GENDER DIFFERENCES IN ACCESS TO AND CONSUMPTION OF ALCOHOL BY SECONDARY SCHOOL STUDENTS IN SELECTED SECONDARY SCHOOLS OF MACHAKOS DISTRICT, KENYA.

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A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT FOR THE AWARD OF THE DEGREE OF MASTER OF EDUCATION (GUIDANCE AND COUNSELLING) OF KENYATTA UNIVERSITY.
DECLARATION

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

Signature ___________________________ Date ____________

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

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This research project is dedicated to my dear wife Priscilla and our children Liz, Irene and Mandela for being my source of inspiration and encouragement.
ACKNOWLEDGEMENTS

I wish to sincerely thank my supervisor Dr. E.M. Kigen for his diligence in guiding me through the paths and highways of research with his professional advise, indeed, I owe him a great deal for his encouragement and relentless guidance.

My gratitude also goes to my colleagues in the guidance and counselling course (2003 – 2005). They were a source of encouragement during the lean and difficult times when the spirit almost wavered. “You are all great”.

To my mother Loise, my life partner Priscilla and our children, thanks for being patient with me. Without you I could not have had the power to keep going. My encourager Joan, you were welcoming and helpful in so many ways and though unknown to yourself, you taught me some indelible lessons on how to look up all the time. For all those friends in and outside the Teachers Service Commission Headquarters, who gave me moral support when I decided to become a student again, your encouraging comments were the fuel with which I ran the whole course and I sincerely appreciate your support.

Last but not the least, I wish to thank all those who I encountered in the course of my research work: The teachers head and teachers in charge of guidance and counselling in secondary schools involved in this study and the students who frankly responded to the touchy questions with sincerity. Be blessed.
ABSTRACT

The primary purpose of this study was to establish the gender differences in access to and consumption of alcohol by secondary school students in Machakos District. A sample of 200 secondary school students was selected at random from two schools each (one girls and one boys) from Central and Kathiani divisions of Machakos District. A list of all the boys and girls schools in both Central and Kathiani divisions was obtained from which two boys’ and two girls’ boarding schools were selected.

From each of the four sampled schools, 50 students were randomly selected from form three.

Before I embarked on data collection, the instrument was piloted among students in two mixed schools to get to know whether there were items that required adjustments. The researcher personally administered to the students one self-report questionnaire. Inferential statistical analysis was done to test if there was any significant difference in various valuables stated in the hypotheses.

In analyzing how students access alcohol, the results reveal that the surrounding community formed the main source followed by friends. On gender and awareness of alcohol consumption, the Chi-square revealed that there is a significant difference in the awareness of alcohol consumption between the sexes. The implication of the results was discussed and recommendations made. It is hoped that these findings will inform educational planners and policy makers in formulating viable policy guidelines geared towards changing attitudes towards drug abuse in schools.
This implies coming up with counselling programme that inform and spell out the dangers of drug abuse. Such a programme must not just address the problem of students, but the family setup and the community as well. Educational administrators, school authorities and in particular the teachers in charge of Guidance and Counselling can use these findings to plan and employ appropriate interventions to prevent the problem of drug abuse.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>i</td>
</tr>
<tr>
<td>Declaration</td>
<td>ii</td>
</tr>
<tr>
<td>Dedication</td>
<td>iii</td>
</tr>
<tr>
<td>Acknowledgements</td>
<td>iv</td>
</tr>
<tr>
<td>Abstract</td>
<td>v</td>
</tr>
<tr>
<td>List of tables</td>
<td>vi</td>
</tr>
<tr>
<td><strong>CHAPTER ONE: INTRODUCTION</strong></td>
<td></td>
</tr>
<tr>
<td>1.1 Background to the Study</td>
<td>2</td>
</tr>
<tr>
<td>1.2 Statement of the Problem</td>
<td>4</td>
</tr>
<tr>
<td>1.3 Purpose of the Study</td>
<td>5</td>
</tr>
<tr>
<td>1.4 Significance of the Study</td>
<td>5</td>
</tr>
<tr>
<td>1.5 Objectives of the Study</td>
<td>6</td>
</tr>
<tr>
<td>1.6 Research Questions</td>
<td>7</td>
</tr>
<tr>
<td>1.7 Assumptions of the Study</td>
<td>7</td>
</tr>
<tr>
<td>1.8 Scope and Delimitation of the Study</td>
<td>8</td>
</tr>
<tr>
<td>1.9 Definitions of Terms and Acronyms</td>
<td>8</td>
</tr>
<tr>
<td><strong>CHAPTER TWO: REVIEW OF RELATED LITERATURE</strong></td>
<td></td>
</tr>
<tr>
<td>THEORETICAL FRAMEWORK</td>
<td>10</td>
</tr>
<tr>
<td>1.0 Introduction</td>
<td>10</td>
</tr>
</tbody>
</table>
1.1 Social Learning Theory ................................................................. 11
1.2 Social Support/Stress Model ......................................................... 13
1.3 Theory of Reasoned Action .......................................................... 13
1.4 Health Belief Model ................................................................. 14

Studies at the international Scene .................................................. 16

2.1 Studies in Kenya ........................................................................ 19
2.2 Effect of alcohol on users ............................................................ 24
2.3 Sources of Drugs ....................................................................... 27

3 Factors Leading to Drug Use and Abuse ....................................... 29

4 Conceptual Framework ............................................................... 32

CHAPTER THREE: RESEARCH METHODOLOGY

3.0 Introduction .............................................................................. 33
3.1 Study Area ............................................................................... 33
3.2 Study Design ............................................................................ 33
3.3 Target Population ...................................................................... 34
3.4 Sample and Sampling Procedure .............................................. 34
3.5 Piloting .................................................................................... 35
3.6 Data Collection ......................................................................... 35
3.7 Data Analysis ........................................................................... 36

CHAPTER FOUR: DATA PRESENTATION ANALYSIS AND INTERPRETATION

4.1 Introduction .............................................................................. 37
4.2 Contextual Characteristics of Respondents ............................... 37
4.2.1 Division ................................................................. 37
4.2.2 Location of the School .............................................. 37
4.2.3 Gender of the Respondents ....................................... 38
4.2.4 Age .................................................................. 38
4.2.5 Type of School ....................................................... 38
4.2.6 Religious affiliation ................................................ 39
4.2.7 Religious rating ...................................................... 39
4.2.8 Parent Alive .......................................................... 39
4.2.9 Parent's/Guardian's Occupation ............................... 40
4.2.10 Mother's Occupation .............................................. 40
4.2.11 Parent's/Guardian's Income .................................... 41
4.2.12 Location of Home ................................................... 41
4.2.13 Person Students Stay with During Holidays ............ 42
4.3 Extent of Alcohol Consumption .................................... 42
4.3.1 Awareness of Students who Consumed Alcohol in the Past .......... 42
4.3.2 Awareness of Students who Consume Alcohol in the Present .......... 42
4.3.3 Gender and Awareness of Students who Consumed Alcohol in the Past and Present .............................. 43
4.3.4 Divisions and Awareness of Students who Consumed Alcohol in the Past and Present ............................................. 43
4.3.5 Frequency of Alcohol Consumption in School ............ 44
4.3.6 Gender and Frequency of Alcohol Consumption in Schools .................. 44
4.3.7 How Students Begin to Take Alcohol .......................... 45
4.3.8 Gender and How Students Begin to take Alcohol .............. 45
4.4 Source of Alcohol ................................................................. 46
4.4.1 Source of Alcohol to Students ........................................... 46
4.4.2 Gender and Source of Alcohol to Students ......................... 46
4.4.3 Division and Source of Alcohol to Students ......................... 47
4.5 Role Played by Parents and Relatives in Availing Alcohol to Students ......................................................... 47
4.5.1 Do Parents Approve Alcohol Consumption ......................... 47
4.5.2 Do Parents Supply Alcohol .................................................. 47
4.5.3 Do Relatives Supply Alcohol .............................................. 48
4.5.4 Relatives who Consume Alcohol ........................................... 48
4.6 Other Drugs Taken by Students in School .............................. 49
4.7 Reaction of School Administration to Alcohol Consumption .... 49
4.7.1 Reaction of School Administration to Alcohol Consumption .... 50
4.7.2 Type of School and the Reaction of School Administration to Alcohol Consumption ........................................ 50
4.8 Inferential Statistical Analysis .................................................. 51
4.8.1 Gender and awareness of Alcohol Consumption ................. 51
4.8.2 Division and awareness of Alcohol Consumption ................. 51
4.8.3 Gender and How Students Begin Taking Alcohol ................ 52
4.8.4 Gender and Source of Alcohol ............................................. 52

CHAPTER FIVE: SUMMARY AND DISCUSSION OF FINDINGS,
CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction ........................................................................... 53
5.1 Discussion ............................................................................... 53
5.2 Summary and Conclusions .................................................... 60
5.3 Implication and Recommendation .................................................. 61
5.4 Recommendations for Counselling .................................................. 64
5.5 Recommendations for further Research ......................................... 65

REFERENCES 66

APPENDIX I: QUESTIONNAIRE 70
CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Alcohol use is not a recent phenomenon. Human beings have been using alcohol and plant derived drugs for thousands of years. Recorded history indicates that drugs were used not only for therapeutic purposes (their medicinal value) but also for recreation. In some cultures, psychoactive drugs have played both a religious and economic role. Moreover, there is ample evidence that there have always been people who overused, misused or abused these substances (Ray and Ksir, 1999).

Getting information on contemporary patterns is hard to come by since most of the banned drugs are produced, trafficked and consumed in great secrecy. It is not easy to get details on how much of these illegal drugs are produced, traded or consumed. However, for legal drugs, information abounds as sales, production details can be readily accessible.

Among the factors that have been found to be correlated to drug use are age and gender. As regards gender, males are more likely to use alcohol or illicit drugs. In most studies, socio-economic factors do not correlate well with alcohol or drug use (Ray and Ksir, 1999). Personality problems are also poor predictors of drug use. In spite of the assumption by many people that people use alcohol or drugs because of low self-esteem, depression or anxiety, study after study has found that measures of these characteristics
are only weakly related to drug use. These studies have however consistently found a collection of psychosocial factors that are related to drug use. Those students who are religious attend school regularly and get good grades, have good relationships with their parents, and do not break the law are the students who report the least drug use. Those who do report high levels of drug use, the trend is that of general non-conformity to society, and drug use in one part to the overall picture of rebellion. Certain social factors have also been linked with alcoholism, including urbanization, disappearance of the extended family, a general loosening of kinship ties, increased mobility, and changing values (Insel, Roth and Price, 2000).

Drug abuse by adolescents in Kenya is a serious phenomenon. According to reports by Population Communication Africa and Pathfinder International, 92% of youth aged between 16-26 years had experimented with drugs as they grew up. Out of this figure (92%), 89% involved experimentation with beer and spirits, cigarettes, local brews, and bhang. The report further reveals that Kenyan males aged 16-26 were three times more likely to experiment with bhang and twice more likely to try inhalants than girls (Daily Nation, 2001, September 17th). The report found that more young females (43%) in the same age bracket abused commercial beer, spirits and narcotics than their male counterparts (26%). The survey further reveals that the use of drugs was more widespread among those who attended day schools than boarding schools. About 55% of those who attended day schools abused local brews and cigarettes while 60% were hooked to bhang and local spirits. Conversely, only 46% of those attending boarding schools used local brews and cigarettes while 38% used bhang and chang'aa.
As regards sources to drugs in schools, *The East African Standard* (August, 9\textsuperscript{th}, 1999) reported that students have drugs sold to them right next to their schools. In these instances, staff and teachers in secondary schools have often been found to be providing students with access to drugs. According to *The East African Standard* (September, 10\textsuperscript{th}, 2000) students have also been involved in providing their colleagues with drugs. For instance, eight students of Shimo-la-Tewa secondary school in Mombasa were expelled after they were found guilty of peddling drugs by the School’s Board of Governors.

1.2 Statement of the problem

The question of alcohol consumption among secondary school students is becoming problematic and has been blamed for a number of incidences of destruction of school property and losses in the life of students at school arising from dormitory fires that erupt when students are asleep. Secondary school students, apparently under the influence of alcohol have destroyed school buildings, burnt their own property in the dormitories because of disagreements with the school administration.

Further, students perceived to be hostile like prefects have also suffered at the hands of their fellow students who have resorted to setting dormitories on fire either when students are still in class or asleep leading to colossal loss to both property and human life. The lives of the youth are precious lives because the youth are the guarantors of the next generation of our society. They are also at the prime of their lives and represent the hope for the future of any society. As such, any phenomenon that will either impair or destroy heir lives must be resisted.
Boarding schools are associated with safety and security. Moreover, the school heads tend to maintain high levels of discipline and it is thus expected that the students would have little or no access to alcohol altogether. Secondary school students are also an important population because they are the future working force for the nation, the future leaders and the ones who will perpetuate the society. However, this myth has been shuttered as several students have met their death at the hands of fellow students. One is reminded of the cases like the Nyeri High School case, the Kyanguli fire disaster among many others. This study seeks to establish the prevalence of alcohol consumption in secondary schools, the sources and gender differences in modes of access to alcohol and its consumption.

1.3 Purpose of the Study

The purpose of this study was to find out how secondary school students in boarding schools get access to alcohol while in school. It also seeks to find out the major sources of alcohol to these students. Finally, it also seeks to find out if there are any gender differences in access to and consumption of alcoholic beverages among secondary schools students in boarding schools in Machakos District.

1.4 Significance of the study

This study is necessary because the secondary school students are the foundation of the country in years to come. It is important therefore that they are shielded from the dangers posed by drugs in general and alcohol in particular so that they can be able to realize their full potential and be of benefit to the society in future.
There has been an increase in the number of violent incidents in secondary schools in Kenya. These violent incidents have often been associated with drug abuse. However, studies have often focused on the prevalence of this practice but have not specifically targeted the modes of access to drugs by secondary school students. This study will therefore bring to the fore more forcefully, the sources of drugs for students in secondary schools.

Few studies in the past have specifically focused on gender differences in drug abuse and access to drugs. This study will provide information on the gender differences and also show how each gender group gets access to drugs in general and alcohol in particular. The study will also provide a focused comparison between schools in two different administrative divisions of Machakos District. The findings of the study will be useful to other researchers, policy-makers, educational administrators, parents and other interested stakeholders in providing and understanding to the alcohol problem and form the basis of formulating solutions to the problem.

1.5 Objectives of the study

1. To establish the extent of alcohol consumption among secondary school students in selected secondary schools in Machakos District.

2. To establish how secondary school students in Machakos District get access to alcohol while in school.

3. To find out if there are gender differences in the way secondary school students access alcohol.
4. To identify any gender differences in alcohol consumption among secondary school students in Machakos District.

5. To find out if there are any locational variations in access to and consumption of alcohol among secondary students in Machakos District.

1.6 Research Questions

1. What is the extent of alcohol consumption among the students in selected secondary schools in Machakos District?

2. How do students in some selected secondary schools in Machakos District get access to alcohol?

3. Are there gender differences in access and extend of alcohol consumption among the students in selected secondary schools in Machakos District?

4. What role does parents and relatives play in providing students with alcohol?

5. What are the school’s reaction to the consumption of alcohol by students in the school?

6. Are there any significant divisional differences in patterns of consumption and access to alcohol by students of selected secondary schools in Machakos District?

1.7 Assumptions of the Study

The following are the assumptions of the study:

1. Alcohol abuse is present in public boarding secondary schools in Machakos District.
2. Each of the schools under study has rules and regulations that prohibit alcohol abuse within its premises.

3. The respondents are expected to provide truthful and honest responses to items in the study (questionnaire).

1.8 Scope and Delimitation of the Study.

The study is limited to Machakos District of the republic of Kenya. Two divisions of Machakos District were sampled as the study area. The study focused on two schools in each of these divisions with one of the schools in each being a boy and the other a girls school for gender comparisons. In this study, form three students were selected to participate in the study.

The findings of this study are not generalizable to schools in other districts in Kenya as it was restricted to only Machakos District. The findings can be useful in providing an indication of how the situation may be in other schools and in other districts. Due to constraints of time and resources, it was a cross-sectional social survey and was therefore to provide a snap view of the alcohol problem in the two areas.

1.9 Definition of Terms and Acronyms

Gender: Gender is a social construct that designates one as either male or female and comes with behavioural and attitudinal expectations based on a specific gender.

Access: How the secondary students come to lay their hands on alcohol and includes the sources where these come from and the people through whom they become available.
**Consumption:** The intake of alcohol by secondary school students with a view to benefiting from it in whichever way the students expect or want.

**Drug use:** The actual intake of a mood alerting substance either through experimentation or as a habit. In this study, it means if one has ever consumed a drug of abuse.

**Drug abuse:** Continual intake of a mood altering drug in dosages that are consistently higher even though the drug may be causing disruptions to ones normal work life or occupation whether as an employee or student. In this study it will be restricted to regular intake of alcohol by secondary school students.

**Inhalants:** Substances abused through breathing and sniffing. Regular users may inhale the substance from a plastic bag or container in order to concentrate the effect.

**A.D.:** Anno Domini

**B.C.:** Before Christ

**E.A.S.:** East African Standard.

**NACADA:** National Council Against Drug Abuse

**UNESCO:** United Nations, Educational, Scientific and Cultural Organization.

**UNDCP:** United Nations Drug Control Programme
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

The study was guided by psychosocial theoretical models, which include Social Learning Theory and Social Support/Stress model as well as the Theory of Reasoned Action (TRA) and Health Belief Model (HBM).

2.1 Theoretical framework

Social Learning Theory

The social learning theory is an integrative model which encompasses both the classical and operant conditioning but differs from them in two ways. It was formulated by Albert Bandura. First, the social learning theory emphasizes importance of symbolic, vicarious and self-regulatory processes in human behaviour. Secondly, it emphasizes that cognition plays a central role in behaviour. It recognizes the social origins of behaviour and the importance of cognitive thought processes in all aspects of human behaviour including motivation, emotion and action. The social learning theory also incorporates the etiological models like the concept of expectancy, tension reduction and genetics. It further contends that through symbols, people progress and transform transient experiences into internal models that serve as guides for future action. Through this progress, they are also able to give meaning, form and effect to the experiences that they have lived through. In addition to symbolic capability, the social learning theory posits vicarious capabilities, viz: psychological theories have traditionally assumed that learning can occur only when responses of human performances are followed by rewards or
punishments. Most of what we learn comes not by direct experience but vicariously through the example of modelling behaviour of others. Through social modelling, people can draw on vast sources of information exhibited and authored by others. The power of Television viewing is a typical example of what we can learn about life vicariously or from example of others. Another feature of the social learning theory is self-regulating capacity. This proposition points to people’s capability to manage their behaviour not just to suit the whims and preferences of others but to act in line with the goals they have set for themselves and apply internally generated standards and self-evaluative appraisals in reaction to their own actions. Loss of self-regulatory capability can be said to be the cause of alcoholism, drug abuse, HIV/AIDS among other ills.

Bandura identifies some agencies that influence human habits-especially the role of Television, parents and peers in personality development. Maladaptive behaviours originate from wrong modelling particularly from negative influences of parents, peers, the television, social anxiety, and structural problems in society such as joblessness, poverty and hunger, which tend to promote the opportunity for emergence of self-doubt and crisis of dispossession affecting self-efficacy judgements in the long run.

Nathan (1983), summarizes it with regard to alcohol use which he describes as a socially acquired, learned behaviour pattern, maintained by antecedent cues (classical conditioning and expectancies), consequent reinforcements (operant conditioning and tension reduction), cognitive factors (modelling influences, and interaction of behavioural and genetic mechanisms).
1.2 Social Support/Stress Model

The social support/stress model focuses on the etiological role of low quality social relationships, and high level of stress, leading to psychological problems, including substance use. Low quality support relationships can be conceptualised as those that lack "in the provision of love, acceptance, emotional support, advice, and tangible help (Cohen & Wills, 1985). Perhaps most important in terms of substance use is the quality of the adolescents' support relationships with parents, as poor quality family relationships are generally considered to constitute a risk factor for adolescent substance use (Maddahian, Newcomb, & Bentler, 1988). High levels of stress (e.g. experiencing multiple negative life events) may lead to substance abuse because the individual feels overwhelmed by environmental demands (Brown, 1989; Newcomb, Maddahian, & Bentler, 1986; Wills, 1986).

1.3 The Theory of Reasoned Action (TRA)

This theory that emphasizes the rational causes of behaviour is credited to Ajzen and Fishbein, who designed it to explain all human behaviour under voluntary control (Kaplan et. Al., 1993:53). It states that intentions are the most immediate influence on behaviour, and assumes that people are usually rational and make predictable use of information available to them. The duo identified attitudes, which are determined by the most prominent belief about what would happen as a consequence of the behaviour, and the subjective norms that are mainly affected by the pressures from the significant others as the factors that influence intentions. Only the most remembered consequences really affects attitudes.
In the context of adolescent drug use, this theory is vital because it emphasizes the belief adolescents hold towards the behaviour, and the importance of the family, the peers and the society at large, in their developing intention to get into the habit. Their feeling that many "cool guys" drink and are portrayed as "imara kama simba" (as stable as the lion!), and so the practice is not harmful to health will make them perceive that the societal norms favour drinking and so he/she form a positive believe about the practice and subsequently an intention to drink which will eventually translate into the actual drinking behaviour. Intention formation here is the prerequisite for adoption of behaviour. Theory of Reasoned Action therefore, is crucial and practical in explaining the commencement and maintenance of drug use or alcohol use among adolescents.

1.4 Health Belief Model (HBM)

This theory was developed by Rosenstock (Kaplan et. al., 1993) and it mainly focuses on cognitive influences on behaviour. It deals with beliefs that are directly related to the health behaviour. Rosenstock contended that behaviour is a function of beliefs held by an individual that pushes him/her towards action or inaction. He identified these beliefs as:

a) Susceptibility: people are motivated to take action if they perceive themselves to be at risk;

b) Severity: perceived seriousness of a condition is more influential on behaviour than the actual severity;

c) Benefits: this is how effective the behaviour will produce a specified effect;

d) Barriers: these are hindrances towards adoption of behaviour, for example, the feasibility or availability of the behaviour.
For behaviour to be performed, a cost benefit analysis of perceived benefits versus perceived barriers is conducted and if the former outweighs the latter, then the likelihood of action is increased. Similarly, a likelihood of action is highest when the perceived benefits of the health behaviour outweigh the barrier (Kaplan et. al., 1993:53).

In the context of contemporary adolescent alcohol abuse, this explains why they start and maintain the habit despite concrete dangers ahead. They are indifferent towards alcohol use because of the belief that they are out of danger for they have only taken alcohol for a shorter time hence the health risk does not face them. Instead alcohol will make them more relaxed. This is further enhanced by the availability of some of the alcohol sachets readily and legally in the environment. Therefore, this model explains the starting and maintenance of alcohol use behaviour among adolescents.

STUDIES AT THE INTERNATIONAL LEVEL

Introduction

Alcohol is a drink fit for human consumption, made from fermenting sugar by using yeast. It is made in different ways, from different substances and is of different strengths. Thus spirits are followed by wine and beers in the order of decreasing strength (NACADA, 2004). The existence and use of alcohol dates back to a very long time. In fact, it is as old as mankind. Ray and Ksir, (1999) note that thousands of years ago, Neolithic man discovered ‘booze’. Beer and berry wine have also been used since 6400 B.C., while grape wine dates from between 300 to 400 B.C. Early alcohol use was worldwide since even the Native Americans met by Columbus drunk beer.
Alcoholic beverages originate from fermentation process—which is the action of yeast on sugars. Yeast, however, has limited tolerance for alcohol up to 15%, beyond which fermentation ceases as the yeast dies. Cereal grains can also be used to make alcohol. Since they have starch rather than sugar, they have to be malted before fermentation can occur. Malting is the enzyme action of converting starch into sugar. The limitation of yeast action to only 15% warrants the existence of other processes that can yield results with more than 15% alcohol. This is done via distillation, which is a process of evaporation and condensation of alcohol vapours to produce beverages of higher alcohol content (Ray and Ksir, 1999).

The term alcohol is believed to be derived from an Arabic word meaning “finely divided spirit” which originally referred to that part of the wine collected via distillation. Many authorities trace the rise of distillation from Arabia at around 800 A.D. (Ray and Ksir, 1999). Therefore, all brands of beer are products of fermentation while all wines and spirits are products of the distillation process.

Alcoholism as a term related to alcohol can be defined as total alcohol dependence or addiction. A comprehensive definition that encompasses the physical, psychological and psychosocial aspects of life is however, yet to be found (Ray and Ksir, 1999). Alcohol is classified as a drug which is legal and is taken as a depressant (taken to slow down the central nervous system). Within this class are barbiturates, tranquillisers and methaloquine among others (East African Standard, 2001; Ray and Ksir, 1999).
According to a report by UNDCP (1997), "it should be emphasized that authorities in many countries still only have a vague conception of the extent of local drug abuse. In several cases, there are few if any quantitative estimates available. The prevalence rates for both licit and illicit (legal and illegal) drugs were given as 20% for tobacco, 50% for alcohol and less than 10% for other drugs. These figures are those on the global prevalence of drug consumption. Both tobacco and alcohol are classified as legal while any other drugs are illegal. Comparing the cultures for alcohol behaviour, Segal, (1986) reports that both Irish and Russian cultures are associated with heavy drinking, especially distilled spirits. This is due to the fact that they were invaded early by hard drinking Vikings just when each was beginning to develop a national identity. Additionally, both regions experienced frequent famine and were therefore not exposed to the notion of individual potential that characterized the Renaissance or notion of individual responsibility and sobriety that came with the Protestant Reformation.

Vaillant (1986), quips that Americans of Irish descent have higher rates of alcohol related problems than other ethnic groups. In fact, comparing Irish-Americans and Italian Americans, Irish forbid children and adolescents from learning to drink large quantities. They value hard liquor than beer, promote drinking in pubs away from family influences. The Italians however give their children wine from an early age in a family setting but disapprove intoxication at any age. Gedder (1986), adds that the French drink primarily wine and do it in the family setting and with meals. They consume more alcohol per capita than any other nation and consequently have the highest rates of alcoholic suicide and deaths from cirrhosis of the liver. They associated wine drinking with virility.
A report from *East.African Standard* (2001a) echoes that drug abuse is illegal and thus largely secret. This complicates the process of and makes cumbersome the efforts to estimate its prevalence, with some estimates putting it at 48 million globally. Research findings indicate that 5%-10% of emergency cases at a general hospitals emergency department are drug abuse related; up to 20% of those who attend any general hospital emergency department with injuries have some drug relation; up to 15% of psychiatric in-patients are admitted with drug abuse-related complications.

UNESCO (1997), notes that drug abuse is one way in which the malaise of a confused and disordered society is expressed. This behaviour is often closely linked with various manifestations of suffering and/or failure to adopt; suicide, delinquency, violence and rejection of integration into schools and working life. Additionally, NACADA (2004b) lists alcohol problems as high blood pressure, damage to brain and nerves, poor eyesight, heart diseases, suffering illusions and hallucinations, liver damage, increase in HIV/AIDS prevalence, lower sexual power, stomach ulcers among others. Based on self-reports of offenders and heavy drinkers, a comparatively higher involvement of heavy drinkers in homicide, assault, spousal and child abuse, and fatal accidents than non-drinkers can be deduced (Segal, 1986).

### 2.1 Studies in Kenya

Various Kenyan cultures restricted the use of alcohol to senior age groups and to special occasions, often sanctioning its use to strict conditions (NACADA, 2004 b). Some of these occasions were funerals, harvesting periods, birth of a new baby among other activities. Over time, values have been overlooked, restrictions have been violated with
the result that alcohol is readily available for consumption by children, teenagers and young adults especially in the 10-20 years age bracket.

Alcohol in the Kenyan context exists in various native and nicknames such as *busaa, chang’aa, kumi kumi, mnazi, tinga, rangama, muratina, kambu, miti-ni-dawa* among others (NACADA, 2004 b). All these are available to youth and adults though the law prohibits the sale to and use of by youth under the legal age. According to a report by *East African Standard* (2001a), 82% of Kenya’s adolescents and young adults (16-26 years) have experimented with drugs at some stage in life. These are commercial beers and spirits, cigarettes, busaa, chang’aa, bhang, inhalants, narcotics and mood altering drugs. This information is contained in Table 1.

### Table 1: Drug Use Prevalence Among Adolescents by Type of Drug

<table>
<thead>
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<th>Drug</th>
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<td>Commercial Beer and Spirits</td>
<td>23</td>
</tr>
<tr>
<td>Cigarettes</td>
<td>19.8</td>
</tr>
<tr>
<td>Busaa</td>
<td>16.6</td>
</tr>
<tr>
<td>Chang’aa</td>
<td>10.9</td>
</tr>
<tr>
<td>Inhalant</td>
<td>9.2</td>
</tr>
<tr>
<td>Narcotics &amp; mood altering drugs</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>82.5</strong></td>
</tr>
</tbody>
</table>

Source: NACADA, 2004a.

NACADA (2004 a) voices the concern that the youth abuse a wide range of substances though the magnitude varies with type. The commonly abused are alcohol, miraa, tobacco, bhang and inhalants. Some of these substances such as some alcoholic beverages, miraa and tobacco are legal, bhang, heroin and others are largely illegal. With
specific reference to prevalence of alcohol use among youth by type of province, there also seem to be some variation in prevalence. Table 2 shows prevalence of alcohol consumption by youth according to the provinces of the country.

Table 2: Prevalence of Alcohol consumption by students by Province

<table>
<thead>
<tr>
<th>Province</th>
<th>Prevalence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Western</td>
<td>43.3</td>
</tr>
<tr>
<td>Nairobi</td>
<td>40.9</td>
</tr>
<tr>
<td>Nyanza</td>
<td>26.8</td>
</tr>
<tr>
<td>Central</td>
<td>26.3</td>
</tr>
<tr>
<td>Rift Valley</td>
<td>21.9</td>
</tr>
<tr>
<td>Coast</td>
<td>21.3</td>
</tr>
<tr>
<td>Eastern</td>
<td>17.2</td>
</tr>
<tr>
<td>North Eastern</td>
<td>1.6</td>
</tr>
<tr>
<td>Average</td>
<td>24.91</td>
</tr>
</tbody>
</table>

Source: NACADA, 2004 a.

Information contained in Table 2 indicates that Western and Nairobi provinces are the leading areas of alcohol consumption. The least affected province is North Eastern Province. The national average of 24.91 is quite high and shows that about one-quarter of the young population are alcohol consumers. Further to the above information on provincial distribution in prevalence of alcohol consumption was estimated to be distributed according to the pattern portrayed in Table 3.
Table 3: Projected Population of Students age-group 10-24 years, ever used or currently taking alcohol by Province by 2003.

<table>
<thead>
<tr>
<th>Province</th>
<th>Population (1999)</th>
<th>Ever used</th>
<th>Current use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nairobi</td>
<td>281,350</td>
<td>115072</td>
<td>44734</td>
</tr>
<tr>
<td>Central</td>
<td>832934</td>
<td>219061</td>
<td>44146</td>
</tr>
<tr>
<td>Coast</td>
<td>377942</td>
<td>80502</td>
<td>32503</td>
</tr>
<tr>
<td>Eastern</td>
<td>1036077</td>
<td>178205</td>
<td>50768</td>
</tr>
<tr>
<td>North Eastern</td>
<td>60752</td>
<td>970</td>
<td>486</td>
</tr>
<tr>
<td>Nyanza</td>
<td>1098025</td>
<td>294272</td>
<td>92234</td>
</tr>
<tr>
<td>Rift Valley</td>
<td>1354609</td>
<td>296660</td>
<td>83986</td>
</tr>
<tr>
<td>Western</td>
<td>797318</td>
<td>345239</td>
<td>115612</td>
</tr>
<tr>
<td>National Total</td>
<td>5,839,007</td>
<td>1529981</td>
<td>464469</td>
</tr>
</tbody>
</table>

|                    | 52.2%             | 26.2%     | 8%          |

Source: NACADA, 2004 a.

The above survey focussed on young people aged between 10-24 years: students and youth in learning institutions and non-students who are outside the learning institutions.

The narrow focus was on students who were selected from primary and secondary schools, village and national polytechnics, medical training centres, teachers training colleges and commercial colleges. Substance abuse is noted to increase from primary schools to tertiary institutions.

The age bracket covered by the study includes all students in secondary schools. According to a report in *Daily Nation* (2001), 92% of the Kenyan youth aged 10-24 have experimented with drugs as they grow up, 87% of experiments involved beer and
spirits, cigarettes, local brews and bhang. Kenyan young males aged 16-26 years were three times more likely to experiment with bhang and twice more likely to try inhalants than girls. This could be so because these are considered very powerful thus dangerous to the girls.

Interestingly, more young females (43%) in the same age bracket used commercial beer, spirits and narcotics than their male counterparts (26%). A possible explanation could be that during outings, picnic, dates with their boyfriends, pals and such, more females become exposed to these substances. The same report was carried by the *East African Standard* (2001a). In both reports (*East African Standard*, 2001a and *Daily Nation*, 2001), a study carried out by Pathfinder International noted that drug use was widespread among students in day-schools than boarding schools, with about 55% of day school students using local brews and cigarettes and 60% hooked to bhang and spirits. However, only 46% used local brews and cigarettes with 38% using bhang and chang’aa among boarding school students. It was also noted that 90% of drug addiction cases among young adults had to do with cigarettes and alcohol.

The *East African Standard* (2001a) reported that more research established that men abused drugs more than women in the ratio of 4:1. In Mathare, Nairobi, up to 48% male and 24% of females of the study population were alcoholic cases. A further 50%-60% of young people between 12-24 years drink alcohol regularly. Acuda (1981), concluded that drug use was prevalent among secondary school students, with 10% of the sampled students consuming alcohol more than three times a week. A higher prevalence was realized among the males than females. It is also realized that alcohol problem was more common in urban schools, followed by peri-urban schools and rural schools in order of
reducing prevalence. It can be argued from the above facts that demands of urban life may be responsible for reduced social and parental control over people especially students. The social blindness characteristic of urban life is where one only attends to his/her interests and serves in a way to grant the urban school students with a leeway to indulgence. The existence of brews, dens, pubs, and bars within the residential places also promotes access to and availability of the substances to students. NACADA (2004b) alludes to the fact that both affluence and poverty can explain involvement with drugs: the youth from the rich abuse substances because they can afford; idleness after dropping out of school and lack of gainful employment can drive one to abuse cheap alcoholic drinks. Ironically, there’s a relationship between exposure and parents level of education with the risk increasing with highly learned parents than the less/little or no education categories. Thus parents’ modernism/affluence exposes students to substance abuse.

2.2 Effects of Alcohol on Users

NACADA (2004a), puts forth a list of the problems that arise from alcohol drinking. These include loss of control of one’s drinking habit, heart diseases, higher blood pressure, damages to nerves, liver, and brain, illusions, strong body shakes, loss of weight, poor eating habits, increased HIV/AIDS prevalence due to careless sexual behaviour, sex organs become smaller, stomach ulcers, low birth weight among others. Alongside these are general problems where acute drinking causes short-term impairment and loss of control leading to violence, physical disorders, peptic ulcers, poor concentration and memory deficiency. These are likely to have adverse effects, especially on students who need proper concentration spans at class and study hours, they also require sufficient memory.
Among the possible effects on adolescents include, poor coordination which may result in injuries and accidents. Alcoholism or substance abuse can also lead to impaired judgement leading to dangerous habits like reckless driving and loss of inhibition. They youth are also likely to e come aggressive and indulge in risky sexual behaviour like premarital sex and rape with the consequence of possibilities such as pregnancies or HIV/AIDS infection. Other effects could include change of habits e.g. avoiding teachers and parents. Others are asking for more money, coming home late and missing meals or family meetings, difficulty in waking up in the morning due to hangovers, deterioration of schoolwork, experience of mood swings, incoherence and not keeping promises e.g. handing in assignments late.

Acuda (1981), reported that 20% of 50 cases of alcohol gastritis studied were acutely intoxicated on admission, 16% were admitted in hypoglycaemic coma, 10% had delirium, 6% had liver disorder and 8% had other complications like neuropathy, brain damage, and attempted suicide. Other problems are sexual dysfunction through impotence in males and low sexual libido in females; the ‘alothe syndrome’ or infidelity jealousy whereby spouses accuse one another of infidelity, malnutrition due to vitamin deficiency may lead to psychosis characterized by memory defect (NACADA 2004a).

Habitual alcohol intake erodes discipline totally. Kenyans were recently shocked during the annual National Drama and Music Festivals when a group of participants in high schools, boys in this case, appeared totally drunk on national television. This was a very
serious and clear manifestation of what alcohol and other drugs can do to the school-going population, one wonders where they got the drink from and who was responsible. Similar but more daring cases have been witnessed in recent years with the memorable Kyanguli Secondary School incident that claimed 67 lives, the case of Nyeri Boys High School where students caused unrest under the influence of bhang and many others. On the possible remedies to assist arrest the situation, NACADA (2004 b) spells out possible steps for implementation. A survey need to be done on households to capture and bring to light the magnitude of substance abuse among non-students. This is important since both students and non-students interact. Programme for counselling and rehabilitating the youth relative to substance abuse need to be introduced. There’s need to train personnel and develop networks to handle substances and assist the young substance abusers. There’s need to develop up-to-date information sources and resources of types and magnitude of abused substances in the country.

Establishment of counselling centres in all health institutions to handle abusers is required. Encouragement and involvement of the family as an institution more than before since it has been observed that only a small percentage learn of the dangers from families, the majority learning from mass media, peers, religious institutions, schools etc. Additionally, the professionals like teachers, tutors among others need to be more adherent to ethics since they find it hard talking to students on dangers of drug use with them already hooked. Some even go to classes under the influence of bhang, chang’aa, cigarettes, and others hence making it ironical for them to caution students on the dangers underlying such practices.
In this respect then, inspectorate and supervisory networks should be non-lenient to save students from picking bad examples from those they treasure to be their role models. The NACADA should be strengthened to ensure that at least every school in the republic has materials on drug abuse and its dangers. On occasions like prize-giving days, parents days etc when both parents, students and non-students plus teachers congregate, NACADA can liaise with the administration so that a talk about substance abuse is slotted into the programmes.

2.3 Sources of Drugs

UNIDCP (1995) gives an account by some of the respondents concerning sources of drugs. A respondent said that cannabis, alcohol, and tobacco are available in most estates and residential areas while heroine, cocaine and mandrax are available at Ngara, Nyamakima and Grogan Road. A 15 year-old reported to sniff cocaine replied that he gets cocaine from dealers at Nyayo Market. This dealer is a man selling gold chains and is nicknamed “mkamba”. Other sources are cinema halls, discotheques and other tourist centres.

A report carried by the East African Standard (1999a), notes that students have drugs sold right next to their schools with the case of Nyeri High School where a staff member was selling bhang to students. In the East African Standard (1999 b), a provincial director of education released a report implicating teachers and parents as drug peddlers in schools leading to the interdiction of two teachers.
Other possible sources could be those who pose around schools as shoe cobblers who may easily avail bhang, chang’aa, and busaa to students. Kiosk owners that sell stuff food are another possible source of smuggling drugs including alcohol to students who frequent them as customers. Urban, peri-urban school students are at a higher risk of alcohol use due to the fact that some of them go far their lunch breaks outside the schools. One is usually not surprised meeting students in uniform along alleys of Nairobi, around Ngara, and Nyamakima areas known for serious peddling. They may pretend to be taking a stroll but who knows! Other schools situated in residential places predispose students to alcohol since the dens are sometimes around the school, or on the way to school. As time ticks by, the youth may be curious to discover for themselves the experience of drug use.

3: Factors leading to drug use and abuse

According to findings by UNDCP (1997), the proportion of the global population consuming alcohol (50%) poses a problem to governments, families, parents and individuals. Some of the factors responsible for this grim picture are domestic instability, conflict, privatisation of state enterprises, distancing of official interventions form day-to-day workings to the economy, and inadequacy of regulations among other factors (UNDCP, 1997).

Other studies (Robins, 1962; Haastrup, 1973; Cancrini; 1973) also indicate that alcoholism is related to extremely low socio-economic status and grossly inadequate parental care. Rosenberg (1969) in a study among youthful drug addicts indicates dependence occurred among those from deprived family backgrounds. Contrastingly,
drug use was more prevalent among people from rich backgrounds since they can afford them. It is also likely that they get influenced by parents, peers and other significant others. Therefore, we clearly note from the foregoing discussion that the problem of drug use and abuse, including alcohol cuts across society, especially the socio-economic continuum. The only differences could be the type used, intensity and the method of coping with the consequences.

Reasons for drug abuse include curiosity, one of man’s outstanding characteristics. It appears early in life and leads to extensive exploratory behaviour. It is not surprising then that many young persons will wish to try drugs in order to determine the effects for themselves (WHO, 1973). “Curiosity killed the cat”. It is therefore not surprising to find students who abuse drugs while their initial case was out of curiosity.

The interests and expectations of peer group have an important bearing on whether a student will try a dependence-producing drug. A friend or peer is likely to be the source of information for drug users about the availability of drugs and their alleged effects. Furthermore, a desire for social acceptance and social interaction in a particular peer group may result in starting and maintaining the use of drugs if some influential members of that group happen to be intermittent or regular users (WHO, 1973).

The availability of ready cash to the youth as pocket money or travel allowances, especially if excessive can be redirected into purchasing of drugs (Okech, 1997).
According to a *Daily Nation* correspondent, students who get access to a lot of money are tempted to buy illegal drugs (*Daily Nation*, 2002, July 17th).

The influence of mass media and advertising has played its role. People who smoke are portrayed as being great sportsmen or very friendly, wealthy/important people (Okech, 1997). Mass media play a big role in influencing adolescents. They receive information from movies, television, videocassettes, billboards and magazines. Even though these sights and sounds do not usually promote drug use explicitly, they can reinforce a child’s impression that drug abuse is normal (*East African Standard*, September 3rd 2003).

The age factor is crucial on matters of drug abuse. The youth are at a stage of transition from childhood to adulthood, a turbulent stage in life in which they tend to experiment a lot with life (Okech, 1997). This being a period of great wild ecstasy, the young person is out to try and experiment on anything. Torn between two worlds of childhood, he reverts to either from time to time (Ndegwa, 1998).

If there is easy access to drugs, a student may decide to use them. Drugs are available in urban schools where most of them are day schools and even with boarding schools. It is well known fact that some students have secret ways of obtaining drugs and selling them to fellow students. In some cases, members of the public or day scholars from other schools easily walk into the schools and sell their commodities (Ndegwa, 1998).

Pudo, (1998) noted that children who come from homes where parents take drugs tend to imitate the behaviour of their parents by engaging in taking illegal drugs. The attitude of
parents towards tobacco, alcohol and other drugs play a major role in children’s behaviour. Young people learn from what they see by imitating what their parents and other people in the community do. The other reasons for drug abuse by students cited by Kenya Secondary School Head teachers Association, Nairobi, (1998), include: ignorance of the effects of drug abuse, lack of parental guidance, heavy workload in school, copying of heroes or role models, membership of religious cults and failure in school (Head teachers Association Report on Drug Abuse, Nairobi Branch, 1998). Other reasons include high handedness of school administrators, harsh treatment, lack of freedom on the side of students and failure to have students grievances listened to (The East African Standard 1991, July 21st).

4. CONCEPTUAL FRAMEWORK

Adolescents receive a steady stream of conflicting messages, subtle and avert about the use of alcohol and other drugs. Taking cues from the environment, they learn that drugs, in the form of medicine are “good” alleviating pain or discomfort and making people feel well. Students see adults use alcohol and other drugs to cope with stress and manage both physical and emotional pain. They are bombarded with media images of happy, health, glamorous and sophisticated people involved in various kinds of alcohol and drug use. At the same time, adolescents are warned, threatened and cajoled not to imitate such images. They are told about the dangers of smoking and deadly consequences of drinking.

Poverty and related deprivations, social isolation, low self-esteem, school problems, family stress and domestic violence, emotional problems and delinquency, a combination of genetic and environmental factors may increase a young man’s vulnerability to
chemical dependency as well as curiosity, boredom, peer pressure, family breakdown, availability of drugs too high academic expectations of parents, peer group influence and loneliness. While the adolescents feel they are no longer children and need complete freedom, parents on the other hand claim they are too inexperienced to manage on their own and that they must be shown the right path to tread towards maturity. Mung’ure (1992), posits that the adolescent has “little sense of where he is headed, experiences disorganisation and discouragement and is easily manipulated by the fads and fancies of the day” (Schmuch, 1965 pg 233). In their daily lives, adolescents are faced with situations which require personal decisions such as what to wear, which subjects to choose in school, whether to take drugs or alcohol etc. the affectional bonds formed with parents and siblings endure over the life span and serve as the prototypes for social relationships in the wider world of neighbourhood and school. Access and consumption of alcohol in boarding secondary schools can be understood against a background of a variety of factors that touch on the family (socio-economic status, parental care, parental influence and expectations, family stress and domestic violence), the school (administration, the teaching and support staff, school problems and demands), and the surrounding community (its laws and regulations, availability of drugs etc).
5. HYPOTHESES

1. There is a significant difference in the awareness of alcohol consumption between the sexes among secondary school students in central and Kathiani divisions of Machakos district.

2. There is no significant difference in the awareness of alcohol consumption between the two divisions of Machakos district.
3. There is a significant difference between gender and how students begin taking alcohol in secondary schools of Machakos district
CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

The chapter presents the design of the study, the study area, the target population, and sample size and sampling procedure. It also lays out the instruments to be used for data collection, sources of data and data analysis.

3.1 Study Area

The study was done in Eastern Province of Kenya. Eastern Province is one of the seven rural provinces of the country. Eastern Province is divided into several districts, which include Machakos, Makueni, Kitui, Meru, Embu, Isiolo, among others. The district of focus for the study in Eastern Province was Machakos District.

3.2 Study Design

The method employed to enable this study achieve its objectives was that of a cross-sectional social survey, that seeks to get a snapshot view of how a particular phenomenon manifests itself in a particular population at a particular time. The survey solicited information based on opinions, attitudes, perceptions, beliefs and behaviour of people. The survey was selected because it was the most appropriate method since the researcher was only interested in describing the situation as it was on the ground (Singleton et al 1998).
3.3 Target Population

The study targeted secondary school students in Machakos District. It limited itself to students in boarding secondary schools since it is in these places that drinking was considered to be a social problem.

3.4 Sample and Sampling Procedure

The study drew a sample of 200 students at random from two schools each (one girls and one boys) from Central and Kathiani divisions of Machakos District. A list of all the boys and girls schools in both Central and Kathiani divisions was obtained from which a boys and a girls boarding school from each of the two divisions was selected. From each of the four sampled schools, 50 students were randomly selected from form three. From a list of boys boarding and girls boarding schools, one school each was randomly selected from each of the two divisions. This information is summarized in Table 4

<table>
<thead>
<tr>
<th>Type of School</th>
<th>Divisions</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Central</td>
<td>Kathiani</td>
</tr>
<tr>
<td>Girls Boarding</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Boys Boarding</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
3.5 Piloting

The questionnaire was piloted to a sample of 50 students in two secondary schools (one mixed and the other boys) in Machakos District to check whether it met the necessary criteria and catered for all the objectives of the study. Ambiguities and possible misinterpretations were rectified. Validity and reliability of the items of the questionnaire were ascertained by running frequencies and editing errors of omission. Piloting was also used to help in estimating the length of time it could take to administer the questionnaire to the real sample. Thus, the researcher was able to use the pilot study to ascertain whether the data gathered from the actual study would be useful.

3.6 Data Collection

The data for the study were mainly through self-response questionnaires administered personally by the researcher. The researcher himself distributed all the questionnaires directly to the respondents. Five minutes were taken to explain the nature of the study to the respondents assuring them of the confidentiality that was to be strictly observed. Respondents were assured of complete anonymity since the study was dealing with a sensitive issue – alcohol – that is prohibited in schools.

Adequate instructions on how to fill the questionnaire were provided and clarification made where necessary. It was also felt that due to the sensitive nature of the subject of the research, there was great need for assurance of confidentiality in order to allay any fears that could inhibit free expression. The researcher’s sincere assurance cleared feelings of insecurity and doubts, which could otherwise have affected the success of the study. The questionnaire comprised primarily of structured questions where students were required
to select an option from a predetermined set of options considered to measure the various concepts of interest to the study. The questionnaires were collected the same day.

### 3.7 Data Analysis

After data collection, the completed questionnaires were prepared for analysis with the help of a social science data analyst. The responses were coded and entered into a computer file for analysis using the Statistical Package for the Social Sciences (SPSS) version 11.0. The main statistical outputs from the study were measures of central tendency, measures of statistical significance and measures of association.

The main measure of central tendency was mode and this was presented in a frequency table. Contingency tables were used to both test statistical significance and to also present bivariate relationships. The Chi-square test was used to test statistical significance between independent (gender, type of school, parental occupation e.t.c) and dependent (access to and consumption of alcohol) variables. Contingency coefficient on the other hand was used to test the strength of relationship or statistical association between the independent and dependent variables (Singleton, Straits, Straits and McAllister, 1988).
CHAPTER FOUR

RESULTS OF THE STUDY

4.1. Introduction

In this chapter, the results of the present investigation are presented. The research set out to explore the gender differences in access to and consumption of alcohol by secondary school students in selected secondary schools of Machakos District.

4.2. Contextual Characteristics of Respondents

This part presents a description of the respondents so as to provide a logical background for the study findings reported in the chapter.

4.2.1 Division

Table 4.2.1: Division

<table>
<thead>
<tr>
<th>Division</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kathiani</td>
<td>100</td>
<td>50.0</td>
</tr>
<tr>
<td>Central</td>
<td>100</td>
<td>50.0</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The respondents were drawn from two divisions in Machakos District on a 50-50 basis. Table 4.2.1 presents the population.

4.2.2 Location of the School

Table 4.2.2: Location of the School

<table>
<thead>
<tr>
<th>Location</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural</td>
<td>179</td>
<td>89.5</td>
</tr>
<tr>
<td>Urban</td>
<td>4</td>
<td>2.0</td>
</tr>
<tr>
<td>Peri-urban</td>
<td>17</td>
<td>8.5</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td>100.0</td>
</tr>
</tbody>
</table>
According to the results presented on table 4.2.2, majority (89.5%) of the sampled students were from schools located in rural areas. Those from peri-urban schools constituted 8.5%, while urban schools were only 2.0%.

### 4.2.3 Gender of the Respondents

Table 4.2.3: Gender of the Respondents

<table>
<thead>
<tr>
<th>Gender</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>100</td>
<td>50.0</td>
</tr>
<tr>
<td>Female</td>
<td>100</td>
<td>50.0</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td>100.0</td>
</tr>
</tbody>
</table>

On the basis of gender, male and female students were drawn on a 50-50% basis. This is presented on table 4.2.3.

### 4.2.4 Age

Table 4.2.4: Age of the Respondents

<table>
<thead>
<tr>
<th>Age</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>16 Years</td>
<td>77</td>
<td>38.5</td>
</tr>
<tr>
<td>17 Years</td>
<td>111</td>
<td>55.0</td>
</tr>
<tr>
<td>18 Years</td>
<td>10</td>
<td>5.0</td>
</tr>
<tr>
<td>Over 18 Years</td>
<td>2</td>
<td>1.0</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td>100.0</td>
</tr>
</tbody>
</table>

As shown in table 4.2.4, majority of the students were aged 17 years (55.0%). This was followed by those aged 16 years who constituted 38.5%. Only 1.0% were above 18 years.

### 4.2.5 Type of School

Table 4.2.5: Type of School

<table>
<thead>
<tr>
<th>Type of School</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys boarding</td>
<td>100</td>
<td>50.0</td>
</tr>
<tr>
<td>Girls s boarding</td>
<td>100</td>
<td>50.0</td>
</tr>
<tr>
<td>Mixed day</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Mixed day and boarding</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Results presented in table 4.2.5, indicate that 50.0% of the sampled students were from boys boarding and girls boarding respectively.

4.2.6 Religious affiliation

Table 4.2.6: Religious Affiliation

<table>
<thead>
<tr>
<th>Religion</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christian</td>
<td>195</td>
<td>97.5</td>
</tr>
<tr>
<td>Muslim</td>
<td>5</td>
<td>2.5</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td>100.0</td>
</tr>
</tbody>
</table>

From table 4.2.6, most of the sampled students (97.5%) were Christians. Only 2.5% were Muslims.

4.2.7 Religious rating

Table 4.2.7: Religious Rating

<table>
<thead>
<tr>
<th>Rating</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Too religious</td>
<td>25</td>
<td>12.5</td>
</tr>
<tr>
<td>Religious</td>
<td>171</td>
<td>85.5</td>
</tr>
<tr>
<td>Non-religious</td>
<td>4</td>
<td>2.0</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td>100.0</td>
</tr>
</tbody>
</table>

In terms of religious rating, majority of students (85.5%) indicated that they are religious. Over 12%, were too religious and only 2.0% were non-religious.

4.2.8 Parent Alive

Table 4.2.8: Parents Alive

<table>
<thead>
<tr>
<th></th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Both father and Mother</td>
<td>171</td>
<td>85.5</td>
</tr>
<tr>
<td>Father only</td>
<td>7</td>
<td>3.3</td>
</tr>
<tr>
<td>Mother only</td>
<td>15</td>
<td>7.5</td>
</tr>
<tr>
<td>Both dead</td>
<td>7</td>
<td>3.5</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td>100.0</td>
</tr>
</tbody>
</table>
From table 4.2.8, majority of the sampled students (85.5%) had both parents alive. Around 7.5% had only the mother alive, while 3.3% had only the father alive. Over 3.0% had both parents’ dead.

4.2.9 Parent’s/Guardian’s Occupation

Table 4.2.9: Parent’s/Guardian’s Occupation

<table>
<thead>
<tr>
<th>Occupation</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>70</td>
<td>35.0</td>
</tr>
<tr>
<td>Teacher</td>
<td>38</td>
<td>19.0</td>
</tr>
<tr>
<td>Accountant</td>
<td>15</td>
<td>7.5</td>
</tr>
<tr>
<td>Lawyer</td>
<td>4</td>
<td>2.0</td>
</tr>
<tr>
<td>Others</td>
<td>73</td>
<td>36.5</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td>100.0</td>
</tr>
</tbody>
</table>

According to the results presented on table 4.2.9, most students have parents in various (other) occupations such as civil service, private sector e.t.c. Businessmen constituted 35.0% of the parents. Around 19.0% were teachers, 7.5% Accountants and only 2.0% lawyers.

4.2.10 Mother’s Occupation

Table 4.2.10: Mother’s Occupation

<table>
<thead>
<tr>
<th>Occupation</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>44</td>
<td>22.9</td>
</tr>
<tr>
<td>Business</td>
<td>70</td>
<td>36.5</td>
</tr>
<tr>
<td>Housewife</td>
<td>29</td>
<td>15.1</td>
</tr>
<tr>
<td>Secretary</td>
<td>8</td>
<td>4.2</td>
</tr>
<tr>
<td>Nurse</td>
<td>8</td>
<td>4.2</td>
</tr>
<tr>
<td>Other</td>
<td>33</td>
<td>17.2</td>
</tr>
<tr>
<td>Total</td>
<td>192</td>
<td>100.0</td>
</tr>
</tbody>
</table>
From table 4.2.10, the dominant occupations among the mothers of the students were businesswomen (36.5%), over 22.0% teachers, 17.2% fell on other occupation, 15.1% were housewives and only 4.2% were nurses and secretaries respectively.

4.2.11 Parent’s/Guardian’s Income

Table 4.2.11: Parent’s/Guardian’s Income

<table>
<thead>
<tr>
<th>Income</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don’t know</td>
<td>76</td>
<td>39.6</td>
</tr>
<tr>
<td>Below 5,000</td>
<td>25</td>
<td>13.0</td>
</tr>
<tr>
<td>6,000-20,000</td>
<td>60</td>
<td>31.3</td>
</tr>
<tr>
<td>21,000-40,000</td>
<td>16</td>
<td>8.3</td>
</tr>
<tr>
<td>Over 40,000</td>
<td>15</td>
<td>7.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>192</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4.2.11 presents the income level of the parents and guardian’s of the students. The results indicate that majority of the students did not know their parents or guardian’s average income (39.6%). However, 31.3% reported that the income was between Kshs. 6,000 to 20,000, 13.0% from income background of below Kshs. 5,000, and 8.3% in the income level between Kshs. 21,000 to 40,000 and only 7.8% in the income category of over Kshs. 40,000.

4.2.12 Location of Home

Table 4.2.12: Location of Home

<table>
<thead>
<tr>
<th>Location</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural</td>
<td>67</td>
<td>33.5</td>
</tr>
<tr>
<td>Urban</td>
<td>133</td>
<td>66.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>200</td>
<td>100.0</td>
</tr>
</tbody>
</table>

According to the results presented on table 4.2.12, majority of the students (66.5%) come from urban areas. Only, 33.5% are from the rural areas.
4.2.13 Person Students Stay with During Holidays

Table 4.2.13: Person Students’ Stay with During Holidays

<table>
<thead>
<tr>
<th>Person</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Both parents</td>
<td>151</td>
<td>75.5</td>
</tr>
<tr>
<td>Father only</td>
<td>6</td>
<td>3.0</td>
</tr>
<tr>
<td>Mother only</td>
<td>29</td>
<td>14.5</td>
</tr>
<tr>
<td>Other</td>
<td>14</td>
<td>7.0</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The results presented on table 4.2.13, show that most students (75.5%) stay with both parents during school holidays.

4.3 Extent of Alcohol Consumption

This section presents the extent of alcohol consumption in secondary schools.

4.3.1 Awareness of Students who Consumed Alcohol in the Past

Table 4.3.1: Awareness of Students who Consumed Alcohol in the Past

<table>
<thead>
<tr>
<th>Aware</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>159</td>
<td>79.5</td>
</tr>
<tr>
<td>No</td>
<td>41</td>
<td>20.5</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td>100.0</td>
</tr>
</tbody>
</table>

According to the result presented on table 4.3.1, an overwhelming 79.5% of the students reported that they are aware of students in their school who used to consume alcohol in the past.

4.3.2 Awareness of Students who Consume Alcohol in the Present

Table 4.3.2: Awareness of Students who Consumed Alcohol in the Present

<table>
<thead>
<tr>
<th>Aware</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>147</td>
<td>73.5</td>
</tr>
<tr>
<td>No</td>
<td>53</td>
<td>26.5</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td>100.0</td>
</tr>
</tbody>
</table>
The results presented in table 4.3.2 further confirm that many students in secondary schools still abuse alcohol. According to the results, over 73.0% of the students are aware of students in their school who currently consume alcohol.

### 4.3.3 Gender and Awareness of Students who Consumed Alcohol in the Past and Present

Table 4.3.3: Gender and Awareness of Students who Consumed Alcohol in the Past and Present.

<table>
<thead>
<tr>
<th></th>
<th>Present</th>
<th>Past</th>
<th>Present</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>Yes</td>
<td>87</td>
<td>87.0</td>
<td>92</td>
<td>92.0</td>
</tr>
<tr>
<td>No</td>
<td>13</td>
<td>13.0</td>
<td>8</td>
<td>8.0</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100.0</td>
<td>100</td>
<td>100.0</td>
</tr>
</tbody>
</table>

A comparison by gender revealed that more boys (92.0%) than girls (67.0%) are aware of students who consumed alcohol in the past. The same trend is registered for current alcohol consumption where again more boys (87.0%) than girls (60.0%) are aware of their fellows who currently consume alcohol.

### 4.3.4 Division and Awareness of Students who Consumed Alcohol in the Past and Present

Table 4.3.4: Division and Awareness of Students who Consumed Alcohol in the Past and Present

<table>
<thead>
<tr>
<th>Awareness</th>
<th>Kathiani</th>
<th>Present</th>
<th>Central</th>
<th>Present</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Past</td>
<td>Present</td>
<td>Past</td>
<td>Present</td>
</tr>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>Yes</td>
<td>78</td>
<td>78.0</td>
<td>69</td>
<td>69.0</td>
</tr>
<tr>
<td>No</td>
<td>22</td>
<td>22.0</td>
<td>31</td>
<td>31.0</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100.0</td>
<td>100</td>
<td>100.0</td>
</tr>
</tbody>
</table>
A comparison between the divisions indicates that the level of alcohol consumption in schools in Kathiani Division was lower in the past than in Central Division. However, the trend reverts in the present where the students reported that there were more current alcohol consumers in Kathiani Division (78.0%) than Central Division (69.0%).

4.3.5 Frequency of Alcohol Consumption in Schools

Table 4.3.5: Frequency of Alcohol Consumption in Schools

<table>
<thead>
<tr>
<th>Frequency</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily</td>
<td>5</td>
<td>2.5</td>
</tr>
<tr>
<td>Once a week</td>
<td>21</td>
<td>10.5</td>
</tr>
<tr>
<td>Once in two weeks</td>
<td>12</td>
<td>6.0</td>
</tr>
<tr>
<td>Once in a month</td>
<td>15</td>
<td>7.5</td>
</tr>
<tr>
<td>Once in a term</td>
<td>35</td>
<td>17.5</td>
</tr>
<tr>
<td>Other</td>
<td>59</td>
<td>29.5</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td>26.5</td>
</tr>
</tbody>
</table>

From table 4.3.5, the frequency of alcohol consumption by students in the sampled secondary schools ranged from daily to once a term. Majority (17.5%) of the students reported that students consume alcohol once a term. However, there were other circumstances like when it is available that could not be stated in terms of frequency.

4.3.6 Gender and Frequency of Alcohol Consumption in Schools

Table 4.3.6: Gender and Frequency of Alcohol Consumption in Schools

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Boys/Boys' school</th>
<th>Girls/Girls' school</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>Daily</td>
<td>5</td>
<td>5.0</td>
</tr>
<tr>
<td>Once a week</td>
<td>17</td>
<td>17.0</td>
</tr>
<tr>
<td>Once in two weeks</td>
<td>9</td>
<td>9.0</td>
</tr>
<tr>
<td>Once in a month</td>
<td>11</td>
<td>11.0</td>
</tr>
<tr>
<td>Once in a term</td>
<td>15</td>
<td>15.0</td>
</tr>
<tr>
<td>Other</td>
<td>30</td>
<td>30.0</td>
</tr>
</tbody>
</table>
The frequency of alcohol by gender depicts a variation. While, 20.0% of the girls reported that students in their school consume alcohol once a term, only 15.0% of the boys reported this. At the same time, while 17.0% of the boys reported that students in their school take alcohol once a week, only 4.0% of the girls reported this. While 5.0% of the boys reported a daily consumption, none of the girls reported this (table 4.3.6).

### 4.3.7 How Students Begin to Take Alcohol

Table 4.3.7: How Students Begin to Take Alcohol

<table>
<thead>
<tr>
<th></th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observing parents</td>
<td>3</td>
<td>1.5</td>
</tr>
<tr>
<td>Influence by Friends</td>
<td>158</td>
<td>79.0</td>
</tr>
<tr>
<td>Self-Initiative</td>
<td>3</td>
<td>1.5</td>
</tr>
<tr>
<td>Role Model</td>
<td>7</td>
<td>3.5</td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
<td>2.0</td>
</tr>
<tr>
<td>Don’t know</td>
<td>25</td>
<td>12.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>200</td>
<td>100.0</td>
</tr>
</tbody>
</table>

According to the results presented on table 4.3.7, majority of the students (79.0%) who consume alcohol are influenced by their friends.

### 4.3.8 Gender and How Students Begin to Take Alcohol

<table>
<thead>
<tr>
<th>How</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>Observing parents</td>
<td>2</td>
<td>2.0</td>
</tr>
<tr>
<td>Influence by Friends</td>
<td>81</td>
<td>81.0</td>
</tr>
<tr>
<td>Self-Initiative</td>
<td>3</td>
<td>3.0</td>
</tr>
<tr>
<td>Role Model</td>
<td>6</td>
<td>6.0</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>2.0</td>
</tr>
<tr>
<td>Don’t know</td>
<td>6</td>
<td>6.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100</td>
<td>100.0</td>
</tr>
</tbody>
</table>
A comparison by gender on how students begin to take alcohol shows that majority of boys (81.0%) and girls (77.0%) felt that the influence of friends is the most important factor in leading students to abuse alcohol.

4.4. Source of Alcohol

This section presents data on the source of alcohol for students in secondary schools.

4.4.1 Source of Alcohol to Students

Table 4.4.1: Source of Alcohol to Students

<table>
<thead>
<tr>
<th>Source</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td>8</td>
<td>4.0</td>
</tr>
<tr>
<td>Friends</td>
<td>55</td>
<td>27.5</td>
</tr>
<tr>
<td>School workers</td>
<td>11</td>
<td>5.5</td>
</tr>
<tr>
<td>Surrounding community</td>
<td>61</td>
<td>30.5</td>
</tr>
<tr>
<td>Others</td>
<td>26</td>
<td>13.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>200</td>
<td>100.0</td>
</tr>
</tbody>
</table>

According to the results presented on table 4.4.1, the surrounding community was the most important source of alcohol for students in school (30.5%). This was followed by friends (27.5%). Other sources included school workers and parents.

4.4.2 Gender and Source of Alcohol to Students

Table 4.4.2 Gender and Source of Alcohol to Students

<table>
<thead>
<tr>
<th>Source</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>Parents</td>
<td>3</td>
<td>3.0</td>
</tr>
<tr>
<td>Friends</td>
<td>36</td>
<td>36.0</td>
</tr>
<tr>
<td>School workers</td>
<td>7</td>
<td>7.0</td>
</tr>
<tr>
<td>Surrounding community</td>
<td>56</td>
<td>56.0</td>
</tr>
<tr>
<td>Others</td>
<td>18</td>
<td>18.0</td>
</tr>
</tbody>
</table>
Comparison by gender shows that while for the boys the most important source of alcohol is the surrounding community (56.0%), for the girls it is friends (19.0%).

4.4.3 Division and Source of Alcohol to Students

<table>
<thead>
<tr>
<th>Source</th>
<th>Kathiani</th>
<th>Central</th>
</tr>
</thead>
<tbody>
<tr>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>Parents</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Friends</td>
<td>30</td>
<td>25</td>
</tr>
<tr>
<td>School workers</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Surrounding community</td>
<td>26</td>
<td>35</td>
</tr>
<tr>
<td>Others</td>
<td>10</td>
<td>16</td>
</tr>
</tbody>
</table>

A comparison of the source of alcohol between the divisions revealed that while the most important source in Kathiani was friends, in central it was the surrounding community.

4.5 Role Played by Parents and Relatives in Availing Alcohol to students

This section deals with the role parents play in availing alcohol to students in school.

4.5.1 Approval of Alcohol Consumption by Parents

<table>
<thead>
<tr>
<th>Approval</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>24</td>
<td>12.0</td>
</tr>
<tr>
<td>No</td>
<td>82</td>
<td>41.0</td>
</tr>
<tr>
<td>Not applicable</td>
<td>94</td>
<td>47.0</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td>100.0</td>
</tr>
</tbody>
</table>

From table 4.5.1, most students (47.0%) could not state their parents’ approval; however, 41.0% of the students reported that their parents wouldn’t approve of them taking alcohol. But still a substantial 12.0% surprisingly reported that their parents will approve of them taking alcohol.
4.5.2 Supply of Alcohol by Parents

Table 4.5.2: Supply of Alcohol by Parents

<table>
<thead>
<tr>
<th></th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>No</td>
<td>170</td>
<td>85.0</td>
</tr>
<tr>
<td>Not applicable</td>
<td>30</td>
<td>15.0</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td>100.0</td>
</tr>
</tbody>
</table>

When asked whether some parents supply students with alcohol, none of the students responded on the affirmative. Table 4.5.3 presents a summary of the responses

4.5.3 Supply of Alcohol by Relatives

Table 4.5.3: Supply of alcohol by Relatives

<table>
<thead>
<tr>
<th></th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>18</td>
<td>9.0</td>
</tr>
<tr>
<td>No</td>
<td>182</td>
<td>91.0</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td>100.0</td>
</tr>
</tbody>
</table>

According to the results presented on table 4.5.4, most students reported that their relative (91.0%) do not supply them with alcohol. However, around 9.0% confirmed that they are supplied with alcohol by their relatives.

4.5.4 Consumption of Alcohol by Relatives

Table 4.5.4: Consumption of Alcohol by Relatives

<table>
<thead>
<tr>
<th>Relative</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Father</td>
<td>44</td>
<td>22.0</td>
</tr>
<tr>
<td>Brothers</td>
<td>26</td>
<td>13.0</td>
</tr>
<tr>
<td>Sisters</td>
<td>4</td>
<td>2.0</td>
</tr>
<tr>
<td>Mother</td>
<td>2</td>
<td>1.0</td>
</tr>
<tr>
<td>Aunts</td>
<td>3</td>
<td>1.5</td>
</tr>
<tr>
<td>Uncles</td>
<td>7</td>
<td>3.5</td>
</tr>
<tr>
<td>Cousins</td>
<td>13</td>
<td>6.5</td>
</tr>
</tbody>
</table>
Among the relatives who consume alcohol, the father was the most frequent (22.0%), followed by brothers (13.0%) and then Cousins (6.5%). The least alcohol takers were mothers (1.0%).

4.6. Other Drugs Taken by Students in School

This study also sought to identify other drugs abused by students in secondary schools apart from alcohol. This is summarized and presented in table 4.6.1.

Table 4.6.1: Other Drugs Taken by Students in School

<table>
<thead>
<tr>
<th>Drug</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cigarettes</td>
<td>110</td>
<td>55.0</td>
</tr>
<tr>
<td>Miraa</td>
<td>81</td>
<td>40.5</td>
</tr>
<tr>
<td>Bhang</td>
<td>60</td>
<td>30.0</td>
</tr>
<tr>
<td>Heroin</td>
<td>11</td>
<td>5.5</td>
</tr>
<tr>
<td>Cocaine</td>
<td>19</td>
<td>9.5</td>
</tr>
<tr>
<td>Others</td>
<td>20</td>
<td>10.0</td>
</tr>
</tbody>
</table>

According to the results on table 4.6.1, cigarettes tops the least of other drugs frequently abused by students in schools (55.0%). Miraa was ranked second (40.5), followed by Bhang (30.0%), others (10.0%), cocaine (9.5%) and lastly heroin (5.5%).

4.7 Reaction of School Administration to Alcohol Consumption

This section deals with the school administration’s reaction to alcohol consumption by students in the secondary schools.
4.7.1 Reaction of School Administration to Alcohol Consumption

Table 4.7.1: Reaction of School Administration to Alcohol Consumption

<table>
<thead>
<tr>
<th>Reaction</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very harsh about it</td>
<td>184</td>
<td>92.0</td>
</tr>
<tr>
<td>Not very Harsh</td>
<td>9</td>
<td>4.5</td>
</tr>
<tr>
<td>Do not care</td>
<td>3</td>
<td>1.5</td>
</tr>
<tr>
<td>Encourage consumption</td>
<td>4</td>
<td>2.0</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td>100.0</td>
</tr>
</tbody>
</table>

According to the results presented on table 4.7.1, the school administration’s reaction ranged from very harsh to encouraging students. The most frequent reaction being very harsh (92.0%).

4.7.2 Type of School and the Reaction of School Administration to Alcohol Consumption

Table 4.7.2: Type of School and the Reaction of School Administration to Alcohol Consumption

<table>
<thead>
<tr>
<th>Reaction</th>
<th>Boys’</th>
<th></th>
<th>Girls’</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>Very harsh about it</td>
<td>87</td>
<td>87.0</td>
<td>97</td>
<td>97.0</td>
</tr>
<tr>
<td>Not very Harsh</td>
<td>8</td>
<td>8.0</td>
<td>1</td>
<td>1.0</td>
</tr>
<tr>
<td>Do not care</td>
<td>1</td>
<td>1.0</td>
<td>2</td>
<td>2.0</td>
</tr>
<tr>
<td>Encourage consumption</td>
<td>4</td>
<td>4.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100.0</td>
<td>100</td>
<td>100.0</td>
</tr>
</tbody>
</table>

According to the results presented on table 4.7.2, the frequency of the school administration being very harsh towards alcohol abuse was higher in girls’ schools (97.0%) than in boys’ schools. At the same time while 4.0% of the boys felt that the school administration encouraged alcohol consumption, none of the girls had this (0.0%).
4.8 Inferential Statistical Analysis

Inferential statistical analysis was done to test if there was any significant difference in the various variables stated in the hypothesis. Chi-square was used to analyze the different null hypotheses stated in chapter two. For each of the analysis, the probability level was set at 0.05. The results are presented per hypothesis.

4.8.1 Gender and Awareness of Alcohol Consumption

H01 There is no significant difference between gender and awareness of alcohol consumption in the schools.

A Chi-square test was done to test this hypothesis

Table 4.8.1: Chi-Square Tests

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-square</td>
<td>18.714</td>
<td>1</td>
<td>0.000</td>
</tr>
</tbody>
</table>

The results of the chi-square test reveal that the contingency co-efficient was 0.000 which is less than 0.05 level of significance hence the null hypothesis was rejected. This means that there is a significant difference in the awareness of alcohol consumption between the sexes.

4.8.2 Division and Awareness of Alcohol Consumption

H02 There is no significant difference between division in which the school is and awareness of alcohol consumption in the schools. A Chi-square test was done to test this hypothesis

Table 4.8.2: Chi-Square Tests

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-square</td>
<td>2.079</td>
<td>1</td>
<td>0.100</td>
</tr>
</tbody>
</table>

The results of the chi-square test reveal that the contingency co-efficient was 0.100 which is more than 0.05 level of significance hence the null hypothesis was accepted.
This means that there is no significant difference in the awareness of alcohol consumption between the two divisions.

4.8.3 Gender and How Students Begin Taking Alcohol

H03 There is no significant difference between gender and how students begin taking alcohol.

A Chi-square test was done to test this hypothesis

Table 4.8.3: Chi-Square Tests

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-square</td>
<td>13.7666</td>
<td>5</td>
<td>0.017</td>
</tr>
</tbody>
</table>

The results of the chi-square test reveal that the contingency co-efficient was 0.017 which is less than 0.05 level of significance hence the null hypothesis was rejected. This means that there is a significant difference between gender and how students begin taking alcohol.

4.8.4 Gender and Source of Alcohol

H04 There is no significant difference between gender and modes of accessing alcohol

A Chi-square test was done to test this hypothesis

Table 4.8.4: Chi-Square Tests

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-square</td>
<td>7.248</td>
<td>1</td>
<td>0.005</td>
</tr>
</tbody>
</table>

The results of the chi-square test reveal that the contingency co-efficient was 0.005 which is less than 0.05 level of significance hence the null hypothesis was rejected. This means that there is a significant difference between gender and modes of accessing alcohol by students.
CHAPTER FIVE

CONCLUSION

5.0 Introduction

In this chapter, the major findings of the study are discussed and interpreted. A summary, conclusion and recommendations based on the findings are also presented.

5.1 Discussion

The discussion of the findings of the study is centred on the major research questions.

Research Question 1: What is the extent of alcohol consumption among the students in selected secondary schools in Machakos District?

In capturing this research question, the level of awareness, frequency of consumption of alcohol and how students begin taking alcohol was used. Table 4.31 summarized respondents level of awareness of students who used to consume alcohol in the past, while table 4.3.2, gave a summary of the respondents’ level of awareness at present. Observation drawn from the results presented on the two tables show that alcohol consumption in schools was very high in the past and remains high even presently. More and more students are abusing alcohol in schools. This means that the vice has not been brought under control despite efforts being made by stakeholders in education. The availability of cheap handy spirits in the market tends to be a big contributor to this pathetic situation. Guidance and counselling programmes should therefore be geared
towards equipping students with knowledge about the dangers of alcohol consumption and the benefits of remaining sober.

Information in table 4.3.5 presents the frequency of alcohol consumption by students in schools. The frequency as noted from the table ranged from daily to once a term. However, there were also other times that could not be indicated in frequency form. These are situations where a student who had never consumed alcohol stumbles upon friends indulging in alcohol consumption and get persuaded to try. After this one time influence, it never occurs again. Such situations are common among the adolescents and even those who are normally upright find themselves trying just once. On the frequency scale, once per term came first. This may be linked to mid-term breaks, particularly for those who are not already hooked or in situations where the administration carries out regular inspection. It was also worth noting that a considerable percentage of students reported that there were students who took alcohol once a week. This can be equated to weekend outings and visits that enable them to obtain alcohol. It can also be observed from the table that some students took alcohol on a daily basis although they constitute the minority. These are those who are hooked and have devised a way of hiding the liquor from the attention of the school administration.

Data presented in table 4.3.3, tabulate the results of the responses on how students begin to take alcohol. The result confirms other research findings that an overwhelming percentage of students begin to consume alcohol as a result of the influence from friends. This underscores the need to intensify counselling through peers. Since most adolescents
learn habits from friends it would only be right to use the same channel to discourage bad habits. Other reported influences were role models, like sportsmen, self-initiative and from observing parents. All these have an implication for guidance and counselling.

**Research Question 2: How do students in some selected secondary schools in Machakos District get access to alcohol?**

Data in table 4.4.1 present the answer to this question. The surrounding community around was sighted as the most important source of alcohol for students in school. The surrounding community in this case ranges from the kiosk owner, local brewer and the wine and spirit shops in the main market center. The next after this source as indicated in the table is friends. Those who acquire the drinks from outside share out with their friends, making this another important source of alcohol. From inside the school setting also presented another source, the school workers. Some students are able to acquire alcohol from the school workers an indication that these students are able to bribe the low paid workers to bring them alcohol. Watchmen are a notorious group among these workers. Apart from allowing students who bribe them sneak in with alcohol, they accept to be sent with little influence.

**Research Question 3: Are there gender difference in access and extent of alcohol consumption among the students in selected secondary schools in Machakos District?**

Analysis of the level of awareness of students consuming alcohol by gender as presented on tables 4.3.3 and 4.3.5 show that alcohol consumption in the past and currently is
higher among the boys than girls. This result concurs with many other researches that have shown that more boys than girls consume alcohol and other drugs in school. The socialization process of boys makes them want to try things such as drugs if only to be seen as a hero among their peers. Those who take alcohol and other drugs are perceived to be heroes and fearless. The Chi-Square result presented in table 4.8.1 indicated that gender has an influence in the level of awareness of alcohol consumption in the schools.

A comparison by gender on the frequency of alcohol consumption in schools shows some differences. More girls than boys take alcohol once a term. This may be attributed to the fact that in most girls school the opportunity to be out of school is only once a term and this is during half-term. Boys schools have more outings. This explains why the frequency of once a week is more dominant in boys schools. They use such opportunities to obtain alcohol.

Analysis by gender on how students begin taking alcohol as presented on table 4.3.8, confirms that both sexes get to alcohol consumption through influence by friends. However, the results of Chi-Square test presented on table 4.8.3 indicated that there is a significant difference between gender and how students begin taking alcohol. Gender difference was noted on the source of alcohol. While for boys the most important source was the surrounding community, for the girls it was from their friends. The gendered perception on the consumption of alcohol by females somehow deters girls from going out straight to source the alcohol. They would rather get it from friends. Boys do not have this fear, as the society allows men to indulge in alcohol consumption without shame.
Results from the Chi-Square indicated that there is a significant difference between gender and modes of accessing alcohol by students.

Research Question 4: What role does parents and relatives play in providing the students with alcohol?

This research question was captured through areas such as parent’s approval of alcohol consumption, parents supplying alcohol and relatives who consume alcohol. Data in table 4.4.4 show that although a considerable percentage of students reported that their parents would not approve of them taking alcohol, a number of students reported that their parents would actually approve of them taking alcohol. This shows that modern society has brought about a peculiar parentage traits, a group that even cheer their children as they venture into vices such as drug abuse. As reported earlier in this section, some parents even supply their children with alcohol while they are in school.

According to the results presented on table 4.4.5 the students reported that a number of their relations take alcohol. The highest alcohol consumer according to the results are fathers followed by brothers and then cousins. The least were aunts and mothers. This finding confirms the observation by many researchers that male relatives are the leading alcohol abuses in the society. In circumstances where the alcohol abuser is the father, children especially the boys may easily pick the habit. Alcohol left in the house by the drinking father, i.e. tried out by the children when they are alone. Furthermore, where a father consumes alcohol, he is unlikely to provide sufficient guidance to the children on the dangers of alcohol consumption. Drinking brothers and cousins equally influence their younger siblings. In most circumstances, they drink in the company of the younger
siblings and ever tease them to try too. Some of these relatives are the ones who end up supplying alcohol to the students. For example 9.0% of the students reported that their relatives supply them will alcohol (table 4.4.6)

Research questions 5: What are the schools reaction to the consumption of alcohol by students in the school.

The reaction of the school administration according to the results presented in table 4.4.7 ranged firm very harsh about it to encouraging consumption. Although most schools are very harsh about it, surprising cases of the school administration adopting a I don’t care attitude and even cases of encouragement were noted. Failure by the school administration to take disciplinary measures against drunk students or students in possession of alcohol are the situations that imply the I don’t care attitude and encouragement. Stern measures that involve guidance and counselling should be taken in order to curb the problem of alcohol consumption in schools. Mushrooming of kiosks around the schools should be discouraged as these provide avenues of accessing alcohol. On the basis of girls and boys schools, no big difference was noted on the reactions of the school administration to alcohol consumption. However, it was noted that it is only in boys schools that the feeling of encouragement was noted. This attitude originates from the society that perceives male alcohol consumption not as bad as female. So some administrators opt to let the offenders scot free especially if they are boys. However, for the girls, it is not tolerated. This explains why around 97.0% of the girls reported that the school administration was very harsh as compared to 87.0% boys.
Research questions 5: Are there any significant divisional differences in patterns of consumption and access to alcohol by students of selected secondary schools in Machakos District.

Data in table 4.8 and table 4.9 present the answer to this question. It is observed that differences existed between the two divisions in terms of students who consumed alcohol in the past and those who consume alcohol currently. In the past Machakos Central had the greatest number of alcohol consumption, but the trend has reverted in the current situation. More students in Kathiani Division are engaged in alcohol consumption than in Machakos Division. The above scenario may be attributed to the fact that in the past, different brands of alcohol were easily available in an urban setting such as central, guidance and counselling efforts tended to be geared towards urban and peri urban schools. However, currently numerous brands of handy alcohol sachets have infiltrated the rural areas making them accessible to students in such setting. This has contributed to many of students in rural areas picking the habit.

Information on table 4 presents the results on the sources of alcohol for students in the two divisions. Difference existed on the sources of alcohol between the two divisions. While the main source of alcohol in Kathiani Division was from friends, in Machakos Central the main source was from surrounding community. This results re-affirm the fact that in urban settings the process of obtaining drugs such as alcohol from the shops does not face the hindrance of identity as happens in the rural areas.
5.2 Summary and conclusions

This study was designed to explore gender differences in access to and consumption of alcohol in secondary schools and therefore areas explored included:

i. The extent of alcohol consumption among secondary school students.

ii. How secondary school students access alcohol while in school.

iii. If there are gender differences in the way secondary school students access alcohol.

iv. If there are any local variations in access to and consumption of alcohol in secondary schools.

The study established that:

- Alcohol consumption is still rampant in secondary schools and that over 73% of students are aware of students in their schools who currently consume alcohol.

- That the level of alcohol consumption was lower in schools in Central Division (69%) compared to Kathiani Division (78%).

- The surrounding community was the most important source of alcohol for students in schools followed by friends and then workers and parents.

- Among the relatives who consume alcohol, the father was the most frequent and the least alcohol takers were the mothers.

- Cigarettes topped the list of other drugs frequently abused by students in secondary schools.

- The frequency of school administration being very harsh towards alcohol abuse by students was higher in girl’s schools than in boy’s schools.

- Gender and location of school influences alcohol consumption.
The implications of these findings were analysed and recommendations for further research have been outlined below.

### 5.3 Implications and recommendation

The central idea of the study was to critically analyze the counselling implications of the findings. One of the main tenets of counselling is to assist the client change behaviour. Therefore for it to be effective, it has to be tailored towards changing attitude towards the wrong behavior. At the secondary level of education, peer influence and physical changes leads the adolescent to engage in risky behaviour. In analyzing the implication of findings, this concern is addressed.

The results of the study indicate that the extent of alcohol consumption in secondary schools in Machakos District is still high and that students take alcohol to prove to their friends that they are mature. This implies that programmes on the dangers of drug use and especially on dangers of alcohol, information on physical and psychological effects of alcohol should not be left out. Thus, it is recommended that counsellors should come up with forums to address the issue and disseminate this information to students.

In analyzing how students access alcohol, it comes out clearly that the surrounding community formed the main source, followed by friends. This implies that while targeting students, the surrounding community should be sensitive to realize the dangers and problems they are creating to students. It implies too that educational campaign strategies on drug abuse in schools should include members of the surrounding community.
community. They should be invited so as to be informed against the misconception that providing drugs to children of other people does not effect them directly. An unstable community affects every one and therefore comprehensive community-wide interventions must be simultaneously directed at all other major social influences – parents, peers, neighbours and even vendors. That means, it is not the responsibility of the school guidance counsellor alone but also the community social workers (trained in counselling alcohol problems) as well as the provincial administration, local non-governmental organizations, religious organizations and even parents organizations to initiate programmes that can prevent alcohol use.

This research has also revealed that parents and school workers, to some extent, play a role in availing alcohol to students in school. This implies that teacher’s in charge of guidance and counselling have the duty of talking to parents as well as school workers, so that everyone is sensitized on the dangers of exposing the youth to drug abuse. Against this background, it is recommended that counselling sessions be organized to include both parents and school workers. This can be done during Parents Day by the guidance and counselling teacher or a counsellor specially invited to deliver a speech on drug use/drug abuse or specifically alcohol use/alcohol abuse.

A critical examination of the relatives who abuse alcohol showed that male relatives topped the list. This implies that priority should be given to enlightening the males to change their habits as they are often the role models for boys. It is therefore, recommended that counsellors educate the males on salient factors that should be given
priority in fighting alcohol consumption to counter the upheld belief that it is not wrong for men to drink. There is a general agreement that lack of loving care and absence of communication between parents and children shape the adolescents’ perception that drug use may be a rewarding experience (Dryfoos, 1990). Where it is concluded that drug (alcohol) use occurs due to lack of parental support and guidance, then the strategy for prevention should focus on involving parents in counselling of their children. This role should be explicitly made clear to them. Parents should also be sensitized on their role as models and that it is imperative for them to continue performing their obligatory God-given duty as their child’s first and natural counsellors.

Since the results revealed some laxity on the side of some schools, it is recommended that school administration should be sensitized to be very vigilant in dealing with alcohol consumption in schools. Schools with guidance and counselling departments should be assisted to establish a functioning Guidance and Counselling Department. It is therefore recommended that counselling services be intensified to tame the spirit of experimenting with alcohol, a habit that is exhibited by many an adolescent.

It is further recommended that an all inclusive guidance and counselling programme should be introduced in all schools to deal with the problem of alcohol consumption. Schools open-day programmes should include guidance and counselling sessions. The practice of guidance and counselling usually encompasses several services. The following services have been identified as being able to implement the findings.
• Counselling: A one-to-one relationship between the teacher counsellor and a client to help the latter make decisions that will enhance his/her life.

• Information services – focus on the dangers of drug abuse and the consequences to personal development

• Appraisal: This deals with interpretation of valid data and information about an individual for the purpose of understanding him or her in terms of his/her interest and personal orientation.

• Follow-up and evaluation. This refers to the effort by counsellors to check on effectiveness of their programmes. The counsellor should check on how well the programme is achieving its goals.

Therefore, prevention of substance (alcohol abuse) suggests the need for individual counselling. Cognitive behavioural approaches of Albert Ellis and Aaron Beck, coupled with client-centred therapy as advocated by Carl Rogers would combine well to help those who are at the risks of alcohol abuse.

5.4 Recommendations for Counselling

i. Utilize peer counselling and peer-led programmes in secondary schools and community in order to contain the increasing trend in alcohol use.

ii. Education and counselling on alcohol use be started early preferably in primary and be invigorated in secondary schools to equip students with social skills necessary to resist alcohol use and other drugs.

iii. Imparting of social and life skills as opposed to threats, which only make young people more curious.
iv. The government should strictly enforce the law on matters of alcoholic beverages, targeting the source – manufacturer and down to the consumer. The recent barn on packaging alcohol in sachets and setting up of minimum quantity and content to be packaged is a step in the right direction.

5.5 Recommendations for further Research

- This study was conducted in only two divisions of Machakos District. Future research could extend to other areas with a view to comparing results.
- The study focused on alcohol. Future research can focus on another drugs not discussed here.
- A study could be carried among primary school pupils to try and determine the extent of alcohol consumption levels and compare the facts with the current study.
- Future research could also look at how self perception contributes to drug abuse among students in secondary school level.
- With the foregoing revelations on gender differences in access to and consumption of alcohol in secondary schools, there is need for further research to design an intervention programme suitable for secondary school students.
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APPENDIX I: QUESTIONNAIRE FOR STUDENTS

Introduction

The information that you shall provide shall be confidential and shall be used solely for the purpose of this study and shall not be divulged to anybody. Moreover, you shall not be required to give your names in this questionnaire. You can thus be sure that the information shall be confidential.

1. Type of school
   a. Boys boarding [ ]
   b. Girls boarding [ ]
   c. Mixed day [ ]
   d. Mixed day/boarding [ ]

2. Location of your school
   a. Rural [ ]
   b. Urban [ ]
   c. Peri-urban [ ]

3. Gender
   a. Male [ ]
   b. Female [ ]

4. Age ________________

5. Religious Affiliation
   a. Christian [ ]
   b. Muslim [ ]
   c. Other [ ] (specify)_____________________

6. Which of one of the following is alive?
   a. Both father and mother [ ]
   b. Father only [ ]
   c. Mother only [ ]
   d. Both are dead [ ]
7. Where is your home situated?
   a. An urban area
   b. A rural area
   c. Other (specify)

8. Whom do you live with during holidays?
   a. Both father and mother
   b. Father only
   c. Mother only
   d. Other (specify)

9. Are there students in your school who have used alcohol in the past?
   a. Yes
   b. No

10. Are there students in your school who still take alcohol?
    a. Yes
    b. No

11. How often do students in your school take alcohol while in school?
    a. Daily
    b. Once a week
    c. Once in two weeks
    d. Once in a month
    e. Once in a term
    f. Other (specify)

12. How do students in your school get alcohol while in school? (Tick all that apply)
    a. From parents when they visit
    b. From friends
    c. From school workers
    d. From the surrounding community
    e. Other sources (specify)
    f. Not applicable
13. Among the following sources of alcohol while you are in school, which is the most important one?
   a. From parents when they visit
   b. From friends
   c. From school workers
   d. From the surrounding community
   e. Other sources [ ] specify

14. Do students buy alcohol from shops themselves?
   a. Yes
   b. No

15. How do students begin to take alcohol?
   a. Observing parents
   b. Influence by friends
   c. Self-initiative
   d. Role model (e.g. teacher)
   e. Other [ ] Specify
   f. Not applicable

16. If you drink, do your parents approve of your drinking?
   a. Yes
   b. No
   c. Not applicable

17. Do your parents supply you with alcohol while in school?
   a. Yes
   b. No
   c. Not applicable

18. Do any of your family members or relatives supply you with alcohol?
   a. Yes
   b. No

19. If a family member or relative supplies you with drugs, how regularly?
   a. Daily
   b. Once a week
c Once in two weeks week

20. Which relatives supply you with alcohol? (Tick all that apply)
   a. Brothers
   b. Sisters
   c. Aunts
   d. Uncles
   e. Cousins
   f. Others Specify____________________
   g. Not applicable

21. What would you say is the reaction of the administration towards alcohol use in
the school?
   a. They are very harsh about it
   b. They are not very harsh
   c. They do not care about it
   d. They encourage its consumption

22. Which other drugs besides alcohol do students in your school take? (Tick all that
apply).
   a. Cigarettes
   b. Miraa
   c. Bhang
   d. Heroin
   e. Cocaine
   f. Others Specify____________________

23. Where do students get these other drugs? (Tick all sources from which they get
drugs).
   a. Friends
   b. Relatives
c. Family members [  ]
d. Villagers [  ]
e. School workers [  ]
f. Buy During outings by themselves [  ]
g. Others [  ] (specify)________
h. Not applicable [  ]

24. How regularly do students in your school use other drugs apart from alcohol?
   a. Daily [  ]
   b. Once a week [  ]
   c. Once in two weeks [  ]
   d. Once in a month [  ]
   e. Once in a term [  ]
   f. Other [  ] (specify)________

25. What is your parent's/guardian's occupation?
   a. Businessman [  ]
   b. Teacher [  ]
   c. Accountant [  ]
   d. Lawyer [  ]
   e. Other [  ] (specify)________

26. What do you think is your father's approximate monthly income?________

27. How big is the house you live in with regard to rooms?
   a. Single room [  ]
   b. One-bedroomed [  ]
   c. Two-bedroomed [  ]
   d. Three-bedroomed [  ]
   e. More than three bedroomed [  ]

28. Do your parents own a car?
   a. Yes [  ]
   b. No [  ]
29. If yes, what is the make of the car? (Tick all that apply)
   a. Pajero [  ]
   b. Toyota Landcruiser [  ]
   c. Peugeot Saloon [  ]
   d. Toyota corolla [  ]
   e. Other (specify) [  ]
   f. Not applicable [  ]

30. What is your mother’s occupation?
   a. Teacher [  ]
   b. Businesswoman [  ]
   c. Housewife [  ]
   d. Secretary [  ]
   e. Nurse [  ]
   f. Other (specify) [  ]

31. State what you think is your mother’s approximate monthly income

32. How do you rate yourself religiously?
   a. Religious [  ]
   b. Too religious [  ]
   c. Irreligious [  ]

33. Does your school have visiting days?
   a. Yes [  ]
   b. No [  ]

34. Do you have days for outings as a school when you can just go to the shops?
   a. Yes [  ]
   b. No [  ]

35. Do you take advantage of these outings to buy alcohol?
   a. Yes [  ]
   b. No [  ]
36. If you have outings, how often do you go in your school?
   a. Once a week [ ]
   b. Once a fortnight [ ]
   c. Once a month [ ]
   d. Once in a term [ ]
   e. Not applicable [ ]

37. Which of the following people take alcohol? (Tick all that apply)
   a. My brother (s) [ ]
   b. My sister (s) [ ]
   c. My friends [ ]
   d. My father [ ]
   e. My mother [ ]

38. Add any other comment you wish to make in relation to the questions above

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Thank you very much for taking part of your precious time to fill in this questionnaire.