IMPACT OF DRUG AND SUBSTANCE ABUSE ON SECONDARY SCHOOL STUDENTS IN NYAMUSI DIVISION NYAMIRA DISTRICT (KENYA)

BY

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E55/CE/13579/05

A PROJECT REPORT SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF THE DEGREE OF MASTER OF EDUCATIONAL MANAGEMENT, POLICY AND CURRICULUM STUDIES IN THE SCHOOL OF EDUCATION KENYATTA UNIVERSITY

MAY 2011
Declaration

This research project is my original work and has not been presented in any university for any award.

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Dedication

This project is dedicated to my loving parents Nathan Ogindi and Lucy Kwamboka who showed me a better life through good education.

To my beloved husband Joel Nyakundi and my dear children Kevin, Moses, Caleb, Lameck, Vivian, Marion and Sheilla. Who encouraged me to undertake further studies.

Thank you for providing a shoulder to lean on during the stressing moments of this study.
Acknowledgement

I thank my God for his love and great mercy to all and I pray his blessing. My sincere gratitude goes to all those who have contributed towards the success of this study. I would like to acknowledge the efforts of my two supervisors, Dr. John A. Shiundu and Professor Grace W. Bunyi for their exceptional guidance over the entire study period.

I wish to acknowledge the fraternal support and guidance of the following lecturers who took me through the various courses, programmes that assisted me to carry out the study. Dr. Onyango, Dr. Ogeta, Dr. Waweru, Dr. Olembo.

Equal gratitude goes to all head teachers and class teachers of all secondary schools in Nyamusi Division who generously contributed to the necessary information and without whom this work would not have been realized.

I also thank my cousin Swanya, Callen, Rogito, Charles and Mary Rogito for their encouragements and support.

My brothers Nyarumba and Zablon. I appreciate your outstanding inspiration, support and standing by me throughout my work. Without you this work would have never been realized.

All my children especially Kevin, Moses, Caleb and Lameck thank you for your endless encouragement and material support throughout this study.

To my family members for their understanding and patience, this made it possible for me to devote many hours and resources pursuing this programme.

To my dad and mum thank you so much.
Abstract

Drug and substance abuse has been identified as one of the emerging issues affecting the youths in learning institutions. The purpose of the study was therefore to establish the impact of drug and substance abuse on secondary school students in Nyamusi Division, Nyamira District of Kenya. Despite the critical role played by the government, teachers and other stakeholders in education to curb the practice of drug abuse in learning institutions, the problem of drug still persists. The study was strongly promoted by the fact that various studies have been carried out in post secondary school levels, giving little attention to secondary school level where drug and substance abuse is increasing day by day.

The researcher adopted the descriptive survey research design which enabled cross references of data collected from various respondents using different instruments. Stratified random sampling technique was used to arrive at desired respondents. The sample comprised of 10 secondary schools out of 20 in Nyamusi division, representing 50% of public secondary schools in the division, 10 head teachers out of 20, 75 teachers out of 250, 20 local leaders out off 100 and 200 learners out of 20,000.

The scope of the study was all public secondary schools in Nyamusi Division Nyamira District.

Test-Retest technique was used to assess the reliability of research instruments while experts’ opinion was employed to assess the validity of the research instruments.

The researcher used questionnaires and interview schedules as instruments for data collection. To the teachers and students questionnaires were administered by the researcher. The researcher personally conducted interviews for head teachers, local leaders and group discussion method for the learners in order to observe and get the learner’s opinions on drug substances abuse.

The collected data was analyzed using frequency distribution tables, percentages and graphs based on research. The study revealed among other things that poor academic performance, indiscipline, school drop-outs, poor personal hygiene, sexual immorality, diseases and truancy were some of the impacts of drug and substance abuse on secondary school students. The study further revealed that some of these drugs like traditional liquor- chang’aa are readily available in homes and the community where learners come from.

On the strength of the findings and the subsequent conclusions drawn, this study recommends that drug and substance abuse should be included in secondary school curriculum as a subject to ensure that learners acquire adequate knowledge to deal with the challenge. Kenya Institute of Education (KIE) should carry out in service training of teachers on drug and substance abuse, the government should come up with a clear policy on drug abuse in learning institutions.

The ministry of Education should do much campaign and awareness initiatives in enlightening the youths, teachers and parents over this vice. For the message to reach a big audience effectively, let the capacity building and knowledge empowerment of all stake-holders to be re-activated.
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Abbreviations and Acronyms

WHO  World Health Organization
KWS  Kenya Wildlife Service
NACADA  National Agency for the Campaign against Drug Abuse
NGOs  Non Governmental Organizations
CBOs  Community Based Organizations
KIE  Kenya Institute of Education
EFA  Education for All
CHAPTER ONE

INTRODUCTION

This chapter presents background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, delimitations and limitations of the study, assumptions of the study, theoretical framework, conceptual framework and definitions of operational terms.

1.1 Background To The Study

Around late 1950 economists who were studying causes of economic development or lack of it concluded that most of it could be explained by the quality of a nation's human resources. They said that no one could doubt that a family, a community or a nation that is made of people who have gone through good education are health in mind, body and soul will always perform their work better than those families or nations made up of uneducated people with sick minds. (Ayot 2004).

Education has been regarded by various stakeholders as a vital vehicle that promotes social, economic and political development. Education has therefore been viewed in Kenya as in other countries, as an investment that opens new horizons, empowers people and provides opportunities for active participation in development by inculcating knowledge, skills and attitudes that are compatible with sustainable development. This is why the government of Kenya since independence has been committed to fighting three enemies of development namely: poverty, ignorance and diseases (Ekundayo 2000). In the pursuit of the above goal, the government has adopted a policy of providing education for all citizens regardless of their economic, social and cultural status. The coalition government has recognized provision of free secondary education as an important initiative to economic and social development of the nation. The government's introduction of free secondary education was a commitment to realize one of the millennium development goals. That is education for all
(EFA) by 2015. This was a response to the world conference on education for all, held in Dakar-Senegal in 2000. The millennium development goal status report (2005) ranks the provision of education as the top most priority for achieving the (MDGS), many initiatives have been put in place by the government and other stake - holders in education to ensure the achievement of the goals of education, nevertheless, secondary school education continues to experience numerous challenges within its implementations. One of these key challenges is drug and substance abuse.

According to Abdnool (1998) drug abuse can be defined as the use of any substance whether legal or illegal for any reason other than its intended medical purpose which may in turn damage one’s mental or physical health and ability to work or function normally. Examples of drug abuse include:

1. Taking illegal drugs such as Mandrax, Bhang, Cocaine, Tobacco, Miraa and Heroin.
2. Sniffing inhalants such as glue and petrol
3. Taking alcohol in excess.
4. Taking medical drugs without doctor’s prescriptions.

Van Pelt (1994) stated that drug abuse is all - pervasive. It crops up in the best homes and neighborhood. Good kids can be on drugs. Also DR. Boutros Boutros, former United Nations secretary general during the international day against drug abuse and illicit trafficking (June 26th 1992) said that drug abuse has escalated dramatically in recent years and most drug abusers are young, poor or both. No Nation is immune from the devastating consequences of drug abuse and illicit trafficking an upsurge in crime, violence and corruption, the draining of human capital, financial and other resources that might otherwise be used for social and economic development. The destruction of individual families and entire communities and the undermining of national economies.

Labrousse (New people July – August 2000 pg 22) argued that in Africa both regular soldiers and rebels are drug abusers. Quite often are the commanders
themselves who distribute narcotic drugs to their combatants both before a fight to overcome fear and when the fight is over to relax and be ‘anaesthetized’ in case of injury.

The world health organization officials, as cited by Wieland (1998) are worried about what they call the ‘smoking epidemic’ in the third world countries. They charge that tobacco manufacturers are afflicting Africa with many of the most cynical and discredited forms of advertisement that are no longer acceptable in modern countries. Consequently millions of people in Africa are chained in the slavery of cigarette use.

As much as the scourge affects the whole world, developing regions particularly Africa has evolved into flourishing market for various drugs and substances. A comprehensive review of the situation in Kenya revealed an upward trend in the abuse of drug and substances including alcohol, tobacco, glue, miraa/khat and bhang. Also in small scale other narcotics such as heroine, cocaine and other substances such as illicit tranquilizers and depressants are also used (republic of Kenya 2000).

In Kenya nowadays there is indiscriminate use, abuse and dependence on drugs of various types, this has affected the youths in Kenya, the problem is so widespread that it tends to create a real problem of concern nation wide: It is because of their real threat that every country including Kenya is trying to use every means to contain and control the situation (Gaku 2006).

The government views the problem seriously as indicated by the establishment of anti-narcotics unit within the police force and the national Agency for the campaign against drug abuse (NACADA).

Efforts have also been made by various Non-governmental Organizations (NGOs) and community Based Organizations (CBOs) to stop the practice.

The worst hit population is secondary school students and the youth who have not been spared.
Drug abuse is rampant in the urban centres as well as the humble set up in the rural areas.

According to the Republic of Kenya (2001), varied types of drugs and narcotic substances are readily available in some localities where schools are situated, such drugs and substances include: bhang, chang’aa, marijuana, tobacco, and glue. In some communities these drugs and substances are sold to students with the knowledge of parents. This is an indication that drug abuse is a reality in our schools and as such, a threat to quality education.

According to Kenya Institute of Education (KIE) (2005) on drug situation in Education Institutions found that most of the drug users in schools country wide use bhang, while in the urban areas hard drugs such as cocaine, heroine and opium are on the rise. The study by KIE also revealed that students in secondary schools have now moved from traditional drugs such as tobacco and alcohol to more sophisticated ones. In case where hard drugs are not readily available, the students resort to cough mixtures, tranquilizers, sedatives and sleeping pills.

According to Mgendi (1998), schools and churches have expressed concern over the alarming increase of drug abuse in schools.

A survey was done by Pride International on drug abuse in Kenya (2004) which revealed that one in every 15 (fifteen) Kenyan learners took illicit drugs especially bhang and hashish. About 80% of the learners were aware of drugs but only 6% were wary of their harmful effects.

Other studies as cited indicated that 60% of drug abusers are below thirty years of age. It should be noted here that many if not all students especially in secondary school level fall in this category of age.

In Kenya today especially among the poor communities taking alcohol is believed to uplift one’s social status (Mascow 1994).

Youths in secondary schools may be involved in legal or illegal drugs and substances due to various factors which need to be investigated so as firm
initiatives can be set to change them. Unfortunately many secondary school adolescents often don’t see the link between their actions today and the consequences tomorrow, for instance using alcohol and tobacco at tender age increases the risk of using other drugs later, Hurby (2004). All these studies are indicators of an alarming reality of the destruction of our youth by drug abuse. This study then, sought to probe further the current scene in the use of drugs in the area of study and establish the impact of drug and substance abuse among secondary school learners.

1:2 Statement of the Problem;

Secondary school education is very important in the development of the country. Ayot (2004) said that no one could doubt that a family, community or a nation that is made up of people who have gone through good education are health in mind, body and soul and they always perform their work better than those families or nations made up of uneducated people with sick minds.

A report by Karagu and Olela (1993) quoted by Maithya (1999) shows that there has been various complaints from administration at all levels of the Kenyan educational system concerning drug abuse. Consequences, according to them, range from poor academic performance, damage of institutional property, inhibition in career aspirations, assaults of all kinds and general indiscipline.

The government of Kenya is trying to implement free secondary education so that it can be able to achieve national goals of education. Nevertheless, secondary school education is faced with a number of challenges of which drug and substance abuse emerges the key. Drug and substance abuse have both negative short term and long term effects to the individual, community and society at large.

Specifically when the youths abuse drugs and other substances so early in life their future and that of the country as a whole is at risk. As the health of our children is threatened by drug and substance abuse, the government of Kenya
through the Ministry of education has taken this seriously and efforts have been made to create awareness of the dangers of drug and substance abuse. Even though strategies have been put in place and efforts have been made to deal with the problem of drug and substance abuse among students; the problem is persistent changing rapidly requiring expertise to diagnose and manage it effectively. This study sought to investigate the impact of drug and substance abuse on secondary school students, in Nyamusi Division, Nyamira District – Kenya.

1:3 Purpose of the Study;
The purpose of the study was to investigate the impact of drug and substance abuse on secondary school students and recommend preventive measures to be taken.

1:4 Objectives of the Study;
Objectives of the study were:

1. To establish the extent of drug abuse level on secondary school students in Nyamusi Division, Nyamira District.

2. To establish the most commonly abused drugs among secondary school students.

3. Probe into the sources and the means through which these drugs get into the schools.

4. Determine the strategies employed by schools in the area of study to address drug and substance abuse.

5. To establish the effects/impacts of drug and substance abuse on students.

1:5 Research Questions
The study was guided by the following research questions:

i. What is the extent of drug and substance abuse among secondary school students in Nyamusi Division?
ii. What are the most commonly abused drugs and substances among secondary school learners?

iii. What are the sources of these drugs and substances?

iv. What strategies are employed by the schools in the area to address drug and substance abuse?

v. What are the effects of drug and substance abuse on students?

1:6 Significance of the Study:

It was anticipated that this study would provide valuable information on the impact of drug and substance abuse on secondary school students which would form a basis for the development of interventions to help these learners. This study has contributed information of great assistance to stakeholders in education especially NGOs to improve the quality of education. It has provided statistics that will assist the Ministry of Education, the schools and parents to know the impacts of drug and substance abuse to find out possible solutions. It has acted as an eye opener to the government to deal with drug traffics. The research provided information that will assist policy makers to establish rules to improve the quality of education. The research has also come up with the various options available to ease the problem of drug abuse. Finally the study has further contributed to the existing literature in the field of drug and substance abuse.

1:7 Limitations and Delimitations

1.7.1. Limitations of the Study:

Due to the sensitivity of the topic, a few of the subjects were reluctant to turn up for the interview and much of the limited time was used to persuade them. Some of the teachers treated the study with a lot of suspicion. Finally, since this was a self sponsored study, the researcher was working under tight financial constrains.
1.7.2 Delimitations of the Study

The study was carried out in 10 secondary schools in Nyamusi Division, Nyamira District. Nyamira District is studied, is only one among the many Districts in Kenya. The findings of this study could therefore be used to pave way for further research in other districts. Future researchers might want to find out whether the findings of this study also apply to other districts.

1.8 Assumptions of the Study

The study was based on various assumptions namely:

i. There is existence of drug and substance abuse among secondary school students.

ii. The respondents were free to respond to questionnaires without fear of intimidation.

iii. The selected sample was representative of the entire population in the divisions so that the result could be generalized.

iv. The instruments used were valid and reliable for data collection.

1.9 Theoretical Framework

This study was guided by social learning and advanced by Albert Baduras (1986). According to the theory, people learn from others their environment through observation and relating to them.

This is referred to as reciprocal determination. In social learning two types studies occur:

i. Observational study

ii. Self regulation study

Observational Study

Observational learning or studying is also called modeling or imitation. This is the study that occurs when a person observes and imitates another behavior. The person observed is the model. Badura (1986) described four main processes that are involved in observation studies. These are:

a) Attention process
b) Retention Process

c) Motor Reproduction Process

d) Reinforcement Process

Attention Process;
For observation process to occur, the first process that has to take place is the attention process in order to reproduce a model’s action. You must attend to what the model is doing or says.

The Retention Process;
Retention is the second process needed for observational study. To produce a model’s action, you must code the information and keep it in the memory that it can be retrieved later. Coding can be both imaginary and verbal.

Motor Reproduction Process;
This is the process of imitating a model’s action through behavior.

Reinforcement Process;
This is the last stage we may be able to attend, retain and even possess motor capabilities to reproduce the models action but we may not repeat the behavior due to lack of reinforcement.

Figure 1:1 Burduras Model of Observation:

![Diagram of Burduras Model of Observation]

Source: Albert Badura’s (1986) Social Study Theory
Implications of Badura’s Theory (1986)

Students learn many things other than specified topics, information, skills or attitudes.

Students learn many things from their parents, peer groups, teachers and others as examples. The model’s action can ruin or build up the observer.

i. Nurturing parent or teacher is likely to be modeled.
ii. Observational studying can be facilitated in group work where students study from others.
iii. The social study theory can be used to stop bad behavior.

Albert Badura’s social theory was therefore found to be relevant for this study because minimizing of drug and substance abuse among secondary school students will lead to the improvement of quality education of the nation.

1:10 Conceptual Framework:

Figure 1:2 Impacts of Drugs and Substance Abuse on Secondary Students.

Source: Researcher’s Own (2010)

According to Mutei (2000) conceptual framework refers to when a researcher conceptualizes the relationships between the variables of the study and shows them graphically and diagrammatically. The purpose is to help the reader quickly see the proposed relationships of concepts Mugenda (1999).
The conceptual framework used in this study was based on the impact of drug and substance abuse on secondary school students.

The environment is influencing the person's learning behavior but this person has to choose whether he/she is going to imitate the behavior of another. The person is influenced by the situation at the same time he/she is also influencing the situation.

1. Environment: the environment is everything found within our surroundings, each living thing has a surrounding. The environment includes and is composed of people, plants and weather, it is where we get cocaine, tobacco plants and bhang plants from, we also have the presence of selling kiosks nearby the school compound which act as a catalyst of drug and substance abuse. Teachers who take drugs also play a great role of influencing students to take drugs. The subordinate staff influences students by helping them to access drugs easily from outside the school environment. Some students sometimes carry drugs to the classrooms hence influencing others who don't have any access to them. Some principals of secondary schools are not serious with the school rules and regulations hence giving room the activity of drug and substance abuse to continue. This happens mostly during weekends when students go out without exists. Students' role models whom they associate with also influence them.

2. Drugs and substances: A drug is any substance that causes changes in the way the body and the mind functions when used, while substances
are chemicals when gets into the body alters its working system. Commonly abused drugs are Alcohol, Tobacco, Miraa, Bhang, Mandrax, Cocaine and inhalants. Bhang which is grown as a plant, its leaves are used as a drug, it is often mixed with tobacco when smoked. Mandrax, which is a man made drug is sold as tablets, powder and liquid, it can be swallowed or injected. Cocaine which is from the coca plant can be taken by mouth, injection or by sniffing inhalants which is sniffed from the bottle, they include: petrol and glue. The vapour from the substance is sniffed in through the mouth and nose. Alcohol is found in drums such as beer (busaa, muratina and wine) are made by fermented yeast in liquid from barley or fruit juices, these drugs are readily available.

3. **Mode of Influence:** (high, low and Minimal): the student can be influenced in many ways to indulge in drug and substance abuse and this can be either through:

   i. Peer groups: He/she can imitate what his/her friends are doing and support each other financially.

   ii. Friends: A student can have friends who are drug abusers and can listen what they are advising him/her to do.

   iii. Sharing of ideas: This is done through discussions on drugs so that they can influence one another.

   iv. Formation of Clubs: Students meet in different clubs where those who take drugs influence them.

   v. Reading magazines: Students who read drug oriented magazines and related books are likely to be influenced by the information they read.

   vi. Films: Students who take much of their time watching movies whose actors take drugs are likely to imitate those characters. Also adverts which are drug oriented are likely to
influence the learners for example ‘sportsman is the pride for Kenyans; tusker is good after hard work.’

4. **School**: The school is a social place. Students can be influenced due to peer pressure, family pressure and emotional problems. Many students find themselves anxious, depressed or alienated in the school hence resort to drugs. Also teachers who take drugs make students to copy from them. Subordinate staffs like watchmen are bribed to open gates for students who go out for drugs.

5. **Student Behaviour**: During this time, the student loose interest in hobbies and class work seeking out drug using friends. The abuser becomes habitual user. When he/she wants, for example to relax after a stressful event, to stay awake, to perform a demanding task, or to sleep situational. This may intensify and become part of the daily routine. Eventually the drug can become the individual focus, the individual becomes addicted or dependent on the drug and he/she has disorganized thought, displays erratic behaviour and may become psychotic. The abuser engages in risky sexual behaviour, lastly indiscipline cases increases, disorder and criminal activities.

6. **Academic Performance**: The abuser decreases in academic performance, loose interest in learning and hide from other students who are not drunkards. Then he/she performs poorly in class and finally decides to drop out or sit in national examination but gets nothing.

7. **Product**: The product goes back to the community and this product is a person without knowledge and education. The person is not independent he/she becomes a burden to the society as a whole, hence:
   
   i. Poverty increases because this person has gone back to the community same raw material without any improvement.
The general economy of the family or community suffers; hence hinder national development.

1:11 Definitions of Operational Terms:

Drug:
A drug is a chemical substance when taken causes changes in the functioning of the body.

Substance:
This refers to a particular kind of matter especially one of a definite chemical composition, for example an intoxicating, stimulating or narcotic chemical or drug. This chemical when they enter into the body they cause changes.

Impact:
Refers to the outcome of the interaction between two variables results or consequences.

Drug Abuse:
This is the use of any substance whether legal or illegal, for any reason other than its intended medical purpose which may damage one’s mental and physical health and ability to work or function normally in the society. It is the improper or wrong use of drugs.

Secondary:
Coming after or next below what is primary.

School:
Educational institution for pupils up to 19 years of age.

Student:
Person who is studying at a place of higher and further education.

Alcohol:
Refers to a pure, rectified spirit, a volatile, intoxicating fermentation product contained in wine, beer, sprits, or other distilled or fermented liquors.

Bhang:
Dried leaves and small stalks of Indian hemp which have an intoxicating effect.
Cocaine:
This is an alkaloid poisonous substance obtained from coca plant, used as a local anesthetic, also in powdered form, sniffed up the nose by drug takers as an intoxicant and stimulant.

Drop out:
This is the premature withdrawal from school.

Tobacco:
This is a preparation of the dried leaves of the plants nicotiana tabacum which is smoked in pipes, cigarettes and cigars for its pleasantly relaxing effects. Can also be taken as snuff or chewed.
CHAPTER TWO

LITERATURE REVIEW

2:1 Introduction

In this section an overview of many researchers and educationists is covered on impact of drug and substance abuse on secondary school learners.

Literature is a review on the following sub-sections:

a) Definition of drug and substance abuse
b) Concept of drug and substance abuse
c) Commonly abused drugs
d) Sources and means through which these drugs get into schools
e) Impacts of drug and substance abuse
f) Remedies of drug and substance abuse.

2:2 Definition of Drug Abuse

According to Abdunool (1998) drug abuse can be defined as the use of any substance whether legal or illegal for any reason other than its intended medical purpose which may in turn damage one's mental or physical health, ability or work or function normally in the society.

Substance abuse does not only encompass drug abuse but also of other chemicals not classified as drugs such as industrial solvents, household detergents, paint thinners and inhalants.
2:3 Concepts of Drug and Substance Abuse:
Kramer J. M. (2001) describes drug and substance abuse as a manifestation of alienation of Indian people whereby their traditions and style of life were significantly different from that of the Canadian society. Alcohol conception has been identified as a major problem in Indian communities both through research survey and consolidations (Rodger D. and N. Abas 1998) a survey of Indian natives' vol. 4. They used a rating scale in their survey from no problem to a major problem to rate the problems experienced by the youths both in their healthy society and academic career. Their results were substantiated by Attewa Statistics firm which found that 73% of the Indians on reserves and settlements thought that alcohol abuse was a problem in their community.

Also in Kenya some researchers have carried out studies on effects of drug abuse among students in secondary schools. Ochieng (1986) carried out his research in Nairobi and the results revealed that 75% of the students were in contact with drugs and that the rate of drug abuse was increasing rapidly especially among those students in urban schools, these drugs were given code names such as 'Roche', 'Stiva', 'Ngarasi', 'Fegi', 'Alinguaara', 'Loco', 'Disaster', 'Kaya', and 'Moshi' all some forms of language distortion. Many people both locals and foreigners are taken to court on charges of being in possession of drugs and this is a clear indication that the sale and consumption of drugs has become a matter of national concern.

According to Wihenya (The Daily Nation, Sept. 17, 2000) a study entitled Adolescence Drug Abuse in Kenya, carried out by population communication Africa and pathfinder International revealed that some 20% of adolescents in Kenya aged between 16 and 26 smoked cigarettes. Another 9% had tried to sniff bhang. Some 23% drank commercial beer and spirits. Onyango (1985) investigated the influence of drugs on high school students with special reference to Nairobi. The study involved ten schools, five from Nairobi East.
and five from Nairobi West. It was revealed that Nairobi East schools had the highest number of drug abusers (65%). However, all schools admitted having had a drug problem. Students who abused drugs were reported to have been poor performers in terms of their studies in school, their relationship with their fellow students was noted to be very poor, and student teacher relationship was also said to be very poor.

Onyango found that the environment as a result of cheap availability of the drugs influenced students and the people there sold drugs for their income. Ochieng’ (1986) found out that one’s behaviour after using a drug depends entirely one’s personality. If drug user is by nature violent the drug could reinforce the tendency. If the user is naturally quiet, this could also be reinforced.

The problem of drug abuse in industrialized countries continued to cause concern to the respective governments and the people. An indication of this concern can be seen by measures taken in these countries in terms of legislation, enforcement, treatment, rehabilitation and preventive education program.

The commitment of the government can be gauged by examining the overall infrastructure designated to resolve the drug problem, the financial and personnel provision allocated for this purpose as well as the philosophies underpinning the program and activities carried out.

2:4 Commonly Abused Drugs;

A report by Oduol (Peacelink, Kenya, June 2001) revealed that although many tend to associate the abuse of hard drugs with developed countries, the menace has in recent years also crept into the less developed countries of the sub-Saharan Africa such as Kenya. According to the report, bhang (cannabis sativa) which is readily available locally is the most commonly abused drug with people smoking the dried leaves manufactured treated bhang is sold as hashish.
Oduol again said that today, almost all other hard drugs found in the world are available in Kenya, of this heroine is the most widely used because it is easily affordable and more readily available.

Munesi (1996) has given an insight into commonly abused drugs by regions as tabulated below:

Table 2.1: Commonly Abused Drugs by Regions:

<table>
<thead>
<tr>
<th>Drug</th>
<th>Nairobi</th>
<th>Coast</th>
<th>Rift valley</th>
<th>Eastern</th>
<th>Western /Nyanza</th>
<th>Central</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample size</td>
<td>(65)</td>
<td>(51)</td>
<td>(46)</td>
<td>(76)</td>
<td>(77)</td>
<td>(68)</td>
</tr>
<tr>
<td>Alcohol</td>
<td>40</td>
<td>22</td>
<td>30</td>
<td>55</td>
<td>38</td>
<td>40</td>
</tr>
<tr>
<td>Amphetamine</td>
<td>29</td>
<td>18</td>
<td>15</td>
<td>30</td>
<td>4</td>
<td>21</td>
</tr>
<tr>
<td>Cannabis</td>
<td>45</td>
<td>30</td>
<td>29</td>
<td>24</td>
<td>70</td>
<td>32</td>
</tr>
<tr>
<td>Cocaine</td>
<td>5</td>
<td>7</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Hallucinogen</td>
<td>7</td>
<td>7</td>
<td>5</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Hashish</td>
<td>-</td>
<td>7</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Heroin</td>
<td>13</td>
<td>10</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Khat/Miraa</td>
<td>42</td>
<td>47</td>
<td>20</td>
<td>59</td>
<td>22</td>
<td>10</td>
</tr>
<tr>
<td>Mandrax</td>
<td>8</td>
<td>4</td>
<td>20</td>
<td>-</td>
<td>-</td>
<td>5</td>
</tr>
<tr>
<td>Solvents</td>
<td>20</td>
<td>13</td>
<td>9</td>
<td>10</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td>Tobacco</td>
<td>58</td>
<td>35</td>
<td>29</td>
<td>40</td>
<td>44</td>
<td>51</td>
</tr>
<tr>
<td>Others</td>
<td>20</td>
<td>9</td>
<td>5</td>
<td>2</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>


N/B Figures in Parenthesis Indicates Size of Regional Sample = 383

The above analysis reveals that these social drugs, alcohol, tobacco, and khat, tobacco is the mostly abused drug (257) followed by alcohol (225) and khat (190) of the hard drugs cannabis, cocaine, hashish, heroine, mandrax and hallucinogens, cannabis is the most commonly abused drug (230) while hashish is the least. Cannabis almost compares with the social tobacco. Indeed despite.
its illegality it is more often abused than alcohol. The use of hard drugs is more concentrated in Nairobi and the Coast regions this can be explained by the fact that the two regions are widely identified as major entry points.

Mombasa port and Jommo Kenyatta International Airport are alleged key entry points (the daily nation April 1998, quoted by Maitha 1999.) According to Oduol (2001) the Lamu archipelago, Near the Somalia border is the one of the most notorious entry points for drugs dumped in the higher seas in the thick of the night. The drugs are brought ashore by dhows and later on transported to Mombasa and Nairobi where they can find their way into the international market.

Oduol said that today, almost all other hard drugs found in the world are available in Kenya. Police estimates were said to have revealed that Kenya produced 80 tonnes of bhang with a street value of Kshs 1000 (us $ 12.82) per a kilogram every year. At one time, it is argued, heroine fetched a street price of Kshs. 600 (U.S $ 7.69) as arched Khat popularly known as Miraa is another common drug in Kenya as revealed by Oduol. Apart from making the body sluggish, miraa is also said to increase the user’s consumption of alcohol and cigarettes.

2.5 Sources and means through which these drugs get into the schools.

The problem of drug abuse in Kenya has been estimated in recent year’s media. And seizer statistics have shown a steady upward trend. As much as the scourge affect the whole world, developing regions particularly Africa has involved into flourishing market for various drugs and substance abuse. Africa regions are being used by international drug traffickers as major transit points for the smuggling of illicit drugs. A comprehensive review of the situation in Kenya revealed an upward trend in abuse of social drug substances, including alcohol, tobacco, glue, miraa/khat and bhang. It is common knowledge that drug dependence (abuser) has caught up with the people of Kenya as it has with the rest of countries in Africa. Drug taking is a historical fact and not a new
Invention. What is new are the types of drugs and methods of their acquisition. In the past drug taking was sporadically for religious, social ritual and treatment purposes and only by certain groups and under certain conditions such as purposes and circumstances mutilated against abuse.

Currently there is indiscriminate use, abuse and dependence on drugs of various types. This has affected our youths in and out of the school. The problem is so widespread that it tends to create a real problem of great concern nationwide, this is because of their threat. According to MOEST report on students’ discipline (2001) varied types of drugs and narcotic substances are readily available in some localities where schools are situated. Such drugs and substances include bhang, changaa, marijuana, tobacco, khat and glue. In some communities the substance are sold to students with the knowledge of the parents. This is an indication that drug abuse is a reality in our schools and as such a threat to effective delivery of quality education. According to Kenyan Institute of Education report on drug situation in educational institutions (2005), most of the drug users in schools countrywide use bhang while in urban areas, hard drugs such as cocaine, heroine and opium are on the rise. These students are the indicators of an alarming reality of the destruction of our youth by drug. Gaku (2006) explained how drug traffickers are using students to transact illegal trade. This is because secondary school students are not likely to be suspected by the law authorities and are easily compromised.

The Kenyan scene as in other countries has been associated with the ever-growing state of lawlessness even among the young people. The recent expansion of the state of unrests among students in secondary schools and the institutions of higher education has been tentatively linked with the increase in production and use of alcohol, bhang (marijuana) and experimentation with hard drugs imported to Kenya through illicit trafficking such as cocaine, heroine and mandrax. Currently Kenya as a nation is being terrified by the increase of urban street children indulging in the use of inhalants such as glue and petrol. The
current drug epidemic is a phenomenon which is widespread and complex like most disorders of an organic type, drug abuse is in some sort of equilibrium with the society on which it nourishes itself. This means the society will influence the drug epidemics and the drug epidemic in its turn influences the society (Wildersmith 1996) the issue of drug abuse is complex because some of the drugs that destroy the health of the people are the same drugs the society uses to derive pleasure, for example alcohol and tobacco are legally accepted drugs used in the Kenyan society. This is the same society that natures the learners whose lives are endangered by the same drugs. This makes the campaign against drug abuse complicated issues as most learners come from backgrounds where some of these drugs are regularly abused.

2:6 Impacts of drug and substance abuse

Drug and substance abuse have got a negative effect to the individual, the community and the society at large, specifically when children and youths abuse drugs and other substances so early in life, their future and that goal of education in Kenya is doomed. A reflection of Mombasa meeting held in August (1991) by Preventive Health Education against drug abuse found that drug abuse has health, social and economic effects on individuals and the society at large. From the health perspective it was noted that drugs damage the body organs like the liver and the brain thus affecting many body activities e.g memory sensation and perception are interfered with. Drugs distort experiences and cause loss of self control that may result to users harming themselves and others.

The ability of the brain to take in and analyze information is affected. Some drugs like cocaine make the users have false sense of functioning at their best. Emotional instability like swinging moods and suicidal tendencies can also be caused by drug abuse. From social perspective drug abuse was noted to precipitate personal deterioration. Drug abuse causes irresponsibility in dressing
and general cleanliness. Individuals become prone to accidents, loose their jobs due to constant absenteeism, mistakes e.t.c

K.I.E (1998) also noted that victims of drug abuse become social misfits. They become truants either in school or at their places of work and they work when they have nowhere to go or when they have no money. Economically, financial problems also become evidential among drug abusers. Dr. Boutros Ghali (1992) said that no nation is immune from the devastative consequences of drug abuse and illicit trafficking. An upsurge in crime, violence and corruption, draining of human financial and other resources that might be used for social and economic development, the destruction of individuals, families and the entire community and the undermining of national economies. One who associates with intravenous drug abuse is in high risk of spreading AIDS.

Mwamose (2001) also noted that drug has been a major contributing factor to family breakage, robberies, rape, sexual immorality, student unrest and other social evils. He further said that as a result of the increase of drug abuse cases of HIV have significantly gone up.

Kareka, in a reflection of drug abuse in society today (the East African Journal of Historical and Social Science Research Vol. 2 No. 2.2000 pg. 55) said that taking and using drugs exposes one to many problems. It was observed that when one starts taking drugs he starts to withdraw from other people. The result of this is that he begins loosing friends and with time he becomes isolated and lonely and can only associate with other drug users. The loss of friends it was further observed that it brings psychologically affects to him, that he worthless and valueless hence more reason for his friends to desert him. Drug abuse has also been commonly associated with crime.

Mott (1998)Anglin and Mc Glotlin (1985) carried out an empirical study of the relationships between heroin addiction, crime and medical treatment. It is said that of the 1,019 patients who attend their clinics 90% admitted committing crime in order to long for their drugs. It was further revealed that
drugs use degrades human character—drug users make inattentive parents, and bad neighbours, poor students and unreliable employees quite apart from their involvement in criminal activities.

A countrywide rapid assessment of drug abuse in Kenya, quoted by Mwenesi (1996) revealed that almost 50% of drug abusers had had encounter with the law, most having been in prison for between one and three months. They had been incarcerated for possession but more often for violence and petty crimes such as stealing from people on the streets.

Lazarus (1998) said that drug ruin careers. He noted that many of the world's renowned sportsmen and women had unceremoniously ended their careers after turning to drugs. A case in point is that of Diego Maradona, world's footballer from Argentina. He was reported to have been a cocaine addict and was banned from playing soccer sometimes after he was tasted positive at a random check.

Feistel (1986) noted that there are behaviors that can more readily be identified with teenage drug abusers. These include:

1. Falling grades at school
2. Certain decline in penmanship skills
4. Absence and tiredness at school
5. Inability to cope with frustration.
6. Constant changes in peer group
7. Irritability with family members and previous friends
8. Suspiciousness of friends, other students and teachers
9. Rebelliousness
10. Giggling and giddiness
11. Law capacity to persevere
12. Lying to parents and teachers
13. Impulsive behaviour
The preventive health education against drug abuse (1993) also identified signs and behaviours of substance abusers. These were categorized into two:

1. Changing patterns of performance and behaviour these includes:

   I. A decline in academic or work performance
   II. A general detachment towards everything in life.
   III. Moving in company of totally new set of friends.
   IV. Preference for solitude
   V. Possession of drug related objects like rolling paper, leaves and even some unexplainable tablets.
   VI. Memory lapses with difficult in concentration and poor physical coordination
   VII. Slurred or Incoherent speech, unsteady gait, drowsiness and fatigue
   VIII. Undisciplined and low self esteem

2. Changing patterns of appearance.

   a. A dour of drugs e.g smell of incense or other cover-up scents like mint sweets
   b. Marked deterioration in personal hygiene.
   c. Reduced motivation and loss of energy. Conservation and jokes that are pre-occupied with drugs. Slogan and clothing body and tattoos.

2.7 Remedies to drug and substance abuse

Considering the worldwide alcoholic is by far the most widespread and the most harmful term of drug abuse. The preventive measure against this should never be delayed nor taken lightly. Either the greatest worry is that the youths from the majority of the victims of alcoholism in Kenyans (Kenya times July 2007) and this trend has continued because not enough is being done to create adequate public awareness about the harmful effect of drugs.
The nation’s world health organization once said improving public health must be an integral part of the general economical and social development plan of each country. The fight of alcohol and other drugs is necessary and important part of good governance of a country as well as that of its social and economical development plan. (WHO 2006) in Kenya after realizing what alcohol as a drug was doing to its people and the economy, president Daniel Arap Moi banned the readily available and much cheaper local brewers as soon as he took over leadership of Kenya in 1978. He never succeeded fully as the consumption was widespread and something needs to be done. The production and sell of alcohol was prohibited in the United States of America for fifteen years (1920-1935) without success. many religious faiths e.g Islam and certain Christian denominations as SDA forbid their followers to take any form of drug without much success.

Mr. peres de culler (UNO 1988) united Nations Secretary General termed drug abuse as global epidemic, all nations are vulnerable. He further observed that drug trafficking had already claimed millions of lives; weakened national economies, undermined the integrity and stability of government and endangered the human society as a whole because of such thread every country including Kenya is trying using every means to contain and control the situation.

According to Mgendi (1998) effectively tackling Kenya’s growing drug problem will require more than just committed government action. It also needs greater international co-operation.

Mwenesi (1996) also observed that there is an urgent need to formulate policies that effectively address the drug problem and implement them with a minimum delay, issues pertaining to the licensing and advertising of social drugs must also be dealt with.

Drug abuse is global and efforts to deal with the problem transcend national borders. He also said that it prove futile for one country to implement
programs to reduce demand when her neighbours are not doing the same. In the rapid assessment of drug abuse in Kenya for instance, it was revealed that most respondents mentioned Uganda and Tanzania as sources of certain drugs. Then they called for the restoration of east Africa Community, the countries were encouraged to work together towards the common goal of eradicating the scourge of drug abuse.

The final report of the commission of enquiry into the non-medical use of drugs found out that non-medical use of drugs in various forms is a worldwide phenomenon. It can not be confined within national boundaries. The drug used in one country often originates from other countries. Drug abusers travel from one country to the other, influencing the spread of use wherever they go thus the problem can only be effectively grappled with an international scale by co-operation between the nations. There has been therefore the need for an international control system.

The economic and social council of the United Nations has the general responsibility of developing and supervising the administration of international drug control policy. Some of the agencies that play an important role in assisting it to discharge its responsibilities. This include the commission of narcotic drug, the World Health Organization, the international narcotics control board and the narcotic division of the secretariat of the United Nations. One of the functions of the commission on narcotic drug is recognized as being the development and supervision of international agreements for drug control. In particular, the single convention on narcotic drugs (1961) and the convention on psychotropic substances (1971).

The World Health Organizations is also required by the international convention to provide the commission on narcotic drug with an assessment of drug from a medical and scientific point of view and with recommendations as to appropriate control measures to be adopted with respect to specific drug. Taking cognizance of the ravages caused by drug abuse, the United Nations
body strengthened its capacity to counteract drug abuse and illicit trafficking and in (1991) they established the United Nations Drug control program with a branch in Nairobi. Its main function was to co-ordinate all United Nations drug control activities and to provide effective leadership in international drug control. The program served as the focal point for the United Nations Decade against drug abuse (1991-2000) proclaimed by the general assembly in 1990. With objective of promoting the implementation of the global program of Action (W.H.O 1995) it should be noted that Kenya being a member of United Nations, was involved in the implementation of the programs. The Kenya government has also ratified two major United Nations conventions on narcotic drug and psychotropic substances in its quest to protect its citizens from the ravage of the global drug abuse phenomenon. These include the single convention on narcotic drugs (1961) and the convention against illicit trafficking on narcotic drugs and psychotropic substance (1988) Mwenesi (1996).

This observation is also echoed by Oduol (Ibid) who observed that the narcotic drugs and psychotropic (control) Act is now on the statute books. He further observed that the government has also established such control measures as anti-narcotic unit to specifically investigate drug related offences. A permanent inter-ministerial drug coordinating committee aimed at formulating a national drug control policy and strategy has also been established. Policies in all the three East Africa Countries, Kenya, Uganda and Tanzania have also resolved to synchronize and intensify the fight against drug trafficking.

Abuse of drugs is a drawback to the economic growth of a country as its youth become less productive. To counteract this scenario, the Kenyan government has also relied heavily on the use of criminal law. Indeed the new act on drug possession and trafficking carries a minimum of ten years and a maximum of twenty years in jail. This law has been in operation from August 26, 1994 (Maithya 1999) Mwenesi (Ibid) also observed that it is only the police
department that has a clear mandate for the supply control; the prison
department is also responsible for the detention of abusers and peddlers until
they finish their terms.

Realizing that education was the key strategy in prevention, the
government of Kenya has initiated drug education program. The ministry of
education in particular has incorporated drug education in teaching of
secondary schools in life skills education. The ministry has organized guidance
also recommended that preventive education should be targeted at families,
women, workers in their working places and youth institutions. It was further
proposed that drug education should form an integral part of the regular school
curriculum. Counseling masters would be the focal point for drug related
activities in schools. It was felt that supplying youth early in life with drug
information might determine the trend of drug abuse in future. Non-
governmental organizations also are concerned to curb drug abuse. Especially
in institutions of learning. The international centre for journalists revealed that
Kenyan journalists have launched an education outreach campaign to fight drug
abuse in the countries educational institutions. The program is a joint venture of
the national agency for the campaign against drug abuse (NACADA) and the
Kenya union of journalists (KUJ) the campaign involves countrywide
sensitization program using the mass media to illustrate the effects of drug
abuse. Schools, collages, polytechnics and universities are the main targets
(international centre for journalists 2000) an action plan developed by the
national agency for the campaign against drug abuse (NACADA) to fight the
menace in learning institutions identified peer training counseling and
rehabilitations as the modes that would be used to stamp out drug use in schools
and colleges. Training of institutional leaderships, community anti- drugs,
competitions and the media are also aggressively used in the program that runs
from six months to several years (The Daily Nation Sep. 17, 2001).
Although a lot has been done in the attempt to curb drug abuse, the problem still persists. This study sought to find out what the schools are doing in view of solving the problem of drug abuse.

In spite of all these trials, research on the causes and impact of drug and substance abuse need to be investigated to get firm and sustainable initiative to the problem.

During the investigation in Nyamusi Division warning signs of the teenagers on drug and substance abuse shall not be underrated, investigation shall cover physical signs, emotional signs, family signs, school academic signs, and social problem signs.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 INTRODUCTION
This chapter provides the methodology that was used in this study. It covers the research design, location of the study, targeted population, sample and sampling procedures, research instruments, pilot study, validity and reliability of research instruments, data collection procedure and data analysis.

3.2 Research design
It was found that descriptive survey design would be the best since questionnaires were dominant research instruments. Descriptive survey design is a method used to gather data at a particular point in time with the intention of:

1. Describing the nature of the existing conditions.
2. Identifying the standard against which existing conditions can be compared.
3. Determining the relationship that exists between specific events.

The major purpose of the descriptive survey design research is description of the state of affairs as it exists. The research reports the findings. Kerlinger (1969) said that descriptive studies might often result in the formulation of the important principles of the knowledge and solution to significant problem if they are more than just collection of data. They involve measurement, classification, analysis, comparison and interpretation of data.

According to Orodho (2002) descriptive survey design are used in preliminary and explanatory studies to allow researchers to gather information, summarize, present and interpret for the purpose of classification. Descriptive survey is a method of collecting information by interviewing or administering questionnaire to a sample of individuals (Orodho 2003) it was used when collecting information about people’s attitudes, opinions and habits (Orodho and Kombo 2002) the researcher used questionnaires and interviews in this research design. Borg and Gall (1989) noted descriptive survey research is
intended to produce statistical information about aspects of education that interests policy makers and educators by involving teachers, head teachers and students.

The proposed study fits within the cross sectional sub types of descriptive survey design. Descriptive survey research design being an attempt to collect data from members of population in order to determine the current status of that population. (Mugendi 2003) was adopted as the most convenient for this study. The study intended to collect data from school set up on the impact of the drug and substance abuse on secondary school students. Survey research design seeks to obtain the information that describes existing phenomena by asking individuals about their perceptions. It is among the best methods available to social statistics, and other educators who are interested in collecting original data for the purpose of describing a population which is too large to observe directly.

However descriptive research design has some limitations that the researcher should be aware of when using it in research.

i. The success of the survey is dependent on the co-operation of respondents.

ii. Is the fact that information that is considered secret and personal may encourage incorrect answers.

3.3 Location of the study
The research was carried out in Nyamusi Division, Nyamira District in Nyanza Province of Kenya. Nyamusi Division boarders, Rachuonyo District in the South, Rifty Valley in the North, Nyamira District in West, Ekerenyo Div. and Rachunyo in East. The division has four education zones namely: Magwagwa, Matongo, Nyamusi and Nyageita zone. The main economic activity of Nyamusi people is farming. (Peasant farming) the choice of the division was influenced by the following factors
1. Area covered by Nyamusi Division of Nyamira District is characterized with poverty and unemployed youths. The rising unemployment of youth could also fuel an expansion in the retail distribution of illicit drugs.

2. Studies in the area of drug abuse in schools have been concentrated in urban areas e.g. Nairobi. The assumption being that all factors influencing drugs abuse among students are the same in the whole country. The researcher found it in order to establish the finding of these previous studies also applies to Nyamusi Division of Nyamira District.

3. Accessibility has been identified as a contributing factor to the increasing cases of drug abuse in schools if there is widespread use of drugs in the society, schools may also experience the same.

4. The division was also preferred due to the fact that it is where the researcher is based and the researcher was still teaching, effective data collection was not hampered by inaccessibility.

3.4 Target population

Target population in this study was secondary schools, in Nyamusi Division, Nyamira District, Nyanza province, of the republic of Kenya. There are 20 secondary schools in Nyamusi Division the target population for this study was students, head teachers, class teachers and local leaders, preference for students was based on the assumption that there is existence of drugs in schools therefore they are more conversant with drug related issues in their respective schools, the head teachers would provide administrative
information, class teachers and local leaders were preferred because of the close contacts they have with the students as such they might know the students on the personal level. The researcher chose the Division because it has both public and private schools in addition the Division is also one of the regions where students perform poorly in KCSE the target population for this study was covering 20 secondary schools with the following respondents.

Table 3.1: Target population in Nyamusi Division (2010)

<table>
<thead>
<tr>
<th>Schools in the Division</th>
<th>20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals</td>
<td>20</td>
</tr>
<tr>
<td>Secondary School Teachers</td>
<td>250</td>
</tr>
<tr>
<td>Students</td>
<td>20,000</td>
</tr>
<tr>
<td>Local Leaders</td>
<td>100</td>
</tr>
</tbody>
</table>

3.5 Sample and Sampling Techniques

According to Orodho and Kombo sampling is the procedure a researcher uses to gather people, places or things to study. It is a process of selecting a number of individuals or objects from a population such that the selected group contain elements representatives or characteristics found in the entire group.

Stratified random sampling technique was used in this study which is inline with shiundu’s notes (2007) who defined stratified random sampling as dividing the population into homogenous subgroups and then taking a simple random is selected in such a way as to ensure that certain subgroups in the population are represented in the sample.

3.5.1 Sample Size

10 out of the 20 schools in Nyamusi Division of Nyamira district were utilized. This number enabled the researcher to collect more detailed data as the researcher was able to administer the research instruments personally.
The choice of 10 schools also ensured that the results of the study could be representative and generalizable. The respondents included Head teachers, teachers, students and local leaders.

**Table 3.2: Sample Size**

<table>
<thead>
<tr>
<th>Target</th>
<th>Total</th>
<th>Sample size</th>
<th>% of total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools</td>
<td>20</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td>Principals</td>
<td>20</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td>Students</td>
<td>20,000</td>
<td>200</td>
<td>1</td>
</tr>
<tr>
<td>Teachers</td>
<td>250</td>
<td>75</td>
<td>23</td>
</tr>
<tr>
<td>Local leaders</td>
<td>100</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>2,390</td>
<td>315</td>
<td>13.17%</td>
</tr>
</tbody>
</table>

Source: Researcher's own.

Ntwana (1982) commented on sample size that there are just non definite practices among social research workers that the beginner can adopt. One such practice suggests that if population is a few hundreds 40% or more samples will do. If many hundreds a 20%. Will do, if a few thousands or more a 10% sample will do and if several thousands a 5% or less sample will do.

**3.6 Research Instruments**

Data for this study was collected using questionnaires, interviews and observation schedules.

**3.6.1 Questionnaires**

Two questionnaires were used to get information from teachers and students. Each item in the questionnaire was developed to address a specific research question of the study. The questionnaire had both closed and open ended questions. The closed ended questions provided data that is easy to compute and analyze while open ended questions permitted a greater dept of responses.
3.6.2 Interview Schedule.

Two interview schedules were developed to solicit information from head teachers and local leaders. According to Mugenda (2003) the interview schedule makes it possible to obtain data required to meet specific objectives of the study. The interview answers were used to cross check the information given by teachers and students. The interview schedule had both open ended and closed items.

The two instruments used solicited information on:

(i) The extent of drug and substance abuse among secondary school students.
(ii) Commonly abused drugs.
(iii) Sources of this drug.
(iv) Measures taken to curb drug abuse and challenges encountered.
(v) Effects/impacts of drug and substance abuse on students.

3.6 Validity and Reliability of Research Instruments.

The research instruments in this study were carefully constructed to ensure their reliability and validity of the attainment of the objectives of the study.

Mugenda (1999) said that quality of research study depends on a large extent on the accuracy of the data collection procedure. She further said that the instrument used to collect the data must yield the type of data the researcher can use to accurately answer his or her questions.

3.7.1 Validity.

The term validity indicates the degree to which an instrument measures the construct under investigation (Borg and Gall 1989) the research instruments were. Thoroughly checked by the supervisors to ascertain their accuracy. The instruments were piloted at Matango Lutheran Mixed secondary & Ikamu secondary schools to ascertain their accuracy and validity before they were used in the actual data collection process.
3.7.2 Reliability

Reliability of research instrument in its level of internal consistence or stability overtime (Borg & Gall 1998) a reliable instrument therefore is one that constantly produces the expected results when used more than once to collect data from two samples randomly drawn from the same population.

Test-retest techniques was to establish the reliability of the instrument. The researcher gave a test then after a pose the researcher gave another test. The researcher used spear man Rank order to get the reliability of The instrument, then the researcher used Rank difference coefficient of Correlation to reflect to the whole test. The researcher used the following formula

\[ r = 1 - \frac{6 \Sigma (d)^2}{N (N^2 - 1)} \]

3.8 Data Collection Procedure

The researcher was given an introductory letter from the department of educational management policy and curriculum studies from Kenyatta University. The researcher went to the ministry of education and was given a research permit, after that the researcher went to the District Commissioner and District Education Officer respectively to obtain authorization letters before collection data.

Having secured all these research authorization letters (the researcher authorization letters and the research clearance permit are attached here in the appendices) the researcher self administered. The research instruments to the respondents and collected data between 15th February and 31st March 2010. All respondents returned their questionnaires, with the response rate of 100%. The researcher assistants helped the researcher with distribution and collection of the questionnaires and assisted with other general logistic of the study.
3.9 Data Analysis Plan

Mugenda (2003) data analysis is a process of bringing order, structure and meaning to the mass information collected. She further said that open ended items in the questionnaire can yield either in quantitative or qualitative data. Upon completion of the research, research instruments were assembled and information organized and analyzed by the use of quantitative and qualitative methods. Qualitative responses were transcribed and coded according to the Themes which were derived from the objectives. Qualitative findings were reported using the descriptive statistics namely: frequencies and percentage and then presented in the form of tables and graphs. Qualitative finding were summarized and reported through narratives form and conclusions drawn. Summarized opinions and report from open ended questions formed the principle element of data analysis procedures so that suitable recommendations could be made.
CHAPTER FOUR
DATA PRESENTATION AND ANALYSIS

4.1 Introduction
The purpose of the study was to investigate the impacts of drug and substance abuse among secondary school students. Data were collected from 10 secondary schools during the study, questioners were issued to teachers and students. Interviews of head teachers and local leaders were also conducted. Data analysis was guided by five research questions. Data in this study are summarized and presented here by use of tables and graphs the result of data are presented by use of frequency distribution and percentage. The findings were presented and discussed under the following objectives.

1. To establish the effects of drug and substance abuse on students.

2. To establish the extent of drug abuse among secondary school students.

3. To establish the most commonly abused drugs among secondary school students.

4. Probe into the source and means through which these drugs get into the schools.

5. Determine the strategies employed by schools in the area of study to address drug and substance abuse.

4.2 Data Analysis

Objective (i) To establish the extent of drug abuse level on secondary school students.

In this study the researcher sought to whether all respondents were aware of drugs. Secondary school learners were very much aware of drug abuse among secondary school students this shows that drug abuse is a challenge in secondary schools.
Table 4.1 Showing Teachers Responses on the Impact of Drug Abuse on Secondary School Students.

(N – 75)

<table>
<thead>
<tr>
<th>Rating</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor performance</td>
<td>70</td>
<td>93.3</td>
</tr>
<tr>
<td>No comment</td>
<td>5</td>
<td>6.7</td>
</tr>
<tr>
<td>Total</td>
<td>75</td>
<td>100.0</td>
</tr>
</tbody>
</table>

It was reported that academic performance of drug abusing students was low due to various reasons. Many teachers observed that these students had poor study habits and rarely finished schooling or the syllabus. They also reported that these students show lack of concentration and tiredness in class others were truants and suffered from chronic absenteeism. They were always asking for leave outs. From table 4.1 above 93.3% of the teachers listed poor academic performance as one of the greatest impact of drug abuse on this view was supported by 90% of the learners, 100% of the head teachers and local leaders.

ii). Economic Impacts

Figure 4.1 A Bar Graph Showing Student Response on Economic Impacts of Drug Abuse on Secondary School Students. (N=200)

KEY

- Sold their personal properties
- Squander Fees
- Steal from other students
From the information gathered above from students, it was revealed that drug abusing students were known to squander school fees. They also stole from other students and also sold their personal properties to support their crave for drugs.

iii). Personality Impacts

**Figure 4.2 A Bar Graph Showing Teachers Responses on Drug Abuse on Secondary Schools Students: - (N=75)**

![Bar Graph](image)

From the figure above data collected reveal that many drug abusers are generally disorderly, untidy, depressed and they have low self esteem.

From the figure above data collected reveal that many drug abusers are generally disorderly, untidy, depressed and they have low self esteem.
iv). Social Impacts

Figure 4.3 A Bar Graph Showing Students Response on Social Impacts of Drug Abuse on Secondary Schools Students: - (N=200)

Many respondents observed that drug abuse had adverse negative effects on the socialization of the abusers. They remarked that many of these students were dishonest, rude, aggressive to teachers, bold, fearless and unruly. Many were against the authority and were always punished. They further observed that many drug abusers were impenetrable and generally withdrew from what happened in class.

Questionnaires for students revealed that the relationship between drug abuser and other students was not cordial. It was noted that drug abusers often suspected that other students would betray them to the authority, this created misunderstanding between students and drug abusers. It was reported that drug abusers broke to other student’s lockers looking for money of even stole book and other personal properties which they would later sale and get money to buy drugs.
Figure 4.4 A Pie Chart Showing Local Leaders Response on Impact of Drug Abuse on Secondary School Students (N=20)

From the figure above it was revealed that students' indiscipline, school drop outs, poor health, delinquency, immorality and mental disturbance were also impacts of drug abuse.

4.2.2 To establish the extent of drug among secondary school students.

Drug abuse is a challenge in many communities and Nyamusi Division is no exception in the study, the researcher wanted to know first whether all the respondents were aware of drug abuse among secondary school learners. Students the researcher then went ahead to establish the extent of drug abuse among secondary school students.
Table 4.2 showing head teachers response on levels of drug abuse (N=10).

<table>
<thead>
<tr>
<th>Rating</th>
<th>7</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very high</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>High</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>Low</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>Very low</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100</td>
</tr>
</tbody>
</table>

It can be seen from the table above that the level of drug abuse among secondary school students was very high 50% of the head teachers viewed the level of the Head teacher viewed the level to be very high.

Table 4.3 showing teachers responses on the level of drug abuse (N=75)

<table>
<thead>
<tr>
<th>Rating</th>
<th>7</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very high</td>
<td>5</td>
<td>6.67</td>
</tr>
<tr>
<td>High</td>
<td>53</td>
<td>70.67</td>
</tr>
<tr>
<td>Low</td>
<td>8</td>
<td>10.67</td>
</tr>
<tr>
<td>Very low</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td>75</td>
<td>100.0</td>
</tr>
</tbody>
</table>

As it can be seen from the table 70.67% of the teachers viewed the level of drug abuse among secondary school learners of high.90% of students and 85% of local leaders had the same view.

The study found out that the level of drug abuse among secondary school students in Nyamusi Division was high.
4.2.3 **To establish the most commonly abused drugs among Secondary School Students.**

This objective of the study was to establish the most commonly abused drugs. The researcher sought responses from Teachers, Head Teachers, Students and Local Leaders.

Table 4.4 Showing Teachers Responses on commonly Abused Drugs (N=70)

<table>
<thead>
<tr>
<th>Drugs</th>
<th>7</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcohol</td>
<td>72</td>
<td>96</td>
</tr>
<tr>
<td>Bhang</td>
<td>65</td>
<td>837</td>
</tr>
<tr>
<td>Miraa</td>
<td>10</td>
<td>13.3</td>
</tr>
<tr>
<td>Tobacco</td>
<td>70</td>
<td>93.3</td>
</tr>
<tr>
<td>Glue</td>
<td>2</td>
<td>2.7</td>
</tr>
<tr>
<td>Cocaine</td>
<td>1</td>
<td>1.3</td>
</tr>
<tr>
<td>Kubar</td>
<td>10</td>
<td>13.3</td>
</tr>
</tbody>
</table>

From the above Table teachers listed Alcohol as most abused drug in the Division followed by Tobacco and Bhang.

**fig 4.5 Pie chart Showing Local Leaders Responses on Commonly Abused Drugs (N=20)**

- **KEY**
  - Alcohol
  - Tobacco
  - Cocaine
  - Kubar
  - Miraa
  - Glue
  - Bhang
From figure 4.5. The Local Leaders also listed Alcohol as the most Abused Drug in the Division also followed by Tobacco, Bhang, Kuber, Cocaine, Glue, and Miraa respectively.

Figure 4.6 Bar Graph Showing Head Teachers Response on Commonly Abused Drugs

From Figure 4.6. The Head Teachers also listed Chang’aa (Alcohol) as the most commonly abused dry followed by Tobacco, Bhang and Kuber respectively.

Figure 4.7 Bar Graph Showing Student Responses on most Commonly Abused Drugs
The students also listed alcohol as the most commonly abused drug in the Division. The study findings also indicated that alcohol was the most abused drug in the Division followed by Tobacco, Bhang, Kuber, Glue, Cocaine and Miraa respectively. From the above figures 100% of the teachers, 95% learners, 96% of teachers and 94.4% of the local leaders held the same view.

4.2.4 To probe into the sources and means through which these drugs get into schools. Another objective for the study was to establish the source of the drugs and means through which these drugs get into schools. The researcher sought responses from head teachers, students, teachers as local leaders.

**Figure 4.8 histogram showing Head teachers responses on source of drugs**

![Histogram showing Head teachers responses on source of drugs](image)
From the table above figure Head Teachers identify the locality (Villagers) as the most common source of drug supply.

**Figure 4.9.** Histogram showing students' responses on source of drugs (N=200)

![Histogram showing students' responses on source of drugs](image)

**KEY**
- **Locality**
- **Peers**
- **Peddlers**
- **Kiosks**
95% of the students also said the locality is the main source of the drug supply to the students in schools followed by the peers, kiosks and peddlers.

A table 4.5 showing local leaders responses on source of Drugs (N=20)

<table>
<thead>
<tr>
<th>Sources</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Locality</td>
<td>20</td>
<td>100%</td>
</tr>
<tr>
<td>Peers</td>
<td>16</td>
<td>80%</td>
</tr>
<tr>
<td>Peddlers</td>
<td>20</td>
<td>100%</td>
</tr>
<tr>
<td>Kiosks</td>
<td>80</td>
<td>95%</td>
</tr>
</tbody>
</table>

From the table
100% of the local leaders listed the community and peddlers most common sources of drugs

Fig 4.10 pie chart showing students responses on source of drugs (N=200)

99% of the students also indicated the locality as the most common source of drugs followed by peers, kiosks and peddlers. Other sources of drugs mentioned by all respondents include homes, and friends who naïve dropped out of schools. It was evident from the findings that most learners get drugs from the villagers through peers and sellers the study also revealed that alcohol (chang’aa or traditional liquor) are readily available around the school and in the homes where learners can easily aces them. The findings conquer with the most report (2001) which revealed that various types of drugs and narcotic substances are readily available in some localities.

Where schools situated and in some communities the drugs are sold to students even with the knowledge of parents.
From the information gathered local leaders and students also indicated that community/locality is the main source of drugs. Drugs are generally trafficked to schools by schools employees and cooks and watchmen. Alcohol is mixed with soft drinks like juice and students themselves usually buy these drinks from kiosks around the schools.

Data collected revealed that all schools made use of Guidance and Counselling as a preventive and corrective measure.

**Figure 4.12 Bar Graph showing Teachers responses on strategies used to Address Drug Abuse.**

(N=75)

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>80</td>
<td>70</td>
<td>60</td>
<td>50</td>
<td>40</td>
<td>30</td>
<td>20</td>
</tr>
</tbody>
</table>

**KEY.**

A-Guidance and counselling

B-Warning

C-Suspension

D-pastoral Preaching

E-Education

F-Parental involvement

G-Heavy punishment
From the figure above, many Teachers listed Guidance and counselling and Education Programmes on the ills of Drug Abuse as steps taken by most of the schools. Other strategies were Pastrol preaching, Warnings, suspension, Parental involvement and heavy punishment.

Some schools reported having invited resource persons from various departments and showing Anti-Drug films on Drug Abuse. Some reported that they have intensified security e.g. visitors are screened and scrutinised including parents. One school had gone a step further and put notices talking against Drug Abusers. One such notice on dining hall read: God help me to remember that drugs ruin my

- Thinking
- Mood
- Concentration
- Feeling
- Appearance
- Dignity
- Finances
- Health
- Future
I keep Forgetting, Oh God remind me always. The information gathered revealed that some schools were involving leaners in co-curricular activities. Some schools involved parents in solving this problem of Drug Abuse. Others said that they were reporting to the police to provide security.

4.2.6 Challenges encountered by Teachers in dealing with drugs.

The representative sought to find out the challenges encountered by the teachers in dealing with drugs in schools. A questionnaire was used to capture responses from teachers and interview schedule was used to get responses from head teachers.

A summary of the teachers responses as shown on the table below.

**Table 4.6 showing Head Teachers Responses on challenges encountered by teachers in dealing with drugs (N=10)**

<table>
<thead>
<tr>
<th>Comments</th>
<th>£</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Threats 10</td>
<td>10</td>
<td>100%</td>
</tr>
<tr>
<td>No control over resources 8</td>
<td>8</td>
<td>80%</td>
</tr>
<tr>
<td>Inadequate finances 10</td>
<td>10</td>
<td>100%</td>
</tr>
<tr>
<td>No human resources 9</td>
<td>9</td>
<td>90%</td>
</tr>
<tr>
<td>Lack of trained personnel</td>
<td>9</td>
<td>9%</td>
</tr>
</tbody>
</table>
• Schools normally receive threats from former students expelled due to drug related offences or from peddlers who feel that their market is threatened.

• Schools lack control over the sources of drugs and some of these drugs are legal, one only works through a very small environment that is the school but the source and the influence outside the school remain uncontrollable.

• Inadequate financial and human resources to organise sensitisation programmes for parents and students, guest speakers and reference persons are not available.

• Lack of trained personnel to handle several cases of Drug Abuse.

4.13 Figure Bar Graph showing Teachers Responses on challenges encountered when dealing with Drug Abuse.

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>80</td>
<td>70</td>
<td>70</td>
<td>80</td>
<td>60</td>
<td>50</td>
<td>70</td>
<td>60</td>
</tr>
</tbody>
</table>

KEY
A – Resistance
B – Lack of trained personnel
Discouragement and despair
D – Lack of co-operation from teachers
E – Student solidarity
F – No time
G - Parents resistance
H – Fear.

- One of the challenges teachers’ faces is resistance from drug abusers.
- Teachers also said that another challenge was lack of trained personnel to handle cases of drug abuse.
- Discouragement and desperation on the parts of teachers especially when it appears that they are fighting a losing battle.
- Lack of cooperation from teachers, quite often the fight for the administration and said Guidance and Counseling Department.
- Student solidarity when drug abusers are punished especially in an inconsistent manner. The other students sympathize and at times confront the administration to force them change decision.
- The fight against drug abuse is time consuming. The procedure requires one to befriend the addicts then with him/her frequently and when confidence is built, approach the subject of his/her problem.
- Parents are not quite ready to accept that their children abuse drugs and this makes students hardly ever accept that they are on drugs.
- Students have invented complicated methods of concealing drugs. They develop code-oral or written to communicate about drugs.
- Great sacrifices are often made for instance expelling some potentially very bright students because of drug abuse.
CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSION AND RECOMMENDATION

5.1 Introduction:
This chapter covers the summary, discussion, conclusion and recommendation of the study.

5.2 Summary
The study sought to assess the impact of drug abuse on secondary schools student in Nyamusi Division Nyamira District (Kenya). The study adopted descriptive survey design which enabled the cross referencing of data collected from various respondents using different instruments, simple random sampling technique was used to arrive at a desired respondent. The sample comprised 10 schools from twenty schools in the Division, representing 50% of the public secondary schools in the Division. 10 head teachers, 75 teachers, 20 local leaders and 200 learners were the respondents used.

The research instruments used were questionnaires and interviews schedules

The instrument covered the following:

i. Status of drug awareness among respondents.
ii. Level of drug awareness among respondents.
iii. Commonly abused drugs.
iv. Sources and ways through which these learners acquire the drugs.
v. Step taken by the school to curb drug abuse among students.
vi. Effect of drug abuse on secondary school students.

The study revealed that all the respondents were aware of drug abuse among students and some of the drugs like (Chang’aa) traditional liquor were readily available in the homes and the community where the learners come from.

The study revealed that alcohol and tobacco were the most commonly abused drugs among students.

The study revealed further that among other things poor academic performance, school drop outs, truancy and poor health were some of the effects of drug abuse among secondary school
students and teachers have tried to curb the problem through punishment, guidance and counseling involving parents and security but with little success.

5.3 Discussions of Findings

The discussion that follows were guided by the following:

**Objective (i)** To establish the extent of drug abuse among secondary schools students in Nyamusi Division Nyamira District.

The study found out that the extent of drug abuse level among secondary school students was quite high.

**Objective (ii)** To establish the most commonly abused drugs among secondary school students.

The study findings indicated alcohol (traditional liquor chang'aa) was the most abused drug by secondary school students. It was clear that, the community is the main source of the drug, because they brew and sell chang’aa as a source of income and this explains why it is the most abused drug. Other commonly abused drug mentioned by all the respondents included tobacco and kuber.

**Objective (iii)** Probe into the source and the means through which these drugs get into school.

The study revealed that these drugs were readily available in the community that is around the school and homes where these learners can easily access them. It was evident from the findings that most learners acquire the drugs from sellers and peers both in and out of the school.
Objectives (iv) determine the strategies employed by schools in the area of study to address drug and substance abuse
to address drug and substance abuse.
From the findings it was evident that most schools have made efforts to address the issue of drug abuse although it still remained a big challenge to all of them. most schools had started education campaigns, guidance and counseling, warnings and involving parents to fight drug abuse and create awareness to students on drug abuse, which was a good indication even if teachers were not yet trained on how to deal with the issue.

Objective (v) to establish the effects of drug and substance abuse students.

This was the main objective of the study and the findings indicated that poor academic performance is the greatest impact on those students who abuse drugs. Other effects of drug abuse included, school drop outs, poor health, truancy, indiscipline and immorality. In order to ensure delivery of quality education to all students the problem of drug abuse needs to be addressed seriously.

5.4 Conclusion

The main purpose of the study was to asses the impact of drug and substance abuse on secondary school students in Nyamusi Division Nyamira District. This study revealed that drug and substance abuse had a negative impact on those learners who abuse them and the community at large. Drug abuse lead to indiscipline in learners and this in turn may be a factor in poor performance, truancy and school drop outs. Drug abuse may also lead to ill health which may force learners to miss school often. The findings concur with those of a research study by Kenya Institute of Education on drug situation in education institutions (2005) which was carried out in eight provinces in Kenya using survey method where four secondary schools were randomly sampled for the study. The findings of this study revealed implications of drug abuse among students as juvenile, delinquency, poor performance, immorality, culture of
violence, destruction, and ill health were among other outcomes. All these factors work against the government policy of providing quality education to all learners in Kenya. Despite the fact that strategies have been put in place to curb the problem of drug abuse very few learners seem to be aware of the dangers posed by these drugs. There was a wide use of drugs among secondary school students and the main sources of this drugs were, the community itself, drug peddlers around the school, learners homes and peers.

Learners abuse drugs because of parental negligence, negative role modeling, peer influence and poverty.

Findings of the study indicated that head teachers, local leaders, teachers and learners themselves were aware that the rate of drug abuse in secondary schools is high and increasing day by day and this has resulted to a high rate of educational wastage and upsurge in crime leading to decline of social and economic status of the society.

5.5 Contributions from the Study.

i. The findings generated from the research will be used by policy makers to improve the quality of education.

ii. The finding of the study has helped education administrators to recognize the problems secondary schools in Nyamus Division face which influences the quality of education in the division.

iii. Other education stakeholders in the division will use findings as the basis for the development of strategies to help these students.

iv. The study has contributed to the existing literature in the field so that it will be useful to academicians for the purpose of carrying out further research.
5.6 Recommendations

On the strength of the findings and the subsequent conclusions drawn, this study recommends that drug abuse should be included in secondary school curriculums as a subject to ensure that learners acquire adequate knowledge to deal with the challenge. Kenya institute of education should carry out in-service of teachers on drug abuse. The government should come up with a clear policy on drug abuse in learning institutions.

Secondary school head teachers should co-ordinate their teachers to establish drug abuse awareness clubs in their schools which will enable students to carry out peer counseling and campaigns against drug abuse.

Head teachers should co-operate with community based organizations (C.B.O) and school sponsors to promote awareness on dangers and prevention of drug and substance abuse.

The ministry should do much campaign and create awareness initiatives enlightening the youth, teachers and parents over this vice. For the message to reach a big audience effectively let the capacity building and knowledge empowerment of all stake holders be reactivated.

5.7. Suggested Areas for Further Research

The following areas could be useful for future research.

(1). The study covered one Division in Nyamira District, Nyanza Province. A similar study needs to be done with a large sample in the District.

(2). Research should be done to establish the level of drug abuse among learners in both boarding, private and day secondary schools to find out where the impact is more.
REFERENCES


Nation New Delhi


KIE: Nairobi.


APPENDIX 1

Teachers' Questionnaires

Introduction

Please answer the questionnaires as frankly as possible. The answers given will be treated with confidentiality and will be for the purpose of this research project only. Please place a tick in the box or write as required in the space provided.

Background information

1. Name of school?

2. Gender of the teacher
   Male   Female

3. Teaching experience?
   No. Of years

Research Data:

1. In your observation what is the level of drug abuse in secondary schools in your Division?
   (Tick as applicable)
   Very High   High   Low   Very Low

2. In your observation what is the level of drug abuse among the learners in your school?
   (Tick as applicable)
   Very High   High   Low   Very Low
3. How can you identify a student who has taken drugs?


4. In your observation what are some of commonly abused drugs be learners in your school?

(Tick as applicable)

<table>
<thead>
<tr>
<th>Drugs</th>
<th>High Abused</th>
<th>Commonly Abused</th>
<th>Rarely Abused</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcohol</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bhang</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Miraa</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tobacco</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Glue</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cocaine</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others (Specify)</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

5. How do these learners acquire these drugs?

i).
6. In your observation, who abuses drug most? (Tick as appropriate)

Boys ☐   Girls ☐

6. In your view, What are the causes of drug abuse among learners in your school?

i). ________________________________

ii). ________________________________

iii). ________________________________

iv). ________________________________

v). ________________________________


7. In your observation what is the impact of drug abuse on the learners?

i).

ii).

iii).

iv).
8. Comment on how your school has been trying to deal with the challenges of drug abuse?

________________________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________________________

9. Any other comment on the challenges of drug abuse in your school?

________________________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________________________

Thank you.
APPENDIX 2

Interview Schedule for Head Teachers

Introduction

The survey aims to find your opinion and knowledge on the impact of drug and substance abuse on secondary school students. The information will be used to come up with strategies of minimizing the practice in order to enhance learning and the welfare of the learners.

Please, place a tick in the box or write as required in the space provided

Background Information

1. Name of school?

2. Gender of the Head teacher
   Male  □  Female  □

3. Headship experience?
   No. Of years  □

Research Data:

1. In your observation what is the level of drug abuse in secondary school in your District?
   Very High  □  High  □  Low  □  Very Low  □

2. In your observation what is the level of drug abuse among learners in your school?
   Very High  □  High  □  Low  □  Very Low  □

3. In your own observation, which is the most commonly abused drug?
   i). ____________________________

   ii). ____________________________

   iii). ____________________________

   iv). ____________________________
4. How do parents and teachers contribute to drug abuse among the learners?


5. In your view why do you think young people indulge in drug abuse?

i). 

ii). 

iii). 

6. Can you tell ways through which the drug gets into the hands of learners?

i). 

ii). 

iii). 

7. In your observation, how do these drugs affect the learners and those around them?

i). 

ii). 

iii).
8. What measures has your school taken to deal with the problem of drug abuse?
   i). 
   ii). 
   iii). 

9. What challenges do you face in dealing with the problem of drug abuse in your school?
   i). 
   ii). 
   iii). 

10. Any other comment on the problem of drug abuse?

   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________

Thank you.
Appendix 3
Students' Questionnaire

Introduction:

Please feel free to answer the questions as frankly as possible. Anything that you tell will not
be reported to your teachers or parents and we would thus request you to give us honest
answers. The answers you give will help with information to deal with the challenge of drug
and substance abuse in order to make your school a better learning center.

Background information

Please place a tick in the box or write as required.

1. Name of the school

2. Gender of student

   Male                  Female

   □                    □

3. Age in years

4. □ Form

Research Data

1. Are you aware of any case of drug abuse in secondary schools in your District?


2. What are some of the most commonly abused drugs?
3. How do those learners who abuse drugs get them?

4. Why do some of the learner's abuse drugs?

5. How do those who take drugs behave in class?

6. List dangers of drug abuse among the school learners?

7. What do you think the school can do to reduce drug abuse among the learners?

Thank you!
Appendix 4:

Interview Schedule for Local Leaders.

Introduction:
The research project aims to find out your opinion and knowledge on the impact of drug and substance abuse on secondary school learners. The information will be used to come up with strategies of minimizing the practice in order to enhance learning and the welfare of learners. The information you provide is only for research purposes.

Background Information;
1. Name of school

2. Gender.
   - Male
   - Female

3. Age in years

Research Data
1. Are you aware of any case of drug abuse in secondary schools in the District?

2. Are there people affected by drugs in your community? What can you do to help them?
   i)
3. In your view, why do you think secondary school learners abuse drugs?
   i) 
   ii) 
   iii) 
   iv) 

4. What are the sources of those drugs?
   i) 
   ii) 

5. In your observation how does drug abuse affect the learners who abuse them?
   i) 
   ii) 
   iii)
6. In your own view, what can the school or ministry of education do to help to minimize drug abuse among school learners?

i) 

ii) 

iii) 

iv) 

7. Any other comment on the challenge of drug.

i) 

ii) 

iii) 

Thank you.
RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "Impact of Drugs and substance abuse on secondary school students in Nyamusi Division, Nyamira District (Kenya)", I am pleased to inform you that you have been authorized to undertake your research in Nyamira District for a period ending 31st March 2019.

You are advised to report to the District Commissioner and the District Education Officer Nyamira District before embarking on your research project.

Upon completion of your research project, you are expected to submit two copies of your research report/thesis to our office.

Copy to:

The District Commissioner
Nyamira District

The District Education Officer
Nyamira District
OFFICE OF THE PRESIDE
PROVINCIAL ADMINISTRATION AND INTERNAL SECT

DISTRICT COMMISSIONER
NYAMIRA NORTH DISTRICT
P.O. BOX 200-40501
KONGE

8TH FEBRUARY, 2010

WHOM IT MAY CONCERN

DR. BORICAH OGINDI FLORENCE:

The above mentioned person hailed from Nyamus Division within this
District has been authorized to carry out research on impact of drugs and
substances on secondary school students in Nyamus Division within this DI

Please assist her where necessary in order to complete her research for
submitting by March, 2010.

[Signature]

DISTRICT COMMISSIONER
NYAMIRA NORTH DISTRICT

FOR: DISTRICT COMMISSIONER
NYAMIRA NORTH
TO WHOM IT MAY CONCERN.

RE: RESEARCH AUTHORIZATION FOR DORICAH OGINDA FLORENCE

The above named is a teacher at Matongo Lutheran. She has been authorized by the National Council for Science and Technology to carry out research on impact of Drugs and Substance abuse on secondary school students in Nyamusi Division, Nyamira North District (Kenya). She is currently collecting data for the same.

Any assistance offered to her will be highly appreciated.

Thank you,

Robert Moseti,

For District Education Officer,
Nyamira North District.
Appendix 5
Sketch Map for Nyamusi Showing Secondary Schools
Figure 4.