomenon was used (Leech & Onwuegbuzie, 2008). Quantitative method includes design, techniques and measures that produce discrete, numerical or quantifiable data. This included performance of the students which may be quantified in terms of grades obtained in previous exams. Qualitative research is a method of collecting information that shows how people in an area live and function as a society.

It was significant in answering the research questions while describing the things to do with behaviors and generate reports the way things might be at that particular period.

Study location

The study was conducted in Kandara Sub County, Murang'a County, which is the worst hit by the problem of alcoholism in the Central region with 74.5% of its population abusing alcohol (NACADA, 2016). Murang'a County is made up of six Sub Counties namely: Gatanga, Kandara, Kangema, Kigumo, Kiharu and Mathioya. It borders Nyeri County on the Northern side, Nyandarua County on the Western side, Kiambu County to the Southern West and Kirinyaga County on the Eastern side (Wangari, 2014).

Kandara Sub County had recorded a low mean score of D+ (D plus) and below for three consecutive years from 2016 to 2018 in its KCSE (Ministry of Education, 2019). The County Government considered this to be alarming and decided to prioritize it in the development agenda (Murang'a County Government, 2018). Children from alcoholic families are more likely to have more problems at school such as learning issues with majority experiencing serious academic difficulties (Frontline, 2013).

Target Population

Research indicates that a population is a complete set of subjects with some common observable characteristics .The target population should portray them to which the researcher intends to generalize the results of the study (Mugenda & Mugenda, 2003). Kandara Sub County has 59 Secondary schools. Among them two are private, 21 are boarding while 36 are Mixed Public Day Secondary Schools (Kamaku & Mberia, 2014).

The study population comprised of four Mixed Public Day Secondary Schools namely: Kagira Mixed Day Secondary School with a population of 109 students; Gaichanjiru Mixed Day Secondary School with a population of 113 students; Mutitu Mixed Day Secondary School with a population of 126 students and Ngurweini Mixed Day Secondary School with a population of 286 students. The study sampled form two and three students only. The assumption was that they have a direct contact with their parents as they interact on day to day basis. They are observant of their parental behavior and likely to be influenced by the same.

Sample

A sample size is a small portion of the target population selected systematically from study population (Mugenda & Mugenda, 2003). Out of the 36 Public Day Mixed Secondary Schools in Kandara Sub County, the study considered four schools namely Kagira Day Mixed Secondary School, Gachanjiru Day Mixed Secondary School, Mutitu Day Mixed Secondary School and Ngurweini Day Mixed Secondary School. A representative sample of form two and three students comprising of boys and girls were selected from each school. Form twos were no longer new in school like form ones. They could give concrete information. Form threes were accessible thus information could easily be obtained from them unlike form fours who were busy preparing for the national exam.

The sampling matrix is presented in Table 3.1.

Table 3.1 Sample size computation matrix

School	Population	Sample size (both)	Boys	Girls	Sample size Boys	Sample size Girls	Performance 2018	Teachers	Key informants
Kagira	109	11	47	62	5	6	2.1 D-	3	
Gachanjiru	113	11	45	68	5	7	2.3 D-	3	
Mutitu	126	13	72	54	7	5	3.5 D+	3	
Ngurweini	286	28	144	142	14	14	3.9 D+	3	
Total	634	63	308	326	31	32		12	6

Source: Ministry of Education (2018)

The total student population in form two and three within the four schools was 634.

The total sample was 63 students representing 10% of the total population. In addition three teachers from each school were sampled. The Key Informants comprised of three local administrators and three spiritual leaders.

Sampling Techniques

The study used purposive sampling method to select low performing schools. Purposive sampling technique allows a researcher to use cases that have the required information with respect to the objectives of the study (Mugenda & Mugenda, 2003). The Ministry of Education Kandara Sub County provided the performance register for the last three years where purposive sampling method assisted in picking the low performing schools. The inclusion criteria was schools with a mean grade of D+ or below and with majority of the students attaining a mean grade of D+ or less in KCSE. The exclusion criteria were schools with school mean grade of C- and above and majority of the students scoring a mean grade of C- or higher.

Within the four selected schools, random sampling was then applied through the use of student registers which were given out by their teachers to obtain the actual sample of students from each school.

Data Collection Tools

The research involved collection of both quantitative and qualitative data. The distinction between the two is that quantitative data manifest in the form of numbers whereas qualitative data is largely in words or textual form (Bryman, 2012). Both were required in the study because the intention was not only to establish the frequency, number and type of alcoholic beverage consumed but also to obtain data on the feelings, perceptions and attitudes of the respondents which were measured using the Likert Scale. Likert Scales are useful when measuring latent constructs; that is, characteristics of people such as attitudes, feelings and opinions. The students expressed their feelings on the impact of their parents' behaviours of alcoholism. Primary data was collected using structured interviews and administered questionnaires which were given out to students and head teachers. Open ended and close ended questions were used in order to obtain the desired data.

A structured questionnaire was used as the method of collecting data. A questionnaire is a piece of paper containing a set of pre determined questions and sometimes multiple choice answers from which the respondents select the most accurate (Denscombe, 2014). In this study, the questionnaire comprised of four sections. The first section comprised respondents' demographic information such as age, gender, level of study (form) and grade obtained in the last term. The second section had a set of questions related to student performance.

The third section had questions related to influence of parental alcoholism on academic outcomes. The last section comprised questions eliciting respondents' measures and interventions.

Instrument Pre-testing

Instrument pretesting refers to the initial stage of data collection undertaken to establish whether the statements or questions are accurate, consistent and understandable (Leung, 2015). The questionnaire was pilot-tested in Mugoiri Mixed Day Secondary School in the neighboring Kiharu Sub County. They had similar economic status. It is a public mixed day secondary school. Pre – testing was done to ensure that ambiguous questions were refined, questions that were sensitive were revised and irrelevant questions were eliminated. The objective of pre-testing is to ensure that the instrument is robust and effective in helping the researcher to undertake the study successfully. Pre-testing comprised of a lower percent of the sample size and was not included in the actual sample size of the study.

Instrument Validity and Reliability

Instrument reliability refers to the consistency with which the instrument measures what it claims to measure. Validity is concerned with the extent to which the questions asked are relevant to the concept that they are supposed to be measuring (Bryman, 2012). In quantitative data, validity was improved through careful sampling, appropriate instruments and treatment of statistical data. Use of structured questionnaire was an appropriate tool for data collection. In this study, Cronbach's Alpha helped to analyze instrument reliability. Validity was assessed through pilot-testing of the research instrument before the actual data collection.

This statistic tests the extent to which each item relates to the others as a measure of a single construct, with scores ranging from 0 to 1, with scores of at least 0.7 and above considered to suggest high reliability (Tavakol & Dennick, 2011).

Data collection procedures

The researcher obtained an introductory letter from Pan African Christian University which was used as evidence that the researcher was undertaking the study for academic purposes only. The researcher applied for a research permit from NACOSTI. Permission was sought from Murang'a County Education Director in order to be allowed to collect data from schools. A formal request was made from the principals of the respective secondary schools in order to allow the interaction with the students and interview them. The researcher administered the questionnaires personally to the principals, then trained and guided them on how to administer them to the students with the help of research assistants.

Data Analysis Plan

Both quantitative and qualitative techniques of data analysis were employed. The procedure for analyzing quantitative data entailed first coding the data appropriately and entering them in SPSS. This is computer software that was used for analysis. The data was checked for data entry errors and prepared for analysis. Descriptive statistics such as frequencies, mean and standard deviations were computed to establish the distribution of the data. The findings were presented in relevant figures and tables. Qualitative data was analyzed by generating themes from the views of key informants. Verbatim excerpts were used to reinforce discussions. These were interpreted in light of past theoretical and empirical literature.

Ethical Considerations

There are set of ethical principles that researchers are expected to adhere to (Easterby-Smith, Thorpe & Jackson, 2012). Many of these principles focus on the protection of the interest of research subjects. These include causing no harm to the participants, respecting their dignity, obtaining their informed consent, protecting their privacy, ensuring their confidentiality, keeping them anonymous and being truthful about the aims of the study. The same principles require the researcher to be honest and transparent as they communicate their research findings by avoiding any false reporting.

A number of ethical considerations were undertaken before, during and after the collection of data. This included obtaining the necessary clearances and approvals from bodies like NACOSTI and research authorization from the Ministry of Education. The researcher explained to the participants the objectives of the study and obtained their informed consent. Key ethical principles in research were adhered to. These include: confidentiality of research participants and anonymity of their participation, non disclosure and voluntary participation (Bryman, 2012).

Chapter Summary

This chapter has detailed the research design and procedures that were followed. It has explained the population, sample, sampling technique, data collection methods and collection procedures. It has also described the research instruments, instruments validity and reliability, data analysis plan and pilot testing. Finally, it has detailed the data analysis plan and ethical considerations.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

Introduction

This chapter analyzes and discusses the research findings. The chapter begins with a descriptive analysis of the response rate and the demographic data of the respondents. The rest of the chapter is thematically organized in line with the specific objectives. These were: prevalence of alcoholism among parents of Public Mixed Day Secondary School students in Kandara Sub County, Murang'a County; academic performance of students of Public Mixed Day Secondary School students in Kandara Sub County, Murang'a County; the relationship between parental alcoholism and academic performance of students in Public Mixed Day Secondary Schools in Kandara Sub County, Murang'a County; and School based interventions that can be put in place to mitigate the adverse effect of parental alcoholism on academic performance of students in Public Mixed Day Secondary schools in Kandara Sub County, Murang'a County.

Response Rate

A total of 81 research participants comprising of 63 students, 12 teachers and six community leaders were targeted. Table 4.1 shows the response rate.

Table 4.1 Response Rate

Category	Sub-category	Frequency	Percent
Successful responses	Students	60	95%
	Teachers	12	100%
	Community leaders	6	100%
	Total successful responses	78	96%
Unsuccessful responses	Students	3	5%
	Teachers	0	0%
	Community leaders	0	0%
	Total unsuccessful responses	3	4%

Table 4.1 reveals that all the respondent categories returned very high response rates, with the total successful responses accounting for 96% of the sample. This response rate surpasses the 70 percent threshold that Rubin & Babbie (2009) describe as excellent. The high response rate was potentially due to the fact that the instruments were administered face to face. This is known to yield comparatively higher return rates than other data collection strategies (Groves et al., 2004). This implies that the response rate was sufficient for analysis.

Descriptive Analysis of Demographic Data

The demographic data analyzed in this section comprises gender of students, age and form.

Gender distribution of students

The distribution of student respondents by gender is presented in table 4.2.

Table 4.2 Distribution of student respondents by gender

Gender	Frequency	Percent
Male	30	50%
Female	30	50%
Total	60	100%

Table 4.2 reveals that there was equal representation of students by gender as 50% of the respondents were female. The other 50% were male. There was equal representation of both genders in the study.

This means that there was gender balance in the responses obtained, thereby facilitating comparison of effect of parental alcoholism on male and female student respondents.

Students' Class

The distribution of student respondents by class is presented in Table 4.3.

Table 4.3 : Distribution of student respondents by class

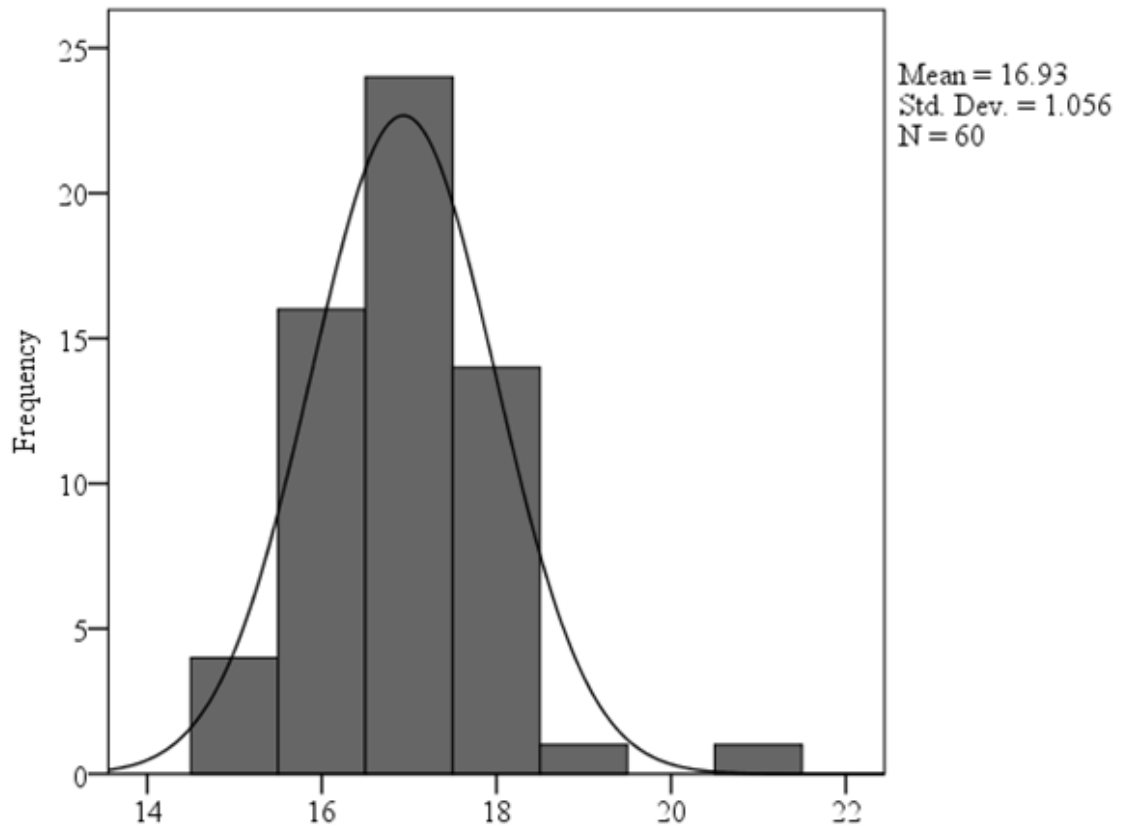
Class	Frequency	Percent
Form 2	29	48%
Form 3	31	52%
Total	60	100%

Table 4.3 shows that 52% of the student respondents were in form three and 48% were in form two. Both classes of respondents were adequately represented in the study, allowing comparison to be made on academic performance between the two classes.

Distribution of students by age

The study sought to establish the age distribution of the student participants. Figure 4.1 presents the descriptive analysis of the students' age. The figure shows that the mean age was 16.93 years. The standard deviation was 1.056. The minimum age was 15 years. The maximum age was 21 years. The figure reveals that most of the respondents were in the age bracket of 16 to 18 years old. The finding implies that most of the student respondents were in their middle to late adolescence in line with the definition of adolescence (Hashmi, 2013).

Figure 4.1 Distribution of student respondents by age



Prevalence of Alcoholism among Parents of Public Mixed Day Secondary School Students in Kandara Sub County, Murang'a County

The first objective of the study was the prevalence of alcoholism among parents of Public Mixed Day Secondary School students in Kandara Sub County, Murang'a County. This section analyzes the overall prevalence of parental alcoholism, which parent was alcoholic, the frequency of alcohol consumption and perception of the prevalence of alcoholism.

Distribution of students on parental alcoholism

Student respondents were asked whether any of their parents were problem drinkers of alcohol.

Figure 4.2 displays the results.

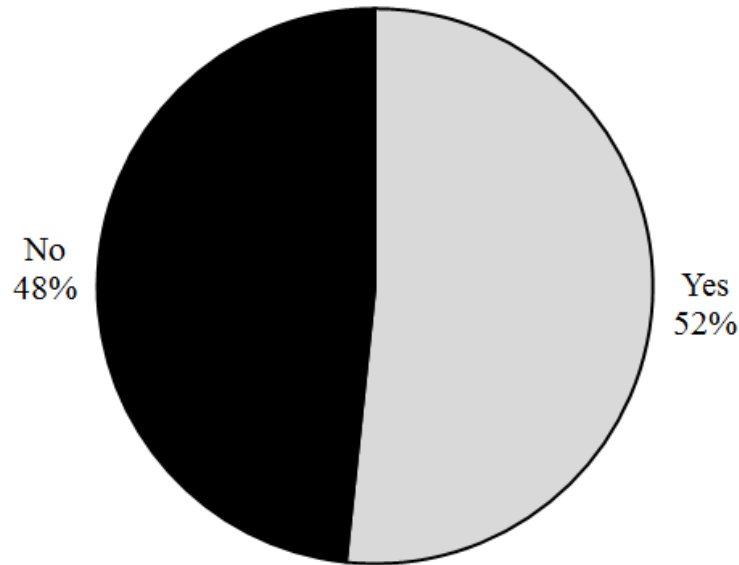
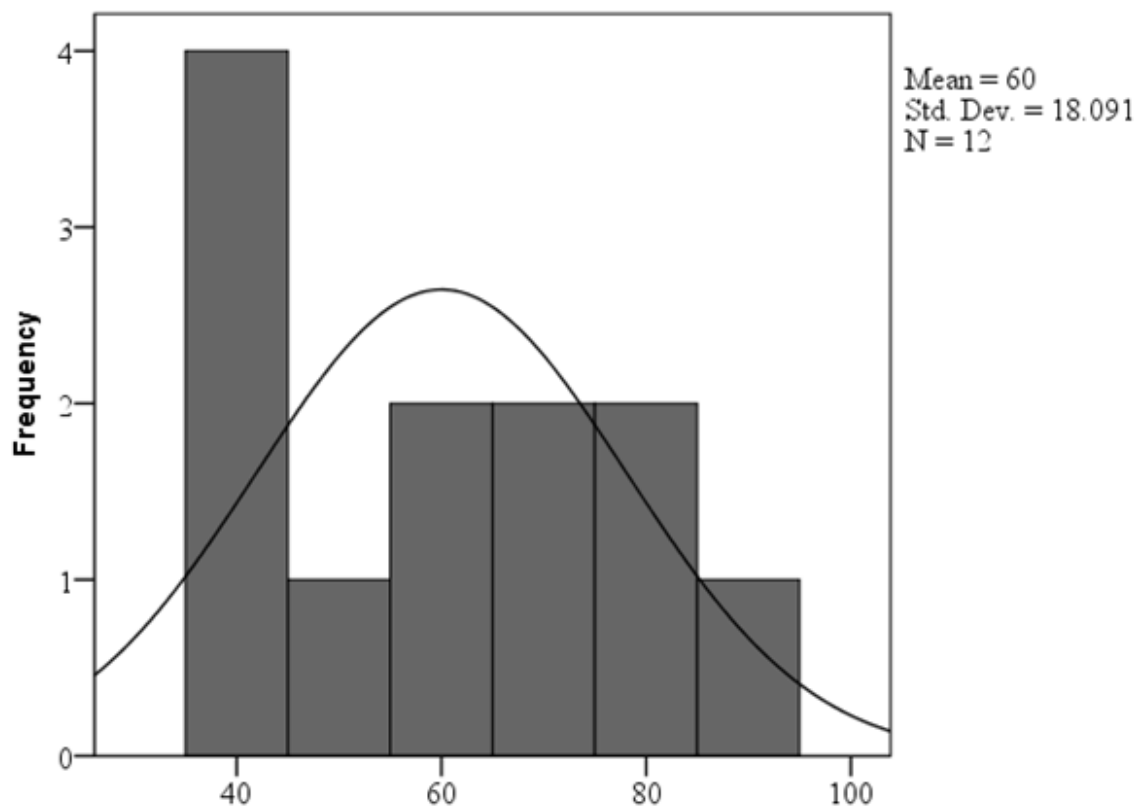


Figure 4.2 : Distribution of student respondents by parental alcoholism

As per figure 4.2, more than half (52%) of the respondents reported that at least one of their parents was abusing alcohol. This means that there was a high prevalence of alcoholism among the respondents' parents. This was corroborated by estimates from teachers as shown in figure 4.3. As per the descriptive statistics, the prevalence was estimated at an average of 60% ($M=60$, $SD=18.091$), which is slightly higher than the students' own accounts. The finding also compares favorably with Wangui , Mariene & Wamalwa (2017) observation in Kangema Sub County , Murang'a County where the prevalence rate of parental alcoholism was estimated at more than 60%.

This suggests that there was a decline in parental alcoholism which compares well with reports by NACADA (2017) which noted declining trend in comparison to earlier reports.

Figure 4.3 Teachers' estimate of prevalence of parental alcoholism



Further results from Key Informant Interviews with community and church leaders revealed a higher prevalence of parental alcoholism in the study area, with estimates from one area chief placing the prevalence rate at 70% as evidenced by the following verbatim account:

“70% of families abuse alcohol, with 92% of them being men (fathers). They are likely to pass this to their sons as the traditional drink is readily available; *muratina* brewed at home.

Chang'aa is also brewed at home as well” (Key Informant Interview 1).

The fear expressed by the key informant that alcoholic parents were likely to pass on the behavior to their children affirms the notion of social learning through modeling. This agrees with social learning theory as explained by Bandura (1971) and expounded by Barasa (2013). The Key informant 1 reported that the big challenge in the fight against the second generation alcohol is how the alcohol is stored and hidden. He cited that as his administrators go to search for this illicit brew, the brewers usually dig a hole and hide the liquor in a plastic container. Then a seat or a stump is elected on top to conceal the liquor. Unless an insider reveals the secret to them it becomes almost impossible for them to have any exhibit. The accounts by the Key Informants are in line with NACADA 2010 statistics which the local communities perceived the second – generation alcohol to have a high usage rate of 92.8% (NACADA, 2010). Two interpretations can be made of this finding. Firstly, it was possible that the area chief was relying on reports by NACADA which were yet to be updated, thereby missing the current reality on the ground which suggests that alcoholism prevalence had declined in the study area. Secondly, the report by NACADA provided general prevalence of alcoholism rather than prevalence rates specific to parental alcoholism.

Prevalence of alcoholism by parental gender

The study sought to establish the prevalence of alcoholism by parental gender.

Figure 4.4 displays the results.

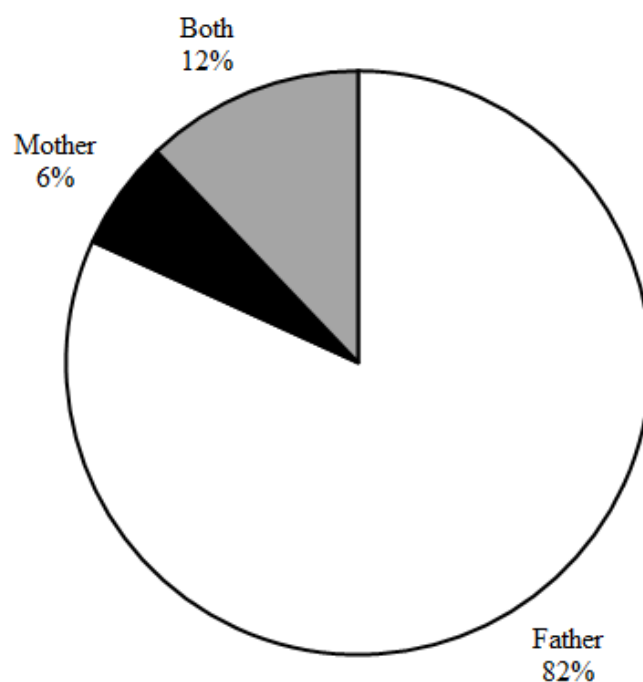


Figure 4.4 : Prevalence of alcoholism by parental gender

Figure 4.4 shows that out of the proportion of student respondents whose parents were alcoholic, 82% of parental alcoholism was accounted for by fathers; 12% of the respondents said that both parents were alcoholic and 6% said the problem of alcoholism was more prevalent among mothers. This compares well with the views of the responding teachers, all (100%) who observed that parental alcoholism was more prevalent among the fathers than mothers.

This is shown in Table 4.4.

Table 4.4 : Parents who abuse alcohol as perceived by teachers

Gender	Frequency	Percent
Fathers	12	100%
Mothers	0	0%
Total	12	100%

The findings in Figure and table 4.4 suggest that parental alcoholism was more prevalent among fathers than mothers.

This is consistent with research findings by Moinuddin et al. (2017) which indicated that alcohol abuse was more common with the male gender than the female gender. This might be a concern as fathers were meant to provide leadership in the family, be the breadwinners, and act as the role models to their children. When this is lacking children are likely to be impacted negatively in areas of mentorship, provision and parental guidance. This has implications for focus of intervention programs.

Frequency of alcohol intake

Respondents were asked how frequent their parents took alcohol. Figure 4.5 shows the findings. The figure shows that most of the respondents' parents drank alcohol on a daily basis (31%), followed by parents who took alcohol during holidays (28%) and those who took alcohol thrice a week (22%). Lastly, 19% of the respondents said that their parents took alcohol once a month. The findings suggest that the frequency of alcohol consumption was high among the parents of adolescent children in Kandara Sub County. This finding further affirms the observation by NACADA (2010) that the study area is one of the region's worst hit by alcohol abuse. This means that there is rampant use of alcohol in this area. Majority of parents are consuming it on a daily basis. This may result in negligence of their students. The ripple effect leads to poor performance. During holidays parents may be expected to be closer to their children inspecting their homework and offering support.

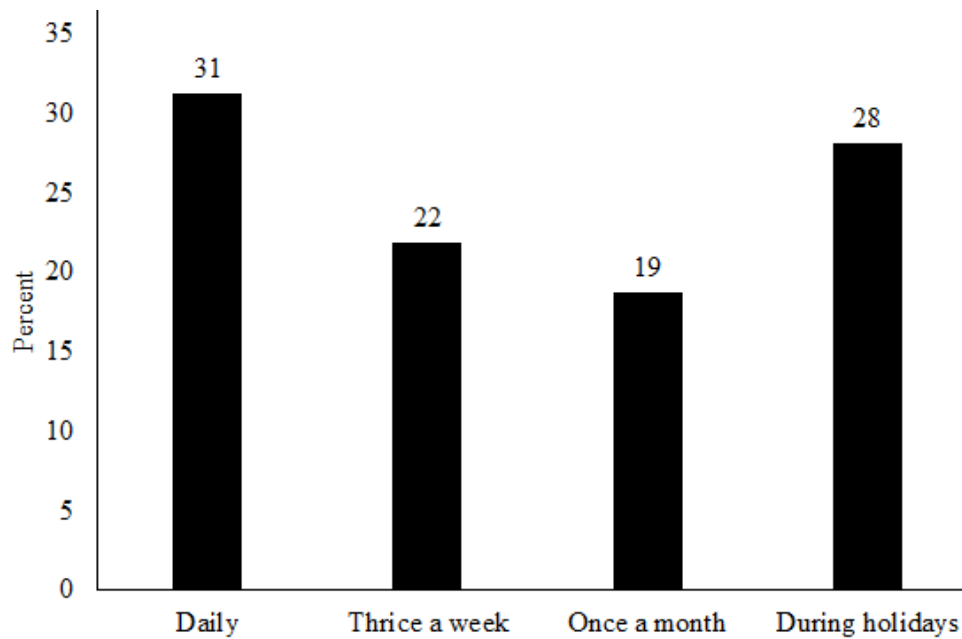


Figure 4.5 : Frequency of alcohol intake by respondents' parents

Parental alcoholism in Kandara Sub County

Student respondents were asked whether they knew of parents who drank alcohol. Figure 4.6 shows the findings. The figure shows that 97% of the respondents knew of parents who abused alcohol in the area while 3% did not. The results suggest a very high prevalence of parental alcoholism in Kandara Sub County. This agrees with findings in Sweden reported by Eglan & Leifman (2013) which revealed that the problem of parental alcoholism was widespread. This means that parental alcoholism was not unique to the western world, but a common problem across the world. For instance, a study on alcohol abuse and practices undertaken in Busia Town by Masaba (2017) found that 80% of the respondents had a family history of alcoholism. Parental influence accounted for a significant share of this statistic. The implication of this is that since children learn by observing their parents' behaviour, they are likely to abuse alcohol later in life and pass this to the upcoming generation thinking that it is the norm. Thus, intervention should be sought and implemented as a matter of urgency.

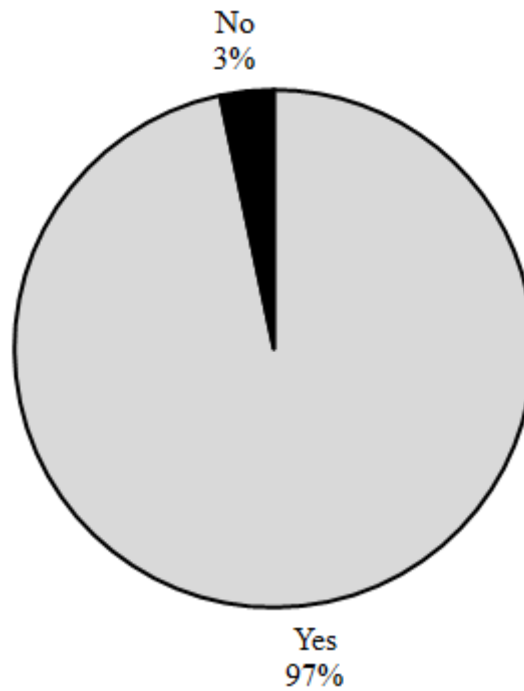


Figure 4.6 : Prevalence of alcoholism in Kandara Sub County

Perception of alcoholism in Kandara Sub County

The study sought to establish whether respondents thought that alcohol abuse was a major problem in Kandara Sub County.

Table 4.5 displays the findings.

Table 4.5 : Respondents perception of alcohol abuse as a problem in Kandara Sub County

Responses	Frequency	Percent
Yes	60	100%
No	0	0%
Total	60	100%

As per table 4.5, all (100%) of the student respondents perceived that parental alcoholism was a major problem in Kandara Sub County. This means that parental alcoholism was a social issue in the study area.

This agrees with Myadze & Rwomire's (2014) account of alcoholism as an issue of concern. Traditional brew is considered as an inheritance from the ancestors in this region. Brewing of second generation beer like 'muratina' is normal and highly accepted in Kandara Sub County by both genders. It is easily passed to their children during the rites of passage. This has a psychological impact on the life of student that affects their concentration in class resulting into low performance.

Causes of parental alcoholism

The opinion of teachers was sought regarding factors causing parental alcoholism. The results showed that poverty, access to alcohol, low level of parental education and idleness were the most important themes. This is reflected in the following verbatim excerpts:

"Availability of cheap alcohol, poverty (irresponsibility) and low education level" (Teacher respondent 1).

"High levels of poverty among many households."
"Illiteracy among parents" (Teacher respondent 3).

"Laziness/ idleness, availability of cheap liquor, ignorance" (Teacher respondent 4).

"Poor upbringing- lack of knowledge, idleness, peer influence and poverty levels" (Teacher respondent 6).

"Poverty. Lack of information on the effect of alcohol abuse. Cultural influence/ Ready, available and accessible" (Teacher respondent 9).

“Poverty and loss of hope. Lack of information. Cheap liquor. Traditions” (Teacher respondent 12).

The theme of poverty as an outstanding risk factor fueling parental alcoholism has been noted in previous studies by Jones & Sumnall (2016). These studies revealed that poor people (those vulnerable to social and economic disadvantages) were at a greater risk of adopting problem drinking behaviors.

This means that people with low income may be lacking key information on alcoholism. They are likely to engage with second generation beer like ‘chang’aa’ or ‘kumikumi’ that will cost them as low as ten shillings. Their social groups are generous enough in helping their own in case of lack. Accessing beer through credit is also common with this community provided they make prior agreement with the vendor.

The theme of access as a factor was further supported by the views of the area chief who noted that ease of access to alcoholic drinks with high alcohol concentration from local outlets was responsible for the high prevalence of parental alcoholism. This is reflected in the following verbatim account:

“The high rate of consumption is fueled by disposable portable bottles which can be purchased from alcohol outlets. The alcohol concentration in the bottle is 40% which is equivalent to 10 bottles of Tusker” (*Key Informant Interview 1*).

These findings are in line with Myadze & Rwomire’s (2014) account of alcoholism as an issue of concern which they associate with the increase of modern breweries.

These are seen to have increased access to alcoholic drinks through marketing and distribution, hence increasing local access.

Academic Performance of Students of Public Mixed Day Secondary Schools in Kandara Sub County, Murang'a County

The second objective of the study was the academic performance of students of Day Public Secondary School students. This section analyzes the findings of end of term examinations done in April 2019. It analyzes the students' performance, satisfaction with performance and respondents' target grade. The data is further analyzed by gender and class.

Students' performance in the end term examinations of April 2019

The distribution of student respondents in terms their performance is presented in figure 4.7.

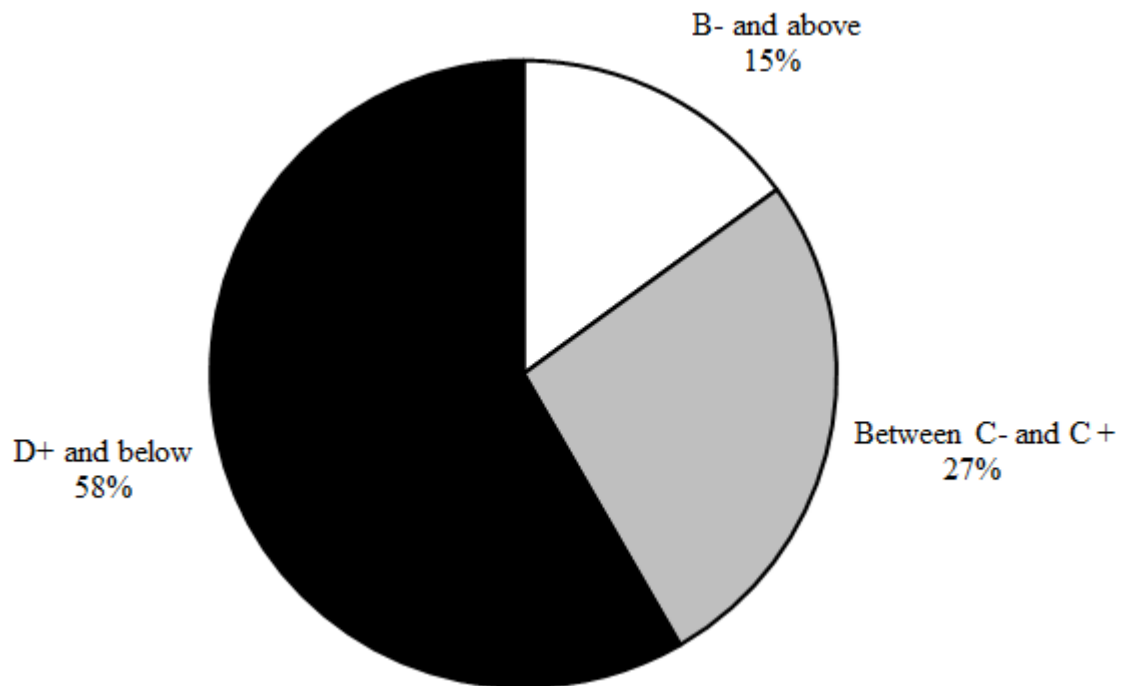


Figure 4.7 : Student respondents' performance in the end of term examinations done in April 2019

Figure 4.7 shows that 58% of the student respondents scored D+ and below, 27% scored between C- and C+ while 15% attained C- and above. Therefore, majority of the student respondents scored D+ or lower. This was confirmed by the account of the Key Informant Interviewees who observed:

“The average grade obtained by secondary school children is, with the best performance getting a C-” (Key Informant Interview 1).

“It can't be said to be the best. Somehow below average” (Key Informant Interview 2).

The high proportion of low grades suggests that most of the students performed poorly academically.

This finding is reflected in a report by the Ministry of Education (2018) which showed that in Kandara Sub County, the overall mean score was 3.64 (D+) for the students who did their KCSE in 2018. Most of the students attained lower grades than the mean. This is attributable to parental alcoholism where children are left with a lot of responsibilities due to lack of parental guidance (Sirera & Mwenje, 2014). This performance brings a lot of concern to all stake holders calling for holistic efforts in the fight against parental alcoholism.

Performance distribution by class

Figure 4.8 shows the students' performance in the last examination by class (April 2019).

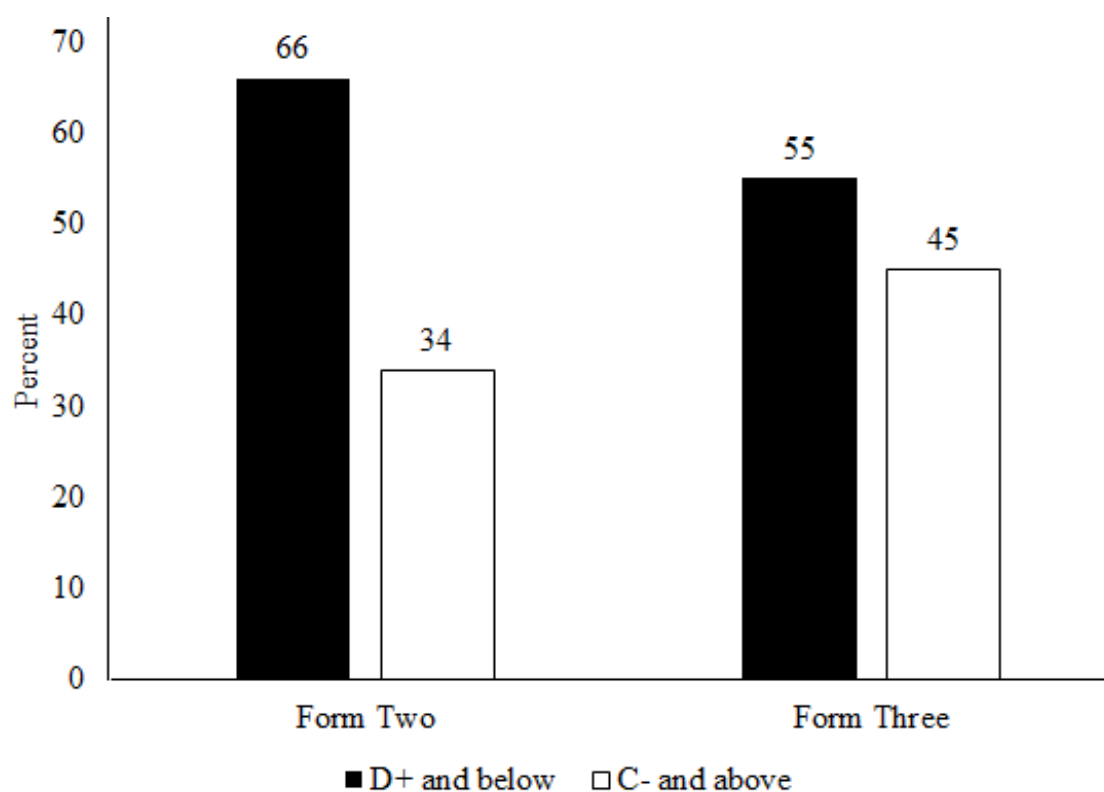


Figure 4.8 : Students' performance distribution by class

Figure 4.8 shows that a higher proportion of the student respondents in form two and three attained a grade of D+ and below.

This means that students in both classes performed poorly in their last terminal exam, with more students in form two having performed poorer in their last terminal examination as compared to students in form three. This trend shows a deterioration in academic performance in the study area. This finding agrees with the trends observed by Muhoro (2015) in Thika West District where declining academic performance was noted to be worrying. These lower grades mean that parental guidance and support could be minimal before, during and after the examination.

Students' performance distribution by gender

A comparison was made on how male and female students performed in their last national examinations. Figure 4.9 shows the students' performance in the last examination by gender.

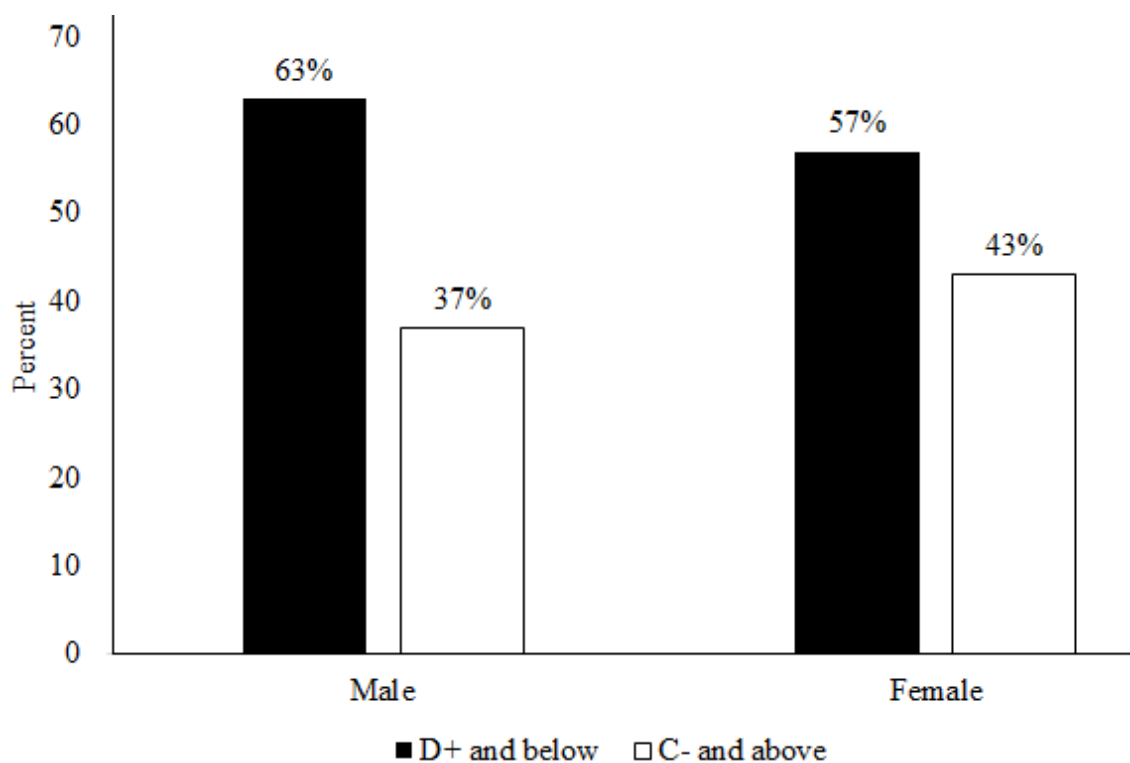


Figure 4.9: Students' performance distribution by gender

Figure 4.9 shows that a higher proportion of both male and female students attained a grade of D+ and below in their last examination than those who attained a grade of C- and above. The results suggest that both genders performed poorly academically, implying that performance did not vary by gender. This finding is in line with the study by Berg et al. (2016) which analyzed gender variations in performance of Swedish students whose parents abused alcohol.

This study found out that the role of gender was not significant. This means that male students whose parents abused alcohol were just as affected as female students in terms of academic performance.

Satisfaction with performance

The student respondents were asked whether they were happy with their performance.

Figure 4.10 shows the findings.

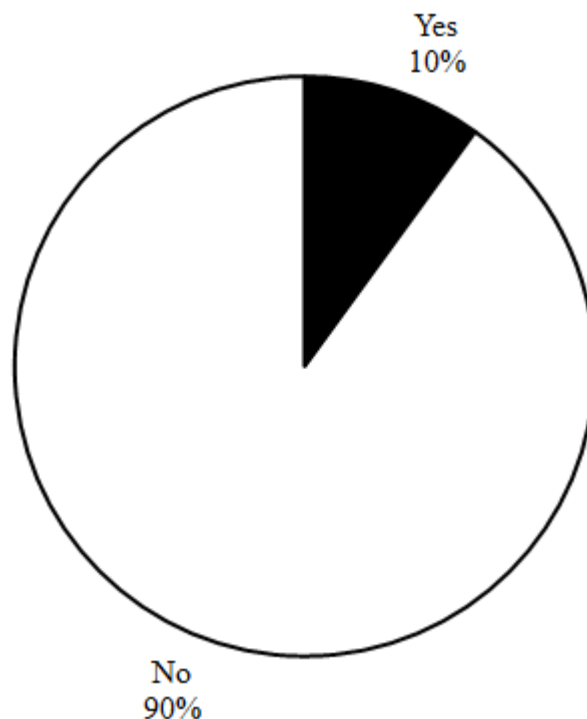


Figure 4.10 : Student respondents' satisfaction with performance

Figure 4.10 shows that 90% of the student respondents said that they were not satisfied with their academic performance while 10% were satisfied. The findings suggest that the students were displeased with the poor academic performance. This potentially had a negative effect on their psychological wellbeing. However, data collected from the responding teachers showed that majority (67%) of the teachers rated academic performance of the students as good and 33% rated the performance as bad. This is shown in Table 4.6.

Table 4.6 : Teachers' rating of academic performance of students

Responses	Frequency	Percent
Poor	4	33%
Good	8	67%
Total	12	100%

The difference in satisfaction levels with student academic performance between student and teacher respondents as revealed in Figure 4.10 and table 4.6 may be due to the likelihood that the teachers were putting into perspective the students' performance in light of the general academic performance of schools in Kandara Sub County. It recorded a high number of students scoring even more lower grades as per the report by the Ministry of Education (2018).

Respondents' target performance

The study sought to establish if student respondents had a target grade they wished to obtain. Figure 4.11 shows the findings. The figure shows that 47% of the student respondents targeted a grade of C+, 43% targeted a grade of B- or higher .

Students who targeted a grade of C or C- comprised 13% of the respondents. The results suggest that majority of the students desired to obtain a grade of C+ or higher. This may be due to the fact that C+ is the minimum entry grade to University education in Kenya as per the Ministry of Education (2019). This means that with the right intervention from significant others, like parental care and provision, students are likely to obtain support that will motivate them into good performance.

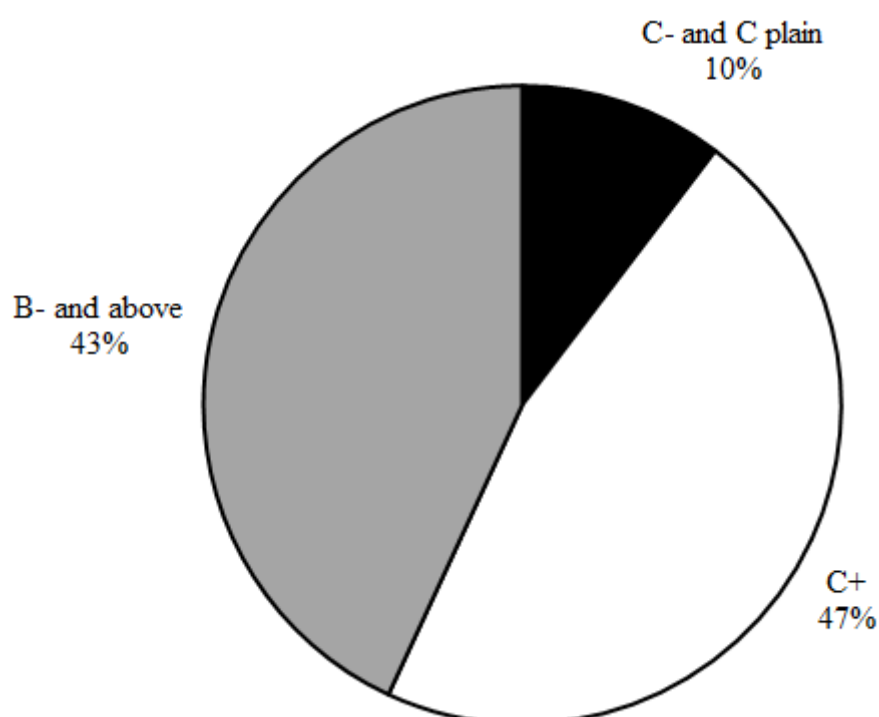


Figure 4.11 : Respondents' target performance

Relationship between Parental Alcoholism and Academic Performance of Students in Public Mixed Day Secondary Schools in Kandara Sub County, Murang'a County

This section analyzes data in answer to the third objective namely; the relationship between parental alcoholism and academic performance among public day secondary school students. The analysis comprises both descriptive and inferential results that broadly cover various dimensions of students' learning outcomes.

Proportion of students negatively affected by parental alcoholism

Figure 4.12 shows the distribution of student respondents in terms of whether they were affected by parental alcoholism in any negative way.

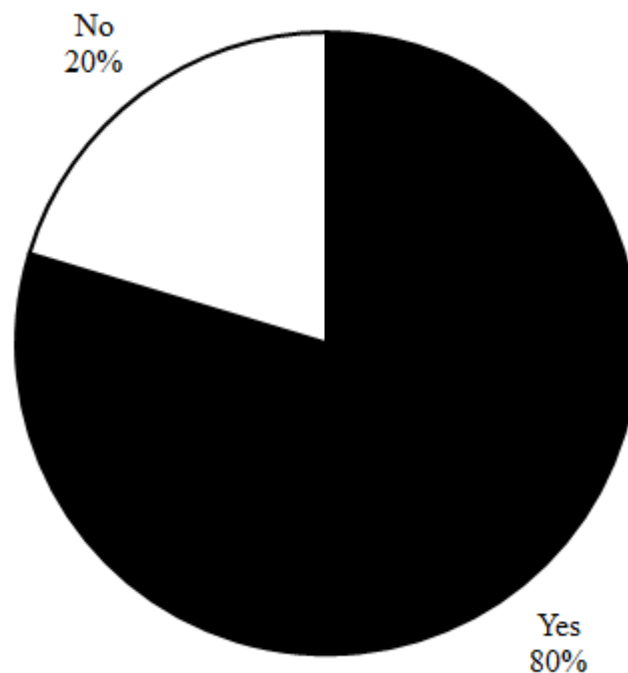


Figure 4.12 : Proportion of students negatively affected by parental alcoholism

As per figure 4.12, 80% of the student respondents said that they were negatively affected by parental alcoholism whereas 20% said that they were not affected. Therefore, majority of the responding students were negatively affected by parental alcoholism. This is consistent with the observation by Greene (2013) that parental alcoholism has been found to have adverse implications on offsprings' academic performance. This means that parental alcoholism is a vice that negatively contributes to adolescent student academic outcomes.

Ways that student respondents are negatively affected by parental alcoholism

Figure 4.13 ranks the distribution of respondents by the various ways that they are negatively affected by parental alcoholism.

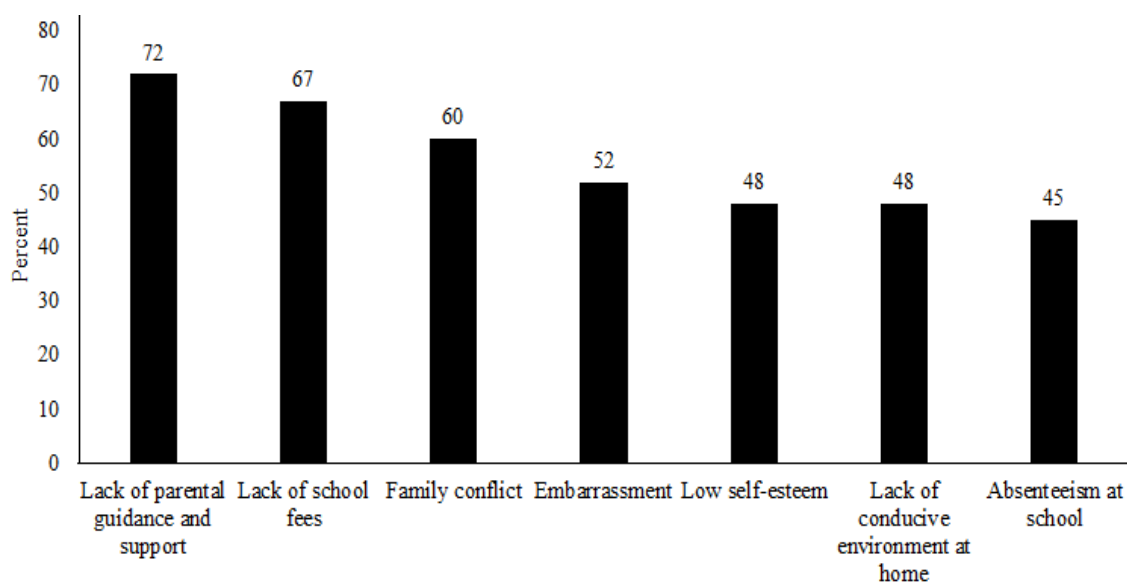


Figure 4.13: Ways that student respondents are negatively affected by parental alcoholism

Figure 4.13 shows that 72% of the student respondents were negatively affected in terms of lack of parental guidance and support. This finding agrees with the results of an earlier study in Kenya by Sirera & Mwenje (2014) on the effect of parental alcoholism on parental guidance of adolescent students. The results showed that parental alcoholism adversely affected the parents' ability to effectively play their role as guides to their children.

Figure 4.13 also shows that 67% mentioned lack of school fees, suggesting that as a result of parental alcoholism, the money that could be used to pay school fees ended up being used to consume alcohol, thus the students lacked school fees and were not able to continue with their education.

This is consistent with the Kyalo's (2010) observation that the threat of alcohol was responsible for school dropouts in the County.

Figure 4.13 shows that 60% of the student respondents were also affected by family conflict resulting from parental alcoholism and 52% suffered embarrassment. This is in line with the findings of Reinaldo & Pillon (2008) which suggested that parental alcoholism was responsible for family conflict. This adversely affected adolescent student academic performance. The level of concentration might have been reduced by stressors coming from conflicting behaviour by parents thereby affecting their performance downwards.

The figure further revealed that 48% of the students reported low self esteem, another 48% lacked a conducive environment at home and 45% reported being absent from school. The results are consistent with the account of the Key Informant Interviewees who observed that:

“Due to parental alcoholism, children are affected negatively in the following ways: High levels of stress due to lack of peace, lack of conducive area for study, poor performance, low self esteem, lack of school fees, high rates of absenteeism, school dropout, parent sickness, lack of concentration, and lack of male figures to mentor children” (Key Informant Interview 1).

“Their children grow with low self esteem. Children lack role models who they can look up to as they grow up. Most of the children end up dropping out of school due to lack of school fees as their parents, mostly fathers, indulge in alcohol” (Key Informant Interview 2).

It can be inferred from the results that parental alcoholism caused direct and indirect harmful negative effects on student mental wellbeing and academic performance. This affirms Pisinger et al. (2016) hypothesis that young people with perceived parental alcohol problems have poorer parent–child relationships and more emotional symptoms: low self-esteem, loneliness and depression than young people without perceived parental alcohol problems. These will interfere with their psychological wellbeing leading into poor performance.

Respondents' knowledge of students affected by parental alcoholism

Respondents were asked whether there were other students known to them who were affected by their parent's alcoholism. Figure 4.14 displays the findings.

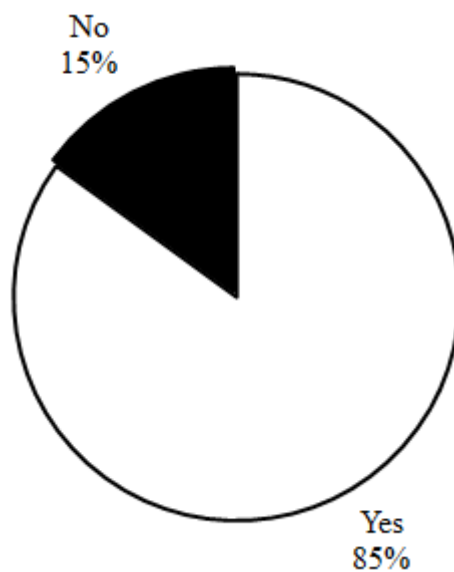


Figure 4.14 : Knowledge of other students affected by parental alcoholism

Figure 4.14 shows that 85% of the student respondents knew of other students affected by parental alcoholism and 15% did not. The results suggest that majority of the students were affected by parental alcoholism.

This was known among student colleagues. This compares well with a study undertaken in Busia Town by Masaba (2017) which found that 80% of the respondents had a family history of alcoholism. This means that alcoholism in this region is an issue in the public domain which is known to the community. The students are able to differentiate their peers whose parents are abusing alcohol due to the behavioural aspect of those affected.

Effect of parental alcoholism on students school outcomes

The study sought student respondents' views about how parental alcoholism affected the students on various dimensions of school outcomes. Figure 4.15 ranks the percentage distribution of respondents by order from the highest to the lowest.

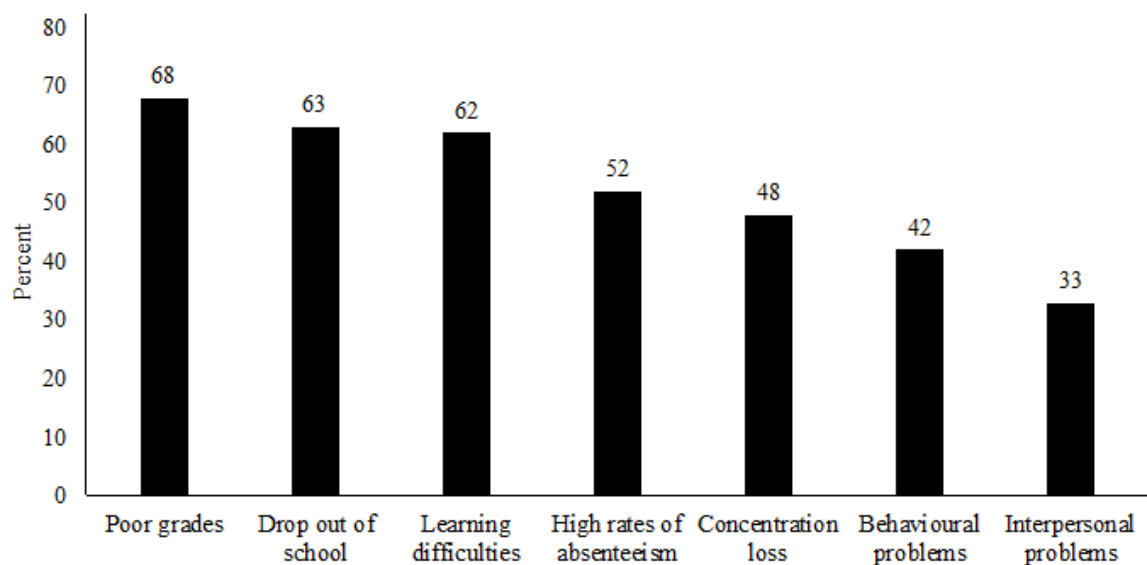


Figure 4.15 : Effect of parental alcoholism on student school outcomes

Figure 4.15 shows that 68% of the respondents reported being affected in terms of poor grades, 63% of the student respondents observed that parental alcoholism was responsible for school drop outs, 62% experienced learning difficulties, 52% reported high rates of absenteeism, 48% lost concentration, 42% suffered behavioral problems and 33% suffered interpersonal problems.

These results were confirmed by the perspectives of Key Informant Interviews as evident in the following verbatim excerpt:

“Most of these children end up dropping out of school due to many reasons e.g. lack of school fees, harshness, unconducive learning atmosphere back at home. Those lucky to continue with education perform poorly” (Key Informant Interview 1).

“The neglected children drop out of school due to lack of school fees and some academic performance deteriorate” (Key Informant Interview 2).

These findings affirm the perspective of Frontline (2013) that children of alcoholic parents were more likely to have problems at school such as learning difficulties, disruptive behaviour, interpersonal problems and higher rates of absenteeism, with a significant proportion experiencing serious academic problems. The results are also consistent with Greene (2013) and Kamau (2017) who observed that children of alcoholic parents seemed to be more likely to develop academic problems including learning difficulties, backwardness in reading, concentration loss and overall poor school performance.

Effect of parental alcoholism on students mental wellbeing and school performance

Table 4.7 presents the mean (M), standard deviation (SD), maximum (Max) and minimum (Min) scores of respondents views on the various ways that parental alcoholism affected them on a 5-point scale from 1= Never to 5=Always.

Table 4.7 : Descriptive analysis of effect of parental alcoholism on students' mental wellbeing and school performance

Statement	Min	Max	M	SD
If my parents were taking alcohol, I would still feel alive and cheerful	1	5	1.58	1.15
I would feel overwhelmed and worried if my parents were abusing alcohol	1	5	4.50	1.01
I am able state my academic goals clearly despite my parents behavior of taking alcohol	1	5	2.88	1.42
These goals I set for myself are usually difficult but attainable	1	5	3.48	1.00
My parents support me in setting my academic goals	1	5	3.13	1.60
If my parents were alcoholic their habit of drinking is likely to affect my performance negatively	1	5	4.20	1.41
I am not happy with my academic grades	1	5	3.08	1.56
It is hard to concentrate in school because of my parents behaviour of fighting	1	5	3.65	1.64
As a result of my parents alcoholism, my school fees is never paid in time	1	5	3.19	1.48
The rate of absenteeism is high due to my problems at home of my parents conflict	1	5	2.66	1.64

The table shows that on a 5 point scale, a low mean score was obtained on the statement, “if my parents were taking alcohol, I would still feel alive and cheerful” (M=1.58, SD=1.15). This suggests that most of the respondents would rarely feel alive and cheerful if their parents were alcoholics. With regards to whether student respondents would feel overwhelmed and worried if parents were abusing alcohol, a very high mean score was obtained on a 5 point scale (M=4.50, SD=1.01). This means that the student respondents would always feel overwhelmed and worried due to parental alcoholism. This is in line with report done by Harwin et al. (2010) that alcoholic parents may be less encouraging of academic success in their children. They may not place as much emphasis on academic performance or provide supportive environments for their childrens' academic success.

Table 4.7 reveals that the statement, “I am able to state my academic goals clearly despite my parental behavior of taking alcohol” scored a moderately low mean score on a scale of 1 to 5 ($M=2.88$, $SD=1.42$). This suggests that respondents would sometimes state their academic goals in clear terms despite parental alcoholism. Concerning whether the goals student respondents set for themselves were usually difficult but attainable, a moderately high mean score was realized ($M=3.48$, $SD=1.00$); implying that the students sometimes set difficult but attainable goals. Pertaining whether their parents supported them in setting their academic goals, a moderate mean score was obtained ($M=3.13$, $SD=1.60$), meaning that sometimes parents helped the student respondents set their academic goals. These students could be going through physical, psychological and emotional abuse due to their parents’ behaviour of alcoholism. As a result they may have a challenge in coming up with sustainable goals.

The study sought to establish whether respondents’ parents’ habit of drinking alcohol was likely to affect their academic performance negatively. The mean score was high ($M=4.20$, $SD=1.41$). This means that parental alcohol would almost always affect the student respondents’ academic performance as supported by Frontline (2013). The author reported that parental misuse of substances often undermined school performance and academic attainment.

Table 4.7 further reveals that on a scale of 1 to 5, a moderate mean score was obtained on the statement, “I am not happy with my academic grades” ($M=3.08$, $SD=1.56$). This means that respondents were sometimes displeased with their academic grades.

Concerning whether it was hard to concentrate in school because of parents' behaviour of fighting due to alcoholism, a moderately high mean score was obtained ($M=3.65$, $SD=1.64$). This means that most of the respondents almost always found it hard to concentrate because of domestic violence as a result of parental alcoholism. This is in line with Tyler & Melander (2015) who speculated that parents who were consuming large amounts of alcohol were less effective in their parenting. A times they would be abusive and controlling. This means that the students were likely to suffer psychologically due to having a disturbed mental state.

Table 4.7 indicates that on a 5 point scale, a moderate mean score was obtained on the statement, "as a result of my parental alcoholism, my school fees is never paid in time" ($M=.319$, $SD=1.48$). This implies that sometimes respondent students' school fees were delayed due to parental alcoholism. This means that most parents who are addicted to alcohol may end up becoming bankrupt and loose properties that may help in educating their children.

Pertaining whether the rate of absenteeism from school was high due to problems at home related to parental conflict as a result of alcohol abuse, a moderately low mean score was obtained ($M=2.66$, $SD=1.64$). This means that school absenteeism was sometimes caused by parental alcoholism. This is in line with a research done by Kamau (2012) that found that due to alcoholic parents' absenteeism, children took up responsibilities that were beyond their age affecting their education, peer relationship and family life. That means children were parentified at a young age which may lead to loss and grief of a developmental stage resulting into absenting themselves from school and hence low performance.

Collectively, the mean scores reported in Table 4.7 reveal that the effects of parental alcoholism on the students were adverse in all fronts. The findings are resonant with the view by Moolakatt & George (2012) that parental alcoholism leads to multiple behavioral and academic problems for adolescent students. This means that their children may suffer from social stigma and loss of respect in the society as some parents are unable to control their behaviours.

Teachers' perception of how parental alcoholism affects student academic performance

Table 4.8 presents the findings on teacher's perception of how parental alcoholism affects students' academic performance. The table shows the mean (M), standard deviation (SD), maximum (Max) and minimum (Min) scores of respondents' agreement with the respective statements on a 5 point scale from 1 = Strongly disagree to 5 = Strongly agree.

Table 4.8: Teachers' perception of how parental alcoholism affects academic performance

Statement	Min	Max	M	SD
Parental alcoholism can lead to conflicting relationships affecting children performance due to hostile environment	4	5	4.71	0.47
Consumption of alcohol by parents can cause marital problems which affects children emotional well being	4	5	4.71	0.46
Parental alcoholism will lead to financial constrains that may cause lack of school fees to the student	3	5	4.62	0.65
Problematic drinking parents may not have moral authority on their children thus children may develop delinquency behavior	3	5	4.57	0.64
Children of drinking parents may not be provided with parental guidance and support, they develop mistrust and fear of neglect	4	5	4.50	0.52

Children of alcoholic background attain low grades in class due to absenteeism caused by abandonment	3	5	4.36	0.63
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Table 4.8 reveals that concerning whether parental alcoholism can lead to conflicting relationships affecting children performance due to a hostile environment, a very high mean score was calculated on a 5 point scale ($M=4.71$, $SD=0.47$), implying that respondents strongly agreed with the statement. Similarly, a very high mean score was obtained on the statement, “Consumption of alcohol by parents can cause marital problems which affects children emotional well being” ($M=4.71$, $SD=0.46$). This suggested that responding teachers strongly agreed that parental alcoholism could affect students’ emotional wellbeing. That means that family abuse which includes divorce and separation may have impacted negatively on students’ performance as a result of conflict that they observed as they interacted with their parents.

Table 4.8 shows that on the statement, “parental alcoholism will lead to financial constraints that may cause lack of school fees to the student”, a very high mean score was obtained ($M=4.62$, $SD=0.65$), meaning that respondents linked parental alcoholism to students’ lack of school fees.

The table also shows that a very high mean score was obtained on a 5 point scale regarding whether problematic drinking parents may not have moral authority on their children and thus they may develop delinquent behavior ($M=4.57$, $SD=0.64$). This means that respondents strongly agreed with the statement. This finding is in line with Bundotich (2018) whose study in Elgeyo Marakwet County found that students whose parents abused alcohol had delinquent behavior in schools. This could be due to poor mentorship from their parents as they observe their uncontrolled behaviour of abusing one another verbally.

This finding is in line with the social learning theory by Bandura (1971) which posits that students may acquire their behavior after observing the behavior of people who are significant in their environment ; in this case, their alcoholic parents.

The table further shows that a very high mean score was obtained on the statement, “children of drinking parents may not be provided with parental guidance and support, they develop mistrust and fear of neglect” ($M=4.50$, $SD=0.52$). This implies that responding teachers associated parental alcoholism with poor parenting. This is consistent with several media reports on women protesting about neglected parental roles by their alcoholic spouses (Kamau, 2012). It is also consistent with a later study in Busia and Nyeri by Sirera & Mwenje (2014) which reported similar results, suggesting that parental alcoholism and poor parenting were related. The result of poor parenting styles may make students suffer from rejection, withdraw from their peers and in the long run affect their social skills. With this kind of exposure students’ performance may be affected downwards.

With regards to the statement, “children of alcoholic background attain low grades in class due to absenteeism caused by abandonment”, a high mean score was computed ($M=4.36$, $SD=0.63$), suggesting that respondents believed that low grades were contributed by absenteeism from school due to parental alcoholism. This agrees with a report by Frontline (2013) which posited that alcohol abuse by parents undermined school performance and academic attainment.

An analysis of verbatim responses from the teachers revealed that due to parental alcoholism, abuse and neglect, the children suffered. This contributed to their lack of concentration in class and low self-esteem thereby reflecting on their poor performance.

This was evident from the verbatim excerpts:

“Because most of the alcoholic parents are violent and hence children are mostly thrown out at night and fail to do private studies .They are also not provided with the learning items needed” (Teacher respondent 2).

“Lack of parental care and funds due to alcoholism has greatly affected our students as most of the time they are absent resulting to missed lessons thus poor performance” (Teacher respondent 4).

"Students lack basic requirements. Students feel rejected. They have poor concentration. This results in lack of peace in the family due to family conflicts brought about by alcoholism” (Teacher respondent 6).

“When parents take alcohol, there will be inadequate finances to cater for the needs of the students. This therefore encourages absenteeism. The environment at home becomes hostile for studies. The students from such environment have low self-esteem” (Teacher respondent 8).

It can be inferred from the collective views of responding teachers that parental alcoholism was linked to many forms of child neglect. This further affirms the findings of Sirera & Mwenje (2014) in Busia and Nyeri Counties which showed that alcoholism adversely affected the parents’ ability to effectively play their role as caregivers and guides to their children. Whenever parents went out to drink, children were left with parental responsibilities that drained them emotionally and physically resulting in low concentration of school activities.

Symptoms of parental alcoholism in students

The teacher respondents were asked to describe the symptoms manifesting in the children that signaled that their parents are alcoholics. Thematic analysis of the responses revealed diverse symptoms, with absenteeism being the most prominent symptom of parental alcoholism, followed by sleepiness/lack of concentration in class and lateness to school. This was reflected in the following verbatim examples:

“Absenteeism/ truancy, sleeping in class, stress, lack of adequate concentration in class, students taking alcohol” (Teacher respondent 1).

“Being late in class, absenteeism, sleepy, delinquent behavior” (Teacher respondent 4).

“Poor grooming. Lack of concentration in class. Lack of basic necessities. Absenteeism. Poor performance” (Teacher respondent 6).

“Poor performance. Absent mindedness/ lack of concentration. Indiscipline. Abuse of alcohol themselves” (Teacher respondent 7).

“Sleeping in school, even early in the morning, lack of concentration, absenteeism, school fees problems” (Teacher respondent 9).

“Fear, anxiety, rebellion, dosing in class, absenteeism due to fees arrears, failure to complete assignments” (Teacher respondent 11).

The findings are in line with several studies (Harwin et al., 2010; Nayak et al., 2011) which reported that parental alcoholism adversely affected adolescent children.

However, it contradicts the results of a study in the UK by Mahedy et al. (2017) which found little evidence of the association between parental alcohol use and offspring outcomes. The problem of excessive drinking brings financial difficulties and marital problems which are observed by the children. At times children will take the blame from their parents drinking behaviour. The outcome will be their poor grades. With the right interventions children can be empowered so that they can make informed decisions and be differentiated from their parents' drinking behaviour.

Relationship between parental alcoholism and academic performance

In order to further test the relationship between parental alcoholism and students' academic performance, a cross-tabulation analysis of students' performance in their last exam done in April 2019 was performed against respondents' perceived effect of parental alcoholism on grades. Figure 4.16 presents the findings. The figure reveals that the highest proportion (74%) of the student respondents who attained D+ and below in their last exams said their grades were affected by parental alcoholism, followed by the proportion of students who scored between C- and C+ (69%). A lower proportion of students who attained B- and above (44%) said their grades were affected by parental alcoholism. The figure suggests that fewer student respondents who attained good grades were affected by parental alcoholism as compared to students who attained comparatively poorer grades. This finding affirms that parental alcoholism negatively influenced student academic performance. This agrees with the viewpoint by Watkins (2018) that parental alcoholism may lead to poor academic performance but not exceptional school performance.

The finding contradicts the results of a study by Rognmo et al. (2012) which suggested that parental alcoholism had a small effect size on children's' school functioning. The findings point to the possibility that the negative effect of parental alcoholism on student academic performance was context specific.

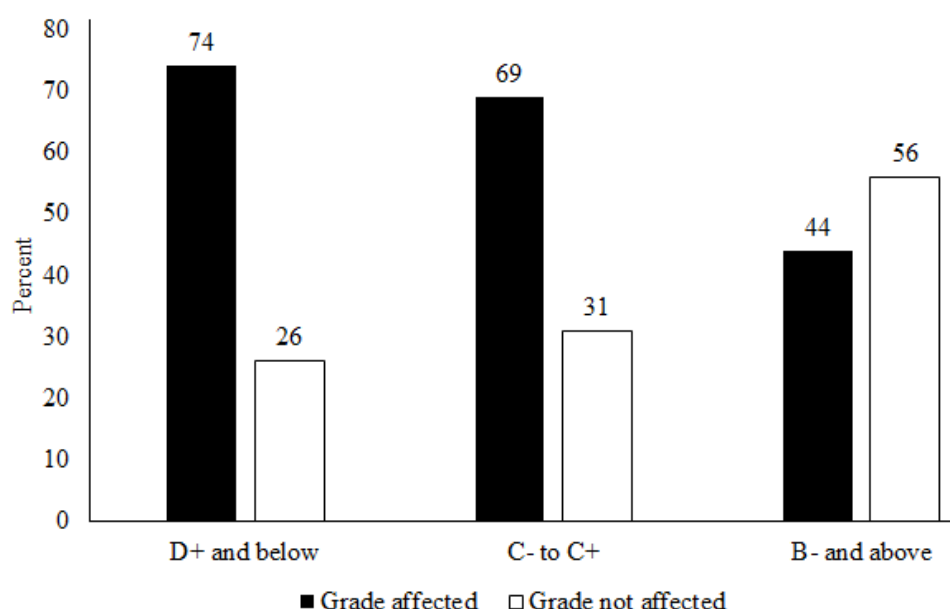


Figure 4.16 : Cross tabulation output of parental alcoholism and academic performance

School based Intervention services to mitigate Adverse Effects of Parental Alcoholism on Academic Performance of Students in Public Mixed Day Secondary Schools in Kandara Sub County, Murang'a County

The fourth objective of the study was the school based intervention services that can be put in place to lessen the adverse effect of parental alcoholism on academic performance of students. This section presents, interprets and discusses the study results based on the outstanding themes from the responses in terms of intervention measures in place, perceived effectiveness of the interventions and what could be done to support students affected by alcoholism.

Intervention measures in place to help students affected by alcoholism

The study sought to establish the intervention measures that have been put in place to help students who are affected by parental alcoholism.

Figure 4.17 presents the distribution of interventions by significant themes.

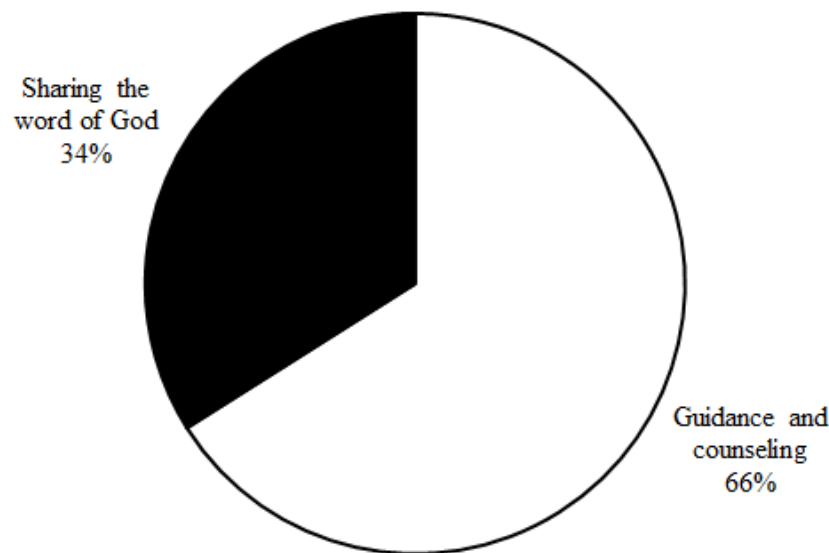


Figure 4.17 : Interventions in place to help students affected by alcoholism

Figure 4.17 shows that guidance and counseling accounted for 66% of the interventions in the schools. The other 34% was mainly through the sharing of the word of God through preaching. The results suggest that there were only two interventions in place that were significant. This was confirmed by findings from verbatim responses by teachers:

“Government sponsorships through bursaries. Receiving psychological support through counseling programs” (Teacher respondent 1).

“Guidance and counseling. Pastoral care” (Teacher respondent 3).

“The school organized regular guidance and counseling sessions in school” (Teacher respondent 6).

“Yes, guidance and counseling being offered to students” (Teacher respondent 8).

“Yes. Constant encouragement. Guidance and counseling” (Teacher respondent 10).

From the findings, it can be concluded that there were few school based intervention measures in place to address the issue of parental alcoholism and its adverse consequences on adolescent students’ academic performance. This agrees with Kamau (2017) who mentioned limited effort from a school perspective towards alleviating the adverse effects of parental alcoholism, meaning lack of adequate attention accorded to parental alcoholism in Kenya. If adequate information was provided to parents who are struggling with issues of alcoholism, positive contribution is likely to be noted in reducing the threat of parental alcoholism hence reducing the undesirable impact of students low performance.

Effectiveness of measures in place to help students affected by alcoholism

The opinions of the respondents were sought as to whether they thought that the measures in place to help students with alcoholic parents were effective.

Figure 4.18 shows the results.

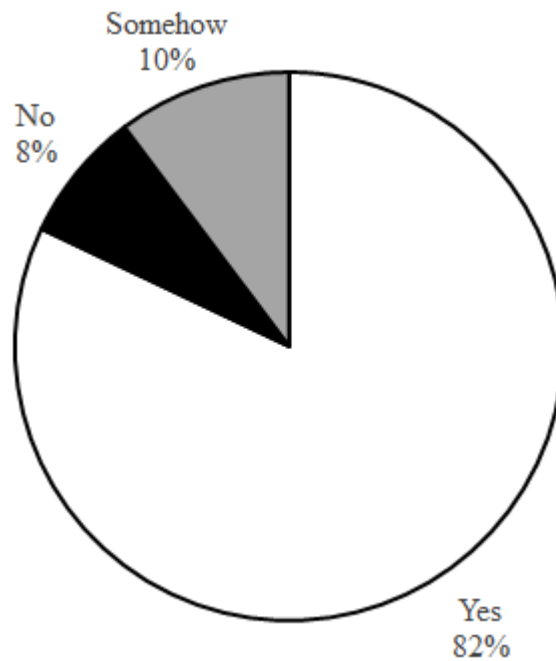


Figure 4.18 : Perceived effectiveness of interventions

Figure 4.18 shows that 82% of the student respondents perceived that intervention measures in place were effective, 10% said the measures were somehow effective and 8% said that they were not effective. Therefore, majority of the student respondents believed that the measures were effective. This finding challenges the results of Kirangari (2010) study that investigated the effectiveness of guidance and counseling in public secondary schools in the study area. The results found limited effectiveness of such programs. This may be explained by the possibility that the students could be getting interventions from school through their teachers and pastors who come to preach to them. The greater challenge could be at home with their alcoholic parents who are not receiving any intervention hence impacting on them negatively.

Suggested interventions from student respondents

Respondents were asked to suggest what should be done to support students with alcoholic parents to improve their academic performance.

Figure 4.19 ranks the suggestions by percentage count.

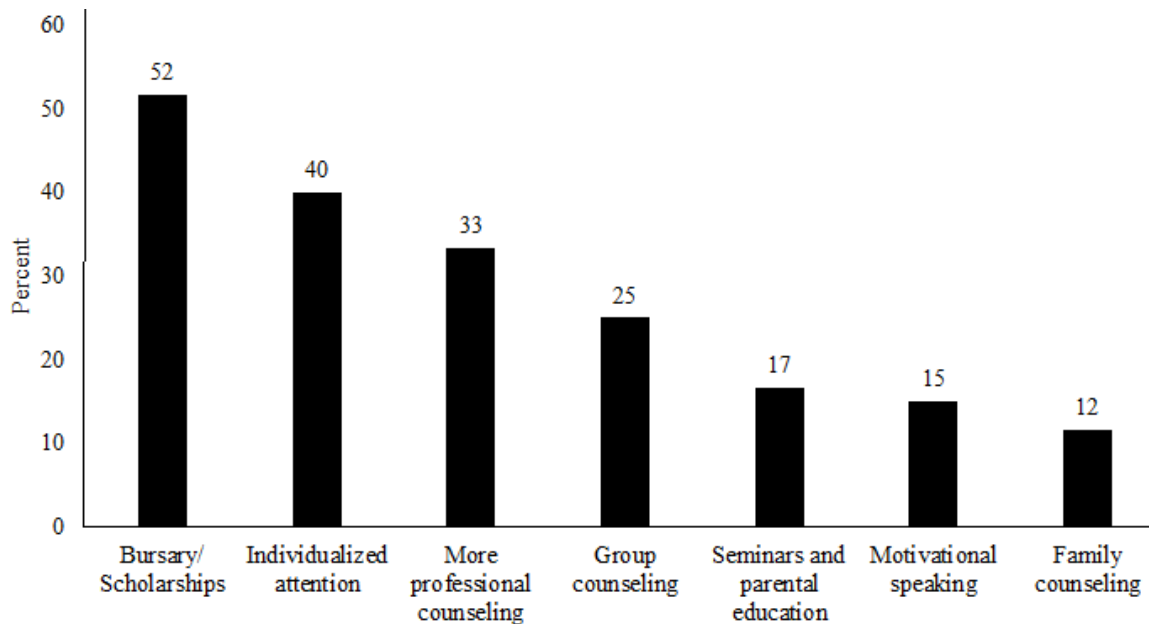


Figure 4.19 : Suggested interventions from student respondents

Figure 4.19 shows that 52% of the respondents proposed the need to support students affected by alcoholism through bursary/scholarships. This is in line with the suggestions of Human Services (2010) that victims of parental alcoholism should be accorded ongoing support as the underlying difficulties may be long term. The students expressed their frustration of not getting bursaries due to the fact that their parents could be earning sufficient salaries which unfortunately rarely transited to school fees as they were spent on alcohol. They therefore missed to qualify for bursaries due to documented income of their parents who did not pay their school fees, hence the strong proposal (52%) by students that they be considered for bursaries/scholarships.

The figure also shows that 40% of the student respondents suggested according affected students individualized attention and listening to them; 33% proposed more professional counseling; 25% suggested group counseling ; 17% recommended seminars and parental education and 12% recommended family counseling. The findings suggested that the main intervention proposed was financial in nature. Various forms of counseling also featured as possible interventions. This means that different psychosocial interventions such as counseling and education were required in order to prevent and manage the exposure of adolescent students to the negative consequences of parental alcoholism. This agrees with the theoretical underpinnings of cognitive behavioral therapy which Papas et al. (2011) found to be effective in mitigating parental alcoholism in Eldoret. It is also in line with the perspective of Human Services (2010) that parenting education and behavioral skills training programs are effective solutions to the problem of parental alcoholism.

Figure 4.19 also shows that 15% of the student respondents proposed motivational talks to students. This means that positive psychology was highlighted among the outstanding interventions to assist adolescent children affected by parental alcoholism. This is in line with Shoshani & Steinmetz (2013) who argued that among school based interventions, positive psychology has been found to strengthen self-esteem, worth, optimism and promoted overall students' mental health in the face of life challenges such dealing with as parental alcoholism.

Challenges faced by teachers in efforts to help students affected by parental alcoholism

The teachers were asked to highlight the unique challenges they faced in their attempt to help students affected by parental alcoholism.

The predominant theme from the responses was lack of parental cooperation. This is indicated in the following verbatim excerpts:

“Lack of role models among parents resulting to difficulties in follow up” (Teacher respondent 3).

“Resistance from parents” (Teacher respondent 4).

“Sometimes the students understand what we are saying but the parents may not understand so that they are available for counseling. The alcoholic parents more often fail to pay fees for their children so that they are sent home” (Teacher respondent 6).

“Counseling students in school but face the same problem when at home” (Teacher respondent 8).

“Uncooperative parents, lack of openness from the students” (Teacher respondent 11).

It can be deducted from the findings that parental ignorance and uncooperativeness was a barrier to helping children affected by parental alcoholism. This supports the proposition by McLaughlin et al. (2015) that alcoholic parents may be less encouraging in the academic success of their children. They may not place as much emphasis on academic performance or provide supportive environments for their academic success.

What teachers could do differently

The teachers were further asked to suggest ways in which schools can improve programs to enable students affected by parental alcoholism be helped.

The outstanding theme from the respondents' suggestions pointed to the need for family counseling and parental education. This is evident in the following verbatim comments:

“Calling the parents from the affected families together with the affected students for guidance” (Teacher respondent 1).

“Giving such students special attention in counseling. Giving support to parents. Rehabilitation and proper fellowship” (Teacher respondent 3).

“Having a meeting with parents and talk about how alcohol abuse negatively affect their children” (Teacher respondent 6).

“Increase the number for counseling parents and students. Create more awareness in the community in collaboration with the local people, chiefs, elders and churches” (Teacher respondent 8).

“Strengthen the guidance and counseling programs. Coming up with programs to sensitize parents on the effects of alcoholism during the parents meetings” (Teacher respondent 12).

The findings signify the important role of guidance and counseling departments within schools as a potential community resource for controlling the menace of parental alcoholism. This is consistent with the theoretical perspective fronted by Christensen et al. (2011) who submitted that cognitive behavior and behavioural therapy are among the most effective interventions targeting the entire family system. Treating children who will go back home to families who have social challenges is not enough.

The entire family ought to be seen by a family therapist who will objectively listen to the opinion of each individual and collaboratively come up with a solution.

Stakeholders who could be engaged for collaboration in school based interventions

The study sought to establish the stakeholders apart from teachers who could join hands in empowering students affected by parental alcoholism.

Figure 4.20 presents the most frequently mentioned stakeholders.

The figure shows that the church emerged as the most frequently mentioned stakeholder at 38%, followed by local administration (24%), school board of management (19%) and professional counselors (19%). The results suggest that all the four mentioned stakeholders could be engaged for school based interventions towards helping students affected by parental alcoholism. This indicates the need for holistic intervention that integrates spiritual, legal, psychological and educational programs in implementing preventive and curative measures to lessen the effects of parental alcoholism on academic performance of the students. This agrees with the observation by Warne et al. (2017) that all efforts geared towards the prevention and early intervention against parental alcoholism and its adverse effects on academic performance of students are useful towards the wholesome development and security of children. The church sector as a stakeholder was also a recurring theme from the perspective of Key Informants who vouched for spiritual resources when tackling the issue of parental alcoholism. This suggests that the role of the religious sector, primarily churches, is central towards addressing the problem of parental alcoholism.

That the role of professional counsellors was comparatively less recognized by the respondents. This suggests the need for psycho education on the importance of professional counselling as an intervention to the alcoholic problem. Parents can be psycho educated on issues that pertain parenting styles, attachment issues and how children learn after observing their parents behaviour.

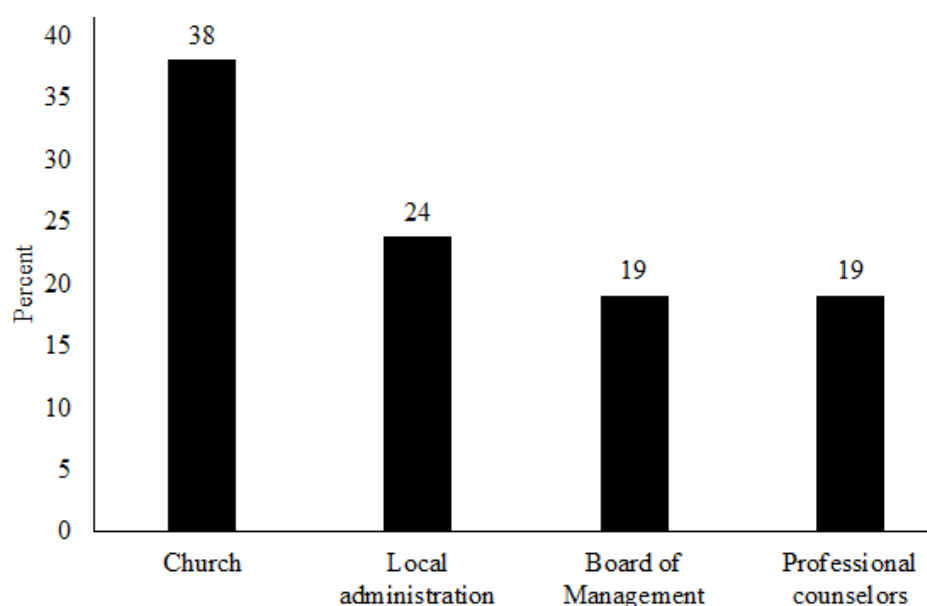


Figure 4.20 : Stakeholders who could be engaged in school based intervention

Chapter Summary

This chapter has presented, interpreted and discussed the findings of the study. This has involved a triangulation of data from quantitative and qualitative tools. The findings have been presented in figures and tables. In the next chapter, the main findings are summarized from which conclusions are drawn and recommendations are suggested.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter presents a summary of the major findings in line with the study objectives. The implications of the findings to theory and practice are discussed. The chapter then makes recommendations of the study and suggests areas for further research. The main conclusion of the study is presented at the end of the chapter.

Summary

Prevalence of alcoholism among parents of public mixed day secondary school students in Kandara Sub County, Murang'a County

The first research objective was to determine the prevalence of alcoholism among parents of adolescent students in public mixed day secondary schools. The study established that 52% of the student respondents reported that at least one of their parents was alcoholic. The teachers estimated the prevalence rate at an average of 60%. Community leaders placed the figure at 70%. Further results showed that 82% of parental alcoholism was accounted for by fathers, 12% of the respondents said that both parents were alcoholic and 6% said the problem of alcoholism was more common among mothers. Most of the respondents' parents drank alcohol on a daily basis (31%), followed by parents who took alcohol during holidays (28%) and those who took alcohol thrice a week (22%).

It was also established that 97% of the student respondents knew of parents who abused alcohol in the area and 100% of the student respondents perceived that parental alcoholism was a major problem in Kandara Sub County. The results showed that poverty, access to alcohol, low level of parental education and idleness were the main risk factors.

Academic performance of students of public mixed day secondary school students in Kandara Sub County, Murang'a County

The second research objective was to determine the academic performance of students of public secondary school students. It was established that 58% of the student respondents scored a grade of D+ and below in their 2018 KCSE, 27% scored a grade between C- and C+ while 15% attained C+ and above. A higher proportion of the student respondents in both form two and three attained a grade of D+ and below in their end of term examination April 2019. Further, a higher proportion of both male and female students attained a grade of D+ and below in their last examination than those who attained a grade of C- and above.

Relationship between Parental Alcoholism and Academic Performance of Students in Public Mixed Day Secondary Schools in Kandara Sub County, Murang'a County

The third objective was to determine the relationship between parental alcoholism and academic performance among public day secondary school students. It was found that 80% of the student respondents said they were negatively affected by parental alcoholism.

Of this, 72% of the student respondents were negatively affected in terms of lack of parental guidance and support, 67% lacked school fees, 60% were affected by family conflict resulting from parental alcoholism and 52% suffered embarrassment. Further results revealed that 48% of the students reported low self-esteem, another 48% lacked a conducive environment at home and 45% reported being absent from school.

In addition, 68% of the respondents reported being affected in terms of poor grades, 63% observed that parental alcoholism was responsible for school drop outs, 62% experienced learning difficulties, 52% reported high rates of absenteeism, 48% lost concentration, 42% suffered behavioral problems and 33% suffered interpersonal problems. The results showed that 74% of the student respondents who attained a grade of D+ and below in their last examination attributed their grades to parental alcoholism.

School based intervention services to mitigate adverse effects of parental alcoholism on academic performance of students in public mixed day secondary schools in Kandara Sub County, Murang'a County

The fourth research objective was to explore the school based intervention services that can be put in place to mitigate the adverse effect of parental alcoholism on academic performance of students. The study established that guidance and counseling accounted for 66% of the interventions in the schools. The other 34% was mainly the sharing of the word of God through preaching.

It was also found that 52% of the respondents proposed the need to support students affected by alcoholism through bursary/scholarships, 40% suggested according affected students individualized attention and listening to them, 33% proposed more professional counseling, 25% suggested group counseling, 17% recommended seminars and parental education, 15% proposed motivational talks to students and 12% recommended family counseling. In terms of challenges faced, the predominant theme from the responses was lack of parental cooperation. Concerning what could be done differently, the outstanding theme from the respondents' suggestions pointed to the need for family counseling and parental education. Church emerged as the most frequently mentioned stakeholder to work with at 38%, followed by local administration (24%), school board of management (19%) and professional counselors (19%).

Implications

From the findings of this study, there are a number of implications for policy and practice. The high prevalence of parental alcoholism indicates that the war on illicit brew in Kandara Constituency is not yet won. This calls for further stepping up of efforts already in place to mitigate the menace and a rethinking of how mitigation strategies can be sustainable. From a psychological viewpoint, parental alcoholism is a symptom of other perceived or real problems in the social environment. This means that risk factors associated with alcoholism could be multidimensional. These invite a multipronged response. Although access was identified as an important issue in the current study, putting policies in place to control access alone, while necessary, is not sufficient to reduce the menace of parental alcoholism.

Further, that parental alcoholism was found more among fathers than mothers. This means that gender could be a risk factor. This calls for targeted interventions to address gender related factors responsible for male alcoholism. Investigating circumstances underlying alcohol abuse among fathers could unravel the root cause so that interventions deal with the problem rather than the symptoms. For example, poverty, low level of parental education and idleness featured in the study as potential risk factors point to gaps in existing socioeconomic policies targeting the study area. These risk factors could be mutually reinforcing: low levels of education potentially lead to less chances of productive employment thus leading to idleness which in turn leads to poverty. This, in isolation or in combination with other antecedent factors, results in parental alcoholism as a coping mechanism.

The negative connotation inherent in low grades potentially has undesirable implications on the mental wellbeing of adolescent students. Adolescence is a stage characterized by emotional challenges that if not well navigated, could affect the students' functioning in society. Their desire to obtain better grades signals a positive attitude towards learning. It presents an opportunity for partnership and stepping up school based interventions such as guidance and counseling. The practice of guidance and counseling in schools needs to be rethought. School guidance and counseling should be approached as a strategic community resource uniquely placed to address adverse effects of parental alcoholism on students' academic performance in a holistic manner. The recognition of the potential of the church, local administration, board of management and professional counselors as key stakeholders means that opportunities for partnership and association exist to strengthen and expand school based interventions.

Recommendations

In light of the discussed implications, the following recommendations are made:

- i) Addressing the problem of parental alcoholism and its unpleasant consequences on adolescent students' academic performance should be a collective responsibility of all concerned stakeholders. School administrators should lead a concerted effort to create a joint partnership between Government departments, the Church, Guidance and Counseling staff, parents and professional counselors to develop a holistic psychosocial intervention to control the danger of alcoholism. Villagers should not be forgotten in the fight against alcohol. They are on the ground and have key information that the policy makers can borrow a leaf from.
- ii) In order to secure the cooperation of parents, the problem of parental alcoholism should not be approached in a manner that makes alcoholic parents feel condemned. Rather, an empathic listening style that builds a sense of acceptance and confidence in the alcoholic can cause a turning point to the alcohol abusers towards a path to recovery and full functioning. The parents who leave rehabilitation centres should be accepted back to the community unconditionally. A follow up be done to avoid relapse.
- iii) School based interventions such as guidance and counseling should adopt marriage and family counseling approaches rather than limiting themselves to counseling students alone. This calls for taking the initiative to establish working relationships with local family therapists and counseling institutions to offer pro bono services to the affected families and/or as community resources for referral.

- iv) Marriage and family therapist should provide psycho education to parents on the impact of alcoholism on health, parenting, academic performance and relationships during school functions and parents meeting activities. Targeted interventions should especially focus on the fathers who were found to be the main abusers of alcohol.
- v) Government agencies such as the State Department for Social Protection should invest on parental education and empowerment programs targeting socio economically vulnerable fathers for improved livelihoods. This includes creating awareness of the existence of family protection programs such as sustainable livelihood support activities and psycho social support programs.
- vi) School guidance and counseling practitioners should integrate positive psychology into their therapy sessions to help adolescent students put their circumstances into perspective and focus on the brighter side of life. This may include enlisting the services of motivational speakers and positive role models to regularly give hope to emotionally depressed students as a result of parental alcoholism. For example, guidance and counseling masters could create a pool of mentors, especially those who have overcome parental alcoholism to become successful in life.

Areas of Further Research

In addition to the foregoing recommendations, the following areas should be considered for further studies:

- i) One of the findings of this study was that more male adolescent students performed poorly academically than their female counterparts.

Further studies could examine why this is the case and whether parental alcoholism has differential effect on the boy child as compared to the girl child.

- ii) This study also revealed that majority of the teacher respondents were satisfied with the students' academic performance despite the poor grades in their last examination. A future study should be done to explore further the underlying reasons behind this seemingly complacent attitude among the teachers and whether it contributes to the poor academic performance in the study area.
- iii) The current study further revealed that the problem of school fees emerged as an important issue. The quest for scholarships was a recurring theme. Research should be undertaken on the best model for financial sponsorship targeting children who are victims of parental alcoholism without scholarships becoming an incentive for parental neglect.
- iv) The Church was particularly mentioned in this study as a key stakeholder in the war on parental alcoholism. A study could take stock on what the local Churches are doing, whether the efforts are effective and how their effectiveness could be enhanced both as preventive and rehabilitative resources available for the community.

Conclusion

The main conclusion drawn from the study is that parental alcoholism in Kandara Sub County is high. It is a major contributor to poor academic performance in the study area.

This calls for a rethinking of existing interventions and a paradigm shift from a one angled approach to school based interventions towards a multipronged and holistic model of psychosocial support that invites the collaboration of school administrators, Government agencies, the church and family therapists. Recommendations for practice and areas of further research have been made.

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APPENDIX I
QUESTIONNAIRE FOR STUDENTS

Dear respondent,

I am a student in Pan Africa Christian University taking a Master of Arts course in Marriage and Family Therapy. As partial fulfilment of the requirements of the course, I am carrying out a project entitled '**Influence of parental alcoholism on academic performance among secondary school students in Kandara sub-county in Murang'a County -Kenya**'.

Kindly fill in this questionnaire as honestly as possible to be part of the data I will use to do my analysis. The information you give will be used for academic purpose only. The respondent's information will be treated as confidential.

Section (A): Demographic information

(Tick whichever is applicable)

1. Do you come from Kandara Sub-county?

Yes ☐

No ☐

2. What is your gender?

Male ☐

Female ☐

3. Which class are you?

4. How old are you?.....

Section (B): Prevalence of parental alcoholism

1. Does any of your parents take alcohol?

Yes ☐

No ☐

2. If yes who among them?

Father ☐

Mother ☐

Both ☐

3. How frequent do your parent(s) drink alcohol?

a) Daily b) once a month

b) Thrice a Week d) During Holidays

4. Are there other parents known to you in your area who drinks alcohol?

Yes ☐

No ☐

5. How frequent do they drink?

a) Thrice a week

c) Month end

b) Daily

d) During Holidays

6. Which parental gender is more affected?

Male ☐

Female ☐

7. Do you think alcohol abuse is a major problem in Kandara?

Yes ☐

No ☐

8. In a scale of 1 – 10, one being the least affected and 10 being the worst affected by parental alcoholism, how would you rate Kandara? (*Circle your response*)

1 2 3 4 5 6 7 8 9 10

Section (C): Assessment of performance

1. How did you perform in your last exam?

a) Grade A

b) Between B- and B+

c) Between C- and C+

d) D^+ and below

2. Are you happy with the above performance?

[] Yes

[] No

3. What is your target Grade for the end year exam?

Section (D) Relationship between parental alcoholism and academic performance

1. Does the parental alcoholism affects you negatively in any way?

Yes

☐

No

☐

2. If yes in which of the following ways does it affect you?
(You can Tick more than one if applicable)

☐

Low self esteem

☐

Embarrassment

☐

Lack of school fees

☐

Family conflict

☐

Absenteeism at school

☐

Lack of conducive environment at home

☐

Lack of parental guidance and support

Specify any other way

3. How does the above ticked response affect your academic performance?

.....

.....

4. Are there other students known to you who are affected by their parents' behaviours of taking alcohol?

Yes

☐

No

☐

5. How are these students affected by their parent's behaviours of drinking alcohol?
(You can choose the most applicable responses from the following)

- ☐ learning difficulties ☐ high rates of absenteeism
- ☐ Concentration Loss ☐ poor grades
- ☐ Low Self-esteem ☐ suffer behavioral problems
- ☐ interpersonal problems ☐ Drop out of school

6. In this section, please tick against the number which closely represents your opinion on the following statements (1=Never; 2=Rarely; 3= Sometimes; 4=Almost always; 5=Always).

	1	2	3	4	5
If my parents were taking alcohol, I would still feel alive and cheerful					
I would feel overwhelmed and worried if my parents' were abusing alcohol.					
I am able to state my academic goals clearly despite my parental behaviour of taking alcohol.					
These goals I set for myself are usually difficult but attainable					
My parents supports me in setting my academic goals					
If my parents were alcoholic their habit of drinking is likely to affect my performance negatively.					
I am not happy with my academic grades					
It is hard to concentrate in school because of my parents behaviour of fighting on taking alcohol					
As a result of my parental alcoholism, my school fees is never paid in time					
The rate of absenteeism is high due to my problems at home of my parental conflict.					

Section (D): School-based intervention services

1. What intervention measures in your school that have been put in place to help the students who are affected by parental alcoholism?

.....
.....

2. Do you think the measures put in place to help students with alcoholic parents are effective?

.....

3. What do you think should be done to support students with alcoholic parents to improve their academic performance?

.....
.....
.....

4. Any other comments on what should be done to support children with alcoholic parents?

.....
.....

Thank you for your time and cooperation

APPENDIX II
QUESTIONNAIRE FOR TEACHERS

I am a student in Pan Africa Christian University taking a Master of Arts course in Marriage and Family Therapy. As partial fulfilment of the requirements of the course, I am carrying out a project entitled '**Influence of parental alcoholism on academic performance among secondary school students in Kandara sub-county in Murang'a County -Kenya**'.

Kindly fill in this questionnaire as honestly as possible to be part of the data I will use to do my analysis. The information you give will be used for academic purpose only. The respondent's information will be treated as confidential.

Section (A) Demographic information

1. Which is your age bracket?

20 – 35years() 36 – 45Years () Above 45Years ()

2. What is your gender?

Male ☐

Female ☐

3. What is your teaching experience (Years)

1-10 () 10-20 () 20 – 30 () Others Specify

4. What is your education Level?

Certificate () Diploma () Bachelor () Other

Section (B): Prevalence of parental alcoholism

1. In your own opinion what percentage of your students have parents who abuse alcohol?

2. Which gender is highly affected by alcohol abuse?

Male ☐

Female ☐

3. At the rate of 1 – 10 how would you rate parental alcoholism in this area?
(1 being the least affected and 10 being the worst affected by parental alcoholism). (*Circle your response*)

1 2 3 4 5 6 7 8 9 10

4. In your opinion what factors contributes to parental alcoholism in this region?

.....
.....
.....

Section (C): Assessment of performance

1. How would you rate your school performance for the last four (4) years?

☐ Excellent ☐ Good ☐ Average ☐ Poor ☐ Very Poor

2. What was your school's Grade in the last National exam?

☐ B+ and above ☐ C+ and above ☐ C- to C ☐ D+ and below

3. What is your Target for the fourth coming National exam?

4. Are you satisfied with the above performance?

Yes ☐ No ☐

Section (C) Relationship between parental alcoholism and academic performance

1. The following statements relate to parental alcoholism on the performance of their children: please tick against the number which most closely represents your opinion on the following statements;

1- Strongly Disagree 2- Disagree 3- Neutral 4- Agree 5- Strongly Agree.

	1	2	3	4	5
Parental alcoholism can lead to conflicting relationships affecting children performance due to hostile environment.					
Consumption of alcohol by parents can cause marital problems which affects children emotional well-being.					
Parental alcoholism will lead to financial constrains that may cause lack of school fees to the student.					
Problematic drinking parents may not have moral authority on					

their children thus children may develop delinquency behaviour.					
Children of drinking parents may not be provided with parental guidance and support, they develop mistrust and fear of neglect.					
Children from alcoholic background attain low grades in class due to absenteeism caused by abandonment.					

2. In your view, how does parental alcoholism affects the performance of your students?

.....

3. Name some of the symptoms that indicate that student hails from an alcoholic background.

.....

4. What are the unique challenges you face in your efforts to help these students who are affected by parental alcoholism?

.....

5. Are there some of your students who abuse alcohol as a result of parental influence?

Yes ☐

No ☐

Section (D): school-based intervention services

1. If you could do one thing differently about how school implements its empowerment programs to their students, what could it be?

.....

2. Please suggest ways in which school can improve its programs to enable student affected by parental alcoholism be helped?

.....

.....

.....

3. Apart from teachers, who are the other stakeholders who join hands in empowering students from alcoholic background?

.....

.....

.....

4. Are there interventions measure that have been put in place to support students with alcoholic parents?

.....

.....

.....

.....

Thank you for your time and cooperation

APPENDIX III
INTERVIEW SCHEDULE FOR KEY INFORMANTS
Local administrators and spiritual leaders

1. Are there parents with secondary school children who abuse alcohol in this area?

.....

2. What are the effects of parental alcoholism on their children wellbeing?

.....
.....
.....
.....

3. In your opinion what is the general performance of schools in this area?

.....
.....

4. How does the parental alcoholism affect the children academic

Performance/progress?

.....
.....
.....

5. What are the prevention measures that aim at reducing alcohol in your society?

.....
.....

.....
.....

6. In what ways can the Government legal framework help in reducing parental alcohol consumption?

.....
.....
.....
.....

7. What role has this Sub-county officials played in prevention of parental alcohol abuse?

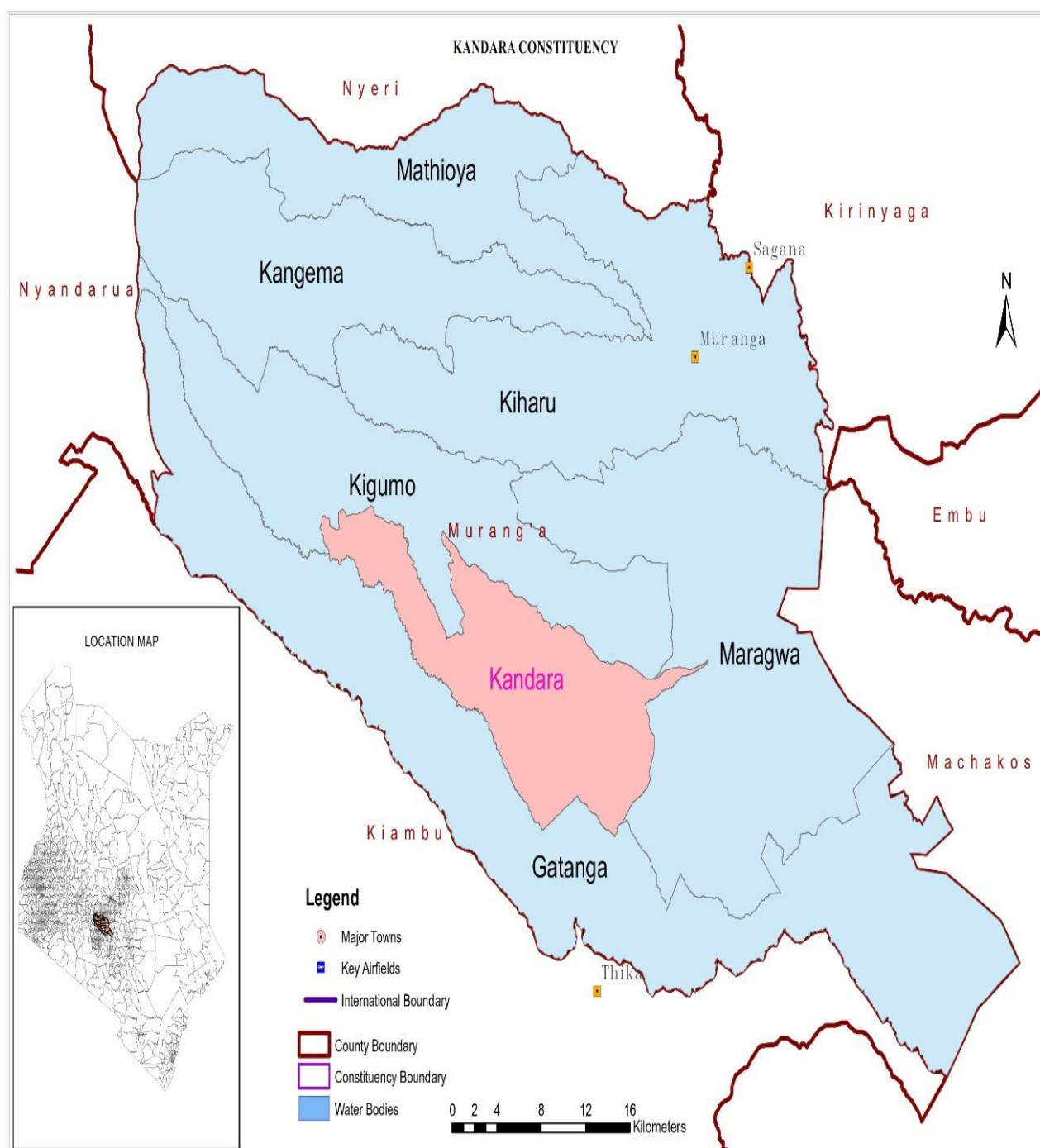
.....
.....
.....
.....

8. Please suggest ways in which local government can improve its programs to enable people affected by alcoholism live a happier life.

.....
.....
.....
.....

Thank you for your time and cooperation

APPENDIX IV STUDY AREA MAP

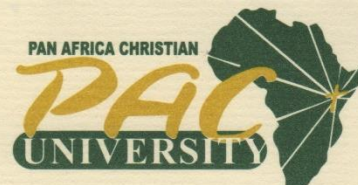


Map of Kenya with Kandara Sub County highlighted in red

Source: IEBC.

APPENDIX V
PAC UNIVERSITY INTRODUCTION LETTER

10th May, 2019



P.O. Box 56875 - 00200
Nairobi, Kenya
Lumumba Drive, Roysambu
off Kamiti Rd, off Thika Rd
Tel: 0734 400694/0721 932050
Email: enquiries@pacuniversity.ac.ke
website: www.pacuniversity.ac.ke

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: BETH N. NJOROGI REG. NO. MMFT/7765/16

Greetings! This is an introduction letter for the above named person a final year student at Pan Africa Christian University (PAC University), pursuing a Master of Arts in Marriage and Family Therapy.

She is at the final stage of the programme and she is preparing to collect data to enable her finalise on her thesis. The thesis title is '**Influence of Parental Alcoholism on Academic Performance among Secondary School Students in Kandara Sub-County in Muranga-Kenya**'.

We therefore kindly request that you allow her conduct research at your organization.

Warm Regards,

Dr. Lilian Vikiru
Registrar Academics

PAN AFRICA CHRISTIAN UNIVERSITY
P. O. Box 56875, NAIROBI - 00200.
TEL: 8561820 / 8561945 / 2013146

10th May, 2019

Where Leaders are Made

NACOSTI RESEARCH PERMIT

THIS IS TO CERTIFY THAT:

MS. BETH NYAMBURA NJOROGE

of PAN AFRICA CHRISTIAN UNIVERSITY,
0-200 NAIROBI, has been permitted to
conduct research in *Muranga County*.

on the topic: **INFLUENCE OF PARENTAL ALCOHOLISM ON ACADEMIC PERFORMANCE AMONG SECONDARY SCHOOL STUDENTS IN KANDARA SUB-COUNTY IN MURANG'A COUNTY, KENYA**

for the period ending:
23rd May, 2020

Permit No. : NACOSTI/P/19/68639/30485

Date Of Issue : 28th May, 2019

Fee Recieved :Ksh 1000

Applicant's Signature

Director General
National Commission for Science,
Technology & Innovation



Technology and Innovation National
Technology and Innovation National
Technology and Innovation National
Technology and Innovation National
Technology and Innovation National

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

The Grant of Research Licenses is guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014

CONDITIONS

1. **The License is valid for the proposed research, location and specified period.**
2. **The License and any rights thereunder are non-transferable.**
3. **The Licensee shall inform the County Governor before commencement of the research.**
4. **Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies.**
5. **The License does not give authority to transfer research materials.**
6. **NACOSTI may monitor and evaluate the licensed research project.**
7. **The Licensee shall submit one hard copy and upload a soft copy of their final report within one year of completion of the research.**
8. **NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice.**



REPUBLIC OF KENYA



**National Commission for Science,
Technology and Innovation**

RESEARCH LICENSE

National Commission for Science, Technology and innovation

P.O. Box 30623 - 00100, Nairobi, Kenya

TEL: 020 400 7000, 0713 788787, 0735 404245

Email: dg@nacosti.go.ke, registry@nacosti.go.ke

Serial No. A 24940

CONDITIONS: see back page

APPENDIX VII
NACOSTI RESEARCH AUTHORIZATION



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

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

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

Ref. No. **NACOSTI/P/19/68639/30485**

Date: **28th May, 2019**

Beth Nyambura Njoroge
Pan Africa Christian University
P.O Box 56875 – 00200
NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***“Influence of parental alcoholism on academic performance among secondary school students in Kandara Sub-County in Murang’a County Kenya”*** I am pleased to inform you that you have been authorized to undertake research in **Murang’a County** for the period ending **23rd May, 2020**.

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

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

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

Copy to:

The County Commissioner
Murang’a County.

The County Director of Education
Murang’a County.

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

APPENDIX VIII
COUNTY RESEARCH AUTHORIZATION

REPUBLIC OF KENYA



THE PRESIDENCY

MINISTRY OF INTERIOR AND CO-ORDINATION OF NATIONAL GOVERNMENT

Telephone: 060-2030467
Email: cc.muranga@interior.go.ke

COUNTY COMMISSIONER
MURANG'A COUNTY
P. O. BOX 7-10200
MURANG'A

When replying please quote

REF.NO.PUB.24/11/VOL.1II/37

30TH MAY, 2019.

**BETH NYAMBURA NJORGE
PAN AFRICA CHRISTIAN UNIVERSITY
P.O BOX 56875-00200
NAIROBI.**

RE: RESEARCH AUTHORIZATION.

In reference to a letter **NACOSTI/P/19/68639/30485** dated **28TH MAY, 2019** from the National Commission for Science, Technology and Innovation regarding the above subject, you are hereby authorized to carry out research on ***"Influence Of Parental Alcoholism On Academic Performance Among Secondary School Students In Kandara Sub-County In Murang'a County. In the underlisted sub counties in Murang'a County ` For the period ending 23RD MAY,2020 .***



**OKAKA I ETYANG
FOR:COUNTY COMMISSIONER
MURANG'A COUNTY.**

**CC: 1.Deputy County Commissioner:
Kandara Sub-County,**