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Contributing Factors to Drug Abuse among Girls in Secondary Schools in Nakuru County, Kenya

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Abstract:

Poor academic performances among girls have over the years been attributed to socio-economic factors. However other factors such as drug abuse have emerged over the last few years. Like in the majority of other regions in Kenya, the academic performance of girls in Nakuru County has been lower compared to those of boys. This study therefore sought to establish contributing factors to drug abuse, establish the sources of drugs abused, and to find out types of drugs commonly abused by girls. 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 too much pocket money, media influence, and poor relationship between parents and their daughters were found to be key contributing factors. The study recommended that parents and older community members should not abuse drugs in the presence of their children, government should ensure programs in the media do not promote drug abuse amongst youngsters, government should ensure all schools have qualified guidance and counseling teachers

Keywords: Drug, drug abuse, drug addiction

1. Introduction and Background

According to the United Nations (2015), the use of illicit drugs has increased throughout the world and the major world trend is the increasing availability of many kinds of drugs among ever widening spectrum of consumers. Of major concern is that children seem to be targeted as the new market for the drug industry globally. According to United Nations Office on Drugs and Crime (UNODC) Surveys on drug use among the general population showed that the extent of drug use among young people remains higher than that of older people. Alcohol is the most commonly used substance by students globally. It is contained in an array of beverages. Most research suggest that early(12-14 years old) to late (15-17 years old)adolescence is a critical period for the initiation of substance use and that substance use may reach its peak among young people aged less than eighteen years. Drug use among young people differs from country to country and depends on socio- economic circumstances of those involved.

According to, National Institute on Alcohol and Alcoholism (2015) in United State of America about 25% of students experience difficulties in academics due to drug use. Such difficulties include; - attaining low grades in exams, doing poorly on continuous assessment tests, failing to complete assignments given by the teachers and falling behind the syllabus coverage due to frequent absenteeism. Center on Addiction and Substance Abuse (CASA) suggests that adolescent girls may progress to substance abuse more quickly than adolescent boys and that the health consequences of that abuse are more severe. The Center, in a published report noted that the formative years (Ages 8-22) offers some of the unique risks that adolescent girls may face, and that may make alcohol and other drug use more dangerous (CASA, 2015). Girls are more likely depressed than boys, and this can increase the likelihood of substance abuse. Substance use can lead to abuse and addiction more quickly for adolescent girls than boys, even when the same amount of a particular substance is consumed by both (CASA, 2015). Girls may be more vulnerable to the effects of drug and alcohol abuse than boys and require personalized help to bounce back from addiction.

According to CASA report, if the U.S. had prevention and treatment programs tailored to the needs of girls and young women, the number of adult women who abuse alcohol, drugs or smoke could have been reduced by about 25%. In

the Plurinational State of Bolivia, recent and current use of almost all substances is substantially higher among those aged 18–24 than among those in other age groups; For instance, the past-year use of cannabis is more than six times higher among those aged 18–24 than those aged 36–50. Secondary school students in several Caribbean countries display higher prevalence of marijuana use than tobacco, on both for past year and past month prevalence (Report Drug Use in the Americas, 2011).

In Lagos Nigeria, substance use among public secondary schools showed that alcohol was the most common ever used psychoactive substance as was indicated by (29.1%), followed by stimulants such as kola nut and coffee at (23.3%). Substance dependency statistics show that drug consumption (cannabis, cocaine, and tik) in South Africa is twice the global average and second to none in Africa (UN World Drug Report, 2014). In addition, statistics from Interpol indicates an average of 42 Tanzanians was arrested abroad in drug trafficking during the period of 2005 to 2010. The number of people engaging in drug trafficking related crimes such as corruption, violence and money laundering is also increasing (Ministry of Health and Social Welfare report, 2008).

According to the National Campaign against Drug Abuse (NACADA) in Kenya drug abuse has been a major menace among students. In August 2017, 45 students who were found using bhang, alcohol and cigarettes were arrested in Nyeri as they were travelling in a Matatu. Majority of the students were girls. In another incidence, in Eldoret town, 500 children and teenagers were arrested in a disco and were also found to be smoking bhang; drinking alcohol and chewing miraa, majority of them were also girls. In Nairobi 200 children were arrested in a disco and they were also found smoking bhang (marijuana) and drinking alcohol of which almost a half were girls. In Nakuru County, drug abuse has become an issue of great concern (Mwenesi, 2013). In a study of drug abuse among the adolescence in Nakuru County, Kenya, Gathumbi (2013) revealed that 20 percent of teenagers aged between 12 and 22 smoked cigarettes, 9 percent have tried smoking bhang and another 23 percent drank commercial beer and spirits. This age group represents high school and college youth. Oteyo and Kariuki (2009) study revealed increased prevalence rate of drug abuse. Reports from the Nakuru County Education Office (2015) reveal a growing concern by teachers and the community around the schools as a result of the rate at which students are particularly abusing alcohol and tobacco related products. In the shopping centers and informal settlements, idling youths who have dropped out of schools often involve themselves in unlawful activities. The county (Nakuru) has faced a number of school unrests at a higher rate which have undermined academic performances of students especially in Njoro, Rongai and Naivasha sub-counties. Among the schools that have experienced unrest include Njoro Girls, Kirobon Girls and Naivasha Girls respectively. Most of these unrests were associated with drug and substance abuse in schools. Preliminary investigations have indicated the key planners of the unrests are students who are heavy users and traffickers of drugs in schools. Based on this background, it is evident that, drug abuse has negatively affected the academic performance of girls in Nakuru County. In the year 2016 the samples of KCSE mean grades of the following sister schools were as follows. Njoro Boys had a mean grade of 7.597 compared to Njoro Girls which had 5.887, Kirobon Boys had a mean grade of 5.823 while Kirobon Girls scored 4.105, and Anesta Boys attained a mean grade of 8.889 while Anesta Girls scored only 4.99. From the above sampled schools it is evident that girls' schools are performing dismally low compared to Boys' schools.

1.1. Statement of the Problem

Despite efforts from various stakeholders to improve the academic performance of girls in Nakuru County, their performance has remained poor over the years compared to boys. According to data collected from quality assurance officer at the ministry of education in Nakuru County office, the entry of girls who sat for K.C.S.E exams in year 2016 was 9,791 and their mean score was 5.482 while the boys' entry was 10,975 with a mean grade of 5.751. The entry of girls was 47.1 % while the boys' entry was 52.9%. Poor academic performance among girls has been over the years attributed to socio-economic, school and home related factors. However other factors such as the use of drugs have emerged over the last five years.

When it comes to drug abuse, the gender gap between boys and girls is quickly narrowing. Despite recent declines in overall youth substance abuse, more than a quarter of high school girls smoke or binge drink, and a fifth use marijuana (NACADA, 2016). According to a report by the ministry of gender, the parity of substance use between boys and girls may be occurring due to changes in girls' social behavior. Factors related to changes in the performance of gender roles, family structures, women's struggle for space in the job markets, stress, excessive activities, anxiety, and difficulties in coping with problems may be contributing to increased prevalence of alcohol and other drugs among females. The increase in drug abuse among girls may be attributed to the increase in the number of indiscipline cases among school girls in secondary schools. According to the Ministry of education report in 2016, there were over 120 cases of schools' unrests of which more than 50 were reported in girls' schools. According to NACADA majority of these cases of indiscipline among students were associated to drug-abuse (NACADA, 2016). All these aspects directly or indirectly affect the learning process of girl child education, Therefore it is on these backgrounds that the researcher sought to assess factors contributing to drug abuse among girls in secondary schools in Nakuru County, Kenya.

1.2. Statement of Purpose

The purpose of this study was to assess the contributing factors to drug abuse among girls in secondary schools in Nakuru County, Kenya

1.3. Research Objectives

To assess the contributing factors to drug abuse among girls in secondary schools in Nakuru County, Kenya

1.4. Research Question

What are the contributing factors to drug abuse among girls in secondary schools in Nakuru County, Kenya?

1.5. Theoretical Review

The study was anchored on social learning theory. The theory was developed by Bandura (1971) in his theory of social learning underscores the importance the process of imitation and modeling in significant learning. The potential drug abuser imitates the model in his/her environment. The models are friends, parents, sibling or television stars. The learning and imitation occur in an indirect fashion that is through experience of others, referred to as vicarious learning. Through observation and internalization of what others are experiencing, people learn good and bad behaviors. For example when one observes others taking drugs, one may be motivated to imitate the behavior or act if the behavior is reinforced positively. In case where the model appears excited, sociable or aggressive, the potential abuser is likely to imitate the behavior. However, if the behavior is punishable for instance, the model becomes sickly, gets into legal conflict or is hated or losses friends, the behavior is not imitated and hence abstinence. Thus, the potential abuser has foresight knowledge as to what the future consequences of their using drugs will be without direct experiences in the abuse of drugs. This awareness and anticipation of what rein forcers will be in certain situation is part of cognitive operation. Pupils, who engage in drug abuse, most likely learn the behavior from the environment. The teachers and adults in the society are the role models for pupils. In case, they get involved in drug abuse, the pupils may desire to engage in such behaviors. Social learning theory is relevant to the proposed study as it forms the basis for studying the factors that determine the development of behavior among pupils. The behaviors could be influenced by their gender, age and social pressure from the peers they interact with in the schools. Out of curiosity, pupils choose to do risky activities making them vulnerable to drug and substance abuse. This happens most of the time, despite pupils' knowledge on the risks of using drugs they still abuse them.

Figure 1: Conceptual Framework

2. Literature Review

2.1. Contributing Factors to Drug Abuse among Girls

Goodman and Huang (2012) in their study on socio-economic status and adolescent substance use in U.S.A. found that having low social economic status was associated with greater alcohol use and with greater cigarette and cocaine use among white teenagers. However the study was focused only on socio-economic factor which contributes to drug abuse. This study focuses on other factors such as students' relationship with parents who may also contribute to drug abuse among students and mostly girls, relationship between the students and the rest of the school communities such as support staffs, Teachers and leadership style in schools, provision of basic needs by parents to the girls.

Reinherz, Giaconia, Hauf, Wasserman and Paradis (2000) conducted a study in U.S.A. on childhood risk factors that predict depression and drug disorders by early adulthood. They found that low family social economic status and larger family size were associated with increased probability of substance abuse disorders in early adulthood. The study was based on family size and family socio-economic status only while the current study looked at various factors such as; peer pressure, media, provision of basic needs etc. In addition, the study was carried out in a developed nation and hence the contributing factors to drug abuse might be different from a developing nation like Kenya which is the concern of this study.

An analysis by Hamilton, Shawna, Chapman and Wu (2013) on substance use among adolescent mothers in United Kingdom, found that adolescents mothers reported greater substance use before pregnancy compared to other adolescents females. However the study only focused on adolescent mothers and therefore the socio-environmental factors that contribute to drug abuse might be different from those of school girls which the current study sought to establish.

In their study Farrell, Manning and Finch, (2003) on alcohol dependence and the price of alcoholic beverages in U.S.A. found out that there was growing evidence that adolescents with higher social economic status may be at risk for developing substance use disorders. They also found that substance use in adults, particularly alcohol use, may be sensitive to price, as some studies have shown that consumption decreases as price increases. However the study was not school-based as it targeted adults and hence the factors contributing to drug abuse among girls (students) are different which the current study sought to address.

Reddy, Menon and Thattil (2014) conducted a study to determine academic stress and its sources among University Students in Ghana. The study employed a quantitative research design where participants were screened using Academic Stress Scale. The findings revealed that academic stress still continues to be a devastating problem affecting a student's mental health and well-being. The findings further revealed that some student end up into drug abuse as a result

of academic stress. This study was done on University students in Ghana so it differs with the current study which is on secondary school girls in Kenya.

Bachand, (2013) conducted a study on drug abuse among street children in Gambia. This study sought to determine the risk and prevalence of drug abuse among street children focusing on those in the car parks. Structured questionnaire was used to collect the data from thirty-five participants (i.e. one driver and six casual apprentices from each of the five car parks) were interviewed. The data was presented and analyzed using tables and percentage. The findings revealed among other things, that there is high level of awareness of drug abuse but the feelings towards it are mixed. Like other children, street children are abusing drugs mainly due to peer influence with the ultimate objective of getting high to relief stress, group recognition, desire to be trusted by peers, etc. A part from this study being conducted outside Kenya, the study was also not school- based so it is different to the current study and the findings may not be applicable in Kenyan situation.

According to Adelekan, Makanjuola, Ndom, Fayeye, Adegoke and Amusan (2015), they did a study from Namibia on factors influencing drug abuse; they found out that students may start using illegal drugs because the drugs are easily available from their schools. School related factors can also influence students to drug use. The study only looked at two contributing factors which are the availability of drugs and school related factors leaving other factors such as peer pressure, parental guidance, poverty and many others. Furthermore contributing factors to drug abuse in Namibia may also be different from those of Kenya so the study may not be used in Kenyan situation, although it sheds some lights on drug abuse among students.

Ngesu, Ndiku and Masesi (2008) conducted a study on how the school administration may lead to drug abuse and high handedness. The findings indicated that lack of freedom and failure to address student's grievances creates stress which can lead to abuse of drugs as depressors. The study only focused on one cause of drug abuse leaving other key factors which may contribute to drugs abuse among students, the study also did not address the effects of drug abuse on academic performance which the current study addresses.

Haworth, (2001) conducted a study among Zambian students he found that, while up to 10% of the female students experimented with cannabis, only male students tended to become regular users. He also found out that majority of the males than females had at sometimes taken alcohol and cannabis but less male than females had at sometimes in their lives taken other drugs, these included petrol sniffing, chlordiazepoxide and other minor tranquilizers, amphetamines and methaqualone. His study was more of a comparison study on drug abuse between male and female students, but did not go ahead to find out the contributing factors to drug abuse among students

Njeru and Ngesu (2014) conducted a study on causes and effects of drug and substance abuse among secondary school students in Dagoretti division, Nairobi West District-Kenya. The study employed survey research design and was conducted in secondary schools in Dagoretti Division, Nairobi. Data was collected with the help of questionnaires Data was organized and prepared for analysis by coding and entry in the Statistical Package for Social Sciences (SPSS) software program. The study established that majority of students' were abusing drugs to feel high and was as a result of peer pressure. It was also noted that poor performance is the greatest effect of drug and substance abuse among students. Further the findings revealed that most students are involved in drug abuse. Most are aware of the consequences, yet they keep on indulging in the vice. Such consequences range from those of health related, social related and academic related. The study only focused on peer pressure as the contributing factors to drug abuse and left out other factors such as socio-economic factors of the families which also contribute to drug abuse among student, again their study was not specific on the gender of the students.

Ongwae (2016) conducted a study on the causes and effects of drug and substance abuse among students in selected secondary schools in Stare he Sub-County, Nairobi County. The study was guided by the following objectives; to establish the extent to which parent's sources of income influence the prevalence of drug and substance abuse; determine how location of schools influence the prevalence of drug and substance abuse; establish the extent to which school administration influences the prevalence of drug and substance abuse; establish how peer pressure influences abuse and investigating how drug abuse among secondary school students determine their academic achievement. The target population was 6 secondary schools. The sample consisted of two hundred and sixty-eight students, six guidance and counseling teachers and six principals. It was established that most students are driven into taking drugs by peer pressure. The study left the gap on how school environment, socio-economic status of parents, availability of drugs and lack of parental guidance contribute to drug abuse among students and more so girls' students. All these are filled in the current study.

Kiiru (2004) conducted a study on factors influencing drugs and substance abuse among public secondary school students in Kiambu County, Kenya. Mixed methodology was used to gather both qualitative and quantitative data. A descriptive survey study design was used to assess the factors influencing public secondary school students. The target population comprised of form three students and teachers from public secondary schools. The sample size was 140 respondents. Simple random sampling and purposive sampling techniques were used in respondent selection. The study instrument was structured questionnaires. After data collection, quantitative data was cleaned, coding and then entered into SPSS software version 21.0. Quantitative data was analyzed and presented in the form of frequencies and percentages. The study established that peer pressure influenced drugs and substance abuse among public secondary school students to a high extent. According to the results, alcohol consumption by students is most influenced by peer pressure followed by cigarette smoking, bhang smoking, and Khat chewing and cocaine consumption in Kiambu County. This study differs with the current study in that it covered only public secondary schools leaving private ones while the current study covers both public and private secondary girls' schools. Kiiru's study was also not specific on the gender of the students

2.2. Summary and Conclusion

Majority of the studies in the literature review identified causes of drug abuse as peer pressure and school environment factors. This study focuses on other factors such as students' relationship with parents who might also contribute to drug abuse among students and mostly girls. The study also focuses on parents as role models, home frustrations, lack of guidance and counselling by parents/guardians, provision of too much pocket money to girls, rejection by family members etc. Among the few studies which focused on family related factors they only focused on economic aspects of a family and left out other factors such as the family structure as a contributing factor to drug abuse among girls' students and also poverty which makes them to look for Sugar-Daddies as sponsors who eventually introduce them to drug abuse.

3. Research Methodology

This study adopted descriptive research design to investigate the impact of drug abuse on girls' academic performance in secondary schools in Nakuru County, Kenya. Descriptive research is a social research design with a primary aim of describing (rather than explaining) a particular phenomenon (Bless & Higson-Smith, 2000). Descriptive research design 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.

3.1. Location of the Study

Location of the study was Nakuru County, Kenya, which 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. Nakuru County is largely cosmopolitan endowed with a myriad of school types and divisions hence provided a rich and representative sample for the study. According to Nakuru County Director of Education, (2017) the prevalence of drug abuse among students is the highest with 21.7% compared to the neighboring counties such as Baringo which recorded a 14.2% prevalence rate of drug abuse. Being one of the most cosmopolitan counties in Kenya, the findings gave a clear view on drug abuse situation in the Country.

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.

3.3. Sampling Procedure and Sample Size

The study selected 44 girls' schools representing 60% of the 74 targeted schools. This is 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. Stratified sampling is a form of random sampling in which the population is divided into more groups (strata) according to one or more common attributes. In this study girl schools within the same sub-county formed a stratum

Purposive sampling was used to select only students in form three. Purposive sampling is a sampling technique in which researcher relies 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 student since they have stayed in school long enough to give valid information about drug abuse. The sample sizes of the student respondents were determined using the Slovin's formula (Huck, 2013) which is as follows.

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

Where: n = sample size
 N = population size
 e = margin of error
 1 = is a constant value

$$= \frac{5188}{1 + 5188(0.05^2)}$$

$$= \frac{5188}{1 + 1207}$$

$$= \frac{5188}{13.97}$$

$$= 371$$

Slovin's formula was used to get a sample size of 371 girls from the targeted population of 5,188 form three girls. The formula was appropriate when dealing with large populations. Stratified random sampling was used to calculate the number of sampled girls in each sub-county. Stratified random sampling ensures that each sub-group of a given population is adequately represented within the whole sample population of a research study. In this study stratified random sampling was used to ensure each sub-county produces a sample size proportionate to the number of the targeted girls. The study sampled 44 girls' secondary schools. Each school produced one deputy principal, a guidance and counseling teacher and one P.A representative hence a sample of 44 deputy principals, 44 guidance and counseling teachers and 44 PA representatives.

3.4 Data Collection Instruments and Procedure

Primary 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 parent association (P.A) representatives because the student' number was large and parents are not always in the school. Questionnaires were the most appropriate instrument to collect data among guidance and counseling teachers and P.A representatives since it enabled the researcher to collect a large amount of information in a reasonably quick space of time. Due to this 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 because of the fact that they make the interviewees feel safer since the response is a general feeling across the group and hence no single person can be victimized by the response given by the group.

3.5. Pilot Testing

Before collecting the actual data, the researcher pre-tested 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 are in the neighboring county which has similar characteristics.

3.6. Validity of the Instrument

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 is clear and the questionnaire specifically sought the information relevant to the 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.

3.7. Reliability of the Instrument

In 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. Specifically, he met with the head teachers and all the teachers to explain the purpose of the research and how he needed their assistance. The researcher also explained to the class teachers of their assistance in arranging the students during piloting.

3.8. Data Analysis and Presentation

Data collected was quantitative in nature. Quantitative data was analyzed by use of Statistical Package for Social Sciences (SPSS) version 24. Both descriptive and inferential statistics were used in the study. Descriptive statistics involved the use of percentages, frequencies, measures of central tendencies (mean) and measures of dispersion (standard deviation). Inferential statistic was used to determine the relationship between variables.

3.9. 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. Then researcher formally contacted the respondents through the Nakuru County Director of Education and explained to him the purpose of the study in order to seek respondents' cooperation. The researcher 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 was initiated 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 student focused group discussions and interviews for deputy head-teachers. This is 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 identified. The results were then tabulated for easy interpretation so as to explain and interpret the various results given by the respondents.

4. Findings

4.1. Response Rate

The sample size of the study was 371 girls' students, 44 deputy principals, 44 parent 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

Type of School	Frequencies	Percentage
Boarding	193	55
Day	157	45
Total	350	100

Table 1: Students Knowledge on Drug Abuse in Schools

From the findings 55% of the girls' schools were boarding while 45% of the girls' schools were day schools. This implies that majority of the targeted schools were boarding schools. The type of schools tends to influence various aspects of drug abuse such as the type of drug abused and mostly the source of drug abused. The prevalence of drug abuse tends to be high in day schools compared to boarding schools this is attributed by the fact that students in day schools spend more time outside the school environment compared to students in boarding schools, this may expose them to various sources of drugs such as bars, drug peddlers and sometimes from members of the community. This is confirmed by a study done by Kenkel (2010) that drug abuse is linked to the learning environment. The movement of students in boarding schools is somehow restricted so they may not be prone to outside influence compared to those in day-schools.

Figure 1: Age Bracket of Students

From the findings 24 % (84) of the girls stated that they were aged between 13-14 years, 36 % (126) of the girls stated that, they were aged 15-16 years, 30%(105) of the girls stated that they were aged between 17-18 years while 10%(35) of the girls' stated they were over 19 years and above. This shows that majority of girls were in the age bracket of 15-16 years. According to a report by NACADA the average age at which students start abusing drugs is 14 years. The increase in drug abuse with the increase in age is attributed to the peer influence that students experience during adolescents. In normal circumstances, the entry age to standard One is 6 years according to Government policy in Kenya; this explains why majority (36%) of students are in the age bracket of between 15-16 years while they are at Form 3 as indicated on figure 1 above. Since the target group was Form 3 Girls, the majority of them were in the right age bracket.

4.3. Knowledge about Their Friends Who Abuse Drugs

Figure 2: Knowledge about Friends Who Abuse Drugs

From the findings 86% of students stated that they have knowledge about their friends who abuse drugs while 14% of students stated that they have no knowledge of their friends who abuse drugs. This means that majority of students have knowledge about their friends who abuse drugs. Majority of students who abuse drugs tend to share information on drug abuse with their friends so as to influence them into drug abuse, this explains the high number of

students who have knowledge about their friends who are abusing drugs. According to 2019 NACADA report, many students who are likely to use drugs are students with knowledge of friends or schoolmates who are using drugs. Those students with knowledge of friends or schoolmates who were abusing drugs also are likely to follow suit. A clear indication that peer influence may have played a role as far as drug abuse is concerned.

4.4. Teaching Experiences of Guidance and Counseling Teachers

Figure 3: Teaching Experiences of Guidance and Counseling Teachers

From the findings, almost half of guidance and counseling teachers stated that they had a teaching experience of 10-20 years, almost a quarter of guidance and counseling teachers have a teaching experience of 3-10 years, slightly above a quarter of the guidance and counseling teachers have a teaching experience of more than 20 years, while very few guidance and counseling teachers have a teaching experience of less than 3 years. These findings clearly show that most of the guidance and counseling teachers have a teaching experience of 10-20 years. The experience of guidance and counseling teachers also tend to determine how effective they are in guidance and counseling on discipline issues such as drug abuse, those with few years' experience may find difficulties in dealing with complicated matters.

4.5. Marital Status of Parent Association Representatives

Figure 4: Marital Status of Parent Association Representatives

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 implies that majority of PA representatives were married. Drug abuse varies with the person who takes care of the students. According to Videon, (2012) fewer incidences are reported among student whose parents are together and they have 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 need the love of both parents and if one is not there, then the discipline of the child may be wanting.

Figure 5: Academic Qualification of the Sampled Deputy Principals

From the findings 2% of deputy principals had PhD in education, 83% of deputy principals had Bachelor degree in education, and 10% of the deputy principals had Master's degrees in education while 5% of the deputy principals had diploma in education. This clearly indicates that majority of deputy principals had bachelor degree in education. The level of education affects how the deputy principal instills discipline to the students. Deputy Principals who are more educated (Degree holders) are likely to handle discipline cases better than those with diploma. The findings are in line with Muchina (2009) who found out that deputy principals with Master's degree had higher leadership performance scores than those with a Bachelor's degree or lower qualifications.

Factors	SA		A		N		D		SD	
	F	%	F	%	F	%	F	%	F	%
Because their parents also take drugs	158	45	164	47	11	3	17	5	0	0
Because of home problems	140	40	179	51	17	5	14	4	0	0
Too much pocket money	140	40	199	57	7	2	4	1	0	0
To cope up with frustrations at home	238	68	81	23	17	5	14	4	0	0
Influence by mass media	160	46	175	50	11	3	4	1	0	0

Table 2: Family/Home Related Contributing Factors to Drug Abuse from Girls (Students) Perspective

KEY; - SA= Strongly Agreed, A= Agreed, N= Neutral, D= Disagreed, SD= Strongly Disagreed

% = Percentage, F = Frequencies

5. Descriptive Findings and Discussions

The results revealed that, 45% of the students respondents strongly agreed that students take drugs because their parents also take, 47% agreed with the same sentiment, 3% were neutral, while 5% disagreed. The majority of the respondents agreed that students take drugs because their parents also take, this agrees with a study by Yambo (2013) which stated that students learned the habit of drug use mostly from close family members and relatives. Depending on the social-economic factors of the family, students might end up using drugs if one of the family member abuses the drug. Furthermore 40% of the respondents strongly agreed that students take drugs because of home problems, 51% agreed with the same, 5% were neutral while 4% disagreed that students take drugs because of home problems. From the findings, majority of the respondents agreed that students take drugs because of home problems. This confirms a study done by Kamuyu (2015) in secondary schools in Gatundu division of Thika district which revealed that students abuse drugs due to bad treatment at home. The study also agrees with observation made by Mackenzie, (2013), that some parents demand so much in terms of academic performance more than what their children can deliver; this has caused stress among some students. The results also indicated that, 40% of the respondents strongly agreed that much pocket money contribute to drug abuse among students, 57% agreed with the same statement, 2% were neutral while 1% disagreed with the statement. From the findings, it is clear that majority (97%) of the respondents agreed that much pocket money contributes to drug abuse among students. Some students mostly from financially stable families sometimes happen to have much pocket money more than what they require for their expenses; this sometimes tempts them to use the money to buy alcohol and other drugs, this agrees with a study by Otieno and Ofula, (2009) who observed that excess money in the hands of students may be diverted into purchasing drugs, he further noted that students who get access to a lot of money may be tempted to buy drugs. In addition 68% of the respondents strongly agreed that student's abuse drugs to cope up with frustrations at home, 23% agreed with the same point, 5% were neutral while 4% disagreed that students abuse drugs to cope up with frustrations at home. The findings clearly show that, majority (91%) of the respondents agreed that students abuse drugs to cope up with frustration at home. This confirms the study done by Cheng' (2010), who observed that, if a parent is an authoritative, and does not give his/her children an avenue to express their disappointments, then those children would be frustrated and may get involved in wrong doing including drug abuse.

Items	SA		A		N		D		SD	
	F	%	F	%	F	%	F	%	F	%
Poor relationship between students and guardians/parents contribute to drug abuse among girls	21	48	21	48	1	2	1	2	0	0
Some girls learn using drugs from their family members	16	37	17	39	7	14	4	10	0	0
Some girls end up using drugs as a way of releasing pressure from their parents and the society	24	54	12	28	4	9	4	9	0	0
Lack of proper guidance and counseling from parents/ guardians leads to girls' drug abuse	22	51	18	40	2	5	2	4	0	0
Some girls end up using drugs when they lack someone to share their problems with	23	52	17	38	3	8	1	2	0	0

Table 3: Home/Family Related Contributing Factors to Drug Abuse among Girls from the Perspective of Guidance and Counseling Teachers

KEY; - SA= Strongly Agreed, A= Agreed, N= Neutral, D= Disagreed, SD= Strongly Disagreed

% = Percentage, F = Frequencies

Furthermore 46% of the respondents strongly agreed that students take drugs due to influence by mass media, 50%agreed that students take drugs because of the influence from mass media, 3%were neutral while 1% disagreed with

that statement. Half of the sampled respondents (96%) agreed that students take drugs due to influence by mass media, this agreed with the statement made by the then sport minister Honorable Ochilo Ayako on 14th May 2005, that many youths in Kenya were exposed to drugs through advertisements on television. He further noted that the media were glorifying smoking and alcohol abuse as indicators of success and stardom (Standard Newspaper, May 17th 2005). Despite government regulations on advertisement of alcohol and cigarette, their influence on drug abuse among student is still very high. Majority of movies have scenes that promote drug abuse. Studies show that 22% of films contain at least one scene involving drugs. Most of these films do not show any harmful consequences of drug use.

From the findings 48% of guidance and counseling teachers' respondents strongly agreed that poor relationship between students and guardians/parents contribute to drug abuse among girls, 48% of the respondents agreed with the same statement, 2% were neutral while 2% disagreed that poor relationship between students and guardians/parents contribute to drug abuse among girls. Majority of the respondents agreed that poor relationship between students and parents/guardians contributes to drug abuse among girls. The results support a study done by Rowe, (2013), which revealed that teens that have poor relationship with parents are more likely to abuse substance, compared to those who have good relationship with their parents. The results further indicated that, 37% of the guidance and counseling teachers' respondents strongly agreed that some girls learn how to use drugs from their family members, 39% agreed with the same statement, 14% were neutral while 10% disagreed that some girls learn using drugs from their family members. Family setup of a child may influence his or her habits. If a child is born of a drug addict then there is a likelihood of the same habits being transferred to him or her. There are also some rites and rituals that when performed, alcohol must be used. These are the areas where children are introduced to drugs and alcoholism (Brown, 2013). In addition 54% of the guidance and counseling teachers' respondents strongly agreed that some girls end up using drugs as a way of releasing pressure from their parents and the society, 28% agreed with the same sentiment, 9% were neutral while 9% disagreed that some girls end up using drugs as a way of releasing pressure from their parents and the society such as the pressures of performing well in school. From the findings, more than half of the respondents agreed that some girls end up using drugs as a way of releasing pressure from their parents and the society. Majority of parents and guardians tend to put a lot of pressure on students in performing well in their academics which contribute to stress mostly among girls students (Mackenzie, 2013). Family stress may also cause a lot of pressure among adolescents.

Furthermore the results revealed that, 51% of the guidance and counseling teachers' respondents strongly agreed that lack of proper guidance and counseling leads to drug abuse among girls, 40% agreed with the same sentiment, 5% of the respondents were neutral while 4% of the respondents disagreed that lack of proper guidance and counseling leads to girls' abusing drugs. Majority of the respondents agreed that lack of guidance and counseling leads to drug abuse among girls. Guidance and counseling may be lacked from home or from school and the two (home and school) must work together. If parents do not guide their daughters properly then their discipline may be compromised, (Brown, 2013).

The findings, also revealed that, 52% of the guidance and counseling teachers' respondents strongly agreed that some girls end up using drugs when they lack someone to share their problems with, 38% agreed with same, 8% were neutral while 2% disagreed that some girls end up using drugs when they lack someone to share their problems with. Majority of the respondents agreed that some girls end up using drugs when they lack someone to share their problems with, this agrees with a study done by Nigel (2014) who observed that when children lack someone to share with their problems, they will eventually turn to drugs to relieve their stress. Parents, who fail to monitor their school-age children's activities, contribute in their drug abuse. Teens mostly girls need someone to share their problems with, failure to which they turn to drugs to forget their problems. According to Bryan, (2014), the inability to share their concerns and problems out of fear of punishment contribute to drug abuse among students.

Items	SA		A		N		D		SD	
	F	%	F	%	F	%	F	%	F	%
Girls from single families are more likely to abuse drug compared to girls with both parents	16	47	15	43	1	2	3	8	0	0
Parents level of education influence drug abuse among girls	12	33	9	27	10	28	4	12	0	0
Parenting style influence the level of drug abuse among girls	15	44	18	51	1	3	1	2	0	0
Some of the girls who use drugs might have suffered rejection from the members of their family	19	56	15	40	1	4	0	0	0	0
Girls from educated parents are less likely to abuse drugs compared to girls from less educated parents	11	32	8	23	9	25	7	20	0	0
Some traditional cultures may lead to drug abuse among girls	18	49	11	31	4	12	2	8	0	0
Lack of cooperation between parents and school may lead to drug abuse by girls	18	54	13	36	3	8	1	2	0	0

Table 4: Social Related Contributing Factors to Drug Abuse among Girls from the Perspective of Parent Association Representatives

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

From the findings 47% of P.A representatives' respondents strongly agreed that girls from single families are 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

parent association representatives' respondents agreed that girls from single families are more likely to abuse drugs compared to girls with both parents; the finding agrees with a study done by Donga (1998), who observed that single parent home may play a dominant part in enhancing discipline in school. Donga's observation is also in line with Etesi (2012), who also observed that single parent is the sole breadwinner and as such cannot supervise children adequately. When there is no proper supervision, most of the children may be attracted to join gangs where they will enjoy the attention and protection that they have to do without at home. The children need the care of both parents and if one parent is not there, then the discipline of the children may be wanting.

The results further indicate 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 influences drug abuse among girls. More than half of the respondents agreed that parents' level of education influence drug abuse among girls. Parents' level of education tend determine his/her exposure to issues relating to drug abuse. More educated parents may be aware of many challenges facing the youths including drug abuse among others.

The results also revealed that, 44% of the parent association representatives strongly agreed that parenting style influence 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 of the respondents agreed that parenting style influence the level of drug abuse among girls. The parenting style adopted by parents may sometimes determine girls' behavior. Some parenting styles result to delinquent behavior such as drug abuse among youths. This is in line with a study by Cheng (2010), who observed that, if a parent is an authoritarian he/she doesn't give his/her children an avenue to express their disappointment, then those children would be frustrated and may involve in wrong doings such as drug abuse.

In addition 56% of the respondents strongly agreed that some of the girls who use 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 use drugs might have suffered rejection from their family members. When girls face rejection they tend to find solace from their peers, during this time, they may not make any correct judgment on which group to join. This is the time they may join peers who are drug abusers and have lost the right direction in life. The children need constant guidance from elderly family members and if rejected, then they may lose the right direction.

Furthermore the results indicated that, 32% of the parent association representatives' respondents strongly agreed that girls from educated parents are 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 are less likely to abuse drugs compared to girls from less educated parents. This has been confirmed by a study done by DeBaryshe et al (2013) who observed that, parental education are 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 antisocial and abnormal behaviors unlike parents with higher educational attainment. This means that parents' educational level may help in proper upbringing of children as per the findings.

Results also revealed that, 49% of the respondents strongly agreed that some traditional cultures may 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 may lead to drug abuse among girls. Majority of the respondents agreed that some traditional cultures may lead to drug abuse among girls; this is in line with a study done by Martin Njoroge (2006), who found out that cultural factors do lead to drug abuse

Items	SA		A		N		D		SD	
	F	%	F	%	F	%	F	%	F	%
Girls from economically stable families tend to use drugs due to availability of excess money at their disposal	18	50	14	40	2	6	1	4	0	0
Some students who take drugs are ignorant on the effect of drug abuse	13	37	15	43	6	18	1	2	0	0
Some girls who have too much pocket money in their disposal tend to abuse drugs	17	49	11	31	4	11	3	9	0	0
Some girls tend to use excessive sedative drugs due to lack of sleep	11	32	14	38	7	21	3	9	0	0

Table 5: Economic and Personal Contributing Factors to Drug Abuse among Girls from the Perspective of Parent Association Representatives

KEY; - SA= Strongly Agreed, A= Agreed, N= Neutral, D= Disagreed, SD= Strongly Disagreed.

% = Percentage, F = Frequencies

Finally the finding showed that, 54% of the PA representatives' respondents strongly agreed that lack of cooperation between parents and school may 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 PA representatives agreed that lack of cooperation between parents and school may lead to drug abuse by girls. The findings agrees 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 withdraw students from school even before the counseling process is over or use other forms of intimidations against head teachers.

The results indicated that, 50% of the respondents strongly agreed that girls from economically stable families tend to use drugs due to availability of excess money at their disposal, 40% of the respondents agreed with the same statement, 6% of the respondents were neutral while 4% of the respondents disagreed that girls from economically stable families tend to use drugs due to availability of excess money at their disposal. From the findings, majority of the PA representatives agreed that girls from economically stable families tend to use drugs due to availability of excess money, this agrees with a study done by Otieno and Ofula, (2009), who observed that excess supply of pocket money has proved as a contributing factor to drug and substance abuse among youths.

On the same note the study revealed that, 37% of the respondents strongly agreed that some students who take drugs are ignorant on the effect of drug abuse, 43% of the respondents also agreed that way, and 18% of the respondents were neutral while 2% of the respondents disagreed with the statement. Majority (80%) of the respondents agreed that some students who take drugs ignorant on the effect of drug abuse, this concurs with a study by Kasundu et al (2012), who argued that, there is rampant ignorance among the youths on the effects of drug abuse, with some youths engaging in it out of ignorance.

In addition the findings shows that, 49% of the respondents strongly agreed that some girls who have too much pocket money in their disposal tend 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 have too much pocket money in their disposal tend to abuse drugs. The findings, concurs with the study of Otieno and Ofula (2009), who observed that excess money in the hands of students may be diverted into purchasing drugs. School girls don't have responsibilities like their parents so if they are given a lot of pocket money, they may tend to misuse it, some may be channeled towards drug abuse.

Finally, the findings indicated that, 32% of the respondents strongly agreed that some girls tend to use excessive sedative drugs due to lack of sleep, 38% of the respondents agreed, 21% of the respondents were neutral while 9% of the respondents disagreed. The findings clearly show that, majority (70%) of the respondents agreed that some girls tend to use excessive sedative drugs due to lack of sleep. Sedative drugs include;-Valium, Piriton, Phenobulb, Rivatril, Stilnox, Promethazine etc., these drugs aid in sleeping and should only be used on prescription by a medical Doctor. Some girls normally use these drugs when they are not able to sleep and by doing so, they misuse them which may eventually affect their health negatively.

6. Conclusion

From the findings the researcher concluded that too much pocket money given to the girls was identified as the greatest contributing factor to drug abuse among girls. Lack of proper guidance and counseling from parents/guardians was also cited as one of the major contributing factors to drug abuse among girls. The researcher also concluded that there is a perception that drug abuse boost academic performance thereby motivating some students to start using drugs. Media was also cited as one of the major contributing factors through their advertisements. Guidance and counseling teachers agreed that peer pressure is a key contributing factor to the increase in the cases of drug abuse among girls. With regard to social related factors to social related factors, rejection from family members was considered to be the most contributing factor to drug abuse among girls. From the findings, parenting style and lack of cooperation between parents and schools lead students to drug abuse. This means that some parents do not take keen interest in the education of their daughters. A parent can be single by choice or by the death of a spouse or through divorce.

7. Recommendations

From the finding the researcher recommended that the government should, therefore, censure all programs in the media to make sure they do not promote drug abuse amongst youngsters. Parents should also be vigilant on channels which their children are watching. They should also have control on books and magazines to be read by their children. Media should be used to educate the students but not to spoil them.

The school administration should become more strict and vigilant in curtailing drug use among secondary school students. For instance, they should facilitate officials from religious affiliations to sensitize both the teacher counselors and the students on all issues to do with drug trafficking and abuse, especially among the students. It is good that religious clubs are formed in schools but you will find that not all students belong to either of them, it is important that they be made compulsory for each student in school.

The community should be enlightened on the dangers of drugs through occasions like Annual General Meetings (AGM) and prize-giving day ceremonies in schools. This would enable them to be good role models in the society which children can copy. This will make community members not to abuse drugs openly when children are watching. The 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.

8. Suggestions for Further Research

A study should be carried out on the effect of the gender of the guidance and counseling teacher on curbing drug abuse among girls. Further research is also needed on the role of government in regulating the sale of legal drugs such as medicinal ones like; emergency pills, Antibiotics, sedatives and many others, including legal substances such as; Alcohol, Cigarette, etc. to the students.

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