LEVELS OF DRUG ABUSE IN SELECTED SECONDARY SCHOOLS IN KITUI DISTRICT

BY

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DECLARATION

This thesis is my original work and has not been presented for a degree in any other university.

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This thesis has been submitted for examination with my approval as University Supervisor.

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DEDICATION

This work is dedicated to my wife, Monica, for her patience and financial support during the course, and my sons Michael, Gabriel and David. Also to my parents Stephen and Beatrice Kitonyo for encouraging me during my school times.

M.M.K.
NAIROBI,
APRIL 2003
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ABSTRACT

The study was carried out in Kitui District in Eastern Province of the Republic of Kenya. The primary purpose of this study was to investigate levels of drug abuse in selected secondary schools in the study district.

Out of the sixty-eight secondary schools, twenty-nine boys boarding and girls boarding schools were sampled. Out of the twenty-nine six were purposively sampled as the title indicates representing 20.7% of the schools in this category. Out of the six schools four were boys’ schools and two girls’ schools.

Each school provided a total of twenty-five students all in form four, the headteacher, deputy and the counselling teacher. One hundred and fifty students were randomly selected and eighteen teachers purposively sampled because they came from the same schools to facilitate consistency in the research process.

One self-report questionnaire with both closed and open-ended questions was administered to each individual student and teacher. Students’ questionnaires were filled and collected, there and then. Teachers’ questionnaires were given in advance during the booking of appointments with the schools and collected on the day when students filled theirs.
Eight objectives and eight questions derived from these objectives were covered in the study. Data collected were analyzed in frequency distributions and percentages in some cases or both.

The findings showed that drug abuse among adolescents in secondary schools in the study area was an existing phenomenon that had to be addressed seriously. Commonly abused drugs were alcohol, cigarettes, *miraa* and bhang among others. A new drug known as *kuber* was established among the boys whose chemical contents could not be known immediately.

Drugs of abuse were obtained from local homes and villages neighbouring the schools and shops and bars surrounding the schools. The villagers, fellow students and school workers among other people supplied these drugs to the students.

The study established that stress was the major reason why youth abused drugs. Other reasons were sleep and pleasure, peer pressure, to feel high and to read for many hours. Most students agreed that drugs abused influenced school discipline for instance it caused stealing and sneaking among other discipline problems.
The study revealed that most students had received counselling from their parents or relatives on drug abuse. Most parents did not invite other people to assist them counsel their children. Most students (82.8%) who abused drugs had parents or relatives who also abused them; meaning that parents were not good models.

Students who abused drugs were punished through suspension, manual work, expulsion etc. Only girls reported that they had received counselling as the most effective way of dealing with the vice. Teachers had faced many challenges in dealing with drug abuse particularly in boys' schools. The teachers did not know how to handle addicted students. In fact, these addicts needed psychotherapy according to the questionnaire responses from these teachers.

Counselling and drug abuse education were recommended. Religious activities in schools, rehabilitation of drug abusers, severe punishments for those who broke the law on narcotics, monitoring activities between students and villagers were among other recommendations made by this study. Further research on drug abuse in the rural areas and urban populations was recommended to establish the extent and nature of the vice and recommend solutions.
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CHAPTER ONE

INTRODUCTION

1.1 General Introduction

It is not possible to make an accurate assessment of the number of secondary school students who are actively involved in drug abuse in Kenya's rural areas. However, it is generally accepted that many youths have already come into contact with various types of psychoactive substances that are found in this country.

Various studies have been carried out under general theme of drug abuse among secondary school students in rural areas (Karatu, 1989; Murimi, 1996; Ciakuthi, 1999 etc). According to these studies and others, drug abuse indicators continue to show an upward trend in these areas especially in the use of substances such as alcohol, cannabis sativa, miraa, tobacco etc. Earlier studies were carried out in urban centres among school youths (Mueke, 1980; Dhalphale, 1981; Onyango, 1985; Ochieng', 1986; Kariuki, 1988; Kamonjo, 1997; Kembo, 1999 etc).

Literature has shown that a lot of researches have been concentrated in the urban areas particularly Nairobi. The current study was carried out in Kitui District, which is in the rural area to compare the situation with the urban
areas, and it was established that drug abuse existed there and in fact it was a phenomenon that needed to be addressed urgently.

1.2 The Background to the Study

Drug use is as old as the history of the human race. People have used herbs, roots, barks, leaves, and all kinds of plants to relieve pain and help control diseases. The use of drugs itself does not mean any evil. When drugs are properly administered, they are medical blessings to human beings. It should be noted, unfortunately, that some drugs produce enticing side effects, such as euphoria, a sense of feeling good, elation, serenity, and power such that what began as means of relaxation evolved in time into a problem of dependence and abuse (Karechio, 1996).

According to Ciakuthi (1999) quoting Yusufu (1983), man’s knowledge of drugs is very old, for instance, the Chinese knew about *cannabis sativa* since 2700 B.C. while the Egyptians knew about opium since 1500 B.C. Alcohol originated from Greece which invented its fermentation.

In fact, it is said that alcohol is the oldest drug known to human beings, for instance, Egyptian wall writings, which were among the oldest forms of written communication, showed pictures of people drinking wine. It was not
until the Egyptian writing symbols were decoded that the meaning of some of the wall paintings was revealed. The writings warned of dangers of alcohol abuse (Prentice Hall, 1994).

Back in the Biblical times, drugs like alcohol were taken but sometimes with sad outcomes for instance, Noah took wine and was naked. His son, Ham, saw his father’s nakedness and was cursed for that (Genesis 9:21-22). Not to forget Lot, who under the influence of alcohol had incestuous relationship with his two daughters (Genesis 19:30-36).

King Solomon saw the deceit of alcohol when he wrote:

Look not thou upon the wine when it is red, when it giveth its colour in the cup ----at last it biteth like a serpent, and stingeth like an adder (Proverbs 23:31-32).

According to Kateregga and Shenk (1980) the Holy Quran teaches sharia. As a complete code of life, the sharia shows what acts of life are forbidden (haram) e.g. wine drinking.

In the 18th Century drug use became quite common in U.S.A. In the 19th Century, dangerous drugs such as heroine came to be of common use and in
the 20th Century, drug cultivation and trafficking became an easy source of making money (Ciakuthi 1999). For more than two decades, the use of illegal drugs has spread at an alarming rate and has reached to every part of our globe such that no nation can claim to be immune to the devastating problems caused by the scourge of drug abuse (U.N.D.C.P., 1992).

It is evident that Africa is a fast growing transit point for drug trafficking for instance; cocaine from South America is transported to South Africa, then North through the continent to Europe. Africa also produces illicit drugs. Countries like Morocco, South Africa, Lesotho, and East Africa are the major producers of bhang (or cannabis sativa) in our continent (The People Magazine 11th July, 1997). No doubt, Kenya as a developing country has been affected by drug abuse. Drugs seized at the Jomo Kenyatta International Airport, Nairobi, between 1994 and 2000, which were worth Sh.45 million were destroyed at the High Court. The consignment included 29.09 kg of heroin worth Shs.29 million, 130 grams of cocaine worth Shs.1.3 million, 140,000 mandrax tablets worth Shs.14 million, and 7.5kg of cannabis sativa (bhang) worth Shs. 7, 000.00 (Ndirangu, 2000).

According to the Daily Nation newspaper quoted by Ndirangu (2000), a senior detective from the Anti-Narcotic Unit said that traffickers had devised new
methods of smuggling drugs due to the stringent security measures at the Jomo Kenyatta International Airport. The officer added that cocaine and heroin were mostly sourced from India, Pakistan, and South America were packaged in pellets that were swallowed or inserted in the private parts. Cocaine and heroin were also concealed in buttons, false suitcase bottoms, and containers with food or perfume labels.

The Commission of Inquiry into the Devil Worship in Kenya observed that the consumption of drugs was on the increase. Comparative figures from the Anti-Narcotic Unit for the years 1992, 1993 and 1994 showed that the consumption of bhang, heroine and cocaine increased by 55%, 77% and 116% respectively.

The fight was still on, not only on hard drugs but also in the misuse of medicinal drugs such as Roche 5 (Pawak, 2000). According to the Daily Nation (4th April, 1998), Kenya is recognized as an important point for the Southern African market with Mombasa Port and Jomo Kenyatta International Airport being key entry points for all sorts of drugs.

Drug abuse and trafficking have already claimed millions of lives, weakened national economies, undermined the integrity and stability of governments and
endangered society as a whole. Drug related crime has reached an alarming proportion (Amayo, 1993-95).

Drugs affect the sex life of human beings, may they be prescription or hard drugs. Some drugs act on the part of brain that controls sexual desire and may therefore affect the libido. Alcohol and cigarette smoking are detrimental to our sexual health and there is need to use them in moderation if we must use them (Parents magazine, August, 1999).

Recently, 500 angry women from Murang’a District demonstrated against the sale of harmful brews, which they said were destroying their men. Some confessed how the brews had made their husbands impotent while majority complained that their husbands had neglected their families (Today in Africa magazine, March, 2002).

Drug abuse can cause HIV infection for instance, somebody who takes cocaine that makes people act recklessly, and engage in unsafe sex may be infected. Drugs taken through intravenous injections like heroine are dangerous due to the risk of contracting AIDS. When people share needles during the sharing of drugs in a group, if one of them has AIDS, he will infect the rest (Today in Africa magazine, March, 2002). The United Nations Drug
Control Programme (UNDCP) was formed in 1990 as an effort by the United Nations General Assembly to recognize the central role that the organization should play in fostering concerted international action against drug production, trafficking, and abuse.

Laws governing possession of drugs are found in the laws of Kenya Chapter 244(The Pharmacy and Poisons Act). The Dangerous Drugs Act states that no narcotic drugs of any type should be imported to or exported from Kenya without legal authority. Offenders should be jailed for 10 years or be fined Kshs 20,000.00 or both. The Pharmacy and Poisons Act enables the government to control all drugs i.e. importation, exportation, and manufacturing. The pharmacists and chemists are controlled by this act (M.o.E, 1987). To control drug abuse problem, the government of Kenya enacted a new anti-drug law in 1994 i.e. The Narcotics and Psychotropic Substances Control Act, and also formed Anti-Narcotic Unit (Mwenesi, 1995).

Report of the Task Force on Students’ Discipline and Unrest in Secondary Schools recommend that the Ministry of Education, Science and Technology works closely with the National Agency for the Campaign Against Drug Abuse (NACADA) to contain the problem of drugs and drug abuse in schools. School management was advised to seek support of local community and
provincial administration to eliminate drug problems and also counselling to be done to students already on drugs or referred to specialists for rehabilitation (MOEST, 2001).

A number of research and law enforcement reports indicate that there is an increase in drug abuse problems. The researches show that the situation has worsened in the last few years. Drug abuse is prevalent among young people, most of them in secondary schools (Kariuki, 1988; Murimi, 1996; Kamonjo, 1997; and Ciakuthi, 1999).

Drug abuse stories carried in Parents magazines of May 2000, July 2001, March 2002, and February 2003, indicate that there is a big problem of drugs in our schools and homes. Today in Africa magazine of March 2002 also has shocking news about drugs. These magazines carry true stories of testimonies of people who have been victims of drug abuse. A good number of these people started using drugs when they were in schools and got hooked to them to the point of being addicted.

Strikes and other forms of indiscipline in schools have for years affected boarding schools in Kenya such that as far back as 1971 the Ministry of Education had raised concern. Twenty years later, in 1991, the problem
reached alarming state when St. Kizito tragedy occurred killing nineteen girls.

Two hundred and two major incidents were reported by the press from January 1993 to December 1995, an average rate of one per each four days of the school year. This ratio went up in 1996 to one incident per each 2.6 days of the school year (Griffin, 1994).

In Nyeri High School (May, 1999) three boys were burnt to death. Drug abuse and Devil Worship were blamed (among other causes). A few weeks later a similar incident was repeated at Kianyaga High School where a few students were seriously burnt. Again drugs were blamed. St. Philips High School (Mbeere, Embu) razed down their dormitory. The police recovered 36 rolls of bhang thereafter (Ndirangu, 2001).

Another disturbing feature, in the year 2000, was that primary schools in Nairobi joined the fray of students’ unrest. Cases of students’ unrest intensified with more schools being burnt down, property destroyed, and with more innocent lives being lost as it happened in the arson attack in Kyanguli Secondary School, in Machakos district, where 68 boys were burnt to death and scores injured (MOEST, 2001).
At the close of the second term, 2001, it had been reported in the media that about 120 schools had disturbances with about half of them sending the students home. Several studies and researches increasingly point to the drug abuse menace and other factors (Ndirangu, 2001).

The Commission of Inquiry into Devil Worship in Kenya was informed that sometimes the communities around learning institutions and the employees contribute to drug abuse and other anti-social activities. Some people peddle drugs into institutions for monetary gain while others do it with sinister motives as was evident in the case of a school in Eastern Province where students went on rampage after drinking tea which was drugged by the cooks.

Some education officers and head teachers at the Coast Province linked some recent strikes to drug abuse, tourists acting as catalysts to the vice (Pawak, 2000).

Thus this study sought to know the level of participation in drug abuse in the study district, the commonly abused drugs, sources of these drugs, reasons for drug abuse and the extent to which drug abuse affects school discipline. The study also wanted to investigate parental participation in drug abuse counselling, examine strategies used by schools to address drug abuse, and finally find out challenges facing schools in dealing with drug abuse.
Apart from a study done by Murimi (1996) in Tigania Division, and another by Ciakuthi (1999) in Meru East and Meru South, no other major study seems to have been undertaken in the Eastern Province of Kenya. Therefore, this study is unique in that it is a pioneer in Kitui District of Eastern Province. Many studies have concentrated in urban areas of the country as it is seen in the literature review. The study has looked into levels of drug abuse in the study district and came out with useful findings.

1.3 Statement of the Problem

According to Mwenesi (1995), drug abuse problem is considered to be a threat of the developed countries, but it should be noted that it is becoming prevalent in the developing world in which Kenya is a member. There is an outcry from educational administrators of the Kenyan system of education on the issue of drug abuse. There is poor academic performance, damage of institutional property and general indiscipline of all kinds in our schools (Karugu and Olela, 1993).

According to Parasta magazine of Mau, drug abuse is on the rise. The trend is worrying in secondary schools since students are using drugs at an alarming rate. Many secondary schools are performing poorly in K.C.S.E. because of drug abuse. There is urgent need for counselling against the vice (Waititu, 1997).
Murimi (1996) carried out a study in Tigania on drug abuse in secondary schools and the results revealed that there was an increase of drug abuse among the students leading to school dropout, indiscipline, poor academic performance and other consequences that came as a result of drug abuse. Ciakuthi (1999) did her research in Meru East and Meru South. The study concluded that drug abuse among adolescents in the study area was an existing phenomenon that must be addressed seriously and urgently.

Many parents and adults are bewildered on what is happening to our youth who have become an endangered species. They do not understand why our world is rarely going to the dogs as our nation gropes in darkness as to what is really happening to the youths in the schools. Reports in the media on strikes are alarming while several studies and researches increasingly point out that drug abuse, among other factors, is the root cause of these problems; and before a problem is solved, it must be well understood (Ndirangu, 2001).

According to Parents magazine of May, 2000, a young man called Daniel Yegon was put in all boys' boarding school right from early primary school. He got into a bad company that introduced him to drugs and got addicted.
Report of the Task Force on Student Discipline and Unrest in Secondary Schools was informed that varied types of drugs and narcotic substances were readily available in some localities where schools were situated. Such drugs and substances were bhang, tobacco, *chang’aa*, glue etc, which were sold to students (MOEST, 2001).

In the year 2001, the government destroyed hundreds of acres of bhang plantation around Mt. Kenya Forest. Due to high cases of drug abuse among the youth in our country, the Government set up the National Agency for the Campaign Against Drug Abuse (NACADA) under the leadership of Mr. Joseph Kaguthi. Most of the young people are introduced to drugs by their peer group in school and get hooked and find it difficult to retreat. The drug abuse has increased frequency of school strikes (*Today in Africa* March, 2002)

The purpose of this study was to investigate the levels of drug abuse in Kitui District and the extent to which secondary schools have attempted to curb the problem. The research has established the role of teachers and parents (at the family level) in dealing with the vice. The research has given necessary suggestions to assist the Government and the stakeholders of education in the country to eradicate drug abuse problem in our learning institutions.
At the global level, the challenges impacting on Kenya are numerous for instance the increasing danger of extermination by HIV/AIDS, drug and alcohol abuse which, with population increase, are threatening to destroy health care services. Alcoholism and drug abuse are also now part of the youth culture. The Koech Report recognized the vice (Koech, 1999).

In connection with drug abuse, the Koech Commission made the following recommendation, “The Commission recommends that guidance and counseling services be strengthened to ensure that youth are properly informed on acceptance norms of behaviour and the dangers of such anti-social habits such as drugs and alcoholism” (Koech, 1999:30). Thus, in conclusion, the problem was worthy researching because there were reasons warranting it “... studies are more likely to be taken seriously if there is a clear reason for taking them up in the first place “ (Mwiria and Wamahiu, 1995; 185).

1.4 The Purpose of the Study

In this study attention has focused on some of the issues raised in the statement of the problem and the review of the related literature. Specifically, the research was aimed at examining how far the problem of drug abuse has penetrated the rural areas, Kitui District was selected as a sample.
Some researches in Kenya (Mueke, 1980; Dhalphale, 1981; Onyango, 1985; Ochien'g, 1986; Kariuki, 1988; Kamonjo, 1997; Kembo, 1999) on the topic of drug abuse concentrated on the urban while little has been done on the rural population. It was the aim of this research to correctly identify the commonly abused drugs in schools in rural areas particularly in the study district. The researches in urban areas have established major abused drugs as alcohol, tobacco, *miraa* and bhang. Only a small population used hard drugs such as cocaine and heroine. The current research established that these drugs were as well abused in the study area. The study put the drugs in order of preference; from the most commonly used to the least commonly abused drug. There was an investigation of the pattern the abuse of these drugs takes.

Drugs commonly abused by youth in secondary schools come from a source and are supplied by people. The purpose of this research was to identify these sources and the actual suppliers. The knowledge of the sources was considered important for the purpose of looking for ways and means of eradicating the vice. This was coupled with reasons why the youth abuse drugs because it seemed that there was a drive or a force behind the behaviour.

Discipline in our secondary schools has been, for a long time, a cancerous problem to the teachers, parents and other stakeholders of education in this
country (Griffin, 1994). The extent to which drug abuse contributed to indiscipline in our school system was a matter given weight in this research and indeed the results indicated positive relationship between the two.

The modern school system has denied parents the chance to control discipline of their children because these children stay for long hours and even days with the teachers. The study investigated parental participation in drug abuse counselling in both primary and secondary school levels. Research indicates that parents are models, which can be copied by their children particularly in the early years of growth (Ndirangu, 2001). Parents have been blamed for failure to counsel their children. This study attempted to confirm this blame or to establish the truth of which it did, as it is seen in chapter four of this report.

Schools have been known to use various strategies to address drug abuse. The purpose of this study was to examine what strategies are employed in secondary schools in rural areas to curb the vice possibly with an inquisitive mind if these strategies succeeded. If they were not effective, there was then a need to look for alternative or modify the current ones.

There are, of course, many challenges facing schools as they deal with drug abuse. The study investigated this issue from the teachers. The aim was to
suggest solutions to not only the teachers, but also all other stakeholders. In summary, the purpose of this research was to establish the degree to which drug abuse has penetrated the rural areas, their sources, and how they have affected discipline in general among other things.

1.5 The Objectives of the Study

The objectives of this study are eight and were to:

1. Examine students’ level of participation in drug abuse.
2. Identify commonly abused drugs among the youth in secondary schools.
3. Investigate the sources of drugs in schools.
4. Examine the reasons for drug abuse among the youth.
5. Investigate the extent to which drug abuse affects discipline in schools.
6. Investigate parental participation in drug abuse counselling in both primary and secondary school levels.
7. Examine strategies used by schools to address drug abuse.
8. Find out challenges facing the schools as they deal with drug abuse problem.

The World Health Organization declared that the harm from abuse of drugs such as ecstasy, alcohol, and tobacco causes not only physical consequences of the impairment of the individual but also enhances proneness to anti-social behavior (WHO 2009).
1.6 The Research Questions

The following are the research questions which have been derived from the study objectives and which the research sought to answer:-

1. What is the students’ level of participation in drug abuse in the study district?

2. What are the commonly abused drugs among the youth in secondary schools?

3. Where do the students get the drugs from?

4. What are the reasons for drug abuse among the youth?

5. To what extent has drug abuse affected discipline in schools?

6. What is the parental participation in drug abuse counselling in both primary and secondary school levels?

7. What are the strategies used by schools to address drug abuse?

8. What are the challenges facing the schools as they deal with drug abuse problem?

1.7 The Significance of the Study

The World Health Organization declared that the harm to the society derived from abuse of drugs such as cannabis sativa rests in the economic consequences of the impairment of the individual’s social functions, thus enhancing proneness to anti-social behaviour (WHO/PSA/1995). This study is
therefore beneficial to educational planners and stakeholders – more so to the Ministry of Education, Science and Technology to be in a position to understand and make necessary changes to deal with the factors that contribute to drug abuse in our schools.

Following the spate of students’ unrest in secondary schools, the Minister in charge of education then, appointed a Task Force to investigate discipline in secondary schools on 7th August, 2001. This was after the Kyanguli tragedy that left 68 boys dead and scores injured. This research looked into the issue of drug abuse as connected with students’ discipline. The findings of this research will assist the ministry and the headteachers in handling discipline matters in the institutions. Other studies mentioned earlier in this area of drugs have not fully addressed the relationship between the vice and school discipline.

Drug abuse is a social time bomb. It is true as we can see its many casualties everywhere and in particular our big towns (Ndirangu, 2000). This study has investigated drug abuse levels in the study district. No other research has been carried out in this district thus, it is unique being a pioneer in this area.
There has been a loud out cry from newspapers and magazines and from National Agency for the Campaign Against Drug Abuse (NACADA) to fight this vice. Drug abuse has become common in most secondary schools; hence the increased strikes in the institutions (Today in Africa magazine March, 2002). The study has given necessary recommendations in view of the issues raised. This information is going to be beneficial to educational administrators and policy makers who in turn will develop efficient programmes to curb drug abuse in our schools.

In August, 1999, the Government released the much-awaited report on the Presidential Commission on Devil Worship. It links drug abuse to devil worship. Youths are enlisted for peddling hard drugs in satanic syndicates. The traders conduct the trade in Mafia-like operations (Ndirangu, 2001).

The well-known consultant psychiatrist Professor David Ndetei said, “Whereas AIDS will physically kill our youth, drug abuse will psychologically and behaviourly kill them. The combination of the two is a catastrophe that will wipe out all that we have invested” (Ndirangu, 2001). Therefore, this study has sought the levels of drug abuse in this rural district. The information unearthed is vital for the preventive measures to be taken since prevention is better than cure.
Kenya is faced with the social problem of high rates of drug abuse. The percentage of drug abusers increases year after year despite the fact that efforts have been made to eradicate the vice (Pawak, 2000). If a solution is not sought urgently, the life of individual abusers will be at stake. The economic and social roles of our country will be affected because a country full of drug abusers cannot develop.

Out of the eleven boys boarding schools, it was found that:

This study has been useful in making contributions to the general body of knowledge in this area of drug abuse. The findings are meant to assist the teachers to be conversant with factors that contribute to drug abuse and create opportunities that would positively eradicate this problem.

Only one hundred and fifty students were sampled.

The findings of this study are going to act as guidelines for future researchers who might wish to explore this field further and add information which was not included in this study. The study was meant to sensitize researchers to pay attention to the dangers of drug abuse.

Todate, no other single study that has been conducted to cover similar objectives as the current research and in particular to relate the vice of drug abuse to school discipline in Kitui District of the Eastern Province.
1.8 Limitations of the Study

The study was carried out in only one rural district out of the many in our country. There are twenty-nine boys and girls' boarding schools in Kitui District. Only six of these schools were included in the study representing 20.7% of the schools.

Out of the eleven boys boarding schools, only four were sampled representing 36.4% and two girls schools out of the eighteen representing 11.1%. A bigger sample of schools would not have been possible due to time factor and limited funds.

Only one hundred and fifty students were sampled, six school heads, six deputy headteachers, and six school counsellors, a total of one hundred and sixty eight subjects. A hundred boys and fifty girls all in form four were used in the study.

1.9 Delimitations of the Study

The study did not look into drug abuse problems in primary schools or post-secondary institutions. These could not be included due to financial constraints and time factor since this was a self-sponsored research (Achola, 2002).
The study was not longitudinal. It was based on survey and thus a snapshot of events at that particular time. This means changes, which might have occurred with time, could not be captured in this research.

As the title of the study indicates, there was purposive sampling of the schools instead of random sampling. All the schools in the sample were situated around Kitui town enabling the researcher to travel easily and less expensively. Schools far away from the township could not be reached easily, and were therefore omitted from the study.

The researcher looked into two categories of schools i.e. boys' boarding and girls' boarding. Categories such as mixed schools and day schools were not considered assuming that these schools had boys and girls like the boarding schools.

1.9 Delimitations of the Study

The study was conducted in the Eastern Province of Kenya. Only one district, Kitui, was included in the research out of the many in the province. Only schools within a radius of twenty kilometres from Kitui town were studied. Six schools were purposively sampled from twenty-nine boys and girls' boarding schools.
The district has sixty-eight schools out of which two are private, eleven are boys boarding, eighteen are girls boarding and the rest are mixed schools. The research was conducted within schools around the town due to accessibility.

1.10 The Assumptions of the Study

The current study assumed that:

1. The students were willing to give accurate picture about their experiences with drugs in their life.

2. The sample was sufficient representative of the target population and therefore the results could be generalized.

3. The headteachers, deputies and school counsellors gave accurate information about their schools.

4. The subjects (form four students) did not consult one another when filling the questionnaires.

5. All schools in the same category were homogenous for example, all boys' boarding schools had similar disciplinary systems, geographical location and student enrolment, and hence, they had similar drug abuse problems and patterns.
1.11 Definition of Terms

**Counselling** - This is a specialized guidance that may be focused on one child at a time or a group of children.

**Peers** - Refers to a group of people of similar age.

**Drug** - Any substance that may be chemical in nature, which may be inhaled, drunk, or rubbed on, with the result that it changes or alters the body functions.

**Preventive Drug Education** - It is the process of educating people to prevent drug use.

**Drug Abuse** - The deliberate taking of a substance described as a drug for reasons other than the intended use or purpose, and in a manner that can be said to result in damage to a person’s health or ability to function properly.

**Drug Use** - Is when drugs are used for their intended purpose, for example in the treatment of a disease or in lessening pain.

**Illegal Drugs** - Any drug which the government considers harmful to the mental and physical health of the society, and for which purpose the Drugs and Poison Act was enacted, in order to discourage its consumption. Such drugs include: bhang, cocaine, heroine, unprescribed medicine and volatile solvents (petrol and glue).
Legal Drugs – Any potentially dangerous drug, of which the government allows its consumption but do not expose the user to legal repercussions include: alcohol, tobacco, and miraa.

Peers – Refers to a group of people about the same age who share the same interests.

Peer Pressure – It is the tendency to conform to the values and standards of members of the same status and age range.

Preventive Drug Education – It is the use of educational strategies with the aim of ending drug abuse and its negative effects.

Subjects - This refers to individuals who were drawn from the parent population to form a sample. These were the individuals to whom the questionnaires were administered.

Teachers – This term refers to headteachers, deputy head teachers, and school counselors since all of them are professional teachers but with different responsibilities.

Youth – This term has been used to refer to young people who are still in adolescence stage.
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The literature review covered several aspects of the research. Some previous researches on drug abuse were examined from 1977 to 2001.

The review focused on the study objectives starting with literature on the level of participation in drug abuse by the students, the commonly abused drugs and the sources of these drugs. Also reviewed was the effect of drug abuse on discipline.

Literature on parental participation in drug abuse at primary school and secondary school levels was reviewed. Another area was the strategies that are used by the schools to curb drug abuse. And finally, the literature on the challenges facing schools as they deal with drug abuse was reviewed.

2.2 Some Previous Researches on Drug Abuse

A study carried out in Nairobi, Coast, Nyanza, Eastern and Western provinces indicated that tobacco (cigarettes) and alcohol, which are termed as legal drugs, had uniform distribution in those provinces. However, miraa and bhang consumption was prevalent in Nairobi, Nyanza, and Western provinces.
The study samples were secondary school students, secondary school leavers below 24 years and headteachers of secondary schools. It was concluded that young people used drugs and there was need for prevention through drug education (Makwere et. al., 1977). The current study sought to find out measures used by secondary schools to curb drug abuse and the commonly abused drugs among the youth, among other objectives.

The World Confederation of Organization of the Teaching Profession (WCOTP, 1977) did research in Kenya, Cameroon, Nigeria, Senegal, Sierra Leone, and Togo and found that drug abuse was present in some urban schools. To solve this problem, it was suggested that the parents among other people, should participate. This study examined parents' participation in drug abuse counselling in both primary and secondary school levels.

Another research carried out in Nairobi, Machakos, Kirinyaga, and Garissa districts revealed that drug abusers included boys and girls in secondary schools mostly in Nairobi schools. Other districts did not seem to have a big problem. Drugs abused were alcohol, tobacco and bhang (Mueke, 1980). This research was carried out in Kitui District which is in the rural area and established the level of drug abuse among secondary school students both girls and boys. Mueke's research indicated that drug abuse was an urban problem.
Another research by Dhalphale et al., (1981) surveyed drug abuse among secondary school students in Nairobi and other parts of Kenya and found that the problem of drug abuse was most common in urban schools, followed by peri-urban schools, rural schools had least problems. Commonly abused drugs included alcohol, cigarettes and bhang. The present study investigated levels of drug abuse in a rural district and the drugs, which were, abused most. As it will be discussed later, the same drugs were found to be used in the study area. This study has shed light as to what has been happening in our rural schools, and possibly in comparison to the schools in the urban areas.

Makokha (1984), in a survey on the prevalence of substance abuse among secondary school students in Nairobi found that bhang and valium were available in some schools in Nairobi. He explained that bhang represented something the present young generation used to express independence. In upper Hill High School, 40% of the students had tried bhang and 10% were using it together with valium. In Lenana High School, 52% used bhang alone. The current study established reasons why youth in schools abused drugs and to what level did they do it.

Schools in Nairobi East and West admitted that they had a drug abuse problem, which caused poor performance, violence against fellow students,
theft, disobedience and poor teacher-student relationship (Onyango, 1985). The current study examined the relationship between drug abuse and discipline particularly when there had been numerous strikes in our schools. Similar problems have been found in this study except for the poor performance, which could not be captured since it was not in the study objectives. The discipline aspect of the research will be discussed under results in chapter four.

According to a study carried out by Ochieng’ (1986), 75% of the Kenyan students were in contact with drugs. The rate of drug abuse was increasing among students in urban schools. Drug education was recommended as a measure for curbing drug abuse. The current research established the extent to which parents and teachers counseled the students as a preventive measure both in homes and schools. The study solicited suggestions from the teachers as to what the government could do to assist schools curb this vice.

Kariuki (1988), carried out research in Nairobi schools and found significant differences in drug abuse between single-gender and co-education secondary schools. The current study was conducted in four boys’ boarding schools and two girls’ boarding schools. It examined comparatively how far girls had involved themselves in drug abuse as opposed to boys. However, mixed
schools were not included in the current research. Kariuki’s study recommended preventive drug education in our school curriculum. This study investigated the strategies employed by the schools to eliminate drug abuse.

United Nations Drug Control Programme (UNDCP) and the Government of Kenya (GoK) carried out a research in 22 districts and all the divisions of Nairobi in 1994/95. The study reported upward trend in the abuse of social drugs such as alcohol, tobacco, *khat (miraa)* and illicit drugs such as *cannabis sativa*, in the country. Narcotics such as heroine and cocaine were increasingly being used in Nairobi and Mombasa. The current study was carried out in Kitui District and established the pattern of drugs used and to what extent. The drugs mentioned above are also being abused in this study area in different degrees, as a result of drug abuse. The UNDCP (1995) carried out a study in Nairobi primary and secondary schools and established that commonly abused drugs were glue, bhang, alcohol, *miraa*, cigarettes, heroine, and cocaine. As it can be seen hard drugs such as heroine and cocaine are on this list. The current study established the commonly abused drugs in secondary schools in the study district and all the above drugs were found to be used at different levels of emphasis as it is reflected in the results in chapter four of this report.
Murimi (1996), carried out a study on the analysis of drug abuse in Tigania Division. The findings revealed that drugs were peddled by people working within the school or neighbours who had contact with the students. This further explained that drugs were almost readily available to students who took them for particular reasons such as to stay awake and read for exams. One subject in Murimi’s study reported that in his school, cooks acted as middlemen for peddlers. All was needed was to give cooks money in the evening and the supply was assured.

Murimi found that there was an increase of drug abuse among the youth in Meru community. Consequently, there were several negative effects such as high school dropout, indiscipline, poor academic performance, and other consequences that came as a result of drug abuse. The current study examined the sources of drugs and the factors that influenced drug abuse. It investigated the places and people who were behind the supply of drugs to students. It was found that the highest supply came from the villages and shops around the schools and to a certain extent from the school workers and so on.

Kamonjo (1997), carried out a study among 1st, 2nd and 4th year students at Kenyatta University and found that all identified drugs were readily available and sources were known to those involved in this habit. The drugs were
available from Kiwanja slums, Kahawa Garrison, the University gate, tuckshops in the hostels, and the shopping centre. The present research investigated the sources of drugs, places where drugs were found and the people who sold drugs to students. Drug abuse can be fought effectively if the sources are known. Our schools are surrounded by all types of communities; this study wanted to establish the sources of drugs and recommend solutions from this angle as it is said, "---before a problem is solved, it must be well understood" (Ndirangu, 2001: iii).

Kamonjo concluded that there was significant relationship between the subjects' drug using behaviour and the involvement of their friends in drugs. According to them, curiosity and peer pressure were major determinants in drug abuse. The current study investigated reasons why youths abuse drugs and unlike Kamonjo's findings, stress was the chief determinant of the vice.

Ciakuthi (1999) conducted a study in Meru East and Meru South districts whose findings showed that drug abuse among the adolescents in secondary schools in the study area was an existing phenomenon that needed to be addressed seriously. Some of the reasons why secondary school students took drugs were pleasure, tension, and curiosity. It was recommended that students should be given good counselling on the dangers of drug abuse and how to
handle their stresses. Banning of drug trafficking was also recommended as a measure against the vice.

The current study examined reasons why youth took drugs and these were the same as above. Ciakuthi’s research was done in a rural area and her findings indicated that drug abuse was reaching an alarming degree. Findings from the current research are not far from what was found in Meru East and Meru South districts. As it is put elsewhere, the youth of today are an endangered species (Ndirangu, 2001) and something should be done to save them as a matter of urgency as Ciakuthi puts it.

1.3 Students’ Level of Participation in Drug Abuse

A more resent study was done by Ndung’u et. al, (2001) of the Nairobi based Drug Abuse, Prevention and Rehabilitation (Dapar). The survey linked the abuse of drugs to a host of discipline related cases, including riots, bullying, cheating in examinations, theft, arson, and deviance. The sample was drawn from Nairobi, Central, and Eastern Provinces. Boys who used drugs regularly were 20% and girls who used alcohol were 11%. In Eastern Province especially Meru District, the majority of drug users were on miraa (khat), which is accepted as part of the community’s culture.
In the current study, similar figures were evident and miraa was chewed by the students. Dapar suggested that school and college administrators should send drug abusers to rehabilitation centres instead of expelling or suspending them. The current study found that suspension and expulsion were common methods of dealing with drug abusers. Dapar said that these methods recruited more drug users and sellers in schools since they lacked corrective measures that would include counselling and rehabilitation. MOEST deals with drug abuse as part of general indiscipline and that is why most schools suspend or expel drug abusers.

2.3 Students’ Level of Participation in Drug Abuse

This study was carried out in a rural district of Kitui. Studies, which concentrated in Nairobi and other urban areas, showed that students were abusing drugs at an alarming rate for instance, Onyango (1985), Ochieng’ (1986), Kariuki (1988) Kamonjo (1997). According to Ochieng’ (1986) 75% of Kenya students were in contact with drugs and the rate of drug abuse was increasing among students in urban schools.

Ciakuthi (1999), found that drug abuse among secondary school students was an existing phenomenon that needed to be addressed urgently. According to a report by the Anti Dangerous Drugs Association of Kenya, 54% of the boys in
secondary schools and 3% of the girls are regular smokers. 50% of boys and 30% of girls in schools are regular alcohol consumers. 42% of all schoolboys have smoked *cannabis sativa* at one time or the other and 16% take it on regular basis (Ndirangu, 2001). From this same source, 29.4% and 10.1% of boys and girls respectively in the rural area abuse drugs while 46% of boys and 16% of girls in the urban areas abuse drugs.

According to Makokha (1984), 40% of students in Upper Hill Secondary School had tried bhang and 10% were using it on regular basis together with *valium*. In Lenana School, 52% used bhang alone.

*Dapar* studied a sample of 1452 secondary school boys, 628 secondary school girls, 67 street boys and 33 street girls. Of the 2080 secondary school boys and girls sampled, 304 admitted regular use of bhang, while 679 regularly drank alcohol. At least 52% of the students had taken an illicit drug in their lifetime.

The Commission of Inquiry into Devil Worship in Kenya observed that the consumption of drugs in general was on the increase. Comparative figures from the Anti-Narcotic Unit for the years 1992, 1993, and 1994 showed that the consumption of bhang, heroine, and cocaine had increased by 55%, 77%,
and 116% respectively. Medicinal drugs such as *Roches5* were abused. It was evident from the presentations given that many Kenyans of all walks of life conceded the existence and the rising trend of the drug abuse together with the increasing anti-social tendencies including the cult of devil worship (Pawak, 2000).

2.4 Commonly Abused Drug Among the Students.

In all studies we have seen, the level into which students had indulged themselves in drug abuse was prevalent. The statistics on drug abuse in schools was shocking. This study has found similar results, which will be discussed later. It discovered that the rural areas, which were thought to be ‘safe’, such that some parents transferred their children to those schools, were not safe as such.

According to a study done by Murimi (1996) of Machakos,

Murimi (1996) and Ciakuthi (1999), found that drug abuse had penetrated the rural districts of Eastern Province. This study supports the other two having been done in Kitui District of the same province.

Not only is the drug abuse a problem in secondary schools but also in primary schools in urban centres. Kembo (1999), did a research on factors associated with drug use among standard eight primary pupils in Mathare Division of Nairobi Province and established that the phenomenon existed among these
children so early in their age. This meant that some students came to secondary school when they had already been introduced to drugs back in the primary schools. This further explained why the problem was prevalent in secondary schools.

2.4 Commonly Abused Drugs Among the Youth in Secondary Schools

In Nairobi, Coast, Nyanza, Eastern and Western Provinces, tobacco (cigarettes) and alcohol had uniform distribution. Bhang and miraa were mostly consumed in Nairobi, Nyanza and Western provinces. The four drugs were used in those provinces with different emphases of consumption (Makwere et. al., 1977).

According to a study done by Mueke (1980) in Machakos, Kirinyaga, Garissa and Nairobi, alcohol, tobacco and bhang were consumed mainly in Nairobi by boys and girls in the secondary schools. Dhalpale et. al., (1981) surveyed drug abuse among secondary school students in Nairobi and other parts of Kenya and found that the commonly abused drugs included alcohol, cigarettes, and bhang.

Bhang and valium were available in some schools in Nairobi. Bhang represented something the present young generation used to express
independence. In Upper Hill High School, 40% of the students had tried bhang and 10% were already using it. In Lenana School, 52% used bhang alone (Makokha, 1984). The current research established that alcohol, tobacco, miraa and bhang were commonly abused drugs among others in the study area.

The UNDCP and the Government of Kenya carried out a research in some 22 districts and all the divisions in Nairobi in 1994/95 and found that there was an upward trend in the abuse of alcohol, tobacco, khat and bhang in the country. The use of narcotics such as cocaine and heroine was increasing in Nairobi and Mombasa. Another study carried out by UNDCP (1995) in Nairobi primary and secondary schools established that commonly abused drugs were glue, bhang, alcohol, cigarettes, heroine, and cocaine.

Ndung'u et al., (2001) of Dapar did a survey in Nairobi, Central and Eastern provinces and found that 42% of the boys used alcohol, 29% smoked, 9% chewed miraa and 5% took heroine, amphetamines and cocaine. Of the girls, 2% were using bhang, 11% alcohol, 6% smoked and 0.5% used heroine and amphetamines.
There are four deadly social drugs of abuse namely: bhang, tobacco, *khat*, and alcohol. 42% of boys in secondary schools have confessed to have taken bhang at one time or the other (Ndirang’u, 2001). The current research had identified all these drugs as commonly used in the study district. Heroine, cocaine, glue and mandrax, have also been found to be used in a small scale.

2.5 Sources of Drugs Used by the Youth

A study carried out by Kamonjo (1997) among 1st, 2nd and 4th year students at Kenyatta University found that all identified drugs were readily available and sources were known to the students who were involved in the malpractice. These drugs were available from Kiwanja slums, Kahawa Garrison, the University gate, tuck shops in the hostels and the University shopping centre.

It was discovered that in Nairobi and Kenyatta University, some students worked in cahoots with watchmen, cooks, and cleaners to peddle drugs in the halls of residence. At Kenyatta University, *matatu* touts and drivers were the leading suppliers of drugs to the students (*Daily Nation* 14th September, 1996).

The findings of a study carried out by Murimi (1996) in Tigania Division indicated that the drugs were peddled by people working within the schools or the neighbours who had contact with the students. One subject in Murimi’s
A study carried out by Ciakuthi (1999) in Meru East and Meru South districts established that drug abuse was a real problem, which needed urgent attention. These drugs, of course, came from a source. She suggested banning drug trafficking as a source of the drugs.

The report of the Task Force on Student Discipline and Unrest in Secondary Schools established that varied types of drugs and narcotic substances were readily available in some localities where schools were situated. Such drugs and substances were bhang, tobacco, chang'aa, kuber, glue, etc. The drugs were sold to students with the knowledge of some parents. In Kisumu, a substance called kuber was available in the local supermarkets and kiosks within the municipality (MOEST, 2001).

Easy availability of drugs to doctors and nurses in hospitals or to chemists and shopkeepers poses a great deal of risk to them. This occurs where there is inadequate control and examination of drug issues. Some patients who have had painkillers administered to them after painful ailments or road accidents...
may get addicted to the habit of drug taking even after recovery. Others may be introduced to the practice without their knowledge (Karechio, 1996). Thus hospitals become a great source of drugs. The abusers know where to get the drugs but they don’t know their real dangers (Ndirangu, 2001).

We cannot fight an enemy that we don’t know or understand. It has been established that 70% of the young people know where to get the drugs from but they don’t know their real dangers (Ndirangu, 2001).

According to Dr. Newton Kulundu, bhang was available in Mt. Kenya Forest. Powerful individuals were behind the growing of bhang in Mt. Kenya Forest and the Aberdare Ranges. He said he had names of those who were implicated but would not release them since investigations were continuing (Daily Nation 5th March, 2003).

Makokha (1984) explained that bhang represented 7% of the drug users. Prof. Wangari Maathai saw marijuana patches from air in Mt. Kenya Forest looking like green weeds but conspicuous because they were usually in the middle of bamboo forests. People were destroying bamboo forests to plant bhang in small patches of about 20ft, 10ft or 15ft perimeter (Sunday Nation 9th March, 2003).
The current research has established several sources of drugs that are abused by the students. Drugs are readily available within the schools’ compounds among the students and in the surrounding villages among other sources and the abusers know where to get them and when to do so safely, without the school administrators catching them.

2.6 Factors Influencing Drug Abuse

The reasons why people use drugs are many and different. The difficulty of identifying the cause of the deviant behaviour has been an obstacle to success in combating it. It is important to educate all the people that drugs are dangerous and harmful to the health of an individual, the family, the community, and the society as a whole (Karechio, 1996).

Makokha (1984) explained that bhang represented something the present young generation used to express independence. Murimi (1996) explained that drugs were almost readily available to students who took them for particular reasons such as to stay awake and read for exams.

Kamonjo (1997) concluded that there was significant relationship between the subjects’ drug using behaviour and the involvement of their friends in drugs.
According to the subjects, curiosity and peer pressure were major determinants in drug abuse. Ciakuthi (1999,) found that one reason why the youths abuse drugs was stress. She suggested that the youths should be counseled on how to handle stresses in their lives.

Ndirangu (2000) said that stress was a silent killer of our modern times, and may result to drug abuse. For a young man called Yegon, the examinations were appearing very difficult for him and he felt that he needed extra power to deal with the stress and that is why he turned to chang’aa and cigarettes (Parents magazine, May, 2000).

According to Melgosa (2001) no drug, legal or illegal, “soft” or “hard”, can eliminate stress; in fact, its use or abuse aggravated it.

A United Nations Publication (1992) said that drug abusers sought approval for their behaviour from their peers whom they convinced to join their habit as a way of acceptance. According to Kariuki (1988), majority of drug users have friends who use drugs. Samuel Mbuthia joined a group of boys who
smoked and engaged in all manner of bad behaviour becoming an addict (Parents magazine March, 2002).

Karugu and Olela (1993), Muthigani (1995) and Kamonjo (1997) concluded that there was significant relationship between the subjects' drug abuse behaviour and the involvement of their friends in drugs. They reported that curiosity and peer pressure were the major determinants of drug abuse. Another factor was the availability of drugs. According to Makokha (1984), parents and relatives provided their children with drugs to enhance intelligence and alertness during examination periods. Egerton University students got drugs like alcohol and cigarettes from Njokera slums near the University (Karugu and Olela, 1993).

Another factor influencing drug abuse is ignorance. Individuals begin taking drugs as an experiment. They lack knowledge about health consequences. Secondary school students lack counselling and that is why they engage in drug abuse (Karechio, 1996).

Love of money is the cause of all evil. Greed overtook Joyce Ndeke when she was introduced to drug peddling as a source of living. She bought bhang from
the growers in the heart of Mt. Kenya Forest and sold it to ignorant young people at a big profit (*Today in Africa* magazine March, 2002).

Assaults from home, for example lack of peace, can cause drug abuse. The way parents handle their children matters (Ndirangu, 2000). Ideally, parents should teach their children as being role models i.e. teach and lead by examples (Ndirangu, 2001).

Ndung’u et. al., (2001), found that young people had different reasons for their involvement in drug abuse. Information gathered from UNDCP, the UoN, and K.U. showed that most students who abused drugs sought to alter or enhance their moods. They found that 62% of the respondents cited peer pressure, 21% blamed it on easy availability, others cited stress from school workload, curiosity, experimentation and misinformation. Negative self-image can result to drug abuse. Many struggle to project what they believe are better and acceptable images. People should see themselves as God sees them. Many young people are hurt with rejection but they can change this without necessarily having to use drugs (Ndirangu, 2001).
The current study was done to establish various factors that influenced drug abuse among youths in secondary schools. The main reasons for drug abuse were found to be stress and pleasure. Others like peer pressure, stimulation, and reading also featured in the study. If factors that influence drug abuse are known and well addressed to, the whole vice of drug abuse would be contained. For instance, drug peddlers look for buyers and hence consumers. Without drug peddlers there would be no buyers and hence, consumers.

2.7 Drug Abuse and Discipline in Schools

Schools in Nairobi East and West admitted that they had a drug abuse problem, which caused poor performance, violence against fellow students, theft, disobedience and poor teacher-student relationship (Onyango, 1985). Murimi (1996) found that there was an increase of drug abuse among the youth in Meru community. This practice, consequently, had several negative effects such as high school dropout, indiscipline, poor academic performance, and other consequences that came as a result of drug abuse.

A study done under Drug Abuse, Prevention and Rehabilitation (Dapar) linked the abuse of drugs to a host of indiscipline-related cases, including riots, bullying, cheating in examinations, theft, arsonry, and deviance. The
study also mentioned devil worship, cultism, and unconventional sexual behaviour such as lesbianism, homosexuality, sodomy and rape (Ndung’u et. al, 2001).

Drug abuse brought into the school environment the illegal activities such as theft, prostitution, and selling of drugs to others. Drug abuse can disrupt an entire school (Karechio, 1996). In line with this when Samuel Mbuthia started abusing drugs, he became rebellious (Parents magazine March, 2002).

The Task Force on Students Discipline and Unrest associated indiscipline with drug abuse. Drugs came from the immediate school communities (MOEST, 2001). Drugs open people’s minds to experiences that demonstrated a lack of restraint and so induced them either to commit crime or to engage in other acts of lawlessness. In learning institutions, these could be manifested in form of rebellious attitudes and deviant to authorities, occasionally culminating in ugly strikes and other destructive acts. There was a case of a school in Eastern Province where students went on rampage after drinking tea, which was drugged by the cooks with sinister motives (Pawak, 2000).

At the close of the second term, 2001 it had been reported in the media that about 120 schools had disturbances with a half of them sending the students
home. A ‘Task Force’ had already begun work to look into what was the matter in the secondary schools that caused so many strikes. Several studies and researches had increasingly pointed to drug abuse menace among other factors (Ndirangu, 2001). The current research found that there were discipline problems in schools that were related to drug abuse such as sneaking, abusing, fighting, stealing, boys oppressing girls and the like.

2.8 Parental Participation in Drug Abuse Counselling

The World Confederation of Organization of the Teaching Profession (WCOTP, 1977) carried out research in Kenya, Cameroon, Nigeria, Senegal, Sierra Leone, and Togo and found that drug abuse was present in some urban schools. The WCOTP suggested that parents among other people should participate in solving this problem at any cost. The students’ home background was the key to their development according to the Task Force. A number of indiscipline cases could be attributed to absentee parents who abdicated their parental responsibilities to “ayahs” and housemaids. Group counselling by parents was encouraged. It was suggested that schools should organize talks for the parents on issues related to discipline of students (MOEST, 2001).
Daniel Yegon was put to an all boys’ boarding school right from early primary school. To Daniel, his parents had neglected him at the time he needed their love and guidance. To seek solace and fit into his new environment, he got into bad company that introduced him into alcohol and other drugs. Having started smoking and drinking in primary school, the habit resurfaced as soon as he completed form one. His parents wanted the best for him in the best primary school they could afford. What they did not realize then was the effect of isolating this boy from other family members at such an early age (Parents magazine May, 2000).

The role of parents is very important because they are the first teachers and counsellors. They should teach the children by being role models. Some parents think that teachers, religious leaders, and others should shoulder more burdens in preventing and controlling drug abuse. There are parents who preach water and drink wine by telling their children to do what they say but not what they do. Unfortunately, natural laws of learning indicate that youths will in the end practise to do what adults do rather than what they say (Ndirangu, 2001).

2.9 Preventive and Corrective Measures

The current research found that many students received counselling from their parents during their primary school and also when they entered secondary
schools. However, most parents did not invite other people, for instance a pastor, to assist them counsel their children at the home level. Teachers did not think that the parents were doing their best in counselling their children. Possibly the truth lies in the idea that, “A prophet is not without honour, save in his own country, and in his own house” (Mathew 13:57).

Parents often cannot face the fact that their children take drugs, or attribute their deviant behaviour to something their parents did or did not do in bringing them up. Shame and embarrassment far too often prevent them from acknowledging their children’s drug problem. In failing to confront the problem, they cannot help the child find the courage and the appropriate means to stop taking the drugs (Karechio, 1996). Teachers in this research have complained that some parents don’t support them when they suspend their children from school due to drug abuse. Parental counselling according to this study has been there to a high degree but has not been effective since the problem has continued from bad to worse as time goes by. Teachers who filled the questionnaires did not think that there was adequate counselling at home level.

2.9 Preventive and Corrective Measures

The human body is designed to be a beautiful, spotlessly clean palace where the spirit of God can live. But instead of remaining faithful to God man has
changed his behaviour into wickedness and rebelled against God’s laws. The devil in form of a man has sought many inventions – (cigarette is the most common) that has made man lose his status as a free man. However, if a man stops smoking (or taking other drugs) he can be delivered from the doom of the darkness and be brought to light (Mwangi, 1997).

Drug abuse and crime go hand in hand since drug abusers will do anything to obtain enough drugs to satisfy their habit and that is why many crimes are committed by people who are under their influence. World Health Organization (1992) reported that about a half of those arrested on the streets had one or more drugs in their body.

By the end of the 1970s drug abuse and illicit drug trafficking had increased so much that more attention was devoted to the problems Internationally. The formulation of an International Drug Abuse Control Strategy in 1981 was inevitable, which contained a basic five-year (1982-86) programme. The programme was to deal with every aspect of drug control, abuse, trafficking, treatment, rehabilitation, and make proposals for action in these areas to member states (WHO/PSA/95).
Kenya is involved in the implementation of the above programmes as she observes the International Drug Abuse Day, set aside by the United Nations every 26th of June yearly. The cerebrations are organized by the Ministry of Health and the United Nations Drug Control Programme (UNDCP) in conjunction with Drug Abuse Prevention and Therapeutic Services.

Cigarette smoking in public places was banned by the Kenya Government. All advertisements were to be accompanied by a warning that, *Cigarette Smoking is Harmful to Your Health*. It is also an offence to brew native beers such as *chang’aa* and others which are considered to be dangerous to human health (Mkangi, 1994).

In 2001, the government destroyed hundreds of acres of bhang plantations around Mt. Kenya Forest. Also, due to the high cases of drug abuse among the youths of this country, the Government set up the National Agency for the Campaign Against Drug Abuse (NACADA) under the leadership of Mr. Joseph Kaguthi (*Today in Africa* magazine March, 2002). An Act on drugs possession and trafficking carries a minimum jail term of 10 years and a maximum of 20 years. This law has been in operation since August 1994 (*Daily Nation* 1st September, 1994).
School and college administrators should send drug abusers to rehabilitation centres instead of expelling or suspending them. The MOEST deals with drug abuse as part of general indiscipline. Most schools suspend or expel the students. These methods recruit more drug users and sellers in schools since they lack corrective measures that would include counselling and rehabilitation (Ndung’u et. al., 2001). Powerful individuals were behind the growing of bhang in Mt. Kenya Forest. According to Environment Minister, Dr. Newton Kulundu, no one would be spared whether he was in senior position or was in previous Government. Those implicated would be promptly arrested regardless of who they are or were. The Minister said he had names of those people implicated in the malpractice and would not release them since investigations were continuing (Daily Nation 5th March, 2003).

The Assistant Minister for Environment Prof. Wangari Maathai said that money involved in drug trafficking was so enormous that it could completely destroy a country. People who were involved were extremely rich and powerful such that they could penetrate all aspects of our lives and make it difficult for our country to be governed. A lot of people made a lot of money by selling drugs. It was known that bhang was being grown in Mt. Kenya
Forest, was harvested, and much of it exported. The Ministry was out to deal with this malpractice (Sunday Nation 9th March, 2003).

The current study has established that schools are doing their best to curb drug abuse but there is need for the law to be clear. As Ndirangu (2001) put it, severe penalties for producers, traffickers, peddlers, and consumers should be applied; the drug circle from the producer (source) to the consumer had to be smashed as one way of preventing drug abuse. The current study has suggested drug education such that the youth would be armed with the knowledge that the best way to avoid drug abuse is by not starting to use them at all.

2.10 Challenges Facing Eradication of Drug Abuse

There are several challenges facing eradication of drug abuse since it is a deep social problem. The definition of the term “drug” has different meanings to various countries. According to Mwenesi (1995), Kenya has been dealing with an increasing drug abuse problem since the last decades.

In the 1840s the Chinese Government defined opium as dangerous drug and banned its use while the British on the other hand refused to ban the drug because it brought a lot of money from the outside market ( Mkangi, 1994).
At this moment millions of people light a slow burning fire in their lungs. They have lost their free will and health. Many have tried to quit but failed. This is dramatic evidence that we must do everything in our power to suppress the evil of smoking. But the problem is, like alcohol, cigarettes carry the dubious label of “social drugs” despite the well-known documented harmful effects. Recent studies indicate that smoking will kill one million people a year in the developing countries this decade and two million in the industrialized nations (Mwangi, 1997).

Researches show that the most devastating drugs in the world are tobacco and alcohol. These two drugs are legalized in our country. In fact, the Kenya Breweries and the B.A.T. employ a number of Kenyans and also pay taxation to the government. While chang‘aa and other local brews are banned in Kenya, whiskies and gins sell in our market irrespective of the consequences of drug related activities such as increased crime-rate and health problems. According to (Ndirangu, 2001), if 50mg of nicotine found in tobacco, in pure form is injected directly into our veins instant death will result and if alcohol level reaches only 0.5% in our bloodstream, similar results will be achieved (death).
According to a senior detective from the Anti-Narcotic Unit, traffickers have devised new methods of smuggling drugs due to stringent security measures at the Jomo Kenyatta International Airport. In fact, some of the drugs are swallowed or inserted into the private parts of the traffickers concerned (Ndirangu, 2000). According to Faller, the director of Cleveland International Programme (C.I.P.) in 1993, N.G.Os and the government departments concerned with control of drug abuse did not know each other (East African Standard 12th September, 1993).

Although there is heavy punishment prescribed by the law, there is need to strengthen the police force to enable it crack down the traffickers. The drug abuse problem must be fought by all parties including parents, teachers, law enforcers, religious institutions and the media (Kiungu, 1998). In line with this, Chege (2002) suggested that parents, churches, and the Government (to punish the peddlers) should work hand in hand to curb this problem (Today in Africa Magazine March, 2002). The challenge here is for all the relevant parties concerned to work together for the common goal of eradicating drug abuse.
This study has investigated challenges facing schools in fighting drug abuse. The information was given by the teachers who blamed addiction, irresponsible parenthood, and neighbours of their schools among other challenges. The law against drugs was also blamed because the police were reluctant to handle cases of drugs in schools. The study was also concerned with the measures taken to control drug abuse at secondary school level where the youths are found. The young people in our secondary schools are the future leaders of this country who should be moulded to be responsible citizens upon whom the success of this country rests.

2.11 Summary of Literature Review

A considerable amount of the literature has been reviewed in this chapter. The chapter started by reviewing a number of past researches as from 1977 to 2001 which were related to the study. Next the literature looked at the objectives of the study. Students' level of participation in drug abuse was examined and attention drawn to the main points in this area. It was reviewed that drug abuse is a cancer that has eaten deep into the society affecting the youth in our schools and society.
A number of drugs have been abused since time immemorial. Drugs like alcohol are as old as history itself; people have continued to abuse it in spite of the fact that its dangers are known. Other drugs reviewed in the literature are bhang, tobacco, *miraa*, and hard drugs such as cocaine and heroine.

All the mentioned drugs were easily available in our society as it was reviewed in the literature regarding sources of drugs of abuse. Places where these drugs were obtained were known as well as the people who peddled or supplied these drugs. The communities around our schools were the major culprits. (Karechio, 1996)

Literature regarding factors influencing drug abuse was examined. Reasons why youths abuse drugs are as many as the youths themselves (Karechio, 1996). Peer pressure takes a big share in this case (Kamonjo, 1997) and stress is termed as the silent killer of our modern times and has made people turn to drugs (Ndirangu, 2000).

Discipline in our secondary schools has been a major worry among school heads, parents and the society. Cases of students burning schools, wanton destruction of property and even setting ablaze fellow students are among reviewed. It is hard for instances to define the extent...
disturbing indiscipline problems in our schools. Literature has shown that drug abuse is a major contributor to discipline problems culminating in strikes. Parents are the first teachers of their children but unfortunately this responsibility is delegated to ayahs (MOEST, 2001). After this home school children go to formal schools to be supervised by the teachers giving the parents a wider gap between them and their children, and therefore cannot give effective counselling to their children. Parents also don’t serve as good models to their children; they have attitude of do-what-I-say-not-what-I-do (Ndirangu, 2001).

Preventive and corrective measures are what the modern researchers are looking for. Man has rebelled against God’s laws and looked for inventions such as drugs, which have made him a captive (Mwangi, 1997). The literature reviewed that much is being done in the society to prevent drug abuse for instance, the law on drugs is tough, and there are campaigns against drug abuse such as NACADA. Charitable organizations such as Dapar are doing their best in drug preventive education and rehabilitation.

Finally, literature on challenges facing eradication of drug abuse was reviewed. It is hard for instance to define the word ‘drug’ in many countries
because it has different meanings (Mwenesi, 1995). Companies like the Kenya Breweries and B.A.T. Kenya have employed many Kenyans and are making a lot of money by selling these social or legal drugs (Ndirangu, 2001). According to Dr. Newton Kulundu, the Minister for Environment, bhang is grown in Mt. Kenya Forest by some senior Government officials in this Government or in the former regime. These people are known and they will be charged in a court of law once evidence is finalized (Daily Nation 5th March, 2003).

Generally, the research design which involves the measurement and analysis of data through adjectives like flexible, appropriate, efficient. The reliability of the data collected and analyzed is high (Kohari, 1985).

This study adopted descriptive research which deals with the way things are and attempts to describe what is happening to attitudes, values, and characteristics. The survey is an attempt to collect information and data that can be used to determine the current status of the research variable. Survey is a type of descriptive research (Widodo, 1996).
CHAPTER THREE

METHODOLOGY

3.1 The Research Design

A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure; it is the conceptual structure within which research is conducted. It constitutes the blueprint for the collection, measurement and analysis of data. A good design is often characterized by adjectives like flexible, appropriate, efficient, economical and so on.

Generally, the research design, which minimizes bias and maximizes the reliability of the data collected and analyzed, is considered a good design (Kothari, 1985).

This study adopted descriptive research which determines and reports the way things are and attempts to describe such things as possible behaviour, attitudes, values, and characteristics. The design was descriptive survey. Survey is an attempt to collect data from members of a population in order to determine the current status of that population with respect to one or more variables. Survey is a type of descriptive research (Mugenda and Mugenda, 1999).
(1973) survey researches focus on people’s attitudes and behaviours and for that matter this was the focus of this research. The design collected and described the relevant data for this research.

3.2 The Population and Sample
The research was carried out in Kitui District of the Eastern Province of the Republic of Kenya. The district has sixty-eight (68) secondary schools out of which eleven (11) are boys’ boarding, eighteen (18) are girls’ boarding, thirty-seven (37) are mixed schools, and only two (2) are private. The table below shows the percentage of schools sampled.

Table 3.1 Percentages of the Schools Sampled by Sex

<table>
<thead>
<tr>
<th>TOTAL NUMBER OF BOARDING SCHOOLS IN THE DISTRICT</th>
<th>SCHOOLS SAMPLED</th>
<th>PERCENTAGE OF THE SCHOOLS SAMPLED</th>
</tr>
</thead>
<tbody>
<tr>
<td>BOYS</td>
<td>11</td>
<td>4</td>
</tr>
<tr>
<td>GIRLS</td>
<td>18</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL</td>
<td>29</td>
<td>6</td>
</tr>
</tbody>
</table>

The target population for this study included form four students, headteachers, deputy headteachers, and school counsellors. The researcher used form fours because these were students who had stayed in the schools for a longer period...
and were likely to have a wider experience in relation to the drug abuse problems. They were also conversant with the strategies used by their schools to arrest the drug problems. With their good knowledge of English language, these students stood a better chance of understanding the questionnaires and giving answers particularly to the open-ended questions. The teachers were taken as complementary sources of information in the study except the last objective regarding challenges facing eradication of drug abuse whereby the students were not required to give information.

Out of the twenty-nine boarding schools, only six (6) were purposively sampled as the title of the research indicated. A total of one hundred and fifty form four students were randomly sampled. Purposively sampled were six (6) headteachers, six (6) deputy headteachers, and six (6) school counsellors because they all came from the same schools in this study. Two girls' boarding schools and four boys' boarding schools were used in the research, each school giving twenty-five (25) students as subjects in the study making a total of one hundred and fifty students as seen in table 3.2.

More boys than girls were sampled to enable the researcher get a bigger sample of boys who were reflected in other findings as the problem students when it came to strikes and drug abuse. "The smaller the sample, the bigger
the sampling error" (Mugenda and Mugenda, 1999:42). These two authors also add, "To minimize the standard error of any statistic, it is necessary to take as large a sample as possible. Small samples tend to have large standard error" (p.52).

Table 3.2 Number of Schools and Subjects Selected

<table>
<thead>
<tr>
<th>TYPE OF SCHOOL</th>
<th>SELECTED NUMBER OF:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SCHOOLS</td>
</tr>
<tr>
<td>BOYS</td>
<td>4</td>
</tr>
<tr>
<td>GIRLS</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL</td>
<td>6</td>
</tr>
</tbody>
</table>

As indicated in Table 3.2, a hundred boys from four schools, fifty girls from two schools and eighteen teachers from the six selected schools were utilized in this research. A total of one hundred and sixty-eight (168) respondents was used to get the results analyzed in chapter four. Each school gave twenty-five students, one head teacher, one deputy and one counsellor, total of twenty-eight subjects per school.

Table 3.2 indicates that the researcher used one hundred and twelve subjects from boys' schools against a lesser number of fifty-six subjects from the girls'
schools. The reason for sampling more males than females has been explained elsewhere in this sub-topic.

3.3 The Sampling Procedure

As earlier said, there are sixty-eight (68) secondary schools in the study district. The researcher purposively sampled twenty-nine (29) boarding schools out of which eleven (11) were boys' schools and eighteen (18) girls' schools. The study covered 20.7% of all the boys and girls boarding schools in the district. The distribution of schools by type is shown in Table 3.3

Table 3.3 Distribution by Nature of Schools

<table>
<thead>
<tr>
<th>NATURE OF SCHOOL</th>
<th>BOYS BOARDING</th>
<th>GIRLS BOARDING</th>
<th>MIXED &amp; DAY SCHOOLS</th>
<th>PRIVATE SCHOOLS</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUMBER OF SCHOOLS</td>
<td>11</td>
<td>18</td>
<td>37</td>
<td>2</td>
<td>68</td>
</tr>
</tbody>
</table>

All schools selected were within a radius of twenty (20) kilometres from Kitui town. Since all schools except one in the sample had more than one stream of form four class, random selection of classes was used such that only one class was sampled. In the case of the one class, twenty-five (25) students were
randomly selected and separated from the others for the purpose of filling the questionnaires.

Since the teachers came from the same schools, they were purposively sampled to maintain the trend of information. All the eighteen teachers in the sample and one hundred and fifty students came from the selected six secondary schools of the categories of boys boarding and girls boarding. It was stated that the rationale for selecting form four students was based on the fact that they had stayed longer in those schools and had a wider experience in drug abuse problems among other factors.

As it can be observed, a funnel approach was used in sampling in that out of the sixty-eight schools, twenty-nine boarding schools were selected. Out of the twenty-nine, only six were used in the study covering over 20% of the schools. In the case of students, out of the many form fours, they were narrowed to a sample of one hundred and fifty since a sample is a smaller group obtained from the accessible population (Mugenda and Mugenda, 1999).

3.4 The Data Collection Instruments

The researcher used the biggest sample time and resources could allow. Purposive sampling was avoided as much as possible to avoid biased results.
Random sampling was used to encourage objectivity in the whole process of research and create confidence in the results.

Subjects were to say if they had been given counselling on drug abuse during their primary school days and secondary school life and how often was that done by their parents. Lastly, in the students’ questionnaire, they were asked to give strategies used by their schools to address drug abuse for instance, the type of punishments given by the schools.

Questionnaires for students sought deeper information for instance in the case of parental counselling, it was asked if parents invited other people like teachers and pastors to assist them counsel their children.

The questions in the questionnaires were arranged in such a way that each objective and research question was covered. All the information required by the study was adequately captured by the questionnaires.

3.4 The Data Collection Instruments

The instruments which were used to collect data were questionnaires. There were questionnaire forms for the form four students, school counsellors, deputy head teachers, and headteachers.
The questionnaires gathered information on the subjects' background information such as age, sex, type of school, religion etc. There were instructions to be read before they started filling the questionnaires.

The questionnaires captured information on the level of participation in drug abuse for instance if they had used drugs and if they were still using them and for how long. The students were requested to identify commonly abused drugs by them or their friends and rank them in order of preference.

Another set of questions required the subjects to identify the sources of these drugs i.e. where did they come from and who brought them to the students. Other questions captured information on the reasons why youth abused drugs; those who did not abuse them knew why others did. Relationship between discipline and drug abuse was also asked, for instance how drugs affected school strikes etc. Details of the questionnaires are available in the appendices.

3.5 The Data Collection Procedure

The researcher visited all the schools except two for two reasons. One reason was to give questionnaires to the teachers to fill at their own pace. The second reason was to book appointments when the students were to be free. In the
case of the two schools, the booking was done by telephone. In these schools, questionnaires for the teachers were left behind but collected later. Even before visiting, the researcher called all the heads on telephone to make them aware that he was visiting. At the same time, a letter of introduction from the District Education Officer was sought and a brief visit paid to the same.

On visiting the schools on appointment, the researcher was given a teacher to work with either the counselling master or a class teacher. After sampling one class of form four, the researcher was introduced to the class and left to sample twenty-five students who were set aside and given questionnaires. A class register was used for the random sampling procedure.

The study was carried out in a rural district of Khot on. The presence of the researcher during the filling of the questionnaires and the absence of the schoolteachers in the venue created a free atmosphere to the subjects and hence confidence. Another advantage was that questionnaires were filled and collected immediately thus assuring a hundred percent return of the questionnaires. Lastly, the researcher assisted in explaining some questions asked during the process of live filling.
Efforts were made to make sure that all parts of the questionnaires were filled particularly the open-ended questions. Closed-ended questions were easy to fill since they involved ticking choices.

At the end of the exercise, the researcher thanked the students, teachers and the school administration. In some cases he was invited to sign the visitors book. Questionnaires from different schools were kept in large envelopes and given a code number for the school on top of each. Of course, all the questionnaires were handled as confidential documents.

3.6 The Area Covered by the Study

The study was carried out in a rural district of Kitui in the Eastern Province of Kenya. It covered schools within a radius of twenty kilometres from Kitui town. Six schools from this area were used in the sample. This area facilitated easy traveling for the researcher and also purposive sampling of the schools as per the study title.

3.7 The Data Analysis Procedure

Another reason for selecting the district was that previous researches in drug abuse had been concentrated in the urban areas for instance Makwere et. al., 1977; WCOTP, 1977; Mueke, 1980; Makokha, 1984; Onyango, 1985; Ochieng', 1986; Kariuki, 1988; Muthigani, 1995; and Kamonjo, 1997 among
others. The problem of drug abuse was found to be rampant in urban schools particularly Nairobi and so it was necessary to investigate whether the same problem had penetrated the district. Results from the study indicated that the problem was there and there was need take measures against it with immediate effect.

Another reason for choosing the study area was that the researcher came from the district which made it easier to reach the schools and administer research instruments in person to ensure maximum participation and correct responses.

Few studies done in rural areas indicated that the drug abuse problem extended there. Such researches were done by Karatu (1989), Murimi (1996), and Ciakuthi (1999). It was necessary to echo these studies since it was assumed that the vice was a practice done in urban areas. The study district is a long distance from Nairobi.

3.7 The Data Analysis Procedure

Data collected were subjected to both qualitative and quantitative analysis. They were analysed using descriptive statistics, frequency distribution tables and percentages were used to present the data. Tables and percentages were used because they are easier to read and interpret. From the tabulation of the
results, then I was able to interpret the data, make conclusions and
recommendations. **RESULTS AND DISCUSSION**

4.1 Introduction

This chapter presents results of data analysis. After analyzing the results, these were blended together to
produce reports, the results section is different from the analysis.

However, it would appear that for the sake of clarity
and more analytical results, these should be combined

4.2 Students' Level of Participation in Drug Abuse

To achieve the above objective, the students were asked to indicate
whether they had ever used drugs or not, and if they still used them at that time. The
questionnaire. After analyzing the data results were presented.

The purpose of the table was to determine the percentage
of the students who had experimented with drugs or used them in their lives, in order to
determine the percentage of the students who were, or were potential users of drugs, or in
other words addicted to drugs.
CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents results of data analysis, discussion and interpretation of the results. These areas were blended together with a reason. “In many reports, the results section is divorced from the interpretation section. However, it would appear that for the sake of being concise, non-repetitive and more analytical, results should be interpreted as they are presented” (Mwiria and Wamahiu, 1995:188).

4.2 Students' Level of Participation in Drug Abuse

To achieve the above objective, the students were asked to indicate if they had ever used drugs or not, and if they still used them at that moment of filling the questionnaire. After analyzing the data results were as shown in Table 4.1. The purpose of the table was to determine the percentage of the students who had experimented drugs or used them in their lifetime. Second it was to determine the percentage of the students who were still abusing drugs; in other words addicted to drugs.
Table 4.1 Percentage of Students who Used Drugs Before and Those who Were Still Using Them

<table>
<thead>
<tr>
<th>SUBJECTS</th>
<th>TOTAL USED DRUGS</th>
<th>OUT OF</th>
<th>PERCENTAGE</th>
<th>STILL USING DRUGS</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>BOYS</td>
<td>56</td>
<td>100</td>
<td>56%</td>
<td>25</td>
<td>25%</td>
</tr>
<tr>
<td>GIRLS</td>
<td>8</td>
<td>50</td>
<td>16%</td>
<td>4</td>
<td>8%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>64</td>
<td>150</td>
<td>43%</td>
<td>29</td>
<td>19%</td>
</tr>
</tbody>
</table>

In table 4.1, a total of sixty-four students out of one hundred and fifty admitted that they had used drugs of one type or the other. This figure represented 43% of the total number of students. A total of twenty-nine subjects admitted that they were still using drugs representing 19% of the total subjects.

Boys had a higher number of drug abusers (25%) than girls (8%). This can be explained in several ways. Both in school and at home, boys had more freedom to move around. This made them get access to drugs. Second, the cultural background of the study area considered drug taking as a thing for males only; it was a shame to find a woman taking any kind of drug. Third, boys more than girls, would be more vocal to express their independence.
Makokha (1984), explained that bhang represented something the present young generation (boys) used to express independence. Fourth, the small number of girls taking drugs could have been that they were using medical preparations which were either prescribed by the doctors or not, and were readily available in shops and the school dispensaries.

Ndirangu (2001) reported from the Preventive Health Education Against Drug Abuse that out of the youth abusing drugs in the Coast, 29.4% of the boys were rural and 10.1% girls from the same. Again of the boys 46% were urban and 16% of the girls also from the same. We compare 29.4% and 10.1% of boys and girls respectively with the figures in this research (25% and 8%) of boys and girls respectively. The small difference in these sets of figures is that the sample taken in this study was adequate to give reliable results but small enough to cause discrepancies like these. Secondly, Coast Province has been influenced by tourism industry, “Submissions made to the Commission, especially in Coast Province indicated that the tourists influence is also a catalyst in the drug abuse and other antisocial activities” (Pawak, 2000:110). Considering these factors, the difference was insignificant and therefore created accuracy. In other words these figures are similar considering the factors above.
The figures above are alarming. "The above figures suggest that the matter is quite serious on the ground. It is almost getting out of hand and if urgent measures are not taken by all, it might as well turn out to be a runaway epidemic" (Ndirangu, 2001:9). In this view, the level of students' participation in drug abuse in the study district is high and significant enough to cause alarm in all our secondary schools in the country. The study therefore was supported by the figures from the rural area of the Coast Province.

On the same objective, the researcher went on asking the subjects to state the number of their friends who took drugs. This information was computed in table 4.2.

| MORE THAN | 12 | 1 |
| TWENTY | 8 | 1 |
| NIL | 15 | 2 |
| TOTAL SUBJECTS WHO HAD FRIENDS WHO TOOK DRUGS | 35 | 4 |
Table 4.2 Subjects who Had Friends who Took Drugs

<table>
<thead>
<tr>
<th>FRIENDS WHO TAKE DRUGS</th>
<th>SUBJECTS WHO HAD FRIENDS WHO TOOK DRUGS</th>
<th>PERCENTAGE OF SUBJECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>LESS THAN FIVE</td>
<td>BOYS: 50</td>
<td>GIRLS: 15</td>
</tr>
<tr>
<td>MORE THAN FIVE</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>MORE THAN TEN</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>MORE THAN TWENTY</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>NIL</td>
<td>15</td>
<td>28</td>
</tr>
<tr>
<td>TOTAL SUBJECTS WHO HAD FRIENDS</td>
<td>85</td>
<td>22</td>
</tr>
<tr>
<td>TOTAL WHO TOOK DRUGS</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
It is seen that 85% of the boys had friends who took drugs while 44% of the girls had friends who took drugs regularly. This means 71% of these students had friends whom they knew very well that they abused drugs. The difference in figures between the boys and girls can be explained by the fact that each sex referred to its own kind; meaning boys knew other boys who took drugs and the same with girls. We have already seen that the level of drug abuse in boys is higher than in girls and reasons were given for this difference. This explanation is again seen in the table that while 8% of the boys knew more than twenty friends who took drugs, it was only 2% of the girls who knew the same number. The difference here again is quite significant.

Table 4.2 indicates logically that over 70% (85 boys + 22 girls = 107/150 x 100 = 71.3%) of the students knew other students in their schools, homes and other schools etc, who took drugs. Dapar studied 2080 secondary school boys and girls out of which 304 (14.6%) admitted using bhang on regular basis and another 679 (32.6%) admitted using alcohol regularly. According to this study (Dapar), at least 52% of the students had taken an illicit drug in their life-time. This figure corresponds to the number of boys in table 4.1 (56%) who had used drugs in their life-time. The difference of 4% (56%-52%) is insignificant because of some of the subjects were from urban centres like Nairobi and others from rural areas like the study district.
4.3 Commonly Abused Drugs

To get information on the commonly abused drugs, students were asked to identify drugs they used or were using, drugs used by their friends at school, drugs used by their friends they mix with at home during the holidays and put all these drugs in order of preference. Teachers also gave supplementary information, which reflected that of students. After calculating the frequency distributions into percentages for each drug, the results were put in table 4.3 below.

Table 4.3 Frequency Percentages of Commonly Abused Drugs.

<table>
<thead>
<tr>
<th>DRUG OF ABUSE</th>
<th>FREQUENCY PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BOYS</td>
</tr>
<tr>
<td>ALCOHOL</td>
<td>30.7%</td>
</tr>
<tr>
<td>TOBACCO</td>
<td>28.9%</td>
</tr>
<tr>
<td>MIRAA (Khat)</td>
<td>18.2%</td>
</tr>
<tr>
<td>BHANG</td>
<td>14.8%</td>
</tr>
<tr>
<td>COC.HER.MAND.</td>
<td>3.2%</td>
</tr>
<tr>
<td>GLUE</td>
<td>2.2%</td>
</tr>
<tr>
<td>MED.PREP.</td>
<td>1.2%</td>
</tr>
<tr>
<td>KUBER</td>
<td>0.8%</td>
</tr>
</tbody>
</table>
Both boys and girls indicated that the commonest drug of abuse in the research area was alcohol. Several reasons can be attributed to this. Alcohol is locally brewed by the villagers surrounding the schools and even homes of students. It has many names in the local language here for example, kaluvu, nzovi, mwatine etc. The illicit beer is far cheaper compared with beer sold in bars. Another factor is that one needs little amount of this brew to get drunk, in fact as little as one or two litres. Therefore, we can conclude that alcohol becomes the commonest drug of abuse due to its availability, cost and the effect it causes. Addicts need to get drunk in the cheapest way possible.

Girls indicated that alcohol is the commonest drug abused though we saw that their level of abuse is very low compared with the boys. One possible reason for this figure (36.5%) is that they were reporting the commonest drug they saw other people take, particularly boys.
Ndung’u et al. (2001) of Dapar did a survey in Nairobi, Central, and Eastern provinces and established that 42% of the boys used alcohol, 29% smoked, 9% chewed miraa and 5% took hard drugs. Of the girls, 11% took alcohol, 6% smoked, 2% used bhang and 0.5% used hard drugs. This shows that alcohol took the first position compared with other drugs.

Tobacco in form of cigarettes was indicated as the second commonest drug abused. Tobacco is grown in the study area in small quantity. The leaves can be rolled in a piece of paper and be smoked. These leaves are called kilaiku and sold openly in markets. Cigarettes are allover in the kiosks. Unlike alcohol, tobacco does not make the user too excited such that he or she can sing. So smokers can hide among the other students. Another factor is that tobacco stimulates students to read or they think it does; this will be seen in the reasons why students abuse drugs.

No doubt students have seen others chew miraa or have done it themselves. “This is another drug which few suspect to be harmful because like alcohol and tobacco, it is a social or legal drug in some parts of this country and elsewhere” (Ndirangu, 2001:43). Miraa is grown in former Meru District and is accepted there as a social drug. The study district is near Meru. Miraa is allover in Kitui town particularly at the bus stage kiosks. This researcher has
witnessed this fact. It is claimed that miraa kept the chewers awake. The researcher was informed that some people in the study district are experimenting growing miraa and is harvested and sold to the abusers. However the climatic conditions are not favourable for the crop.

Bhang is listed the fourth commonest drug of abuse. According to Dr. Newton Kulundu, the Minister for Environment, bhang is grown in Mt. Kenya Forest and some senior civil servants are behind the malpractice (Daily Nation 5th March, 2003). According to Today in Africa magazine of March, 2002, people like one Joyce Ndeke were responsible for trafficking and peddling bhang from Mt. Kenya Forest to any part of the country making a lot of money. This is in line with Karechio (1996) who said, “Greed for wealth causes drug traffickers to ignore the social devastation they cause” (p.10).

Hard drugs and glue scored a small figure. This could be that these drugs were illegal and it was not easy for students to get them. Second, the drugs were expensive compared with others. However, the fact that they appeared in this list indicated that there was a looming danger. The fact that boys mentioned frequency of 3.2% and girls 5.6% meant that girls had seen boys use these drugs frequently. Glue scored 2.2% and 2.1% from boys and girls respectively possibly because it was associated with parking boys. The
parking boys (and girls) commonly known as *chokoraa* had been coming to Kitui town evading being apprehended in Nairobi by the Narc Government. This was an observation made by the researcher during his fieldwork at the Kitui bus park. Some *chokoraas* are migrating from Nairobi to rural towns due to the ongoing operation to get rid of street families.

Why did boys talk of 1.2% and girls 2.6% in medical preparations? One possible reason was that girls had used medicine for sickness and were aware that even the school could provide them. Asked who provided drugs, some 3.3% in table 4.5 said that it was the teachers; meaning they got medicine from them when they were sick.

The Task Force by MOEST (2001) recommended that the drug *kuber* be analyzed to determine its chemical contents. This drug is new and available in shops. Ndirangu (2001) decided to taste it driven by his concern and curiosity on drugs. It is ingested orally or deposited between the lower front teeth held back by the lower lip. Five minutes after Ndirangu took it he began to experience a kind of dizziness with a rise of heartbeat, a change in breathing rate (weakened). His knees got weak while walking almost causing staggering but the effects did not last long. This is the drug which scored least in this research.
Some reasons why *kuber* scored 0.8% can be discussed. For one the drug is new in the market and so boys don’t know much about it. In fact, girls showed that they had never heard about it by scoring 0%. Another reason is the cost. It costs between KShs.10-15.00 (Ndirangu, 2001), an amount, which would buy several cigarettes. But the fact remains that it is known and it is being used in the study district by young people in schools particularly boys.

Other researchers like Mueke (1980), Dhalphale (1981), Makokha (1984) etc established that alcohol, tobacco, *miraa*, bhang, glue, prescription less medical preparations and hard drugs were all used by our youth in and out of schools but at different degrees. The order of preference has been alcohol, tobacco, *miraa*, bhang etc.

It should be noted that none of these researchers have mentioned the drug *kuber*. This research, therefore, has established that this new drug is abused in our schools. It has qualities of a drug as explained in the definition of terms.

### 4.4 Sources of Drugs Abused in Schools

In regard to this objective, the students were asked to mention the places where drugs abused in their schools came from. They were also asked who supplied the drugs and if people neighbouring their schools were involved in
supplying drugs and if they did, how did they do it. Another question was whether students brought drugs from home and where did they obtain them from. After putting the frequency distributions into percentages, Table 4.4 was drawn.

Table 4.4 Places Where Drugs Were Obtained

<table>
<thead>
<tr>
<th>SOURCES OF DRUGS</th>
<th>FREQUENCY PERCENTAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BOYS</td>
</tr>
<tr>
<td>LOCAL HOMES &amp; VILLAGES</td>
<td>38.8%</td>
</tr>
<tr>
<td>AROUND SCHOOLS</td>
<td></td>
</tr>
<tr>
<td>SHOPS/BARS AROUND SCHOOLS</td>
<td>25.3%</td>
</tr>
<tr>
<td>KITUI TOWN</td>
<td>18.2%</td>
</tr>
<tr>
<td>STUDENTS' HOMES</td>
<td>11.8%</td>
</tr>
<tr>
<td>PEDDLERS/OTHER SELLERS</td>
<td>4.7%</td>
</tr>
<tr>
<td>ACROSS THE FENCE</td>
<td>1.2%</td>
</tr>
<tr>
<td>STUDENTS WHO DID NOT KNOW</td>
<td>0%</td>
</tr>
</tbody>
</table>

Boys identified local homes and villages around their schools were the commonest places where drugs were easily available. This is in line with the Task Force, “Varied types of drugs and narcotic substances are readily available in some localities where schools are situated” (MOEST, 2001:63).

Students would sneak into these villages in the night or during the weekends.
and obtain these drugs easily and cheaply; this is so because sneaking was identified (Table 4.9) as one of the commonest discipline problems associated with drug abuse.

Girls scored 8% compared with boys 38.8%. One possible reason was that since the problem of drug abuse was not prevalent among them, they did not imagine that people would travel all the way into the villages to look for drugs. Instead, they would buy them from local shops and bars and this is why they had scored 30% in these areas. Second, we had seen that security in girls' schools was strong such that they would not have a chance to sneak while in boys' schools there was laxity to a certain degree. The control in those schools might have made them imagine that other students had the same control and therefore could not move out of their schools.

Third, the cultural background in the study area does not encourage females to loiter aimlessly and particularly in the night. Such females would be considered as prostitutes and prone to rape.

Kitui town scored 18.2% and 10% from the boys and girls respectively. It was noted from the methodology chapter that the schools studied were in a radius of twenty kilometres from the town. Boys came to town whenever they had
an outing or for co-curricular activities. The district co-curricular activities took place in schools around Kitui town particularly at Kitui High School. At the bus stage, there are all sorts of kiosks selling miraa, cigarettes and probably the other drugs mentioned earlier in this chapter. Obviously drug abusers know where to obtain which drug from the town. Students had been seen smoking openly in the streets of Kitui town in full school uniform whenever there were functions like drama, music, athletics etc, in the schools around the town.

Table 4.4 continues to show that some students bring drugs with them from home. This may mean that they buy them on their way back to school in the town or shops around their schools. Also the table indicates that there are peddlers and others who sell drugs to students but this is addressed in table 4.5 regarding who does the supplying. Since the question was open-ended, students confused places with people. The table revealed that drugs were obtained across the fence to a smaller degree. This was so because after obtaining drugs from all other sources shown on the table, it would have looked foolish for students to get drugs across the fence. The other sources supplied them with whatever they wanted. Needless to say, across the fence is near bars and shops and villages, so the three places i.e. across the fence, shops and villages, can be put together for the purpose of simplicity and clarity. Villages and shops/bars around schools had already been identified as,
position one and two respectively. Nevertheless girls did not see this area as a source of drugs because of the nature of their low participation in drug abuse.

All the boys identified sources but 36% of the girls did not know where to obtain the drugs. In table 4.1 only 8% of the girls were regular drug abusers; this is why majority did not identify the places because taking drugs and knowing where to obtain them should have a positive correlation at any case (Kamonjo, 1997).

Still in the issue of sources of drugs, students were asked to identify who supplied drugs to them and results were tabulated in table 4.5.

Table 4.5 People who Supply Drugs to the Students

<table>
<thead>
<tr>
<th>WHO SUPPLY DRUGS TO STUDENTS</th>
<th>FREQUENCY PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BOYS</td>
</tr>
<tr>
<td>VILLAGERS</td>
<td>42.1%</td>
</tr>
<tr>
<td>STUDENTS</td>
<td>34.2%</td>
</tr>
<tr>
<td>VISITORS</td>
<td>18.4%</td>
</tr>
<tr>
<td>WORKERS</td>
<td>5.3%</td>
</tr>
<tr>
<td>TEACHERS</td>
<td>0%</td>
</tr>
<tr>
<td>PARENTS</td>
<td>0%</td>
</tr>
</tbody>
</table>
Looking at the above table, boys identified villagers as the chief suppliers of drugs. This is in line with Table 4.4 whereby villages and local homes were identified as the major places where drugs were obtained.

Why did the girls notice that villagers were significant in supplying the drugs? A possible answer is that they thought of villagers travelling to schools to supply drugs rather than students going to the villages after having sneaked from school. However, according to them, students (36.7%) and visitors (26.7%) were major suppliers of drugs to students. This was so because it was easier for students to pass or share drugs with fellow students. Both boys (34.2%) and girls (36.7%) acknowledged that fellow students were a rich source of drug supply.

This was so because the three commonest drugs abused in the study area namely: alcohol, tobacco, and miraa, all were social drugs and could be shared in that spirit of socialization and looking for the interest of peer group. It has been observed that a drug abuser for example, would smoke a cigarette halfway and pass it to the other smoker. This is why students feature as significant people in drug supply. Drug abusers tend to be generous when it comes to sharing of drugs.
Still on Table 4.5, visitors who visit our children in schools were identified as significant in supply of drugs. These were visitors who posed as parents and relatives of the students. Such visitors were frequent over the weekends and odd hours even without permission from the school authorities.

According to that table, school workers were mentioned. The Commission of Inquiry into Devil worship in Kenya established that communities around learning institutions and the employees therein (workers) contributed to drug abuse. The commission was told of a case of a school in Eastern Province where students went on rampage after drinking tea which was drugged by the cooks (Pawak, 2000). This research established the same fact that the people who worked in our schools were sources of drugs to a certain degree of significance.

A research conducted by Murimi (1996) in Tigania Division indicated that drugs were peddled by people working within the schools or the neighbours who had contact with the students. One subject in that research reported that in his school, cooks acted as middlemen for peddlers and all was needed was to give them money in the evening and the supply was assured in the following day. The current study underscored this fact.
Boys did not believe that teachers and parents could be a source of drugs. In fact, they punished them for the vice. All they could think of was other drugs other than the medical preparations. They did not remember that teachers and parents could give them medicine when they fell sick and these were also termed as drugs.

On the contrary, girls indicated that teachers and parents could give them drugs. The more logical explanation was that these were medicinal drugs given to them by teachers, matrons, and parents when they fell sick. The school dispensary could dispense these drugs for the purpose of treatment. The fact that girls did not know places where to get drugs (36% of them in Table 4.4) indicated the only drugs they could think of were medicinal and teachers could give them.

4.5 Factors Influencing Drug Abuse

Several questions were posed to capture these factors. Students were asked to give reasons why they or others took drugs etc. After compiling the responses in table 4.6, the results were as follows:
Table 4.6 Percentage of Responses to Reasons for Drug Abuse

<table>
<thead>
<tr>
<th>REASONS FOR DRUG ABUSE</th>
<th>PERCENTAGE RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BOYS</td>
</tr>
<tr>
<td>STRESS</td>
<td>25.4%</td>
</tr>
<tr>
<td>SLEEP/PLEASURE</td>
<td>23%</td>
</tr>
<tr>
<td>PEER PRESSURE</td>
<td>19.7%</td>
</tr>
<tr>
<td>STIMULATION/.FEEL HIGH</td>
<td>19.2%</td>
</tr>
<tr>
<td>TO READ FOR MANY HOURS</td>
<td>12.7%</td>
</tr>
</tbody>
</table>

Both boys (25.4%) and girls (27.7%) expressed that stress was the major reason why students abused drugs in schools. Other researchers (Makokha, 1984; Kamonjo, 1997; Ciakuthi, 1999; Ndung'u et. al, 2001 etc) did not establish stress as the most important reason for drug abuse. Although it was among other reasons, stress was not rated the highest factor.

Research conducted by Ndung'u et. al (2001) established that young people had different reasons but it was difficult for the research to draw a line between factors that drive students into drug abuse. However, about 62% of the respondents cited peer pressure while 21% blamed it on easy availability. Other subjects said that they were driven by stress from heavy school workload, curiosity, experimentation, and misinformation.
Information gathered from the United Nations Drug Control Programme, the University of Nairobi, and Kenyatta University showed that most students who abused drugs sought to alter or enhance their moods (Ndung’u et. al, 2001).

Unlike other researches cited in this study whereby peer pressure took a significant position as a reason for drug abuse, this research established that stress was a paramount reason. One explanation to this is that the words stress and peer-pressure can be synchronized so that they can be used synonymously. This means that young people in schools are subjected to heavy school workload and other external forces or pressures, after which they turned to drugs for consolation; the stressful life made others follow them as peers. So this means they got stressed first before they looked for solutions from their peers who abused drugs, as it is put, “Stress may simply mean being subjected to external forces or pressures, and can be either positive or negative depending upon the effect of the external force” (Melgosa, 2001: 19). To combine stress with peer pressure, Ciakuthi (1999) suggested that students should be shown how they could handle their stresses and the need to choose good friends or peers. “But ulcers at 10 or 14 years of age worried me, especially because doctors are confirming that young people, too, are stressed
and you recall that stress is the silent killer of our modern times” (Ndirangu, 2000:40).

Still on Table 4.6, it was observed that boys and girls took drugs to make them sleep or for pleasure. Makokha (1984) established that bhang and valium were available in some Nairobi schools. *Valium* is a sedative. “These are drugs which reduce excitement or functional activities. They make one drowsy without actually inducing sleep” (Karechio, 1996:22).

Many youths get into drugs through peer pressure influence. “Negative peer pressure drives some young people into trying out drugs; many of them get addicted in the course of trying to imitate their friends” (Ndirangu, 2001:57).

This factor scored significant attention as peer groups will often pretend that they have the secret to happiness.

We have seen elsewhere in this report that most students who abuse drugs seek to alter or enhance their moods (UNDCP). Students in this study cited stimulation and feeling high as reasons for abusing drugs. “Some seek to ‘escape’ life’s problems; others to intensify life’s pleasures” (Prentice Hall, 1994:217).
It was observed from table 4.6 that students took drugs to make them read for long hours. Murimi (1996) established that students took drugs to stay awake and read for exams among other reasons. Drugs like *khat* masks fatigue so that a victim will be exhausted without knowing it, we need rest (Ndirangu, 2001), and so students take it to read for many hours. As for the girls, drugs taken were observed to be tealeaves and coffee, which made them stay awake and read for hours.

To ascertain results in table 4.6, the researcher extracted information from the boys who used drugs regularly. The results were tabulated in table 4.7 below.

**Table 4.7 Reasons for Abusing Drugs From the Addicted Boys**

<table>
<thead>
<tr>
<th>REASONS FOR DRUG ABUSE</th>
<th>BOYS ADDICTED TO DRUGS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FREQUENCY</td>
</tr>
<tr>
<td>STRESS</td>
<td>14</td>
</tr>
<tr>
<td>SLEEP/PLEASURE</td>
<td>11</td>
</tr>
<tr>
<td>PEER PRESSURE</td>
<td>5</td>
</tr>
<tr>
<td>STIMULATION/FEEL HIGH</td>
<td>4</td>
</tr>
<tr>
<td>TO READ FOR MANY HOURS</td>
<td>3</td>
</tr>
</tbody>
</table>
From the above table, 37.9% of the boys who were found to be addicted to drugs abused them due to stress. Another 29.7% abused drugs due to sleep or pleasure, 13.5% due to peer pressure, 10.8% due to stimulation or feel high and lastly 8.1% abused drugs for the purpose of reading for many hours. This percentage was calculated based on the number of times a reason was mentioned (out of 37 times). It was observed that the same pattern was followed as in table 4.6 and therefore established that the order of preference was significantly correct.

All the reasons established in this study were also found in other researches mentioned in chapter two (Literature Review). The significance in this research was that it attempted to put the reasons for drug abuse in order of preference. Second the information was cross-checked and ascertained in Table 4.7 whereby no other researches seem to have been ascertaining their findings to raise the level of their significance (of the findings). Third, this study has pinpointed stress to be the most significant reason or factor that causes young people in secondary schools to abuse drugs. Fourth, the study, through logical argument, has synchronized the words stress and peer-pressure so that they could be used synonymously. This meant that students who were stressed sought refuge from their peers who had already been addicted and were pulled to drug abuse.
4.6 Drug Abuse and Discipline in Schools

The purpose in this section was to investigate the extent to which drug abuse affected discipline in our schools, in other words which discipline problems were prevalent, since drug abuse was associated with all kinds of indiscipline (Karechio, 1996; Ndirangu, 2000; Pawak, 2000; MOEST, 2001; Ndirangu, 2001; Ndung’u et. al, 2001 etc). The subjects were asked if they thought that drug abuse could affect school discipline and the results were tabulated in Table 4.8 below.

Table 4.8 Students who thought that Drug Abuse Influenced School Discipline

<table>
<thead>
<tr>
<th>DOES DRUG ABUSE AFFECT SCHOOL DISCIPLINE?</th>
<th>BOYS</th>
<th>PERCENTAGE</th>
<th>GIRLS</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>95</td>
<td>95%</td>
<td>47</td>
<td>94%</td>
</tr>
<tr>
<td>NO</td>
<td>5</td>
<td>5%</td>
<td>3</td>
<td>6%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100</td>
<td>100%</td>
<td>50</td>
<td>100%</td>
</tr>
</tbody>
</table>

Out of a hundred boys, 95% agreed that drug abuse affected school discipline and 94% of the girls had similar reply. Only 5% and 6% of the boys and girls respectively did not share the idea. However, this figure was insignificant and probably depended on the way the respondents understood the question. The
total number of students who replied positively was 94.7% against their counterpart, which was only 5.3%. This meant that the students were aware that drug abuse caused discipline problems in schools. Teachers also ascertained this factor.

Next question wanted to establish the actual discipline problems experienced by the respondents’ friends or other students who abused drugs or even the students themselves. They were to list down different aspects of indiscipline in an open-ended question.

Each student listed down several problems which they had seen from their counterparts who abused drugs. A frequency distribution table was drawn. Percentages were calculated and Table 4.9 was constructed using the final figures determining the highest discipline problems to the lowest as it is seen in the table. On the boys’ side, stealing and sneaking scored the highest followed by abusing and fighting. Girls showed that drug abuse was highest followed by lack of respect and laziness as it is observed in Table 4.9 below.
Table 4.9 Discipline Problems Seen in Students who Abuse Drugs

<table>
<thead>
<tr>
<th>WHAT DISCIPLINE PROBLEMS ARE EXPERIENCED BY YOUR FRIENDS OR OTHER STUDENTS WHO ABUSE DRUGS IN YOUR SCHOOL?</th>
<th>PERCENTAGE BOYS</th>
<th>PERCENTAGE GIRLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>STEALING</td>
<td>15.6%</td>
<td>6.7%</td>
</tr>
<tr>
<td>SNEAKING</td>
<td>15.6%</td>
<td>10%</td>
</tr>
<tr>
<td>ABUSING</td>
<td>13%</td>
<td>20%</td>
</tr>
<tr>
<td>FIGHTING</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>NO RESPECT TO TEACHERS</td>
<td>9.3%</td>
<td>16.7%</td>
</tr>
<tr>
<td>UNTIDY</td>
<td>6.3%</td>
<td>0%</td>
</tr>
<tr>
<td>DON'T COPE WITH OTHERS</td>
<td>6.3%</td>
<td>0%</td>
</tr>
<tr>
<td>LAZINESS</td>
<td>6.3%</td>
<td>16.7%</td>
</tr>
<tr>
<td>MISSING CLASSES</td>
<td>6.3%</td>
<td>6.7%</td>
</tr>
<tr>
<td>THREATENING OTHERS, E.G.</td>
<td>3.8%</td>
<td>0%</td>
</tr>
<tr>
<td>PREFIXTS, COOKS ETC.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LATENESS</td>
<td>2.5%</td>
<td>0%</td>
</tr>
<tr>
<td>OPPRESSING GIRLS</td>
<td>2.5%</td>
<td>0%</td>
</tr>
<tr>
<td>SHOUTING</td>
<td>2.5%</td>
<td>6.6%</td>
</tr>
<tr>
<td>PREGNANCY</td>
<td>0%</td>
<td>3.3%</td>
</tr>
<tr>
<td>PROSTITUTION</td>
<td>0%</td>
<td>3.3%</td>
</tr>
</tbody>
</table>
Why did stealing and sneaking score the same from the boys? These two problems occur to boys who have been addicted. "Addiction is a condition in which there is alteration of the normal functions of the body, which necessitates continued presence of a drug/substance to prevent withdrawal/abstinence effects or syndrome" (Ndirangu, 2001:16). Since it is a must to take the drugs as far as these boys are concerned but their financial position will not allow them, they steal from other students and then sneak out of the school compound to buy the drugs. This is in line with Onyango (1985) who established that theft was among the discipline problems in schools in Nairobi East and West.

These two problems did not get high significance to the girls because drug abuse was rampant in boys’ schools. Another reason is that girls tend to be honest probably because they respect school rules. Third girls would not be courageous enough to sneak out of their school compounds because culture in this study area would brand them as prostitutes who went out to look for men instead of men looking for them, even if they genuinely went for drugs. Instead girls put abusing and lack of respect to teachers as the major discipline problems including laziness. Girls who abused drugs easily abused others, had no respect for others including teachers and did not do their schoolwork.
promptly because they felt drowsy (alcohol was the commonest drug of abuse, (Table 4.3).

Abusing and fighting recorded significant importance (13% and 10%, 20% and 10%) from boys and girls respectively. Somebody under the influence of drugs is not alone in his/her thinking and behaviour. Similar behaviour was established by researchers like Onyango (1985), and Murimi (1996).

One way of recognizing a possible drug abuser is by checking his personal hygiene and dressing particularly boys (Ndirangu, 2001). Boys had 6.3% score on being untidy possibly because of lack of time management. Girls did not mention anything to this effect because naturally they would like to look smart even though they might be abusing drugs. An observation made by this researcher in a boys’ school while waiting to give questionnaires was that most boys were untidy. It turned out that the school had a big problem of drug abuse from the information available in the questionnaires from this particular school.

Students who abused drugs did not cope with the others, were lazy, missed classes and threatened other students and school workers. Missing classes meant that they were either away looking for or taking drugs or they were sleeping due to side effects of some drugs. Another explanation is that they
had not done their assignment (laziness scored 16.7% from the girls) and therefore they feared to confront their teachers. Threatening fellow students was seen as a violent behaviour which was detected by Onyango (1985). Violence was also seen in boys when they talked of shouting and oppressing girls.

Girls talked of prostitution and pregnancy possibly because girls who abused drugs could get money from the boys through prostitution to buy the drugs and consequently would get pregnant and drop out of school. Obviously drugs would make girls behave recklessly and have unsafe sex that could lead to pregnancy or even HIV infection (Today in Africa magazine March, 2002).

To the boys this was not a problem because they don’t get pregnant and second the culture in this district does not believe in male prostitution. Ndung’u et. al. (2001) established other discipline problems which were not reflected in these findings. Such problems were for example, devil worship, cultism, and unconventional sexual behaviour such as lesbianism, homosexuality etc.

One possible explanation to the above discipline problems is that the subjects in this study did not consider them as problems related to discipline. Second it is possible that such vices are not rampant in the study district being a rural
area. Third, the study sample might have not been big enough to unearth such problems since they are deep social problems. Lastly, matters dealing with sexual behaviour are considered a taboo in this society hence the reason for not mentioning them in the questionnaires. However, there were enough problems to cause alarm to the stakeholders of education in the study area and even outside.

This research would have been incomplete without touching the issue of strikes in our secondary schools. Students were asked if there had been a strike recently in their schools and if it was connected with drug abuse. The results were presented in Table 4.10 below.

<table>
<thead>
<tr>
<th></th>
<th>GIRLS</th>
<th>BOYS</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>41%</td>
<td>39%</td>
</tr>
</tbody>
</table>

Of the boys 41% accepted that there had been a strike recently in their schools. Another 39% of the boys agreed that the strikes were connected to drug abuse. It was observed that most strikes were connected with drug abuse and cited whereby boys took local beer and were not willing to go to school to cause riots. According to our findings, drug abuse was almost always engineered or took part in riots led under the name of "brothershood". Table 4.10 showed significant relationships with drug abuse.
Of the boys 41% accepted that there had been strikes in their schools and 50% of the girls. Another 73% of the boys agreed that the strikes in their schools were connected to drug abuse while 19% did not hold that view and 8% did not know whether the strikes were connected to drugs or not. Teachers agreed that most strikes were connected with drug abuse for instance, examples were cited whereby boys took local brews and other drugs before they came back to school to cause riots. According to one teacher, “Most of the boys who engineered or took part in riots had either taken the local brew (karubu) or bhang”. Table 4.10 shows significant relationship between school strikes and drug abuse.

<table>
<thead>
<tr>
<th>HAS THERE BEEN STRIKE IN YOUR SCHOOL IN THE LAST THREE YEARS?</th>
<th>WAS THE STRIKE CONNECTED TO DRUG ABUSE?</th>
</tr>
</thead>
<tbody>
<tr>
<td>REPLY</td>
<td>PERCENTAGE</td>
</tr>
<tr>
<td>BOYS</td>
<td>GIRLS</td>
</tr>
<tr>
<td>YES</td>
<td>41%</td>
</tr>
<tr>
<td>NO</td>
<td>51%</td>
</tr>
<tr>
<td>DON'T KNOW</td>
<td>8%</td>
</tr>
</tbody>
</table>
The percentages reflected on girls need explanation. There were only two girls’ schools involved in the research and only one of them was involved in a strike which was not connected to drug abuse. The girls demanded back a teacher who had been transferred. Generally girls’ schools have less discipline problems and statistics in this research showed that their level of taking drugs was far much lower compared to the boys; in fact about three time less (compare 25% of boys and 8% of girls who abused drugs regularly). Some 19% did not think strikes were connected with drug abuse possibly because they were either ignorant or innocent enough to connect the two i.e. drug abuse and strikes. However, the figure was still insignificant compared to 73% as we saw in Table 4.10.

School strikes and other forms of mass indiscipline have affected boarding schools in particular such that as far back as 1971 the Ministry of Education requested Mr. Geoffrey Griffin of the Starehe Boys Centre to write a paper on Starehe’s system of disciplinary management (Griffin, 1994). According to Griffin (1994) again, mass misconduct by students was so common that it evoked little interest in the press. Two hundred and four major incidents were reported by the press from January 1993 to December 1995, an average rate of one per each four days of the school calendar. The ratio went up in 1996 such that it was one incident per each 2.6 days of the school year.
A school in Eastern Province went on strike after the students took tea that was drugged by the cooks with an evil motive (Pawak, 2000). However, the figures 19% and 8% on table 4.10 indicate that not all strikes are necessarily caused by drug abuse; there are other reasons which are beyond the scope of this research. The table has served to show the high significance of drugs in relation to strikes. No doubt drug abuse has been identified by Ndirangu (2001) as a major cause of strikes in schools.

### 4.7 Parental Participation in Drug Abuse Counselling in Both Primary and Secondary School Levels

The subjects were asked if they had received any drug abuse counselling from their parents both in primary and secondary school levels. The responses were put into percentages and figures indicated that a big number of the students had received the services as it is indicated in Table 4.11 below.
Table 4.11 Subjects who had Received Parental Counselling in Primary and Secondary School Levels

WERE YOU GIVEN DRUG ABUSE COUNSELLING BY EITHER OF YOUR PARENTS?

<table>
<thead>
<tr>
<th>PRIMARY SCHOOL LEVEL?</th>
<th></th>
<th>SECONdARY SCHOOL LEVEL?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BOYS</td>
<td>GIRLS</td>
</tr>
<tr>
<td>YES</td>
<td>87</td>
<td>87%</td>
</tr>
<tr>
<td>NO</td>
<td>13</td>
<td>13%</td>
</tr>
<tr>
<td>DON'T KNOW</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100</td>
<td>100%</td>
</tr>
</tbody>
</table>

Of the boys, 87% and 83% had received counselling in primary and secondary school levels respectively. Girls had received counselling in primary and secondary (74% and 70%) respectively. Only 13% and 26% of the boys and girls respectively did not receive counselling in primary school. Another 17% and 30% of the boys and girls respectively did not receive counselling at secondary school level.

In total 82.7% of the subjects received counselling from parents at the primary school level, and only 17.3% did not receive. At the secondary school level...
78.7% of the respondents received counselling leaving 21.3% without the services. Parents' counselling in both levels was significant because 80.7% of the students received counselling in both levels and only 19.3% did not receive. However, parental counselling reduced at secondary school level (boys from 87% to 83%; girls from 74% to 70%); this was due to the fact that students had gone to boarding schools where their parents could not get access to them easily except during the holidays.

Parental counselling reduced when it was needed most. It was needed most because students had gone to a higher level of learning therefore prone to stress. Second those boys and girls were looking for new friends in secondary level and peer influence would have led them to bad company. Third, these young people were at the peak of their adolescence and therefore needed guidance.

Information received from the teachers' questionnaires indicated that teachers hardly had time to give effective counselling to their students in our secondary schools. This was so mainly due to the school workload the counselling teachers had among other duties and the fact that school timetables were
saturated to the maximum. Another issue in this research was to find out if parents invited other people for example, pastors to make their counselling effective. The results are presented in Table 4.12 below.

Table 4.12 Students Whose Parents Organized Counselling to be Done by other People

<table>
<thead>
<tr>
<th>DO YOUR PARENTS ORGANIZE COUNSELLING TO BE DONE BY OTHER PEOPLE e.g. PASTORS, TEACHERS?</th>
</tr>
</thead>
<tbody>
<tr>
<td>REPLY</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>YES</td>
</tr>
<tr>
<td>NO</td>
</tr>
<tr>
<td>NO REPLY</td>
</tr>
<tr>
<td>TOTAL</td>
</tr>
</tbody>
</table>

Table 4.12 indicates that 40% of the boys had been counselled by other people under the arrangement of their parents, but 60% did not get counselling from other people. About a half of the girls (48%) received counselling from other people and the other half did not. In short 42.7% of the students received counselling from outside against 56% who did not receive it, and 1.3% who did not reply.
Parental reinforcement to their counselling was not significant and that was probably why the teachers did not think that they did their best and as Jesus put it “A prophet is not without honour, save in his own country, and in his own house” (Mathew 13:57). Culture in this study area indicates that when children did not respond to their parents’ guidance, relatives were called to intervene. There is no evidence that this cultural practice was applied in the case of this study.

"Why are parents’ roles very important? They are our first (earliest) teachers and counsellors, long before we join the formal school and peer groups" (Ndirangu, 2001:58). Ideally, parents should counsel and teach by being role models. This research examined the drug-addicted students to establish parents’ counselling and their role modelling. The results were based on the twenty-nine students who abused drugs regularly and put in Table 4.13 below.
Table 4.13 Drug Abusers who had Parents or Relatives who also Abused Drugs

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>%</th>
<th>NO</th>
<th>%</th>
<th>TOTAL STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PARENTS/RELATIVES WHO</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ALSO ABUSED AT LEAST</td>
<td>24</td>
<td>82.8</td>
<td>5</td>
<td>17.2</td>
<td>29</td>
</tr>
<tr>
<td>ONE TYPE OF DRUG</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BEEN COUNSELLED AT</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PRIMARY SCHOOL LEVEL</td>
<td>25</td>
<td>82.2</td>
<td>4</td>
<td>13.8</td>
<td>29</td>
</tr>
<tr>
<td>BEEN COUNSELLED AT</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SECONDARY SCHOOL LEVEL</td>
<td>25</td>
<td>86.2</td>
<td>4</td>
<td>13.8</td>
<td>29</td>
</tr>
</tbody>
</table>

The above table shows that 82.8% of drug abusers had parents or relatives who abused drugs. Counselling had been applied to them in primary school level (86.2%) and in secondary level (86.2%). The reason why these students did not heed to the parents’ counselling was probably that there was no role models; parents preached water and took wine. However, evidence in this research continued to show that there was active counselling for instance when the students were in primary schools. Parental counselling and frequency was
put in Table 4.14 below showing the level of counselling i.e. who did it and how often was it done.

**Table 4.14 Frequency of Parental Counselling at Primary School Level.**

<table>
<thead>
<tr>
<th>WHICH PARENT GAVE YOU COUNSELLING ON DRUG ABUSE IN YOUR PRIMARY SCHOOL LEVEL AND HOW OFTEN?</th>
<th>BOYS</th>
<th>GIRLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PARENT/HOW OFTEN</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>MOTHER</td>
<td>20</td>
<td>20%</td>
</tr>
<tr>
<td>FATHER</td>
<td>7</td>
<td>7%</td>
</tr>
<tr>
<td>FATHER &amp; MOTHER</td>
<td>53</td>
<td>53%</td>
</tr>
<tr>
<td>OTHER</td>
<td>15</td>
<td>15%</td>
</tr>
<tr>
<td>NO REPLY</td>
<td>5</td>
<td>5%</td>
</tr>
<tr>
<td>NOT AT ALL</td>
<td>13</td>
<td>13%</td>
</tr>
<tr>
<td>FEW TIMES</td>
<td>35</td>
<td>35%</td>
</tr>
<tr>
<td>MANY TIMES</td>
<td>47</td>
<td>47%</td>
</tr>
<tr>
<td>NO REPLY</td>
<td>5</td>
<td>5%</td>
</tr>
</tbody>
</table>

The above table 4.14 indicates that parents actively did counselling to their children to a total of 78.7%, relatives and other people like pastors did 15.3% and 6% did not reply. Boys showed that 47% were counselled many times while girls indicated 48%.
Percentage of boys counselled by their mothers was 20% and girls 26%. The difference was due to the close attachment girls had on their mothers as opposed to boys. However, mothers alone counselled more boys than fathers alone. This was so because mothers stayed with children longer than the fathers particularly at the early stage of growth. Fathers often stayed away on employment in towns.

The combination of the two parents was 53% and 48% for boys and girls respectively. The effort was significant particularly when it was considered that the teachers were not happy with the work done by parents in drug abuse counselling. The difference between 53% and 48% can be explained that boys needed more counselling than the girls because the problem of drug abuse was more frequent in them than their counterparts.

Another issue in parental counselling was the fact that could students acknowledge that their parents were important in counselling? A question was asked if a student with drug abuse problem could be helped and by whom. This was to find out the attitude of the subjects towards parental counselling and the results were compiled in Table 4.15 below showing whom the students preferred most to counsel them.
Table 4.15 Choice of People who Could Assist Students with Drug Abuse Problem

<table>
<thead>
<tr>
<th>CAN STUDENT WITH DRUG ABUSE PROBLEM BE HELPED?</th>
</tr>
</thead>
<tbody>
<tr>
<td>REPLY</td>
</tr>
<tr>
<td>WHOM BY?</td>
</tr>
<tr>
<td>TEACHERS</td>
</tr>
<tr>
<td>PARENTS</td>
</tr>
<tr>
<td>FELLOW STUDENTS</td>
</tr>
<tr>
<td>PASTORS/PRIESTS</td>
</tr>
<tr>
<td>DISCIPLINED</td>
</tr>
<tr>
<td>RESPECTED PEOPLE</td>
</tr>
<tr>
<td>DOCTORS/GUARDIANS</td>
</tr>
</tbody>
</table>

Although boys and girls preferred counselling from their teachers (44.1% and 44.6%) respectively, the parents were given a significant consideration. They were the second best with 23.2% and 24.1% from the boys and girls respectively. The subjects felt that they could rush to their parents for counselling and could accept what they were told. However, teachers were preferred most because they were seen as a source of knowledge to solve problems. Second it was possible that students did not prefer their parents...
because the latter could not make a clear distinction between counselling and punishment (the two cannot go together). Third, teachers were more often seen than the parents because students stayed longer in schools than their homes.

Girls preferred pastors and priests (15.7%) more than boys (9.6%). This could be explained that girls drifted more into religion than boys. Instead, boys preferred peer counselling (18.6%) against girls (9.6%). This means that boys are more easily controlled by fellow boys than girls. This suggests that peer counselling can be more effective to boys than girls.

To conclude Table 4.15, people who could assist students with drug abuse were revealed. Teachers were the most important persons and the parents significantly followed them. Parental participation in drug abuse was encouraged. The table concluded that parents could play a key role in drug abuse counselling to their children.

4.8 Strategies Used by Schools to Address Drug Abuse

Schools were using different strategies to address the problem of drug abuse. The subjects were asked to identify punishments which were given by their...
schools to drug abusers. They listed several which were put into percentages depending on their frequency as indicated in Table 4.16.

Table 4.16 Types of Punishments Given to Students who Abuse Drugs

<table>
<thead>
<tr>
<th>WHAT PUNISHMENT IS GIVEN TO STUDENTS WHO ABUSE DRUGS IN YOUR SCHOOL?</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUNISHMENT</td>
</tr>
<tr>
<td>-------------------</td>
</tr>
<tr>
<td>SUSPENSION</td>
</tr>
<tr>
<td>MANUAL WORK</td>
</tr>
<tr>
<td>EXPULSION</td>
</tr>
<tr>
<td>CANING</td>
</tr>
<tr>
<td>COUNSELLING</td>
</tr>
</tbody>
</table>

Suspension from school was the commonest method of punishment scoring 54.6% and 80% from boys and girls respectively. Teachers also agreed that they suspended their students who abused drugs. Suspension was common because it kept students away from school so that they could think about their mistakes and repent. Teachers observed that suspension did not work well because the victims were already addicted and actually gave them freedom to abuse drugs while on suspension.
Parents and teachers are not happy with suspension because it weakens examination results for their children. "There are also Heads that hand out a two week suspension for almost any offence. This is ridiculous – constantly depriving pupils of lessons can only weaken examination results and so harm the school as a whole" (Griffin, 1994:40).

Manual work was rampant in boys' schools. It followed suspension. A boy who reported after two weeks' suspension was given manual work for some days before he was allowed back to class. Girls reported nil on manual work probably because the few cases detected were allowed to attend classes after suspension to avoid losing more class time.

Expulsion scored relatively low significance because of the complications from the Ministry of Education, Science and Technology on the matter. Only a full Board of Governors could recommend expulsion of students to the Provincial Director of Education of their province. Teachers complained that they were turned down often times by these officers and were forced to accept the students back to their schools.

Although caning was not allowed in schools, it seemed that some boys' schools were still exercising it. What this study established was that parents who had children with drug abuse problem insisted on caning either unaware
that it was not allowed or terming it as the best mode of punishment. Caning recorded zero in girls’ schools because it was not practised before since the law did not allow it. Parents and teachers had been debating on the ban on caning in schools. In some schools, parents signed an “agreement” with the headteachers that their children had to be caned whenever they went wrong.

Counselling recorded zero on the side of boys and only 13.3% in girls. The fact that boys did not know that counselling was a kind of punishment was difficult to be accepted in this study because in table 4.18 they indicated that counselling was the best punishment for drug abusers. The fact that girls acknowledged that there was counselling in their schools was cemented by the few cases of drug abuse found in their school unlike the boys. The table suggested that counselling was taken more seriously in girls’ schools than in boys’ schools.

Many teachers accepted that they did not have drug preventive education. Former researches (WCOTP, 1977; Kariuki, 1988; Kamonjo, 1997; Ciakuthi, 1999 etc) recommended counselling on drug abuse preventive methods. According to the teachers, many schools were financially handicapped and could not afford expensive drug abuse preventive methods. The counselling teachers had a big workload and other school duties such that they could not
cope with regular counselling. Some had little or no training at all on counselling skills and schools did not have money to have their teachers trained.

To go deeper in establishing strategies used by schools the subjects were asked if they or their friends in school had been exposed to drug abuse preventive methods and the results were presented in Table 4.17. This was done because researchers quoted above recommended the methods.

<table>
<thead>
<tr>
<th>HAVE YOU OR YOUR FRIENDS IN SCHOOL BEEN EXPOSED TO DRUG ABUSE PREVENTIVE METHODS?</th>
<th>BOYS %</th>
<th>GIRLS %</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>37%</td>
<td>30%</td>
</tr>
<tr>
<td>NO</td>
<td>55%</td>
<td>32%</td>
</tr>
<tr>
<td>NO REPLY</td>
<td>8%</td>
<td>38%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

The table indicates that only 37% of the boys and 30% of the girls had been exposed to drug abuse preventive methods. These figures were justified
because the programmes did not exist in the schools. It had been said that prevention is better than cure.

Majority of the boys (55%) and girls (32%) had not received drug abuse preventive methods through counselling. Some 38% of the girls did not reply possibly because they did not understand the question. However, since the researcher was present at the time of filling the questionnaires, it was not established as to why they did not ask him despite the fact that he had created a rapport with them. Needless to say, they had their right to answer or not to answer any question posed in the questionnaires.

Drug Abuse, Prevention and Rehabilitation (Dapar) suggested that schools and colleges should send drug abusers to rehabilitation centres instead of suspending or expelling them (Ndung'u et. al, 2001). Schools had been using all kinds of methods to curb indiscipline which was established elsewhere in this study that it was connected with drug abuse, but recent studies (Ciakuthi, 1999; Kembo, 1999 etc.) indicates that the vice is continuously escalating. Table 4.17 indicates that drug abuse preventive methods were not applied popularly in the secondary schools in the study district.
This objective would not be complete without knowing what the students thought would be the best solution for drug abuse. In an attempt to find out their opinions the subjects were asked to list down suggestions on the most appropriate punishment. Each student wrote his or her best answer and were converted into percentages as seen in Table 4.18.

Table 4.18 Best Punishment for Students who Abuse Drugs

| WHAT PUNISHMENT DO YOU SUGGEST FOR STUDENTS WHO ABUSE DRUGS IN YOUR SCHOOL? |
|-----------------------------|------------------|--------|
| REPLY                      | BOYS | PERCENTAGE | GIRLS | PERCENTAGE |
| COUNSELLING                | 32   | 32%        | 16    | 32%        |
| EXPULSION                  | 21   | 21%        | 10    | 20%        |
| SUSPENSION                 | 16   | 16%        | 11    | 22%        |
| MANUAL WORK                | 15   | 15%        | 1     | 2%         |
| COURT OF LAW               | 5    | 5%         | 2     | 4%         |
| SUPERVISION                | 1    | 1%         | 0     | 0%         |
| NO REPLY                   | 10   | 10%        | 10    | 20%        |
| TOTAL                      | 100  | 100%       | 50    | 100%       |
Counselling was preferred by 32% by both sexes. This was in line with earlier studies mentioned in the literature review and also in this subtopic. The subjects were aware that counselling had a strong impact on behaviour and that was why the Task Force on Students Discipline and Unrest in Secondary Schools recommended, "Students already on drugs be counselled by the teacher counsellor or be referred to specialists for rehabilitation" (MOEST, 2001:64; Recommendation Number 149). In Table 4.16 counselling was ignored by schools as a method of handling drug abuse.

Expulsion scored 21% and 20% from boys and girls respectively. These figures suggested that students who could not have been "treated" through counselling should have been thrown out of schools since no other punishment seemed appropriate to them. In other words, the "bad eggs" should have been thrown away from the good ones so to speak.

Girls thought suspension could still work (22%) but the boys gave a low opinion on it (16%) because they had seen their friends get suspension yet they did not change. Manual work was suggested with little significance and also prosecution in the court of law and strict supervision by the teachers in schools and parents at home. More boys than girls indicated manual work could still work. That was so because boys were more problematic in drug
abuse than girls hence more indiscipline cases such as riots, causing wanton destruction of school property were evident in their institutions. The boys thought that by giving hard labour to drug abusers, who could be seen by others working, would be effective punishment. Manual work served as physical and psychological punishment.

Table 4.18 indicates that some 10% of the boys and 20% of the girls did not reply to that question. A possible explanation could be that those students did not see any useful punishment, which could correct drug abusers. Another explanation could be that those were good students from good schools where drug abuse was not a problem and therefore they could not associate any punishment with the vice. That was why a bigger percentage of girls than boys did not reply because the girls' schools had far less problems of drug abuse than the boys' schools.

The sub-topic has examined the strategies used by schools and what the subjects suggested as the best ways of curbing drug abuse. Teachers suggested that the law on drug abuse should be employed effectively and the Government should train teachers who are counselling in schools to achieve better counselling skills.
4.9 Challenges Facing Schools as They Deal with Drug Abuse

It has not been easy for schools to deal with drug abuse. The government also has been facing challenges for instance, the Minister for Environment Dr. Newton Kulundu found bhang grown in Mr. Kenya Forest as if it were a cash crop to be sold (*Daily Nation* 5th March, 2003). This suggested that drug abuse problems were fanned by circumstances which were not necessarily within the schools.

Teachers were requested through their questionnaires to list down the challenges they faced in dealing with drug abuse. These were headteachers, deputy headteachers and counselling teachers. After listing down the challenges, the frequencies were tabulated alongside with their corresponding percentages as it is seen in Table 4.19. Since this was an open-ended question, the teachers had room for explaining the challenges at least in a sentence or so.
Table 4.19 Challenges Facing Schools in Dealing with Drug Abuse

<table>
<thead>
<tr>
<th>CHALLENGE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADDICTION</td>
<td>6</td>
<td>13.6%</td>
</tr>
<tr>
<td>NEIGHBOURS</td>
<td>5</td>
<td>11.4%</td>
</tr>
<tr>
<td>PEDDLING</td>
<td>2</td>
<td>4.5%</td>
</tr>
<tr>
<td>PEERS DON'T DISCLOSE</td>
<td>5</td>
<td>11.4%</td>
</tr>
<tr>
<td>OTHERS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FINANCIAL PROBLEMS TO BUY COUNSELLING MATERIALS</td>
<td>4</td>
<td>9.1%</td>
</tr>
<tr>
<td>TIME TO COUNSEL NOT AVAILABLE</td>
<td>3</td>
<td>6.8%</td>
</tr>
<tr>
<td>TRAINED PERSONNEL NOT AVAILABLE</td>
<td>4</td>
<td>9.1%</td>
</tr>
<tr>
<td>PARENTS NOT COOPERATIVE</td>
<td>5</td>
<td>11.4%</td>
</tr>
<tr>
<td>LAW AND POLICE NOT EFFECTIVE</td>
<td>4</td>
<td>9.1%</td>
</tr>
<tr>
<td>EXPULSION REGULATIONS</td>
<td>2</td>
<td>4.5%</td>
</tr>
<tr>
<td>PEER PRESSURE INFLUENCE</td>
<td>1</td>
<td>2.3%</td>
</tr>
<tr>
<td>SCHOOL WORKERS SELLING DRUGS</td>
<td>2</td>
<td>4.5%</td>
</tr>
<tr>
<td>MASS MEDIA ADVERTISEMENTS</td>
<td>1</td>
<td>2.3%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>44</td>
<td>100%</td>
</tr>
</tbody>
</table>
The teachers complained that drug addiction was not easy to manage (13.6%). Students who had been addicted did not respond to whatever punishment they received. They went back to the vice and took more precautions to make sure that they were not caught since they could not do without the drugs. Some drug addicts feigned salvation to avoid being caught by the teachers.

As a disease, addiction is more devastating in many ways than is generally suspected. Drug addiction undermines our will (Ndirangu, 2001). Another challenge was the community around schools. According to the Task Force (MOEST, 2001) varied types of drugs and narcotic substances were readily available in some localities where schools were situated. The teachers complained that it was difficult to handle drug abuse when their neighbours were conducting a booming business in drugs. In other words, the availability of drugs around the schools was a big drawback to their efforts in drug abuse control. School neighbours were the major source of drug supply to the students and these people really gave teachers a hard time.

Further challenge was that peers did not disclose information on drugs. They were reluctant to mention others who took drugs even if they knew that they were doing it together. According to the teachers, drug abuse was conducted in secretive syndicates like the devil worship, “It is the opinion of researchers everywhere that drug abuse and Satanism go hand in hand ---devil worship is
to some extent linked to drug abuse and other anti-social activities” (Pawak, 2000:112). So it was difficult for teachers to catch drug abusers and punish them.

The other challenge, which received a considerable amount of attention, was the fact that parents of students who took drugs were not cooperative in the sense that they did not believe that their children abused drugs. Some parents demanded a proof from the teachers to show that their children were drug abusers. Parents complained that they had never seen their children abuse drugs as if they were supposed to see them taking drugs.

Teachers cited financial constraints, which did not allow them to buy resource materials for guidance and counselling. That was in line with Recommendation Number 26 of the Commission of Inquiry into Devil Workshop in Kenya, which stated, “Resource materials should be produced by the Ministry of Education in conjunction with professionals in Guidance and counselling” (Pawak, 2000:122). Some video tapes existed but were too expensive to be purchased by the schools. However, these could be hired from NGOs who deal with drug abuse rehabilitation; a factor which teachers did not mention.
Trained personnel were another challenge. Due to moral decay, the Task Force in Recommendation Number 141 said, “The MOEST appoints teacher counsellor for every public school. These teachers are trained so that they could have the required skills and knowledge in Guidance and Counselling” (MOEST, 2001:61). In addition, the normal teacher-counsellors have a heavy workload which does not allow them to devote a considerable amount of time in counselling.

Teachers complained that many times police turned them down whenever they reported students who possessed drugs claiming that it was a school affair, which could be handled by the Board of Governors. They suggested that severe penalties for producers, traffickers, peddlers and consumers should be imposed and in line with this Ndirangu (2001) added, “The Narcotic Drugs and Psychotropic Substances Act (1994) should be used fully to punish the culprit” (P.93). The law enforcement agencies did not want to drag school problems into the law. When cases of expulsion were recommended by the Board of Governors, the Provincial Directors of Education were reluctant to accept the requests as one officer said, “When you throw them away where do they go?” They believe that the schools were the best places for handling drug abusers. That meant that the law and the Provincial Directors of Education could not assist the teachers in curbing drug abuse.
Other challenges included mass media whereby drugs like alcohol were made to appear that they provided extra energy to the users. Due to love of money, some school workers supplied students with drugs like in the case mentioned by Murimi (1996). It was not easy to handle the workers since they were part of the school community. Peer pressure influence was also a problem among others. Thus, mass media, school workers who sold drugs to students, and peer pressure were obstacles mentioned by teachers hence challenges faced by the latter.

8.2 General Summary

The purpose of this study was to examine the impact of drugs and alcohol use in secondary schools in a rural district of Kenya. It was also to examine the impact of drug use in urban schools according to researches made in the United States. According to this research, the use of alcohol and drugs has found an increase in Kenya. Drugs have been used since time immemorial with some used for medicinal purposes. While others were used for social purposes, as the use of alcohol became common in the United States, the 1800s-1900s, so did the use of cannabis. It became common in the United States in the 1900s. As heroin came to be of common use, and the use became more prevalent, the cultivation and trafficking became more common as well.
CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the findings, makes conclusions and recommendations pertaining to this study.

5.2 General Summary

The purpose of this study was to examine the levels of drug abuse in selected secondary schools in a rural district of Kitui. Drug abuse has been a problem in urban schools according to researchers cited in this study but the vice, according to this research, has found its way to the rural areas at an alarming rate.

Drugs have been used since time immemorial; some with medicinal blessings while others were used for socialization. However, in the 18th Century drug use became common in the U.S.A, in the 19th Century dangerous drugs such as heroine came to be of common use and the 20th Century saw drug cultivation and trafficking becoming an easy source of making money.
Our continent, Africa, is a fast growing transit point for drug trafficking from South America and other places. African countries like Morocco, South Africa, and East Africa are major producers of bhang.

No doubt Kenya being a developing country has not escaped the drug abuse scourge. Large amounts of drugs have been seized at the Jomo Kenyatta International Airport. The urban areas of this country have been dealing with drugs such that schools in those areas have become notorious in drug abuse. Researches mentioned elsewhere in this study have shown that drug abuse is a vice in all urban schools.

Few researches conducted in the Kenyan rural schools indicate that drug abuse problem is penetrating these schools at an alarming rate. Therefore, this research was conducted in a rural district and established that drug abuse is a big problem in our schools and is causing indiscipline particularly in boys' schools.

The literature review covered some previous researches on drug abuse from 1977 to 2001. It was established that the problem existed and was a major worry in our schools. Although strategies were applied to curb the vice, it still continued to escalate at an alarming rate. A big number of Kenyan students
are in contact with drugs and the rate of drug abuse is increasing in other urban and rural schools.

This research adopted descriptive survey and collected data from form four students, headteachers, deputy headteachers, and school counsellors using questionnaires. Out of the twenty-nine boys boarding and girls boarding secondary schools in the district, six were purposively sampled representing 20.7% of the schools in that category. Out of the six, four were boys' schools while the rest were girls' schools.

One hundred and fifty form four students and eighteen teachers making a total of one hundred and sixty-eight subjects were used in this study. All the students were randomly selected but the teachers came from the same schools hence purposively sampled.

5.3 Summary of the Findings

The questionnaires covered all the study objectives and the research questions derived from the objectives. The researcher visited the schools on appointments arranged prior to the visits and distributed questionnaires, which were filled and collected there and then. Teachers had been given their questionnaires at the time of booking the appointments and collected same day with those of the students when the researcher visited the schools. The
presence of the researcher was advantageous because he could answer questions from individual students during the filling of the questionnaires.

The area covered by this study was a radius of twenty kilometres around Kitui town for reasons which have been already stated elsewhere in this report. That data obtained from the subjects was analyzed according to the study objectives and questions. There were eight objectives out of which seven were covered through information from the students. The last objective was covered through information obtained from the teachers who also provided complementary information to the research.

5.3 Summary of the Findings

The summary of the findings section answered the research questions which had been derived from the research objectives as follows:-

1. In the issue of the students’ level of drug abuse, it was established that 56% of the boys had come into contact with drugs and 25% of them were still abusing drugs. Of the girls, 16% had come into contact with
drugs and 8% were addicted to drugs. Both boys and girls had friends who abused drugs regularly.

2. The research findings showed that the commonly abused drugs were alcohol, tobacco (cigarettes), *miraa (khat)*, and hard drugs like cocaine and heroine, glue, medical preparations and *kuber*, in order of preference. The study established that there was a new drug called *kuber* which was not in all other former studies. Girls did not know about this new drug since it was not mentioned in their questionnaires.

3. To answer the question as to where students got the drugs the study established that the commonest places were local homes and villages around the schools, shops and bars surrounding schools, the town, etc. The people who supplied drugs to students were the villagers, fellow students, visitors and school workers. Parents and teachers gave medical preparations to the girls and boys who fell sick.

4. Findings of this study established that the major reason why students abused drugs was stress. Sleep and pleasure following this order were second major reasons. Peer pressure, stimulation/feel high and to read for many hours followed in order of preference. When boys who were
addicted were examined, the same order of preference was reflected hence confirming that stress was the most important reason why students abused drugs, unlike other researches.

5. Most of the students agreed that drug abuse influenced school discipline as it is seen in table 4.8. The vice caused stealing and sneaking on the side of boys as the major problems. Girls indicated that abusing, laziness and failure to respect teachers were the major discipline problems common in drug abusers. Other problems cited were; fighting, being untidy, failure to cope with others, missing classes, threatening other students and workers, lateness to class, shouting, pregnancy, prostitution and oppressing girls (by the boys). Teachers confirmed that these discipline problems existed in their schools. Most of the students and all the teachers agreed that most of the strikes in schools were connected to drug abuse to a high level.

6. The study established that most students received parental counselling on drug abuse both in primary and secondary school levels. It was further found that most of the parents did not invite other people to counsel their children for example pastors and priests. A further study on the students who were regular abusers of drugs indicated that either
their parents or their relatives also abused drugs (82.8%). This indicated that despite the fact that parents counselled their children in both levels the problem was still prevalent because they did not serve as good models. Mothers did a better job than fathers but a combination of both was significant. Students preferred being counselled by the teachers but parents came second with a significant preference. Peer counselling was also implied in Table 4.15.

7. This research reviewed that suspension was the commonest punishment given to drug abusers by their schools. It was followed by manual work on the side of boys and expulsion on the side of girls. Caning was mentioned by boys and counselling by girls. Most students had not been exposed to drug abuse preventive methods. The most important strategy preferred by both boys and girls was counselling followed by expulsion on the side of boys and suspension on the side of girls. Others mentioned were manual work, students taken to court of law, strict supervision of students in schools and homes. The study showed that although counselling was the most preferred method of curbing drug abuse, it was not done satisfactorily in our secondary schools.
The study reviewed that the biggest challenge according to the teachers was the fact that they could not handle i.e. cases of addiction. Students went back to drug abuse after some time. The other challenge established was school neighbours who kept on supplying drugs to students hence availability of drugs. Peers did not disclose others who were involved in drug abuse making it difficult for teachers to curb the vice.

Teachers did not have time to counsel students due to the amount of schoolwork. Counselling teachers lacked necessary skills to do their work. Some parents did not cooperate with the teachers when it came to discipline for instance, they did not believe that their children could be on drugs. School workers sold drugs to students, coupled with mass media advertisements were a big challenge to the schools. The study reviewed all these challenges as it is shown on Table 4.19.

Based on the results the researcher arrived at the following conclusions about levels of drug abuse in secondary schools in Kitui District of Eastern Province, Kenya.
5.4.1 Levels of Drug Abuse

Drug abuse in the study district is a reality with a total of 29% of the students addicted to drugs both male and female. Another 43% have used drugs before. The problem is more serious with boys out of which 25% are addicted and 56% used drugs before. Girls have 8% addicted and 16% used drugs before.

Of the boys 85% have friends who abuse drugs and girls scored 44%. In total 71% of the students in schools in this district have friends somewhere whom they know very well that they abuse drugs. The study revealed that there were no meaningful measures being taken against drug abusers in the schools and the conclusion is that drug abuse in the study area is an existing phenomenon that must be addressed seriously and quickly.

5.4.2 Commonly Abused Drugs

The study established that social drugs such as alcohol, tobacco, and miraa were used most. Bhang followed in that order of preference. Alcohol is brewed locally and available to the students almost everywhere any time.
Hard drugs such as cocaine, mandrax and heroine are taken by the students in a low emphasis. Glue, which is a drug associated with parking boys and girls, is also abused in this area.

A new drug which was detected from the boys called *kuber* is also abused. The drug was first mentioned in Kisumu by the Task Force on Students Discipline and Unrest. This study concludes that the drug has reached this area and is available in shops or brought by boys who stay in towns and bring it when schools open.

Medical preparations are mainly used by girls. They get them from their parents or teachers when they fall sick or buy them over the counter. Only a small minority of boys consider medical preparations as drugs of abuse. Unprescribed medicine can be harmful and is considered a drug if used too long.

### 5.4.3 Sources of Drugs

Drugs of abuse are readily available from homes and villages neighbouring the schools, and this is where most boys get them. Girls get drugs from shops and bars around their schools and according to boys these places are second best.
In brief the places neighbouring our schools are the best providers of drugs of abuse to our children.

Students buy drugs at Kitui town as they come from home during opening days or whenever they have an outing. The social drugs are sold openly in the shops and kiosks at the Kitui Bus Stage and Majengo area. Students bring drugs from home and get others from peddlers across the fence or on their way to school on opening days.

The most notorious people who supply drugs to the students are the villagers. Students provided drugs to others by sharing or selling them. Peddlers who pose as visitors, school workers, all are sources of drugs to our children. Cases of people supplying drugs have been cited in this study. However, parents and teachers supply the students with medical preparations whenever they fall sick.

5.4.4 Reasons for Taking Drugs

Stress plays a rather strong role in both initiation and continuation of drug abuse. Boys and girls take drugs due to stress brought by heavy schoolwork. Both boys and girls take drugs to sleep or have pleasure.
This study revealed that students take or abuse drugs to conform to peer pressure as the third best reason. Students want to feel high and stimulated and so this becomes another reason for abusing drugs. Also boys and girls take drugs to read for many hours. These drugs make them stay awake for long enough to read particularly for examinations.

5.4.5 Drug Abuse and Discipline

Drug abuse causes indiscipline in schools as 94.7% of the students indicated. The two commonest problems among the boys are stealing and sneaking. The two are related because addicted boys cannot do without drugs and for this reason they steal from their fellow students. After stealing they sneak out of the school compound to buy the drugs where they are available.

The worst discipline problem according to the girls is abusing, followed by lack of respect to teachers and laziness. Boys who abuse drugs don’t cope with others, are untidy, threaten other students and workers, come late to class, and oppress girls.

Girls who abuse drugs practise prostitution and consequently get pregnant. Students who abuse drugs shout without any specific reason, don’t do their assignments in school and at times fight.
Most strikes in schools are connected to drug abuse particularly in boys schools. Some 73% of the boys hold this view.

5.4.6 Parental Counselling

This study concluded that 80.7% of students received counselling both in primary and secondary school levels. However, counselling reduced at secondary school level. Out of the boys only 40% received counselling from people invited by their parents and 48% of the girls did the same. Majority of parents don’t request other people to assist them counsel their children and this is why the counselling is not effective.

Still on parental counselling, it is concluded that 82.8% of the students who regularly abuse drugs have either their parents or their relatives who also do the same. This indicates that parental counselling must go with modelling.

Mothers do more counselling to children than fathers. More girls than boys receive counselling from their mothers and more boys than girls do so from their fathers. However, a combination of both parents is significant.
Students prefer counselling from their teachers more than from the parents. However, parents hold a significant position.

5.4.7 Strategies Used by Schools to Address Drug Abuse

Most schools use suspension from school as the major method of punishment. Boys cite manual work as second on the ladder. This means boys’ schools use manual work after students come from suspension. Schools try to expel drug abusers but regulations for this exercise are not easy since the Government does not recommend it.

Schools are still using the cane after it was banned. Boys with drug abuse cases receive canes against the law. Girls did not report any case of caning.

Girls received counselling unlike the boys. The conclusion here is that counselling in girls’ schools is taken more seriously than in boys’ schools. Majority of boys (55%) have not received drug abuse preventive methods.

The best strategy to address drug abuse is counselling. If this does not work then suspension can follow. If suspension does not work, students should not be expelled but taken for rehabilitation.
5.4.8 Challenges Facing Schools

Many teachers don’t know what to do with the addicted students. They keep on repeating the same behaviour after punishment. This study concludes that the addicted students need specialized attention and rehabilitation.

People neighbouring our schools are a big problem to the schools because they provide drugs to students. These are definitely the major enemies of drug abuse control. Peddling of drugs and trafficking are beyond the control of teachers. These two activities make drugs available to students.

5.5 Recommendations

Proper counselling is not possible due to lack of funds to buy the counselling materials and lack of skills and time to do the job. Some parents don’t cooperate with teachers to curb drug abuse; they defend their children who are drug abusers.

5.5.1 Recommendations From the Study Object

School workers sell drugs to students for monetary gain. Drugs like alcohol and cigarettes are advertised in the media making them appear that they provide extra energy to the users.
Law enforcement officers don't take cases of drug abuse seriously particularly when they come from schools. They assume schools have their own mechanisms of handling these cases.

Expulsion regulations are not easy to meet. Teachers who want to expel drug abusers from school to save other students cannot do so easily. However, this should be so because this study does not recommend expulsion as a method of dealing with drug abusers.

5.5 Recommendations

This subsection will be handled in three subtopics namely: Recommendations from the study objectives, General recommendation and recommendations for further research.

5.5.1 Recommendations From the Study Objectives

Based on the study objectives, this research wishes to recommend as follows:

(1) Drug abuse having been prevalent in the study district, Guidance and Counselling Departments should be reorganized so that they can offer counselling on drug abuse in a systematic manner. In other words, these departments should streamline the counselling syllabus to put more weight on drug abuse.
(2) The commonly abused drugs are all over around students. The Provincial Administration should stop brewing of local beers in the villages and prevent selling of cigarettes to students in shops and other places near the schools. People who sell miraa should be instructed not to sell it to the students. The drug kuber should be investigated to know its chemical composition.

(3) Since the sources of drugs are places and people neighbouring schools, it is recommended that the Provincial Administration should check the activities between the villagers and schools and arrest the drug sellers.

(4) The commonest reason for abusing drugs is stress. Again, the Counselling Departments should counsel the students on how they can manage their stresses. Other reasons for taking drugs can be handled by the same department.

(5) Since drug abuse influences discipline as the Counselling Departments deal with it, it is recommended that school administrator should revise their discipline systems in their schools such that evils
like stealing and sneaking don’t occur in their schools. There is urgent need for a reasonably tight control of students in schools and homes.

(6) Parents should invite other people to assist them counsel their children. Such people could be church leaders, teachers or respected people in their communities. Fathers should counsel their sons and daughters more often. Parents should serve as good models to their children. If they must take drugs, they should do so in confidentiality.

(7) If drug abusers don’t respond to counselling and punishment, school administrators should send these students to rehabilitation centres instead of suspending or expelling them. Throwing drug abusers away from the learning institutions does not help them stop the vice; it only makes them worse citizens. It is only in the schools that a drug abuser can be corrected.

(8) Challenges facing schools in dealing with drug abuse are many. It is recommended that the Government, the NGOs, the churches and other religious groups, and all the stakeholders of education pull resources together and assist schools in curbing drug abuse. Bodies
like National Agency for the Campaign Against Drug Abuse (NACADA) should lead and others follow.

5.5.2 General Recommendations

This study wishes to make further recommendations as follows:

(1) The Narcotic Drugs and Psychotropic Substances Act (1994) should be used fully to punish the culprits. Severe penalties should be meted out to producers, traffickers, peddlers and consumers.

(2) Drug Education should be given to both primary and secondary school students for if these young people really understood what the drugs of abuse are and what they can do to them, they would not dabble with them.

(3) Bearing in mind that young people would like to experiment on anything new, advertisements of drugs in the media should be controlled and the evils brought by drugs be spelt out as it is in cigarettes, *Cigarette Smoking is Harmful to Your Health.* Taking of drugs should not be advertised as these drugs would give the user the idea that there is extra power to perform impossibilities in them.
(4) It is recommended that rehabilitated drug abusers be called to participate in drug education.

(5) It is also recommended that the aspect of religion in schools be taken seriously. It is believed that students go into drugs because they have no hope. Religion gives hope and fills that vacuum into which drugs get into. Religion shapes human behaviour.

(6) It is the wish of this research that young people in schools form drug educative clubs like “Why Wail” in schools. These clubs can assist in drug education. Some girls in this study were found to have adopted these clubs.

(7) Lastly parents should not make unrealistic demands from their children for instance to expect them to score high marks and become pilots. They should know their ability and talents, and also ambitions. Forcing a child to become an engineer when he cannot do well in the necessary subjects causes stress on him and he may turn to drugs.
5.5.3 Recommendations for Further Research

It is the view of this research that other studies related to it be done to fill whatever gaps might have been left. The recommendations for further studies are as follows:

(1) Since the current study was done in Kitui District involving subjects drawn from only two categories of secondary schools, it is recommended therefore that several parallel studies be done in other rural areas so as to allow for more realistic generalizations of the results.

(2) Since the current study was approached from the administrative point of view and used frequency distributions and percentages instead of more complicated statistics like the chi-square, it is recommended that another research be carried out using these statistical methods so as to cement the findings of the current study.

(3) The current study used a small sample from purposively sampled schools and only one form (class). It is therefore recommended that a study with a bigger sample randomly selected and covering all classes
(7) Other studies could be conducted particularly in the same area or another rural area to confirm the findings of the current study.

(4) Since Guidance and Counselling emerged as an important aspect in the control of drug abuse in the current study, it is therefore recommended that a study be carried out on the existing Guidance and Counselling Programmes to determine whether they could be successfully modified to complement drug education in secondary school system.

(5) The current study did not cover primary schools in the district. It is recommended that a parallel study be done in primary schools to establish whether the drug abuse problem has penetrated these schools.

(6) This study has established peer group as an important solution to drug abuse, it is recommended that a research on peer group counselling ability could be conducted to find out if it was possible to solve drug abuse problems.
(7) Only two categories of schools were covered in this study i.e. boys’ boarding and girls’ boarding, it is therefore recommended that a study be carried out to include all categories of schools in the rural areas.

(8) Lastly, since this study did not cover post-secondary institutions like colleges where youth go after completing secondary school circle, it is therefore recommended that a study on drug abuse be conducted in colleges to establish the levels of drug abuse in those institutions.
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APPENDIX I

QUESTIONNAIRE FOR FORM FOUR STUDENTS

This questionnaire has been designed to find out your opinion about drug use in secondary schools and the need for preventive drug education. Your frank answer will be of great importance since your individual view will be taken into account in establishing the extent of drug use in secondary schools, and as well as in devising practicable preventive measures. The same information will be analyzed and used as a basis for recommendations to educational planners and administrators and others who care about your future.

Instructions

A. Please do not write your name anywhere in this questionnaire.

B. The information you will give will be treated as confidential and known only to the researcher and you. Nothing you will indicate may be used against you or your friend.

C. Indicate your choices by use of a tick [✓] where applicable. Detailed answers will be required to some questions, so answer accordingly.

D. Should you find several answers applicable select the best and tick appropriately.

E. Please answer all the questions without consulting your friend.
The information you will give in this questionnaire will be analyzed for important recommendations, so please tell the truth.

NB: In this questionnaire, drugs are taken as any substances which may be chemical or natural; which may be inhaled, drunk, rubbed on, injected etc and which result in changes in the body functions.

Drugs will include alcohol (pombe), miraa, bhang (cannabis sativa), heroine, glue, prescriptionless medical preparations, cigarettes (tobacco), mandrax, cocaine, etc.

1. Gender: Male [ ] Female [ ]
2. Age: _______ years
3. What type of school are you in?
   Boys' Boarding [ ] Girls' Boarding [ ]
4. Religion
   (a) Protestant [ ] (b) Catholic [ ]
   (c) Muslim [ ] (d) Other Specify

5. Have you ever used drugs?
   (a) Yes [ ] (b) No [ ]
6. If yes, are you still using them?
   (a) Yes [ ] (b) No [ ]
7. If yes, for how long have you used drugs?
(a) Less than a year
(b) More than a year
(c) More than two years

8. Identify the drugs you use/have used. Rank them in order of preference
   (i) ..............................................................(ii) ..............................................................(iii) ..............................................................
   (iv) ..............................................................(v) ..............................................................(vi) ..............................................................

9. Which of your family members take drugs? You can tick more than one
   Mother [ ]   Father [ ]   Brother [ ]
   Sister [ ]   Other specify [ ]

10. What type of drugs do they use? Put them in order of preference
    (i) ..................... (ii) ..................... (iii) .....................
    (iv) ..................... (v) ..................... (vi) .....................
11. List the type of drugs used by your friends at school. Put them in order of preference
   (i) .................................. (ii) ............................. (iii) ..........................
   (iv) ................................. (v) ............................. (vi) ..........................

12. Name the type of drugs used by your friends whom you mix with at home during holidays. Put them in order of preference.
   (i) ................................. (ii) ............................. (iii) ..........................
   (iv) ................................. (v) ............................. (vi) ..........................

13. Where do the drugs used in your school come from (places)?
   (i) ................................. (ii) ............................. (iii) ..........................
   (iv) ................................. (v) ............................. (vi) ..........................

14. Who supplies the drugs used in your school (e.g. students, villagers, visitors etc)?
   (i) ................................. (ii) ............................. (iii) ..........................
   (iv) ................................. (v) ............................. (vi) ..........................

15. Are the people neighbouring your school (e.g. villagers) involved in supplying drugs to your school?
   Yes [ ] No [ ]
   If yes, how do they do it?

   ..........................................................
16. Do you think students bring drugs with them from home during opening days?

Yes [ ] No [ ]

If yes, where do they get the drugs from?

17. As far as you are concerned, why do students use drugs?

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

(iv) ................................ (v) ....................... (vi) ....................... 

18. If you use drugs, list down reasons why you use them

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

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

19. What reasons do your friends give for taking drugs?

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

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

20. When you mix with other students who take drugs at home during the holidays, what reasons do they give for taking drugs?

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

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

21. How many people do you consider to be your best friends?

(a) Less than five [ ]
22. How many of the friends you have mentioned above take drugs?
   (a) Less than five [ ]
   (b) More than five [ ]
   (c) More than ten [ ]
   (d) More than twenty [ ]

23. Which year did you leave primary school?

24. Before you left primary school, did your parents talk to you about the dangers of drug abuse?
   Yes [ ]   No [ ]

25. If yes, which parent gave you the counselling on drugs?
   Mother [ ]   Father [ ]
   Mother & Father [ ]   Others, Specify [ ]
26. How often were you given counselling about drug abuse during your primary school years by your parents?
   Not at all [ ]
   Few times [ ]
   Many times [ ]

27. Which year did you join secondary school? ..............................................

28. Has any of your parents talked to you about drug abuse since you joined secondary school?
   Yes [ ] No [ ]
   If yes, which parent?

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

29. How often were you given counselling about drug abuse since you joined secondary school (by your parent)?
   Not at all [ ]
   Few times [ ]
   Many times [ ]

30. Do your parents organize counselling on drug abuse to be done by somebody else at home (e.g. pastors, teachers etc.)?
   Yes [ ] No [ ]

31. Do you think drug abuse affects school discipline?
Yes [  ] No [  ]

Explain your answer

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

32. What discipline problems are experienced by your friends or other students who use drugs in your school?
(i) ...........................................(ii) ........................................
(iii) ...........................................(iv) ........................................
(v) ..............................................

33. Has there been a strike in your school in the last three years?
Yes [  ] No [  ]

If yes, how was the strike related to drug abuse?
..........................................................................................................................
..........................................................................................................................

34. Can a student with drug abuse problem be helped?
Yes [  ] No [  ]

If yes, by whom?
..........................................................................................................................
..........................................................................................................................
35. What kind of punishment is given to students who abuse drugs in your school?

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

36. What punishment do you suggest for students who abuse drugs in your school?

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

37. Have you or your friends in your school ever been exposed to any drug preventive methods even if you do not abuse drugs?

Yes [ ] No [ ]

If yes, what are the methods, which have been used to prevent drug abuse in your school?

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

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

38. Whom do you think the students should approach when they have drug related problems? You can tick more than one.

(a) Headteacher or Deputy [ ] [ ]

(b) Class Teacher [ ] [ ]

(c) School Counselling Department [ ] [ ]
(d) School Chaplain [ ]
(e) Parents [ ]
(f) Other People [ ]
Specify

39. In your opinion, do you think that the school has done its best to prevent drug abuse? Yes [ ] No [ ]

40. If no (in No.39), what else can be done to curb drug abuse in your school?
APPENDIX II

QUESTIONNAIRE FOR SCHOOL COUNSELLORS

1. Gender: Male [ ] Female [ ]

2. Age: .................. years

3. Name of the school

4. What type of school are you in?

Boys’ Boarding [ ] Girls’ Boarding [ ]

5. Indicate your professional and academic qualifications

A. P1 [ ] B. Form IV [ ]
S1 [ ] Form VI [ ]
Graduate [ ] Post Graduate [ ]
Other [ ] Specify

6. Have you attended any course in counselling?

Yes [ ] No [ ]
If yes, say which body or college trained you

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

7. For how many years have you taught since you qualified as a teacher?

........... Years.

8. Have you had any experience in dealing with drug problem in a school
situation?

Yes [   ] No [   ]

9. What is the situation of drug abuse cases in your school?

(a) Very many [   ] (b) A few [   ]
(b) None [   ] (d) Not sure [   ]

10. What drugs do the known drug abusers take? Rank them from the
most frequently used to the least frequently used.

(i) .......................................................... (ii) ................................. (iii) ...............
(iv) ................................................ (v) ..........................................................

11. In you opinion what are the main sources of these drugs i.e. where do
they come from (places)?

(i) .......................................................... (iii) ........................................
(ii) ........................................................ (iv) ........................................
12. Who supplies drugs to students in your school (people)?  
(i) ................................ (ii) ................................  ..........  
(iii) ............................  (iv) ..................................  

13. Why do students in your school take drugs?  
(i) ......................... (ii) .........................  
(iii) ..........................  

14. Is drug abuse problem in your school increasing or decreasing?  
Increasing [ ] Decreasing [ ]  
Give reasons for your answer.  

15. What is your overall assessment of drug abuse in our secondary schools in general?  
   (a) It has reached alarming rate [ ]  
   (b) It is not a major problem [ ]  
   (c) It is necessary to act to save situation [ ]  
   (d) Others, specify [ ]  

16. In your opinion, how many students use drugs in your school?  
   (a) Less than a quarter of the school [ ]
(b) More than a quarter of the school  |  |
(c) Less than a half of the school    |  |
(d) More than a half of the school    |  |

17. Do you think that parents counsel their children on drug abuse at primary school level?

Yes [ ] No [ ]

Explain your answer.

18. Do you think that parents in your school counsel their children on drug abuse at home?

Yes [ ] No [ ]

Explain your answer.

19. Do you think that parents should participate in counselling their children on drug abuse?

Yes [ ] No [ ]

Explain your answer.
20. Do you think that parents of your school can be partly blamed for failure to handle drug problems at home?
Yes [ ] No [ ]
Explain your answer.

21. Has your school experienced any indiscipline due to drug abuse?
Yes [ ] No [ ]

22. If yes, what kind of problems has the school experienced?
(i) .................................................. (ii) ..................................................
(iii) .................................................. (iv) ..................................................

23. Do you agree that drug abuse generally causes indiscipline in our schools?
Yes [ ] No [ ]
Explain your answer.

24. In your own opinion, what discipline problems are experienced in schools due to drug abuse among students?
(i) .................................................. (ii) ..................................................
(iii) .................................................. (iv) .............................................
25. Do you think that the problem of drug abuse needs to be addressed urgently?
   Yes [ ] No [ ]
   Why .................................................................

26. Does your school offer any form of drug education or related information to the students?
   Yes [ ] No [ ]

27. If yes, give details of the programmes below
   (i) .................................................................
   (ii) .................................................................

28. In your own opinion, are these programmes effective?
   Yes [ ] No [ ]

29. Who are the people involved in drug abuse education in your school (if any)?
   (i) .................................................................
   (ii) .................................................................

30. Suggest ways of eradicating drug abuse in our secondary schools.
   (i) .................................................................
   (ii) .................................................................
   (iii) .................................................................
31. What constraints has your school encountered in implementing programmes to curb drug abuse?

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

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

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

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

32. What challenges are encountered by school authorities in general in dealing with drug abuse among students in secondary schools?

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

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

(iii) .................................................................
APPENDIX III

QUESTIONNAIRE FOR HEAD TEACHERS AND DEPUTY HEADTEACHERS

1. You are a Headteacher [ ] Deputy Headteacher [ ]

2. Gender: Male [ ] Female [ ]

3. Age ..................... years.

4. Name of the school: ..........................................................

5. Type of school: Boys' Boarding [ ] Girls' Boarding [ ]

6. For how long have you served in this school in your capacity?

..................... Years.

7. Comment on the general situation of drug abuse problem in your school.

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

8. What discipline problems have you experienced as a result of drug abuse in your school?

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

9. Why do students abuse drugs in your school?

........................................................................................................
10. Which are the commonly abused drugs in your school?


11. Where do these drugs come from?


12. What strategies/corrective measures has your school employed to curb drug abuse problem?


13. Have you introduced any drug abuse related programmes in your school?


14. What challenges have you faced in dealing with drug abuse in your school?


15. If you have not started any programme on drug abuse education, would you like to start one in future?

   Yes  |  |  |  No  |  |  |
16. What do you think the Ministry of Education Science and Technology should do to eradicate the drug abuse problem in schools?

17. Has there been a strike in your recently?
Yes [ ] No [ ]
If yes, how was the strike related to drug abuse or not related?

18. Do you think drug abuse is a problem which needs urgent attention?
Yes [ ] No [ ]

19. Do you think parents of your school are doing their best in counselling their children on drug abuse at home?
Yes [ ] No [ ]
Explain your answer.
APPENDIX IV
LIST OF BOYS AND GIRLS BOARDING SCHOOLS IN KITUI DISTRICT

<table>
<thead>
<tr>
<th>GIRLS BOARDING</th>
<th>BOYS BOARDING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Chuluni Girls</td>
<td>1. Ikutha Boys</td>
</tr>
<tr>
<td>2. Ikanga Girls</td>
<td>2. Kanyangi Boys</td>
</tr>
<tr>
<td>12. Muthale Girls</td>
<td></td>
</tr>
<tr>
<td>13. Mutito Girls</td>
<td></td>
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<tr>
<td>14. Mutomo Girls</td>
<td></td>
</tr>
<tr>
<td>15. St. Angelas Girls</td>
<td></td>
</tr>
<tr>
<td>16. Syomunyu Girls</td>
<td></td>
</tr>
<tr>
<td>17. Tungutu Girls</td>
<td></td>
</tr>
<tr>
<td>18. Zombe Girls</td>
<td></td>
</tr>
</tbody>
</table>

Total 18 Schools  Total 11 Schools

TOTAL BOYS AND GIRLS 29 SCHOOLS