KENYATTA UNIVERSITY

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF PSYCHOLOGY

PREVALENCE OF DRUG AND SUBSTANCE ABUSE AMONG SECONDARY SCHOOL STUDENTS IN NZAUI DISTRICT MAKUENI COUNTY, KENYA

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A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF HUMANITIES AND SOCIAL SCIENCES IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF ARTS (COUNSELING PSYCHOLOGY) OF KENYATTA UNIVERSITY

OCTOBER 2013
DECLARATION

This research project is my original work and has not been submitted for a degree in any other university or any other award.

Signature .......................... Date 6/12/2013

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C50/CE/11333/08

This research project has been submitted for examination with our approval as university supervisors.

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DEDICATION
To my children Brian Mumo and Favour Keli as a bench mark to your educational endeavors.
ACKNOWLEDGEMENTS

I wish to express my sincere appreciation to all institutions and individuals whose assistance facilitated the completion of this work. To begin with, I most sincerely thank Kenyatta University and all Kenyatta University staff for the valuable support during my course work and the project writing.

Very special thanks goes to my supervisors Dr. Margaret Mwenje and Dr. Olaly for your enthusiasm with which you provided support, advice and constructive critical comments as well as the unconditional sacrifices you made towards the success of this work. Your valuable and continuous guidance towards this work is highly appreciated.

I acknowledge with the gratitude the support I received from my darling wife Faith and our sons Brian and Favour for your prayers and encouragement.

Finally, I wish to thank my brother Joel Mailu for your immense contribution towards the completion of this masters degree.

You all contributed to the successful completion of this work. God bless you all.
ABSTRACT

The prevalence of drug and substance abuse among Kenyan secondary school students has been a major problem and has been linked to adverse consequences such as suicide, delinquency, criminal behaviors, psychological difficulties and poor academic performance (NACADA 2007). DSA among secondary school students is the single most predictive factor for adult drug dependence. Since DSA have cognitive effects to the abusers (Gillis 1996) such as loss of concentration in academic performance this could be attributed to poor academic performance in some of the Kenyan secondary schools. The government and school policies do not seem to be able to stop or reduce the prevalence rates of drug and substance abuse in Kenyan secondary schools for more and more youths in secondary schools are getting involved in drug and substance abuse. The primary purpose of this study was to investigate and establish the prevalence of drug and substance abuse among secondary school students in Nzaui District Matitiku Division, Makueni County – Kenya. To realize the purpose of this study, the peer group learning theory was used to guide the study. The target population for this study was form one to form four students, school counselors, teachers, deputy principals and the D.E.O. The study had a sample size of 225 respondents. The study was a descriptive survey. In view of this, field survey was adopted to collect both quantitative and qualitative data using questionnaires and interview schedules. Stratified sampling technique was used. The collected primary data was analyzed using notes and tables. Qualitative data was evaluated, classified into logical thematic themes based on the research objectives and then coded. Given the fact that limited or no information on DSA prevalence is available in Nzaui District, this research was undertaken to bridge the gap. The study has shown that more than half of the sampled students abused drugs and 60% of the drug abusers were male while 40% were female students. The three mostly abused drugs were alcohol, tobacco and bhang. Peer pressure, socialization and easy availability of drugs were found to contribute to the habit. The researcher hopes that the output this study would help the Ministry of Education to better understand the current prevalence of drug and substance abuse among secondary school students and accordingly address the factors that contribute to drug abuse in secondary schools. In addition, the findings of this study would empower secondary school administrators to put in place prudent policies regarding DSA prevention programmes.
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<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>AIDS</td>
<td>Acquired Immuno Deficiency Syndrome</td>
</tr>
<tr>
<td>CBS</td>
<td>Central Bureau of Statistics</td>
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<tr>
<td>DSA</td>
<td>Drug and Substance Abuse</td>
</tr>
<tr>
<td>ESU</td>
<td>Early Substance Use</td>
</tr>
<tr>
<td>HIV</td>
<td>Human Immune Virus</td>
</tr>
<tr>
<td>IDU</td>
<td>Injecting Drug use</td>
</tr>
<tr>
<td>KIPPRA</td>
<td>Kenya Institute of Public Policy Research Analysis</td>
</tr>
<tr>
<td>NACADA</td>
<td>National Campaign Against Drug Abuse Authority</td>
</tr>
<tr>
<td>UNODC</td>
<td>United Nations Office on Drugs and Crime</td>
</tr>
<tr>
<td>WHO</td>
<td>World Health Organization</td>
</tr>
<tr>
<td>MoE</td>
<td>Ministry of Education</td>
</tr>
<tr>
<td>STDs</td>
<td>Sexually Transmitted Diseases</td>
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<tr>
<td>UNDCP</td>
<td>United Nations Drug Control Programme</td>
</tr>
<tr>
<td>GAP</td>
<td>Global Assessments Programme</td>
</tr>
<tr>
<td>INCB</td>
<td>International Narcotics Control Board</td>
</tr>
<tr>
<td>ACK</td>
<td>Anglican Church of Kenya</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
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<td>---------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------</td>
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<tr>
<td>Drug</td>
<td>Any product other than food or water that affects the way people feel, think, see and behave.</td>
</tr>
<tr>
<td>Drug abuse</td>
<td>Use of drugs for purposes other than medical reasons.</td>
</tr>
<tr>
<td>Drug addiction</td>
<td>Addiction to drugs means that a person’s body can no longer function without these substances. Once an individual becomes addicted, it is hard to stop using drugs.</td>
</tr>
<tr>
<td>Drug related problems</td>
<td>The negative effects associated with drug abuse such as violence, conflicts with friends or school authorities, destruction of school property and academic underperformance.</td>
</tr>
<tr>
<td>Psychoactive Substance</td>
<td>Refers to any substance that when taken by a person can modify perception, mood, cognition, behavior or motor functions (WHO, 2000).</td>
</tr>
<tr>
<td>Substance abuse</td>
<td>Use of all chemicals, drugs and industrial solvents that produce dependence (psychological and physical) in individuals who take them.</td>
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CHAPTER ONE

INTRODUCTION

1.1 Background of the study

According to Gillis (1996) young people are individuals in the process of development and change. During this period, they experiment with newly discovered aspects of their physical and emotional selves. Moreover, he argues that during this period the youth, mostly secondary school students are likely to experiment with drugs and substances and some may become drug and substance abusers. Drug abuse refers to the use of drugs for purposes other than medical reasons. It can also refer to the misuse of any psychotropic substances resulting in changes in bodily functions, thus affecting the individual in a negative way socially, cognitively or physically.

Over the past few decades, the use of illegal drugs has spread at an unprecedented rate and has reached every part of the world (UNODC, 2005). According to this report, 200 million people or 5 percent of the total world’s population aged 15 – 64 which includes secondary school students have used drugs at least once in the last 12 months. The report also asserts that no nation has been immune to the devastating effects of drug and substance abuse.

Drug and substance abuse among the secondary school students has several effects. They affect the brain which results in major decline in the functions carried out by the brain (Sternberg, 2003). Drug and substance abuse affect the students’ concentration span and boredom sets in much faster than non-drugs and substance abusers. It also leads to absenteeism from school resulting into one taking too long to complete
studies. According to Louw (2001) most of the psychoactive drugs and substances affect the decision making process of the students, creative thinking and the development of the necessary life and social skills. They also interfere with the awareness of an individual's unique potential and interest thus affecting their career development. The effects of drug and substance abuse are universal everywhere among secondary school students and even in Kenya.

Sadock B.J and Sadock VA. (2003) assert that the use of alcohol, tobacco and other substances constitutes one of the most important risk taking behavior among adolescents and young adults in secondary school students. Despite worldwide concern and education about psychoactive drugs and substances, many secondary school students have limited awareness of their adverse consequences. Curiosity, social pressure and peer group influence are reported to be risk factors for drug and substance abuse. Siqueira L. M and Brook J.S (2003) argue that most often the students start by experimenting with the so called "gateways drugs" such as tobacco, alcohol and marijuana

According to Sternberg (2003) the prevalence of drug and substance abuse among secondary school students is a problem facing many nations globally. Gillis (1996) believe that the vulnerability of students to drugs and substance abuse as well as their availability is a problem that up to date has not been completely stopped by various governments and relevant authorities internationally
Substance abuse among high school students is a global problem (Sternberg, 2003). Winger (2004) points that drug and substance abuse increase with the students’ age with a prevalence rate of 19.6% between the ages of 18-20 years with marijuana being the most commonly abused substance followed by tobacco. Even though the type of drugs and substances abused in Kenyan secondary schools may differ, the prevalence of different types of drugs and substances may be similar in Kenyan secondary schools as it is in American high schools. This created the need for this study where by the researcher tried to find out if the same drugs are abused in secondary schools in Nzaui District in Makueni County.

According to Oshodi (2009), drug and substance abuse is becoming increasingly widespread in many African countries. In Nigeria industrialization and increased exposure to western life has contributed to the prevalence of drugs and substance abuse among secondary school students, with alcohol and tobacco acting as “gateway drugs” to the use of other substances like cocaine, heroine, amphetamine, inhalants and hallucinogens (Oshodi 2009). Alcohol, hypnosedatives, tobacco and psychostimulants are the commonly abused substances in Nigerian secondary schools with varying prevalence rates found for both overall and specific substance use (Fatoye, 2002). Oshodi (2009) further observes that the average Nigerian secondary school students are being maimed, sentenced to a life of delinquency, insanity, street walking and prematurely to their graves by the abuse of drugs and substances.

In Kenya, a number of research reports and law enforcement reports indicate that in the last few years, Kenya has had to deal with an increase in the drug and substance abuse problem among secondary school students. Drug and substance abuse among
the youth in secondary schools has endangered their lives, lowered their performance and destroyed properties within Kenyan secondary schools (Gikonyo, 2005). Gikonyo (2005) also notes that drug and substance abuse among secondary school students is fast spreading to rural secondary schools especially Central, Western, Nyanza and Eastern provinces. Nzaui District secondary schools being rural schools and in Eastern province may not be an exemption thus creating the need for this study.

1.2 Statement of the problem

Drug and substance abuse among secondary school students is a major public health problem and has been linked to such adverse consequences as suicide, delinquency, criminal behaviours, and psychological difficulties (NACADA 2007). Since DSA have cognitive effects to the abusers (Gillis 1996) such as lack of concentration in academic work and memory loss, this can translate to poor academic performance in secondary schools thus creating the need for this study.

The problem of drug and substance abuse in Kenya has been linked to rising cases of school unrest in secondary schools. Several fatal incidents in secondary schools have been documented in which DSA has been linked with them (NACADA 2002). Some of these incidents include the Kyanguli secondary school incident in which 58 students perished in a night inferno, S.T Kizito secondary school in which 19 girls lost their lives. Nzaui District being one of the recently created districts requires an investigation on the prevalence of DSA among its secondary schools’ students for the development of early and effective prevention programmes.
The prevalence of drugs and substance abuse among high school students is high nationally while the effects of drugs and substances amongst the students differ depending on the drugs or substance abused, very little or no information is available on the prevalence of drug and substance abuse in secondary schools in Nzaui District, Makueni County thus creating the need for this study. It is in this context that the study was carried to bridge this gap and add to the existing body of knowledge.

1.3 Purpose of the study

The purpose of this study was to investigate the prevalence of drug and substance abuse among secondary school students in Nzaui District Makueni County, Kenya.

1.4 Objectives of the Study

The specific objectives were to;

1. Establish the prevalence of drug and substance abuse among secondary school students in Nzaui District.
2. Identify commonly abused drugs and substances among secondary school students
3. Determine risk factors leading to the prevalence of drugs and substance abuse among secondary school students
4. Identify strategies used in secondary schools to address drugs and substance abuse.

1.5 Research Questions

The research questions for the study were;

1. Is drug and substance abuse among secondary school students prevalent in Nzaui district?
2. Which are the commonly abused drugs and substances among secondary school students?

3. What are the risk factors leading to the prevalence of drugs and substance abuse among secondary school students?

4. What strategies do secondary schools use to address the problem of the prevalence of drugs and substance abuse among students?

1.6 Justification and Significance of the study

The problem of drug and substance abuse in Kenyan secondary schools has been an issue of great concern. Drug and substance abuse in Kenya has been linked by authorities like NACADA to rising cases of school unrest and poor performance in secondary schools. Some fatal incidents in Kenyan secondary schools have been documented in which drug and substance abuse has been attributed to them (NACADA 2002). Given that drug and substance abuse in Kenyan secondary schools is a national issue, it was in the interest of the researcher to carry out an investigation in Nzaui District to establish the prevalence of drug and substance abuse among secondary school students. The District is more exposed to drug peddling as it lies along the Mombasa – Nairobi highway which has been used by drug traffickers in the transportation and distribution of drugs to various destinations.

The researcher hopes that the output of this study could help the Ministry of Education to better understand the current situation and accordingly make changes to address the factors that contribute to the prevalence of drug and substance abuse in secondary schools. More to this, the study would empower secondary school...
administrators to make prudent decisions and policies regarding drugs and substance abuse and prevention programmes.

This study would be useful in contributing to the general body of knowledge available on the prevalence of drugs and substance abuse among secondary school students. Recommendations from this study would be useful to administrators and policy makers in curbing drug and substance abuse. It would also help in promoting a drug and substance free school environment and better academic performance thus improving the standards of education in the country.

1.7 Scope and Limitations of the study

This study focused on the prevalence of drug and substance abuse among secondary school students in Nzaui District. The proposed research study was restricted to six schools found in Nzaui District. Only public schools in Matiliku Division of Nzaui District were included in the study; mixed schools, single – gender schools (boys or girls) day and boarding schools.

The sensitivity of the study/research was perceived as a limiting factor. Some of the respondents could not open up fully for fear of victimization or being exposed. This lead to the findings missing some information which might hinder the quality of the research. However, the participants were guaranteed of total anonymity and confidentiality throughout and after the research. This enhanced optimal disclosure and free participation in the research.
1.8 Assumptions of the Study

The study assumed that there are secondary school students in Nzau District Makueni County who abuse drugs and substances and also there are commonly abused drugs and substances among secondary school students. Also the research assumed that there are risk factors leading to the prevalence of drugs and substance abuse among secondary school students. In addition, the study assumed that the instruments which were used to collect data (questionnaires and interviews) were reliable and respondents gave honest responses. It further assumed that secondary schools' administration used various strategies to address the problem of the prevalence of drugs and substance abuse among secondary school students in the District.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction
This chapter contains reviewed literature from different authors on the studies done around the world on the prevalence of drug and substance abuse among secondary school students. It provides both the theoretical and conceptual frameworks in narrative and diagrammatic form.

2.2. Theoretical framework
2.2.1. Peer group learning theory
The peer group learning theory was used to guide this study. Peer group learning theory was developed by Pasche in 1970 when he stated that drug abuse is learned and is subject to habit strengths which increase through repetition and reward by peers.

Factors like fear of consequences and moral reservations may reduce the tendency of abusing drugs and substances. However, incentives such as curiosity and desire for peer group approval will interact with these factors so that the potential drug and substance abuser resolves the approval avoidance conflict in favour of abusing drugs. Pasche (1970) further observed that the first experience with drugs for some youth may be initiated through socialization. Others abuse drugs in order to get some physical pleasure such as feeling high and strong. The act of abusing drugs and substances is likely to be reinforced whenever the habit is repeated and rewarded through appreciation by peers.
It therefore follows that drug and substance abuse is more likely to be initiated and be prevalent through peer group interaction. The continued drug and substance abuse is also important in maintaining one’s group membership. The social and physical encouragement in the peer group acts as a positive reinforcement for drug and substance abuse.

Most of the students in secondary schools are within the same age brackets. They are also in different years of study. This situation suggests that most secondary school students may depend upon their peers for direction in order to find their place in the school. For a new student to fit into school’s routine and programmes, he/she may need to follow those who have already mastered it. It is possible to suggest that through this process of being initiated into secondary school life, students may also be introduced into the behaviours of their peers which may include abusing drugs and substances in order to gain acceptance within the peer group.

Moreover, students of certain established behaviours will look for others who have the same practices. Through this process of socialization, new students may be initiated into drug and substance abuse while those who are already drug and substance abusers will find peers through whom their behaviours will be sustained and accepted. Pasche’s theory clearly shows that there are various factors that can lead to the prevalence of drug and substance abuse by secondary school students and it is upon this theoretical framework that this study was based.
2.3. The prevalence of drug and substance abuse among secondary school students

2.3.1. Global prevalence of DSA among secondary school students

Drug and substance abuse among secondary school students is a global phenomenon and it affects almost every country. Although it is difficult to authenticate the actual extent and nature of drug and substance abuse amongst learners, research indicates that most students within secondary schools experiment with alcohol or other drugs and substances at school. It is estimated that 25 percent of male students and 10 percent of female students abuse alcohol at least once a week (Gillis, 1996). A study in 1998 conducted by university of Massachusetts in USA on the smoking habits of 681 high school teenagers aged between 12 and 13 revealed that several of them were addicted to cigarette smoking. The study established that 63 percent of the teenagers had one or more symptoms of nicotine addiction, while some children could smoke up to five cigarettes a day without showing any signs of addiction.

Sussman, S and Johnson, C (1996) indicated that 7 percent of male learners in grade 8 smoke daily while 16 percent of tenth and 24 percent of twelfth grade males do so. For females the rates were 8, 16, and 22 percent for learners in grades 8, 10 and 12. They further point out that by the time learners in the US reach grade 12, approximately 8 in 10 will have consumed alcohol at sometime in their lives. It is against this background that the study sought to investigate the prevalence rates of drug and substance abuse in secondary schools in Nzaui District.
Tobler, N. and Stratton, H (1997) in a survey in the United Kingdom indicate that 5-20% of high school children use drugs, with 2-5% using them weekly and with peak prevalence at 14-16 years of age. Rao M.R (1995) observes that in Trinidad and Tobago, the lifetime prevalence has been found to be 8% for marijuana use and 2% for cocaine use among secondary school children.

A report issued by the White House on educational excellence for Hispanic Americans in 2000 (http://www.yic.gov/drug.free/a/cabuse.html) showed that of all substances used, alcohol was the most prevalent problem among high school students. In addition, the survey revealed that 32.3 percent used Marijuana, 6.5 percent amphetamines, 7.5 percent hallucinogens, 3.7 percent cocaine and 3.6 percent designer drugs such as ecstasy. Such illicit drugs have been factors in many tragedies, including rape, hospitalizations for overdoses and deaths.

It is not only those who engage in high risk drinking or other drug and substance abuse that are affected. Secondary school students who do not drink suffer second hand effects from the behavior of other students who drink. For example, 60.5 percent of the students interviewed as per the 2001 White House Report on educational excellence for Hispanic Americans said that they had to take care of a drunken student; 20.1 percent had been insulted or humiliated 18.6 percent had a serious argument because of another's drunkenness, 13.6 had property damaged, while 1.3 percent, all women had been victims of sexual assault or rape. It is in view of this that this study was undertaken to establish whether the situation is similar or otherwise in the district where this study was carried out.
According to Swadi, H (1999) a survey of four high-schools in Jamaica found that 60% of children had tried one or more drugs, including marijuana, and 1.3% had used cocaine. Another study of households in western Jamaica revealed that 9.4% used cocaine, with 6.2% in the age group 15-24 years. Swadi, H (1999) further argues that the prevalence of the use of illicit drugs and substances by the high school students over a 4-week period (April/May 1999) was as follows: marijuana (10.2%); cocaine (2.2%); heroin (1.5%); and opium (1.2%). The proportions of male students who used marijuana, cocaine, heroin and opium were significantly higher than those of their female counterparts. There were only slight differences in the proportions of the 16 and 17 year olds who used three of the four illicit drugs (marijuana, cocaine, heroin), while the proportion of 16 year olds who used opium was significantly higher than for 17 year olds. The proportions of urban high school students who used marijuana, cocaine, and heroin were statistically significantly higher than those of their rural counterparts, although the use of opium was only slightly more. The use of marijuana and cocaine by secondary school students whose parents/guardians were professionals was significantly higher than for students with non professional parents/guardians.

In Malaysia, studies conducted in various localities showed that the prevalence of smoking among male high school students was between 17-36% (Santo, 2000) and 1-5% among females in the same group. (Ahmad, 1997). Several factors were frequently associated with smoking among students including socioeconomic factors, peer pressure and mass media exposure. Lim, K.H. (2006) notes that overall smoking prevalence among high school students was 29.7%. Smoking was more prevalent among male students (54.1%) compared to females (4.3%) (p<0.001). Smoking was more prevalent in male students from FELDA settlements 71 (39.2%) compared to
their counterparts in rural and urban schools 29 (18.6%) (p<0.001). However, the smoking rates among female students between the three localities were not significantly different.

2.3.2. Regional prevalence of DSA among secondary school students

While the rates of drug and substance abuse among high school students in Africa are low compared to industrialized countries, they are a cause of concern. According to a WHO (2003) more than 25 percent of high school students in Nigeria indicated it was easy to obtain a wide variety of illegal drugs such as crack cocaine.

According to Oshodil (2009) the overall lifetime prevalence of substance abuse by the high school students in Nigeria was 87.3%. Current use was reported by 69.2% of all the subjects, with 57.4% engaging in multiple drugs and substance abuse. The commonest substance used was caffeine (kolanut and coffee) with 56.5% and 85.7% of current and lifetime users respectively. This was followed by the mild analgesics (paracetamol and aspirin) with 51.3% and 73.8% of current and lifetime users; then the antimalarials most especially chloroquine with 50.0% and 65.7% for current and lifetime use respectively. For the hypno-sedatives - most especially Diazepam, Nitrazepam and Bromazepam the current and lifetime use were 26.7% and 32.3% respectively. The use of cannabis, heroin and cocaine was low. The current and lifetime rates were 3.3% and 4.4% for cannabis; 3.3% and 3.8% for heroin; 1.9% and 3.8% for cocaine. Higher percentages of males used such substances as alcohol, tobacco and cannabis but this was only slightly higher for caffeine. For substances such as antibiotics and analgesics, the use was greater amongst females. The use of heroin and cocaine was relatively low; but surprisingly more females admitted to their
use. However, the gender difference across the range of substances used was only statistically significant for caffeine ($X^2 = 5.20$, df=1, $p<0.05$), Analgesics ($X^2 = 5.45$, df=1, $p<0.025$) and Antibiotics ($X^2 = 12.42$, df=1, $p<0.005$) Oshodi1, (2009).

In Nigeria, earlier studies on students’ drugs and substance abuse were largely hospital based and confined to selected regions of the country (Fatoye F.O and Morakinyo (2002). It was found that alcohol, hypnosedatives, tobacco and psychostimulants were the commonly abused substances; with varying prevalence rates found for both overall and specific drugs and substance use among high school students (Abdulkarim A.A (2005). For instance, in Ilorin, Nigeria, the lifetime prevalence rate of drug and substance use among secondary students was found to vary between 1.5% (for tobacco) and 47% (for psychostimulants) (Adelekan M. L (2002). It is in view of this that the study was undertaken to establish the prevalence rates of drug and substance abuse in secondary schools in Nzaui District.

Adelekan, M (1999) reported that prevalence rates were 10.9%-17.8% among secondary school students; and 19.5%-50.7% in Nigeria. In a more recent study (Abdulkarim A. A, (2005) the overall lifetime prevalence for substance use was 78%; and the most frequently used substances were mild stimulants, alcohol, sedatives and tobacco in that order. Some authors in the country have raised the possibility of respondents (students) under reporting their drugs and substance use habits, most especially the illicit ones. For instance, in a study in South-west, Nigeria, it was observed that although cannabis related psychiatric disorders are common among secondary school students in Nigerian psychiatric clinics, drugs and substance use studies in the country have reported low use of cannabis amongst secondary school
students. This could be due to denial because of legal consequences associated with its use (Abdulkarim A. A, (2005).

In South Africa the only substantially industrialized Sub-Saharan country prevalence rates were of similar magnitude, but included the smoking of a mixture of cannabis and methaqualone. Cannabis was said to be popular drug among secondary school students in both countries. For male and female students, it was reported that the age of first use was between 10 and 17 years. Other drugs of abuse were cigarettes and glue (WHO, 2003).

2.3.3. Prevalence of DSA among secondary school students in Kenya

In Kenya, drug and substance abuse has threatened the lives of the secondary school students. While addressing the opening of the Narcotics Drugs and Psychotropic substances control seminar, Wako (2001) said that 60 percent of drug abusers are secondary school students. A countrywide survey conducted in 2004 by NACADA among high school students found that hard drugs like heroin, ecstasy, cocaine and mandrax were widely abused in schools. The survey revealed that some legal substances such as alcohol, tobacco and khat were commonly abused leading to high incidence of violence in secondary schools. According to this survey forty three percent of students from western Kenya confessed to alcohol abuse, 41 percent in Nairobi, 27 percent in Nyanza, 26 percent in Central province and 17 percent in Eastern province. Nairobi students led in cigarette smoking followed by Central, Coast, Eastern and Rift valley provinces. The current study will contribute to the existing literature on prevalence rates of drug and substance abuse in Kenya and in
particular prevalence rates in Nzaui District and therefore creating a basis for intervention programmes.

NACADA (2004) further revealed that drug and substance abuse by students in secondary schools was a common practice. The results of NACADA in 2004 showed that the most abused drugs by these students were alcohol, tobacco, bhang, miraa and inhalants. This survey further gave out the provincial prevalence for drug abuse by secondary school students as follows: Nairobi 22.6%, Eastern 15.6 %, Coast 13% and North Eastern 3%. The survey also predicts that 51.3 % of the Kenyan high school students will have abused drugs in the next five years if effective preventive measures are not put in place.

A study by the Great Lakes University (2009) in Kisumu found that 58% of the secondary school students in Kisumu District had consumed alcohol at some point in their lives. The study interviewed 458 students from nine secondary schools in Kisumu and concluded that use of drugs including alcohol, tobacco, khat, cannabis and heroin had risen drastically in the previous decade. By age 15, according to the study, some students were found to have already started using drugs and by the time they are 19, 33% males and females had already become drug abusers. From the foregoing, it can be seen that drug and substance abuse is a reality and prevalent among secondary school students in Kenya. Knowledge of the nature and prevalence of drug and substance abuse is important in the development and implementation of intervention strategies to curb the problem amongst secondary school students and in effect enhancing high academic performance in secondary schools.
2.4. Commonly Abused Drugs and Substances by Secondary School Students

According to the United States Department of Health and Human Services (2000) alcohol is the most abused psychoactive drug in the United States. About 90% of the students use it before they leave high school.

In Kenya a report by NACADA (2008) also indicated that alcohol is the most commonly abused drug by about 61% of the population. The same report indicated that 40.9% of the students were abusing alcohol in Nairobi Province and 26.3% in Central Province. These percentages indicate that students are abusing drugs and it is important to address this issue with the seriousness it deserves. Perkinson (2002) explains that alcohol is basically a central nervous system depressant and dulls the brain making learning a difficult task. When students get to the behaviour of abusing alcohol their reasoning get impaired and education becomes of less priority in the student’s life.

A survey by NACADA (2004) indicates 35% of the students from Central Province were abusing tobacco related products while 5.3% of the students were abusing bhang. The availability of tobacco products is prevalent within the province.

2.5. Risk factors of DSA among secondary school students

One of the risk factors of DSA among secondary school students is peer pressure. According to the United Nations (2005), drug and substance abusers in high schools like other people seek approval for their behavior from their peers whom they attempt to convince to join them in their habit as a way of seeking acceptance. Whether peer pressure has a positive or negative impact depends on the quality of the peer group.
Unfortunately, the same peer pressure that acts to keep a group within an accepted code of behavior can also push a susceptible individual down the wrong path. A study carried out by Kariuki, D (1998) in Nairobi secondary schools indicated that the majority of drug users had friends who used drugs. Kiiru (2004) argues that peer pressure influences high school students to use substances under the false impression that some drugs stimulate appetite for food, increase strength and give wisdom as well as courage to face life.

Family and socialization is another risk factor to DSA among secondary school students. A survey report released by NACADA in Kenya in 2004 says that, young people between 10 and 24 years whose parents use or sell alcohol and other drugs are likely to abuse these substances. At times, youth including secondary school students who sell drugs on behalf of their parents are themselves exposed to drugs and substance abuse in due course. Children learn from watching and imitating what adults say and do. As they grow they are likely to pick up both positive and negative habits from their parents. Kerachio (1994) asserts that the environment in which children grow up plays a great role in shaping their character. It is difficult for parents to sensitize their children about the dangers of drugs and substance abuse when they spend long hours imbibing in the company of the very people whose character they are expected to mould (Kerachio 1994).

Another risk factor associated with drug and substance abuse by secondary school students is pressure to perform. Parents and other members of the family place high value on success in school and the competition can often be tough. Secondary school students studying for examinations therefore report the use of central nervous
stimulants to keep them awake and alert and this may lead to dependence on these substances (Kombo, 2005).

Kombo (2005) further indicates that the type of schooling has an influence on drug and substance abuse among students. According to him, experimentation with common drugs and substances was more frequently reported by Kenyan high school students who have attended day schools rather than boarding schools. The reasons given were that boarding school learners are more closely monitored, while day school students are often more exposed to drug and substance abuse as they move to and from school daily.

According to Kiuru (2004) some students from rich families abuse drugs and substances because they can afford them while some from poor families due to frustrations abuse cheap drugs such as alcohol. In addition, frustrations arising from lack of school fees and other basic needs may lead students to abuse drugs and substances based on the false believe that DSA will make one forget the problems.

Easily availability of drugs and substances is another risk factor to DSA among secondary school students. A report by NACADA (2008) identified the major sources of drugs and substances used in schools by the students as follows: 52.9% reported that alcohol used in schools was sourced from their homes, 48.1% was sourced from, friends while 38.1% was bought from fellow student; 49.9% reported that cigarettes used in schools were sourced from homes, 46.2% sourced from friends, 40.7% bought from a kiosk/ shop near school and 37.1% bought from fellow students; 47.2% reported that bhang used in schools was largely sourced from their homes, 46.2%
sourced from friends and 39.5% bought from fellow students; 45.4% reported that miraa used in schools was largely sourced from their homes, 44.9% was sourced from friends while 34.1% bought from their fellow students.

2.6 Strategies used in secondary schools to address drug and substance abuse

Drugs and substance abuse among secondary school students has been a problem facing most secondary schools in Kenya and as such, several strategies, ways and or approaches have been put in place in order to curb this vice. Ngesu (2008) indicated that in some schools in Kenya, disciplinary measures are normally used to curb the vice among students and also scare potential users from becoming addicts. Hence, the author noted that good discipline should be acknowledged and any punishment meted out whether in the form of blame or reproof, fine or suspension should be fair and commensurate with the nature of the offence committed within schools.

Another strategy noted by Ngesu (2008) was guidance and counseling services which are normally used in schools to help the students avoid dangerous drugs and also help addicts deal with this problem within Kenyan secondary schools. As such, experienced, well trained guidance and counseling personnel are put in place to guide and counsel students on the facts about drug abuse instead of leaving them to decide on their own. Similarly the author also indicated that a variety of leisure and recreational activities are also normally used in high schools so that students can avoid boredom and idleness and in effect prevent them from engaging in drugs and substance abuse.
According to Chesile, E (1996) participatory approaches have been used by secondary schools in order to curb drugs and substance abuse among students. The most frequently used participatory methods of controlling drug and substance abuse among the students in the district were individual guidance and counseling of students. This agrees with Ngesu (2008) study where participation of provincial administration in controlling drug and substance abuse in schools and involving peer students guidance and counseling. Hence by involving every stakeholder in preventive measures schools have been able to reduce drugs and substance abuse to some extent in Kenyan secondary schools.

Another strategy is the ban of drug and substance abuse among students in schools and support of the governments' general ban of drugs and substance abuse by principals. In an attempt to fight drug abuse among students in Kenya, about 4000 head teachers gathered in Mombasa in June 2005. They supported the government's proposed ban on billboard and television advertising of alcohol and cigarettes.

The Secondary Schools Principals Association also supported a plan by the government to ban smoking in public. Also the chairman of the Kenya Schools Heads Association Mr. Muthaithai has urged the Government to implement the ban on alcohol and tobacco advertisements, saying they target the youth. He argued that we must do everything possible to protect the youth, the leaders of tomorrow. Through this measure the principals hoped to limit the avenue of influence that affects secondary schools students' choice of engaging in drugs and substance abuse. So far the Secondary Schools Principals Association has started a campaign project aimed at fighting drug abuse amongst student and has made efforts to have programmes on the
fight against drug abuse featured in the electronic media, specifically targeting teachers and students (Githinji, 2004).

Some churches have also established anti-drug programmes. One such is the Lavington United Church whose outreach ministry helps in training and teaching about the dangers of drug abuse in schools, colleges and universities. The youth are taught how to reach others through peer counseling. The Anglican Church of Kenya (ACK) has also launched preventive-drug programmes for the youth and adults in each diocese and has organized spiritual crusades to fight drug abuse in schools and colleges. In addition, the church has established treatment and rehabilitation centres to create awareness, and bring about physical and inner healing for drug users and addicts (Githinji, 2004).

In an attempt to curb drug abuse, some educational institutions in Kenya including secondary school, colleges and universities have started the peer education programmes to address the problem. Institutions have started peer education programmes aimed at reducing irresponsible sexual behavior, unwanted pregnancies, sexually transmitted infections (STIs) including HIV/AIDS and drug abuse by improving the quality of counseling and service delivery for students. The peer outreach programme is the highlight of the project, as it trains students to promote responsible behavior among their peers. Some activities carried out in peer education include showing videos, follow-up discussions, door-to-door counseling and public lectures (Githinji, 2004).
Another strategy used to curb drugs and substance abuse among students includes encouraging family socialization. Gikonyo (2005) notes that although guidance and counseling, church programs and disciplinary measures can go a long way in addressing and curbing drug-related problems they are secondary to the role of the family in socializing children and the youth in the right direction. The family is the basic building block of every culture. Children are not only better socialized at home than in the peer group, but are also best socialized by parental example and the sharing of social values. Positive sociability is firmly linked with the family in relation to child's self-worth. This in turn depends largely on the values and experiences provided by the family, at least until the child can reason consistently. The basic role of the family is therefore to ensure that children grow up in a loving and secure environment where they can be taught sound values which in turn help them avoid engaging in drugs and substance abuse (Gikonyo 2005).

2.7 Summary of Literature Review and Theoretical Framework

This chapter has reviewed literature on the commonly abused drugs, causes of drug and substance abuse, effects of drugs, sources of drugs abused and strategies used by Kenyan secondary schools to curb drug and substance abuse among secondary school students. The most commonly abused drugs are ecstasy, cocaine and mandrax. While some legal substances such as alcohol, tobacco and khat are commonly abused leading to high incidence of violence in secondary schools. The peer group learning theory has been used to guide the study. The theory attempts to high light how peer group influence a susceptible into DSA. Peer pressure, affluence, poverty, family, socialization were identified as some of the factors affecting the prevalence of drug and substance abuse in secondary school students.
Type of schooling guidance and counseling, strict rules and regulation governing DSA among students, good role modeling, educating students on the dangers of abusing drugs and substances, stricter penalties for drug peddlers in the community are some of the remedies that could be employed by school administrators and the government to curb the menace of drug and substance abuse.

Although the literature reviewed has attempted to isolate some of the commonly abused drugs much more research/investigation need to be carried out to bring out a comprehensive picture of all the drugs and substances commonly abused by secondary school students. Similarly, the strategies identified may not be effective in controlling the prevalence rates. Strategies tailored to the specific drugs and substances abused are worth of identification for effective prevention and rehabilitation programmes.

2.8 Conceptual framework

The prevalence of drugs and substance abuse among secondary school students can be attributed to risk factors among them peer pressure, affluence and poverty, type of schooling among others. These risk factors have lead to some drugs to be commonly abused among secondary school students which have further lead to high prevalence rates globally, regionally and nationally. Although DSA has prevailed in most secondary schools in Kenya, different strategies have been put in place to control the escalating prevalence rates. This has been summarized in the figure below;
Risk factors
- Peer pressure
- Affluence and poverty
- Type of schooling
- Family and socialization
- Performance pressure

Prevalence of DSA: Global, Regional and National

Commonly abused drugs
- Alcohol
- Miraa/Khat
- Tobacco
- Bhang

Strategies/Remedies
- Guidance and counseling
- Recreational and leisure activities
- Disciplinary measures
- Peer education

Author: Paul Muthoka 2013

Figure 2.1 Conceptual framework
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction
This chapter gives the research methodology which was used in carrying out the investigation on the prevalence of drug and substance abuse among secondary school students in Nzaui District of Makueni County. It comprises of the research design, study population, target population, sampling techniques and sample size, research instruments, validity and reliability, pilot study, data collection procedures, data analysis, data management and ethical considerations.

3.2 Research Design
The research design for this study was a descriptive survey. In view of this, the study adopted the field survey method to collect data. This field survey implies the process of gaining insight into the general picture of a situation, without utilizing the entire population. Descriptive survey designs are used in preliminary and exploratory study to allow researchers to gather information, summarize, present and interpret for the purpose of clarification.

3.3 Site of the Study
The research was carried out in Matiliku Division in Nzaui District Makueni County. The researcher identified the Division for it offers a variety of schools which include both boys and girls boarding and mixed day schools. This gave a full representation of all the categories of secondary schools in the District.

27
3.4 Study Population

The division has twelve secondary schools of which two are boys boarding, three are mixed boarding schools, one girls boarding and six mixed day schools with an approximate population of about 3000 students. The target population for this study was form 1, 2, 3 and 4 students, class teachers, deputy principals, teachers and the District Education Officer. This group was selected to cater for viable respondents for this study.

3.5 Sampling Techniques and Sample Size

Stratified random sampling technique was used to select both the secondary schools and study subjects in order to give all the potential study subjects equal chances of being picked and participating in the study. This technique also eliminated any chances of bias and or discrimination when the respondents were being selected making the responses collected more valid.

Out of the twelve secondary schools’ in the Division, six schools were randomly selected for this study. Forty students were sampled from each school. Ten students were randomly selected from each class (form) in each school. In cases where there was more than one stream, only one stream was randomly selected. The total number of students who participated in this study were two hundred and forty, six deputy principals, twenty four class teachers, and one Education Officer. The sample size was two hundred and seventy five study respondents.
3.6 Research instruments
The research instruments for this study were questionnaires and interview guides. Questionnaires were administered to students and class teachers to collect demographic and factual data. A questionnaire was used due to its ability to cover a wider scope than an interview guide. The questionnaire was both open and close ended.

An interview guide or schedule with a list of questions that the researcher explored during the interview was used. The questions kept the interactions during the interviews more focused. Deputy Principals and the District Education Officer were interviewed. Interviews are justified on the grounds that they are suited for occasions where the questionnaire is not satisfactory. The interview guide was useful in helping the researcher to elicit verbal responses with more in-depth information for the study.

3.7 Validity and Reliability
Validity is the degree to which a test measures what it purports to measure or it is the degree to which results obtained from the analysis of the data actually represents the phenomenon under investigation (Mugenda 2003). Content validity of the instruments was determined by expert judgments as supported by Freenkel and Warven (2007) and Huck (2005). The instruments were scrutinized by my university supervisors to judge the items on their appropriateness of content so as to achieve the objectives of study. The supervisors determined whether the items in the questionnaires and interview guides adequately represented all the areas that needed to be investigated. In
addition, the researcher ensured validity of the data to be collected by administering the interview guides personally.

On reliability of the research instruments, the questionnaires were pilot-tested. The test-retest procedure was used to test the reliability of the students and teachers questionnaires.

3.8 Pilot study
Secondary school students, class teachers and deputy principals were selected to take part in this study. Sixty pilot questionnaires were administered for this purpose (20 in each of the three schools). The aim was to check if the instruments would collect the required information and if not necessary corrections would be made. Pre-testing was considered important in this study because comments and suggestions by respondents would help improve the quality of the instruments. However, the participants in the pilot study were not included in the main study.

3.9 Data Collection Procedures
The first step in data collection was to get the approval from the university supervisors to proceed for field work. Before the actual data collection, the questionnaires were piloted on a selected sample similar to the actual sample that participated in this study.
The researcher visited the schools during the actual data collection, the research questionnaires were personally administered by the researcher with the assistance of class teachers. The questionnaires were collected on the same day on completion. For Deputy Principals face to face interviews were used to gather information.

3.10 Data Analysis and Presentation

The collected information was analyzed using SPSS software in order to generate frequencies, percentages, measures of central tendency that is mean, median and mode, measures of dispersions which included standard deviation, variance and range. Data was presented using frequency tables, pie charts and histograms. Qualitative data was evaluated, classified into logical thematic categories based on the objectives of the study and then coded. The results were presented using descriptive statistics.

3.11 Data Management and Ethical considerations

Permission to carry out the research was sought from the university supervisors, participants, school principals and other relevant authorities. It was clearly explained to the participants that the purpose of the research was to collect data on the prevalence of drug and substance abuse which would help students in dealing with the problem. The researcher assured the participants of strict confidentiality in relation to information obtained during the research. Thus willing participants were required to make informed consent.

During the study the respondents were informed of their rights to participate or not. Informed consent was therefore sought. They were also informed of their right to remain anonymous and that their identity would not be revealed in this study.
CHAPTER FOUR
PRESENTATION OF FINDINGS

4.1 Introduction

The study investigated the prevalence of drug and substance abuse among secondary school students in Nzaui District of Makueni County. This chapter presents the results of the study. Demographic details of the participants is presented first followed by the main findings of the study.

4.2 Demographic Data

The study was carried out in secondary schools in Nzaui District of Makueni County. The researcher collected a sample of 225 male and female students from six schools and 18 teachers from each of the six schools from which data was collected. The researcher included one guidance and counseling teacher, one class teacher and the deputy head teacher of each of the six schools to give information to supplement that obtained from the students. Information from students and teachers was collected using self administered questionnaires.

4.2.1 Respondents' Gender

Table 4.1 shows the distribution of student respondents by gender.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>111</td>
<td>49.3</td>
</tr>
<tr>
<td>Female</td>
<td>114</td>
<td>50.7</td>
</tr>
<tr>
<td>Total</td>
<td>225</td>
<td>100.0</td>
</tr>
</tbody>
</table>

As shown in Table 4.1, the sample of students comprised 111 males (49.3%) and 114 females (50.7%) making a total of 225 students. The researcher split the sample into
nearly equal number of male and female respondents in order to make the sample more representative of the two genders.

Table 4.2 shows the distribution of teachers by gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>7</td>
<td>40</td>
</tr>
<tr>
<td>Female</td>
<td>11</td>
<td>60</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>100</td>
</tr>
</tbody>
</table>

As Table 4.2 shows, 11 of the teachers who took part in the study were female while seven were male. There were four more female teachers than male teachers in the sample because in general, most of the guidance and counseling teachers in Kenyan secondary schools are female. This however did not in any way affect the validity of the teachers’ sample.

4.2.2 Respondents’ Classes

The sample of students comprised of students from Form One to Form Four. Table 4.2 shows the number of students in each form.

<table>
<thead>
<tr>
<th>Class</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form One</td>
<td>57</td>
<td>25.3</td>
</tr>
<tr>
<td>Form Two</td>
<td>55</td>
<td>24.4</td>
</tr>
<tr>
<td>Form Three</td>
<td>55</td>
<td>24.4</td>
</tr>
<tr>
<td>Form Four</td>
<td>58</td>
<td>25.8</td>
</tr>
<tr>
<td>Total</td>
<td>225</td>
<td>100.0</td>
</tr>
</tbody>
</table>

As shown in Table 4.3, there were 57 Form Ones, 55 Form Twos and Form Threes and 58 Form Fours in the sample. The researcher sampled nearly equal number of students from each form in order to get a more representative sample.
4.2.3 Respondents’ Age

Students who took part in the study were between 14 and 19 years of age. Table 4 shows the distribution of students by age.

<table>
<thead>
<tr>
<th>Age</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>31</td>
<td>13.8</td>
</tr>
<tr>
<td>15</td>
<td>43</td>
<td>19.1</td>
</tr>
<tr>
<td>16</td>
<td>41</td>
<td>18.2</td>
</tr>
<tr>
<td>17</td>
<td>53</td>
<td>23.6</td>
</tr>
<tr>
<td>18</td>
<td>54</td>
<td>24.0</td>
</tr>
<tr>
<td>19</td>
<td>3</td>
<td>1.3</td>
</tr>
<tr>
<td>Total</td>
<td>225</td>
<td>100.0</td>
</tr>
</tbody>
</table>

As Table 4.4 shows, the three oldest students were 19 years old while the youngest were 14 years old. The researcher included students from different age brackets to make the sample more representative of secondary school students in typical Kenyan schools.

4.3 Findings of the Study

4.3.1 Prevalence of drug and substance abuse among secondary school students in Nzaui District

The first objective of the study was to establish the prevalence of drug and substance abuse among secondary school students in the study area. Students were asked to indicate whether or not they had ever used any drugs other than for medicinal purposes. Table 4.5 shows the number of respondents who had used drugs for non medicinal purposes and the number who had not analyzed according to gender.
Table 4.5 Number of Respondents who had used Drugs for Non Medical Purposes and Those Who Had Not

<table>
<thead>
<tr>
<th></th>
<th>Had used drugs</th>
<th></th>
<th>Had not used drugs</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percentage</td>
<td>Frequency</td>
<td>Percentage</td>
</tr>
<tr>
<td>Male</td>
<td>69</td>
<td>60.0</td>
<td>42</td>
<td>38.2</td>
</tr>
<tr>
<td>Females</td>
<td>46</td>
<td>40.0</td>
<td>68</td>
<td>61.8</td>
</tr>
<tr>
<td>Total</td>
<td>115</td>
<td>100</td>
<td>110</td>
<td>100</td>
</tr>
</tbody>
</table>

An examination of table 4.5 reveals that 60% of students who had abused drugs were male while 40% were female. On the other hand, 38.2% of students who had not abused drugs were male and 61.8% were female.

The prevalence of drug abuse was also analyzed according to the type of schools the respondents came from. Table 4.6 shows the percentage of respondents from each type of school who had abused drugs.

Table 4.6 Proportion of respondents in Each Type of School Who Abused Drugs

<table>
<thead>
<tr>
<th>Type of school</th>
<th>Day</th>
<th>Boarding Boys</th>
<th>Boarding Girls</th>
<th>Boarding Mixed</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
<td>F</td>
</tr>
<tr>
<td>Had not abused</td>
<td>23</td>
<td>30.7</td>
<td>16</td>
<td>40.0</td>
<td>32</td>
</tr>
<tr>
<td>drugs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Had abused</td>
<td>52</td>
<td>69.3</td>
<td>24</td>
<td>60.0</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>75</td>
<td>100</td>
<td>40</td>
<td>100</td>
<td>40</td>
</tr>
</tbody>
</table>

As table 4.6 shows, mixed day schools were the most affected by drug abuse with 69.3% of the respondents having abused drugs. This was followed by boys’ boarding schools with 60.0% of students abusing drugs and mixed boarding schools with 44.3% of respondents abusing drugs. The girls boarding school was the least affected with 20.0% of respondents abusing drugs. Students in day schools are more likely to abuse drugs compared to students in boarding schools because they have easier access to drugs at home and on their way to and from school each day. These findings reflect those of other studies on drug and substance abuse in secondary schools. Wako (2004)
reported that 60% of drug abusers in Kenya are students in secondary schools. In a study conducted in Kisumu District, Gathure (2009) established that 58% secondary school students had abused alcohol while NACADA (2004) estimates that 43% of students from western Kenya, 41% in Nairobi and 26 in Central Province had taken alcohol.

4.3.2 Which are the commonly abused drugs and substances among secondary school students?

The study sought to find out which drugs and substances are abused by secondary school students in Nzaui District. The respondents were requested to indicate which substances they had abused. Table 4.7 shows the drugs students are abusing and the percentage of those students who reported using drugs abusing each.

**Table 4.7 Drugs Abused by Students in Nzaui District**

<table>
<thead>
<tr>
<th>Drug</th>
<th>Frequency</th>
<th>Percentage of students abusing drug who use the drug</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcohol</td>
<td>83</td>
<td>72</td>
</tr>
<tr>
<td>Tobacco</td>
<td>59</td>
<td>51</td>
</tr>
<tr>
<td>Bhang</td>
<td>32</td>
<td>28</td>
</tr>
<tr>
<td>Miraa</td>
<td>28</td>
<td>24</td>
</tr>
<tr>
<td>Glue</td>
<td>19</td>
<td>17</td>
</tr>
<tr>
<td>Pain killers</td>
<td>17</td>
<td>15</td>
</tr>
<tr>
<td>Sleeping pills</td>
<td>6</td>
<td>5</td>
</tr>
</tbody>
</table>

An examination of Table 4.7 indicates that alcohol is the most widely abused drug with 72% of the respondents who abuse drugs taking it. In second position is tobacco used by 51% of drug abusing students and bhang is the third most abused drug with 28% of drug abusers taking it. According to Table 4.7 sleeping pills are the least abused substances with only six respondents having abused them.
The study showed that alcohol was the most widely abused substance. Indeed, most of the people who abuse drugs and substances in Kenya consume alcohol. NACADA (2008) estimates that in Nairobi, 61% of adults and 40.9% of secondary school students consumed alcohol. The other commonly abused drugs in Nzaui were tobacco and bhang. According to NACADA (2004), tobacco and bhang are also very popular with secondary school students due to their relative availability and low cost. The more expensive and less available drugs such as heroin and cocaine were not abused in Nzaui District.

4.3.3 What are the risk factors leading to the prevalence of drugs and substance abuse among secondary school students?

The study investigated factors that encouraged students in secondary schools in the study area to abuse drugs.

Peer Pressure

The researcher sought to establish whether students who abused drugs had friends who also abused drugs since peer pressure is one of the known factors contributing to drug abuse. Table 4.8 shows the proportion of students abusing drugs who had friends also abusing drugs.

<table>
<thead>
<tr>
<th></th>
<th>No friends who use drugs</th>
<th>Have friends who use drugs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non drug abusers</td>
<td>73</td>
<td>69.5</td>
</tr>
<tr>
<td>Drug abusers</td>
<td>32</td>
<td>30.5</td>
</tr>
<tr>
<td>Total</td>
<td>105</td>
<td>100</td>
</tr>
</tbody>
</table>

According to Table 4.8, 69.5% of students whose friends do not abuse drugs also abuse no drugs. On the other hand, 69.2% of students whose friends abuse drugs also...
abused drugs. This suggests that there is a tendency by students who abuse drugs to associate with peers who share the habit.

The researcher also investigated whether students who abuse drugs share the same drugs with their friends and whether friends encourage each others' drug taking behavior. Table 4.8 shows the proportion of students abusing drugs who share the substances with their friends.

<table>
<thead>
<tr>
<th>Table 4.9 Proportion of Drug Abusing Students who Share Drugs with Friends</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>------------------------</td>
</tr>
<tr>
<td>Do not share drugs with friends</td>
</tr>
<tr>
<td>Share drugs with friends</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

The study found that 76.5% of students who abused drugs shared the same substances with their friends. This is also indicative of the fact that peers influence each others' drug taking behaviors.

The respondents who abused drugs were asked whether their friends encouraged them to use the drugs. Their responses were as shown in Table 4.9

<table>
<thead>
<tr>
<th>Table 4.10 Did Friends Encourage Drug Abuse</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Friends do not encourage them to use drugs</td>
</tr>
<tr>
<td>Friends encourage them to use drugs</td>
</tr>
</tbody>
</table>

An examination of Table 4.10 reveals that 74.3% of students whose friends encourage drug taking also engage in the behavior. In contrast, only 29.3% of students whose friends did not encourage drug taking behaviors abused the drugs.
The respondents who were abusing drugs were asked to give the reasons why they did so. Table is a summary of the reasons given by the respondents.

**Table 4.11 Reasons behind Students Abusing Drugs**

<table>
<thead>
<tr>
<th>Reason</th>
<th>Frequency</th>
<th>Percentage of students abusing drug who gave the reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be accepted by friends</td>
<td>79</td>
<td>69</td>
</tr>
<tr>
<td>Curiosity</td>
<td>62</td>
<td>54</td>
</tr>
<tr>
<td>Relax and have fun</td>
<td>67</td>
<td>58</td>
</tr>
<tr>
<td>Celebrations like wedding parties</td>
<td>48</td>
<td>42</td>
</tr>
<tr>
<td>To relieve stress</td>
<td>44</td>
<td>38</td>
</tr>
<tr>
<td>Cultural traditions</td>
<td>23</td>
<td>20</td>
</tr>
<tr>
<td>To increase intelligence</td>
<td>17</td>
<td>15</td>
</tr>
</tbody>
</table>

Table 4.11 shows that majority of students who abused drugs, that is 69%, did so in order to be accepted by their friends. The second most important reason for using drugs was to relax and have fun, cited by 54% of the respondents who abused drugs. These two reasons are closely interlinked because most students relax and have fun in the company of their friends.

The study revealed that peer pressure was an important contributor to the drug taking habit. The study has revealed that students who abuse drugs tend to have friends with the same habit and on top of that, they tend to share the same substances between themselves. Studies by Kariuki (1988), Karugu and Olela (1993), Muthigani (1995) and Kamonjo (1997) found that a strong relationship existed between a student’s tendency to abuse drugs and his or her association with peers who also abused drugs. The current study has affirmed the link between abusing drugs and having friends who abuse them.
This study also confirms Pasche’s Peer Learning Theory (Pasche 1970) which says that drug abuse is a learned behavior which is strengthened by reinforcement in the form of peer approval. This study has found that students encourage one another to use drugs and nearly two thirds of students who abuse drugs do so to gain acceptance from their friends.

**Family and socialization**

The researcher investigated whether the family background of a student had any role in causing drug abuse. Respondents were asked whether any member of their family used drugs and the responses are summarized in Table 4.12

<table>
<thead>
<tr>
<th>Table 4.12 Did any Family Member Use Drugs</th>
<th>Do not abuse drugs</th>
<th>Abuse drugs</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F %</td>
<td>F %</td>
<td>F %</td>
</tr>
<tr>
<td>No family member used drugs</td>
<td>52 59.1</td>
<td>36 40.9</td>
<td>88 100</td>
</tr>
<tr>
<td>A family member used drugs</td>
<td>58 42.3</td>
<td>73 57.7</td>
<td>137 100</td>
</tr>
</tbody>
</table>

As Table 4.12 shows, 59.1% of respondents from homes where no family members use drugs do not abuse drugs. On the other hand, 57.7% of respondents from homes where a family member used drugs also abuse drugs.

An individual’s family background can put them at a greater risk of using drugs as studies by Nelom (1996) and Asumi (1996) found. The current study has established that students from homes in which a parent abused drugs are more likely to abuse drugs compared to students who came from families where no one abused drugs. Gitahi and Mwangi (2007) propose that students can learn the habit of abusing drugs by observing their parents’ behavior.
Availability of drugs

The researcher sought to find out whether students found it easy or difficult to access drugs and whether ease of availability determined tendency to abuse drugs. Respondents were asked to say whether getting drugs was easy or difficult. Table 4 shows the responses categorized by the type of school the respondent came from.

<table>
<thead>
<tr>
<th>Type of school</th>
<th>Drugs are difficult to get</th>
<th>Drugs are easy to get</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day mixed</td>
<td>F</td>
<td>%</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>22</td>
<td>29.3</td>
<td>17</td>
</tr>
<tr>
<td>Boarding boys</td>
<td>53</td>
<td>70.7</td>
<td>23</td>
</tr>
<tr>
<td>Boarding girls</td>
<td></td>
<td></td>
<td>40</td>
</tr>
<tr>
<td>Boarding mixed</td>
<td></td>
<td></td>
<td>40</td>
</tr>
</tbody>
</table>

Table 4.13 reveals that students in day school find accessing drugs very easy with 70.7% of them saying that drugs are easily available. In boys’ boarding school, 57.5% of students found accessing drugs easy while in girls’ boarding school, only 30% of the students had easy access to drugs. In mixed boarding schools, an equal number of students found it easy and difficult to access drugs.

Table 4.14 shows the number of students abusing drugs who thought accessing drugs was easy.

<table>
<thead>
<tr>
<th>Drugs are difficult to get</th>
<th>Drugs are easy to get</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>Not abusing drugs</td>
<td>74</td>
</tr>
<tr>
<td>Abusing drugs</td>
<td>28</td>
</tr>
<tr>
<td>Total</td>
<td>102</td>
</tr>
</tbody>
</table>

As table 4.14 shows, 70.7% of the respondents who said drugs were easy to access abused drugs. In contrast, only 27.5% of the students who said accessing drugs was
difficult abused drugs. This finding suggests that students with easy access to drugs are more likely to abuse them compared to students who do not have easy access to drugs.

4.3.4 What strategies do schools use to address the problem of the prevalence of drugs and substance abuse among students?

The study investigated strategies used by school administrations to address the problem of drug abuse in secondary schools. The researcher asked the teachers from the six schools in the District to list the actions they took to deal with cases of drug abuse in their respective schools. Table 4.15 shows the strategies schools used to deal with the problem of drug abuse.

| Table 4.15 Strategies Used by School Administrations to Deal with Drug Abuse |
|-------------------------------------------------------------|----------|
| Strategy                                               | Frequency |
| Guiding and counseling the students                      | 6        |
| Summoning the parents to school to discuss the issue     | 6        |
| Punishing the students                                   | 4        |
| Suspending the students                                  | 2        |
| Expelling the students                                   | 1        |
| Handing the student over to the police                   | 1        |

The responses presented in Table 4.15 show that in all the six schools, teachers attempt to guide and counsel students who are involved in drug abuse. In each school, teachers summon the students’ parents to discuss the students’ behavior. Students receive punishment in four of the schools. Students involved in drug abuse are suspended in only two schools and expelled in one of the schools. The police have only been involved in one school.
The study revealed that schools employed a limited repertoire of strategies for combating drug and substance abuse among students. All of them used guidance and counseling which was not surprising since Ngesu et al (2004) found that most schools in Kenya depended on guidance and counseling as a method of dealing with the problem. In addition to guidance and counseling, Ngesu et al (2004) also found that various forms of punishment are used to stop students from using drugs and to deter others from joining the habit.

The researcher sought to find out from the teachers whether these strategies were effective in their opinion. The teachers were asked to state whether the strategies were very effective, moderately effective or ineffective. Table 4.16 shows how teachers rated the effectiveness of the strategies.

<table>
<thead>
<tr>
<th>Teachers' rating of the strategies</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ineffective</td>
<td>11</td>
</tr>
<tr>
<td>Moderately effective</td>
<td>4</td>
</tr>
<tr>
<td>Effective</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
</tr>
</tbody>
</table>

As table 4.16 indicates, 11 of the teachers were of the opinion that the strategies currently used to combat the problem of drug abuse are ineffective, four of them thought they were moderately effective and three felt they were effective. The finding of the study regarding the number of students abusing drugs is a clear indicator of the ineffectiveness of the methods used to deal with the problem and most of the teachers concur that the strategies are either ineffective or only moderately effective.
The deputy head teachers are in charge of discipline in their respective schools. The researcher sought to find out from them whether they faced any special challenges in dealing with drug related discipline cases. The deputy head teachers were unanimous that they faced a difficult task preventing their students from abusing drugs. They all noted that the ban on corporal punishment and the introduction of stringent procedures for suspending or expelling students made disciplining students more difficult. Therefore, as Table 4.15 shows, they resorted to counseling students and talking to their parents. As Table 4.16 shows, most of the teachers, including the deputy head teachers, dissatisfied with the disciplinary measures available to them.

The researcher sought to establish whether the teachers knew about students who were abusing drugs and how the teachers got to know about those students. The students who were abusing drugs were asked to state whether the school administration was aware of their drug taking habits and their responses are summarized in Table 4.7

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>77</td>
<td>67.2</td>
</tr>
<tr>
<td>38</td>
<td>32.8</td>
</tr>
<tr>
<td>115</td>
<td>100.0</td>
</tr>
</tbody>
</table>

As shown in table 4.17, the teachers were only aware of the drug abusing behavior of 32.8% of the students who reported using drugs. The teachers did not know about the other 67.2% of students who abused drugs. The researcher sought to find out how the teachers got to know about the drug abusing students and the responses are summarized in Table 4.18
Table 4.18 How Teachers Learnt About Drug Abusing Students

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reported by members of the community</td>
<td>18</td>
<td>47</td>
</tr>
<tr>
<td>Teachers found out by themselves</td>
<td>11</td>
<td>29</td>
</tr>
<tr>
<td>Others students reported</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>Reported by parents</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>Arrested by the police</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>38</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.18 shows that 18 of the students who were known by the teachers to abuse drugs were reported by members of public. Teachers only found out about 11 students by themselves. Fellow students reported four drug abusing colleagues, three were reported by parents and two were arrested by the police.

In order to successfully deal with the problem of drug abuse, teachers need to be fully aware of the extent of the problem in their schools. The study has found that teachers are only aware of about one third of students who are using drugs and in most cases, these students are either reported by the members of the community or the teachers catch the drug users themselves. Notably, fellow students and parents rarely report cases of drug abuse. It is unlikely that students will report each other because of the strong peer bonding between them. Reporting a fellow student amounts to betrayal and whoever does it risks being ostracized by the rest of the group. In addition, the study also shows that most students share drugs with members of their peer groups hence reporting one member would expose the rest of the group. This situation confirms the notion in Pasche’s theory that students bond together in peer groups which act as the basis of socialization and that membership in these groups is prized so much that students readily take up the drug taking habit to gain admission to the groups.
The researcher sought to find out whether schools had drug education programs aimed at informing the students about the dangers of drug abuse. The study revealed that all the six schools in the study had such programs. However, the situation in the schools reveals that the drug education programs have not achieved their stated goals. The drug education programs have failed because the schools do not place enough emphasis on the issue. In all the schools, guidance sessions specific to drug abuse are held very infrequently. Students are only subjected to intense counseling when they are caught. Schools do not dedicate sufficient resources to their guidance and counseling programs in general and the guidance teachers are also required to perform other duties at par with the rest of the teachers.

4.4 Conclusion

The study has shown that more than half of the sampled students abused drugs and 60% of the drug abusers were male while 40% were female students. The three mostly abused drugs were alcohol, tobacco and bhang. Peer pressure, socialization and easy availability of drugs were found to contribute to the habit. The study also revealed that schools relied heavily on guiding and counseling students involved in drug abuse even though this was not a very effective strategy for dealing with the problem.
CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction
The study investigated the prevalence of drug abuse in secondary schools in Nzau District of Makueni County. Findings made in the study are summarised in this chapter followed by conclusions drawn from the findings and recommendations for policy, practice and further research.

5.2 Discussion
5.2.1 Summary of the Main Findings
The study was done to investigate the prevalence of drug abuse in secondary schools in Nzau District of Makueni County and to establish the commonly abused drugs, the factors that promote drug abuse as well as strategies that school are using to address the problem of drug abuse in the area under study. The study revealed that one half of the respondents, that is 51.1%, abused drugs. The study revealed that boys abused drugs more than girls with 60% of the students who abused drugs being boys. Only 38.2% of students who did not abuse drugs were boys. The study found alcohol and tobacco to be the most widely abused drugs with 72% and 51% of drug abusing respondents having used them respectively. The study found peer pressure to be a strong factor that encourages students to abuse drugs. Schools in Nzau District were found to use ineffective strategies to deal with the problem of drug abuse. This was according to the teachers who took part in the study and the fact that a half of the respondents abused drugs.
Objective 1: the prevalence of drug and substance abuse among secondary school students in Nzaui District

The study revealed that drug abuse is prevalent in secondary schools in Nzaui District with 51.1% of the respondents abusing drugs. Secondary school students in Kenya have been known to abuse drugs and this finding confirms previous findings. Wako (2004) noted that 60% of drug users in Kenya are secondary school students. Repeated studies have shown that drug abuse in secondary schools in a nationwide problem. A study by Gathure (2009) found that 58% of secondary school students in Kisumu District had already abused alcohol. Figures released by NACADA (2004) estimate that 43% of students from western Kenya had taken alcohol, 41% in Nairobi and 26 in Central Province.

The study by Great Lakes University (2009) found that students as young as 15 were already taking drugs in Kisumu District. The current study also found that students were beginning to consume drugs from a tender age. Thirty one respondents in this study were 14 years old and 15 of them (48.4%) had already consumed some drugs.

A study by NACADA in 2004 also confirmed that drug abuse is a major problem in secondary schools. The NACADA study predicted that 51.3% of secondary school students in Kenya will have abused drugs in the next five years since the time it was published if effective measures are not put in place to deal with the problem. The finding that half of students in Nzaui District have abused drugs affirms NACADA’s prediction and unless strong measures are taken to combat drug abuse, more students are likely to fall into the habit.
Objective 2: Commonly abused drugs and substances among secondary school students

The study investigated the drugs that were most commonly abused by students in secondary schools in Nzaui District. Alcohol was found to be the most widely abused substance followed by tobacco and bhang. Out of those respondents who had abused drugs, 72% had consumed alcohol, 51% tobacco and 28% bhang. This study’s findings on the most widely abused substances echo those of similar studies. For example, Gathure (2009) found that 58% of students in his study had consumed alcohol, 34% tobacco, 32% miraa and 18% had used bhang.

This study affirmed that alcohol is the most widely abused substance as evidenced by the large proportion of students who used it. Popularity of alcohol is also reflected in national statistics. A report by NACADA (2008) stated that alcohol was the most commonly abused substance with 61% of the total population and 40.9% of students in Nairobi province consuming it. A survey by NACADA in 2004 also found that tobacco and bhang were popular among secondary school students.

Students in Nzaui District also abused miraa, glue, painkillers and sleeping pills. However they did not use expensive drugs like cocaine, heroin and methamphetamines probably because they are not available in Nzaui which is a rural area and most students would not afford them due to their high cost.
Objective 3: Risk factors leading to the prevalence of drugs and substance abuse among secondary school students

Peer Pressure

The study investigated the factors that contribute to drug and substance abuse among secondary school students. Peer pressure has been identified as one of the most important factors that propel secondary school students towards drug abuse. Kariuki (1988) found in a study conducted in secondary schools in Nairobi that majority of drug users also had friends using drugs. This study has revealed that the same case applies in Nzaui District. The study revealed that 69.2% of students whose friends abuse drugs also used drugs. This was in contrast to students who had no drug using friends. In the latter case, only 30.5% of students who had no drug abusing friends abused drugs. These findings suggest that a student who keeps the company of peers who abuse drugs is also likely to engage in the habit as a result of peer pressure.

The findings of this study affirm those of Karugu and Olela (1993), Muthigani (1995) and Kamonjo (1997) all of whom found a significant relationship between individual students’ drug taking habits and their friends involvement in the same.

In addition to keeping the company of friends who use drugs, the study also found that drug abusing students share the same substances with their friends and encourage one another to continue the habit. The study found that 76.5% of students who abuse drugs share the drugs with friends and 74.3% of them said that friends encourage one another to take the drugs. The sharing and encouragement goes on to show that these students use drugs as a way of bonding among themselves. Students have to take up
the habit in order to belong in a circle of friends. Sixty nine percent of students who abuse drugs stated the need to gain acceptance by friends as a motivating factor.

**Family and Socialization**

An individual’s family background and socialization can propel a student to abuse drugs as Nelom (1996) and Asumi (1996) found in their studies. This study has also revealed that students who come from families where at least one member is using drugs are more likely to use drugs compared to those who come from families where no member used drugs. The study found that 57.7% of students who come from families in which members use drugs also used drugs. In contrast, 40.9% of students from homes where drugs were not used took up the drug taking habit. This finding confirms an assertion by NACADA (2004) that young people whose parents sell or use drugs are likely to use the same drugs themselves. There is a possibility that students learn to use drugs through observing their parents’ drug taking behavior as Gitahi and Mwangi (2007) point out.

**Type of School Attended**

The type of school a student attends can have a role in determining whether the student will take up the drug habit (Kombo 1997). This study has revealed a difference in the proportion of students abusing drugs from boarding and day schools. The study found that mixed day schools were most affected with 69.3% of the students having abused drugs. This was followed by boys’ boarding school at 60%, mixed boarding at 44.3 and girls boarding at 20%. These figures show that students from day schools were most likely to abuse drugs due to easy access of drugs at home and also due to the fact that they had less supervision than their colleagues in
boarding schools Kombo (1997). However, these figures also show that students in boarding schools have means of accessing drugs. Sixty percent of boys in boys’ boarding school and 44.3% of students in mixed boarding are able to access drugs despite being in boarding schools.

Availability of Drugs

Availability of drugs is one of the factors that encourage drug abuse. According to NACADA (2008), people are more likely to abuse those substances that are readily available and affordable. None of the respondents who abused drugs had ever used cocaine or heroin because they were not available in the rural Nzaui District. However, students abused those drugs they could easily find such as alcohol, tobacco, bhang and miraa.

This study has revealed that availability of drugs also depends on the school where the student is studying. Most of the students who said that drugs were easy to get came from mixed day schools where 70.7% said drugs were easy to get followed by boys boarding at 57.5%, mixed boarding at 50% and girls boarding at 30%. This study also revealed that students who thought drugs were easy to get were also more likely to abuse them. Out of 123 students who believed that drugs were easy to access, 70.7% abused them. Only 27.5% of students who thought drugs were not easy to access abused drugs. These findings concur with NACADA’s prediction NACADA (2009) and the findings by Maithya (2009).
Objective 4: Strategies used in secondary schools to address drugs and substance abuse

The study investigated strategies used in schools to deal with the problem of drug and substance abuse. The teachers who were polled were asked to state actions they took to deal with cases of drug abuse. All the schools used guidance and counseling as a means of dealing with the problem of drug abuse. This is a popular strategy adopted in many schools (Ngesu et al 2008) and it was not surprising that all the schools in the study adopted it. In addition to counseling students, all the schools involved parents in dealing with the issue although parents were only summoned when their children were implicated in drug abuse.

Punishment was used in four of the schools, suspensions given in two schools and students were expelled from one school. Ngesu et al (2004) pointed out that punishment was often used in schools to get students out of the habit and to scare others from joining in the habit. Only in one school was the police involved in dealing with drug abuse.

These strategies are clearly ineffective in combating drug abuse. To start with, as the study has revealed, half of the students abused drugs in spite of the measures taken to combat the vice. Secondly, the teachers themselves found these strategies to be ineffective in most part. Eleven of the guidance teachers rated these measures as ineffective while four said they were moderately effective. Only three teachers thought these measures were effective.
This study has revealed that teachers are not aware of the true extent of drug abuse among students. This fact was revealed when drug abusing students were asked whether the teachers knew about their habit. The teachers only knew about 32.8% of the students. Asked how the teachers got to know about them, 29% of these students were caught by the teachers, and 47% were reported by members of the community. Only 26% of these students were reported by fellow students, parents or caught by police. This finding suggests that people in the community are more aware of the students who use drugs than the teachers yet, the schools administrations have not roped in members of the community in their effort to combat drug abuse. With teachers in the dark about students abusing drugs, its not surprising that they can not come up with better strategies to deal with the problem.

5.3 Conclusion

Based on the findings of this study, a number of conclusions could be made. First is that about one half of the students (51.1%) abused drugs. Sixty percent of the students who had used drugs were male while 40% were female. This shows a high prevalence in drug abuse in the study area. Both boys and girls are affected although boys are more likely to abuse drugs than girls.

Secondly, the study revealed that alcohol, tobacco and bhang are the most widely abused substances in Nzaui District. Thirdly, peer pressure, availability of drugs and a student’s family were identified as the factors that promote drug abuse in secondary school students.
Finally, the study has shown that schools rely heavily on guidance and counseling, talking to parents and punishment to deal with the problem of drug abuse but these strategies are not effective going by the large number of students abusing drugs and the guidance teachers' admission that these strategies are generally ineffective.

5.4 Implications and Recommendations

5.4.1 Implications to Counseling

Drug abuse is a problem not only in secondary schools but also among adults. Therefore effective strategies must be put in place to rehabilitate those already caught up in the habit and also prevent those at risk from falling into the habit. This study's findings have important implications for counseling especially because all the schools in the study area relied on guidance and counseling as a means of dealing with the problem. The first thing that must be addressed through counseling is peer pressure. Peer pressure has been identified as a major contributor to drug abuse and this study has made the same finding. Guidance and counseling programs should squarely address peer pressure as a necessary first step towards combating drug abuse. Teachers can take advantage of peer pressure to turn the situation around. Teenagers are very impressionable and learn from each other. They can learn positive behaviors such as hard work and abstinence from drug abuse in much the same way as they learn destructive behaviors like abusing drugs if only the teachers would identify good role models for the students (Maithya 2009).
Closely tied to peer pressure is the use of self esteem and belonging. This study found that many students take drugs in order to fit into groups of friends. The guidance and counseling department should have programs that help to build students' self esteem so that they do not see the need to take drugs in order to be accepted by their peers.

Guidance and counseling must address the question of how students utilize their leisure time. Students often use drugs in their spare time such as school vacations and weekends and in the case of day school students, when on their way home. The guidance program should teach students acceptable alternative ways of spending their free time without using drugs. While all the schools in Nzauui can be commended for having guidance and counseling teachers, they need to improve the guidance and counseling departments to meet the needs of their students. Guidance and counseling should be proactive rather than reactive.

5.4.2 Policy Implications

This study has revealed a number of issues that are important for policy formulation. The first issue is availability of drugs. As the study has revealed, students with easy access to drugs are more likely to abuse them. Most of the students who abuse drugs have no problem accessing them. It is disturbing that even with laws such as the famous Mututho Law governing sale of alcohol, most of the students abusing drugs still manage to access alcohol. It is clear that the well intended law has failed to combat rampant abuse of alcohol and should be repealed to make it more stringent. Still on the issue of availability, drugs like cigarettes and miraa are legal and there is no law governing their use apart from government policies declaring certain areas 'no smoking' zones. As such, students can easily access these drugs. The government
should seriously control the sale of such substances with the view of preventing school students from accessing them.

The study found that members of the community are not involved in fighting the drug menace yet they are very much aware of the problem. School administrations should work hand in hand with the community by roping in churches, youth groups and other community organizations which are motivated towards fighting drug and substance abuse.

5.4.3 Recommendations for Further Research

As a result of this study, the researcher has identified certain areas that might require additional research. The researcher recommends further research in the following areas;

1. Several parallel studies of the same kind conducted in other rural and urban parts of the country to establish a national picture of the drug problem

2. Studies to determine the effectiveness of current drug programs in secondary schools

3. In depth studies on each of the factors influencing drug abuse in secondary schools

4. Studies to determine the reasons why some individuals fall to take up drug use habits while others in similar environments do not

5. Studies to determine the reasons why boys are more likely to abuse drugs than girls
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## APPENDICES

### APPENDIX 1 A1:

**STUDY WORK PLAN**

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<th>Month</th>
<th>Year</th>
<th>Task</th>
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<td>October</td>
<td>2011</td>
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<tr>
<td>2</td>
<td>November</td>
<td>February</td>
<td>2012</td>
<td>Correction</td>
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<tr>
<td>3</td>
<td>March</td>
<td>May</td>
<td>2012</td>
<td>Pilot Study</td>
</tr>
<tr>
<td>4</td>
<td>June</td>
<td>August</td>
<td>2012</td>
<td>Data collection</td>
</tr>
<tr>
<td>5</td>
<td>September</td>
<td>December</td>
<td>2012</td>
<td>Data analysis</td>
</tr>
<tr>
<td>6</td>
<td>January</td>
<td>March</td>
<td>2013</td>
<td>Computing</td>
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## APPENDIX II: A2:

**STUDY BUDGET**

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</tr>
<tr>
<td>2. Traveling</td>
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</tr>
<tr>
<td>3. Stationary</td>
<td>20,000</td>
</tr>
<tr>
<td>4. Photocopying</td>
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<tr>
<td>5. Thesis typing and binding</td>
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<tr>
<td>6. Subsistence</td>
<td>10,000</td>
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<td>7. Communication (Airtime)</td>
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<tr>
<td>8. Contingencies</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>98,200</strong></td>
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APPENDIX III
A 3: RESEARCH INSTRUMENTS

LETTER OF INTRODUCTION

Dear participant,

I am Paul Muthoka a student at Kenyatta University in the department of psychology pursuing a masters degree in counseling psychology. As a university requirement, I am currently conducting a research on the prevalence of drug and substance abuse among secondary school students in Nzaui District. It is my pleasure to inform you that you have been selected to participate in this study. The purpose of the study is to establish the current prevalence of drug and substance abuse among secondary school students in Nzaui District. The findings of the study will be used to help all parties concerned to address the issue of drug and substance abuse among the youth in school so as to make them more productive.

To accomplish this objective, you are kindly requested to complete the questionnaire provided so as to provide the necessary data. If you are interested in the results and recommendations of this study, please advise the researcher to avail them as soon as the study is completed.

Your contribution will be highly appreciated.

Participant’s signature ..........................

Date .................................

Researcher’s signature ..........................

Date .................................
APPENDIX IV
QUESTIONNAIRE FOR SECONDARY SCHOOL TEACHERS /COUNSELORS

Questionnaire number ..............................................
The purpose of this questionnaire is to gain insight on drug and substance abuse among students in Nzaui District. Please answer the questions as honestly as possible. Remember that there is no right or wrong answers. Please provide the following information by ticking / writing the applicable number in the blocks provided.

SECTION A. BACKGROUND INFORMATION OF THE RESPONDENT
1. Indicate whether you are a:
   - Class teacher 1
   - Counselor 2

2. Indicate your age
   - 20-25 Year 1
   - 26-30 Year 2
   - 31-35 Year 3
   - 36-40 Year 4
   - 40 and above 5

3. Gender
   - Male 1
   - Female 2

4. Type of school.
   - Day Boys 1
   - Day Girls 2
   - Day mixed 3
   - Boarding Boys 4
   - Boarding Girls 5
   - Boarding mixed 6

5. The school is:
   - Private 1
   - Public 2

6. Professional qualification:
   - P 1 1
   - S 1 2

67
Diploma
Graduate (e.g. Bed)

7. Academic qualification (for all)
Form 4
Form 6
Graduate
Others please specify

8. For how many years have you worked in this school?
0-5 years
6 – 10 Years
11 - 15 Years
16 – 20 Years
Over 20 Years

SECTION B. NATURE AND EXTENT OF DRUG ABUSE

9. Are there cases of drug and substance abuse in your school?
Yes
No

10. Have you ever had any experience in dealing with drug and substance abuse in your school?
Yes
No

11. If your answer to question 10 is yes, is it increasing?
Yes
No

12. If increasing, what are the reasons for your answer?
Tick only one.
Most drugs are available
Schools rules do not prohibit drug abuse
School administration is relaxed
Students’ are more stressed due to a wide curriculum.
Other please specify
13. If your school is mixed, what is the general distribution of known drug and substance abusers in terms of gender? Tick one only.

- Boys are the main abusers 1
- Both boys and girls equally abuse drugs 2
- Girls are the main abusers 3

14. Which forms are mostly involved in drug and substance abuse?

You can tick more than one.

- Form I 1
- Form II 2
- Form III 3
- Form IV 4

15. What is your overall assessment of drug abuse in your secondary school?

Tick only once.

- Nearly 100% of the students take drugs 1
- About 80% of the students take drugs 2
- About 60% of the students take drugs 3
- About 40% of the students take drugs 4
- About 20% of the students take drugs 5
- Less than 20% of the students take drugs 6

SECTION C. COMMONLY ABUSED DRUGS.

16. What drugs do most students use? You can tick more than one.

(a) Tobacco 1
(b) Khat (Miraa) 2
(c) Alcohol 3
(d) Cannabis sativa (Bhang) 4
(e) Glue 5
(f) Sleeping Pills 6
(g) Petrol 7
(h) Sex enhancers 8

Other specify ..................................................
SECTION D: STRATEGIES USED TO ADDRESS DRUG AND SUBSTANCE ABUSE

17. What strategies does your school take to address the problem of drug and substance abuse? You can tick more than one

(a) Heavy punishment 1
(b) Expulsion 2
(c) Guidance and counseling 3
(d) Suspension 4
(e) Ask parents to come to school 5
Other specify.............................................

18. Does your school/institution offer any form of drug education to students?

Yes 1
No 2

19. If your answer to question 18 is yes, which of the following are involved in drug education in your school/institution? You can tick more than one.

(a) Class teachers 1
(b) Teachers of all subjects 2
(c) School counselors 3
(d) School Administration 4
Other specify..........................................

20. What is your overall assessment of the methods used to curb the drug and substance abuse problem in our secondary schools? Tick only one.

(a) They are moderately effective 1
(b) They are effective 2
(c) They are very effective 3
APPENDIX V

QUESTIONIRE FOR STUDENTS

The purpose of this questionnaire is to gain insight on substance abuse among students in Nzaui District. Therefore, you are kindly requested to provide the researcher with accurate information. Please provide the following information by ticking / writing the applicable number in the blocks provided.

Questionnaire number

SECTION A: BACKGROUND DATA

1. Gender
   - Male
   - Female

2. Age in years

3. Form
   - Form I
   - Form II
   - Form III
   - Form IV

4. How long have you been in this school?

5. Type of school
   - Day Boys
   - Day Girls
   - Day Mixed
   - Boarding Boys
   - Boarding Girls
   - Boarding Mixed

6. Your school is
   - Public
   - Private

SECTION B: EXTENT OF DRUG ABUSE

8. Have you ever used drugs other than for medicinal purpose?
   - Yes
   - No
9. Which of the following drugs have you used? You can tick more than one.

Alcohol 1 □
Glue 2 □
Miraa 3 □
Bhang 4 □
Sleeping Pills 5 □
Pain Killers 6 □
Tobacco 7 □
Heroin 8 □
Cocaine 9 □

10. For how long have you been using these drugs?

0-1 years 1 □
1-2 years 2 □
2-3 years 3 □
3-4 years 4 □
More than four years 5 □

11. What are the consequences abusing drugs and substances? You can tick more than one

a. Lack of sleep
b. Lack of concentration in class
c. Conflict at school
d. Physical weakness
e. Rejection by friends
f. Not doing assignments
g. Other. Please specify .................................................................

12. Do you know of friends who take drugs in your school?

Yes 1 □
No 2 □

13. How many of your friends take drugs? Tick only one.

All of them 1 □
5-6 2 □
3-4 3 □
1- 2 4
None 5

14. Is drug abuse common in your school?
   Yes 1
   No 2

15. Which classes abuse drugs most? You can tick more than one.
   Form I 1
   Form II 2
   Form II 3
   Form IV 4

16. Which drugs are commonly abused? You can tick more than one
(a) Tobacco 1
(b) Khat (Miraa) 2
(c) Alcohol 3
(d) Cannabis sativa (Bhang) 4
(e) Glue 5
(f) Sleeping Pills 6
(g) Petrol 7
(h) Sex enhancers 8

Other specify.................................

C: CAUSES/RISK FACTORS OF DRUG & SUBSTANCE ABUSE AMONGST STUDENTS

15. Why do students use drugs? You can tick more than one.

   To increase intelligence 1
   Out of curiosity 2
   A lot of pocket money 3
   Easy availability of drugs 4
   Teachers/parents use drugs 5
   To be accepted by friends. 6

Other specify .................................
16. Is any member of your family a drug/substance abuser?

Yes 1
No 2

17. What do students in your school think about drugs?

a) They increase intelligence 1
b) They make one feel grown up 2

c) They affect performance in exams negatively 3

d) They lead to conflicts in schools 4

e) They reduce stress 5
f) other specify ......................

18. Do most students use the same drugs as their friends?

Yes 1

19. Do friends encourage others in the school to take drugs?

Yes 1
No 2

SECTION D: COMMONLY ABUSED DRUGS

20. Identify the most commonly abused drugs by students by indicating the relevant number in the box.

Ranking Key:
(a) VO - Very often.
(b) O – Often.
(c) NO – Not often
(d) NA – Not at all.
(e) other specify ..........................................................

Indicate by circling the appropriate number in the box.

<table>
<thead>
<tr>
<th>Drugs</th>
<th>VO</th>
<th>O</th>
<th>NO</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Alcohol</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>b. Tobacco / Cigarettes</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
c. Khat / Miraa 1 2 3 4

d. Cannabis sativa (Bhang) 1 2 3 4

e. Glue 1 2 3 4

f. Sleeping pills 1 2 3 4

21. What drugs do most students take? You can tick more than one

a. Alcohol 1

b. Tobacco / cigarettes 2

c. Khat 3

d. Bhang 4

e. Heroine 5

f. Cocaine 6

g. Sleeping pills 7

h. Sex enhancers 8

i. Other specify ...........................................

22. Who supplies these drugs? You can tick more than one.

a. Matatu drivers 1

b. Matatu touts 2

c. Watch men 3

d. Cooks 4

e. Iosks / Shops 5

f. Shoes cobblers. 6

g. Hospitals 7

h. Family members. 8

i. Other specify ...........................................

23. Are these drugs easy to get in school?

Yes 1

No 2

SECTION E: STRATEGIES USED TO ADDRESS DRUG ABUSE

24. How are your friends or other students who use drugs in your school treated by the school authorities? You can tick more than one.

a. Heavily punished 1

b. Expelled from school 2
c. Go for their parents 3

d. Never found out 4

f. They are counseled 5

g. Nothing is done to them. 6

Other specify

25. Can a student with a drug problem be helped to leave the habit?

Yes 1

No 2

26. If yes, who can help? You can tick more than one.

Principal 1

Deputy Principal 2

Class teacher 3

School counselor 4

Friends 5

Other specify

27. If you have used drugs, have you ever tried to stop the drug use habit?

Yes 1

No 2

28. If you have already stopped using drugs, why did you do so? Tick only one.

a. Friends encouraged me. 1

b. Personal decision 2

c. Teachers advised me 3

d. Parents advised me 4

f. Counseling 5

Other specify

29. If you or your friends use drugs, do the school authorities know?

Yes 1

No 2

30. If yes, how did they know? Tick only one.

a) Other students reported 1

b) School administration investigated. 2

c) Teachers found out 3

Other: specify
31. Have you or your friends in school ever been exposed to any drug preventive method / education (eg. Counselling, seminars etc)
   Yes 1 

   No 2 

32. If yes, which methods have been used to prevent drug abuse in your school? You can tick more than one.
   a. Drug prevention talks by invited guests. 1 
   b. Counseling. 2 
   c. Posters 3 
   d. Prevention programmes by the school. 4 
   e. Information by teachers during teaching. 5 

33. In your own opinion, which drug prevention methods are most effective? You can tick more than one.
   a. Debate among students 1 
   b. Talking to students during assembly 2 
   c. Teaching about drug abuse in class 3 
   d. Counseling 4 
   Other: specify ............................................................... 

34. In your opinion, who should be approached by students when they want to help friends who have drug related problems? Tick one only.
   Principal 1 
   Class teacher 2 
   School counselor 3 
   School chaplain 4 
   Other: specify ...............................................................
APPENDIX VI
INTERVIEW GUIDE FOR DEPUTY PRINCIPALS

The purpose of this interview is to gain insight on the prevalence of drug and substance abuse among students in Nzaui District Secondary Schools Makueni County. In order to help address the problem in secondary schools, your contribution in this research is important. Therefore, you are kindly requested to provide the researcher with accurate information. Your responses will be treated confidentially.

1. Type of school?
2. Comment on the general situation of drug and substance abuse in your school.
3. Why do you think students abuse drugs and substances?
4. What problems have you experienced as a result of drug and substance abuse secondary schools in your school?
5. Which are the commonly abused drugs?
6. Where do the drugs and substances come from?
7. Comment on the known drug and substance abusers in the school - which classes/forms, place of origin, conduct, home background e.t.c
8. What corrective measures has the school employed to curb the problems?
9. What measures do you take against drug and substance abusers in your school?
10. What challenges have you faced when dealing with drug and substance abuse problem?
11. What recommendations would you like to make in relation to the drug and substance abuse in secondary schools?
APPENDIX VII
INTERVIEW GUIDE FOR DISTRICT EDUCATION OFFICER

The purpose of this interview is to gain insight on substance abuse among students. The researcher will personally conduct the interviews. Your responses will be treated confidentially.

1. For how long have you served in this capacity?
2. Comment on the general situation of drug abuse in secondary schools.
3. What problems have you experienced as a result of drug abuse secondary schools in your district?
4. Which are the commonly abused drugs?
5. Where do the drugs come from?
6. Comment on the drug and substance abusers in high schools which classes, place of origin, conduct, home background etc
7. What corrective measures have been employed by secondary schools to curb the problems in the district?
8. Have drug education programmes been introduced within high schools in your district?
   a) If yes, what are their main objectives?
   b) How are they organized
   c) Whom do they target in the school population?
9. What challenges have you faced when dealing with drug and substance abuse problem?
10. What are the measures taken against drug and substance abusers in high schools?
11. What recommendations would you like to make in relation to the drug and substance abuse problems in secondary schools?