INFLUENCE OF DRUGS AND SUBSTANCE ABUSE ON STUDENTS PERFORMANCE IN KENYA CERTIFICATE OF SECONDARY EDUCATION IN IGEMBE NORTH DISTRICT, MERU COUNTY.

BY

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E55/CE/14305/2009

A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL FULFILLMENT OF THE REQUIREMENT OF THE AWARD OF MASTER OF EDUCATION DEGREE KENYATTA UNIVERSITY.

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Kimathi. W. L
Influence of drugs and substance abuse
Declaration

This project is my original work and has not been submitted to any other institution/University for any other program.

Sign. .................................................. Date .................................

KIMATHI WILFRED LINTURI
E55/CE/14305/09

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

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Dedication

First I dedicate to Almighty God for giving me strength and wisdom and gift of life. This project is sincerely dedicated to my wife Evelyn, who gave me untiring encouragement throughout the course. To my sons Justin and Harry who always missed my love during the entire period of the course. My parents Mr. & Mrs. Bruno Linturi for the unforgettable encouragement and friends who contributed to my welfare either materially or morally during the course.
Acknowledgement

The writing of this research project has been a contribution of various individuals and groups of people. First the author would like to appreciate the supervisors Dr. Nobert Ogeta and Mr Daniel Wesonga for their guidance on the writing of this research project. The author would also like to thank the staff of Ntunene girls secondary for creating a conducive environment and moral support during the writing of this work. My brother James deserves appreciation for his moral, technical and material support. To all God bless you. Finally, the author owns any errors that might be in this project.
Abstract

The main purpose of this study was to identify the influence of drugs and substance abuse on students' performance in Kenya Certificate of Secondary Education in Igembe North District, Meru County. Many potential secondary school students each year fail to be enrolled in tertiary and institutes of higher learning due to poor performance. There is widespread unemployment and increase in criminal activities. This has raised concern because the numbers of young potential students are dropping out of school and mass failing is increasing every year. The objectives of the study were to identify the commonly abused drugs and substances, determine the influence, to find out the efforts of the schools and to identify the strategies to curb the use of drugs and substances among the secondary school students. The study identified factors that influence drugs and substance abuse on students' performance in KCSE in relation to falling standards in secondary education. The research employed a descriptive survey study design as a better option for intervening in the influence of drug and substance abuse on KCSE performance in secondary schools. Out of 25 secondary schools, only 10 secondary schools were sampled. The researcher used questionnaires and interview schedules to collect data. With a target population of 603, simple random sampling and purposive sampling was used to select respondents in these groups namely; Head teachers, Class teachers, students and education officers totaling to 193 respondents. Data was obtained and analyzed by use of Statistical Package for Social Sciences (SPSS) computer package to determine the influence of drugs and substance abuse on students' performance in KCSE in Igembe North District, Meru County. Both qualitative and quantitative data analysis was used to analyze data collected. Responses from questionnaires, interview schedules were organized according to pertinent aspects of the study. The findings were presented through descriptive statistics by use of frequencies, tables, graphs and pie-charts. After the study it came out clearly that, most students abuse drugs which affect their performance in exams, most abused drugs are miraa, alcohol, kuber, bhang and cigarettes, girls were found to be less involved in drugs. The study recommends that the government to enforce laws to restrict the youth under 18 years not to involve in drugs, introduce guidance and counseling in every school and aggressive sensitization and awareness on effects of drugs. Based on these recommendations, the study proposes further investigation into factors influencing the effectiveness of the information given on drugs and substance abuse to the students in provision of education in Igembe North, Meru County.
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<th>Description</th>
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<tr>
<td>AEO</td>
<td>Area Education Officer</td>
</tr>
<tr>
<td>CDF</td>
<td>Constituency Development Fund</td>
</tr>
<tr>
<td>DQSO</td>
<td>District Quality Assurance and Standards Officer</td>
</tr>
<tr>
<td>EFA</td>
<td>Education for All.</td>
</tr>
<tr>
<td>EMIS</td>
<td>Education Management Information Systems</td>
</tr>
<tr>
<td>FPE</td>
<td>Free Primary Education</td>
</tr>
<tr>
<td>FSE</td>
<td>Free Secondary Education</td>
</tr>
<tr>
<td>HIV</td>
<td>Human Immune Virus</td>
</tr>
<tr>
<td>ICT</td>
<td>Information and Communication Technology</td>
</tr>
<tr>
<td>JAB</td>
<td>Joint Admissions Board.</td>
</tr>
<tr>
<td>KCPE</td>
<td>Kenya Certificate of Primary Education</td>
</tr>
<tr>
<td>KCSE</td>
<td>Kenya Certificate of Secondary Education</td>
</tr>
<tr>
<td>KIE</td>
<td>Kenya Institute of Education</td>
</tr>
<tr>
<td>KISE</td>
<td>Kenya Institute of Special Education</td>
</tr>
<tr>
<td>KNEC</td>
<td>Kenya National Examination Council</td>
</tr>
<tr>
<td>MDGs</td>
<td>Millennium Development Goals.</td>
</tr>
<tr>
<td>NCST</td>
<td>National Council for Science and Technology</td>
</tr>
<tr>
<td>WHO</td>
<td>World Health Organization</td>
</tr>
<tr>
<td>NACADA</td>
<td>National Agency For the Campaign against Drug abuse</td>
</tr>
<tr>
<td>NGO</td>
<td>Non-Governmental Organizations</td>
</tr>
<tr>
<td>SMC</td>
<td>School Management Committees</td>
</tr>
<tr>
<td>SSA</td>
<td>Sub-Saharan Africa.</td>
</tr>
<tr>
<td>Tiquet</td>
<td>Totally Integrated Quality Education and Training.</td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organization.</td>
</tr>
<tr>
<td>UNICEF</td>
<td>United Nations Children’s Education Funds</td>
</tr>
</tbody>
</table>
CHAPTER ONE

1.0 Introduction

This chapter presents background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, research assumption, limitations, delimitations, significance of the study, theoretical frame works, conceptual frameworks and operational definition of terms.

1.1 Background to the Study

Education has been an important aspect of human life throughout the history of mankind. Education is one of the most fundamental instruments that can be used to bring about positive change in the life of an individual and that of an entire society as far as development is concerned. According to Ballara (1992) on education and human rights, education is a human right and a necessary condition for the full exercise of other human rights. Education is one of the inalienable rights of every person and has been recognized as such in both the universal declaration of human rights of 1947 and the universal covenant of economic, Social and cultural rights (Orodho, 2005). Indeed education is perceived as a cornerstone of economic growth, social development and the principal means of improving the welfare of individuals (Ibid, 2001).

This is particularly important in a developing country like Kenya as noted by Carlen (1992) that education is a society's means of reflecting on and changing its social order and culture. It is the function of education to conserve, transmit, advance and renew culture (Carlen et al, 1992).
According to Makau (1986) argues that there may have been a time when we in Kenya considered the use of drugs and substance abuse as a problem relating to only the Western world. Today it has become an African problem to the extent that a month hardly passes without media reports on large quantities of drugs having been intercepted in a number of African cities and towns.

Mukundi (2004) emphasizes that a drug is any chemical which when taken into the body can affect one or more of the body’s functions. This includes those substances that are useful to the body and those that harm the body. Some are licit drugs whose sale does not violate the law; while others are illicit which means that their possession, sale, use or purchase is generally prohibited by law. Rassool (2008) points out that drugs and substance abuse refers to the use of illegal drugs or the inappropriate use of legal drugs. Commonly abused drugs and substances by Kenyan youth include: alcohol, tobacco, Miraa (khat), bhang, a host of inhalants and prescription drugs.

The use and abuse of drugs and substances by the youth and young adults can be seen as a way of coping with problems, anxieties and the uncertainties of growing up (Ngeno, 2008). Personality factors, genetic factors and environmental influences are important determinants of drug and substance abuse. In his research Kalix (2008) in Kenya, use of intoxicants can be traced as far back as pre-colonial days when alcohol and other drugs were used and consumed as part of the traditions of the communities. The communities had virtues and values that strictly guided the use of intoxicants. Generally, consumption of alcohol and use of tobacco and other drugs was a privilege of elders, more often than not, of the male elders. But Acuda (2009) points out that
the actual existence of drug abuse as a social problem was rare because of strong social structures. The low levels or non-existence of drug and substance abuse was sustained as a result of strong kinship ties that ran through different social institutions. Traditions and taboos were upheld to discourage the misuse of drugs and substances.

In Kenya today, especially in the urban set up drug and substance abuse is rampant and on the rise. Liberal use of drugs and substances especially among the youth and young adults has resulted in increased crime and domestic violence. It is estimated that the prevalence of HIV/AIDS among injecting drugs users in Kenya is between 68% and 88% (Kerechio, 2008).

According to Kiambuthi (2007) noted that Cannabis *Sativa* (bhang) is the most abused drug in Kenya, followed by heroin, khat (Miraa), cocaine, benzodiazepines, inhalants and amphetamine-type stimulants. The most common methods of use of these drugs are by smoking, snorting, sniffing and injecting. The regions worst hit by injecting drug use were the Coast Province and Nairobi.

Kariuki (2007) points out that drug and substance abuse among the youth and young adults is on the rise in Kenya. The young adults have engaged in taking drugs and substances to overcome problems and challenges facing them today. They consume both licit and illicit drugs and substances which have direct consequences. This is supported by Ciakuthi (2009) who points out that the toxic effects of drugs and substances of abuse may cause long term and short-term health damage. In addition, substance use is associated with risky social behavior, domestic violence, and institutional unrest.
Siringi (2007) emphasizes that efforts have been made to establish guidance and counseling units in learning institutions, however consumption of drugs and substances of abuse is still rampant among the learners. In view of that there is need to analyze trends and prevalence of drug and substance abuse in the secondary schools so as to help design effective intervention mechanisms. According to Ngeno (2008) says that drug use among learners is of particular concern since they engage in drug and substance abuse in early age. The effect is that, the normal maturation process is interfered with. The study specifically targets secondary schools in Kenya. This study seeks to evaluate the extent of drug and substance abuse by the students/learners in learning institutions. The aim is to empower the custodians of the youth with necessary skills to enable identification of drug abuse and development of appropriate interventions.

Zein (2008) emphasizes that education is of basic importance in the planned development of a nation. For most countries, Kenya inclusive, education takes the first priority in their national budgets. Alcohol and drug abuse and drug peddling have been discovered to be the worst enemy to our pursuit of good performance in our secondary school education in addition to being dangerous and detrimental to the health of the people involved. This is supported by Nabuzoka & Badhadhe (2009) who argues that drugs are always associated with cartels which are normally well groomed to defend and protect their members from any arrests. Members are faced with death sentences if they leak any fundamental information as pertains the drug business.
This business is very lucrative to the youth between the ages of 15 to 30 years who are actively experimenting and fantasizing the world around them. Most of the youth especially 75% of them are mostly in institutions, Nduhi (1998). In his research Hess (1986) points out that these potential users and abusers use drugs and substances because they think that they are saving in terms of expenditure. This age group is the main market for the immediate use of drugs. He adds that Juvenile delinquency was increased in recent decades due to influence of peer, culture, use of drugs and substances, growth of low income neighbourhood in big towns and cities. The World Health Organization (WHO) has reported that alcohol is one of the widely abused drugs. This report agrees with the findings of NACADA (Unpublished report of 2003) which says that the most widely abused drugs in Kenya learning institutions are alcohol, tobacco, bhang, miraa (khat) and inhalants (ODCCP, 2009).

Today, drug abuse is a challenge experienced by both the youth and the old. The youth are the most affected. Research findings have indicated that this habit has its roots in the pre-teenage years and the problem becomes more amplified in teenage years where the youth are in secondary schools and universities (Kebede, 2008).

According to Asuni (2010) a good number of these believe that any escape from tedious bookwork is the relief gotten from drugs. They refer to the drugs usage as leisure of some kind and also the ultimate recreation when they need to rest. From these experiences, it’s clear that most of the secondary schools nationwide experience a wave of indiscipline among the students, riots, destruction of the school property and even killing each other. Gabresselassie (2009) notes that the Ministry of
Education (MOE) is presently faced with an uphill task of rectifying the situation with difficulties in relation to KSCE dwindling performances in most Counties.

According to Kibui (1995), examination results have been accepted as the fairest means of selecting students who transit to the next education level and training opportunities. It has also become a practice that the allocation of vocational training or employment in the public service and in modern economic sector are based on educational achievement. He adds that the quality of certificate issued after successful completion of an examination more or less determines whether or not one would get employment or training opportunity at a desired level. In academic performance, examination has therefore elicited a great research interest among scholars who have tried to investigate the factors that influence performance. Duighan (1986), in Kibui (1995) noted that there are many factors, which influence a student's performance in examinations. Some of these factors are external to the school, while others are internal.

In Kenya, the same factors influence students' performance in KCSE examinations (Kibui 1995). According to the education statistics booklet (table 1) shows the enrolment of boys in KCSE exams has been increasing from 2003 to 2007, the number of female students has also been lower than that of the male students as shown in table 1.1. Despite of this there have been more dropouts and wastages in most secondary schools.
Table 1.1 National KCSE Candidatures, 2003–2007

<table>
<thead>
<tr>
<th>Year</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidature</td>
<td>207,730</td>
<td>222,676</td>
<td>255,260</td>
<td>237,576</td>
<td>265,310</td>
</tr>
<tr>
<td>Increase</td>
<td>4.73%</td>
<td>7.19%</td>
<td>14.63%</td>
<td>-6.93%</td>
<td>11.67%</td>
</tr>
<tr>
<td>Male</td>
<td>111,589</td>
<td>120,067</td>
<td>137,841</td>
<td>125,535</td>
<td>143,388</td>
</tr>
<tr>
<td>Increase</td>
<td>5.11%</td>
<td>7.60%</td>
<td>14.80%</td>
<td>-8.93%</td>
<td>14.22%</td>
</tr>
<tr>
<td>Female</td>
<td>96,141</td>
<td>102,609</td>
<td>117,419</td>
<td>112,041</td>
<td>121,922</td>
</tr>
<tr>
<td>Increase</td>
<td>4.28%</td>
<td>6.73%</td>
<td>14.43%</td>
<td>-4.58%</td>
<td>8.82%</td>
</tr>
</tbody>
</table>

Source: KNEC

Nationally there have been disparities in performance of various subjects. Table 1.2 shows KCSE subjects and grade trends in some selected subjects.
**Table 1.2 Proportions of KCSE Candidates by Performance in Selected Subjects, 2003 –2007**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Year</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Male</td>
<td>48.17</td>
<td>51.83</td>
<td>56.92</td>
<td>43.08</td>
<td>66.63</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>48.63</td>
<td>51.37</td>
<td>55.02</td>
<td>44.98</td>
<td>66.56</td>
</tr>
<tr>
<td>Maths</td>
<td>Male</td>
<td>34.07</td>
<td>65.93</td>
<td>33.51</td>
<td>66.49</td>
<td>28.94</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>21.33</td>
<td>78.67</td>
<td>20.56</td>
<td>79.44</td>
<td>16.17</td>
</tr>
<tr>
<td>Biology</td>
<td>Male</td>
<td>61.71</td>
<td>38.29</td>
<td>66.66</td>
<td>33.34</td>
<td>62.04</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>48.47</td>
<td>51.53</td>
<td>58.07</td>
<td>41.93</td>
<td>49.20</td>
</tr>
<tr>
<td>Physics</td>
<td>Male</td>
<td>56.63</td>
<td>43.37</td>
<td>63.48</td>
<td>36.52</td>
<td>64.07</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>50.63</td>
<td>49.37</td>
<td>56.18</td>
<td>43.82</td>
<td>59.37</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Male</td>
<td>42.53</td>
<td>57.47</td>
<td>47.02</td>
<td>52.98</td>
<td>43.78</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>30.04</td>
<td>69.96</td>
<td>34.58</td>
<td>65.42</td>
<td>32.08</td>
</tr>
</tbody>
</table>

**Source, KNEC**

Griffins (2007) referring to the examination system in Kenya, re-affirms the crucial role played by examinations when he says that the certificate of primary education examination determines the whole destiny of the child. This is because if the child passes the examination, he/she has a better chance of securing a job where his income would be much higher than for someone with no formal education. Likewise, the importance of Kenya Certificate of Primary Education is appreciated in Igembe north District because it determines the whole destiny of the child. Primary education consequently determines the other subsequent levels of education. However, those
pupils who join public secondary schools in Igembe North District have not performed well generally in final examinations. However, the major concern of this study was to find out the influence of drugs and substance abuse on students performance in KCSE in Igembe North District, Meru County and the challenges facing all the stakeholders in curbing this menace in schools and the society at large.

1.2 Statement of the Problem

Drugs and substance abuse is a problem that has raised concern all over the world. It affects people at all levels of human development. The abuse of drugs has become a national hazard because the education of a nation is negatively affected due to the abuse (Acuda, 2009). The future is not certain in areas of leadership, innovations and human resources and Kenya will face this problem unless if the issue of drug abused in secondary schools is addressed as an emergency.

Reports from the education officials in Igembe North District indicate that the students are not performing well in KCSE and every year the performances continue to drop drastically. In spite of increasing number of enrolments at the lower levels in secondary schools it has been noted that most schools experience high wastage rates in terms of dropouts, repetitions and truancy at the later stages. The indiscipline cases are on the rise in most secondary schools leading to numerous suspensions. This has increased numbers of potential students found in the streets idling and involving in criminal activities.

If this problem is not addressed, shows that the future is uncertain in areas of leadership, innovations and human resources to meet educational objectives in
Igembe North and the whole of Kenya. Despite NACADA and other groups' interventions, abuse is on the increase; with over 30% of students abusing various types of drugs (Patel, 2007). Therefore, the study sought to examine the influence of drug and substance abuse on students' performance in KCPE in Igembe North District, Meru County.

1.3 **Purpose of the Study**

The purpose of the study was to investigate the influence of drug and substance abuse on performance of students in Kenya Certificate of Secondary Education (KCSE) in Igembe North District, Meru County and suggest possible solutions on the way forward.

1.4 **Objectives of the Study**

The study aimed at achieving the following specific objectives;

1. To establish commonly abused drugs and substance among the students in secondary schools.

2. To determine the influence of drug and substance abuse in performance of various subjects in KCSE.

3. To establish the efforts taken by the Principals in curbing drug and substance abuse in secondary schools.

4. To seek suggestions on strategies that could help curb drug and substance abuse in secondary schools, in order to improve performance in KCSE.
1.5 Research Questions

The researcher intends to find answers to the following questions;

1. Which are the drugs and substances commonly abused by students in secondary schools?

2. In what ways do drug and substance abuse affect students' performance in various subjects examined at KCSE?

3. What are the efforts taken by the principals in curbing drug and substance abuse in KCSE in secondary schools?

4. What are the various strategies of alleviating the effect of drug and substance abuse on the students' performance in KCSE?

1.6 Research Assumption

1. All standardized measures were administered correctly and that all the respondents responded honestly.

2. That all the respondents would corporate, be truthful and provide reliable information.

3. That the absence of drug and substance abuse would improve the performance of students in KCSE.

4. That the secondary school principals would face a lot of challenges and problems in curbing the drug and substance abuse in secondary schools.
1.7 Limitations

Only secondary school teachers and students took part in the study. The time factor was also very crucial because of the distances among schools. Secrecy involved in the issues of some drugs and substance abuse among the students.

1.8 Delimitations

The study was limited to ten public secondary schools only because of the vastness of the area. The private schools were not included in the study. The area covered in the study was based on researcher's convenience.

1.9 Significance of the Study

The findings of this study will be important to the ministry of education science and technology (MOEST) in helping them to lay down major interventions to alleviate poor performance in public secondary schools. The findings will be important to the community in that they will be able to know the magnitude of the problem and come up with measures to stop it hence reduce poverty and Stimulate economic development of the community by making sure that the students perform well in KCSE Examinations. The findings will also be used to provide solutions to the problem of poor performance of students in public secondary schools to the parents, education stakeholders, and the Ministry of Education.
1.10 Theoretical Framework

The theoretical framework appropriate to explain influence of drug and substances abuse is the Social Learning Theory (Bandura, 1986). Observation Learning (Modelling) by Albert Bandura is a learning process independent of both classical conditioning and reinforcement. These learning processes are encouraged by reward but in observational learning, people learn by observing others without any direct reinforcement being administered to the learner.

Observational learning is sometimes called modeling in which learning occurs without the learner receiving direct external reinforcement. This type of learning is indirect as students learn by observing what others are doing, that is, through observing others and then form an idea of how behavior are formed and on a later occasion coded information serves as a guide for action. This is how students in secondary schools get influenced to form new ideas and beliefs about drug and substance abuse hence, indulgence follows. Bandura (1986) asserts that observational learning occurs rapidly within a social context. This is because people learn about the possible consequences of various behaviors from observing what happens to others when they engage in similar behavior. This theory explains how drug and substance abuse is imitated through observing others. Students may imitate relatives or parents if they consume alcohol and drugs, and peers both in school and out of school. Thus in this theory, imitation and modeling are significant in learning.

Bandura (1986) combines Principles of learning with an emphasis on human interaction in social settings. This approach stresses the cognitive processes that are
involved in acquiring and maintaining patterns of behavior. Bandura points out that a person’s behaviour can be influenced by attitudes, beliefs or prior history of reinforcement as well as stimuli. What one does can have an effect on the environment or by the feedback from others on one’s behaviour.

Kamonjo (2009) supports Bandura (1986) by pointing out that curiosity and desire for group approval influence the potential drug user to resolve the avoidance conflict in favour of taking drugs. The drug user first experience is rewarded by social and physical pleasure, the act of taking alcohol and drug is thus reinforced. Such a habit is likely to get repeated with heightening frequency. In order to avoid the unpleasant withdrawal symptoms, the addict has to use more drugs. This then acts as an additional motivation for maintenance of the alcohol and drug habit hence addiction. Bandura (1986) emphasizes that since peer group values and norms are transmitted through the rewarding of conforming behaviour, both initial and continued drug use are based on membership in a peer group that approves and is involved in drug taking. If a group membership is highly valued, then the pressure to conform to behaviour norms is very strong. Therefore, the initial alcohol and drug abusers conformity gets reinforced by provision of support and approval of the habit. Such approval makes it difficult for the users to abstain from alcohol and drugs because it is not very easy to find non-alcohol and drug using group. So the habit strength of drug taking gets increased as the former addict rejoins his old peer group continued pressure to conform reactive the additive cycle. This theory was used to provide an insight into the influence of drugs and substance abuse on students’ performance in KCSE in Igembe North District, Meru County.
1.11 Conceptual Framework

The conceptual framework shows how drug and substance abuse affects students' performance in KCSE. Students who are involved in drugs frequently absent themselves from school leading to dropout and high repetition rate and consequently become low achievers in school due to lack of consistency of the content taught in class.

Figure 1.1 Effect of drug and substance abuse on KCSE performance

1.12 Definition of Terms.

Retention: Refers to being able to be sustained within the given cycle of education and hence failure to drop out of the education system.

Dropping out: Leaving school prematurely.

Access: Making education available and attainable.

Physical Facilities: Refers to classrooms, desks, abrasion blocks, dormitories, dining halls, laboratories, and computer laboratories.

Cost sharing: Refers to becoming partners in sharing education cost among the parents, government and communities.

Bursary: Refer to allocation of money mainly by the government for payment of education by the needy students.

Performance: Examination attainment at the end of form four or standard eight.

Secondary Education: Refers to education received after primary education cycle to form four.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction
This chapter represents a review of literature related to the study. The literature review was discussed in the following sub-topics namely; concept of drug and substance abuse, Drugs Abuse as a Global Epidemic, Views on Drugs and Substance Abuse, Effects of Drugs Abuse on Academic Performance, Drugs and Substance Abuse in Kenyan Secondary Schools, Steps which Education Policy Makers have taken Against Drugs and Substance Abuse and finally the Summary of the Reviewed Literature.

2.2 The Concept of Drugs and Substance Abuse
A drug is any substance which when introduced into the body will alter the normal biological and psychological functioning of the body especially the central nervous system (Escandon & Galvez, 2006). The term ‘drug’ in general sense will include all the substances that will alter the brain functions and create dependence. Different drugs and substances abused produce adverse negative effects within the body.

W.H.O. (2003) defines drug abuse as the self administration of any in a manner that diverts from approved medical or social patterns within a given culture. Drugs abused, that impact on psyche of the individual are normally referred to as psychoactive substances. The definition includes both legal and illegal drugs and substances. The legal or licit drugs and substances are socially accepted and their use does not constitute any criminal offence or breaking the laws of the state and some of the legal drugs and substances in Kenya include alcohol, miraa (khat,) and cigarettes. illegal
drugs and substances are socially rejected their use, possession, or sale constitutes a
criminal offence. Drug abuse among the students is dominated by legal drugs and
substances like tobacco, khat and alcohol. Among the illegal ones common examples
are cannabis, ecstasy, heroine, Mandrax and lysergic acid diethylamide (NACADA,
2004).

Prescription and over the counter drugs are also abused. They are abused when a
person continues to use them without any given medical condition and proper
prescription. Some of these prescription drugs could be mood elevators, pain killers or
antidepressants. Since these types of drugs have addictive effect, users tend to abuse
them after recovery. Prescription drugs include pain killers with codeine, 
phenorbaritone, valium, piriton and sleep control drugs. Some students who would
want to read throughout the night use the sleep control drugs. The sleep control drugs
are supposed to be used by persons suffering from drowsiness or have a problem
staying alert Medical professionals are also known to abuse prescription drugs
because of their availability in their places of work (Witters, Venturelli & Glen,
1992). Students from such families tend to copy their parents behaviour. A study by
Rew (2005) states that these psychoactive substances produce in the consumer effects
of feeling surplus energy, euphoria, stimulation, depression, relaxation, hallucinations,
a temporary feeling of well being, drowsiness and sleepiness. They characteristically
cause physical or physiological addiction to the consumer. Due to toxicity and
addictiveness, drugs and substance abuse implies slow suicide. They poison and
degenerate the vital body organs causing diseases like liver cirrhosis, kidney failure
and heart attack. Addiction becomes obvious when the subject continues taking drugs
in order to carry out daily duties. This takes the problem of drugs and substance abuse in the society complex and requires a lot of attention. Drugs abuse among students from the western countries is alarming (Portner, 1998). United States is the foremost market in the world. This being a country that sets standards for other countries, showed remarked increase in the abuse of marijuana. It has also influenced the students from other countries to copy their behaviour. Films and magazine show thrilling pictures of the people on drug abuse. This kind of information can be deceiving to the viewers, making them vulnerable to drugs abuse. The issue of concern is that these are the most favourite shows for students in secondary schools. A lot of music and the wording thereof are all in favour of these drugs and substances abused.

A report by NACADA (2007) observed that drugs and substance abused both licit and illicit are forming a sub-culture in Kenya among the students. This is a big challenge to the Kenyan society and immediate attention is necessary. Drugs abused attack the brain, which is the center of all the vital human functions. When a drug is abused it causes brain injury, alterations within the central nervous systems are produced, at times irreversible ones. When psychoactive substances destroy several thousand neurons, the consequences are fatal. Some Students have died through overdose of drugs.

2.3 Drug Abuse as a Global Epidemic

From a historical perspective, it is noted that our remote ancestors explored the properties of every plant, fruit root and nut they found. The eventual use of these products would be parity determined by the pharmacological effects, the nature,
intensity and duration of these strange and desirable new experiences and partly by particular group’s pattern of living (Kombo, 2005). The Inkas of South America for instance took cocaine which had a central role in their religious and social systems throughout civilization which stretched from around AD 1500 (Wolmer, 2009).

In classical Greece and Rome, alcohol was widely drunk and some scholars of the time mention the problems of alcohol abuse. Many drugs that are routinely used today were once prohibited in medieval times. According to (Wolmer, 2009) coffee was banned in the Ottoman Empire but with little success. In the 17th century, in parts of Germany and Russia the penalty of something was death. In the 17th century, in parts of Germany and Russia, the penalty for smoking tobacco included penalties like splitting or cutting the nose of the offender.

On the other hand, many drugs that are routinely used today were once freely available. Wolmer (1990) notes that in the United Kingdom in the early 19th century opium would be bought over the counter without any prescription from chemists and even from grocers. Cocaine and cannabis were both legal in the United Kingdom and the United States of America. The 19th century saw the development of drugs for special purposes. The special picture of drug taking behavior showed signs of complications. Prominent leaders and professionals called for attention to social problems resulting from widespread abuse of alcohol, cocaine and opium among others. As a result drugs like cocaine, opium, peyote, heroine, among others were declared illegal overtime in many countries. Cannabis which is illegal in many countries has been currently legalized in Netherlands (Griffins, 2007).
The issue of drug abuse is a major headache to societies and authorities from the cities of the North to Africa, Latin America and Asia. The menace of drugs has strangled the youthful population reducing them to dummies, zombies and drooling figures only to waste out the prime of their lives when they are most needed to invest their energy in worthy nation building ventures (DiS, 2006). 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 from the problem caused by drug abuse. At the same time, broad spectrum of the world community has demonstrated intense concern over the problem (Cox, 2003)

According to Kebede (2008) the complex and intricate web of drug business has defied even the most alert security approach apparatus and that is why to date drugs continue to be peddled across the borders, seas and oceans to chosen destinations. Drug barons are still making a kill from diabolical trade and concrete evidence abounds of their ability control and manipulates government authorities to carry out the evil without any obstacles.

Asuni (2010) emphasizes that drug barons are so powerful and ruthless that they are able to hold at ransom anyone standing in the way of the evil trade irrespective of his/her position of authority. Drug barons are said to finance some politicians in that part of the world. This is why Latin American countries are covered by plantations of cocaine, opium and marijuana. According to the recent report from United Nations Drug Control Programme 2009, the menace of drugs is assuming worrying proportions the world over and negligible head way is being achieved in elimination, owing partly to lack of serious commitment from government or the sophisticated
nature of drug business presently. The report further points a gloomy picture of how more and more countries one being affected by the vice unlike some ten years ago when drug business was restricted to a few countries. Despite the proliferation of drug laws in United States of America, drug abuse among young people and adults is widespread and increasing.

The British approach to the drug problem contrasts sharply with that of USA in that it views addicts as ill rather than criminals. According to Julian (2008) under strict guidelines, addicts can obtain heroine, or methanol at normal cost. According to the United States of America department of health and Human Services, half of all teens and 6% report that drugs are used, kept or sold at their schools. Students at these schools are three times more likely to smoke, drink or use illicit drugs than students whose schools are located elsewhere. Gabresselassie(2009) confirms that prior to 2007, the use of tobacco and illicit drug such as marijuana, cocaine, inhalants, had been decreasing since the peak levels in the late1970’s. However after 2007 these rates have increased steadily. For example, in the United Kingdom, Jason (2007) a Scottish political analyst, reported a case where heroine, worth more than 500 pounds was found in the school bag in Govon primary school. In Nigeria acts of indiscipline among students were blamed on use and abuse of drugs. The acts of indiscipline that occurred among students of Kilys College in Lagos and that of Methodist Boys High School in Ooron were to be blamed on drug (Fafunwa, 2006). In Zimbabwe, a presidential commission of inquiry into education and training was set up in 1998. The findings of the commission showed lack of morals and deteriorating learning
standards and strikes in Zimbabwe schools were caused by drug-abuse by students (Acuda, 2009).

2.4 Views on Drugs and Substance Abuse

There may have been a time when Kenyans considered the use or abuse of drugs as a problem relating only to Western world. Today it has become an African problem to the extent that a month hardly passes without media reports on large quantities of drugs having been intercepted in a number of African cities and towns (Doherty, 2008). Drug abuse in Kenyan is rampant as Kenya has not been spared the pestilence of drugs and it is abundantly clear that it is a transit point for hard drugs from Columbia heading to European capitals. Trafficking of hard drug into developing countries has not spared Kenya and the drug consumption and dependence among primary, secondary and college students has led to unrest and consequently wide ranging destruction of life and property (Giannini, 2010). He further noted that one of the root causes of some indiscipline cases in institutions could be traced to drug and substance abuse. For this reasons the war against drugs and substance abuse was one that Kenya could not afford to lose because failure to address this problem would lead to the destruction of Kenyan youth and thus the future of this country. He appealed to all to join together to fight this menace. Drug abuse has permeated all strata of society, with the youth and young adults being the most affected. There are various categories of drugs are as follows:-

Curative drugs – these are used to cure infections. They include anti-malarial drug and surphurdings.
Preventive drugs - used to protect the body, prevent diseases, promote good health and help the body maintain good working order. They are vaccines, vitamins and minerals.

Sedative - they work on the central nervous system, they relieve the pain and induce a feeling of well-being. They include aspirins and paracetamols. Opium and barbiturates fall under this category.

Stimulants - these stimulate the central nervous system. They include tea and coffee which have caffeine and miraa (Khat).

Palliative drugs - these are used to control chronic diseases such as diabetes, heart diseases, cancer and asthma.

Narcotics - these induce false sensory impressions or hallucinations. They include marijuana (bhang) hashish, nicotine in tobacco.

Tranquilizers - these alleviate pain, anxiety and have a calming effect. Examples are valium and Librium. They are also referred to as antidepressants.

Depressants – they have a relaxing effect and suppress rapid eye movements during dreams, causing deep sleep though not necessary restful e.g. mandrax, alcohol.

Volatile inhalants – these are solvents such as glue, petrol fumes, and cigarette lighter fuel, household detergents (Kiambuthi, 2007).

According to (Ciakuthi, 2009) says most commonly abused substances are alcohol, miraa(Khat) and tobacco. They are in fact termed as gateway substances to other
drugs. They are legally mass marketed, relatively inexpensive and widely accessible. Miraa (Khat), glue and petroleum produce fall under this category and their use is on the increase. Other drugs that are commonly abused include Marijuana, Opium and prescription medicines.

2.5 **Effects of Drug Abuse on Academic Performance**

Drugs abused affect the brain, this results in major decline in the functions carried out by the brain (Sternberg, 2003). Drugs affect the students’ concentration span, which is drastically reduced and boredom sets in must faster than for non drugs and substance abusers. The student will lose interest in school work including extra curriculum activities. Due to this in school work there’s absenteeism in school resulting into one taking too long to complete studies. Most of the psychoactive drugs affect the decision making process of the students, creative thinking and the development of the necessary life and social skills are stunted. They also interfere with the awareness of an individual’s unique potential and interest thus affecting their career development (Louw, 2001). Core values to live by such as honesty, tolerance, peace, responsibility are lacking, this affects their social skills development. Since most of the students are in their adolescence stage of development if they engage in drug abuse they also lose their identity.

2.6 **Drugs and Substance Abuse in Kenya Secondary Schools**

J.Kariuki (2007) notes that some cities in Africa have been identified as either destinations or conduits for hard drugs. Drug peddlers and barons are known to target the youth as a lucrative market for their unethical business. He further noted that one of the root causes of some indiscipline cases in institutions could be traced to drug
and substance abuse. For this reasons the war against drugs and substance abuse is
one that Kenya could not afford to loose because failure to address this problem
would lead to the future of this country. He appealed to all to join together to fight this
menace.

A survey done by Ngeno (2008) revealed that most drugs abused by students are the
social drugs which are not illegal and are easily purchased by the students. The social
drugs include alcohol, tobacco and miraa of which tobacco is the most abused at
31.4% and miraa at 12.4%. A research done by Kamanjo (2009) showed that drug
abuse is not just confined to day schools, whose students can access drugs easily
because they are not confined within school premises. Students in boarding schools
have access to drugs. According to his findings Day Schools consumption is at 30.3%
while Boarding Schools are at 21.7%. Therefore the percentage of alcohol and drug
abusers in Day Schools is higher.

Drug Abuse has resulted in unrest and disturbances in many schools. The disturbance
has been characterized by violent destruction of property mainly due to drug taking.
The Report by the Task Force on students’ indiscipline and unrest in schools stated
that between 1980’s and 1990’s, the number of schools which experienced students
unrest had increased tremendously from 22 (0.9%) to 187 (7.2%) (Republic of kenya,
2008).

2.6.1 Steps taken to address Drugs and Substance Abuse

Strengthening guidance and counseling in schools, Internal and external counseling of
students has been intensified in schools where students are taught the effect of drug
and substance abuse on their academic performance and their entire future life. Intensifying drug and Substance abuse in the curriculum, to make sure that students are aware of drug and substance abuse before they are exposed to them. The school curriculum, from primary to secondary schools deals with the issue of drug abuse. Thus, there is direct classroom teaching, community involvement and drama presentations during the Annual Schools and Colleges Drama Festivals which focus on the problem. Reduce drug and substance abuse in the workplace, Policy makers have made it a crime for teachers’ in schools to use or be in possession of drugs in schools. This reduces exposure to the students since teachers are role models.

The government has also established the national Agency for the Campaign Against Drug Abuse (NACADA) to co-ordinate activities of individuals and organisations in the campaign against drug abuse in Kenya. These efforts show the concern there is over drug abuse not only in Kenya but also in the whole world. The laws that relate to drug abuse are public. Those arrested are usually shown on T.V and reported in newspapers. Those found guilty receive stringent court sentences. The law is intended to reform those involved and deter the would-be drug abusers (Owiti et al, 2005). This study will therefore identify drug and substance abuse in Igembe North District and the effect on academic performance of students in secondary schools.

2.7 Summary of the Reviewed Literature

From the reviewed literature, it is observed that most scholars have identified the influence of drug and substance abuse on performance in Kenya and the World over. However, no studies have been carried out on influence of drug and substance abuse on performance in KCSE in Igembe North District. It is because of this view that the
researcher wants to find out whether drug and substance abuse has an influence on students overall performance in KCSE, looking at the trend of performance from 2005 to 2010.
CHAPTER THREE

Research Methodology

3.1 Introduction

In this chapter the sub-sections are geared towards describing the research design, locale, target population, sampling technique, research instruments and methods of data analysis. The methodology involved in this section was mostly quantitative and qualitative in nature.

3.2 Research Design

The researcher used descriptive research design. Kombo (2006) argues that before much progress can be made in solving educational problems, descriptive phenomenon must be obtained by means of descriptive research. This approach is appropriate because the study involved fact finding and enquiries of the influence of drug and substance abuse on KCSE performance in secondary schools. Orodho (2003) observed that the descriptive research was designed to obtain information concerning the current phenomena and where possible to draw valid general conclusions from the facts discussed.

3.3 Locale of the Study

The study was carried out in Igembe North District of Meru County. The district has three divisions; Laare, Mutuati and Ndoleli. It boarders Igembe south district to the South, Tigania East district to the East, Meru national park and Isiolo district to the
north. According to the district statistics, the district comprises of 25 secondary schools.

3.4 Target Population

The target population is the number of real or hypothetical set of people; events or objects which the researcher wishes to generalize the research (Borg and Gaff, 1989).

The 25 secondary schools in the district formed the target population of the study. In these schools the head teachers were 25, teachers 75, students 500 and education officers were 3. Therefore the total population for the study was 603 as shown in table 2.1 below.

Table 2.1 Target population

<table>
<thead>
<tr>
<th>Category</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head teacher</td>
<td>25</td>
</tr>
<tr>
<td>Teachers</td>
<td>75</td>
</tr>
<tr>
<td>Students</td>
<td>500</td>
</tr>
<tr>
<td>Education officers</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>603</td>
</tr>
</tbody>
</table>

Source; D.E.O Igembe North District, 2012.
3.5 Sampling Techniques and Sample Size

3.5.1 Sampling Technique

Simple random sampling was used to sample head teachers, teachers, and students. Purposive sampling was used to sample education officers for the study. As recommended by (Mugenda and Mugenda, 1999).

Table 2.2 Sample Size table

<table>
<thead>
<tr>
<th>category</th>
<th>population</th>
<th>Sample size</th>
<th>Percentage (%)</th>
<th>Sampling technique</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Head teacher</td>
<td>25</td>
<td>10</td>
<td>40</td>
<td>Simple random</td>
</tr>
<tr>
<td>2 Teachers</td>
<td>75</td>
<td>30</td>
<td>40</td>
<td>Simple random</td>
</tr>
<tr>
<td>3 Students</td>
<td>500</td>
<td>150</td>
<td>32</td>
<td>Simple random</td>
</tr>
<tr>
<td>4 Education officers</td>
<td>3</td>
<td>3</td>
<td>100</td>
<td>Purposive sampling</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>603</strong></td>
<td><strong>193</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 2.2 above shows that out of 25 head teachers the researcher sampled 10, out of 75 form 4 class teachers the researcher sampled 30 and out of 500 form 4 students the researcher sampled 150. Three education officers were purposively sampled. Therefore the total number of sampled respondents was 193.

3.6 Research instruments

Two types of research instruments were used in the study. These were: Questionnaire and Interview schedules.

3.6.1 Questionnaire

Gall et al (1996) points out that the questionnaires are appropriate for studies since they collect information that is directly observable as they inquire about feelings, motivation, attitudes, accomplishments as well as experiences of individuals. Orodho (2009) points out those questionnaires are advantageous in that it is cheap to administer to respondents scattered over a large area. Also respondents feel free to give frank answers to sensitive and embarrassing questions especially if they are not required to disclose their identity. Finally, respondents can answer the questions at their own time, in case they happen to have little time when the researcher calls on them. There were three sets of questionnaire for each category:

a) Questionnaire for Students

The questionnaire for students (Appendix C) was used to gather information on students’ general information, absenteeism, and students’ involvement in drug and substance abuse that could be associated with poor performance in KCSE.
b) Questionnaire for Teachers

The questionnaire for teachers (Appendix B) was used to gather information on teachers' general information, trends of students' performance and general influence of drug and substance abuse on performance. Students' rate of absenteeism is also gathered from the teachers.

c) Questionnaire for Head teachers

The questionnaire for the head teachers (Appendix A) was used to collect data on head teachers' general information, trend of performance, and performance of students in relation to drug and substance abuse.

3.6.2 Interview schedules

Peil (1995) maintains that interview schedule can provide reliable, valid and theoretical satisfactory results than a questionnaire from unknown source, especially in societies where interaction is highly personalized and that interview get better cooperation and fuller answers than questionnaires. Bell (1993) also observes that interviews put flesh on the bone of questionnaire response. There will be one interview schedule for Education Officers.

3.7 Piloting

The researcher conducted a pilot study before the actual administration of the instruments. Piloting was done to test the validity and reliability of research instruments (Orodho, 2009). Piloting is important as it helps to identify misunderstandings, ambiguities, and useless or inadequate items (Kombo, 2006). It is
not always easy to criticize one’s own written work and in development of questionnaires, it is essential to obtain comments from a small group of intended respondents. The researcher conducted a pilot study by randomly selecting two secondary schools from those not in the sample.

3.7.1 Validity of the instruments

Before administering research instruments, the researcher established their validity. Love and Lawn (1970) state that validity is concerned with the extent to which a technique actually measures what it was actually intended to measure. This was done by conducting a pilot study prior to the actual study. Secondly, the researcher adopted content validity procedure to determine the validity of the instruments. According to Mugenda and Mugenda (1999), content validity is a measure of the degree to which data collected using a particular instrument represents a specific domain of the content of a particular concept. They further state the usual procedure in assessing content validity of a measure is to use professional or experts in a particular field. On this basis, the researcher had to seek expert judgments and guidance from the supervisor and other professionals. They critically examined the items used to determine whether they represent the skills that the researcher intends to measure. Once the items were ascertained to be valid, the researcher administered them in the actual study.

3.7.2 Reliability

The researcher established the reliability of the research instruments before their actual administration. According to Kombo (2006) reliability is a measure of the degree to which a research result yields consistent results or data after repeated trials.
The researcher tested the reliability of the research instruments by carrying out a pre-
test study. The items were divided randomly into halves and were marked with even
and odd numbers. Then scores were tabulated. The results from one half were
compared with the results from the other half. From the reliability of half test, the half
correlation of the whole test was then estimated using the Spearman Brown prophecy
formula.

The reliability coefficient \((Re)\) for the full test was given by the formula.

\[
Re = \frac{2r}{1 + r}
\]

Where \(Re\) = reliability of the original test

\(r\) = reliability of co-efficient resulting from correlating the scores of the odd
items with the scores of the even items.

For the instrument to be reliable the reliability co-efficient \(Re\) must be within the limit
of \(Re > 0.80\) and \(< 1\) (Mugenda and Mugenda, 1999).

3.8 Data Collection Procedures

The target population for this study was 25 from which 10 respondents were sampled
from Igembe North, Meru County. The respondents comprised of selected Principals,
Teachers and Students. All these 3 categories of respondents were sampled.

The researcher made sure that the research instruments were complete and readily
available. The questionnaires and the interview schedules were to be error free and the
number of the copies to be supplied would be adequate. Other agents subscribed to supply the copies to the respondents were given well in advance. To be orderly, the researcher designed a schedule representing actual dates and time framework of each activity and event in this research study. The researcher sought permission from the Department of Educational Management, Policy and Curriculum Studies and Graduate School at Kenyatta University and the Ministry of Higher Education, Science & Technology, prior to arrangements with selected schools. Distribution of the research instruments was made by the researcher in advance through making appointments with the Principals, Teachers, and Students for the distribution of research instruments. Before data collection, the researcher pre-tested all the research instruments. The researcher piloted the questionnaires with a small representative sample. This helped the researcher to find out if the selected questions were answering what they were supposed to measure.

3.9 Data Analysis

The data was gathered from 10 out of 25 sampled private schools through administration of various instruments to a cross-section of respondents drawn from Principals, Teachers and students. The necessary documents on academics were consulted. The research sites were sampled in Igembe North District, Meru County. Standardized instruments like questionnaires and interviews were used in this survey and the examination of the existing records. Qualitatively, the data was obtained, and description was chiefly emphasized from numerical data terms. Quantitatively, the study used numerical data to explore the traits and situations.
The researcher examined all the coded data and critically made inferences. In this relation data became information only when it became relevant to the problem identified by the researcher and made sure that the information became facts when data supported it. Facts became important to this study because they relied on the revelations of the data. Facts led to new information, new experiences and new views and before analyzing the collected data; the researcher ensured that data was well organized. After the data collection exercise, the researcher was in possession of all the filled forms of questionnaires from the respondents. Before starting the compilation and coding of the data, the researcher made sure that each question had been answered and the answers were properly recorded, that is, checked the completeness, accuracy, and the uniformity of the research instruments. From here the researcher developed a coding scheme.

The researcher familiarized and immerses himself in the text (field notes, interview scripts) by reading many times as she made the notes, drew diagrams and also brainstormed. This helped the researcher to know well the data and made it easy to locate information that supported the interpretation. This helped in drawing out relevant themes that were used in the study. The researcher used numbers assigned in to represent attributes, statistics in order to summarize the scores. The researcher used the statistical analysis in data organization, that is, he needed to interpret using descriptive statistics, frequencies, tables, graphs and charts in this study. In a nutshell the study relied on what analytical framework intend to show, the scale by which variables were measured, number of variables that were analyzed, relationship between variables, the number of samples that were involved and the nature of data.
3.10 Logistical and Ethical Considerations

a) Logistical Considerations

The research involved a lot funds in terms of making trips to the selected schools in Igembe North District, Meru County and also in terms of printing, typing binding, consultation, photocopying. In such circumstances it was advisable to tighten the budget in order to maximize the expenditure without distorting the whole exercise. Therefore, the researcher introduced wisely cost-saving measures to be precise. The factor of time was very crucial since the distances between the selected schools is great which consumed a lot of time to cover the whole District. It was advisable for the researcher to make prior arrangements for faster and efficient means of accessing the areas especially on the selected areas only. The scope of this study did not allow for 100% collection of data. This was because of the massive population of the potential respondents. Therefore, in this case simple random sampling was widely used by the researcher to collect data for inferential purposes.

b) Ethical Considerations

Since the researcher appeared to “invade” secondary schools, teachers and students privacy, the researcher did not subject people to situations harmful or uncomfortable to participants, unless respondents agreed to do it. The participation in research was voluntary and people had the right to refuse or divulge certain information about them. The participants were made aware of the positive and negative aspects or consequences of participation. The informed consent involved two main factors. First, the consent of the subjects was disclosed to the researcher, secondly, assurances of
confidential use of research data collected on individuals. The consent helped the explanation that the purpose and nature of research benefited the participants. The researcher asked permission to conduct the research from the Ministry of Education Office through the Permanent Secretary.

The researcher avoided deception in case of limited finance or volatile situations which led to inadequate collection of data. The researcher at all costs avoided plagiarism, which was tantamount to stealing other people’s works, which would have eroded the integrity of the researcher and leads to serious professional repercussions. The researcher also avoided fraud, in terms of the researcher faking the data or copy other peoples work.
CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

The chapter presents research findings obtained through an interactive process of data collection and analysis. The findings are reported along thematic areas that are modelled along the following research objectives:

i) To identify commonly abused drugs and substance among the students in secondary schools.

ii) To determine the influence of drug and substance abuse in performance of various subjects in KCSE.

iii) To investigate whether drug and substance abuse as an effect on boys and girls performance in KCSE.

iv) To come up with strategies that could help curb drug and substance abuse in secondary schools, in order to improve performance in KCSE.

4.1.2 Demographic Information of the Respondents

Gender of the respondents

The study involved students, teachers, head teachers, and the District Education Officer (DEO) as respondents. In terms of gender representation, 50% of the students
were males and 50% were females. In terms of the varying classes of the students who responded to the questionnaire were as shown in figure 4.1 below

**Figure 4.1: Students Class**

![Form of the Respondent (Students)](image)

From figure 4.1, statistics show that majority of the students who participated in the study were form 4 with very few form ones. The researcher felt that form ones had not been in the schools long enough to accurately respond to questions involving the effect of drugs to KCSE performance.

For teachers, their gender representation was as shown in figure 4.2 below:
From figure 4.2, statistics show that majority of teachers were males while very few were females at 17.2%, which according to Sifuna, 2008 is a serious gender imbalance.

The level of education of teachers ranged from having a KCSE/KACE certificate to masters degree. The distribution of their qualifications being 17.2% having KCSE/KACE certificate, 20.7% were diploma holders, 51.7% had bachelors' degree, and 6.9% having had a masters degree. The level of qualification of teachers indicates that majority of the teachers (79.3%) had adequate education, that is, diploma and above to advice students accordingly on effects of drugs to their lives. However, these efforts were watered down with the presence of 20.7% of teachers who had not received any form of professional training other than their KCSE/KACE certificates.
4.1.3 Commonly abused drugs and substance among the students in secondary schools in Igembe North District, Meru County

The first research question was; which are the drugs and substances commonly abused by students in secondary schools? The research question was established to determine the various drugs and substances which affect students' performance. The data presented and analysed addressed this question as outlined Table 4.1 below:

### Table 4.1 Drugs abused by students

<table>
<thead>
<tr>
<th>Drug type</th>
<th>Mira (khat)</th>
<th>Alcohol</th>
<th>Bhang</th>
<th>Kuber</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
<td>69</td>
<td>27</td>
<td>13</td>
<td>9</td>
</tr>
<tr>
<td>Percent (%)</td>
<td>83%</td>
<td>11%</td>
<td>4%</td>
<td>2%</td>
</tr>
</tbody>
</table>

One of the established ways of understanding the influence of drugs and substance abuse to performance of students in schools is to document the most commonly abused drugs. In this case, enumerating the various drugs in specific areas increases chances of enacting appropriate policies to curb the vice. In addressing this objective, the researcher carried out interviews with the teachers, head teachers, and DEOs. In addition, the researcher used a questionnaire to collect the same data from the students.

The study findings established that the most abused drugs and substance among students in secondary schools in Igembe North District are ‘Mira’, ‘Alcohol’, Bhang,
and ‘Kuber’. From the students’ questionnaire, 83% of students indicated the most abused drug was miraa, with 11% noting that it was alcohol, Bhang (4%) and 2% indicating ‘kuber’. This data was supported with information from the interview schedules with the teachers and DEOs. For instance, an interview with one of the head teachers noted the following: ‘Well in this region, I should say the drugs that many students know and use is miraa. About 90% of the drug problems in this school is miraa related although alcohol also features but not to that large scale’. (Head teacher, 2012).

4.1.4 Discussion

The findings indicate that the secondary schools in the region are affected with drugs and substance abuse in the performance of KCSE. This is in harmony with a report by NACADA (2007) which observed that drugs and substance abuse of both licit and illicit are forming a sub-culture in Kenyan students. The other observable feature in drug and substance abuse in the region is the fact that miraa is the most used drug by students with 83% of surveyed students indicating that. Although many researchers observe that drug abuse is in secondary school, very few have examined the regional studies listing the most abused drugs per region, a gap that this study has filled by documenting commonly abused drugs in Igembe North in Meru County.

4.2 Influence of drug and substance abuse based on performance of various subjects in KCSE

The second research question was: What ways do drug and substance abuse affect students’ performance in various subjects. The research question was established to
find out the ways that drug and substance abuse affect performance of various subjects. Use of drugs is known to affect the normal functioning of the brain. There is evidence that use of drugs slows down the working rate of the brain and hence expected to affect the functions relating to the brain. In order to respond on the influence of drugs and substance abuse in performance of various subjects in KCSE, the researcher used both the information from the questionnaires and interview schedules.

From the findings, it is evident that use of drugs and substance abuse negatively affect the performance of students in various subjects. When the researcher sought to find out from the students, 86% noted that use of drugs negatively affects performance of various subjects at KCSE level. Figure 4.4 representing data collected from teachers' supports this view as 79.3% of teachers noted that use of drugs contributed to low performance of various subjects in KCSE.

**Figure 4.3: Drug Abuse and Performance of various subjects in KCSE**

![Drug Abuse and KCSE Performance](image)

Although 17.2% of teachers had indicated that it does not affect the performance of various subjects at KCSE, interview with them revealed that use of drugs affected
student's school activities namely absenteeism from school, low concentration during class time, and sleeping in class. They however observed that some of the students were naturally weak to attribute their failures to drugs alone.

The researcher went further and asked if the teachers had noted any student in their school involved in drugs. Findings on this indicated that 65.5% of teachers had noted students in their schools participating in drug abuse and 31.0% indicated that they had not seen any. The researcher then narrowed down to analyze the effect of drugs on the performance of the identified drug users in various subjects. When asked on how the identified students using drugs perform, 95.5% of teachers indicated that they perform poorly in sciences and mathematics while 4.5% indicated their performance was good. In humanities and languages 45% of students who abused drugs perform poorly while 55% were average. The 4.5% of poor performers in science and mathematics represents the group of students who although are involved in drugs, they still do well. However, interview with school principals revealed most of these students could perform much better than the results they were posting.

"The 8 years I have served as a principal in this region, I have come across few students involved in drugs and can still do well in class. But one thing that people forget is the abilities of such students. I am telling you such students are capable of giving better results than what they do if only they settle down and stop use of drugs" (Headmaster, 2012)

The study sought to find out how use of drugs affects performance of students in various subjects. Findings revealed that drug and substance abuse negatively affects performance of students in a number of ways. When the researcher sought to find out from the teachers the following reasons were cited as shown in figure 4. 4
Figure 4.4: Causes of Poor performance in various subjects

<table>
<thead>
<tr>
<th></th>
<th>Performance</th>
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</thead>
<tbody>
<tr>
<td>Low concentration</td>
<td>62.2%</td>
</tr>
<tr>
<td>Time wastage</td>
<td>24.1%</td>
</tr>
<tr>
<td>Increased dropout rate</td>
<td>3.4%</td>
</tr>
<tr>
<td>Absenteesm</td>
<td>10.3%</td>
</tr>
</tbody>
</table>

From the figure 4.4, one major effect of drugs on the performance of a student emanates from its effects on the concentration of the learner. It is estimated that 62.2% of students involved in drugs in this region experience low concentration in class which compromise understanding of what teachers cover during class time. The other repercussions of drugs which were noted include time wastage (24.1%) and absenteeism (10.3%). Whenever, a student is absent chances that they might not be able to understand what was covered are high especially in sciences and mathematics, hence end up doing poorly in this subjects (95.5%).

4.3 Effect of drug and substance abuse on boys and girls performance in KCSE.

The third research question was; what is the effect of drug and substance abuse on performance of boys and girls in KCSE. The research question was established to determine the different effect of drugs and substance abuse on boys and girls performance in KCSE. The data reported was collected through questionnaires and
Most of the respondents (65.5%) interviewed indicated that boys are involved more in drug abuse while 34.5% said that girls are involved in drug and substance abuse. Most of the students' questionnaires indicated that girls are involved miraa picking, transporting and wrapping. When the researcher asked for the reasons that make girls and boys are involved in drugs, the responses were as follows; 16.70% indicated availability of drugs, 77.80% said is a result of peer pressure while 5.50 said it is lack of proper guidance as shown in the figure 4.6.
Figure 4.6 Factors contributing to girls' and boys' involvement in drugs

To establish this objective the respondents were asked about effect of drug abuse on performance as shown in figure 4.7 below.
Figure 4.3 indicated that the majority (78%) of respondents revealed that drug abuse lowers concentration in class activities; 11% time wastage; 8% absenteeism while 3% of respondents revealed that drug abuse improves performance. It could be probably explained that drug abuse lowers concentration span of students in learning activities as it interferes with proper functioning of their brains. As a result the students' performance in their academic pursuits would be minimized.

4.3.1 Discussion

This research finding concurs with that of Sternberg, (2003) who observed that drugs abuse affect the brain, which results in major decline in the functions carried out by the brain. Furthermore, the students' concentration span is drastically reduced and boredom sets in much faster than for non drug and substance abusers. The student will lose interest in school work including extra curriculum activities. The teachers'
questionnaire revealed that drug abuse led to time wastage. This is attributed to the fact that students spend a lot of time abusing drugs at the expense of engaging in their academic activities. The study further revealed that drug abuse led to absenteeism. This is as a result of students spending their time picking miraa as well as abusing drugs. The findings concur with Louw (2001) who explained that there’s absenteeism in school resulting into one taking too long to complete studies. The study findings also revealed that those students who are addicted by drugs have a negative attitude towards education, hence they don’t take their studies seriously. The findings revealed a common perception on the part of the students that drugs assist students to do well in examinations. In one of the interview with the students, one of the student noted that use of drugs improves their performance as they are stimulated to study for more hours.

“It improves performance as one stays awake for long hours (Male student, 2012).”

4.4 Strategies that could help curb drug and substance abuse in secondary schools, in order to improve performance in KCSE.

This was the fourth objective of the study. The section represents data related to strategies that could help curb drug and substance abuse in secondary schools, in order to improve performance in K.C.S.E. The data reported was collected through questionnaires and interviews. The main question this section intended to answer was: What are the various strategies of alleviating the effect of drug and substance abuse on the students’ performance in KCSE, Igembe North, Meru County? The results of
the study revealed the following strategies may curb drug and substance abuse in secondary schools, in order to improve performance in KCSE, table 4.2

### Table 4.2: Strategies to curb drug and substance abuse

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Frequency</th>
<th>Percent (%)</th>
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</thead>
<tbody>
<tr>
<td>Government intervention</td>
<td>19</td>
<td>20.7</td>
</tr>
<tr>
<td>Guidance and counseling</td>
<td>25</td>
<td>27.2</td>
</tr>
<tr>
<td>Sensitization and creating awareness</td>
<td>23</td>
<td>25</td>
</tr>
<tr>
<td>Integration of drug and substance abuse in curriculum</td>
<td>11</td>
<td>11.9</td>
</tr>
<tr>
<td>Holding seminars and workshops for parents, teachers, and Students</td>
<td>14</td>
<td>15.2</td>
</tr>
</tbody>
</table>

The respondents who gave government intervention (20.7%) indicated that the government should enforce minimum age for involvement in miraa related business to be over 18 years, they also advised that Provincial or county administration in conjunction with school administration should reinforce the law regarding drug and substance abuse. Most of the respondents (27.2%) said that Guidance and counselling
sessions should be intensified to ensure that students minimize drug and substance abuse and instead concentrate in their academic pursuits. The respondents (25%) indicated that Sensitization and awareness on effects of drug and substance abuse on academic performance should be done in schools, churches and in media (radios, and television). A very small percentage (11.9%) of the respondents felt that topics on drug and substance abuse should be included in the school curriculum to enlighten students on negative effect of drug and substance abuse. A small percentage (15.2%) of respondents indicated that holding seminars and workshops regarding effects of drugs and substance abuse on academic performance would be the solution. Practical examples of those who have been affected by drugs should also be given in order to make more impact. These findings on strategies to curb drug and substance abuse in secondary schools, in order to improve performance in KCSE agrees to the findings of Owiti et al, (2005) who explains that intensifying drug and Substance abuse in the curriculum, to make sure that students are aware of drug and substance abuse before they are exposed to them. The school curriculum, from primary to secondary schools deals with the issue of drug abuse. Thus, there is direct classroom teaching, community involvement and drama presentations during the Annual Schools and Colleges Drama Festivals which focus on the problem.
CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter gives a summary of the findings, conclusion and recommendations drawn from the findings in connection to the influence of drugs and substance abuse on performance of students in KCSE in Igembe North District, Meru County.

5.2 Summary of the Research Findings

The study findings from analyzed data are presented below under themes derived from the objectives of the study. The collected data was analysed and then results interpreted as well as discussed. The major findings include:-

5.2.1 Identifying commonly abused drugs and substance among the students in secondary schools in Igembe North District, Meru County

The study findings established that the most abused drugs and substance among students in secondary schools in Igembe North District are ‘Miraa’, ‘Alcohol’ and ‘Kuber’. From the students’ questionnaire, 83% of students indicated the most abused drug was miraa, with 11% noting that it was alcohol, and 6% indicating ‘kuber’. This data was supported with information from the interview schedules with the teachers and DEOs. For instance, an interview with one of the head teachers noted the following:
It is evident that use of drugs and substance abuse negatively affect the performance of students in KCSE. When the researcher sought to find out from the students, 86% noted that use of drugs negatively affects performance at KCSE level. Representing data collected from teachers supports this view as 79.3% of teachers noted that use of drugs contributed to low performance in KCSE. Findings on students’ involvement indicated that 65.5% of teachers had noted students in their schools participated in drug abuse and 31.0% indicated that they had not seen any. The researcher then narrowed down to analyze the effect of drugs on the performance of the identified drug users. When asked on how the identified students using drugs perform, 95.5% of teachers indicated that they perform poorly while 4.5% indicated their performance was good. The 4.5% represents the group of students who although are involved in drugs, they still do well.

Findings revealed that drug and substance abuse negatively affects performance of students in a number of ways. When the researcher sought to find out from the teachers the following reasons were cited as, effects on the concentration of the learner. It is estimated that 62.2% of students involved in drugs in this region experience low concentration in class which compromise understanding of what teachers cover during class time. The other repercussions of drugs which were noted include time wastage (24.1%) and absenteeism (10.3%). Whenever, a student is absent chances that they might not be able to understand what was covered are high.
5.2.2 Effect of drug and substance abuse on boys and girls performance in KCSE

Most of the respondents (65.5%) interviewed indicated that boys are involved in drug abuse while 34.5% said that girls are involved in drug and substance abuse. Most of the students noted in their questionnaire that girls are involved miraa picking, transporting and wrapping. When the researcher asked for the reasons that make girls and boys to be involved in drugs and substance abuse, the responses were as follows; 16.70% indicated availability of drugs, 77.80% said is a result of peer pressure while 5.50% said it is lack of proper guidance. The majority (78%) of respondents revealed that drug abuse lower concentration in class activities; 11% time wastage; 8% absenteeism while 3% of respondents revealed that drug abuse improves performance. It could be probably explained that drug abuse lower concentration span of students in learning activities as it interferes with proper functioning of their brains. Furthermore, the students’ concentration span is drastically reduced and boredom sets in much faster than for non drug and substance abusers. The student will lose interest in school work including extra curriculum activities. The teachers’ questionnaire revealed that drug abuse led to time wastage. This is attributed to the fact that students spend a lot of time abusing drugs at the expense of engaging in their academic activities. The study further revealed that drug abuse led to absenteeism. This is as a result of students who spend their time picking miraa as well as abusing drugs and substances.
5.3 Conclusion

Based on the results of the findings, the following conclusions have been made:

A significant number of students abuse drugs and substances. A greater percentage of students who abuse drugs and substance perform poorly in their KCSE exams. 79.3% of the teachers in Igembe North district had adequate education to guide the students on the effects of drug and substance abuse, while only 20.7% had not received any professional guidance to assist the students. There was a significant gender difference; boys were more on drugs and substance abuse than girls, and however the percentage of the girls abusing drugs and substances was on the increase. The drugs which were readily available, legal and culturally accepted were the most abused, they included alcohol, cigarettes and miraa (khat). The effect of drug abuse on the students’ behavior was detrimental to their academic progress and their interpersonal relationships. Perception that students hold about drug abuse determines to a very large extent whether they will abuse drugs or not, a small percentage of students noted that under influence of drugs they can study for long hours hence do well in their exams.

5.4 Recommendations

The current study made the following recommendations depending on the findings from the study.

a) The government should enforce minimum age for involvement in miraa related business to be over 18 years.
b) Guidance and counseling sessions to be increased to ensure that students minimize drug and substance abuse instead concentrate in their academic pursuits.

c) Sensitization and awareness on effects of drug and substance abuse on academic performance

d) Provincial or county administration in conjunction with school administration to reinforce law regarding drug and substance abuse

e) Topics on drug and substance abuse to be included in the school curriculum to enlighten students on negative effect of drug and substance abuse.

f) Holding seminars and workshops regarding effects of drugs and substance abuse on academic performance. Practical examples of those who have been affected by drugs should be given in order to make more impact.

g) The government should ensure that teachers in secondary schools are professionally and academically qualified.

5.4.1 Recommendations for Further Research

Based on the findings and recommendations of the study, the researcher recommends the following studies to be carried out

i) Factors influencing the effectiveness of the information given on drugs and Substance abuse to the students.

ii) Family systems role in curbing drug and substance abuse.

iii) Relationship between the type of personality and drugs abusing behavior
REFERENCES


Asuni, T. (2010). *Drug Abuse in Sub-Saharan Africa*. Department of Psychiatry, College of Medicine, University of Lagos, Nigeria.


Appendixes

Appendix A: Head teachers Questionnaire

This questionnaire is designed to seek information on the influence of drug and substance abuse on KCSE performance in public Secondary schools in Igembe North District. You are kindly requested to answer all the questions honestly. The information you give will be treated with confidentiality and will be used only for compiling the report of this study.

SECTION A: GENERAL INFORMATION

Please put a tick (✓) or provide information as may be applicable.

Gender: male  ___ female  ___

What is your highest academic qualification?

KSCE/KACE  ___

Bachelor’s Degree  ___

Diploma  ___

Master’s Degree  ___

What is your professional qualification?

BED  ___

MED  ___
SECTION B:

Drugs and substances commonly abused by students in Secondary Schools

Are there students in your school who are involved in drugs and substance abuse?

Yes [ ] No [ ]

If yes, which drugs are these?

______________________________

______________________________

Influence of drug and substance abuse on students performance in various subjects in KCSE

Among the subjects given below, which one was poorly performed?

Science and Mathematics [ ]

Arts [ ]
Technical

In your own opinion give reasons why the performance is poor in the category selected.

Does drug and substance abuse influence in any way the performance of these subjects?

Yes ☐ No ☐

If yes, how does it influence; explain

Effect of drug and substance abuse on boys’ and girls’ performance in KCSE

Are there girls who perform poorly in KCSE do to effect of drug and substance abuse?

Yes ☐ No ☐

If yes under what circumstances are they involved in drug and substance abuse?

Among boys and girls who performs better in KCSE.
Boys □ Girls □

What brings about the difference in performance?

Drug abuse □

Absenteeism □

Stereotypes □

Type of school (mixed or single) □

Effect of drug and substance abuse on trend of KCSE performance from 2005 to 2010.

How has been the performance of the school in KCSE from 2005 to 2010, in terms of the mean score?

2005 □ 2006 □ 2007 □ 2008 □ 2009 □ 2010 □

Do you think drug and substance abuse had any effect on the above trend of performance?

Yes □ No □

If yes; how?

Strategies to alleviate the effect of drug and substance abuse on performance in KCSE.
In your own opinion what do you think can be done to alleviate the problem of drug and substance abuse among the students.
Appendix B: TEACHERS QUESTIONNAIRE

This questionnaire is designed to seek information on factors affecting in KCSE performance in Secondary Schools in Igembe North District. You are kindly requested to answer all the questions honestly. The information you give will be treated with confidentiality and used only for compiling this study report.

SECTION A: GENERAL INFORMATION

Please put a tick (✓) or provide information as may be applicable.

Gender: Male [ ] Female [ ]

2. What is your highest academic qualification?

(V) KCSE/ KACE [ ]

(VI) Bachelors Degree [ ]

(Vii) Diploma [ ]

(Viii) Master’s Degree [ ]

3) What is your professional qualification?

BED [ ]

MED [ ]

P.G.D.E [ ]

Dip. Ed [ ]

Untrained [ ]
SECTION B:

Effect of drug and substance abuse on students performance in KCSE

What is the effect of drug and substance abuse on the performance of students in your class?

Positive [ ]  Negative [ ]  both [ ]

Explain your answer above?

Influence of drug and substance abuse on students performance in various subjects in KCSE

What is the effect of drug and substance abuse on performance of various subjects in your class, may be due to – absenteeism, [ ]  Attitude [ ]  or both [ ]

Effect of drug and substance abuse on boys’ and girls’ performance in KCSE

Are there girls who are involved in drug and substance abuse?

Yes [ ]  No [ ]

If yes, what could be the contributing factor to girls involvement in drug and substance?
Do you have cases of girls who drop out from school as a result of pregnancy?

Yes [ ]  No [ ]

Could this early pregnancy be associated to drug and substance abuse?

Explain;

Effect of drug and substance on trend of KCSE performance from 2005 to 2010.

Looking at the performance of students who did their KCSE exams in the year 2005 and 2010, is there any one of them who was involved in miraa trade?

Yes [ ]  No [ ]

If yes; how did they perform?

Good [ ]  Very Good [ ]  Poor [ ]

Strategies to alleviate the effect of miraa trade on performance in KCSE.

What solution could you give as a class teacher to solve this problem of drug and substance?
Appendix C: STUDENTS QUESTIONNAIRE

This questionnaire is designed to seek information on factors affecting performance in KCSE in Secondary Schools in Igembe North District. You are kindly requested to answer all the questions honestly. The information you give will be treated with confidentiality and used only for compiling this study report. This is not a test and hence there is no wrong or right answer.

SECTION A: GENERAL INFORMATION

What is required is your honesty response (✓)

Gender

Male ☐ Female ☐

SECTION B:

Effect of drug and substance abuse on students performance in KCSE

Do you know any student in your school who is involved in drug and substance abuse related activities after school?

Yes ☐ No ☐

Does this business affect their performance in KCSE?
Influence of drug and substance abuse on students performance in various subjects in KCSE

Give reasons that make you absent from school

Lack of school fees

To assist parents in miraa related activities at home

None of the above

b) Does absenteeism affect your KCSE performance in any given subjects?

Yes [ ] No [ ]

If yes how does it affect?

____________________________

Effect of drug and substance abuse on boys' and girls' performance in KCSE

What process of miraa trade are the girls involved in?

Among the boys and girls who is mostly involved in miraa business?

Does this miraa affect their performance in final examination?

If yes how?
Effect of drug and substance abuse on trend of KCSE performance from 2005 to 2010.

How has been the performance of your school in KCSE from 2005 to 2010?

Do you know any of those students, who are involved in miraa business?

In your own opinion could miraa have affected their performance in KCSE?

Explain:

Strategies to alleviate the effect of drug and substance abuse on performance in KCSE.

In your view, what strategies in relation to drug and substance abuse could be adopted to improve KCSE performance in secondary schools?
Appendix D: EDUCATION OFFICERS – INTERVIEW SCHEDULE

I am a MED student from Kenyatta University carrying out the research on education in this region. The answers given will only be used for research purposes.

All information will be kept confidential.

SECTION A: GENERAL INFORMATION

Tick (✓) the correct answers

Gender

Male [ ] Female [ ]

Length of stay in the current station

1 yr [ ] 4 yrs [ ]

5 yrs [ ] 2 yrs [ ]

3 yrs [ ] Above 6 yrs [ ]

Location Office

Laare [ ] Ndoleli [ ] Mutuati [ ]

Please fill in the data in the tables below

Number of public primary schools in the district

Ndoleli.
Number of Public secondary schools in the district

SECTION B:

Effect of drug and substance abuse on students performance in KCSE

What happens to a large number of students who perform poorly in KCSE exams in relation to drug and substance abuse in the district?

Influence of drug and substance abuse on students performance in various subjects in KCSE

How do various subjects compare in performance in the district?

Is the performance of these subjects associated with drug and substance abuse?
Effect of drug and substance abuse on boys' and girls' performance in KCSE

What is the difference in boys and girls performance from 2005 to 2010?

Effect of drug and substance abuse on trend of KCSE performance from 2005 to 2010.

What role is your office playing to change the trend of performance in secondary school final examination in relation to drug and substance?

Strategies to alleviate the effect of drug and substance on performance in KCSE.

What strategies do you suggest to be put in place to enhance good performance of students in KCSE in relation to drug and substance abuse?
Dear Sir/Madam

I am a post graduate student at Kenyatta University pursuing a Masters of Education degree in Planning. I am undertaking a research study in the field of Educational Management, policy and curriculum studies. My research topic is “Influence of drugs and substance abuse on students’ performance in Kenya Certificate of Secondary Education (KCSE) in Igembe North District, Meru County”. You have been chosen to participate in this study. Your co-operation in answering the questions faithfully will be highly appreciated. All the data collected will be treated with utmost confidentiality and will be used for the purpose of this study.

Thank you in anticipation.

Yours faithfully

KIMATHI W. LINTURI
MED.STUDENT – RESEARCHER
REG. NO. E55/CE/14305/09
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### APPENDIX G: Research Budget

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<th>Item description</th>
<th>Sub-total</th>
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<td>1</td>
<td>Proposal writing&lt;br&gt;Desk research from various libraries, stationery, computer, photocopy, printing and binding.</td>
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<td>Research instruments&lt;br&gt;Questionnaire (typing and copies)</td>
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<td>3</td>
<td>Data collection&lt;br&gt;Hiring of 3 research assistants @ 3,000/=</td>
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<td>GRAND TOTAL</td>
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</table>
THIS IS TO CERTIFY THAT:

Mr / Ms / Institution

Wilfred Linturi Kimathi

of

Kenyatta University

P.O.Box 43844-00100, Nairobi.

has been permitted to conduct research in

Location

Igembe North:

District

Eastern:

Province

on the topic: Influence of drugs and substance abuse on students performance in Kenya Certificate of Secondary Education: A case of

Igembe North: District, Meru County.

for a period ending: 30th June, 2012.

Applicant’s Signature

Secretary

National Council Science & Technology
RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "Influence of drugs and substance abuse on students performance in Kenya Certificate of Secondary Education: A case of Igembe North District, Meru County," I am pleased to inform you that you have been authorized to undertake research in Igembe North District for a period ending 30th June, 2012.

You are advised to report to the District Commissioner and the District Education Officer, Igembe North District before embarking on the research project.

On completion of the research, you are expected to submit two hard copies and one soft copy in pdf of the research report/thesis to our office.

DR. M. K. RUGUTT, PhD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:

The District Commissioner
The District Education Officer
Igembe North District.