DRUG AND SUBSTANCE ABUSE IN SECONDARY SCHOOLS AND IMPLICATIONS FOR STUDENT DISCIPLINE: A CASE OF EMBU DISTRICT KENYA

BY

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2009
DECLARATION
This research project is my original work and has not been represented for a Degree in any other University

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DEDICATION
This study is dedicated to my father Eliud Kinyua and my mother Priscilla Kirigo who loved, endured, sacrificed and taught me the art of loving, enduring and sacrificing without abusing drugs.

And

To my children, Jeff Macharia and Claudia Wanjiku who beared a lot with my absence for most of the time I was preparing this document. May you grow in a safe and drug-free environment
ACKNOWLEDGEMENT
My heartful gratitude is to my Heavenly Father who took care and has continued to care for me and my beloved children Jeff and Claudia all that time I was studying.

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Sincere thanks goes to Kangendo Dina Alexander, Chege Wanjiku Esther, Omuga Matangaro and Vincent for their assistance, encouragement and prayers during my study.

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Finally, honour and glory to my Almighty God for giving me ability, physical and mental health, patience, peace and self control throughout my studies without which I could not have completed this entire programme. I say He’s my Ebenezer.
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<tr>
<td>NACADA</td>
<td>National Agency of Campaign Against Drug Abuse.</td>
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<td>WHO</td>
<td>World Health Organization</td>
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<td>LSD</td>
<td>Lysergic Diting Lamrde</td>
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<tr>
<td>CNS</td>
<td>Central Nervous System</td>
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<tr>
<td>UNDCP</td>
<td>United Nation Drug Control Programme</td>
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<tr>
<td>KNEC</td>
<td>Kenya National Examination Council</td>
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<td>MOE</td>
<td>Ministry of Education</td>
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<td>UNODC</td>
<td>United Nation Office on Drugs and Crime</td>
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<tr>
<td>AIDS</td>
<td>Acquired Immune Deficiency Syndromes</td>
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<td>HIV</td>
<td>Human Immunodeficiency Virus</td>
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ABSTRACT

A lot of research work and investigation have revealed the prevalence of drug and substance abuse in most of our secondary schools in Kenya. The vice is currently a topic that has continued to generate a lot of interest to the government, educationalist and other stakeholders. The consumption of drugs and other related substances was practiced in Africa traditional societies which was done with the set rules and regulations that governed the production and supply of these substances. Drugs and substances abuse has been blamed for mass indiscipline destructions of property and poor performance in curriculum among other implications. The primary purpose of this study was to investigate the implications of the use of drug and substance abuse in public secondary schools of Embu District. To realize the purpose of this study, a descriptive survey method was used. The primary data was collected by the use of Questionnaires which comprised both open ended and structured questions. The study targeted students, teacher-counselors and headteachers. The study sample comprised of 50 students, 5 teacher-counsellors and 5 head teachers from five secondary schools in Central Division of Embu District. The schools were selected using stratified random sampling. For analysis purposes, the statistical package for social science was used to analyse and process the data. Descriptive were used to analyse the data, included frequencies and percentages. The result of the data analysis were presented in frequency tables and bar charts. The study established that drugs and substance abuse among secondary school students in Central Division of Embu District is on the increase. Among the student who took part in the study, 40% admitted that they were abusing various drugs, which is higher than the global proportion of 13.5% of the youth aged 15-24 who have tried drugs at least once as reported by UNODC (2000). This indicates that the efforts that the schools have been putting in place to fight drug and substance abuse have not been working effectively. Consequently, drug and substance abuse has lead to increase incases of indiscipline, as reflected through strikes, theft, truancy, sneaking out of school, disobedience to teachers, don’t care attitude among student and general indiscipline. On the overall, this has led to poor academic performance in the schools. Efforts need to be put in place to come up with more effective strategies of fighting against drug and substance abuse in secondary schools.
CHAPTER ONE
INTRODUCTION

Various studies have been carried under the theme of drug abuse among secondary school students both in rural and urban areas (Murimi 1996, Ciakuthi 1999, Imbosa 2002, Ondima 2005). According to the studies, drug abuse indicators continue to show an upward trend in these areas especially in the use of substances such as alcohol, miraa, sativa, tobacco etc.

Literature has shown that a lot of researches have been concentrated in the urban areas particularly Nairobi (Imbosa 2002, Dapar 2003). The current study will be carried out in Central Division of Embu, Districts, which is a rural set up to establish the nature and extent of drug and substance abuse among secondary school students.

1.1 Background of the study

Globally, the drug and substance abuse is heavily decried. The National Tobacco Free Initiative Committee (NTFIC) when quoting the World Health Organization (WHO) findings reported that in 2002 tobacco killed about 4.9 million people in the world (Republic of Kenya, 2003). The document reports that by the year 2030 the figure will rise to 10 million people dying every year from tobacco related causes. In 2002 the National Agency for the Campaign Against Drugs (NACADA) confirms that a large number of students in Kenya across all age groups have been exposed to alcohol, tobacco, miraa, khat, glue sniffing, bhang and even the hard drugs.

Many Kenyan secondary schools have been experiencing students disaffection expressed in form of student’s riots whose cause ranges from shortage of facilities, high handedness of the school administration and above all drug influence (Odalo, Daily Nation, 1998). The influence of drugs on students discipline has been clearly documented (Ndahu 1998; Siringi 1999; Ndanu 2005). Ndanu (ibid) emphasizes that drug abuse has been identified as a major cause of unrest in secondary schools and has often led to poor performance and mass drop out of students from secondary schools. This situation is perturbing given that discipline is very essential for the effective management of not only schools but also in any organization (Jones 1989; Griffins 1994). According to Jones (ibid) discipline is an important component of human behavior, which not only helps to regulate people’s reaction to various situations, but also their relations with others. In schools, it is discipline which creates a conducive environment to serious learning
Douking (1989; Tuttun 1989). Douking (ibid) explains that discipline is a significant aspect of a school system as it is essential in establishing an orderly system that creates the condition in which learning takes place, and that allows the aims and objectives of the school to be achieved.

It’s then becoming increasingly important to study the implication of drug and substance abuse because statistics show that the leading causes of strikes and indiscipline are attributed to behavior patterns that are modified (Daily Nation 2004). The word drug problem is seen primary as a social problem. This is understandable from the insidious long-term effects of chronic drug and substance abuse and its impact on the drug abuser, the family the community and the society (INCB 2002). Substance abuse can be described as the repeated non-medical use of potentially addictive chemicals in excess of normally prescribed treatment dosage and frequency and votes that intensity or speed up drug reaction (World Health Organization 2002).

No nation has been spared by the devastating problem caused by drug and substance abuse. Scarpitti (1974) reported that abroad spectrum of the World Community has demonstrated intense concern over the problem. It’s more than just a street problem. It has invaded home and individuals of all ages and classes. Beyond human destruction drug and substance abuse has also damages on traditional values, lifestyle and national economies (INCB 2003). Kenya has not been left out either. Drugs have been seized at the Jomo Kenyatta International Airport, Nairobi, between 1994-2000, consignment of heroine, cocaine, mandrax, cannabis sativa worth Ksh 45 million (Ndirangu, 2000). Kenya is recognized as an important point for the Southern Africa market with Mombasa port and J.K.I.A as the key entry points for all sorts of drugs (Daily Nation, 1998). Today in Africa magazine, March, 2002, indicate that drugs and substance abuse affects even the sexual life of human beings, especially the use of alcohol and cigarettes. The narrators were women from Murang’a district who demonstrated against the sale of harmful brew which they claimed destroyed their men and turned them impotent. Drug and substance abuse has permeated all strata’s of society with the youths mostly affected. When the young people indulge in drug and substances abuse at early ages their future is bleak and so it is the country (Kaguthi, 2001). Laws governing possession of drug are found in the law of Kenya Cap 244, (The pharmacy and poison Act) The act states that no narcotic drug of any type should be imported to or exported from Kenya without legal authority. Offenders should be jailed for ten years or be fined Kshs, 20,000 or both. To control drug and substance abuse, the government
of Kenya enacted a new anti-drug law in 1994 i.e. the Narcotics and psychotropic substance control Act and formed anti-narcotic unit (Mwenesi, 1995).

Report of the task force on students’ discipline and unrest in secondary schools recommended that the Ministry of Education work closely with the National Agency for the Campaign Against Drug Abuse (NACADA) to contain the problem of drug and substance abuse in schools. School management was advised to seek support of local community and provincial administration to eliminate drug and substance problem and also counseling to be done to student’s already on drugs or referred to specialists for rehabilitation (M.O.E 2001).

Drug abuse stories carried out in parent magazine of May 2000, July 2001, March 2002, and February 2003 indicates that there is a big problem of drugs in our schools and homes. Today in Africa magazine of March 2002 also has shocking news about drugs. The testimonies given out by the people interviewed indicated that they started using drugs when they were in schools and got hooked at them to the point of being addicted. Strikes and other forms of indiscipline cases in schools have for years affected boarding schools in Kenya and have largely been associated with drug abuse.

In Central province, Nyeri High school (May 1999) three boys were burnt to death. Drug abuse was blamed among other cases. St Philips High school (Mbeere, Embu District) razed down their dormitory. The police recovered 36 roles of bhang thereafter, (Ndirangu, 2001). The year 2008 June – July, witnessed several secondary schools rampage and destruction of schools properties countrywide which were closed down all blamed on drug and substance abuse among other causes (Daily Nation, July 21, 2008).

- Kabarnet High school closed down on July 23 and 9 students arrested over the burning
- Matsangoni Academy (Kilifi) where students destroyed property and closed down on July 21.
- Mbunguti secondary school (Thika) closed down on July 19.
- Shiners Boys (Nakuru) closed down on July 14 when students burnt the administration block.
- Mitamboni ABC girls (Machakos) closed down in July10.

The scope of the drug and substance abuse among secondary school student in Kenya today has reached an alarming proportion. Complaints regarding the illegal use of drugs are
common feature in our local dailies. Drug and substance abuse among students in our Kenya schools has not early contributed to indiscipline but also resulted to poor performance among students and general decline in the standards of education in the country (Muganda, 2004). In a recent survey carried out by Nacada, over 3 million underage youths consume alcohol on a regular basis while 464,000 in learning institutions engage in the practice (Muganda, 2004). Drug abuse is not therefore a far-fetched myth. It's a reality menace in our society whose evidence is everywhere around us both in urban and rural settings. It is within our learning institutions both primary and secondary, middle level colleges and Universities.

1.2 Statement of the problem

According to the Daily Nation July 21, 2008, the national coordinator of NACADA said that the rise in the number of schools unrest in the country was a matter of national concern. The NACADA report indicated that alcohol and drug abuse were to blame for the recent rise in school strikes. Alcohol consumption among students has risen drastically. This is despite the existence of rules and regulation for students in schools, the establishment of a department of guidance and counseling within the Ministry of Education head office and at various school levels to cater for the moral part of the students’ life while in school.

The year 2008 June –July witnessed several secondary schools going on rampage were properties worthy millions of shillings were destroyed and lives lost, as witnessed in one of our schools in Nairobi Province. This led to several schools being closed down. For example

- Karbanet High School closed down on July 23 and 9 students were arrested.
- Shinerss Boys (Nakuru) closed down on July 14 when students burnt the administration block
- Mbunguti Secondary School (Thika) was also closed down on July 19.

A study carried by NACADA (2002) claim rampant drug and substance abuse in Kenyan’s learning institutions. It is widely believed that secondary school drug abuse is among the major cause of indiscipline and unrest. Daily Nation (June-July 2008) reported that student rioted and went on strike under the influence of drugs like alcohol. A survey carried out by Daily Nation (2008) revealed that Eastern Province was third in the cases of drug substance abuse in secondary school. It went ahead and concluded that drug abuse was a major contributor to indiscipline and unrest. According to Siringi (1999), drug and substance abuse has caused
academic standards of even the best schools to drop drastically. It is important to note that youth in Kenya constitute over 50% of the total population and the government spends a lot in education sector to mould their young people into responsible and productive members of the society. At the same time, secondary education has been for a long time the main source of middle level manpower that is required in all sectors of Kenyans economic life; hence drug education need to be emphasized at this crucial level. To allow the emerging trend of youth wallowing in intemperate use of alcohol and drug abuse is to slowly strangle the Kenyan society physically, economically, politically, culturally and intellectually. The educational and developmental objectives of any nation can only be achieved by a sober workforce, created by generations of sober youths.

It’s clear from the above information that drugs are present in schools and students have access to them, whether in boarding or day schools. The spate of violence, arson and general indiscipline in our secondary schools has largely been associated with drugs and substance abuse. The escalating levels of students abusing drugs are making stakeholders in education, parents, religious leaders and the mass media quite uncomfortable.

1.3 **Purpose of the study**

The research intended to investigate how drug and substance abuse has affected students in terms of learning and discipline and also establish the relationship between drug abuse and students discipline in Central Division of Embu District.

1.4 **Objectives of the study**

The following will be the researcher’s objectives.

i. To establish the nature and extent of drugs and substance abuse among secondary schools students in Central Division of Embu District.

ii. To establish the effects of drugs and substance abuse on students in Central Division of Embu District.

iii. To establish the strategies used in schools to sensitize students on the dangers of drug and substance abuse in Central Division of Embu District.
1.5 Research Questions

The following research questions will guide the researcher.

i. What types of drugs are abused by students in the secondary schools in Central Division of Embu District?

ii. What are the effects of drug and substance abuse on the students discipline in Central Division of Embu District?

iii. What are the measures used by the schools to discourage drug and substance abuse in central division of Embu District?

1.6 Significance of the study

The Kenya government has shown a great concern to the problem of drug and substance abuse. This led to establishment of the Anti-narcotic unit in 1983 to deal with the problem. The unit was to create awareness to the public on the dangers of drug and substance abuse through lectures in our colleges, schools and to the general public. In 1994 the government also enacted the Narcotic Drug and Psychotropic Act to deal with drug and substance abuse.

Presently the government and the Ministry of Education has acknowledged the existence of drug and substance abuse in our schools. However, Kenya lacks drug reduction programmes to enlighten the public of issues related to drug abuse. The study will be of significance since the findings will provide bases to give necessary recommendation in view of the issue raised.

i. There has not been any research carried out in secondary schools in Embu District concerning the same objective, as this one, hence a unique study.

ii. A well known consultant psychiatrist professor David Ndetei once said “whereas AIDS will physically kill our youth, drug and substance abuse will psychologically and behaviorally kill them. The combination of the two is a catastrophe that will wipe out all that we have invested” (Ndirangu, 2002). The study will unearth all the preventive measures to the taken since prevention is better than cure.

iii. The findings could be of great value to school heads because it will assist them in dealing with problems of drug and substance abuse in secondary schools.

iv. By the time of conducting this study, no other study had been conducted to cover similar objectives as the current study and in particular related to the vice of drug and substance abuse to school discipline in Central Division of Embu District.
1.7 Assumptions of the study

The study was based on the following assumptions.

i. All students would co-operate and provide reliable responses in their experience with drugs and substance.

ii. The head of institutions and teachers -counselors would give accurate information about their schools.

iii. The sample to be selected would be sufficient representative for the results to be generalized to that of the target population.

iv. Drugs and substance abuse prevails in one way or another in every school in Central Division of Embu District.

1.8 Limitations of the study

The study was conducted in schools within Central Division of Embu District. Only two boys boarding; three girls boarding and five mixed secondary schools were sampled. For more conclusive results, all schools should have been studied. However, this was not possible due to time factor and other logistic constraints such as infrastructures and finance.

The study did not look into drug and substance problem in primary schools or post secondary institutions in Central Division of Embu District due to financial constraints since the researcher was self – sponsored researcher and she conducted the research singly.

1.8.1 Delimitation of the study.

The study was conducted in Eastern Province of Kenya. Only one District Embu was included in the research out of the many in the province. Only schools within a radius of ten (10) kilometers from Embu Town were studied.

1.9 Theoretical framework

The study on drug and substance use and abuse has several theories to its explanation. The theories discussed are:-
1.9.1 Peer group learning theory

Drug and substance use and abuse is learnt and subject to habit strength (Pasche, 1970). This learning is increased through repetition and reward. People reduce the habit of abusing and using drugs and substance abuse due to fear of consequences that would result from using them and the moral reservations. Curiosity and desire for peer approval interacts so that the person to be the drug abuser resolves the approval. Pasche (1970) observes that the first experience with drugs for some people is through socialization. It’s therefore likely to say that drug abuse is initiated in peer interaction which maintains group membership. The peer group acts as a positive reinforcement for the drug abuser.

If the drug user is rewarded by social and physical pleasure, the act of taking drug is reinforced. The user may experience the unpleasant withdrawal symptoms and avoid them. The addict then has to use more drugs therefore acting as an additional motivation for maintenance of the drug habit hence addiction.

One of the sources of stability for adolescents is the peer group and individual friendship within the peer group. The young people are more likely to conform to group norms in dressing, attitudes and behavior (Brendit, 1979). The peer group values and norms are transmitted through rewarding of the conforming behavior. Both initial and continued drug user are based on membership in a peer group that approves and is involved in drug taking. The theory further suggest that if a group member is highly valued, the pressure to conform to behavior norms is very strong. The group for which drug taking is normative reinforces conformity by alternatively providing support to and approval of individuals who take drugs. Such intra-group processes have clearly defined implication for relapse. Most of secondary school students are in the age bracket of 14-19 years where peer pressure and learning is evident. This situation implies that they will be influenced by their peers. Schools have routine where the programmes are run and for new students to “fit” into the system, he/she will need to follow those who have already been initiated. This initiation into secondary life also influences new students into the behavior of the peers. Through the process of socialization, new students may be initiated into drug and substance use.
1.9.2 Theory of self-efficacy and outcome expectation

Self-efficacy is the belief that one can perform adequately in a particular situation. This influences one's perception, motivation and performance. One does not try to do things where he expects to be ineffective. Situations are avoided which an individual feels inadequate. This theory was developed by Bandura (1986).

Figure 1.1 Bandura's self-efficacy model

From the above theory it implies that secondary schools students will only indulge in activities that they feel have expected outcomes. Taking and abusing drugs and substances becomes therefore an individual initiative where the potential abuser will have the ability and desire to complete the task successfully. Students become drug abusers for they expect outcomes like making and retaining friends, pass exams, forgetting bad experiences etc. From the Banduras' model, students do not think they are unable to control the outcome of drug and substance abuse e.g. they do not see getting into problem with the school administrators, failing in their examinations or even not concentrating in their studies. Whatever the outcome, students who abuse drugs and substances believe that they can manage and control all situations that emanates from drug taking. They portray this behavior with the conviction that they have the capacity and ability to deal with the expected outcome.
Individual factors
- Boredom
- Curiosity
- Frustration
- Idleness
- Peer pressure
- Family problems

Outcomes
- Riots
- Strikes
- Disrespectful students
- Lack of concentration
- Poor performance
- School dropouts
- Family breakups
- Unruly behavior
- Health problems
- Mental disorder

Environmental factors
- Drug availability
- Peer pressure
- Media
- Permissive society
- Break down of African values

Family factors
- Poverty
- Wealth
- Role model
- Parental neglect


Individual factors

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

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

• Peer pressure
The circles of friend in school and from neighborhood hold a front phase in adolescents’ life. If the use of a certain substance is approved by the group, adolescents feel a strong desire to conform to these expectations (Melgosa, 2003). According to Erikson (1959) while adolescents begin to reject parental control, he or she has desperate need social belonging which he finds in the peer group. Karennchio (1992) points out that an individual will be forced to take drugs by friends when the company or rather friends are doing so. Chamber (1971) found out that 90% of the subjects first experimented with Opiate while in company of peers who were already using it. Thurunju (2002) found out that 44.4% of the students had started to take or had at one time taken drugs to conform with pressure from the peer group. Kariuki (1988) in a study a levels, trends and patterns of drug addiction in Nairobi secondary schools noted that majority of users had friends who had abused drugs.

• Availability of drugs
Availability of drugs has to do with the question of whether drugs can be within reach of the abuser easily. The assumption is that if the substance is easily accessible, the motivation to abuse becomes higher than if it was hard to get. A study by Johnson et,al (1999), 977 students were asked if they could obtain drug if they decided to use them. Over half reported that they could obtain tranquilizer and amphetamines. Modler and Montes (1964) estimated that 15% of known drug addicts in United States and Europe were physician, 15% were paramedicis by profession.

• Role model
The community has failed to live according to the expected moral Standards. The parents and also teachers expose their behavior to the peers which they tend to cope. This has influence the young to emulate the elders in all manners. This has led to disrespectful students/children, unruly behavior when children cannot be corrected.
• **Mass media**
  The influence of the mass media—Advertisement, radio, Television, Newspapers and the internet have all promoted these vices. The children have tended to imitate the advertisers and even tried to experiment some of the adverts.

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

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

• **Family background**
  This refers to the kind of home the student come from or whom he stays with. According to Ndirangu (2001), parents are first teachers and counselors long before the student join formal schools and peer group. Many of the young people who take drug come from families which use them. The parents create a subconscious desire of imitation in the children (Melgosa, 2001). Smart and Fejer (1972) tested widespread view that adolescent drug user rises from generation gap from feeling of alienation from parents. Thurunju (2002) established that out of 90 students of Ituru High school majority of those who abused drugs especially cigarettes and alcohol came from homes where parents were taking the same drug.

**Outcome**

• **Health problems**
  Frequent use of drugs weakens the body’s system leaving it prone to diseases e.g excessive consumption of alcohol leads to liver cirrhosis or stomach ulcers, spread of HIV after sharing unsterilized syringes in the administration of heroin and cocaine. Those under the influence of alcohol or other drugs indulge in sexual promiscuity which may lead to being infected with HIV and STI'S. Other health problems may include loss of appetite. Smoking may cause lung cancer to the smokers and those around the smoker.
• **Poor performance**

Drug addicts cannot perform well in education and also at work. Poor performance at school could finally lead to dismissal from the institution and failure to realize one’s goals in life.

• **Strikes**

People under the influence of drugs are likely to cause chaos in schools and also at other place. Drunkardness is a major cause of strikes and riots in schools. Other drug like L.S.N. can lead to hallucination and accidents that can cause death. Such people are likely to commit crimes e.g. rape, arson, murder for they deceptively feel energetic, powerful and aggressive. The addict can even steal to get money for more drugs.

• **Psychological problems/mental disorder.**

The person who continuously abuses drugs become addicted. He becomes completely dependant on drugs. The person cannot do anything without the drugs. This makes the person depressed, irritable, aggressive or afraid to face reality and fails to live meaningfully with others. This has led to family breakups.
1.11 Definitions of Terms

Central Division secondary schools - All public secondary schools in Central division of Embu District.

Drugs – Any substance that may be chemical in nature other than food and water which may be inhaled, drunk or rubbed on with the result that it changes or alters the body functions of the user.

Drug abuse – Is taking drugs for self gratification or without any medical prescription.

Illegal drugs – are drugs that are banned for use by the government and even by the medical bodies.

Legal drug – Any drug the government allows people to use and which is certified by the government.

Peer group – Are people within the same age or same class.

Teachers – Any person trained in teaching and has a degree or a diploma in Education.

Substance- Any chemical other food and water which can be inhaled, drunk or rubbed with an aim to change the body function of the user.
CHAPTER TWO
LITERATURE REVIEW

2.1 INTRODUCTION

The literature review covers several aspects of the research. Some previous researches on drug and substance abuse from (1999-2005) will be examined. The review will also focus on the study objectives starting with literature on the causes of students abusing drug and substance, the commonly abused drugs, a brief history of drugs and substance abuse and basic concept regarding drugs and substances.

2.2 Previous studies on drugs and substance abuse

A study carried out in Nairobi, Coast, Nyanza and Western provinces indicated that Tobacco (Cigar) and alcohol which are termed as legal drugs had uniform distribution in those provinces. However, Miraa and bhang consumption were prevalent in Nairobi, Nyanza and Western provinces. The study samples were secondary school student level below 24 years and Headteachers of secondary schools. It was concluded that young people used drugs and substance and there was need to prevent through drug education (Makwere et al 1999). The study to be carried will seek to find out measures used by secondary schools to curb drug and substance abuse and the commonly abused drugs among the youth, among other objectives.

Ciakuthi (1999) conducted a study in Meru East and Meru South District and the findings showed that drug and substance abuse among the adolescent in secondary school needed to be addressed. Some of the reasons given by the students as to why they take and abuse drugs and substances were based on pleasure, tension and curiosity. The study recommended that students should be given good counseling on the danger of drug and substance abuse. Banning of drug trafficking was also recommended as a measure against the vice. The current study being carried out in Embu district will establish course of students taking drugs and substance abuse to gauge whether they are the same as those sited in Meru District by Ciakuthi.
Ndungu et al. (2001) of a Nairobi based Drug Abuse Prevention and Rehabilitation (DAPAR) did a study on relationships between drug and substance abuse and discipline cases. The study linked riot, bullying, cheating in examination, theft, arson and deviance to drug and substance abuse. This sample was drawn from Nairobi, Central and Eastern provinces. The study revealed that in Eastern province especially Meru district Miraa (Khat) was abused greatly, a culture that is well accepted in the community. DAPAR suggested that schools and colleges administrators should send drug abuser to rehabilitation centers instead of expelling or suspending them. The study to be carried out will seek to know the extent to which drug and substance abuse are in existence in Embu District and how the managers of various schools to be sampled deal with the drug and substance abusers as was recommended by DAPAR findings.

Imbosa (2002) carried out a study involving Nairobi Provincial Boys secondary school. He investigated the role of schools in addressing drug related issues. The study recommended that school to provide a drug free and safe school environment. Imbosa recommendations were based on the understanding that schools provide an important setting for interventions aimed at preventing or reducing the misuse of drugs and substance. The study to be carried will seek to find out how schools in Embu district are providing safe and a free drug environment as part of enhancing that role and challenges the administrators are facing in enhancing a safe free drug zone.

Kimanthi (2003) carried out a study on the levels of drugs and substance abuse in Kitui district schools. The findings revealed that social drugs such as alcohol, tobacco and miraa were mostly abused and were available to the student almost everywhere anytime. The study also revealed that there were no meaningful measures taken against this menace in the schools Kimanthi found out that students obtained drugs from homes and villages that neighbor the school or students by them from the shops as they come from home during opening days or whenever they have an outing. Consequently negative effects of drug and substance abuse such as stealing, sneaking, lack of respect for teachers, laziness and more striking in school is a rampant behaviour. The current study sought to find out the sources of drugs in Embu district central division schools and the possible effects of these drugs to students discipline.
Ndanu (2005) carried out a study in Kitui district public secondary school and conclude that drug and substance abuse was prevalent where student and teachers nodded to this and that drugs were available to students from cheap and local suppliers. Students sourced them from their fellow students. The study revealed that cases of drug and substance abuse was still high in schools and the most abused drug and substance are cigarettes and alcohol for they are readily available. The study to be carried out will investigate the commonly abused drugs in Central Division of Embu District and how the students if they abuse the drugs, where they source them from, and whether there is any prevalence of students taking drug and substance.

2.3 Basic concepts regarding drugs and substance abuses

A drug is defined as any chemical that modifies one or more body functions (Redican 1993). Drugs can be placed into the following categories Depressant, Stimulants, and Hallucinogens. Regardless of the category of drugs, there are physiological, psychological concepts common to all categories. Drug use refers to using a drug for its intended purposes - under a physician order or suggestion and is intended to deal with a clinical condition. Drug misuse is using a drug for a reason other than that which it was intended while drug abuse is chronically using a drug for a reason other than that which it was intended. When a person begins taking drug regularly, the body’s response to the chemical can lead to physical dependence to drugs (Redican K, 1993 pg 199) i.e. the body requires the drug in order to function in a normal manner. This is referred to as tolerance. As the drug use continuous and becomes a part of the individual lifestyle, he/she establishes an emotional attachment to the drugs, referred to as psychological dependence. In most cases when drug dependence and tolerance have been established, the user may experience withdrawal symptoms if the drug is not taken when there is a physical or psychological need to take the drug.

The intensity of effect of any drug is related to the amount of the drug taken- the greater the dose the greater the effect. This concept is referred to as dose-response. In addition to dose – response, there are two variables that influence how a person responds to a drug. These are referred to as set and setting. Set is the mental expectations a person has with respect to a drug. If a person’s mental expectation is that a drug will relax him/her then the result is relaxation.
Setting is the environment that the drug is taken. The amount of social activity in the environment influences how a person response to drug.

Substance abuse is the over indulgence in and dependence of a drug or other chemical leading to effects that are detrimental to the individual’s physical and mental health or the welfare of others. The disorder is characterized by pattern of continued pathological use of a medication non-medically indicated drug or toxin that results in repeated adverse social consequences related to drug use such as failure to meet work, family or school obligations, inter personal conflicts or legal problems.

Substance dependence and substance abuse is distinguished by defining substance dependence in terms of physiological and behavioral symptoms of substance used and substance abuse in terms of the social consequences of substance use. Substance abuse may lead to addiction or substance dependence. Medically, psychological dependence requires the development of tolerance leading to withdrawal symptoms. Substance abuse reflects a complex interaction between the individual and the abused substance and the society.

2.4 A Brief History of Drugs

Our ancestors almost certainly explored the properties of every plant, fruit, roots and nuts. They found the use of these products would be partly determined by their pharmacological effect. A substance might be used as a love portion, as a stimulant for battle yet in another as a medicine, or as a sacred food or drink for religious ceremonies (Gordon Bell, 1978). There are an estimated 4000 plants, which can alter people’s moods when taken and about 600 have been in consistent use throughout history. Egypt by 1500 BC had a list of 700 drugs taken to cure ailments e.g. opium and saffron as used even today.

In Greece and Rome, alcohol was already drunk and some scholars of the time mention the problems of alcohol abuse (Wolmar, 1990). Many drugs that are routinely used today were prohibited in medieval times. According to Wolmar (1990), coffee was banned in the Ottoman Empire but with little success. In Germany and Russia, smoking tobacco went with a penalty, which was death. Merton and Nisbet (1971) noted that in Persia and Turkey, smoking of tobacco
was punishable by death, while in England use of tobacco was penalized by splitting or cutting off the nose of the offenders.

However, many drugs and substance used today were once freely available. Wolmar (1990) noted that opium could be bought over the counter without any prescription. In Africa drug use is a powerful culture where drug use is considered normal e.g. community of adults who drink home brew, smoke cannabis or chew miraa as a social activity, despite their negative

There is also what the youths call the drug culture for pop music and movies. For example, the Rastafarian Reggae star, Bob Marley, used drugs like cannabis for social recreation and religious purposes. Young people have deep reverence for artists who admit the use of drugs which has given the youth misconceptions about the effects of drug use hence experimenting to have a sense of belonging.

The 19th century has seen development of drugs and substance used for specific purposes. As a result drugs like cocaine, opium cannabis sativa and heroine were declared illegal. In the recent past, countries of the world, Kenya included, have lifted the ban on some drugs still perceived as dangerous in many countries. Dutch government legalized the supply of drugs to thousands of patients suffering from symptoms related to cancer, AIDS or multiple sclerosis (Daily Nation, Sept 2003).

2.5 Commonly abused drugs and their effects
Some of the drugs being abused in Kenya include. Alcohol, Bhang/marijuana, Tobacco, Khat / Miraa, Cocaine, Heroin, Inhalants such as glue. As earlier noted, drugs are categorized into depressants, stimulants and hallucinogens. Some are legal and others are illegal. Depressants are called "downers" because they slow down the body into a relaxed state. Under the influence of drugs, the central nervous system of the body is not as active as it should be. Examples of depressants, Alcohol (beer, wine, Ligour), Heroin, Solvents, Barbiturates, Benzodia Zephines
Stimulants are called “uppers” since they make one feel very awake. One feels that he/she has a lot of energy. These drugs speed up the central nervous system. They include Tobacco, Caffeine Ecstasy, Crack, Amphetamine and Cocaine

Hallucinogens are drugs that make one feel like one is seeing things that are not really there. They play tricks on ones mind. One feels very moody and the emotions switch a lot. They include Marijuana, Mushroom, LSD

Table 2.1 A table showing drugs and their effects.

<table>
<thead>
<tr>
<th>TYPE</th>
<th>NAME</th>
<th>OTHER NAMES</th>
<th>HOW IT LOOKS LIKE</th>
<th>EFFECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Depressants</td>
<td>Alcohol</td>
<td>Booze, Brew, Jolly Juise, Mnanzi, mtinda.</td>
<td>Liquid, packages in bottles, cans</td>
<td>Depresses CNS causing relaxation but decreases alertness and impairs coordination. Chronic use results in brain, liver stomach damage which can lead to death</td>
</tr>
<tr>
<td>Barbiturates</td>
<td>Downers, Barbs, Blue devils, red yellow jackets, Tuinals.</td>
<td>Red, yellow, Blue red and Blue capsules</td>
<td>Produces calmness and relaxed muscles. Dangers to death from overdose especially when combined with alcohol</td>
<td></td>
</tr>
<tr>
<td>Stimulants</td>
<td>Miraa (Khat)</td>
<td>Vere gomba, Bhasho handas, mairungi</td>
<td>Small tender shoots with green leaves</td>
<td>Leads to ulceration in the mouth especially gum and severe constipation,</td>
</tr>
<tr>
<td>Cocaine</td>
<td>Lady snow birds, white none candy, snow white flakes bwabwa</td>
<td>Sparkling powder, dilute with others ingredient</td>
<td>Leads to hyperactivity paranoid activity and possible convulsions</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>-------------------------------------------------------------</td>
<td>------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Hallucinogens</td>
<td>Lysergic Acid LSD Acid, green and red, red blues heaven, sugar, cubes. microdot.</td>
<td>Brightly colored tablets, Blotter, paperthin, Clear liquid.</td>
<td>Leads to state of hallucinations, dilated pupils, intense anxiety, paranoid reaction, impairedment of normal motivation, usual hilarity.</td>
<td></td>
</tr>
<tr>
<td>Phencyclidine, Pep, Angel dust, love boat, lovely, hog, killer weed.</td>
<td>Liquid, pills, capsules, powder (white crystalline)</td>
<td>Lack of coordination, slurred speech, depression, anxiety, violent behaviour, convulsion, coma heat, lungs failure or rapture of Blood vessels.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2.6 Causes of drugs and substance abuse

Studies have shown that young people begin using drugs and substances for various reasons (Vannier, 1974). It’s also known that chances for a child beginning to smoke at early ages are greater if his parents, brothers or sisters smoke and that under achievers are more opt to develop the habit at an early age. Some of the reasons why students or young people talk and abuse drugs are:

• Experimentation and curiosity: Young people want to feel that “high” the sense of euphoria that comes with drug use. While this may lead to recreational use of drugs (using only in certain situation), it rarely leads to actual addiction unless other factors are present.

• Prescribed drugs can turn people into addicts because they have conditions in which they need to take drugs in order to get relief. A person becomes invoked on prescription drugs when they take more than the recommended dosage, take it more frequently than recommended and continue using the drug after their initial medical conditions clears up.

• For performance enhancing: This is mostly on elite athletes. They use them especially steroids to make the muscles bigger while amphetamines helps reduce or numb pain allowing the person to play injured. Though not as prominent, high school and college athletes have also been known to use drug to enhance their performance.

• Others use drugs and substance to cope with problems in their real lives: Whether its past abuse, school problems, work problems or relationships issues, drugs and substance use can help a person temporally escape the realities of his/her life.

• Peer pressure is also other factors that make people turn to drug use: Contrary to popular belief, peer pressure can happen at any age. Adult fall prey to peer pressure to fit their new social classes, new work place and new neighborhood. Teenagers fight peer pressure on everything from looks to alcohol to sex to drugs. According to researches, crystal myth is becoming a way for many teenagers girls to fight the pressure that comes with needing to be thin and attractive (Daily Nation, Sunday March, 2004).
• Easy accessibility to drugs and new lower prices are other causes of drug use: Drugs can be found anywhere if a person simply asks. Street corners and alleyways are no longer the only places to find drugs. School, workplaces and even the family next door might be new places to find drugs (East African standards, 14 August, 2008). With more drugs being produced the price has also been driven down. Ndegwa (1990) says that availability of illegal drugs through cheap and local suppliers encourages students indulge in them.

• Using drugs and substances to mask other mental problems: Depressed people frequently use drugs and substances to escape their sad feelings. Schizophrenics find that some street drugs can control their hallucinations. Denial and hiding the problem just lead to more problems in the long run.

• Influence of mass media advertising: People who smoke are portrayed as being great sportsmen or very friendly, wealthy important people (Okech, 2003). Mass media plays a role in influencing children. Even though there sights do not usually promote drug use explicitly, they can reinforce child’s impression that the use of drugs is normal (East African Standard Sept 3rd 2003).

• Parental influence: Pudo (1998) noted that children from homes where parents take and abuse drugs imitate the behaviour. According to Midigo(2002) the attitude of parents towards tobacco, alcohol and other drugs play a major role. Young people learn from what they see by imitating what their parents and other people in the community do.
Table 2.2 **Table showing physical and social indicators of drugs and substance Abuse**

<table>
<thead>
<tr>
<th>Physical /social indicators of Drugs abuse</th>
<th>Drugs and substances</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td></td>
</tr>
<tr>
<td>- Excessive activity</td>
<td>Stimulants</td>
</tr>
<tr>
<td>- Dilated pupil</td>
<td>Cocaine</td>
</tr>
<tr>
<td>- Insomnia</td>
<td>Nicotine,</td>
</tr>
<tr>
<td>- Extreme nervousness, tenseness</td>
<td>Caffeine</td>
</tr>
<tr>
<td>- Profuse perspiration</td>
<td>Amphetamines</td>
</tr>
<tr>
<td>- Tremors of hands</td>
<td></td>
</tr>
<tr>
<td><strong>2</strong></td>
<td></td>
</tr>
<tr>
<td>- Lack of interest in activity</td>
<td>Depressants</td>
</tr>
<tr>
<td>- Drowsiness</td>
<td>Narcotics</td>
</tr>
<tr>
<td>- Disorientation</td>
<td>Barbiturates,</td>
</tr>
<tr>
<td>- Staggering/stumbling</td>
<td>Methaqualone.</td>
</tr>
<tr>
<td>- Propensity to fall into deep sleep</td>
<td></td>
</tr>
<tr>
<td><strong>3</strong></td>
<td></td>
</tr>
<tr>
<td>Distortion of perception (Hallucinations)</td>
<td>Hallucinogens</td>
</tr>
<tr>
<td>Abrupt emotional changes.</td>
<td>LSD, PCP, marijuana</td>
</tr>
<tr>
<td></td>
<td>Psilocybin</td>
</tr>
</tbody>
</table>
2.7 Common signs of drug and substance abuse.

Signs of drug and drug paraphernalia

- Possession of drugs related paraphernalia such as pipes, rolling paper, small decongested bottles or small butane torches
- Possession of drugs or evidence of drug peculiar plants e.g. butts, seeds or leaves in ashtrays or clothing pockets
- Odour of drugs, smell of incense or other “cover up” scents.

Identification with drug culture

- Drug related magazines, slogans on clothing
- Conversation and jokes that are preoccupied with drugs
- Hostility in discussing drugs

Sign of physical deterioration

- Memory lapses, short attention span, difficulty in concentration
- Poor physical coordination, slurred or incoherent speech.
- Unhealthy appearance, indifferent to hygiene and grooming.
- Blood shot eyes dilated pupils.

Changes in behaviour

- Chronic dishonesty, (lying, stealing, cheating), trouble with police.
- Changes in friends, evasiveness in talking about new ones
- Possession of large amount of money
- Increasing and inappropriate anger, hostility, irritability, secretiveness
- Reduced motivation, energy, self-esteem, self-discipline.
- Diminished interest in extra-curricular activities and job

Dramatic changes in school performance.

- Distinct downward and in turn in students grade – not just from C’s to F’s but from A’s to B’s and C’s.
- Increased absenteeism or tardiness
- Assignment not completed.

Sources: United States; Department of education, 1986.
CHAPTER THREE

METHODOLOGY

3.1 INTRODUCTION

This chapter discusses the procedures used to collect the data for study. The research design, locale, target population, the sample and sampling procedures, data collection instruments and data analysis are discussed.

3.2 Research design

The design for this study was a descriptive survey. Descriptive survey research studies are designed to obtained pertinent and precise information concerning the current status of phenomena and whenever possible to draw valid and general conclusion from the facts discovered (Lokesh, 1984). Descriptive survey also aims at obtaining information which can be analysed, patterns extracted and comparison made (Bell, 1993); hence its choice for this study. The design was used because of its flexibility in the field. It allowed questionnaires to be issued and collected there and then by the researcher. According to Mugenda and Mugenda (1999), the design is properly the best method for social scientists and other educators in collecting original data for the purpose of describing a population, which is too large to observe directly. The design also saved time and money which were not available as it is stated in the research limitations. It was also suitable for this study since the researcher issued the questionnaires to the students to fill them in her presence and ask questions which they could not understand and if possible collect the same there and then.

3.3 The locale / study area

The study was conducted in some selected public day and boarding secondary schools in Embu District particularly Central division. Embu District has had a fair share of students' strikes that can be attributed to drugs and substance abuse over the recent past. Embu District is one of the twelve district that make up the Eastern Province. It has five administrative divisions which are Manyatta Division, Runyenjes Division, Nembure Division, Kyeni Division, Central Division

The education facilities are evenly distributed. There are 156 pre-primary schools, 120 primary schools, 39 secondary schools, 1 teacher training college and 8 youth polytechnics. The
distribution of teachers in the district is quite even. The transition rate is quite low given the income earnings are very low. The dropout rate is quite high especially in Central Division (Embu District Development). However with the introduction of Free Primary Education (FPE), the enrollment has increased remarkably especially in Central Division (DEO-Embu), with the current population having increased by 80%.

3.4 Target population

The target population for this study consisted of all Headteacher, teacher-counselors and students in secondary schools in Central Division of Embu District. According to the Divisional Education Office, the division has eleven secondary schools (11), out of which two (2) are boys boarding, two (2) are girls boarding and seven (7) are mixed day schools. The number of teachers in this division is two hundred (200). The whole student population was one thousand and five hundred (1,500). The target population was all 285 form four students in all the schools, eleven headteachers and all the teacher-counselors. The researcher used form four students because they are the students who have stayed in the schools for a longer period and are likely to be more aware of the degree to which drugs and substance are used at the schools.

3.1 Table showing the number of schools in Central Division of Embu District.

<table>
<thead>
<tr>
<th>The nature of schools in the division</th>
<th>Number of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys boarding</td>
<td>2</td>
</tr>
<tr>
<td>Girls boarding</td>
<td>2</td>
</tr>
<tr>
<td>Mixed day</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>11</td>
</tr>
</tbody>
</table>
3.5 Sampling procedures

The study sample comprised of students, teacher-counselors and headteachers of the institution that were sampled. Kerling (1979) and Orodho (2005) define a sample as a small proportion of a target population selected using some systematic procedures for study. Orodho (2005) points out that an ideal sample should be larger enough so that the investigator can with confidence, with specified limit be certain that a different sample of the same size if drawn using the same procedures can give approximately similar results. Among the reason accepted for sampling are limitations of time for the study.

Out of the 11 secondary schools in the division only five (5) were purposively selected. The number of headteachers purposively selected was five (5) and five (5) teacher-counselors. The schools were divided into three categories: boys boarding, girls boarding and mixed day schools. One boys' boarding school, one girls boarding and three mixed day schools were sampled for the study. Each school gave ten (10) form four students who were selected randomly from the class list by the researcher. In the case of mixed schools gender was considered so that the respondents represented both gender (50% boys and 50% girls). For the single boys and girls schools the researcher purposively selected ten boys from the class list for boys' schools and ten girls from the class list for the girls' schools. One headteacher and one teacher-counselor from each school were also purposively selected for the study, a total of twelve (12) subjects per school. A total number of sixty (60) respondents were used to get the data. The sample size was selected randomly. According to Orodho (2005), random sampling provides every sample of a given size an equal probability of being selected.
3.2. The table showing number of schools and subjects selected.

<table>
<thead>
<tr>
<th>Type of school</th>
<th>Sample size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Schools</td>
</tr>
<tr>
<td>Boys boarding</td>
<td>1</td>
</tr>
<tr>
<td>Girls boarding</td>
<td>1</td>
</tr>
<tr>
<td>Mixed day</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>5</td>
</tr>
</tbody>
</table>

The researcher used stratified and random sampling. As stated earlier, the division had eleven secondary schools. The researcher purposively sampled five (45.5%) schools out of which one (1) was boys boarding, one (1) was girls boarding and three (3) mixed day schools. The schools are within radius of ten (10) km from Embu town. For the students out of the many form fours, they were narrowed to 50 since a sample is a small group obtained from the accessible population (Mugenda and Mugenda, 1999).

3.6 Research instruments

The data collection instruments included:

i. Drug and Substance Abuse Questionnaires for Headteachers and Teachers - Counselors.

ii. Drug and Substance Abuse Questionnaires for Students.

The researcher used three (3) questionnaires: one for headteacher, one for teacher-counselor and one for the students. They contained both open ended and closed items. The use of questionnaire method was appropriate for this study over other instruments because it takes less time, energy and less expensive (Kombo and Tromp, 2006). They are also administered to larger samples (Mugenda and Mugenda, 1999).
3.6.1. The Headteacher and teacher –counselors’ questionnaires

The questionnaires had two sections; A and B. Section A consisted of demographic information about the respondent. Section B consisted of general information in drugs and substance abuse. The questionnaires for headteachers sought more information on the extent of drugs and substance abuse, signs of students who abuse drugs, problems that result from drug abuse in schools and the challenges they face in addressing drug and substance abuse.

3.6.2. Questionnaires for Students on Drugs and Substance Abuse

They consisted of two sections A and B. Section A consisted of demographic information about the students as section B consisted of any information they are aware of concerning drug and substance abuse. The questionnaires sought information on the types of drugs and substance they abuse, sources of these drugs and reasons for their abuse.

3.7. Validity and reliability of instrument

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

For reliability, Orodho (2005) argues that it’s a measure of the degree to which a research instrument yields consistent results or data after repeated trials. To ensure reliability of the study the test -retest method was applied. This involved administering the same questionnaires at an interval of one week to the same group and compare the two scores. This aimed at finding out if the results would be consistent to determine the reliability of the instrument. The respondents in the test-retest phase were deliberately excluded during final administration of the instrument. This helped in controlling extraneous influence on the research findings. Two schools were used for the purposes of ensuring reliability of the instrument.
3.8 Data collection procedures

Permission was sought from the office of the president as required by law and also from the Kenyatta University. Permission and introduction letter to the heads of institutions was obtained from the District Educational Officer, Embu District. A preliminary visit was made to the schools to inform the head of the intended research. A date to administer the instruments was arranged. The researcher self-administered the instruments to the respondents in order to give the respondents a chance to seek clarification on items that proved difficulty and also to expect a reliable and a valid data,

3.9 Data analysis and presentation

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

The computer program, Statistical Package for Social Sciences (SPSS) was used to analyze the quantitative data obtained, using descriptive statistics. Descriptive statistics involve the use of frequencies, total, percentage and tabulation (Orodho, 2005). The analysis of data was conducted in line with the research questions of the study. Bell (1993) maintains that when making the results known to variety of readers, simple descriptive statistics such as percentages have considerable advantages over more complex statistics.
CHAPTER FOUR
DATA PRESENTATION AND DISCUSSION

4.1 Introduction

This chapter covers data analysis, findings of the study and a discussion of the study findings. The purpose of the study was to investigate drug and substance abuse and its implication on secondary school student discipline in Central Division of Embu District.

The study was guided by the following research questions.

i. What type of drugs are abused by students in the secondary schools in Central Division of Embu District?

ii. What are the measures used by the schools to discourage drug and substance abuse in Central Division of Embu District?

iii. What are the effects of drugs and substance abuse on the students discipline in Central Division of Embu District?

The chapter is organized into four sections, with the first section covering the demographic data of the study participants. The other three sections address the three research questions.

4.2 Demographic Data of participants

Data for the study were collected from 50 students, 5 teacher-counselors and 5 headteacher selected from 5 secondary schools in Central Division of Embu District. Among the 50 students who took part in the study, 26 (52%) were male while 24 (48%) were female.

Among the five headteachers, 3 (60%) were male while 2 (40%) were female. Three (60%) of the headteachers were aged 31-40 years while 2 (40%) were aged 40 years and above. The work experience of the headteacher is presented in Table 4.1
Table 4.1 Work experience of the headteachers

<table>
<thead>
<tr>
<th>Work experience</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-15 years</td>
<td>3</td>
<td>60.0</td>
</tr>
<tr>
<td>Above 15 years</td>
<td>2</td>
<td>40.0</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4.1 shows that 3 (60%) of the headteachers had served in their schools for 11-15 years while 2 (40%) had served for 15 years. This shows that the headteachers had worked in their current schools long enough meaning they had adequate information regarding the situation of drugs abuse and discipline of students.

Among the five teachers counselors, 4 (80%) were female while one (20%) was male. All the 5 (100%) teacher counselors had over 15 years of work experience, meaning that they had interacted with students for many years, thereby gaining adequate insight on the status of drugs abuse in schools and its relationship with discipline of students. Assisting students to overcome the influence of others to use drugs requires effective’s guidance and counseling from teacher. Teacher’s counselor requires to be adequately trained on drug and substance abuse counseling strategies, as well a strategies to assist students to develop assertiveness.
Table 4.2 shows the age distribution of the students who responded to the questionnaires.

### Table 4.2 Age distribution of students' participants

<table>
<thead>
<tr>
<th>Age in years</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>16-17</td>
<td>14</td>
<td>28.0</td>
</tr>
<tr>
<td>18-19</td>
<td>34</td>
<td>68.0</td>
</tr>
<tr>
<td>20 and above</td>
<td>2</td>
<td>40.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>50</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 4.2 shows that 14 (28%) of the students were aged 16-17 years, 34 (68%) were in the 18-19 year age bracket, while 2 (4%) were aged 20 years and above. Twenty six (52%) of the students resided in rural setting while 24 (48%) were from urban settings. This therefore shows that majority of the student responded were in the 18-19 years Age bracket. Researchers indicate that early efforts to experiment with drugs consumption coincides with the period of adolescence. This is when experimentation with alcohol, tobacco and drug use and dependence has significant impact (Mueke, 1980). According to Melgosa (2002), no stage of stage of life is more troubled than the teenage years (13-19) years. It is the transition period where all human doubts, hesitation and uncertainties appear. If these doubts are not correctly treated, the person may take drugs to gain confidence for a short time (Melgosa, 2002). The stage is also marked by social changes in social relations of an adolescent (Galambos, 1992) where new bonds are formed. This includes breaking away from parental authority and distancing oneself from parents and all adults (Galambos, 1992). They also distance themselves from teachers and create new bonds with peers who seems more appealing and give young person a sense of belonging and identity (Melgosa, 2002).
4.3 Type of drug abused by students in secondary schools

The first research question asked: what type of drugs are abused by students in the secondary schools in Central Division of Embu District? This question was answered by the head teachers, teacher-counselors and the students.

The study established that 74% (37) of the students in the study were aware of students in their schools who abused drugs in their schools, while 26% (13) were not aware of such students. On the other hand 60% (3) of the headteachers indicated that they were aware of students who abused drugs in their schools, while 40% (2) were not aware of any drug abusers. Four (80%) of the teachers—counselor were aware of students who abused drugs in their schools, while one (20%) was not. The headteachers and teachers—counselors added that drugs abuser were most likely to be found in forms two and three classes. The findings are consistent with previous research findings that indicated that drugs and substance abuse is prevalent among young people in Kenya, most of them in secondary schools (Ciakuthi 1999, 2002; Kimanthi 2003; Gikonyo 2005; Ondima 2005).

Table 4.3 shows the drug that were being abused in the schools as reported by the student participants

**Table 4.3: Drugs abused in the schools as reported by the students**

<table>
<thead>
<tr>
<th>Drugs abused</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcohol</td>
<td>37</td>
<td>74.0</td>
</tr>
<tr>
<td>Cigarettes</td>
<td>37</td>
<td>74.0</td>
</tr>
<tr>
<td>Miraa</td>
<td>21</td>
<td>42.0</td>
</tr>
<tr>
<td>Bhang</td>
<td>17</td>
<td>34.0</td>
</tr>
<tr>
<td>Cocaine</td>
<td>6</td>
<td>12.0</td>
</tr>
<tr>
<td>Mandrax</td>
<td>2</td>
<td>4.0</td>
</tr>
<tr>
<td>Kuber</td>
<td>1</td>
<td>2.0</td>
</tr>
</tbody>
</table>

Table 4.3 show that 37 (74%) of the students knew of students who used alcohol another 37(74%) knew students who smoked cigarettes, 21(42%) knew of students who chewed miraa and 17(34%) knew students who used bhang. Other drugs that were being used in
schools includes cocaine (12%), madrax (4%) and Kuber, which is a form of tobacco consumed by chewing.

Twenty (40%) of the students confessed that they had abused various drugs, while 30 (60%) had never abused any drugs. This percentage (40%) is far much higher than that reported by previous researchers, such as the United Nations Office on Drug and Crime (UNODC, 2000) who reported that globally, 13.5 per cent of youth aged 15-24 have tried drugs like at least once. Figure 4.1 shows the drugs that the students participants were abusing.

Figure 4.1: Drugs abused by the student

![figure](image-url)

Figure 4.1 shows that 20 (40%) of the students participants were using cigarettes, 19 (38%) were using alcohol, 6 (12%) smoked bhang, 12 (24%) chewed miraa. Previous studies have yielded consistent findings; NACADA (2002), Kimanthi (2003), Ndau (2005).
Table 4.4 shows the drugs abused by the students as reported by the teacher counselors.

**Table 4.4 Drugs abused in the schools as reported by teacher – counselors**

<table>
<thead>
<tr>
<th>Drugs abused</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bhang</td>
<td>3</td>
<td>60.0</td>
</tr>
<tr>
<td>Alcohol</td>
<td>2</td>
<td>40.0</td>
</tr>
<tr>
<td>Cigarettes</td>
<td>2</td>
<td>40.0</td>
</tr>
<tr>
<td>Miraa</td>
<td>1</td>
<td>20.0</td>
</tr>
</tbody>
</table>

Table 4.4 shows that 3 (60%) of the teacher-counselors knew of students who used bhang, 2 (40%) knew of students who used alcohol, another 2 (40%) knew of students who smoked cigarettes, while one (20%) teacher counselor knew of students who chewed miraa.

**Table 4.5: Sources of drug abused by the students**

<table>
<thead>
<tr>
<th>Sources of drugs</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shops</td>
<td>30</td>
<td>60.0</td>
</tr>
<tr>
<td>Drug peddlers</td>
<td>12</td>
<td>24.0</td>
</tr>
<tr>
<td>Touts</td>
<td>8</td>
<td>16.0</td>
</tr>
<tr>
<td>School worker</td>
<td>4</td>
<td>8.0</td>
</tr>
<tr>
<td>Parents</td>
<td>2</td>
<td>4.0</td>
</tr>
<tr>
<td>Other sources</td>
<td>17</td>
<td>34.0</td>
</tr>
</tbody>
</table>

Table 4.5 shows that the sources of drugs as reported by students included shops (60%). Peddlers (24%), with the least source being school workers and the parents. Other sources of drugs included bars neighboring the schools, drug dealers, friends, shoe polishers operating near the schools, slum, and one student indicated that students obtained drugs from teachers. Based on the findings in Table 4.5, it emerges that the main sources of drugs were shops and community members around the schools. Once hooked
to drugs, the students will make attempts to source it from the surrounding and from peddlers who avail them through the fence. Ochieng (1986) argues that most students who abuse drugs do so because the drugs are easily available from the shops. To address this, the school administrators should ensure that the school perimeter is well secured and illegal routes through the fence sealed. Karenchio (1992) points out that an individual will be forced to take drugs by friends when the company of friends is doing so.

Asked why they abused drugs, the students gave a variety of reasons as presented in Table 4.6.

**Table 4.6: Reasons why students abuse drugs**

<table>
<thead>
<tr>
<th>Reasons for drug abuse</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Because their parents abuse drugs</td>
<td>29</td>
<td>58.0</td>
</tr>
<tr>
<td>To calm themselves down</td>
<td>28</td>
<td>56.0</td>
</tr>
<tr>
<td>Drugs are readily available</td>
<td>27</td>
<td>54.0</td>
</tr>
<tr>
<td>For curiosity</td>
<td>23</td>
<td>46.0</td>
</tr>
<tr>
<td>They have extra money to buy drugs</td>
<td>19</td>
<td>38.0</td>
</tr>
<tr>
<td>To have a sense of belonging</td>
<td>12</td>
<td>24.0</td>
</tr>
<tr>
<td>Peer pressure</td>
<td>6</td>
<td>12.0</td>
</tr>
<tr>
<td>Other reasons</td>
<td>19</td>
<td>38.0</td>
</tr>
</tbody>
</table>

Table 4.6 shows that according to the students, those who abused drugs engaged in the behavior to copy their parents who abused drugs (58%), to calm themselves down (56%), because drugs are readily available (54%), for curiosity (46%), because they have extra money to buy drugs (38%), to have a sense of belonging (24%) and due to peer pressure (12%). Other reasons given by 38% of the students were stress, to appear bold (macho) to other student, and to read for longer hours. Previous studies have shown that young people begin using drugs and substances for various reasons (Vannier, 1974), including curiosity, to get relief when under stress, to enhance performance and peer pressure.

The finding that most students abused drugs because their parents were using drugs shows that the role modeling has a link to the onset of drug abuse, as explained in
social learning theory (Bandura, 1977). Social learning theory stresses the process of observation, imitation and modeling as being significant in learning (Bandura, 1977). According to this theory, people learn patterns of behavior as observed through modeling. Accordingly, people begin to take drug because it is consistent with personal standards, which is cognitive mediation, or may learn to use drugs through observing others, that is, through modeling or imitating a role model. The people imitated may be peer or parents if they use drugs.

The observation by students that parents influenced students to abuse drugs was confirmed by the fact that a significant number of the students indicated that their parents abused drugs, as, shown in figure 4.2.

**Figure 4.2.: Family members who abused drugs**

![Figure 4.2.](image)

**Drugs abused by family members**

Figure 4.2 shows that 12 (24%) of the students had fathers who abused alcohol, one (2%) had a father who chewed miraa, and 4 (8%) had fathers who smoked cigarettes. The drugs abused by the brothers included alcohol (16%), miraa (4%), cigarettes (6%), bhang (4%) among other drugs. These findings suggest that brothers were more likely to influenced students to abuse drugs than fathers. Only two (4%) students each indicated that their mothers and sisters consumed alcohol.
Three (60%) of the teacher-counselors indicated that most of the students who abused drugs hailed from urban settings, one (20%) indicated that drug abusers come from slums, while one (20%) indicated that most of the drug abusers hailed from rural areas. All the 5 (100%) teacher-counselors indicated that domestic problems predisposed students to abuse drugs, among other factors like peer pressure. Previous researchers established that there are many factors that motivate people to use drugs. Johnston (2000) stated that some of the reasons why people use drugs include the need to relax, to show independence, to belong to a peer group, to relieve stress, out of curiosity, to copy role models, to reduce boredom, to have fun, or to cope with problems. Drug experimentation is usually a tentative short process aimed at discovering unknown substance effect either as behavior or a feeling of sensation. School administrators need to be aware of these factors in order to effectively fight against drug abuse in schools.

4.4. Effects of Drug Abuse on Students’ Discipline

The second research question asked: what are the effects of drug and substance abuse on the students discipline in Central Division of Embu District?

Drug and substance abuse can have many negative effects both on the lives of the abusers and those close to them. In addition, the problem of drugs and substance abuse indirectly touch the lives of the entire community, either through the personal contact we may have a troubled young person or indirectly, through the increased taxes for community services or heightened anxiety about the safety of our schools and neighborhoods. This section presents data obtained from the field on the effects of drugs and substance abuse on the students discipline in Central Division of Embu District.

The students were asked to indicate the effects of drugs and substance abuse on students and the school at large, to which they responded as shown in Table 4.7 below.
Table 4.7: students’ views on the effects of drug abuse

<table>
<thead>
<tr>
<th>Effects of drug abuse</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor academic performance</td>
<td>46</td>
<td>92.0</td>
</tr>
<tr>
<td>Lack of concentration in class</td>
<td>34</td>
<td>68.0</td>
</tr>
<tr>
<td>School dropout</td>
<td>21</td>
<td>42.0</td>
</tr>
<tr>
<td>Theft/criminal activities</td>
<td>18</td>
<td>36.0</td>
</tr>
<tr>
<td>Organizing school riots</td>
<td>17</td>
<td>34.0</td>
</tr>
<tr>
<td>Health problems/insanity</td>
<td>16</td>
<td>32.0</td>
</tr>
<tr>
<td>Inciting students to disobey teachers</td>
<td>13</td>
<td>26.0</td>
</tr>
<tr>
<td>Absenteeism</td>
<td>11</td>
<td>22.0</td>
</tr>
<tr>
<td>Untidiness</td>
<td>8</td>
<td>16.0</td>
</tr>
<tr>
<td>Early pregnancies</td>
<td>7</td>
<td>14.0</td>
</tr>
<tr>
<td>Immorality</td>
<td>7</td>
<td>14.0</td>
</tr>
<tr>
<td>Bullying/violence</td>
<td>6</td>
<td>12.0</td>
</tr>
</tbody>
</table>

Table 4.7 shows that according to the students, drug abuse led to poor academic performance (92%) , lack of concentration in school work (68%) , school dropout (42%) , theft and other criminal activities (36%) , organizing school riots (34%) , health problems (32%) , inciting students to disobey teachers (26%) and absenteeism (22%) among other effects as shown in the table.

According to the United Nation Office on Drug and Crime Control Programme (UNODCCP, 2002), drug and substance abuse can lead to health complication on both the abuser and those living near the drug abuser (the so-called passive smoker). Health problems caused by drug and substance abuse include ill effects on the foetus during pregnancy, problems in physical development, psychological problems and depression, problems in the already difficult adolescent phase of development, low achievement at school, increase strains on relationships and other diseases such as coronary heart disease and cancer (UNODCCO, 2002). Due to impaired thinking ability resulting from drug abuse, students abusing drugs are at risk of engaging in risky sexual behaviours, exposing them to HIV/AIDS, early pregnancies and various sexually transmitted diseases.
The headteachers reported that they experienced various problems as a result of drug abuse in their schools, as shown in Table 4.8.

### Table 4.8: problems experienced by headteachers as a result of drug abuse

<table>
<thead>
<tr>
<th>Effects of drug abuse</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor academic performance</td>
<td>2</td>
<td>40.0</td>
</tr>
<tr>
<td>Poor concentration in class</td>
<td>1</td>
<td>20.0</td>
</tr>
<tr>
<td>Theft</td>
<td>1</td>
<td>20.0</td>
</tr>
<tr>
<td>Truancy</td>
<td>1</td>
<td>20.0</td>
</tr>
<tr>
<td>Dropping out of school</td>
<td>1</td>
<td>20.0</td>
</tr>
<tr>
<td>General indiscipline</td>
<td>1</td>
<td>20.0</td>
</tr>
</tbody>
</table>

Table 4.8 shows that according to the headteachers, drug abuse led to poor academic performance (40%), poor concentration in class (20%), theft (20%), truancy (20%), dropping out of school (20%), and general indiscipline (20%).

The teacher counselors indicated that as a result of drug abuse, students lacked seriousness in their academic work, there was a decline in academic performance, there was a rise in cases of indiscipline and the students were rude. All the 5 (100%) teacher counselor strongly agreed with the statement that drug and substance abuse has negative implications on students' discipline. Table 4.9 shows the indiscipline incidences implicated on the students involved in drug abuse by the teacher-counselors.
As shown in Table 4.9, the teacher-counselors indicated that drug abuse led to poor academic performance (60%), general indiscipline (40%), sneaking out of school (20%), don't care attitude among students (20%), organizing strikes (20%) and disobedience to teachers (20%).

The Task Force on Students Discipline and Rest in Secondary Schools (Republic of Kenya, 2001) cited drug and substance abuse as one of the main causes of rising cases of indiscipline in our schools. Drug and substance abuse have led to school riots that resulted in loss of lives and millions worth of property. Examples of such riots include one which occurred at St Kizito Mixed Secondary School in Meru District in 1991 (Republic of Kenya, 2001). During this incidence, schoolboys raped their fellow girl students and nineteen of the girls died during the incidence. Additionally, school property worth millions of shillings was destroyed. In the year 2000, students of Nyeri High School in Nyeri District locked four prefects in a room and burned them to death. Further, in the year 2001, there was a bizarre incident at Kyanguli Secondary School in Machakos District where some students set a dormitory on fire and caused the death of sixty-eight boys. After this incidence, the suspected students were involved in a harrowing court case which further stressed the students, parents and the school fraternity.
4.5 Measures Used to Discourage Drug Abuse in Schools.

The research question asked: what are the measures used by the school to discourage drug and substance abuse in Central Division of Embu District?

Due to the rising cases of indiscipline in our schools, and the amassing evidence that drug and substance abuse is a major cause of such indiscipline, it is important to find out lasting solutions to drug and substance abuse among students. Consequently, this section presents data on the measures used by the schools to discourage drug and substance abuse in Central Division of Embu District.

Three (60%) of the headteachers indicated that they allowed students to leave the school compound once per term, one (20%) allowed students to leave on a weekly basis, while one (20%) indicated that students were allowed to leave the school compound as per need. Three (60%) of the headteachers stated that when students reported back to school they inspected them, while two (40%) did not inspect the students. It is noteworthy that most parents abdicate their roles as models to their adolescent children assuming that teachers will take care of them. On the other hand, teachers blame parents for declining moral standards when students engage in unruly behavior. This phenomenon shows that there is lack of concerted efforts to bring up our adolescents as responsible adults. This study found that there were 40% of headteachers who never inspected students when reporting back to school, meaning that students are free to sneak in whatever they like. This is probably the reason why in some schools students have been able to sneak in petrol for use to burn school buildings during strikes.

The headteachers were asked to indicate the number of times their schools conducted impromptu inspections on students, to which they responded as shown in Table 4.10
As shown in Table 4.10, two (40%) of the headteachers conducted impromptu inspections when cases of drug abuse are suspected, one (20%) conducted inspections once per term, one (20%) headteacher reported that impromptu inspections are done only on suspected drug abusers, while one (20%) reported that inspections were not done because the students are day scholars. Impromptu inspection of students is an important strategy that can be used to discourage students from keeping drugs and substance of abuse in their dormitories and classrooms. This is true for boarding schools and day schools alike. Conducting such inspections, coupled with proper monitoring of the school fence, can be successful in reducing incidences of drugs and substances that gain access to schools. This is important because easy access to drugs is a major correlate of drug abuse as suggested by Smart (1980).

The students were asked to propose how students who abuse drugs should be dealt with, to which they proposed as shown in Table 4.11.
Table 4.11: Students' views on how drug abusers should be dealt with

<table>
<thead>
<tr>
<th>Measures on drug abusers</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guidance and counseling</td>
<td>24</td>
<td>48.0</td>
</tr>
<tr>
<td>Sent home to bring parents</td>
<td>15</td>
<td>30.0</td>
</tr>
<tr>
<td>Warning by headteachers</td>
<td>14</td>
<td>28.0</td>
</tr>
<tr>
<td>Expulsion from school</td>
<td>10</td>
<td>20.0</td>
</tr>
<tr>
<td>Suspended for sometime</td>
<td>9</td>
<td>18.0</td>
</tr>
<tr>
<td>Should be punished</td>
<td>8</td>
<td>16.0</td>
</tr>
</tbody>
</table>

Table 4.11 shows that 24 (48%) of the students proposed guidance and counseling for drug abusers, 15 (30%) proposed that drug abusers should be sent home to bring their parents, 14 (28%) proposed that they should be warned by headteachers, 10 (20%) proposed expulsion of drug abusers, 9 (18%) proposed that drug abusers should be suspended for some time, while 8 drug abusers, 9 (18%) proposed that drug abusers should be suspended for some time, while 8 (16%) proposed that drug abusers should be given manual punishment.
CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction
This chapter covers the summary and conclusion of the study. Also presented in the chapter are the recommendations arrived at, together with suggestions for related studies that could be carried out in future.

5.2 Summary of the Study
The purpose of the study was to investigate drug and substance abuse and its implication on secondary school students discipline in Central Division of Embu District. Data for the study was collected from 50 students, 5 teachers—counselors and 5 headteachers selected from 5 secondary schools in Central Division of Embu District. Given below is a summary of the main study findings

5.2.1 Types and sources of Drugs Abused by Students.
The study established that 74% (37) of the students were aware of students in their schools who abused drugs, while 26% (13) were not aware of such students. On the other hand, 60% (3) of the headteachers indicated that they were aware of students who abused drugs in their schools, while 40% (2) were not aware of any drug abusers. Four (80%) of the teacher-counselors were aware of students who abused drugs in their schools, while one (20%) was not. The headteachers and teacher-counselors added that drug abusers were most likely to be found in Forms two and three classes.

Majority (74%) of the students knew of students who used alcohol, another 37 (74%) knew students who smoked cigarettes, 21 (42%) knew of students who chewed miraa, and 17 (34%) knew students who used bhang. Other drugs that were being used in the schools included cocaine (12%), mandrax (4%) and Kuber, which is a form of tobacco consumed by chewing. Twenty (40%) of the students agreed that they had abused various drugs, while 30 (60%) had never abused any drugs. Twenty (40%) of the drug abusers were using cigarettes, 19 (38%) were using alcohol, 6 (12%) smoked bhang, and 12 (24%) chewed miraa. Three (60%) of the teacher-counselors knew of students who used bhang, 2 (40%) knew of students who used alcohol,
another 2 (40%) knew of students who smoked cigarettes, while one (20%) teacher-counsellor knew of students who chewed miraa.

The source of drug as reported by the students included buying from shops (60%), through the school fence (24%), buying from touts/conductors (16%), buying from school workers (8%) and from parents (4%). Other sources of drug included bars neighbouring the schools, drug dealers, friends, shoe polishers operating near the schools, slums and one student indicated that students obtained drugs from teachers. Teachers - counselors indicated that students normally obtained drugs from students who peddled drugs (40%) and from the neighbouring community (40%). According to the students, those who abused drugs engaged in the behavior to copy their parents who abused drugs (58%), to calm themselves down (56%), because drugs are readily available (54%), for curiosity (46%), because they have extra money to buy drugs (38%), to have a sense of belonging (24%), and due to peer pressure (12%). Other reasons given by 38% of the students were stress, to appear bold (macho) to other students, and to read for longer hours.

5.2.2. Effects of Drug Abuse

According to the students, drug abuse led to poor academic performance (92%), lack of concentration in school work (68%), school dropout (42%), theft and other criminal activities (36%), organizing school riots (34%), health problems (32%), inciting students to disobey teachers (26%) and absenteeism (22%).

Headteachers indicated that drugs abuse led to poor academic performance (40%), poor concentration in class (20%), theft (20%), truancy (20%), dropping out of school (20%), and general indiscipline (20%). On the other hand, the teacher-counsellors stated that drug abuse led to poor academic performance (60%), general indiscipline (40%), sneaking out of school (20%), don't care attitude among students (20%), organizing strikes (20%) and disobedience to teacher (20%).

5.2.3. Measures Taken to Control Drug Abuse

Three (60%) of the headteachers indicated that they allowed students to leave the school compound once per term, one headteacher (20%) allowed students to leave on a weekly basis, while one headteacher (20%) indicated that students were allowed to leave the school compound as per request. Three (60%) of the headteachers stated that when students reported back to school
they inspected them, while two (40%) did not inspect the students. Two (40%) of the headteachers conducted impromptu inspections when cases of drug abuse are suspected, one (20%) conducted inspections once per term, one (20%) headteacher reported that impromptu inspections are done only on suspected drug abusers, while one (20%) reported that inspections were not done because the students are day scholars.

Twenty four (48%) of the students proposed guidance and counseling for drug abusers, 15 (30%) proposed that drug abusers should be sent home to bring their parents, 14 (28%) proposed that they should be warned by headteachers, 10 (20%) proposed expulsion of drug abusers, 9 (18%) proposed that drug abusers should be suspended for some time, while 8 (16%) proposed that drug abusers should be given manual punishment.

5.3 Conclusion
Drug and substance abuse among secondary school students in Central Division of Embu District is on the increase. Among the students who took part in the study, 40% admitted that:

1. They were abusing various drugs, which is higher than the global proportion of 13.5% of youth aged 15-24 who have tried drugs like at least once as reported by the United Nations Office on Drugs and Crime (UNODC, 2000). This is despite the fact that, as revealed in the study, headteachers and teacher-counselors are aware that there are students who abuse drugs in their schools. This indicates that the efforts that schools have been putting in place to fight drug and substance abuse have not been working effectively.

2. Drug and substance abuse has led to increase in cases of indiscipline, as reflected through strikes, theft, truancy, sneaking out of school, disobedience to teachers, don’t care attitude among students, and general indiscipline.

3. On the overall, drug and substance abuse has led to poor academic performance in schools. Efforts need to be put in place to come up with more effective strategies of fighting against drug and substance abuse in secondary schools, and this leads the researcher to come up with the recommendations given below.
5.4 Recommendations

1. School administrators and the teachers should be more vigilant on inspecting students whether they are day scholars or boarders and minimize the frequency of students moving out of the school compound.

2. There is need for the teacher counselors to be in-serviced on skills and techniques of counseling drug abusers. As much as possible, the teaching workload of teacher-counselors should be minimized to enable them give ample time to guidance and counseling of students.

3. The community to be sensitized on the dangers of drugs and substance abuse on students and the role they can play in assisting schools to fight against the vice.

4. The government and government agents like NACADA and provincial administration officers should step up the fight against drug and substance abuse by banning erection of kiosks near schools and becoming more firm in dealing with drug traffickers.

5.5 Suggestions for Further Studies.

1. This study dealt with drug abuse among secondary school students. A study should be conducted in primary schools to find out the rate of drug abuse and its effects on pupils' discipline and academic performance.

2. A study on the impact of training of teacher counselors in guidance and counseling on their effectiveness in dealing with drug abuse among students.

3. This study only covered Central Division of Embu District. Similar studies should be carried out in the other divisions within the District to compare the findings.
REFERENCE


Daily Nation, March 19, (2004): *Abortion is Rampant among the youths*; Udoto P. pg 3


APPENDIXES

APPENDIX I

Students Questionnaires

Instructions to students

a. Do not write your name in this Questionnaire

b. The information you will give will be treated as confidential

c. Answer all questions as honestly as possible

d. Indicate your choice by use of a tick (√) where applicable.

NB Drugs and substance are substances other than found which by their chemical nature have effects on the C.N.S and functioning of the individual e.g beer, whisky, changaa, busaa, tobacco, cocaine and other medical prescriptions like aspirin, Valum, piriton etc

1. School ...........................................................................................................

2. Age ...........................................

3. Gender: Male [ ] Female [ ]

4. Where do you live

   Rural area [ ] Urban area [ ]

5. With whom do you live with?

   Father [ ] Mother [ ] Both parents [ ] Sister [ ] Others

   specify .................................................................

6. What is the current occupation of your parent(s), guardians e.g. a farmer, a teacher, nurse etc. ................................................
7. What is your parent/guardian level of Education?

<table>
<thead>
<tr>
<th>Level</th>
<th>father</th>
<th>Mother</th>
<th>Guardian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Secondary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SECTION B

8. Show by a ticking (✓) which of your family members abuse drugs and which drugs they abuse.

<table>
<thead>
<tr>
<th>Family Member</th>
<th>Alcohol</th>
<th>Miraa</th>
<th>Cigarettes</th>
<th>bhang</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Father</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mother</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sister</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brother</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

9. Do you know of some students in your school who abuse drugs?

Yes [ ]
No [ ]

10. If you know some of the students who abuse drugs, name any four drugs that are common in your school:

i. ____________________________

ii. ____________________________

iii. ____________________________

iv. ____________________________
11. What kind of drugs are you aware of?

- Alcohol [ ]
- Cigarette [ ]
- Khat (Miraa) [ ]
- Glue [ ]
- Others (specify) ..................................................

12. Have you ever tried any of the above drugs?

- Yes [ ]   - No [ ]

13. If your answer in the above question is Yes, which of the following drugs have you tried. Tick as appropriate

<table>
<thead>
<tr>
<th>Drug</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcohol (Beer, Busaa)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bhang</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Miraa</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others (specify)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

14. From where do students obtain drugs? Tick (✓) as appropriate

- From Parents [ ]
- From Shops [ ]
- From Hospitals [ ]
- From school workers [ ]
- Through school fence [ ]
- From Tout (Conductors) [ ]
- Other sources (specify) ..................................................

15. Which of the following reasons do you think and believe encourages students to take
and abuse drugs and substances. Tick as many as possible.

Reasons

1. Calm themselves down [ ]
2. Have a sense of belonging [ ]
3. Their parents abuse them [ ]
4. For curiosity [ ]
5. Most drugs are readily available [ ]
6. They have money (extra) to buy them [ ]
7. Any other reasons (specify) .................................................................

16. Indicate the prices of drugs commonly available within the school

<table>
<thead>
<tr>
<th>Kind of drugs</th>
<th>Cost in KES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local brews (Changaa, kumi-kumi)</td>
<td></td>
</tr>
<tr>
<td>Commercial ones e.g beer, Whisky,</td>
<td></td>
</tr>
<tr>
<td>Marijuana</td>
<td></td>
</tr>
<tr>
<td>Cigarette (SM, Roaster)</td>
<td></td>
</tr>
<tr>
<td>Miraa</td>
<td></td>
</tr>
<tr>
<td>Heroin</td>
<td></td>
</tr>
</tbody>
</table>

17. Which of the following do you think should be done to students found abusing drugs

Tick

1. Warned by the Headteachers [ ]
2. Punished to work in a school [ ]
3. Sent home to bring parents [ ]
4. Suspended for sometime [ ]
5. To be expelled from school

6. Others (specify)

18. What effects do you think abusing and taking drugs have on students and to the school at large? Give as many as possible

i. ____________________________ iii. ____________________________
ii. ____________________________ iv. ____________________________

v. ______________________________________________________________

SECTION II

5. Are you aware of any students who abuse drugs and enumerated on your school

Yes [ ]

6. Make notice of the drugs and the quantities sold by students in your school:

7. What methods do students use to obtain drugs they abuse?

1. From acquaintances [ ]
2. From home [ ]
3. From local market [ ]
APPENDIX II

Teachers Questionnaires

Dear comrades. As we are aware of the dangers and consequences drugs and substance have on our society and to the schools, it's indeed my pleasure to investigate how we can deal with this problem jointly with you. Your contribution will be highly valued and all the ethical considerations will be put in place as you respond to these Questionnaires.

1. Names of the institution

2. Gender

<table>
<thead>
<tr>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
</table>

3. Age

<table>
<thead>
<tr>
<th>25 – 30</th>
<th>31 – 40</th>
<th>41 – 50</th>
</tr>
</thead>
</table>

4. Category of the school

<table>
<thead>
<tr>
<th>Boys</th>
<th>Girls</th>
<th>Mixed</th>
</tr>
</thead>
</table>

5. Teaching experiences

<table>
<thead>
<tr>
<th>1 – 5 years</th>
<th>6 – 10 years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>11 – 15 years</th>
<th>over 15 years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SECTION B

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

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

7. Name some of the drugs and substances abused by students in your school

| i   | iii |

| ii  | iv  |

8. What methods do students use to obtain drugs they abuse?

<table>
<thead>
<tr>
<th>1. From students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. From Hospital</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. From local brewers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
4. Others (specify) .................................................................

9. What signs do students who abuse drugs portray?
   i. ..............................................
   ii. ...............................................  
   iii. ......................................

10. Which students are most likely to abuse drugs and substances.
    Form I [ ] Form II [ ]
    Form III [ ] Form IV [ ]

11. What is the home background of students who take and abuse drugs
    Rural [ ] Urban [ ]
    Slums [ ] others (specify) .................................

12. Is the problem of drugs and substance abused on increase in your school and other schools? Yes [ ] No. [ ]

13. If your answer in Q 12 is yes, give reasons for your answer.
    i. ..............................................
    ii. ..............................................
    iii. ..............................................

14. As a result of students taking and abusing drugs, what problems does your school experience?
    i. ..............................................
    ii. ..............................................
    iii. ..............................................
    iv. ..............................................

15. What challenges have you faced while addressing drug and substance abuse related problems.
    i. Opposition from students
    ii. Opposition from teachers
16. In your opinion, what actually predisposes students to taking drugs?

i. Psychological problems [ ]

ii. Boredom [ ]

iii. Domestic problems [ ]

iv. Others (specify) .................................................................

17. Drug and substance abuse has negative implications on students' discipline. What is your opinion?

i. Strongly agree [ ]

ii. I agree [ ]

iii. I don't agree [ ]

iv. I am not sure [ ]

18. What are some of discipline cases incidences that are implicated by the students' involvement in drug and substance abuse?

i. __________________________

ii. __________________________
APPENDIX III

Headteachers/deputi es Questionnaires

In this Questionnaire drugs are any substance other than food which by their chemical nature have effects on the C.N.S and functioning of their individual e.g. beer, whisky, changaa, gasoline and other medical prescription e.g. Like aspirin, piriton, valium etc.

1. Name of the institution

2. Gender Male [ ] Female [ ]

3. Age 25 -30 [ ] 31 - 40 [ ] above 40 [ ]

4. Category of school: Boys [ ] Girls [ ] Mixed [ ]

5. Teaching experience

   1 -5 years [ ] 6 -10 years [ ]

   11 - 15 years [ ] above 15 [ ]

6. For how long have you been in this station?

   1 – 5 years [ ] 6 – 10 years [ ]

   11 – 15 years [ ] above 15 years [ ]

SECTION B

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

Yes [ ] No. [ ]

8. Students who are likely to abuse drugs are from which form?

   Form I [ ] From II [ ]

   Form III [ ] Form [ ]

9. In your answer above, why do you think it's the case?

   i. ____________________________  iii. ____________________________
10. What problems has your school experienced due to drug and substance abuse?
   i. ____________________________  iii. ____________________________
   ii. ____________________________

11. Have you experienced any problem with addressing drug and substance related problems? Please give out some
   i. ____________________________  iii. ____________________________
   ii. ____________________________  iv. ____________________________

12. How many times do you allow students to leave the school compound within the term.
   i. Ones a week [ ] iii. Ones per term [ ]
   ii. Ones a fortnight [ ] iv. Others (specify) ________________

13. When students report back do you inspect them?
   Yes [ ] No. [ ]

14. How many times does the school conduct an impromptu inspection
   i. Once a fortnight [ ] ii. Once a month [ ]
   iii. Once per term [ ] iv. Others (specify) ________________

15. Give suggestions on how best you think the schools in Kenya can address problems of drug and substance abuse among students.
   i. ____________________________  ii. ____________________________
   iii ____________________________  iv ____________________________