

# Implications of Alcohol Abuse Among Teachers in Public Schools of Kabompo District, Zambia.

Peter Wazili Chitondo<sup>1</sup>, Rose Chikopela<sup>2</sup>, \*Lefterius Kalonga Mwamba<sup>3</sup>

<sup>1</sup>University of Zambia,

<sup>2</sup>Department of Educational Psychology, Sociology and Special Education

<sup>3</sup>Zambia Institute of Special Education, Lusaka, Zambia.

\*Corresponding author

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**Abstract:** The study sought 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 objectives, namely: to identify factors that causes teachers to abuse alcohol within working hours (objective 1); to investigate implications of alcohol abuse on teachers' performance (objective 2). The study adopted a descriptive research design, with a total of 30 respondents sampled from selected schools of Kabompo district. Primary data was collected using in-depth interview guide while secondary data was collected using journals and studies conducted in line with 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 residing. The study also revealed that teacher's abuse alcohol during working hours and this reduces teacher pupil contact hours which in turn affect curriculum coverage. The study recommended that teachers with severe alcohol abuse disorder must 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

## I. 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 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). This is the more reason a failure by a teacher to exhibit certain levels of excellence has the capacity to compromise positive behavioral change in learners.

In the past years, Zambia has witnessed an increase in alcohol abuse among different age groups and professions. This has consequently led 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 not spared the teaching fraternity. As such, the ministry of general education has been facing a challenge in most of the public schools to combat this problem despite all the necessary efforts put in place by the teaching service commission to arrest the situation through the professional code of conduct. Also, suggestions by the service have been made to the teaching council of Zambia to purchase Breathalyzers and distribute in all schools to test teachers for alcohol content as they report for duties and this is with an intention to curb the situation. This growing matter afflicts other nations as well like Nigeria. For instance a study by Kobiowu (2006) as cited in Ogbu (2014) found that the performance of teachers' roles in public primary schools in Benue state was worrisome to both parents and government. And this is because alcohol use among primary school teachers can 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. 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.

Subsequently, 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.

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. 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.

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 posit 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 them fail to participate in various opportunities in their profession development which may be the cause of alcohol use disorder out of frustrations. As Ndurumo (2002) observed: "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."

### **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

### **II. Methodology**

The research applied a qualitative research design and a descriptive design was used to collect data 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. According to Iortimah and Aligba (2011), a descriptive design is a 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

The population of this study constituted 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.

A total of 30 respondents were sampled from different schools and the DEBs office. Three (3) were officers 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 (6) PTA members were drawn from six (6) secondary schools out of thirty (30) government secondary schools.

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.

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 openended questions to be administered to respondents. Similar questions were asked although supplementary questions were also asked during the interview.

**III. Findings**

**Symptoms of alcohol abuse among teachers:**

**Presence of alcohol uptake among teachers**

Table 1 (Presence of alcohol use among teachers)

<b>Presence of alcohol uptake among teachers</b>		
	YES	NO
Frequency	21	9
Percentage	70	30

Source: research data

The research endeavoured to establish if some teachers in public school in Kabompo abused alcohol during working hours. According to the results obtained as can be seen in table 1, 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. 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.

However, this research went further to investigate physical observation that indicate visible symptoms of alcohol up take among teachers using the variables below.

<b>Visible symptoms that indicate that a teacher has an alcohol use disorder.</b>			
No		Frequency	Total Number of Respondents(%)
1	Always has a smell of alcohol	30	100%
2	Always stammer when speaking	30	100%
3	Staggering when walking	19	63 %
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. As indicated in the research data table all the 30 respondents concurred on the fact that teachers who abuse alcohol while on duty stammer when speaking when asked a serious question.*

The research also wanted to investigate the nature of physical appearance of teachers who abuse alcohol as such 17 respondents out of 30 which represent 63. One respondent further narrated that *“The dress code of teachers who abuse alcohol 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”.*

Further explanations which were similar from respondents during an interview guide was summed up which stated that *“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”.*

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.

**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 1 Contributing factors to alcohol use and abuse

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

**Impact of alcohol abuse on teachers’ performance**

**Abusing of alcohol during class periods**

Table 2 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 yes 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.

**Respect for school rules and regulations:**

Table 3 Respect for school rules and regulations

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

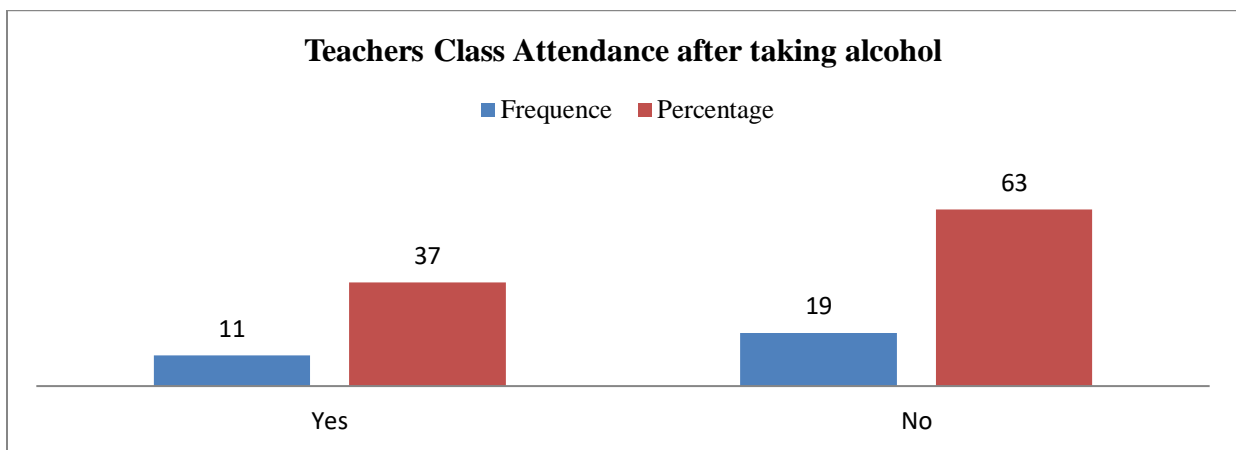
Source: research data

The study also explored if teachers who were alcohol users respected school rules and regulations. The results obtained are presented in table 4 above. 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 establish 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 usually do not attend class regularly.

Figure 1 Teachers Class Attendance after taking alcohol



Source: research data

**Marking pupil’s assignment properly and on time**

Farther, the study examined if teachers who abuse alcohol marked 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 properly and on time while 4 respondents representing 13 % of the total respondents said No, inferring that teachers who abused alcohol did not mark assignment papers on time and properly.



Figure 2 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

Source: research data

**Use of abusive language to pupils**

The research also explore if teachers who abused alcohol did use abusive language when communicating to pupils in 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. And 3 respondents representing 10 percent affirmed that they had not seen or heard any teacher use abusive language in class.

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

**IV. Discussion of Findings**

The research investigated some of the visible 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 80% of teachers abuse alcohol during working hours. Hence, the research concluded that drinking alcohol during working hours is very common in the district. This is detrimental on both teachers and learners as their ability to effectively teach is compromised while at the same time learners are deprived of quality education. This result in poor syllabus coverage which negatively affect learners to pass the exam. This could be the result of teacher pupil malpractice as teacher end up showing learners answers due to poor syllabus coverage. This can be supported by recent discoveries by the examination where teacher's pupil related malpractice is being discovered in some marking centers where results are being nullified.

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. We can establish from the findings 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. This is well illustrated by findings on how excessive alcohol consumption affects teacher performance. The results showed that many teachers’ performance had plummeted. Additionally, some teachers exhibited aggressive behavior towards learners in class. These findings align with those of Hernigan (2001) who found that: 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 (2004, 2007) 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. 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. Additionally, 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 to take the matter seriously because a shortage of teachers can have abysmal effects on the education sector.

The study also explored if teachers who abuse alcohol respected school rules and regulations. The research discovered that teachers who abused alcohol did not accord respect to school rules, laws and regulations during working hours. The research concluded 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 worth noting from previous research findings that they tended to be an increase in alcohol consumption and ill related behaviors and lack 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.

### **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 inhabits 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.

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. This agrees with Helman (1994) who observed that examination malpractice also comes about when teachers have not taught effectively and the candidates have to pass examinations. For him, 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. The consequences of this behavior is extensive as Ackson (1997) as asserted: 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.

And with regard to teachers who abused alcohol regularly but still attended classes promptly; the results obtained showed that 19 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 made teachers not to mark assignments of learners 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 consistently present. This inconsistency in the learning process results in the failure to pass an exam by the learners.

The research further studied if teachers who abuse alcohol do use abusive language 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—a factor that 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.

## V. Conclusion and Recommendations

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 absent from school that has a bad effect on learners' performance and subsequent reduction in pass rates among learners.

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, makes some teachers to 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. More so, 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, 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 citizens in life. Hence, a teacher that abuses alcohol and yet still attends classes deprives learners of having a full development of their faculty.



We would like to add that 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 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.

### 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.
- 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.
- Recommend teachers with severe alcohol abuse disorder to go for rehabilitation programs for alcohol use disorder and drug abuse of which they should come with a report before enforcing radical administrative measures at District education board level

### 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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