

**EFFECTS OF PARENTAL ALCOHOLISM ON THEIR CHILDREN'S
EDUCATION IN PUBLIC SECONDARY SCHOOLS IN KENYA; A
CASE STUDY OF BUNGOMA WEST SUB COUNTY**

BY

ISERENE CAROLYNE OMACHARE

EDU-G-4-0168-16

**A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF EDUCATION,
HUMANITIES AND SOCIAL SCIENCES IN PARTIAL FULFILLMENT OF THE
AWARD OF DEGREE OF BACHELOR OF EDUCATION OF GREYSON
UNIVERSITY**

MARCH 2020

DECLARATION

This research project is my original work and has not been presented for award of any degree in any other university.

Signature.....*IC O*.....

Date.....*15/12/2020*.....

Iserene Caroline Omachare

EDU-G-4-0168-16.

Supervisor's approval

Mr. Edwin Muna

Signature.....*EM*.....

Date.....*15/12/2020*.....

DEDICATION

This research is dedicated to my parents Mr. and Mrs. Omachare.

ACKNOWLEDGEMENT

I acknowledge my parents for their support throughout the process of doing this research, my supervisor Mr. Muna for his commitment and professional guidance which led to the success of this entire work and my colleagues for their encouragement.

TABLE OF CONTENTS

DEDICATION	iii
ACKNOWLEDGEMENT	iv
LIST OF FIGURES	vii
LIST OF TABLES	viii
ABBREVIATIONS AND ACRONYMS	ix
ABSTRACT	x
CHAPTER ONE:	1
INTRODUCTION	1
Introduction	1
1.1 Background to the study	1
1.2 Statement of the problem.....	2
1.3 Purpose of the study	3
1.4 Conceptual framework	4
1.5 Research objectives	5
1.5.1 General objective	5
1.5.2 Specific objectives	5
1.6 Research questions	5
1.7.Hypothesis of the study.	5
1.8 Significance of the study	6
1.9 Delimitations of the study.....	6
1.10 Limitations of the study.	6
CHAPTER TWO: LITERATURE REVIEW.....	7
2.1 Introduction.....	7
2.2 Alcoholic parents and student’s school attendance.....	7
2.3 Alcoholic parents on their children’s learning performance.....	8
2.4 Alcoholic parents and their learners discipline.	9
2.5 Summary of the identified gaps.	10
2.6 Theoretical framework.....	11
CHAPTER THREE: RESEARCH METHODOLOGY	13
3.1 Introduction.....	13
3.2 Research design.....	13
3.3 Study area	13

3.4 Target population	13
3.5 Sampling Technique.....	13
3.6 Sample size	13
3.7 Measurement of variable.....	14
3.8 Research Instruments	14
3.9 Validity of measurements	14
3.10 Reliability of the measures	15
3.11 Data collection	15
3.12 Data analysis.....	15
3.13 Logistical considerations	16
3.14 Ethical considerations.	16
CHAPTER FOUR: FINDINGS AND DISCUSSION.....	17
4.1 Introduction.....	17
4.2 Demographic information	17
4.2.1 Questionnaire response rate	17
4.2.2 Class Teachers' Gender.....	18
4.2.3 Class Teachers' Age	18
4.2.4 Level of Education	20
4.4 Class Attendance	21
4.5 Learning.....	22
4.6 Discipline	23
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMENDATION	25
5.1. Introduction.....	25
5.2 Summary	25
5.2.1 Class attendance	25
5.2.2 Learning.....	25
5.2.3 Discipline	25
5.3 .Conclusion of the study.....	25
5.4 Recommendations.	26
5.5 Recommendation for Further Study	26
REFERENCES	28
APPENDICES	29
Appendix I: Letter of consent.....	29
Appendix III: Work Plan	35
Appendix III: Budget	36

LIST OF FIGURES

Figure 1 Gender	18
-----------------------	----

LIST OF TABLES

Table 1 sample size	14
Table 2 measurement of variables	14
Table 3: Questionnaire return rate	17
Table 5 level of education	20
Table 6: Class attendance (n=30).....	21
Table 7: Class learning (n=30)	22
Table 8 : Discipline (n=30).....	23

ABBREVIATIONS AND ACRONYMS

SPSS- Statistical Package for Social Science

NACADA- National Agency for Campaign against Drug Use

WHO- World Health Organization

A Agree

D Disagree

ABSTRACT

School attendance, learning performance and discipline of learners seems to be affected by excessive alcohol consumption by parents. Alcoholism among parents continues to greatly influence children's education and thus the main purpose of the study will be to find out the effects of alcoholic parents on children's education in public secondary schools in Bungoma west Sub County, Bungoma County. Objectives of the study were; to find out the influence of alcoholic parents on their children's education in public secondary schools in Bungoma West Sub County, to determine the influence of alcoholic parents on their children's learning performance and also to establish the influence of alcoholic parents on their children's discipline. The study was guided by two theories; the social learning theory and two levels out of the five level ecological system theory namely microsystem and mesosystem, used descriptive survey design. The study adopted random sampling in selecting study participants. Questionnaires were used to collect information. The validity and reliability of the research tools were accessed by pre-testing of research tools. Qualitative data was analyzed as per the objectives of the study and presented in a narrative manner whereas quantitative data was analyzed using descriptive statistics with the help of SPSS. The results were analyzed and presented by use of tables, pie charts and bar graphs. Findings showed that alcoholic parents had influence on their children's education in public secondary schools in Bungoma West Sub County. The study concluded that alcoholic parents had influence in their children's education participation in terms of; school attendance, learning performance in class as well as their discipline. The study recommended guidance for learners from such families, seminars for community sensitization on the impact of alcohol abuse as well as construction of rehabilitation centers and also training of the teachers in order to equip them with skills on how to handle learners from such backgrounds.

CHAPTER ONE:

INTRODUCTION

Introduction

This chapter entails background of the study, statement of the problem, justification of the study, purpose of the study, objectives, research questions, and significance of the study, limitation of the study and delimitation of study.

1.1 Background to the study

Education participation in secondary school in terms of school attendance, learning performance and discipline among students seems to be a challenge due to several factors with parental factors particularly those related to alcoholism contributing greatly to poor education participation. Alcoholism refers to liquor seeking and consumption behavior which has negative impacts to both the users and the non-users NACADA(2015). Many people have continued to abuse alcohol worldwide despite of its consequences with the WHO (2015) reports confirming the same.

The consequences of alcohol abuse are several ranging from adverse health effects, parents foregoing their responsibilities and also children's education being affected. Many countries worldwide have tried to control alcohol consumption for centuries since it is a worldwide disaster with several researchers revealing many parents indulging it such as Gupta & Velleman, (2008) who identified alcoholism among parents as a factor that impacted negatively on children's learning also Garland, (2009) agreed with this. The consequences of alcoholism not only affects the user but also the non-user as confined by a study conducted by Hansen (2003); Buckley & Holt (2007) showing children of alcoholic parents having high chances of exposure to many problems such as becoming alcoholics in their later life. They also pointed out those children whose parents were alcoholics risk going through physical and emotional abuse as well as neglect. These problems faced by children of alcoholic parents results to difficulties in schooling Moss & Billings, (2009).

In another study carried out in South Africa by Johnson (2009) on school-based environmental interventions to curb smoking in high school students, it was noted that parents' excessive alcohol consumption exposed children to physical abuse. Moreover,

exposing children to chaos, frequent domestic violence and stress in turn affects their education which includes school attendance, academic performance as well as discipline.

In another study conducted in Uganda by Masiye (2013), it pointed out those children of parents who suffer from alcoholic disorder had irregular curves in their class work.

NACADA (2018) report indicated a widespread alcoholic consumption with Kenyan population totaling to 4.9 million and those affected being Kenyans. As a result of increased alcohol consumption in Kenya ,with many parts of the country being affected by the associated effects of alcoholism such as negligence by parents to cater for basic needs of their children such as education acquisition which is a national goal being at achieving it by the government of Kenya and also perceived by the entire community as a tool for poverty eradication and success in life, with Bungoma West Sub County not being an exception thus the researcher gained interest in finding out if alcoholism among parents influenced their children's education in public secondary schools in Bungoma West Sub County.

1.2 Statement of the problem

Alcohol abuse among parents is one of the threats that is being experienced globally particularly in developing countries in the world and Kenya being developing country is not left out. Several researches have revealed the consequences of alcohol abuse ranging from health effects and its cost in terms of treatment as well as children's education being neglected Garland,(2009);Masiye (2013);WHO (2013)And thus this affects students participation in secondary school education.

As much as education performance is termed as a key tool by stakeholders at various levels of education in determining its quality, with various government coming up with several measures in place that can help to ensure that all children get access to education, these efforts seem to be in vain since there are factors outside education that seem to drag this

efforts behind greatly. In Kenya, the monster that appears to paralyze provision of education seems to be parental alcoholism which is on the rise. This shows that alcohol remains a prominent problem in Kenya as a whole with Bungoma west-sub County not an exception. With it being the county headquarter that serves as a commercial hub, an administrative center, education center and a transit center (Bungoma-Malaba Highway). There has been an increase in illegal activity especially local liquors (*Chagaa and Busaa*) among resident to serve an increasing population in the area

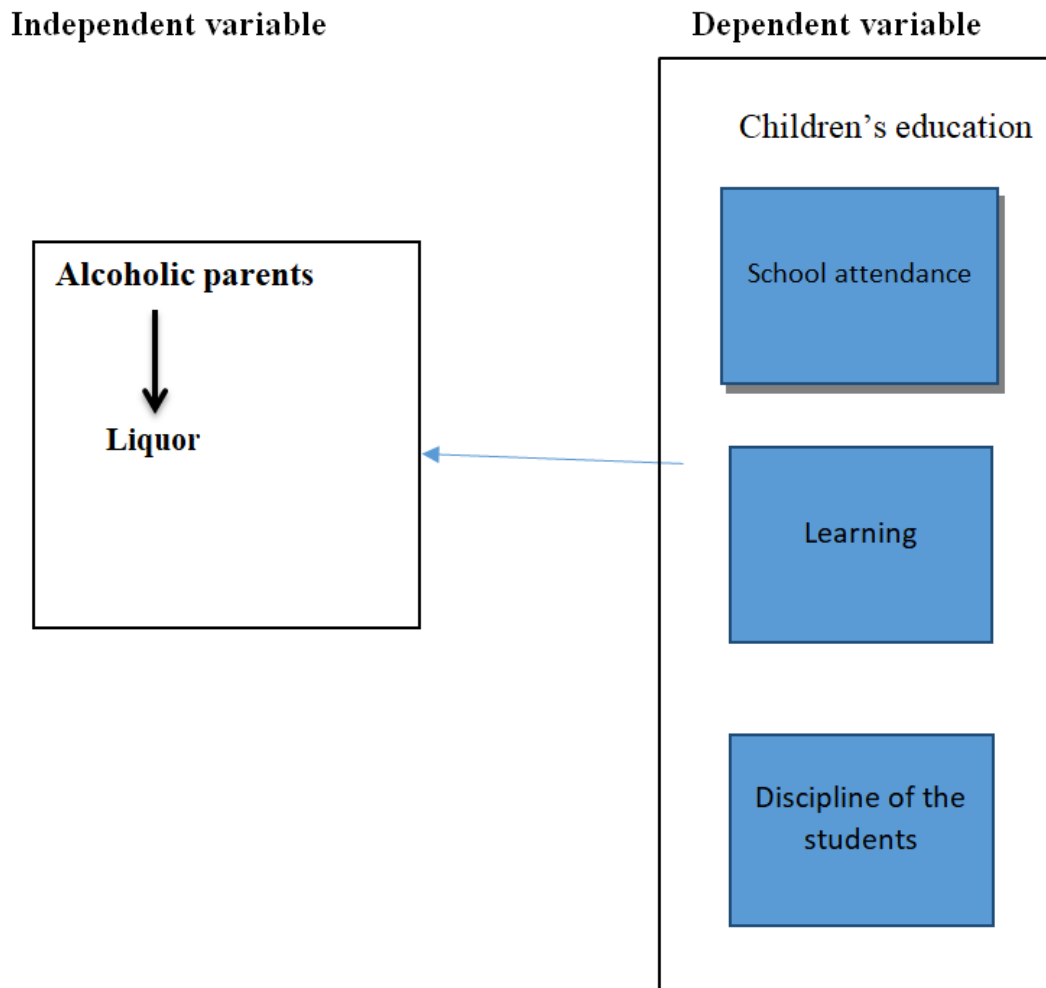
Many studies have been conducted but most of them focused on effects of alcoholic parent on pre-school and children's development and also most of them were done at international levels and based on different factors that influenced education. Due to increase in the number of alcohol consumers in Kenya as a country, and Bungoma west Sub county being part of Kenya, the researcher gained interest to find out if alcoholism among parents had influence on their children's education participation in public secondary schools within Bungoma west Sub County.

1.3 Purpose of the study

This study set out to establish the effects of alcoholic parents on their children's education in public secondary schools in Bungoma West Sub county..

1.4 Conceptual framework

This consists of the dependent and independent variable; the dependent variable is children's education while the independent variable is alcoholic parent.



1.5 Research objectives

1.5.1 General objective

This research project set out to establish the effects of alcoholic parents on their children's education in public secondary schools in Bungoma West Sub County.

1.5.2 Specific objectives

This study was guided by the following key areas;

- i. To determine how alcoholic parents influence their children's school attendance in public secondary schools in Bungoma West Sub County.
- ii. To establish how alcoholic parents influence their children's classroom learning performance.
- iii. To find out how alcoholic parents influence their children's discipline.

1.6 Research questions

The questions below guided this study;

- i. Do alcoholic parents influence their children's school attendance in public secondary school?
- ii. How do alcoholic parents influence their children's classroom learning performance in public secondary schools?
- iii. How do alcoholic parents affect their children's discipline in public secondary schools?

1.7.Hypothesis of the study.

- 1.Children's school attendance is not affected by their parent's alcoholism.
2. Children's classroom learning performance is not affected by their parent's alcoholism.
3. Children's discipline is not affected by their parent's alcoholism.

1.8 Significance of the study

The findings that were obtained in this study may be useful in the following ways;

- i. The findings of this study may help to create awareness among parents on the significance of their involvement in their children's education.
- ii. The findings of this study may help the educational administrators and manages to come up with measures that may help children from alcoholic families to carry on with their studies just like other children from non-alcoholic families.
- iii. The findings of this study may also be useful in forming a basis for future researchers.

1.9 Delimitations of the study

The study focused on the effects of alcoholic parents on their children education in public secondary schools in Bungoma West Sub County .The objectives stated above will be the area of concern.

1.10 Limitations of the study.

This study focused on effects of parental alcoholism on their children's education in public secondary schools thus it was not possible to establish whether the same effects are experienced in private secondary schools, other learning institutions including primary schools, colleges and also universities.

Also the respondent felt insecure thus they tried to withhold some important information required by the researcher and thus the researcher assured them of the confidentiality of their information.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

The chapter gives an overview of the related literature on effects of alcoholic parents on their children's education under the following headings; school attendance, learning performance and students discipline and also gives the theoretical framework used in this study.

2.2 Alcoholic parents and student's school attendance.

School attendance refers to the physical presence of students in school at specified periods of learning, or at the time when they are required to be in school and also during school days.

Class teachers usually keep a track record of students' school attendance in special document called a class register which serves as evidence that a student has been attending school. Student's presence in school is very crucial since it amounts to their academic success Blackson, et.al., (2015). A study by Herjanic, Brown and Wheat (20014) revealed that the rate at which students skip attending school attributes to their academic performance. A study conducted by McNichol and Tash (2013), high risk of academic failure was reported among the sons of alcoholic parents with either of the parents or both displaying alcoholism and antisocial behavior.

Asani (2005) pointed out that the school is fully responsible to ensuring that learning participation and school attendance is attained.

Bucker (2006) reports that children of alcoholic parents may take up the responsibility of their parents i.e. young caring responsibilities which results to poor school attendance.

Considering the above literature, the relationship between parental alcohol abuse and school attendance varies because the study was done internationally and thus the effects may be different within the local settings of Kenya, more so, the studies were conducted in the recent past and thus the effects could be different with the current studies and thus the gap existed.

2.3 Alcoholic parents on their children's learning performance.

Classroom learning performance involves learning participation in terms of asking questions, seeking out new ideas and also showing interest in learning. In a class, learners can either be active i.e. they participate in learning or dull i.e. they do not participate in learning.

A study conducted in Pakistan by Velez (2007), iron deficiency was found to be the most dominant nutritional problem responsible for loss of Intelligence Quotient in later life. Anemic resulted to problems such as lack of concentration during learning time. Also anemic children were found to be poorly performing on vocabulary reading and in academics as well as in test excellence.

Another study by Garland(2009) revealed that failure to take breakfast had negative effect on cognitive performance was shown in a study on and well –fed schooling children in an examination to test on speed and accuracy on solving task by subjecting those who missed breakfast to the test which adversely influenced their performance.

A study by Gupta (2008) revealed that poor performance was as a result of sickness which leads to failure to attend to school and also to participate in learning was common to malnourished children. Nutrients also play a significant role in enhancing brain development which increases the capacity to accommodate sufficient knowledge which enhances higher and more complex functioning. To add on that, nutrients also enhances a

strong body immunity which fights diseases thereby reducing absenteeism cases in learning institutions hence nutrients influence learning directly.

Parental support is necessary for children to achieve their academic excellence, Buckley, (2007) noted that positive parental support led to academic excellence among adolescents.

Children of alcoholic may be forced to take up the responsibilities of their parents in the family as their parents may seem to neglect their roles or will only adhere to their responsibilities after undergoing rehabilitation process through counseling as well as treatment Miruka, (2006).

Thus this study seeks to find out if parental alcoholism which has resulted to poverty, poor health and malnutrition is the reason as to why many students do not participate in learning.

From the above literature, it is true that various studies had been done on factors that contributed to poor learning performance but most of them based on nutritional factors which led to poor performance and thus the gap existed hence the current study set out to establish how alcoholic parents influenced their children's learning performance..

2.4 Alcoholic parents and their learners discipline.

Discipline simply means being well behaved. Discipline is a vital concern in education. The community depends upon the youths to portray good characters. In schools, discipline among learners creates a conducive environment for teaching Sternberg & Williams (2012).

A study conducted in Britain by Johnson (2013) identified characteristics associated with children of alcoholic families, some of them were denial, delusion and non-talk behavior. The study also pointed out that those children of alcoholic parent have no idea of what is happening in their families and thus they keep blaming themselves as being responsible for all the problems hence most of them are confused.

In another study by Nastasi and Dezolt (2004), it concluded that characters such as repeating a study level, truancy and suspension from school was a common phenomenon among children of alcoholic parents.

It is possible that indiscipline cases may also be common among children of non-alcoholic parents. Whereas other studies argued that there are no differences between children of alcoholics and those of non-alcoholic parents Asani(2005).

Indiscipline among students seems to be a concern among stakeholders with reports from the Republic of Kenya (2012) blaming the administrators for increased indiscipline among students.

A study by Zhao (2011) indicated failure by parents to enhance and monitor discipline were the reasons for bad behaviors in the middle childhood and adolescent.

From the review of the above related literature, it is clear that the studies were done internationally and thus the researcher was interested in finding out whether these effects are the same in the local settings of Kenya, thus a gap existed.

2.5 Summary of the identified gaps.

From the literature review, it is clear that alcohol abuse is a prevalent phenomenon globally. On the relationship between parental alcoholism and students' school attendance, it is clear that most studies had been carried out internationally and thus the researcher wanted to find out whether the effects were the same in the local settings of Kenya, also the studies focused on lower primary school attendance unlike the current study which focuses on secondary school attendance.

On students' performance, the studies were also based on developed nations whose education systems being offered were totally different from that of Kenya thus the gap existed. Also on discipline, it was clear that the studies were based on international

countries thus the researcher wanted to establish whether the effects were similar in the local settings of Kenya and thus the gap existed.

2.6 Theoretical framework.

This study will be guided by two theories; the social learning theory by Albert Bandura (1977) and two out of the five level ecological system theory by Bronfenbrenner's (1979) namely; Microsystem and the mesosystem.

Albert Bandura (1977) argues that most of human behavior is learned through observing and imitating what other people do and that it could be potentially hazardous to learn by relying on them. Children of alcoholic parents may seem to observe their parents' behaviors such as indulging in alcohol, engaging in family fights as well as being chaotic.

Bastable (2008 p.634) defines role modeling as acquisition of new behaviors by identification with others. This means that if a parent is alcoholic and he or she is involved in violence, abuses and is a font of chaos, they are likely to expose their children to such bad behaviours Pitcher (2005).

Bronfenbrenner's (1979) views the Microsystems as the most immediate environment of a child. For this case, the most immediate environment of a child is the home which is characterized by family members such as parents. The child is thus expected to learn many aspects from the family members who are supposed to enhance vital cultures such as school going among their children. The cultures of school attendance, academic excellence as well as discipline is to be enhanced by parents which alcoholic parents may find it difficult to incorporate .

The mesosystem on the other exposes children to the society as a whole, i.e. to the family, school, peers, legal services as well as mass media, the level advocates for love for the children most cases, alcoholic parents tend to have weak mesosystems which results to

chaos and thus children risk developing withdrawal syndrome due to anxiety and depression which impacts negatively to the children.

The above theories are found to be relevant to this study as they will aid in examining the relationship between parental alcoholism and children's education in Bungoma West Sub County.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter gives an overview of the study under the following sub headings; research design, study area, target population, sampling techniques, samples size, measurement of variables, research instruments, validity of measurements, reliability of measurements, data collection techniques, data analysis and logistical and ethical considerations.

3.2 Research design.

Both qualitative and quantitative methods were used on the research. This method were appropriate since they provided a framework for analyzing the data collected, comparing and contrasting, determining the trends as well as prediction of the population under the study. The method also helped in collection, summarizing, presenting and interpreting the findings without manipulation of the variables.

3.3 Study area

The study was carried out within Bungoma West Sub County in public secondary school because the target population was class teachers.

3.4 Target population

A population is the entire group of individuals or objects, objects with common observable characteristics. Approximately 108 class teachers were targeted in the study.

3.5 Sampling Technique.

Brinke (2006) refers to sampling as a systematic process of selecting a representative case from a larger population. Simple random sampling was more efficient. 30% of the total the target population will be used in the study as Kothari (2004) suggests for the educational research where the target population is less than 1000.

3.6 Sample size

A sample refers to a small part of the larger population which acts as a representative of the larger population. It will be obtained as shown in table below.

Respondents	Target populations	Sample (30%)
Class Teachers	100	30
TOTAL	100	30

Table 3.1 sample size

30% out of the 34 selected public secondary schools was represented by 10 schools, each school was represented by 3 class teachers .

3.7 Measurement of variable

The variables were measured as indicated in the table below.

Variable	Measure/ Indicator	Measurement Scale	Quantity No.
Independent alcoholic	School attendance	Class register	A
	Classroom performance	Visiting the class during lesson time	B
	Discipline	Record of indiscipline from the disciplinary master.	C

Table 3.2 measurement of variables

3.8 Research Instruments

The study used questionnaires to collection information from the respondents since they gave room for collection of information within a short period of time without unnecessary manipulations Kothari(2004).The questionnaire contained both open and close –ended questions. The questionnaire were subdivided into 2 - sections, i.e. sections 1-2 section .Section 1 consisted of respondents' bio data, section 2 1 focused on the influence of alcoholic parents on children's school attendance, learning performance and discipline.

3.9 Validity of measurements

Validity of the instruments was ensured through construction of instruments strictly based on the study objectives and also with the assistance of the supervisor where necessary corrections were adjusted to. Construct and content validity were enhanced by the supervisor's preview.

3.10 Reliability of the measures

This was enhanced by a test –retest technique as this technique showed consistency of the results when the same measures are subjected to the same sample at different periods of time.

3.11 Data collection

Self –administered questionnaires were distributed by the researcher to the respondents. The researcher also clarified where necessary after which the researcher collected the questionnaires a week after administering.

3.12 Data analysis

Data was analyzed appropriately, Qualitative data was analyzed thematically in line with the study objectives and presented in a narrative way whereas quantitative data was analyzed using descriptive statistics such as means and percentages assisted with the (SPSS). Results obtained were presented using relevant themes, quotes which are relevant and discussed as per the objectives of the study for qualitative data; quantitative data was analyzed and presented using bar graphs, pie charts, tables.

3.13 Logistical considerations

The researcher sought for clearance letter from Greta University, from the Bungoma West sub-county Education offices so as to proceed with the research.

3.14 Ethical considerations.

The respondents were assured of safety of the information they gave out. Also confidentiality of the information by ensuring that the respondent does not indicate their names on the questionnaires David and Sutton, (2004); Urombo, (2003); Makore-Rukini, (2001).

CHAPTER FOUR: FINDINGS AND DISCUSSION

4.1 Introduction

This chapter deals with interpretation of the study findings with respect to the stated research questions ranging from students learning performance in classroom work, students school attendances and students discipline. This findings are represented starting from data in questionnaire response rate, demographic information and finally the study questions in their order.

4.2 Demographic information

4.2.1 Questionnaire response rate

Questionnaire response rate refers to the proposition of the sample size that took part in the research as shown in table below.

Table 4.1: Questionnaire return rate

Respondents	Questionnaires Issued	Questionnaire Returned	% of Questionnaire Returned
Teachers	30	28	93.3
Total	30	28	93.3

Out of the 30 questionnaires issued to the respondents, 28 of them were returned, this represented 93.3% return rate which concurs with Mugenda and Mugenda (2003) who suggested a 50% response rate as being adequate for analyzing and reporting data .Hence this response rate good for the research.

4.2.2 Class Teachers' Gender

The researcher saw the need to determine the gender parity of the class teachers in Bungoma west sub county with much emphasis on alcoholic parents influence on their students' performance the results were as follows.

Figure 4.1 Gender

	Frequency	Percent	Valid Percent	
Valid	male	16	53.3	57.1
	female	12	40.0	42.9
	Total	28	93.3	100.0
Missing	System	2	6.7	
Total		30	100.0	

In figure 1 the study found that out of the 28 participants, 16 were male representing 57.1% while 12 were female representing 42.9% of the sampled population. This provided a good opportunity for involvement of both genders in the study, while on the other hand it showed that gender equality was still an issue within Bungoma West Sub County.

4.2.3 Class Teachers' Age

The age of the respondent was also important to be noted as it could help in determining their responsibility level, experience and commitment thus the respondent were asked to indicate and the results shown in Figure 5.

Table 4.2 age

	Frequency	Percent	Valid Percent	
Valid	26-35	7	23.3	25.0
	36-45	10	33.3	35.7
	46-55	6	20.0	21.4
	56 +	5	16.7	17.9
	Total	28	93.3	100.0
Missing	System	2	6.7	
Total		30	100.0	

From the above information it is clear evident that majority of teachers were in the age bracket of between 36-45 years represented by 35.7% followed by 26-35 years represented by 25% and then 46-55 years represented by 21.4% and lastly 56 and above represented by 17.9%. This was a clear indicator that majority of the teachers were older enough and were likely to be familiar with alcoholic parents since they must have interacted with some of them thus they were likely to provide the information that the research was after.

4.2.3 Level of Professional qualification.

The researcher was interested in determine the level of academic qualification of the respondents as it translates to their ability to knowing how alcoholic parents are likely to affect their children's education.

4.2.4 Level of Education

Table 4.3 level of education

		Frequency	Percent	Valid Percent
Valid	Diploma	6	20.0	21.4
	Degree	14	46.7	50.0
	Masters	8	26.7	28.6
	Total	28	93.3	100.0
Missing	System	2	6.7	
Total		30	100.0	

The study results shown in table 6 that 21.4% of teachers had diploma certificates, while 50% had bachelor's degree while those with master's degree were 28.6%. From the above data, it is clear evidence that most teachers were striving to achieve higher academic qualification and this could be as a result of high cost of attaining higher education qualification and also the TSC's current policies which tie teachers promotion to their level of educational qualification.

The study established that most of the respondents had been teaching for less than 5 years in their current institutions represented by 35.7%. The results also showed that 25.05% of the teacher respondents have been teaching in their current schools for between 6 and 10 years. On the other hand 28.6% had been teaching their current institution for a period of between 11-15 years, while another 10.7% had been in the same schools for over 15 years. This is a clear indicator that most of the teachers had been teaching in their current institution for a period long enough to understand the parents of this community who are alcoholic and also to be able to tell how such

alcoholic parents affect their children's education in public secondary schools I'm Bungoma West Sub County.

4.4 Class Attendance

Objective 1: To determine how alcoholic parents influence their children's school attendance.

The researcher wanted to find out how alcoholic parents influenced their children's school attendance and the results were shown in table 8 below.

Table 4.4: Class attendance (n=30)

parameters	A (%)	D (%)	P values (<0.05)
Fail to attend school regularly	19 (63.3)	9 (30.0)	0.0194**
Children from alcoholic parents were the most late comers	19 (63.3)	9 (30.0)	0.0871*
Domestic fights also attributed to their lateness	18 (60.0)	10 (33.3)	0.0572*
N/B: Missing	2 (6.7%)		

A; Agree, %; Percentage, D; Disagree, *; no significant difference **; Has significant difference

Table 6 shows influence of alcoholic parents on their student's class attendance. The response showed 63.3% (19) of them agreed that most of children that belonged to the alcoholic parents failed to attend school regular while 30.0% (9) disagreed, in regard to P values analysis there was a significant difference (0.0194) of children who attended schools from parents who are alcoholic. On alcoholic parent's children going to school late, 63.3% of the teachers strongly agreed, whereas 30.0% disagreed respectively, but there was no significant difference 0.0871.

On the question where the respondent were asked on children of alcoholics experienced domestic squabbles which contributed to their lateness to school, 60.0 % of the respondents agreed. On the other hand, 33.3% of them disagreed, on analysis of p values there was no significant difference on association between domestic fight and its attribution school lateness. The researcher therefore concluded alcoholic parents negatively affected their children's school attendance as the findings correspond with those of Bucker [2006] who concluded that alcoholic parents affected their children's school attendance.

4.5 Learning

Objective 2: How alcoholic parents influence their children's classroom learning

Table 4.5: Class learning (n=30)

Parameters	A (%)	D (%)	P values (<0.05)
Children of alcoholic parents hardly do their homework	19 (63.3)	9 (30.0)	0.1889*
Children of alcoholic parents were not attentive in class	20 (66.7)	8 (27.7)	0.0267*
Children of alcoholic parents hardly participate in group discussion	19 (63.3)	9 (30.0)	0.0871*
N/B: Missing	2 (6.7%)		

A; Agree, %; Percentage, D; Disagree, *; no significant difference **; Has significant difference

From Table 7, 63.3% of the respondent agreed, 25.0% agreed that children of alcoholic parents hardly do their homework whereas those who disagreed were represented 30.0% and respectively but the results showed no significant difference with p values of 0.1889.

The study also established that children of alcoholic parents were not attentive in class with 66.7% of the respondents agreed, and 27.7% disagreed respectively but also the results did not indicate any significant difference. The respondents also agreed that children of alcoholic parents had problems with participating in class discussions with 63.3% of them agreeing while those who strongly disagreed were 30.0% respectively. These results concurred with those of Brown.et. Al [2005] who concluded that children of alcoholic parents failed to follow and comply with the directives given to them.

4.6 Discipline

Objective 3: How alcoholic parents influence Discipline of their children

Table 4.6: Discipline (n=30)

parameters	A (%)	D (%)	P. value (<0.05)
Children of alcoholic parents never follow school rules and regulation	18 (60.0)	10 (33.3)	0.0572*
Children of alcoholic parents engaged in fights	17 (57.7)	11 (36.7)	0.3604*
Children of alcoholic parents are the top noise marker	19 (63.3%)	9 (30.0)	0.1889*
N/B: Missing	2 (6.7%)		

A; Agree, %; Percentage, D; Disagree, *; no significant difference **; Has significant difference

In table 8 above, 60.0% of the respondents agreed that most children of alcoholic parents do not follow school rules while those who disagreed on the same were represented by 33.3% respectively although the results showed no significant difference. Furthermore, 57.7% agreed that children of alcoholic parents engaged in fighting, on the other hand those who disagreed on the same note were 36.7% but the results showed no significant difference. The finding also shows that 63.3% of the responded agreed that children from alcoholic parents were noise makers in class while those who disagreed on the same were represented by 30.0% with no significant difference on p value. The conclusion was that parental alcoholism influenced discipline of their children, this findings agrees with those of Zhao [2011] which concluded that failure by parents to enhance and monitor their children's discipline led to their bad behaviors.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMENDATION

5.1. Introduction

This chapter gives an overview of the study under the following subheadings: summary, conclusion and recommendations.

5.2 Summary

5.2.1 Class attendance

The study found out that alcoholic parents influenced their children's education in terms of; school attendance, as their children attended school irregularly, were among the late comers in school and their children to domestic squabbles which also attributed to their poor school attendance.

5.2.2 Learning

From the study findings it was found out that the children from alcoholic parents were not performing well in class compared to the others. It was evident that they hardly participated in group discussion and even doing homework. Parents never assisted such children at home thus they ended up performing poorly.

5.2.3 Discipline

The study also found out that cases of indiscipline among children of alcoholic parents were common. It was seen that children from such parents often did not follow school rules and were involved in fights and noise making was also among their characters.

5.3 .Conclusion of the study

The study therefore concluded that alcoholic parents;

- 1) Alcoholic parents influenced their children's school attendance as their children attended school irregularly; they were among the late comers in school and also ,were exposed to domestic squabbles which significantly attributed to their poor school attendance.

2) The study also concluded that children of alcoholic parents performed poorly in learning which was evidenced by them hardly participating in group discussions, not doing their homework and also lack of parental assistance.

3)The study also concluded that alcoholic parents influenced their children's discipline negatively as such children often never followed school rules, they were involved in fights and were also among the noise makers in class.

5.4 Recommendations.

From the above findings, the researcher therefore recommended that:

1)Public secondary schools need to admit and address parental alcoholism as an urgent matter so as to be able to support children from such backgrounds to attend school regularly

2] Teachers need to emphasize on guidance and counselling in order to improve on modalities of sensitizing alcoholic parents on how to involve in the education of their children by including both home based and school based involvements through conducting frequent seminars and workshop on how such parents can assess and assist their children in terms of school attendance, performance and discipline

3] County governments should also formulate legislations so as to curb such vices in Bungoma West Sub County in order for parents to play their roles.

5.5 Recommendation for Further Study

Unlike the current study which researched on the effects of alcoholic parents on their children's education in public secondary schools in Bungoma West Sub County;

1] Further studies need to be done on the effects of alcoholic parents on their children's education in higher learning institutions.

2] Other studies should also be done to establish the effects of alcoholic parents in private secondary schools.

REFERENCES

- Ahmed, A.L. & Ahmed (2007). *Academic Achievements in Adolescents Children of Alcoholics*, Journal of studies on Alcoholism, 60(1):18-26, Rutgers University.
- Asani, A.L (2005). Effects of Cumulative parental Substance Exposure and Environmental Risks on Children's Developmental Trajectories: *Journal of Clinical Child Psychology*, 30, 327-337.
- Blackson *et al* (2004). Characteristics and Correlates of child discipline practices in substance abuse and normal families. *The American Journal on Addiction*. 2 (1), 185-190.
- Bronfenbrenner, (1979). *Ecology of human development*. Cambridge, MA: *Harvard University Press*.
- Buckley, H. & Holt, (2007). "Listen to Me! Children's Experience of Domestic Violence" *Child Abuse Review*, 16:296-310.
- Garland, A.F., (2009). *Caregiver Substance Abuse Among Maltreated Children Placed in Out-of-Home Care*. *Child Welfare*, 78,221-239.
- Gupta T (2008). *Alcoholism and Substance Abuse, Strategies for clinical Interventions* (3rd Edition). New York: The Free press.
- Hansen, K. (2003). Education and the Crime –Age Profile *.British Journal of Criminology* 43,141-168.
- Masiye, M. E. & Ndlovu, J. An Interview with official from the ministry of SMES. Bulawayo, (Author in possession of notes)
- Miruka, B. P. (2006) *Prevalence of alcohol in Kenya*, East African Educational Publisher, Nairobi Kenya.
- Mugenda O. & Mugenda, A. (2003) *Research methods; Quantitative & Qualitative approaches*. Nairobi: Africa Centre for Technology studies. (ACT) Press.
- Orodho, J. A. (2009). *Techniques of writing Research Proposals and Reports in Educational and social Science*, Nairobi, Mosala Publishers.
- Velez, W. (2007). Effects of Parents Involvement on the Academic Achievement of Latino Children, *Research and Opinion*, 11(1).
- Velleman, R. (2008), "Domestic Abuse Experienced by Young people living in families with alcohol problems: Results from a cross-European Study", *Child Abuse Review*, vol. 5. No. 7 July 2017.
- WHO (2015) *Drug Problems in One Sociocultural Context* Edwards & Arid (Eds).
- WHO (2018) *Global Reports*.

APPENDICES

Appendix I: Letter of consent.

Dear sir/madam.

RE: Request to conduct a research in your institution on effects of alcoholic parents on their children's education in public secondary schools.

I am a student from Gretsia University, researching on the effects of alcoholic parents on their children's education in public Secondary schools.

The questionnaire attached below will assist in collecting information. Kindly tick where possible and do not write your name in the questionnaire.

Yours faithful,

Iserene Carolyne Omachare.

Appendices II: Questionnaire

Part A: Demographic information.

Please Mark where necessary.

1. What is your gender?

Male []

Female []

2. What is your age bracket?

20-35 yrs []

36-45yrs []

46-55 yrs []

56 and above. []

3. What is your highest level of professional training?

Diploma []

Bachelor's degree []

Master's degree []

PHD []

5. What is your teaching experience?

1-5 years []

6-10years []

11-15 year. []

More than 15 years []

PART II: Influence of Parental Alcohol on their Children’s school Participation

Below are some of the effects of the alcohol and drug abuse on the school Attendance, learning and discipline of their children. State the extent to which you agree or disagree with each statement by ticking in the box corresponding with your best opinion using: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD)

tendance	SA	A	D	S
Children of alcoholic parents fail to attend school regularly				
Children of alcoholic parents are always late to school				
Children of alcoholic parents usually experience domestic squabbles which contribute to their attending school late				

1. How else can parental alcohol and drug abuse affect the class attendance of children in your school, not mentioned above?

B. Learning		SA	A	D	SD
i.	Most children of alcoholic parents are not attentive in class				
ii.	Children of alcoholic parents have problems in participating in class discussions				
iii.	Children of alcoholic parents hardly do their homework				

C. Discipline	SA	A	D	SD
Most children of alcoholic parents do not follow school rules.				
Children of alcoholic parents engage in fighting.				
Children of alcoholic parents are among the top noise makers in class.				

2. What are the effects of alcoholic parents on their children' education that you may know but are not mentioned

.....

.....

.....

Appendix III: Work Plan

TIME	SEPT	NOV	DEC	JAN	FEB	MAR	APR
ACTIVITY	2019	2019	2019	2019	2019	2019	2019
Problem identification							
Writing & submission of proposal							
Data collection							
Report writing							
Final report submission							

Appendix III: Budget

Item	Cost
Printing	3000
Stationery	600
Transport	5000
Miscellaneous	1360
Total Cost	9960