

# Effect of Drug and Substance-Abusing Families on Parental Participation in the Management of Students' Discipline in Public Day Secondary Schools in Kenya

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**Abstract:** *Drug and substance abuse among students has been one of the main concerns of managers in secondary schools worldwide. The purpose of this study was to explore the effect of drug and substance-abusing families on parental participation in the management of students' discipline in public day secondary schools in Kitui County, Kenya. The hypothesis was: there is no significant relationship between parents' drug and substance abuse and parental participation in management of students' discipline. The sample comprised 70 head teachers, 70 PTA chairpersons and 354 Form three students. The instruments were questionnaires and interview guide. The questionnaires were validated by conducting a pre- test while a test-re-test technique was used to test reliability. Quantitative data was analyzed using both descriptive and inferential statistics. The significance level was  $\alpha = 0.05$ . The results showed that the calculated chi-square was 133.063 whereas the level of significance was 0.000 which is less than 0.05. Therefore, the null hypothesis was rejected at more than 95% level of confidence. It was concluded that parents' misuse of drugs and substances significantly affect parental participation in management of students' discipline. Based on the findings of the study, it was recommended that parents should stop exposing their children to drugs and substances of abuse and instead role model positive behavior in order to control drug and substance abuse among students. This paper is an extract of a study conducted in the year 2016 and 2017 in public day secondary schools in Kitui County, Kenya.*

**Keywords:** Effect, drug and substance-abusing families, parental participation, students' discipline management, public day secondary schools, Kitui County, Kenya.

## 1. Introduction

Drug and substance abuse among students has been one of the main concerns of managers in secondary schools worldwide. Review of related literature indicates that misuse of drugs and substances among students has been a serious problem in management of students' discipline in secondary schools in many nations of the world. A study by Asif, Umar, Malik, Gulap and Muhammad (2012) revealed that students in Pakistan are first introduced to hard drugs in their homes by their parents who provide the drugs and model their use. Taffel (2005) observed that many teens in America share drugs of abuse with their parents. Farrington Coid and Murray (2009) established that children of substance-abusing parents in the United Kingdom are likely to develop aggressive and violent behavior hence making it difficult for principals to maintain discipline in schools.

Vathukattu (2012) noted that crime and violence in South African schools is caused by lack of parental support due to drug abuse. According to Mucheru and Katamba (2016), easy availability of drugs within the students' home environment cause drug misuse among students. However, Boyle, Sanford, Szatmari, and Merikangas (2001) noted that the significant influence of substance use by adolescents in America was from older siblings to younger siblings and not from parents to offspring.

According to Ekombe (2010) and Githu (2014), drug and substance abuse among students in Kenya leads to discipline problems such as truancy, theft, fighting, damage to school property and failure to do homework. The authors allude that the indiscipline could be caused by parental negligence. Kimu (2012) concurs that parents in Kenya neglect their role of disciplining children due to interference by drugs especially alcohol. Murithi (2010) called on all stakeholders to come up with an affirmative action on drug and substance abuse to resolve the issue of students' discipline. This means that if urgent measures are not taken to ameliorate families' misuse of drugs and substances, discipline management among students may become very difficult consequently hindering schools from achieving educational goals.

Despite the government's efforts to control drug and substance abuse by establishing the National Authority for the Campaign against Alcohol and Drug Abuse (NACADA) which prevents sale of the drugs to children under 18 years of age, there are still major concerns of rising indiscipline cases particularly in public day secondary schools in Kitui County. According to the Kitui County Education office report (2016), over forty per cent of secondary schools in the County experienced students' unrest during the second term of the year 2016. The report indicates that the discipline problems could be attributed to poor parental role modelling. The purpose of this study was to explore the effect of drug and substance-abusing families on parental participation in

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management of students' discipline in public day secondary schools in Kitui County Kenya. The main objective was to determine the extent to which drug and substance-abusing families affect parental participation in management of students' discipline in public day secondary schools. The study was guided by the hypothesis that there is no significant relationship between drug and substance-abusing families and parental participation in management of students' discipline in public day secondary schools. The specific objectives were:

- 1) Determine the effect of drug-abusing families on students' initiation of drug and substance abuse.
- 2) Assess the impact of parents' drug and substance abuse on students' discipline.
- 3) Establish strategies that schools could use to control drug and substance abuse among students.

The study applied Social Learning Theory (SLT) as proposed by Albert Bandura in 1966. The theory highlights that children observe and learn the behavior modelled by their parents. The theory is applicable to this study because it allows the understanding of how students' discipline is significantly influenced by parental misuse of drugs and substances.

## 2. Methodology

The study employed ex-post-facto (after-the-fact) research design. According to Simon and Goes (2013), the design is the best for carrying out social research when it is not justifiable to influence the features of human participants. The design was viewed as suitable for this study because it was used to explore the relationships that already exist between parents' misuse of drugs and substances and parental participation in management of learners' conduct to test hypothesis of the study. A sample of 70 public day secondary schools was obtained using random sampling technique. The sample consisted of 70 head teachers and 70 PTA chairpersons selected by census sampling. Three hundred and fifty four (354) Form three students were selected using stratified proportionate random sampling. Questionnaires and interview guide were used as tools for data collection. Questionnaires were validated by conducting a pre-test. A test-re-test method was used to test reliability. Instruments reliability coefficients were 0.78 for head teachers and 0.82 for students' questionnaires. Quantitative data was analyzed using both descriptive and inferential statistics. The level of significance was  $\alpha = 0.05$ .

## 3. Results

### Questionnaire return rate

The questionnaires were administered on head teachers and students. The results are presented in Table 1.

**Table 1: Questionnaires return rate**

Participant	Sample size	Returned (f)	Percentage
Principals	70	70	100%
Students	354	336	95%

Table 1 shows that the questionnaires were returned by all (100%) of the head teachers and by 95% of the students.

### Demographic information

The principals and teachers were requested to indicate their demographic characteristics including age and highest professional qualifications. The inclusion of these variables in the study is important because it enabled a clear understanding of the background characteristics of the participants.

### Age of participants

It was important to investigate the age variable since it reflects the physical and emotional maturity and competency of a head teacher in managing students' discipline. The principals and PTA chairpersons were requested to indicate their age and the results are presented in Table 2.

**Table 2: Age of the participants**

Age in years	Principals		Parents	
	F	%	F	%
Below30	4	5.7	2	2.8
31 – 40	6	8.6	10	14.3
41-50	37	52.9	35	50
51-60	23	32.9	23	32.9
<b>Total</b>	<b>70</b>	<b>100</b>	<b>70</b>	<b>100</b>

The findings show that slightly more than half (52.9%) of the head teachers were aged between 41 – 50 years followed by 32.9% who were aged between 51-60 years. Those who were aged between 31-40 years were 8.6% while only 5.7% were below 30 years of age. It was also established that half (50%) of the Parents' Teachers Association chairpersons were aged 41-50 years while only 2.8% of the PTA chairpersons were aged below 30 years.

### Highest professional qualifications of the head teachers and parents

Attainment of skills equips school principals with effective ways of regulating students' discipline. The principals were requested to specify their professional qualifications while the students were asked to indicate the professional qualifications of their parents. The results are as shown in Table 3.

**Table 3: Professional qualifications of the participants**

	Head teachers		Parents	
	Frequency	Percent	Frequency	Percent
	F	%	F	%
B. A	0	0	0	0
BA with PGDE	10	14.3	0	0
B. ED	32	45.6	24	7.1
MA	8	11.4	24	7.1
MSC	5	7.1	0	0
DIPLOMA/S1	3	4.3	34	10
M.ED	12	17.1	14	4.3
Secondary	0	0	125	37.1
Primary	0	0	96	28.6
No formal education	0	0	19	5.7
<b>Total</b>	<b>70</b>	<b>100</b>	<b>336</b>	<b>100</b>

The results showed that slightly less than half (45.6%) of the head teachers were holders of Bachelor of Education Degree followed by 17.1% with Masters in Education while only 4.3% were Diploma holders. The responses from the students indicate that most of the parents had attained secondary education as their highest level as indicated by the

highest proportion (37.1%) of the students followed by 28.6 % who indicated that their parents had attained primary education. Only 4.3% of the students indicated that their parents had a Masters degree while 5.7% of them said that their parents had no formal education.

**Effect of drug and substance-abusing families on parental participation in the management of students' discipline**

The influence of drug and substance – abusing families was measured on a 5-point Likert scale using four items (statements) related to the drug and substance abuse. The

head teachers were asked to specify their views on four items seeking to establish how drug and substance abuse influence parents' participation in guiding the learners' behavior in public day schools. A rating of "Strongly Agree" was assigned a score of 5; "Agree" was assigned a score of 4; "Undecided" was assigned a score of 3; "Disagree" was assigned a score of 2; "Strongly Disagree" had a score of 1 assigned to it. A weighted mean score was used to interpret the results. A mean score of 3.5 to 5 meant that the head teachers agreed with the item. A mean score of 2.6 to 3.4 meant that the head teachers were undecided or not sure while a mean score of 1 to 2.4 meant that they did not agree with the item. The results are presented in Table 4.

**Table 4:** Head teachers' responses on drug and substance- abusing families and parental involvement in students' discipline

	5		4		3		2		1		Mean
	F	%	F	%	F	%	F	%	F	%	
Students in families that drink alcohol and smoke cigarettes start abusing the drugs	42	60	15	21.4	5	7.1	6	8.6	2	2.9	4.3
Availability of drugs of abuse in the family enable students to access the drugs easily	36	51.4	18	25.7	2	2.9	8	11.4	6	8.6	4
Drug and substance abuse leads to students' unrests and insecurity in school	25	35.7	26	37.1	9	12.9	7	10	3	4.3	3.9
Students involved in drug and substance abuse steal and destroy property from school	30	42.9	24	34.3	5	7.1	8	11.4	3	4.3	4

n=70

On the likert scale, the head teachers agreed that students in families that drink alcohol and smoke cigarettes start abusing the drugs as the item posted a mean score of 4.3. Majority of the head teachers (60.0 percent and 21.4 percent total 81.4 percent) agreed that students' association with their drug- abusing families leads to their initiation of drug abuse. Only 2.9 percent and 8.6 percent total 11.5 percent of the head teachers disagreed that association with drug abusing families' leads to initiation of drug and substance abuse among students. About 7.1 percent of the head teachers had no opinion.

The head teachers also indicated that availability of drugs of abuse in the family enable students to access the drugs easily as the statement elicited a mean score of 4.0. Majority (51.4 percent and 25.7 percent total, 77.1 percent) of the head teachers agreed that easy accessibility of drugs and substances of abuse by students at home leads to their initiation of drug abuse. Only 8.6 percent and 11.4 percent total 20.0 percent of the head teachers disagreed that easy accessibility of drugs and substances leads to initiation of drug and substance abuse. About 2.9 percent of the head teachers did not indicate their opinion.

When asked whether students' involvement in drug and substance abuse leads to stealing and destruction of property, the head teachers agreed as indicated by a mean score of 4.0. Majority of the head teachers (42.9 percent and 34.3 percent total 77.2 percent) agreed that students involved in drug and substance abuse steal and destroy property from school. Only 4.3 percent and 11.4 percent total 15.7 percent of them disagreed that involvement in drug abuse leads to stealing and destruction of property. About 7.1 percent of them did not indicate their opinion.

The item on school unrests and insecurity elicited a mean score of 3.9 showing that the head teachers agreed that drug and substance abuse leads to students' unrests and insecurity in school. Majority of the head teachers (37.1 percent and 35.7 percent total 72.8 percent) agreed that drug and substance abuse leads to students' unrests and insecurity in school. Only 4.3 percent and 7.0 percent total 11.3 percent of them disagreed that drug and substance abuse among students leads to insecurity in school. About 12.9 percent of them did not indicate their opinion.

The responses of the head teachers were supported by the focus group discussions where students said that most of those who drink alcohol and smoke cigarettes learnt the habit from their parents. The PTA chairpersons who were interviewed confirmed the views of the school principals that the parents influence their children's initiation of drug and substance abuse when they misuse the drugs in the children's presence. The responses from the focus group discussions confirmed the head teachers' opinions that easy accessibility of the drugs of abuse within the students' homes caused them to start misusing them.

**Impact of parents' drug and substance abuse on students' discipline**

Cross tabulation was done between the parents' drug and substance abuse level and the level of students' discipline. The objective was to determine the relationship between drug and substance- abusing families and students' discipline. The results are presented in Table 5.



**Table 5:** Cross tabulation between parents' drug and substance abuse and students' discipline

Question	Drug abuse level	Students' discipline level				Total	
		Low		High			
		F	%	F	%	F	%
To what extent does parents' drug and substance abuse affect students' discipline	Abuse drugs a lot	37	52.9	2	2.8	39	55.7
	Abuse drugs Moderately	7	10.0	6	8.6	13	18.6
	Does not abuse drugs	4	5.7	14	20.0	18	25.7
	<b>Total</b>	<b>48</b>	<b>68.6</b>	<b>22</b>	<b>31.4</b>	<b>70</b>	<b>100.0</b>

n=70

From Table 5, it was established that majority of the students with low level of discipline were those whose parents abused drugs a lot as indicated by slightly more than half (52.9 percent) of the head teachers in comparison to 2.8% percent of those who indicated that the children of parents who abused drugs a lot were highly disciplined. The results also revealed that 10.0 % percent of the head teachers indicated that the students whose parents abused drugs moderately had low level of discipline in contrast to 8.6 % of those who stated that the students were highly disciplined. About 20 % of the principals indicated that the students whose parents did not abuse drugs were highly disciplined while only 5.7% of them recorded that the students had low level of discipline.

### Strategies that schools could use to curb drug and substance abuse among students

The head teachers were asked to suggest strategies that schools could use to curb drug and substance abuse. A rating of "Strongly Agree" was assigned a score of 5; "Agree" was assigned a score of 4; "Undecided" was assigned a score of 3; "Disagree" was assigned a score of 2; "Strongly Disagree" had a score of 1 assigned to it.

A weighted mean score was used to interpret the results. A mean score of 3.5 to 5 meant that the head teachers agreed with the item. A mean score of 2.6 to 3.4 meant that the head teachers were undecided or not sure while a mean score of 1 to 2.4 meant that they did not agree with the item. The findings are presented in Table 6.

**Table 6:** Strategies those schools could use to curb drug and substance abuse

	5	4	3	2	1	Mean
	F %	F %	F %	F %	F %	
Organize seminars at school and invite guest speakers from NACADA to sensitize students on dangers of DSA	34 48.6	23 32.9	5 7.1	6 8.6	2 2.9	4.2
Advise parents to stop exposing students to drugs of abuse	33 47.1	19 27.1	2 2.9	10 14.3	6 8.6	3.8
Guide and counsel students to avoid DSA	25 35.7	26 37.1	9 12.9	7 10.0	3 4.3	3.9
Refer drug addicted students and parents to the psychiatrist	35 50.0	19 27.1	5 7.1	8 11.4	3 4.3	4.1

n=70

The findings in Table 6 show that one of the strategies that could be used by teachers to curb drug and substance abuse is to organize seminars and invite speakers from NACADA to sensitize students and parents on the dangers of drug and substance abuse as indicated by the majority (81.5%) of the head teachers and a mean score of 4.2. About 48.6 % of the principals strongly agreed and 32.9 percent of them agreed that sensitization of students on dangers of drug and substance abuse can help to curb drug and substance abuse in schools. Only 2.9 percent of the principals strongly disagreed and 8.6 percent disagreed that seminars could curb drug abuse among students. Seven point one percent of the head teachers had no opinion.

The head teachers also agreed that referral of drug addicted students to the psychiatrist can help to curb was drug and substance abuse in schools with the item posting a mean score of 4.1. Half of the head teachers (50.0 %) strongly agreed and 27.1 percent agreed that referral of drug addicted students to the psychiatrist can help to curb was drug and substance abuse. Only 4.3 percent of the principals strongly disagreed and 11.4 percent of them disagreed that referrals can help to solve the problem of drug and substance abuse in

schools. About 7.1 percent of the head teachers were undecided.

The head teachers were also of the view that guidance and counseling can help students to avoid DSA with the item posting a mean score of 3.9. Thirty seven point one percent of the head teachers agreed and 35.7 percent strongly agreed that students should be guided and counselled to avoid DSA. Only 4.3 percent strongly disagreed and 10.0 percent disagreed that guidance and counselling can assist students to avoid drug and substance abuse. About 7.1 percent of the school principals had no opinion.

When asked to indicate whether advising parents to stop exposing students to drugs of abuse the head teachers agreed with the statement eliciting a mean score of 3.8. When asked to indicate whether advising parents to stop exposing students to drugs of abuse the head teachers agreed with the statement eliciting a mean score of 3.8. The highest proportion of the head teachers (47.1%) strongly agreed and 27.1% of them agreed that parents should be advised to stop exposing students to drugs of abuse. Only 8.6 percent of the principals strongly disagreed and 14.3 percent disagreed that advising parents to stop exposing students to drugs of abuse

can help to control DSA. About 7.1 percent of the head teachers were undecided.

The head teachers' views were supported by the seventy PTA chairpersons of schools who agreed that the parents provide negative role modelling when they misuse drugs and substances in the presence of their children. The results were also supported by the focus group discussions where students agreed that most of the students who drank alcohol and smoke cigarettes learnt the habit from their parents and started misusing drugs and substances.

**Testing Null Hypothesis**

The objective of the study was to determine the extent to which drug and substance- abusing families affect parental participation in the management of students' discipline. The following null hypothesis was used to test if there was a significant relationship between drug and substance- abusing families and parental participation in the management of students' discipline.

**Ho: There is no significant relationship between drug and substance- abusing families and parental participation in the management of students' discipline**

The Chi- square test was used to determine if there is an association between drug and substance- abusing families and parental participation in the management of students' discipline. The results are as shown in table 7.

**Table 7:** Chi-square results on association between drug and substance abuse and parental involvement in management of students' discipline

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	133.063 <sup>a</sup>	16	0
Likelihood Ratio	98.107	16	0
Linear-by-Linear Association	49.159	1	0
N of Valid Cases	150		

*a. 20 cells (80.0%) have expected count less than 5. The minimum expected count is .03*

Table 7 indicates that the calculated chi- square was 133.063 whereas the level of significance was 0.000 which is less than 0.05.

**4. Discussion**

The aim of this study was to investigate the effect of drug and substance- abusing families on parental involvement in management of students' discipline in public day secondary schools in Kitui County Kenya. The questionnaire return rate was 100 percent meaning that it was adequate for data analysis and meaningful generalization. This finding is consistent with Mugenda and Mugenda (2003) who noted that a 50% response rate is adequate for analysis and reporting while a 60% and above response rate is very good.

The findings showed that majority of the head teachers (52.9%) were aged between 41 – 50 years while only 5.7 percent were below 30 years of age. The results further showed that half (50%) of the Parents' Teachers Association chairpersons were aged 41-50 years. These results imply that the school managers were physically and emotionally mature

and had the competency of managing students' discipline. The findings are consistent with the TSC Code of Regulations Sections 68 (1) and 74 (a) (b) which states that in promoting teachers, the Commission considers experience and performance where the teachers are invited for an interview and appointed as school administrators through a competitive process (Republic of Kenya, 2006 b, Revised 2014). This explains why teachers are given positions of leadership when they have advanced in age since it is expected that they have gained enough experience to effectively manage school issues including students' discipline.

Regarding professional qualifications, the highest proportion of the principals (45.6%) were holders of Bachelor of Education Degree while only 4.3% were Diploma holders. The high education level implies that the head teachers of public day secondary schools had the professional qualifications required for effective management of students' discipline. This finding is consistent with the TSC Code of Regulations Section 74 (d) which states that the Commission considers academic and professional qualification in promoting a teacher (Republic of Kenya 2006b, Revised 2014).

It was further established that most of the parents had only attained secondary education as their highest level as indicated by the highest proportion of the students (37.1%). Only 28.6 % indicated that their parents had attained primary education while 5.7% said that their parents had no formal education. The results indicate that most of the parents of students in public day secondary schools have low level of education. The finding is consistent with the first Kitui County integrated development plan (2013-2017) which indicates that the literacy levels are low due to the high secondary school dropout rates, inadequate education facilities, low enrolment and transition rates (Republic of Kenya, 2016). This explains the reason for low parental involvement in management of students' discipline.

The study revealed that students in families that drink alcohol and smoke cigarettes start misusing the drugs as indicated by a mean score of 4.3 and the highest proportion of the head teachers (81.4 %). The results indicate that the students copy the behaviour modelled by their drug-abusing parents implying that if the problem of drug and substance abuse by the students is to be effectively addressed, there is need for parents to stop the habit of abusing drugs in the presence of their children. Nyaga (2014) concurs that students whose parents abuse drugs also learn the behavior and start misusing the drugs. The results agree with those of White and Bariola (2012) who found a significant association between parental drug misuse and their children's initiation of drug and substance abuse.

On availability of drugs, it was established that easy accessibility of drugs and substances of abuse by students within their homes leads to their initiation of drug and substance misuse as indicated by a mean score of 4.0 and majority (77.1%) of the head teachers. The results imply that the parents who are involved in drug and substance abuse expose their children to the drugs hence they lack the moral authority to prevent their children from taking the drugs.

Therefore, there is need to sensitize parents on the dangers of drug and substance misuse to control drug and substance abuse among students.

Frisher, Crome, Macleod, Bloor and Hickman (2007) concurs that the family factors that predict anti-social behavior among students include substance use by parents and drug availability. Komen (2014) concurs by noting that wealthy Kenyan parents expose their children to alcohol and cigarettes through parties and storing the drugs at home while poor parents expose students to drugs if they deal in drugs to survive. The results further agree with a survey report by NACADA (2007) which revealed that easy availability of drugs and other substances are the major cause of drug and substance abuse in schools. However, these findings contradict those of Cheloti and Gathumbi (2016) who found that the main source of the drugs abused by the students is the school community but not their families. Nyaga (2014) recommended that the government should establish strategies to control easy access to drugs and substances of abuse by the students.

The study further revealed that students' involvement in drug and substance abuse leads to stealing and destruction of property as indicated by a mean score of 4.0 and majority of the head teachers (77.2%). The results indicate that parents and students should be sensitized on the dangers of drug and substance abuse. Mukisa (2002) concurs that students who misuse drugs are often involved in theft and hooliganism. Kari (2002) agrees that drug and substance abuse leads to aggressiveness, indiscipline and impairment of educational focus. The results are consistent with a report by the Ministry of Education (2001) which indicates that drug and substance abuse in Kenya is a major cause of indiscipline in schools which leads to destruction of property.

It was established that drug and substance abuse leads to school unrests and insecurity as indicated by a mean score of 3.9 and by majority of the head teachers (72.8 %). The results indicate that the drug-abusing students cause disorderliness in schools hence making it difficult for principals to maintain order and ensure safety in schools. Mukisa (2002) concurs that students who engage in alcohol consumption cause insecurity in school. The results agree with those of Onderi and Makori (2013) who observed that drug and substance abuse by students leads to students' violent behavior and unrest making principals to spend more time on the management of school security instead of the actual teaching.

Cross tabulation between the parents' level of drug and substance abuse and the level of students' discipline indicated that the parents who abused drugs and substances a lot provided negative role modelling. This means that the parents were likely to store the drugs in their homes hence enabling their children to easily access and misuse the drugs leading to the children's indiscipline at school. Kari (2002) concurs that students' initiation of drug and substance abuse is caused by association with parents who abuse drugs and substances. Mucheru and Katamba (2016) agree that easy availability of drugs within the home environment influence drug abuse among students.

The study results show that the head teachers agreed that invitation of guest speakers from NACADA to sensitize student on dangers of drug and substance abuse can help to curb drug and substance abuse as the item posted a mean score of 4.2. These results indicate that NACADA officers are more knowledgeable about the dangers of DSA. Cheloti and Gathumbi (2016) concurs that head teachers should collaborate with NACADA to educate the students on the dangers of Drug and Substance Abuse.

The head teachers also agreed that referral of drug addicted students to the psychiatrist can help to curb was drug and substance abuse in schools with the item posting a mean score of 4.1. Poipoi, Agak and Kabuka (2011) concurs that the school administration should control drug abuse among students by referring students with psychological disorders to psychiatrists. The results agree with Cheloti (2013) who noted that the head teachers and teacher counsellors lack the skills for counselling drug abusers.

The head teachers further agreed that guidance and counselling can help students to avoid DSA with the item posting a mean score of 3.9. Mwangi (2015) concurs that head teachers should organize seminars for pupils in schools to guide and counsel them in the area of drug and substance abuse. The results are consistent with Kimani (2007) who recommended that guidance and counselling programmes should be conducted in schools to assist students with special needs.

When asked to indicate whether advising parents to stop exposing students to drugs of abuse the head teachers agreed with the statement eliciting a mean score of 3.8. Mwangi (2015) concurs with this finding by noting that the head teachers should actively involve parents in the management of students' discipline. However, Cheloti (2013) notes that lack of parents' cooperation frustrates the head teachers' strategies to curb DSA among students. The head teachers' suggestions are supported by Mahmud (2014) who emphasized that parents should help the school to overcome discipline problems by teaching their children to practice core moral values and obey school rules since the students spend more time at home with their parents.

Chi-square ( $\chi^2$ ) test was used to determine the strength of association between drug and substance abuse and parental involvement in students' discipline management. The calculated chi-square was 133.063 whereas the level of significance was 0.000 which is less than 0.05. Therefore, the null hypothesis was rejected at more than 95% level of confidence. It was established that there was a strong association between parents' drug and substance abuse and parental involvement in management of students' discipline.

## 5. Conclusions

Based on the findings of this study, it was concluded that drug and substance-abusing families significantly affect parental participation in management of students' discipline. Students in families that drink alcohol and smoke cigarettes start abusing the drugs. Availability of drugs of abuse in the family enable students to access the drugs easily. Students' involvement in drug and substance abuse leads to stealing



and destruction of property. Drug and substance abuse leads to students' unrests and insecurity in school. Most of the students whose parents abuse drugs a lot are indisciplined. Most of the head teachers and Parents' Teachers Association chairpersons are aged 41 – 50 years implying that the school managers are physically and emotionally mature and are competent enough to manage students' discipline. Majority of the head teachers are holders of Bachelor of Education Degree while most of the parents have attained only secondary education, primary or no formal education.

## 6. Recommendations

- 1) Head teachers should organize seminars and invite speakers from NACADA to sensitize students and parents on the dangers of drug and substance abuse.
- 2) Teacher counsellors should refer drug-addicted students and parents to the psychiatrist.
- 3) Parents should stop exposing their children to drugs and substances of abuse and provide positive role modelling.

## 7. Recommendation for Further Research

A study should be carried out on effectiveness of parental involvement in controlling drug and substance abuse in public boarding secondary schools in Kenya.

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