MANAGEMENT CHALLENGES OCCASIONED BY DRUG ABUSE IN SECONDARY SCHOOLS IN MBEERE NORTH DISTRICT, EMBU COUNTY

BY
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JUNE, 2013
DECLARATION

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

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DEDICATION

To my parents Daniel Kyengo and Joyce Kamanthe; for supporting me throughout my education and making it possible for me to climb this far. To my dear husband, Isaac Kisule Linge; for giving me moral and financial support. To our children; Dennis, Jennifer and Stella; for being understanding and welcoming my absence. May God bless you all.
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ABSTRACT

The primary purpose of this study was to investigate into the management challenges occasioned by drug abuse in secondary schools in Mbeere North District and the possible solutions to these challenges. Out of the twenty seven (27) schools, nine (9) were purposively sampled. This represents 30% of the schools in this district. Out of the nine (9) schools, one (1) was girls boarding, one (1) was boys boarding, three (3) were mixed day schools, three (3) were mixed day and boarding and one (1) was private. Each school provided a total of forty (40) respondents, ten (10) students from each form, the deputy head teacher and one (1) teacher for guidance and counselling. Three hundred and sixty (360) students were randomly selected and nine (9) deputies and nine (9) teachers purposively sampled because they were from the same schools to facilitate consistency in the research process. Seven objectives were covered in the study. One self-report questionnaire with both closed and open ended questions was administered to each student and teacher counsellors. Students’ questionnaires were filled and collected, there and then. Teacher’s questionnaires were given a day before and collected on the day when students were filling theirs. Data was collected by use of questionnaires and analyzed quantitatively. The results were presented in frequency distribution and percentages. Data analysis was carried out using the Statistical Package for Social Sciences (SPSS) utilizing descriptive and statistical analysis procedures. Descriptive statistics used included frequency and percentages. The following were the findings of the study; the commonly abused drugs in these schools included: alcohol, cigarettes, khat and sleeping pills. Majority of the students (63.1%) indicated that the main source of drugs abused by students was kiosks/small shops. Majority (66.7 %) of the students indicated that the main problem of drug abuse by colleagues was lack of concentration. The students who abused drugs turned to stealing money and property and also encouraged damages on school property. A drug prevention programme has been put in place in the schools according to majority of the students (69.4%) and students were exposed to drug prevention programmes. Teachers in the guidance and counselling departments and BOG/PTA were involved in guidance and counselling. To curb drug abuse, all the teacher counsellors and the deputy headteachers suggested that effective guidance and counselling and creating awareness among students should be carried out. Based on the findings of the study, the following recommendations were made:-secondary schools should have qualified guidance and counselling teachers who would help students struggling with drugs. Since in secondary schools the cane is not used to discipline students, emphasis should be put on guidance and counselling to control indiscipline among the students. Students who are identified as drug abusers should not be expelled from schools but should be accepted in the community and be helped through guidance and counselling. Although the Ministry of Education has integrated drug abuse in some subject, it should consider developing a curriculum on effects of drug abuse. This will ensure that all students are informed about dangers of drug abuse in order to make informed choices.
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LIST OF ABBREVIATIONS

BOG  
Board of Governors.

GOK  
Government of Kenya.

HIV/AIDS  
Human Immuno-deficiency Virus / Acquired Immune Deficiency Syndrome.

JKIA  
Jomo Kenyatta International Airport

KSSHA  

MOE  
Ministry of Education

NACADA  
National Agency for the Campaign against Drug Abuse.

NTFIC  
National Tobacco Free Initiative Committee.

PTA  
Parents Teachers’ Association.

STIs  
Sexually Transmitted Infections

SPSS  
Statistical Package for social Sciences

UNDCP  
United Nations Drug Control Programme.

UN  
United Nations

UNFDAC  
United Nations Fund for drug abuse control

WCOTP  
The World Confederation of Organization of the Teaching Profession

WHO  
World Health Organization.
CHAPTER ONE
INTRODUCTION

1.1 Background of the study

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. Some researches conducted in the area of drug abuse, have revealed that the malpractice starts in pre-teenage years and increases in the teenage years when these youngsters are in secondary schools (Santrock, 2001 & Melgosa, 2008).

According to the United Nations (1992), drug users, like other people seek approval for their behaviour from their peers whom they attempt to convince to join them in their habits as a way of seeking acceptance. Whether peer pressure has a positive or negative impact depends on the quality of the peer group. Unfortunately, the same peer pressure that acts to keep a group within accepted code behaviour can also push a susceptible individual down the wrong path. A study carried out by NACADA (2010) in Nairobi secondary schools indicated that the majority of drugs users has friends who used drugs. Scholars such as Karugu and Olela (1995) and Mutua (2011) who have conducted studies on the issue of drug use and abuse agree that there is a significant relationship between subjects’ drug using behaviour and the involvement on their friends in drugs. According to them, if an adolescent associates with other adolescents who use drug, the risk of involvement with drugs is further increased.
Mbeere North District, where the study was carried out is a Miraa growing area. A special type known as “Muguka” which is believed to be the strongest is grown and is taken to the JKIA airport every morning. The vehicles that take the Miraa to Nairobi come back with other drugs (hard drugs). A survey carried out by Mutua (2011) to investigate on drug use in schools in Kitui district found out that use of Miraa (khat) in Kenya was widespread both in urban and rural regions, especially in Eastern and North Eastern Provinces. He noted that the use of milder drugs like alcohol and tobacco led to the use of harder drugs.

Drug use is as old as the history of human race. People have used herbs, roots, barks, leaves and all kinds of plants to relieve pain and help control diseases. When drugs are properly administered, they become a blessing to human beings. It should, however, be noted that some drugs unfortunately 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). Drug and substance abuse is heavily decried all over the world. According to the World Health Organization’s report of 2002, tobacco killed around 4.9 million people in the world (Republic of Kenya, 2003). The document reports that it is projected that by the year 2030, the figure will rise to 10 million people dying every year from tobacco related causes.

It further reports that seven out of the ten million of these deaths will occur in the developing countries Kenya included (Republic of Kenya, 2003). Drugs seized at the Jomo Kenyatta International Airport, Nairobi which were worth shs.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 Kshs.1.3 million 140,000 mandrax tablets worth kshs.14 million and 7.5 kg of cannabis sativa (bhang) worth Kshs.700,000 (Ndirangu, 2000). In their most recent study, the National Agency for the Campaign Against Drugs Abuse (NACADA) confirmed that a large number of students in Kenya across all age groups have been exposed to alcohol, tobacco, Miraa, Khat, glue sniffing, bhang and even hard drugs.

The influence of drugs on students discipline has been clearly documented. Kiarie (2005) noted that drug abuse have been identified as a major cause of unrest in secondary schools leading to poor performance in exams and mass dropouts of students from secondary schools. This situation is disturbing given that effective management is very essential for the discipline of not only schools but also any organization (Digolo, Obondo, Ochanda, Odhiambo & Edward, 2004). According to Digolo et al., (2004), discipline is an important component of human behaviour which helps to regulate people’s reactions to various situations and also their relations with others. Most schools in Kenya have not been able to maintain discipline leading to mass failure in national examination. Other schools have experienced student dissatisfaction expressed in form of students riots. The unrests have been mainly blamed on drug abuse (GoK, 2001).

Tabifor (2000) explains that drug addiction creates an enabling environment for violence as it gives the abuser a false sense of greatness and power. This could explain why rebellion of students and wanton destruction of property occur in schools. Some of the indiscipline has been noted even in some national schools meaning/suggesting indiscriminate use, abuse and dependence on drugs by secondary students. How do we
stamp out this menace from schools since discipline creates conducive environment for serious learning which allows the aims and objectives of the school to be achieved?

In 1996, the then PS, Mr. Simon Lesirma came out strongly warning that secondary school students had become targets of hardcore drug peddlers. He placed the onus of protecting students on principals calling them to intensify guidance and counselling programmes as one way of keeping the menace at bay (Oirere, 1998). Although this guidance and counselling has been enforced, drug abuse still bites in the secondary schools. The researcher would like to find out why this is the case.

Murimi (2000) for instance, reports that among the key problems affecting schools in central province include rich parents who pamper their children with large amounts of money, which they use to buy the drugs. The study will seek to find out or 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, Ciaguthi (1999) in Meru East and Meru South and Kimanthi (2003) in Kitui, no other seems to have been taken in this part of the country. Many studies have concentrated in urban areas. Within Kenya itself, drug abuse is becoming an increasing problem. According to studies carried out by population communication Africa (Masita, 2004), almost every Kenyan youngster at one time or another experiments with drugs, especially with beer and cigarettes. Although the regular users of hardcore drugs are much fewer than those of cigarette and alcohol, the study argues that the major cause of concern is that a high proportion of these young
people eventually become addicted threatening their own health and safety, and causing difficulties for their families and friends.

In an attempt to fight drug abuse in Kenya, there has been a campaign to ban smoking in public places. For example, in many public offices, “No Smoking” signs are prominently displayed. In addition, the ministry of Health has proposed a new bill prohibiting smoking in public. According to this proposed bill, people who smoke in public would risk up to six months in jail, a fine or both (Health Minister, Hon. Ngilu, Daily Nation May 12, 2006). However, the bill is yet to be gazetted. According to the Minister, the most effective way of dealing with drug abuse is to sensitize people to the dangers posed by drugs to the user, his or her family and society at large.

In response to global warnings on the dangers posed by drug abuse, the National Agency for Campaign against Drug Abuse (NACADA) is pushing for the establishment of a national drug control authority to enforce all drug trafficking law in Kenya (Kaguthi, 2006). According to Kaguthi, although religious education has been instilled strongly in the youth, the majority still abuse drugs and are likely to destroy their lives before they become adults. He argues that most secondary school students today are experimenting with drugs. It is against this background that the current study was undertaken. The study seeks to establish the general trend of the drug problem and critically analyze strategies used to address the problem.

According to the Ministry of Education (MOE), the principal is directly involved in establishing the rules of behaviour, the penalties to be applied and the approaches to be used in enforcing discipline among the students. However these rules of behaviour and
penalties have not been clearly stipulated. The current research aimed at finding out the strategies being applied, the challenges and the possible solutions.

1.2 Statement of the problem

Drug abuse and its attendant undesirable behaviours have been increasing over the years in Kenya (NACADA, 2010) thus causing concern over the role secondary schools are playing as primary socializers of students. The increase in drug abuse threatens to derail national objectives of education, the curriculum and national development goals countrywide.

Siakago Boys High School which was once a top school in Mbeere North district, is today a shadow of its former self. The school is now infamous for frequent students’ riots. In July 2008 the school experienced its worst strike when rampaging students destroyed property worth three million Kenya shillings leading to the closure of the institution. According to the school principal Mr Stephen Munyiri the declining academic performance of the school can be attributed to rampant drug abuse and laxity among the staff.

According to Ndirangu (2001) St Philips High in the same district razed down their dormitory and the police recovered thirty six rolls of bhang thereafter. The spate of violence, arson and general indiscipline in secondary schools has been largely associated with drugs and substance abuse. The escalating level of students abusing drugs is making stakeholders in education, parents, religious leaders and the mass media quite uncomfortable. This indicates that the efforts that the schools have been putting in place to eliminate drug and substance abuse have not been working effectively.
Consequently drug and substance abuse has led to increase in cases of indiscipline as reflected through strikes, theft, truancy, sneaking out of school, disobedience to teachers and general indiscipline. On the overall, this has led to poor academic performance in the schools. Efforts need to be put in place to come up with more effective strategies of fighting against drugs and substance abuse in secondary schools.

1.3 Purpose of the Study

The purpose of the study was to investigate the management challenges associated with drug abuse and the challenges administrators face as they attempted to deal with the menace of drug abuse among secondary school students in Mbeere North District

1.4 Objectives of the Study

The following were the specific objectives of the study:

i. To identify the types of drugs abused by students in Mbeere North District.

ii. To investigate the causes/reasons for drug abuse among secondary school students in Mbeere North District.

iii. To find out the sources of drugs abused by the students in the secondary schools in Mbeere North District.

iv. To find out the drug related discipline problems in the secondary schools in Mbeere North District.

v. To determine the intervention strategies used by schools to control drug abuse and dependence in the schools in Mbeere North District.

vi. To investigate the challenges faced by secondary schools in Mbeere North District in trying to curb drug abuse in their secondary schools.
vii. To recommend strategies that could help to curb drug abuse in secondary schools in Mbeere North District.

1.5 Research Questions

The study sought to answer the following research questions:-

i. What types of drugs are abused by secondary school students in Mbeere North District?

ii. What are the causes of drug abuse in schools in Mbeere North District?

iii. What are the sources of the drugs used by the student in schools in Mbeere North District?

iv. What are the drug related discipline problems among the schools in Mbeere North District?

v. What processes do schools use to control drug abuse and dependence in secondary schools in Mbeere North District?

vi. What challenges do the secondary schools in Mbeere North District face in dealing with drug abuse?

vii. How else, apart from what is already in practice, can drug abuse be prevented in secondary schools in Mbeere North District?

1.6 Significance of the study.

The study can help the Ministry of Education (M.O.E) to better understand the current situation and accordingly make changes to address the factors that contribute to drug abuse in secondary schools.
The findings will aid in evaluating whether these strategies that have the potential to help the government in curbing the drug problem among the youth in secondary schools, with a view to coming up with a more comprehensive programme for addressing the problem in schools.

Kenya, like many other developing countries, is faced with the social problem of high rates of drug abuse. To make matters worse, the percentage of drug abusers in the population increases yearly despite the efforts to eradicate the problem. Failure to solve this problem not only threatens the life of individuals, but also the economic and social development of the country as a whole. The current study is useful in contributing to the general body of knowledge in this area. Beyond that, however, it also explores the potential of schools to curb the drug problem.

The study could help to make policy makers, administrators and teachers aware of the factors hindering the effectiveness of the approaches which attempt to curb drug abuse and, where possible, create opportunities to eradicate the problem. The proposed programme would be useful in education to all Kenyans, youth and adults, on the risk high rates of drug use and abuse.

Based on the findings, recommendations made, if followed, these recommendations would be useful to administrators and policy makers in curbing drug abuse in schools through improving existing educational programmes, and striving to develop ones that are even more efficient.
A part from proposing more effective preventive measures in relation to drug abuse, the study also provides a background for other studies in its prevention. This would help in promoting a drug-free school environment and better academic performance, thus improving the standards of education in the country. It is hoped that in the absence of specific policies on substance abuse in schools this study will make important recommendations on the way forward.

1.7 Assumptions of the study

The study was based on the following assumptions:

i. That the respondents provided truthful and honest responses to the items in the study.

ii. That the deputy principals and teacher counsellors, teachers and other secondary school stakeholders’ use deliberate and discrete approaches in preventing drug dependence or abuse in their schools.

iii. That taking of drugs has become a common phenomenon in most schools in Kenya.

iv. That school administration, teachers and students are able to assist in determining ways or interventions which can help curb drug taking.

v. That there are students who abuse drugs and others who do not in secondary schools in Mbeere North District.

vi. That students are aware of the extent to which drugs are abused in their schools.

1.8 Limitations of the study

The study identified the management challenges occasioned by drug abuse in Mbeere North District. It was predominantly rural. It targeted nine (9) schools out of the twenty
seven (27) schools in Mbeere North District. All schools should have been studied however this was not possible due to time factor and other logistical constraints such as infrastructure and finance. The study did not look into challenges occasioned by substance abuse in primary schools in Mbeere North, hence the findings of this study may only be generalized with caution. This is because conditions in other areas not covered by the study may be different from those of the setting covered. Due to financial constrains, unavailability of money and shortage of time, the study was limited to a few schools (only 30%) in the district.

1.9 Delimitations of the study

Due to time and financial constraints, the study did not cover all the schools in Embu County as may have been necessary, instead, only one district, Mbeere North was included out of the five districts in the County. The members of the non-teaching staff and even the parents/guardians to the students who could have been useful sources of information were not included in the research. The study did not include the class teachers who could have been useful sources of information.

Indeed questionnaires do not guarantee frankness of expression among the respondents. But the researcher hoped that the randomization in sampling techniques controlled these variables. The variables were randomly distributed among the members in the sample.

1.10 Theoretical framework

To deal with challenges occasioned by drug abuse, one has to understand why the youngsters abuse drugs. This is because the reasons bring about the challenges. The current study was based on Bandura’s social learning theory.
Social learning theory (Bandura 1977)

This theory emphasizes on learning that takes place within the social context. The theory states that people learn from one another through observation, imitation and modelling. Most human behaviour is learned through modelling from observing others, one forms an idea of how new behaviours are formed on later occasion coded information serves as a guide for action.

The social learning theory stresses the process of observation, imitation and modelling as being significant in learning (Bandura, 1977). According to this theory, people learn patterns of behaviour as observed through modelling. According, those fighting drugs will face challenges based on the kind of society the child has been socialized into because they are the models. The people imitated may be peers or parents if they abuse drugs.

Social learning theory is connected to the study on the challenges faced in secondary school in curbing drug abuse in depending who is their role model which includes the mass media such as radio, television and the internet. The learned behaviour is then practiced and after a while, it becomes a habit. Fig 1.1 shows a Bandura’s model of the social learning theory.
1.10 Conceptual Framework

To understand the challenges occasioned by drug abuse it is important for one to understand the factors that contribute to drug abuse among the youth. The factors can be individual, family or environmental.

Discussion of the conceptual framework

Individual, Family and Environmental factors

Boredom

This is caused by lack of employment or lack of interest in school work. People who are bored and idle thirst for excitement which they often find in drugs.
**Frustration**

This is caused by several factors. This could arise from inability to perform well in class and meet expected standards, inability to meet one's goal or lack of satisfaction in the family or work place. This makes an individual/students to engage in other activities like drug taking which result to strike and riots in school.

**Peer pressure**

The circles of friends in school and from neighbourhood hold a front face in adolescent’s life. If the use of a certain substance is approved by the group, adolescents feel a strong desire to conform to these expectations (Kinyua 2010). According to Erickson (1959) while adolescents begin to reject parental control, he or she has desperate need for social belonging which he finds in the peer group. Karechio (1992) points out that an individual will be forced to take drugs by friends when the company or rather friends are doing so. Chamber (1971) found out that 90% of the first experimented with opiates while in company of peers who were already using it. Thurunju (2002) found out that 44.4% of the students had started to take or had at time taken drugs to conform with pressure from the peer group. Kariuki (1988) in a study on levels, trends and patterns of drug addiction in Nairobi secondary schools noted that majority of users had friends who had abused drugs.

**Availability of drugs**

Availability of drugs has to do with questions of whether drugs can be within reach of the abusers easily. The assumption is that if the substance is easily accessible, the motivation to abuse becomes higher than if it was hard to get. A study by Johnstone et al., (1999) 977 students were asked if they could abstain drugs if they decided to use them over half reported that they could obtain tranquilizers and amphetamines.
Role model
The community has failed to live according to the expected moral standards. The parents and teachers expose their behaviour to the peers which they tend to copy. This has influenced the young as they imitate the elders in all manners. This has led to disrespectful students/children, unruly behaviour when children can not be corrected.

Mass media
The influence of the mass media, advertisement, radio, television, newspaper and the internet have all promoted these vices. The children have tended to imitate the advertisers and even tried to experiment some of the adverts.

Permissiveness
People are aware of their individual rights than before. They have misconceived freedom to mean doing whatever one wants or likes. Democracy has been misinterpreted to mean anything that one wants to do is permissible. This has led to family breaking, disrespectful students and high rate of school dropout.

Breakdown of African values
This has been mainly due to urbanization. People have been stressed and are living lonely lives and feeling of rejection from the family and society is all over. This may result to drug abuse among the society and even the students.

Family background
This refers to the kind of home the students come from and whom they stay with. According to Ndirangu (2001), parents are first teachers and counsellors long before the students join formal schools and peer groups. Many of the young people who take drugs
come from families with members who take drugs. Thurunju (2002) established that out of 90 students of Ituru High School, 30% of those who abused drugs especially cigarettes and alcohol came from homes where parents were taking the same drug.

Outcomes

Health problems

Frequent use of drugs weaken the body’s system leaving it prone to diseases e.g. excessive consumption of alcohol leads to liver cirrhosis or stomach ulcers, spread of Human Immunodeficiency Virus (HIV) after sharing unsterilized syringes in the administration of heroin and cocaine. Those under the influence of alcohol or other drugs indulge in sexual promiscuity which may lead to infection with HIV and Sexually Transmitted Infections (STI’s), other health problems may include loss of appetite. Smoking may cause lung cancer to smokers and those around the smoker.

Poor performance

Drug addicts can not perform well in school and also at work. Poor performance at school could finally lead to dismissal from the institution and thus failure to realize one’s goal in life.

Strikes

People under the influence of drugs are likely to cause chaos in schools and also at other places. Drunkardness is a major cause of strikes and riots in schools. Other drugs lead to hallucinations and accidents that can cause death. Such people are likely to commit crimes e.g. rape, arson and murder for they deceptively feel energetic powerful and aggressive. The addict can even steal to finance the habit.
Psychological problems/mental disorder

The person who continuously abuses drugs becomes addicted. He becomes completely dependant on drugs. The person can not do anything without the drugs. This makes the person depressed, irritable, aggressive or afraid to face reality and fails to live meaningfully with others. This has led to family break ups.

**Fig 1.2:** Conceptual framework showing factors that contributes to drugs and substance abuse.

1.11 Operational Definition of terms

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

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

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

Peer pressure: This is the demand to conform to the values and standards of the peers (classmates, age mates).

Illegal Drugs Any drug that the government considers harmful to the mental and physical health of the society. The use of such a drug is forbidden by law. These include bhang, heroine, cocaine etc.

Legal drugs: Refers to any drug that is potentially dangerous but is not against the law to consume and distribute them, examples Miraa (Khat), alcohol and tobacco.

Prevalence: Frequency at which the drugs are used in the sample schools.
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<td><strong>Risk taking</strong></td>
<td>Engaging in behaviour that endangers the health or life of a student.</td>
</tr>
<tr>
<td><strong>Guidance and counselling</strong></td>
<td>The process used by guidance and counselling teachers to help students avoid evils like drug abuse and live responsible life in secondary schools.</td>
</tr>
</tbody>
</table>
2.1 Introduction

The literature review discusses the following: drug abuse challenges in secondary schools world wide, what schools can do to prevent drug abuse and the role of NACADA in controlling drug abuse.

From a historical perspective, it is noted that our remote ancestors explored the properties of every plant, fruit, root and nut they found. The eventual use of these products would be partly determined by the pharmacological effects, the mature, intensity and duration of these strange and desirable new experiences and partly by the particular group’s pattern of living (Kombo, 2005). The inkas of South America for instance took cocaine which had a central role in their religious and social systems throughout civilization which stretched from around AD 1200 to AD 1500 (Wolmer, 1990).

In classical Greece and Rome, alcohol was widely drunk and some scholars of the time mention the problems of alcohol abuse. Many drugs that are routinely used today were once prohibited in medieval times. According to Wolmer (1990) coffee was banned in the Ottoman Empire but’ with little success. In the 17th century in parts of Germany and Russia, the penalty for smoking tobacco included penalties like death, splitting the mouth and cutting off the nose of the offender.

On the other hand, many drugs that are routinely used today were once freely available. Walmer (1990) notes that in the United Kingdom in the early 19th century opium would be bought over the counter without a prescription from chemists and even from grocers.
Cocaine and cannabis were both legal in the United Kingdom and United States of America. The 19th Century saw the development of drugs for special purposes. The special picture of drug taking behaviour showed signs of complication. Prominent leaders and professionals called for attention to social problems resulting from widespread abuse of alcohol, cocaine, opium, peyote, heroine among others were declared illegal overtime in many countries. Cannabis which is illegal in many countries has been currently legalized in Netherlands (Daily Nation, September, 2nd 2003). The increase in drug taking among young people incorporates all levels, and what began as the use of drugs in African traditional society for social relations evolved over time into a problem of dependence and abuse and is of great concern, Kerachio (1994).

2.2 Drug Abuse Challenges in Secondary Schools World Wide.

The issue of drug abuse is a major headache to societies and authorities from the cities of the North of Africa, Latin America and Asia. The menace of drugs has strangled the youthful population reducing them to dummies, zombies and drooling figures only to waste out the prime of their lives when they are most needed to invest their energy in worthy nation building ventures (Kenya Times, July 4th 2003).

Over the past two decades, the use of illegal drugs and misuse of therapeutic drugs have spread at an unprecedented rate and have penetrated every part of the globe. No nation has been spared from the devastating problem caused by drug abuse. At the same time, broad spectrum of the world community has demonstrated intense concern over the problem (Ibid).
The complex and intricate web of drug business has defied even the most alert security apparatus and that is why to date drugs continue to be peddled across the boarders, seas and oceans to chosen destinations. Drug barons are still making a kill from diabolical trade and concrete evidence abounds of their ability to control and manipulate government authorities to carry out the evil without any obstacles (Ibid).

Drug barons are so powerful and ruthless that they are able to hold at ransom any one standing in the way of the evil trade irrespective of his/her position of authority. Drug barons are said to finance some politicians in most parts of the world. This is why Latin America Countries are covered by plantation of cocaine, opium and marijuana (Ibid).

According to a recent report from the United Nations Drugs control programme, the menace of drugs is assuming worrying proportions the world over and negligible headway is being achieved in elimination, owing partly to lack of serious commitment from government and more countries are being affected by the vice unlike some ten years ago when drug business was restricted to a few countries. Despite the proliferation of drug laws in United States of America, drug abuse among young people and adults is widespread and increasing.

The British approach to the drug problem contrasts sharply with that of USA in that it views addicts as ill rather than criminals. According to Julian (1977) under strict guidelines, addicts can obtain heroine or methanol at normal cost. According to the United States of America department of Heath and Human services, half of all teens and 60% of high school teens report that drugs are used, kept or sold at their schools. Students
at these schools are three times more likely to smoke, drink or use illicit drugs than students whose schools are located elsewhere.

Prior to 1991, the use of tobacco and illicit drugs such as marijuana, cocaine, inhalants, had been decreasing since the peak levels in the late 1970s. However after 1991, these rates have increased steadily. For example, in the United Kingdom, Jason Aillardyce, a Scottish political analyst, reported a case where heroine, worth more than 500 pounds was found in the school bag of eleven years old in a Govon Primary School.

According to Amayo and Wangai (1994), the later part of the 20th century would probably be outstanding among other great events for the worldwide drug dependence epidemic among the young people. Over the past 2 decades, the use of illegal drugs and misuse has been of therapeutic rate and has penetrated every part of the globe. No nation has been spared the devastating problem caused by drug abuse. At the same time, a broad spectrum of the world community has demonstrated intense concern over the problem, the insidious long – term effects of chronic drug abuse and its impact on drug user, the family, the community and society (Kerosi, 1994).

During the first international day against drug abuse and illicit trafficking on June 26, 1998, the United Nations security general Mr. Perez De Culler noted that drug and drug trafficking had already claimed millions of lives, weakened national economies, undermined the integrity, stability of governments and endangered human society as a whole. He remarked that the dimensions of such a crisis were painfully clear and that drug related crimes had reached an alarming proportion. The former United Nations organization secretary General Mr. Boutros Ghali, during the 1992 drugs day said that
drug abuse had escalated dramatically and that no nation is immune from devastating consequences of drug abuse and illicit trafficking (Maithyas, 2009).

In industrial countries as a whole the number of smoking attributed deaths has risen from 700,000 in 1965 to about 1.5 million today for males and from about 100,000 to 500,000 for females. The risk of death from tobacco at the ages of 35-69 is estimated at 13% of all men aged 35 years in developed countries. In these countries per capita cigarette consumption has risen on average by over 70% during the last 25 years. On occurrence trends, there will be over 7 million deaths a year from tobacco within the next 2-3 decades; a good number will be from developing countries (WHO, 1993). According to Kerosi (1994), the use of drugs is escalating in the third world countries. This is in addition to the use of hard drugs such as cocaine, heroin, madrax and the psychotropic chemical substances, which have been on the increase in both the developing and developed countries.

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

The above literature highlights that globally, drug abuse among the youth is a problem. Since the youth’s catchments area is the school, the secondary schools effeminately experience the full impact of this menace. The literature however does not highlight the type of drugs abused by students in secondary schools in Mbeere North District. It also does not highlight the approaches used by teachers in preventing the problem and the
challenges that they face. Yet the need to investigate the impact of drug abuse on students discipline and how it can be prevented is categorically urgent. This explained why the current study was being carried out.

a). Drug Abuse Challenges in Secondary Schools in Africa

While the rates of drug use in Africa are low compared to industrialized countries, they are a cause for concern. According to a UNDCP/WHO report (2000:19), more than 25 percent of students in Nigeria said it was easy to obtain a wide variety of illegal drugs such as crack cocaine, which has entered the market in Lagos. In South Africa—the only substantially industrialized sub-Saharan country—prevalence rates were of similar magnitude, but included the smoking of a mixture of cannabis and methaqualone. Cannabis was said to be a popular drug among secondary school students in both countries. For male and female students, it was reported that the age of first use was between 10 and 17 years. Other drugs of abuse were cigarettes and glue.

The use of psychoactive substances in Nigeria has been seen as a problem of youth living in large urban areas. What was known about substance use in the country in 2005 can be summarized as follows: 5 percent of adult males and 22 percent of male youth are cigarette smokers while the use of cocaine and heroin is common among young people in large urban centres (Mackay and Erickson, 2002; in Obot, 2005: 134). The most commonly abused drug by both adults and youth is cannabis. One of the studies conducted specifically to address secondary school adolescent drug use in major urban areas of Nigeria, in 2003 (Obot, Karuri and Ibanga, 2003:107) showed that, overall lifetime prevalence of cigarette smoking was 19 percent, while 10.7 percent of students reported smoking at least one cigarette in the past year. Alcohol abuse was reported by 30
percent of the respondents. Other drugs of abuse included cannabis, 5 percent, and inhalants, most often glue sniffing 14 percent.

Alcohol and drug abuse among the youth are implicated in a range of social and economic problems in South Africa. A speech delivered on behalf of the Minister for Health at the launch of the International Commission on prevention of Alcoholism (ICPA) South Africa Chapter, in Pretoria, on 27 June 2006, revealed that there is an increase in demand for treatment for illicit drugs in substance abuse treatment centres. Also of concern is the reported increase in the proportion of younger patients coming for treatment. The minister added that, nationally, almost one of eight learners has had their first drink before the age of 13. In addition, 31.8 percent of learners had drunk alcohol on one or more days in the month preceding interviews by the South African National Youth Risk Behaviour Survey (2002). The results also showed that one in five learners had smoked cigarettes on one or more days in the preceding month. The most commonly abused drugs were said to be alcohol, mandrax, marijuana, heroin and tobacco in the form of cigarettes.

In Nigeria acts of indiscipline among students were blamed on use and abuse of drugs. The acts of indiscipline that occurred among students of Kily's College in Lagos and that of Methodist Boys High School in Ooron were to be blamed on drugs (Fafunwa, 1971). In Zimbabwe, a presidential Commission of inquiry into education and training was set up in 1998. The findings of the commission showed that lack of morals and deteriorating learning standards and strikes in Zimbabwe schools were caused by drug abuse by students (Daily Nation, July, 2000). The world confederation of organization of the teaching profession (WCOTP, 1977) did research in Kenya, Cameroon, Nigeria, Senegal,
Sierra Leone and Togo. The findings were that drug abuse was present in some urban schools.

b). Drug Abuse Challenges in Secondary Schools in Kenya

Kenya has not been spared the pestilence of drugs and it is abundantly clear that it is a transit point for hard drugs from Columbia heading to European capitals. Trafficking of hard drug into developing countries has not spared Kenya and the drug consumption and dependence among secondary and college students has led to unrest and consequently wide ranging destruction of life and property.

In Kenya, drug abuse has threatened the lives of the youth of 29 years and below. While addressing the opening of the Narcotics Drugs and Psychotropic Substances Control Seminar, Wako (2001) said that 60 percent of drug abusers are youth less than 18 years of age and recommended that drug users should be made to realize the dangers of drug abuse. A pilot survey carried out found that in most school compounds today, there is a ready and wide variety of drugs. For instance in Lugari District, it was confirmed from the school records that in the last five years, over 20 students were either suspended or expelled from Lumakanda Secondary School for having taken drugs in the same year (Chesile, 1996).

In a speech delivered during the official closing of the African convention of principals (ACP) in Kenya on 27th August, 2004, the Minister for Education, Honorable George Saitoti noted that some cities in Africa had been identified as either destinations or conduits for hard drugs. Drug peddlers and barons were known to target the youth as a lucrative market for their unethical business. He further noted that one of the root causes
of some indiscipline cases in institutions could be traced to drug and substance abuse. For this reasons the war against drugs and substance abuse was one that Kenya could not afford to lose because failure to address this problem would lead to destruction of Kenyan youth and thus the future of this country. He appealed to all to join together to fight this menace (The East African Standards January 19th 2004).

The Office of the National Agency for the Campaign against Drug Abuse (NACADA) in Kenya was created in March 2001. Between 2001 and 2002, NACADA commissioned the first ever national baseline survey on the abuse of alcohol and drugs in Kenya. The study targeted Kenyan youth aged between 10 and 24 years. The summary of the unedited report, which was released in 2002, revealed that substances of abuse, both illicit and licit were forming a sub-culture amongst Kenyan youth. Contrary to common assumptions, the survey demonstrated that substance abuse was widespread and that it affected the youth mostly and cut across all social groups. Overall, most commonly abused drugs were found to be alcohol, tobacco, khat and cannabis. In addition the youth were also abusing imported illegal substances such as heroine, cocaine and mandrax. Although non-students engaged extensively in substance abuse, most youth use was in secondary schools and universities. The report concluded that substance abuse often begins at a very young age: for example, for students and non-students, it starts when they are in primary or secondary school.

Another country wide survey conducted in 2004 by NACADA among students and school-leavers found that hard drugs like heroin, ecstasy, cocaine and mandrax were widely abused in schools by children as young as ten years. The survey revealed that some legal substances such as alcohol, tobacco and khat were commonly abused leading
to high incidence of violence in schools (East African Standard, May 22, 2004). Forty-three percent of students from Western Kenya confessed to alcohol abuse 41 percent in Nairobi, 27 percent in Nyanza, 26 percent in Central Province and 17 percent in Eastern province. Nairobi students led in cigarette smoking followed by Central, Coast, Eastern and Rift Valley provinces.

The ministry of health estimates that Kenyans smoke about 10 million cigarettes a year. Ministry statistics also indicated that smoking prevalence rates among children below 15 years of age were between 13 and 15 percent. Among young people aged between 18 and 29, the rate is estimated to be 44.8 percent, and 52 percent among college and university students (Gatonye, Daily Nation May 22, 2006). On the same note, the then minister for Health, Hon. Charity Ngilu warned that the number of smokers in Kenya is increasing, saying that 1.1m under age Kenyans were addicted to tobacco (Daily Nation, May 23, 2006).

A study by the Great Lakes University, Kisumu found in 2009 that 58% of the secondary school students in Kisumu District had consumed alcohol at some point in their lives (Daily Nation, June 2, 2009). The study interviewed 458 students from nine secondary schools in kisumu and concluded that use of drugs including alcohol, tobacco, khat, cannabis and cocaine had risen drastically in the previous decade. By age 15, according to the study, some students were found to have already started using drugs and by the time they were 19 (33%) males and females had already become drug abusers. A study by NACADA (2010) carried out in Nairobi, Nyanza, Coast, 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 Nyanza and Western provinces. The study samples were secondary school students, secondary school leavers below 24 years, and headteachers of secondary schools (Maithya, 2009). It was concluded that young people use drugs and there was a need for prevention through drug education. This current study will attempt to find out measures used by secondary schools to curb drug abuse and the commonly experienced challenges among other objectives. This is because despite many studies and efforts to curb drug abuse in schools, the problem remains unsolved.

Another research carried out in Nairobi, Machakos, Kirinyaga, and Garissa Districts revealed that drug abusers included both boys and girls, especially in the schools in Nairobi. Other districts did not seem to have a problem. Drugs abused were alcohol, tobacco, and bhang (Mueke, 1980). This research was carried out in Mbeere North District, which is a rural area, and established that the level of drug abuse among secondary school students, both boys and girls. The research indicated that drug abuse was an urban problem.

In a survey on the prevalence of substance abuse among secondary school students in Nairobi, Makokha (1984), it was found that bhang and valium were available in some schools in Nairobi. The bhang represented something the present young generation used to express independence. The current study was set out to establish reasons why the youth in schools abused drugs and to what level.

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). This current study examined the relationship between drug abuse and discipline particularly because there have been numerous strikes in our schools in Mbeere North District.

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 1994/1995. The study reported upward trend in the abuse of social drugs such as alcohol, tobacco, khat (Miraa) and illicit drugs such as Cannabis sativa. Narcotics such as heroine and cocaine were increasingly being used in Nairobi and Mombasa. The current study was carried out in a rural district to establish the pattern of drugs used and to which extent they are abused.

Kamonjo, (1997) carried out a study among 1st, 2nd and 4th year students of K.U and found that all identified drugs were readily available and sources were known to those involved in the habit. The drugs were available at Kiwanja slums, Kahawa Garison, the university gate; tuck shops in the hostels and the shopping centre. The current research investigated the sources of drugs, places where drugs are found and the people who sell 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 attempted to establish the sources of drugs and recommend solutions from this angle because “before a problem is solved it must be well understood” (Ndirangu, 2001).
Kamonjo concluded that there was significant relationship between the subjects’ drug using behaviour and the involvement of their friends in drugs. According to the students curiosity and peer pressure were major determinants in drug abuse. The current study investigated reasons why the youth abuse drugs. From the foregoing, it can be seen that drug abuse is a reality among the youth especially in Kenya. If the rate at which young people have indulged in drug abuse is anything to go by, then the future of the society is uncertain and something must be done urgently to address the problem. There is need for a study to evaluate the effectiveness of drug abuse prevention initiatives aimed at reducing demand for drugs among students, and how drug abuse prevention measures can be improved, as well as how ineffective ones can be weeded out. Knowledge of the nature and extent of drug abuse is important in the development and implementation of intervention strategies to curb the problem amongst the youth in schools.

Kaguthi, (2005) observed that the use of medicines as stimulants has become common. Only alcohol, cigarettes, bhang, khat and industrial solvents are being abused more than prescription drugs (Kaguthi, 2005). Small children are now abusing prescription drugs more than ever before. It has been estimated that ten times more people die as a result of alcohol abuse than as a result of all the illegal drugs combined. In spite of this, beverage alcohol is easily available, relatively cheap and widely advertised (Herbert & Smith, 1989).

2.3 Causes of Drug Abuse

Although the great majority of adolescents do not abuse drugs, a significant minority do (Papalia, 1999). Young people abuse drugs out of mixed motives many of, which are unclear to them. For instance, adolescents today begin drinking early, consume large
amounts of alcohol and remain ‘high’ for longer periods of time than previously. Most adolescents begin drinking at home under parental supervision, especially during holidays and on special occasions (Imbosa, 2002). The issue of drug abuse has generated great interest among researchers as to why adolescents get into drug abuse. There is consensus among most researchers that the following are the reasons why adolescents abuse drugs:

Some students use drugs for the purposes of satisfying curiosity. Adolescents are curious to discover the sensations and get unique profound feelings (Santrock, 2001). This curiosity has partly been aroused by seductive advertisement on print and electronic media which make the youth falsely believe that it is sophisticated to take drugs for example alcohol and cigarettes (Imbosa, 2002).

The social reasons influence adolescents to abuse drugs because they want to feel more comfortable and to enjoy the company of peers. Association with people who glorify drugs also makes the adolescents try (Papalia, 1999). Poor impulsive control and tendency to seek sensations rather than avoid harm. Drugs provide pleasure by giving inner peace, joy, relaxation and exhilaration (Santrock, 2001; Papalia 1999). Drugs help the adolescents to escape anxiety and emotional problems (Mutie & Ndambuki, 1999).

To get along with other students, some students indulge in drugs to cope better in their world, e.g. amphetamines and khat help them to stay awake and study for exams, anabolic steroids helps them perform better in athletics etcetera. Some students believe that drugs help them to adapt to the ever changing environment (Santrock, 2001). Adolescence is a
period of transition, many changes occur and adolescents try to adapt but the changes take place so fast, making identity difficult.

Drugs also help the adolescents to avoid life demands and problems as a defense mechanism (Were, 2003). Those who are prone to aggression use drugs as an excuse or justification for their aggressive behaviour. Religious affiliation; pseudo religious groups such as Mungiki make their members sniff sniff during rituals. Alternative faiths such as Rastafarianism allow the use of marijuana by its adherents for ritual reasons. Members claim that marijuana helps them to meditate.

In some cases drugs are readily availability e.g. cigarettes in shops, cheap alcohol in wines and spirits shops, khat, marijuana etc. some students are used by dealers to peddle drugs and this increases accessibility of drugs to adolescents. Breakdown of social structure; modern society has become more tolerant to immorality. This is displayed in the alienation and rebellious character of the youth, lack of purpose in life etc. (Were, 2003).

Family influence ranges from genetic predisposition to alcohol, parental use and acceptance of drugs to poor parenting, family conflicts and economic hardship (Imbosa, 2002). Lack of self esteem (Mutie & Ndambuki, 2004), this may result from academic failure and lack of commitment to educational goals. Peer pressure in order to gain acceptance into peer group, adolescents are expected to conform and meet requirements of the peer group. Some of the requirements of such peer group may include use of drugs.
Personality trait in one study, smokers in junior and senior schools were found to be more extroverted, happy – go- lucky and frank but less agreeable than non-smokers (Eisenstein, 2005). Indiscipline and early and persistent behaviour problems for example, aggressive behaviour and delinquency is a way of adolescents asserting their independence and desire for adult status (Imbosa, 2002). This belief is normally based on false advice by peers, advertisement and drug dealers. Contrary to the popular belief, poverty is not linked with drug abuse unless deprivation is extreme (Papalia, 1999). The situations discussed above do not necessarily cause drug abuse but they are fairly reliable predictors of it. The more the risk factors one is exposed to, the greater the chance that they will abuse drugs.

2.4 The Source of Drugs

A task force commissioned by NACADA and KESSHA (2004) did a research on the sources of the drugs by students in secondary schools. Their findings included the slums, black market, parents, students, matatu touts and hawkers. In slums most of the youths are jobless, idle, poor and lowly paid. Some of them turn to taking drugs like illicit alcohol to drown their problems as well as being used to peddle drugs to earn some money. Hence slums were cited as a source of drugs (NACADA, 2004; Owuor, 2005)

Black market such as peddlers, brewing dens, school workers, teachers and civil servants and some permissive and irresponsible parents were another source of the drugs. The said parents are involved in drug producing and abusing. They use their children to market the drugs and sometimes encourage them to abuse the drugs (Amayo & Wangai, 1994).
Students are another source of drugs including the prefects and group leaders. Others sources include some religious leaders: such as the clergy, Imams, Priests, who were said to supply students with various drugs. Matatu touts and Hawkers also supplied drugs to students. Drug taking and peddling being a very large network in our country, one wonders whether the sources are the same for technical training institutions as those in secondary schools.

2.5 What schools can do to prevent drug abuse?

The human body is meant to be a beautiful temple of God but human beings have interfered with its beauty. The formulation of an international drug abuse control strategy in 1981 was to have basic five year programme (1982 – 86) it 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).

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

Early intervention and prevention activities should characterize a schools drug abuse program (Mutua, 2011). School administration should determine the extent of the drug problem within their jurisdiction before initiating a new intervention programme. Collaboration should be made with parents, school boards, treatment agencies and concerned groups within the community to ensure successful programmes. School
officials should establish clear consistency enforced drug use policies that specify drug offences, consequences (including notification to police), and procedures.

Security measures should be implemented to eliminate drugs from school premises and school function. Teachers should receive appropriate training to participate in the programme. Students should be given instruction about drugs and helped to develop skills and attitudes that kept them away from drugs.

New methods of drug prevention programmes should focus on social influence and peer group norms. The programme should be designed for group juniors and seniors. There is need for schools to create drug – free support infrastructure and the identification of peer group forces that promote drug abuse and prevention approaches to deal with them.

According to Einstein, (2005), long term education programme should be designed since the short term ones do not result to long term outcomes. Presently, some confusion exists regarding the proper role of the school in handling the increasing drug problem. Muganda, (2003) observed that despite a number of fine efforts and expenditure of funds, there is no sufficient literature to adequately address the alternative in preventing or handling drug abuse. This explains why the researcher in this current study has set out to find out what can be done to sufficiently address drug abuse in schools. Different researches show clearly that many schools have in desperation initiated fragmentary superficial, incomplete and uncoordinated programmes that have done little to resolve the problem. He notes that school students and teachers misuse and abuse drugs.
According to World confederation of teaching profession (1977), the research done on drug problem in six African countries which included Cameroon, Nigeria, Senegal, Sierra Leone, Togo and Kenya found that drug problem had already infiltrated schools in these countries. To eradicate the problem, it was suggested that the youth, parents, teachers, the government and general public be involved.

According to Botvin (1996) and Botvin and Botvin (1992), drug control and prevention efforts in schools can be divided into four general approaches namely; Information dissemination, Affective education, Social influence and Competence enhancement. Drug abuse is caused by lack of knowledge about the dangers of using drugs – young people should be made to make logical and rational decisions through methods which should include fear arousal technique or scare technique to avoid drugs. However, these have not been very successful due to other factors such as poor role models. Example a review of grandfather of 70 years who have smoked all his life will set a poor role model. This study therefore, intense to find out what can be done since instilling fear and the very common cancer has not kept the youth off drugs.

The focus of Affective Education approach is on increasing self understanding and through activities e.g. values clarification and responsible decision making improving interpersonal relations and fostering effective communication, peer counselling, assertiveness and increasing students’ abilities to fulfil their basic needs through existing social institutions (Swisher, 1979) as quoted by (Plotnik, 1999). This arises from the media peers and the family. There should be emphasis on “drug resistance skills” or “drug refusal skills”. The students are taught the requisite information and skills to recognize, avoid or respond to high risk situations, in which they will have a high
likelihood of experiencing peer pressure to use drugs students are taught what to say and say it in the most effective way possible, in addition, students are taught how to respond to influences from the media to use drugs.

The other method is correcting normative expectations, that is, correcting the misperception that many adults and most adolescents use drugs. This method involves having students participate in the prevention programme to organize and conduct classroom, school wide, or local community surveys on drug use.

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

Sharing of school administrative responsibilities have been advocated if co-operation and team spirit are to be encouraged in schools and good academic performance ensured. Teachers and students should be involved in creating of school disciplinary code that list what school considers as misbehaviour and what punishment teachers and principals can administer, Obot (2005). So principals and teachers should co-operate in fighting drug abuse in secondary schools and reduce indiscipline.

The involvement of students has been viewed as an approach which can influence them into accepting and showing commitment towards that policy. Wangari (1986) found that students are rarely involved in the formulation of rules. The study revealed that in all
schools, the head teacher, deputy, and teachers made rules. According to Mwiria, (1995) early involvement of students in decision making, which affect them is good for their future and that of the country. They should have meaningful participation in matters which affect them.

2.6 The role of the National Agency for the campaign against drug abuse (NACADA)

On March 26th 2001, NACADA was created by the government as response to the problem in drug abuse that was escalating in the country. Its terms of reference included, to develop an action plan and also to sensitize parents.

According to the 2003 annual report, the campaign has undertaken the various activities to fight drug abuse among the youth focused on two aspects in learning institution preventive education activities and public empowerment student “barazas” during joint secondary school meetings held at venues convenient to all.

The students’ barazas were successfully held when schools converged in various places around the provinces. This however seems to have been short lived. This research aims at finding a lasting solution to the problem of drug abuse by first identifying the challenges and finding out how the encounter them.

Heads of secondary schools meeting under their umbrella organization (KSSHA) gathered during their national annual conference in Mombasa recommended education and control measures that need to be in place to get drug free environments. Provincial administration in central province, after 40 schools went on strike in July 2003, the P C
Peter Raburu (19th Sept 2003) brought head teachers, deputys, counsellors, BOGs, PTAs, PDEs and DEOs to a preventive workshop on drug and substance abuse in Chania High School in Thika.

A similar workshop was also held in Nyeri Temple Road Secondary school for Kirinyaga and Nyeri education authorities. The vice Chancellors and principals of higher learning institutions held a drug abuse workshop at the Pan-Afric Hotel on 11th Sept 2003. They undertook to direct their attention on drug abuse. Despite all these attempts, the problem still hurts on, hence the reason for this research. It is very clear that there are serious challenges otherwise this problem should have been dealt with once and for all.

2.7 Summary

The literature review has addressed issues of drug abuse challenges world wide in secondary schools, in Africa and Kenya as well. Alcohol and drug abuse among the youth are implicated in a range of social and economic problems. There is need for a study to evaluate the effectiveness of drug abuse prevention initiatives aimed at reducing demand for drugs among students, and how drug abuse prevention measures can be improved, as well as how ineffective ones can be weeded out. Knowledge of the nature and extent of drug abuse is important in the development and implementation of intervention strategies to curb the problem amongst the youth in schools.
CHAPTER THREE
RESEARCH METHODOLOGY

3.0 Introduction
The study intended to investigate the management challenges occasioned by drug abuse in secondary schools in Mbeere North District. The researcher presents the methodology that was used in the sampling, collecting and analyzing of data.

3.1 Research Design
The study utilised the descriptive survey. Descriptive research studies are designed to obtain precise information concerning the current status of phenomena and whenever possible to draw valid general conclusions from the facts discovered. Non-experimental methods were utilized as they dealt with the relationship among non-manipulated variables. In view of this the study adopted the field survey methods to collect both quantitative and qualitative data. The field survey implied the process of gaining insight into the general picture of a situation, without utilizing the entire population (Borg and Gall, 1996).

3.2 Locale
The research was conducted in rural schools in Mbeere North District–Embu County. The climate surrounding these schools is quite hostile, hot and dry and the rainfall is unreliable. The only cash crop grown here is Miraa on a very small scale and in most seasons has to be irrigated with water from bore holes. Sometimes, the natives survive on relief food. The area was selected because of the diversity of schools which range from pure boarding to pure day schools. The district has also had a fair share of students’ strikes that have been attributed to drugs and substance abuse in the recent past.
3.3 Target Population

Target population is defined as all the members of a real or hypothetical set of people, events or objectives which a researcher wishes to generate the research study (Borg and Gall, 1970).

The target population for this study was the deputy principals, the guidance and counselling teachers and the students in the 27 secondary schools in Mbeere North District. These schools are in various categories, that is, Boys boarding, Girls boarding, mixed day, mixed day and boarding then private schools. The age of the students ranged from 15 to 20 years and were from form one to form four.

Table 3.1: Table showing the number of schools in Mbeere North District

<table>
<thead>
<tr>
<th>Type of school</th>
<th>Number of schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boy’s boarding</td>
<td>2</td>
</tr>
<tr>
<td>Girls boarding</td>
<td>2</td>
</tr>
<tr>
<td>Mixed day</td>
<td>11</td>
</tr>
<tr>
<td>Mixed day and boarding</td>
<td>9</td>
</tr>
<tr>
<td>Private</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>27</td>
</tr>
</tbody>
</table>

Source: DEO’s Office-Mbeere North District, 2012

The researcher intended to use students from the five categories of schools to avoid biasness. The reason for targeting the guidance and counselling teachers is they are the ones charged with the responsibility of moulding the students into desirable citizens and are frequently in contact with them. The deputies are the ones who deal with discipline
and are hence in a better position to give information regarding issues that may affect their student’s development such as drug abuse.

### 3.4 Sampling and sampling procedure

Sampling is the procedure a researcher uses to gather people, places or things to study. A sample is a finite part of a statistical population whose properties are whole (Webster, 1985). Slavin (1984) observed that due to limitation in time, fund and energy, a study could be carried out from a carefully selected sample to represent the entire population. Gay (1992) postulated that a sample size of at least 20% of the population is a good representation.

Due to constraints of finance and time, a fairly small sample was selected. There are a total of 27 secondary schools in Mbeere North District. Stratified sampling was used to select 9 secondary schools for the investigation. The schools were sampled from all types of schools. These included 1 Girls boarding school, 1 boys boarding school, 3 mixed day schools, 3 mixed day and boarding schools and 1 private school. This was to ensure that there was proportionality in the sampling.

#### Table 3.2: Table showing the sample of schools

<table>
<thead>
<tr>
<th>Type of school</th>
<th>Population</th>
<th>Sample</th>
<th>Sample %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys boarding</td>
<td>2</td>
<td>1</td>
<td>50%</td>
</tr>
<tr>
<td>Girls boarding</td>
<td>2</td>
<td>1</td>
<td>50%</td>
</tr>
<tr>
<td>Mixed day</td>
<td>11</td>
<td>3</td>
<td>28%</td>
</tr>
<tr>
<td>Mixed day and boarding</td>
<td>9</td>
<td>3</td>
<td>33%</td>
</tr>
<tr>
<td>Private</td>
<td>3</td>
<td>1</td>
<td>33%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>27</strong></td>
<td><strong>9</strong></td>
<td><strong>30%</strong></td>
</tr>
<tr>
<td><strong>Deputy Headteachers</strong></td>
<td><strong>27</strong></td>
<td><strong>9</strong></td>
<td><strong>30%</strong></td>
</tr>
<tr>
<td><strong>G/C teachers</strong></td>
<td><strong>27</strong></td>
<td><strong>9</strong></td>
<td><strong>30%</strong></td>
</tr>
</tbody>
</table>
3.5 Sample size

Kerlinger (1979) and Orodho (2005) define a sample as a small proportion of a target population selected using some systematic procedures for study. He points out that an ideal sample should be large enough so that the investigator can with confidence, within specified limit, be certain that different sample of the same size, if drawn using the same procedures can give approximately similar results. Among the reasons accepted for sampling are limitations of time for the study. From each class ten (10) students from form one to form four, a total of forty (40) students per school were sampled. The ten (10) students were sampled randomly from the class list by the researcher. In the case of mixed schools, gender was considered so that the respondents represented both gender (50% boys and 50% girls). For the single sex school, that is boys and girls’ schools, the researcher purposively selected ten (10) boys and ten (10) girls from the class list each class / form. One (1) deputy headteacher and one (1) teacher counsellor from each school was purposively sampled for the study, a total of forty two (42) respondents per school. The total numbers of respondents were three hundred and seventy eight (378) who were used to get the data. The list of schools was obtained from the district education officer, Mbeere North District which is the area of study. The selection within strata was done randomly.

3.6 Research instruments

The researcher used questionnaire as the main research instrument. This instrument was preferred over all the others because it normally takes less time to construct and is cheaper to administer. It also gives no room for irrelevant information as is the case with other instruments like interviews (Mugenda and Mugenda, 1999). The questionnaires were divided into three parts, consisting of questions to do with the objectives. There
were three questionnaires: One for the deputy head teacher (Appendix I), the other for the
guidance and counselling teacher (Appendix II) and the last one was for the students
(Appendix III).

Part ‘A’ sought information on the respondent. Part ‘B’ focused on the nature of
commonly abused drugs, reasons for abuse and problems resulting from drug abuse. Part
‘C’ was used by the schools to address drug abuse, implementation, challenges and how
implementation of the strategies and programmes could be enhanced.

3.7 Piloting

The questionnaires were piloted before the main study was carried out to ensure that it
met the necessary criteria. It was administered to 20 students, one deputy headteacher and
one teacher counsellor from a school in the neighbouring Mbeere South District who
were randomly sampled. The aim of piloting the questionnaire was to highlight its pitfalls
and possible misinterpretations.

3.7.1. Validity

According to Orodho (2005), validity is the degree to which the results obtained from the
analysis of the data actually represent the phenomena under study. According to
Nachimias and Nachimias (1996), validity is concerned with the question, “Am I
measuring what I intend to measure?” To enhance validity, piloting was carried out to
help the researcher in identifying items in the research instruments that were ambiguous
in eliciting relevant information, modifications of the instrument were then made where
necessary.
3.7.2 Reliability

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Orodho, 2005). To ensure reliability of the study, the test retest method was applied. This involved administering the same questionnaires at an interval of one week to the same group and compared the two results/scores. A comparison was made between the results/scores for the two responses. A Pearson’s product moment formula for (test-retest) was employed to compute the correlation coefficient in order to establish the extent to which the contents of the questionnaire were consisted in eliciting the same responses every time the instrument was administered. This determined if the results were consistent to determine the reliability of the instruments.

The respondents in the test retest phase were deliberately excluded during final administration of the instrument. This helped in controlling extraneous influence on the research findings. Two schools were used for the purposes of ensuring reliability of the instrument.

3.8 Administration of the questionnaire

The researcher personally administered the questionnaires to the respondents. This was done over lunch hour or during games time with prior arrangement with the principals of the sampled schools.

The respondents were assured of complete anonymity since this study is dealing with a sensitive issue. Clarifications were made where necessary. In all cases, the questionnaires
were administered and collected on the same day. The collection was not done according to the sitting arrangement and neither were the respondents required to write their names.

The researcher personally administered the instruments due to the following reasons or advantages:-

i. The problems that arise were dealt with immediately.

ii. Due to the sensitivity of the issue, some respondents were likely to feel insecure but the researcher was able to clear such feelings.

iii. The method enhanced face to face communication with the subjects hence made it possible for the researcher to explain and convince them of the importance of the study.

iv. With many people going into research work, chances are that these same respondents have been previously presented with many questionnaires on other issues. The researcher’s presence was meant to avoid boredom by having a face to face communication.

3.9 Data collection procedure

Permission was got from the office of the president as required by law and also from Kenyatta University. Permission and introduction letter to the heads of institutions were obtained from the DEO- Mbeere North. A preliminary visit was made to the schools to inform the head of the intended research. A date to administer the instruments was arranged. The research was self administered to give them a chance to seek clarification on items that might prove difficulty and also to expect a reliable and valid data.
3.10 Data analysis and presentation

The study generated both qualitative and quantitative data. Descriptive statistics was used to analyze the data obtained. Qualitative analysis was considered the inferences that were made from the opinion of the respondents. The analysis was presented in a narrative form and where possible, tabular form was used.

The computer programme, statistical package for social sciences (SPSS) was used to analyze the quantitative data to be obtained using descriptive statistics. Descriptive statistics involving the use of frequencies, total percentages and tabulations was used.
4.1. Introduction

The study was carried out in Mbeere North District of Embu County and was aimed at investigating the management challenges occasioned by drug abuse in secondary schools. All analysis used descriptive statistics. Frequencies were obtained and expressed in percentage form. Where opinions were given, their content was analysed and described. The items with highest percentages were presented in tables to answer the questions raised.

After the demographic data and contextual data the chapter presents the interpretations of the research findings for each of the objectives in the study as follows:-

i. To identify the types of drugs abused by students in Mbeere North District.

ii. To investigate the causes/reasons for drug abuse among secondary school students in Mbeere North District.

iii. To find out the sources of drugs abused by the students in the secondary schools in Mbeere North District.

iv. To find out the drug related discipline problems in the secondary schools in Mbeere North District.

v. To determine the intervention strategies used by schools to control drug abuse and dependence in the schools in Mbeere North District.

vi. To investigate the challenges faced by secondary schools in Mbeere North District in trying to curb drug abuse in their secondary schools.

vii. To recommend strategies that could help curb drug abuse in secondary schools in Mbeere North District.
4.1.1 Questionnaire return rate

Completion rate is the proportion of the sample that participated as intended in all the research procedures. The returned questionnaires were from 9 teachers counsellors, 9 deputy headteachers and 360 students. Analysis and data interpretation was based on these returns. Mulusa (1990) stated that 50 percent return rate was adequate, 60 percent good and 70 percent very good. The return rate was hence considered good to provide required information for the purpose of data analysis.

4.2. Demographic Characteristics

This section presents the characteristics of personal attributes of individual respondents. They include; included gender, age, forms, school category and residence for students while for teachers it will include age, gender, experience, time in the current station, type of school and current job title and the deputy head teachers age, gender, experience, time in the current station, type of school and current job title. The rationale behind inclusion of these attributes in the analysis is that they help to shed some light on students and their teachers on the impact of management challenges occasioned by drug abuse in secondary schools in Mbeere North District. The study managed to capture all the respondents targeted in the sample size.

Students’ Demographic data

Section A of the students’ questionnaire instrument contained information on students’ demographic characteristics. The students characteristics considered in the study, which included gender, age, forms, school category and residence when not in school, which are as shown in Tables 4.1, 4.2, 4.3 and 4.4.
Table 4.1: School category

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys boarding</td>
<td>40</td>
<td>11.1</td>
</tr>
<tr>
<td>Girls boarding</td>
<td>40</td>
<td>11.1</td>
</tr>
<tr>
<td>Mixed day and boarding</td>
<td>120</td>
<td>33.3</td>
</tr>
<tr>
<td>Mixed day</td>
<td>120</td>
<td>33.3</td>
</tr>
<tr>
<td>Private school</td>
<td>40</td>
<td>11.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>360</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

As shown by Table 4.1 a total of 360 students responded to the students’ questionnaire. Table 4.1 shows the distribution of types of secondary schools studied. As observed from the distribution, there are more mixed secondary schools than single sex schools with 33.3% mixed day and boarding and mixed day schools while 11.1% boys, girls’ and private schools. This shows that in Mbeere North District, there are more mixed schools than single sex schools hence there is need for establishing more single sex schools. There was an equal representation of both gender in the study.

Table 4.2: Distribution of students by Age

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>13-15years</td>
<td>104</td>
<td>28.9</td>
</tr>
<tr>
<td>16-18 years</td>
<td>220</td>
<td>61.1</td>
</tr>
<tr>
<td>19-21years</td>
<td>33</td>
<td>9.2</td>
</tr>
<tr>
<td>22-24years</td>
<td>3</td>
<td>.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>360</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
In Table 4.2 indicates that large number of students in the study are aged between 16-18 years (61.1%) and with a 28.9% of them aged between 13-15 years and a small number (10.0%) of them aged over 19 years. This means that majority of the students are adolescents hence may be influenced by their peers to drug abuse.

**Table 4.3: Distribution by Form**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form 1</td>
<td>90</td>
<td>25.0</td>
</tr>
<tr>
<td>Form 2</td>
<td>90</td>
<td>25.0</td>
</tr>
<tr>
<td>Form 3</td>
<td>90</td>
<td>25.0</td>
</tr>
<tr>
<td>Form 4</td>
<td>90</td>
<td>25.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>360</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table 4.3 indicates that 25.0% of the respondents represented all the classes that is form 1-form 4. The researcher used all the classes as indicated in the sample were represented in the study. Form 2 and 3 students are said to be in the classes where indiscipline is high and also are main forms that lead strikes in most schools. The form ones and form fours did not have much time to lead strikes since form one are still familiarising and form four are busy revising their work for their final examinations.

**Home residence of students**

The students were asked to indicate their home residents. The results are as shown in Table 4.4.
Table 4.4: Distribution of Students by where they reside

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban</td>
<td>80</td>
<td>22.2</td>
</tr>
<tr>
<td>Rural</td>
<td>277</td>
<td>76.9</td>
</tr>
<tr>
<td>No Response</td>
<td>3</td>
<td>0.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>360</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Majority of the students (76.9%) reside in the rural areas while 22.2% of them resided in urban areas while not in school.

Background information for guidance and counselling teachers

The guidance and counselling teachers were asked to indicate their gender. The results are as shown in Table 4.5.

Table 4.5: Gender of teacher counsellors

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>5</td>
<td>55.6</td>
</tr>
<tr>
<td>Female</td>
<td>4</td>
<td>44.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Majority of the teachers (55.6%) counsellors were male while 44.4% of them were female. This shows that there is gender parity since all genders were well represented.

When asked to indicate their current job title, all the teachers indicated they were guidance and counselling heads of departments.
Background information for the Deputy head teachers

The researcher sought from the deputy head teachers the time they had been in the current station. The results are as shown in Table 4.6.

Table 4.6: Time in current station

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5 yrs</td>
<td>5</td>
</tr>
<tr>
<td>6-10 yrs</td>
<td>2</td>
</tr>
<tr>
<td>11-15 yrs</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

Majority of the deputy principals (55.6%) had worked in their current station for >1-5 years while 22.2% of them had worked in their current station for 6-10 years and 11-15 years. Teaching experience enables the teachers to acquire certain commendable characteristics such as promptness, adaptability, efficiency, arousing and maintaining students’ interest, adequate command of instructional materials and ability to face the class with confidence. Thus the deputy principals with longer teaching experience may develop positive attitude towards the subject (discipline) and hence choose appropriate disciplinary measures to curb drug and substance in schools.

Type of school

The researcher sought to identify from the deputy principals the type of school they are in. Table 4.7 shows the results.
Table 4.7: Type of schools

<table>
<thead>
<tr>
<th>Type of School</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys boarding</td>
<td>1</td>
<td>11.1</td>
</tr>
<tr>
<td>Girls boarding</td>
<td>1</td>
<td>11.1</td>
</tr>
<tr>
<td>Mixed day and boarding</td>
<td>3</td>
<td>33.3</td>
</tr>
<tr>
<td>Mixed day</td>
<td>3</td>
<td>33.3</td>
</tr>
<tr>
<td>Private</td>
<td>1</td>
<td>11.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Most of the deputy principals (33.3%) were in mixed day and boarding schools and mixed day schools respectively while 11.1% were from boys boarding, girls boarding and private schools respectively.

### 4.3 Types of drugs abused by secondary school students

The first objective was to establish the types of drugs abused by students in Mbeere District. Students abuse drugs such as alcohol, cigarettes, bhang, khat and industrial solvents more than prescription drugs (Kaguthi, 2005). This prompted the researcher to establish from the students whether they were aware of the drugs abused by students in school. The results are as shown in Table 4.8.
Table 4.8: Student’s awareness on drugs abused in school

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>247</td>
<td>68.6</td>
</tr>
<tr>
<td>No</td>
<td>110</td>
<td>30.6</td>
</tr>
<tr>
<td>No Response</td>
<td>3</td>
<td>0.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>360</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Majority of the students (68.6%) were aware of colleagues who abused drugs in schools while 30.6% of them were not aware of colleagues who abused drugs. These results show that the students are aware of colleagues who abused drugs in school. The deputy headteachers and the teacher counsellors were also asked to indicate whether they were aware of students abusing drugs. All the deputy headteachers and the teacher counsellors indicated that they were aware of students abusing drugs in their schools. This prompted the researcher to ask the respondents to indicate the type of drugs abused by the students. The results are as shown in Table 4.9.

Table 4.9: Types of Drugs Abused

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcohol</td>
<td>280</td>
<td>77.8</td>
</tr>
<tr>
<td>Khat (Miraa)</td>
<td>187</td>
<td>51.9</td>
</tr>
<tr>
<td>Cigarettes</td>
<td>113</td>
<td>31.4</td>
</tr>
<tr>
<td>Sleeping pills</td>
<td>56</td>
<td>16.9</td>
</tr>
<tr>
<td>Cannabis</td>
<td>9</td>
<td>2.7</td>
</tr>
<tr>
<td>Mandrax</td>
<td>2</td>
<td>.6</td>
</tr>
<tr>
<td>No Response</td>
<td>61</td>
<td>18.4</td>
</tr>
</tbody>
</table>

N= 360
From Table 4.9, 77.8 percent of the respondents indicated that the students abused alcohol, 51.9 percent of them abused Khat, 31.4% abused cigarettes, khats and 16.9% used sleeping pills. The results of the students agreed with those of deputy headteachers who noted that students mainly abused alcohol, tobacco and khat. From the students results the researcher observes that the students are abusing more than one drug at the same time and this could affect their physical and mental health. Drugs contribute to poor health, and lower the body’s natural immunity against infections (Were, 2003). The findings agree with those of NACADA (2004; 2007) who found that alcohol, khat and tobacco were the commonly abused drugs. This possibly reflects the overall current situation of drug abuse among the youth in the country. For example in 2004, NACADA reported that the national prevalence of substance misuse among the youth was 60% for alcohol, 58% for tobacco, 23% for cannabis and 22% for khat. The current scenario could be attributed to the fact that Kenya has become a progressively significant transit point for drugs destined for other countries such as Europe and North America. In addition, use of drugs such as alcohol, khat and tobacco is culturally, socially and legally acceptable in Kenya and these drugs are locally produced. Such factors have compounded the problem of substance abuse and dependence among the youth including students.

From the teacher counsellors’ questionnaire and the deputy headteachers they were asked to indicate the type of drugs students abused. A summary of the types of drugs abused by students are as indicated in Figure 4.1.
It is clear from Figure 4.1 that the drugs abused by students include alcohol, cigarettes, bhang and miraa. The findings from the teachers agree with those of the students that the commonly abused drugs were alcohol, cigarettes, khat and cannabis. These findings agree with NACADA and KESSHA (2004) that most common drugs abused are alcohol, cigarettes, bhang, miraa/khat in most learning institutions. Like the students, 78% of the counsellors and 82% of the deputy-headteachers reported that among the most commonly abused drugs are alcohol and cannabis. In addition, they also said that “kuber”, an Indian traditional tobacco is abused by both male and female students. They argued that the drug is cheap and locally available therefore the students can easily access it from the local community and shops. They argued that all these drugs are readily available which contributes in their common use by students. This argument is in agreement with the
proposition in the theoretical framework of this study that easy availability of drugs contributes to drug abuse.

The students were asked to indicate if they had ever used drugs other than for medical purposes. The results are as shown in Table 4.10.

Table 4.10: Students responses on whether they had ever used drugs other than for medical purposes

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>84</td>
<td>23.3</td>
</tr>
<tr>
<td>No</td>
<td>268</td>
<td>74.4</td>
</tr>
<tr>
<td>No Response</td>
<td>8</td>
<td>2.2</td>
</tr>
<tr>
<td>Total</td>
<td>360</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Majority of the students (74.4%) indicated that they had never used drugs other than for medical purposes and 23.3 percent of them indicated that they had abused drugs other than for medical purposes. The researcher also asked the students to indicate the type of drugs they used. The types of drugs used included sleeping pills (6.9%), mandarax (4.2%) and others abused alcohol (40%), cigarettes (40%), khat (5.0%) and cannabis (4.9%)

4.4 The Causes of Drug Abuse in Schools

Young people abuse drugs out of mixed motives many of, which are unclear to them. For instance, adolescents today begin drinking early, consume large amounts of alcohol and remain ‘high’ for longer periods of time than previously. Hence the researcher sought to
know from the students whether there were other family members who abused drugs. The results are as shown in Table 4.11.

**Table 4.11: Students response on family member abusing drugs**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>137</td>
<td>38.1</td>
</tr>
<tr>
<td>No</td>
<td>223</td>
<td>61.9</td>
</tr>
<tr>
<td>Total</td>
<td>360</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Majority of the students (61.9%) indicated that there were no family members who abuse drugs and 38.1 percent of them had family members who abused drugs. Those who indicated that they had family members who abused drugs said that it was their fathers, mothers, brothers and sisters. The researcher observes that family members can influence the youth into abusing drugs. These findings agree with Papalia et. al. (1999) who noted that family influence ranges from genetic predisposition to alcohol and parental use and acceptance of drugs.

**4.4.1 Reasons for abusing drugs**

Substance use and abuse by young people, and problems associated with this behaviour have been part of human history for a long time. What is different today is increased availability of a wide variety of substances and the declining age at which experimentation with these substances take place (WHO, 2005:45). Curiosity makes students engage in drug and substance abuse. Adolescents are curious to discover the sensations and get unique profound feelings (Santrock, 2001). This curiosity has partly been aroused by seductive advertisement on print and electronic media which make the youth falsely believe that it is sophisticated to take drugs for example alcohol and
cigarettes (Imbosa, 2002). The researcher sought from the students the reasons for abusing drugs. The results are as shown in Table 4.12.

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer pressure / Acceptance by friends</td>
<td>128</td>
<td>38.7</td>
</tr>
<tr>
<td>Acceptance by friends</td>
<td>128</td>
<td>38.7</td>
</tr>
<tr>
<td>To increase intelligence</td>
<td>88</td>
<td>26.6</td>
</tr>
<tr>
<td>Availability of drugs</td>
<td>77</td>
<td>23.3</td>
</tr>
<tr>
<td>Curiosity</td>
<td>62</td>
<td>18.7</td>
</tr>
<tr>
<td>Unaware of dangers</td>
<td>50</td>
<td>15.1</td>
</tr>
<tr>
<td>Teachers/parents take drugs</td>
<td>24</td>
<td>7.3</td>
</tr>
<tr>
<td>Low cost/cheap drugs</td>
<td>13</td>
<td>3.9</td>
</tr>
<tr>
<td>Excessive pocket money</td>
<td>12</td>
<td>3.6</td>
</tr>
<tr>
<td>No Response</td>
<td>55</td>
<td>16.6</td>
</tr>
</tbody>
</table>

N= 360

Most of the students (38.7%) indicated that their friends abused drugs due to peer pressure and acceptance by friends. The table also reveals that 26.6 percent of them indicated that their friends abused drugs because they believed it would increase intelligence. This is the way the some students who abuse drugs perceive it. About 23.3 percent indicated that their friends abused drugs due to availability of drugs. From these findings it is clear that students abuse drugs to be like their peers and also to be accepted by their friends and also due to availability of drugs. Other reasons that make students abuse drugs are curiosity and lack of awareness of dangers of abusing drugs. Some teachers/ parents abuse drugs hence the students lack role models in them. Another reason was availability of low costs / cheap drugs and some students get excessive pocket
money which they do not need while in school. This led them to abuse drugs peer groups encouraged or not encouraged by friends does not differ significantly. This finding contrasts with the findings of a study by Shauri (2007) who found out that there was a significant relationship between peer influence and frequency of drug use and abuse. These results agree with Santrock (2001) who noted that for the students to get along with other students, some students indulge in drugs to assist them to get along better in their world. Such drugs help them to stay awake and study for exams, anabolic steroids helps them perform better in athletics etcetera. The results also concur with Papalia (1999) who said that students association with people who glorify drugs also makes the adolescents try on drugs.

4.5 The Source of Drugs abused by Students in Secondary School

A task force commissioned by NACADA and KESSHA (2004) conducted a research on the sources of the drugs by students in secondary schools. Their findings included the slums, black market, parents, students, matatu touts and hawkers as the main source of drugs. Hence the researcher wanted to know from the respondents the source of drugs abused in their respective schools. The results are as shown in Table 4.13.
Table 4.13: Sources of Drugs Abused

<table>
<thead>
<tr>
<th>Source</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kiosk/small shop</td>
<td>209</td>
<td>63.1</td>
</tr>
<tr>
<td>Fellow students</td>
<td>200</td>
<td>60.4</td>
</tr>
<tr>
<td>Touts</td>
<td>105</td>
<td>31.7</td>
</tr>
<tr>
<td>Family members</td>
<td>82</td>
<td>24.8</td>
</tr>
<tr>
<td>Drivers</td>
<td>82</td>
<td>24.8</td>
</tr>
<tr>
<td>Cooks</td>
<td>63</td>
<td>19.0</td>
</tr>
<tr>
<td>Watchmen</td>
<td>63</td>
<td>19.0</td>
</tr>
<tr>
<td>Hospitals</td>
<td>10</td>
<td>3.0</td>
</tr>
<tr>
<td>Teachers</td>
<td>60</td>
<td>18.1</td>
</tr>
<tr>
<td>Shoe-cobblers</td>
<td>54</td>
<td>16.3</td>
</tr>
</tbody>
</table>

N=360

As indicated in table 4.13, majority of the students (63.1%) indicated that kiosks/small shops were a source of drugs abused by the students, while 60.4 percent of them indicated that their fellow students were a source of drugs abused in school. Another source as indicated by the students were touts (31.7%) and 24.8 percent of them noted that family members and drivers were a source of drugs abused in school. This result agrees with NACADA (2004) findings that nearby kiosks/ hawkers, fellow students and family members were a main source of drugs.

Majority (68.0% of counsellors and 60.0% of principals agreed with the students that drugs were accessed through fellow students, nearby kiosks/ hawkers and parents. This was because in some schools, some students were day scholars and other students were boarders, hence the day scholars could easily come into the school compound with the
drugs and sell them off to their fellow students. These results agree with Mutua (2011) who found out that, slums, kiosks, hawkers and staff members were the major sources of drugs abused in schools.

4.6 Discipline problems related to drug abuse by students

Drug abuse contributes to loss of interest in academic work and indiscipline among students (GOK, 2001). This is because drugs affect the biochemical processes in the brain which often affects the behaviour of the abuser. With this in mind, the researcher set to find the discipline problems associated to drug abuse among students in schools. The results are as shown in Table 4.14.

| Table 4.14: Students responses on the dangers of drugs abuse to students in school |
|------------------------------------------|--------|--------|
| Lack of concentration                    | 240    | 66.7   |
| Rejection by friends                     | 239    | 66.4   |
| Missing classes                          | 178    | 49.4   |
| Conflicts with teachers                   | 182    | 50.6   |
| Physical weakness                        | 154    | 42.8   |
| Lack of sleep                            | 147    | 40.8   |
| Lack of appetite                         | 166    | 46.1   |
| Not doing assignments                    | 150    | 41.7   |
| No Response                              | 52     | 14.4   |

N = 360

From Table 4.14, majority (66.7 %) of the students indicated that some of the problems associated with drugs abuse by colleagues was lack of concentration, 66.4 percent of them said their colleagues were rejected by their friends, while 50.6 percent said that their colleagues had conflicts with teachers and 49.4 percent noted that their colleagues missed
classes. The other problems the students who abused drugs had were physical weakness, lack of sleep, lack of appetite and failure to complete their assignments. The researcher observes that these effects affected the students negatively especially on their academic performance. The results agree with Republic of Kenya (2001) which noted that drug abuse contributes to loss of interest in academic work and indiscipline among students.

About 80% of the teacher counsellors and 86% of the deputy principals also indicated that drug abuse affected the students negatively in both their behaviour and academically. Other effects of drug abuse include risky behaviours which endanger students’ lives and those of others. For instance careless driving, unprotected sex, intravenous drug taking and participating in crime hence increase the probability of one dying young. Drugs are very expensive; this makes those who abuse drugs engage in undesirable and shameful habits e.g. cheating, stealing, prostitution and doing odd jobs in order to obtain money to buy drugs. Other problems associated with drugs are as shown in Table 4.15.

Table 4.15: Other problems associated with drug abuse as stated by the students

<table>
<thead>
<tr>
<th>Impact of drug abuse</th>
<th>Strongly Agree N</th>
<th>Strongly Agree %</th>
<th>Agree N</th>
<th>Agree %</th>
<th>Neutral N</th>
<th>Neutral %</th>
<th>Disagree N</th>
<th>Disagree %</th>
<th>Strongly Disagree N</th>
<th>Strongly Disagree %</th>
<th>No Response N</th>
<th>No Response %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage in Stealing money &amp; property</td>
<td>192</td>
<td>53.3</td>
<td>130</td>
<td>36.1</td>
<td>19</td>
<td>5.2</td>
<td>5</td>
<td>1.4</td>
<td>8</td>
<td>2.2</td>
<td>6</td>
<td>1.7</td>
</tr>
<tr>
<td>Damage School property</td>
<td>154</td>
<td>42.7</td>
<td>149</td>
<td>41.4</td>
<td>33</td>
<td>9.2</td>
<td>11</td>
<td>3.1</td>
<td>6</td>
<td>1.7</td>
<td>7</td>
<td>1.9</td>
</tr>
<tr>
<td>Engage in physical and violent fights</td>
<td>138</td>
<td>38.3</td>
<td>143</td>
<td>39.7</td>
<td>25</td>
<td>6.9</td>
<td>40</td>
<td>11.1</td>
<td>8</td>
<td>2.2</td>
<td>7</td>
<td>1.9</td>
</tr>
<tr>
<td>Lack of Respect</td>
<td>129</td>
<td>35.8</td>
<td>122</td>
<td>33.9</td>
<td>45</td>
<td>12.5</td>
<td>49</td>
<td>13.6</td>
<td>8</td>
<td>2.2</td>
<td>7</td>
<td>1.9</td>
</tr>
<tr>
<td>Absenteeism</td>
<td>91</td>
<td>25.3</td>
<td>142</td>
<td>39.4</td>
<td>68</td>
<td>18.9</td>
<td>43</td>
<td>11.9</td>
<td>8</td>
<td>2.2</td>
<td>8</td>
<td>2.2</td>
</tr>
<tr>
<td>Promiscuity</td>
<td>97</td>
<td>25.3</td>
<td>131</td>
<td>36.4</td>
<td>67</td>
<td>18.6</td>
<td>25</td>
<td>6.9</td>
<td>19</td>
<td>5.3</td>
<td>21</td>
<td>5.8</td>
</tr>
<tr>
<td>Forming gangs</td>
<td>76</td>
<td>21.1</td>
<td>119</td>
<td>33.1</td>
<td>86</td>
<td>23.9</td>
<td>49</td>
<td>13.6</td>
<td>17</td>
<td>4.7</td>
<td>13</td>
<td>3.6</td>
</tr>
<tr>
<td>Students abusing drugs are disciplined</td>
<td>8</td>
<td>2.2</td>
<td>54</td>
<td>15.0</td>
<td>21</td>
<td>5.8</td>
<td>134</td>
<td>37.2</td>
<td>135</td>
<td>37.5</td>
<td>8</td>
<td>2.2</td>
</tr>
</tbody>
</table>

N=360
Table 4.15 above shows that the majority (89.4%) of the students agreed that drug abuse encourages the students to steal money and property, while 84.3 percent of them indicated that they engage in physical and violent fights and 78.0 percent of them felt that it encourages damage of school property. About 69.7 percent of them felt that it encouraged lack of respect, 64.7 percent of them indicated that drug abuse led to absenteeism, 61.7 percent of them felt it encouraged promiscuity, 54.2% of them felt that it encouraged forming gangs and 17.2 percent of them felt that the students abusing drugs were disciplined which is ironical because the drug abuser change their way of thinking hence become indisciplined by either not attending their lessons or other indiscipline in the school.

On the other hand, the 80% of the teacher counsellors and 88% of the deputy principals felt that drug abusers are engaged in damaging school property, engaged in physical and violent fights, lacked respect, tend to be absentees, declined in their performance, were generally rude to teachers, were untidy, dosed in class, lacked concentration and formed gangs. Hence the researcher can conclude that negative behaviour was because of these factors. This concurs with NACADA and KESSHA task force (2004), which indicated that students’ drug abuse had negatively impacted on discipline.

4.7 Strategies schools use to control drug abuse and dependence

Several processes have been adopted by the schools in Mbeere North District to minimise cases of drug abuse among students which included guidance and counselling, life skills, corporal punishment, parental involvement and expelling the students who abuse drugs and sell drugs. In order to effectively counsel individuals who abuse drugs, Were (2003) recommends the following; find out the reason why the individual started abusing drugs. Establish a client-counsellor relationship with the individual; find out about the
individual’s parenting, give them the advantages if there are any and disadvantages of drug abuse help the individual to understand why it is good to stop abusing drugs. The researcher then wanted to establish what the teacher does when they have knowledge that some students are abusing drugs in school. The results are as shown in Table 4.16.

Table 4.16: Students responses on strategies used by teachers on knowledge of students abusing drugs

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sent for guidance and counselling teacher</td>
<td>280</td>
<td>77.8</td>
</tr>
<tr>
<td>Corporal punishment</td>
<td>114</td>
<td>31.7</td>
</tr>
<tr>
<td>Parental involvement (seek explanation)</td>
<td>58</td>
<td>16.1</td>
</tr>
<tr>
<td>Expelled</td>
<td>43</td>
<td>11.9</td>
</tr>
<tr>
<td>No Response</td>
<td>80</td>
<td>22.2</td>
</tr>
</tbody>
</table>

N= 360

Majority of the students (77.8%) indicated that the teachers usually send students for guidance and counselling to the teacher counsellor when they realized the student is abusing drugs. About 31.7% teachers usually use corporal punishment to punish students who abuse drugs, while 16.1 percent indicated that the teachers involved parents and 11.9 percent of them took the students to the board who expelled them from the school. The deputy principals noted that the students are sent home to bring in their parents and others are expelled. These results show that there is a process that the schools use to assist students who use drugs in school. According to the American Academy of Paediatrics (2007) schools may adopt a variety of alternatives to drug testing to address the issue of substance abuse, including offering after-school programs, incorporating life-skills training into drug education curricula, helping parents become better informed, providing
counselling, identifying problem behaviours for early intervention, and promptly referring students to health care professionals for assessment and intervention.

School-based health centres should have the capacity to counsel students who are in need of such treatment plans and connect students to available community resources. Schools are appropriate settings for drug prevention programs for 3 reasons: prevention must focus on children before their beliefs and expectations about substance abuse are established; schools offer the most systematic way of reaching young people; and schools can promote a broad spectrum of drug-related educational policies. Resources for the preparation of teachers, counsellors, and other school personnel may be a valuable adjunct.

4.8 Intervention strategies used by schools to drug abuse and dependence

The presence of drug abuse prevention programme in schools is an important step in all the schools in Kenya. The researcher asked the students to indicate whether they were aware of drug abuse prevention programmes. The results are as shown in Table 4.17.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>250</td>
<td>69.4</td>
</tr>
<tr>
<td>No</td>
<td>105</td>
<td>29.2</td>
</tr>
<tr>
<td>No Response</td>
<td>5</td>
<td>1.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>360</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
Majority of the students (69.4%) indicated that they were aware of drug abuse prevention programmes in their schools while 29.2 percent of them indicated that they were not aware of drug abuse prevention programme. The researcher observes that in each and every school, the school administration should be encouraged to put a prevention programme to discourage students from abusing drugs. This prompted the researcher then to ask the students to indicate how the programmes were brought to their awareness. Majority of the students (72.6%) were made aware of the programmes through the teachers, peers, media and own experience and needed help. The teacher counsellors indicated that guidance and counselling, peer counselling, guest speakers and campaign against drugs were carried out in schools as away to curb drug usage. This shows that some students had to use the programmes to be able to establish that they existed in their schools. This made the researcher to ask the students whether there were programme in school that exposed the drug prevention programmes. The results are as shown in table 4.18.

Table 4.18: Students responses Exposure of the drug prevention programmes to students

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>260</td>
<td>72.2</td>
</tr>
<tr>
<td>No</td>
<td>86</td>
<td>23.9</td>
</tr>
<tr>
<td>No Response</td>
<td>14</td>
<td>3.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>360</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Majority of the students (72.2%) indicated that students were exposed to drug prevention and 23.9 percent said they were not exposed to such programmes. The researcher wished to know from the teacher counsellors whether these programmes were effective. Majority
(55.6%) of the teacher counsellors and deputy principals noted that the programmes were fairly effective, while 22.2% of them indicated that the programmes was very effective and 22.2% was not effective. This shows that although guidance, counselling and life skills have been in schools, there is still more to be done to enhance these programmes. Hence more needs to be put in place by the schools to curb the use of drugs. The researcher then wished to identify the members involved in the programme. The results are as shown in table 4.19.

Table 4.19: Members involved in the prevention programmes

<table>
<thead>
<tr>
<th>Members</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers in guidance and counselling department</td>
<td>222</td>
<td>67.1</td>
</tr>
<tr>
<td>BOG/PTA</td>
<td>19</td>
<td>5.7</td>
</tr>
<tr>
<td>Parents</td>
<td>6</td>
<td>1.8</td>
</tr>
<tr>
<td>Teachers</td>
<td>18</td>
<td>5.4</td>
</tr>
<tr>
<td>Students</td>
<td>7</td>
<td>2.1</td>
</tr>
<tr>
<td>No Response</td>
<td>59</td>
<td>17.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>360</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Majority of the students (67.1%) indicated that some members involved in the prevention programmes were teachers in the guidance and counselling departments while 5.7 percent of them indicated that the BOG/PTA were involved in the programme especially during expulsion from school, 5.4 percent of them indicated that the teachers were involved in the programme and 2.1 percent said that the students were involved in the programme. According to the American Academy of Paediatrics (2007), educators are challenged to make the facts about drug abuse meaningful to children and adolescents without enticing
them to try drugs. There are many curricula designed for school use that have been proven to be effective and are delivered to students in ways that are interesting, interactive, and developmentally appropriate. Although many program approaches are available, some effective programs focus on enhancing students’ problem-solving skills or aiding them to evaluate the influence of the media. Other effective programs help improve students’ self-esteem, reduce stress and anxiety, or increase activities. These skills are taught by using a combination of methods including demonstration, practice, feedback, and praise. Another proven approach is “life-skills training,” designed to teach skills to confront a problem-specific focus, emphasizing the application of skills directly to the problem of substance abuse.

4.9 Challenges secondary schools in Mbeere North face in dealing with drug abuse

Some of the challenges facing the school administration and teacher counsellors in their efforts to curb drug abuse in schools were as listed in Table 4.24. All the deputy principals and teacher counsellors respondents cited a number of challenges facing the drug abuse in schools as presented in this section. The teacher counsellors and the deputy principals were allowed to respond to more than one of the various alternatives given. The responses of the 18 teachers are presented in Table 4.20.
Table 4.20 Challenges faced by deputy principals while addressing drug abuse

<table>
<thead>
<tr>
<th>Responses</th>
<th>Problems encountered in dealing with drug abuse</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Lack of support from parents</td>
<td>8</td>
</tr>
<tr>
<td>Some teachers provide drugs to students</td>
<td>7</td>
</tr>
<tr>
<td>Some teachers take drugs</td>
<td>6</td>
</tr>
<tr>
<td>Teachers do not discourage drug taking</td>
<td>5</td>
</tr>
<tr>
<td>Lack of adequate knowledge to address drug issues</td>
<td>6</td>
</tr>
<tr>
<td>Time schedules are not flexible</td>
<td>8</td>
</tr>
</tbody>
</table>

N=9

Table 4.20 shows that the deputy principals agreed that they lack support from parents, while 88.9% of them indicated that time schedules are not flexible and they lacked support from parents and 77.8% of them said that some teachers provided drugs to students. This shows that teachers feel inadequate when asked to help drug abusers in their schools. This could be attributed to the fact that the majority of school counsellors were inadequately equipped with skills to address drug abuse in their schools.

The teacher counsellors further indicated that they perceived the lack of support to school administration by parents as a challenge. The teachers as role models to the students were also regarded a challenge because some teachers abused drugs, and are therefore not good examples. Some teachers further said that time schedules are not flexible. It can be argued that inflexible time schedules could be linked to lack of adequate time for teachers who only counsel students during their free time. As a result, they perceived heavy workloads
and the crowded curriculum to be a challenge. Some results which raised concern were that some teachers provided drugs to students, while others indicated that teacher counsellors do not discourage drug abuse amongst students.

When interviewed about the challenges faced by the schools, all the deputy-head teachers like the teachers cited a number of challenges. According to their perceptions, parents are not supportive while some are not good role models. They felt that the majority of parents stand by their children and defend them while blaming the teachers. As for the day schools, the biggest challenge was how to monitor the behaviour of the students since it is hard to follow them up after school. Their responses also indicated that most day schools are located near market centres which supply drugs to students.

Although deputy-head teachers are in charge of discipline at the schools, they noted the lack of clear guidelines on what punishment to administer or actions to take in relation to student drug abusers. The deputy-head teachers indicated that making such decisions is perceived as very taxing because the Children’s Act of 2001 prohibits corporal punishment and child harassment. The perception of the all deputy head-teachers was that the students take advantage of this loophole and abuse drugs with impunity.

In addition, the responses indicated that deputy-head teachers felt ill-equipped to identify drug abusers because they were not trained. All deputy-head teachers felt that it was hard to fathom the extent of drug abuse in schools because of the secrecy surrounding it. Since the extent of the problem cannot be established with certainty, the capacity of the school to deal with drug abuse becomes problematic. The media was also quoted as a stumbling block in the war against drug abuse in schools. According to 88.9% of the deputy-head teachers, alcohol and cigarettes are legally advertised which influences the youth to take
the drugs. In addition, the warnings attached to these advertisements are too small to discourage many from indulging in these substances.

4.10 Strategies of mitigating drug abuse in secondary schools in Mbeere North District

Schools can add a crucial component to the drug prevention efforts by incorporating prevention strategies within the context of health, science and family life curricular. They can also provide an organized peer group setting in which children can develop communication and decision making skills. The teacher counsellors and the deputy head teachers were asked to suggest ways preventing drug abuse in their schools, the results are as shown in Table 4.21.

**Table 4.21: Suggested activities in the programmes**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guidance and counselling</td>
<td>36</td>
<td>100</td>
</tr>
<tr>
<td>Creating awareness</td>
<td>36</td>
<td>100</td>
</tr>
<tr>
<td>Extra Curriculm activities</td>
<td>34</td>
<td>94.4</td>
</tr>
<tr>
<td>Campaign against drugs within schools</td>
<td>32</td>
<td>88.9</td>
</tr>
<tr>
<td>Life skills</td>
<td>30</td>
<td>83.3</td>
</tr>
<tr>
<td>Entertainment / music festivals/ drama</td>
<td>26</td>
<td>72.2</td>
</tr>
<tr>
<td>Guest speakers</td>
<td>21</td>
<td>58.3</td>
</tr>
<tr>
<td>Peer counselling</td>
<td>18</td>
<td>50.0</td>
</tr>
</tbody>
</table>

N=360

All the teacher counsellors and the deputy headteachers suggested that guidance and counselling and creating awareness among students should be carried out as a way of preventing drug and substance abuse. About 94.4% of them noted that extra curriculum
activities and other activities should be encouraged in schools to discourage students from idleness that could lead to drug and substance abuse. Another 88.9% of them felt that campaign against drugs within schools should be carried out while 83.3% of them felt that the students should be taught life skills that would discourage them from abusing drugs. Seventy two (72.2) percent indicated that entertainment was also vital in creating awareness among students, with 58.3% of them noting that a guest speaker and 50.0% of them noting that peer counselling would help in the curbing of drug and substance abuse in their schools. These activities would keep the students busy hence reduce time for them being idle. Maithyas (2009) indicated that prevention of drug problems among the youth should employ knowledge about factors likely to influence young people’s behaviour. Family factors that may lead to or intensify drug use are thought to include prolonged or traumatic parental absence, harsh discipline, and failure to communicate on an emotional level, the influence of disturbed family members and parental use of drugs. These will provide a negative role model for children (WHO, 1993).
CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction
This chapter therefore presents the summary of findings, conclusions and recommendations of the study.

5.2. Summary of Findings
Based on the results of this study, the following summary can be drawn from the findings:

On the types of drugs abused, the commonly abused drugs in these schools included alcohol, cigarettes, khat and sleeping pills. Others such as mandrax and bhang are not commonly used although they have been reported to be abused in some institutions. The teacher counsellors also agreed with the students that most of the drugs abused include alcohol, cigarettes, bhang and miraa. Some students had abused drugs other than the prescription drugs.

On the causes of the drug and substance abuse, both the students, teacher counsellors and the deputy headteacher indicated that the main reasons that contributed to drug abuse among the students in Mbeere North district were peer pressure, socialization, lack of role models, family members abusing drugs and personal reasons which included addiction, stress, low self esteem and problematic family backgrounds.

Majority of the students (63.1 percent) indicated that the main source of drugs abused by the secondary school students was kiosks/small shops while 60.4 percent of them
indicated that their fellow students were a source of drugs abused in school. Another source as indicated by the students was the touts and hawkers.

With regard to drug related discipline problems, majority (66.7%) of the students indicated that some of the problems associated with drug abuse that affected their colleagues were lack of concentration, rejection by their friends and conflicts with teachers.

Other problems associated with drugs on the students included stealing money and damaging school property. The teacher counsellors and deputy headteachers indicated that destruction of school property through riots and at many times physical and violent fights were reported among the students.

On the interventions schools use to control drug abuse, 77.8% of the students indicated that the teachers usually send students for guidance and counselling to the teacher counsellor when they realize the student is abusing drugs. A drug prevention programme has been put in place in the schools according to majority of the students (69.4%) and students were exposed to drug prevention programmes. They also noted that some members involved in the prevention programmes were teachers in the guidance and counselling departments and BOG/PTA members.

On the challenges faced in Mbeere North secondary schools in dealing with drug abuse, some teachers were said to be poor role models to students since they abuse drugs and attend to students when drunk. They also lack adequate knowledge to address drug issues
since majority have not been trained in psychological counselling and lack support from parents on the fight against drugs.

Some of the suggestions given by the teacher counsellors and the deputy headteachers included offering of effective guidance and counselling in schools and creating awareness among students on ways of preventing drug and substance abuse, extra curricula activities should also be encouraged in schools hence discouraging students being idle since idleness would lead to drug and substance abuse.

5.3 Conclusions
The following conclusions can be drawn from the findings of the study:

(i). Types of drugs abused by secondary school students in Mbeere North District
It is worth noting that among the drugs abused widely by students are alcohol and tobacco/ cigarettes. It can be concluded that drug abuse has been prevalent in secondary schools resulting to problems that affect discipline among students.

(ii) The causes of drug abuse in schools in Mbeere North District
Factors that contributed to drug abuse as revealed by the study were social reasons such as peer pressure, socialization, role models, family members and close friends. This shows that majority of the students abused drugs in order to be accepted among their peers.
(iii) Sources of the drugs abused by the student in schools in Mbeere North District

Fellow students were the main source of drugs among the drug-abusing students hence we can conclude that there is need for schools to be strict especially on opening days for the boarding schools to make sure no drugs enter the institutions.

(iv) Some of the drug-related discipline problems among the schools in Mbeere North District

The study revealed that students who abused drugs were affected negatively since they lost their interest in academic work and it also led to indiscipline among them. The students engaged in stealing of money and property and also damaging of school property. Therefore, from the study it was concluded that drug abuse leads to indiscipline cases among students.

(v) Strategies used by schools to control drug abuse and dependence in secondary schools in Mbeere North District

Concerning the role of guidance and counselling in curbing drug abuse, it can be concluded that there is availability of guidance and counselling services in the respective schools although according to the teacher counsellor and the deputy headteachers it was not effective. Drug abuse seems not to the only problems that affect the students but the major problem is peer pressure.
(vi) Challenges faced by secondary schools in Mbeere North District in dealing with drug abuse

Teachers were poor role models to students since they abused drugs and also lack adequate knowledge to address drug issues. The teachers should be good role models, and equipped with knowledge on psychological counselling.

(vii) How drug abuse can be prevented in secondary schools in Mbeere North District apart from what is already in practice

Creating awareness among students was one of the ways of preventing drug and substance abuse and encouraging extra curriculum activities. The conclusion drawn is that awareness and involvement of students to extra curriculum activities should be encouraged among the students.

5.4. Recommendations

Based on the findings of the study, the following recommendations are made:-

(i) The government should put in place measures of limiting easy access to drugs such as alcohol, cigarettes, khat and sleeping pills.

(ii) Since in secondary schools there is no use of the cane to discipline students, emphasis should be put on guidance and counselling to control indiscipline among the students. It also important for parents to be informed on how to prevent drug abuse among their children. This is because some students are introduced to drugs by their own parents.

(iii) The emphasis is put on a universal approach which targets users and non-users, some of whom may not be subjected to individual risk factors which encourage them to abuse drugs. Apart from universal prevention programmes, the schools
can also be used to deliver selective prevention programmes targeting youth considered to be at higher risk for substance use and abuse.

(iv) Intervention programmes should be designed to halt abuse among those who already abuse drugs and also amongst those who show early signs of behaviour change that could lead to abuse such as depression and defiance. Any educational programme used within the school should aim not only at increasing knowledge and awareness about effects of drug abuse, but should also aim at changing values, attitudes and beliefs which are assumed to ultimately influence behaviour, as well as building social and personal skills.

(v) Students who are identified as drug abusers should not be expelled from schools but should be accepted in the community and be helped through guidance and counselling.

(vi) Although the Ministry of Education has an integrated curriculum on drugs and substance abuse in certain subjects, it should consider developing a curriculum on effects of drug abuse in the core subjects. This will ensure that all students are informed about the dangers of drug abuse to enable them make informed choices.

(vii) Secondary schools should have qualified guidance and counselling teachers to help students struggling with drugs.

5.5. Recommendations for Further Research

The researcher suggests that further researches should be carried out on:-

- The impact of parents abusing drugs on their children’s prevalence to drugs.
- If counselling intervention has reduced the rate of drug abuse among secondary school students.
- Impact of drug abuse on students performance in all secondary schools
REFERENCES


APPENDICES

APPENDIX I

LETTER OF INTRODUCTION

The principal

............... Secondary School

P. O. Box .............

Embu

RE: PERMISSION TO CONDUCT RESEARCH IN YOUR INSTITUTION

My name is Ruth Mutumi Maundu I am a second year student in Kenyatta University pursing a master’s degree in education.

This letter is a humble request to you to allow me to conduct research among your students in form three, your deputy and the guidance and counselling teacher.

Since the research is on drugs and drug abuse which is a sensitive topic, I promise that all information collected will remain confidential.

Yours faithfully,

Ruth Mutumi Maundu
APPENDIX II

QUESTIONNAIRE FOR DEPUTY HEADS

The information given on this questionnaire will be treated with absolute confidentiality and will be used only for the purpose of research. Please complete the questionnaire appropriately, truthfully and honestly.

Your name is not required.

PART A.

1. What is your age? (Tick where appropriate).
   
   25 – 30 yrs ( )  30 – 35 yrs ( )
   35 – 40 yrs ( )  40 – 45 yrs ( )
   45 – 50 yrs ( )  50 - 55yrs ( )

2. For how long have you been in the teaching profession? (Tick where appropriate).
   
   a) 0 – 5 yrs ( )  5 – 10 yrs ( )
   b) 10 – 15 yrs ( )  15 – 20 yrs ( )
   c) 20 – 25 yrs ( )  Over 25 yrs ( )

3. For how many years have you worked in your present station? (Tick where appropriate).
   
   0 – 5 yrs ( )  5- 10 yrs ( )
   10 – 15 yrs ( )  Above 20 ( )

4. What type is your school?
   
   Boys boarding ( )  Girls boarding ( )
   Mixed day and boarding ( )  Mixed day ( )
   Private ( )
5. What is your current job title? (Tick where appropriate)
   (i) Guidance and counselling teacher (   )  Deputy head teacher (   )

PART B:

6. a) Are you aware of some students who abuse drugs in your school?
   Yes (   )  No (   )

   b) If your answer to question 6 (a) is yes, what drugs do they abuse? Tick appropriately. You can tick more than one.
   (a) Alcohol (   )  (b) Tobacco (   )
   (c) Khat (Miraa) (   )  (d) Cannabis (   )
   (e) Glue (   )  (f) Sleeping pills (   )
   (g) Other (Specify) …………………………………………………………………

7. State four ways by which students obtain the drugs they abuse (as from students, villagers, workers etc).
   i. …………………………………………………………………
   ii. …………………………………………………………………

8. Which Forms in your school are the most likely abusers of drugs?
   Form 1 (   )  Form 2 (   )
   Form 3 (   )  Form 4 (   )

9. (a) In your opinion, is the drug problem in schools increasing?
   Yes (   )  No (   )

   (b) Give reasons for your answers in 9 a) above
   ……………………………………………………………………………………………

10. What problems has your school experienced as a result of drug abuse?
    ………………………………………………………………………………………….
PART C

11. What methods are used in discouraging drug abuse in your school? (Tick where appropriate).
   Verbal warning ( )  Corporal punishment ( )
   Explanation from parents ( )  Arresting and arranging student in courts ( )
   Expelling those involved ( )
   a) Other (Specify) ………………………………………………………………………
   b) What effects have these methods had on students?
      ……………………………………………………………………………………………

12. What challenges have you encountered while addressing drug abuse related problems in your schools?
    ……………………………………………………………………………………………

13. a) Does your school have any drug education programmes to students?
    Yes ( )  No ( )
    b) If yes, to what extent have the programmes been effective?
       i. Very effective ( )  Fairly effective ( )
       ii. Not effective ( )

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

    Thank you for taking your time to answer the questions.
APPENDIX III

QUESTIONNAIRE FOR THE GUIDANCE AND COUNSELING TEACHER

The information given on this questionnaire will be treated with absolute confidentiality and will be used only for the purpose of research. Please complete the questionnaire appropriately, truthfully and honestly.

Your name is not required.

PART A.

1. What is your age? (Tick where appropriate).
   - 25 – 30 yrs (     )
   - 30 – 35 yrs (     )
   - 35 – 40 yrs (     )
   - 40 – 45 yrs (     )
   - 45 – 50 yrs (     )
   - 50-51 yrs (    )

2. Your gender (Tick as appropriate)
   - Male (       )
   - Female (      )

PART B:

3. What is your current job title? (Tick where appropriate)
   - Class teacher (    )
   - Guidance and counseling teacher (     )

4. a) Are you aware of some students who abuse drugs in your school?
   - Yes (    )
   - No (    )

   b) State two methods used by the students to obtain the drugs they abuse.

   …………………………………………………………………………………………………………………………………………

5. What are the signs of students who abuse drugs?

   …………………………………………………………………………………………………………………………………………

6. a) Have you ever handled any drug related problem (experience in your school?)
   - Yes (    )
   - No (    )
b) If your answer in 9 (a) is yes, specify the nature of your experience.
........................................................................................................................................................................

(c) Do you have any training on how to handle drug abuse experiences on students?
Yes ( ) No ( )

7. a) Which classes in your school are the most likely abusers of drugs?

    Form 1 ( ) Form 2 ( )

    Form 3 ( ) Form 4 ( )

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

    Yes ( ) No ( )

(c) Give reasons for your answers in 11 a) above

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

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

PART C

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

    Verbal warning ( ) Corporal punishment ( )

    Explanation from parents ( ) Arresting and arranging student in courts ( )

    Expelling those involved ( )

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

    What effects have these methods had on students?

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

10. What challenges have you encountered while addressing drug abuse related problems in your schools? (Tick where appropriate, you can tick more than one).

    a) Parents not supporting the school administration ( )
b) Some teachers providing drugs to students (  )
c) Some parents taking drugs (  )
d) Some teachers taking drugs (  )
e) Teacher not discouraging drug taking (  )
f) Lack of adequate knowledge to address drug abuse (  )
g) Time schedule not flexible (  )

Others (Specify) ………………………………………………………………………

11. a) Does your school offer any drug education related programmes to students?
   Yes (  )    No (  )

b) If the answer in 11 a) is yes, specify two approaches used in the programmes.
   ……………………………………………………………………………………………

c) To what extent have these programmes been effective? (Tick one).
   Very effective (  )    Fairly effective (  )
   Not effective (  )

d) Give reasons for your answers
   ……………………………………………………………………………………………

12. a) Who are the people involved in the drug education programmes in your school?
   (Tick where appropriate).
   a) Students (  )
   b) Invited guests (  )
   c) Teachers (  )
   Others Specify ………………………………………………………………………

b) Name some of the programmes used
   ……………………………………………………………………………………………
c) Do you participate in designing these drug education programmes?

Yes ( ) No ( )

14 a) If your answer in 13c) is No give reasons for this answer.

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

b) What problems does your school face in running the programmes?

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

15. Suggest at least four methods on how best the drug education programmes may be implemented.

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

**Thank you for taking your time to answer the questions.**
APPENDIX IV

QUESTIONNAIRE FOR THE STUDENTS

The information given on this questionnaire will be treated with absolute confidentiality and will be used only for the purpose of research. Please complete the questionnaire appropriately, truthfully and honestly.

Your name is not required.

PART A

1. What is your age? .................................................................

2. State your gender.

   Male ( )  Female ( )

3. Which class are you?

   Form 1 ( )  Form 2 ( )
   Form 3 ( )  Form 4 ( )

4. Where do you reside when not in school?

   Urban ( )  Rural ( )

5. What type is your school?

   Boys boarding ( )  Girls boarding ( )
   Mixed day and boarding ( )  Mixed day ( )
   Private ( )

PART B

6. Are you aware of some students who abuse drugs in your school?

   Yes ( )  No ( )

b) If your answer to 6a) is yes, what drugs do they abuse? (you can tick more than one).

   Alcohol ( )  Tobacco (Cigarettes) ( )
   Khat (Miraa) ( )  Cannabis ( )
Glue ( )   Sleeping pills ( )
Mandrax ( )
Other (specify) ____________________________________________

7.   (a) Have you ever used drugs other than for medical purposes?
     Yes ( )   No ( )
(b) If your answer to 7(a) is yes, which drug have you ever used? (you can tick more than one).
     Alcohol ( )   Tobacco (Cigarettes) ( )
     Khat (Miraa) ( )   Cannabis ( )
     Glue ( )   Sleeping pills ( )
     Mandrax ( )
     Other (specify) ____________________________________________

8.   (a) Do you have a family member who abuses drugs? Yes ( )   No ( )
     (b) If your answer to 8(a) is yes, specify the family member (you can tick more than one).
     Father ( )   Mother ( )
     Brother ( )   Sister ( )   Other specify ……………

9.   How many of your friends abuse drugs?
     All ( )   Majority ( )   None ( )

10.  Do these friends encourage you to take drugs?
     Yes ( )   No ( )

11.  According to you, why do most students in your school abuse drugs? (You can tick more than one).
     To increase intelligence ( )   Curiosity ( )
Excessive pocket money ( ) Availability of drugs ( )
Teachers/parents take drugs ( ) Acceptance by friends ( )
Unaware of dangers ( ) Low cost/cheap drugs ( )
Peer pressure ( )
Other (specify) ..........................................................  

12. According to you, what are the sources of the drugs abused by students in your school? (You can tick more than one).
Drivers ( ) Touts ( ) Cooks ( )
Watchmen ( ) Kiosk/small shop ( ) Hospitals ( )
Teachers ( ) Family members ( ) Shoe-cobblers ( )

13. What are the dangers of drug abuse to students in your school? (You can tick more than one).
Lack of concentration ( ) Missing classes ( )
Conflicts with teachers ( ) Physical weakness ( )
Lack of sleep ( ) Lack of appetite ( )
Not doing assignments ( ) Rejection by friends ( )

PART C

14. If your teachers have knowledge of students abusing drugs what is normally done (Tick where appropriate).
a) Sent you to guidance and counselling teacher ( )
b) Corporal punishment ( )
c) Seek explanation from parents ( )
d) Arrested explanation from parents ( )
e) Expelled ( )
f) Others (specify)__________________________________
15a) Are you aware of drug abuse prevention programmes? (Tick where appropriate).

Yes ( ) No ( )

b) If your answer to 15a) is yes, how were they brought to your awareness (Tick where appropriate)

Through the media (TV, Newspaper etc) ( ) Through the teachers ( )
Through peers ( ) Through own experience ( )
Others (specify) ________________________________

16a) Are students in your school exposed to drug prevention programmes?

Yes ( ) No ( )

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

BOG / PTA ( )
The guidance and counselling department ( ) Parents ( )
Teachers ( ) Students ( )
Others (specify) ________________________________

17a) Name some of the activities in the programmes.

………………………………………………………………………………………………………………

b) How have students in your school benefited from these programmes?

………………………………………………………………………………………………………………

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

………………………………………………………………………………………………………………

Thank you for taking your time to answer the questions.
APPENDIX V: RESEARCH AUTHORIZATION

REPUBLIC OF KENYA

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2213449
254-020-310571, 2213423, 2219420
Fax: 254-020-318245, 318249
when replying please quote
secretary@ncst.go.ke

Our Ref: NCST/RCD/14/012/1404

Date: 10th October 2012

Ruth Mutumi Maundu
Kenyatta University
P.O.Box 43844-00100
Nairobi,

RE: RESEARCH AUTHORIZATION

Following your application for authority dated 28th September, 2012 to carry out research on “Management challenges occasioned by drug abuse in secondary schools in Mbeere North District, Embu County, Kenya,” I am pleased to inform you that you have been authorized to undertake research in Mbeere North District for a period ending 31st December, 2012.

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

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

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

Copy to:

The District Commissioner
The District Education Officer
Mbeere North District.

"The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development"
APPENDIX VI: RESEARCH PERMIT

CONDITIONS

1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do so may lead to the cancellation of your permit.
2. Government Officials will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two (2)/four (4) bound copies of your final report for Kenyans and non-Kenyans respectively.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.

GPK/585/31/16/2011

CONDITIONS (see back page)

PAGE 3

Research Permit No. MCST/RCD/14/012/1404
Date of Issue: 10th October, 2012
Fee received: KSH 1,000

Prof./Dr./Mr./Mrs./Miss/Institution:
Ruth Mutungi Maudu of (Address) Kenyatta University
P. O. Box 43844-00100, Nairobi.
has been permitted to conduct research in

Mbaere North District
Eastern Province

on the topic: Management challenges occasioned by drug abuse in secondary schools in Mbaere North District, Embu County, Kenya.


Applicant’s Signature

Secretary
National Council for Science & Technology