

**EFFECT OF PARENTAL ALCOHOLISM ON  
CHILDREN'S EDUCATION**

**A Dissertation**

**Submitted to the Faculty of Humanities & Social Sciences,  
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In Partial Fulfillment of the requirements for the Master Degree in  
Sociology**

**BY**

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TRIBHUVAN UNIVERSITY

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## LETTER OF RECOMMENDATION

This is to certify that **Mrs. Ranjita Karmacharya** has worked under my supervision and guidance for the preparation of this dissertation entitled “**Effect of Parental Alcoholism on Children’s Education**”. To the best of my knowledge, the study is original and carried useful information on Effect of Parental Alcoholism on Children’s Education. I forward this to the evaluation committee for its final approval with recommendation.

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TRIBHUVAN UNIVERSITY

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Department of Sociology/Anthropology

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Bhimkali Patan, Pokhara, Nepal

## LETTER OF APPROVAL

The Evaluation committee has approved this dissertation entitled “**EFFECT OF PARENTAL ALCOHOLISM ON CHILDREN’S EDUCATION**” submitted by **Ranjita Karmacharya** for the Partial Fulfillment of The Requirement for the Masters of Arts Degree In Sociology

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.....

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## TABLE OF CONTENTS

<b>PRELIMINARY</b>	<b>Page No.</b>
<i>Letter of Recommendation</i>	I
<i>Letter of Approval</i>	II
<i>Acknowledgement</i>	III
<i>Table of Contents</i>	V
<i>List of Tables</i>	VIII
<i>List of Figures</i>	IX
<i>Abstract</i>	X
<b>CHAPTER I: INTRODUCTION</b>	<b>1-8</b>
1.1 Background of the study	1
1.2 Statement of the Problem	3
1.3 Objectives of the Study	5
1.4 Significance of the Study	6
1.5 Operational Definition	6
1.6 Limitations of the Study	7
1.7 Organization of the Study	7
<b>CHAPTER II: REVIEW OF RELATED LITERATURE</b>	<b>9-20</b>
2.1 Introduction	9
2.2 Concept Overview	9
2.2.1 Parental alcoholism and Education of Children	10
2.2.2 Parental alcoholism and Parent child Relationship	10
2.3 Theoretical Overview	11
2.3.1 Functionalism theory	11
2.3.2 Social learning theory	11
2.3.3 The Relations Theory	12
2.3.4 Parental acceptance-rejection theory	13
2.3.5 Family Systems Theory	13

2.4	Review of previous studies	14
2.4.1	Numbers of children living in families with a parent who misuses alcohol	15
2.4.2	Parenting styles and practices	15
2.4.3	Parental alcoholism and impact on education	16
2.4.4	Parent-child relationship	17
2.5	Research Gap	19
2.6	Conceptual Framework	20
<b>CHAPTER III: RESEARCH METHODOLOGY</b>		<b>21-25</b>
3.1	Rationale of the Selection of Study Area	21
3.2	Research Design	22
3.3	Nature and Sources of Data	22
3.4	Universe and Sampling Technique	22
3.5	Research Instrument	23
3.6	Data collection Procedure	24
3.7	Data Analysis and Presentation	25
<b>CHAPTER IV: RESULTS AND DISCUSSION</b>		<b>26-41</b>
4.1	An introduction of the Study Area	26
4.2	Background characteristics of Respondents	26
4.2.1	Demographic Information	26
4.2.1.1	Sex	27
4.2.1.2	Religion and Caste	28
4.2.1.3	Education	29
4.2.1.4	Number of Family Members	30
4.3	Household Characteristics of the Respondents	31
4.3.1	Occupation of parents	31
4.3.2	Parental Education	32
4.3.3	Living With	33
4.3.4	Parental Drinking Problem	34

4.3.5 Home Environment	35
4.4 Information about Schooling	37
4.5 parental violence and Parent Child Relationship	39
<b>CHAPTER V: SUMMARY, CONCLUSION, MAJOR FINDINGS AND RECOMMENDATION</b>	<b>42-43</b>
5.1 Summary	42
5.2 Conclusion	43
5.3 Recommendation	43
<b>REFERENCES</b>	<b>44-50</b>
<b>APPENDICES</b>	
<b>Appendix A:</b> Letter of consent form	51
<b>Appendix B:</b> Research Instrument	52

## LIST OF TABLES

<b>Table</b>	<b>Title</b>	<b>Page</b>
Table 4.1	Distribution of Respondents by Religion	29
Table 4.2	Distribution of Respondents by Caste	29
Table 4.3	Information Regarding Number of Family Members	30
Table 4.4	Distribution of Respondent According to Occupation of Father	31
Table 4.5	Distribution of Respondent According to Occupation of Mother	32
Table 4.6	Distribution of children according to whom they are staying with	34
Table 4.7	Information regarding Home Environment	36
Table 4.8	Distribution of Respondent's according to Responsibility held at school	37
Table 4.9	Distribution of Respondent's according relationship between Parental Violence and Effect on Education	38
Table 4.10	Distribution of Respondent's according to relationship between Parental Violence and Parent Child Relationship	40

## LIST OF FIGURES

<b>Table</b>	<b>Title</b>	<b>Page</b>
Figure 2.1	Theoretical Model Utilizing a Family Systems Perspective	14
Figure 2.2	Modified Conceptual Framework based on Bloom	20
Figure 4.1	The proportion of male and female students at Government School	28
Figure 4.2	Numbers of Respondents According to Education Level	30
Figure 4.3	Distribution of Respondents according to Parental Education	33
Figure 4.4	Information Regarding Parental Drinking Problems	35

## **ABSCTRACT**

This study entitled “Effect of Parental Alcoholism on Children’s Education” with comparative descriptive research design was carried out to identify the effect of parental alcoholism on children’s education and parent child relationship among the secondary level student’s whose parents show violent behavior and who does not show violent behavior after drinking alcohol.

This study was conducted among 126 secondary level students whose parents consume alcohol. Purposive sampling was done to collect data. A structured self administered questionnaire was used to collect data after ensuring validity and reliability. Data were coded and entered in statistical package for social science (SPSS) program version 16, and analyzed by using descriptive and inferential statistics.

The findings of this study show that more than half (59.6%) respondents feel difficulty in study when their parents consume alcohol. Fifty three percent respondent whose parents show violent behavior after taking alcohol said that they do not finish school work in time and 25% said that they do not reach school on time due to their parental cause, which is followed by 63%, 13% among children whose parents do not shows violent behavior after taking alcohol. About parent child relationship nearly 70% respondent whose parents does not show violent behavior said that they always get help from their parents when they need, whereas 34% respondent disagree with this statement whose parents shows violent behavior after drinking alcohol.

The findings of this study reflected that there is no significance relationship between parental violence and effect on education. But found significance difference in parental support and parental encouragement among children whose parents’ shows violent behavior after taking alcohol. Therefore this study concludes that home environment and parental behavior play great role in children’s cognitive as well psychological development.

# **CHAPTER I**

## **INTRODUCTION**

### **1.1 Background**

Family as a whole towards society. The foundation of social relationships is not the individual will. Members of a family remain united by means of duties that are held. For example parental protection, loving caring and honest advice. Obedience, holding them in honour, and looking after them in their old age are duties of children towards their parents (Pernau, Ahmad & Reifeld, 2003).

It is no doubt that the academic achievement of students depends on three basic things. These are Teachers efforts, student's efforts, and parental involvement to children education (Tella & Tella, 2010 as cited by Betram, 2010). Parents are responsible for academic achievements of their children. They are the one who spent much time with the students during evening, nights, as well as during long vocation.

Alcoholism has become the single biggest medical and social problem in Nepali society today. Most families are in denial about members who alcoholic or they hide it because of the shame and stigma. Yet, recent research proves that alcoholism is rife, it strikes all economic, social and ethnic groups (Rai, 2003).

Globally alcohol consumption rate is increasing day by day. Alcohol policy WHO 2004 estimates that there are about 2 billion people worldwide consuming alcoholic beverages and 76.3 million diagnosed alcohol use disorders. Globally alcohol consumption causes 32% of deaths (1.8 million) and 4.0% of the disability adjusted life years lost (53.3 million). Overall, there are causal relationships between alcohol consumption and more than 60 types of disease and injury. Alcohol consumption is the leading risk factor for disease burden in low mortality developing countries and the third largest risk factor in developed countries (World Health Organization [WHO], 2004).

A survey conducted by Child Workers in Nepal Concerned Centre (CWIN) in co-operation with the Tribhuvan University in 2001 revealed that about 60 per cent of the adult populations in Nepal have experienced alcohol. The impact of family members use of alcohol and drug on children are seen:- violence and physical abuse (33.4%), neglect and mental abuse (28.5%), deprivation from education (20.2%) and push factor for children to use intoxicants (11.1%), malnutrition and running away from home (6.8%). Broadly, the impact of alcohol use on children's life can be categorized into social impact and economic impact. 35.9% of the children feel that there is an impact of parental drinking on the family. The impact included domestic violence (40%), loss of wealth and indebtedness (27.8%) with neighbors (Dhital, Subedi, Gurung, & Hamal, 2001).

Alcoholism has negative effects on the spouse of an alcoholic. Family responsibilities shift from two parents to one parent. As a result, the non-alcoholic parent may be inconsistent, demanding, and often neglect the children. Having financial difficulties is another issue that families of alcoholics have to deal with (Kalabarani & Selvarani, 2012).

Alcohol may play a direct precipitating role in domestic violence. More than one third of the children (aged under 18) interviewed identified negative effects from parental drinking, including domestic violence, loss of wealth, increased debt, and inability to pay for children's education. In addition, children face mental stress when parents drink excessively, and parental drinking is identified as a 'push factor' for children running away from home (Drug information matters of substances and Advocacy, 2007).

There is a strong link between alcohol and violent crime. Alcohol is a factor in 40% of all crimes today are caused by alcoholism.. Crimes include: rape, sexual assault, and robbery, aggravated and simple assault. Based on victim reports, alcohol use by the offender was a factor in: 37% of rapes and sexual assaults, 15% of robberies, 27% of aggravated assaults, and, 25% of simple assaults (National Council on Alcoholism and Drug Dependence, 2003).

Men appear more likely than women to engage in violent behaviour after the consumption of alcohol. Parental alcohol abuse can exacerbate child abuse, neglect

and injury and can lead to the child developing substance abuse and violence problems (Alcohol Health watch Fact Sheet, 2006).

Effectively addressing the co-existing problems of alcohol use/abuse and violence requires an integrated, coordinated response by a range of agencies (Alcohol Health watch, 2006). When parental judgment is impaired under the influence of alcohol, children are at risk of suffering both intermittent and chronic neglect. The emotional and psychological abuse caused by inconsistency, rejection and verbal abuse has also been highlighted in various studies (NSW Department of Community Services, 2006).

In families where parents misuse alcohol, children may not have their basic needs met because severe or continuous problem drinking is generally associated with missed days off work, job loss, alcohol related medical costs, inability to pay bills and costs to purchase alcohol and as a consequence, lower financial security (Tunnard, 2002).

Therefore, there is needed Relevant strategies to assist families and children include providing support and education in parenting, facilitating quality childcare and educational opportunities for children, and working with families to improve social and behavioral skills. Providing access to quality childcare and education is an effective intervention for assisting children and found positive evaluations from ‘family-focused’ programs which include interventions for both parents and children as well as there is further required the research to achieve the positive result studies (NSW Department of Community Services, 2006).

## **1.2 Statement of the Problem**

It is the right of each and every child to get the full opportunities for his all round development. A child gets all opportunities in a parental home to develop physically mentally and culturally and fulfill his economic, social and religious and educational needs. He participates in the social, religious and other activities of the family resulting in the cultivation of quality namely cooperation, good will and sacrifice etc. the interaction and emotional relationship between child and parents shapes his expectancies and responses in the subsequent social relationships (Kalhotra, 2013).

Children of alcoholics (COAs) have been characterized as an at-risk population in part, because of the dysfunctional family environments that disrupt psychosocial development among offspring exposed to parental alcoholism. Parental alcoholism is thought to produce disturbed family relationships and dynamics that impact negatively on the psychosocial well-being of children who grow up in such environments (Menees & Segrin, 2000).

One misconception that many alcoholics and addicts seem to have is that their drinking or substance abuse is not affecting anyone else. Many times they will make statements like, "I'm not hurting anyone but myself" Unfortunately, there is a great deal of research and a vast amount of anecdotal evidence that this is simply not the case. The behavior of addicts and alcoholics can affect everyone around them, including family, friends, employers and coworkers. Perhaps those most vulnerable to the effects of alcoholism or addiction are their children (Buddy, 2014).

Children of alcoholics and addicts can have deep-seated psychological and emotional reactions to growing up with an addicted parent. Many adult children of alcoholics or addicts find it difficult to give themselves a break. They do not feel adequate, and feel that they are never good enough. They may have little self-worth and low self-esteem and can develop deep feelings of inadequacy. Many adult children of alcoholics find it difficult to let themselves have fun. Perhaps because they witnessed so many holidays, vacations and other family events sabotaged by the alcoholic parent, they do not expect good things to ever happen to them. In order to have an intimate relationship, one must be willing to look to another person for interdependence, emotional attachment, or fulfillment of your needs. Because of trust issues or lack of self-esteem, adult children of addicts may not be able to let themselves do that. They don't allow themselves to get close to others (Buddy, 2014).

The study on problematic family environments to children of alcoholics vs children exposed to other significant family stressors that included parental death, unemployment, separation, divorce, or major illness conducted among 684 undergraduate students at a large American university. Results of this study indicate that the disturbed family environments, thought to be caused by parental alcoholism, appear to be equally prevalent among families exposed to other major stressors (Menees & Segrin, 2000).

Alcoholism can transform the whole family system into a dysfunctional entity. Such families focus on problems, addiction, trauma or secrets rather than on the needs of the children. Young people whose family members experience substance-abuse problems, suffer from neglect, economic hardship and even abuse in these family settings (Thoaele, 2003).

The association of alcohol can be seen at different levels and in different mechanisms. Some prominent patterns include: alcohol use deprives the person and his family of financial resources in a significant way and over a period of time, the spouse and children get into economic hardships, thus leading to difficulties in day-to-day living. Alcoholic parents and spouses exhibit intolerable aggressive and violent behaviour on spouses and children, which in turn drives them to commit suicide. Harmful use of alcohol affects employees at the workplace. Excess alcohol consumption results in a high degree of absenteeism, poor punctuality, and poor work efficiency, loss of dexterity in skilled jobs or accidents while working with heavy machines. It also disturbed employer-employee relations and compromises the well-being of the workforce. People with a habit of harmful use of alcohol are known to engage in quarrels or fights and often have strained relationships with peers and superiors, further affecting their performance at work (WHO, 2006).

Thus this study is concentrated to find out the answer of following questions:

- 1.What is the attitude of children towards their drinking parents?
- 2.What does the respondent feel towards the environment he is currently living?
- 3.What type of family background mostly affected by alcoholism?
- 4.Is the parental alcoholism effect on children's education?

### **1.3 Objectives of the study**

#### **General objectives;-**

To identify the effect of parental alcoholism on children education at Pokhara.

#### **The specific objectives are following:**

- 1.To identify the relationship of children with their alcoholic parents.
2. To identify the effect of parental alcoholism to the children education.

#### **1.4 Significance of the study**

Human personality develops in a social environment. The famous psychoanalyst Freud has contended that the personality of man is formed in this childhood and the period after that marks only its development. In view of the fact that the experiences, habits, etc. acquired in the childhood are so extremely important, the family situation also becomes important because the childhood of individual is spent within the premises of the home.

A considerable amount of research has examined the impact of parental alcohol misuse on children's development. The research reveals that children can and do suffer from a range of maladaptive outcomes spanning all areas of development, including the cognitive, behavioural, psychological, emotional and social domains.

Alcohol is a serious and complex global problem that has been increasing geometrical ratio since past four decades. Children themselves report feeling socially excluded, frequently being left alone, having a sense of not being loved, and having feelings of low self-worth. There are no specific data of alcoholism in Nepal.

Through this study, the assessment results could be guideposts that would help both parents and children to identify their areas of strength and weaknesses and make necessary adjustments to fill the gaps in their roles. The study would help parents, educational managers, administrators, and teachers, to recognize and appreciate the need for motivation and motivate the children to improved performance. Lastly, the study was expected to add to the existing body of knowledge and act as a stepping-stone for later researchers in similar studies. It would also help future researchers who have the quest for improving education for all the learners in secondary level schools in the kaski district.

#### **1.5 Operational definition**

**Alcoholism-** Alcoholism is a habit manifested by repeated drinking that produce violent behaviors with family members.

**Parents-** Father and mother of respondent.

**Family members-**A group of people living together and sharing same kitchen.

**Secondary education-** Children who are studying grade 8, 9 and 10 of government school.

**Illiterate** – Person who cannot read and write.

**Primary level** – Person who completed grade one to grade five.

**Secondary level** - Person who completed grade six to 10 including School Leaving Certificate (SLC).

**Higher Secondary Level** – Person who completed more than SLC level.

## **1.6 Limitation of the study**

The term “Alcoholism” is a vague topic, which prevails all over the societies in the world so as in the Nepalese societies too, mostly in the Matwali and Dalit dominated communities. Also, it is within the reach and easy approach of all the age groups. In such a situation, any studies on alcoholism could not be a complete one, so this study also bears some delimitation as indicated below:

- ❖ Study was conducted only selected school of kaski distric.
- ❖ Respondents were only children age above 12 years and whose parents are alcoholic
- ❖ This study was conducted among children who studied secondary level
- ❖ The tools for collecting data included a questionnaire, it would be better if used direct observation method and face to face interview schedule
- ❖ This study was unable to measure children’s actual exposure to parents’ alcohol-related consequences.
- ❖ This study was concentrated to identify the effect of alcoholism on children education and effect parents child relationship

## **1.7 Organization of the study**

This study is organized into Five chapters. First chapter is related to introductory part, which starts with the background information and includes statement of problem, objectives of the study, Rationale of the study and organization of the study. Second chapter is devoted to the review of literature. In this chapter various books, articles and reports related to the present study are reviewed. In chapter three, research methodology adopted for the study is discussed. The methodology chapter is further divided into research design, sampling and sample size, rationale for the selection of the study area, sources of data, data collection method data processing and analysis of data. Chapter four is a core chapter of this study, which particularly deals with Demographic information, Sex, Types of religion, occupational status of parents,

children living with, and environment of respondents. Another it deals with information about schooling and effect of alcoholism on parent child relationship. Finally the last chapter deals Summary, Conclusion and Recommendations to aware the alcoholic parents.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

Review of literature is a key step in research process. Review of literature refers to broad, compressive, in depth, systematic and critical review of published and unpublished data based literature and conceptual literature materials found in print or non print forms. The literature review begins with locating as many relevant materials as possible and ends with writing a critical summary of available knowledge. The main purpose of review of literature is to develop a strong knowledge base to carryout research and other non research activities in educational and practical settings. Various available literature were reviewed relate to impact of alcoholism. A brief description of the review literature is present below to provide a compressive perspective on study.

#### **2.2 Concept Overview**

Research has consistently shown that parental alcohol misuse can have considerable negative effects on children, young people and the family environment. Children growing up in alcohol fuelled family environments often do not achieve their full potential in life, have low self esteem, lack in confidence, feel unsafe and find it difficult to trust others. Adding to this, the issue of parental alcohol misuse often remains hidden with many children and young people suffering and growing up in silence (Harwin, Madge & Sally, 2010).

Reddy, K. (2009) stated that COAs are likely to experience problems with their academic performance. They tend to score lower on tests that measure cognitive and verbal skills. Their ability to express themselves may be impaired, which can impede their school performance, peer relationships. They are also more likely to play truant, drop out of school, repeat grades, or be referred to a school counsellor or

psychologist. The resultant poor academic self-concept may increase their difficulty in bonding with teachers, other pupils and school; they may experience anxiety related to performance.

### **2.2.1 Parental alcoholism and Education of Children**

Alcohol misuses have a negative effect on children, young people and the family. Children growing up in households where alcohol use is problematic often do not achieve their full potential in life. They may have low self-esteem, feel unsafe and find it difficult to engage in relationships. This can have serious consequences for children, including poor educational attainment, emotional difficulties. (Barlow, 2011)

A child being raised by a parent or caregiver who is suffering from alcohol abuse may have a variety of conflicting emotions that need to be addressed in order to avoid future problems. Teachers and caregivers should be aware that the following behaviors may signal a drinking or other problem at home: Failure in school, withdrawal from classmates, delinquent behavior, and frequent physical complaints, such as headaches or stomachaches, aggression towards other children (American Academy of Child and Adolescent Psychiatry, 2011).

### **2.2.2 Parental alcoholism and Parent child Relationship**

Alcoholic parents have a negative effect on their children because the effect of alcohol undermines their capacity to use their parenting skills in a number of ways. First, excessive drinking by the parents can lead to inconsistent parenting behavior. When the child misbehaves in a certain way, the parents may overreact by screaming at the child on one occasion; on another occasion, parents may act indulgently towards the child. Consequently, the child receives mixed signals about appropriate behavior. In addition, the inconsistency in parenting behaviors creates an unpredictable and unstable environment that can undermine the child's mental and emotional growth (Windle, 1996).

In general, families with parental alcohol misuse are characterized by poorer family functioning, perceive their environment to be less cohesive, lack ritual and routines, have lower levels of physical and verbal expressions of positive feelings, warmth and

caring, and higher levels of unresolved conflict. Children living with parents who misuse alcohol have reported feeling socially excluded and isolated and frequently being left alone. They talk of a sense of not being loved and have feelings of low self-worth (Burke, Schmied, & Montrose, 2006).

## **2.3 Theoretical Overview**

### **2.3.1 Functionalism theory**

According to Schaefer (2009), functionalism theory sees society as a system where all parts are interrelated and working together in the effort of satisfying the needs of the society. On this basis, society as a whole operates like a body comprising of different interdependent structures of society which include; families, education, and religion among others. Functionalism theory implies that, family is a positive institution which consists of a breadwinner who is the husband, wife and children. In this case, all these members of a family live in an interdependent way. Importantly, functionalism theory applies to family institution in that; family develops deep social and psychological bonds that give family members in-depth mechanisms of social support. Additionally, families create prospects of social responsibility within the members of family and hence satisfying the function of generating social consistency (Hammond, 2009).

Basically, the husband and the wife support each other financially, socially, psychologically, and even physically. In this case, they are motivated to achieve their goals and objectives of social cohesion by socially defined expected morals of married life. Additionally, fathers and mothers offer the same systems of support to other members of the family who are not competent of supporting themselves (Hammond, 2009).

### **2.3.2 Social learning theory**

Domestic violence, also known as domestic abuse, spousal abuse, family violence, and intimate partner violence (IPV), has been broadly defined as a pattern of abusive behaviors by one or both partners in an intimate relationship such as marriage, dating, family, friends or cohabitation. Domestic violence, so defined, has many forms, including physical aggression (hitting, kicking, biting, shoving, restraining, slapping, throwing objects), or threats thereof; sexual abuse; emotional abuse; controlling or

domineering; intimidation; passive/covert abuse (e.g., neglect); and economic deprivation (Siemieniuk , 2010 as cited by Chhikara et.al, 2013).

Social learning theory suggests that people learn from observing and modeling after others' behavior. With positive reinforcement, the behavior continues. If one observes violent behavior, one is more likely to imitate it. If there are no negative consequences (e. g. victim accepts the violence, with submission), then the behavior will likely continue. Often, violence is transmitted from generation to generation in a cyclical manner (Bandura, 1971).

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### **2.3.3 The Relations Theory**

The Relations Theory Model takes as its point of departure the individual as the centre of his life-world. Being social by nature, he does not live in isolation but stands in relation to different components (objects, ideas, people and the self) in his environment. Through the interactive process of involvement, experience and attribution and by means of intrapsychic dialogue, the individual evaluates the various identities that he acquires from the different components in his life-world. This contributes to a personal identity or a selfimage, which contributes to the personality of the individual (Lessing & Jacobs, 2000).

Lessing and Jacobs (2000) explain that as the child goes through life, new identities are formed, e.g. a learner, a sibling, a friend or a prefect. One can also add on the identity of a COA as in the case of a child who is exposed to parental alcoholism. The child's evaluation of all these identities forms the core identities, which influence the self-concept. The detrimental effects of parental alcohol abuse are likely to influence one's evaluation of one's identities negatively, affecting one's self-concept. Intra-psychic dialogue, namely what one says to oneself about oneself, will also intensify as

one's home experiences escalate on a negative dimension. Intra-psychoic dialogue plays a significant role in shaping one's self-concept.

### **2.3.4 Parental acceptance-rejection theory**

Parental acceptance-rejection theory (PARTheory) is an evidence based theory of socialization which suggests that children all over the world need to be loved by parents and other significant caregivers. Probably, this need is biologically based. PARTheory predicts that parental rejection has consistent negative effects on the psychological adjustment and on behavioural functioning of both children and adults worldwide. This has been confirmed by a vast research literature (Khaleque & Rohner, 2002). According to Rohner, Khaleque, and Cournoyer (2011), the more acceptance (warmth, affection, care, comfort, concern, nurturance, support, or simply love) children receive from their parents or caregivers, the more positive influence will be on children's development and the more rejection (absence or significant withdrawal of warmth, affection, care and presence of physically and psychologically hurtful behaviors and affects), the more negative influence will be on children's development.

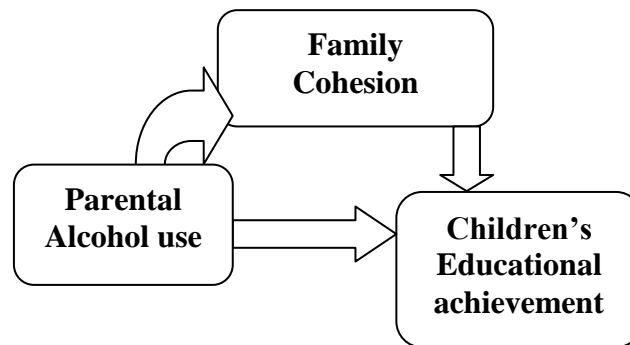
### **2.3.5 Family Systems Theory**

Family Systems Theory focuses on the idea that family members affect one another in both behavior and thinking processes (White & Klein, 2008). That is, what one family member does within the system will affect another family member and vice versa. For instance, this can be applied to the research of the link between parental alcohol use and adolescent academic achievement. If a parent is using alcohol, this could potentially negatively impact their child's academic achievement. In turn, decreased adolescent academic achievement.

Figure 1, shown that the degree of family cohesion can affect the link between the father/mother dyad and the adolescent. For example, if the father/mother dyad is an alcohol user, then that subsystem will affect other family members' perception of family cohesion by potentially causing other family members (i.e., the family's adolescent) to believe that their family is not close because the alcohol-using parent does not care for the family member as much as needed (White & Klein, 2008). This lack of perceived family cohesion will in no way mediate the link between the

parental alcohol use and adolescent academic achievement which in turn will cause a drop in the children's academic success.

Figure 2.1 Theoretical Model Utilizing a Family Systems Perspective.



#### 2.4 Review of previous studies

An alcoholic person cannot be seen and treated in isolation. Members of the family influence each other and are also influenced by the events taking place in their social context. When one member of the family develops a subsequent abuse problem, it is not only limited to him/her alone, but affects the entire family system (Benshoff & Janikoski, 2000).

Children of alcoholics (COAs) have been characterized as an at-risk population in part, because of the dysfunctional family environments that disrupt psychosocial development among offspring exposed to parental alcoholism. Problems related to alcohol abuse have been associated to different factors, regardless of the causes attributed to this phenomenon. Alcohol consumption and dependence is considered a public health problem and deserve attention because of the social, work, family, physical, legal and violence-related risks it represents. The results show that the problems caused by alcohol abuse impose profound suffering to family members, which contributes to high levels of interpersonal conflict, domestic violence, parental inadequacy, child abuse and negligence, financial and legal difficulties, in addition to clinical problems associated to it (Reinaldo, & Pillon, 2008).

Relationship between maternal and parental drinking, destructive marital conflict, parental problems and children's internalizing and externalizing problems were investigated with a child in kindergarten. The indirect effects of paternal drinking on

children's adjustment were significant, and that relations remained even after including autoregressive effects (Keller, Cummings, Davies, & Mitchell, 2008).

#### **2.4.1 Numbers of children living in families with a parent who misuses alcohol**

The Government drug control department, Lithuania reported that 18,941 children grow up in families affected by parental alcohol misuse, representing 2.7% of the total under 18 year old child population in 2006. Finland reported that around one in ten members of the population grows up with parents who misuse alcohol, a rate that was unchanged between 1994 and 2004. A survey in Germany estimated that 2.65 million children below 18 years live with a parent affected by alcohol misuse or dependency over their lifetime. This suggests that one in 7 adolescents, or around 15%, is living with a parent with alcohol problems. In Ireland a nationally representative survey of adults aged 18-40 found that between 7% and 8% reported feeling afraid or unsafe, witnessing parental conflict, and/or having to take responsibility for a parent or sibling as a result of parental alcohol use. When parents drank weekly or more often, the prevalence rate rose to 11-14% (Harwin et al., 2010).

#### **2.4.2 Parenting styles and practices**

In general, families with parental alcohol misuse are characterized by poorer family functioning, perceive their environment to be less cohesive, lack ritual and routines, have lower levels of physical and verbal expressions of positive feelings, warmth and caring, and higher levels of unresolved conflict (NSW Department of Community Services, 2006).

There is no clear evidence that maternal alcohol misuse has a greater or lesser impact on children. However, children of mothers who misuse alcohol are more likely to be exposed to a variety of risks, for example maternal depression. Parental alcohol misuse may also influence the amount of supervision provided to their children. Poor parental modelling and supervision may also impact on peer relationships of children (NSW Department of Community Services, 2006).

Parents who misuse alcohol may be inconsistent in expressing warmth and affection towards their child which significantly affect relationships within the family and the quality of parenting. The children of alcoholic parents reported: experiencing social

exclusion, frequently being left alone, having a sense of not being loved, feelings of low self worth, taking on responsibility for caring for their parent's. The impact of parental alcohol misuse on children and families appears to be most influenced by: the severity of alcohol misuse, the length of time that the parent's has been misusing alcohol ,children from families containing three or more immediate or extended family members who misuse alcohol are more likely to have adverse outcomes (NSW Department of Community Services, 2006).

### **2.4.3 Parental alcoholism and impact on education**

Every child is dependent on parents and finds himself/herself face to face with a world that gives and takes which expects adoption and satisfies life. Her/his instincts are baffled in their fulfillment by obstacle whose consequent gives in pain. S/he realizes at an early age that there are other human beings who are able to satisfy their urges more completely and are better prepared to live. Parents should provide stimulation attitude and insight that support the development of each child's potential with the youngest of children; the adult is totally responsible for providing materials and playing with the child as child's attention span increase. During this time family bonds plays very important role in development of child. Particularly both mother and father have to be true nurses and teachers .Home where the parents exhibit centre of love and affection, is the best place for education and first school of child (Kalhotra, 2013).

Johnson and Rolf (2006) compared the academic abilities and cognitive function among school-aged children of alcoholics and non school-aged children of alcoholics from nondisadvantaged backgrounds and found no differences between the groups. The investigators noted, however, that the children with alcoholic parents underestimated their own competence. In addition, the mothers of COAs underrated their children's abilities. The mothers' and children's perceptions of abilities may affect the children's motivation, self-esteem, and future performance.

The study carried out to identify Parent Child Relationship among High and Low Achieving High School with 151 students of Govt. school. The stratified random sampling was used. Parent-child relationship scale was used to assess the parental relationship. The results reveals that high achievers are loved more by their fathers

than low ones and are given due importance at home. In constant the mothers equally love both high and low achievers (Kalhotra, 2013).

Edward, et.al (2014) studied the parental influence on the academic performance of children. He concluded that parental attitudes (Interest) towards children's school progress influence their achievement because it does not only encourage children to work hard but also included discipline in them.

Poor performance involves not achieving the minimum demands of the educational system. Psychosocial adjustment plays a significant role in school performance. One of the first difficulties that often reverberate in school performance is conflict between parents. When conflict occurs, academic performance is lower and school motivation decreases. Conflict arises in the family that the child is not able to assimilate. These conflicts turn into emotional problems and reduce the child's self-esteem. If these situations persist through periods such as adolescence, poor school performance will probably grow worse (Casas, & Navarro, 2002).

Children of alcoholic parents were more so affected by alcohol use by a parent than not affected. By scoring over a 50% on the survey it illustrates that over half the period where alcohol use was prevalent in the household the child felt as though it were hindering his/her school performance. Children of alcoholic parents are at a greater disadvantage than are children who come from families of non-alcoholic parents in completing school successfully with superior or above average marks (Sorenson, 2000).

#### **2.4.4 Parent-child relationship**

The sample consisted of a total of 60 participants; 30 children of alcoholic and 30 children of non-alcoholic parents from Kanke Block of Ranchi district shows significant difference in the domains of symbolic punishment, rejecting, objective punishment, demanding, indifferent, symbolic reward, loving and neglecting (Mahato et.al. 2009).

Alcoholic parents have a negative effect on their children because the effect of alcohol undermines their capacity to use their parenting skills in a number of ways. First, excessive drinking by the parents can lead to inconsistent parenting behavior.

When the child misbehaves in a certain way, the parents may overreact by screaming at the child on one occasion; on another occasion, parents may act indulgently towards the child. Consequently, the child receives mixed signals about appropriate behavior. In addition, the inconsistency in parenting behaviors creates an unpredictable and unstable environment that can undermine the child's mental and emotional growth (Windle, 1996 as cited by Mahato et al., 2009).

Children of alcoholics (COAs) have been characterized as an at-risk population because of the dysfunctional family environments that disrupt psychosocial development among offspring exposed to parental alcoholism. Based on a family stressor checklist, 20 students exposed only to parental alcoholism and no other family stressors were compared to several other groups exposed to specific family stressors, and to 50 control subjects who had reported no family stressors. Results showed that students from families where a parent is or was an alcoholic, and where there were no other family stressors, showed disturbed family relations no more commonly than students specifically exposed to other family stressors such as parental divorce, death, or major illness, and no more commonly than those who reported no family stressors. Further analyses suggest that the disruption of COAs' family environments may be explained by their increased likelihood of experiencing additional family stressors that can have a disruptive effect, such as parental separation, divorce and unemployment ( Menees, & Segrin, 2000).

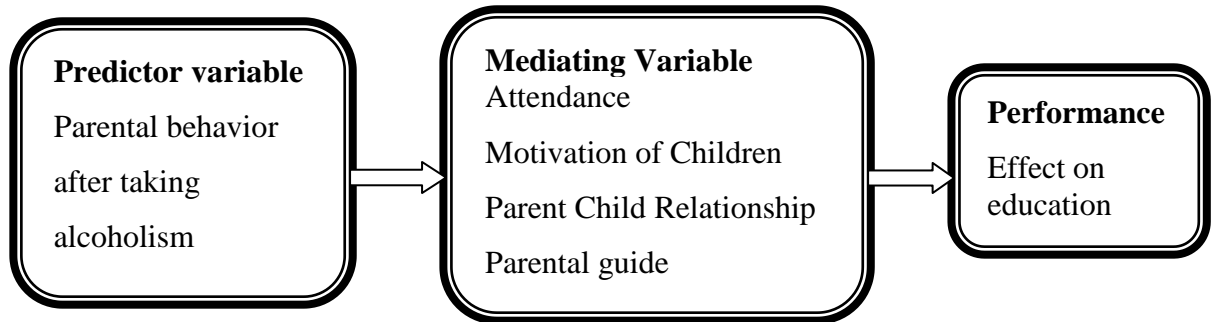
## **2.5 Research Gap**

Alcohol is the oldest and most commonly abused drug in the world. It is a psychoactive substance but society has allowed its use by the public either socially or for medication. The consequences of alcohol abuse are significant not only in terms of adverse health effects and health care costs but also in terms of family relationship and children academic success.

The researcher found the considerable amount of research has examining the impact of parental alcoholism on children. Among them most of the studies has focused on effect of alcoholism on health, effect on embryo, effect of alcoholism on marital life but none of the study found comparing the effect of parental violence after taking alcoholism on children. Therefore this study tried to reveal the effect of parental violence after taking alcohol on children psychological, behavioural, and emotional factors. As well as this study also tried to reveal the children's feelings towards the environment he is currently living.

## 2.6 Conceptual Framework

This model conceptualized on the modified concepts of Bloom (1982) because of its suitability in the process of students learning and their educational performance. This model consists of three items: *Predictor variables*, *mediating variables* and *Performance*. The model explaining these variables is presented in the figure below:-



*Figure 2.2 Modified Conceptual Framework based on Bloom (1982)*

Figure 2 summarizes the idea contained in this model. There is interrelationship between predictor variables and mediating variable which influence on students performance. If there is positive effect between predictor variables and mediating variables, that would produce good performance of students and bring student achievement in academic subjects.

In this study it is anticipated that parental behavior after taking alcohol like Violent/Non violent effect on parent child relationship, Parental guide to the children, parental involvements on teaching, guiding, counseling, coaching and self evaluation at home which are the positive towards education process of their children. That also effect student's motivation for learning, regularity of student's attendance which effect on student's education.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

Method refers to a systematic approach towards a particular phenomenon. The research method provides description of various steps of the plan of attack to be adopted in solving a research problem. Hence it is very important for the researcher to employ right type of method. This chapter presents the study design, study population, sample and sampling techniques, data collection methods, instruments, validity, reliability, procedure and finally data analysis techniques.

#### **3.1 Rational for the selection of study area**

This present study was carried out in the government school of Pokhara sub metropolitan. The major ethnic groups living in Pokhara are Brahmins, Chhetris, Gurungs, Thakalis, Newars, Gaijns and Muslims. There is 27 government school in pokhara from which the researcher selected 3 government school randomly that were Navin U.Mav, Nawa Parbhat U.Mav. and Shivashakti U.Mav The followings are the specific reasons for selection of this study area:

The Literature shows that there is co-relation between alcohol abuse and aggressive behavior with household poverty. Decreasing household income increases tension, irritability and frustration among family which brings violent behavior and also shows the significance relationship between parental education and violence in family. Therefore researcher chooses the government school near the main city of Pokhara where lower economic status as well as children of different occupation like labor, driver, farmer etc come to study whose prevalence of alcoholism is high. Beside this the researcher chose that are because where children from different ethnic group come for the study.

### **3.2 Research Design**

The present study was conducted using comparative descriptive research design between children whose parents shows violent behavior and to those children whose parents does not show violent behavior after taking alcohol to identify the effects of violent behavior on children educational and effect on parent child relationship. This study was comparative because the researcher compare between two groups about the effect of violence behavior on children.

### **3.3 Nature and Sources of Data**

This study is based on primary sources of information. Only quantitative data has been collected by the researcher going to the field. Researcher administered structured questionnaire among the children whose parents drink alcohol. To collect the primary data researcher took help from key informant to select the subject.

The secondary information has been collected through web-sites, books, NGOs - INGOs reports and journals. The primary data helped to collect general information collected from field work and the secondary data from previous published and unpublished literature which helped to understand the subject matter historically.

### **3.4 Universe and Sampling Technique**

The population area was former Pokhara sub-metropolitan. There are 27 Government school. Out of this three (10%) schools were randomly selected which were Navin U.Mav, Nawa Parbhat U.Mav. and Shivashakti U.Mav. The total number of students (8, 9, 10,) in these three schools were 640.

From them all the students whose parents drink alcohol selected purposively. The number of students was 126. They belong to different ethnic groups, religious background. Because of time and resource limitations as well as availability of the respondents, purposive sampling was used to select the sample.

#### **Sampling Technique**

Kaski district in the Western Development Region of Nepal constitutes 1.7% of total population in Nepal. There were 46 government schools in the Kaski District and the numbers of students were about 9000 to 10,000 from the age of 4–14 years (Joshi et.al, 2011). The

present study was conducted in three Government schools of Pokhara sub metropolitan, which constitutes 10% Government School of Pokhara sub metropolitan. Multistage sampling method was used to select the sample size.

**Sage I:** Firstly Researcher choosed the Pokhara sub metropolitan purposively, where researcher did not found any study related to effect of parental alcoholism on children. Beside this in Pokhara city different socioeconomic class as well as different occupational and different ethnic group people lives. Therefore it is easier to generalize the findings.

**Stage II:** The researcher choosed the government school of pokhara where majority people from lower socio-economic status children come to study and literature also also shows that alcoholic prevalence is high among the people whose socio-economic status is low. In Pokhara there are 27 government schools, out of this three (10%) schools were randomly selected which were Navin U.Mav, Nawa Parbhat U.Mav. and Shivashakti U.Mav.

**Stage III:** The researcher included only 8, 9 and 10 grade students of these three schools, where the number of students were 640. From them the researcher did complete enumeration to select the sample considering the students whose parents drink alcohol. The number of students who met inclusive criteria were only 126. Researcher choosed the 8, 9 and grade 10 students because they would be able to fill the set of self administered questions. Before administrating questionnaire the researcher did the pre-test and modified the questionnaire as required.

### **3.5 Research Instrument**

Items for the questionnaire were developed based on themes found from research on the topics of parental Alcoholism and its effects on children's academic achievement and effects on parent child relationship. On the basis of research objectives, structured English and Nepali version questionnaire was developed to obtain the most information and experience from participants.

**Part I** was consisted of questions related to Socio-demographic data to obtain background information about the subject on dimensions like age, sex, education, parent occupation, home based factors etc.

**Part II** consisted of questions related to parent child relationship. Which consisted of 11 questions.

**Part III** consisted of questions related to academic performance, which consist of 7 questions.

The content validity of the instrument was established by consultation with advisors, subject matter experts, advisors and peers, as well as extensive literature review. For the reliability of the instrument Pre testing was done with 10% (15) of sample in Dhathum Ma vi to identify the accuracy, adequacy and completeness. On the basis of pre testing, questions were modified. The pre tested samples were excluded in final data analysis. Before the statistical analysis of the data, the researcher checked the reliability of the variables with the Cronbach alpha ( $\alpha$ ) level was 0.788.

Data was collected among secondary level of students whose parents consume alcohol. Each of the responses was scored as Strongly disagree “1”, Disagree “2”, Agree “3”, Strongly agree “4”

### **3.6 Data Collection Procedure**

Data was collected after getting approval from research committee of Prthivi Narayan campus. The researcher was submitted written request letter from Prthivi Narayan campus to selected school and tooked formal permission. After initial contact was made, a data collection time was set up with the help of school principal and class teacher. Data was collected from 2071/1/5. Verbal informed consent was taken with the respondent and Data was collected by researcher herself by using self administered structured questionnaire. Data was collected with each respondent at the lunch time so that the correct information was collect from the respondents. Each questionnaire sheet was filled on spot individually and the average number of respondent was 20- 30 each day and was taken 30 minutes to complete the questionnaire. Anonymity was ensured by coding the questionnaires. The researcher was available till the completion of questionnaire, because the participant could ask questions if they needed. In the presence of the participant, the researcher read over the questions and clarifies them to get the complete response from the participants.

### **3.7 Data Analysis and Presentation**

Raw data was analyzed to make sense out of them after they are collected and organized. The collected data has been presented and analyzed in different ways in this study. Firstly data was checked for completeness and consistency. The collected data were entered and analyzed using Statistical Package for Social Science (SPSS 16) version. The quantitative data are tabulated and interpreted using simple descriptive statistics like frequencies distributions, mean and standard deviation. The Chi-square test was used for testing the significance of association between the effect of parental alcoholism on children education and effect of parental alcoholism on parent child relationship. The level of significance was set a 0.05.

Parent's literacy was classified as being literate or illiterate. Those who could read and write the local language were considered as literate and others as illiterate. Quantative data information such as have been presented in a systematic way to strengthen the arguments and to analyze them in a logical way based on the facts.

## **CHAPTER IV**

### **RESULTS AND DISCUSSION**

#### **4.1 An introduction of the Study Area**

Nepal is a small country covering an area of 147,181 sq. km. with the population 23 million above<sup>2</sup> bordered by two big countries-India and China. Pokhara lies in the centre of Kaski District, of the Western Development Region, where majority of people belong to Brahamins, Chhetries, Gurungs, Thakalis, Newars and Muslim lives. Pokhara, the second largest city of Nepal with an area of 55.66 km<sup>2</sup> and a population of 255,465 according to 2011 census. The valley is approximately divided into four to five parts by the rivers Seti, Bijayapur, Bagadi and Fusre. The Seti Gandaki flowing through the city from north to south divides the city roughly in two halves with the business area of Chipledunga in the middle, the old town centre of Bagar in the north and the tourist district of Lakeside (Baidam). Pokhara has been divided into 18 wards by Pokhara Sub-Metropolitan City office for administration. The study was conducted at government school of ward no. 4 (Navin U.Mav). ward no. 9 (Navaprabhat U.Mav) and ward no 12 (Shivashakti U.Mav).

#### **4.2 Background characteristics of Respondents**

This chapter deals with socio-economic and demographic characteristics of respondents. Age structure, education level, marital status, cast / ethnicity of the respondents, religion of the respondents, Number of Family members of respondents, occupation of parents etc were the main concerns clearly presented in this chapter.

##### **4.2.1 Demographic Information**

Nepalese society can be divided into two groups on the basis of alcohol users and non-users: one consists of certain ethnic groups and Dalits, who are traditional users of alcohol, and the other consists of the Brahmans and Chhetris, who are traditional

non-users of alcohol. Despite traditional and ritual alcohol consumption, alcohol use is now prevalent among all ethnic groups, irrespective of the caste hierarchy. Family drinking, drinking environment, availability and accessibility, socio-psychological circumstances and alcohol marketing are the main contributing factors for alcohol use in Nepal (CWIN, 2005).

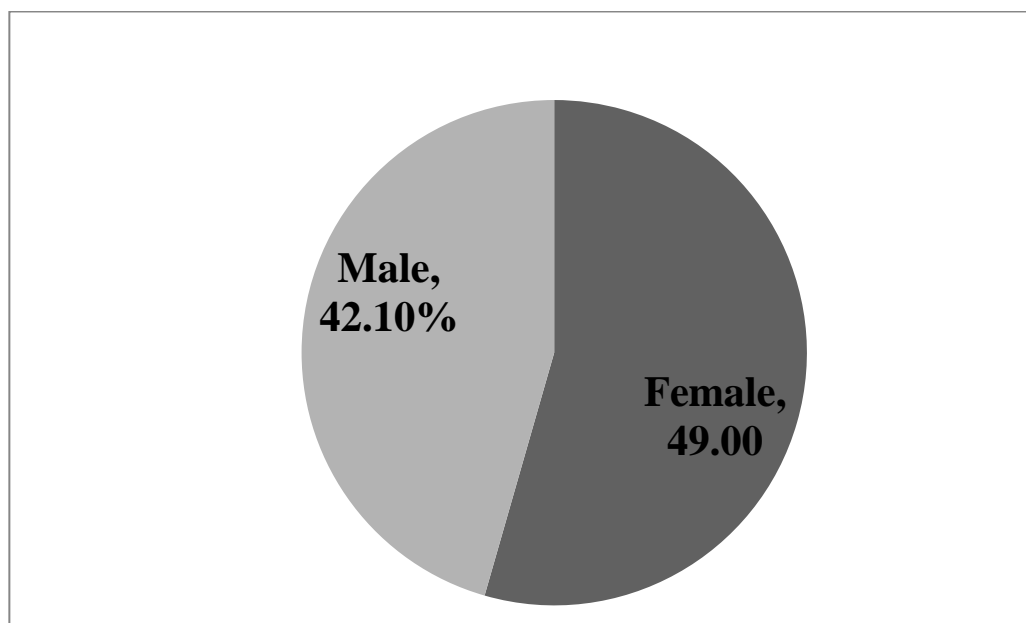
#### **4.2.1.1 Sex**

Selection of school depends on economic status as well as gender preference of parents. The Nepal Ministry of Education's data reveal that 95% of children are enrolled in primary schools with gender parity! Sons are given preference in terms of enrolment in private schools, while daughters remain in community schools. The total of 977,269 students enrolled in private basic education schools; of which 425,155 (44%) are girls and 552,114 (56%) are boys. However, the trend in community schools is just the opposite. Girls percentage has overridden with 52% (2,812,520) compare to 48% (2,610,096) boys. This shows that 202,424 more girls are in community schools compare to boys whereas in private schools the number of girls is lowered by 126,959 students. Similar trend was observed in previous years too. In 2009 the number of boys in private schools had exceeded girls by 13 % (Bhusal, 2013).

The researcher took 126 respondents for sample, from which 57.90% respondents were female and 42.10% respondents were male. This data is similar to Bhusal (2013) report which is shown in Fig.4.1.

**Figure 4.1 The proportion of male and female students at Government School**

n = 126



*Source: Field Survey, 2014*

Figure 4.1 shows that highest proportion of female respondents (57.90%) comes to Government school rather than male (42.10%) whose parents drink alcohol.

#### **4.2.1.2 Religion and Caste**

According to Hindu rule of social stratification, the people of Nepal are divided into four categories- Brahmins, Kshatriyas, Vaisayas and Shudras. In the present context the people of Nepal can be classified in two groups –Tagadhari (Holi-Cord Wearer) and Matwali (alcohol drinker). Brahmins and Kshatriyas are recognized as Tagadhari group as well as Non-alcoholic drinkers of the country. Matwali groups comprise various ethnic groups of Nepal like Newar, Gurung, Magar, Sunwar (Kunwor, 1999). Nirula et.al, 2004) study conducted at Dharan revealed that 70.9% Hindu, 12.8% Kirat, 9.2% Buddhist and 7.1 % other ethnic group consumed alcohol. Briech et.al (2013) reported that alcohol is prevalent in terms of religion, education level and marital status. The following table presented below shows the significant role of Religion and caste for alcohol consumption:

**Table 4. 1 Distribution of Respondents by Religion**

<b>n = 126</b>		
<b>Religion</b>	<b>Frequency</b>	<b>Percentage</b>
Hindu	111	88.1
Buddhist	6	4.8
Christian	9	7.1

*Source: Field Survey, 2014*

Table 4.1 shows that out of the total 126 respondents 88.1 were Hindu, followed by Christian 7.1 percent and Buddhist 4.8 percent.

**Table 4.2 Distribution of Respondents by Caste**

<b>n=126</b>		
<b>Caste</b>	<b>No. of respondents</b>	<b>Percentage</b>
Brahamin	19	15.1
Chhetri	21	16.7%
Janajati	50	39.5
Dalit	36	28.6

*Source: Field Survey, 2014*

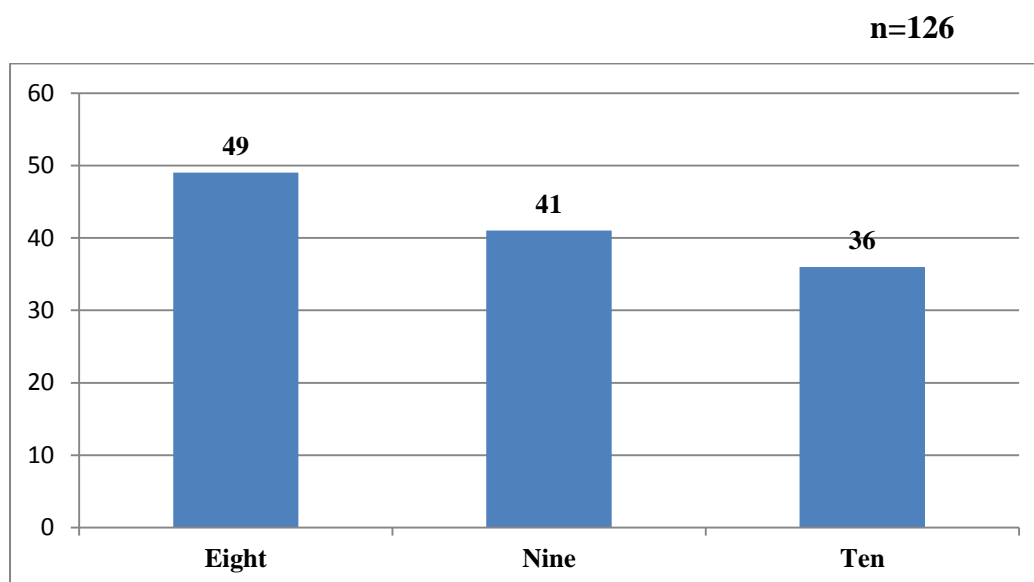
Table 4.2 shows that the highest number of children was from Janajati (39.5%), followed by Dalit (28.6%), Chhetri (16.7%) and Brahamin (15.1%).

#### **4.2.1.3 Education**

The Nepal Labour Force Survey 2008 (CBS, 2009) has reported that literacy rate of Nepal is 63.7 percent of 6+ age group and 55.6 of 15+ age group peoples. At present, there are 32,130 schools in Nepal. Among them Primary Level education is running in 31,555 schools, 11,341 Lower Secondary schools, 6,928 Secondary Level schools.

Among them 49.7 percent are girls and 50.3 percent are boys (Ministry of Education, 2010).

**Fig 4.2 Number of Respondents According to Education Level**



*Source: Field Survey, 2014*

Table 4.2 depicts that out of 126 respondents, 49 respondents from class eight, 41 from class nine and 36 from class ten

#### **4.2.1.4 Number of Family Members**

**Table 4.3 Information Regarding Number of Family Members**

**n = 126**

<b>Number of Family Members</b>	<b>Frequency</b>	<b>Percentage</b>
Two Members	1	.8
Three Members	4	3.2
Four Members	19	15.1
Five Members	49	38.9
Six Members	32	25.4
Seven Members	20	15.9
Eight Members	1	.8

*Source: Field Survey, 2014*

Table 4.3 shows that majority (38.9%) respondents have five family members followed by 25.4% have Six, 15.9% have seven, 15.1% have four, 3.2% have 4 and 0.8% for two and eight family members.

### 4.3 Household Characteristics of the Respondents

#### 4.3.1 Occupation of parents

Occupational roles are a dominant force in many aspects of social life. Occupation signifies a complex of social and psychological factors that reflect intelligence, education, personality, ambition, social status, and life-style. Many population studies have shown that workers and laborers have the highest level of drinking (Olkinuora M., 1984). Study on Finland revealed that, for men, the number of days of hospital care due to alcohol were the highest among unskilled workers, followed by painters, seamen, and construction workers, and the lowest among administrative and technical executives and farmers. Among Female prevalence of alcoholism is high among housewife, which is similar to this finding. This is shown in the Table below

**Table 4.4 Distribution of Respondent According to Occupation of Father**

<b>Variables</b>	<b>Frequency</b>	<b>Percentage</b>
Father's Occupation		
Driver	8	6.3
Farmer	12	9.5
Foregin Country	9	7.1
Labor	40	31.7
Business	20	15.9
civil servants	8	6.3
Private Service	18	14.3
Unemployed	4	3.2
No father	7	5.6

*Source: Field Survey, 2014*

Table 4.4 indicates that majority of respondents (31.7%) fathers occupation is labour drinks alcohol, which is followed by 15.9% Businessman and 14.3% Private Service holder.

**Table 4.5 Distribution of Respondent According to Occupation of Mother**

<b>Variables</b>	<b>Frequency</b>	<b>Percentage</b>
Housewife	75	59.6
Private Service	16	12.7
Business	15	11.9
Farmer	6	4.8
Labor	13	10.3

*Source: Field Survey, 2014*

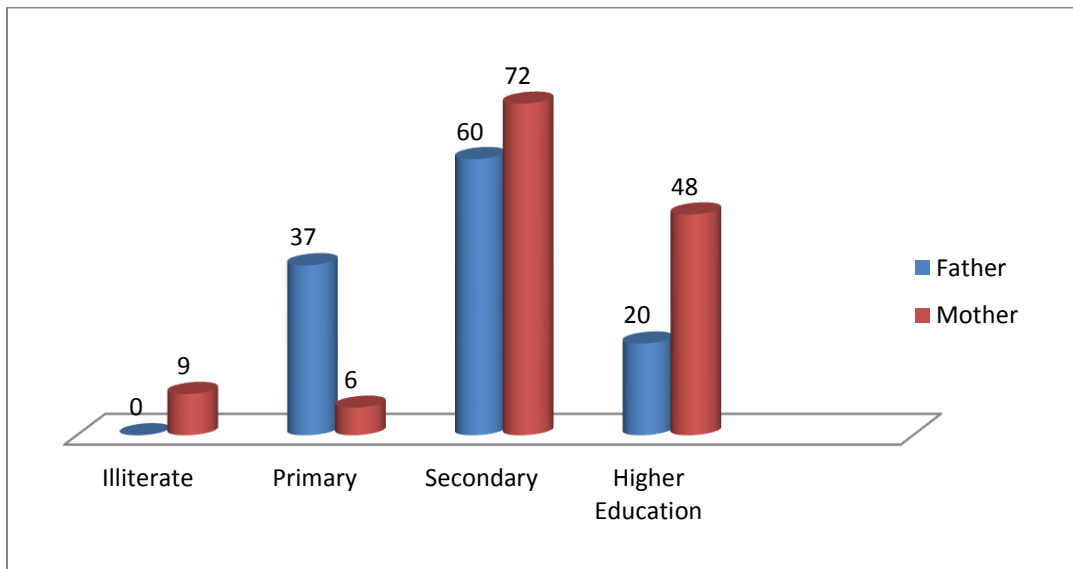
Table 4.6 shows that majority of respondents (59.6%) mother who are housewife drinks alcohol, which is followed by 12.7% private service holder, 11.9% Business, 10.3% labour and 4.8% were farmer. This findings is similar to Nirula et.al (2004) findings which shows that 56% Housewife, 8.0% Businesswomen, 3.3% Labor female consume alcohol.

#### **4.3.2 Parental Education**

Abstinenes of alcohol is decreased significantly by increasing educational level for both sex. For men , excessive drinking was more prevalent in the lowest educational group. For women, no significant relation between educational level and prevalence of excessive drinking was found (Ores, Bongers, Goor & Garretsen, 1999).The findings of this study also similar to the study of Ores et.al where this study also shows that there is significant relationship between father educational level and parental violence ( $\rho = 0.05$ ) after drinking alcohol but in the case of mother no significant ( $\rho = 0.063$ ) relationship is found at the 5% level by the  $\chi^2$  statistics.

**Figure 4.3 Distribution of Respondents according to Parental Education**

n =126



Source: Field Survey, 2014

Figure 4.3 depicted that 7.1% respondents mother were illiterate, whereas 100% respondents father are literate. Majority 38.1% respondent's father's education is higher secondary level whereas only 15.9 respondent's mother education is higher secondary level.

### 4.3.3 Living With

Alcoholism has been referred to as a disease, the impact of which reverberates through the entire family unit. The following family problems have been frequently seen on families affected by alcoholism: High levels of family disharmony; Domestic violence; Inconsistent, ambivalent or neglectful parenting; Parental loss following separation or divorce; Material deprivation and neglect (Velleman, & Templeton, 2007). The following results have been found about the children living with alcoholic parents.

Out of 126 children, 76.2% of children live with their father and mother. While 11.9% children stay with others, 7.1% of children live with mother. 2.4% children live with the father and another 2.5% children live with Step father/Step Mother.

**Table 4.6 Distribution of children according to whom they are staying with**

<b>Living with</b>	<b>Frequency</b>	<b>Percentage</b>
Both Father and Mother	96	76.2
With Father	3	2.4
With Mother	9	7.1
Step father/Step Mother	3	2.4
Others	15	11.9

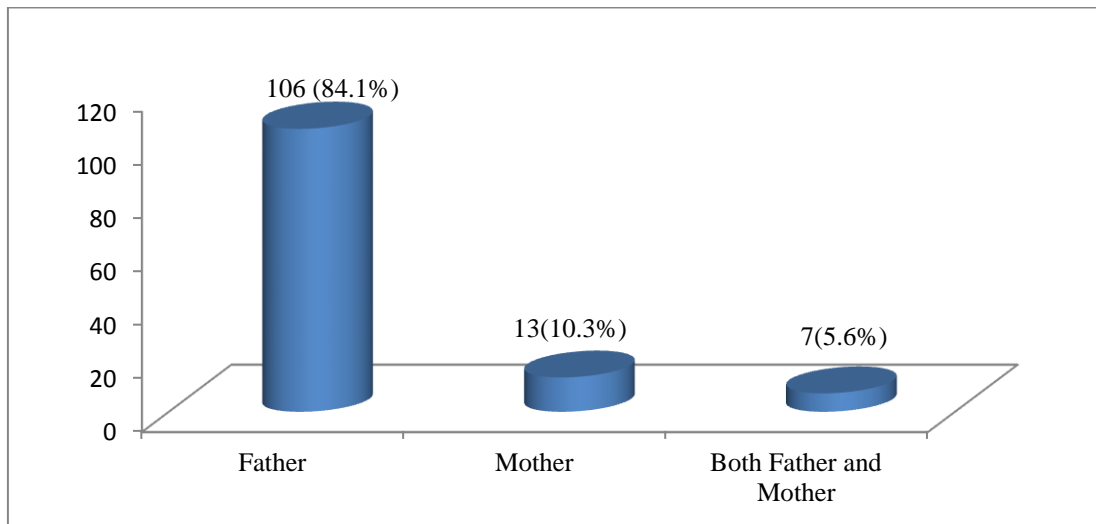
*Source: Field Survey, 2014*

It is estimated that more than eight million children younger than age 18 live with at least one adult who has a substance use disorder (SUD) that is a rate of more than one in 10 children. The majority of these children are younger than age 5 (Lander et.al, 2013). Parents who are heavy users of alcohol are often either physically absent or emotionally absent (or both) from their child's life. Children are often left at home alone or with friends when the parents go out to drink, leaving children unmonitored. Instances of detoxification often result in the parent being absent and the children residing with grandparents, other relatives or foster parents. Parental drunkenness can also result in the absence of a reliable parental figure and positive role model along with an absence of interest shown in the child's life (Girling, 2006).

#### **4.3.4 Parental Drinking Problem**

The prevalence of alcohol dependence was more than twice as common in men as in women not only in Nepal but throughout the world. The study conducted at Sri Lanka by Prasad et.al, (2014) showed that the highest prevalence of drinking alcohol in males (58.9%) and females (2.2%) was in the age group 30 – 39 and <20 year age groups respectively. Hazardous drinking was seen in 5.2% of men and 0.02% of women, which is similar to the present findings. Which present below

**Figure 4.4 Information Regarding Parental Drinking Problems**



*Source: Field Survey, 2014*

Figure 4.4 shows that 84.1 percent children’s father takes alcohol, which is followed by 10.3% mother and 5.6% respondent’s both father and mother.

#### **4.3.5 Home Environment**

According to Functionalism theory, Family is an institution where all are interrelated and work together to satisfy the needs of each other but Parental drinking can affect all aspects of family functioning. The problem may be with work, with relationships, with physical health, or in terms of getting into a fight. About the violence and victimization heavy drinkers were more likely to have been pushed, punched, grabbed, slapped or threatened than non-heavy drinkers ( $p < 0.05$ ) [WHO, 2005].

This idea is supported by Family system Theory, which focus that family members affect one another in both behavior and thinking processes, if the father/mother is an alcohol user, then that subsystem will affect family cohesion. PART theory also suggests that children all over the world need to be loved by parents. If children receive more warmth, affection and support they have positive influence and if they were rejected by their parents that negatively effects on children psychological and behavioral functioning. This study also shows that due to parental alcoholism 76.2% children faces violence at home, they feel home environment suffocating as well as they argue or fight with their parents.

**Table 4.7 Information regarding Home Environment**

<b>Variables</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Violence in home</b>		
Yes	96	76.2
No	30	23.8
<b>Violence in a week</b>		
Never	30	23.8
Daily	8	6.3
Frequently	48	38.1
Oftenly	40	31.7
<b>Feelings towards the environment currently living</b>		
Secure	32	25.4
o.k	60	47.6
Suffocating	34	27.0
<b>Difficulty in study due to parental cause</b>		
Yes	68	59.6
No	46	40.4
<b>Feelings of runaway from home</b>		
Yes	74	58.7
No	54	41.3
<b>Argue or fight with a parent when he or she was drinking</b>		
Yes	42	33.3
No	84	66.7
<b>Wish that a parent would stop drinking</b>		
Yes	126	100

*Source: Field Survey, 2014*

Table 4.7 shows that Seventy Six Percent Respondents said that they face family violence after their parents drink alcohol, among them 6.3 percent respondent face daily violence. 27 percent children feels suffocating to their home environment and 59.6 percent students feel difficulty to study due to their parent’s drinking problem. More than half (59.7%) respondents said that they have thought of runaway from home after their parents drink alcohol. 33.3 percent respondent argue with their parents after their parents drink alcohol and all respondents wants their parents stop to drink alcohol.

Alcohol abuse is considered to be an important situational factor in determining child abuse and neglect. It has been suggested that alcohol may facilitate or incite family violence by providing a socially acceptable excuse for the negative behavior. The study conducted in Australia with Indigenous population by Hutchinson et.al (2014)

highlighted that doubles the rate of victimization among alcohol consumption group then non alcoholic group, from 10.1 per cent to 20 per cent (Hutchinson et.al, 2014).Which is supported the findings of this study which shows that 76.2% respondents face family violence after their parents take alcohol.

#### **4.4 Information about Schooling**

The children of problem drinkers have higher levels of behavioral problems, school-related problems and emotional disturbance than children in other families. Young people feel they have done less well at school as a result of parental drinking. They may have a problem of regularly arriving late or missing school, they may think their parents not showing interest in their work or abilities. They talk of being unable to concentrate and feel tired because of lack of routines. They worry about what is happening at home on what will await them on their return. Therefore the following table shows the effect of children on their education due to their parental cause.

**Table 4.8 Distribution of Respondent’s according to Responsibility held at school**

<b>Variables</b>	<b>Frequency</b>	<b>Percentage</b>
Prefect	4	3.2
Class monitor	6	4.8
House Captain	8	6.3
None	108	85.7

*Source: Field Survey, 2014*

Table 4.8 shows that Majority 85.7 percent student have not get any responsibility in school.

Adverse cognitive outcomes in children are now thought to be influenced by parental alcohol misuse, as well as stimulation of children in the home (Poon, Ellis, Fitzgerald & Zucker, 2000; Leonard & Eiden, 2002).The Zanoti & Carvalho studies showed that the children of alcoholic parents tended to have more negative self-concepts and presented lower academic performance in reading and arithmetic than did children of nonalcoholic parents. Murphy et.al studies showed that daughters of alcoholics missed more school days and poorer attendance at school and it is proved that regular school attendance is an important factor in school success. Poor attendance has been linked

to poor academic achievement (Jones J.D, 2006). The stressful environment at home prevents them from studying. Their school performance may also be affected by inability to express themselves. Often COAs have difficulty in establishing relationships with teachers and classmates. COAs tend more often to have to repeat the academic year and more often drop out of school. This study shows that 60.3% students does not get good marks at school and 52.4% respondent does not ask questions in class if they are confused but all the responses shows there is no relationship between parental violence after alcoholism and children education.

**Table 4.9 Distribution of Respondent's according relationship between Parental Violence and Effect on Education**

Items	Violence	Agree	Disagree	$\chi^2$ test
		Frequency (%)	Frequency (%)	
Ask questions in class	Yes	52(54.2%)	44(45.8%)	.473
	No	14(53.3%)	16(46.7%)	
Participate in class discussion	Yes	50(52.1%)	46(47.9%)	.488
	No	18(60.0%)	12(40.0%)	
Follow the school rules and regulation	Yes	76(78.1%)	20(21.8%)	.694
	No	22(73.3%)	8(26.7%)	
Study very hard for better performance	Yes	58(60.4%)	38(39.6%)	.538
	No	20(66.7%)	10(33.3%)	
Understand taught in class	Yes	66(68.8%)	30(%)31.2	.633
	No	22(73.3%)	8(26.7%)	
Found academic work interesting	Yes	45(72.9%)	51(27.1%)	.964
	No	19(73.3%)	11(26.7%)	
Finished school work in time	Yes	45(46.9%)	51(53.1%)	.116
	No	19(73.3%)	11(26.7%)	
Get good marks at the time of result	Yes	35(36.5%)	61(63.5%)	.186
	No	15(50%)	15(50%)	
Not reach school at time due to parental cause	Yes	24(25.0%)	72(75.0%)	.180
	No	4(13.3%)	26(86.7%)	

*Source: Field Survey, 2014*

*\*Significant at  $\rho < 0.005$*

Table 4.9 depicted that there is no significance relationship between parental violence and effect on education.

#### **4.5 Relationship between parental violence and Parent Child Relationship**

Strong links have been found between child maltreatment and alcohol use. A number of studies have established that alcohol is a significant contributory factor to child maltreatment, and may show that being maltreated as a child is associated with marked increases in the risk of hazardous or harmful in later life.

Alcohol use by parents and caregivers can impair their sense of responsibility and reduce the amount of time and money available to spend on the child (Alcohol and Violence, WHO). Due to alcoholism parents and caregivers can impair their sense of responsibility and reduce the amount of time and money available to spend on the child. Therefore parents may use money for drink rather than clothes, food and school bill of children.

**4.10 Distribution of Respondent's according to relationship between Parental  
Violence and Parent Child Relationship**

Items	Violence	Agree	Disagree	$\chi^2$ test
		Frequency (%)	Frequency (%)	
My parents help me if I have any problem	Yes	63(65.60%)	33(34.40%)	.027
	No	26(86.66%)	4(13.33%)	
My parents encourage me to do best	Yes	(70.80%)	29(20%)	.534
	No	23(76.70%)	7(23.30%)	
My parents always speak to me with a warm and friendly voice.	Yes	69(71.10%)	27(28.90%)	.606
	No	23(76.70%)	7(23.30%)	
My parents encourage ,when I get good grades	Yes	35(36.50%)	61(63.50%)	.050
	No	17(56.70%)	13(43.30%)	
My parents help me, if I have any kind of problem.	Yes	63(65.60%)	33(34.40%)	.027
	No	26(86.66%)	4(13.33%)	
My parents are interested in what I am learning at school.	Yes	67(69.80%)	29(30.20%)	.145
	No	25(83.30%)	5(16.70%)	
My parents give me a lot of care, attention and support	Yes	58(60.40%)	38(39.60%)	.343
	No	21(70.00%)	9(30.00%)	
My parents really know, exactly whether I go to school or not.	Yes	48(50%)	48(50%)	.750
	No	14(46.70%)	16(53.30%)	
I cry in class because of my family situation	Yes	37(38.50%)	59(61.50%)	.062
	No	6(20.00%)	24(80.00%)	
Not able to concentrate at school	Yes	31(32.30%)	65(67.70%)	.814
	No	9(20.00%)	21(80.00%)	

*Source: Field Survey, 2014*

*\*Significant at  $p < 0.005$*

Table 4.10 represents that there is significant relationship between parental help any problem ( $P=.027$ ), Parental Encouragement when get good grades in school ( $p=.050$ ), Get parental help if have any problem (.027).

The effect of parental heavy use of alcohol on children has been compared to the effect of poverty, which also leads to a wide variety of non-optimal outcomes. However, findings indicate that heavy alcohol use contributes to a poorer child-rearing environment above and beyond the effects of economic deprivation, such as

reduced involvement in sports, hobbies and social activities and poorer intellectual stimulation and a family environment with less cohesion and organization (Girling et.al., 2006).

Previous studies reported that families of alcoholics have lower levels of family cohesion, expressiveness, independence, and intellectual orientation and higher levels of conflict compared with non-alcoholic families. Some characteristics, however, are not specific to alcoholic families. Impaired problem-solving ability and hostile communication are observed both in alcoholic families and in families with problems other than alcohol (Billings et.al, 1979 as cited by Mahato et.al., 2009). Alcoholic parents have a negative effect on their children because the effect of alcohol undermines their capacity to use their parenting skills in a number of ways. First, excessive drinking by the parents can lead to inconsistent parenting behavior. The inconsistency in parenting behaviors creates an unpredictable and unstable environment that can undermine the child's mental and emotional growth (Windile, 1996)

Mahato et.al (2009) the children of alcoholic parents tended to have more symbolic punishment, rejecting, objective punishment, demanding, indifferent, symbolic reward loving and in neglecting than children of non alcoholic parents. In which significant difference at  $p < 0.01$  was found in parent child relationship. Communication with the maternal drinking was entered into an equation to predict teen internalizing symptoms. His finding indicates that good communication acts as a buffer between maternal drinking and internalizing symptoms in teenagers (McLeod, B.D.) Which is similar to this study in which shows that where family violence is more student cry even in school, Most of the respondents said that their parents do not speak warm and friendly as well as they do not give proper attention on their study. When asking about the concentration in class they cannot concentrate in class due to the stress on family.

The major impact includes violence and physical abuse (33.4%), neglect and mental abuse (28.5%), deprived from education (20.2%) and children started to use alcohol (11.1%), malnutrition and run away from home ( Dhital et.al, 2001) , similar type of impact also seen in this study.

## CHAPTER V

### SUMMARY, FINDINGS AND CONCLUSION

#### 5.1 Summary

This study has mainly concentrated on to explore the effect of parental alcoholism on children education as well as parent child relationship among secondary level student. There is no doubt that the academic achievement of students depends on three basic things. These are Teachers efforts, student's efforts, and parental involvement to children education. Parental alcohol misuse can significantly affect relationships within the family and the quality of parenting, and it is the factors that most directly impact on the child. And it is proved that if parents are involved in their children education there is higher attendance rate with higher achievement. It dealt with numerous research questions, based on effect of parental alcoholism in children education and parent child relationship with alcoholic parent.

For the purpose of study, three government school of Pokhara chosen from lotrrary method. From them 126 respondents are taken as a sample. Quantitative data are collected using self administered questions.

#### 5.2 Major Findings

- More than half (57.90%) respondents in these three schools are girl.
- Majority (88.1%) of the respondents' are Hindu religion, followed by Christian.
- Majority (31.7%) of respondents father's occupation is labor but more than half (59.6%) mother are housewife.
- Most (84.1%) respondents Father drinks alcohol, which is followed by 10.3% mother and 5.6% both father and mother among them 76.2% respondent said that they face violence in their home

- Nearly two third (27.0%) respondents feel suffocating the environment where they are currently living.
- More than half (58.7%) respondents feel to runaway from home and 33.3% respondents argue with their parents after their parent drink alcohol.
- All of the respondents want their parents stop drinking and 59.9% respondent feel difficulty to study due to their parental cause.
- No significant relationship found between parental violence and children education.
- But found significant relationship between some aspects of parent child relationship like get children help from their parents when they required, get Parental encouragement to do best etc.

### **5.3 Conclusion**

In conclusion, the current study suggests that parental violence after drinking alcohol may impact children in multiple ways such as the disruption of family environment, increased stress, violence in the home, and impairments in parenting. Findings from the present study also conclude that even it is not demonstrated that parental violence after drinking alcohol is significantly related to children education but it effects on parent child relationship. Therefore this study calls attention to the need to be aware of the potential vulnerabilities of children of alcoholic parents on education and their relationship with parents and to try to minimize such vulnerabilities.

### **5.4 Recommendation**

- This study may be replicated with large sample size with both government and private school
- Qualitative study may be conducted to explore the children's view regarding their parental alcoholism

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## Letter of Consent

**Principal Investigator:** Ranjita Karmacharya

Faculty of Humanities and Social Science

Master Degree

### **Informed Consent**

**Title of the Study:** The Effect of Parental Alcoholism on Children's education.

**Purpose of the Study:** The purpose of the study is to explore the effect of parental alcoholism on children's educational achievement.

**Procedures:** The researcher will be interview with the respondent with the aim to receive necessary answers of the questions asked by the researcher. The interview will take approximately thirty (30) minutes.

**Risks and Discomforts:** There are no known risks and discomforts associated with this study. Furthermore, the time span of the interview will only last for 30 minute at the most.

**Benefits:** There are no known direct social benefits for the participant. However the result of the study helps the researcher for the fulfillment of master degree requirement.

**Participants' right:** Participant can withdraw from the study at any time.

**Financial Compensation:**There will be no financial compensation for your particiaption in this study.

**Confidentiality:** Confidentiality will be maintaine with the information given by you.The results of this study may be published on journal, but your records and identity may not be disclosed.

Signature.....

**Tribhuvan University**  
**Prithivi Narayan Campus**  
**Faculty of Humanities and Social sciences**

**Part I**

**Semi-structured interview schedule on “Effects of parental alcoholism on children’s education”.**

Direction:-The interviewer should put the tick ( ) mark on boxes according to the responses of the respondents.

**Date .....**

**Code No:**

**Please fill the following information:**

**Socio demographic Information**

1 Age.....in completed (in years).

2 Sex

a) Male

b) Female

3. Religion

a) Hindu

b) Buddhist

c) Muslim

d) Christian

4. Caste

a) Bramahin

b) Chhetri

c) Janajati

d) Dalit

If other please specify.....

5. Class you are studying

a) Grade 8

b) Grade 9

c) Grade 10

6. Responsibility held at school

a) Prefect

b) Class Monitor

c) House captain

d) None



2.4 How do you feel the environment you are currently living?

- a) Secure       b) O.K       c) Suffocating

2.5 Do you feel difficulty to study if your alcoholic parents are around you?

- a) Yes       b) No

2.6 Do you feel to runaway from home when your parents drink alcohol?

- a) Yes       b) No

2.7 Did you ever argue or fight with a parent when he or she was drinking?

- a) Yes       b) No

2.8 Have you ever heard your parents fight when one of them was drunk?

- a) Yes       b) No

2.9 Did you ever wish that a parent would stop drinking?

- a) Yes       b) No

2.10 Who is your favorite person in your family? Why?

.....  
.....  
.....

### PART III

#### Academic Performance

**Direction:-** Please read each of the following statements carefully and rate them using the scale below by ticking the number that best describe of your response.

Scale: Strongly disagree = 1, Disagree = 2, Agree = 3, Strongly agree = 4

SN	Items	Strongly agree	Disagree	Agree	Strongly agree
1	I ask questions in class				
2	I participate in class discussion well				
3	I follow the school rules and regulation well				
4	I study very hard to Perform well on assignments, tests and examination				
5.	I understand taught my teacher very well.				
6.	If I have a problem in doing my assignment I ask my teacher				
7.	I found my academic work interesting and absorbing				
8.	I always do finish my class work in time				
9.	I always get good results in exam				

## PART IV

### Parent child relationship

**Direction:-** Please read each of the following statements carefully and rate them using the scale below by ticking the number that best describe of your response.

Scale: Strongly disagree = 1, Disagree = 2, Agree = 3, Strongly agree = 4

S.N	Items	Strongly disagree	Disagree	Agree	Strongly agree
1.	My parents encourage me to do my best in what I do.				
2.	My parents always speak to me with a warm and friendly voice.				
3.	My parents help me, if I have any kind of problem.				
4.	When I get good grades in school, my parents encourage me.				
5.	My parents are interested in what I am learning at school.				
6.	My parents give me a lot of care, attention and support.				
7.	My parents really know, exactly whether I go to school or not.				
8.	Sometimes I cry in class because of my family situation				
9.	I found myself not being able to concentrate in school because I was always too concerned about the wellbeing of my alcoholic parents				
10.	My parents know well what type of activities I do to keep myself busy at home				

*Thank you*

**त्रिभुवन विश्वविद्यालय**  
**पृथ्वीनारायण क्याम्पस, पोखरा**  
**संकाय: समाजशास्त्र/मानवशास्त्र**

म पृथ्वीनारायण क्याम्पस पोखराको स्नाकोत्तर संकाय द्वितिय वर्षमा अध्ययनरत विद्यार्थी हु । हाल गर्न लागेको यस अध्ययन मेरो स्नाकोत्तर डिग्रीको आंशिक उद्देश्य पुरा गर्न गरिएको हो । यस अध्ययनको मुख्य उद्देश्य “अभिभावकले गर्ने रक्सी सेवनबाट बच्चाहरुको अध्ययनमा कत्तिको असर गरेको छ” भनेर थाहा पाउन खोजिएको हो । तसर्थ यहाँहरुले सोधिएका प्रश्नहरुको उत्तर दिई सहयोग गर्नुहुन्छ भन्ने आशाका साथै यहाँहरुको सहयोगको लागि हार्दिक धन्यवाद ज्ञापन गर्दछु ।

साथै यहाँहरुलाई विश्वास दिलाउछु कि, यहाँहरुले दिइएका सबै सुचनाहरु गोप्य राखिनेछन् र अध्ययन प्रयोगका लागि मात्र प्रयोग गरिने छन् ।

मिति :

कोड नं.

विषय: अभिभावकले गर्ने रक्सी सेवनबाट बच्चाको अध्ययनमा पार्ने असर

निर्देशन: तलका निम्न कुराहरूमा आफूलाई उपयुक्त लागेको कोठामा ठीक (√) चिन्ह  
लगचउनुहोस् ।

खण्ड १

व्यक्तिगत विवरण (तपाईंको आफ्नो बारेमा)

१) हालको पूरा भएको उमेर ..... (वर्षमा)

२) लिंग:-

क) महिला ख) पुरुष

३) धर्म

क) हिन्दु ख) बुद्धिष्ट  
ग) मुस्लिम घ) क्रिस्चियन

४) जाति

क) ब्राह्मण ख) क्षेत्री  
ग) जनजाति घ) दलित

यदि अन्य भएमा .....

५) हाल तपाईं अध्ययन गरी राख्नु भएको कक्षा

क) सात कक्षा ख) आठ कक्षा  
ग) नौ कक्षा घ) दश कक्षा

६) तपाईंलाई स्कूलमा दिइएको भूमिका

क) प्रिफेक्ट ख) क्लास मोनिटर  
ग) हाउस क्याम्पटेन घ) कुनै पनि छैन





खण्ड ३

शैक्षिक स्थिति सम्बन्धि जानकारी तल दिइएका शब्दहरू पढी आफूलाई उपयुक्त लागेको कोठामा ठीक (✓) चिन्ह लगाउनुहोस् ।

क्र.सं.	बयान	सहमतिको स्तर			
		पूर्ण सहमत छु	सहमत छु	अलिअलि सहमत छु	कतिपनि सहमत छैन
१.	मैले आफूलाई लागेका प्रश्नहरू कक्षामा सोध्ने गर्दछु ।				
२.	कक्षामा हुने छलफलमा म पूर्ण रुपमा सहभागी हुने गर्दछु ।				
३	स्कूलका सम्पूर्ण नियमहरू मैले राम्ररी पालन गर्ने गरेको छु ।				
४	मैले स्कूलको वार्षिक साथै अर्ध वार्षिक परिक्षामा राम्रो नम्बर ल्याउनको लागि धेरै नै मेहनत गर्ने गरेको छु ।				
५	कक्षामा शिक्षककले पढाएका कुराहरू राम्ररी ध्यान दिएर सुन्ने गरेको कक्षामा शिक्षककले पढाएका कुराहरू राम्ररी ध्यान दिएर सुन्ने गरेको छु ।				
६	यदि मलाई पढाई सम्बन्धि कुनै समस्या भए म शिक्षकलाई सोध्ने गर्दछु				
७	मलाई स्कूलमा गरिने शैक्षिक कार्यक्रमहरू रमाइलो लाग्ने गर्दछ ।				
८	मैले स्कूलबाट दिइएको सबै कार्यहरू समयमानै सकाउने गरेको छु ।				
९	जाँचमा म जहिले पनि राम्रो नम्बर ल्याएर पास हुने गरेको छु ।				

खण्ड ४

बच्चाको अभिभावक सँग सम्बन्धमा

कृपया अभिभावक भन्नाले रक्सी सेवा गर्ने अभिभावक भनेर बुझेदिनु होला ।

क्र.सं.	बयान	सहमतिको स्तर			
		पूर्ण सहमत छु	सहमत छु	अलिअलि सहमत छु	कतिपनि सहमत छैन
१.	मेरो अभिभावकले मैले जे काम गर्दछु त्यसमा अझ राम्ररी गर्नको लागि मलाई उत्साहित गर्नुहुन्छ ।				
२	मेरो अभिभावक म सँग सधै राम्ररी कुरा गर्नुहुन्छ ।				
३	मेरो अभिभावकले मलाई जुनसुकै समस्या परेपनि सहयोग गर्नका लागि तत्पर रहनु हुन्छ ।				
४	मैले स्कुलमा राम्रो नम्बर ल्याएर पास हुँदा स्कुल उहाँहरूले मलाई हौसला प्रदान गर्नुहुन्छ ।				
५	मेरो अभिभावकले मैले स्कुलमा के सिके भनेर त्यसको बारेमा जानकारी लिनु हुन्छ ।				
६	मेरो अभिभावकले मलाई धेरै माया दिनुहुन्छ मेरो बारेमा विचार गर्ने र आवश्यक अनुसार हौसला दिनुहुन्छ ।				
७	मेरो अभिभावकले म घरबाट निस्केर स्कुल गए नगएको जानकारी लिनु हुन्छ ।				
८	कहिलेकाँही म मेरो घरको समस्या सम्भरेर स्कुलमा पनि रुने गर्दछु ।				
९	मैले स्कुलमा पढाएका कुराहरु राम्ररी बुझिदैन किनकी धेरैजसो म घरका समस्याहरुलाई पनि क्लासमा सम्भरेर बसेको हुन्छु ।				
१०	मेरो अभिभावकले मेरो स्कुलको फी र आवश्यक स्टेसनरी समयमानै व्यवस्था गरिदिनु हुन्छ ।				