DRUG ABUSE AND METHODS OF PREVENTION
IN MIXED PUBLIC DAY SECONDARY SCHOOLS
IN KIAMBU DISTRICT, KENYA

BY

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DECLARATION

This research project is my original work and has not been presented for a degree in any other University.

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This research project has been submitted for examination with my approval as the University Supervisor.

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DEDICATION

This research project is dedicated to all the young students in secondary schools.

May God Almighty grant you Wisdom, Knowledge and Understanding as you pursue your studies, your goals, dreams and aspirations.
ACKNOWLEDGEMENTS

I sincerely acknowledge those who positively contributed towards the success of this study.

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ABSTRACT
In Kenya, drug abuse has been reported to be a major cause of the current state of unrest and indiscipline among the young people in secondary schools in Kenya. The problem is indeed grave. Specifically, drug abuse has led to loss of students' lives during the unrests. This is of great concern to everybody. It is therefore imperative that secondary schools thoroughly understand the nature of drug abuse in schools and comprehensively come up with proactive measures that will address the vice. This study set out to investigate types of drugs abused by secondary school students, the processes used by the public secondary schools in Kiambu District to control drug abuse and also the constraints faced by the schools in fighting the menace. The sample comprised 100 students, five teachers and five deputy headteachers. Data were collected by use of questionnaires and analysed quantitatively. The results were presented in frequency distributions, pie charts, bar graphs and column graphs and percentages.

The study found that majority of the students abused bhang, alcohol, miraa, and cigarettes. It also found that as a result of drug abuse, the schools experienced such problems as poor health of students, exam failure; dropout from school, arson violence, strikes, and truancy. The study also revealed that there are drug prevention programmes and the students are aware of them and that majority of the students have been exposed to the drug prevention programmes. Such drug prevention programmes in the schools involve teachers, parents, the Board of Governors (BoG)/Parents Teachers Association (PTA), teachers, students, invited guests and guidance and counselling departments. They include such activities as general awareness programmes, general guidance and counselling sessions, song, drama, poems, debates and speeches. However, the intervention approaches are fairly effective as some students still abuse drugs. The study therefore recommended that the government should heighten its efforts and crack down on trafficking of bhang, miraa, and alcohol in schools. Also, the Ministry of Education should avail more information to students concerning the effects of drug abuse on health, examination performance and completion of school.

Furthermore, there is need for schools to strengthen spiritual counselling, professional counselling, and peer counselling as necessary interventions to the problem of drug abuse. Finally, the study suggested that this study needs to be replicated in other districts as well to give a general picture of the whole country. The other suggestion is that more research needs to be done on the influence of students' gender and home background on the type of drug abuse.
CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Globally, the drug and substance abuse is heavily decried. The National Tobacco Free Initiative Committee (NTFIC) while quoting the World Health Organization’s (WHO) findings reports that in 2002, tobacco killed around 4.9 million people in the world (Republic of Kenya, 2003). The document reports the projection that by the year 2030, the figure will rise to 10 million people dying every year from tobacco related causes. It further reports that seven out of the ten million of these deaths will occur in the developing countries, Kenya included (ibid). In their most recent study, the National Agency for the Campaign Against Drugs (NACADA) confirms that a large number of students in Kenya across all age groups have been exposed to alcohol, tobacco, miraa, Khat, glue sniffing, bhang and even hard drugs. Precisely, the global youth tobacco survey in 2001 showed that 13% of underage youth in primary schools (over 400,000 children) use tobacco.

The influence of drug on student discipline has been clearly documented (Nduhi 1998; Siringi 1999). Siringi (ibid) emphasizes that drug abuse has been identified as a major cause of unrest in secondary schools and has often led to poor examination performance and mass dropouts of students from secondary
schools. This situation is perturbing given the fact that discipline is very essential for the effective management of not only schools but also any organization (Jones, 1989; Griffins, 1994).

According to Jones (ibid), discipline is an important component of human behaviour, which not only helps to regulate people's reactions to various situations, but also their relations with others. It is what allows organizations to function as harmonious and humane community. In schools, it is discipline, which creates conducive environment to serious learning (Douking, 1989; Tuttum, 1989). Douking (ibid), explains that discipline is a significant aspect of a school system as it is essential in establishing an orderly system that creates the conditions in which learning takes place, and that allows the aims and objectives of the school to be achieved.

It is however noted that most secondary schools in Kenya have not been able to maintain discipline among students and this has consequently led to mass failures in national examinations (Siringi, 1999). Odalo (1998) notes that many Kenyan secondary schools have been experiencing student disaffection expressed in form of students' riots. The unrests have been majorly blamed on drug abuse (Amran, 1999). Tabifor (2000) on the same note explains that drug addiction creates an enabling environment for violence as it gives the abuser a
false sense of greatness and power. This could explain why rebellion of students and wanton destruction of property occur in schools.

The problem of drug abuse in Kenyan schools (as reviewed in the literature) has a long history. Oirere (1998), notes that for many years, warnings of drug peddlers targeting schools as their prime market have grown but little has been done to change the scenario. In Mbeere District, for instance, Nduhi (1998) points out that secondary school students start to be drug dependent at very tender age. According to Siringi (1999), the increasing cases of discipline have not even spared some of the national schools, which are considered the best secondary schools in the republic and this has to a large extent caused standards in these institutions to drop academically. This explanation suggests that there is indiscriminate use, abuse and dependence on drugs by secondary students and that the problem is so widespread that it tends to create a great concern to everybody. But the question remains: How do we stamp out this menace out of our society?

According to the Ministry of Education (1979), the school principal is directly involved in establishing the rules of behaviour, the penalties to be applied, and the approaches to be used in enforcing discipline among the students and other school members. In 1996, the then Education Permanent Secretary, Mr. Simeon
Lesirma came out strongly warning that secondary schools students had become targets for hardcore drug peddlers. He placed the onus of protecting students on heads of schools that should come up and intensify guidance and counselling programmes as one way of keeping the menace at bay (Oirere, 1998).

Drug abuse is so acute in secondary schools that the counselling teachers may not be in a position to handle it all alone. There should be a concerted effort by all stakeholders, such as, the community, churches, non-governmental organizations and international agencies in curbing this vice. If a school has to be successful in its own endeavours, a spirit of camaraderie among all the stakeholders must exist.

Murimi (2000) for instance, reports that among the key problems affecting schools in Central Province includes rich parents who pamper their children with large amounts of money, which they use to buy the drugs and ineffective Board of Governors. This means that cooperation between the counselling teacher and other members within and without the school is paramount if drug taking is to be controlled (Kong’oro, 1999). This is vital given the fact that since the banning of caning in schools, most indiscipline problems are directed to the guidance and counselling department for correction. Be it as it may that cooperation
among all stakeholders will yield correction of this vice, then the counselling teacher cannot divorce his/ her skills from participatory strategies in handling the drug abuse problem in secondary schools. This study set out to investigate the types of drugs abused, the processes used by the public secondary schools in Kiambu District to control drug abuse as well as the constraints faced.

1.2 Statement of the Problem

Drug abuse has been reported to be a major cause of the current state of unrest and indiscipline among the young people in secondary schools in Kenya. The problem is grave, as it has led to loss of students' lives during the unrests. This is of great concern to everybody (Amayo and Wangai, 1994). To control the vice in schools, it is understood that the counselling teachers of secondary schools have a vital role to play. But he/she cannot achieve this alone. The shaping of student behaviour is not just a responsibility of the members of the school community alone (Griffins, 1994; Kong’oro, 2000). Since the problem of drug abuse is not just a school problem but a nationwide problem, a collective approach to prevention of drug abuse in secondary schools is necessary. This study set out to investigate types of drugs abused by secondary school students, the processes used by the public secondary schools in Kiambu District to control drug abuse and also the constraints faced by the schools in fighting the menace.
1.3 Purpose of the Study

The purpose of this study was to investigate drug abuse and the participatory approaches used by mixed public day secondary schools in curbing drug abuse in Kiambu District. In addition, the study sought to establish the constraints faced by the schools in curbing drug abuse as well as the possible solutions to the constraints.

1.4 Objectives of the Study

The following were the specific objectives of the study:

• To identify the types of drugs abused by students in Kiambu District.

• To identify the drug related problems among mixed public day secondary schools in Kiambu Districts.

• To determine the intervention strategies used by schools to control drug abuse and dependence in mixed public day secondary schools in Kiambu District.

• To investigate the challenges faced by schools in public secondary schools in Kiambu District.

• To explore how else drug abuse can be prevented in public secondary schools in Kiambu District.
1.5 Research Questions

The study sought to answer the following research questions:

- What types of drugs are abused by secondary school students in Kiambu District?
- What are some of the drug related discipline problems among public secondary schools in Kiambu District?
- What processes do schools use to control drug abuse and dependence in public secondary schools in Kiambu District?
- What challenges do mixed public day secondary schools in Kiambu District face in dealing with drug abuse?
- How else can drug abuse be prevented in mixed public day secondary schools in Kiambu District?

1.6 Significance of the Study

The findings of this study may be useful to counselling teachers, headteachers and deputy headteachers, students and the community at large. This is because the study is expected to identify the types of drugs abused as well as those approaches that have proved effective in preventing drug abuse in mixed public day secondary schools in Kiambu District. This may consequently reduce reliance on drugs thereby improving discipline and academic performance among students in addition to avoiding future occurrence of drug related deaths.
in secondary schools. This study may also be useful to universities, colleges of education and teacher training colleges imparting on future counselling teachers those skills necessary for controlling drug abuse in schools. Furthermore, the study may be of much benefit to curriculum developers who may include drug abuse preventive education as a vital component in primary, secondary and tertiary institutions curricula. In general, the study may prove very significant to the public and government by suggesting ways of curbing drug abuse in Kenyan secondary schools.

1.7 Scope and Limitations of the Study

The research was predominantly rural. It targeted five mixed day secondary schools out of the 15 mixed public day secondary schools in Kiambu District. Hence, the findings of this study may only be generalized to other parts of the country with caution. This is because conditions in other areas not covered by the study may be different from those of the setting to be covered. Due to financial constraints as well as time and money available, the study was only limited to mixed public day secondary schools in Kiambu District.

1.8 Assumptions of the Study

The study assumed the following:

(i) The respondents provided truthful and honest responses to the items in the study.
(ii) Principals, teacher counsellors, teachers and other secondary schools stakeholders use deliberate and discrete approaches in preventing drug dependence/abuse in their schools.
1.9  Definitions of Terms

Category:  Refers to the type of secondary schools i.e. whether it is day or both, mixed boys or girls.

Drug:  Refers to a substance rather than food that is purposely introduced into the body to change normal body functions.

Drug Abuse:  Persistent excessive use of chemical or substance for any reason other than its acceptable medical purposes.

Preventive Approaches:  Refers to guidance and counselling programmes put in place by the counselling department to create drug awareness about the disadvantages of drug abuse so as to discourage students from indulging in drug abuse and thus reducing occurrences of student misbehaviour.

Professional Grade:  Refers to the level at which a teacher is placed in the promotional hierarchy within the scheme of service for graduate and approved teachers.
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The literature review in this study is discussed under the following subtopics; drug dependence and abuse as a global epidemic, drug abuse in secondary schools and resultant discipline problems, approaches used to tackle drug abuse in secondary schools, behaviour modification methods, preventive and punitive methods. Participatory approaches and roles of students, teachers and NACADA in curbing drug abuse in schools.

2.2 Drug Dependence and Abuse as a Global Epidemic

According to Amayo and Wangai (1994), the later part of the twentieth century would probably be outstanding among other great events, for the worldwide drug dependence epidemic among the young people. Over the past two decades, the use of illegal drugs and misuse of therapeutic drugs have spread at an unprecedented rate and have penetrated every part of the globe. No nation has been spared the devastating problem caused by drug abuse. At the same time, a broad spectrum of the world community has demonstrated intense concern over the problem, the insidious long-term effects of chronic drug abuse and its impact on drug user, the family, the community and society, Kerosi (1994).
During the first International Day against Drug Abuse and Illicit Trafficking on June 26, 1998, the then United Nations Security General Mr. Peres De Culler noted that drug and drug trafficking had already claimed millions of lives, weakened national economies, undermined the integrity, stability of governments and endangered the human society as a whole. He remarked that the dimensions of such a crisis were painfully clear and that drug related crimes had reached an alarming proportion. The former United Nations Organization Secretary General Mr. Boutros Boutros Ghali during the 1992 drugs day had to say that, drug abuse has escalated dramatically. He also noted, that no nation is immune from devastating consequences of drug abuse and illicit trafficking.

In industrial countries as a whole, the number of smoking attributed deaths has risen from 700,000 in 1965 to about 1.5 million today for males and from about 100,000 to 500,00 for females. The risk of death from tobacco at the ages of 35-69 is estimate as 13% of all men aged 35 years in developed countries (WHO, 1993). In these countries, per capita cigarette consumption has risen on average by over 70% during the last 25 years. On occurrence trends, there will be over 7 million deaths a year from tobacco within the next two to three decades, a good number would be from developing countries (WHO, 1993).

According to Keraosi (1994), the use of drugs is escalating in the Third World Countries. This is in addition to the use of hard drugs such as cocaine, heroin,
mandrax and the psychotropic chemical substances, which have been on the increase in both the developing and developed countries. Lately, the war against illicit drugs trafficking has been raging to the extent that it has become prohibitive to many countries calling for the united preventive efforts globally (Amayo and Wangai, 1994).

Tabifor (2000) explains that today, many parts of Africa have become global highway for illegal drug traffic and majority of drug abuse victims are the youth. By nature, young people are risk-takers and also adventure-seekers. They easily fall prey to the wrong notion that drugs are answers to feelings of depression and hopelessness.

The above literature highlights that globally, drug abuse among the youth is a problem. Since the youth's catchment area is the school, the secondary schools effeminately experience the full impact of this menace. The literature however does not highlight the types of drugs abused by students in public secondary schools in Kiambu District. It also does not highlight the approaches used by teachers in preventing the problem. Yet, the need to investigate the impact of drug abuse on students' discipline and how it can be prevented is categorically urgent.
2.3 Factors Causing Drug and Alcohol Abuse

Although no consensus exists about the specific root causes of substance abuse and addiction for particular individual, knowledge about the factors causing drug and alcohol abuse, as noted by Hawkins, Catalano, & Miller (1992), is crucial in the development and substance abuse and related problem behaviours prevention.

According to Kamonjo (1997), many students abuse drugs to escape the stress of every day's life and seek to enjoy themselves. Einstein (1980) argues that people take heroine for the pleasure it gives whereas McAlister, Perry, Killen et al (1990) say that people smoke, drink and take pills at an even increasing rate; often only to induce pleasant physical state. Other studies reveal that, when people are anxious and frustrated, they take drugs as an escape and consequences caused by failure to achieve goals.

Among the major factors causing drug and alcohol abuse are personal attitudes and predispositions related to drug abuse. Bachman, Wallace and associates (1991) associate the use or non-use of drugs, as an individual's perception of risk. Johnston, O'Malley, & Bachman, (1995), attribute the recent increase in student drug use to decreased perceptions of risk. Other predispositions include
increased levels of impulsivity, hostility, or disinhibition; increased alienation from the dominant values of "I" society; and greater levels of rebelliousness.

Another major factor causing drug and alcohol abuse is the family. The prenatal stage through late childhood, the family, parents, caregivers or parent surrogates, siblings, and close relatives, is the main influence in the development of children and youth, and in which problem behaviours and all their antecedents are shaped.

Kumpfer (1993), has observed that remaining in an abusive or conflict-ridden family is more detrimental to children than divorce. Kumpfer (ibid) also notes that, marital discord is a stronger predictor of delinquency than family structure (such as a single-parent family).

Kumpfer, (1993); Hawkins, Catalano, & Miller, (1992) have further identified economic deprivation; reduced supervision, formal controls, and social supports; living in impoverished neighbourhoods characterized by high crime rates and alienation; differential family acculturation; poor family management, discipline, problem-solving practices, parental use of alcohol and drugs and both parental permissiveness and positive attitudes toward alcohol and drugs, as some of the major family factors that enhance drug abuse among students.
School failure is the other factor that has been identified as one of the strongest factors that enhance drug and alcohol abuse. According to Hawkins, Catalano, & Miller (1988), although to a great extent school failure is shaped by an individual's experience in early childhood within the family setting, and during the pre-school years, some school-related factors are believed to exacerbate pre-existing problems and dispositions. Principal among these are negative, disorderly, and unsafe school climate and low teacher expectations of student achievement. Hawkins, Catalano et. al (1992), have closely associated drug and alcohol abuse to an unsafe and disorderly, school climate, and a lack of clear school policies regarding drug use.

Another factor causing drug and alcohol abuse is negative influence of peers. According Swisher (1971), adolescents who are strongly peer-oriented hold more negative views of themselves, see themselves as less dependable, more hostile, more likely to disobey adults, less interested in academics, and less future-oriented. This, coupled with weak bonds with traditionally positive norms such as those espoused by the family, community, or religion, are likely as noted by Hawkins, Catalano, & Miller, (1992) to make the young adult be involved with peers who use alcohol and drugs and engage in other forms of problem behaviour.
The other important factor causing drug and alcohol abuse is the community. Einstein (1980), identified community norms as a factor that promotes or permits substance use. Community norms may favour inappropriate alcohol use among adults while discouraging youthful drinking, thus creating a conflicting message for youth. Other factors identified include: poverty or lack of empowerment, lack of community bonding and community disorganization, cultural disenfranchisement, policies that encourage or fail to discourage substance use, pro-use messages in the general media, pro-use messages specifically in advertising (as distinct from other media).

As Hawkins, Catalano and Miller (1992) note, the knowledge of the factors that cause drug and alcohol abuse is crucial in the development and implementation of prevention programmes. This study set out to explore the prevention approaches used by public secondary schools in controlling drug abuse.

2.4 Types of Drugs Abused

Depressants: These slow down the activity of the nervous system. They include alcohol, inhalants (including glue, nail polish remover, cleaning fluid, lighter fluid, antifreeze, aerosol from cans or household products and gasoline), minor tranquillizers (including valium), and sedatives (including barbiturates,
Quaaludes, and PCP - phencyclidine). All depressants except PCP can be obtained legally. Phencyclidine is used as an immobilizing agent.

**Stimulants:** These stimulate activity, suppress the appetite, and ameliorate emotional depression. They include the legal drugs caffeine and nicotine as well as the legal and illegal amphetamines and the illegal methadrine, ecstasy and cocaine.

**Hallucinogens:** These are mind-distorters. They have no medical use and create altered perceptions. They include marijuana, (only recently has marijuana been considered for medical purposes) LSD (lysergic acid diethylamide), and mescaline. All hallucinogens are illegal.

**Narcotics:** These have an analgesic effect. They relieve physical pain and make surgery possible, but they are highly addictive. They include morphine, codeine, and heroin. Knowledge of the type of drugs being abused is important in the development and implementation of a drug abuse prevention and control strategy.
2.4 Effects of Drug Abuse on Students

Drugs produce many effects, including distortion of memory, perceptions, and sensation (US Department of Education, 1986). Drug use is associated with a variety of negative consequences, including increased risk of serious drug use later in life, school failure and poor judgment, which may put students at risk for accidents, violence, unplanned and unsafe sex, and suicide. Use of cocaine and amphetamines gives users a false sense of performing at a high level when on the drug. So-called designer drugs, chemical variations of illegal drugs, have caused brain damage and death (Towers, 1987).

According to a report by the National Commission on Drug-Free Schools in America (1990), mind-altering chemicals lead to long-term impairment of cognitive ability and memory. The report associates substance use with a lack of motivation and self-discipline as well as reduced school attendance. Substance abuse is also correlated with antisocial violent behaviour. Frequent drug users skip school or arrive late to class (Wagner, 1984).

From studies made by Schonberg (1988), there was an indication that young people are more likely to engage in risk-taking behaviour and sexual experimentation when under the influence of alcohol and other drugs. Nader (1993), supports the findings of Schonberg, and adds that the use of drugs by
students while in school damages not only the educational atmosphere but also the social climate as well. Nader (ibid), further links drug and alcohol abuse to a decline in academic performance, to truancy and dropping out, and to crime and misconduct.

Continued marijuana use can cause memory lapse and also lead to decreased physical endurance (Wagner, 1984). Marijuana users often develop sinusitis, pharyngitis, bronchitis, and emphysema within a year of beginning use (Wagner, 1984). Experimenting with drugs, particularly at a young age, often leads to dependence (Towers, 1987). Those dependent on drugs sometimes support their habits by stealing, selling drugs to others, and sexually prostituting themselves.

2.5 Drug Abuse and indiscipline in Kenya Secondary Schools

Kenya, along with other developing countries of Africa has been experiencing a rapid increase in production, distribution and consumption of multiple drugs dependence. The recent occurrence of unrests and indiscipline among the young people in schools and institutions of higher learning has been tentatively linked with the increase in production and the use of alcohol, bhang (marijuana). It is also linked to experimentation by young people with hard drug imported to Kenya through illicit trafficking. (Amayo and Wangai, 1994;
Bosire, 2000). According to Mitchell (1987), there is increase in drug taking among the young people incorporating secondary education level where students are in their adolescence often being susceptible to negative peer influence. According to Kihumba (Sunday Standard November 5, 2000: 1 and 23), drug use in our institutions of learning is on the increase and it is becoming alarmingly high and dangerous to the students. Kihumba further attributed the destructive and rowdy behaviour of students in our schools to drug abuse.

Drug abuse among students has been rampant in Kiambu District. The use of bhang among students was noted as a compounding problem facing both educationists and parents (Nduhi 1998). Indiscipline cases associated with drug abuse are not confined to rural districts and rural schools but also in urban schools. Chandran (1998), has also shown that there is a very high degree of sexual activity among drug dependent students, this occurs even with their knowledge about the AIDS epidemic.

According to Siringi (1999), Lenana and Nairobi schools for instance, have had their reputations tainted by many cases of drug abuse in the schools. Students from these schools have argued that they take bhang (cannabis sativa) and miraa (khat) because of academic pressure and the belief that drugs will enhance their academic prowess (Siringi ibid). Even the provincial schools have
not been spared. The *Daily Nation (2000)* reports an incident in Kijabe High School where student indiscipline was attributed to drug abuse. The Deputy Headteacher of the school admitted that the majority of students frequently smuggled bhang, chang’aa and other local brews into the school.

In another case in Koru Girls Secondary School, Nyanza Province, a group of girls were suspended after being caught drunk and in possession of bhang, (Oirere 1998). Similarly, Thoya (2000) reports that in Taita Taveta High School, the students burned the school due to a decision to suspend some of the students over indiscipline as a result of drug abuse. Koros (1999), further reports that in 1999, Kenyatta Mahiga School in Nyeri District was closed indefinitely after the students roughed up their prefects to protest the punishment of their colleagues who had been sent home for indiscipline. This incident was attributed to drug abuse among those students. Moreover, Siringi (1999) reports that one of the worst cases of student indiscipline and drug abuse was in Nyeri High School, in Nyeri District where hostel cubicles belonging to four prefects were burnt by fellow students using petrol, causing the death of the four prefects. This case was also attributed to drug abuse in schools.

According to the recent studies by Tuiyot (1996) it was found that the use of drug is spreading fast in secondary schools in rural areas. Its problem is related
to the management of schools. According to a report by Central Province Education Board released in May 2001, there were a total of 122 cases of students' unrests that occurred between 1999 and 2000 in Central Province. The statistics revealed that Nyeri District was leading with 26 cases, Nyandarua was second with 21 cases, Kiambu with 20 cases, Kirinyaga had 19 cases while Murang'a and Maragua experienced 15 cases each and Thika was last with 6 cases only. In most of these cases, disturbances were caused by students under drug influence or those captivated by external forces as a result of devil worshipping, Wachira (2000). Lastly, Nduhi, (1998) and Siringi (1999) link the recent drop in discipline and examination performance in some secondary schools to drug abuse.

The above literature highlights that drug abuse is one of the main causes of unrests in schools. The problem is so grave to an extent that it has led to loss of lives. Yet the literature does not present the specific strategies that the schools have used to combat the menace as well as the problems experienced in using such strategies. The current study was to investigate the approaches used by public secondary schools to control the threat.
2.6 What Schools Can Do To Control Drug Abuse

Schools can add a crucial component to the drug prevention efforts of parents by incorporating prevention strategies within the context of health, science, and family life curricula. Schools also provide an organized peer group setting in which children can develop communication and decision-making skills.

Early intervention and prevention activities should characterize a school's drug abuse program (Towers 1987). School administrators should determine the extent of the drug problem within their jurisdiction before initiating a new intervention programme. This can be accomplished by an anonymous survey of students and consultation with local law enforcement officials, collaboration should be made with parents, school boards, treatment agencies and concerned groups within the community to ensure successful programmes. School officials should establish clear consistently enforced drug-use policies that specify drug offences, consequences (including notification to police), and procedures. Security measures should be implemented to eliminate drugs from school premises and school functions. Teachers should receive appropriate training to participate in the programme.

School systems generally combine two approaches to preventing drug abuse (Lachance 1985). One emphasizes discipline - what school personnel should do
when drug abuse or drug peddling is encountered at the school. The other concerns education - instructing students about drugs and helping them develop skills and attitudes that will keep them away from drugs.

Schilit (1991), notes that new methods of drug prevention programmes should focus on social influence and peer group norms. The programme should be designed for school juniors and seniors. He also suggests that prevention programmes may require different timing and may face less favourable odds of success given its common use among the youth. Therefore, the need for schools to created a drug-free support infrastructure and the identification of peer group forces that promote drug abuse and prevention approaches to deal with them. This is because the schools contain natural social groups that can reinforce the approaches of prevention. He advocates for the production and dissemination of information, materials; brochures pamphlets, print and broadcast announcements, pre-packaged information and teaching kits for teachers, physicians and media personnel.

According to Einstein (1980), long-term education programme should be designed because short-term programmes do not result into long-term outcomes of school programmes that address the broad developmental needs of children and the youth are the most effective in preventing and reducing drug
abuse. Effective preventive school drug programme must give consideration to
the nature and extent of the drug problem in each school and attention given to
be variety of physical, psychological, social and spiritual needs of the abusers to
include more than just education (there is need for guidance and counselling
and assistance in usual formal education), view drug abuse as symptomatic,
establish goals that are behaviourally centred and realistic in achievement focus
on improvement of quality of human interaction and human relatedness, school
activities to be coordinated and related with effort taking place in school and out
of school, formal educational programme should be graded, sequential and
comprehensive and should start from kindergarten. This study attempted to
establish if any of the above mentioned approaches exist in our institutions.

Presently, some confusion exists regarding the proper role of the school in
handling the increasing drug problem. Cornacchia (1978), observed that despite
a number of fine efforts and expenditure of funds, there is no sufficient
literature to adequately address the alternatives in preventing or handling drug
abuse. No wonder, many schools have in desperation initiated fragmentary
superficial, incomplete and uncoordinated programmes that have done little to
resolve the problem. He notes that schools and teachers misuse and abuse
drugs.
They can help reduce drug problems through preventive action. Education, law and law enforcement as well as rehabilitation and treatment are preventive procedures.

According to a World Confederation of Teaching Profession (1977), research done on drug problem in six African countries: Cameroon, Nigeria, Senegal, Sierra Leone, Togo and Kenya, found that drug problem had already infiltrated schools in the specified countries. To eradicate the problem, it was suggested that the youth, parents, teachers, the government and general public be involved. The current study tried to establish how this was being carried out in the Kenyan secondary schools in Kiambu District.

2.7 Methodological Approaches to Drug Control and Prevention in Schools

According to Botvin (1996) and Botvin and Botvin (1992), drug control and prevention efforts in schools can be divided into four general approaches: information dissemination, affective education, social influence, and competence enhancement.

2.7.1 Information dissemination

The underlying assumption of these approaches is that the problem of drug abuse is caused by a lack of knowledge about the dangers of using drugs.
It is hoped that adolescents, armed with these facts, will make a logical and rational decision not to smoke, drink, or use illicit drugs. Closely related to information approaches is the use of fear-arousal techniques or scare tactics to dramatize the dangers of drug abuse and increase motivation to avoid drugs.

Despite the widespread use of approaches, studies by Richards (1969), Goodstadt (19974), Swisher and Hoffman (1975), Dom and Thompson (1976); Kinder et al. (1980); Schaps et al. (1981) have consistently shown that these approaches have not been very successful.

These studies show that information dissemination approaches are effective in their efforts to increase knowledge and also frequently increase anti-drug attitudes. However, they fall short where it counts most - having an impact on drug use behaviour.

2.7.2 Affective Education

The focus of affective education approach is on increasing self-understanding and through activities such as values clarification and responsible decision-making; improving interpersonal relations by fostering effective communication, peer counselling, and assertiveness; and increasing students' abilities to fulfil their basic needs through existing social institutions (Swisher 1979). However,
although affective education approach, has in some instances, been able to demonstrate an impact on one or more of the correlates of drug use, according to studies by Kamara (1997); it has not been able to affect behaviour.

2.7.3 Social Influence

Social influences arise from the media, peers, and the family. The social influence approach has several components, such as: psychological preparation, drug resistance skills, normative expectations correction, and peer leaders.

According to a research by Evans et al., (1976); Evans et al., (1978), on adolescence and cigarette smoking, it was found that this approach has an impact on behaviour. Arkin et al., (1981); Hurd et al., (1980); McAlister et al., (1979); Luepker et al., (1983); et al., (1983); Teich et al., (1982); Ellickson and Bell (1990); Snow et al., (1992); Sussman et al., (1993), have emphasized on teaching what has been referred to as, 'drug resistance skills' or 'drug refusal skills'. Students are taught the requisite information and skills to recognize, avoid, or respond to high-risk situations, in which they will have a high likelihood of experiencing peer pressure to use drugs. Students are taught not only what to say in response to a peer pressure situation (the specific content of a refusal message), but also how to say it in the most effective way possible, In addition, students are taught how to respond to influences from the media to
use drugs, particularly how to resist the persuasive impact of advertising by recognizing the advertising appeals contained in ads and formulating counterarguments to those appeals.

According to Hansen and O'Malley (1996), the third major component of the social influence approach to drug abuse prevention involves correcting normative expectations that is, correcting the misperception that many adults and most adolescents use drugs. The normative method involves having students participate in the prevention programme to organize and conduct classroom, school-wide, or local community surveys on drug use.

The fourth component is the use of peer leaders as programme providers. Peer leaders are selected because of their role as opinion leaders. They are individuals who appear to have high credibility with the participants in the prevention programme. The rationale for using peer leaders is that peers often have higher credibility with adolescents than do teachers and other adults.

2.7.4 Competence Enhancement (Life-Skills training)

The competence enhancement approach to drug abuse prevention emphasizes teaching general personal and social skills, either alone, Caplan et al., (1992) or in combination with selected components of the social influence model (Boïvin

The competence enhancement approach is much more comprehensive than the information dissemination, affective education, or social injustice approaches. Drug abuse is conceptualized as a socially learned and functional behaviour, resulting from the interaction of social influences that promote drug use and interpersonal factors that affect susceptibility to these influences.

According to Caplan et al., (1992), the primary aim or programmes designed to teach life skills and enhance general competence is to teach the kinds of skills for coping with life that will have a relatively broad application. This contrasts with the social influence approach, which is designed to teach information, norms, and refusal skills with a problem-specific focus. Competence enhancement approaches, such as the Life Skills Training Program, emphasize the application of general skills to situations directly related to drug use and abuse, such as the application of general assertive skills to situations involving peer pressure to smoke, drink, or use of other drugs. These same skills can be used.
everyday lives, including but not limited to drug use. The following is a brief description of the content areas covered by the Life Skills Training programme.

2.7.5 Drug Resistance Information and Skills

Life Skills Training prevention model that the author and colleagues have tested incorporates aspects of the social influence approach that are intended to deal directly with the social factors that promote drug use. It also includes general self-management skills and social competence skills. Components from the social influence model include: teaching an awareness of social influences to use drugs, correcting the misperception that everyone is using drugs and promoting anti-drug norms, teaching prevention-related information about drug abuse and teaching drug refusal skills.

2.7.6 Self-Management Skills

The Life Skills Training approach also involves teaching students a set of important skills, for increasing independence, personal control, and a sense of self-mastery. This includes, teaching students: general problem-solving and decision-making skills, critical thinking skills for resisting peer and media influences, skills for increasing self-control and self-esteem (such as self-appraisal, goal-setting, self-monitoring, and self-reinforcement), and adaptive coping strategies for relieving stress and anxiety through the use of cognitive coping skills or behavioural relaxation techniques.
2.7.7 General Social Skills

Drug use behaviour is learned through modelling and reinforcement and is influenced by cognition, attitudes, and beliefs. To enhance social competence, students in the life skills and training programme, are taught a variety of general social skills. These include teaching: skills for communicating effectively (such as how to avoid misunderstandings by being specific, paraphrasing, and asking clarifying questions), skills for overcoming shyness, skills for meeting new people and developing healthy friendships, conversational skills, complementing skills, and general assertiveness skills.

These skills are taught through a combination of instruction, demonstration, feedback, reinforcement, behavioural rehearsal (practice during class), and extended practice (outside of class) through behavioural homework assignments from the interplay of social and personal factors.

2.7.8 Behaviour Modification Methods

Behaviour modification methods are basically associated with the interventionist approach, which though reactive, responds to problems as they arise. They also look beyond the student for understanding and aims to construct more beneficial relationships helpful to the student in observing of conduct. It is an
approach that is concerned with the modification of behaviour through positive or negative reinforcement West and Foster (1976).

This approach assumes that any action, which is rewarded, will tend to be repeated and learned, whereas actions, which have no favourable consequences to the individual, will cease to be done (Thorndike and Ladd, 1993). Students have shown that rewards are more effective in producing desirable behaviour than sanctions (Becker 1967).

Rwamba (1992), conducted a study on pupils' indiscipline as faced by primary school teachers in Nairobi slum area of Mathare. It was found that teachers considered rewards as important in enforcing good behaviour among the pupils, (Rwamba, 1992). Jones (1989), argues that reward system fulfils a number of functions, for a school for instance, in promoting aims and objectives of the school, providing a mechanism for competition and offering an incentive and reinforcement of the approved behaviour.

2.7.9 Preventive Methods

These approaches aim at developing structures and approaches, which are geared towards reducing problems and anticipating crisis within the school itself (Duke 1989). Reid (1986), claims one of the reasons for disaffection in
secondary schools is the object failure of pastoral care in many of them. Through the use of pastoral care, students’ needs are likely to be met in time, thus reducing disaffection which can lead to misbehaviour, especially drug abuse, among them (Reid 1986). In a special study conducted in Thika schools, Wangari (1986) found that in 27 percent of the 11 secondary schools covered, principals undertook extensive counselling to enforce discipline among the students.

These findings show that majority of the principals never prioritize the use of counselling programmes in their schools. Could this be the reason why drugs are widely used in our secondary schools? It is high time secondary schools realized that stressing rules and punishment might not solve drug problems as earlier noted by Kounin (1970).

2.7.10 Punitive Methods

These methods are basically associated with crisis management approach which is reactive in its policy and locates the problems in student, (Tuttum 1989). Punitive methods rely on the infliction of punishment with the aim of preventing determining the student from committing the crime. This method applies the principle of stimulus response connection (Thorndike and Ladd 1963). Jones (1989), explains that the purpose of punishment should be communicated,
understood and accepted if it is to be effective in enforcing student discipline. Montgomery (1992), notes that punishment and telling off are sometimes the only attention some students ever receive and those deprived of attention, any form of it is better than none at all and so they ‘act up’ to be noticed and become a nuisance. But obviously drug abusers cannot be rehabilitated through punishment.

2.7.11 Participatory Approaches

A collective approach to enhancement of student discipline through the prevention of drug abuse in secondary schools is based on the notion that the shaping of student’s behaviour is not the responsibility of the school counsellor and the headteacher alone, but of all the members of the school community (Griffins, 1994).

In her study in Nairobi Province on approaches used by schools in curbing drugs, Imbosa (2001) found that the most chronic discipline problem among secondary school students is drug addiction. She found that the most commonly used department in curbing drug abuse in schools is the guidance and counselling department. She found that schools used such methods as suspension of the students, corporal punishment, teacher-parent discussion/parental environment, expulsion and dialogue. She therefore
recommended the need for building effective drug abuse control strategies, which are multi-component in nature. She affirms that the success of the drug abuse control programmes in schools will only be possible if there is active participation of parents, students, teachers, principals, Ministry of Education, provincial administration and community members in addressing drug abuse problems.

Emphasizing the role of participatory approaches, Siringi (1999) and Bosire (2000), note that lack of dialogue between the head teachers, teachers, parents and students, lack of motivation among teachers and influence of mass media have led to the increase of drug abuse among the students. Mitchell (1987), notes that teacher counsellors should therefore exercise caution to control the misuse and abuse of some drugs since it threatens the health of the user, and may cause behaviours that threaten the health and safety of others. The participatory approach is therefore predicted on the belief that good order and a positive learning environment are created when all the members of the school community accept responsibility for good behaviour (Jones, 1989). In this regard, as Mitchell (1987) notes, the individual, the family, the school community and law enforcement agencies all play a role in drug abuse prevention. In secondary school context, a collective approach pertinent to prevention of drug abuse would seek the participation of all the following actors,
teacher counsellor, headteacher, teacher, students, parents and Board of Governors.

The literature just reviewed highlights the various methods which can be employed to manage drug abuse in secondary schools. However, it is not evident which these methods are applied by public secondary schools to manage the problem of drug abuse. This study attempted to investigate how the various strategies already discussed above are employed by schools in Kiambu District in their attempt to address drug and alcohol abuse issues.

2.8 The Role of Teachers in Controlling Drug Abuse in Schools

Sharing of school administrative responsibility have been advocated if cooperation and team spirit are to be encouraged in schools and good academic performance ensured (Jones, 1989; Tuttum, 1989; Lieberman, 1990). Teachers and students should be involved in the creation of school disciplinary codes that list what school considers as misbehaviour and what punishment teachers and principals can administer (Tuttum 1989). This implies that teachers, students and principals should cooperate in fighting drug abuse in secondary schools and consequently reduce indiscipline.
Duke (1989), contends that consistency in the administration of school disciplinary policy emerges as all teachers accept the responsibility for all students, all the time and everywhere in the school. This may reduce cases where teachers are involved in supplying drugs to their students (Siringi, 1999).

Maraga’s (1986) study on the role of parents in instilling discipline in primary schools in Mavuria Location of Embu District, found that parents supported the idea of teachers and parents in school discipline. The study revealed that 10% of the teachers felt that they played a minimal role in school disciplinary matters in Kikuyu Division of Kiambu District. This signified that some teachers are either not involved or are reluctant in participating in school disciplinary policies and hence the infringement of drugs in schools and their use. As Oirere (1998) explains, if we have to eradicate drug abuse among the students, teachers must be the first ones to cease from any form of drug abuse for the message to sink to these children.

Thus from the literature, it can be seen that teachers must be fully involved in school administration for drug abuse to be effectively arrested. However, the specific strategies used by teachers in their efforts to arrest the problem are not evident. The current study investigated the teachers’ utilization of the
participatory approaches in managing the problem of drug abuse in secondary schools in Kiambu District.

2.9 The role of Students in Controlling Drug Abuse in Schools

Involvement of students in the formulation of school discipline policy has been viewed as an approach which can influence them into accepting and showing commitment towards that policy (Hargreaves, 1982; Goodland, 1984; Jones, 1989). Hargreaves (1982), argues that lack of student involvement in the determination of school disciplinary policy destroys their dignity and renders them inferior and powerless. Goodland (1984), explains that when students feel involved in decision-making and execution of school policy, they are more likely to behave in a socially acceptable way. Tutturn (1989), recommends that students should be closely involved in the creation and review of school rules.

Kerosi (1987) carried out a case study in Kisii on the influence of discipline in school achievement. Two secondary schools were studied with an oral interview being used alongside a questionnaire as data collection instrument. The study suggested that students should be involved in co-curricular activities in a bid to avoid their alienation, a situation that may influence them into planning mischief. It would probably be vital to include the support staff in formulating school rules (Rosenberg, 1989). On this note, Odalo (1998) explains that school
workers, especially support staff, have been blamed on the problem of drug abuse in schools.

Wangari (1986) found that students are rarely involved in the formulation of rules. The study revealed that in all schools, the headteacher, deputy head teacher and members of the teaching staff made the rules. According to Mwiria (1995), early involvement of students in making decisions, which affect them, is good training for their future and that of their country. Students must be allowed to have meaningful participation in all school matters that affect them. Above all, students must be able to see that rights and responsibilities are two sides of the same coin.

In spite of this statutory provision, headteachers in Kiambu District secondary schools have been blamed for managing the schools like their own chiefdoms. They have no time for parents, workers and fellow teachers in addition to being dictatorial and corrupt. Moreover, they are well connected with politicians and top government officials giving them a lot of powers over the Board of Governors (BoG) and Parents-Teachers Associations (PTA), (Concerned Parents, 1997). This makes it apparent that these two bodies in secondary school management in Kiambu District may not function well on disciplinary matters in the face of powerful headteachers. It would therefore be vital to examine the
role played by these two bodies in preventing the abuse of drugs in public secondary schools in the district.

2.10 The Role of the National Agency for the Campaign Against Drug Abuse (NACADA)

In March 26th 2001, NACADA was created by the government as response to the problem of drug abuse that was escalating in the country. Its terms of reference included to initiate a public education campaign against drug abuse in the country; to develop an action plan aimed at curbing drug abuse by the youth; to develop an action plan aimed at curbing drug abuse in schools and other institutions of learning; sensitize the parents on the abuse of drugs and its attendant problems and their functions as role models and to initiate rehabilitation programmes for drug dependent persons (NACADA, 2003).

According to the 2003 Annual Report, the campaign has undertaken the various activities to fight drug abuse among the youth in learning institutions. The report explains that in the year 2003, the campaign focused on two critical aspects in learning institutions, namely preventive education activities and public empowerment student 'barazas' during joint secondary school meetings held at venues convenient to all. The Kenya Institute of Education (KIE) in collaboration with the National Agency for the Campaign against Drug Abuse (NACADA)
developed life skills guides for the youth to enable them build positive attitudes and character and healthy lifestyles without resorting to drug and substance abuse. The team also conducted Training of Trainers (TOT) on Drug Dependency Preventive Education for Post-School Institutions Personnel. The training included such areas as drug and substance abuse phase one workshop on general principles and concepts of drug abuse. Training on research methodology and actually collecting data on the situation of drug abuse prevalence in and around their institutions under the technical direction by Kenya Institute for Public Policy Research and Analysis (KIPPRA). Phase two was applied training and interacting with top law enforcement officers.

There were also Preventive Education Campaigns for Learning Institutions. The prevention campaigns directed at learning environment attempted to rescue the secondary students who had not involved themselves in drug taking habits. At the same time, those in the stage of taking and experimentation with drugs particularly alcohol cigarettes and miraa are discouraged. The information given on drugs and their effects was intended to assist them make rational choices away from drugs. The thrust here has been to collapse large student gatherings to individuals and then expose them to effects of specific drugs to the individual health and productive life delivered by various professionals and the National Coordinator. The students focused barazas were successfully held for a
conglomerate of schools that converged in various places around the provinces.

Close attention was given to creating awareness of the problem of drugs in learning environment and the role education managers are required to play to provide drug free environments. Headteachers of Secondary Schools meeting under their umbrella organization, the Kenya Secondary Schools Heads Association (KSSHA) gathered at Mombasa recommended education and control measures that need to be in place to get drug free environments.

The Provincial administration and education authorities in Central Province encountered a sharp increase in incidents of school strikes and general unrests inked to drug abuse. Forty (40) schools went on strike in July 2003. In response, the Provincial Commissioner (PC) Peter Raburu on 19th September brought together heads, deputies, counsellors, Board of Governors/Parents Teachers Association (BoG / PTA), Provincial Director of Education (PDE) and, District Education Officers (DEOs), to a preventive education workshop on drug and substance abuse at Chania High School in Thika. There were 762 participants drawn from Muranga, Maragua, Kiambu, and Thika Districts. A similar workshop was held at Nyeri Temple Road Secondary School for Kirinyaga, Nyeri and Nyandarua education authorities.
The Vice Chancellors and Principals of Higher Learning Institutions held a drug abuse workshop at the Pan Afric Hotel on 11th September. They undertook to direct their attention on drug abuse.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction
In this chapter, the researcher presents the methodology that was used in the sampling, collecting and analyzing of data.

3.2 Target Population
The target population comprised all the 15 mixed day schools in Kiambu District. These schools were targeted because of their coeducational nature, hence gender sensitive. The students were drawn from all socio-economic levels of society. The study also targeted all the teachers and the deputy headteachers in all the 15 schools. These teachers were targeted because they are charged with the responsibility of moulding the students into desirable citizens hence were in a better position to give information regarding issues that may affect their students' development such as drug abuse.

3.3 Sampling and Sampling Procedures
There are a total of 15 mixed day secondary schools in Kiambu District. Purposive sampling was used to select five mixed day secondary schools for the investigation. These were schools which had experienced more student strikes over the past two years. The strikes had been blamed majorly on drug abuse. The purposive sampling was also used to select five guidance and counselling teachers and five deputy headteachers to participate in the study. These
teachers directly deal with discipline issues on daily basis hence were in a better position to act as rich information sources as far as drug abuse is concerned.

The simple random sampling was used to select 100 students from the five schools to participate in the study. The names of the students were obtained from the registers, then written on pieces of paper which were then stack in a carton then shuffled picked and at random.

3.4 Research Instruments

The main research instruments used in this study were questionnaire. There were three questionnaires: One for the deputy headteachers (Appendix I), the other for the discipline masters, guidance and counselling teachers and class teachers (Appendix II). The last was for the students (Appendix III).

The questionnaires were chosen as the main instrument over other instruments because it normally takes less time, energy and were less expensive to administer. It could also not be manipulated by the extraneous factors as with the case with other instruments like interview.

The researcher divided the questionnaires into three parts: consisting of questions related to the objectives. Part ‘A’ sought information on the respondent. Part ‘B’ focused on the nature of commonly abused drugs, reasons
for abuse and problems resulting from drug abuse. Part ‘C’ were used to collect data on the approaches used by the schools to address drug and alcohol abuse, implementation, challenges and how implementation of the strategies and programmes can be enhanced.

3.5 Data Collection Procedure

The questionnaires were delivered to the sampled schools, directly administered to students and collected the same day. For the teachers and the head/deputy headteachers, the questionnaires were given to them and collected after one week.

3.6 Data Analysis

The data collected were analyzed quantitatively. The data from the questionnaires were organized as per the research questions then analysed into percentages calculated from frequency distributions. Pie charts, bar graphs and column graphs and percentages have been used to present the data.
CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

The purpose of this study was to determine the intervention approaches used by teachers in public secondary schools in curbing drug abuse in Kiambu District. This chapter presents, discusses, analyses and interprets the data collected. The presentation is as per the research questions.

4.2 Types of drugs abused by secondary school students in Kiambu District

The 100 students were asked to state the kinds of drugs commonly abused by students in their schools. Their responses are given in Figure 1.
It can be seen from the figure that majority of the students noted that the most commonly abused substance is cigarettes (80%) followed by alcohol (68%) and bhang (48%).

The students were also asked to state if at all they had friends who abused drugs. Whereas 63 (63%) said Yes, 37 (37%) said No. The 63 students were asked to state the types of drugs commonly abused by their friends. Their responses are given in Figure 2.
It can be seen from Figure 2 just like in Figure 1 that the three most heavily abused substances are cigarettes, alcohol and bhang. The students were asked whether they had ever abused drugs or not. Whereas 62 (62%) said Yes, 38 (38%) said No. When the 38 pupils were asked whether they are still abusing drugs, nine (23%) said Yes while 29 (77%) said No. The students were also requested to state for how long they had abused drugs. Their responses are given in Figure 3.
It can be seen from the figure that most of the students (70%) had abused drugs for not more than one year. The students were asked to name the drugs they had abused. Their responses are given in Figure 4. The table indicates that majority of the students abused alcohol, cigarettes and miraa/khat.
The teachers were also asked to state if they were aware of some students who abuse drugs. All the teachers (100%) said Yes. The teachers were then asked to state the kinds of drugs abused by their students. Their response is given in Figure 5.
It can be seen from figure 5 that according to the teachers, majority (97%) of the students abused alcohol, cigarettes and bhang. The deputy headteachers were also asked to state whether they were aware of some students who abused drugs or not. All the nine deputy headteachers said Yes. They were also asked to state the drugs commonly abused by the students. Their responses are given in Figure 6.
It can be seen from figure 6 that majority (98%) of the deputy Headteachers said that the students abused bhang, alcohol, cigarettes and miraa. From the data presented, it can be inferred that majority of the students abused bhang, alcohol, miraa, and cigarettes. These findings are similar to the argument advanced by Imbosa (2001) that some of the most commonly abused drugs include among others bhang, alcohol, inhalants (including glue, nail polish remover, cleaning fluid, lighter fluid, antifreeze, aerosol from cans or household products and gasoline), minor tranquilizers (including valium), and sedatives.
Amayo and Wangai, (1994) and Bosire (2000) have also cited that young people in schools and institutions abuse alcohol, and bhang (marijuana). Nduhi (1998) has also blamed unrests in schools in Kiambu District on the use of bhang among students. Siringi (1999) too supports the findings. He argues that students of Lenana and Nairobi Schools take bhang (cannabis sativa) and miraa (khat) because of academic pressure and the belief that drugs will enhance their academic prowess (Siringi, ibid)).

4.3 Some of the Drug Related Discipline Problems among Public Secondary Schools in Kiambu District

The students were asked to state some of the problems associated with drug abuse. Their responses are given in Figure 7.
It can be seen from Figure 7 that majority (58%) of the students cited such problems as poor health as the major problem associated with drug abuse. This is followed by exam failure, then dropout from school. The students were also asked to state the consequences they are likely to face if their parents know that they abuse drugs. Their responses are presented in figure 8 below.
It can be seen from figure 8 that majority of the students (36%) explained that their parents would take them to a counsellor if they are found abusing drugs. This is something, which the students explained they really hate. The next group of students (32%) said that they would be prayed for if found abusing drugs. Fourteen percent said that they would be reprimanded while 11% said that they would be beaten. The students were also asked to state the consequences they are likely to face if their teachers knew that they abuse drugs. Their responses are given in Figure 9.
Figure 9: Consequences if teachers know that the students abuse drugs

Figure 9 indicates that majority of the students (62%) were of the opinion that if the teachers find them abusing drugs, they would be sent to a guidance and counselling teacher, the teachers would inform their parents or they would be expelled. The students were also asked to state some of the disadvantages of drug abuse that they know. Their response is given in Figure 10.
It can be seen from figure 10 that a number of the students (36%) cited health problems as some of the disadvantages of drug abuse. The Deputy Headteachers were asked to state the problems that their schools experience as a result of drug abuse. Their responses are given in Figure 11.
Figure 11: Deputy headteachers’ response on problems experienced as a result of drug abuse

Figure 11 illustrates that majority of the respondents (89%) cited general indiscipline as the major problem associated with drug abuse. This is followed by 78% who cited exam failure. Other major problems include dropout (56%) and truancy (33%). The teachers were also asked to cite the problems associated with drug abuse in schools. Their responses are given in Figure 12.
The author argues that in Taita Taveta High School, the students burned the school due to a decision to suspend some of the students over indiscipline as a result of drug abuse. Koros (1999), further reports that in 1999 Kenyatta Mahiga School in Nyeri District was closed indefinitely after the students roughed up their prefects to protect the punishment of their colleagues who had been sent home for indiscipline. This incident was attributed to drug abuse among those students. Moreover, Siringi (1999) too reports that in Nyeri High School in Nyeri District, hostel cubicles belonging to four prefects were burnt by fellow students using petrol, causing the death of the four prefects. This case was also attributed to drug abuse in schools.

Nduhi, (1998) and Siringii (1999) also link the recent drop in discipline and examination performance in some secondary schools to drug abuse. The Report by the Central Province Education Board released in May, 2001, also concurs with the findings. The report noted that indiscipline was manifested in 122 cases of students' unrest that occurred between 1999 and 2000 in the Central Province. The statistics revealed that Kiambu had 20 cases, which were attributed to drug abuse. Wachira (2000), reporting on this, explains that in most of these cases, disturbances were caused by students under drug influence or those captivated by external forces as a result of devil worshipping.
It can be seen from the above figure that majority of the teachers (40%) cited school dropout as the main problem related to drug abuse. The other problems cited included arson, violence, strikes, absenteeism, exam failure, truancy, dropout, and rudeness.

From the data presented, it can be inferred that the schools experienced such problems as poor health, exam failure, dropout from school, arson violence, strikes, and truancy. The findings are supported by Thoya (2000) who reports arson and violence in schools as some of the problems related to drug abuse.
4.4 Methods used to control drug abuse and dependence in public secondary schools in Kiambu District

The students were asked if they aware of drug abuse prevention programmes. 85% of the students said Yes while 13% said No. The implication is that majority of the students are aware that there are programmes targeting drug abuse in schools. The students were asked to explain the mode of awareness. Their responses are presented in Figure 13.

Figure 13: Students’ mode of awareness of drug prevention Programmes

It can be seen from the above figure that majority (68%) of the students became aware of the drug prevention programmes through the mass media, teachers, peers and own experience.
When the students were asked to state if at all they had been exposed to the drug prevention programmes, (70%) said Yes while (24%) said No. This implies that majority of the students had been exposed to the drug prevention programmes. The students were also asked to state those who were involved in the programmes. Their responses are given in Figure 14.

Figure 14: Those involved in the programmes

It can be seen from figure 14 that majority (77%) of the students mentioned that those involved in the programmes included BoG/PTA/ the guidance and counselling department, parents, teachers and students. The students were also asked to state the activities that were included in the programmes. Their responses are given in Figure 15.
It can be seen from the above figure that majority (22.0%) of the students talked of general awareness programmes, general guidance and counselling sessions, songs, drama, poems, debates, and talks on drug abuse by various speakers. The Deputy Head teachers were asked to state the methods they used to discourage drug abuse among students. The responses are given in Figure 16.
It can be seen from figure 16 that majority (100%) of the deputy headteachers used verbal warning, corporal punishment, parental involvement, and suspension. The teachers were also asked to state the methods they used to discourage drug abuse among students. Their responses are given in Figure 17.
It can be seen from the figure that majority of the teachers used verbal warning, parental involvement, awareness creation guidance and counselling, and suspension. The deputy headteachers were asked to state if their school offered a drug education programme. All of them (100%) said it was offered. They were then asked to state those were involved. Their responses are given in Figure 18.
It can be seen from the above figure that according to the deputy Headteachers, the drug education programme majorly included students, guests and teachers. The teachers were also asked to state if their school offered a drug education programme. All of them (100%) said it was offered. They were then asked to state those who are involved. Their responses are given in Figure 19.
Figure 19: Teachers’ views on those involved in drug education programme in their schools

It can be seen from figure 19 that most of the teachers (98%) said that they involved other people apart from the students, guests, teachers and parents. The students were least involved followed by guests then teachers and then parents. The teachers were also asked to state the approaches they used in the drug education programmes. Their responses are given in Figure 20.
It can be seen from the figure that majority of the teachers (24%) explained that they used guidance and counselling approaches. This is followed by 13% who used class talks on drugs, professional talks, photos and posters, plays, and talks on drugs at assembly. The teachers were also asked to comment on the effectiveness of the approaches used. Their responses are given in Figure 21.
It can be seen from figure 21 that majority of the teachers (60%) responded that the drug education programmes were only fairly effective. They explained that even though there is positive change of attitude, students still abused drugs. The students were also asked to state whether or not they benefited from the drug education programmes. Their responses are presented in Figure 22.
It can be seen that majority of the students (65%) stated that as a result of the intervention programmes, they stopped taking drugs, and their awareness on dangers of drug abuse was raised. It can be inferred from the data presented that there are drug prevention programmes and the students are aware of them. This is mainly through the teachers and the mass media. Majority of the students have been exposed to the prevention programmes. Those included in
the programmes are teachers, parents, the Board of Governor and Parents Teachers Association, teachers, students, invited guests and guidance and counselling departments. The programmes included such activities as general awareness programmes, general guidance and counselling sessions, song, drama, poems, debates and speeches.

It can also be inferred from the data that all schools have a drug education programme. The schools use such methods as verbal warning, corporal punishment, parental involvement and suspension to discourage drug abuse. The teachers use such approaches as guidance and counselling, talks on drugs, photos, posters, and plays as part of their prevention strategies. Finally, it can be inferred that the approaches are fairly effective as some students still abuse drugs. The students also mentioned that they stopped taking drugs and their level of awareness was raised.

Towers (1987), in support explain that there need for collaborative efforts with parents, school boards, treatment agencies and concerned groups within the community to ensure successful programmes. Schilit (1991), also notes that new methods of drug prevention programmes should focus on social influence and peer group norms. He advocates for the production and disseminating of information, materials, brochures pamphlets, print and broadcast
announcements, pre-packaged information and teaching kits for teachers, physicians and media personnel.

Einstein (1980), argues that effective preventive school drug programme must give consideration to the nature and extent of the drug problem in each school and attention given to be variety of physical, psychological, social and spiritual needs of the abusers to include more than just education. He explains that there is need for guidance and counselling and assistance in usual formal education. He notes that school activities should be coordinated and related with effort taking place in school and out of school, formal educational programme should be graded, sequential and comprehensive and should start from kindergarten. Botvin (1996) and Botvin and Botvin (1992), note that such approaches as information dissemination, affective education, social influence, and competence enhancement are essential in fighting drug abuse. Also Imbosa (2001) found that schools used such methods as suspension of the students, corporal punishment, teacher-parent discussion/parental environment, expulsion and dialogue.

4.5 Challenges faced in dealing with drug abuse

The Deputy Headteachers were asked to state the challenges they face in dealing with drug abuse in their schools. Their responses are given in Figure 23.
Figure 23: Challenges faced by deputy headteachers in dealing with drug abuse

Figure 23 illustrates that majority of the deputy headteachers faced such challenges as students' denial of involvement in drug abuse, parental denial that their students are involved in drug abuse and uncooperative students. Other challenges include easy access to drugs, poor attitude to guidance and counselling and limited knowledge on how to deal with drug abuse cases. The teachers were also asked to state the challenges they face in dealing with drug abuse in their schools. Their responses are given in Figure 24.
Figure 24 shows that the major challenge that teachers face is opposition from students. The figure also shows that they do not face any opposition from the teachers, parents, or the BoG and the PTA.

It can be seen from the data presented that the schools faced such challenges as student denial of involvement in drug abuse, parental denial that their students are involved in drug abuse and uncooperative students. Other challenges include easy access to drugs, poor attitude to guidance and counselling and teachers' limited knowledge on how to deal with drug abuse cases and opposition from students.
These findings are supported by Bachman, Wallace, and associates (1991) who associate drug and alcohol abuse to personal attitudes and predispositions related to drug abuse. Johnston, O'Malley, & Bachman, (1995), attribute the recent increase in student drug use to decreased perceptions of risk. Other predispositions include increased levels of impulsivity, hostility, or disinhibition; increased alienation from the dominant values of society; and greater levels of rebelliousness.

The findings are also supported by Kumpfer (1993) who explains that another major factor causing drug and alcohol abuse is the family. He notes that from the prenatal stage through late childhood, the family, parents, caregivers or parent surrogates, siblings, and close relatives, is the main influence in the development of children and youth, in which problem behaviours and all their antecedents are shaped. Kumpfer, (1993); Hawkins, Catalano, & Miller, (1992) have further identified economic deprivation; reduced supervision, formal controls, and social supports; living in impoverished neighbourhoods characterized by high crime rates and alienation; differential family acculturation; poor family management, discipline, problem-solving practices, parental use of alcohol and drugs and both parental permissiveness and positive attitudes toward alcohol and drugs, as some of the major family factors that enhance drug abuse among students.
Hawkins, Catalano, & Miller (1988) identify another challenge as school failure is the other factor that has been identified as one of the strongest factors that enhance drug and alcohol abuse. Although to a great extent school failure is shaped by an individual's experience in early childhood within the family setting, and during the preschool years, some school-related factors are believed to exacerbate pre-existing problems and dispositions. Principal among these are negative, disorderly, and unsafe school climate and low teacher expectations of student achievement. Hawkins, Catalano, and associates (1992), have closely associated drug and alcohol abuse to an unsafe and disorderly, school climate, and a lack of clear school policies regarding drug use.

4.6 Suggestions on how drug abuse can be prevented in public secondary schools

The students were asked to suggest ways through which students who abuse drugs can be helped. Their responses are given in Figure 25.
It can be seen from the above figure that majority of the students (100%) noted that guidance and counselling is the best method of helping students who abuse drugs. This is followed by 13% who cited spiritual counselling as the best method. Other main suggestions included professional counselling, positive attitude to offenders, peer counselling, government involvement and disciplining the offenders. The Deputy Headteachers were also asked to give suggestions as to how drug abuse can be dealt with in schools. Their responses are given in Figure 26.
It can be seen from figure 26 that majority of the respondents (79%) cited guidance and counselling as the most effective means of handling drug abuse cases. Other main suggestions included disciplining the offenders, and divine intervention. Finally, the researcher asked the teachers to give suggestions as to how drug abuse can be dealt with in schools. Their responses are given in Figure 27.
It can be seen from Figure 26 that teachers felt that guidance and counselling services as well as lessons on drug abuse would help curb the problem. They also suggested that the mass media be involved as well as peer counselling, interscholastic activities, divine intervention, guest speakers, parental awareness, field visits and involvement of students.

It can be inferred from the data presented that the respondents felt that to effectively control drug abuse in secondary schools, there is need for spiritual
counselling, professional counselling, positive attitude to offenders, peer counselling, government involvement and disciplining the offenders, inclusion of drug abuse in the syllabus, use of mass media, and interscholastic activities to keep students busy.

According to Imbosa (2001), schools can add a crucial component to the drug prevention efforts of parents by incorporating prevention strategies within the context of health, science, and family life curricula. Schools also provide an organized peer group setting in which children can develop communication and decision-making skills. According to Towers (1987), school administrators should initiate a new intervention programme in consultation with local law enforcement officials, collaboration should be made with parents, school boards, treatment agencies and concerned groups within the community to ensure successful programmes. School officials should establish clearly and consistently enforce drug-use policies that specify drug offences, consequences (including notification of police), and procedures. Security measures should be implemented to eliminate drugs from school premises and school functions. Teachers should receive appropriate training to participate in the programme.

Schilit (1991) notes that new methods of drug prevention programmes should focus on social influence and peer group norms. The programme should be
designed for school juniors and seniors. He also suggests that prevention programmes may require different timing and may face less favourable odds of success given its common use among youth. According to a World Confederation of Teaching Profession (1977), it was suggested that the youth, parents, teachers, the government and general public be involved.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The purpose of this study was to investigate drug abuse and the intervention approaches used by public secondary schools in curbing drug abuse in Kiambu District. In addition, the study sought to establish the constraints faced by the schools in curbing drug abuse as well as the possible solutions to the constraints. Data were collected from students and teachers by use of questionnaires.

5.2 Summary of Research Findings

The study found that:

- Majority of the students abused bhang, alcohol, miraa, and cigarettes.
- The schools experienced such problems as poor health, exam failure; dropout from school, arson violence, strikes, and truancy.
- There are drug prevention programmes and the students are aware of them.
- Majority of the students have been exposed to the drug prevention programmes.
- The drug prevention programmes in the schools involve teachers, parents, the Board of Governors, Teachers-Parents Association,
teachers, students, invited guests and guidance and counselling departments.

- The drug prevention programmes include such activities as general awareness programmes, general guidance and counselling sessions, song, drama, poems, debates and speeches.

- The schools use such methods as verbal warning, corporal punishment, parental involvement and suspension to discourage drug abuse.

- The teachers use such approaches as guidance and counselling, talks on drugs, photos, posters, and plays as part of their prevention strategies.

- The intervention approaches are fairly effective as some students still abuse drugs.

- The schools faced such challenges as student denial of involvement in drug abuse, parental denial, uncooperative students, easy access to drugs, poor attitude to guidance and counselling and teachers’ limited knowledge on how to deal with drug abuse cases and opposition from students.

- Majority of the respondents felt that to effectively control drug abuse in secondary schools, there is need for spiritual counselling, professional counselling, positive attitude to offenders, peer counselling, government involvement and disciplining the offenders, inclusion of drug abuse in the
syllabus, use of mass media, and interscholastic activities to keep students busy.

5.3 Recommendations of the study

The study therefore recommends that:

- The government should heighten its efforts and crack down on trafficking of bhang, miraa, and alcohol in schools.

- The Ministry of Education should avail more information to students concerning the effects of drug abuse on health, examination performance and completion of school.

- There is need for schools to strengthen spiritual counselling, professional counselling, and peer counselling as necessary interventions to the problem of drug abuse.

- The Ministry of Education should include drug abuse in the curriculum as a subject rather than being taught as a topic in the other subjects.

- There is need for schools to involve the students in more interscholastic activities to keep them busy.

- The Ministry of Education, Science and Technology should organise in-service courses to equip the guidance and counselling teachers with the essential skills for managing drug abuse.
5.4 Suggestions for further Research

- This study needs to be replicated in other districts as well to give a general picture of the whole country.

- More research needs to be done on the influence of students’ gender and home background on the type of drug abused.
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APPENDIX I

QUESTIONNAIRES FOR DEPUTY HEADS AND TEACHERS

The information given on this questionnaire will be treated with absolute confidentiality and will be used only for the purpose of research only. Please complete the questionnaire appropriately, truthfully and honestly. Your name is not required.

1. What is your age? (tick where appropriate)
   
   (a) 25-30 years {}
   (b) 30-35 years {}
   (c) 35-40 years {}
   (d) 40-45 years {}
   (e) 45-50 years {}

2. For how long have you taught? (tick where appropriate)
   
   (a) 0-5 years {}
   (b) 6-10 years {}
   (c) 11-15 years {}
   (d) 16-20 years {}
   (e) Over 25 years {}

3. How many years have you been in the present station? (tick where appropriate)
   
   (a) 0-5 years {}
   (b) 6-10 years {}
4. What is your current job title? (tick where necessary)

(a) Head of Counselling {}
(b) Teacher Counsellor {}
(c) Principal II {}
(d) Principal I {}
(e) Others (Specify) .................................................................

PART 'B'

5. (a) How many classes does your school have? .................................................

(b) How many streams does your school have? .................................................

6. What do you understand by the term drug abuse? ...........................................

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7. (a) Are you aware of some students who abuse drugs?

Yes {} No {}

(b) Which drugs are commonly abused by students ...........................................

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.............................................................................................................

(c) State four methods by which students obtain the drugs they abuse

(i) ............................................................................................................

(ii) .............................................................................................................

(iii) .............................................................................................................

(iv) .............................................................................................................
8. What are the signs of students who abuse drugs?

(i) ................................................................................................................
(ii) ................................................................................................................
(iii) ................................................................................................................

9. Which classes in your school are most likely abusers of drugs?

(a) Form 1 {} 
(b) Form 2 {} 
(c) Form 3 {} 
(d) Form 4 {} 

10. (a) In your opinion, is the drug problem in schools increasing?

Yes {} No {}

(b) Give reasons to your answer in 10 (a) above

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11. What problems has your school experienced as a result of drug abuse?

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PART 'C'

12. What methods are used in discouraging drug abuse in your school? (tick where appropriate)

(a) Verbal warning {} 
(b) Corporal punishment {} 
(c) Explanation from parents {} 
(d) Arresting and arranging students in court {} 
(e) Expelling those involved {} 
(f) Others (specify) .................................................................

13. What effects have these methods had on students?

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14. What challenges have you encountered while addressing drug abuse related problems in your school? ........................................................................................................
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15. Who are the people involved in the drug education programmes? (tick where appropriate.

(a) Students {}
(b) Invited guests {}
(c) Teachers {}
(d) Others

(Specify)........................................................................................................

16. (a) Does your school offer any drug education programmes to students?

Yes {}  No {}

(b) To what extent have the programmes been effective (tick where appropriate)

(i) Very effective {}
(ii) Fairly effective {}
(iii) Not effective {}

17. Give suggestions on how best you think the schools in Kenya can address the problem of drug abuse among students

(i) ..............................................................................................................
(ii) ..............................................................................................................
(iii) ..............................................................................................................
(iv) ..............................................................................................................
APPENDIX II

QUESTIONNAIRE FOR TEACHERS

The information given on this questionnaire will be treated with absolute confidentiality and will be used only for the purpose of research. Please complete the questionnaire appropriately, truthfully and honestly. Your name is not required.

1. What is your age? (tick where appropriate)
   (a) 25-30 years {}
   (b) 30-35 years {}
   (c) 35-40 years {}
   (d) 40-45 years {}
   (e) 45-50 years {}

2. Your Gender
   Male {} Female {}

3. For how long have you taught? (tick where appropriate)
   (a) 0-5 years {}
   (b) 6-10 years {}
   (c) 11-15 years {}
   (d) 16-20 years {}
   (e) Over 25 years {}/
4. How many years have you been in the present station? (tick where appropriate)
   (f) 0-5 years {}  
   (g) 6-10 years {}  
   (h) 11-15 years {}  
   (i) 16-20 years {}

5. What are your professional and academic qualifications? (tick where necessary)
   (j) SI {}  
   (k) Graduate BA {}  
   (l) Graduate B.Ed {}  
   (m) Diploma {}  
   (n) Others (Specify)

6. What is your current job title? (tick where appropriate)
   (a) Class teacher {}  
   (b) Teacher {}  
   (c) Games teacher {}  
   (d) Any other (specify) .................................................................

7. (a) What do you understand by the term drug abuse? ........................................

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8. (a) Are you aware of some students who abuse drugs

Yes {} No {}

(c) State 2 methods of how the students obtain the drugs they abuse

(i) .................................................................

(ii) .................................................................

9. (a) What are the signs of students who abuse drugs

(i) .................................................................

(ii) .................................................................

(iii) .................................................................

(iv) .................................................................

(b) What are the dangers of abusing drugs?

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10. (a) Have you ever handled any drug related experience in your school?

Yes {} No {}

(b) If your answer in 10 (a) is yes, specify the nature of your experience

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(d) Do you have any training on how to handle drug abuse experiences on students?

Yes  {}  No  {}

11. (a) Which classes in your school are most likely abusers of drugs

(i) Form 1  {}

(ii) Form 2  {}

(iii) Form 3  {}

(iv) Form 4  {}

(b) In your opinion, is the problem in schools increasing?

Yes  {}  No  {}

(c) Give reasons for your answer in 11 (b)

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12. What problems has your school experienced as a result of drug abuse?

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........................................................................................................................................
PART C

13. What methods are used in discouraging drug abuse in your school? (tick where appropriate)

(o) Verbal warning {} 
(p) Corporal punishment {} 
(q) Explanation from parents {} 
(r) Arresting and arraigning students in court {} 
(s) Expelling those involved {} 
(t) Others (specify) .................................................................

14. What effects have these methods had on students? List at least 4

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........................................................................................................
........................................................................................................
........................................................................................................

15. What challenges have you encountered while addressing drug abuse related problems in your school? (tick where appropriate)

(a) Opposition from students {} 
(b) Opposition from teachers {} 
(c) Opposition from parents {} 
(d) Opposition from BOG/PTA {} 
(e) Others (specify) ..............................................................................
16. (a) Does your school offer any drug education related programmes to students?

Yes {}  No {}

(b) If the answer in 16(a) is yes, specify two approaches used in the programmes

(i) ........................................................................................................................................

(ii) ........................................................................................................................................

(c) To what extent have these programmes been effective? (tick one)

(i) Very effective {}

(ii) Fairly effective {}

(iii) Not effective {}

(d) Give reasons for your answers..........................................................................................

........................................................................................................................................

17. (a) Who are the people involved in drug education programmes in your school? (tick where appropriate)

(i) Students {}

(ii) Teachers {}

(iii) BoG/PTA {}

(iv) Invited guests {}

(v) Others

(specify)....................................................................................................................................
(b) Name some of the programmes used.

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...........................................................................................................................
...........................................................................................................................

(c) Do you participate in designing these drug education programmes?

Yes {} No {}

18. (a) If your answer in 17(c) is No, give reasons for this answer

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(b) What problems face the school in running the programmes?

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19. Suggest at least four methods on how best the drug education programmes are implemented

(i) ..............................................................................................................................

(ii) ..............................................................................................................................

(iii) ..............................................................................................................................

(iv) ..............................................................................................................................
APPENDIX III

QUESTIONNAIRE FOR STUDENTS

The information given on this questionnaire will be treated with absolute confidentiality and will be used only for the purpose it is intended. Please complete the questionnaire appropriately, truthfully and honestly. Your name is not required.

PART A

1. What is your age?

2. State your class.

3. For how long have you been in this school? (tick where appropriate)
   (a) 0-1 years  {}
   (b) 2 years  {}
   (c) 3 years  {}
   (d) 4 years  {}

4. Where is your residence when not in school?

5. What is your religious background? (tick where appropriate)
   (a) Christian  {}
   (b) Muslim  {}
   (c) Hindu  {}
   (d) Buddhist  {}
   (e) Other (specify)
6. Do you have the following family members? (tick where appropriate)

(a) Father {}
(b) Mother {}
(c) Sister(s) {}
(d) Brother(s) {}
(e) Others (specify).

7. Where do most of them live?

(a) Urban {}
(b) Rural {}
(c) Specify the actual place district and Location.

PART B

1. (a) How many classes does your school have?
(b) How many streams does your school have?

2. What is drug abuse?

3. (a) What kind of drugs are you aware of (tick where appropriate)

(i) Alcohol {}
(ii) Cigarettes {}
(iii) Khat (miraa) {}
(iv) Cannabis Sativa (Bhang) {}
(v) Glue {}
(vi) Sleeping Pills {}
(vii) Mandrax

(viii) Others (specify use extra paper if necessary)

(b) Are there students who abuse drugs?
   Yes {} No {}

(c) What drugs are commonly abused by students in your school?
   ...
   ...
   ...

4. (a) Do you have friends who abuse drugs?
   Yes {} No {}

   (b) List some of the drugs abused by your friends
   ...
   ...
   ...

5. What are the disadvantages of abusing drugs?
   (i) ...
   (ii) ...
   (iii) ...

6. (a) Does any of your family member’s abuse drugs?
   Yes {} No {}

   (b) Which of the following member’s abuse drugs (alcohol etc)
   (i) Mother {}
   (ii) Father {}
   (iii) Sister(s) {}
   (iv) Brother(s) {}
   (v) Others (specify) ...

7. (a) Have you ever abused drugs?
   Yes {} No {}
(b) Are you still abusing drugs?
   Yes {} No {}

(c) For how long have you abused drugs? (tick where appropriate)
   (i) 0-1 years {}
   (ii) 2 years {}
   (iii) 3 years {}
   (iv) Over 4 years {}

(d) What drugs do you abuse?......................................................................................................

8. Please give some of the reasons that make you abuse drugs?..........................

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9. (i) Are you anxious about drug abuse? Yes {} No {}
   (ii) Do your parents know you abuse drugs? Yes {} No {}
   (iii) Do your teachers know you abuse drugs? Yes {} No {}
   (iv) Do your parents approve the abuse of drugs? Yes {} No {}
   (v) Do your teachers approve the abuse of drugs? Yes {} No {}

10. (a) How do students get the supply of drugs in your school? (Give the methods used)

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(b) What problems have students experienced as a result of drug abuse?...

11. If your parents know you were abusing drugs, will they (tick where appropriate)

(a) Beat you? {} 
(b) Pray for you? {} 
(c) Reprimand you? {} 
(d) Take you to a councillor? {} 
(e) Take you to the police station? {} 
(f) Others (specify) {} 

12. If your teachers have knowledge of students abusing drugs what is normally done? (tick where appropriate)

(a) Sent to guidance and counselling teacher {} 
(b) Corporal punishment {} 
(c) Seek explanation from parents {} 
(d) Arrested explanation from parents {} 
(e) Expelled {} 
(f) Others (specify) {} 

13. (a) Are you aware of drug abuse prevention programmes? (tick where appropriate)

Yes {} No {}
(b) How were they brought to your awareness (tick where appropriate)

(i) Through the media (TV, Newspapers etc) {}

(ii) Through the teachers {}

(iii) Through peers {}

(iv) Through own experience {}

(v) Others (specify) ........................................................................................................

14. (a) Are students in your school exposed to drug prevention programmes?

Yes {} No {}

(b) Who are the members involved in the prevention programmes? (tick where appropriate)

(i) BoG/PTA {}

(ii) The Guidance & Counselling Department {}

(iii) Parents {}

(iv) Teachers {}

(v) Students {}

(vi) Others (specify) ........................................................................................................

15. (a) Name some of the activities in the programmes

(i) ........................................................................................................................................

(ii) ........................................................................................................................................

(iii) ........................................................................................................................................

(iv) ........................................................................................................................................
(b) How have students in your school benefited from these programmes...

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........................................................................................................................................
........................................................................................................................................

16. In your opinion, how can the students who abuse drugs be helped to stop the habit?........................................................................................................................................
........................................................................................................................................
........................................................................................................................................