



Teachers and Students perception on the extent of parental alcohol abuse in Kenya

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Abstract

The basic informal and formal socializing agents that have been impacted by alcohol abuse are the home and school. This has been attributed to the parents and teachers who are seen as mentors to the younger generation abusing alcohol. The motives to carry out the present research arises from the fact that alcohol consumption, especially illicit alcohol, had affected the society as a whole, the family included. The study was undertaken in Keiyo North sub county, Elgeyo-Marakwet County in Kenya. Accordingly the purpose of the study was to investigate the perceptions of teachers and students on the extent of parental alcohol abuse. The Social Cognitive Learning theory by Albert Bandura was used to underpin the study. The theory tenets postulate that people have the potential to learn certain behaviors from their environments through observation and the use of cognitive processes. Concurrent triangulation mixed method research design involving qualitative and quantitative approaches was used. The sample comprising of 49 participants sampled from seven public schools was derived from all the public secondary schools in Keiyo North. Stratified random sampling and purposive sampling were used to select the schools and participants respectively. The study utilized questionnaires and interviews to collect data. Quantitative data was analyzed using descriptive statistics while qualitative data was analyzed thematically. The findings showed that most fathers (63.6%) abused alcohol compared to the mothers. The rate of drinking varied from daily to once a month and the drinking period ranged from over an evening to longer than a weekend.

Keywords: parental alcohol abuse, perceptions, teachers, students

1. Introduction

Consumption of alcohol has been with us since time immemorial in the society; the only thing that keeps changing is the mode of consumption. Alcohol was used in moderation as medicine during the early days due to the rules and regulations governing its use. This included but not limited to using it as medicine, but a poison if consumed in excess (Dasgupta, 2011) [7]. Alcohol abuse is a major risk factor for more than 200 diseases, injury-related conditions, violence and crime and it results in premature deaths each year (WHO, 2014) [30]. The twenty first century is facing a global public health challenge due to drug and substance abuse of which alcohol is one of the drugs (Owoaje & Bello, 2010) [24]. Polonsky (2014) [25] points that drunkenness in the nineteenth century was seen as a threat to industrial efficiency and growth thus the need to have a reliable and punctual work force. Problems commonly associated with industrialization and rapid urbanization was also attributed to alcohol. Over time, more and more personal, social and religious/moral problems would be blamed on alcohol.

NACADA (2012) [17] findings showed that 13.3% of Kenyans were currently using alcohol, 9.1% tobacco, 1.0% bhang and 0.1% heroin. This data shows that majority of Kenya consumed alcohol. NACADA (2014) further reported that over 7,000 people died in the country in 2013 alone due to alcohol use and abuse. Findings in this report indicated that men especially in central part of Kenya were the most affected. This revelation was earlier evidenced by NACADA (2010) [19] report which said that prevalence rate of alcoholism in men stood at 34 percent and it had resulted to slow development, less productivity and reduced birth rates. The increase of alcohol abuse also came about due to

breakdown in religious and traditional social control (Korff, 2016) [14].

According to Davins - Johnson (2000) [8], teachers had not always modeled positive behaviors given that students learned both moral and immoral behaviours based on what they saw and not what they heard as stated by their role models, Curwin & Mendler (2008) [6]. The teacher being a surrogate parent in school needs to be a good role model. It is against this background that this paper assesses the perception of teachers and student on the extent of parental alcohol abuse.

Literature indicates that alcohol abuse has been described as a global menace. For instance, in England, it was estimated that nine million adults risk their health by drinking alcohol and an estimated 1.6 million could have some degree of alcohol dependence (PHE, 2014) [26]. Elsewhere in the United States of America a study done in 2014 on the prevalence of alcohol, 87.6 per cent of people aged 18 years and above reported to have drunk alcohol of which 56.9% had drunk in the past one month. Among these adults who drank 16.3 million had an alcohol use disorder to the extent that 1.5 million received treatment for the disorder (SAMHSA, 2014) [28]. In a study done in Australia where twenty face-to-face, and twelve telephone interviews were conducted on parents who had children aged 15 on average, the results showed that parents' frequency of alcohol consumption ranged from 'never' through to 'four or more times a week'. Average consumption was between 2-4 times a month and 2-3 times a week, with parents typically drinking 1-4 standard drinks per occasion. Parents generally reported having more than four drinks on one occasion never or less than monthly (Conor & Kypros 2012). Hence,

there was need to find out the rate of consumption among parents and guardians in Kenya since this study was done in another country.

In the south of Sahara a global report on alcohol consumption that was released by WHO in 2014 showed that South Africa had a percentage of eleven total consumption among persons aged 15 years and above in liters per capita per year. Earlier a Global Status Report on alcohol released in 2004 showed that 19.47 liters of pure alcohol was consumed in Uganda making it the leading country consumer of alcohol in the 189 countries who were member states (WHO, 2004) ^[32]. In 2010, 80 people were reported to have died in Uganda due to the consumption of banana gin called Waragi (Herald, 2010). Kenya being one of the countries in Africa there was need to find out its rate of alcohol consumption.

In Kenya, the consumption of alcohol can be said to be to be prehistoric times but the abuse was not as pronounced as it is today. Alcohol was used for special occasions and excess consumption was not widely tolerated in many societies while few communities permitted its consumption (Willis, 2006) ^[29]. According to NACADA (2007) ^[21], at least 13 percent of people from all the former provinces in Kenya except North Eastern region were current consumers of alcohol. Half of drug abusers in Kenya were aged between 10 - 19 years with over 60% residing in urban areas and 21% in rural areas. Among the different types of alcoholic drinks, traditional liquor was the most easily accessible type of alcohol followed by wines and spirits and lastly chang'aa. Due to the high prevalence of alcohol abuse in the country, the government enacted the Alcohol Control Act in 2010 (National Council for Law Reporting, 2012) ^[23].

The objective and purpose of the Act was to provide for the control of the production, sale, and use of alcoholic drinks. Despite the introduction of the Act alcohol consumption and abuse had continued to haunt our society, more and more citizens were being affected while some were losing sight and more dying. For example in 2014, eighty people died and dozens of people were also hospitalised, some of them even went blind after drinking from a batch of illegal liquor, (Kavila, 2014) ^[11]. According to a study done by Sirera and Mwenje (2014) ^[27] on the perceptions of parents on alcohol abuse and parental guidance of children in Butula Division, Busia County and Mathira division, Nyeri County, The result showed 67% and 46% of the parents in Butula and Mathira respectively daily abused alcohol.

A survey done by NACADA (2011) ^[18], in Central Region of Kenya showed that the availability, affordability and accessibility of alcohol especially the second generation alcohol, which had been lately introduced, was the most available, affordable and accessible in the region. Nearly 60% of the residents consumed alcohol before noon which was the most productive hours of the day. The study showed that males aged 35-54 years standing at 77% as compared to their female counterparts which was at 14% consumed alcohol. These showed that the residents spent most of their time consuming alcohol. Since the study was done in Central region of Kenya, it was therefore necessary to find out the rate of alcohol consumption in Elgeyo-Marakwet County.

The abuse of alcohol poses great harm to Kenyans as evidenced by the numerous calamities associated with excessive consumption and adulteration of illicit brews; NACADA (2012) ^[17]. A study sought to determine the

extent and pattern of alcohol use in patients admitted in Kenyatta National Hospital - Nairobi following road traffic accidents. The alcohol-use group of 94.4 per cent registered higher weekend injuries than the no-alcohol-use group of 83.2 per cent (Hassan *et al.*, 2005) ^[9]. These calamities were not an end to themselves as they affected the whole society, the social development of the young people included. Some students had to drop out of school, where they could have acquired knowledge needed for their development, due to the loss of parents and guardians to alcohol related deaths. The harmful use of alcohol resulted in approximately 2.5 million deaths each year (WHO, 2011). These studies show that alcohol abuse affects the individual abusing, the family and the society at large.

The findings of a study done in Kigio location in Gatanga District showed that 43 per cent of the residents used about three-quarter of the family income in alcohol. Fathers were rated to abuse alcohol more than the mothers, the rates standing at 70% and 30% respectively (Kenyatta University, 2013) ^[12]. "Men in central province have been obsessed by alcoholism to the extent that they care no more for the welfare of the family but instead they find solace in drinking alcohol"(Ambassa-Shisanya, 2009) ^[1]. Some had lost their jobs as shown by a study conducted in Mukuru slums in Nairobi. The loss stood at 11% and they were laid off because of going to work while drunk, leaving work early for drinking and others due to not reporting to work after they had been paid (Chweya, 2014) ^[4]. Another study done in Kangemi further showed that alcohol abuse and its consequences were embraced as a normal way of life. (NACADA, 2011) ^[18]. These four findings show that alcohol abuse had adversely affected the family and that men were rated to be higher consumers in relation to women in Central region of Kenya, hence the need to find out the extent of parental alcohol abuse in Elgeyo-Marakwet County found in Rift Valley region.

2. Methods and Materials

2.1 Research design

A concurrent triangulation mixed method research design was used to guide this study. In this design data collection is done in one phase. Mixed methods design employs a concurrent triangulation model gives an equal priority to concurrently collected qualitative (QUAL) and quantitative (QUAN) data (Creswell, 2013) ^[5]. This method provides well-validated and substantiated findings.

2.2 The Area of Study

This study was conducted in Keiyo North sub-county in Elgeyo-Marakwet County. The county has an area of approximately 557.40 square kilometres and currently the population is approximately 73,715 (IEBC, 2012). The county government had also raised concern due to the bars which are on the rise; their number was noted to be higher than the number of primary schools in the sub-county (Cheruiyot, 2014) ^[3].

2.3 Target Population

A target population of 22 public secondary school was considered. Students whose parents abused alcohol were a major component in this study. All the 22 Guidance and counselling teachers in the schools were also targeted to give their perception on parental alcohol abuse and students social behaviours. The deputy principals were also targeted

because they are in charge of discipline in school. These participants were from all the 22 public secondary schools in Keiyo North Sub-County of Elgeyo-Marakwet County.

2.4 Sampling Techniques and Sample Size

Sampling has been described as a process used in statistical analysis in which a predetermined number of observations are taken from a larger population (William, 2011). Of importance to note is that the sample should be representative. According to Mugenda (2003) 30% of the target population is representative enough to allow for generalization. Based on this methodology seven schools were therefore selected for the study which represents 30% of the 22 public schools in Keiyo North Sub-County. Stratified random sampling was used to group the schools into boarding and day school then 3 boarding schools and 4

mixed day schools were selected using simple random sampling. In each of the seven schools sampled, purposive sampling was used to select five willing students whose parents abused alcohol making a total of 35 sampled students for the study. This was done through the guidance of the class teachers since they had background information of students whose parents abused alcohol. It was also assumed that they would provide the required information. Purposive sampling was chosen because the study targeted students whose families’ abuse alcohol. All the seven deputy principals and seven guidance and counselling teachers were selected purposively because their schools were participating. This totalled to a sample of 35 students, 7 deputy principals and 7 guidance and counselling teachers resulting to a sample size of 49. Table 1 presents this sampling procedure.

Table 1: Sample Size

Types of school	Respondents	Population	Sample	Stratum sample	Procedure
Boarding schools	Deputy Principal	8	3		Stratified
	Guidance and counselling	8	3		Simple random
	Learners	1980	15	21	Purposive
Mixed day	Deputy Principal	14	4		Stratified
	Guidance and counselling	14	4		Simple random
	Learners	1400	20	28	Purposive

Source: Field study, 2016

2.5 Data Collection Instruments

This study utilized the following instruments to collect data: the Interview schedule and questionnaire. The study found it necessary to utilize two instruments for purposes of triangulation in order to gather the most reliable. Brewer and Hunter (2006, p. 4) [2] stated that “the multi-method approach allows investigators to attack a research problem with an arsenal of methods that have no overlapping weaknesses in addition to their complementary strengths”. Triangulation was expected to enhance the researcher’s ability and effort to assess the accuracy of the findings and thus assure the reader that they are reliable (Mertler, 2009) [16]. It adds quality when multiple sources of data are used to study a particular phenomenon (King & Horrocks, 2010) [13].

2.5.1 Questionnaires

According to Mugenda (2003) a questionnaire is a research instrument which consists of a series of questions used for gathering information from respondents. In this study questionnaires were used to collect data from the students and the guidance and counselling teachers. They contained both closed-ended and open-ended questions. The need for open-ended questions was to get more information. Each item in the questionnaire was developed to address objective and research questions of the study noted by Mugenda (2003) This was aimed at obtaining general information on the perceptions of teachers and students on the extent parental alcohol abuse, their perceptions on parental alcohol abuse and the social behaviour of the students, the challenges faced by schools and the measures that have been taken by these schools to assist students.

2.5.2 Interviews

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

schedules were used to obtain information from the deputy principals.

2.6 Piloting the Research Instruments

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

2.7 Validity and Reliability of Research Instruments

2.7.1 Validity

Cohen (2000) has described validity as measure to determine whether the research instrument measures that which it is intended to measure. Validity brings forth the issue of accuracy. The research instruments which include the questionnaire and the interview schedule were designed and developed in consultation with the supervisors, experts from the school of education, master of philosophy students and teachers from secondary schools. To develop content validity a review of the student and guidance and counselling teachers was conducted using Content Validity Index (CVI) by experts in the department. The expert rated 20 items (students questionnaire) and 22 items (guidance and counselling questionnaire) based on relevance, clarity, simplicity and ambiguity on the four points scale. Content validity index (CVI) for each item was determined. Of the 20 items in the students’ questionnaire, those with CVI over 0.75 remained and the rest were discarded resulted to 15

item instruments. In addition of the 22 items in the guidance and counselling questionnaire 13 had a CVI over 0.75. This rigorous process helped the researcher ascertain whether the items in the research instrument would illicit relevant information for the study.

2.7.2 Reliability

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

2.8 The Data Collection Process

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

2.9 Data Analysis

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

3. Results

3.1 Perceptions of students on persons consuming alcohol

The researcher investigated the persons taking alcohol and

the results shown in the Table 2 below

Table 2: Persons Consuming Alcohol

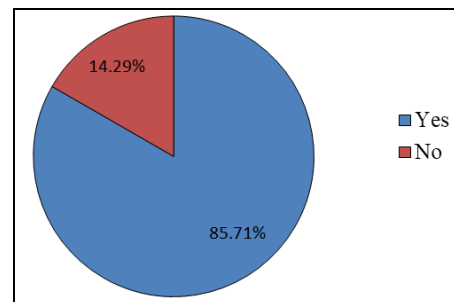
Response	Frequency	Percentage
Father	21	63.6
Mother	8	24.2
Guardian	4	12.1
Total	33	100.0

Source: Field Study, 2016

Results from table 2 show that, 21 (63.5%) of the total student participants said that their fathers took alcohol, 8 (24.2%) participants said that their mothers took alcohol and 4 (12.1%) of the participant said their guardians took alcohol.

The findings in Table 2 show that majority, 21 (63.5%) of the fathers drunk whilst a few mothers, 8 (24.2%) and guardians, 4 (12.1%) took alcohol. This implies that fathers’ alcohol abuse posed greater influence on their children’s behaviour while in school and home. These finding agree with studies done by Mugisha *et al*, (2003) which concluded that men engage in alcohol and drug abuse more than women as a way of passing time due to idleness. These findings are further supported by studies done by Kenyatta University that show that fathers were rated to abuse alcohol more than the mothers, the rates standing at 70% and 30%, respectively (Kenyatta University, 2013) [12].

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



Source: Field Study, 2016

Fig 1: Students whose Parents/Guardian’s Abuse Alcohol

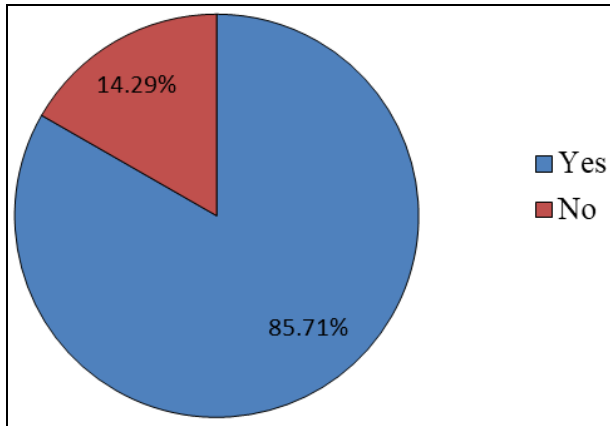
It is seen from Figure 1 that 6(85.7%) of the deputy principals were aware of parents/guardians of students who abused alcohol while 1(14.3%) was not aware revealing that most of the deputy principals of Keiyo North Sub- County were aware of students whose parents/guardians abuse alcohol. In the interview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

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

Another participant from a mixed day school had this to say; “Most of these parents reside near our school and their way of life is well known. Identifying someone who is drunk does not need one to have gone to school to decipher that. Besides drinking some of them even brew.”

The results from the guidance and counseling teachers pertaining to having handled students from alcoholic

backgrounds in schools were summarized in the Figure 4.4.



Source: Field Study, 2016

Fig 2: Handling of Students Whose Parents/ Guardians Abuse Alcohol

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

3.2 Rate of alcohol consumption

The researcher sought to establish the rate at which the father, mother or guardians drunk alcohol. The results obtained from the students’ questionnaire are shown in Table 3

Table 3: Rate of Alcohol Consumption

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

Source: Field Study, 2016

Table 3 shows that none of the fathers drunk once a month, 2 (6.1%) fathers drinks 2-3 days in a month, 1 (3.0%) fathers once a week, 2 (6.1%) fathers drunk 2 days a week, 6 (15.2%) fathers drunk 5-6 days a week, while 5 (18.2%) fathers of the students sampled drunk daily. It was useful to note here that as much as a few fathers drunk daily the influence that they were causing to their children was bigger because the children (students) were bound to be affected on a daily basis. According to a study done by Sirera and Mwenje (2014) [27] on the perceptions of parents on alcohol abuse and parental guidance of children in Butula Division, Busia County and Mathira division, Nyeri County, The result showed 67% and 46% of the parents in Butula and Mathira respectively daily abused alcohol hence rarely spent time with their children, 56% of these parents rarely got home before their children were asleep. Furthermore, 44% of them rarely communicated with their children, 56% rarely worked with them during the weekends and holidays and 20% were always violent to their families.

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

Further the data on the guardians’ showed that none of the students guardians drunk once a month, 1 (3%) of the students guardian drinks 2-3 days a month, 1 (3%) of the students guardian drunk 3-4 days a week, 2 (6.1%) of the

students guardian drinks 5-6 days a week while none of the students guardian drunk daily. It could be useful to argue that the daily influence of parental alcohol abuse on the students social behaviour emanating from the daily consumption of alcohol was much less on the part of the guardian as comparable to the fathers and mothers though that did not mean that there was a reduced influence.

The findings above almost agrees with the findings of a study conducted in Australia where twenty face-to-face, and twelve telephone interviews were conducted on parents who had children aged 15 on average, the results showed that parents’ frequency of alcohol consumption ranged from ‘never’ through to ‘four or more times a week’. Average consumption was between 2-4 times a month and 2-3 times a week, with parents typically drinking 1-4 standard drinks per occasion. Parents generally reported having more than four drinks on one occasion and never or less monthly (Conor & Kypros 2012).

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

Participant 1 said that

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

Additionally respondent 2 said that

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

3.3 Parents/guardians frequency of alcohol consumption

In an attempt to answer the first research question which was what were the perceptions of teachers and students on the extent of parental alcohol abuse. The study sought to find out the frequency of alcohol consumption of the parents/guardians. The results are indicated in Table 4

Table 4: Parents/Guardians Frequency of Alcohol Consumption

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

Source: Field Study, 2016

Results from Table 4 shows that 6 (18.2%) of the participants observed their Parents/Guardians extend of drinking was over the evenings, 10 (30.3%) during day time, 3 (6.1%) over weekends while 15 (45.5%) extended even longer. Therefore most parents/guardians spent longer periods drinking 15 (45.5 %), followed by those who drunk for a day 30.3% (10). Others were drunk over an evening and the minority 2 (6.1%) drunk during the weekend. Though this statistics is much lower than the study done by Hassan *et al.*, (2005) ^[9] which sought to determine the extent and pattern of alcohol use in patients admitted in Kenyatta National Hospital - Nairobi following road traffic accidents in which the alcohol-use group of 94.4 per cent registered higher weekend injuries than the no-alcohol-use group of 83.2 per cent; it is important to note that both reflect parents/guardians drinking over the weekend.

3.4 Student’s awareness of teachers’ consuming alcohol

The researcher also investigated if the teachers consumed alcohol. The results are tabulated in Table 5.

Table 5: Student’s Response on Teachers’ Alcohol Consumption

If some teachers took alcohol		
Response	Fr eq	%
Yes	18	54.5
No	15	45.5
Total	33	100.0

Source: Field Study, 2016

The study also looked at teachers as not only as employees but as surrogate parents and role models to students while in school. Teachers’ involvement in alcohol abuse therefore had an influence on the student’s social behavior. Basing on students response from Table 5 on drinking alcohol, the majority of the participants 18 (54.5%) agreed that some of their teachers drunk while 15 (45.5 %) disagreed that some of them drunk alcohol. This implied that teachers who were supposed to be role models for the students had fallen victims of alcohol abuse. They were thus negatively socializing the students. These findings are in line with Davis-Johnson (2000) ^[8], who claims that teachers have not

always modeled positive behaviors given that students learn both moral and immoral behaviours based on what they see and not what they hear as stated by Curwin & Mendler (2008) ^[6].

3.5 Teachers’ rate of alcohol consumption

Further the study sought to find out from the students the teachers rate of drinking. Results are discussed in Table 6

Table 6: Perceptions of Students on Teachers’ Rate of Alcohol Consumption

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

Source: Field Study, 2016

The results from Table 6 depicts that, 2 (6.1 %) of participants found that some of their teachers always drunk, 1 (3.0%) nearly drunk, 13 (39.4%) sometimes, 4 (12.1%) gave no response while 13 (9.4%) said they often drunk. These results implied that alcohol abuse negatively affected some of the teachers to the extent that they came to school while drunk. These teachers were not only supposed to teach but they also acted as role models to the students. These results concur with the interviews from the Deputy Principals which indicated that some of them were sometimes too drunk and were hence returned back home to save them from embarrassments from students. One of the deputy indicated that a teacher on their school had been on many schools due to frequent transfers caused by alcoholism. Another deputy principal revealed that teachers were actually abusing alcohol, in fact on the same day a teacher in that school had been admitted due to alcohol related problems. The results hence showed that teachers were abusing alcohol and the step taken by the Elgeyo-Marakwet County government in rehabilitating both primary and secondary teachers in the county was therefore warranted (Lesiew, 2013) ^[15].

4. Conclusion

The teachers and students perceived that male parent drinks a lot representing the majority 21 (63.5 %) and most of these fathers drunk at the rate of 5-6 days a week as represented by 18.2%. Mothers were also engaged in drinking with a representation of 24.2% and a majority of them 12.1% drinking 5-6 days a week. These findings agree with studies done by NACADA that indicated 13% of Kenyans were engaged in drinking. Findings also showed that majority of the parents and guardians 45.5 % longer than an evening, a day, and a weekend. The study revealed that found majority of teachers 69.7% who may double as parents or guardians and engaged in drinking ended up missing lessons frequently.

In conclusion most parents from Keiyo North secondary school were perceived by teachers and students to be abusing alcohol. The rate of drinking varied from daily to once a month. Extension of drinking period of the parents and guardians ranged from over an evening to longer than a weekend.

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