ASSESSMENT OF EFFECTS OF DRUG AND SUBSTANCE ABUSE ON STUDENTS' PERFORMANCE: A CASE OF SECONDARY SCHOOLS IN KANGUNDO DISTRICT, KENYA

BY

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DECLARATION

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

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DEDICATION

To my wife Beatrice,

And children, Eric, Brenda and Brian

You all gave me a reason to live, read and write,

Together, we are all in this.
I wish to recognize a number of people, without who this task would not have been accomplished. I express my sincere appreciation to my supervisors, Dr. J. A. Shiundu and Mrs. L. C. Boit, for their enabling guidance and personal interest in the progress of the study. May the Lord reward you openly. I also wish to thank all the lecturers in the Department of Educational Administration, Planning and Curriculum Development for their guidance throughout my studies.

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May God bless you all.
TABLE OF CONTENTS

Declaration ........................................................................................................................................... ii
Dedication ........................................................................................................................................... iii
Acknowledgements .............................................................................................................................. iv
Table of Contents ................................................................................................................................. v
List of Tables ........................................................................................................................................ viii
List of Figures ....................................................................................................................................... ix
Abbreviations and Acronyms ............................................................................................................... x
Abstract ................................................................................................................................................ xi

CHAPTER ONE: INTRODUCTION
1.1 Background of the Study ........................................... 1
1.2 Statement of the Problem ......................................... 4
1.3 Purpose of the Study ................................................ 5
1.4 Objectives of the Study ............................................ 5
1.5 Research Questions ................................................ 6
1.6 Significance of the Study .......................................... 6
1.7 Limitations and Delimitations ................................... 7
1.8 Assumptions of the Study ........................................ 8
1.9 Theoretical Framework ........................................... 8
1.10 Conceptual Framework .......................................... 10
1.11 Definitions of Significant Terms ............................. 12

CHAPTER TWO: LITERATURE REVIEW
2.1 Introduction .......................................................... 13
2.2 Extent of Drugs and Substance Abuse among Secondary School Students .................. 13
2.3 Factors Contributing to Drugs and Substance Abuse among Students ..................... 15
2.4 Effects of Drugs and Substance Abuse on Students ......................................................... 19
2.4.1 Effects of Drugs and Substance Abuse on Students’ Colleagues .............................. 20
2.4.2 Effects of Drugs and Substance Abuse on Students’ Family and Friends .............. 21
2.4.3 Effects of Drugs and Substance Abuse on the Students’ Community ...................... 21
2.5 Other effects of Drugs and Substance Abuse ................................................................. 22
2.6 Prevention of Drugs and Substance Abuse ................................................................. 24
2.7 Summary .............................................................. 26
CHAPTER THREE: METHODOLOGY

3.1 Introduction-------------------------- 28
3.2 Research Design ----------------------------- 28
3.3 Study Localé ------------------------------- 29
3.4 Target Population----------------------------- 29
3.5 Sample and Sampling Technique ------------------ 30
3.6 Research Instruments----------------------- 32
   3.6.1 Questionnaire for Students----------------- 32
   3.6.2 Questionnaire for Education Field Staff------- 33
   3.6.3 Questionnaire for Provincial Administrators------- 33
   3.6.4 Interview Schedule for Principals---------- 33
   3.6.5 Interview Schedule for Teacher-Counsellors------ 33
   3.6.6 Interview Schedule for Sponsors------------ 34
   3.6.7 Interview Schedule for Parents------------ 34
3.7 Validity and Reliability of Research Instruments----------------- 34
   3.7.1 Pilot Study-------------------------------- 35
   3.7.2 Split-Half Technique----------------------- 36
3.8 Data Collection Procedure-------------------- 37
3.9 Data Analysis Plan-------------------------- 37

CHAPTER FOUR: RESULTS AND DISCUSSION

4.1 Introduction----------------------------------- 39
4.2 Extent of Drugs Abuse in Secondary Schools in Kangundo District--------- 40
4.3 Factors Contributing to Drugs Abuse among Students--------------------- 44
4.4 Effects of Drug Abuse on School Discipline----------------------------- 48
4.5 Measures Taken to Curb Drug Abuse in Schools------------------------- 52
4.6 Discussion of Findings----------------------------------- 54

CHAPTER FIVE: SUMMARY, CONCLUSIONS & RECOMMENDATIONS

5.1 Introduction----------------------------------- 57
5.2 Summary of the Study-------------------------- 57
5.3 Conclusions----------------------------------- 60
   5.3.1 Identified Gaps and Way Forward---------------- 61
5.4 Recommendations----------------------------- 62
5.5 Suggestions for Further Research-------------------- 63
LIST OF TABLES

Table 3.1: Secondary schools in Kangundo District ------------------------------- 30
Table 3.2: Sample size for the study --------------------------------------------- 31
Table 4.1: Students’ Ratings of the Extent to which Drugs are Abused --------- 40
Table 4.2: Principals’ Ratings of the Extent to which Drugs are Abused-------- 42
Table 4.3: Drugs that Were Most Abused --------------------------------------- 43
Table 4.4: Reasons for Drugs and Substance Abuse------------------------------ 44
Table 4.5: Sources of the Most Abused Drugs----------------------------------- 45
Table 4.6: Reasons for Taking Drugs: Teacher-Counsellors Responses--------- 46
Table 4.7: Principals Views on Main Causes of Drug Abuse in Schools--------- 47
Table 4.8: Students’ Views on Main Causes of Indiscipline--------------------- 49
Table 4.9: Students’ Views on Main Types of Indiscipline---------------------- 50
Table 4.10: Principals’ Views on Effects of Drug Abuse on Students’ Behaviour 51
Table 4.11: Measures Taken to Minimize Drug Abuse in Schools----------------- 52
LIST OF FIGURES

Figure 1.1: Diagrammatic Presentation of the Social Learning Theory------------------- 9

Figure 1.2: Effect of Drugs and Substance Abuse and its Implications on Secondary School Unrest ----------------------------------------------- 11

Figure 4.1: Showing Proportion of Students Abusing Drugs----------------------------- 41

Figure 4.2: Showing Commonly Abused Drugs as Reported by the Students ----------- 43

Figure 4.3: Showing Students' Ratings of Incidences of Indiscipline in Schools ------ 48
ABBREVIATIONS AND ACRONYMS

AIDS: Acquired Immune Deficiency Syndrome

DALYs: Disability Adjusted Life Years

HIV: Human Immunodeficiency Virus

IDU: Injecting Drug Use

MoE: Ministry of Education

NACADA: National Agency for the Campaign against Drug Abuse

SPSS: Statistical Package for Social Sciences

UNAIDS: United Nations Programme on HIV/AIDS

UNDCP: United Nations International Drug Control Programme

UNODC: United Nations Office on Drugs and Crime

UNODCCP: United Nations Office on Drugs and Crime Control Programme

WHO: World Health Organization
ABSTRACT

Drugs and substance abuse is one of the most worrisome risk behaviours among secondary school students. Drugs and substance abuse affects the freedom and development of young people, the world's most valuable asset. As such, the purpose of this study was to find out the effects of drugs and substance abuse and its implications on secondary school unrest in Kangundo District. The objectives of the study were to find out the extent of drugs and substance abuse in secondary schools in Kangundo District; to find out the factors contributing to drugs and substance abuse in secondary schools in Kangundo District; to find out the effects of drugs and substance abuse on students’ discipline; and, to suggest possible solutions to drugs and substance problem in secondary schools. The study adopted a descriptive survey research design. All the 40 public secondary schools in Kangundo District formed the target population. Stratified random sampling technique was used to select 10 schools from the 40 secondary schools in Kangundo District. In total, the sample size comprised of 10 principals, 10 teacher-counsellors, 200 students, 20 parents, 2 provincial administration officers, 5 school sponsors, and 2 education field staff members. The main research instruments used in the study were questionnaire and interview schedule. Descriptive statistics including percentages and frequency counts were used to analyze the data obtained. The results of data analysis are presented in frequency tables, histograms and pie charts. The 100% (N=200) students agreed that there were students who abused drugs in their schools. 15.5% (N=31) of the students rated drugs abuse in the schools as very common, 78 (39%) rated it common, 62 (31%) rated it rare, while 29 (14.5%) of the students indicated that drugs abuse in their schools was very rare. Forty eight percent (48%) of the students indicated that they had ever taken drugs, while 104 (52%) had never taken drugs. The most commonly abused drugs included cigarettes (78%), alcohol (55.5%), bhang (37%) and miraa (10.5%). Other drugs abused by students were heroine (12%) and tap tap (9.5%). Students accessed drugs from other students who peddle drugs, from the neighbouring community, sneaking them to school when reopening, buying them during school outings, buying them from kiosks near schools, and buying from subordinate staff members. Majority (59.5%) of the students rated incidences of indiscipline in their schools as high, 26 (13%) rated them low, 42 (21%) very low and 13 (6.5%) very high. Based on the findings of the study, it can be concluded that drugs and substance abuse by students is widespread in secondary schools Kangundo District. The main drugs of abuse in the schools include alcohol, cigarettes, bhang and miraa. As a result of drug abuse, cases of indiscipline in the schools are on the rise. The problem of drugs and substance abuse in schools needs to be addressed if school administrators are to effectively deal with the rising incidences of indiscipline and strikes. This calls for concerted efforts by the government, the community and school administrators to deal with this problem.
CHAPTER 1.0

INTRODUCTION

1.1 Background of the Study

Drug and substance abuse is one of the most worrisome risk behaviours among secondary school students. This is so because drugs have been cited to destroy lives and communities, undermine sustainable human development and generate crime. Drugs affect all sectors of society in all countries. In particular, drug and substance abuse affects the freedom and development of young people, the world's most valuable asset. According to the United Nations Office on Drugs and Crime Control Programme (UNODCCP, 2002), drugs are a grave threat to the health and well-being of all mankind, the independence of countries, democracy, the stability of nations, the structure of all societies, and the dignity and hope of millions of people and their families.

A drug is any chemical substance which when taken into the body through various methods can affect one or more of body functions (Ochieng, 1986). This includes the substances that are useful to the body, that is, the prescribed medicine and those that can harm the body especially illicit chemical substances or non-prescription drugs. Although prescribed medicine is useful and curative to ailments, when wrongly used it may lead to abuse and harm to the body. A drug is abused when its use causes harm to the person, to others and the society at large (Huffman, Vernoy & Vernoy, 1994).

The main concern in today's society is the psychoactive drugs. They are defined as chemicals that affect the nervous system and cause a change in behaviour, mental process and capabilities and conscious experience, (Huffman, et al. 1994). Throughout history, people have swallowed, sniffed, smoked or taken into their
bodies a variety of chemical substances. All this is done to achieve alteration of moods, levels of consciousness or change of behaviour. Today society is marked by increased consumption of substances like alcohol, tobacco, coffee, prescribed tranquilizers as well as illegal drugs such as bhang (*cannabis sativa*) marijuana, cocaine, miraa (khat) and heroine to name some of them, (Huffman, et al, 1994).

The present society is marked by permissiveness with regard to use of some drugs, which seem to have been legalized such as alcohol, tobacco as well as Khat (miraa), (Huffman, et al, 1994). These drugs are consumed for various reasons, mostly for experimental or adventure purposes. Oketch (1992), states that, learning experience is the interaction between the learner and the external conditions in the environment which the learner can react to. It is important to note that the permissive society we live in only becomes alarmed by drug consumption when it results to impairment of social or occupational functioning, addiction or when the users become a threat to the society members and engage in criminal activities such as murders, illegal sale of drugs or violent robberies (Huffman, et al 1994).

The commencing of drug consumption coincides with the period of adolescence. This is when experimentation with alcohol, tobacco and drug use and dependence has significant impact (Mueke, 1980). It is important to note that secondary school students are at the peak of adolescence. According to Melgosa (2002), no stage of life is more troubled than the teenage years (13-19 years) and the adolescence period. It is the transition period where all human doubts, hesitation and uncertainties appear, (Melgosa, 2002). If these doubts are not correctly treated the person may take drugs to gain confidence for a short time (Melgosa, 2002). The stage is also marked by social changes in social relations of an adolescent, (Melgosa, 2002) where new bonds are formed. This includes breaking away from parental authority and distancing
him/herself from parents and all adults (Melgosa, 2002). They also distance themselves from teachers and create new bonds with peers who seem more appealing and give the young person a sense of belonging and identity (Mercia, 1968).

In 1999, the United Nations Office on Drugs and Crime (UNODC, 2000) conducted surveys on drugs in 80 countries around, in which found it found that significant portions of the world’s teenagers and young people are being exposed to a culture that appears to be more tolerant of drug use. Globally, 13.5 per cent of youth aged 15-24 have tried cannabis at least once (although that average hides individual figures varying from 1.7 per cent in Peru to 37 per cent in the UK); an average of 1.9 per cent have taken cocaine at least once (again, this average hides differences: 0.8 per cent in Colombia; 4.5 per cent in Kenya). A study of teenage children in Uzbekistan found that three per cent had used drugs, some of them from the age of eleven, and another two per cent were interested in trying (UNODC, 2000).

In Kenya, the National Agency for the Campaign against Drug Abuse (NACADA, 2002) identified drug and substance abuse as one of the greatest problems. It not only affects the individual and his immediate family but the community and the nation as a whole. A countrywide needs assessment study undertaken in 1994 by the Government of Kenya and the United Nations International Drug Control Programme (UNDCP) revealed that drug and substance abuse has permeated all strata of Kenyan society, youth and young adults being the most affected groups (Mwenesi, 1996).

The problem of drug and substance abuse in Kenya has been linked by authorities like NACADA to rising cases of unrest in secondary schools. In particular, several fatal incidences in schools have brought an urgent need for the government and the public to take action and deal with the problem of unrest in our learning institutions and
among the youth in general (NACADA, 2002). Some of these cases that are still vivid in our minds include the 1991 St. Kizito Secondary school, Meru incidence in which 19 girls were killed in an orgy of rape and subsequent stampede when boys from a neighbouring school invaded them. Again, in March 1998, 23 girls were killed in Bombolulu Secondary School. In 1999, at Nyeri High School, fellow students attacked and killed four prefects. Again in March 2001, the most devastating and shocking incident occurred in Kyanguli Secondary School, Machakos where 58 students perished in a night inferno started by some of their colleagues using petrol. The Task Force on Student Discipline and Unrest Republic of Kenya, (2001) noted that drug abuse was in part to blame for such cases of unrest.

The rising cases of unrest in our schools, coupled with the education wastage resulting from suspensions, expulsions and dropout cases resulting from drug and substance abuse by students have attracted attention from stakeholders. However, as pointed out by Kaguthi, the former NACADA national co-ordinator, there is a serious lack of drug information in the country (Ogot, 2002). This study aimed at establishing the effects of drug and substance abuse and its implications on secondary school unrest in Kangundo District, with a view of seeking ways to deal with the problem.

1.2 Statement of the Problem

In the recent past, there have been many cases of school unrest that have led to losses of lives and destruction of millions of shillings worth of property, as reflected in NACADA (2002). Similarly, the media has repeatedly carried stories of students caught with alcohol and drugs in school compounds or in towns during education activities like sports and drama. Many studies carried out in the developed countries, notably United States and Britain, and in developing countries such as Nigeria and
South Africa, show that drug and substance abuse is linked to truancy and predicts dropping out of school. It is associated with reduced attention span and lower investment in homework and has been linked to increased association with deviant subcultures that support a lack of attachment to school. In Kenya, studies have been done by NACADA (2002) and researchers like Acuda (1982) and Mwenesi (1996) on the rate of drug and substance abuse among students and the causes of drug and substance abuse. However, not much had been done on the relationship between drug and substance abuse and school learning in Kangundo District. Based on the background information on the previous section, the purpose of this study was to assess the effects of drug and substance abuse and its implications on secondary school learning in Kangundo District.

1.3 Purpose of the Study

The purpose of this study was to investigate the effects of drug and substance abuse and their implications on secondary school students learning in Kangundo District.

1.4 Objectives of the Study

The objectives of the study were to:

(i) Assess the extent of drug and substance abuse in secondary schools in Kangundo District.

(ii) Assess the factors contributing to drug and substance abuse in secondary schools in Kangundo District.

(iii) Assess the effects of drug and substance abuse on students' discipline.

(iv) Identify measures that could be taken to curb drug and substance abuse and unrest in secondary schools in Kangundo District.
(v) Suggest possible solutions to drug and substance problem in secondary schools.

1.5 Research Questions

The study was guided by the following research questions:

(i) What is the extent of drug and substance abuse in secondary schools in Kangundo District?

(ii) What factors contribute to drug and substance abuse among secondary school students in Kangundo District?

(iii) What are the effects of drug and substance abuse on secondary school students’ discipline?

(iv) What measures are being taken by school authority to curb drug and substance problem?

1.6 Significance of the Study

The study is significant to education administrators, teacher-counsellors, the government, parents, and other stakeholders in various ways. School principals and teacher-counsellors will benefit from the study in that the findings indicate the extent to which drug and substance abuse relates with indiscipline and unrest in their schools. As such, school principals will be in a position to formulate strategies to control drug and substance abuse and offer help to those already abusing drugs.

The government will gain data on the extent of drug and substance abuse in secondary schools. This is useful to NACADA in coming up with measures to control the vice in the district. The data points to the need for NACADA and other governmental and non-governmental organizations to intensify campaigns against drug trafficking and abuse.
The study could inform parents of the perception of their children about drug and substance abuse. With such knowledge, parents will be better placed to offer relevant parental guidance to their children before joining secondary schools, and to take remedial measures for those already abusing drugs. The study comes at a time when there is dire need for lasting measures to curb unrest in secondary schools. By finding out if there is a link between drug and substance abuse and unrest, stakeholders could benefit by taking necessary measures to curb drug and substance abuse, and thus minimise cases of students' unrest.

1.7 Limitations and Delimitations

- Limitations

The study identified the effects of drug and substance abuse and its implications on secondary school unrest in Kangundo District. Due to inadequacy of time and financial resources, the study was based on data to be collected from a few secondary schools in Kangundo District. The findings of the study may only be generalized to the secondary schools in the District.

- Delimitations

While the study sought to establish whether there is a relationship between drug and substance abuse and unrest, there are other major causes of indiscipline in schools, such as, socioeconomic factors, lack of communication, and unsatisfied needs, whose effects may not be effectively controlled in the study. However, by comparing the study findings with other related studies, such as studies on causes of indiscipline among students, a more reliable conclusion on this issue was possible.
1.8 Assumptions of the Study

The study was based on the following assumptions:

(i) There are students who abuse drugs and others who do not in secondary schools of Kangundo District.

(ii) Students would be willing to give information on the extent of drug and substance abuse in their schools.

(iii) Students were aware of the extent to which drugs are abused in their schools.

(iv) Drug and substance abuse contributes to unrest and indiscipline in schools.

1.9 Theoretical Framework

The study was based on Bandura's (1977) 'Social Learning Theory'. The theory emphasizes on learning that take 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 and on later occasion coded information serves as a guide for action. Figure 1.1 presents the social learning theory.
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 (1977). Accordingly, people begin to take drugs for at least three reasons. Firstly, people take drugs to feel its taste or for its immediate effects which may bring pleasure. Secondly, people may consume alcohol or take drugs because it is consistent with personal standards, which is cognitive mediation. The third reason is that a person may learn to use drugs through observing others that is through modelling or imitating a role model. The people imitated may be peers or parents if they consume alcohol or drugs.
Social learning theory is connected to the study on the effects of drug and substance abuse and their implications on secondary school students learning in that most of the people who abuse drugs start by observing role models and imitating them mostly parents, older siblings or peers. The theory stresses the process of observation, imitation and modelling as being significant in learning behaviour. In the case of drug abuse, students learn the behaviour from peers, adults, parents, other close relatives, and through the mass media such as radio and the television, and the internet. The learned behaviour (drug abuse) is then practiced and after a while it becomes a habit.

1.10 Conceptual Framework

Miles and Huberman (1994) define a conceptual framework as a visual or written product, one that “explains, either graphically or in narrative form, the main things to be studied – the key factors, concepts, or variables – and the presumed relationships among them” (p. 18). The adolescent student, who was the centre of interest in the study, is more liable to imitate role models mainly older siblings, parents and peers who serve as the hero and must be imitated, in line with Social Learning Theory discussed above. The purpose of this study was to find out the effects of drug and substance abuse and its implications on secondary school unrest in Kangundo District. The conceptual framework of the study is shown in Figure 1.2.
In the diagram, factors contributing to drug and substance abuse among students formed the independent variables. The dependent variables were the effects of drug and substance abuse, among them being school unrest. Extraneous variables included availability of drugs, permissiveness in society and breakdown of the social fabric and norms.
1.11 Definitions of Significant Terms

Assessment: This refers to evaluation or measurement of a given construct. In this study an assessment or evaluation will be done of the effects of drug and substance abuse in secondary schools.

Discipline - Refers to expected upkeep and appreciation of expected standards, they being academic or social norms.

Drug - This will refer to any chemical that produces a therapeutic or non-therapeutic effect in the body.

Drug Abuse - This will be used in the study to mean use of a drug (be it prescription or non-prescription) for the purpose of altering mood and achieving euphoria.

Guidance and Counselling - The process by which a teacher-counsellor assists a student or a group of students to deal with the problems they face while in school. These problems may be psychological, educational, vocational or social.

Home environment – This refers to the conditions at home including family socioeconomic status, parental attitudes towards education, and parental involvement in school work of their children.

Mass Indiscipline: This refers to a situation when a whole school, for example, refuses to attend to their programmed school activities and go on rampage, when they feel their rights have been infringed.

Peer Pressure: This is refers to the demand placed on people to conform to the values, rules and standards of the peer group one belongs to, can be classmates or age-mates.

Risk taking: Engaging in behaviour that endangers the health or life of a student.

Strike: Refers to a cessation of programmed activities or work as stipulated in a daily routine of an institution, in order for the learners to press for their grievances.
CHAPTER 2.0 LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of literature related to the study. The chapter is divided into five major sections: The first section looks at causes of abuse drug among the youth, while section two covers the consequences of drug and substance abuse to the individual, family and friends and to the community. Section three covers literature on drug and substance abuse in Kenya.

2.2 Extent of Drug and Substance Abuse among Secondary School Students

In Kenya, like the rest of the world, drug and substance abuse has been there as long as it can be recalled. In pre-colonial days, drugs and alcohol were used and consumed as part of the cultural traditions of the community. Mwenesi (1996) indicates that traditional rules and values of most African cultures strictly prescribed the circumstances under which drugs and intoxicants could be obtained, used and consumed. Drinking alcohol and the use of tobacco were generally the prerogative of the elders - more often than not, of the male elders. Restrictions were placed on the youth.

Alcohol was not readily available before the coming of foreigners. Although a cultural stigma attached to drunkenness, alcohol was liberally consumed on special occasions such as weddings, birthdays, harvest festivals, funeral ceremonies and other social events (Mwenesi, 1996). Drug and substance abuse as a social problem did not exist because strong social cohesion acted as a mitigatory mechanism. The close-knit social communities were torn apart however, by the economic policies of colonialism, which emphasized individualism rather than the well being of the communities. Colonialism thus eroded the powers of censure and control of the family, and
weakened traditional family solidarity. The process of urbanization also led to social atomization, as the values of individualism took root and spread (Mwenesi, 1996).

Up to recently, Kenya and indeed many countries in the neighbourhood were almost free from the scourge of drug/substance abuse (NACADA, 2002). Kenya nevertheless had her local share where many psychoactive substances were used but only for ceremonial reasons and as medicaments and even then on strict positive discrimination by age and sex. Kenya and other countries on the African continent over the recent years experienced an upsurge in the production, distribution and consumption of drugs and substances with the adolescents being most affected (NACADA, 2002).

Various types of drugs are in use in the country by the different communities. Persistent use has evolved a culture where drug and substance abuse is tolerated and accepted as a normal lifestyle. Clearly the drug and substances most entrenched in the culture of the Kenyan communities and abused are alcohol, tobacco, Cannabis Sativa and Miraa (khat) (Kibui, 2005). Along the Kenyan streets it is easy to find nearly all groups of street adolescents sniffing gasoline, glue and other volatile substances. Drinking of alcohol can be traced to the oldest human civilization and remains prevalent despite the major and adverse effects on health, socio economic life of the people, the community and the nation.

While not much has been done on use of alcohol and other drugs secondary school students in Kenya, preliminary investigations indicate that the problem is widespread; the major drugs of abuse being alcohol, cannabis (bhang) (Ndirangu, 2000), miraa (catha edulis) and tranquilizers (Acuda, 1982). Dhadphale, Mengech, Syme, and Acuda (1982), in a study conducted to find out the extent of drug abuse among
secondary school students in Kenya, found that drug and substance abuse is widespread among secondary school adolescents in Kenya, especially alcohol. In their study, up to 10% of the adolescents admitted drinking alcohol more than 3 times a week. This implies that most of them are already dependent or at very high risk of developing addiction to alcohol. 16% of the adolescents reported smoking cigarettes more than three times a week, 14% smoked cannabis (bhang); and 16% admitted taking other drugs especially tranquilizers in order to 'feel high'. Acuda (1982) indicated that "miraa (catha edulis) is being regularly abused by adolescents during examination time to keep them awake" (p. 644).

A study commissioned by NACADA (2004) in Kenya found out that, a large number of students across all age groups have been exposed to alcohol, tobacco, khat and glue sniffing. The study further observed that adolescents start with cigarettes before graduating to hard drugs like cocaine and bhang. On ways how drugs find their way into schools, the study established that availability in the market of cheap beer packaged in sachets and kiosks that have mushroomed near schools serve as selling points for drugs.

2.3 Factors Contributing to Drug and Substance Abuse among Students

The puzzling question has been why adolescent students experiment and eventually abuse drugs. According to Johnston, (2000) some of the reasons include; to relax, to show independence, to belong in a peer group, relieve stress, out of curiosity, copy role model, reduce boredom, have fun as well as cope with problems. Drug experimentation is usually a tentative short process aimed at discovering unknown substance effect either as behaviour or a feeling sensation.

In the above study, Johnston (2000) further asserts that most Kenyan youngsters have
experimented with more than one substance and most commonly alcohol and cigarettes. Similarly, Ruthus, (1996) cites some of the reasons for drug and substance abuse by adolescents as, curiosity, peer pressure, parental drug use, rebellion and desire to escape boredom or general pressures of life.

According to Tucker, Vulchinich and Sobell, (1981) another subtle motivation for drug or alcohol use is the scapegoat tendency. They show that by using alcohol or any other drug when faced with a hard task, one can blame failure on alcohol and not oneself. Similarly, alcohol and other drugs have been used as excuses for behaviours such as aggression and forgetfulness, a position supported by (Jones, 1978). They argue that by the scapegoat tendency people put themselves at a disadvantage in order to have an excuse for failure. This may explain why many poor performing adolescents resort to alcohol and drug consumption. Further, Kalat (1990) found out that moderate use of alcohol serves as a tension reducer and social lubricant. This is explained further by the fact that most people seep their drink or take their first puff of cigarette in a group setting, which is almost a social ritual. At such instances, the motivation is conformity as they desire to be like other people. This influence is more apparent with the young persons as asserted by (Fawzy & Coombs, 1983).

A number of drug and substance abuse theories give research-based accounts of the factors that come into play leading to initiation of drug and substance abuse. For example, Khantzian (1978), in his Ego/Self Theory of Opiate Addiction, notes that the influences operating to cause the initiation of drug use are intimately linked to the causes that predispose to the continuation of drug use, namely, impairments in self-care and the tendency to seek and search for external solutions, including drug use, to what are internal problems-coping with emotions and need satisfaction. Khantzian (1978) further explains that “the likelihood of continuation in the addiction-prone
individual is also enhanced because of a very important discovery, namely, that certain drugs have a specific appeal based on a constellation of emotional problems and personality organization with which such a person struggles" (pp. 29).

Another theory that explains initiation of drug and substance abuse is Steffenhagen’s (1980) Self-Esteem Theory of Drug Abuse. The theory is based on the argument that that the preservation of the "self" is the most important variable underlying human behaviour. Steffenhagen (1980) posits that drug use is a compensatory mechanism, an excuse for life’s failures, which can insulate one from social responsibility. Low self-esteem can provide the impetus for initiation for one looking for immediate gratification, but low self-esteem, by itself, is not sufficient to account for initiation into drug use. For that, Steffenhagen (1980) argues, “we have to look to the social milieu which provides the basis for such initiation. The peer group provides the greatest pressure and opportunity for the initiation into drugs, although we have to look to a wider community to see what drugs are provided, and how: One cannot use a drug which does not exist” (pp. 157).

Life-Theme Theory (Spotts & Shontz, 1980) suggests that initiation into the drug culture is more a matter of social exposure and contact than of intense personal need. That is, users do not at the outset specifically seek out drugs to solve personal problems. Rather, they are in a social situation where drug use is common, and a friend offers a sample of a new substance on a trial basis. Rarely are drug dealers or pushers directly involved at this stage. However, once inducted into the drug culture, the user soon discovers that the various substances produce predictably different ego states and hence may be used to provide “solutions” (albeit counterfeit) to problems in personal adjustment. At this point, the user begins a search for those substances or palliatives which are most congruent with his unique needs and concerns.
In his Family Theory, Stanton (1979) observes that most initial drug use appears to be a peer-group phenomenon of adolescence. It is tied to the normal, albeit troublesome process of growing up, experimenting with new behaviours, becoming self-assertive, developing close (usually heterosexual) relationships with people outside the family, and leaving home. Stanton (1979) notes that this stage is nearly always accompanied by a certain amount of rebellion and self-assertion, and the use of drugs as a means for such expression is certainly abetted if parents indulge in compulsive drug use or heavy drinking themselves.

Risk factors increase an individual's risk of taking drugs. The World Drug Report 2000 (UNDCP, 2000) lists various contributing risk factors:

- Family risk factors (family disruption, criminality and drug and substance abuse in the family, ineffective supervision)
- Peer networks (friends and peers are important in providing opportunities for drug use and supporting this behaviour)
- Social factors (poor school attendance, poor school performance, early dropout)
- Environmental influences (availability of drugs, social rules, values and norms regarding tobacco, alcohol and illicit drug use)
- Individual factors (low self-esteem, poor self-control, inadequate social coping skills, sensation seeking, depression, anxiety and stressful life events)

On the other hand, protective factors are those characteristics of individuals or their environment which reduce the likelihood of experimentation with drugs, and include:

- Family factors (bonding and positive relationships with at least one caregiver outside the immediate family, high and consistent parental supervision)
Educational factors (high education aspirations, good teacher-student relationships)

Individual characteristics (high self-esteem, low impulsivity, high degree of motivation)

Personal and social competence (feeling in control of one's life, optimism, willingness to seek support) (UNDCP, 2000)

A body of international research has shown that the general health status of a society is heavily influenced by the social circumstances of its people as defined by employment, income, working conditions, educational levels, social status, the degree of social support experienced, and early childhood nourishment and care (UNODCCP, 2002). There are indications that, as the social circumstances of a society improve so too does the health of the population (Evans, Barer, and Marmor, 1994). It is reasonable to suppose that broad social policy initiatives to address these factors or determinants may also contribute to reducing substance abuse in the population.

2.4 Effects of Drug and Substance Abuse on Students

The effects of drug and substance abuse are extensive and include conditions such as intoxication, harmful use, dependence and psychotic disorders. Drug and substance abuse does not only affect particular individuals, but can also have a significant impact on families, friends and - eventually - the whole community. A number of ways through which the effects of drug and substance abuse are felt both by the abuser and society are highlighted below.
2.4.1 Effects of Drug and Substance Abuse on Students’ Colleagues

According to UNODCCP (2002), drug and substance abuse can lead to health complications on both the abuser and those living near the drug abuser (the so-called passive smokers). Health problems caused by drug and substance abuse include ill effects on the foetus during pregnancy, problems in physical development, psychological problems and depression, problems in the already difficult adolescent phase of development, low achievement at school, increased strains on relationships and other diseases such as coronary heart disease and cancer (UNODCCP, 2002). Problematic drug use also affects an individual’s employability.

In June 2000 according to UNAIDS, there were more than 34 million people worldwide with HIV/AIDS. An estimated 5-10% had contracted the virus through injecting drug use (ODCCP, 2005). It has been estimated that there are approximately 5 million people in the world who inject illicit drugs. The prevalence of HIV infection among injecting drug users is 20-80% in many cities. The increasing role of injecting drug use in HIV transmission has attracted serious concern all over the world, especially in Eastern European Countries (ODCCP, 2005). Hepatitis B and C are also often contracted through Injecting Drug Use (IDU): in the UK, for instance, the majority of injecting drug users test positive for Hepatitis C, with figures as high as 85% in London and 77% in Glasgow (The Royal College of Psychiatrists and the Royal College of Physicians, 2000) It is estimated that 100 million people are chronically infected with Hepatitis C, resulting in high costs for health and social services (WHO, 1996).

The negative effects that drug and alcohol use have on decision-making concerning safer sex and overall sexual safety, the association of drug use with commercial sex,
the increasing use of crack cocaine, sex with multiple partners and bartering sex for drugs all make drug users prone to a higher occurrence of sexually transmitted diseases and HIV/AIDS (Rhodes, 1996).

Many individuals die as a direct or indirect result of drug and substance abuse. Tobacco, for example, was estimated to have caused 4 million deaths worldwide in 1998 (UNDCP, 2000). The global burden of disease project estimated alcohol to be responsible for 1.5% of all deaths and 3.5% of all total Disability Adjusted Life Years (DALYs). These deaths include those from physical disorders (such as cirrhosis) and injuries (such as those incurred as a result of motor vehicle crashes) (UNDCP, 2000).

2.4.2 Effects of Drug and Substance Abuse on Students' Family and Friends

The family itself can be the source of drug problems; but it can also be a potent force for prevention and treatment. It has been shown that drug and substance abuse correlates more strongly with the disintegration of the family than with poverty. Drug and substance abuse can strain family relationships and ultimately make the family dysfunctional, transforming families from an asset of society into a burden (UN Economic and Social Council, 1994). Effects on the family can include psychological and financial burdens, resulting too often in family breakdown, negative impacts on children and involvement in criminal activities.

2.4.3 Effects of Drug and Substance Abuse on the Students' Community

Although health problems primarily affect the drug abuser concerned, and only affect society indirectly (for instance by giving rise to higher health-care costs), the links between drug addiction, needle-sharing, prostitution, AIDS and other diseases are clearly demonstrable, and create additional health dangers for society as a whole (UN Economic and Social Council, 1994).
The link between drug and crime is another growing concern. Drug-related crime can range from acts committed under the pharmacological effect of the drug, actions carried out to support drug abusing habits, actual possession of illicit substances, and the criminal activities associated with drug supply, such as murder, drug gang warfare, and other crimes. Drug and substance abuse among secondary school students in Kenya has been blamed for the rising incidences of violence, strikes and general indiscipline in the schools.

Moreover, as observed by Kibui (2005), the problem of drug and substance abuse indirectly touch the lives of all of us, either through the personal contact we may have with a troubled young person or indirectly, through the increased taxes for community services or heightened anxiety about the safety of our schools and neighbourhoods.

2.5 Other Effects of Drug and Substance Abuse

According to the Report of the Task Force on Students Discipline and Unrest in Secondary Schools (Republic of Kenya, 2001) cases of students’ unrest are not new, they are on the increase and their nature is changing. It says: “Cases of students’ unrest have been in existence ... lately the concern has been the changing nature, characteristics and increase of the number of schools experiencing students’ unrest.”

The phenomenon of student unrest in secondary schools has reached a very high level across the nation. Student unrest have plagued the Kenyan education fraternity as far back as the beginning of the 20th century when the first case was reported in Maseno School in 1908. This is what prompted Griffin (1993) to observe that riots, strikes, and other forms of mass indiscipline have for years affected schools in Kenya.

More disturbing incidences of student riots were witnessed in the 1990s when secondary schools witnessed riots characterized by violence and wanton destruction
of school property. Examples of such riots include one which occurred at St Kizito Mixed Secondary School in Meru District in 1991 (Republic of Kenya, 2001). During this incidence, schoolboys raped their fellow girl students and nineteen of the girls died during the incidence. Additionally, school property worth millions of shillings was destroyed. In the year 2000, students of Nyeri High School in Nyeri District locked four prefects in a room and burned them to death. Further, in the year 2001, there was a bizarre incident at Kyanguli Secondary School in Machakos District where some students set a dormitory on fire and caused the death of sixty-eight boys. After this incidence, the suspected students were involved in a harrowing court case which further stressed the students, parents and the school fraternity.

When students riot they threaten the life of the headteacher, teachers, fellow students, the police and the public. This creates a very bad environment for learning and teaching. Student riots result in destruction of teaching and learning facilities and death of students in public secondary schools further frustrating achievement of the goals of education in the country. The recent spate of unrest by secondary school students all over the country has led to heightened concern by Kenyans, which has led to the need to unearth the root causes of this problem. This study aimed at finding out whether there is a link between drug and substance abuse and unrest in secondary schools.

Drug and substance abuse creates enabling environment for violence as it gives the abuser a false sense of greatness and power, and that could explain why rebellion of students occur accompanied by wanton destruction of property in schools. The Report of the Task Force on Students Discipline and Unrest in Secondary Schools (Republic of Kenya, 2001) blamed drug and substance abuse as a major cause of students’ unrest (Republic of Kenya, 2001). However, there are still other factors that have been
found to contribute to unrest. For example, Gachigua (2005), in a study to find out the extent to which parental guidance determined the level of discipline of students, found out that parental involvement influences students' discipline, whereby consultation between parents and teachers on students' progress was found to enhance discipline among students. His study further established that parental concern about child's discipline has a positive impact. Abdullahi (2006), on the other hand, found out that poor upbringing contributes to indiscipline. He found out that students from broken families are reported more for indiscipline than those from stable families.

Wachira (2001), based on his study on "factors leading to the influence of undesirable social behaviour among students in selected Nairobi secondary schools", concluded that the very nature of the school organization especially the authoritarian kind is conducive to conflict, which may lead to deviant behaviour. Kinyanjui (1976) indicated that teachers do play a part in students' indiscipline, adding that inadequate salary, poor working conditions and low morale among teachers are responsible for the fact that teachers are poor role models to their students. The teaching profession has been seen to belong to one of the lowest paying professions necessitating teachers to be always on the move in looking for better paying jobs. The result has been less interest among the teachers when teaching their students resulting in poor performance in national examinations. Some teachers have been found guilty of inciting students to go on strike (Kinyanjui, 1976), while neglect of duty for others has been blamed for serious cases of indiscipline, as observed by Abdullahi (2006).

2.6 Prevention of Drug and Substance Abuse

Researchers have identified important features that can decrease the likelihood of adolescents engaging in substance abuse. Newcombard and Felix-Ortiz (1992) note that factors like positive mental health, high academic achievement, close family
relationships and involvement in religions activities decrease the chances of drug abuse among adolescents. According to Melgosa (2000) states that development of positive self concept goes along way in preventing drug and substance abuse. Similarly scientific evidence as found out by Hughes, Power and Frances, (1993) indicates that positive relationships with parents and others are important in reducing adolescents’ drug use. Newcomb & Benter, (1988) show that social support during adolescence substantially can reduce drug and substance abuse. Similarly Dryfoos, (1990) argues that the following can be helpful suggestions.

a) Early intervention. This would work best when implemented before the onset of drug use.

b) Counselling about drug and substance abuse should be available throughout the school years. Training of effective personnel (teachers) schools should also provide time and resources for in service training and supervision.

c) Social skills training especially focused on coping skills and resistance to peer pressure.

d) Peer led programmes are often more effective than teacher led or counsellor led especially when older students are the leaders and role models for younger students.

e) More programmes aimed at high-risk group are needed.

f) The school-based programmes should be part of community-wide prevention efforts that involve parent, role models, media, police, courts, and business youth servicing agencies among others.

The rising cases of drug and substance abuse in Kenya led to the government creating an agency to help in the fight against drug and substance abuse – referred to as the National Agency of the Campaign against Drug Abuse (NACADA). The Office of the
National Co-ordinator was created by His Excellency the President on 27th March, 2001 and gazetted on 26th April 2001 vide Gazette Notice Number 2841. The office was mandated to coordinate the activities of individuals and organizations in the campaign against drug abuse (NACADA Annual Report, 2002). To execute this mandate, the office devised strategies aimed at the enhancement of public prevention education aimed at curbing drug and substance abuse amongst all Kenyans with a special focus on youth in schools, empowering relevant institutions including parents, formal and non-formal bodies and other organizations in their anti-drug and substance abuse initiatives (NACADA Annual Report, 2002). The mandate also includes initiating Rehabilitation and Treatment Programmes for addicted/drug dependency Kenyans. However, even with the efforts being made by the government to fight drug and substance abuse, the problem continues to escalate.

2.7 Summary

Literature reviewed in this chapter has shown the major causes of abuse drug among the youth. Literature has also covered the consequences of drug and substance abuse to the individual, family and friends and to the community. Literature on the relationship between drug and substance abuse and school unrest has also been reviewed. Drug and substance abuse is one of the most challenging issues that secondary school administrators have to grapple with. This is because drug and substance abuse is linked with indiscipline, school riots and destruction of property, school dropout, and poor academic performance.

From the literature review, it is clear that drug and substance abuse does not only affect particular individuals, but can also have a significant impact on families, friends and - eventually - the whole community. Drug and substance abuse can lead to health complications on both the abuser and those living near the drug abuser (passive
smokers). Health problems caused by drug and substance abuse include ill problems in physical development, psychological problems and depression, problems in the already difficult adolescent phase of development, low achievement at school, increased strains on relationships and other diseases such as coronary heart disease and cancer. Furthermore, the problem of drug and substance abuse indirectly touch the lives of all of us, either through the personal contact we may have with a troubled young person or indirectly, through the increased taxes for community services or heightened anxiety about the safety of our schools and neighbourhoods. Drug abuse can also have an impact on school discipline status.

While a number of local studies had been carried out in Kenya on drug and substance abuse, no studies were identified trying to establish the link between drug and substance abuse and school unrest. Secondly, no studies had been carried out on drug abuse in Kangundo District. The study filled these research gaps by finding out the effects of drug and substance abuse and its implications on secondary school unrest in Kangundo District.
CHAPTER 3.0 METHODOLOGY

3.1 Introduction

In this chapter, details on how the research was conducted are presented. The chapter is divided into seven sections: the research design, target population, sample and sampling technique, research instruments, reliability and validity of instruments, data collection procedure and methods of data analysis.

3.2 Research Design

The survey design was used in the study. Survey design is explained by Kothari (1985) as a design aimed at describing, recording, analyzing and reporting conditions that exist or existed. Kerlinger (1973) describes survey method as being widely used to obtain data useful in evaluating present practices and in providing basis for decisions. The design was used by Gachigua (2005) in a study to find out the role of parents in students' discipline, which was a comparative study between disciplined and less disciplined secondary school students in Mathira Division of Nyeri District. The dependent variables were the effects of drug and substance abuse, among them being school unrest. The independent variables were peer influence, ease of access to drugs, stress and curiosity. Other variables include availability of drugs, permissiveness in society and breakdown of the social fabric and norms. The statistics employed included frequencies, mode, means, and percentages. The survey research design was used to find out how the independent variables influence the extent of drug abuse, and how drug abuse influences unrest among secondary school students in Kangundo District.
3.3 Study Locale

The proposed study was carried out in secondary schools in Kangundo District. Kangundo District is one of the districts in Eastern Province. It is bordered by Kathiani, Mwala, Matungulu Districts. Kangundo District was chosen because it is one of the hardest hit by drug and substance abuse. Singleton (1993) notes that, the ideal setting for any study should be easily accessible to the researcher and should be that which permits instant rapport with the informants. Wamahiu and Karugu (1995) also point out that, being familiar with the research locale helps in gaining acceptance. Kangundo District was chosen because it is easily accessible to the researcher, and no similar study, to the best knowledge of the researcher, had been conducted in the district. The accessibility of Kangundo District to the researcher also made it economical for the study because the researcher worked in the district. This reduced the expenditure in terms of transport cost. There were 40 secondary schools with a total students' population of 13,186 in Kangundo District (District Education Office, 2008). The schools are categorized into four.

3.4 Target Population

The target population was all the 40 secondary schools in Kangundo District. Of the 40 schools, there were four boys' boarding, five girls' boarding, fourteen mixed day and seventeen mixed day and boarding. The total student population in these schools was 13,186 among them 6,689 boys and 6,497 girls. Table 3.1 gives the data of the schools in the district. All the principals, teacher-counsellors and students in these schools comprised the population of the study.
Table 3.1 Secondary Schools in Kangundo District

<table>
<thead>
<tr>
<th>Type of School</th>
<th>No. of Schools</th>
<th>No. of Students</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>Boys</td>
</tr>
<tr>
<td>Boys Boarding</td>
<td>4</td>
<td>10</td>
<td>2,767</td>
</tr>
<tr>
<td>Girls Boarding</td>
<td>5</td>
<td>12.5</td>
<td>-</td>
</tr>
<tr>
<td>Mixed Day/Boarding</td>
<td>14</td>
<td>35.0</td>
<td>1,846</td>
</tr>
<tr>
<td>Mixed Day</td>
<td>17</td>
<td>42.5</td>
<td>2,076</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>40</td>
<td>100.0</td>
<td>6,689</td>
</tr>
</tbody>
</table>

*Source: District Education Office, Statistics Department, Kangundo District (2008)

3.5 Sample and Sampling Technique

Stratified random sampling was used to select the study participants. Stratified sampling entails selecting independent samples within every stratum of a given population, such that respondents are representative of all groups or categories of respondents. Stratified random sampling is administered by first stratifying the population into groups, called strata, and then from each stratum a proportionate sample is selected, so that the final sample is representative of the entire population. Stratified random sampling enabled the researcher to cover students from all types of schools, that is, boarding schools, day schools, boarding/day schools, girls-only schools, boys-only schools, and mixed gender schools.

The researcher employed stratified random sampling technique to select 10 schools from all the 40 public secondary schools in Kangundo District to participate in the study. This comprised of 10 (25%) schools of the target population. The schools were stratified according to type – boys’ boarding, girls; boarding, mixed day, and-mixed day and boarding. The researcher then randomly selected 25% of the schools from each stratum. Thus, the sample schools were two boys’ boarding, two girls’ boarding,
three mixed day, and three mixed day and boarding school. All the principals and teacher-counsellors from the ten schools participated in the study. Table 3.2 shows the sample size.

*Table 3.2  Sample Size for the Study

<table>
<thead>
<tr>
<th>Type of School</th>
<th>No. of Schools</th>
<th>Principals</th>
<th>Teacher-Counsellors</th>
<th>Students</th>
<th>Total Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys Boarding</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>40</td>
<td>44</td>
</tr>
<tr>
<td>Girls Boarding</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>40</td>
<td>44</td>
</tr>
<tr>
<td>Mixed Day/Boarding</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>60</td>
<td>66</td>
</tr>
<tr>
<td>Mixed Day</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>60</td>
<td>66</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
<td><strong>10</strong></td>
<td><strong>10</strong></td>
<td><strong>200</strong></td>
<td><strong>220</strong></td>
</tr>
</tbody>
</table>

The researcher randomly sampled twenty students from each school to participate in the study. To get the twenty students, the researcher randomly selected ten students each from forms two and three. In mixed gender schools, the researcher selected five boys and five girls per class, to ensure gender balance. Form one class was left out because having stayed in school for a short time (less than two years) they may not have adequate information on the state of indiscipline in their schools. Form four class was expected to be busy preparing for KCSE examinations and therefore not included.

Purposive sampling was used to select 2 provincial administration officers, 5 school sponsors, 2 education field staff members, and 20 parents to participate in the study. In total, the sample size comprised of 10 principals, 10 teacher-counsellors, 200 students, 20 parents, 2 provincial administration officers, 5 school sponsors, and 2 education field staff members.
3.6 Research Instruments

The study employed the following instruments as the research instruments for data collection.

• **The Questionnaire:** The term questionnaire denotes a collection of items designed to measure one or more underlying constructs (Gay, 1992). Kiess and Bloomquist (1985) observe that a questionnaire offers considerable advantages in the administration: it presents an even stimulus potentially to large numbers of people simultaneously and provides the investigation with an easy accumulation of data. Gay (1992) maintains that questionnaires give respondents freedom to express their views or opinion and also to make suggestions.

• **Interview Schedule:** An interview schedule is a list of questions that is prepared to guide a researcher in the process of interviewing respondents. An interview schedule is considered appropriate when the sample is small since a researcher is able to get more information from respondents than would be possible using a questionnaire (Kiess and Bloomquist, 1985).

3.6.1 Questionnaire for Students'

This questionnaire was administered to students to collect data on the extent of drug and substance abuse in schools, causes of drug and substance abuse, and the relationship between drug and substance abuse and schools unrest. The students' questionnaire had both open and close-ended questions with three sections. Section one collected data on the students' background information which included: their age, gender, the grade achieved the previous term and the setting of their home i.e. rural or
urban. Section Two implored information on their feelings about drugs while Section Three solicited information on the incidences of unrest and indiscipline.

3.6.2 Questionnaire for Education Field Staff

This questionnaire was administered to education field officers to collect data on the extent of drug and substance abuse in schools, causes of drug and substance abuse, and the relationship between drug and substance abuse and schools unrest. The questionnaire contained both open ended and close-ended items.

3.6.3 Questionnaire for Provincial Administrators

This questionnaire was administered to provincial administration officers to collect data on the extent of drug and substance abuse in schools, causes of drug and substance abuse, and the relationship between drug and substance abuse and schools unrest. The questionnaire contained both open ended and close-ended items.

3.6.4 Interview Schedule for Principals

This interview schedule was used to conduct interviews with the principals on the extent of drug and substance abuse in schools, causes of drug and substance abuse, and the relationship between drug and substance abuse and schools unrest. The interview schedule also had questions on the measures taken by schools to curb drug and substance abuse and control students' unrest.

3.6.5 Interview Schedule for Teacher-Counsellors

This interview schedule was used to conduct interviews with the teacher-counsellors on the extent of drug and substance abuse in schools, causes of drug and substance abuse, the relationship between drug and substance abuse and schools unrest, and
measures being taken by schools to curb drug and substance abuse and control students’ unrest.

3.6.6 Interview Schedule for Sponsors

This interview schedule was used to conduct interviews with the school sponsors on the extent of drug and substance abuse in schools, causes of drug and substance abuse, and the relationship between drug and substance abuse and schools unrest. The interview schedule also had questions on the measures being taken by schools to curb drug and substance abuse and control students’ unrest.

3.6.7 Interview Schedule for Parents

The interview schedule was used to interview parents on the extent of drug and substance abuse in schools, causes of drug and substance abuse, and the relationship between drug and substance abuse and schools unrest. The parents were also asked about the extent of drug abuse in the community surrounding the schools, and whether any of their children has ever engaged in drug and substance abuse.

3.7 Validity and Reliability of Research Instruments

- Validity

Validity is defined as a measure of how well a test measures what it is supposed to measure (Kombo & Tromp, 2006). In other words, validity is the degree to which results obtained from the analysis of the data actually represents the phenomena under study. In this study, both face validity and content validity of the instruments will be tested. Face validity is a subjective and cursory judgment of a concept, assessment instrument, or any other conceptualization to ascertain whether, on its face, it appears valid (Bell, 1993). The pilot study was used to identify those items that could be
misunderstood, and such items will be modified accordingly, thus increasing face validity (Wilkinson, 1991).

Content validity on the other hand refers to the degree to which a test appropriately represents the content domain it is intended to measure. When a test is judged to have high content validity, its content is considered to be congruent with the testing purpose and with prevailing notions of the subject matter tested. Expert opinions, literature searches, and pre-testing of open-ended questions help to establish content validity (Wilkinson, 1991). The researcher prepared the instruments in close consultation with his supervisors, whose expert judgement helped improve internal/content validity.

- Reliability

Reliability is defined as a measure of the degree to which a research instrument yields consistent results or data after repeated trial (Mugenda & Mugenda, 1999). To enhance reliability of the instruments, a pilot study was conducted in a population similar to the target population, but which was not used in the final study. The reason behind pre-testing was to improve reliability of the instruments. The researcher assessed the clarity of the questionnaire items so that those items found to be vague were modified to improve the quality of the research instrument thus increasing its reliability or internal consistency.

3.7.1 Pilot Study

The purpose of carrying a pilot study was to allow the researcher improve the reliability and validity of instruments, as well as to familiarize with data collection process. Before visiting the schools for data collection, the researcher pre-tested the
instruments using two schools in the same study location. These two schools were not included in the actual study.

### 3.7.2 Split-Half Technique

Split-half technique is a method of reliability testing whereby the instrument being tested is administered only once to the pilot study respondents, and then the responses are divided into two equal halves, which are then subjected to reliability testing (Gall, Borg & Gall, 1989). Split-Half technique of reliability testing was employed, whereby the pilot questionnaires were divided into two equivalent halves (SH-1 and SH-2) and then a correlation coefficient for the two halves was computed. Procedure for Split Half is as follows:

\[
\text{(i) } r = 1 - \frac{6 \sum (D)^2}{N(N^2 - 1)}
\]

Where:

- \( r \) = Correlation coefficient
- \( N \) = Sample,
- \( \sum \) = Summation of scores,
- \( D \) = Deviation

\[
\text{(ii) } \text{SH} = \frac{2r}{1 + r} \quad \text{(Where Items are doubled)}
\]

(Spearman Brown Prophesy)

Using this approach, a reliability coefficient of 0.73 was obtained for the two halves. According to Gay (1992), a correlation coefficient of 0.7 or above is adequate to indicate that an instrument is reliable.
3.8 Data Collection Procedure

The researcher obtained an introduction letter from Kenyatta University and a research permit from the Ministry of Education (MoE). After this, the researcher visited the schools to familiarize himself with them and book an appointment with the sample schools through the principals to visit and administer the questionnaires. The researcher then visited each of the schools and administered the questionnaires himself. The respondents were given instructions and assured of confidentiality after which they were given enough time to fill in the questionnaires, after which the researcher collected the filled-in questionnaires. The researcher booked appointments with the principals, teacher-counsellors, and provincial administration representatives on dates when interviews would be held.

3.9 Data Analysis Plan

Data collected from the field were coded and entered into the computer for analysis using the Statistical Package for Social Sciences (SPSS). Descriptive statistics including percentages and frequency counts were used to analyze the data obtained. The analysis of data was conducted in line with the research questions of the study. Bell (1993) maintains that when making the results known to a variety of readers, simple descriptive statistics such as percentages have a considerable advantage over more complex statistics. Gall, Borg and Gall (1989) also hold that the most widely used and understood standard proportion is the percentage. The results of data analysis were presented in frequency tables, histograms and pie charts.
• Expectations on Outcome

The researcher expected that over 15% of the students in Kangundo District abuse drugs, in line with the global trends as reported by the United Nations Office on Drugs and Crime (UNODC, 2000) Extent of drug and substance abuse in secondary schools. It was expected that drug and substance abuse could be caused by easy access due to negligence by law enforcers, peer pressure, mass media influence, availability of cheap alcohol that students can afford, and moral degradation in the society. The researcher also expected that drug and substance abuse contributes to indiscipline and unrest in secondary schools.
CHAPTER 4.0 RESULTS AND DISCUSSION

4.1 Introduction

The purpose of the study was to investigate the effects of drug and substance abuse and their implications on secondary school students learning in Kangundo District. This chapter covers the analysis of data and presentation of results for the study as well as a discussion of the study findings. Specifically, the purpose of the study was to find out the causes of drug and substance abuse and find out the effects of drug and substance abuse. The study was guided by the following research questions:

(i) What is the extent of drug and substance abuse in secondary schools in Kangundo District?

(ii) What factors contribute to drug and substance abuse among secondary school students in Kangundo District?

(iii) What are the effects of drug and substance abuse on secondary school students' discipline?

(iv) What measures are being taken by school authority to curb drug and substance problem?

Analysis of data was by the mode of the research questions. Data for the study was collected from 10 principals, 10 teacher-counsellors, 200 students, 20 parents, 2 provincial administration officers, 5 school sponsors, and 2 education field staff members.
4.2 Extent of Drug Abuse in Secondary Schools in Kangundo District

What is the extent of drug and substance abuse in secondary schools in Kangundo District?

All the 100% (N=200) students who took part in the study agreed that there were students who abused drugs in their schools. Table 4.1 shows the ratings of the students on the extent to which students in their schools abused drugs.

*Table 4.1: Students' Ratings of the Extent to which Drugs are Abused

<table>
<thead>
<tr>
<th>Ratings of drug abuse in schools</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very common</td>
<td>31</td>
<td>15.5</td>
</tr>
<tr>
<td>Common</td>
<td>78</td>
<td>39.0</td>
</tr>
<tr>
<td>Rare</td>
<td>62</td>
<td>31.0</td>
</tr>
<tr>
<td>Very rare</td>
<td>29</td>
<td>14.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>200</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4.1 shows that 31 (15.5%) of the students rated drug abuse in the schools as very common, 78 (39%) rated it common, 62 (31%) rated it rare, while 29 (14.5%) of the students indicated that drug abuse in their schools was very rare. This shows that cases of drug abuse in the schools were high.

Figure 4.1 shows the proportion that was abusing drugs among the students who participated in the study.
As shown in Figure 4.1, the study established that, out of the 200 students who took part in this study, 96 (48%) indicated that they had ever taken drugs, while 104 (52%) had never taken drugs. That 48% of the students in the schools revealed that they abuse drugs shows how widespread the problem is. This percentage is far much higher than that reported by previous researchers, such as the United Nations Office on Drugs and Crime (UNODC, 2000), who reported that globally, 13.5 per cent of youth aged 15-24 have tried drugs at least once.

Table 4.2 shows the ratings of the principals on the extent to which students in their schools abused drugs.
Table 4.2: Principals’ Ratings of the Extent to which Drugs are Abused

<table>
<thead>
<tr>
<th>Ratings of drug abuse in schools</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common</td>
<td>5</td>
<td>50.0</td>
</tr>
<tr>
<td>Rare</td>
<td>3</td>
<td>30.0</td>
</tr>
<tr>
<td>Very rare</td>
<td>2</td>
<td>20.0</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100.0</td>
</tr>
</tbody>
</table>

As shown in Table 4.2, five (50%) of the principals indicated that cases of drug abuse in their schools were common, 3 (30%) indicated that drug abuse cases were rare, while 2 (20%) stated that cases of drug abuse in their schools were very rare. It therefore emerges that school principals are aware that students do abuse drugs. What is not clear is why efforts to fight against drug abuse in schools have failed. It would be expected that, with authorities like NACADA (2002) having linked the problem of drug and substance abuse to rising cases of unrest in secondary schools, elaborate efforts would be put in place by school administrators to address the problem.

Of the ten teacher-counsellors, eight (80%) reported that there were many cases of drug abuse, in their schools, while two (20%) reported that drug abuse cases were isolated. The 2 provincial administration officers, 2 of the 5 school sponsors and the 2 education field staff members agreed that there were cases of drug abuse in the schools. The provincial administrators and the education field staff members indicated that cases of drug abuse in the schools were high, while the school sponsor representatives indicated that drug abuse was taking place only among the few indisciplined students. Figure 4.2 shows the types of drugs commonly abused by students in secondary schools.
The most commonly abused drugs as shown in Figure 4.2 included cigarettes 156 (78%), alcohol 111 (55.5%), bhang 74 (37%) and miraa 21 (10.5%). Other drugs abused by students were heroine 24 (12%) and tap tap 19 (9.5%).

The 48% of students who admitted to have been abusing drugs were asked to indicate the drugs that they were abusing, to which they responded as shown in Table 4.3.

Table 4.3: Drugs that Were Most Abused (N = 96)

<table>
<thead>
<tr>
<th>Drugs abused by students</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcohol</td>
<td>78</td>
<td>81.3</td>
</tr>
<tr>
<td>Cigarettes</td>
<td>63</td>
<td>65.6</td>
</tr>
<tr>
<td>Bhang</td>
<td>24</td>
<td>25.0</td>
</tr>
<tr>
<td>Miraa</td>
<td>11</td>
<td>11.5</td>
</tr>
<tr>
<td>Kuber (tobacco)</td>
<td>9</td>
<td>9.4</td>
</tr>
</tbody>
</table>
Table 4.3 shows that 78 (81.3%) of the drug abusers were taking alcohol, 63 (65.6%) were smoking cigarettes, 24 (25%) were smoking bhang, 11 (11.5%) chewed miraa, while 9 (9.4%) chewed Kuber, which is a common brand of tobacco that is consumed by chewing. This confirms that the most commonly abused drugs in schools are alcohol, cigarettes, and bhang, confirming findings by authorities like NACADA, Ndirangu (2000), (Acuda, 1982) and Dhadphale, Mengech, Syme, and Acuda (1982).

4.3 Factors Contributing to Drug Abuse among Students

What factors contribute to drug and substance abuse among secondary school students in Kangundo District?

The 96 students who were abusing drugs gave the various reasons why they started abusing drugs. These reasons are summarized in Table 4.4.

*Table 4.4: Reasons for Drugs and Substance Abuse (N = 96)*

<table>
<thead>
<tr>
<th>Reasons for abusing drugs</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer influence</td>
<td>55</td>
<td>57.3</td>
</tr>
<tr>
<td>To reduce stress</td>
<td>21</td>
<td>21.9</td>
</tr>
<tr>
<td>To feel high</td>
<td>9</td>
<td>9.4</td>
</tr>
<tr>
<td>To become more confident</td>
<td>6</td>
<td>6.3</td>
</tr>
<tr>
<td>Influence from family members</td>
<td>3</td>
<td>3.1</td>
</tr>
<tr>
<td>I am addicted to drugs</td>
<td>1</td>
<td>1.0</td>
</tr>
<tr>
<td>I like the habit</td>
<td>1</td>
<td>1.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>96</td>
<td>100.0</td>
</tr>
</tbody>
</table>

As shown in Table 4.4, the students who were abusing drugs indicated that they engaged in the habit as a result of peer influence 55 (57.3%), to reduce stress 21
to feel 'high' 9 (9.4%), and to become more confident when approaching girls 6 (6.3%). Others included influence from family members and addiction to drugs. Only one student indicated that he likes the habit of abusing drugs. One factor that has highly contributed to drug abuse in schools is easy availability in the market of cheap beer packaged in sachets and kiosks that have mushroomed near schools serving as selling points for drugs. This argument is supported by the availability-proneness theory of drug abuse proposed by Smart (1980), which argues that drug abuse occurs when a prone individual is exposed to a high level of availability.

The study established that students access drugs from various places and people both within and outside the school compound. Table 4.5 shows the sources of drugs abused by the students.

*Table 4.5: Sources of the Most Abused Drugs (N = 200)*

<table>
<thead>
<tr>
<th>Sources of drugs</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buy from other students who peddle drugs</td>
<td>163</td>
<td>81.5</td>
</tr>
<tr>
<td>Buy from neighbouring community</td>
<td>154</td>
<td>77.0</td>
</tr>
<tr>
<td>Sneak them to school when reopening</td>
<td>64</td>
<td>32.0</td>
</tr>
<tr>
<td>Buy them during school outings</td>
<td>22</td>
<td>11.0</td>
</tr>
<tr>
<td>Buy from kiosks near the school</td>
<td>15</td>
<td>7.5</td>
</tr>
<tr>
<td>From subordinate members of staff</td>
<td>7</td>
<td>3.5</td>
</tr>
</tbody>
</table>

As shown in Table 4.5, majority 163 (81.5%) of the students indicated that students buy drugs from other students who peddle drugs, while 154 (77%) indicated that students buy drugs from the neighbouring community. Other sources of drugs included sneaking them to school when reopening 64 (32%), buying them during school outings 22 (11%), buying them from kiosks near schools 15 (7.5%), and
buying from subordinate staff members 7 (3.5%). This shows that drugs are easily accessible to students since they have many options available to them.

Majority of the teacher-counsellors 7 (70%) were of the opinion that students from affluent families were most likely to abuse drugs, followed by those from middle class families 2 (20%) and finally those from relatively poor families 1 (10%). Table 4.6 shows the most common reasons given by teacher-counsellors as to why students take drugs.

*Table 4.6: Reasons for Taking Drugs: Teacher-Counsellors Responses (N = 10)

<table>
<thead>
<tr>
<th>Reasons for drug abuse</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer influence</td>
<td>7</td>
<td>70.0</td>
</tr>
<tr>
<td>Curiosity</td>
<td>5</td>
<td>50.0</td>
</tr>
<tr>
<td>Social problems leading to stress</td>
<td>4</td>
<td>40.0</td>
</tr>
<tr>
<td>Poor role-modelling</td>
<td>4</td>
<td>40.0</td>
</tr>
<tr>
<td>Domestic problems</td>
<td>3</td>
<td>30.0</td>
</tr>
<tr>
<td>Stress from overloaded curriculum</td>
<td>2</td>
<td>20.0</td>
</tr>
</tbody>
</table>

Table 4.6 shows that, according to the teacher-counsellors students abused drugs due to peer influence 7 (70%), curiosity 5 (50%), social problems that led to stress 4 (40%), poor role modelling in the society 4 (40%), domestic problems 3 (30%) and stress as a result of an overloaded school curriculum 2 (20%). Studies have shown that there are many factors that motivate people to use drugs. For example Johnston (2000) established that some of the reasons include the need to relax, to show independence, belong to peer group, relieve stress, out of curiosity, copy role model, reduce boredom, have fun as well as cope with problems.
On the other hand, the principals indicated that the main causes of drug abuse in the schools were as shown in Table 4.7.

*Table 4.7: Principals Views on Main Causes of Drug Abuse in Schools (N = 10)*

<table>
<thead>
<tr>
<th>Reasons for drug abuse</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indiscipline</td>
<td>7</td>
<td>70.0</td>
</tr>
<tr>
<td>Lack of parental guidance</td>
<td>6</td>
<td>60.0</td>
</tr>
<tr>
<td>Lack of role models</td>
<td>6</td>
<td>60.0</td>
</tr>
<tr>
<td>Mass media influence</td>
<td>5</td>
<td>50.0</td>
</tr>
<tr>
<td>Moral decay in society</td>
<td>2</td>
<td>20.0</td>
</tr>
</tbody>
</table>

Table 4.7 shows that according to the principals, students abused drugs due to indiscipline 7 (70%), lack of parental guidance 6 (60%), lack of role models in society 6 (60%), influence from the mass media 5 (50%), and as a consequence of moral decay in the society 2 (20%).

The two provincial administration officers, five school sponsors, and two education field staff members agreed with the responses from teacher counsellors and the principals, adding that the main causes of drug abuse in school was a consequence of poverty which led many out-of-school youths to peddling drugs to innocent students as a way of earning a living. The District Officer in charge of one division in Kangundo noted that it is regrettable that although members of the community are aware of those who peddle drugs, they do not forward their names to relevant authorities, making it difficult for the officers to fight against drugs in the district.

Among the 20 parents who were interviewed, 14 (70%) blamed laxity among the police for rising cases of drug abuse in the district. They noted that some police
officers are aware of drug peddlers and yet they do not arrest them, making community members suspect that some police officers benefit from drug trafficking by obtaining bribes from peddlers. This was corroborated by one of the education field staff members, who argued that corruption in the police force makes it difficult to deal with the problem of drug trafficking in the district.

4.4 Effects of Drug Abuse on School Discipline

What are the effects of drug and substance abuse on secondary school students' discipline?

The students were asked to rate the incidences of indiscipline among students in their schools, to which they responded as shown in Figure 4.3.

*Figure 4.3: Pie Chart Showing Students' Ratings of Incidences of Indiscipline in Schools

![Pie Chart](image)

Figure 4.3 shows that 119 (59.5%) of the students rated incidences of indiscipline in their schools as high, 26 (13%) rated them low, 42 (21%) very low and 13 (6.5%)
very high. This is an indication that for most of the students in this study, cases of indiscipline were high. This confirms reports by NACADA (2002) and Republic of Kenya, (2001) that indicate that cases of indiscipline in Kenyan secondary schools are on the rise.

Table 4.8 shows the main causes of indiscipline in the schools as reported by the students.

*Table 4.8: Students’ Views on Main Causes of Indiscipline (N = 200)*

<table>
<thead>
<tr>
<th>Causes of indiscipline</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer influence</td>
<td>168</td>
<td>84.0</td>
</tr>
<tr>
<td>Mass media influence</td>
<td>144</td>
<td>72.0</td>
</tr>
<tr>
<td>Drug and substance abuse</td>
<td>118</td>
<td>59.0</td>
</tr>
<tr>
<td>Lack of proper guidance</td>
<td>97</td>
<td>48.5</td>
</tr>
<tr>
<td>Stress</td>
<td>52</td>
<td>26.0</td>
</tr>
<tr>
<td>Influence from neighbouring community</td>
<td>22</td>
<td>11.0</td>
</tr>
<tr>
<td>Poverty</td>
<td>9</td>
<td>4.5</td>
</tr>
<tr>
<td>Devil worship</td>
<td>3</td>
<td>1.5</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

As shown in Table 4.8, students were of the view that the main causes of indiscipline in their schools were peer influence 168 (84%), mass media influence 144 (72%), drug and substance abuse 118 (59%) and lack of proper guidance 97 (48.5%) among others. This shows that drug and substance abuse is taken to be one of the main causes of indiscipline in secondary schools. It is worthwhile to note that the two most prominent causes of indiscipline, that is peer influence and mass media, were also given as the reasons that draw students to drug abuse. School administrators and teacher counsellors are therefore expected to come up with programmes to offer
assertiveness training to students, especially new students as they join the school in form one. The findings in the table support the notion that peer pressure is a major factor in influencing indiscipline and riots in schools (Republic of Kenya, 2001).

The students indicated that the students in their schools engaged in various forms of indiscipline, as shown in Table 4.9.

*Table 4.9: Students' Views on Main Types of Indiscipline (N = 200)*

<table>
<thead>
<tr>
<th>Types of indiscipline</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Noise Making</td>
<td>171</td>
<td>85.5</td>
</tr>
<tr>
<td>Disobedience to teachers</td>
<td>136</td>
<td>68.0</td>
</tr>
<tr>
<td>Failure to complete assignments</td>
<td>107</td>
<td>53.5</td>
</tr>
<tr>
<td>Drug and substance abuse</td>
<td>83</td>
<td>41.5</td>
</tr>
<tr>
<td>Bullying</td>
<td>78</td>
<td>39.0</td>
</tr>
<tr>
<td>Truancy</td>
<td>71</td>
<td>35.5</td>
</tr>
<tr>
<td>Inciting others to defy teachers</td>
<td>43</td>
<td>21.5</td>
</tr>
<tr>
<td>Sneaking out of school</td>
<td>18</td>
<td>9.0</td>
</tr>
<tr>
<td>Sexual Immorality</td>
<td>7</td>
<td>3.5</td>
</tr>
<tr>
<td>Cheating in Exams</td>
<td>6</td>
<td>3.0</td>
</tr>
<tr>
<td>Destruction of Property</td>
<td>6</td>
<td>3.0</td>
</tr>
</tbody>
</table>

Table 4.9 shows that the main types of indiscipline engaged in by the students included noise making in class 171 (85.5%), disobedience to teachers 136 (68%), failure to complete assignments 107 (53.5%), drug and substance abuse 83 (41.5%), bullying and violent behaviour 78 (39%), and truancy 71 (35.5%) among others as shown in the Table.

The school principals were asked to state the effects of drug and substance abuse on students' behaviour as measured by incidences of indiscipline, to which they responded as shown in Table 4.10.
Table 4.10: Principals’ Views on Effects of Drug Abuse on Students’ Behaviour

(N = 10)

<table>
<thead>
<tr>
<th>Effects of drug abuse</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drug abusers negatively affect the others</td>
<td>6</td>
<td>60.0</td>
</tr>
<tr>
<td>Drug abusers incite students to defy authority or strike</td>
<td>4</td>
<td>40.0</td>
</tr>
<tr>
<td>Drugs psychologically affect students</td>
<td>3</td>
<td>30.0</td>
</tr>
<tr>
<td>Victims waste a lot of time and at exam time cause disturbances to avoid exams</td>
<td>3</td>
<td>30.0</td>
</tr>
<tr>
<td>Victims usually defy teachers and school authority</td>
<td>1</td>
<td>10.0</td>
</tr>
</tbody>
</table>

Table 4.10 shows that 6 (60%) of the principals indicated that students who abuse drugs affect other students negatively through disturbances during class time, while 4 (40%) indicate that drug abusers incite others to defy the school authority and teachers, and are in most cases the ringleaders when students strike. Another 3 (30%) of the principals indicated that drugs affect students psychologically, leading to unruly behaviour in the classroom which results to wastage of time. Another 3 (30%) of the principals stated that drug abusers waste a lot of time and when examinations are announced they cause disturbances to avoid doing examinations on realization that they are not prepared for them.

The teacher-counsellors agreed with their principals on the effects of drug abuse on students’ behaviour, adding that drug abuse is largely to blame for the rising cases of indiscipline in schools. One of the teacher-counsellors gave an example of a strike that took place in her school, whereby the ringleaders were the same students the teachers had been investigating on suspicion of supplying drugs to students. Another teacher-counsellor talked of emergence of gangs in schools, whereby students mainly
from urban areas form gangs that control sale of items that are banned in the school, such as mobile phone airtime, cigarettes, alcoholic beverages and food items.

The provincial administration representatives and the education field officers agreed that drug abuse is to blame for the rising cases of indiscipline in schools. Parents similarly stated that during school holidays they do come across students smoking cigarettes or drinking alcohol, adding that these students are the ones who cause disturbances in schools.

4.5 Measures Taken to Curb Drug Abuse in Schools

What measures are being taken by school authority to curb drug and substance problem?

Table 4.11 shows the measures that the school principals were taking in an attempt to minimize cases of drug and substance abuse in their schools.

*Table 4.11: Measures Taken to Minimize Drug Abuse in Schools (N = 10)*

<table>
<thead>
<tr>
<th>Measures</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guidance and counselling on dangers of drug abuse</td>
<td>8</td>
<td>80.0</td>
</tr>
<tr>
<td>Regular inspection of students in dormitories</td>
<td>4</td>
<td>40.0</td>
</tr>
<tr>
<td>Being vigilant to minimize cases of students sneaking out of school</td>
<td>3</td>
<td>30.0</td>
</tr>
<tr>
<td>Inviting resource persons to speak to students on dangers of drug abuse</td>
<td>3</td>
<td>30.0</td>
</tr>
<tr>
<td>Suspending students caught with drugs</td>
<td>3</td>
<td>30.0</td>
</tr>
<tr>
<td>Asking parents and the community to campaign against drug abuse</td>
<td>1</td>
<td>10.0</td>
</tr>
</tbody>
</table>

Table 4.11 shows that 8 (80%) of the principals offered guidance and counselling to students on the dangers of drug abuse, 4 (40%) stated that they held regular inspections of students in their dormitories and classrooms to ensure that no drugs and
other illegal items are stored in their boxes/lockers. Other measures being used by principals included being vigilant to minimize cases of students sneaking out of school 3 (30%), inviting resource persons to speak to students on dangers of drug abuse 3 (30%), suspending students caught with drugs 3 (30%) and asking parents and the community to campaign against drug abuse 1 (10%).

Of the ten teacher-counsellors who participated in the study, four (40%) stated that they had counselled students who abused drugs. These counsellors indicated that most of the students who presented themselves for counselling on drug abuse issues were addicted to cigarettes. The teacher counsellors noted that even though counselling sessions with such students proceed well and most students have motivation to quit the habit, they soon revert to the same habit due to peer pressure. The teacher counsellors suggested the following as measures that could be used to curb drug abuse in schools:

- Strengthen guidance and counselling
- All stakeholders to play an active role in curbing drug trafficking
- Those caught peddling drugs to students should be punished heavily
- Community policing to curb drug abuse
- NACADA to hold regular meetings with students to teach them on negative impact of drugs
- Kiosks around schools should be closed
- Teachers to monitor students closely when returning to school after outings or holidays.
- Reintroduction of corporal punishment in schools

Researchers have identified various factors that should be considered by those attempting to control drug abuse by adolescents. Newcomb and Felix-Ortiz (1992)
note that factors like positive mental health, high academic achievement, close family relationships and involvement in religions activities decrease chances of drug abuse among adolescents. On the other hand, Smart (1980), in his availability-proneness theory of drug abuse, argues that the best way to control drug abuse is to reduce the availability of drugs to prone individuals. Guidance and counselling can also be used to assist individuals who are prone to drug abuse to overcome the temptation.

4.6 Discussion of Findings

The study established that cases of drug abuse in the schools were high. This confirms previous research for example by Ndirangu (2000), Acuda (1982), and Dhadphale, Mengech, Syme, and Acuda (1982), all of who found that drug and substance abuse is widespread among secondary school adolescents in Kenya. The most commonly abused drugs as shown included cigarettes, alcohol, bhang and miraa. Previous studies also indicated that the major drugs of abuse are alcohol, cannabis (bhang) (Ndirangu, 2000), miraa (catha edulis) and tranquilizers (Acuda, 1982). Dhadphale, Mengech, Syme, and Acuda (1982) found that drug abuse is widespread among secondary school adolescents in Kenya, especially alcohol. In their study, up to 10% of the adolescents admitted drinking alcohol more than 3 times a week. This implies that most of them are already dependent or at very high risk of developing dependence on alcohol. Sixteen percent of the adolescents in Dhadphale et al’s study reported smoking cigarettes more than three times a week, 14% smoked cannabis (bhang); and 16% admitted taking other drugs especially tranquilizers in order to ‘feel high’. Acuda (1982), in a review of research literature from Kenya, indicated that miraa (*catha edulis*) is regularly abused by adolescents during examination time to keep them awake.

Hard drugs like cocaine and heroine, although not indicated by the students who
confessed to have been abusing drugs, are also being abused by students especially in urban settings. This was reported for instance in a study commissioned by NACADA and published in the Sunday Nation of 28th March 2004, which found out that a large number of students in Kenya abuse hard drugs, whereby they start with cigarettes before graduating to harder drugs like cocaine and bhang.

The study established that drugs are easily accessible to students since they have many options available to them. The community neighbouring schools has often been cited as a major source of drugs abused by adolescents. In recognition of this, stakeholders have come up with various measures. For example, on 22nd November 2001, various resolutions were arrived at between NACADA and headteachers of secondary schools to guide education authorities in the fight and campaign against drug Abuse in Learning Institutions (NACADA, 2001). Among the resolutions arrived at were banning of kiosks around the school environment, and sensitizing the school communities through multi-sectoral approach on drugs and substance abuse.

According to the teacher-counsellors students abused drugs due to peer influence, curiosity, social problems that led to stress, poor role modelling in the society, domestic problems, and stress as a result of an overloaded school curriculum. Studies have shown that there are many factors that motivate people to use drugs. For example Johnston (2000) established that some of the reasons include the need to relax, to show independence, belong to peer group, relieve stress, out of curiosity, copy role model, reduce boredom, have fun as well as cope with problems. Drug experimentation is usually a tentative short process aimed at discovering unknown substance effect either as behaviour or a feeling sensation. Teacher-counsellors and school administrators need to be aware of these motivating factors in order to give adequate preventive and restorative guidance to students.
For most of the students in this study, cases of indiscipline were high. This confirms reports by NACADA (2002) and Republic of Kenya, (2001) that indicate that cases of indiscipline in Kenyan secondary schools are on the rise. The rising cases of indiscipline have led to the ministry of education recommending the strengthening of guidance and counselling in schools. However, school administrators argue that corporal punishment should be reintroduced to help deal with rising cases of indiscipline. This is especially so because many of the students are unwilling to seek counselling help from teacher counsellors, and in any case teacher counsellors do not have enough time for counselling due to the heavy teaching workload.

The main types of indiscipline engaged in by the students included noise making in class, disobedience to teachers, failure to complete assignments, drug and substance abuse, bullying and violent behaviour, and truancy. Similar findings were obtained by Njoroge (2005), who found out that in every secondary school, there were cases of deviant behaviour, among the most common being lateness, irresponsible sexual behaviour, general indiscipline, stealing, noisemaking, truancy, negative attitude and arrogance, bullying, use of drugs and alcohol, sneaking out of school. This implies that school administrators and teacher-counsellors face a major challenge of ensuring that students are well disciplined in order for learning to take place.

Guidance and counseling emerged as the most popular method of minimizing drug abuse in schools. However, teacher-counselors usually report facing problems that hinder their effectiveness in offering counseling services to students. These include lack of proper training in counseling, lack of counseling rooms, heavy workload, and lack of co-operation from students, teachers and parents (Ndung'u, 2002). If counseling is to succeed in schools, then there is a need for resources to be provided, teacher-counselors to be trained and their workload reduced (Ndung'u, 2002).
5.1 Introduction

The purpose of the study was to investigate the effects of drug and substance abuse and their implications on secondary school students learning in Kangundo District. This chapter presents a summary and conclusions of the study. The chapter also presents the recommendations arrived at, as well as some suggestions for further research.

5.2 Summary of the Study

Data for the study was collected from 10 principals, 10 teacher-counsellors, 200 students, 20 parents, 2 provincial administration officers, 5 school sponsors, and 2 education field staff members. Given below is a summary of the study findings.

All the 200 (100%) students agreed that there were students who abused drugs in their schools. Thirty-one (15.5%) of the students rated drug abuse in the schools as very common, 78 (39%) rated it common, 62 (31%) rated it rare, while 29 (14.5%) of the students indicated that drug abuse in their schools was very rare. This shows that cases of drug abuse in the schools were high. Ninety six (48%) of the students indicated that they had ever taken drugs, while 104 (52%) had never taken drugs. That 48% of the students in the schools revealed that they abuse drugs shows how widespread the problem is.

Five (50%) of the principals indicated that cases of drug abuse in their schools were common, 3 (30%) rare, while 2 (20%) indicated that drug abuse was very rare. Eight (80%) teacher-counsellors reported that there were many cases of drug abuse, in their schools, while two (20%) reported that drug abuse cases were isolated. The 2
provincial administration officers, 2 of the 5 school sponsors and the 2 education field staff members agreed that there were cases of drug abuse in the schools.

The most commonly abused drugs included cigarettes (78%), alcohol (55.5%), bhang (37%) and miraa (10.5%). Other drugs abused by students were heroine (12%) and tap tap (9.5%). Seventy-eight (81.3%) of the drug abusers were taking alcohol, 63 (65.6%) were smoking cigarettes, 24 (25%) were smoking bhang, 11 (11.5%) chewed miraa, while 9 (9.4%) chewed Kuber (tobacco that is consumed by chewing). The students who were abusing drugs indicated that they engaged in the habit as a result of peer influence (57.3%), to reduce stress (21.9%), to feel ‘high’ (9.4%), and to become more confident when approaching girls (6.3%).

Majority (81.5%) of the students indicated that students buy drugs from other students who peddle drugs, while 77% indicated that students buy drugs from the neighbouring community. Other sources of drugs included sneaking them to school when reopening (32%), buying them during school outings (11%), buying them from kiosks near schools (7.5%), and buying from subordinate staff members (3.5%). According to teacher-counsellors students abused drugs due to peer influence (70%), curiosity (50%), social problems that led to stress (40%), poor role modelling in the society (40%), domestic problems (30%) and stress as a result of an overloaded school curriculum (20%). According to the principals, students abused drugs due to indiscipline (70%), lack of parental guidance (60%), lack of role models in society (60%), influence from the mass media (50%), and as a consequence of moral decay in the society (20%).

Majority (59.5%) of the students rated incidences of indiscipline in their schools as high, 26 (13%) rated them low, 42 (21%) very low and 13 (6.5%) very high. This is an indication that for most of the students in this study, cases of indiscipline were
high. Students were of the view that the main causes of indiscipline in their schools were peer influence (84%), mass media influence (72%), drug and substance abuse (59%) and lack of proper guidance (48.5%) among others. This shows that drug and substance abuse is taken to be one of the main causes of indiscipline in secondary schools. The main types of indiscipline engaged in by the students included noise making in class (85.5%), disobedience to teachers (68%), failure to complete assignments (53.5%), drug and substance abuse (41.5%), bullying and violent behaviour (39%), and truancy (35.5%)

Sixty percent (60%) of the principals indicated that students who abuse drugs affect other students negatively through disturbances during class time; 40% indicate that drug abusers incite others to defy the school authority, and act as ringleaders when students strike; 30% indicated that drugs lead to unruly behaviour in the classroom which results to wastage of time; while 30% stated that they waste a lot of time and when exams are announced they cause disturbances to avoid doing examinations.

To deal with the problem of drug abuse in schools, 80% of the principals offered guidance and counselling to students on the dangers of drug abuse, 40% stated that they held regular inspections of students in their dormitories and classrooms to ensure that no drugs and other illegal items are stored in their boxes/lockers. Other measures being used by principals included being vigilant to minimize cases of students sneaking out of school (30%), inviting resource persons to speak to students on dangers of drug abuse (30%), suspending students caught with drugs (30%) and asking parents and the community to campaign against drug abuse (10%).
5.3 Conclusions

What is the extent of drug and substance abuse in secondary schools in Kangundo District?

The study concludes that cases of drug abuse in secondary schools in Kangundo District were high. The most commonly abused drugs as shown included cigarettes, alcohol, bhang and miraa. Hard drugs like cocaine and heroine, although not indicated by the students who confessed to have been abusing drugs, are also being abused by students especially in urban settings.

What factors contribute to drug and substance abuse among secondary school students in Kangundo District?

The study concludes that drugs are easily accessible to students since they have many options available to them. According to the teacher-counsellors students abused drugs due to peer influence, curiosity, social problems that led to stress, poor role modelling in the society, domestic problems, and stress as a result of an overloaded school curriculum.

What are the effects of drug and substance abuse on secondary school students' discipline?

For most of the students in this study, cases of indiscipline were high. The main types of indiscipline engaged in by the students included noise making in class, disobedience to teachers, failure to complete assignments, drug and substance abuse, bullying and violent behaviour, and truancy. This implies that school administrators and teacher-counsellors face a major challenge of ensuring that students are well disciplined in order for learning to take place.
What measures are being taken by school authority to curb drug and substance problem?

Guidance and counseling emerged as the most popular method of minimizing drug abuse in schools. However, teacher-counselors usually report facing problems that hinder their effectiveness in offering counseling services to students. These included lack of proper training in counseling, lack of counseling rooms, heavy workload, and lack of co-operation from students, teachers and parents.

5.3.1 Identified Gaps and Way Forward

The main gaps identified in the study are that schools had not come up with effective measures to curb drug abuse in schools. For example, only 4 (40%) principals agreed that their schools held regular inspections of students in their dormitories and classrooms to ensure that no drugs and other illegal items are stored in their boxes/lockers. Yet this should be engaged in by all schools to ensure that students do not store drugs and other contrabands in their dormitories and classrooms.

Another crack established by the study is that guidance and counselling has not been given prominence in schools. Teacher counsellors do not have counselling rooms and their heavy teaching workload cannot allow them adequate time to concentrate on counselling. Yet with the ban on corporal punishment schools were asked to use guidance and counselling as an alternative.

The community around the school was given as a major source of drugs. This reveals a gap on the part of the police, chiefs, District Commissioners and other officers charged with law enforcement. Community policing should be encouraged as a way of discouraging drug peddling within communities around the schools. It is the responsibility of all members of society to fight drug abuse in our country. This is so
because when students abuse drugs, the effects are felt all over. Moreover, the problems indirectly touch the lives of all of us, either through the personal contact we may have with a troubled young person or indirectly, through the increased taxes for community services or heightened anxiety about the safety of our schools and neighbourhoods.

Another gap identified in the study is that parents and close relatives were blamed by some of the students as contributing to drug abuse. Efforts to fight against drug abuse should start from the home, where parents should put more effort in guiding children to be more responsible and assertive. School administrators should effect the recommendations cited above from NACADA (2001). The Availability-Proneness Theory of Illicit Drug Abuse by Smart (1980) theorizes that drug abuse occurs when a prone individual is exposed to a high level of availability. It is argued that the availability of or ease of access to all drugs varies enormously, as does proneness to use of these drugs for social or psychological reasons. The community should aim at reducing proneness while the government and law enforcers should aim at keeping drug access to the minimum. This calls for concerted efforts by the government, the community and school administrators to deal with this problem.

5.4 Recommendations

The study recommends that:

1. School administrators should be more vigilant in curtailing drug use among secondary school students. For instance, they can facilitate officials from NACADA to sensitize both the teacher counsellors and the students on all issues to do with drug trafficking and abuse.

2. The school principals should ensure that there is proper orientation of new students joining school at Form one in order to advice them on how to stay away
from drugs. Similarly, teacher counsellors should adopt effective counselling techniques such as group counselling and peer counselling techniques in assisting students overcome the problem of drug abuse.

3. The government, through the provincial administration officials such as district commissioners, district officers and chiefs, should ensure that communities neighbouring schools are drug-free zones. This should start by sensitization campaigns to educate the community on dangers of exposing drugs to students.

4. The government should consider banning the setting up of kiosks next to schools in order to reduce the availability of drugs to students.

5.5 Suggestions for Further Research

1. Further research should be carried out on the role of guidance and counseling in preventing drug abuse among secondary school adolescents.

2. The present study covered only one District, that is, Kangundo District. A similar research could be conducted in other Districts to find out whether similar findings are obtainable.
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Appendix A: Introduction Letter
Kenyatta University,
Dept of Educ Mgmnt, Policy & Curric Studies,
P. O. Box 43884,
Nairobi.

Dear Sir/Madam,

RE: Research Visit to Your School

I am a postgraduate student at Kenyatta University. I am currently undertaking educational research aimed at finding out the ‘Assessment of Effects of Drug and Substance Abuse: A Case of Secondary School Students in Kangundo District, Kenya

There is a questionnaire for you to fill. Your assistance in answering the questions will enable this study to come up with accurate findings. The responses you give will be treated with utmost confidentiality and for academic purposes only. Kindly arrange to facilitate this exercise.

Your assistance in this exercise will be highly appreciated

Thank you for your co-operation.

Yours faithfully,

Nyaga, J. M
KU Student
Appendix B: Questionnaire for Students

This Questionnaire is designed to gather information about factors related to drug and substance abuse in schools and its relationship with unrest. Kindly respond by ticking the appropriate responses to the questions or information needed. All your responses and information in questionnaire will be confidential and will be used by the researcher for academic purpose only. Do not write your name anywhere in this questionnaire.

Section 1: Background Information

Tick the appropriate response as it applies to you.

1. Indicate your age: ...................... years
2. Gender [ ] Male [ ] Female
3. Your Class
   [ ] Form 1 [ ] Form 2
   [ ] Form 3 [ ] From 4
4. Indicate mean grade that you obtained in end of last terms exams ..............
5. How do you like education?
   [ ] Very Much [ ] Average [ ] Not at All
6. From what setting is your home? [ ] Rural Setting [ ] Urban Setting

Section 2: Feelings about Drugs

7. The table below presents a number of items related to drugs and drug abuse. Indicate the extent to which you agree or disagree with each statement by ticking on the appropriate column, using the following scale.

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) I admire people who smoke cigarettes</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b) The school administration should become stricter on students who abuse drugs</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>(c) Drinking alcohol is a cool thing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(d) I would not accept a marriage partner who smokes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(e) Sometimes it is good for people to take alcohol to release stress</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>(f) If I had an opportunity, I would abuse drugs</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>(g) Drug and substance abuse has no harmful effects on an abuser</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>(h) The world would be a better place if there were no drug and substance abusers</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
(i) The age limit for alcohol consumption should be lowered from 18 years to 15 years of age

(j) The government should legalize bhang smoking

(k) Drug and substance abuse is good, but the consequences are bad

(l) Alcohol consumption is a good way of socializing

(m) Personally, I enjoy taking alcohol

(n) I do not mind abusing drugs, but I fear getting addicted

(o) Even if drugs were allowed in school, I still would not abuse them

8. (a) Are there any students who abuse drugs in your school? [ ] Yes [ ] No
   (b) If yes, please indicate some of the drugs abused by students (drugs of abuse include alcohol, cigarettes, bhang, miraa, cannabis, tap tap, glue, etc).

9. How would you rate the extent of drug and substance abuse in your school?
   [ ] Very common [ ] Common
   [ ] Rare [ ] Very rare

10. How do students who abuse drugs access the drugs? Tick all that apply)
    [ ] Buy from other students who peddle drugs
    [ ] Buy from kiosks near the school
    [ ] Buy from neighbouring community
    [ ] Sneak them to school when reopening
    [ ] Buy them during school outings (games, drama festivals, etc.)
    [ ] Buy from teachers
    [ ] From subordinate members of staff
    Others (specify) .................................................................

11. Have you ever smoked a cigarette [ ] Yes [ ] No

12. If yes, how often do you smoke?
    [ ] Every day [ ] Thrice a week [ ] Once a week
    Other (specify) .................................................................

13. If you smoke cigarettes, are you addicted to the habit? [ ] Yes [ ] No

14. (a) Have you ever consumed alcohol? [ ] Yes [ ] No
(b) If yes, when do you consume alcohol?
[ ] In school during weekends
[ ] In school after classes
[ ] At home during weekends
[ ] At home during school holidays
Other (specify) .................................................................

15. If you consume alcohol, indicate the type(s) of alcohol you have ever consumed
[ ] ‘Brown bottle’ type e.g. tusker
[ ] Wines and spirits e.g. Smirnoff, vodka etc
[ ] Local Mild brews e.g. Muratina
[ ] Local Strong brews e.g. chang’aa, kumi-kumi

16. How often do you consume alcohol?
[ ] Daily          [ ] After every two days
[ ] Twice a week   [ ] Once a week
[ ] Monthly       [ ] Every school holiday

17. (a) Have you ever experimented on any ‘hard’ drugs (e.g. bhang, miraa, cannabis, heroine, tap tap, etc)?  [ ] Yes  [ ] No

18. If yes, please indicate the drugs that you have ever experimented on
................................................................................................................
................................................................................................................
................................................................................................................
................................................................................................................

19. Would you consider yourself addicted to ‘hard’ drugs?  [ ] Yes  [ ] No

20. If you have ever smoked cigarettes, consumed alcohol, or taken drugs, what factors led to your using them?
[ ] Peer influence
[ ] To feel high
[ ] I like the habit
[ ] Influence from family members
[ ] To reduce stress
Others (Please explain) .................................................................
Section 3: Incidences of Unrest and Indiscipline

1. How do you rate the incidences of indiscipline among students in your school?
   (Please tick one response)
   [ ] Very High
   [ ] High
   [ ] Low
   [ ] Very Low

2. Would you say that cases of indiscipline in your school have been increasing or decreasing?
   [ ] Increasing
   [ ] Decreasing

3. What would you say are the causes of indiscipline in your school? (Tick all that apply)
   [ ] Poverty
   [ ] Peer influence
   [ ] Mass media Influence
   [ ] Drug and substance abuse
   [ ] Devil worship
   [ ] Stress
   [ ] Lack of proper guidance
   [ ] Influence from neighbouring community
   Others (specify)........................................................................................................

4. Given below is a list of various types of indiscipline. Please tick against each that you have witnessed among students in your school
   [ ] Stealing
   [ ] Sneaking out of school
   [ ] Smoking Cigarettes
   [ ] Noise Making
   [ ] Drug and substance abuse
   [ ] Destruction of Property
   [ ] Alcohol Consumption
   [ ] Inciting others to defy teachers
   [ ] Bullying
   [ ] Failure to complete assignments
   [ ] Truancy
   [ ] Cheating in Exams
   [ ] Disobedience to teachers
   [ ] Sexual Immorality
   Others (Specify)........................................................................................................

THANK YOU FOR YOUR CO-OPERATION
Appendix C: Questionnaire for Education Field Staff

1. What is the extent of drug and substance abuse in secondary schools in Kangundo District?
   [ ] Very high  [ ] High  [ ] Minimal  [ ] Very minimal

2. Which drugs and substances do students normally abuse? (tick all that apply)
   [ ] Cigarettes  [ ] Bhang
   [ ] Miraa  [ ] Cocaine
   [ ] Alcohol  [ ] Illicit brews
   Others (specify) ..................................................

3. Have you ever handled discipline cases regarding students who abuse drugs?
   [ ] Yes  [ ] No
   If yes, briefly describe the nature of the case(s)
   ..........................................................................
   ..........................................................................
   ..........................................................................

4. How do students access drugs and other substances of abuse?
   [ ] Buy from other students
   [ ] Buy from other students who peddle drugs
   [ ] Buy from kiosks near the school
   [ ] Buy from neighbouring community
   [ ] Sneak them to school when reopening
   [ ] Buy them during school outings (games, drama festivals, etc.)
   [ ] Buy from teachers
   [ ] From subordinate members of staff
   Others (specify) ..................................................

5. Indicate the effects that drug and substance abuse have on students’ behaviour as measured by incidences of indiscipline.
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73
6. To what extent would you link drug and substance abuse to unrest secondary schools?

[ ] To a very large extent  [ ] To a large extent

[ ] To a small extent  [ ] No link at all

7. How does your office attempt to minimize cases of drug and substance abuse in your school?


8. What should the schools in Kangundo do to deal with the problem of drug and substance abuse?


9. What advice would you give to teachers, teacher-counsellors, parents and students in order to deal with the problem of drug and substance abuse?


Appendix D: Questionnaire for Provincial Administrators

1. What is the extent of drug and substance abuse in secondary schools in Kangundo District?
   [ ] Very high  [ ] High  [ ] Minimal  [ ] Very minimal

2. Which drugs and substances do students normally abuse? (tick all that apply)
   [ ] Cigarettes  [ ] Bhang
   [ ] Miraa  [ ] Cocaine
   [ ] Alcohol  [ ] Illicit brews
   Others (specify) ...........................................................

3. Have you ever handled discipline cases regarding students who abuse drugs?
   [ ] Yes  [ ] No
   If yes, briefly describe the nature of the case(s)
   ........................................................................................................
   ........................................................................................................
   ........................................................................................................

4. How do students access drugs and other substances of abuse?
   [ ] Buy from other students
   [ ] Buy from other students who peddle drugs
   [ ] Buy from kiosks near the school
   [ ] Buy from neighbouring community
   [ ] Sneak them to school when reopening
   [ ] Buy them during school outings (games, drama festivals, etc.)
   [ ] Buy from teachers
   [ ] From subordinate members of staff
   Others (specify) .................................................................

5. Indicate the effects that drug and substance abuse have on students’ behaviour as measured by incidences of indiscipline.
   ........................................................................................................
   ........................................................................................................
   ........................................................................................................
   ........................................................................................................
   ........................................................................................................
6. To what extent would you link drug and substance abuse to unrest secondary schools?
[ ] To a very large extent  [ ] To a large extent
[ ] To a small extent    [ ] No link at all

7. How does your office attempt to minimize cases of drug and substance abuse in your school?
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8. What should the schools in Kangundo do to deal with the problem of drug and substance abuse?
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9. What advice would you give to teachers, teacher-counsellors, parents and students in order to deal with the problem of drug and substance abuse?
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Appendix E: Interview Schedule for Principals

Gender ........................................
Age .......................................... years
Academic qualifications ..........................................................
Headship experience in the current school ..............................years
Type of school.................................................................
Gender of students  [ ] Boys  [ ] Girls

1. What is the extent of drug and substance abuse in your school?
2. Which drugs and substances do students normally abuse?
3. How do students in your school access drugs and other substances of abuse?
4. What effects do drug and substance abuse have on students’ behaviour as measured by incidences of indiscipline?
5. Has your school been experiencing cases of students’ unrest? When last did the students in your school go on strike?
6. To what extent would you link drug and substance abuse to unrest secondary schools?
7. How does your office attempt to minimize cases of drug and substance abuse in this school?
8. What does the school do to deal with the problem of drug and substance abuse?
9. What advice would you give to teachers, teacher-counsellors, parents and students in order to deal with the problem of drug and substance abuse?
Appendix F: Interview Schedule for Teacher-Counsellors

(a) Gender ........................................ (b) Age ...................................... years
(c) Academic qualifications .................................................................
(d) Counselling experience ......................................................... years
(e) Teaching experience in current school ..............................years
(f) Type of school .................................................................
(g) Gender of students .....................................................

1. What is the extent of drug and substance abuse in your school?
2. Which drugs and substances do students normally abuse?
3. Have you ever counselled students who abuse drugs? What were the outcomes?
4. How do students in your school access drugs and other substances of abuse?
5. What effects do drug and substance abuse have on students' behaviour as measured by incidences of indiscipline?
6. (a) Has your school been experiencing cases of students' unrest?
7. (b) When last did the students in your school go on strike?
8. To what extent would you link drug and substance abuse to unrest secondary schools?
9. How does your office attempt to minimize cases of drug and substance abuse in your school?
10. What does the school do to deal with the problem of drug and substance abuse?
11. What advice would you give to teachers, teacher-counsellors, parents and students in order to deal with the problem of drug and substance abuse?
Appendix G: Interview Schedule for Sponsors

1. In your opinion, what is the extent of drug and substance abuse in this school?

2. Give some of the factors that contribute to drug and substance abuse among secondary school students in Kangundo District?

3. (a) Has your school been experiencing cases of students’ unrest?

(b) When last did the students in your school go on strike?

4. What are the effects of drug and substance abuse on secondary school students’ discipline?

5. What are your views on the relationship between drug and substance abuse and unrest in secondary schools in Kangundo District?

6. Suggest the measures that can be taken by school authority to curb drug and substance problem.
Appendix H: Interview Schedule for Parents

1. In your opinion, what is the extent of drug and substance abuse in this school?

2. Give some of the factors that contribute to drug and substance abuse among secondary school students in Kangundo District?

3. Have any of your children had a problem of drug abuse? How did you deal with it?

4. What are the effects of drug and substance abuse on secondary school students’ discipline?

5. What are your views on the relationship between drug and substance abuse and unrest in secondary schools in Kangundo District?

6. Suggest the measures that can be taken by school authority to curb drug and substance problem.