



**IMPLICATIONS OF ALCOHOL ABUSE AMONG TEACHERS IN PUBLIC SCHOOLS
OF KABOMPO DISTRICT, ZAMBIA**

BY

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DECLARATION

I, Peter Wazili Chitondo, do hereby declare that this piece of work is my own, and that all the work of other persons has been duly acknowledged, and that this work has not been previously presented at this university and indeed other universities for similar purposes.

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CERTIFICATE OF APPROVAL

This dissertation by Peter Wazili Chitondo is approved as fulfilling part of the requirement for the award of the degree of Master of Education in Sociology of Education of The University of Zambia.

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DEDICATION

This piece of work is dedicated to my wife MILDRED MUSONDA TEMBO who has been by my side through thin and thick moments encouraging me to work hard. To my parents, I convey heartfelt thanks for bring the best out me through love and guidance. To my dearest daughter MALUMBO CHITONDO thank you for your love which motivated me to reach this far.

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ABSTRACT

The study seeks to investigate the Effects of alcohol on teachers and its counselling implications in selected secondary schools in Kabompo district, Zambia. The study was guided by four specific objective 1, To identify factors that causes teachers to abuse alcohol within working hours, 2. To investigate implications of alcohol abuse on teacher's performance. 3. To explore challenges faced by supervisor's to address the problem alcohol abuse among teacher and 4. To establish preventive measures taken to help teachers who have an alcohol use disorder. This study has adopted descriptive research design, with a total of 30 respondents sampled from selected schools of Kabompo district. Primary data will be collected using in-depth interview guide while secondary data will be collected using journals, and studies conducted in line of the research. Data that was collected from the key informants was analyzed manually; and classified (sorted) into main themes. In relation to this study, thematic analysis was used to analyses all the responses obtained on the topic. The study revealed that there is abuse of alcohol among teachers in Kabompo District and one of the contributing factor is availability of alcohol in places were these teachers are currently saving. The study also revealed that teacher's abuse alcohol during working hours and this reduces teacher pupil contact hours which in return affect curriculum coverage. The study recommended that teachers with severe alcohol abuse disorder must be go on rehabilitation program with trained counselors in drug abuse of which they should produce a report before any radical intervention is made by the higher authority.

Key words: alcohol abuse, Alcohol use disorder, counseling intervention, implication

Table of Contents

COPYRIGHT	ii
DECLARATION	iii
CERTIFICATE OF APPROVAL.....	iv
DEDICATION	v
ACKNOWLEDGEMENT	vi
ABSTRACT.....	vii
LIST OF ABBREVIATIONS.....	xi
LIST OF FIGURES	xiii
CHAPTER: INTRODUCTION	1
1.1 Overview	1
1.2 Background.....	1
1.3 Statement of the Problem	3
1.3.1 Purpose of the study.....	3
1.3.2 Objectives of the study.....	4
1.3.3 Research questions	4
1.4 Significance of the Study.	4
1.5 Delimitations of the study.....	4
1.6 Limitations of the study	5
1.7 Theoretical framework	5
1.8 Operational definition of concepts/ variable.....	7
CHAPTER TWO: LITERATURE REVIEW	8
2.1 Historical Perspective Of Alcoholism.....	8
2.2 Factors that causes teachers to abuse alcohol within working hours.....	8
2.3 Impact of alcohol abuse on teacher’s performance.....	13
2.4 Attempted measures to combat alcohol abuse in schools	15
Summary	17
CHAPTER THREE: METHODOLOGY	18
2.0 Study design.....	18
2.1 Study population	18
2.2 Sample Size	19

2.3 Sampling techniques	19
2.3 Research Instrument.....	20
2.4 Data collection	20
2.4 Data analysis	20
2.5 Ethical issues.....	21
Summary	21
CHAPTER FOUR: PRESENTATION OF FINDINGS	22
4.0 Introduction	22
4.1 Demographics	22
Work experience.....	22
4.2 What factors that causes teachers to abuse alcohol during working hours:	23
4.3 Contributing factors to alcohol use among teachers.....	24
4.4 Visible symptoms that indicate that a Teacher has an alcohol use disorder.....	24
4.5 Impact of alcohol abuse on teachers’ performance.....	26
4.6 Respect to school rules and regulations:	26
Attending classes regularly and promptly	27
4.6 Marking pupil’s assignment properly and on time.....	27
Marking pupil’s assignment properly and on time	28
4.7 Use of abusive language to pupils	28
4.8 Challenges faced by supervisors to address the problem of alcohol abuse among teachers.....	28
4.9 Causes that make teachers to engage themselves.....	29
4.9.1 Preventive measures used in addressing alcohol abuse	29
4.9.2 Laws, Rules and Regulations	30
4.9.3 Measures that can be put in place to assist teachers with alcohol use disorder	30
4.9.4 Effectiveness of Measures against alcohol abuse.....	30
4.9.5 Effectiveness of stop alcohol awareness campaigns	31
CHAPTER FIVE :DISCUSSION OF FINDINGS	32
5.0 Overview	32
5.1 Factors that causes teachers to abuse alcohol within working hours.....	32

5.2 Challenges faced by supervisors to address the problem of alcohol abuse among teachers.....	35
5.3 Impact of alcohol abuse on teacher’s performance.....	35
5.4 Preventive measures to help teachers who have an alcohol use disorder	37
CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS.....	40
6.1 Overview	40
6.1 RECOMMENDATIONS.....	41
6.2 Further areas of study.....	42
REFERENCE.....	43
Appendix A.....	46
Interview guide	46
Appendix B.....	48

LIST OF ABBREVIATIONS

International narcotics control-strategy reports.....	(INCSR)
Lysergic acid diethylamide.....	(LSD)
Non-Governmental Organization.....	NGOs
Teachers Service Commission.....	TSC
Alcohol Use Disorder.....	AUD
District Education Board office.....	DEBs
Acquired Immune Deficiency Syndrome.....	AIDs
Human Immunodeficiency Virus.....	HIV
Ministry of General Education.....	MoGE
World health organization.....	WHO

LIST OF FIGURES

Figure 1 DEMOGRAPHICS Source, research data	22
Figure 2 Work experience of Respondents. Source, research data	23
Figure 3 (Teachers Class Attendance after taking alcohol)Figure 3.....	27
Figure 4 show teachers who abuse alcohol while marking pupils' assignment	28

CHAPTER: INTRODUCTION

1.1 Overview

The chapter presents background to the study, statement of the problem, purpose of the study, research objectives and questions, significance of the study, theoretical framework, limitations and delimitation of the study, as well as definitions of terms that guided this research

1.2 Background

Education is an important experience both to the individuals who have it and the nation at large. For without it, it is meaningless to talk about development in any form. According to Tugbiyele as cited in Kwaghbo (2007), education is a necessary national investment for it is the key to overall national development. Hence, government, communities, agencies and individuals invest heavily in the provision of educational experiences to the citizens. At the center of every education process stands the teacher. According to Eriba (2006), what the teacher knows and does can make a great difference; what he does not know or cannot do or fails to do can cause irreparable loss to the children under his care. This is more so because the teacher “is a manager of ideas and activities, the judge of disciplinary cases, the molder of character, the rarer of human minds, the mobilizer of students’ efforts and indeed the window through which pupils visualize the world around them” (Eriba, 2006).

How well the teachers in the public primary schools in Benue State, Nigeria are performing their roles has become a worry to parents and government. This is because the public primary school teachers who are supposed to be models in character building of children are alleged to be involved in alcohol use, even while on duty. The issue of alcohol use among primary school teachers can however, go a long way in undermining the realization of the objectives of a school and education of the Nigerian child generally, and Benue State in particular, if not addressed (Kobiowu, 2006 in Ogbu, 2014). Alcohol is a drug found in all alcoholic drinks like beer, wine and spirits such as vodka and whisky. Ogbu (2014) submits that alcohol is a substance which depresses the brain when taken in excess. This affects one’s ability to control one’s behavior and bodily functions, like thinking, talking, walking, and even breathing.

Alcohol is the most widely abused drug in our societies in Zambia; perhaps this is because it is somehow legal and readily available. Abuse of alcohol can lead to alcohol use disorder, a terrible disease that afflicts one in every ten persons in our population without regard to gender, race or social status. This problem of alcohol abuse has also affected the teaching fraternity. As such the ministry of general education is facing a challenge in most of public schools to combat this problem despite all the necessary efforts put in place by the teaching service commission to arrest the situation such as the professional code of conduct. It even forced the teaching council of Zambia to resort in planning to purchase Breathalyzers and distribute in all schools to test teachers for alcohol content as they report for duties to arrest the situation.

It is plausible to assert that consequences of alcohol abuse such as hangover results directly into absenteeism and inadequate teacher's concentration on school duties thereby affecting learner's performance (Masiye. I and Ndhlovu. D, 2016). Various speculations have been identified as the leading cause of teachers' engagement into alcohol abuse some of which include; peer pressure, personal problems from homes or frustrations at the work place and environmental factors of availability of drinking places such as bars, night clubs and social gathering. It is therefore a wakeup call in the ministry of education to see that relevant interventions that are remedial by nature are enforced so that the problem of alcohol abuse is curbed.

Alcohol has a toxic and sedative effect on the body and is available without prescription. It is a central nervous system depressant and its use can cause marked changes in behavior among users, including public primary school teachers. Alcohol use can lessen teachers' inhibitions, slows speech, decreases muscle control and coordination and may lead to alcoholism which is capable of negatively affecting teachers' job performance and effectiveness. Alcohol abuse among school teachers constitutes a major threat to their effectiveness in the management of schools. Some of the teachers are alleged to be involved in truancy (staying away from school and/or class), unauthorized exit from school, inability to keep appropriate school records and collecting money.

According to Onyechu (2006), inadequate supervision of teachers by school managers and administrators can encourage excessive use of alcohol. Through supervision, teachers' excesses and weaknesses would be noticed and corrected. Where there is lack or inadequate supervision of teachers by their heads, teachers who engage in acts of indiscipline would not be detected and

corrected to enhance their discipline and job performance. Due to the position of teachers in the management of the educational system, therefore, anything they do affects the pupils that depend on them for direction (Zakat, 2007). Teachers' indiscipline and engagement in deviant behavior often result in poor academic performance of pupils, indiscipline of pupils and ultimately a fall in the standard of education.

Teachers seen by the society to become unhealthy role models for children reduce academic opportunities for children and have poor sense of judgment due to alcohol abuse.

1.3 Statement of the Problem

Schools being a central place where young people have access to formal education requires the workforce of the teacher. In accordance to this, the role of the teacher in the process of promoting such process of improvement cannot be underestimated. In order to attain the optimum level of this improvement, teachers need not only to be well educated but also sober minded as they carry out this holistic duty (Kutsyuruba, 2003). Nonetheless, excessive use of alcohol is a feature of many groups of adult Zambians among them includes, school teachers in particular, especially those of lower socio-economic status and income. Consumption of alcohol among teachers is viewed as a means of enjoying a better social life. In particular, after a few drinks, teachers feel more confident, as alcohol depresses the nervous system and produces a sense of relaxation and calm (Ader and Porter, 2007). In the belief that it will help them enjoy a good sexual life, teachers may also consume alcohol as an aphrodisiac, even though it has been shown to have the opposite effect, increasing sexual desire but dulling sexual performance (Asbridge, 2003). While the consequences of alcohol on the general well-being of a person have been established, there is little or no information on the implications that alcohol abuse during working hours has on teachers' performance in public schools of Kabompo district in North-Western province, hence the need to fill this gap in this study.

1.3.1 Purpose of the study

This research sought to explore the implications that alcohol abuse has on teacher's performance, and its adverse consequences on the learners.

1.3.2 Objectives of the study

The following objectives guided this study:

1. To identify factors that causes teachers to abuse alcohol within working hours.
2. To investigate implications of alcohol abuse among teachers
3. To explore challenges faced by supervisors to address the problem of alcohol abuse among teacher.

1.3.3 Research questions

1. What factors cause teachers to abuse alcohol during working hours?
2. What is the implication of alcohol abuse on teachers' performance?
3. What are the challenges faced by supervisors to address the problem of alcohol abuse among teachers?

1.4 Significance of the Study.

The research study will be of great relevance in that the findings may be of help to the Ministry of General Education (MOGE) in combating the problem of alcohol abuse among teacher and other relevant stakeholders/ organizations in the development and improvement of teacher's performance. It shall also contribute to the existing body of knowledge on vital aspects of addressing the appropriate needs of teachers who are alcoholic. The findings of the research study might help the necessary authorities to review their plans and methods in order to develop appropriate strategies that can effectively and efficiently meet the needs of teacher.

1.5 Delimitations of the study

The scope of the research study was limited to selected public schools of Kabompo District of North Western Province of Zambia.

1.6 Limitations of the study

Best and Kahn (2009) as cited by Nakwenda (2017) States That Limitations Are Those Conditions Which Are Beyond The Control Of The Researcher And may also place restrictions on the conclusion of particular study. The study was limited to fifteen (6) selected government public schools within Kabompo District of Zambia as well as the DEBs office, as such findings of the study may not be generalized for they represent only the views of very few teachers as the sampled population in Kabompo. Consequently the findings do not represent the views of the entire population of head teachers of secondary schools in Zambia.

1.7 Theoretical framework

This study was guided by the Psychodynamic theory that provided a social understanding of the likely implications of alcohol abuse on the in taker and the effects that it produces in reference to his performance in a work place environment. Psychodynamic theory was originally a theory of personality created by Freud External link. It has evolved significantly over the years, and many theorists have contributed to it. Freud believed human behavior could be explained by intrapsychic processes and interpersonal patterns outside of a person's conscious awareness and based on their childhood experiences. A general definition of psychodynamic theory is that forces outside of a person's awareness explain why they behave a certain way, this can equally be the same for individuals who abuse substances such as Alcohol.

Furthermore the Psychodynamic psychotherapy is a form of depth psychology, the primary focus of which is to reveal the unconscious content of a substance dependent's psyche in an effort to alleviate psychic tension (Aziz, 1990). Most Psychodynamic such as that of Freud, approaches are centered on the idea that some maladaptive Functioning is in play that is the likely cause of ill behaviors among individuals, and that this maladaptation is, at least in part, unconscious. The presumed maladaptation develops early in life, and it is posited that in later years the client will begin to feel some dissonance in their day to day lives as a function of this paradigm. It is accepted that what modern man thinks and talks about, preliterate man acts out in his dancing, singing, rituals and ceremonies, and much can be learnt about the African society and us by an understanding of the deeper meaning of these rituals and ceremonies. In trying to appreciate the usefulness of this theory in understanding the implications of alcohol abuse among individuals its vital to understand that they Psychodynamic theory is divided into five parts which all try to explain why individuals behave in the way that they behave.

The Psychodynamic theory hence is very important for this research as it helps the research understand that behaviors are not caused from nowhere, all behavior has an underlying cause. The causes of a person's behavior originate in their unconscious. Different aspects of a person's unconscious struggle against each other. An adult's behavior and feelings, including mental health issues, are rooted in childhood experiences. Both innate, internal processes and the external environment contribute to adult personality and behavior.

This is supported by Becon (1974) who states that Alcohol use disorder has been found to be associated with socio-cultural factors. Academicians understand the cause to be on a super /supra cultural level, as alcohol use disorder occurs in any society combining a lack of indulgence of children with demanding attitudes toward achievement and a restrictive posture toward dependent behavior in adults (Becon, 1974). Jones & Borland (1975) on the Other hand argues that culture specific and sub cultural theories regard alcohol use disorder as a result of downward social mobility, possibly beginning before the drinking problem. This can result from an inability of individual to participate in opportunities of the community, which might generate frustrations and result in alcoholic patterns (Becon, 1974).

Relating to this, it is evident that one at a work place environment may not escape frustrations. Observing the current situation in the teaching fraternity, teachers are encountering a lot of frustration ranging from low salaries which cannot meet their economic needs as well as lack of reassessment on the right salary scale when they are promoted or upgrade their studies. All these constriction may have adverse impact on teachers which make the fail to participate in various opportunities in their profession development which may be the cause of alcohol use disorder out of frustrations.

A person who perceives himself as capable of under taking an assignment and the society recognizes him as capable, develops self-confidence and is willing to venture and do other tasks such as being a role model and offer positive counselling (Ndurumo, 2002). Research has suggested that teacher's behavior can have differential effects on the psychological adjustment on their students (Veneziano, 2000).

1.8 Operational definition of concepts/ variable

Alcohol Abuse: This is a drinking behavior that has profound negative impact on a person.

Alcoholism: A most severe form of alcohol abuse and involves the inability to manage drinking habits.

Alcohol use disorder: a chronic disease characterized by uncontrolled drinking habits and preoccupation with alcohol.

Counselling: The provision of professional assistance and guidance in resolving personal or psychological problems.

Counseling interventions: a unique interrelationship between a client and a councilor which aims to create a change and a growth in three main areas; personal development, social adjustment and professional development.

Public schools: A school that is funded and regulated by the government and admits pupils from all cadres of the society.

Teacher: This is a person who helps students to acquire knowledge, competence or virtue.

Implication:

Summary

The chapter gave a general introduction and background of the study. Then it also presented the statement of problem, purpose of the study, research objectives and questions, significance of study, limitations, and delimitation of the study, theoretical framework and definitions of terms used in this study. Therefore, the next chapter attempts to review various literature deemed relevant to the study.

CHAPTER TWO: LITERATURE REVIEW

This chapter presented relevant information on the subject matter, following the four key objectives being factors that cause teachers to abuse alcohol within working hours, implications of alcohol abuse among teachers, challenges faced by supervisors to address the problem of alcohol abuse among teacher and literature on preventive measures to help teachers who have an alcohol use disorder.

2.1 Historical Perspective Of Alcoholism

Alcoholism now known as alcohol use disorder (AUD) is an addiction like many other addictions which affect the normal functioning of the human person which comes as a result of alcohol abuse. Stuer (2010) defines alcoholism as a progressive neurological disease strongly influence by genetic vulnerability which can either be inherited or acquired. It is an abnormality in brain chemistry creates an altered response to alcohol which in turn causes a wide array of physical, psychological and behavioural problem (Stuer, 2010). Further Alcohol abuse has a wide range of implications on the user and has devastating effects on his surrounding and association with others, these can range from High blood pressure, irregular heartbeat, stroke, LIVER Inflammation, including alcoholic hepatitis, fibrosis, cirrhosis, KIDNEYS Acute kidney failure and chronic kidney disease, PANCREAS Inflammation and swelling of blood vessels that prevent proper digestion and violent behaviours that can cause body harm and mental harm to others.

2.2 Factors that causes teachers to abuse alcohol within working hours.

According to a study conducted by Seidman and Zager (2007) on drug abuse prevention programs in United States note that though often perceived to be a problem of the inner city, substance use and misuse have long been prevalent in rural areas. Rural adults have higher rates of use for tobacco and methamphetamines, while prescription drug misuse and heroin use has grown in towns of every size. They also explain that substance use can be especially hard to combat in rural communities due to limited resources for prevention, treatment, and recovery. Furthermore, Seidman and Zager (2007) established the following as the causes of alcohol abuse:

1. Psychological Factors:

The school of thought of the Psychological factors that contribute to the abuse of alcohol are of the view that explains that basically there is no single, simple explanation for why some individuals develop problems with alcohol. One of the central findings of the large body of research that has examined the psychosocial causes, or etiology, of alcohol use is that there are multiple pathways to behavior that involves alcohol consumption (Cloninger et al. 1996; Sher et al. 1997; Zucker et al. 1994). Multiple biological and psychosocial factors mutually influence each other in causing alcohol abuse; it would be incorrect to view psychosocial causes as either independent from or competing with, biological causes. Rather, alcohol use and alcoholism are best viewed as end products of a combination of biopsychosocial influences, these finding from the Psychological factors that contribute to alcohol abuse are vital in this research as they bring to like the realization that there is no single one cause of alcohol abuse but a chain of causes affect an individual, in that the psychological factors to alcohol abuse explain that different psychological factors may increase the chances of heavy drinking. Every person handles situations in their own unique way.

2. Social Factors

Explains that social factors can contribute to a person's views of drinking, a person's culture, religion, family and work influence many of your behaviors, including drinking, Family plays the biggest role in a person's likelihood of developing an alcohol use disorder. Further scientists have been trying to determine for years if there is an "alcoholic gene" or another marker that would make someone more likely to become dependent on alcohol. According to a review of the latest research on genes and alcoholism, the heritability of alcohol use disorder is 49%, meaning that almost half of the risk of alcoholism is due to genetic factors. The shared environment in which members of the same family live accounts for 10% of the risk of alcoholism, suggesting that genetics are a stronger risk factor than the environment.

3. Environmental Factors

They noted that there is a possible connection between the environment and risk of alcohol abuse. For example, many researchers have examined whether or not a person's

proximity to alcohol retail stores or bars affect their chances of alcoholism. People who live closer to alcohol establishments are said to have a more positive outlook on drinking and are more likely to participate in the activity, Seidman and Zager (2017) environmental factors that contribute to alcohol abuse among individuals is important for the direction of this research as it provides overwhelming information on a person's environment and the way they experience social and cultural influences can alter the way they perceive alcohol abuse. These elements could contribute to more frequent episodes of drinking and may include: easy access to alcohol, friends or partners drink, the desire to fit in peer pressure, poverty, how alcohol abuse is glamorized in the media and watching parents, peers or other role models drink.

4. Biological Factors

Here they assert that there is a close link between alcoholism and biological factors, particularly genetics and physiology. While some individuals can limit the amount of alcohol they consume, others feel a strong impulse to keep on drinking even if their body cannot take more than enough.

The study by Seidman and Zager (2017) above is very important as it informs this research that substance use disorders can result in increased illegal activities as well as physical and social health consequences, such as poor academic performance, poorer health status, changes in brain structure, and increased risk of death from overdose and suicide.

The same authors conclude that the misuse of drugs, including alcohol and other substances, can be a serious problem for the abuser, co-workers and the organization itself. Alcohol, drugs and other substances have a strongly negative effect on the brain and the body, impairing judgement and concentration and putting the abuser and co-workers at risk. Staffs who misuse drugs or alcohol are more likely to take time off, display poor performance and increase the risk of accidents. These factors weaken an organization's overall performance.

Seidman and Zager's work helps this study to understand that alcohol use disorder is a disease that does not discriminate and can impact anyone – regardless of age, gender, ethnicity, body type or personal beliefs. Alcohol dependence can form quickly and aggressively or it may surface over a longer period of time.

Rukundo and Magambo (2013) informs this study that there are various contributing factor for teachers' engagement into alcohol consumption. By most measures, teachers are not adequately

motivated as such they feel undervalued and underappreciated regardless of how significant they are to national building and development. Teachers experience a mosaic of challenges including low pay, exploitation, and high teacher to learner's ratio, family pressures and the ever-increasing academic competition among schools. As a consequence of such problems and their demanding routine, some teachers resort to drinking alcohol.

Consumption of alcohol among teachers is viewed as a means of enjoying a better social life above all a form of relaxation. In particular, after a few drinks, teachers feel more confident as alcohol depresses the nervous system and produces a sense of relaxation and calm (Ader et al, 2007). In the belief that it will help them enjoy a good sexual life, teachers may also consume alcohol as an aphrodisiac, even though it has been shown to have the opposite effect, increasing sexual desire but dulling sexual performance (Asbridge et al, 2006).

Reported experiences of individual teachers in rural areas suggest that alcohol drinking patterns and styles among teachers have metamorphosed and new trends of drinking have emerged for instance, mixing different kinds of alcoholic drinks during drinking sessions. Rukundo and Magambo (2013) in their research have identified that secondary school teachers in Uganda indulge in alcohol for leisure; as a pastime; and to be happy; to manage burnout and stress; stimulate and sharpen thinking; for confidence and to avoid shyness when speaking; it is a therapy (to get some sleep/it's good for the heart); because of problems with relationships; influenced by colleagues and to attack others.

Badalona et al (2017) made similar observations especially on the aspects of alcohol for leisure and happiness. However they add that this tendency is common among young Nigerian males. Maingi Beatrice Muthoni et al (2018) in a study to assess the influence the level of education on alcohol abuse among public school teachers in Nyeri County, Kenya found that lower educational achievements contributed to hazardous consumption of alcohol. Also, results from the study showed that teachers with more responsibilities were less prone to alcohol abuse. For instance, it was observed that alcohol abuse by Heads of Department was at 11.4% as compared to class teachers at 13.3%. This study found responsibility to be a protective factor probably due to more workload and less time to indulge in drinking. Hence, those excluded from school duties or responsibilities felt demoralized and thus resort to alcohol drinking habits.

Rukundo and Magambo (2013) discovered that excessive alcohol intake affects the teacher in different ways. All four groups they studied mentioned that alcohol consumption can lead to job loss or neglect for a teacher who over-drinks alcohol. Those teachers who drink too much have problems with school administrators. They do not mark papers on time and end up “manufacturing” marks, and often come to school late. The result was that they become poor at managing time and consequently administrators had no choice but to either dismiss or shift them to another school. Rukundo and Magambo also highlighted that teacher’s alcohol consumption makes students lose confidence in and respect for the teacher, and eventually they develop a negative attitude toward the teacher, leading to poor academic performance. And finally, they established that alcohol consumption by the teacher leads to poor decision making in assessing students, poor organization, planning and delivery of lessons, and poor learning environment.

According to an observation by Ochino, G.O. (2010) on the influence of alcoholism on performance of duties by teachers in public primary schools, a typical Kenyan secondary schoolteacher experiences a mosaic of challenges, including low pay, exploitation, large classes, family pressures and the ever-increasing academic competition among schools. Subsequently, some teachers resort to drinking alcohol and it is these pressures that teachers face that makes it very difficult for most supervisors to address the problem of alcohol abuse among teachers. Additionally, Ochino found that alcoholism is a major cause of absenteeism among primary teachers in Kenya’s Ugenya district, with 84.2 % of head teachers reporting that teachers who use alcohol do not attend school daily. The interviewed head teachers explained that the consequences of alcoholism such as hangovers results directly to absenteeism and inadequate teacher concentration on school duties in communities studies. From the study, conclusions based on the findings were drawn that absenteeism and alcohol related diseases are the major consequences of alcoholism that influences teacher duties. However Ochino, G.O. (2010) observation results fails to clearly bring to light if poor performance along or teachers upsentizim is as a result of access alcohol intake, it fails to draw a clear line on organizational performance , failing to clearly articulate the implications of alcohol abuse along without taking into consideration other factors.

2.3 Impact of alcohol abuse on teacher's performance

A study of the literature reveals that less research has been done on how excessive alcohol consumption affects teacher performance in a school environment. Although, the problem of excessive alcohol intake is well acknowledged as is reported in the media, WHO reports and some school administrators. Comparing to learner's alcohol abuse, there are already policies and interventions to curb the problem and ways to make sure that there is good academic performance.

Excessive consumption of alcohol does not only cause psychiatric problems but has a myriad of impact on teachers and learners' overall efficacy. A number of research works reveal that there is a relationship between student academic performance and alcohol abuse. For instance Balsa et al (2011) found that increase in alcohol consumption result in small yet statistically significant reductions in GPA for male students and in statistically non-significant changes for females. For females, however, higher levels of drinking result in self-reported academic difficulty. Also El Ansari et al (2013) concluded that "alcohol consumption showed negative associations with motivation for and subjectively achieved academic performance." In the same research, they found that when preventive measures were put to reduce alcohol consumption, there was a drastic improvement in academic performance.

According to a study conducted by Seidman, K. and Zager, V. (2007), entitled alcohol use disorder and alcohol dependence among teachers in Kenya. A mixed method approach employing self-administered structured questionnaires and in-depth interviews was used to undertake the study. The target population consisted of teachers employed by the Teachers Service Commission (TSC) in public primary and secondary schools. A sampling frame was obtained from the TSC providing a list of all teachers in the county and the schools they teach in. The study utilized the stratified sampling methodology to select participants, where strata used was the sub-county and type of school (primary/secondary) after which a random sample was used to identify the teachers who participated in the research. A sample of 385 teachers was selected from a population of 6,264 from Nyeri County. A self-administered questionnaire was used to collect data.

An interview schedule was presented to the TSC County Director to capture the views concerning the alcohol situation in the county. Data was coded and analyzed using descriptive

and inferential statistics. The results on the prevalence of alcohol use revealed that 59% of teachers use alcohol while 32.7% fall under the category of hazardous use. The Chi square test and t-test for independence of means were used for inferential analysis. The level of education was noted to have a significant effect on alcohol abuse with the number of teachers with lower educational qualifications being associated with alcohol abuse. The study recommended urgent interventional strategies targeting the enhancement of personal growth through higher education in the management of alcohol abuse among teachers.

Seidman, K. and Zager, V. (2007) study is an important point of reference for this study as it helps understand the adverse impact of alcohol misuse among teachers on their performance and the trickle down effects on teaching learners effectively. Furthermore, their study helps the researcher understand that alcohol slows down the brain and the processes of the central nervous system's processes, which can affect work performance badly, thereby affect the quality of counselling that a teacher can offer to his students, when the central nerves system has been impaired. A study by Rukundo and Magambo (2013) categorized the effects of alcohol on teachers in two subthemes, namely: job performance and students. Regarding the first subtheme, they found that alcohol consumption can lead to job loss or neglect for a teacher who over-drinks alcohol. These teachers do not mark papers on time and end up "manufacturing" marks, and often come to school late, especially for the eight o'clock lessons. Maybe that can lead to their eventual dismissal. Regarding the impact of alcohol abuse on students, all Rukundo and Magambo discussions touched on the poor academic performance of students when teachers drink heavily. Their participants unanimously agreed that a teacher's alcohol consumption makes students lose confidence in and respect for the teacher, and eventually they develop a negative attitude toward the teacher, leading to poor academic performance.

From the aforementioned, it is clear that alcohol consumption by the teacher leads to poor decision making in assessing students, poor organization, planning and delivery of lessons. Different studies show that alcohol consumption may lead to alcohol myopia: a teacher's thinking and perception becomes dulled and shortsighted (Coon, 2004). While some teachers consume alcohol to reduce anxiety, but drinking has indirect consequences on information processing, making cognitive processes more shallow and reducing awareness of information, which could lead to a negative self-evaluation (Helman, 1994; Marks et al., 2005).

2.4 Attempted measures to combat alcohol abuse in schools

Though there is not much publicity on alcohol abuse by teachers, a few incidences reveal so. For instance, it is reported that the Teaching service commission of Zambia intend to procure machines called breathalyzer that would test teachers for alcohol presence in their bodies. This is after it was observed that some teachers report for work drunk or go to drink alcohol during their working hours. This behaviour has affected the teaching-learning process herein academic performance of pupils. For instance, learners at Pong Primary School in Mwense District Luapula Province were reported to have been agitated with the behaviour of some teachers who were excessively abusing alcohol. Some pupils at this school expressed worry that most teachers opted to drink beer than teaching (Mpundu, 2019).

Mpundu also comments that there is a lack of a specific document on drug prevention policy in the most schools especially for teachers. This finding is contrary to what is generally obtained in most parts of the developed world, as a study review conducted by Evans-Whipp et al (2004) shows that most schools in the developed countries have written drug and alcohol abuse prevention policies. School drug and alcohol abuse prevention policies are important because they inform practice and ultimately they form part of the broader drug and alcohol abuse prevention education strategy. Lack of comprehensive policy guidelines may contribute to non-achievement of prevention goals in the school (Masiye and Ndhlovu, 2016).

Analysis of some studies have shown that the common measures used are mainly measures such as suspension, forced transfers, not given any promotion or duties with counselling at the bottom of the list, while expulsion was used under extreme circumstances (Ngesu et al., 2008). From the findings, it is clear that these measures are punitive in nature and aimed at not only punishing the offender but also to deter others from committing the same offence. Similar findings were reported by Beyers et al. (2005). They found that school drug policy measures in USA schools were generally more punitive in nature with suspension and transfers as some of the common measures applied. The application of these measures entails taking away teaching time from the teacher and this consequently leads to resentment and further involvement in drug and alcohol abuse. As pointed out by Glisic (2010) such measures may not yield significant results in prevention efforts. Inherently the perceived lack of success in addressing the problem of drug and alcohol abuse among teachers in secondary schools may be attributed to this situation.

As earlier stated, there is not a preventive measure policy for alcohol abuse for teachers in Zambia except that there are taken as civil servants and thus they are expected to follow the code of ethics for the public service. It is probably assumed that the *Zambian Code of Ethics for the Public Service (2003)* which stipulates that civil servants shall not take alcoholic beverage while on duty suffices to address such matters. The code classifies alcohol abuse under category C: undisciplined, improper or disorderly behavior part D: alcohol or drug offenses.

- I. Incapacity to work properly or reporting for work whilst under the influence of alcohol or narcotic drugs and psychotropic substance
- II. Being in possession of alcohol or narcotic drugs and psychotropic substance whilst on duty without justification; and
- III. Taking alcohol or narcotic drugs and psychotropic substance whilst on duty.

The code of conduct considers one who is under the influence of alcohol or narcotic drugs while on duty when the circumstance does not warrant to be sleeping on duty. This attract a more severe warning which remain in full force for a period of six months and if one commits the same offence within this period is given a more severe warning. The severe warning may be accompanied by suspension of up to seven days without pay.

This implies that the Ministry of general education which also succumbs to the service commission code of conduct also takes alcohol abuse as a serious offence which requires severe punishment as a form of intervention.

This intervention is punitive by nature as such there is no particularly way on how to help teachers who abuse alcohol. What has been discovered from individual experience is that teachers with alcohol problem are often transferred to another school or just given less or no tasks other than teaching without providing alternatives to help them. It is this gap that this research seeks to address. The fact that very few studies of the impact of alcohol consumption on teacher performance in public schools has been done, it makes it even more significant in providing interventions and improving quality of teacher service delivery herein learner academic performance.

The studies in the literature fails to clearly indicate the level of education and alcohol disorder , they fail to give a pure picture the type of teachers who most likely abuse alcohol, according to a

study by Caldwell et al. (2008) and Houston et al. (2014), they indicated that education was negatively associated with heavy drinking. This is because teachers enter the profession at different levels depending on the level of education. Some are deployed to primary schools and others to secondary schools. Ahmed (2012) opined that lack of knowledge about the effects of alcohol abuse, education and income influenced alcohol abuse among people. Therefore, there is a need to identify the underlying causes on level of education among teachers that contributes to alcohol abuse.

The level of education imparts self-worth among teachers with regards to recognition and responsibilities given to the teachers. Educational achievements can influence alcohol use and abuse among teachers. According to Yoruk and Yoruk (2012), a correlation exists between education levels and alcohol abuse and that alcohol abuse is frequently accompanied by mental health challenges. In Ghana, people take alcohol to manage problems while others take alcohol to enhance work performance (Akwasi, 2013). In Uganda, it was reported that over consumption of alcohol affects a teacher's job and career whereby it causes poor performance, neglect and loss of jobs (Rukundo and Magambo, 2013). Furthermore what can be drawn from the pieces of literature above is that Levels of education attained plays an important role of protecting individuals from engaging in socially undesired behaviour such as alcohol abuse.

Summary

This chapter reviewed relevant information on factors that causes teachers to abuse alcohol within working hours, impact of alcohol abuse on teacher's performance and challenges faced by supervisor's to address the problem of alcohol abuse among teacher. It also looked at the Zambia's code of ethics which is the major form of intervention of alcohol abuse in the ministry of education which is punitive by nature and not remedial. It is therefore necessary to carry out this research to bring out implications of alcohol abuse in public schools in Kabompo district of North Western province.

CHAPTER THREE: METHODOLOGY

This chapter presents the research methodology, includes the area of the study, the, research design, research approach, population, sample and sampling techniques, data collection instruments, validity and reliability issues, ethical considerations, and data analysis plan.

2.0 Study design

This study adopted a Qualitative research designing and collecting data using a descriptive design as it sought to merely collected opinions from the sample of the main population which formed the basis for studying the influence of alcohol use on the teachers and its implication on counselling in Kabompo district. Descriptive survey research according to Iortimah and Aligba (2011) is the process of collecting and analyzing data from a people considered to be representative of the entire group. The survey design was chosen because it was chiefly concerned with finding, describing and interpreting what were the implications of alcohol abuse in existence at the time of the study without manipulating any independent variables of the study. Hence a descriptive survey was used to account for responses of heads of schools, teachers and DEBs officials, as possible respondents in exploring causes of alcohol abuse by teachers in selected secondary schools in Kabompo district, Zambia. This was because the nature of the study intended to generate knowledge by examining the implications of alcohol abuse on teachers in selected secondary schools and how it affects their service delivery in Kabompo district, Zambia.

2.1 Study population

According to Eriba Jacobs (2006) study population is an entire group of persons who have characteristics common to entire group. Cooper (1989) insists that all members or individuals or groups that are expected to be represented in the study form a target population. The population of this study constituted 30 respondents which include officials from the DEBs office of Kabompo district and school administrators, guidance and counselling teachers, teachers and some members from the PTA committee schools of North Western province of Kabompo Distract. Officials from the DEBs office were included because they were at better position to know the happenings of the entire district. School administrators were also included as part of the correspondents of the study due to the fact that they are supervisors of the school and they

look into day to day affairs of the school. Guidance and counseling teachers were included in the study as they are part of the disciplinary committee at the school and independent teachers. A PTA member was put on the list of correspondents to represent the views of the general public looking at the sensitive nature of the study. The population of this study was drawn from Kabompo secondary school and the surrounding schools as Kabompo is a town in north-western Zambia, lying on the Kabompo River with a population over 88,000 people.

2.2 Sample Size

Best and Khan (1998) define a sample as a small proportion of a population selected from study population. A total of 30 respondents were sampled from different schools and the DEBs office of which three (3) were officer from the District education board secretary which include the district standard officer, the guidance and counseling coordinator and the examination standard officer. Six (6) guidance and counselling teachers, twelve (12) school administrators from six (6) schools of which the head teacher and the Deputy head teachers were part of respondents, three (3) teachers and six PTA members were drawn from six (6) secondary schools out of thirty (30) government secondary schools.

2.3 Sampling techniques

Sampling is a way of selecting people or research subjects, events or objects for study in research. The employed purposive sampling. Alchemer (2021) states that purposive sampling is a form of non-probability sampling in which a researcher rely on their own judgement when choosing members of the population to participate in their surveys. The schools were purposely selected because of their location for easy accessibility in the collection of data and availability of reliable transport. In addition to this, the researcher use purposive sapling when they want to access a particular subset of people, as all participants of a survey are selected because they fit a particular profile (Alchemer, 2021). Therefore, participants involved in the research were purposively selected as they had specific information pertinent to the research or were directly involved in handling alcohol abuse issues.

2.3 Research Instrument

According to Kombo and Tromp (2006), research instruments are what the researcher uses to gather data in the field. These can be interview guides or schedules or questionnaires. In order to effectively and efficiently collect data for the purpose of this research, primary data was gathered and collected using an interview guide. These were exclusive in-depth interviews with purposively sampled key informants. An in-depth interview is an open-ended, discovery-oriented method to obtain detailed information about a topic from a stakeholder. In-depth interviews are a qualitative research method; their goal is to explore in depth a respondent's point of view, experiences, feelings, and perspectives (Alchemer, 2021). The interview were unstructured interview such that the researcher was able to complete the interviews with freedom to ask questions other than those written in the interview guide to solicit for more information whenever appropriate. The interview guide was used because of its ability to create a structured process; it provides all research subjects with the same candidate experience and makes it easier to assess every candidate in the same way, hence reducing the risk of bias in the interview process.

2.4 Data collection

Officials from the DEBs office were interviewed from DEBs office in their offices. Head teachers and guidance teachers were interviewed individually in their offices while teachers were interviewed in the staffrooms respectively. Representatives from the PTA were asked to come at school and permission was granted to conduct an interview guide in the guidance and counselling office. The study had a list of open ended questions to be administered to respondents. Similar questions were asked although supplementary questions were also asked during the interview. Each respondent proposed the time in which the interview was to be conducted according to their schedule. The duration of the interview lasted for about 45 minutes per participant.

2.4 Data analysis

Data that was collected from the key informants was analyzed manually; and classified (sorted) the data into main themes. In relation to this study, thematic analysis was used to analyses all the responses obtained on the topic. Thematic analysis is a method for analyzing qualitative data that

entails searching across a data set to identify, analyze, and report repeated patterns (Braun and Clarke 2006). It is a method for describing data, but it also involves interpretation in the processes of selecting codes and constructing themes, based on the thematic analysis data that was collected and analyzed. It also involves separation of data in thematic areas based on the research objectives and interpreted to deduce relevant meaning of the various responses given, to this effect responses from the 30 sampled research subjects was analyzed manual, it was sorted in thematic areas according to the research specific objectives, and meaning was deduced from them as per what was collected.

2.5 Ethical issues

Primary data or information was collected with the willingness and informed consent of participants. Informed consent implied that the respondents or participants agreed to be interviewed after telling them the type of information the researcher wanted from them, why they wanted the information and what it is going to be used for. Therefore, consent was voluntary and without any undue influence. Furthermore, the information that was collected from the respondents would be kept confidential such that it would not be reviewed by any other person but the researcher.

Summary

The chapter presented the research methodology which was used in the collection and interpretation of data. This included research design, research approach, population, sample and sampling techniques, research instruments, data collection procedure, ethical considerations, and data analysis plan.

CHAPTER FOUR: PRESENTATION OF FINDINGS

4.0 Introduction

This section presents the findings of the study and responses provided by the participants to the research tools. The obtained data has been presented using frequency tables. The presentation focused on what factors cause teachers to abuse alcohol during working hours, what is the implication of alcohol abuse on teachers' performance and What are the challenges faced by supervisors to address the problem of alcohol abuse among teachers.

4.1 Demographics

The Research sampled a total number of 30 respondents who all actively participated in answering the questionnaire and interview guides as indicated below in figure 1.

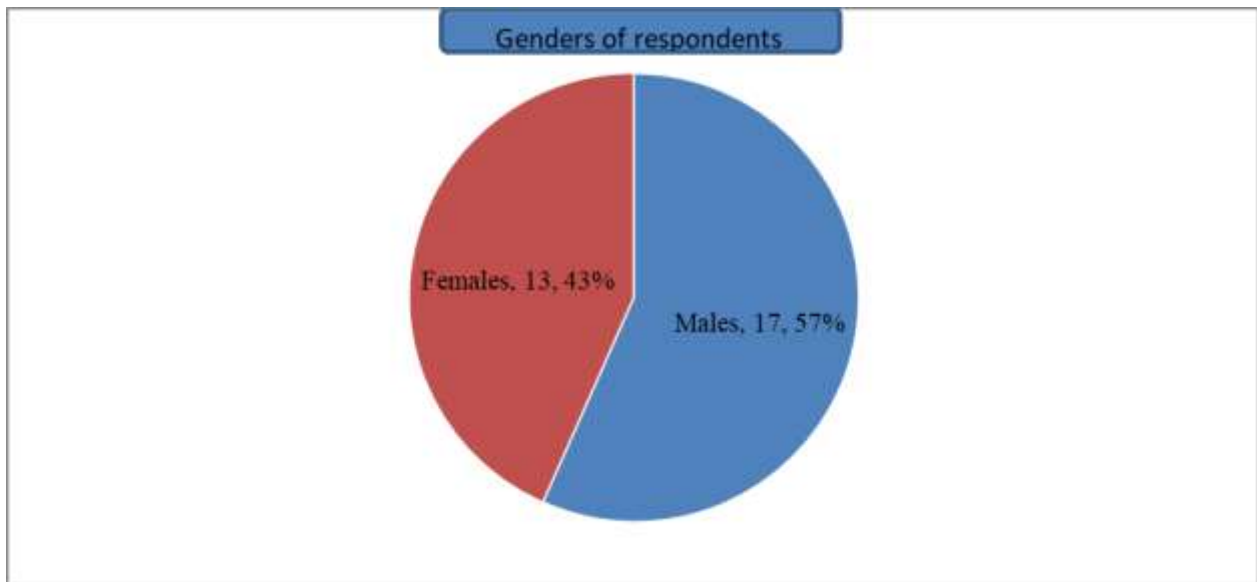


Figure 1 DEMOGRAPHICS Source, research data

The demographic data above shows that out of the 30 research subjects 17 respondents representing 57% were male and 13 respondents were female representing 43 % of the total respondents; this picture shows that in Kabompo district, most teachers are male.

Work experience

Furthermore the study sought to find out the work experience for the research subjects. According to the thirty subjects, five respondents had work experience between one and five

years, Twelve had work experience between six and twelve years, eleven had work experience of eleven to fifteen years while three had sixteen years and above of work experience as seen from the diagram below.



Figure 2 Work experience of Respondents. Source, research data.

The data above on work experience shows that out of the 30 research subjects, 5 respondents have 1-5 years experience, 12 have 6-10 years work experience, 10 have 11-15 years experience and 3 have 16 years and above, this clearly shows that all teachers in Kabompo district have good work experience, a factor that is likely to make them very profession in the execution of their services towards learners.

4.2 What factors that causes teachers to abuse alcohol during working hours:

Presence of alcohol uptake among teachers

Table 1 Presence of alcohol use among teachersTable 1 (Presence of alcohol use among teachers)

Presence of alcohol uptake among teachers		
	YES	NO
Frequency	21	9
Percentage	70	30

The research also endeavoured to find out if some teachers in public school in Kabompo abused alcohol during working hours; according to the results obtained as can be seen in the table below,

21 respondents representing 70 % of the total respondents agreed that most teachers take alcohol, and 9 respondents representing 30 % of the respondents disagreed to teachers taking alcohol and 9 respondents said no to teachers abusing alcohol during school periods. These were of the view that teachers mostly do not drink during school periods, they may consume alcohol but not during school periods and that if a teacher was found to have taken alcohol its outside school periods and came in school with hangovers as can be seen from the table below.

4.3 Contributing factors to alcohol use among teachers

The research further investigated the contributing factors for alcohol use and the subsequent alcohol abuse among teachers. According to results obtained from table 2 below, all the 30 respondents involved agreed to the fact that availability of cheap alcohol which can be purchased at any shop is one of the contributing factor teachers engage in alcohol abuse. Also, all the 30 respondents highlighted that availability of drinking places as an influencer to alcohol abuse among teachers. This is illustrated by the ESO-GI when he said:

Some teachers abuse alcohol because of the places where they find themselves. For example teachers who find themselves save in places where local beer is readily available and cheap such as Kachasu. This leaves a teacher with no choice but engage in beer drinking as this is the only recreation activity available.

Table 2 Contributing factors to alcohol use and

Contributing factors to alcohol use and abuse		
	Frequency	Total Number of respondents
Availability of cheap alcohol	30	30
Availability of local cheap beer	30	30
Availability of drinking places	30	30

Source, research data

4.4 Visible symptoms that indicate that a Teacher has an alcohol use disorder.

Table 3 (symptoms that indicate that a Teacher has an alcohol use disorder)

The question on visible symptoms that indicate that a teacher has an alcohol disorder were asked one question to all research respondents, then another to all till question for as can be seen in the table below.

Visible symptoms that indicate that a Teacher has an alcohol use disorder.			
No		Frequency	Total Number of Respondents(%)
1	Always has a smell of alcohol	30	100%
2	Always stammer when speaking	20	100%
3	Staggering when walking	17	57 %
4	Untidy dress code	22	73 %

Source, research data

Further, some respondents explained that “ *some visible symptoms that would show that a teacher is under the influence of Alcohol is seen through the way they talk especially the way they respond to serious questions when they find themselves in high profile meetings.*

“*Their dress code also speaks volumes as they dress shaggy cloths and untied. Their physical appearance is also observed as they do not maintain balance when they are walking as intoxication of alcohol is one of the major causes*”.

“*Other visible symptoms also include inappropriate behavior, unstable moods, impaired judgment, slurred speech, impaired attention or memory, and poor coordination. Some also have periods of blackouts, where they are even taken on the wheel barrel by the members of the community*”.

“*Alcohol withdrawal signs are also observable especially among teachers who are alcoholic as they are such as sweating, hand tremors, nausea and vomiting, hallucinations, restlessness and agitation, anxiety, and occasionally seizures*”.

According to the research findings on the symptoms of or signs of alcohol abuse among teachers, the major findings are that teachers who abuse alcohol always have a smell of alcohol which represented a 100% and always stammer when speaking while in some cases staggering when walking.

4.5 Impact of alcohol abuse on teachers' performance

Abusing of alcohol during class periods

Table 3 Abusing of alcohol during class periods)

	Frequency	Percentage
Yes	24	80
No	6	20

Source, research data

The study investigated if teachers in public schools in Kabompo district abuse alcohol during working hours. According to the results obtained from 30 respondents, 24 respondents representing 80% of the total respondents said yes to teachers abusing alcohol during agreed class periods. Some respondent also explained that teacher's abuse of alcohol during working hours reduces teacher pupil contact hours which in return reduce curriculum coverage. While 6 respondents representing 20% of the respondents said No to teachers abusing alcohol during class periods, the 6 respondents explained that, alcohol cannot be abused as they explained that during school periods teachers are not to consume alcohol and if it is consumed, amounts are regulated so as not to affect their ability to deliver quality education to their learners. The major finds were that 80% of the respondents were of the view that most teachers in Kabompo district take and abuse alcohol.

4.6 Respect to school rules and regulations:

Table 4 (Respect to school rules and regulations)

Teachers who abuse alcohol do accord respect to school rules and regulations		
	Frequency	Percentage
No	21	70
Yes	9	30

Source, research data

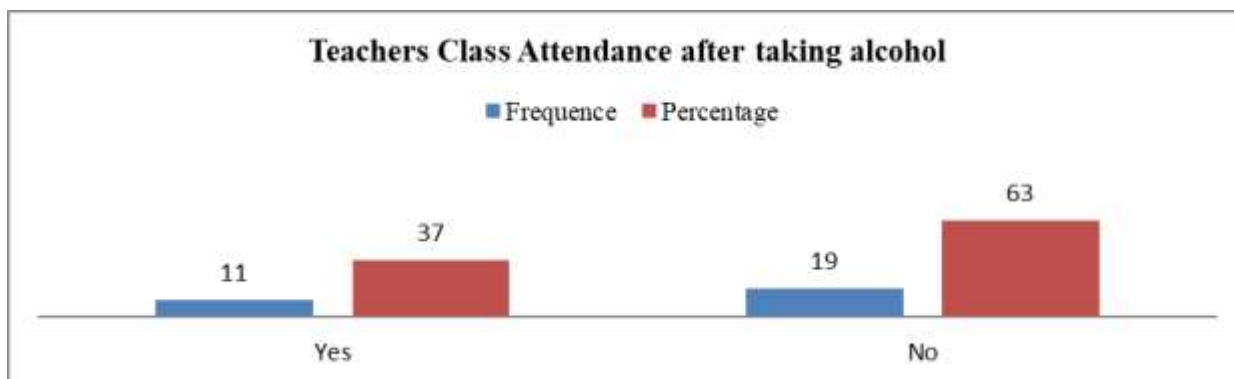
The study also assessed if teachers who were alcohol users do accorded respect to school rules and regulations. The results obtained are presented in table 5 below. 21 respondents representing 70 % said no, implying that teachers who abused alcohol did not respect school rules when they take alcohol, the respondents further explained that teacher who abused alcohol did not show

respect to school rules and regulations as they often came late for work and knocked off at any time they felt like as well as their teaching files were not up to date. While 9 respondents representing 30 % of the total respondents said yes, implying that teachers who abused alcohol did give respect to school rules and regulation.

Attending classes regularly and promptly

More so, the research sought to find out if teachers who took alcohol regularly still attended classes promptly; according to the results obtained 11 respondents representing 37 % said yes implying that teachers who did take and abused alcohol attended classes promptly and regularly, while 19 respondents representing 63 % of the respondents said no implying that teachers who abused alcohol in schools did not attend classes promptly and regularly. This is attributed to the fact that teachers that take and abuse alcohol have a tendency to forget that at a certain time they have to be in class teaching and marking assignments for their learners. Hence from these finding it is clear that most teachers who take and abuse alcohol as represented by 63 % of the respondents acknowledged that teachers who abuse alcohol usually do not attend class regularly.

Figure 3 below



Source, research data

Figure 3 (Teachers Class Attendance after taking alcohol)Figure 3

4.6 Marking pupil's assignment properly and on time

Farther, the study examined if teachers who abuse alcohol mark pupil's assignment properly and on time. According to the results obtained, 26 respondents representing a total of 87 % of the respondents said yes, implying that teachers who abused alcohol did not make assignments and

exams properly and on time while 4 respondents representing 13 % of the total respondents said No, inferring that teachers who abused alcohol mark assignments and exam papers on time and properly.

Figure 4 show teachers who abuse alcohol while marking pupils’ assignment

Marking pupil’s assignment properly and on time		
	Frequency	Percentage
Yes	26	87
No	4	13

4.7 Use of abusive language to pupils

The research also explore if teachers who abused alcohol did use abusive communication to pupils in the class. According to the results obtained, 27 respondents representing a total of 90 of the respondents responded yes, implying that teachers who abused alcohol used abusive and aggressive language in class.

Use of abusive language		
	Frequency	Percentage
Yes	27	90
No	3	10

4.8 Challenges faced by supervisors to address the problem of alcohol abuse among teachers

The research sought to understand challenges that school administrator face when handling cases of teachers with alcohol abuse. Various challenges were mentioned these included:

The ESO-GI explained that *“one of the challenge we face as a district is that, head teachers do not know how to handle teachers with alcohol problems. They usually report these teachers to DEBs office without following the normal channel”*.

On the other hand the DESO also explained that *“at times we wear a human face not to apply what the code of conduct for teacher when handling cases of alcohol abuse, because we try to put into consideration the dependants this teacher has if he is to be dismissed”*.

Some head teacher also pointed out that lack of man power in the department of guidance and counselling is also one of the challenge.

The head teacher at Kabulamema secondary school pointed out that “*most public schools has no guidance and counselling department schools and if they have it, the teacher occupying the office is not a trained counsellor*”. Some guidance and counselling also expressed the work overload which make it very difficult for them to make some follow ups of cases of alcohol abuse among teacher.

While all the six guidance and counselling agreed that beside taking the role of guidance and counselling in schools, they also have classes to teaching so much of their time is used to teach leaners.

4.9 Causes that make teachers to engage themselves

The research under section D studied what causes teachers to engage themselves into alcohol abuse especially during working hours. According to the results obtained, of personal factors that contributed to alcohol abuse among school teachers, 27 respondents responded that teachers engaged into alcohol abuse due to frustrations at work, 24 responded that frustrations at home was one of the major cause as teachers when faced with crisis at home resort into habitual alcohol drinking. 26 responded that some teachers have an alcohol use disorder which with time developed into alcoholism. 16 responded that it is due to peer pressure as these teacher associated mostly with peers who drink alcohol in recreational places. 4 responded that it is due to history of alcohol abuse in the family as such these teachers inherited the habit from their parents. The respondent from DEBs office further cemented on this when he said: “*We have had two teachers who come from the family which suffers from alcoholism and these teachers have reached the point of losing their senses because of alcohol abuse.*” These results showed that there were a variety of causes that necessitate for teachers to engage into alcohol abuse even during class periods as can be seen in the table below.

4.9.1 Preventive measures used in addressing alcohol abuse

Administrative measure

The research further found out administrative measures used to combat the problem of alcohol abuse among teacher. 18 respondents affirmatively stated that teachers with alcohol use disorder are given counseling through guidance and counselors of the schools. Head teachers and Deputy Head teachers also give counsel to these teachers. If the school fails on these teachers, the teacher is then reported to the DEBs office where at times if these teachers cannot reform is transferred to a different location as one way of punishing them. This is done at the discretion of

the DEBs office as a way of helping the teacher. However, official from the DEBs office expressed their concern with some head teachers who do not know how to handle teachers with alcohol abuse. These Head teachers rush to surrender these teachers to the DEBs office without any intervention.

4.9.2 Laws, Rules and Regulations

The research examined if there are existing rules, laws and regulations that are followed to help prevent alcohol abuse and alcoholism in work places. 15 of the 30 respondents said yes, rules, regulations and laws are in place that helps in the mitigation and prevention of alcohol abuse among teachers. However, these rules and regulation are not enforced as they should because most administrators tend to wear a human face by forgiving teachers who are found wanting. On the other hand the respondent from DEBs office also explained that:

“at times we wear a human face not to apply what the code of conduct for teacher states when handling cases of alcohol abuse, because we try to put into consideration the dependants this teacher has if he is to be dismissed”.

4.9.3 Measures that can be put in place to assist teachers with alcohol use disorder

Furthermore the research sought to find out measures that can be put in place to assist teachers with alcohol use disorder, according to the results obtained, Based on the findings when it came to the measures that have can be put in place to mitigate alcohol abuse among teachers in Kabompo district , the findings revealed that the majority of the participants 18 representing (60 %) in the study pointed out teachers holding talks with fellow teachers on a peer to peer talk are effective in handing alcohol abuse among teachers, while 12 respondents, represented by (40%) Where of the view that Offering guidance and counseling services is vital to mitigating alcohol abuse among teachers, the study also revealed church leaders as well hold talks with teachers and peer-to-peer talks as mitigation measures that have been put in place.

4.9.4 Effectiveness of Measures against alcohol abuse

The research sought to find out if the measures mention above would be effective in mitigating the impact of alcohol abuse on teachers, according to 21 respondents representing 70 % of the respondents said yes, implying that the above mentioned measures would be very effective in

helping mitigate drug abuse among teachers, while 9 respondents representing 30 % of the total respondents had little knowledge about measures mentioned above.

4.9.5 Effectiveness of stop alcohol awareness campaigns

Lastly the research sought to find out if stop alcohol awareness campaigns are effective in helping mitigate drug abuse among teachers, according to the results obtained 70 percent of the respondents representing 21 respondents said yes, implying that stop alcohol abuse campaigns are effective measures to fight alcohol abuse among teachers, while the 30 % of the respondents representing 9 respondents has little knowledge as they were not exposed to these measures.

Responses on awareness rising as key campaigns for stopping alcohol abuse show that they are a very effective strategy for ensuring that alcohol is not abused among teachers as can be seen from 21 respondents representing a total of 70% of the respondents who acknowledged that campaigns to raise awareness of the effects and implications of alcohol are vital to helping put an end to alcohol abuse among teachers.

CHAPTER FIVE :DISCUSSION OF FINDINGS

5.0 Overview

This section deliberates the findings of the study and the responses provided by the participants to the research tools. The discussion will be guided by research objectives as its subthemes. As already been seen in chapter 4 above, the discussions are around factors that cause teachers to abuse alcohol during working hours, implication of alcohol abuse on teachers' performance and challenges faced by supervisors to address the problem of alcohol abuse among teachers.

5.1 Factors that causes teachers to abuse alcohol within working hours

The study sought to find out I that majority of teachers to a tune of 80% abuse alcohol both during school periods and non school periods.

Furthermore the study discovered that among the various factors that contribute to the abuse of alcohol in Kabompo district includes availability of drinking places as among the primary top contributing factors to alcohol use and abuse among teachers. The second primary contributing factors of alcohol was availability of cheap alcohol some of it which is locally brewed. The research hence deduces that teachers in Kabompo district abuse alcohol because of the presence of the three variables that interdependently exist. As a drinking place is readily available for teachers were they can buy cheap alcohol, it is within the same area that local brewed beer would be accessed. These results on the factors that cause and contribute to alcohol abuse are similar to a study conducted by Odejide, (2006) who identified that a number of authors and researchers have shown that there are many contributing factors to alcohol abuse among youths and adults alike. He found that in a school setting, alcohol abuse affects the children of the rich as well as those from poor families. Also, Shoemaker (1984) found that alcohol abuse is caused by a combination of environmental, biological, and psychological factors. The assertion confirms the research findings that demonstrated that some teachers abused alcohol because the disorder is genetic; meaning them many members of their family have that problem. The environmental factors revealed availability of drinking places which exist within the spectrum of an environment. And psychological factors are elicited by stress, frustration and poor self-image. This is the more reason why Nacada (2004) suggests that "substance use is a function of the total number of etiologic factors, rather than a specific type or set of factors." This implies that in

understanding what makes a teacher abuse alcohol, it is pertinent to apply a holistic approach that would reveal possible etiological factors that might be pushing the teacher to excessive alcohol intake.

Additionally, the research scrutinized symptoms that indicate that a teacher has an alcohol use disorder; according to the results obtained the research concluded that alcohol intoxication results as the amount of alcohol in your bloodstream increases. The higher the blood alcohol concentration is, the more impaired you become. Alcohol intoxication causes behavior problems and mental changes. These may include inappropriate behavior, unstable moods, impaired judgment, slurred speech, impaired attention or memory, and poor coordination. You can also have periods called blackouts, where you do not remember events. Very high blood alcohol levels can lead to coma or even death. Alcohol withdrawal can occur when alcohol use has been heavy and prolonged and is then stopped or greatly reduced. It can occur within several hours to four or five days. These findings are similar to those by Obot (1990) who observed that signs and symptoms of someone who abuses alcohol include sweating, rapid heartbeat, hand tremors, problems sleeping, nausea and vomiting, hallucinations, restlessness and agitation, anxiety, and occasionally seizures. Symptoms can be severe enough to impair one's ability to function at work or in social situations.

The study also examined if teachers in public schools in Kabompo abuse alcohol during working hours, according to the results about 60 % of teachers abuse alcohol. Hence, the research concluded that drinking alcohol during class periods is very detrimental on both teachers as their ability to effectively teach is compromised while at the same time learners are deprived of quality education.

Excessive alcohol consumption compromises a lot of things. As Hernigan (2001) as explained: excessive drinking can cause illness and distress not only to the drinker, but also to the society, resulting in physical and mental harm, social problems, addiction, suicide and early death among teachers a situation that has detrimental effects on the learners. Globally, the World Health Organization has reported alcohol as being one of the leading risk factors for morbidity and mortality world-wide, with approximately 1.8 million caused deaths annually, and representing a considerable economic problem for many communities around the world (WHO, 2004). A substantial proportion of these deaths are the result of injuries caused by hazardous and harmful

drinking, such as road traffic injuries and interpersonal violence (WHO, 2007). World-wide, five per cent of all deaths of individuals between the ages of 15 and 29 have been attributed to alcohol use (Hernigan, 2001). This is why it is important for the Ministry of General Education must take the matter seriously because a shortage of teachers has abysmal effects on the education sector.

The study also explored if teachers who abuse alcohol accord respect to school rules and regulations, the research discovered that teachers who abuse alcohol do not accord respect to school rules, Laws and regulations during working hours, the research concludes that this behavior by teachers puts learners at risk as teachers showcase aggressiveness and abusiveness towards there learners that adversely affects the ability of teachers to deliver quality education and the students ability to learn effectively. This shows that these teachers are also victims of not only absenteeism but also sleeping on duty, this result into loss of working hours as such leads to failure to cover planned content.

Furthermore, it is worthy to note that from previous research findings, there tended to be an increase in alcohol consumption and ill related behaviors and luck of adherence to rules, laws and regulations in many developing nations with poor health and economic systems. In a bid to forget the harsh economic situation related to unemployment and unpleasant situations, community members particularly youths and adults alike in the community turn to drinking. Such drinking usually ends in the drinking of *kai kai* (cheap and locally made dry gin highly intoxicating and dangerous to health). Unfortunately, the economic, health and social problems created by alcohol added to the burdens of most teachers in Kabompo. Hence the research notes that not following rules and regulations due to alcohol intoxications has been known to reduce social inhibition by teachers in Kabompo district and so it is used by people to embolden themselves in the performance of an evil deed which they planned to perform, but which they would not ordinarily have done, because of what people may say or do. Hence, alcohol itself enables the user to despise socio-cultural norms and behave in ways not acceptable to the society.

5.2 Challenges faced by supervisors to address the problem of alcohol abuse among teachers

The study discovered that most teacher supervisors do not adequately know how to deal with teachers who have substance disorders due to the fact that they lack counseling skills. Most of these Head teachers possess administrative skills, therefore whenever they are faced with a challenge which is beyond their ability, the immediate response is administrative measure. This is the why Head teachers reporting or even surrendering teachers with alcohol abuse to the DEBs office. It is evident from the District education standard officer that when handling a teacher with alcohol abuse disorder, they tend to be human and this is the gap this research wants to fill. Being human is part of our existential nature as human beings, however dealings that affect the continuity of mankind are critical by nature. It is evident, learners are on the losing side and this paper is the voice to the voiceless learner. On the other hand we cannot neglect a human resource that has saved the government. Hence officials for the DEBs office must consider putting a teacher with an alcohol use disorder on a rehabilitation programs. If a teacher really want his job should succumb to this measure for them to become useful in the system. If this intervention fails then radical intervention can be invoked because we want a learner to benefit from the resource the government is providing for continuity of mankind. Lack of man power with counselling skills is also a shared challenge in school between head teacher and guidance and counselling teachers which need serious attention. If professional counselors can be employed, the problem can be lessened as this will give guidance and counselling to execute their services in counselling programs only. Meaning they will not be involved in taking part of teaching learners Some head teacher also pointed out that lack of man power in the department of guidance and counselling is also one of the challenge.

5.3 Impact of alcohol abuse on teacher's performance

The study discovered that teachers who engage themselves into alcohol abuse especially during working hours have poor attention given to students as the major impact of alcohol on teachers, followed by injuries and accidents and memory problems. These finding agree with those by Caldwell et al. (2008) and Houston et al. (2014) who indicated that alcohol affects cognitive abilities. Continuous intake of alcohol damages important body organs which are responsible transportation of oxygen to brain. A decrease in oxygen levels to the brain inhibits its proper

functionality. Also, since alcohol inhabits proper functionality of the cerebral cortex, critical thinking and analysis and attention are affected. Education is an arena that demands ultimate attention, thinking and analysis of reality and so this finding points out the negative that excessive alcohol consumption can have on any person, not only teachers. Further, the results showed that a teachers' performance as a result of alcohol abuse recedes especially in matters regarding lesson planning and preparation, and marking of assignments/assessments. This correlates with Medina-Mora (2005) who observed that one characteristic impact of alcohol abuse on a person is that they become highly disorganized in most things they do. The disorganization could be due to little time they give to their work because of taking a lot of beer. Medina-Mora opines that it is because their mind is on 'when, where and how they will get alcohol'. If this is the case then learners do not have well prepared lessons and this could affect their learning process. And to ensure that this does not happen, it could be good that heads of department check their files.

According to Ndom, R. J. (2012) a correlation exists between education levels and alcohol abuse and that alcohol abuse is frequently accompanied by mental health challenges. In Ghana, people take alcohol to manage problems while others take alcohol to enhance work performance (Akwas, 2013). In Uganda, it was reported that over consumption of alcohol affects a teacher's job and career whereby it causes poor performance, neglect and loss of jobs.

Further, the research investigated if teachers who take alcohol indulged in examinations malpractice. According to the results obtained, 21 respondents representing 70% percentage majority of the respondents said yes, implying that teachers who engage into alcohol abuse engaged into exam malpractices. The research noted that excessive or alcohol abuse among teachers adversely affected teachers' ability to deliver quality education and to make up for this gap, teachers turned to engage into exam malpractices to cover their inability to effectively deliver quality education.

According Bandura, Ackson (1997), candidates are sometimes directly or indirectly aided to indulge in examination malpractice by both their teachers and parents. This, therefore, implies that examination malpractice comes in different forms and there are different factors that contribute to examination malpractice. Although candidates may achieve their set objectives of engaging themselves in examination malpractice, there are consequences to the candidate as well

as the teacher, the institution and above all, the nation whether the culprits are caught or not. Also, examination malpractice also comes about when teachers have not taught effectively and the candidates have to pass examinations. Helman (1994) asserts that there is little incentive to cheat when learning is most highly valued by both teachers and learners. But when grades matter most, cheating increases as learners begin to use every available means to increase their class ranking or be seen as helpful when they are offered work to be copied. Examination malpractice is, therefore, induced by grading pressure atleast as much as that of individual character failure.

And with regard to teachers who abused alcohol regularly but still attended classes promptly; the results obtained showed that 19 majority respondents from the total 30 sample respondents responded No, implying that teachers who abused alcohol did not regularly attend classes, a situation which affected the delivery of quality education to learners and leads to low syllabus coverage. Further, the lack of attending classes regularly makes teachers not to mark assignments of learners on time as can be seen from the majority respondents representing 87 % of the respondents who answered yes, implying that teachers who abuse alcohol do not mark assignments and exams properly and on time. This is one of the contributing factors as to why learners abscond and dodge school because the teacher who is supposed to monitor their academic progress is not consistent. This inconsistency in the learning process results into failure to pass an exam by the learners.

The research studied if teachers who abuse alcohol do use abusive communication towards pupils in the class, according to the results obtained, 27 respondents representing a total of 90 % of the respondents responded yes, implying that teachers who abuse alcohol use abusive and aggressive language in class. This in itself is detrimental to the development of a learner, learners who are handled by such teachers may develop low self-esteem and self-esteem is fundamental in the learning process of a learner. The use of abusive language is also the cause of misunderstandings with fellow workers as well as administrators.

5.4 Preventive measures to help teachers who have an alcohol use disorder

Additionally, the research studied the measures that can be put in place to assist teachers with alcohol use disorder. Based on the findings when it came to the measures that can be put in place to mitigate alcohol abuse among teachers in Kabompo district, the findings revealed that the

majority of the participants 18 representing (60 %) in the study pointed out teachers holding talks with fellow teachers on a peer to peer talk are effective in handling alcohol abuse among teachers, while 12 respondents, represented by (40%) were of the view that offering guidance and counseling services is vital to mitigating alcohol abuse among teachers, the study also revealed pastors holding talks with teachers and peer-to-peer talks as mitigation measures that have been put in place.

The research found out that peer to peer talks and counseling sessions as measures to cope with alcohol abuse should be put in place to control alcohol abuse among teachers would be effective in mitigating the impact of alcohol abuse on teachers, implying that the above mention measures will be effective in mitigating drug abuse among teachers, this shows that if government were to put in place strict measure these would help in mitigating alcohol abuse among teachers who even after being intoxicated come to teach and end up being aggressive and abusive towards learners thereby affecting both the teachers performance and the learners.

Lastly the research found out if 'Stop Alcohol' awareness campaigns were effective in helping mitigate drug abuse among teachers. According to the results obtained, 60 percent of the respondents representing 18 respondents said yes, implying that stop alcohol abuse campaigns are effective measures to fight alcohol abuse among teachers, while the 40 % of the respondents representing 12 respondents said no, implying that stop -alcohol abuse campaigns are not effective in mitigating alcohol abuse. According to WHO (2009), alcohol awareness campaigns Searches produced 10 212 results, and 24 studies were included in the review. Most campaigns used television or radio in combination with other media channels, were conducted in developed countries, and were of weak quality. Of 13 studies that measured changes in alcohol consumption, two reported statistically significant reductions in consumption associated with exposure to campaigns, although only six campaigns directly aimed to achieve this effect. Three of four studies reported increases in treatment seeking or information seeking. There was mixed evidence from eight studies of changes in intentions, motivation, beliefs, and attitudes about alcohol. Campaigns were associated with increases in knowledge about alcohol consumption in five of eight studies, especially where levels had initially been low. Recall of campaigns ranged from 6 to 96% but was generally high in the 17 studies reporting this outcome.

The research also investigated if there are existing rules, laws and regulations that are followed to help prevent alcohol abuse and alcoholism in work places, according to all the 30 respondents sampled for the study representing 100% of the respondents they said yes, rules, regulations and laws are in place that help in the mitigation and prevention of alcohol abuse among teachers but yet still most teachers still don't follow the laws, rules and regulations in place. These research results are similar to an article by INCSR, (2015) who explains that policies and laws regarding drugs in Zambia generally strictly do not encourage or facilitates the illegal production or illegal trafficking of narcotics or other controlled substances as long as a matter of policy is concerning. Although the so named corruption just acts an enormous obstacle to effective enforcement in narcotics however drug traffickers are said to have spent most of their considerable financial resources in convincing the politicians, law enforcement officers and other people in the positions of power (INCSR, 2015). However in Zambian laws there is banning of the use of dangerous and addictive drugs such as diazepam, morphine codeine among others, except with medical prescription. Some of the drugs such as heroin, LSD, crack, cocaine, and ecstasy are illegally consumed and selling any of these drugs is termed as a great crime with serious penalties if caught.

CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS

6.1 Overview

This section of the study provides a conclusion on the findings of the study on factors cause teachers to abuse alcohol during working hours, implication of alcohol abuse on teachers' performance and challenges faced by supervisors to address the problem of alcohol abuse among teachers.

In conclusion it is clear from the study that there is a problem of alcohol abuse among teachers in Kabompo district and effective measures have to be put in place to alleviate the implications that it has especially that it leads to teachers mostly being upsent from school that has a bad effect on learners performance and subsequent reduction in pace rates among leaner's.

Furthermore it is very clear that a typical Zambian school teacher in Kabompo district experiences a mosaic of challenges, including low pay, exploitation, large classes, family pressures and the ever-increasing academic competition among schools. Subsequently, such problems and their demanding routine, some teachers resort to drinking alcohol a situation that has left adverse effects on the learners as teachers who turn to abuse alcohol do not effectively teach and attend to learners. Unfortunately, there has been little research on alcohol use by teachers in Zambia, with most knowledge based on limited information from civil society groups and non-governmental organizations (NGOs). Thus, the problem of alcohol use among teachers in Zambia is an area in need of immediate academic attention.

This study concludes that abuse of alcohol by teachers can lead to alcoholism, a terrible disease that afflicts one in every ten teachers in our population without regard to gender, race or social status which leads to poor performance of the teacher which finally leads to poor academic performance of the learner. Furthermore, despite the many measures put in place by the Ministry of Education and the Teachers Service Commission to improve the performance of teachers in schools; little has been done to determine the influence of alcoholism on performance of duties by public school teachers in Kabompo district. Clearly, having a teacher under the influence of alcohol or drugs has serious implications that affect their daily duties is likely to affect their judgment and teaching ability, as well as presenting a potential safety hazard to themselves and students. Additionally, there is a high risk of reputational damage to the school and the ability of

the students to effectively learn and become better people in life. Hence, a teacher that abuse alcohol and yet still attends to classes deprives learners of having a full development of their faculty.

Also, teachers who appear to be under the influence of alcohol or drugs present potential safety hazards which need to be addressed immediately. The effects of alcohol can impair both mental and motor functions of a worker, including coordination, judgment and ability to respond quickly especially in emergency situations. Whether the teacher has already done something that is putting their own or students' safety at risk or they have the potential to do so, the school must assess the risk and take immediate action.

However, once it has been drawn to the school's attention that a teacher (or other staff member) may be under the influence of something which is affecting their behavior, the leadership team will need to make decisions based on due process. The first step in such matters is often trying to identify the nature of the problem - is the cause alcohol, drugs or a health issue. Some of the symptoms can be very similar, such as dizziness, slurred speech, and unsteady walk. Determining whether the issue is prescription drugs or illegal drugs is also an issue for how the school should respond in terms of disciplinary action. If you can, question the person, and any witnesses. Having two people present during questioning is recommended and taking notes of the teacher's behavior, responses, and for example, if they smelt of alcohol. Notes should be taken. The paper also concludes that there are various challenges that administrators face while handling teachers with alcohol abuse disorder. Among the challenge is the moral dilemma in decision making which is manifested through feelings of sentiments for teachers with alcohol abuse disorder. Lack of counselling skills also pose a challenge to Head teachers which affect their nature of handling cases of alcohol abuse. It was concluded that lack of professional counsellors is one of the biggest challenge faced by administrators in schools.

6.1 RECOMMENDATIONS

The following recommendations were made from the study:

- The government should regulate the sale of alcohol through licensing, packaging, pricing, restricting the age of consumers and regulating opening hours for the selling points. This will ensure that the selling points are located away from school premises.

- Education standards officers and school managers through the school guidance and counseling teachers should intensify sensitizations to both teachers and learners on the dangers of alcohol abuse through workshops, radio stations and television.
- Religious institutions should endeavor to mold teachers' spiritual and moral values. Likewise, the school guidance and counseling department should organize frequent counseling sessions to remind teachers of the negative long term effects of alcoholism. In addition, parents, teachers and other community members should act as good role models for the students by avoiding alcoholism.
- Train school administrator and guidance teachers with counselling skills that can help them help teachers with alcohol abuse at an early stage
- The ministry should also employ professional counsellors to man guidance and counselling programs in schools
- Recommend teachers with severe alcohol abuse disorder to go and see a trained counsellor in drug abuse of which they should come with a report before any radical decision is made at DEBs level

6.2 Further areas of study

Further study could also be carried out to determine the influence of other forms of drugs like bhang on teacher duties.

There is also need for further research to establish major reasons for taking alcohol and the positive benefits of alcoholism by the teacher with alcohol use disorder.

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Appendix A

Interview guide

Dear Respondent,

I am a student from University of Zambia, carrying out a research for a Master’s degree.

The title for the research is:

**IMPLICATIONS OF ALCOHOL ABUSE AMONG TEACHERS IN PUBLIC SCHOOLS
OF KABOMPO DISTRICT, ZAMBIA.**

I hereby request you to assist me in completing this interview guide in order to achieve the research objective. The information provided will be purely for academic purpose and will be treated with strict confidentiality.

QUESTIONS

1. Gender: Male () Female ()

2. Teaching experience.

A) 1-10 ()

B) 11-20 ()

C) 21-30 ()

others ()

3. Do you agree that some teachers in public school abuse alcohol during working hours?

Agree ()

disagree ()

4. State some visible symptoms that indicate that a Teacher has an alcohol use disorder?

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5. Why do teachers engage themselves into alcohol abuse especially during working hours?

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6. In your own opinion what impact does alcohol abuse have on teachers to their service delivery?

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7. What interventions do School administrators follow when faced with an alcohol use disorder by a Teacher to bring sanity?

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8. What are some of the measures that the school has put in place to assist teachers with alcohol use disorder?

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9. What are some of the inadequacies that administrators have in counselling teachers who abuse alcohol?

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Appendix B



**THE UNIVERSITY OF ZAMBIA IN COLLABORATION WITH ZIMBABWE OPEN
UNIVERSITY**

**DIRECTORATE OF RESEARCH AND GRADUATE STUDIES
SCHOOL OF EDUCATION**

Dear Sir/Madam,

RE: REQUEST FOR CONSENT TO BE A RESEARCH RESPONDENT

I am a student at the University of Zambia doing a Master of Science in counseling a program which is offered in collaboration with Zimbabwe Open University. I am here to request for your consent so that your school can be one of my respondents to my research on “implications of alcohol abuse among teachers in public schools of Kabompo District”. This will help me come up with information regarding alcohol abuse among teacher in public schools.

Be assured that the information which will be gathered will be confidential and will only be used for academic purposes.

Your consent to this request will greatly be appreciated.

Yours Faithfully,

..... (Sign)

Peter Wazili Chitondo - Researcher/Student