




Teachers' Alcohol Addiction and Its Effects in Promoting a Friendly and Productive School Climate

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ABSTRACT

The learning environment that promotes fairness, justices, safety, and general wellbeing of the child can be termed a child friendly and productive school. Administrators recognize that alcohol abuse and addiction amongst school teachers are threats to fundamental peace, effective leadership, and friendly and productive organizational school climate. This poses a barrier to educational goal achievement. To achieve the goal of obtaining conducive and organizational friendly climate, the teachers need to be drug free and in an emotional stable state to plan, organize, direct and carry out teaching and learning in a friendly and productive school climate in an effort to achieve desired individual and group objectives with optimum efficiency and effectiveness. This study is a descriptive survey. Four research questions and three hypotheses guided the study. The participants were purposefully selected from teachers in Agbor metropolis, Delta, Nigeria. The sample consists of 73 teachers. A structured questionnaire designed in a five-point Likert scale format was analyzed using the mean, standard deviation and Chi Square to analyze the generated research questions and hypotheses. The results show that there is significant difference between male and female teachers' alcohol consumption, and teachers' alcohol abuse affect very negatively school climate and learning environment. Alcohol consumption by teachers can induce disorganization, ill health and promote levity which might inhibit a friendly and productive school climate.

KEYWORDS

Teachers; alcohol addiction; school climate; learning environment; school safety.

Introduction

Teachers play very crucial role in ensuring conducive friendly and productive learning environment as they are saddled with the responsibility of taking the place of the guardian/child's parent as engraved in the doctrine of in-loco-parentis. They have a delegated authority to control the children's conduct, behavior and activities in the best manner that will ensure a friendly and productive school climate. However, teachers and school authorities can be found liable for litigation when this role is abuse and could be sued individually or collectively for constitutional wrong and tort liability as this action is counter to a friendly and productive school (Nakpodia, 2012).

The learning environment that promotes fairness, justices, safety, and general wellbeing of the child can be termed a child friendly and productive school. Administrators recognize that Alcohol abuse and addiction amongst school teachers are threats to fundamental peace, effective leadership, and friendly and productive organizational school climate. This poses a barrier to educational goal achievement. A school is an educational institution designed to provide learning spaces and learning environments for the teaching of students under the direction of teachers. To be able to move this organized social system to an enviable new way of operation, it requires tangible considerable time, diligence and effort of everyone in the system especially the teachers. To achieve the goal of obtaining conducive and organizational friendly climate, the teachers need to be drug free and in an emotional stable state to plan, organize, direct and carry out teaching and learning in a friendly and productive school climate in an effort to achieve desired individual and group objectives with optimum efficiency and effectiveness

Conceptual Clarifications

Child Friendly and Productive School

The learning environment that promotes fairness, justices, safety, and general wellbeing of the child can be termed a child friendly and productive school. It is an inclusive environment. Such friendly school climate protects the rights of children from abuse of all kind and harm from teachers who are alcohol addicts. Studies have shown that teachers turn to alcohol addiction to cope with stress related issues that come along with being a teacher. Ba- Saddik and Hattab (2012) revealed in their study that teachers occupied the higher proportion of being responsible for emotional abuse 45.6%, followed distantly by the administrative staff 5.0%. They agree that only appropriate social. Legislative and administrative intervention at the family, school and community levels are essential to deal with the problem.

Teachers' Alcohol Addiction

Alcohol addiction is the bane of friendly and productive school climate as it is capable of altering good sense of judgment and lead to risky behavior. Teachers' alcohol addiction is like a canker and a threat to a friendly and productive school climate.

Promoting a Friendly and Productive School Climate

A friendly and productive school climate is the school where teachers and students work together without frictions, strife, alcohol/drug-related disorders and are intrinsically motivated enough to

work within prescribed and appropriate rules to overcome pressures, difficulties in teaching and learning related frustrations within the school environment. This type of school climate may inhibit alcohol initiation and addiction of teachers while promoting a healthy school climate. Rapti (2013) viewed the school climate as “the sum of the values, cultures, safety practices, organizational structures within a school, teaching practices, diversity, leader-teacher relationships, teacher-teacher relationships, parent-teacher relationships, and student-teacher relationships” (p. 110). This is in line with Daily et al (2020) study, “School Climate as a Universal Intervention to Prevent Substance Use Initiation in Early Adolescence”, whose findings suggest that a positive school climate may delay substance use initiation and promote school success. Their perceptions further suggest that a positive school climate may prevent substance use which is usually initiated at adolescence while promoting healthy student behaviors. School climate may, therefore, be useful as an intervention to support school-based health promotion. The study of Musah et al (2016) reveals a strong predictive causal effect between organizational climate and work force performance. These results suggest that establishing a positive organizational climate enhances academic staff performance which teachers' alcohol addiction can hamper.

Lewallen et al. (2015) reveals the in-depth role the whole school, whole community and whole child conceptual model plays in building a friendly and productive school climate. In the model, the student is at the focal point of the learning environment. The child needs a friendly and productive learning outcome that stresses the need for coordination among policy, process, and practice which involves the teacher's daily attitude, behaviors and engagements within the learning environment as well the essential role of policy promotes and sustains a friendly and productive school climate that prohibits alcohol consumption and addiction which supports both health and learning. There is the need for teachers, students and management to work together to implement policies, practice, and processes that address health and learning.

Methodology

This section explains the research questions asked, the postulated hypothesis and the method of obtaining answers to the questions.

Research Questions

The following research questions guided the study:

- What is the frequency of teachers' alcohol consumption?
- What is the quantity of alcohol teachers take per day?
- What are the factors that enhance alcohol consumption of teachers?
- What anti-dotes mitigate alcohol addiction of teachers?

Research Hypotheses

The following hypotheses guided the study:

- There is no significant difference between male and female teachers' alcohol addiction and its effect in promoting a friendly and productive school climate

- There is no significant difference in the frequency between male and female teachers' alcohol addiction and its effect in promoting a friendly and productive school climate.
- There is no significant effect of teacher alcohol consumption in promoting a friendly and productive school climate.

Participants and Data Collection

The descriptive survey design was used for the study. The primary data for the study were derived from surveys and interviews of teachers in the Agbor metropolis, Ika South Local Education zone. A total of 100 teachers were selected for the study. Seventy-three teachers are active participant who responded to the questionnaires while twenty-seven did not respond to the questionnaire. Questionnaire items 1- 17 of the survey provided information on the teachers' alcohol addiction, while items 18- 20 qualitatively provided teachers' responses of effects of alcohol addiction in promoting a friendly and productive school climate. The researcher used two (2) research assistants who helped in administering and retrieving the instrument. The participants were drawn from cross session of school teachers in Agbor metropolis. Chi Square, percentages, mean and standard deviation were used to analyze the data collected for the study.

Findings

H₀1: There is no significant difference between male and female teachers' alcohol addiction

The following table give a summary of this analysis. A total of 73 teachers were involved in this analysis. There were no missing cases and hence no case was excluded.

Table 1.

Gender and Alcohol Consumers Crosstabulation

		Alcohol use		Total
		No	Yes	
Gender	Count	37	4	41
	Female Expected Count	28.1	12.9	41.0
	% within	90.2%	9.8%	100.0%
	Count	13	19	32
	Male Expected Count	21.9	10.1	32.0
	% within Gender	40.6%	59.4%	100.0%
Total	Count	50	23	73
	Expected Count	50.0	23.0	73.0
	% within Gender	68.5%	31.5%	100.0%

The table above represents the number of male and female teachers who take or do not take alcohol. From the table, out of 41 female teachers sampled, 4 take alcohol. Also, 32 male teachers were sampled, 19 of them take alcohol. To test the above hypotheses, a chi square test of independence was used. The result is presented in the table below.

Table 2.*Chi-Square Tests: Difference between male and female teachers' alcohol addiction*

	Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	20.505 ^a	1	<.001		
Continuity Correction ^b	18.270	1	<.001		
Likelihood Ratio	21.528	1	<.001		
Fisher's Exact Test				<.001	<.001
N of Valid Cases	73				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 10.08.

b. Computed only for a 2x2 table

From the table, the chi square calculated value is 20.505 and since a significant value of <.001 was obtained, we have enough evidence to reject the null hypotheses and conclude that there is a statistically significant difference between male and female teachers' alcohol addiction.

H₀2: There is no significant difference in the frequency of male and female teachers' alcohol consumption.

To effectively carry out this test, data regarding the average number of bottles of alcohol consumed by the sampled teachers per day was gathered. The following tables give a summary of this analysis.

Table 3.*Daily alcohol use*

Gender	Daily alcohol use (bottle)
Female teachers (total)	6
Male teachers (total)	38
Teachers (total)	44

From the table, an average of 44 bottles of alcohol is consumed by the teachers daily with the female teachers consuming 6 and male teachers consuming 38. To test for difference in the frequency of alcohol consumption by the teachers, the chi square goodness of fit test is suitable. With the significant value of <.001 obtained, there is evidence to reject the null hypotheses and conclude that there is a significance difference in the frequency of male and female teachers' alcohol consumption.

H₀₃: There is no significant effect of teacher alcohol consumption in promoting a friendly and productive school climate.

Items 8,10,12,13,14,15,16 and 17 of the questionnaire deal with this aspect of the research. The scores obtained from the above items were subjected to a chi square goodness of fit test. The results are presented below

Table 3.

Effect of teacher alcohol consumption on school climate

	Observed N	Expected N	Residual
33.00	33	167.4	-134.4
45.00	45	169.9	-124.9
191.00	191	169.9	21.1
196.00	196	169.9	26.1
216.00	216	169.9	46.1
221.00	221	169.9	51.1
224.00	224	169.9	54.1
228.00	228	167.4	60.6
Total	1354		

According Chi-Square test result, p value is <0.001 and the null hypotheses should be rejected. It is therefore safe to conclude that there is significant effect of teacher alcohol consumption in promoting a friendly and productive school climate. This effect is negative as observed from the responses.

Table 4.

Qualitatively tabulated responses expressed by the participants for questionnaires items 18, 19 and 20

S/N	Teachers' perception of alcohol addiction & effect on promoting friendly and productive school climate	Antidote to mitigate effects of alcohol addiction in promoting friendly and productive school climate as expressed by teachers.
1	Alcohol addiction has a great effect on our organization today. Through it, many lives have been lost, properties and vital materials have been misplaced.	The only antidotes that exist to mitigate undesirable alcohol addiction in promoting a friendly and productive school climate is to expose the danger and negative influence of alcohol to students and young ones coming. It destroys a student's future
2	If you're a teacher who drinks, it makes you useless, because sometimes you might be influenced by the alcohol	As a teacher, you must avoid alcohol.
3	Alcohol usage by teachers can induce disorganization within the institution	Workshops/seminars on the adverse effect of alcoholic drinks
4	It is believed by some that the use of alcohol is detrimental to their health	The antidote is to educate them on the effect and dangers of alcohol
5	Alcohol addiction on organizational climate should be discouraged. It brings about unserious in the student's academic work	Disciplinary measure should be taken against such teachers
6	Promotes violence; results in confusion and disorderly behaviour. It also promotes retrogression	Awareness creation on the dire consequences to their health and institution.
7	Any organization that promotes excessive intake of alcohol by its workers may tend towards losing its credibility, its work, organization and the outside world	One of the antidotes should be to completely avoid alcohol spots around work place
8	Alcohol addiction on organizational climate is very risky because it's a toxic and psychoactive substance which is a source of distraction in an organization that needs constant growth and progress	Counselling (talk therapy)
9	It gives room for tension in the organization	A total ban of alcohol within the school environment
10	<p>Addicted teacher/lecturer cannot discharge his duty properly.</p> <ul style="list-style-type: none"> • They will end up raising addicted students (like father like son). • They will molest students in campuses • Promote levity in the organization 	<ul style="list-style-type: none"> • Withdrawal of certificate because education is aimed at behavioural changes • Orientation of old and new teachers • Christian fellowship should be established. • There should be laws to control such in our school environment
11	Alcohol consumption can disrupt the organizational structures and system, it can also lead to a poor performance in an organization mostly in schools	There should be laid down rules and condition against alcohol consumers in the organization
12	It dulls judgment which can be counter productivity in an organization	Alcohol consumption in schools should be prohibited and necessary sanctions be put in place.

Discussion of Results

The results of this study showed that of the forty-one (41) female who engaged in the survey, four (4) affirmed that they take alcohol. This percentage of women is relatively minimal compared to the number of women sampled in study. While nineteen (19) males of the thirty-two (32) in the study take alcohol more than the female. An average of forty-four (44) bottles of alcohol is consumed daily. Of 44 bottles of alcohol (average of daily total alcohol use), females take an average of six (6) bottles of alcoholic drinks per day while males who take alcohol consume an average of 38 bottles per day. Using the Chi goodness of fit, there is a significant difference in the frequency of male and female alcohol consumption. The study clearly indicates the fact that males have more capacity for alcohol consumption as against their female counterparts which is in agreement with the studies carried out by Wilsnack et al. (2020) on gender differences in alcohol consumption and adverse drinking consequences: cross-cultural patterns, that women and men differed little in the probability of currently drinking versus abstaining, but men consistently exceeded women in typical drinking frequencies and quantities.

Teachers agree that alcohol consumption can induce disorganization, lead to improper behavior and abuse of students which hinders friendly and productive school climate. This study is in line with Ba-Saddik and Hattab (2012) study which revealed that teachers occupied the higher proportion of being responsible for emotional abuse 45.6%, followed distantly by the administrative staff 5.0%. They agree that only appropriate social, legislative and administrative intervention at the family, school and community levels are essential to deal with the problem.

Conclusion

There is evidence to reject the null hypotheses and conclude that there is a significance difference in the frequency of male and female teachers' alcohol consumption. We have enough evidence to reject the null hypotheses and conclude that there is a statistically significant difference between male and female teachers' alcohol addiction. Therefore, it is safe to conclude that there is significant effect of teacher alcohol consumption in promoting a friendly and productive school climate. This effect is negative as observed from the responses.

Recommendation

The following recommendations are given as antidotes to mitigate alcohol addiction among teachers in Agbor metropolis and promoting friendly and productive school climate:

- Organizing workshops, seminars to expose the danger and negative influence of teacher alcohol addiction in promoting friendly and productive school.
- Providing counselling, talk therapy and rehabilitation for alcohol addicts in schools.
- Putting disciplinary measures in place to deter addictive tendencies.

Implication for policy

Educational institutions should formulate policies to prohibit alcohol sales and consumption within the school premises. While school heads, relevant authorities should ensure the execution of laws and prosecution of offenders.

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