

Perceptions of teachers and Students on the Social Behaviour of Secondary School Students whose Parents Abuse Alcohol in Elgeyo-Marakwet County, Kenya

Carolyn C. Bundotich Moi University Eldoret , Kenya E-mail:carolbundo@gmail.com

Dr Felicity W. Githinji Moi University Eldoret, Kenya

Prof John K. Chang'ach Moi University Eldoret, Kenya

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Abstract

Alcohol abuse is one of the social issues in today's society. Parents and social institutions like schools have the responsibility of socializing the young people but they have also fallen victims of alcohol abuse. The need to carry out this research arose from the fact that alcohol consumption, especially illicit alcohol, had affected the society as a whole, the family included. The study was carried out in Keiyo North, Elgeyo-Marakwet County. The objective of this paper was to establish the perceptions of teachers and students on parental alcohol abuse and the social behavior of the secondary school students whose parents abused alcohol. The study was based on the theory of Social Cognitive Learning by Albert Bandura. The theory argues that through observation and the use of cognitive processes people have the potential to learn certain behaviours from their environments. Concurrent triangulation mixed method research design involving qualitative and quantitative approaches was used. The target population of this study comprised of all the public secondary schools in Keiyo North sub-County. The sample comprised of 49 participants sampled from seven public schools. Stratified random sampling and purposive sampling were used to select the schools and participants respectively. The study utilized questionnaires and interviews to collect data. Quantitative data was analyzed using descriptive statistics while qualitative data was analyzed thematically. The findings showed that parental alcohol abuse was perceived as a contributor to the antisocial behaviour of the students in various ways such as students wanting to fight, aggression, isolation, poor grooming, taking of alcohol and involvement in pre-marital sex.

Key words: Social behaviour, parental alcohol abuse, perceptions, school

1. Introduction

The social and health problems caused by the abuse of illicit drugs not only affect the people who abuse them, but also the other individuals in their families and communities (WHO, 2012). As children develop, they are socialized by agents who include the family, school, peers, media and the religious organizations. The family being the premier socialiser where the child learns the first lessons of life has been affected by the abuse of alcohol which has consequently led to other social issues like HIV/AIDS. Simons Morton (2008) noted that the rapid development in early adolescence causes a lot of difficulty in parenting although positive parenting can greatly influence behavior with regard to substance abuse. Responsible parenting which can be jeopardized by alcohol abuse enables the children to obtain both technical and social skills needed in life (Sirera & Mwenje, 2014). Negative peer influence can be avoided through effective communication, parental monitoring, and involvement. Contrary to what was expected of them, some of the parents and teachers had fallen victims of alcoholism and had adversely affected the social development of their children and students respectively.

2. Literature Review

The family values and ethics have weakened with time making teenagers to deviate from the norms. Parental modelling of drinking has been linked with early initiation to drinking and increased later use (Ryan, Jorm & Lubman 2010). Research by Spear (2004) in the U.S confirms that children benefit when parents take an active role in their lives by talking to them about drugs and the effects, monitoring their friends and the nature of activities they engage in, understanding their problems and concerns, providing consistent discipline and rule and being involved directly in their learning and education, but alcohol has had diverse affects on the quality of parenting a child gets. Some of these parents in Australia were prone to violence hence the children regularly witnessed violence and aggression (CFCA, 2015). These finding therefore showed that parents play a great role in influencing the social behaviour of their children.

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

Teens, whose parents engaged in risky behaviours which included drinking, smoking and not using safety belts while driving, were likely to engage in early and unsafe sexual behaviours as shown in a research done in the U.S. In the research 38% of boys and girls in grades 7-12 had had sexual intercourse (Wilder & Watt, 2002). Family alcohol abuse increases the chance of teens engaging in pre-marital sex due to alcohol making the families to be dysfunctional and hence weakening parenting (Kirby & Lepore, 2007). The findings showed that there was a correlation between parental alcohol abuse and premarital sex among the teenagers. Alcohol abuse has had a negative impact on the family in Kenya; in a study done in Kangemi where by majority (70.8%) initiated taking alcohol at the age between 11-20 years and 24.2% were influenced by the family (NACADA, 2011). Another study done among the students of Nairobi University, the results showed that 5.3% were also introduced to drinking by the parents; in fact 10.1% took alcohol at home. Though these were university students they passed through secondary school and its where they first tasted alcohol as the study confirms that the age of first drink was 16 years and above (Hassan, 2010).

A study conducted in Laikipia County on the parental behaviour disorder found out from the perceptions of their class teachers that the pupils who came from alcoholic backgrounds lacked concentration in class, were untidy and portrayed antisocial behaviours such as bullying, isolation and truancy. The study used quantitative approach where data was collected using questionnaires. Descriptive research design was used and the targeted was primary school pupils in class 6 & 7, head teachers and class teachers. (Kamau, 2017). The research in Elgeyo- Marakwet was different by the fact that it was targeting secondary school students and was using both qualitative and quantitative approaches. According to a study done by Sirera and Mwenje (2014) on the perceptions of parents on alcohol abuse and parental guidance of children in Butula Division, Busia County and Mathira division, Nyeri County, The result showed 67% and 46% of the parents in Butula and Mathira respectively daily abused alcohol hence rarely spent time with their children, 56% of these parents rarely got home before their children were asleep. Furthermore, 44% of them rarely communicated with their children, 56% rarely worked with them during the weekends and holidays and 20% were always violent to their families. The study was done in the rural setting and data was collected using questionnaires and focus group discussions from parents. It was therefore evident that parental alcohol abuse negatively affected the children.

Birech, Kabiru, Misaro & Kariuki, (2013) in a study conducted in Nandi showed that due to alcohol abuse within the family, the children who were affected did not do well in school and also had problems interacting with other children. Some ended up being violent and aggressive hence increasing their chances of being expelled or dropping out from school (Head, 2007). Alcohol abuse by parents therefore affects their children not only academically but also socially. A study conducted in Vihiga County showed that the drugs mostly abused by students in public secondary schools were alcohol, cigarettes, miraa and marijuana. The study established that one of the causes of drug abuse among students in public secondary schools was having parents or other family members who abused drugs and drugs being available. In the study, 45% of the students took drugs because a parent or a relative or someone they admired used drugs, 38% reported drugs being readily available such as having the drugs at home or parents dealing in drugs business (Chebukaka, 2014).

One of the factors that contributed to students' alcohol abuse in Mwimbi Division, Kenya was their backgrounds, of those whose homes consumed alcohol and 70.3% were more likely to consume alcohol than their counterparts. This could have been attributed to familiarity with alcohol by the students who grew up in alcoholic homes and surroundings. For such students, alcohol consumption was part of life and was conceptualized as any other drink like water, tea or soda (Munyua, Nyaga & Oundo, 2014). A study done in Kenya found out that more than 22.7% of the primary school children had taken alcohol, a figure that rose to 57.9% in secondary schools and to 68% among university students (Siringi, 2003).

The abuse of alcohol, in many cases led to the breakdown of families through divorce, separation or dissolution. Fights between husbands and wives became frequent leading to frequent use of violence by one of the spouse against the other. Family members exposed their children to violence and they rarely or never spent time together hence children lacked parental supervision. Children from these families also faced social isolation (Hutchinson, 2014). Therefore, children from homes where alcohol was abused were socialised to be violent. According to Simatwa, Odhong Juma, & Choka (2014), home and school were critical in regard to the abuse of drugs by the adolescents. Measures needed to be put in place against the access of drugs in immediate environments. According to Ndirangu (2001), parents were first teachers and counsellors long before the students joined formal schools and peer groups and many of the young people who took drugs came from families where members of the family took drugs. As much as advertisements expose adolescents to social models of drinking, research suggests that young people were likely to be influenced even more strongly by their peers, parents and other adults with whom they had a close relationship rather than by people they did not know and perhaps did not

care about (Martino, Kumar & Seymour, 2006). This shows that the home in comparison to the other agents of socialisation played a greater role in drug abuse of which alcohol is one of the drugs commonly abused.

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

3. Research Elaboration

Research design

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

Target Population

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

Sampling Techniques and Sample Size

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

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

Table 1. Sample Size

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

Source: Field study, 2016

Data Collection Instruments

Two instruments were used given that one instrument is not sufficient to make valid and reliable conclusions. 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. 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.

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.

Validity and Reliability of Research Instruments

Validity

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

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.

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.

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.

4. Results

The table 2 below shows the perceptions of students on the social behaviour of students whose parents abuse alcohol

Table 2: The Perceptions of Students on the Social Behaviour of Students' whose Parents' Abused Alcohol.

Response	SD	D	N	A	SA
I sometimes spent little time with my parents or guardian when they are drunk	8	2	5	16	2
I sometimes spent little time with my friends due to my parents / guardians drinking.	6	4	7	13	3
I thought of engaging / engage in premarital sex	15	11	4	0	3
I found myself fighting / wanting to fight with others in case of a disagreement	11	4	0	15	3
I sometimes found myself violent	13	4	6	4	6
I sometimes thought of taking / take alcohol	20	10	0	0	3

Source: Field Study, 2016

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

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

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

Another deputy principal said that...

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

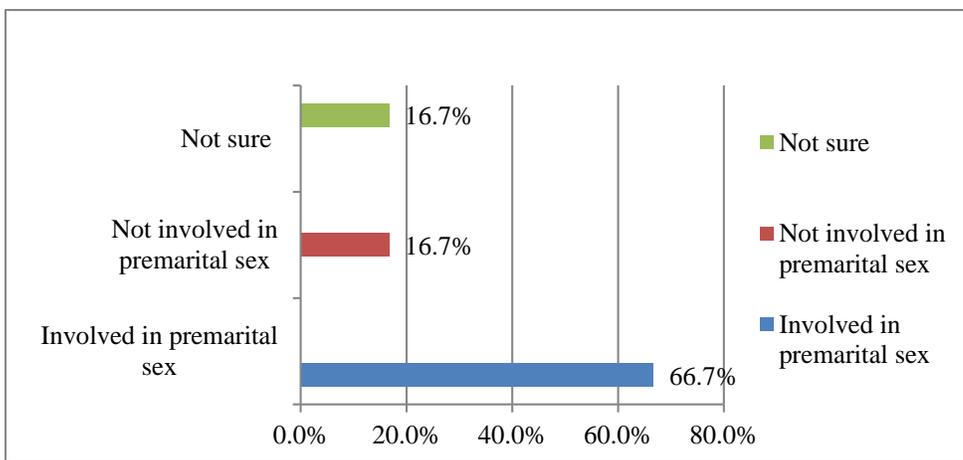
These findings are in agreement with the study by Sirera and Mwenje (2014) on the perceptions of parents on alcohol abuse and parental guidance of children in Butula Division, Busia County and Mathira division, Nyeri County, The result showed 67% and 46% of the parents in Butula and Mathira respectively daily abused alcohol hence rarely spent time with their children,56% of these parents rarely got home before their children were asleep. Furthermore, 44% of them rarely communicated with their children and 20% were always violent to their families. Though other studies have indicated advertisements being a social models of drinking to teenagers, research suggests that young people are likely to be influenced even more strongly by their peers, parents and other adults with whom they have a close relationship than by people they do not know and perhaps do not care about (Martino, Kumar, Seymour & Dolan, 2006)

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

Other participants said thus....

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

The guidance and counseling teachers were also in agreement with the Deputies suggesting that majority of the students were engaged in premarital sex as a result of their parents’ engaging in alcohol abuse. The findings are shown in figure 1.



Source: Field Study, 2016

Figure 1: Involvement in Premarital Sex

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

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

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

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

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

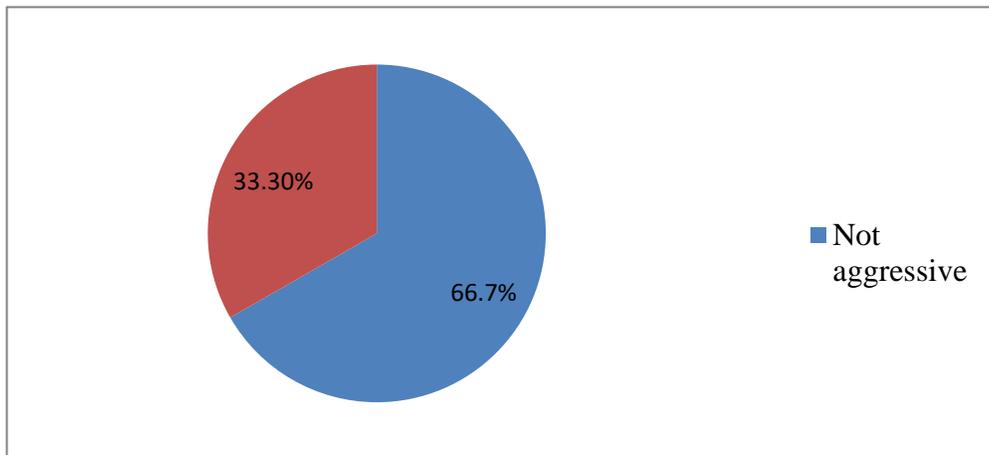
The study sought to look at whether the students took alcohol as a result of their parents/guardians engagement in alcohol alcohol. This was thought after taking into account the statistics revealed during the annual Kenya Secondary Schools Heads Association in 2004 that said 33.3% students took alcohol.

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

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

Though the findings revealed that majority of the students sampled 30 did not think of alcohol it is still a concern that there are still a few 3 that thought of engaging in drinking, it is even more worrying as one of the participant interviewed indicated that some of the students who drunk sourced alcohol from their parent’s stock at home. It is important to also note that the national statistics in Kenya show that 57.9 %, of secondary students engage in drinking alcohol (Siringi, 2003). This is further supported by research findings in USA that stated that 70% of eleventh grade students have had at least one drink of alcoholic beverages during their lifetime through the influence of friends and family members (Castillo, 2008)

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



Source: Field Study, 2016

Figure 2: Student's Aggressiveness

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

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

4.1 Rating in terms of personal grooming

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

Participant's response...

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

Another participant responded thus...

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

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

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

5. Conclusion

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

The responses showed that majority of the students whose parents abused alcohol 16 (46.5%) spent little time with their parents, 15 (45.5%) of the students fight or feel like fighting in case of a disagreement. It's important to point that though majority of the students felt like fighting 11(33.3%) of them were not violent. Further findings revealed that majority of the students 26 did not think of engaging in premarital sex. Personal grooming was wanting on students whose parents engaged in drinking. These students were also found breaking school rules in most occasions.

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