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Influence of Family Background on Students' Drugs Abuse in Secondary Schools: The Case of Matungulu and Kangundo Districts of Machakos County, Kenya

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Abstract:
This dissertation investigated the influence of family background on students' drug abuse in secondary schools in Matungulu and Kangundo districts of Machakos County, Kenya. The research problem emanated from the concern that drug abuse has remained a serious habit in Kenyan schools despite efforts put in place to reduce it. The researcher used mixed method approach to carry out his study. The study sample was 13 BOM chairs, 13 PTA chairs, 13 head teachers, 104 teachers and 780 students. The information was elicited by use of questionnaires, interview schedule guide and focused group discussions. Quantitative data were analyzed through simple statistics while qualitative data by thematic analysis. The study findings established that parents are found to have little time with their children and also some are engaged with drug business something that has opened doors for students/ growth to enter in drugs world. In conclusion, concerted efforts from all stakeholders need to come up with programs that may rescue the situation. Some of recommendations include strengthening the department of guidance and counseling in schools and even government setting policies on drugs usage in the society rather than leaving everything to schools management.

Keywords: Influence, family background, drugs abuse, secondary schools

1. Background

1.1. Historical Perspective

The transition from medical to creation and social patterns of drug use impacted by bringing about drug- related problems. This is because, outside medical domains, drug (such as alcohol, Opium, Khat and tobacco) were often used in a less controlled fashion, increasing their liability for harm and dependency. Jellinek (1976) and Western Meyer (1991), for example, trace the times of excessive alcohol consumption (a sign of alcoholic abuse) back to ancient Roman culture in about 100A.D.

African societies were not exceptional from this paradigm shift from their own ways of doing things to new ones. The delocalization of cultural moral and economic aspects of Africans was evidenced by several studies. Forde (1976) he wrote that whites systems were shifting African traditional values to individual oriented. The study insisted that African societies had to use their identities in moral aspects and cope up with new invasion in their communities. The new system changed roles of African traditional family and schools to youth in society. Traditionally family trained youth to be together, have communal concern and work as a team for communal benefit which was completely different from white education system. Ayisi (1972) stated that African traditional family and schools did acquire new values that were out to control youth instead of previously supporting systems that helped youth/ students to grow according to their talents and abilities.

The new values from whites according to Mugambi and Kirima (1976) did take over and subjected African values of concern and cohesion. The new values influenced more in our societies and Africans did lose their image and identity too. Africans more specifically communities of Meru, Kamba, Kikuyu and Embu used to take local brew when sharing their issues of clan for rituals and for reconciliation times (Kombo, 2005). The new values from whites promised heaven on earth however this was not true. To Kombo (2005), beer took different meaning in that people could take beer to relax, to relieve stress because of frustrations and sometimes because of loss of family support. This new dimension in society was activated through families, schools and churches. The new values according Mwiria (2002) insisted of controlling young people in all agents of society.

Family life and school environments completely changed in the name of modernization (Kombo, 2015). Students in schools were not comfortable with controlling systems. Their views and voices are not heard or listened to (Mwiria, 2002). This puts them to a tunnel that they cannot air their wishes or grievances to authorities at home, at school or even churches. The reaction to this controlling system from students is rebelliousness, violence, drug abuse, frustrations and engaging the groups without much resistance because of their dissatisfaction of systems control.

NCPD (2015) stated that western culture came with two things cultural imperialism and social constructivism. Through western values which came through their educational systems, their values, and ways of their lifestyles and changed meanings were exposed to Africans (Ibid). In schools and churches western influence brought new dimensions through globalization (Victorial et al, 2009). Some of these new lifestyles from whites changed meanings of activities in African set up. For example, beer was used during times of leisure, rituals, reconciliation and celebrations (Ngesu, 2008). The new social constructed meaning of taking beer according to NCPD (2015) is the time to relieve stress, search for company and look for resolutions individually for personal issues. According to Kombo western values were more on individual entity than communal and this was through their educational systems which were full of control than support to youth/ students. The control system did not go well with students in schools or churches and hence such dictatorial systems did lead to formation of peers who were rebellious against control systems (Ibid). Traditionally peers were for support and encouragement to one another for communal services (Ayisi, 1972). In schools peers were formed to device a way to react to school authorities and to certain extent families who work in full support of control systems in schools.

The consequences of control systems in schools according to Kombo (2015) and Ngesu (2008) are that students have formed groups to rebel against school administration, strikes in schools, drop out of schools, overdrinking as a failure of school life, drug abuse as a way of relieving stress of school failure to listen to them and as signal that they need to be heard about their issues.

According to NCPD (2015) students are not passive recipient but active actors in society. Kombo says media through advertisements, billboards, websites, whatsapp, twitters,smses and emails has influenced youth/ students on how to react to authorities. The social constructed meaning of usefulness of beer in terms of stress, frustrations or reactionary to authorities has been copied by students (Maithya, 2009). According to Maithya, media is catalyst for students because through demonstrations of how drugs are used and why they are used, then students have acquired a way to solve their issues by copying what others are doing when in stress or frustrated by life through this social-structured system. Modern families and schools have broken down traditional perspective on formal learning in traditional set up (Mwiria, 2002). To Mwiria, schools have implemented control systems with support of parents. The control system doesn't support students to air their views, ideas or feelings. Students have felt betrayed by the whole system from top management to the bottom level. Injendi (2014) said that control system has necessitated the students to form peer groups as a reaction to dictatorial leadership.

According to NACADA (2007) modernity has trained people to move from rural to urban life. Urbanization due to cultural imperialism and social structurism systems, families have found themselves in big threats of e-communication systems, where their children are receiving information through mass media, newspapers, videos, whatsapps, twitters or smses. Children who are not passive recipients do copy behaviors from these electronic communications. Firstly from their peers who are being advertised, two reaction of their colleagues to parents and school authorities because of control systems (NCPD,2015).

NCPD (2015)stated that family life in urban centres has completely changed from traditional one. Parents are either in job, or in business or in evening classes after works. Over weekend parents have busy schedule to attend various kind of functions. This kind of nature in towns has made children to be left alone. Peers take opportunity to influence one another, families leave schools to control their children. Students due to lack of dialoguing from parents or school authorities and also learning a lot from media, then divert their frustrations to modern ways of relieving stress that is drug abuse, overtaking drinking or delinquent behaviours (NCPD, 2015, Injendi, 2014 and Victoria et al, 2009).

According to NCPD (2015) control systems do block and enclose learners to open up and hence decision making from learners become threatened for enhancement or development. Otieno (2008) holds that students are at stake because chances for them to express their views are blocked to already decided systems. In this scenario, peer influence is a force to reckon with among students while family and school entities become a stumbling block to students to air their views. It is through this that family and school control systems were to be researched on their influence among students in abusing drugs.

1.2. Theoretical Background

This study was guided by the social constructivism (symbolic interactionism) theory. The social constructivism proponent was George Mead who came out with this theory around beginning of 20th century. This theory had that reality is socially constructed through interaction of social actors. The theory has it that people create meaning(s) in a thing and when the meaning is acceptable to many people, it becomes part of reality to be used and applied. This theory is interpreting meaning to copy the reality. According to social constructivism meanings change. This theory holds that the environment people live in do help them to construct what is good for their living. The theory insists that people construct what is desirable to their wills, lifestyle according to the situation they are in. The theory does hold that man formulates what he/she desires in life depending on circumstances he/she finds in.

The family lifestyle has also been influenced by socially constructed reality which ended up effecting youth who are in schools. The changed lifestyle through social media and western education has badly affected students because no control of what is flashed in screen, a reality constructed by man through new meanings of life after westernization lifestyle.

1.3. Conceptualization of the Study

Modern families have been influenced by western values and styles of living. This has even gone to level of caring and interacting (Maithya, 2009). Today parents have little time with their kids or no time (Ibid). Such scenarios have given youth / students time to indulge to all lifestyles especially flashed programs in screen, (Kombo, 2015).

Students have become drug users due to negligence of parents and being hardly at home to monitor their children. The researcher after the study, he found out that the scholars approaches of postmodern would rescue the situation at schools where the teachers would handle students with care, love, empathy, guidance and interactive teaching in classes, clubs and even in open forums for more advice and sharings (Kombo, 2015 ; Maina, 2010; Ngesu, 2008;Maithya,2009).

1.4 Contextual Background

Traditionally, beer had vital role to the community /society. It was hard to find people taking beer carelessly or irresponsibly, (Ndeti 1972). According to Ndeti, people were engaged to traditional beer in times of celebrating an occasion, could be birth of a child or a new wife in a family. Other times could be leisure times, during rituals or initiation rites or mourning. Men could gather together to enjoy and thank God for wonders and blessing they have got from him. To Mbiti (1969), beer taking was a time for communal cohesion and deep sharing for the people about their history and how fore parents guided them to do when having such occasion. To Mbiti, it was time for openness and solidarity of family members, or clans or extended family.

Ayisi (1972) he claims that Africans did not have an occasion for traditional beer for nothing. It was not easy for old men to gather and start taking traditional beer irresponsibly. Ayisi contends that even if it was for leisure, men could have special sharing like how do you see our community going on, or our clan, or our children or any other aspect of the community. Mbiti(1970) supports this argument by saying that in traditional beer taking there was so much discipline and respect in the place of taking such that one to act contrary was ashamed. Mbiti (1970) adds that tobacco, miraa or bhang taking were shared in completely different environments where women or young people could not come in anyhow.Those sharing grounds (Idowu, 1973) were respected and one could go there at a particular age and after acquiring certain status in the community particularly marriage and having a number of children and years in family life. So beer taking was socially and culturally respected drink and was taken with a lot of honor, respect and was purposeful drink.

Kombo (2004), states that due to western education and globalization African traditional values were challenged and delocalized. Kombo (ibid) continues to say that cultural imperialism brought new meanings to African beliefs and practices. NACADA (2007) claims the socially- constructed reality in name of modernization through schools, churches and media has demonstrated that beer taking is no longer a communal affair but individual preference by choice against old forms of bonding and solidarity of Africans.(Mbiti,1970; Ayisi;1972, Gyekye;1996).

Mwiria (2002) state that African values have been eroded and replaced with individualism culture which puts one in a drift of products consumable via personal choice. According to Kombo (2005), above explains why there are opposing views in regard to meanings attached to alcohol and drugs. Globalization is imposing a uniform lifestyle in the name of modernization and this poses threats to Africa communities since it erodes cultural- social entities. The new entities promoted through education and media is an autonomous one and has despised local values, beliefs and practices. According to Maithya(2009) an African person is not a passive consumer of messages but active and creative being who uses the message to construct his own local meanings about new developed culture and identity.

Kombo(2005) claims that traditional societies had disciplined way of taking beer when in leisure, sharing, celebrating and for social cohesion which has been replaced by modernized styles which regard beer taking or drugs as a way of stress treatment, resistance to certain authorities, times of frustration, lack of family support, cure for unemployment and copying what is happening in media world. This modern way makes one isolated, autonomous, and an uprooted identity who craft responses to new complex environment.

NCPD (2015) stated that western education has imposed whites' values in school, churches and media through control system. The control system has forced students to take information without questioning or airing their views. The parents have the same view with the school management. The students /youth have formed peer groups in order to have ground to be listened to. The peers lack resources and hence the alternative is only to react to control system through strikes, violence's, drug abuse or over drinking as escapement of their frustrations and not being valued who they are. Students, who are also at disposal to e-information, have also found social constructed meanings of reality when one is stressed. Through peers many students have joined such groups without proper guidance because at family level students are not listened and in school students are dictated what to do and hence peer influence to students became a factor to reckon with while family and school use control system which has frustrated students to an extent of engaging to reckless life style like abusing drugs, over drinking.

From County Director of Education reports (2015), it indicated that monthly reports from secondary school heads from Kangundo and Matungulu Districts do show frequent indiscipline cases of violence, strikes, demonstrations, destruction of schools, student's abuse of drugs and even high drop out of students from schools. The County Director reports did show that drugs business are everywhere within the two districts more than other districts in the same county. The report insisted that a lot of surveys are needed to be done to show why the business of khat and miraa has thrived that much in the area. The year (2015), heads of secondary schools had a meeting that claimed that the two districts of Kangundo and Matungulu issue of drugs is a matter of concern to the educationalists and all other stakeholders of the area.

1.5. Statement of the Problem

The threats of drugs among the students / youth today cannot be ignored by educational stakeholders (NACADA, 2007). The knowledge about drugs among students should be sourced from scientific data (Republic of Kenya, 2015). Kombo (2015) insisted that usefulness of research to help stakeholders of schools to address issues of drug abuse among students is paramount and crucial.

The County Director of Education in Machakos (2015) report showed that no scientific study has been done to address issues of drug abuse among secondary school students in Kangundo and Matungulu Districts. In this study, researcher felt the issues of drug abuse could not be ignored in the society if it's mindful about her future leaders who currently are in secondary schools. It was from this perspective that students indulgence to drugs should be treated with seriousness it deserves in order to rescue youth / students from yoke of drug abuse and hence this study did find out how family background do influence secondary school students to drug abuse.

1.6. Purpose of the Study

The purpose of this study was to establish the influence of family background on students' drugs abuse in secondary schools in Kangundo and Matungulu District

2. Literature Review

2.1. The Family on How it Influences Students to Abuse Drugs

Traditionally, according to Mbiti(1969), family was basic unit to impart communal values. To Mbiti (ibid), family laid firm ground for youth/students to have deeper understanding of working together as a team in a family, clan and community. Ndeti (1972), says that family was the beginner of influencing communal lifestyle among the youth /students and opening their mind to understand their roles in communal spirit and also activities they should engage in as a team were to encourage peers work together (Ibid). In this study, the researcher wanted to establish whether the modern family way of bringing up children has similarities and differences with traditional family way of caring children, and also find out whether modern family could adopt some ways children were brought up traditionally.

Kenyatta (1978), states that the family traditionally, used to initiate youth/studentsto a familyhood life, communal interests, and protection too. Kenyatta (ibid), insists that youth were told to be open to one another through support system and often respect to elders and mentors. According to Mugambi and Kirima (1976), family used to initiate youth how to live, as people with one goal that is communal oriented spirit. To Idowu (1973), family was the foundation for upbringing youth to basic knowledge and skills that prepare them for their future career. In this study, the researcher wanted to know whether modern family does encourage youth to have communal spirit or it encourages individualism style of living.

Mbiti (1969), Idowu (1976), and Ndeti (1972), say that the youth promotionto next stage by family members, clan and communal mentors, used to have celebration involving beer taking as a social cohesion and solidarity among members of the community. Youth grew knowing beer had value of social oneness, and could not be used aimlessly or recklessly in the society. In this study, the researcher wanted to establish whether modern family does train youth on how to avoid beer taking when not mature or responsible for their lives.

The modern family according to Nyambe (1979), family began to lose traditional African values, through western education, which aimed at state citizen rather than communal oriented individual. Family lifestyle through cultural imperialism changed meaning of caring youth/students to school systems which had a lot of control impositions at other supportive system. Kombo (2005) says modern family supports school systems of control which deters youth/students against asking authorities on policies and regulations of governance. Kombo (ibid), youth/students are at disposal to access electric culture which exposes them to production of consumable goods, like beer, cigarettes, miraa and other kinds of drugs. To Kombo, (2004) youth are not passive recipients to these advertisements which are taken when people are stressed or frustrated. Due to family life style in towns, Kombo (2005) families are too busy at work, weekend functions, evening classes and friends' activities. To Kombo (ibid), youth/students being left free to view televisions, where all sort of advertisements are flashed on screen like drinking beer when stressed, smoking bhang when singing pop music, taking miraa while selling to others and over drinking, when frustrated inlife. This social constructed meaning of beer and smoking has penetrated to minds of youth/students due to negligence of urban families (Ngesu, 2008). In this study, the researcher intended to establish what traditional values could be adopted and aid the modern family living in towns so as to avoid the current negligence of youths living in urbanized centres.

Kamuyu (2005), states that families have found big resistance from youth/students due to family authoritarianism. Parents are not ready to listen youth/students'views but to support control system through school governance. Youth after lacking proper guidance from parents, have joined peers who are reacting against any control system (Kamuyu, Ibid). in this study, the researcher wanted to know how traditional youth grew knowing how to respect parents / elders and their mentors and whether the modern families could integrate some traditional values with modern families in order to bring balanced youth.

Kombo and Wachira (2005) have said that modern families have encouraged school system to control their youth/student and hence youth have ended up having no one to listen to. Family due to nature of western education traditional African values have been eroded and replaced by white ones who emphasize individual oriented entity against community oriented spirit (Kombo 2005 et al, ibid).

Kombo (2004) states that delocalization of African family values has changed social structure of meanings of activities in society, for example; beer taking traditionally to Kamba community was used for reconciliation, initiation rituals, mourning and leisure time. Today it has been made individual affair and stressful cure. Youth who are reacting to family governance, have found comfort in such goods through viewing media and copying celebritiesin all terms of electronic communication (Kombo, ibid).

The post modern views about family's life style have following thoughts. NACADA (2007) inher study did find out that students/youth are engaged to drugs abuse or over drinking due to family negligence and some parents being absent from family issues to address. According to NACADA (2007), youth/students have been left alone to care for themselves and hence took advantage to copy all sorts of characters and disposed their stress of control system of their parents. NACADA (ibid) states that family should give students/youth freedom to air their views/grievances and be counseled friendly in order to mature in making wise decisions. In this study, the researcher wanted to establish how modern families could adopt some traditional family values to help them to guide and counsel their children especially listening their views to avoid reactionary attitude from youth.

Kombo (2015) family should be conscientized to be sensitive to students/youth and avoid dictating toyouth but give them freedom to share their crucial issues about life. Kombo insists family should have outings to share, listen and guide their youth/students and create friendly atmosphere with children and avoid forcing things on students. Through this according to Kombo, youth/students would grow fully/integrated and decisive to matters pertaining their lives.

The researcher intended to find out how modern family has influenced youth/students to drug abuse.The study has found that modern parents have minimal time with their children which has created a chance to youthto expose themselves to all sorts of behaviors through media or copying celebrities through electronic communication where some are drug abusers.

The post modern scholars encourages families to have outings or occasions when they share and guide their children and even allow them to air their views, ideas and perceptions about issues in life. Parents should guide their children with empathy and love so as develop them with maturity to make wise decisions when faced with moral issues.

3. Methodology

3.1. Philosophical Underpinning Methods

The researcherin this study did usethe two philosophical schools of thought which are positivism and constructivism. The two schools of thought present epistemologies that have different ideas of what constitutes knowledge (Creswell, 2012). Creswell (Ibid), states that positivism is a philosophical stance that emphasizes that knowledge should be gained through observation and measurable facts and this was true with this study where students respondents data was analyzedto get their facts about how peer groups, family and school environment do influence them to abuse drugs. Orodho (2012), states that constructivism has that reality is a socialconstruct and this came out well in this study with responses from teachers heads of schools, PTA chairs and BOM chairs on how peers have formed a reality that has influenced other students to drug abuse.

To Orodho (2012), the aim of constructivist research is to understand particular situations, and gather ideas about interaction of people and solve social problems of the target groups and this applies well to this study where the researcher wanted it known on how social-cultural issues influence students to abuse drugs. In this study, largely it relied on socialconstructivismmethod to collect data. However positivismmethod was used for students in order to triangulate its data with collected qualitativeone from teachers, heads of schools, PTA chairs and BOM chairs.

The study used descriptive survey method to investigate the social –cultural factors influencing drug abuse in the study locale. Therefore, this study fits as a survey because it seeks to find out and describe opinions, attitudes, beliefs and knowledge of the PTA Chairs, BOM Chairs, students, teachers and head teachers about the problem of drug abuse in the study locale of Kangundo and Matungulu districts.

3.2. Location of the Study

Kenya has forty seven (47) counties and one of them in Machakos County, in turn it has eight districts which are; Machakos Central, Athi-River, Kathiani, Mwala, Yatta, Masinga, Kangundo and Matungulu. Kangundo and Matungulu districts have been chosen for this study because of magnitude of the issues concerning drug abuse among students are in increase (County Director Machakos Report, 2015). The two districts have no scientific study that has been done to help to address the social-cultural factors influencing students.

3.3. Population of the Study

The target population of this study was4,734 comprising of PTA chairs, BOM chairs, teachers, students and head teachers in schools inKangundo and Matungulu districts. This target population was obtained by getting a list of all secondary schools and their representative PTA Chairs, BOM Chairs, teachers and students populations from the Machakos County Directors Office 2015. According to this list, the sum of all teachers and lastly sum of all head teachers are added to get the target population (4,478 total students +242 total teachers and 14 total headteachers, 14 PTA chairs, 14 BOM chairs = 4,762i.e. target population).

Students were targeted because they are the ones who are influenced by peers, family background and school environment and start abusing drugs and hence they were the key respondents in the study. Students being victims of drugs abuse, they are crucial in giving data that would show where they are trapped to become drug abusers.

Teachers were targeted because they are the ones who handle these students once they are influenced and start abusing drugs. Teachers play a vital role in solving and advising the students on this challenging habit of drug abuse and therefore teachers stand a better chance to give information on how students become victims of drug abuse.

Head teachers are administrators of the schools and are key in decision making and therefore their role could not be ignored especially where drug abuse is becoming vibrant in schools, their views are crucial to be listened to. Heads of schools are most reliable respondents who could point out why the situation of drug abuse has become alarming in schools and how to respond to it.

Chairs of Board of Management are important people who help in management issues and formulation of policies to run schools. They do sit in discipline committee's especially grave cases of students and therefore their ideas are quite vital and are equally important because they know loop holes of schools systems.

Chairs of Parents and Teachers Association are relevant for this study because, they are parents and also they are key stakeholders in school management. They do help in discipline cases and even advice head teachers where necessary about students behaviour and even suggest measures to be taken upon students who are at wrong.

3.4. Sample Selection and Sample Size

3.4.1. Selection of Schools

The list of all the secondary schools in Kangundo and Matungulu were obtained from the County Director's office Machakos by the researcher. The researcher noted that Kangundo has six (6) schools while Matungulu has (8) schools making a total of 14 schools. In Kangundo District there are two (2) girls school, 2 boys secondary schools and two "(2) mixed schools while in Matungulu there are three (3) boys schools, three (3) girls schools and two mixed schools (2), (Machakos County Directors Office, 2015).

3.4.2. Selection of Students

The student population in the sample was first sampled into classes of form one (1) two (2) three (3) and four (4). The students per class were arranged according to the serial numbers or admission numbers in their class registers starting from smallest number to the highest. Then by dividing the total population of students per class with 15, the sampling interval (for instance K^{th}) was obtained by selecting of one student to the next by use of systematic random sampling. Then every K^{th} (sampling interval) student from admission register in the class on the list was selected. For instance, in a class of one hundred and sixty five students in form two in J high school, the eleventh student (11th) was chosen to make a sample of fifteen (15) students. In the case of thirty five (35) students in form three in M mixed secondary school, the selection of the required sample of 15 students were done by selecting every second (2th) student in the admission class register.

Thus, from each class, fifteen (15) students were randomly selected by systematic random sampling and hence making a total of student sample size to be seven hundred and eighty (780) in the two districts.

3.4.3. Selection of Teachers

Out of 842 teachers, eight teachers were selected from schools selected through purposive sampling based on experience. Using school records, eight longest serving teachers were expected to be knowledgeable about drug abuse by students in any particular school. Hence, they provided a lot of information that is real. Teachers who have stayed in the school longest know more details about this vice in their respective schools. They have witnessed students who have been influenced by drugs.

3.4.4. Selection of Head Teachers

In each of the schools to be selected, the head teacher was be selected to participate in the study. Hence a total of thirteen (13) head teachers were purposively selected for the study. The head teacher rank puts him or her in a position of administrator in that particular school. It was the head teacher who kept secrets of students who have been influenced by drugs and hence their views and ideas about the problem of drug abuse was important.

3.4.5. Sample Size

The sample size was 780 students in the schools that participated, 104 teachers and 13 head teachers in schools and 13 PTA Chairs and 13 BOM chairs to be sampled. The total sample size was nine hundred and twenty three (923) respondents

3.5. Data Collection Instruments

The study employed both the quantitative and qualitative multi-technique approach of data collection in order to get a holistic picture of the problem of drug abuse in Secondary Schools in Kangundo and Matungulu districts. This study used questionnaire, interview schedules and focused group discussions.

3.5.1. The Student Questionnaires

A questionnaire was administered to all the sample students (see appendix). The questionnaire had open-ended questions which were useful in seeking opinions and views from respondents. Orodho (2005) says open – ended questions do stimulate responds to think about issue at hand and express their deeper feeling on the issue at the stake.

Questionnaire method was used to obtain information from students because their number is large. This questionnaire enabled the researcher to collect a large amount of information from students in a reasonably quick space of time. The anonymity of questionnaire was ensured because students were not supposed to write their names on questionnaire and this helped to produce more candid answers.

3.5.2. Interview Schedules

The interviews were conducted to heads of school, teacher in charge of guidance and counseling department, teachers and student leaders of each school, PTA Chairs, BOM Chairs. The teacher in charge of guidance and counseling was among eight teachers selected in each school and student leaders were among 60 students selected in each school.

The importance of interviews was to allow the researcher to investigate and prompt things that one cannot observe (Wellington,2000). Interviews enabled the respondents to give their account of situations which they have lived, gone through or seen. Lofland and Lofland (1984) posit that interviews are justified on the grounds that they are suited for the occasions where the questionnaire is limiting more information. The interview guide was employed to help the researcher elicit verbal responses from students. Use of interviews helped the researcher to probe the respondents and therefore get in-depth information.

Through using interviews, the researcher obtained information on the interviewee's thoughts, values, prejudices, perception and perspectives on factors influencing the questions in interviews were open-ended. Such questions are flexible and this aspect allows for probing and consequent production of in-depth data (Wellington, 2000; Crossley & Vulliamy, 1997). For every class two FGDs were formed comprising of 7 and 8 students from Form I to Form IV and a total of 8 FGDs were formed whose responses were compared.

3.5.3. Student Focused Group Discussions

Focused group discussion method was used on students because of the fact that they make the interviewees feel safer and more at ease with their peers who assist in jogging their memory and thoughts as the discussion proceeds. The students felt free to give responses on how peers, families and school environment to influence students to drug abuse.

According to Mwiria and Wamahiu (1995) FGDs are best suited for obtaining qualitative data. The two authors explain that FGDs are effective for briefing out issues with education significance that may be considered sensitive by the members. The researcher considered drug abuse as sensitive topic which made FGDs very suitable as data collection instruments. FGDs were utilized to get the students views on social-cultural factors influencing secondary school students to drug abuse.

3.6. Data Analysis

This study took a quantitative orientation where qualitative analysis was used at arriving at descriptions of data from the three instruments of interviews, focused group discussions and questionnaires. The results were tabulated for easy interpretation so as to explain and interpret the various results given by the respondents. Finally, there was triangulation of data given by the various respondents. This was where there was comparison of responses to similar themes or objectives given by the different respondents in order to find out how they concur or differ. Strauss and Corbin (1990) explain that qualitative research was very important in producing findings which could not be arrived at by means of statistical, procedures or other means of quantification. This was supported by Stake (1978) who avers that data gathered through qualitative research were rich with detail and insights into participant's experiences of their world, and therefore more meaningful.

Alongside with qualitative data analysis, any quantitative data which emerged especially with the student's questionnaire were analyzed and interpreted through simple statistical tools. This was where such data were organized, coded and manipulated using statistical package for social sciences (SPSS) version 24. This entailed data conversion into frequencies, percentages and bar graphs. The qualitative data from all respondents was categorized into themes according to study objectives and described respectively.

4. Data Presentation and Interpretation of Findings

4.1. Demographic Information

This section gives demographic information on respondent. Data were gathered from students, teachers, head teachers, PTA chairs, and BOM chairs in Kangundo and Matungulu Districts of Kenya. The study sampled 13 BOM chairs, 13 PTA chairs, 13 head teachers, 104 teachers and 780 students from 13 secondary schools in Kangundo and Matungulu Districts. All selected respondents did participate in the study. The response was 100% because of a good rapport by the researcher with the respondents during the research task.
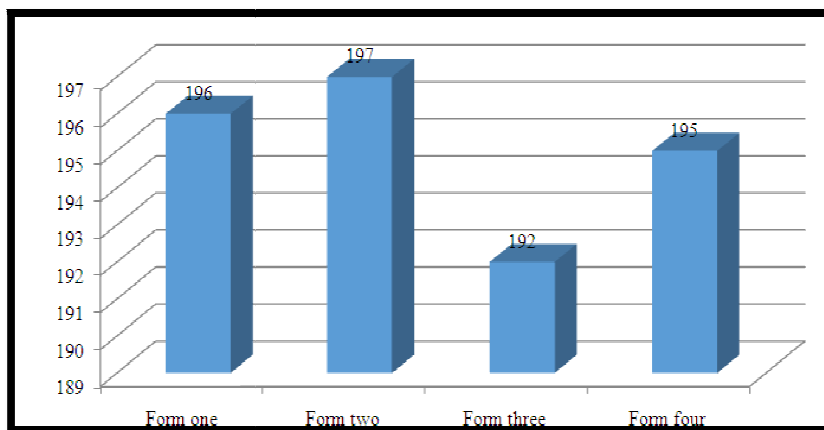
Figure 1: Shows the Class Levels of the Students

Figure 1 class levels of the students who participated in the study. The figure illustrates that 196 (25.1%) students were in Form one, 197 (25.2%) were in Form two, 192 (24.6%) were in Form three while 195 (25%) were in Form four.

Gender	Number	Percentage
Male	482	61.8
Female	298	38.2
Total	780	100

Table 1: Gender Frequency

Table 1 shows that boys were 61.8% and girls were 38.2% who participated in the study.

4.2. How Family Background Does Influences Youth / Students to Abuse Drugs
In order to find out how the family background influences the students / youth to abuse drugs, the researcher gave the students questionnaires to fill and they gave the following responses:-

Responses	Number	%
Poor models from family members who are involved in drug usage and business of the same too.	770	98.7
Parents discuss importance of drugs like miraa / khat in the presence of children.	320	41
Some parents have curtails with youth on how to transact drug deals with users.	200	25.6
Some drugs like miraa, khat and bhang are taken as a lifestyle by some parents and hence influence their children to the same.	500	64.1
A number of parents work far from home leaving their children without proper supervision, a situation that leads them to social deviations like drug usage, sex, drinking and other pleasures of life.	250	32

Table 2: Students Responses

From Table 2, it's clear that poor models from family members has influence youth / students to drug abuse with 98.7% (770), while some drugs are being taken as a communal lifestyle like miraa, khat and bhang with 64.1% (500). About 41% (320) of students did say that some parents discuss the importance of drugs in their presence. A number of parents do work far from home leaving their children without proper supervision with 32% (250) while 25.6% (200) of parents have curtails with youth to transact drug deals with users.
In order to know the students views on how family background does influence students to abuse drugs, the researcher held focus group discussion with them and they deliberated the
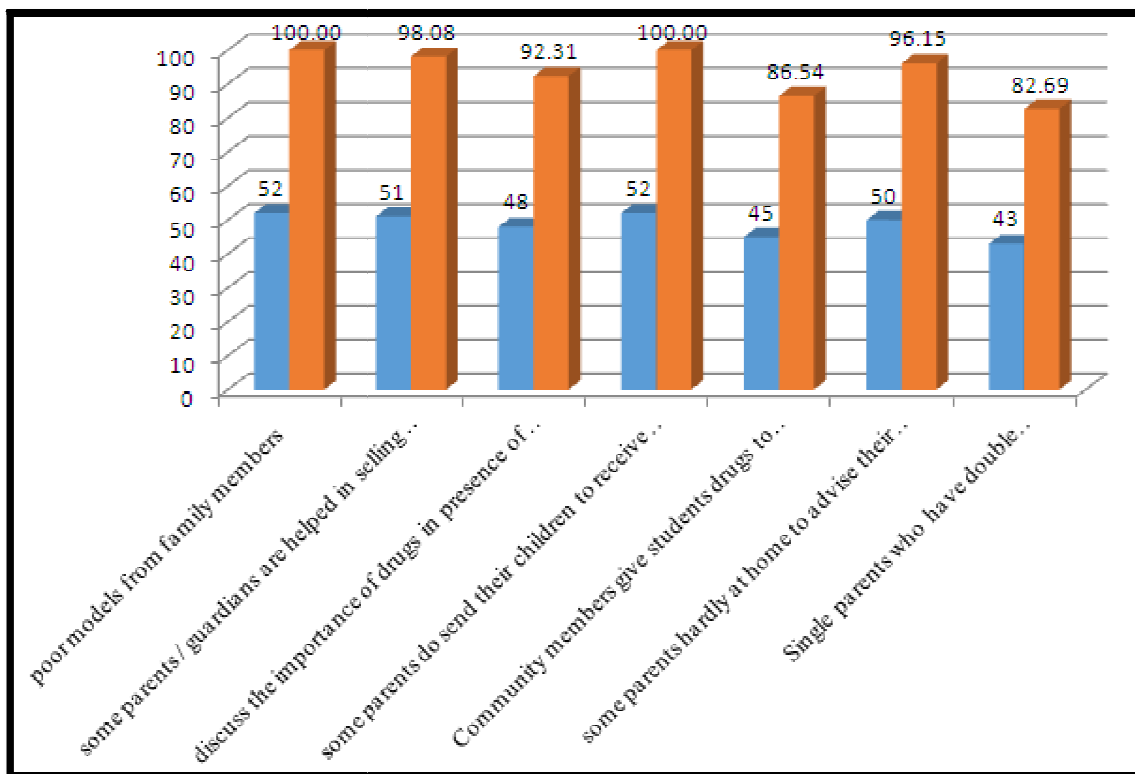
Figure 2: FGDs on Family Background

Figure 2 shows that in 100% of the FGDs, students claimed that they have poor models from family members who take drugs like miraa, khat and bhang publicly which out of curiosity some copy this habit. 98.08% of the students insisted that some parents / guardians are helped in selling these drugs like miraa, khat, beer, cigarettes by some students and in due course because of lack of proper supervision, some of their children end up taking drugs. 92.31% of the students mentioned that some parents do discuss the importance of miraa or khat taking, in presence of their children and therefore students out of curiosity start taking drugs, students added.

100% of the students pointed out that some parents do send some of their children to receive the drugs from transporters and this gives the students a chance to test the drugs especially miraa or khat or cigarettes. 86.54% of the students further reported that some community members give students some drugs like miraa or bhang to transact with commission and this has made some students to be drug users. Some parents are doing well in the business of transacting drugs (miraa / khat) and this has influenced some students to engage in business.

96.15% of the students went on to say that some of their parents are too busy and they are hardly at home to advise their children about drugs and due to lack of proper formation, some students engage in drug usage. Some parents work far from home, leaving their children to manage their lives who when visited by their colleagues and are drug users do influence them for the same. 82.69% of the students pointed that single parents who have double responsibilities are too busy and lack time to spend with their children and this gives children freedom to interact with all kinds of people who some of them influence children to become social deviants like being drug users, drunkards, delinquents and sex indulgers.

In light to know how family background influences students to drug abuse, the researcher held an interview with student heads and they commented the following;

Students heads pointed out that some parents are drug users and their children easily copy this character of taking drugs. Students heads insisted that some parents are in miraa business and their children help them in this business, a situation that creates a curiosity of children to test drugs and become vulnerable as addicts of the same. Miraa business is highly paying and some students have curtails with community members to transact such engagements with their fellow students with commission, students heads added.

Students heads claimed that some drugs like miraa or khat are not restricted to be used publicly and therefore some students use drugs without fear. Some parents do not supervise their children what they do and children take this advantage to use drugs and when parents realize the habit from their children it's too late to control, students' heads insisted. Students heads held that some parents are too busy with business engagements, leaving their children to lack proper guidance about life issues especially drug usage which can be destructive to their lives.

Further, the teacher views were sought on how family background influences students to abuse drugs, the researcher held an interview with them and they gave following sentiments;
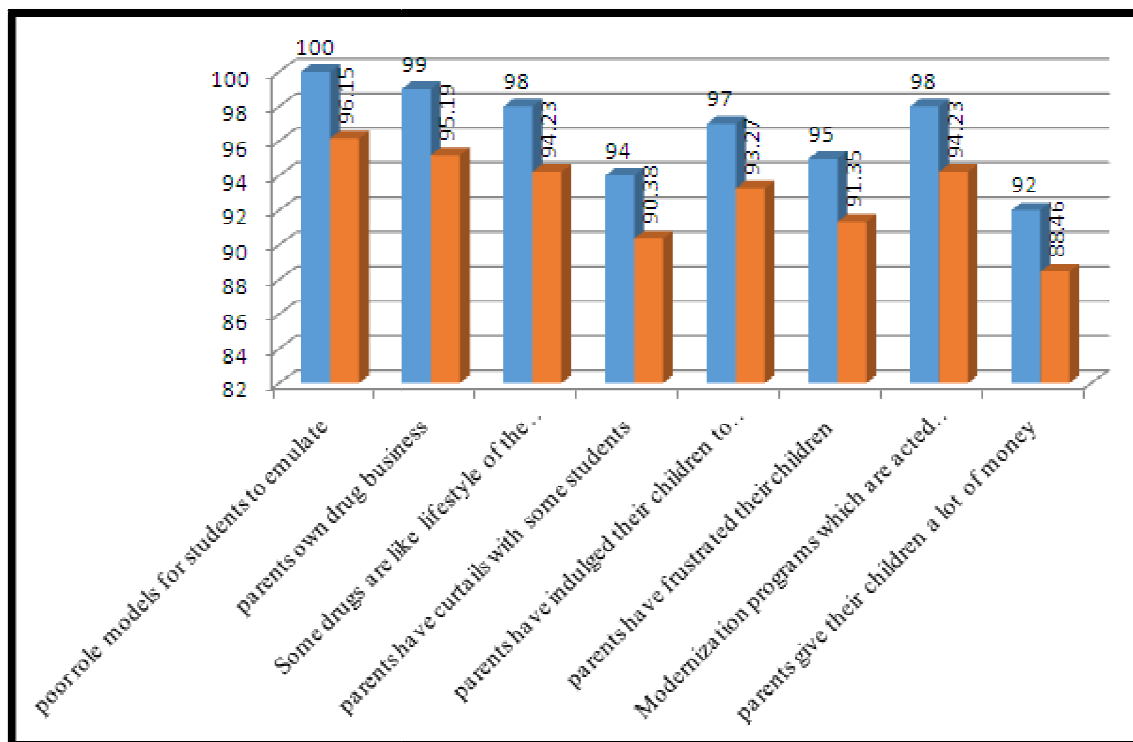
Figure 3: Teachers on Family Background Influence

Figure 3 indicates that 96.15% of the teachers pointed out that some parents are poor role models for students to emulate since some parents are drug users, drunkards, miraa users and these influence students to be the same. 95.19% f the teachers insisted that some parents own drug business of miraa, bhang, khat and cigarettes, and such businesses are tempting to students who have high feeling to test the drugs. 94.23% of the teachers added that some drugs are like lifestyle of the community, for example, miraa, khat and bhang are community used, teachers added.

The figure further shows that according to 90.38% of the teachers some parents have curtails with some students who transport drugs dealings and in turn do sell the drugs to the other students. Indeed 93.27% of the teachers had claim that some parents have indulged their children to drugs selling in their kiosks and shops opening a way to children to become drug users. Yet 91.35% of the teachers said a number of parents have frustrated their children who have ended up in taking miraa or drug users as a refuge, teachers commented.

Modernization has come up with programs according to 94.23% of the teachers, which are acted by drug users and these programs are flashed on screens at home where parents have left their children free to view them and due to lack of proper guidance, some children have been allured to drug usage, teachers insisted. 88. 46% of the teachers held that some parents do give their children a lot of money which attracts them to spend on drugs or other societal deviations.

To find out the views of heads of guidance and counseling on how family background do influence students abuse drugs, the researcher held an interview with them and they said the following;
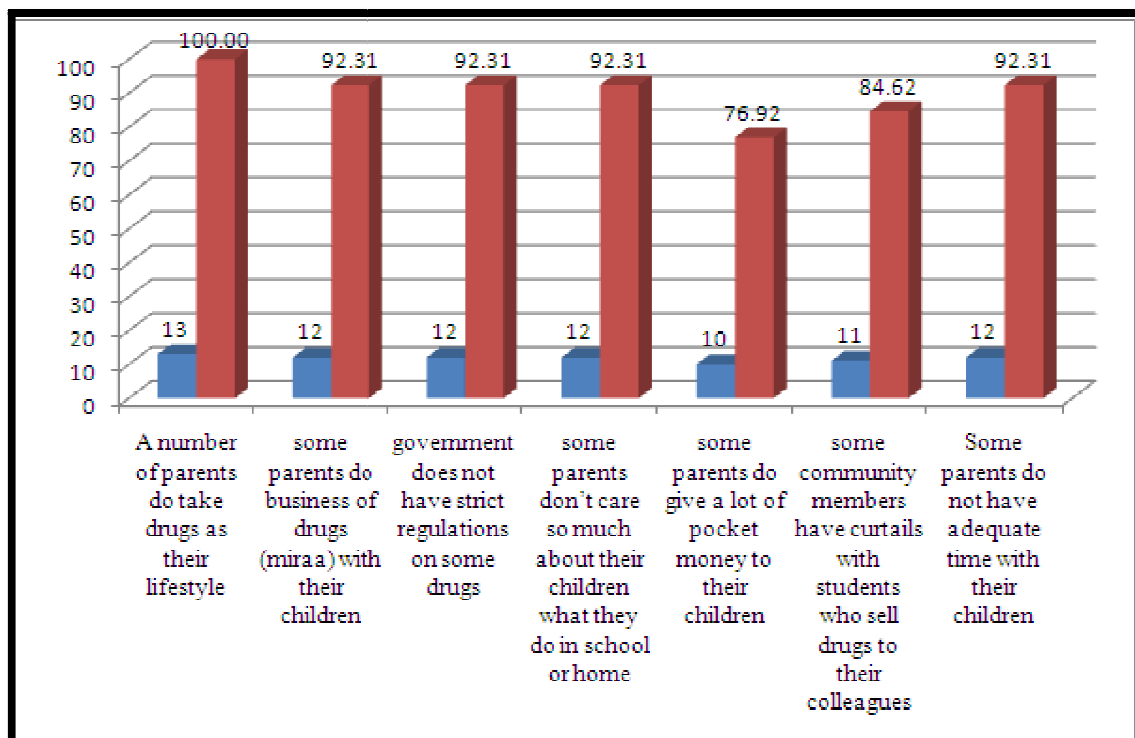
Figure 4: HOD Guidance and Counselling on Family Background

Figure 4 gives the opinions of HOD for guidance and counselling, and 100% of them said that some parents do take drugs as their lifestyle especially miraa or khat and therefore their children copy this habit since their parents take it as a normal life. Moreover, 92.31% of the heads of departments pointed out that some parents do business of drugs (miraa) with their children and out of curiosity their children do test the drugs and recruit others too. Still 92.31% of the heads added that government does not have strict regulations on miraa in terms of farming, selling and using it and this has opened a loophole to students to take it since parents have no control over it.

Yet still 92.31% of the heads reported further that a number of parents don't care so much about their children what they do in school or home and due to this children / students take advantage to indulge in drugs because no supervision for them. 76.92% of the heads commented that some parents do give a lot of pocket money to their children and this has helped students who use drugs to buy them without strain. Whilst, 84.62% of the heads of departments insisted that some community members have curtails with some students by giving them commission who in turn sell drugs to their colleagues especially bhang and miraa and this makes this business keep on growing. Lastly, 92.31% of the HODs added that some parents do not have adequate time with their children and hence children are left free to choose their preferences and many times some choose social deviations like drug abuse, sex, reckless clothing and overdrinking.

On that note, in an interview with one of the heads of guidance and counseling on how family background influences students to abuse drugs, she commented that Students abuse drugs due to parental negligence and arrogance. Some parents to give their children a lot of pocket money aimlessly. Children are eager to take drugs but are equally ignorant about the dangers of abusing such drugs since parents have not properly guided them. Students also abuse drugs due to lack of inadequate parental supervision and concern (Personal communication with female teachers, Kangundo, July 15, 2016).

In order to find out on how family background influences the students to abuse drugs, the researcher held an interview with heads of secondary schools who deliberated the following;

The heads of schools pointed out that some parents are drug addicts like miraa, khat and bhang and therefore for them to control their children not to indulge to drugs might not be easy since they are not models. A number of parents own miraa / khat business and hence it's hard for them to tell their children miraa / khat drugs are bad, heads of schools added. Heads insisted that some parents do leave their children in their business of drugs and this gives their children an opportunity to test the drugs.

Heads of schools further reported that some parents do have curtails with their children to sell drugs to their colleague drugs users and this opens up a ground for their children to be users of drugs as well. A number of parents have mobile business of selling clothes and this gives their children who are students freedom to indulge to what they see or experience.

In an interview, the research sought the views of PTA chairs on how family background influences students to abuse drugs and they commented the following;
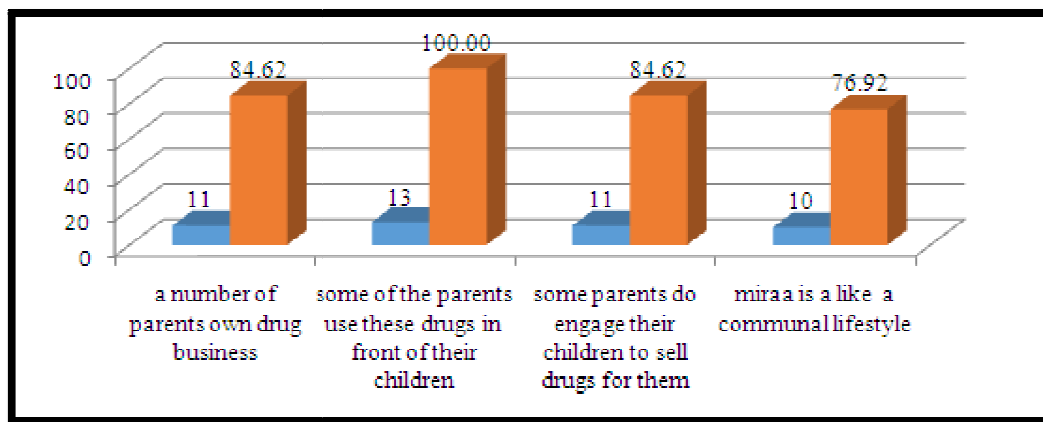
Figure 5: Chairs of PTAs on Family Background Influence

Based on Figure 5, 84.62% of the chairs of PTA reported that a number of parents own drug business like miraa, khat, cigarettes and bhang and 100% of the PTA chairs noted that some of the parents use these drugs in front of their children a situation that attracts their children to do the same. Moreover, 84.62% of the PTA chairs added that some parents do engage their children to sell drugs for them and this opens up a way for them to become users. Lastly, 76.92% of the chairs of PTA added that miraa is a like a communal lifestyle and nobody condemns it and therefore children / students see no reason to be prohibited.

In order to find out the views of BOM chairs on how family background influences students to abuse drugs, the researcher held and interview with them and they commented the following;

The BOM chairs pointed out that some drugs are like communal lifestyle like miraa, khat, bhang, beer and hence children do take drugs a normal lifestyle. Chairs insisted that drug business is everywhere with a good number of parents and therefore their children see it as a good business and a drug to use. Chairs added that some parents even do leave their children to drug business to transact for them at early stages which attracts children to be drug users. Chairs further reported that a number of parents own video show rooms where all kind of drugs are used in DVDs and this makes children out of curiosity to act the same. Chairs revealed that parents have no control on what is flashed in screens at home and children when they see these advertisements of sexy actors, drug users and drunkards they try to emulate as well.

5. Discussion of Study Finding

5.1. How Family Background Does Influence Students to Drug Abuse

From study findings it was established that students responses did claim that traditional African family had the mandate to instruct and impart youth/students on how to live according to societal expectations and wishes without having any social deviations like over drinking or reckless behavior. This claim was supported by Mbiti (1969)   who said that the traditional family had a duty to impart knowledge to youth so as to get communal values.

The teacher's responses about traditional African family did say that family did initiate youth to communal lifestyle and that family did begin to open eyes to youth to see their roles in society. This argument was supported by Ndeti (1972) and Kenyatta (1978) who said that an African family did initiate youth to morals and values of society.

From head teachers, they did claim that in African family had a lot of roles to youth/students. Heads said that family used to advice, guide, and counsel and instruct youth their roles in family, clan and community at large. This comment of heads was supported by Mugambi and Kirima (1976) who said that youth was brought up with an open mind knowing their roles, duties and responsibilities from family and community level.

On side of parents and teachers associations and Board of management chairs, they did hold that an African family did prepare and support youth to become future leaders and cherish their future careers too. Idowu (1972),Mbiti (1969) and Kenyatta (1978) said that African family had to train youth/students with mind of becoming future leaders, cherishing their careers and being communal custodians too.

In modern times, family role for youth/students was delocalized. From students and students' leaders' responses, they did say that modern families are full of dictatorship, control and command to students/youth. Students added that parents are not interested to listen youth to air their views. Youth/students responses were supported by Nyambe (1979) who said that African values were delocalized through modern family which has been influenced by western education and church services.

According to teachers, responses, they claimed that modern family has formed youth/students not to question or air views to authorities except to hear seniors, something that has frustrated students and lead them to engage to drugs or sex lifestyles. This was supported by Kombo (2005) and Kamuyu (2005) who said modern family doesn't give a room to youth/students to air their views and hence students have remained stressed to an extent of relieving their disappointments to modern leisure ways like taking drugs, overdrinking, and sex.

One side of head teachers responses on modern family, they said that students/ youth have been formed with

youth/students to parents. Kombo and Wachira (2005) support heads comments and said that youth/students from modern family have been formed to be independent, to listen command of seniors and be submissive always to authorities. Kombo (ibid)   says this has frustrated youth/students who have ended up in social deviations like drugs and over drinking.

From chairs of parents and teachers associations and board of management chairs responses claimed that modern family has formed youth/students to be independent in social life and always to listen command of Seniors especially from parents and school government. Heads claimed that this has frustrated students to an extreme of engaging to drugs due to stress of family control system. Kombo (2004) argues that modern family has lost African values of support system to control system that dictates commands and controls youth/students to do as per parents dictate them to do. Youth reaction to this to Kombo (ibid) has been that of violence, drug abuse or over drinking.

The post-modern family according to responses from students, teachers, heads of schools, chairs of parents and teachers' associations and Board of management chairs were that post-modern family to need given students/youth platform to air their views, ideas, grievances and issues. Respondents did add to say that students need to be given ground by post modern family time to share and be counseled to make wise decisions especially issues of drugs and group to join in life. These arguments were in support by NACADA (2007) and Kombo (2015) who said that post modern family need to give their children time to share, ask issues about their lives and freedom to air their views and ideas as well. To Kombo (ibid) this would diminish issues of drug abuse, over drinking reckless behavior among youth and students.

5.2. Conclusions

Family has been found too an influences to the students for abusing drugs. Good number of parents have been found busy with miraa business, engage their children to sell miraa drugs for them, some parents are drug abusers and hence poor models for their children. Families have been found from study, have lost African values of team work which have been replaced by individualism preferences and choices. Electronic information through media has been great influencer to students in families where most of parents are busy in work or business premises and hence children do take advantage to view televisions without control where all kinds of advertisements are flashed in screens. Consumer culture is highly promoted in advertisement against production culture which has been there previously. Students at home are at accessibility of media or video shows which do advertize consumer culture and hence students vulnerable to the adverts. Family laxity on children has lead to social deviations of children like engaging to drugs, over drinking, sex, funny dressing and reckless behavior.

5.3. Recommendations

- Ministry of education should initiate life education skills among schools so as to help students to develop, mature and be integrated in times of difficult situations especially when faced with moral issues.
- Ministry of education should establish programs in schools that will train parents to know current issues facing their students in schools and be advised accordingly.
- Ministry of education should encourage school management boards to go for seminars, workshops about school management and development of projects on the same.
- Ministry of education through teachers service commission should strengthen the department of guidance and counseling in schools and be staffed with teachers who are professionally trained on the same.
- Government need to be more open to schools issues and set policies that will govern stakeholders properly and rightfully.

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