Influence of Parenting Style on Drug Abuse among Girls in Secondary Schools in Nakuru County

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Abstract: One factor that may contribute to adolescent substance use is parenting styles and how adolescents respond to different types of parenting. Forms of parenting styles and the application of specific parenting behaviors are important in the upbringing of children and adolescents. If parenting styles are not enforced properly then parents do not develop a healthy form of attachment with their child, which can result to deviant behaviour such as drug abuse. The study was based on a descriptive survey design. The target population for this study was 5,188 girls from form three in Nakuru County, 74 deputy Principals, 74 guidance and counseling teachers, 74 Parents association (P.A) representatives in girls’ secondary schools. Purposive sampling was used to select only students in form three. A sample size of 371 student’s respondents was selected using the Slovin’s formula. Proportionate sampling was used to select 44 secondary schools, hence 44 deputy principals, 44 guidance and counseling teachers and 44 P.A representatives. Questionnaires was used to collect data from students, P.A representatives and guidance and counseling teachers, focus discussion group was also used to collect data from students while interview schedule was used to collect data from deputy principals. Quantitative data was analyzed using descriptive statistics while qualitative data was analyzed thematically in line with the study variables and objectives. From the findings the researcher concluded that parents contribute a lot in spoiling their daughters by; giving them too much pocket money, not guiding them on what channels to watch on television, on what to read in magazines, books etc. Poor relationship between parents and their daughters was also noted as a contributing factor to drug abuse, this automatically leads to lack of general parental guidance. Poor relationship between girls and their parents was also identified as a key factor that contributes to drug abuse among girls. From the findings the researcher recommended that parents should ensure that they have strict control over their children by monitoring their behavior while at home. This would include talking to their children on the dangers of drug abuse on the health, behavior and general academic performance

Key Words: Drug, Drug abuse, Parenting Style

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I. INTRODUCTION AND BACKGROUND

Parenting is an important component in the family system and plays a key role in engaging children in assuming diverse and complementary responsibilities. Parents are expected to meet the biological, physical, financial and health needs of their children (Groenewald & Bhana, 2017). Parents are perceived as enablers who provide children with opportunities and space to engage in meaningful and purposeful activities and relationships as part of their learning. However, parents are sometimes faced with considerable challenges in their parenting experiences.

Berge, Sundell, and Håkansson (2016), while investigating the role of parenting styles in adolescent substance use in Sweden, defined parenting style, as the general style of parenting, as well as substance-specific parenting practices may influence children's substance use behavior. The result of their study revealed that neglectful parenting style was associated with worse substance use outcomes across all substances. Parenting style was found to be unrelated to substance use outcomes with one exception: authoritative parenting style was associated with less frequent drinking. Association with deviant peers, delinquent behavior, provision of alcohol by parents, and previous use of other substances were associated with substance use outcomes at follow-up.

Nkurunungi (2018) while investigating the effects of authoritarian parenting style, substance abuse and externalized problem behavior among secondary school students in Kawempe Division Kampala District, noted that overall authoritarian parenting style was found not to be significantly related to overall externalized problem behavior. Externalized problem behaviour has been associated with authoritarian parenting style. Parent’s involvement in a child’s life makes a big difference in the way they behave in their community. Further in the Ugandan context, authoritarian parenting style has been noted to be the dominant approach which has been reported to intensify conflicts between parents and children. As a result, such a relationship may
contribute to adolescent’s engagements into substance abuse and externalized problem behaviour exhibited in such acts as stealing, fighting and burning of schools (Muhereza, 2016).

In Kenya Wandede (2014) reported that authoritarian parenting styles where parent demands for respect from children, respond to misbehavior by punishment, discourage open communication, and expect obedience to rules without questioning was the common parenting style utilized. As a result of this approach some teenagers ran away from home and resorted to abusing substances while others became teenage mothers and street children. Authoritarian parenting style is associated with negative behaviour outcome among adolescents across different cultures.

1.1. Statement of the Problem

One factor that may contribute to adolescent substance use is parenting styles and how adolescents respond to different types of parenting. Forms of parenting styles and the application of specific parenting behaviors are important in the upbringing of children and adolescents. If parenting styles are not enforced properly then parents do not develop a healthy form of attachment with their child, which can result to deviant behaviour such as drug abuse. Studies have shown that parenting styles that include low parental involvement, inconsistent discipline, and poor monitoring of adolescents can lead to teens having mood disorders and depression. According to Fosco, Stormshak, Dishion, and Winter (2012), the father to youth relationship is a significant predictor of delinquency, and increasing closeness between a youth and his/her father is associated with a decrease in delinquency and bad behaviors over time. Another study on parental closeness and emotional support concluded that adolescents who had parents that were emotionally detached from them and did not offer the child much emotional support or closeness had an elevated level of alcohol use. This study demonstrated that parenting styles had a significant impact on substance abuse.

1.2 Research Question

How does parenting style on drug abuse among girls in secondary schools in Nakuru County?

1.3 Theoretical Review

The study was guided by symbolic interactionism theory. This theory was formulated from Max Weber (1864-1920) whose work began to compare the human beings to actors on a play stage, Later George Herbert Meads (1863-1931) came in and introduced a more focused dimension that human beings don’t act individually on the social world stage but instead they interact between each other, reacting to each other on the stages. The theory postulate’s that people act based on symbolic meanings they find within any given situation. The theory maintains that meanings are modified through interpretive processes whereby we first internally create meaning then check it externally and with other people.

Symbolic interaction theory can be used to explain the reasons why students engage in drug abuse. In a school setting, the theory explains everyday behavior of teachers and students by focusing on their patterns of daily life and nature of social relationships and how they develop among them. It enables educators to examine how social actors, who are individuals in the school and classroom settings, ascribe meanings to situations, their joint actions and activities and finally interpret social phenomenon. The proper application of this theory occurs when teachers are conversant and are able to use, interpret and convey or transmit the symbols to their correct meanings in the classroom.

Symbolic Interactionism believes in the opinion that drug use is an individual action. It gives the Perspective that; drug use will carry on or even escalate further if the label drug user is internalized. Through their interaction with others, drug users learn drug use, motivations and techniques and therefore symbols may be used for drug abuse among students. In symbolic interaction perspective, the development of a set of expectations for a student’s expected academic performance is achieved through the interaction between students and their teachers. The theory guide the study by explaining how the students easily get attracted to drug abuse through symbols used in advertisement of drug and substance use.
1.4 Conceptual Framework

<table>
<thead>
<tr>
<th>Parenting Style</th>
<th>Drug abuse among girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authoritarian parents</td>
<td>Types of drugs</td>
</tr>
<tr>
<td>Permissive (Indulgent) parent</td>
<td>Sources of drugs</td>
</tr>
<tr>
<td>Uninvolved (Neglectful) parents</td>
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</tr>
</tbody>
</table>

Figure 1: Conceptual Framework

II. LITERATURE REVIEW

2.1 Parenting Style on drug abuse among girls

Berge, Sundell, and Håkansson (2016) conducted a study on the role of parenting styles in adolescent substance use: results from a Swedish longitudinal cohort study. A cohort of 1268 adolescents (48% girls), aged 12–13 years at baseline, from 21 junior high schools was assessed in the first semester of junior high school, and then again in the last semester of the 9th grade, 32 months later. Parenting style, operationalized as a fourfold classification of parenting styles, including established risk factors for adolescent substance use, were measured at baseline. The findings of the study revealed that neglectful parenting style was associated with worse substance use outcomes across all substances. After adjusting for other proximal risk factors in multivariate analyses, parenting style was found to be unrelated to substance use outcomes with one exception: authoritative parenting style was associated with less frequent drinking.

Brewer (2017) conducted a study on the parenting styles and adolescent substance abuse. Data collection for this study was done via computerized surveys at the facility where the participants reside. A diverse sample of 255 adolescent boys (61.2% Caucasian, 30.2% African American, 0.4% American Indian, 4.3% multiracial, and 1.2% “Other” race/ethnicity) completed surveys asking about their use of drugs and their perceptions of how they were parented. The results indicate that more positive parenting behaviors (e.g., parental involvement) and fewer negative parenting behaviors (e.g., poor monitoring of youth) is associated with less substance use and related problems among these at-risk adolescents.

Nkurunungi (2018) conducted a study on the authoritarian parenting style, substance abuse and externalized problem behaviour among Secondary School Students in Kawempe Division Kampala District. A correlation research design was used to conduct the study, it involved three schools in Kampala district participants were selected using stratified random sampling, in three schools. The total sample of this study consisted of 301 senior three students. Findings indicated that overall authoritarian parenting style was found to be negative and not significantly related to substance abuse. The findings also revealed that substance abuse was found to be positively and significantly related to externalized problem behaviour. Overall authoritarian parenting style was found not to be significantly related to overall externalized problem behaviour.

Mwania & Njagi (2017) conducted a study on the parenting styles as predictors of drug abuse among selected public secondary school students in Embu County, Kenya. A population of 8820 (4886 girls and 3934 boys) form two and three students distributed in 132 public secondary schools was targeted. Purposive sampling was used to select a sample of 15 schools which had reported more cases of drug abuse for the last three years in the county. Stratified random sampling and systematic random sampling were used to select 399 participants. The findings of the study revealed that parenting styles significantly predict drug abuse among secondary school students, and that parenting styles accounts for the larger number of students’ drug abuse.

Changalwa and Ndurumo, Barasa and Poipoi, (2012). The relationship between parenting styles and alcohol abuse among college students in Kenya. The study was based on Erikson’s (1950) psychosocial theory. The study used survey design and the target population consisted of teacher trainees drinking alcohol. A sample of 32 respondents was sampled using purposive sampling. A self-administered questionnaire was used to collect data. Data was analyzed using descriptive and inferential statistics. The study found out that parenting styles have a significant relationship on alcohol abuse among college students.

III. RESEARCH METHODOLOGY

This study adopted descriptive research design, which allows for gathering in-depth information that may be either quantitative or qualitative in nature. This allows for a multifaceted approach to data collection and analysis. According to Kathuri and Pals (2003) descriptive design is majorly concerned with describing the state of affairs as it exists.

3.1 Location of the Study

The location of the study was Nakuru County, Kenya, and comprises of eleven sub-counties namely, Naivasha, Gilgil, Subukia, Nakuru North, Nakuru Town West, Nakuru Town East, Rongai, Molo, Njoro, Kuresoi North and Kuresoi South. The County was largely cosmopolitan endowed with myriad of school types.
and divisions hence provided a rich and representative sample for study. There were 17 public and 57 private girls’ secondary schools in the County categorized as National Girls’ Secondary schools, Extra County Girls’ Secondary Schools, County Girls’ Secondary Schools, Sub-County Girls’ Secondary Schools and Private Girls’ secondary schools.

3.2 Target Population

The study targeted population comprised of Form Three girls, Deputy Principals, PA representatives and guidance and counseling teachers in Girls’ secondary schools in Nakuru County. The study targeted 371 girls in Form three from 74 girls’ secondary schools in Nakuru County comprising of 17 public girls secondary schools and 57 private girls secondary schools in Nakuru County. Form three girls were targeted since they had stayed in school long enough to give valid information about drug abuse.

3.3 Sampling Procedure and Sample Size

The study selected 44 girls’ schools representing 60% of the 74 targeted schools. This was in accordance with Mugenda and Mugenda (2003) who stated that a good sample size should be at least 60% of the total target population. Stratified random sampling was used to get sampled secondary schools from each Sub County. Purposive sampling was used to select only students in Form Three. Purposive sampling was a sampling technique in which researcher relied on his or her own judgment when choosing members of population to participate in the study. In this study, the researcher purposively selected Form Three studentssince they had stayed in schools long enough to give valid information about drug abuse. The sample sizes of the student respondents were determined using the Slovins’ formula (Huck, 2013) which is as follows.

\[ n = \frac{N}{1 + Ne^2} \]

Where:
- \( n \) = sample size
- \( N \) = population size
- \( e \) = margin of error
- \( l \) = is a constant value

\[ = \frac{5188}{1 + 5188(0.057)} \]

\[ = \frac{5188}{1 + 1207} \]

\[ = \frac{5188}{13.97} \]

\[ = 371 \]

Stratified random sampling was further used to calculate the number of sampled girls in each sub-county. The study sampled 44 girls’ secondary schools. Each school produced a Deputy Principal, one guidance and counseling teacher and one Parent Association representative hence a sample of 44 Deputy Principals, 44 guidance and counseling teachers and 44 Parents’ Association (P.A) representatives.

3.4 Data Collection Instruments and Procedure

Data was collected using questionnaires, interview schedules, and focused discussion groups. The three instruments were used so that, in case of any weakness on a certain instrument, then the other instrument could take care of that particular weakness. Questionnaire method was used to obtain information from students, teachers in-charge of guidance and counseling, and Parents’ Association (P.A) representatives. This was because, the students’ number was large and Parents were not always in the schools. Due to these characteristics, interview schedule was appropriate in collecting more information from the Deputy Principals since it gave them an opportunity to elaborate on the issues that were not covered in the questionnaires. Focused group discussions method was used on students.

3.5 Pilot Testing

Before collecting the actual data, the researcher had to pre-test the questionnaires to enhance reliability and validity of the instruments (Orodho, 2005). The questionnaire instruments were piloted in four of the Girls’ Secondary Schools in Kericho County since the respondents there, were similar to the actual ones in the sampled secondary schools because the schools were in the neighboring County, which had similar characteristics. The questionnaires in this study were validated through application of content validity. The researcher critically discussed the research instruments with supervisors to ensure that the information sought was clear and the questionnaire specifically sought the information relevant to research objectives. The comments and observations made by these experts were useful in the development and correction of the research instruments. After these consultations, the relevant comments and suggestions were synchronized. In
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carrying reliability, the researcher visited the schools where piloting was to be done a month before the actual piloting. This was intended to create a rapport with the various respondents in the schools.

3.8 Data Collection Procedures

The researcher sought a permit from the National Council of Science and Technology and Innovation (NACOSTI) through Kenyatta University, he further sought approval from Kenyatta University Ethics Review Committee. He then sought permission from Nakuru County Director of Education who gave him an introductory letter to show to the administration of the sampled schools and explained to them the purpose of the study in order to seek respondents’ cooperation. Him and his assistants explained to the respondents on how to fill the questionnaires and then administered them.

3.10 Data Analysis

Before the process of data entry, all the questionnaires, interview schedules and focused group discussions were sorted and a unique identification number assigned to each tool. These numbers were entered and used as a check out for any inconsistencies in the data. The researcher went through all the data, selected and summarized them. The study consisted of both qualitative and quantitative data. Qualitative data acquired from students’ focused group discussions and interviews for Deputy Principals. This was where the main topics, subjects, concepts or themes that came up in the study were identified and analyzed. This was followed by analysis of the contents within the themes. The results were then tabulated for easy interpretation so as to explain and interpret the various results given by the respondents.

IV. FINDINGS

4.1 Response Rate

The sample size of the study was 371 girls’ students, 44 Deputy Principals, 44 Parents’ Association representatives and 44 guidance and counseling teachers. Questionnaires were distributed to all the anticipated respondents of the study. Among the girls 350 (94%) successfully filled the questionnaire, among Deputy Principals 40 (91%) respondents successfully participated in the interview schedules, among guidance and counseling teachers 44 (100%) respondents successfully filled the questionnaires while among PA representatives 35 (80%) respondents successfully filled the questionnaires. Out of 503 sampled respondents, 469 successfully participated, giving the study a 93.24% return response rate.

4.2 Demographic Information

4.2.1 Age bracket of Parents’ Association representatives

From the findings 3% of the PA representatives were in the age bracket of less than 30 years, 37% were aged between 21-40 years, 30% were aged between 41-50 years, and 27% were aged between 51-60 years while 3% were above 60 years of age. This showed that majority of PA representatives were in the age bracket of 21-40 years. This was probably because most parents who were less than 30 years had children who were still in primary schools, while parents who aged between 21-40 years had teenagers who were in secondary schools. At the age of 41-50 years, most parents could be having youths who were in higher learning institutions like Colleges or Universities.
4.2.2 Marital status of Parents’ Association representatives

![Figure 3: Marital status of Parents’ Association representatives](image)

From the findings, 21% of parent association (P.A.) representatives were single, 67% of PA representatives were married, 3% of PA representatives were divorced, and 7% of PA representatives were widowed while 2% of PA representatives were separated. This implied that majority of PA representatives were married. Drug abuse varied with the person who took care of the students. According to Videon (2012), fewer incidences were reported among students whose parents were together and they had proper upbringing of the children. However, from the findings, it is also noted that quite a large number (21%) of parents are singles. The children needed the love of both parents and if one was not there, then the discipline of the child could be wanting.

4.2.3 Highest level of education among Parents’ Association representatives

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td>Secondary</td>
<td>12</td>
<td>34%</td>
</tr>
<tr>
<td>College</td>
<td>16</td>
<td>46%</td>
</tr>
<tr>
<td>University</td>
<td>5</td>
<td>14%</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the findings, 6% of Parents’ Association (P.A) representatives had primary education, 34% of P.A representatives had secondary education, and 46% of PA representatives had college education, while 14% of P.A representatives had university education. This indicated that majority of P.A representatives had attained college education. Educated parents tended to have more knowledge to learn any behavioral change or psychological problems, which could affect their children and sought for immediate intervention before the children could engage in serious indiscipline cases including drug abuse. This concurred with a study done by; DeBaryshe, Patterson and Capaldi (2013) who argued that parental education were directly related to parenting styles. Parents with lower educational attainment used coercive strategies for discipline, which in turn, predisposed their children to anti-social and abnormal behaviors. Such children performed poorly in the lower grades.

4.3 Social Related contributing factors to drug abuse among girls from the perspective of Parents’ Association representatives

<table>
<thead>
<tr>
<th>Items</th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
<td>F</td>
</tr>
<tr>
<td>Girls from single families are more likely to abuse drug compared to girls with both parents</td>
<td>16</td>
<td>47</td>
<td>15</td>
<td>43</td>
<td>1</td>
</tr>
<tr>
<td>Parents level of education influence drug</td>
<td>12</td>
<td>33</td>
<td>9</td>
<td>27</td>
<td>10</td>
</tr>
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dvision, most others association representatives strongly agreed that parenting is also in line with Etesi (2012), who strongly agreed that further says that even them they never went to school but they have raised us up, so I he, Patterson and s’ home could
discipline of the children could
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on and protection that they had
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DOI: 10.9790/0837-2501062635

<table>
<thead>
<tr>
<th>abusers among girls</th>
<th>Parenting style influence the level of drug abuse among girls</th>
<th>15</th>
<th>44</th>
<th>18</th>
<th>51</th>
<th>1</th>
<th>3</th>
<th>1</th>
<th>2</th>
<th>0</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some of the girls who use drugs might have suffered rejection from the members of their family</td>
<td>19</td>
<td>56</td>
<td>15</td>
<td>40</td>
<td>1</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Girls from educated parents are less likely to abuse drugs compared to girls from less educated parents</td>
<td>11</td>
<td>32</td>
<td>8</td>
<td>23</td>
<td>9</td>
<td>25</td>
<td>7</td>
<td>20</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Some traditional cultures may lead to drug abuse among girls</td>
<td>18</td>
<td>49</td>
<td>11</td>
<td>31</td>
<td>4</td>
<td>12</td>
<td>2</td>
<td>8</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Lack of cooperation between parents and school may lead to drug abuse by girls</td>
<td>18</td>
<td>54</td>
<td>13</td>
<td>36</td>
<td>3</td>
<td>8</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Some girls who have too much pocket money in their disposal tend to abuse drugs</td>
<td>17</td>
<td>49</td>
<td>11</td>
<td>31</td>
<td>4</td>
<td>11</td>
<td>3</td>
<td>9</td>
<td>0</td>
<td>0</td>
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</tbody>
</table>

KEY; SA Strongly Agree; A= Agreed, N= Neutral, D= Disagreed, SD= Strongly Disagreed.
% = Percentage, F = Frequencies.

From the findings 47% of Parents’ Association representatives’ respondents strongly agreed that girls from single families were more likely to abuse drugs compared to girls with both parents, 43% of the respondents agreed with the statement, 2% of the respondents were neutral while 8% of the respondents disagreed with the same statement. The majority (90%) of the Parents’ Association representatives’ respondents agreed that girls from single families were more likely to abuse drugs compared to girls with both parents; the finding agreed with a study done by Donga (1998), who observed that single parents’ home could play a dominant part in enhancing discipline in schools. Donga’s observation was also in line with Etesi (2012), who also observed that; single parent was the sole breadwinner and as such could not supervise children adequately. When there was no proper supervision, most of the children could be attracted to join gangs where they would enjoy the attention and protection that they had to do without at home. The children needed the care of both parents and if one parent was not there, then the discipline of the children could be wanting. One Deputy Principal made the following sentiment during interview schedules;

‘’ We have issues of indiscipline with girls from single parents, recently there was a plot of burning the dormitory, when the investigation was carried out, it was found that the organizers were girls from single Parents. This was brought to our notice when we summoned parents of the girls to come with their children to school immediately after suspension of two weeks, only to find that all the five ring leaders were from single Parents. And not only that, we have been having cases of drug abuse in the school and majority of the culprits normally come from single Parents.’’ (This was a direct communication with a deputy principal from one of the schools in Njoro Sub-County on 17th, June 2019)

The results further indicated that, 33% of the P.A representatives’ respondents strongly agreed that parents’ level of education influence drug abuse among girls, 27% of the respondents agreed with the statement, 28% of the respondents were neutral while 12% of the respondents disagreed that parents’ level of education influenced drug abuse among girls. More than half of the respondents agreed that parents’ level of education influenced drug abuse among girls. Parents’ level of education tended to determine his/her exposure to issues relating to drug abuse. More educated parents could be aware of many challenges facing the youths including drug abuse among others. More importantly they tended to have mechanisms to deal with challenges facing their children compared to less educated parents, this concurred with the study done by DeBaryshe, Patterson and Capaldi (2013) who observed that, parents with lower educational attainment used coercive strategies for discipline, which in turn, predisposed the children to anti-social and abnormal behaviors. Since majority of Parents’ Association representatives strongly agreed that parents’ level of education influence drug abuse among girls, this was something that they could have experienced by virtue of being parents.

It was also confirmed by the following statements made by a girl during focus group discussion:-

“My Father reached standard four and when I tell him my desire to work hard and achieve better grades in Mathematics and Science subjects which require supplementary books for revisions, he always tells me that he doesn’t have money. He further says that even then they never went to school but they have raised us up, so I need not to bother him with unnecessary budgets”

(Personal communication with a girl from one of the schools in Kuresoi South Sub-County on 28th, June 2019.)

The results also revealed that, 44% of the Parents’ Association representatives strongly agreed that parenting style influenced the level of drug abuse among girls, 51% of the respondents agreed with the same sentiment,
and 3% of the respondents were neutral while 2% of the respondents disagreed with the same sentiment. Majority (95%) of the respondents agreed that parenting style influenced the level of drug abuse among girls. The parenting style adopted by parents could determine girls’ behavior. Some parenting styles result to delinquent behavior such as drug abuse among youths. This was in line with a study by Cheng (2010) who observed that, if a parent was an authoritarian he/she did not give his/her children an avenue to express their disappointment, then those children would be frustrated and could involve in wrong doings such as drug abuse.

A Deputy Principal made the following sentiments during interview schedule:

“Lack of proper communication between the children and their Parents has brought a lot of problems on the side of the children; we have heard that a girl wanted to hang herself because the parents could not listen to her request of asking for a new uniform. The father was very authoritarian such that he scares the children away from him, such situation may make the children to involve themselves in bad conducts including drug abuse.”

(Personal communication with a Deputy Principal from one of the schools in Kuresoi North on 24th June 2019.)

Due to authoritarian kind of rule, and children’s’ neglect by some parents, the government of Kenya came up with some rights in Chapter 141, article 53 of the constitution to protect children from being abused by their parents and any other elderly persons. This could help in ensuring that the children were treated with some decorum and be able to receive their rights as stipulated in the constitution.

In addition the findings also showed that, 56% of the respondents strongly agreed that some of the girls who used drugs might have suffered rejection from the members of their family, 40% of the respondents agreed with that statement, and 4% of the respondents were neutral while none of the respondents showed any disagreement. Majority of the respondents (96%) agreed that some girls who used drugs might have suffered rejection from their family members. When girls faced rejection they tended to find solace from their peers, during this time, they could not make any correct judgment on which group to join. This was the time they could join peers who were drug abusers and had lost the right direction in life. The children needed constant guidance from elderly family members and if rejected, then they could lose the right direction.

One of the Deputy Principals made the following remarks during the interview:

“There was an incident here in our school, where a girl was always feeling down, out of place and suffering stigmatization due to rejection she was under-going from her home. When we noticed all these signs, we felt concerned and engaged guidance and counseling teacher to find out what was really happening to the girl. Through investigation, the told the teacher that her parents told her that she was an outcast in their family and they (parents) also informed other siblings not to associate with her simply because she failed to return balance from a thousand shillings after purchasing goods worth seven hundred Kenya shillings from a Supermarket. This made the girl to join bad company which lured her to drugs.”

(Personal communication with a deputy principal in Molo Sub-County on 4th July 2019)

Furthermore, the results indicated that, 32% of the Parents’ Association (P.A) representatives’ respondents strongly agreed that girls from educated parents were less likely to abuse drug compared to girls from less educated parents, 23% of the respondents agreed, 25% of the respondents were neutral while 20% of the respondents disagreed. The majority (55%) of sampled PA representatives agreed that girls from educated parents were less likely to abuse drugs compared to girls from less educated parents. This has been confirmed by a study done by DeBarryshe et al (2013) who observed that, parental education were directly related to parenting styles. They further noted that, parents with lower educational attainment used coercive strategies for discipline, which eventually predisposed the children to anti-social and abnormal behaviors unlike parents with higher educational attainment. This meant that parents’ educational level could help in proper upbringing of children as per the findings.

Results further revealed that, 49% of the respondents strongly agreed that some traditional cultures could lead to drug abuse among girls, 31% of the respondents agreed with the same statement and 12% of the respondents were neutral while 8% of the respondents disagreed that some traditional cultures could lead to drug abuse among girls. Majority of the respondents (80%) agreed that some traditional cultures could lead to drug abuse among girls; this was in line with a study done by Martin Njoroge (2006), who found out that cultural factors did lead to drug abuse. He went further stating that ceremonies such as weddings, funerals and circumcisions were marked with a lot of fun- fare and marry making and traditionally, Kenyan societies marked the same with alcohol taking and sniffing of tobacco. Some illicit brews must be used during the initiation ceremonies in some cultures, this concurred with a study done by Nwaugu (2017) in South East Nigeria, who observed that alcohol consumption had a long history particularly among groups where it was not forbidden by religion. It was consumed greatly during rituals, marriage ceremonies, burials and funerals. During this time, children and youths tended to emulate what the elders were doing including drug use. One girl made the following sentiments during focus group discussions:

“In our community, some people are still practicing female genital mutilations (FGM), during this ceremony, people consume a lot of local brews and initiates are also compelled to consume it, it is during this time when young people are first introduced to alcohol and other substance such as sniffing of tobacco. After this, many of
the young people start abusing it without any fear since it was introduced to them by elders.” (Personal communication with a girl from a school in Kuresoi North Sub-County, on 28th June 2019)

In addition, the results showed that, 54% of the Parents’ Association (P.A) representatives’ respondents strongly agreed that lack of cooperation between parents and school might lead to drug abuse by girls, 36% of the respondents agreed, and 8% of the respondents were neutral while 2% of the respondents disagreed. From the findings, majority (90%) of P.A representatives agreed that lack of cooperation between parents and schools could lead to drug abuse by girls. The findings agreed with a study by Cheloti and Gathumbi (2016), who found out that, lack of cooperation, especially from parents frustrated the head teachers strategies to curb alcohol and drug abuse. They also noted that, some parents withdrew students from school even before the counseling process was over or used other forms of intimidations against Head teachers. Geoff Barton, (1985), who noted that some families made defamatory online comments or sometimes-issuing e-mail tirades to schools, also noted the bad relationship between parents and teachers. Parents could serve faction as protective when there was a strong bond between children and their families, parental involvement in a child’s life was very important, supportive parenting which met financial, emotional, and clear limits and consistent enforcement of discipline. One Deputy Principal gave the following statements during the interview schedule:-

‘’Some girls are over protected by their parents such that, even if they are on the wrong, their parents still feel that, their daughters cannot be on the wrong side and the teachers are being accused of against their children. This is very common from parents with low educational level who always think that their daughters are ever right. Girls from such families always lack respect for teachers and correcting them becomes a problem. ‘’

(Personal communication with a deputy principal from one of the schools in Subukia Sub-County, on 9th July 2019)

Finally, the results in table 4.3 showed that 49% of the respondents strongly agreed that some girls who had too much pocket money in their disposal tended to abuse drugs, 31% of the respondents agreed and 11% of the respondents were neutral while 9% of the respondents disagreed. From the findings, the majority of the respondents (80%) agreed that some girls who had too much pocket money in their disposal tended to abuse drugs. The findings concurred with the study of Otieno and Ofala (2009), who observed that excess money in the hands of students could be diverted into purchasing drugs. Schoolchildren did not have responsibilities like their parents so if they were given a lot of pocket money, they could misuse it, some could be channeled towards drug abuse.

V. CONCLUSION

From the findings, the researcher concluded that parents contribute a lot in spoiling their daughters by; giving them too much pocket money, not guiding them on what channels to watch on television, on what to read in magazines, books among others. Poor relationship between parents and their daughters was also noted as a contributing factor to drug abuse, this automatically leads to lack of general parental guidance. Children may do mistakes but we should not be too harsh on them, we need to correct them with love as prodigal son was treated. Poor relationship between girls and their parents was also identified as a key factor that contributes to drug abuse among girls. At Form Three most of girls were still in adolescent stage and were in constant conflicts with their parents this caused bad blood between them and their parents which in turn negatively affect their academic performance in school as they join bad company which introduced them to drug abuse. Lack of proper guidance and counseling from parents/guardians was also cited as one of the major contributing factors to drug abuse among girls. During adolescent period, girls tended to be rebellious to parents since they did not want to be corrected, this would definitely bring poor relationship between the girls and their parents and during this time, girls might not get guidance from their parents.

VI. RECOMMENDATIONS

From the findings, the researcher recommended that Parents should ensure that they have strict control over their children by monitoring their behaviors while at home. This would include talking to their children on the dangers of drug abuse on; health, behavior and general academic performance. The parents should not resort to heavy punishment as a way of preventing the children from engaging in drugs. In ensuring, they have control over their children; the parents should also develop a good rapport with their children and ensure that they create a conducive environment where they can share with them some of the challenges, frustrations and problems that their children undergo. The parents should equally regulate the amount of money they give to their children as pocket money since the study established that too much pocket money led students’ engagement in drug abuse.

It is important that parents cooperate with schools to ensure the discipline of their children both at school and at home. It is through cooperation that the parents can also follow up the performing of their children and try to
help the teachers improve the performance of their children in case there is a decline. It is during this time that the parents can know the friends of their children.

**REFERENCES**


