

Full Length Research

Influence of Parental Alcoholism on Academic Performance of Secondary School Students in Kandara Sub-County in Murang'a County, Kenya

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The future of a nation lies in its youth. The academic performance of students, being a key segment of the youth, is therefore of critical significance. This is because good academic performance opens the door for successful careers in the future. Parents bear the burden to care for their adolescent children. However, the rising prevalence of parental alcoholism is a great concern as it is likely to impact on their children's academic performance. The purpose of this study was to establish the impact of parental alcoholism on academic performance among secondary school students. Cross-sectional survey design was used. The study was guided by Social Learning Theory that explains that behavior can be acquired by observing and imitating others. The population of the study was students enrolled in mixed public day secondary schools in Murang'a County in Kenya. A sample of 63 boys and girls drawn from the respective schools through purposive sampling method was used. The study also sampled 12 teachers and 6 community leaders. Structured questionnaire and interviews were used as the method of collecting data. Quantitative data was subjected to frequencies, percentages and cross-tabulation analysis using SPSS. Thematic technique was applied to analyze qualitative data. The results showed that 74% of the student respondents who attained D+ and below in their April 2019 exam attributed their low grades to parental alcoholism. Parental alcoholism is a symptom of other perceived or real problems in the social environment and risk factors associated with alcoholism could be multidimensional. The main conclusion drawn from the study is that parental alcoholism in Kandara Sub County is high and is a major contributor to poor academic performance in the study area. This calls for a rethinking of existing interventions and a paradigm shift from a one-angled approach to school based interventions towards a multipronged and holistic model of psychosocial support. The study will benefit school administrators, Government agencies, the Church and mental health care providers.

Keywords: Academic Performance, Adolescent Children, Learning by Observation, Parental Alcoholism, Second Generation beer.

INTRODUCTION

The Diagnostic and Statistical Manual, 5th edition (DSM-5) criteria, presents alcoholism

comprehensively as an amalgam of patterns of alcohol abuse that results in clinically impaired or distressed

individuals (Thompson, 2018). Global statistics suggest that approximately one in every two persons above 15 years of age have ever used alcohol (Francis, 2015) and about 16% of this population are heavy drinkers (Juma, Mohammed and Kyobutungi, 2017). While traditionally, alcohol consumption in Africa was the preserve of the elders and had cultural significance, alcoholism became an issue of concern with the proliferation of modern breweries towards the end of the 20th century as drinking and related societal problems became more pronounced especially among adolescents (Myadze and Rwomire, 2014).

According to medical research data, Kamau (2017) notes that 70% of Kenyan families have abused alcohol. The problem of alcoholism in Kenya is so salient that it has seen the enactment of the Alcoholic Drinks and Control Act, 2010, with increasing recognition and treatment of alcoholism as a disease. Murang'a County is located in a region with acute alcohol problem in Kenya, with up to 75.4% of the population reported to be using alcohol, especially second-generation alcohol which the local communities perceive to have a high usage rate of 92.8% according to National Campaign Against Alcohol and Drug Abuse (NACADA), 2010. The problem is so acute that the County Government of Murang'a has made the prevention and reduction of alcohol abuse one of its priority focus areas in its 2018-2022 integrated development plan (Murang'a County Government, 2018).

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

It is hypothesized that negative influence of parental alcoholism has impact on offspring development, health and wellbeing, such as with increased risks of student behavioral problems, with potential implications on academic performance (Berg et al., 2016). It is anticipated that, children of alcoholic parents are likely to show signs of psychopathology and impairment which includes higher rates of internalizing disorders, externalizing behavior, alcohol and drug use and academic and cognitive deficits (Rothenberg, Hussong, and Chassin, 2016). This study aimed at investigating the influence of parental alcoholism on academic performance of students in public mixed secondary schools in Kandara Sub-county, Murang'a County, Kenya.

Influence of Parental Alcoholism on Students' Academic Performance

Alcoholism is an age-old problem, with archeological evidence showing that the history of alcohol consumption dates back at least 7,000 years, revealing its deep historical root (Dunbar, Launay, Wlodarski, Robertson, Pearce, Carney, and MacCarron, 2017). Historical accounts of parental alcoholism in the Old Testament in the Bible such as Noah getting drunk and laying naked inside his tent is one case in point (Cf: Genesis, 9:20, NIV).

Parental alcoholism influence on student alcohol abuse is one of the most extensively researched issue in the contemporary scholarly world, indicating its continued cause for social concern (Bada and Adebisi, 2014; Shakya, Christakis, and Fowler, 2012; Heron, Macleod, Munafu, Lewis, Tiling and Hickman, 2012; Tsoumakas, Tanaka, Petsios, Fildisis, Gkoutzivelakis, and Pavlopoulou, 2014). Tyler and Melander (2015) reports that parents who consume large amounts of alcohol are not only less effective in their parenting but are also at times abusive and controlling. This perspective is supported by findings of a research done in Denmark by Pisinger, Bloomfield, and Tolstrup (2016) among boys and girls in secondary education. The researchers found that perceived parental alcohol problems had significantly higher odds of internalizing problems and poorer parent-child relationships compared with young people without perceived parental alcohol problems.

Similar results are reported in Kenya where Bundotich (2018) studied the perception of secondary school students and teachers on parental alcohol abuse and social behavior of students in Elgeyo-Marakwet County in Kenya. The researcher reported that students whose parents abused alcohol had delinquent behaviors at schools. This can potentially push them into alcohol use as an antidepressant. As such, parental misuse of substances often undermines school performance and academic attainment of their children (Frontline, 2013).

The Influence of Paternal Alcoholism on Student Academic Performance

A growing body of research suggests that paternal alcoholism has adverse impact on the academic performance of adolescent children (Harwin et al., 2010; Nayak, Mohanty, and Mohapatra, 2011). According to McLaughlin, O'Neill, McCartan, Percy, McCann, Perra and Higgins (2015), a father's drinking problem can be a chronic stressor and this

environmental influence could account for poorer academic performance in children and adolescents. In particular, having a father with a reputation as a problematic drinker may place additional stress on the child, particularly when they reach adolescence, a period of increased sensitivity and anxiety. Alcoholic parents may be less encouraging to their children on academic success and may not place much emphasis on academic performance or provide supportive environments for their children's academic success. For example, they may not monitor children's activities at home regarding their schoolwork, homework and exam preparation because of their drinking patterns and associated behaviours.

A report documented by Harwin et al., (2010) revealed that Norwegian children of alcoholic fathers have particularly high rates of psychological problems. This implies that adolescent children of such fathers are at high risk of performing poorly in their academic life due to the psychological distress caused by parental alcoholism. The study by Harwin et al., (2010) however also qualified that their difficulties also depend on numerous factors including the extent to which drinking dominates routines and rituals, and the degree to which children witness their parents' alcohol consumption and hangovers. This is likely to jeopardize children emotional and behavioural well-being as they learn through observing their parents behaviour.

The influence of Maternal Alcoholism on Student Academic Performance

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

Similar findings were reported by Rognmo et al. (2012) who investigated the impact of maternal and paternal alcohol abuse on adolescent mental outcomes. Maternal alcohol abuse was related to

offspring mental distress and school functioning, though with a small effect. This indicates graver consequences for offspring of alcohol abusing mothers compared to offspring of alcohol abusing fathers. Maternal behaviors, attitudes and emotional status are likely to affect children more because they spend more time with their children than the fathers. Therefore, when the mother's emotional and psychological status is impaired by alcoholism, children's academic performance is likely to be affected negatively.

METHODOLOGY

A representative sample of form two and three students comprising of boys and girls were selected from each school. The total student population in form two and three within the four schools was 634. The total sample was 63 students representing 10% of the total population. In addition three teachers from each school were sampled. The Key Informants comprised of three local administrators and three spiritual leaders.

The study population comprised of four (4) Mixed Public Day Secondary Schools namely: Kagira Mixed Day Secondary School with a population of 109. Gaichanjiru Mixed Day Secondary School (113), Mutitu Mixed Day Secondary School (126) and Ngurweini Mixed Day Secondary School with a total population of 286 students. The study sampled form two and form three students only. The assumption was that they have a direct contact with their parents as they interact on day to day basis. They are observant of their parental behavior and likely to be influenced by the same.

Cross-sectional survey design was used. A cross-sectional survey is a type of research design that entails the collection of data at a single point in time (Johnson and Christensen, 2010). Further, mixed methods design, which involves collecting, analyzing and interpreting quantitative and qualitative data in a single study or in a series of studies that investigate the same underlying phenomenon was used (Leech and Onwuegbuzie, 2008). Quantitative method includes design, techniques and measures that produce discrete, numerical or quantifiable data. This included performance of the students which may be quantified in terms of grade obtained in previous exams. Qualitative research is a method of collecting information that shows how people in an area live and function as a society. It was significant in answering the research questions while describing things to do with behaviors and generate reports the way things might be at that particular period.

The study used purposive sampling method to select low performing schools. Purposive sampling

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

The research involved the collection of both quantitative data and qualitative data. The distinction between the two is that quantitative data manifest in the form of numbers whereas qualitative data is largely in words or textual form (Bryman, 2012). Both were required in this study because the intention is not only to establish the frequency, number and type of

alcoholic beverage consumed but also to obtain data on the feelings, perceptions and attitudes of the respondents which were measured using Likert scale. Likert-type scales are useful when measuring latent constructs - that is, characteristics of people such as attitudes, feelings and opinions. The students expressed their feelings on the impact of their parent's alcoholism. Primary data was collected using structured interviews and administered questionnaires which were given out to students and head teachers. Open ended questions and closed questions were used in order to obtain the desired data. A structured questionnaire was used as the method of collecting data.

A number of ethical considerations were undertaken before, during and after the collection of data. This included obtaining the necessary clearances and approvals from bodies like the National Commission for Science, Technology and Innovation (NACOSTI) and research authorization from the Ministry of Education. The researcher explained to the participants the objectives of the study and obtain their informed consent.

RESULTS AND DISCUSSIONS

A total of 81 research participants comprising of 63 students, 12 teachers and 6 community leaders were targeted. Table 1 shows the response rate of the interviewees.

Table 1: Response rate

Category	Sub-category	Frequency	Percent
Successful responses	Students	60	95%
	Teachers	12	100%
	Community leaders	6	100%
	Total successful responses	78	96%

The high response rate was potentially due to the fact that the instruments were administered face to face, which is known to yield comparatively higher return rates than other data collection strategies according to Groves, Fowler, Couper, Lepkowski, Singer and Tourangeau (2004).

Student respondents were asked whether any of their parents were problem drinkers of alcohol. More than half (52%) of the respondents reported that at least one of their parents was abusing alcohol. This implies that there was a high prevalence of alcoholism among respondent's parents. As per the descriptive statistics, the prevalence was estimated at an average of 60% (M=60, SD=18.091), which is slightly higher than the students' own accounts. The finding also compares favorably with Wangui et al.'s (2017) observation in

Kangema Sub-County in Murang'a where the prevalence rate of parental alcoholism was estimated at more than 60%.

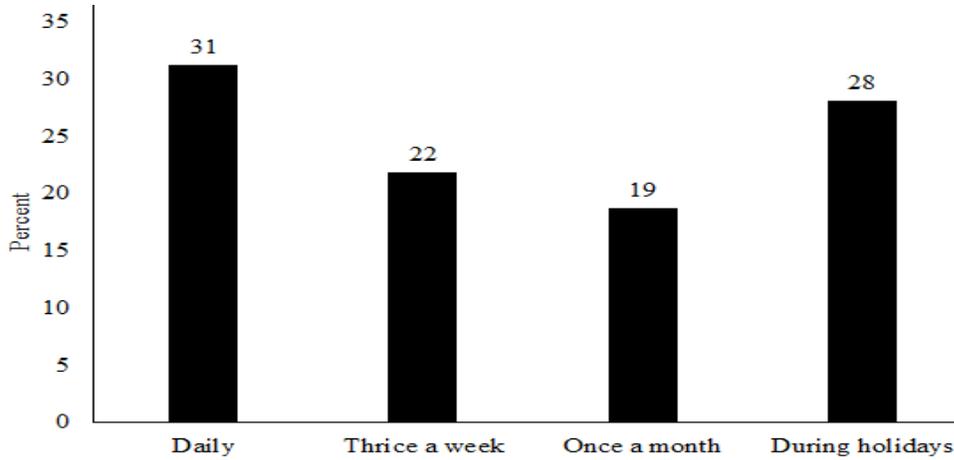


Figure 1: Frequency of alcohol in-take by respondents' parents

Respondents were asked how frequent their parents took alcohol. Figure 1 shows the findings. The figure shows that most of the respondents' parents drank alcohol on a daily basis (31%), followed by parents who took alcohol during holidays (28%) and those who took alcohol thrice a week (22%). Lastly, 19% of the respondents said their parents took alcohol once a month. The findings suggest that the frequency of alcohol consumption was high among the parents of adolescent children in Kandara. This finding further affirms the observation by NACADA (2010) that the study area is one of the regions worst hit by alcohol abuse. This implies that there is rampant use of alcohol in this area where majority of parents are consuming it on daily basis, which may result in negligence of their children who are students and the ripple effect leads to poor performance. During holidays, parents may be expected to be closer to their children inspecting their holiday homework and offering

parental support. However, if they are alcoholics, this may not be the case and their children's poor academic performance will be the effect.

Student respondents were asked whether they knew of parents who drank alcohol. 97% of the respondents knew of parents who abused alcohol in the area while 3% did not. The results suggest a very high prevalence of parental alcoholism in Kandara. This agrees with findings in Sweden reported by Eglgan and Leifman (2013) which revealed that the problem of parental alcoholism was widespread. This means that parental alcoholism was not unique to the western world, but a common problem across the world. For instance, a study on alcohol abuse and practices undertaken in Busia Town in Kenya by Masaba (2017) found that 80% of the respondents had a family history of alcoholism and that parental influence accounted for a significant share of this statistic

Table 2 : Respondents perception of alcohol abuse as a problem in Kandara

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

As per table 2, all (100%) of the student respondents perceived that parental alcoholism was a major problem in Kandara. This means that parental alcoholism was a social issue in the study area. This agrees with Myadze and Rwomire's (2014) account of alcoholism as an issue of concern. Traditional brew is considered as an inheritance from the ancestors in this

region. Brewing of second generation beer like muratina is normal and highly accepted in Kandara by both genders. It is easily passed to their children during the rites of passage. This has a psychological impact on the life of student that affects their concentration in class resulting to low performance

Causes of Parental Alcoholism

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

“Availability of cheap alcohol, poverty (irresponsibility), low education level” (*Teacher respondent 1*)

“High levels of poverty among many households. Illiteracy among parents” (*Teacher respondent 3*)

“Laziness/ idleness, availability of cheap liquor, ignorance” (*Teacher respondent 4*)

“Poor upbringing- lack of knowledge, idleness, peer influence, poverty levels” (*Teacher respondent 6*)

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

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

The theme of poverty as a salient risk factor fueling parental alcoholism has been noted in previous studies by Jones and Sumnall (2016) which revealed that poor people; defined as those vulnerable to social and economic disadvantages were at greater risk of adopting drinking problem behaviors. This means that people with low income may be lacking key information that pertains alcoholism therefore are likely to engage with second generation beer hereby defined asalcohol

which is made up of traditional ingredients like maize and sorghum adulterated with methanol, ethanol and illegal substances (NACADA,2010). Beer like ‘chang’aa’ or ‘kumikumi’ that will cost them as low as ten shillings.Accessing beer through credit is also common with this community provided they make prior agreement with the vendor. Easy availability of alcohol is a major contributor to parental alcoholism.

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

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

These findings are in line with Myadze and Rwomire’s (2014) account of alcoholism as an issue of concern which they associate with the proliferation of modern breweries. These are seen to have increased access to alcoholic drinks through marketing and distribution, hence increasing local access.

Negative Effect of Parental Alcoholism

Figure 2 ranks the distribution of respondents by the various ways they are negatively affected by parental alcoholism.

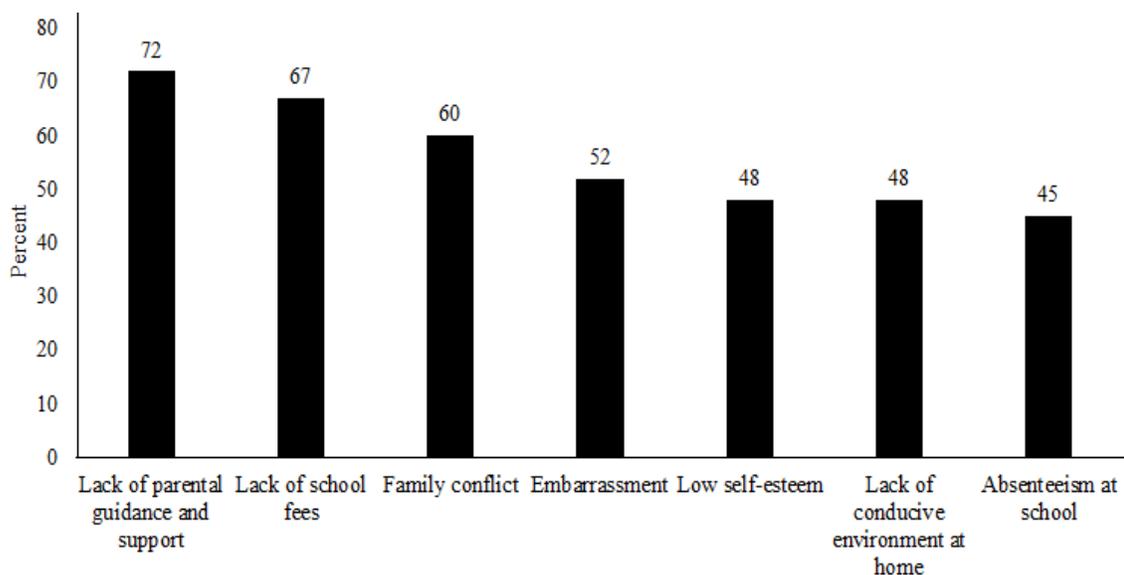


Figure 2: Ways student respondents are negatively affected by parental alcoholism

Figure 2 shows that 72% of the student respondents were negatively affected in terms of lack of parental guidance and support. These finding agrees with the results of an earlier study in Kenya by Sirera and Mwenje (2014) who undertook a study on the effect of parental alcoholism on parental guidance of adolescent students whose results showed that parental alcoholism adversely affected the parents' ability to effectively play their role as guides and role models to their children.

Figure 2 also shows that 67% mentioned lack of school fees, suggesting that as a result of parental alcoholism, the money that could be used to pay school fees end up being used to consume alcohol, thus the students lack school fees and are not able to continue with their education. This is consistent with the Kyalo's (2010) observation that the menace of alcohol was responsible for school dropouts in the County. 60% of the student respondents were also affected by family conflict resulting from parental alcoholism and 52% suffered embarrassment as a result. This is in line with the findings of Reinaldo and Pillon (2008) which suggested that parental alcoholism was responsible for family conflict which adversely affect adolescent student academic performance.

The figure further revealed that 48% of the students reported low self-esteem, another 48% lacked a conducive environment at home and 45% reported being absent from school. It can be inferred from the results that parental alcoholism caused direct and indirect adverse negative effects on student mental wellbeing and academic performance. This affirms Pisinger et al.'s (2016) hypothesis that young people with perceived parental alcohol problems have poorer parent-child relationships and more emotional symptoms, low self-esteem, loneliness and depression than young people without perceived parental alcohol problems. These will interfere with their psychological wellbeing leading into poor academic performance.

Effect Parental Alcoholism on General Students School Outcomes

The study sought students' views about how parental alcoholism affected their various dimensions of school outcomes. Figure 3 ranks the percentage distribution of respondents by order from the highest to the lowest.

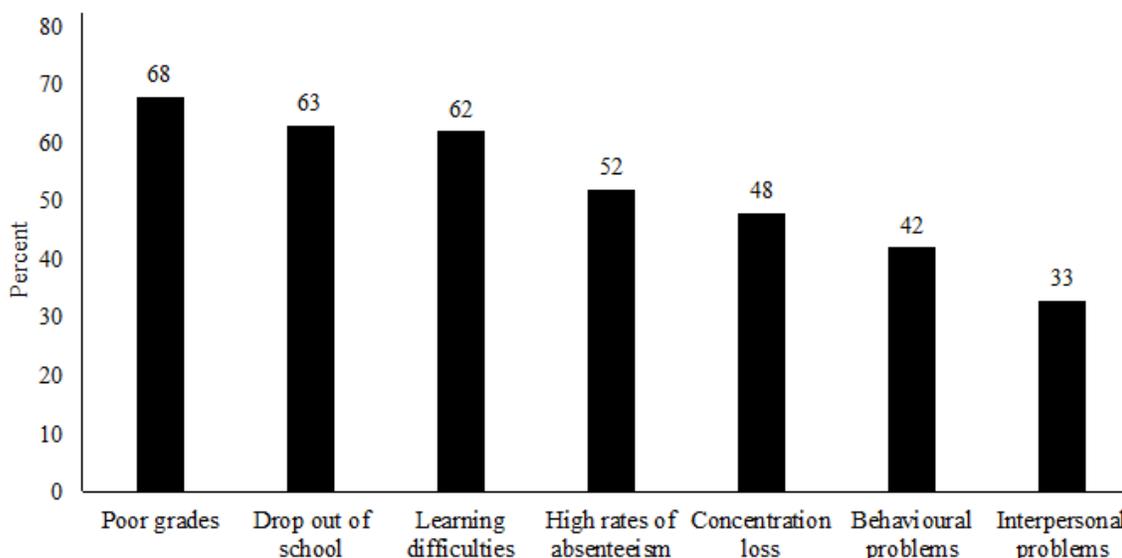


Figure 3: Effect of parental alcoholism on general student school outcomes

Figure 3 shows that 68% of the respondents reported being affected in terms of poor grades, 63% of the student respondents observed that parental alcoholism was responsible for school drop outs, 62% experienced learning difficulties, 52% reported high rates of absenteeism, 48% lost concentration, 42% suffered behavioral problems and 33% suffered interpersonal problems. These findings affirm the

perspective of Frontline (2013) that children of alcoholic parents were more likely to have problems at school such as learning difficulties, disruptive behaviour, interpersonal problems and higher rates of absenteeism, with a significant proportion experiencing serious academic problems.

The teacher respondents were asked to describe the symptoms manifesting in the children that

signals that their parents were alcoholics and that may be interfering with academic performance. Thematic analysis of the responses revealed diverse symptoms, with absenteeism being most salient symptom of parental alcoholism, followed by sleepiness/lack of concentration in class and lateness to school. The findings are in line with several studies (Harwin et al., 2010; Nayak et al., 2011) which reported that parental alcoholism adversely affected adolescent children. However, it contradicts the results of a study in the UK by Mahedy et al., (2017) which found little evidence of the association between parental alcohol use and offspring outcomes. The problem of excessive drinking brings financial difficulties and marital problems which are observed by the children.

In order to further test the relationship between parental alcoholism and students' academic performance, a cross-tabulation analysis of students' performance in their last exam done in April 2018 was performed against respondent's perceived effect of parental alcoholism on grades. Figure 4 presents the findings. The figure reveals that the highest proportion (74%) of the student respondents who attained D+ and below in their last exams attributed their grades to

parental alcoholism, followed by the proportion of students who scored between C- and C+ (69%) whereas a lower proportion of students who attained B- and above (44%) attributed their good grades to parental alcoholism. The figure suggests that fewer student respondents who attained good grades were affected by parental alcoholism as compared to students who attained comparatively poorer grades. This finding affirms that parental alcoholism adversely influenced student academic performance. This agrees with the viewpoint by Watkins (2018) that parental alcoholism may lead to poor academic performance but not exceptional school performance. The findings point to the possibility that the negative effect of parental alcoholism on student academic performance was context specific.

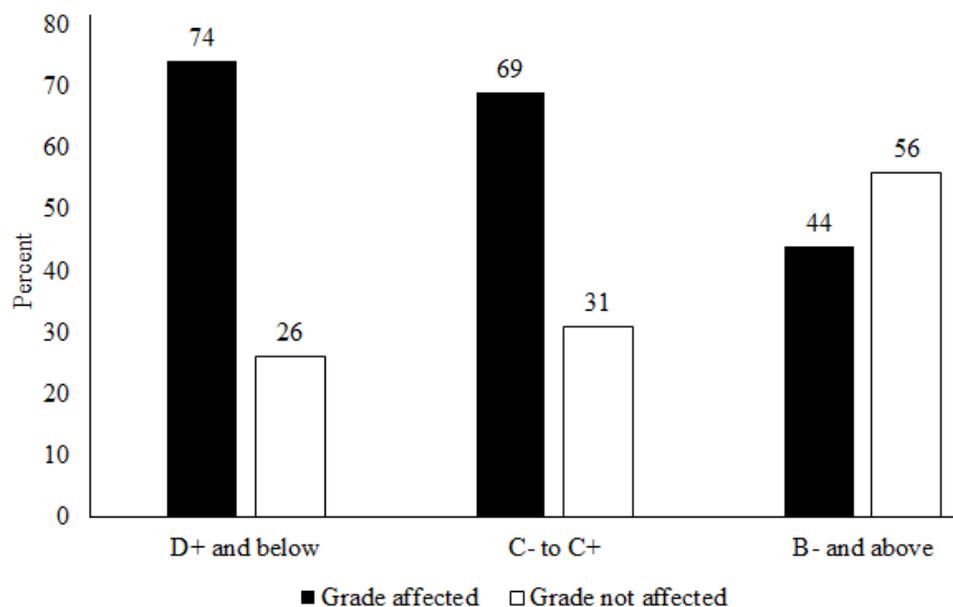


Figure 4: Cross-tabulation output of parental alcoholism and academic performance

CONCLUSIONS

It was found that 80% of the student respondents said they were negatively affected by parental alcoholism. Of this, 72% of the student

respondents were negatively affected in terms of lack of parental guidance and support, 67% mentioned lack of school fees, 60% were affected by family conflict

resulting from parental alcoholism and 52% suffered embarrassment. Further results revealed that 48% of the students reported low self-esteem, another 48% lacked a conducive environment at home and 45% reported being absent from school. In addition, 68% of the respondents reported being affected in terms of poor grades, 63% of the student respondents observed that parental alcoholism was responsible for school drop outs, 62% experienced learning difficulties, 52% reported high rates of absenteeism, 48% lost concentration, 42% suffered behavioral problems and 33% suffered interpersonal problems. The results showed that 74% of the student respondents who attained D+ and below in their April 2018 exams attributed their grades to parental alcoholism.

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

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

The negative connotation inherent in low grades potentially has adverse implications on the mental wellbeing of adolescent students given that adolescence itself is a stage characterized by emotional challenges that if not well navigated, could affect their functioning in society. Their desire to obtain better grades signals a positive attitude towards

learning and therefore presents an opportunity for collaboration and stepping up school-based interventions such as guidance and counseling. The practice of guidance and counseling in schools itself need to be rethought, with a view to approaching school guidance and counseling as a strategic community resource uniquely placed to address adverse effects of parental alcoholism on students' academic performance in a holistic manner. The recognition of the potential of the church, local administration, board of management and professional counselors as key stakeholders means that opportunities for partnership and collaboration exist to fortify and expand school-based interventions.

RECOMMENDATIONS FROM THE STUDY

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

Addressing the problem of parental alcoholism and its adverse consequences on adolescent student's academic performance should be a collective responsibility of all concerned stakeholders. School administrators should lead a concerted effort to create a joint partnership between government departments, the church, guidance and counseling staff, parents and professional counselors to develop a holistic psychosocial intervention to curb the menace of alcoholism. Villagers should not be forgotten in the fight against alcohol as they are on the ground and have key information that the policy makers can borrow a leaf from in relation to effective intervention programs.

In order to secure the cooperation of parents, the problem of parental alcoholism should not be approached in a manner that makes alcoholic parents feel condemned. Rather, an empathic listening style that builds a sense of acceptance and confidence in the alcoholic can cause a turning point to the alcohol abusers towards a path to recovery, collaboration and a path back to full functioning. The recovering parents who graduate from rehabilitation centres should be accepted back to the community unconditionally and a follow up done to avoid relapse.

School-based interventions such as guidance and counseling should adopt marriage and family counseling approaches rather than limiting themselves to counseling students alone. This calls for taking the initiative to establish working relationships with local family therapists and counseling institutions to offer pro bono services to affected families and/or as community resources for referral.

Marriage and family therapist should provide psycho-education to parents on the impact of

alcoholism on health, parenting, academic performance and relationships during school functions and parents meeting activities. Targeted interventions should especially focus on the fathers who were found to be the main abusers of alcohol.

Government agencies such as the State Department for Social Protection should invest on parental education and empowerment programs targeting socioeconomically vulnerable parents for improved livelihoods. This includes creating awareness of the existence of family protection programs such as sustainable livelihood support activities and psychosocial support programs.

School guidance and counseling practitioners should integrate positive psychology into their therapy sessions to help adolescent students put their circumstances into perspective and focus on the brighter side of life. This may include enlisting the services of motivational speakers and positive role-models to regularly give hope to emotionally depressed students as a result of parental alcoholism. For example, guidance and counseling masters could create a pool of mentors, especially who have overcome parental alcoholism to become successful in life.

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