

**IMPACT OF DRUG SENSITIZATION CAMPAIGNS ON ACHIEVEMENTS OF
STUDENTS IN SECONDARY SCHOOLS IN MUTOMO SUB COUNTY, KITUI
COUNTY, KENYA**

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DECLARATION

I declare that this work is my original work and has not been presented in any other institution of learning for any award. The references which include texts, tables, figures and pictures has dully been acknowledged and cited using the current APA referencing system and as per anti-plagiarism guidelines.

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DEDICATION

Dedication of this work goes to my love of life Celestine Wanza and children Winfred, Matuku and Kaleo for the humble period they gave me preparing this work.

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ABBREVIATIONS AND ACRONYMS

ADF	Australian Drug Foundation
AIDS	Acquired Immune Deficiency Syndrome
DNA	Drug Nexus in Africa
DC	District of Colombia
GOK	Government of Kenya
HIV	Human Immunodeficiency Virus
INCB	International Narcotics Control Board
KICD	Kenya Institute of Curriculum Development
MDGs	Millennium Development Goals
M.Ed	Master of Education
MOE	Ministry of Education
MOEST	Ministry of Education Science and Technology
MSSM	Modified Social Stress Model
NACADA	National Campaign Against Drug Abuse Authority
NDSHS	National Drug Strategy Household Survey,
NGOs	Non-Governmental Organisations
NIDA	National Institute on Drug Abuse
NSDUH	National Survey on Drug Use and Health
PGDE	Post Graduate Degree in Education
PhD	Philosophy of Doctorate
SCDOE	Sub County Director of Education
SCQASO	Sub County Quality Assurance and Standards Officer

SPSS	Statistical Package for Social Sciences
TSC	Teachers Service Commission
UNESCO	United Nation Educational Scientific and Cultural Organisation
UK	United Kingdom
UN	United Nations
UNCDP	United Nations Christians for Development Project
UNODC	United Nation's Office on Drug and Crime
US	United States
USA	United States of America
WHO	World Health Organisation
WHO/PSA	World Health Organization/ Programme on Substance Abuse

ABSTRACT

Drug abuse is recording an upward trend in most secondary schools in the country. To address the challenge, various approaches have been engaged to resolve the menace. One of the main strategies to combat drug abuse in schools is through drug sensitization campaigns. However, despite drug sensitisation campaigns student's achievement is still jeopardized by drug abuse. The general objective was to analyse the impact of drug sensitisation campaigns on the student's achievements in secondary schools in Mutomo sub county in Kitui County, Kenya. The specific objectives guiding the study were: To examine the impact of drug sensitisation campaigns on the school unrests, absenteeism and on the academic performance of learners in secondary schools and to establish strategies in place to improve drug sensitisation campaigns in order to improve learner's achievements in secondary schools in Mutomo Sub County. This study employed a concurrent triangulation research design. Mixed methodology was used during the study. The target population was 23 principals, 209 teachers, 6127 students, 12 chairpersons of youth campaigns groups, SCDOE and SCQASO totalling to six thousand three hundred and seventy- three. Stratified, simple random and census sampling methods were used to sample respondents of the study. The respondents were 7 secondary school principals, 68 teachers, 226 students, 4 chairpersons of campaign groups, one SCDOE and one SCQASO. The sample size was three hundred and seven respondents. Questionnaires and interview schedule were used to collect data. Data was analysed thematically where qualitative data was coded and categorized while quantitative data was coded and entered in the computer package for analysis using the Statistical Package for Social Sciences (SPSS) to produce descriptive statistics. The results of quantitative data were presented using pie charts, tables and bar graphs. Descriptive statements were used to present qualitative data. The study found that there was relatively low level of drug abuse in school. Drug sensitization campaigns in secondary schools had impact on the school unrests, absenteeism and academic performance although academic performance was average in most secondary schools in Mutomo sub county, Kitui county in Kenya. Strategies in place to promote drug sensitization campaigns lead to improved achievement of learners in secondary schools. The study recommends that all stakeholder to be involved and trained on ways of implementing drug sensitization campaigns so that it may be successful. The study further recommends for good rewarding systems, guidance and counselling and role modelling systems be rolled out in all schools to aid in the campaigns against drug abuse. The study further recommends on the infusion of contents on drug abuse in the curriculum.

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.0 Introduction

This chapter comprises of the following sub section: background to the study followed by statement of the problem, purpose of the study, objectives of the study and research questions. The section also includes significance of the study, delimitation and limitations of the study, assumptions of the study, theoretical and conceptual framework of the study and operational definition of terms.

1.1 Background to the Study

World Health Organisation (WHO) (2004) define drug and substance abuse as individual consumption of substance against the recommended medical or social provisions in a certain cultural setting. Drug and substance abuse cases cut across the population strata. Drug and substance abuse have greatly affected the youth especially those in adolescent stage and even those early childhood. It is however noted that despite drug sensitization campaigns all over the world, drug abuse still stands as a great challenge for the whole world (World Drug Report, 2014).

Globally, consumption of drugs in a way that doesn't fit health endorsement have had an upward trend (United Nations Office on Drug and Crime (UNODC), 2017). Drug use and drug disorders have surged upwards between 2006 and 2015 to have increased from 208 million to 255 million people for people aged between 15-64 years. The report further indicated that at least 250 million people aged 15-64 years had tasted drug once in their lives (UNODC, 2017). The World Drug Report (2014) noted that mortality death related to drugs abuse had increased.

The World Drug Report (2017) indicated those injecting themselves with heroine had increased sharply in Europe and America to 12 million people. UNODC (2010) reported that those who consume cocaine in Europe was twice within one decade from rising to 4.1 million in 2008 from 2 million in 1998. The increased consumption of cocaine has extended to Africa attributed to shift of demand and swapping of trafficking routes where cocaine. Surprisingly, bhang took lion share of the world's most extensively manufactured and used illegitimate substance which is grown in virtually all countries of the world. Bhang remained commonly used drug internationally by 183 million people by 2014 (UNODC, 2017). Bhang was noted to be smoked by 130 to 190 million people once by year 2010 (UNODC, 2010). It is noted although the drug sensitization campaigns have been all over the world it isn't bearing the expected results with drug users being on increase even among the school going children (INCB, 2016).

According to INCB (2014), the world population register indicated that those fighting alcohol use and its disorders was estimated to be 76.3 million people while causing 1.8 million deaths. UNODC (2014) projected that 15-year-old children who had taken alcohol were approximately nearly 185 million by end of 20th century (World Drug Report, 2014). The drug use should not be associated with men only. Women comprised of one third of global drug users (INCB, 2016). Globally, women who were consuming amphetamines were estimated to be 6.3 million while that consuming cocaine were approximately 2.1 million (INCB, 2016). Those who injected themselves were roughly 3.8 million women injected themselves which is 0.11 percent of all women in the world by 2010 (INCB, 2016). This is a clear indicator that even with strategies like drug sensitization campaigns, it has yielded little results.

Initially, Africa was just a transit point as the drug as the go to their destination but recently it has transformed to a destination market and key consumers of all categories of drugs. The change of trend to being consumers is due to availability of the drugs (INCB, 2016). The consumption of bhang has increased to 7.6 per cent which is double the world's mean of 3.8 per cent. Bhang production and use has increased in Africa and attribute to 14 per cent of bhang seized all over the worldwide. East Africa isn't spared as heroin consumption is on increase (INCB, 2016).

Drug use is on increase in Africa despite enormous efforts in place to mitigate the menace (UNODC, 2014). Despite drug abuse being felonious, some countries are transiting to being hubs of drug abuse (Narcotic Drugs and Psychotropic Substance Control Act, 1994). Kenyan government has positioned anti-narcotic police unit in all borders but still the effort has gained trifling success in mitigating the menace. Kenya as a developing country has faced axe of pestilence of drugs abuse and it's evidently clear that some hard drugs from Columbia are finding way to our country as they go to Europe (Mwenda, 2007). The concern is whether all efforts done on drug sensitization campaigns are bearing any fruits in relation to student's achievements in schools.

According to National Campaign against Drug Abuse (2007), most people in Kenya use licit drugs like tobacco and alcohol and use of hard drugs is minimal. There is notable sharp shooting prevalence of drug abuse in schools despite the drug sensitization campaigns which led to tremendous increase in anti-social behaviour and unruliness in schools in recent years (Kibet, 2013). Data by NACADA on mostly consumed drugs by students in secondary school indicated that 77% students smoked, followed by 68% who smoked bhang, miraa (khat) were rated at 61% with alcohol being rated at 58% on the level of

consumption in schools (Kibet, 2013). It was noted that 87% of the drugs abused was due to availability of the drugs, 84% peer pressure, 68% rebellion, stress 64% while 58% was due to parental absence, 42% harsh discipline with 26% due to academic pressure (Kibet, 2013). NACADA (2007) claims that one third of Kenyan high school students takes alcohol. Cigarettes take its share at 8.3% of students being smokers with almost one in every ten (9.1%) chewing miraa and about 3%, smoking bhang.

Drug abuse among learners in schools has jeopardized learning and achievement of learners in secondary schools. Achievement is used interchangeably in this research with word like performance and attainment of the learners which oxford dictionary defines as an act of accomplishing a set goal or doing something successfully. Most studies have focused on achievement of learners to imply academic performance yet it has multidimensional aspects which include: academic performance, co-curricular performance, aspects of discipline like compliance with school rules, excellent school attendance and school calmness. It should be noted that drug abuse has catapulted increased criminal activities like bullying, school unrest, chronic absenteeism, withdrawal from school and eventual poor level of academic performance especially on areas where drug sensitization campaigns have fallen on deaf ear (NACADA, 2007).

Need by government to go around the menace of drug and substance abuse called for Kenyan government to institute NACADA. The institution was given mandate to synchronize people and organization's efforts in mitigating drug abuse. It was authorized to come up with public sensitization campaigns and advance plans to minimize drug abuse among the youthful people (NACADA, 2001).

The nature of learner's behavior is linked to drug abuse in schools. School unrest is one of discipline challenges exhibited by learners due to drug abuse. Christians (2005) defines student unrest is any kind of violent actions which disrupts the normal learning in schools. Student tend to manifest discipline challenges in secondary schools which is portrayed fierce behaviours, pyromania, malingering, arson, throwing stones, sabotaging classes, destructive behaviours and riots in schools (Barasa, 2003). Ondigo, Birech and Gakuru (2019) observed that learners conduct in schools is questionable and linked drug abuse to adverse effects on consumers behavior. The researcher stated that the prevalence of these cases has been of great concern in all societies of the world since when the central function of our learning institutions is diluted it affected students and in return their attainment in schools. Mbuthia, Wanzala, Ngugi and Nyamogoba, (2020) confirmed that drug and substance abuse led to poor interpersonal relationships as most learners are hostile, rude, and aggressive, and like picking fights which are elements linked to increased schools' unrests.

According to MOE (2005) absenteeism is behaviour of children being out of school when they should be in school receiving instruction. Truancy from classroom and supplementary school related activities, possibility of dropping out of school and school-related hitches are concomitant with adolescents' drug abuse increase. There is witnessed high absenteeism and poor commitment to learner's schooling low level of commitment to education and high rated truancy which has compromised their performance in schools (Hawkins, Catalano & Miller, 1992). Mbuthia, et al. (2020) observed that learners who abuse drugs and substance do not attend classes regularly since drug use leads to impaired

mind, less endurance, absenteeism, poor health, poor performance in examinations and eventually school dropouts and equally poor academic performance in schools.

Alcoholism and drug abuse are closely associated with cognitive and behavioural problems especially among the youth which is a great quagmire to not only their academic performance but also mess up learning for their colleagues in schools. According to Ngesu *et al* (2008), effects of substance misuse to academic performance range from learners developing antagonistic characters, recurring headache, amnesia, downheartedness, anxiety, being easily petulant, over exhilaration, over apprehensiveness and loss of self-confidence. It is noted that all those retrogressive behaviours exhibited by students who abuse drugs affect general schooling of students in school. Mwangi *et al.* (2020) observed that drug abuse led to loss interest in academic work and prompts indiscipline in school which in long run affect performance of learners in schools. Drug sensitization campaigns are key to shunning drug abuse in schools (Ngesu *et al*, 2008).

Fight against drug and substance abuse has captured interests of many key players in education. The link between MOE and NACADA of late has yields some notable fruits. Drug sensitization campaign have been brought forth as one of the key aspects in mitigating drug abuse in schools and improving achievement of learners in schools. According to Mwangi *et al* (2020) there are various strategies which can advanced to intensify drug sensitization campaigns which include: instituting organizational policy to support drug sensitization, use of posters, video and other mass media tools, having forums at school to discuss on effects of drug abuse, peer counselling and regular guidance and counselling in schools.

The Kenya Institute of Curriculum Development (KICD) has come up with guidelines for training youth on life skills. Booklets with succinct information and favourable to youth have been generated to pass message on drug misuse (NACADA, 2007). The focus made by institutions like Kenya Education Management Institute (KEMI) has focused on preventive education training education managers on how to mitigate menace at school. The education managers as guardian of the school going children are sensitized in order to get adequate information on how to mitigate substance abuse in their schools.

Religious organisations normally hold meetings with religious leaders hold meeting and establish networks with NACADA, which aid in strengthening the awareness campaign amongst their enslaved audience. For instant in Nairobi area, Imams developed a palpable scheme of levitating sentience of drug and substance abuse among the Muslims in 2001. The Catholic secretariat followed in mapping plans of partnership on how education on drug abuse can be done in the Catholic Church (NACADA, 2007). NACADA in partnership with the media sector have launched public awareness programs in print and electronic media. NACADA went further to initiate a joint plan with Kenya Union of Journalists to increase drug sensitisation campaigns to go around the problem (NACADA, 2007).

However, despite the energized campaign against drug abuse, the trend shows an increasing abuse of drugs abuse especially among the secondary school going students which have jeopardized achievement of learners in many schools. Mutomo Sub County witnessed 9 secondary schools out of 23 having unrest with most of the blame being pegged on drug abuse, high absenteeism in schools and poor level of academic performance (Unpublished report by Mutomo Sub County Education Office, 2013). The wanting state

of indiscipline, challenged learning and dwindling achievement of secondary schools which doesn't match with the drug sensitisation campaign efforts being done prompted this study on the impact of drug sensitisation campaigns on learner's achievement in secondary schools in Mutomo Sub County, Kitui County, Kenya.

1.2 Statement of the Problem

One of big outcry among the youth is drug and substance abuse which have extended its wrath to school going children especially in secondary school who are in adolescent stage. The bigger proportion of youths are webbed in this menace of drug abuse which make them addicted. This in turn jeopardize safety, health and bring complications to the families leading to indiscipline and learning challenges among students in secondary schools (Ngesu, *et al.*, 2008). It has become a challenge of late as there are many learners in public secondary schools who are getting involved in consumption of illicit drug use (Mwenda, 2007).

Campaigns against drug abuse have been enormous in our country. NACADA which is charged with drug sensitisation campaigns have advanced their campaigns to secondary schools (NACADA, 2007). Churches, local administration, youth organisation have also taken pro-active approaches on these campaigns, with school going children being their soft target due to increasing indiscipline and poor student's achievements in school which are linked with drug abuse. The curriculum used in schools at all levels has topics on drugs misuse as a campaign plan to mitigate drug misuse. Mutomo Sub County has three Non-Governmental Organisations (NGOs) and 12 youth-based organisation and have churches plus local administration jointly working to combat drug abuse menace.

Schools also have stood tall by strengthening their guidance and counselling units to campaign against drug abuse and indiscipline in school which are becoming common feature in schools. However, despite all these campaigns still cases of indiscipline, compromised learning and poor achievement of students in secondary schools have been stirred by drug and substance abuse. Actually, according to Mutomo Sub County Education Office unpublished report (2013), Mutomo Sub County had school unrest and strikes in 9 out of 23 secondary schools which is approximately 40% of the schools. Mutomo Sub County was ranked last in academic performance in 2013 in Kitui County. In 2013, over 51 students were arrested and taken to Mutomo police station in connection with school unrest. Most of those students arrested were abusing drugs.

The expectation has been that since there are drug sensitisation campaigns in most schools, drug abuse would go down leading to improved academic performance, low level of absenteeism and unrests in schools. The case has been different in most secondary schools. Absenteeism is rated high with an average of 2 learners out of every 10 learners missing classes every week. Most secondary school have performed unsatisfactory for the last 10 years with only one school attaining the aggregate of index of more than 5.0 (Mutomo Sub County Education Office unpublished report, 2013). There has been no known study in the Mutomo Sub County on impact of drug sensitisation campaign and how it relates to various aspects of schooling like discipline, level of school unrest, level of absenteeism and academic achievement of learners. This research therefore was investigating the impact of drug sensitisation campaigns on learner's achievement in Mutomo sub county secondary schools in Kitui County, Kenya.

1.3 Purpose of the Study

The general objective of this study was to determine the impact of drug sensitisation campaigns on the learner's achievement in secondary schools in Mutomo Sub County, Kitui County in Kenya.

1.4 Objectives of the Study

This study aimed at achieving the following specific research objectives:

- i. To examine the impact of drug sensitisation campaigns on the school unrests in secondary schools in Mutomo Sub County.
- ii. To find out the impact of drugs sensitisation campaigns on the absenteeism of students in secondary schools in Mutomo Sub County.
- iii. To determine the impact of drugs sensitisation campaigns on the academic performance of students in secondary schools in Mutomo Sub County.
- iv. To establish strategies in place to improve drug sensitisation campaigns in secondary schools in Mutomo Sub County.

1.5 Research Questions

This study answered the following research questions:

- i. How do drugs sensitisation campaigns have impact on the school unrests in secondary schools in Mutomo Sub County?
- ii. To what extent do drugs sensitisation campaigns have impact on students' absenteeism in secondary schools in Mutomo Sub County?
- iii. To what extent do drug sensitisation campaigns have impacts on the academic performance secondary schools in Mutomo Sub County?

- iv. What are strategies in place to improve drug sensitisation campaigns in secondary schools in Mutomo Sub County?

1.6 Significance of the Study

Schools would utilise the study results to help the school to come up with school policy and programmes at school. These would help mitigate the challenge of drug and substance abuse in school. This will also address discipline and learning challenges related to drug and substance abuse in schools.

The study may be important to parents and teachers who are primary caregivers of secondary school going children. They would gain necessary knowledge on the best strategies they may put in place which would help mitigate drugs and substance abuse both at school and home. This in the long run would help in addressing discipline related issues and improving learning as well as achievements for high school students in general.

Through the study findings, it would be possible for the MOE to institute awareness campaigns. The campaigns would emphasize on prevention of drug and substance abuse using local leaders and stakeholders of educations to promote well-being of school going children and even general public. Other ministry which work closely with MOE like the ministry of interior and security and ministry of health may be beneficiary from this study in that they would gain insightful knowledge that would help in mitigating the menace of drug misuse among youth and general public.

The Government may use the conclusions and recommendations to sponsor the campaigns against substance in schools where aspects like drug abuse may be infused in the curricula of secondary schools addressing concerns on the drug and substance use. This study would come up with repertoire of knowledge to the construct of drug sensitisation campaigns and

achievement of learners in schools. This would help in forming basis for informing and guiding future research in this field.

1.7 Limitation and Delimitation of the Study

1.7.1 Limitation of the Study

The study was limited in various ways: First, the researcher encountered challenge of getting data due to sensitivity of data required in this study. This made some of the respondents uncomfortable to give out the data. This is because some of questions were thought to exposing them and some students thought it might be used by the office to their detriment. To address the challenge, research had to reassure the informants of confidentiality while handling the data and had to brief all respondents before engaging them in the study and in long run they gave reliable information.

Secondly, the researcher experienced challenge on reviewing literature. This is because the topic is not adequately studied in the local context. This challenge was addressed by reviewing relevant empirical studies done in developed countries and linking it with the local context. The research was further conducted only in public primary schools and didn't involve private primary schools which are managed differently. This implies that the results obtained in this study may not be generalized in private schools.

Lastly, some respondents were not very cooperative during the study. They thought giving some information was like exposing institution's weakness especially for schools which were performing dismally. To go around this challenge, researcher took time to clarify to informants on nature of this study and encouraged them not to indicate their identity for anonymity.

1.7.2 Delimitation of the study

This research was conducted in secondary schools which are public in Mutomo only in Kitui County only. There are twenty-three schools and it is only 7 schools where the research was conducted. This made the research easy to manage and tenable in terms of cost involved during the study. Schools owned by individuals or private entities won't be part of research Private school were not included in the study because they are administered differently and they are treated more of business to the proprietors and they enrol only parents who are able to pay.

The study focused on drug sensitization campaigns and learner's achievements in secondary schools. Any aspect outside the aspects of achievement of students like academic performance, school unrests and absenteeism will not be addressed in the study. Lastly, the study research design encompassed a method that collected and analysed qualitative and quantitative data concurrently at the same time over a short period of time. This meant that most of the data was cross section which was achievable over a short period of time.

1.8 Assumptions of the Study

The research has assumption that data obtained from the respondents was true and correct. It was assumed during the research that drug and substance abuse mainly depended on social and economic factors and there are challenges on the sensitization campaigns against drug and substance abuse in secondary schools. It was also assumed that the informants were ready to participate and cooperate in the research by willingly provide accurate and true information.

1.9 Theoretical and Conceptual Framework of the Study.

1.9.1 Theoretical Framework of the Study

This study was anchored on Modified Social Stress Model (MSSM) theory which was advanced by Rhodes and Jason (1988). The theory was later improved by World Health Organization/ Programme on Substance Abuse (WHO/PSA). The improvement took in to account the effects of drugs, the individual reactions of the people to drugs and additional setting including culture, environment and social variables.

The key tenets of this model is that in order to mitigate drug and substance abuse we need to bring forth reflection of two aspects. First, identification of elements that upsurge the jeopardy of emerging of the problem and secondly means that lessen the influence of these factors must be established. The theory conceded aspects that inspire drug abuse are referred as risk factors while factors that diminish likely of people abusing drugs are referred as protective factors. The theory elucidates that we need to up scale the protective factors and at the same time weaken the risk factors in order to improve achievement of the students in schools.

This model alludes that whenever there is sky rocketing number of risk factors in an individual's life, such personality is likely to exaggerate consumption of drugs and in return lead to increased drug and substance abuse. The theory further indicates if there are more protective factors, people would thwart the possibility of being involved in drug and substance abuse. Protective factors entail people being highly allied to people in their family, peers and institutions like religion and schools. Resources in the vicinity which address peoples' emotional and physical needs also are noted to work smart in mitigating

craving of drugs. These resources range from people who offer religious instructions, guidance and counselling services, good role models and drug campaigns teams.

This theory intimates that it is when you address both risk and protective factors concurrently it is easy to understand drug abuse well. The context is paramount when strategizing on how to preclude or cure aspects related to drug abuse. When we understand the risk factors we can tirelessly work in frustrating the risk factors as well as embracing and strengthening the protective factors. It is however noted despite efforts by Rhodes and Jason's model explaining what attracts young people to use or not to use drugs, it is not exhaustive and conclusive. There are other dummy factors which are not brought forth which can influence drug and substance abuse in schools depending on the environmental context of the family, school or community which might be not exhausted.

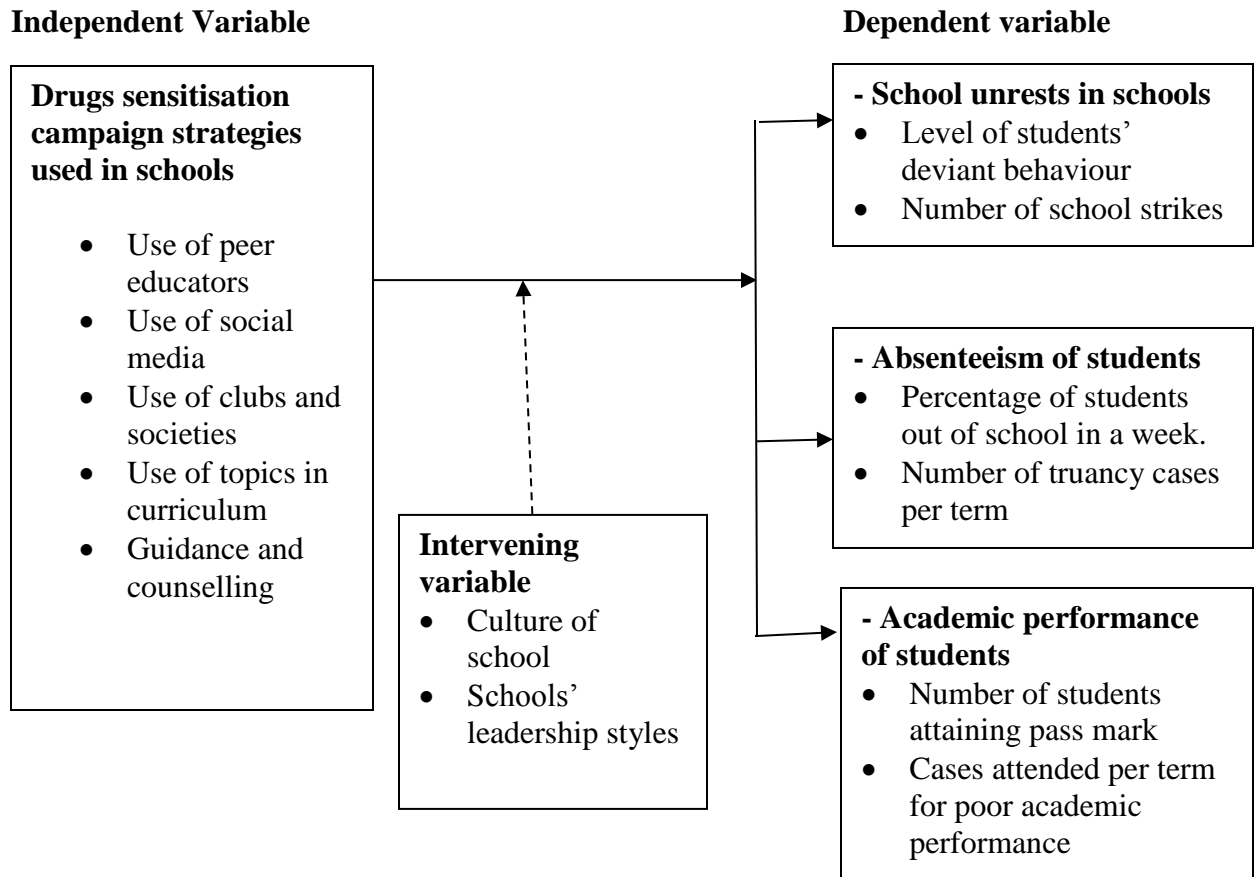
This model succinctly clarifies on the strategies used to sensitize students on the dangers of drug abuse in schools and examine the sensitization campaigns that are used to address the problem and how they influence achievement of students in secondary schools. The drug sensitization campaigns methods used should not aim at mitigating all fertile ground that will encourage learners to engage in drug and substance abuse (risk factors). It requires proper understanding of those risk factors so that as we do the drug sensitization campaigns their root cause can be addressed in totality.

It is important to note that drug sensitisation campaign strategies are one of the protective factors and require to be increased in order to go around the issue of drug sensitization campaigns in schools. Drug sensitization methods identified include use of peer educators, use of clubs and societies, use of social media and use of topics in the curriculum on drug

sensitisation tried to give information on the reasons which may influence drugs abuse (risk factors). It further gave information on how the drug may affect learners in their achievement in schools like school unrests, academic performance, absenteeism, and strategies that can be employed to mitigate the abuse of drugs where drug sensitisation campaigns strategies take centre stage. The model would guide this study by informing both independent variable of the study (drug sensitization campaigns) and tying it with dependent variable that is achievement of students in secondary schools.

1.9.2 Conceptual Framework

Conceptual framework shows how study variables relate to each other as it has been conceptualized by researcher.



Source: Author, 2016

Figure 1.1: Conceptual Framework

Figure 1.1 shows how the independent variable (Drug sensitisation campaigns) relates with the dependent variable which is achievement of students in secondary schools. Indicators of dependent variable that is achievement of students in secondary school which include school unrest, absenteeism in school and academic performance was investigated to see how they are affected by the independent variable (Drugs sensitisation campaigns). Strategies used in drug sensitisation campaigns such as use of clubs and societies, use of peer educators, use of social media, use of topics in the curriculum, guidance and counselling was assessed on how they influence students' achievement in secondary schools. The intervening variables which include school leadership styles and culture of the school interplay with independent variables to determine the success of dependent

variable but for the case of this study it was assumed that its effects were held constant and were not considered for analysing whether they influence the dependent variable.

1.10 Operational Definition of Terms

Absenteeism It is behaviour of children being out of school when they should be in school receiving instructions.

Abuse It is use of drugs and substances for a purpose rather than for medical purpose as prescribed by the medical practitioner which may affect how body works.

Academic Performance This is the ability of learners or students to meet school learning targets in terms on what learners should achieve by going through formal learning process in classroom.

Achievement It refers to attainment or performance of students in various aspects of students in process of learning. It may mean ability of learners to accomplish a certain set goal successfully. To this study its ability to go around challenges of school unrests, absenteeism and compromised academic performance in schools.

Campaign Refers to a series of actions or events that are meant to achieve a particular result.

Deviant behaviour Refer to behaviour that is not acceptable and going against the school expectation of rules and regulations.

Drug/substance abuse Consumption of any chemical or drug for a purpose that deviates from prescribed medical purpose.

Drug sensitization campaigns Method used to inform people or students on dangers associated with using of drugs in schools and how it can affect their health and healthy learning and achievement in schools.

Impact It is the influence or change brought about by making people informed on drug and substance abuse.

School unrests It is any kind of violent actions which disrupts the normal learning in schools. It can be through sabotaging classes or destructive behaviours like throwing stones, arson, bullying and riots in schools.

Sensitization Making people informed on jeopardy associated with use of certain drug so that they may be responsive to it.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter involves review of literature on the impact of drugs sensitization campaign on achievement of students in secondary schools. It entailed drug sensitisation campaigns and the school unrests in secondary schools, drugs sensitisation campaigns and the absenteeism of students in secondary schools, drugs sensitisation campaigns and the academic performance in secondary school, strategies in place to improve drug sensitization campaigns to improve achievement of students in secondary schools and research gaps.

2.1 Drug Sensitisation Campaigns and the School Unrests in Secondary School

According to Christians (2005) student unrest is any kind of violent actions which disrupts the normal learning in schools. It can be noted through throwing stones, sabotaging classes, destructive behaviours like throwing stones and riots in schools. United Nation Educational Scientific and Cultural Organisation (2010) noted that education should be treated as basic need for each child. Millennium Development Goals (MDGs) also reaffirmed its intentions of ensuring education is achieved by everyone by year 2015 (MDGs, 2009). Education is paramount in the development and posterity of any county. Drug abuse is however noted to be challenge to realizing education among the students. This translates to if drugs sensitisation campaigns are put in place it may be a relief in terms of schools abusing drugs thus reduced riots and unrests in schools.

School unrest is associated with effects on academic achievement of learners. Abdi (2005) investigated effects of unrests on academic performance and concurred that learners'

insurgences in learning institutions were sky rocketing not only in Kenya but in the entire world of late. He alluded that most unrests in learning institutions had connections with drug and substance abuse among the learners. Earlier study by Siringi (2003) asserted that Kenya in the entire globe was at the apex of countries affected by students' unrest and discipline related challenges in 2003 and 2004 and it was squarely linked with drug and substance abuse.

Study done by Mwanzia and Mudi (2005) which involved interviewing students immediately after engaging in school rampage and turmoil noted that most students claimed substance abuse was to blame had lion share in the dwindling discipline and achievement of students in learning institutions. Bhang, an illegal drug shared a big blame as the cause of the school unrest. A separate study by Nyaga (2001) and Santrock (2001) indicated that learners who abuse drugs display some attributes which can jeopardize learning and lead to unrests which range from students' displaying watery eyes and nose, inaudibility, impulsive temper, inattentiveness, insolence and poor concern on education matters. They noted that key to success in combating school unrests and violence is through proper drug sensitisation campaigns. From the previous study, they concur that drugs abuse lead to increased school unrest and drug sensitisation is a solution but from the previous experience despite the campaigns still it's yielding little success and unrests in school still haven't reduced to considerable level.

Mathu (1996) also conducted study on indiscipline in secondary schools in Kenya and studied on multiple indiscipline in Gatamaiyu High School in Kiambu. The researcher assumed behaviour is observable measurable and it is practically controlled and literally all this is practically possible on schooling habits. Researcher clarified on types of

indiscipline in schools and reasons why institutions have been unable to control cases of indiscipline in schools. Drugs are noted to be key player in influencing discipline among students in secondary school and thus appreciating drugs sensitisation campaigns in going around issue of drug abuse. There are cases of children who don't abuse drugs but are team leaders on school unrests and violence which creates a gap which this study will try to link. This mean even the drug sensitisation campaigns won't have fruits to children who have violent character and don't abuse drugs influence their discipline and their achievement in schools thus need for the study.

Students' indiscipline how it relates to poor achievement which is linked to drug abuse is well documented (Lumiti, 2005). Phenomenon of school unrests and high indiscipline cases are common theme in most schools (Mwanzia & Mudi, 2005). Barasa (2003) while studying on discipline challenges indicated that learners may portray indiscipline through disorderliness, poor decision, absenteeism, ferocity, arson, truancy, dishevelled hair and over use of clothing for long time. He claimed that such attributed have had bearing on school discipline and tranquillity which are undergoing hard test by drug and substance abuse and in return affect learner's learning. He further appreciates the value of drugs sensitisation in addressing indiscipline and school unrests and mitigating all anti educational attributes that challenge better academic achievement of learners in schools.

It is illegal to use and be in possession of drugs among school going youth. This is attributed to fact that drug abuse and delinquency are intimately linked. The solution to this menace is exposing school going children to the juvenile justice system resulting to many young people engaging in such behaviour (Wilson & Howell, 1993). It should be noted that drug abuse and delinquency jointly exhibit dynamics like hitches, destructive peer groups, lack

of vicinity social controls and increased cases of physical or sexual abuse among learners (Hawkins *et al.*, 1987). Violent and income-generating crime by youth is common element associated with drug and substance abuse. Drug abuse among the adolescence people result to increased cases of gangs, drug trafficking, prostitution, and youth homicides. It's important to note that, if drug sensitisation campaigns are employed proper awareness put in place it will lead to reduced school unrest and violence by students (Wilson & Howell, 1993).

According to Achieng (1996) whenever there is unresolved disagreement which go unresolved, it elicits unrests and strikes among students. He noted that more boys' schools get involved in strikes than girls' schools which target teachers and property in the school. It is noted one way of managing strikes and school unrests is through drug sensitisation campaigns which will make the students be aware of drugs thus shunning drug and substance abuse (Makinde, 1993; Curcio & First, 1993; Mathu, 1996).

It is evident from most studies that drugs and substance abuse is linked with school unrest and strikes. However, most studies in unison concur that drugs sensitisation campaigns to be key in influence discipline in schools and learners' achievement generally. It is of great importance to note despite efforts done in some school to campaign on drugs and substance abuse, the trend isn't yielding expected level with even some school despite the campaigns still recording high cases of indiscipline which leaves a gap which this study needs to unveil.

2.2 Drugs Sensitisation Campaigns and the Absenteeism in Secondary Schools

According to MOE (2005) absenteeism is behaviour of children being out of school when they should be in school receiving instruction. Drug abuse has been noted as one of the main factors contributing to absenteeism in schools. According to Barasa (2003), schooling challenges may occur by students manifesting violent behaviour on top of absenteeism and truancy is spotted as one of main challenge. Normal operations are disrupted in schools and absenteeism in most schools is witnessed when schools attempt to punish drug abusers to thwart the situation and redirect their energy in other activities in the schools. Drug sensitisation campaigns are seen as great solution to these anti-educational characters although the extent to which these campaigns are done is not bearing the right fruits.

The way school is organized has a connection with absenteeism (Mwangi, 2003). He contended that when school environment infuses reward system to appreciate excellence in academics and discipline among teachers and learners it promotes compliance and shrinks cases of absenteeism in schools. Rwamba (2004) argued that when democratic space and leadership is not guaranteed and there is lapse in communication, it's a strong ingredient to absenteeism among pupils in schools. He advocates for improving relationship of learners, teachers and school administration to mitigate challenge of absenteeism in schools. It should be noted that when most students abuse drugs and unless they are well informed through activities like drug sensitisation campaigns they will not leave the truant character and thus affecting their school attendance.

Study by Ngesu *et al* (2008) indicates that self-discipline and motivation is necessary ingredient for learning which is noted to be worn down by drugs abuse. Learners'

attendance is noted to be compromised by drug and substance abuse. Drug use is associated with truant and dropping out of school. A research in Philadelphia indicated double frequency of drop outs from school than student who don't take drugs. If proper remedy is not taken against drug abuse through drug sensitisation campaigns bulging cases of school unrest characterized by proper interference and learning malady will be evident in most schools in Kenya (Ngesu *et al*, 2008).

School administrators of most public secondary schools are challenged in their professional, social, and academic aspects while working relentlessly to give a red card to this disparaging quagmire of drug abuse among learners in school (MOE, 2003). It is noted these challenges are prompted by school environment, level of training on how to handle substance abuse cases, and the magnitude to which the menace has sunk among the learners and other contingent factors. It is noted that the bulk of the school administrators who don't abuse drugs and may not have experience of them and may even not know how substance smell or look like. It was further noted that since students don't stay with teachers always especially day scholars who are not always under confine of the teachers when at home. It is noted that lack of time for drug sensitisation campaigns measures may lead drug abuse hence absenteeism has been very rampant.

According to Steinberg (2003), drug and substance abuse influence truancy and delinquency of children directly or indirectly since concentration reduces drastically hence increasing boredom among school going children hence making students to be truant. They lose interest in school work and extra curriculum activities which affect attendance in school where children absent themselves from school. It is noted that through drug sensitisation campaigns it will help reduce drug abuse and its effects like absenteeism

which is more pronounced in schools. It is however noted that most studies have focused on absenteeism as effects of drug abuse with little being done on exactly how drug sensitisation campaign influence absenteeism which this study need to unveil.

2.3 Drugs Sensitisation Campaigns and the Academic Performance in Secondary Schools

When the learning environment is safe and conducive, students better their learning and achievement is guaranteed in our secondary schools. Drugs and substance are one of the factors that limit student's ability to perform well. One sure way of managing it is through finding ways of mitigating drug abuse where one of them is drug sensitisation campaigns. Discipline is well thought-out vibrant concept which assure better academic achievement of learners and even success their future endeavours as reported by Mumo (2004) in his research study on student unrests and indiscipline. It was noted that even students succeed in their after-school life with good academic qualification and they don't have blend of good foundation of discipline they tend to be unproductive and less useful to themselves, their families and the society. It was eluded that there was positive relationship between discipline and academic performance where a consensus was reached that well-disciplined students perform well educationally.

For schools which don't have drug sensitisation campaigns as one of tools of mitigating drug abuse which study note is serious challenge to schools, performance will be compromised. Eshiwani (1993) conducted similar study which indicated that discipline is core in influencing academic performance of students where drug and substance abuse is noted as main factor affecting academic performance in secondary schools. It was noted

drugs sensitisation campaigns will be core in reducing drug and substance thus improving on learner's academic performance.

Effects of drug and substance abuse on learning and performance in secondary school are undisputed. Ngesu et al (2008) identifies various effects of drug and substance abuse not only to learning, academic performance but also to general life. The effects on learning noted includes learners developing aggressive behaviour, depression, anxiety, being easily irritable, often nitpicking of headache, amnesia, over enthusiasm, over apprehensiveness, loss of poise which place learning on jeopardy state. All these effects adversely affect learning. If proper campaigns against drug abuse are done it will make learners shun drug and substance abuse thus influencing academic performance positively in schools. It should be noted that academic performance is not affected by drug abuse so studying drug sensitisation alone may create gap which future study should bridge.

Stemberg (2003) study concluded that drug abuse affects students' concentration span which will drastically reduce their performance in schools. He notes that students lose interest in school activities. Absenteeism increases in school making students to take long time to complete their education cycle. When students are netted to menace of drug abuse their thought process diminishes creativity down grades and development of requisite skills and knowledge is diminutive. Student's ability to realise and tap their hidden treasures and potentials is jeopardized. This in turn affect their ability to perform well in learning institution and there after their career development. It is noted that drug sensitisation campaigns to kill off drug abuse may be important and in long run leading to better academic performance.

Research by Leadership (2004) indicated that people who take alcohol have poor memory by 10% compared to people who don't take drugs. In schooling context learners who obtained best grades had consumed less or no alcohol. Study further showed that there is direct correlation between absenteeism from school and alcoholic consumption. The study also shown that high school students who took drug often drop out of school five times more than their counter parts who did not take drugs. This implies that when proper drugs sensitisation campaigns are put in place students will shun the habit thus concentrating and performing well in secondary schools. Study further show that those students who feel well treated by teachers are socially involved in campaigns on drug abuse is likely to take less drink and thus performing well in schools (Louw, 2001).

Children who are exposed to drug abuse tend to have low self-esteem. Students with low self-esteem try to re-establish themselves and if they are not guided properly they may engage in anti-educational escapist behaviour especially drug and substance abuse in order to cope. A study by Merki (1993) postulates that when students do not value themselves, they turn to drug and substance abuse. Drug sensitisation campaigns is seen as solution to drug abuse as students will understand themselves better and thus shunning from drug and substance abuse thus performing well in schools. Through drug sensitisation campaigns learners become aware of effects associated with drug abuse and thus reducing drug and substance abuse and performing well in schools.

It's worth noting that drug sensitisation campaigns have been noted to key in influencing academic performance in secondary schools. However, most studies have focused on effects of drug abuse on academic performance and drug sensitisation campaigns being taken as one of the remedies that will lead to better performance. No single study has

correlated drug sensitisation campaigns and academic performance directly which this study will be investigating.

2.4 Strategies in place to Improve Drug Sensitisation Campaigns in Secondary Schools

Drug sensitisation campaigns are one of the tools that can be used to mitigate drug abuse in learning institution. This in turn help to promote achievements in secondary schools. When drug sensitization campaign is properly organized, it makes learners change their behaviour and shun drug and substance abuse which is great quagmire to learning in schools.

Drugs sensitisation campaigns take leading role in improving learning and achievement of learners in schools. Most learners in secondary level are in adolescent stage a critical transitional stage to adulthood which is characterized by a lot of hormonal changes, peer groups pressure which may prompt many students to drug and substance abuse. Imbosa (2000) while conducting research in six boy's secondary schools in Nairobi tried to succinctly find schemes and platforms employed in the schools to upsurge drug education and restraint their abuse in schools. The target population was both teachers and learners. They study found that drug abuse was complex phenomenon in schools which is instigated by multifaceted reasons ranging from low parental commitments, melancholy, nervousness and low self-esteem. The study further recommended use of proper guidance and counselling to mitigate the menace. Despite structuring guidance and counselling being key strategy during campaigns, it is noted that some schools despite having guidance and counselling as drug sensitisation campaigns still drug abuse is rampant which is creating a gap which this study will try to investigate.

Guidance and counselling should be structured and planned for a successful drug sensitisation campaign (Otieno, 2005). He noted that most students are in adolescence stage and are pigeonholed by extreme physical, psychosomatic and emotional changes. This calls for well proficient guidance and counselling person to give concise direction and give learners realities on drug abuse instead who allowing them to decide for themselves in a free-range way. This leaves learners in an informed position which make then shun drug and substance abuse easily.

According to Ministry of Education (2003) proper training is core strategy of drug sensitisation campaigns among both learners and teachers. Training use experiential techniques and participatory methods comprises behaviour dry run, competence augmentation strategy through homework assignments, protagonist playing, demonstrations, role sculpting, response and reinforcement. They may also organize for focus group discussion which may entail brainstorming, buzz groups, debate which help learners acquire knowledge to make informed decisions. MOE advocate for networking and collaboration with parents, school boards, law enforcement officers, health sector and NGOs in training on issues concerning drug abuse. Schools should also engage social workers and counsellors to help in mitigating drug abuse. The trained personnel engaged in battling out drug abuse should ensure they relief the pressure that led to learners' failure in order to go around issue of drug abuse successfully.

There should be deliberate move by the government to train teachers especially those who show enthusiasm in working with the learners. The schools should be in position to address the diverse needs, abilities and talents of the learners. There should be succinct and specified rules governing drug abuse remedy which include strong corrective action.

Learners need to get informed on the wrath associated with drug abuse on their schooling which will initiate need to be keep off the habit. Students need to be energized to resist drugs and coax those abusing drugs to put a halt to be habit by seeking help and report drug abusers to the school's administration so that they can address the challenge in totality (MOE, 2003).

According to Towers (1987), teachers influence how learners perceive things and impact knowledge to them. Teachers infuse drug abuse prevention strategies in the subjects they teach at school which complement well with drug sensitisation campaigns programmes in the school. They tend to restructure their activities such that they incorporate aspects of decision making among students. Teachers extend their tutorials to issues related to reporting cases of drug abuse. These extensions may include informing school committee on cases of drug abuse existing and how to how they can express concern to student exhibiting drug and substance abuse characters (Towers, 1987).

Drug sensitisation campaigns require joint efforts by all stakeholders when executing drug sensitisation campaigns strategies so that the information may reach all the target population well. School should endeavour to ensure school principals involve all stakeholders to support the intervention strategies (Towers, 1987). Head of institutions need to involve teachers in planning how to fight the menace and elaborate to parents on roles of teachers in the scheme. School principals should ensure there is follow up activities to ensure the strategies succeeds.

Students need to be involved in various drug sensitisation programmes if the campaigns have to bear fruits. Students need to be involved in programmes like 'saying No to drug

abuse'. This will entail having drug abuse prevention program that accentuates training students to battle peer pressure by knowing details for not taking drugs (Lachance, 1985). Refusal to take drugs may employ approaches like role modelling, taped practice, and decisiveness training. There should be policy to give guidelines on how various methodologies should be engaged (Lachance, 1985). It is noted through involvement the drug sensitisation campaigns may gain mileage than when it is like a program being imposed to the students.

The U.S. Department of Education (1986), notes that policy determines the approach to be used in prevention of drug abuse and sensitisation campaigns on drugs which influences the level of discipline and performance in schools. There should be deliberate collaborative plans to engage parents, school boards, health facilities and other people of interests in the society to ensure they contribute to success of the programmes. It further endorses that school administration need to have clear, consistent policies which clarifies drug felonies, significances, measures and how drug sensitisation campaigns need to be instituted. It is further advocate for proper training of teachers on these programmes. Policy is noted as core in facilitating drug sensitisation campaigns by giving direction. It's noted that most school do not have drug abuse prevention policy thus the drug sensitisation campaigns are not guided well thus this study will try to unveil whether drug campaign strategies may be influenced by policies.

All stakeholders need to be involved in planning and implementing drug sensitisation campaign programmes in schools. The menace of drug abuse should a community issue and not be relegated to only few institutions like schools, churches, police, courts,

psychologists, psychiatrics and social workers (NACADA, 2004). Every member of the society should take the challenge as their own challenge even if it is not affecting their children. They should deduce strategies of putting a halt to drug abuse, seek assistance, report those abusing and selling drugs to the minors to parents and school authorities and lastly establish rehabilitation programmes for drug dependent persons.

According to Ministry of Education (2003), improvement of school effectiveness and achievement of excellence in education is vested on the school administration. Such head of institution need to be acquainted with leadership skills and personal qualities which offer course of actions and an incentive towards achieving their goals in the school. The principals have duty to offer an advantageous milieu for the students' growth and improvement and need to be aware of the factors which affect students. This is noted to contribute towards curbing drug abuse in schools which in turn will help improve discipline, learning and achievement among students as they are aware of the trends in drug abuse and they can employ proper strategies that will help mitigate use of drugs.

There is need to use suitable media in communicating to students on drugs during drug sensitisation campaigns. Botvin and Griffin (2003) elucidates that drug sensitization campaigns are considered as limited communication from the source to the audience. They categorized it to be using some techniques including fear-inducing techniques geared towards detaining the attention and terrifying individuals to shun drugs and alcohol use. Some approaches that can be used may include use of Information and Education Communication (IEC) materials such as brochures, posters, lessons on treacherous impact of drug abuse, campaign T-shirts, video films enumerating negative concerns of drug abuse. Perkins and Craig (2002) conducted a study at Washington States University and

reported use of posters, electronic media and interactive Web site components in addition to using class projects and curriculum. They indicated that 21 percent of lessening in drinking increases in the freshman year, a 56 percent to 46 percent reduction in spree drinking campus wide, and decreases in alcohol-related arrest rates over four years. These results unswervingly decreased over a five-year period and also university instabilities had declined with dwindled abuse of drugs. Placements in the mainstream media can attract responsiveness from influencers and policy makers, which is useful for subsidiary and media activism strategies.

It is imperative to note that strategies need to be put in place to improve on drug sensitisation campaign hence ensuring discipline and achievement among students in schools. However, it is noted in the area of the study that very few strategies have been combined, this mean the campaigns have born little fruits thus this study will try unveil how these strategies can be optimally used to improve drug sensitisation campaigns in secondary schools.

2.5 Research Gaps

During review of empirical literature, there were notable gaps noted while examining the influence of drug sensitization campaign on the achievement of learners in secondary schools in Mutomo sub county, Kitui county, Kenya. First, there was contextual gaps in that most of the studies where most studies were done in developed economies like Europe and Asia which are advanced in terms of how they conduct their drug sensitization campaigns strategies. These countries have different cultural orientations which may be

different from the Kenyan context. This will limit generalization of results to other contexts.

It has been noted that most of the studies done in drug and substance abuse are non-school going child. Such literature cannot be replicated to school going children and on aspects of school achievement which are investigated and how they relate with drug sensitization campaigns. This sets a gap which this study will investigate.

They have not addressed directly issues of high school students and strategies that can be used specifically for high school students and how it directly influences learning and achievement among students in that specific level on areas like school unrests, absenteeism and academic performance. This has created gap of knowledge on the existing studies which the study needs to address other aspects which can be influenced by drug sensitization campaigns.

Lastly there are methodological gaps noted while reviewing the existing studies. Some hitherto studies used only qualitative research methods only which lacks ability to do inferences while other studies used inadequate sample size which was not even amenable for statistical analysis. The some other studies used convenience sampling which is non representative unlike this study which used simple random sampling and census which had good representation of the population.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter comprises of the research design and research methods, location of the study, target population, sampling procedure and sample size, research instruments, pilot study, instruments validity and reliability, data collection techniques, methods of data analysis and logistical and ethical consideration.

3.1 Research Design and Methods

3.1.1 Research Design

The study employed concurrent triangulation research design. Crosswell (2003) defined concurrent triangulation as research design which utilizes two or more approaches to approve, cross-validate or validate findings within a study. This design used combined approach where both qualitative and quantitative data collection methods in the same study. Data was analysed disjointedly and fused afterwards. The techniques used interweaved qualitative and quantitative data to come up with inclusive analysis of the research problem. Justification of using concurrent triangulation design is to ensure weakness of using one method is overcome with the strength of the other method. It allowed collection, analysis and interpretation of both qualitative and quantifiable data at the same time.

The study tried to probe how a drugs sensitization campaign which is independent variable influences the achievement of students in secondary school which is the dependent variable of the study. The elements of independent variable that were investigated were aspects of

drug sensitization campaigns in schools and how they influenced achievement aspects like school unrests, absenteeism and academic achievement of students in secondary schools. The unit of analysis were public secondary schools.

3.1.2 Research Methods

Research methods are approaches or processes used to collect, analyse and interprets data in a research study (Creswell, 2003). This study employed mixed methodology which intertwined qualitative and quantitative approaches. Sekaran and Bougie (2016) recommends that an ideal study should incorporate more than one methodology to enhance the study and deliver optimal results. Combining more than one research methodology gives insights that may be overlooked by single research method. It also enables a researcher to be flexible and be in position to accommodate both qualitative and quantitative data. This helps in contributing more to knowledge, theory and practice (Niglas, 2008). Qualitative research methods involve an inquiry that sought clarification to various questions, uses predefined set of procedures, collects proof and produces verdicts that are not resolute in advance. They are also effective in defining imperceptible factors such as; social norms, social economic status, gender roles and religion (Denzin & Lincoln, 2000). Quantitative research methods addressed an exploration that sought to confirm hypothesis about phenomena, use highly designed method such as; questionnaire, survey and structured observations (Denzin & Lincoln, 2000). Combination of qualitative and quantitative methods allowed analysis of data statistically to give inference and give descriptive statements.

3.2 Location of the Study

This study was done in Mutomo Sub County, Kitui County, Kenya. Mutomo Sub County borders Ikutha Sub County to the South, Kisasi Sub County to the north, Mutito Sub County to east and Lower Yatta Sub County to west. Its headquarters is located about 70 km south Kitui town which is Kitui County's headquarter and 230 km from Nairobi. The study was done in Mutomo Sub County because it is the leading sub county in drug abuse in Kitui County in 2013. By 2013, it also registered highest number of school unrests and it performed poorly academically in K.C.S.E 2013 among the 16 sub counties in the county (County Educational Office unpublished report, 2014). Actually in 2013, 9 out of 23 schools which had strikes and unrests, most blame was placed on drug abuse. It was noted that despite combined efforts on drugs sensitization campaign by churches, N.G.O and schools through guidance and counseling and local administration in the sub county; still drug abuse associated effects on learning is still evident in the sub county. Since there is no known study on this topic had been done in this area this motivated researcher to carry out this study.

3.3 Target Population

Target population is large population from whom respondents of the study is selected (Orodho, 2002). This study targeted the students, teachers, principals in the 23 secondary schools, chairperson of youth campaign groups, Sub County Director of Education (SCDOE) and Sub County Quality Assurance Standards Office (SCQASO) in Mutomo Sub County. There were three boys' schools, three girls' schools and 17 mixed secondary schools in Mutomo Sub County. There were 6,127 students, 209 teachers, 23 principals, 12 chairpersons of youth campaign groups, one SCDOE and one SCQASO in the sub

county. Therefore, the target population for the study was 6,373. The target population was drawn from the above because they were directly involved in student's welfare in secondary schools and students have more information about themselves.

3.4 Sampling Procedure and Sample Size

3.4.1 Sampling Procedure

To sample respondents; stratified, simple random and census sampling methods were used. Schools where respondents were sampled were chosen using stratified and random sampling methods. Stratified sampling was used to ensure that each category (strata) of the schools and their characteristics were represented. Schools were grouped in to boy's schools, girl's schools and mixed schools each category forming a stratum. Simple random sampling was used to select 30% of schools in each stratum as recommended by Mugenda and Mugenda (2003). The strata included 1 boy's school, 1 girl's school and 5 mixed schools totalling to 7 secondary schools. Use of random sampling was to reduce subjectivity and biasness during sampling and each subject had equal chance of being chosen.

Census sampling was used to sample 7 principals in the 7 chosen schools, SCDOE and SCQASO. Census sampling was used for principals, SCDOE and SCQASO because they were few and had focused information for the study. Twelve chairpersons of youth groups dealing with drugs sensitization campaigns, teachers and students were sampled using simple random sampling. Four out of twelve youth group chairpersons which represent 33.3% were randomly chosen. The sub county had 6127 students and 209 teachers but in the 7 sampled schools there were 1831 students and 83 teachers. To sample manageable number of teachers and students in 7 sampled schools Fisher formula was used since the

population was less than 10,000, where Fisher formula was recommended that is $nf = n/(1+n/N)$.

Where $nf = 384$ that is desired sample size (when population is less than 10,000)

$n =$ desired sample size (when population is more than 10,000) at 95% confidence level

$N =$ the estimate of the population size

Sixty eight teachers and 226 students was chosen to participate in the study. It should be noted that number of students and teachers were randomly sampled in each school were proportionate to the size of the school.

3.4.2 Sample Size

The study was conducted in 7 randomly selected schools from which 7 principals, 68 teachers and 226 students were involved in the study. Four chairpersons of youth campaign groups, 1 SCDOE and SCQASO were chosen. The sample size therefore comprised of 307 respondents. Summary of sample size was represented in table 3.1 as shown.

Table 3.1: Sample Size of the Study

Respondents category	Total population	Sample size
Principals	23	7
Teachers	209	68
Students	6127	226
Chairpersons of youth campaign groups	12	4
SCDOE	1	1
SCQASO	1	1
TOTAL	6373	307

Source: (Author, 2016)

3.5 Research Instrument

The main data collection tools were questionnaires and interview schedules.

3.5.1 Questionnaires

The questionnaires were used to collect data from principals, teachers and students. Questionnaires were used for above respondents because it yielded a lot of information from many respondents over short period of time. Questionnaires had merit of respondents being anonymous which helped produce more candid answers. Researcher used questionnaire with similar details for principals, teachers and students despite different roles because they all operate in the same environment (school) which has the same attributes thus being prudent to use same questionnaire as information sought from them was same. Questionnaires were divided to several sections. The first section was general information including bio data. The other sections addressed the objectives of the study each objective per section. The questionnaires had both structured and unstructured questions which were either closed or open-ended questions. Each section addressing objectives had a Likert scale which sought to find opinions of the respondents on certain aspects in each objective studied. The Likert scales for each statement was rated using: strongly agree 5, agree 4, neutral/no comment 3, disagree 2 and strongly agree 1. Questionnaires were administered to the respondents using a mail survey through dropping and picking with aid of research assistance. To avoid loss, questionnaires were filled and immediately collected after respondents filled them.

3.5.2 Interview Schedule

An interview schedule was used to elicit information from the chairpersons of campaigns groups, Sub County Director of Education (SCDOE) and Sub County Quality Assurance

Standards Officer (SCDOE). Interview schedule is one way of investigating interviewees' attitudes and opinions. Researcher chose to use interview schedule for above mentioned respondents because they easily accessed their office for interview and they were few thus it was not costly unlike if it would have been used to many respondents like teachers and students. Interview further gave researcher control over the line of questioning. The interview schedules consisted mostly of open-ended questions to allow for probing of the respondents to elicit insightful information. The interview guides/ schedules contained items covering all the objectives of the study and general information which might be significant to the study. The researcher conducted the interviews in person and information were recorded through notes taking as the interview went on.

3.6 Pilot Study

A pilot test of the questionnaires was carried out using selected 2 secondary schools where the 2 /principals, 6 teachers and 12 students totalling to 20 respondents. The above respondents did not form part of the final sample size but were from the same target group. The reason for pilot study was to test instruments accuracy and appropriateness as well as improve on clarity and comprehensiveness of instruments. Items found to be vague or inadequate were discarded or modified. The test- retest method was employed to ensure that the instruments were sound. Researcher ensured reliability was at least 0.7 or 70% which is acceptable in research (Tavakol & Dennick, 2011).

3.6.1 Validity of the Instruments

To enhance validity of instrument pilot study done using respondents from target population who did not take part in the actual study. Content analysis of the instruments was used to measure the degree to which the items represent specific areas covered by the

study. Content analysis of the instrument was done by Kenyatta University researcher supervisor who looked at the measuring techniques and coverage of specific areas (objectives) covered by the study. Any item found invalid was modified. Content analysis was preferred as it ensured all items or contents of the instrument measured exactly what the researcher intended to and there was no ambiguity in the instrument.

3.6.2 Reliability of the Instruments

Reliability of instruments was tested using test re-test technique by computing Cronbach's alpha method. Cronbach's alpha test aimed to attain high internal reliability at pilot stage. Reliability was expected to consist of at least a co-efficiency of internal consistency of 0.7 or 70% as threshold. This is acceptable in research as recommended by recommended by Field (2013). Each instrument was scored separately after being tested. The correlation coefficient was calculated from the scores on each test which fall between 0.0 and 1.0 with the closer to 1.0 being the more reliable the instrument. The internal consistency of the instruments was calculated take in to account changes in time and circumstances. The overall aggregate Cronbach alpha for all items was 0.823. This was above the recommended threshold of 0.7 meaning all items of the study variables were reliable and can be use for further analysis and in drawing inferences.

3.7 Data Collection Techniques

A research permit was obtained from NACOSTI a commission charged with issuing research permit where a copy of the permit was given to Sub County Director of Education (SCDOE) and Deputy County Commissioner (DCC) in Mutomo Sub County. The office of the SCDOE was contacted before the start of the study. The researcher personally

administered the questionnaires with help of research assistance to through mail survey where researcher dropped the questionnaire and picked them after two to three weeks. The respondents were assured that strict confidentiality would be maintained in dealing with the responses.

For interview, the researcher booked the interviewee in advance in their office where he made a formal appointment. Interviews were done in respondent's office or place of convenience. Interviews were done in working days in any of the day between Monday and Friday between 8:00AM and 5:00PM. The information collected was recorded through note taking.

3.8 Method of Data Analysis

Collected data was grouped thematically according to research objectives and questions they were trying to answer. Each question addressed the relations between an aspect of drug sensitisation campaign which is the independent variable and achievement of students which were the dependent variable. Qualitative data was grouped by conceptualizing, coding, categorizing data and then analysed using content analysis and presented in descriptive statement (narrative form) indicating insights from the data collected clearly and explicitly. Quantitative data was coded, tabulated and entered in to the SPSS version 22.0 for analysis to generate both descriptive statistics. Descriptive statistics involved analysing data using percentage, frequencies, mean and standard deviation. Quantitative data was presented using frequency tables, pie charts and bar graphs for effective communication to the users.

3.9 Logistical and ethical consideration

3.9.1 Logistical consideration

The researcher sought authority to carry out study at the area of the study from the NACOSTI after approval of their project proposal by the university school of post graduate studies. After getting permit from the NACOSTI to carry out the study, researcher went to SCDOE's office and Deputy County Commissioner (DCC) who gave permission to carry out the study within the sub-county and interact with the respondents during the study. Researcher also involved an informed research assistant during the study.

3.9.2 Ethical consideration

The researcher sought the respondent's informed consent before involving them in the research. This entailed briefing the respondents about the research objectives and roles of the respondents and how they benefit from research. The researcher also assured the respondents about the degree of confidentiality in the information and data that was gathered from them voluntarily in the process.

The researcher sought the respondent's informed consent before allowing them to be respondents in the research. This entailed informing the respondents what was expected of them during the study and how important the research was. To the case of students who are minor, researcher sought the consent from the principals to interact with pupils during the study. When principals gave the consent form for the students they signed certificate of consent. After getting permission to involve students in study, each student was expected to sign individual certificate of assent for accepting to participate in the study which was attached in the consent form which were to be signed by the principal first.

CHAPTER FOUR

PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents findings of the study based on impacts of drug sensitization campaigns on the achievement of students in secondary schools in Mutomo Sub County, Kitui County, Kenya. It entails presentation, analysis and interpretation of data generated from the study. The data presented findings thematically addressing the following areas: drug sensitisation campaigns and school unrests, drugs sensitisation campaigns and absenteeism of students, drugs sensitisation campaigns and the academic performance of students and strategies in place to improve drug sensitisation campaigns in secondary schools in Mutomo Sub County, Kitui County.

4.2 General and Demographic Information

4.2.1 Response Rate

The study targeted 307 respondents to give data on impact of drug sensitization campaigns on the achievement of students in secondary schools in Mutomo Sub County. Six principals, 64 teachers and 211 students returned their questionnaires while 4 chairpersons and one SCDOE and one SCQASO were interviewed. A total of 287 respondents participated in the study making a response rate 93.5%. Mugenda and Mugenda (1999) recommends a response rate of above 50% to be adequate for analysis and reporting thus at over 90% the response is fit for data analysis and reporting.

4.2.2 Demographic Characteristics

The study sought to determine the demographic characteristics of the respondents. This was considered important as it clarified some basic insight about the respondents. There were 287 respondents. Main demographic attributes considered in the study were: gender, age and level of education. The data was presented in table 4.1

Table 4.1: Demographic characteristics of the respondents

Items (Variable)	Frequency N=287	Percentage (%)
Gender		
Male	153	53.3
Female	134	46.7
Age: Mean age = 22.3 Standard deviation = 10.29		
Between 10 -19	152	53.0
Between 20-29	79	27.5
Between 30-39	31	10.8
Between 40 -49	18	6.3
Above 50	7	2.4
Level of Education		
Primary	1	0.3
Secondary	211	73.5
Certificate	3	1.1
Diploma	12	4.2
Bachelor's degree	56	19.5
Master's degree	4	1.4

Source: Survey data (2019)

The findings in table 4.1 indicated that 53% of the respondents were male. It was noted that around 47% were female. Gender was not significant on the findings of the study but a crucial demographic characteristic in this study.

It was noted in the study that the mean age was 22.3 years with a standard deviation of 10.29. Most respondents (53%) were aged between 10 to 19 years because most of them were secondary school students. This was followed by those aged between 20-29 years who took 27.5% of all respondents as a few secondary school students were aged 20 years and above and some teachers were in that bracket. Those who were aged between 30-39 years were 10.8% while those aged between 40-49 years took 6.3% of the respondents while the least group was respondents above 50 years who took only 2.4% of all respondents. Age was not a thematic area under investigation but it gave focused information about the respondents of the study.

The study noted that the bigger percentage of respondents that is 73.5% had secondary level and comprised mostly secondary school students. Students had the biggest percentage of the respondents covering almost three quarters of the study. Respondents with Bachelor's degree were second most common with frequency of 19.5% followed by respondents who were holders of Diplomas who were rated at 4.2%. This comprised most secondary school teachers and principals as their entry qualification for the job is either Diploma or Bachelor's degree. Holders of Master's degree took 1.4% of the respondents while certificate holders had 1.1 % and lastly primary school holders had only 0.3% equivalent to 1 individual. These comprised mostly chairperson of drug sensitization campaigns where one was primary school holder while the others were certificate holders with a few teachers, educational officers and principal holding a Master's degree. The level of education was not thematic area of investigation in this study but it clarified how respondent were well.

4.3 Drug Abuse in Secondary Schools in Mutomo Sub County

The study sought to find the state of drug abuse in secondary schools in Mutomo Sub County. The responses were summarized as shown in table 4.2

Table 4.2: Drug abuse in secondary schools

State of drug abuse	No. of respondents	Percentage
High	27	9.4
Average	93	32.4
Low	102	35.5
No drug abuse	65	22.7
TOTAL	281	100%

Source: Survey data (2019)

The study found that most respondents (35.5%) had indicated that drug abuse is low and on decline with 32.4% indicating that the level of drug abuse was average. This implies there might an effort being made to mitigate or reduce drug and substance abuse in secondary schools in this sub county. Almost a quarter of the respondents (22.7%) indicating there was no drug abuse in most secondary schools in Mutomo sub county. The least of all respondents (9.4%) indicating that the level of drug abuse was high in secondary implying that there might be no effort to mitigate drug abuse in schools.

Results from the interview were in tandem with findings collected from questionnaire over half of the respondent (4 out of 6 respondents interviewed) were of the opinion that the level of drug abuse was slightly low. The other two respondents indicated that level of drug abuse was high. This implies in average there is moderate drug abuse case among students in secondary schools in Mutomo sub-county.

4.4 Drug Sensitization Campaigns in Secondary Schools in Mutomo Sub County

The study sought to determine state of drug sensitization campaigns in secondary schools in Mutomo sub County. The responses were rated as high, average, low or not available.

The responses were summarized in figure 4.1

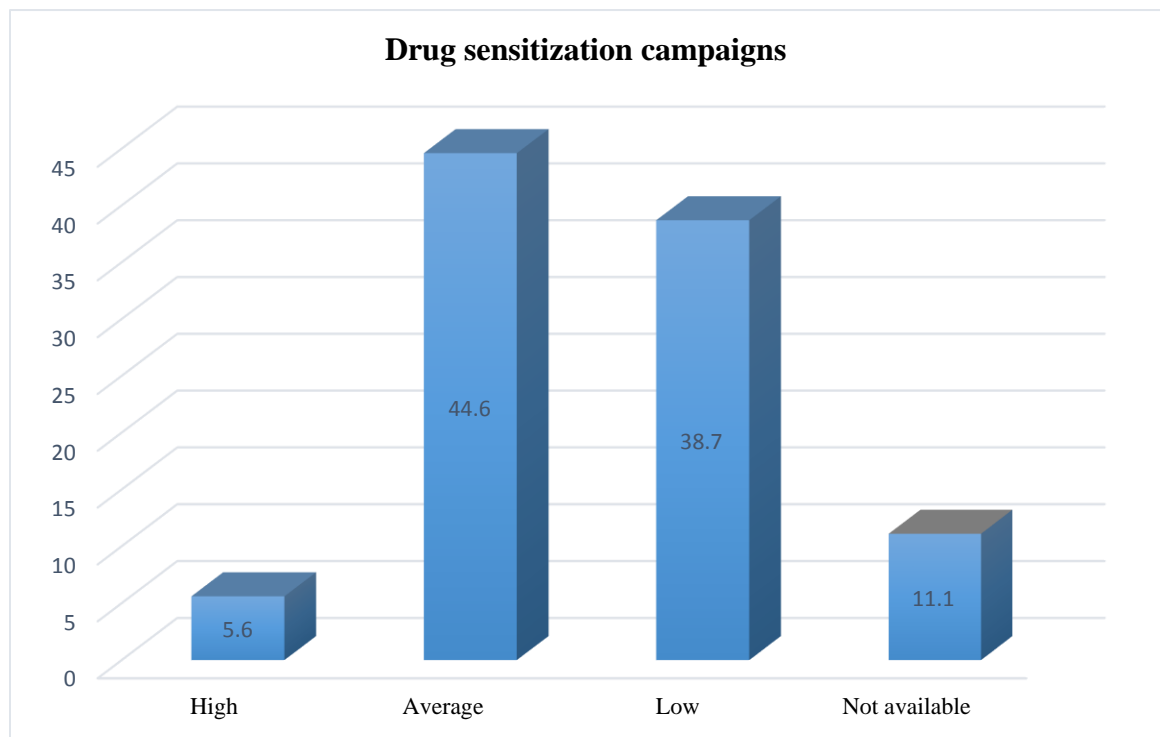


Figure 4.1: Drug sensitization campaigns in secondary schools

The study found that in most secondary schools in Mutomo Sub County, there is average level of drug sensitization campaigns with 128 respondents (44.6%) agreeing with that followed by those who indicated that there were 111 respondents (38.7%) who indicated that there were low drug sensitization campaigns. Low percentage of respondents indicated that drug sensitization campaigns were not available (32 respondents i.e. 11.1%) with the least percentage (16 respondents i.e.5.6%) indicating there is high levels of drug sensitization campaigns in secondary schools in Mutomo sub county.

Results from the interviews conducted indicated that most school had drug sensitization campaigns. When most respondents were interviewed 5 out of 6 respondents indicated that there was moderate level of drug abuse. Only one respondent interviewed indicated that there are no drug sensitization campaigns in schools. To quote one respondent claimed that: *“There is moderate level of drug sensitization campaigns in most secondary school done in this area”*. From the finding, we can project that due to drug sensitization campaigns we expect drug abuse to be either average or low and there is effort made as far as drug sensitization campaigns is concerned.

4.5 Drug Sensitisation Campaigns and School Unrests in Secondary School

The study sought to determine the state of school unrests in secondary school in Mutomo Sub County. The responses were summarized in table 4.3

Table 4.3 State of school unrests in secondary schools

Level of school unrest	No. of respondents	Percentage
High	12	4.2
Average	56	19.5
Low	144	50.2
Not available	75	26.1
TOTAL	287	100%

Source: Survey data (2019)

The findings from both questionnaire and interviews in table 4.3 indicated that half of the respondents have noted that there were low cases of school unrests which was followed by almost a quarter of the respondent (26%) who indicated that there were school unrests in

secondary schools in Mutomo sub county. The finding further indicated that around 20% of the respondents had claimed the school unrests were average with the least percentage of respondents (4%) indicating the school unrests are high. From the finding we can conclude that the sub county was experiencing low level of school unrests emanating from drug sensitization campaigns.

The study sought to find whether drug sensitization campaigns had impact on school unrests in secondary schools. The findings were summarized in a bar graph as shown in figure 4.2

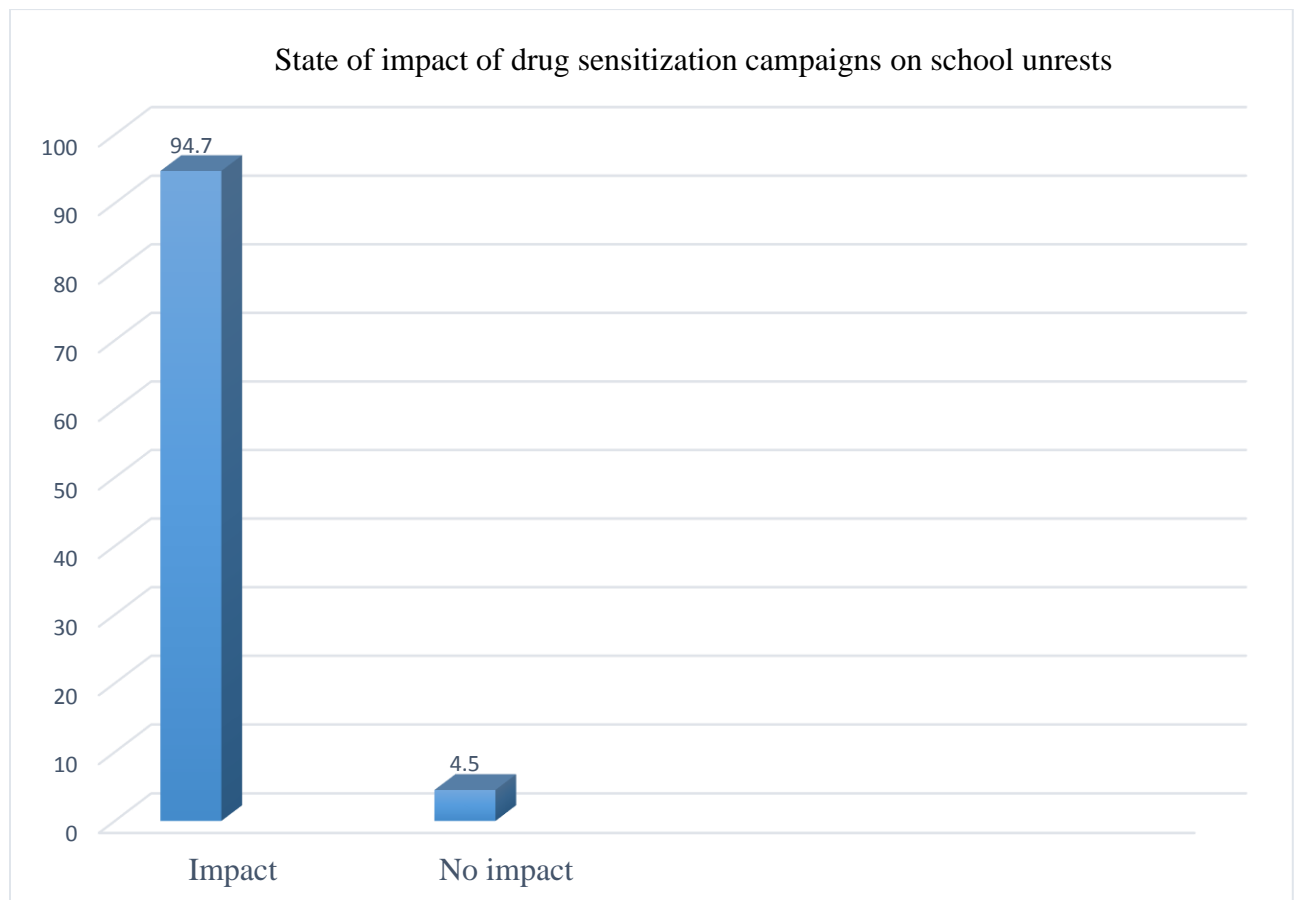


Figure 4.2: State of impact of drug sensitization campaigns and school unrests

Source: Survey data (2019)

Almost all respondents who filled questionnaire opined that drug sensitization campaigns had impact of school unrest in secondary schools as noted by 94.7% that is 266 respondents while the other 5.3% that is 15 respondents claimed that drug sensitization had no impact on the school unrest in secondary schools in Mutomo Sub County. The respondents who supported that drug sensitization campaigns had impact on school unrests claimed that when the campaigns are available it leads to reduced school unrests in schools. This was in tandem with finding from study by Abdi (2005) who found that school unrests are connected to drug abuse in schools thus any effort like drug sensitization campaigns will positively mitigate cases of school unrests in secondary schools.

The results for interview conducted by researcher indicated that all the 6 respondents were for the view that drug sensitization campaigns were key in addressing eminent cases of school unrests witnessed in most schools. Most responded *“If school have good drug sensitization campaigns, there is reduced school unrests in such schools”*. Those findings match with study by Lumiti (2005) which noted that most student’s discipline cases like school unrests were linked to drugs making a clarion call to appreciate value of drugs sensitisation in addressing indiscipline and school unrests and mitigating all anti educational attributes that jeopardize achievement of learners in secondary schools. This underscores the paramount importance of drug sensitization campaigns on the working against the increased school unrests in secondary schools in Mutomo Sub County.

The study sought to find the level of agreement or disagreement on statement related to drug sensitization campaigns and school unrest in secondary schools in Mutomo sub

county. The responses of each statements were tabulated and converted in to percentage.

The summary of findings was presented in table 4.4

Table 4.4 Drugs sensitization campaigns and school unrests in secondary schools

Statement	1	2	3	4	5	Total
There is high frequency of drug sensitization campaign in this secondary schools	49 (17.4%)	121 (43.1%)	31 (11.0%)	65 (23.1%)	15 (5.3%)	281 (100%)
Use of drug sensitization campaign on schools have helped reduce drug abuse in secondary schools	15 (5.3%)	33 (11.7%)	14 (5.0%)	107 (38.1%)	119 (42.3%)	281 (100%)
Use of drug sensitization campaigns has led to reduced school unrests and strikes in schools	12 (4.3%)	28 (10.0%)	23 (8.2%)	87 (31.0%)	131 (46.6%)	281 (100%)
Drugs sensitization campaign against drug abuse make students to be informed on effects of drug abuse thus reduced school unrests in schools	9 (3.2%)	23 (8.2%)	6 (2.1%)	72 (25.6%)	171 (60.9%)	281 (100%)
Schools where there are no drug sensitization campaigns have high cases of drug abuse and unrests in schools	11 (3.9%)	31 (11.0%)	13 (4.6%)	57 (20.3%)	169 (60.1%)	281 (100%)

Source: Survey data (2019)

Findings in table 4.4 indicated that almost half of the respondents (43.1%) disagreed that there was high frequency of drug sensitisation campaign in this secondary schools followed by 23.1% who agreed that there was high frequency of drug sensitisation campaign in this secondary schools. Those who strongly disagreed with that statement were 17.4% with 11% being unsure of that fact while those strongly agreed with the statement were least

accruing to 5.3% of all responses. This implies that drug sensitization campaigns were moderate or low as most respondents disagreed that drug sensitization were there in schools.

The study realized that bigger percentage agreed that use of drug sensitisation campaign on schools have helped reduce drug abuse in secondary schools where 42.3% and 38.1% strongly agreed and agreed respectively. It was noted that it was only very small percentage of respondents who disagreed with the statement with 11.7% disagreeing while 5.3% strongly disagreeing. Those who were undecided were 5%. These findings are not far from finding in the study by Imbosa (2000) while conducting research in six boy's secondary schools in Nairobi while researching on drug sensitization campaigns and awareness where he noted that drug awareness reduces drug abuse in secondary schools.

The study tried to find whether use of drug sensitisation campaigns has led to reduced school unrests and strikes in schools. The findings indicated that most respondents (46.6%) strongly agreed while 31% agreed with the fact that use of drug sensitisation campaigns had led to reduced school unrests and strikes in schools. Those who were unsure of the statement were 8.2% while those disagreed or strongly disagreed were 10% and 4.3% respectively. This matches with findings in the study by Mwanzia and Mudi (2005) who observed that school rampage and turmoil noted was connected to drug and substance abuse thus when combated it will lead to zero rated indiscipline, school unrests as illegal drugs are blamed as main cause of unrests in schools. The study also noted that over half (60.9%) strongly agreed while a quarter (25.9%) agreed with fact that drugs sensitisation campaign make students informed on effects of drug abuse thus reducing school unrests in schools. it was only negligible percentage who were undecided that is 2.1% with 8.2%

disagreeing while 3.2% strongly disagreeing. These findings are related to results in the study by Mathu (1996) who opined that when drug awareness is instituted, learners are able to understand effects of drug abuse thus shunning the drug abuse and in long run mitigate effects of drug abuse including increased school turmoil and unrests.

It was discovered from the study that schools without drug sensitisation campaigns have high cases of drug abuse and unrests in schools as supported by over half of the respondents (60.1%) who strongly agreed and 20.3% who agreed totalling to 80.4% who concurred to that. There was 4.6% of respondents who were not sure of that while 11% disagreed and 3.9% strongly disagreeing. These findings were not far from findings by Wilson and Howell (1993) who made claim from his findings that schools without drug abuse have increased level of drug abuse coupled with cases of cases of gangs, drug trafficking, prostitution, and youth homicides which manifest itself at school through violence and increased school unrests.

It can be concluded from this section or theme that the reduced level of school unrests in secondary school is accrued to drug sensitization campaigns. This implies that when drug sensitization campaigns are adopted in schools, the school unrests went down thus its logical to conclude that drug sensitization campaigns are key in mitigating school indiscipline and school unrest among learners in secondary schools in Mutomo sub county, Kitui county.

4.6 Drugs Sensitisation Campaigns and the Absenteeism of Students in Secondary School

The study sought to find out the state of absenteeism among students in secondary schools in Mutomo Sub County. The findings were presented in a bar graph as shown in figure 4.3

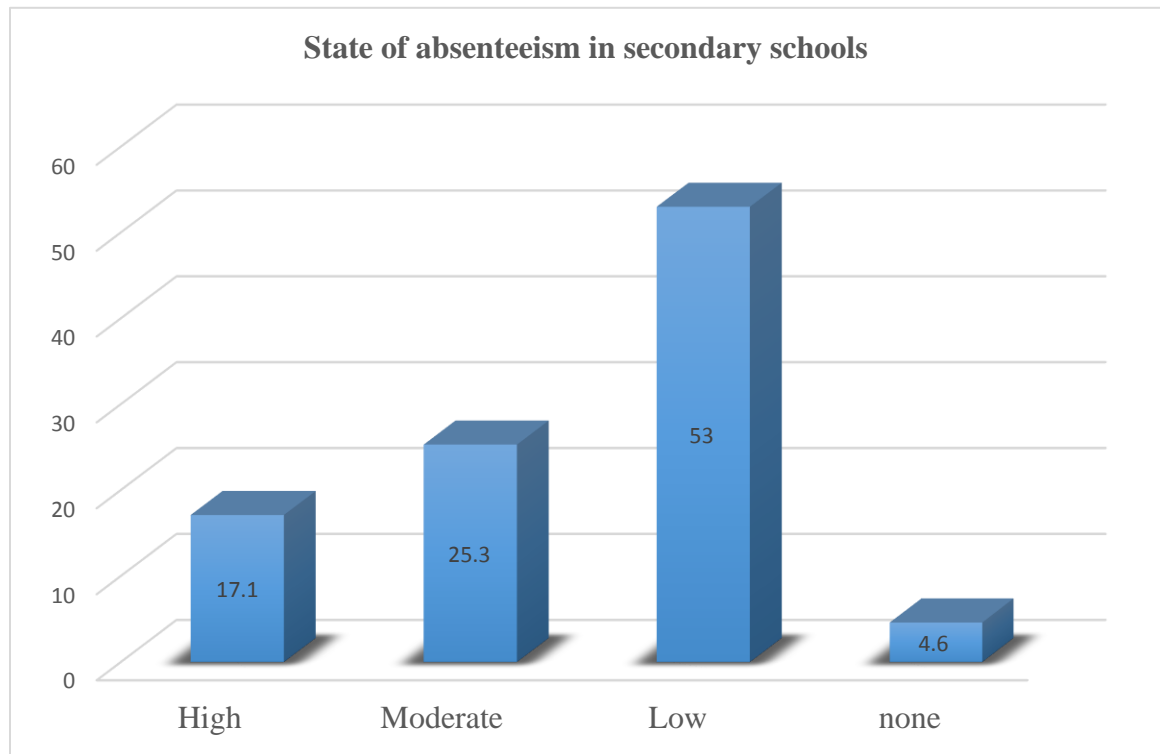


Figure 4.3: State of absenteeism of students in secondary schools

Source: Survey data (2019)

Findings in figure 4.3 indicated that the level of absenteeism among secondary school students in Mutomo sub county was low as indicated by 149 of the total respondents (53.0% of respondents) while 25.3% of the respondents (71 respondents) indicate the absenteeism was moderate. High level of absenteeism and no absenteeism were least levels of absenteeism rating at 17.1% (48 respondents) and 4.6% (13 respondents) respectively.

Findings from the interview of respondent indicated that most respondents (5 out of 6 respondents) agreed that absenteeism of students in secondary schools was either moderate or low. Respondents claimed that absenteeism had nosedived after having a paradigm shift where most secondary school had adopted a boarding wing where students were not going to school on daily basis and on top of that after mitigating effect of drug abuse through drug sensitization campaigns.

The study sought the opinion of respondents whether drug sensitization campaigns had impact learner’s school attendance. The responses were summarized in table 4.5

Table 4.5: Impact of drug sensitization campaign on absenteeism in secondary schools

Impact of drug sensitization campaign on the absenteeism in learners in secondary schools	No. of respondents	Percentage
Yes	165	58.7%
No	116	41.3%
TOTAL	281	100%

Source: Survey data (2019)

It was discovered from the findings of the study that drug sensitization campaign had impact on the level of absenteeism among learners in secondary schools in Mutomo sub-county as supported by 58.7% of the respondents despite the fact that a big percentage (41.3%) of the respondents negated that opinion. During the interview, all respondents (6 out of 6) agreed that drug sensitization campaigns had impact on the level of absenteeism

although some claimed it was indirect. Respondents claimed that when there are drug sensitization campaigns, learners will be disciplined and there are few cases of anti-educational behaviours which in turn will lead to improved school attendance. Study by Barasa (2003) had pinpointed that absenteeism is one of the products of drug abuse and it can be mitigated through drug awareness implying that drug sensitization campaigns had effect on level of absenteeism as this study had observed.

The study sought to find the level of agreement or disagreement on statements related to drug sensitization campaigns and the absenteeism among students in secondary schools in Mutomo sub county. The responses of each statement were tabulated and converted in to percentage. The summary of findings was presented in table 4.6

Table 4.6 Drug sensitization campaigns and the absenteeism of students in secondary schools

Statement	1	2	3	4	5	Total
There is high frequency of absenteeism in secondary schools	27 (9.6%)	129 (45.9%)	14 (5.0%)	92 (32.7%)	19 (6.8%)	281 (100%)
Drug abuse in schools have led to increased absenteeism in secondary schools	19 (6.8%)	86 (30.6%)	8 (2.8%)	131 (46.6%)	37 (13.2%)	281 (100%)
Use of drug sensitization campaigns against drug abuse has led to reduced absenteeism among students in secondary schools	3 (1.1%)	14 (5.0%)	34 (12.1%)	176 (62.6%)	54 (19.2%)	281s (100%)
Drugs sensitization campaign in schools make students to be informed on effects of drug abuse thus reduced drug abuse and absenteeism in schools	11 (3.9%)	27 (9.6%)	36 (12.8%)	132 (47.0%)	75 (26.7%)	281 (100%)
Schools where there are no drug sensitization campaigns have high cases of drug abuse and absenteeism in schools	28 (10.0%)	13 (4.6%)	32 (11.4%)	89 (3.2%)	119 (42.3%)	281 (100%)

Source: Survey data (2019)

Findings in table 4.6 indicated that most respondents had objected that there was high frequency of absenteeism in secondary schools as noted by 45.9% and 9.6% who disagreed and strongly disagreed respectively totalling to over half of respondents (55.5%) negating the fact that absenteeism was high in secondary schools. Those who agreed that absenteeism was high was fairly above a quarter of respondents (32.7%) with 6.8% agreeing absenteeism was high while 5% of the respondents were unsure.

Finding relating to whether drug abuse in schools led to increased absenteeism in secondary schools was supported by bulk of respondents 46.6% with 13.2% strongly agreeing with the statement. There was paradox in that over a quarter of respondents indicated that drug abuse didn't lead to increased absenteeism as supported by 30.6% of the respondents who disagreed with the statement while 6.8% strongly disagreed and negligible 2.8% were unsure on the statement. The findings of this study matched with findings in study by Ngesu *et al* (2008) which observed that drug abuse was associated with truancy and high drop out in school.

It was realized from the study that use of drug sensitisation campaigns against drug abuse led to reduced absenteeism among students in secondary schools. This was supported by 62.6% of respondents of the study who agreed with the statement while 19.2% strongly agreed with the statement totalling to 81.8% who supported that use of drug sensitisation campaigns against drug abuse led to reduced absenteeism among students in secondary schools. The percentage of those who negated that statement was 5% and 1.1% who disagreed and strongly disagreed respectively while 12.1% were unsure on the statement. This statement connected well with study by Ngesu *et al* (2003) who asserted that when remedy is taken against drug abuse through drug sensitisation campaigns, the increased cases of school unrests and absenteeism will diminish which interfere with schooling of the learners.

It was noted from the study that drugs sensitisation campaign in schools made students to be informed on effects of drug abuse thus reduced drug abuse and absenteeism in schools as supported by 47% and 26.7% of the respondents who agreed and disagreed with the statement respectively. Those who were unsure on the statement were 12.8% while 9.6%

disagreed and 3.9% strongly disagreed strongly with the fact that drugs sensitisation campaign in schools made students to be informed on effects of drug abuse thus reduced drug abuse and absenteeism in schools. These findings were in tandem with the observation by MOE (2003) who noted that learners ought to be informed on the effects of drug abuse on their schooling, health and even their social life thus need for learners to be trained so that they can avoid drugs which directly or indirectly affect how learners attend school.

The findings of the study also discovered that schools without drug sensitisation campaigns have high cases of drug abuse and absenteeism as supported by 42.3% of the respondents who strongly agreed followed by 31.7% who agreed with the statement. Eleven percent was unsure while 10% strongly disagreed while 4.6% disagreed with the statement that schools without drug sensitisation campaigns have high cases of drug abuse and absenteeism. The study finding matched with the study by Steinberg (2003) which noted that truancy and delinquency of children was connected to drug abuse. This was linked to extrapolated withdrawal of learners at school work due to drug abuse implying if schools had no strategies to mitigate drug abuse like drug sensitization campaigns they will fall prey to increased truancy of learners at school.

It can be concluded from the study findings that drug sensitization campaigns are key in mitigating absenteeism in secondary schools in the area of the study. This is because the level of absenteeism had gone down with inception of drug sensitization campaigns in most secondary schools. Therefore, in order to achieve better learner's attendance in schools, drug sensitization campaigns need to be well promoted in secondary schools in the area of the study and in Kenya in general.

4.7 Drugs Sensitisation Campaigns and the Academic Performance of Students in Secondary School

The study sought to find level of academic performance among learners in secondary schools in Mutomo Sub County. The findings were summarized in a bar graph as shown in figure 4.4

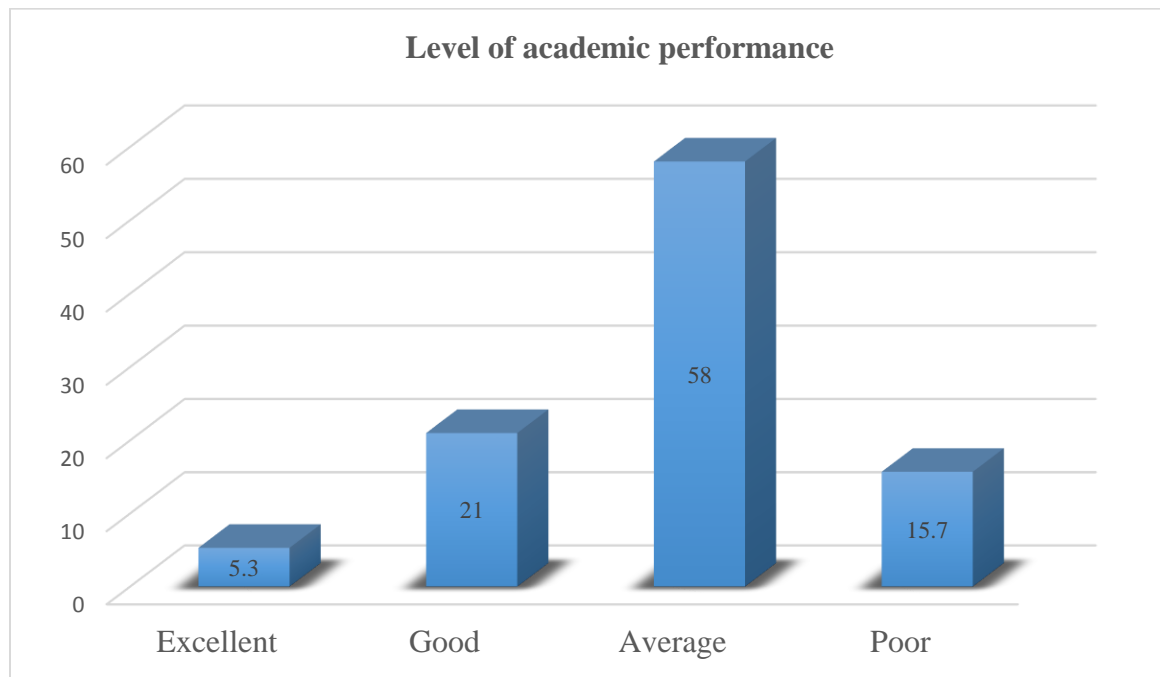


Figure 4.4 State of academic performance in secondary schools

Findings in figure 4.4 indicated that the level of academic performance in secondary school in Mutomo sub county was average as indicated by 58.0% of the total respondents (163 respondents) followed by 21.0% of the respondents (59 out of 281 respondents) who claimed performance was good. The percentage that claimed percentage was poor was 15.7% (44 respondents) while least respondents indicated that performance was excellent as indicated by 5.3% (15 out of 281) of the respondents. Through the interview, it was noted that most respondents (4 out of 6) were for the opinion that performance was average

while the other 2 respondents claimed that performance was poor. This data was close to the quantitative data collected.

The study sought the opinion of the respondents on whether drug sensitization campaigns had impact on the level of academic performance in secondary schools in Mutomo sub county. The findings were presented using a pie chart as shown in figure 4.5

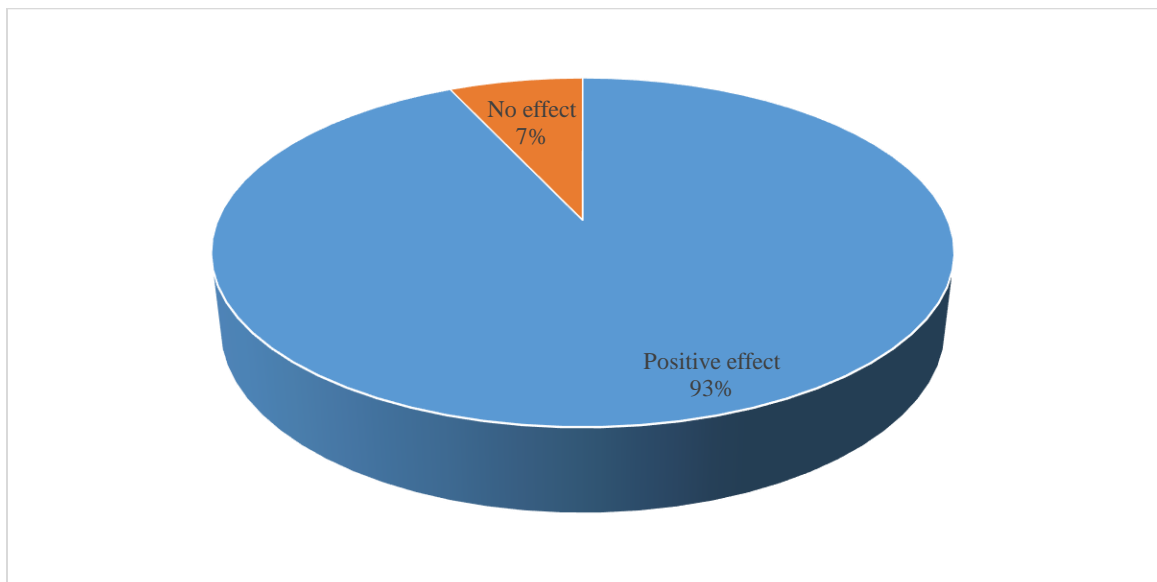


Figure 4.5: Drug sensitization campaigns effect on academic performance

The findings noted that 93.2% of the respondents (262 respondents) opined that drug sensitization campaigns had positive impact on academic performance of students in secondary schools while 6.8% of the respondents (19 respondents) negated that opinion. Results from the interview indicated that all respondents (6 respondents interviewed) had agreed that drug sensitization campaigns had effect on the academic performance of learners in secondary schools. These findings match with study by Ngesu *et al* (2008), who claimed that drug abuse affected learning and performance of learners negatively through learners developing aggressive behaviour, depression, anxiety, being easily irritable, often

nit-picking of headache, amnesia, over enthusiasm, over apprehensiveness which jeopardizes learning thus underscoring the importance of drug sensitization campaigns on promoting academic performance of learners in schools.

The study sought to find the level of agreement or disagreement on statements related to drug sensitization campaigns and level of academic performance in secondary schools in Mutomo sub-county. The responses of each statement were tabulated and converted in to percentage. The summary of findings was presented in table 4.7

Table 4.7 Drug sensitization campaigns and academic performance

Statement	1	2	3	4	5	Total
Most schools are performing well academically	54 (19.2%)	63 (22.4%)	44 (15.6%)	97 (34.5%)	23 (8.2%)	281 (100%)
Drug sensitization campaigns in schools have helped improve academic performance of schools.	31 (11.0%)	59 (20.9%)	11 (3.9%)	139 (49.5%)	41 (14.6%)	281 (100%)
Drug sensitization campaigns makes students reduce anti-education behaviors associated with drug abuse thus performing well in schools	22 (7.8%)	30 (10.7%)	6 (2.1%)	165 (58.7%)	58 (20.6%)	281 (100%)
Drugs sensitization campaign make students to be informed on drug abuse hence avoiding it thus performing well in schools	12 (4.3%)	29 (10.3%)	19 (6.8%)	89 (31.7%)	132 (47.0%)	281 (100%)
Schools where there is no drug sensitization campaigns have high risk of drug abuse thus performing poorly academically	7 (2.5%)	21 (7.5%)	9 (3.2%)	101 (35.9%)	143 (50.9%)	281 (100%)

Source : Survey data (2019)

Findings in table 4.7 indicated that there was controversy on whether most schools are performing well academically. This was evident in that 34.5% agreed that academic performance was well while 22.4% disagreed with 19.2% strongly disagreeing meaning the performance in secondary schools in Mutomo sub county is questionable. It was further noted that 15.6% were not sure on the performance while 8.2% strongly agreed academic performance was good. The qualitative data from the interview opened the paradox on performance where most respondents interviewed (5 out of 6 respondents) claimed that most schools were either averagely performing or poorly performing.

It was found in the study that drug sensitisation campaigns in schools have helped improve academic performance of schools as noted by 49.5% who supported the statement and 14.6% who strongly supported the statement. It was however noted that 20.9% of the respondents negated the statement with 11% strongly disagreeing with the statement while 3.9% undecided whether to support the statement or decline. Study by Eshiwani (1993) indicated that one of key challenge affecting academic performance was drug abuse which leads to deteriorated discipline of learners hence affecting academic performance of learners. The study noted drug sensitisation campaigns to be core in reducing drug abuse thus improving learner's academic performance.

The findings of this study on whether drug sensitisation campaigns make students reduce anti-education behaviours associated with drug abuse thus improving performance of schools was supported by 58.9% of the respondents who agreed and 20.6% of the respondent who strongly agreed. The study further noted that 10.7% and 7.8% of the respondents disagreed and strongly disagreed respectively that drug sensitization campaigns help reduce anti-education behaviour thus reducing drug abuse and improving

firm performance. It was very few respondents (2.1%) who neither supported nor negated the statement. These findings matched with findings in study by Louw (2001) which rated high the role of drug sensitization campaigns in diminishing anti-educational characters which affect learner's concentration in schools by building self-esteem of learners thus making learners to perform well.

It was found in the study that through drug sensitization campaigns, students to be informed on drug abuse hence avoiding them and performing well in schools. Almost half (47%) strongly supported the statement followed by 31.7% who agreed with the fact. This made a total of 78.7% of respondents who agreed with the statement with only 14.6% negating the statement and 6.8% being undecided on the statement. This statement matches with the findings from previous studies for instances; Towers (1987) noted that drug sensitization campaigns offer an opportunity to learn and get informed on dangers of drug abuse, they get counselled on dangers of using the drugs which may make them avoid the behaviour. This is wake up call for school administration to ensure they have sessions to inform learners on dangers of drug abuse and how it affects their learning.

Half of the respondents (50.9%) strongly agreed with the fact that schools without drug sensitisation campaigns have high risk of drug abuse thus performing poorly academically followed by 35.9% who agreed with the statement. It was noted that only small percentage that negated the statement that is 7.5% who disagreed with 2.5% strongly disagreeing with the statement while 3.2% were not sure of the side to support. This is not different from findings in the study by Lumiti (2005) who observed that most cases of indiscipline and poor academic performance of learners was linked to drug abuse thus schools without

strategies to mitigate drug abuse were more likely to have their learners perform poorly academically in schools.

It can be concluded from this sub theme that academic performance in secondary schools was average and improving in most schools. Since drug sensitization campaigns had positive effect on the academic performance of learners, it may make learners shun anti-educational behaviours. It is therefore paramount to coordinate drug sensitization campaigns properly so as to promote academic performance among learners in secondary schools.

4.8 Strategies in Place to Improve Drug Sensitisation Campaigns in Secondary Schools

The study sought to find the strategies in place to improve drug sensitization campaigns in secondary schools in Mutomo Sub County. The findings were presented in table 4.8

Table 4.8 Type of strategies in place to improve drug sensitisation campaigns in schools

Type	No. of respondents	Percentage
Seminars and life skill training in schools	194	20.8
Rewarding lead teams in campaigns	67	7.2
Restructuring guidance and counseling	213	22.9
Involvement of all stakeholders in campaigns	112	12.1
Increased use of suitable mass media	59	6.4
Proper role modeling	146	15.7
Having school policy on drug sensitization campaigns	138	14.9
TOTAL	929	100%

Source: Survey data (2019)

The findings in table 4.7 indicated that restructuring guidance and counselling and seminars and life skill training in schools which scored 22.9% and 20.8% of all responses. The third main factor was proper role modelling with 15.7% while having school policy on drug sensitisation campaigns which scored 14.9%. Other factors include involvement of all stakeholders in campaigns which scored 12.1% of all responses while rewarding lead teams in campaigns scored 7.2%. Least strategy used in secondary school was 6.4%. It is prudent to note that through the interview that most respondents highlighted on those strategies for drug sensitization campaigns although they agreed that it is prudent to have hybrid of varied strategies for drug sensitization campaigns so that they may succeed in combating drug abuse in schools and improve firm performance.

The study sought the opinion of the respondents on whether strategies in place improved drug sensitization campaigns. The findings were presented in a table 4.9

Table 4.9: State of whether strategies in place are improving drug sensitization campaigns

State	No. of respondents	Percentage
Yes	275	97.9
No	6	2.1
TOTAL	281	100%

Source: Survey data (2019)

It was discovered from the findings presented in table 4.9 that strategies put in place greatly improved drug sensitization campaigns in schools as indicated by almost all respondents

(97.9%) with only negligible 2.1% negating that statement. Findings from the interview done indicated that all respondents (6 respondents interviewed) supported that drug sensitization campaigns had effect on the achievement of learners in secondary schools in Mutomo sub county in Kitui County.

The study sought to find the level of agreement or disagreement on statements related to strategies in place to improve drug sensitization campaigns in secondary schools in Mutomo Sub County. The responses of each statement were tabulated and converted in to percentage. The summary of findings was presented in table 4.10

Table 4.10: Strategies in place to improve drug sensitization campaigns in secondary schools

Statement	1	2	3	4	5	Total
There are strategies in place to improve drug sensitization campaign in this secondary schools	18 (6.4%)	58 (20.6%)	43 (15.3%)	119 (42.3%)	43 (15.3%)	281 (100%)
Strategies in place to improve drug sensitization campaign strategies have led to improved achievements in secondary schools	6 (2.1%)	23 (8.2%)	56 (19.9%)	154 (54.8%)	42 (14.9%)	281 (100%)
If strategies to improve drug sensitization campaigns are weak it has reduced influence achievements of students in schools	11 (3.9%)	46 (16.4%)	39 (13.8%)	134 (47.7%)	51 (18.1%)	281 (100%)
When all stakeholders are involved in drugs sensitization campaigns there are more impact on achievements of students in schools	7 (2.5%)	31 (11.0%)	4 (1.4%)	162 (57.7%)	77 (27.4%)	281 (100%)

Source: Survey data (2019)

Findings in table 4.10 indicated that there are strategies in place to improve drug sensitisation campaign in secondary schools as supported by 42.3% who agreed with that and 15.3% who strongly agreed with the statement. There was noticeable 15.3% who were

not sure whether there were strategies to improve drug sensitization campaigns while 20.6% disagreed with 6.4% strongly disagreeing with those strategies were available. The results from the interview was clear as all respondents asserted that there were strategies on drug sensitization campaigns to improve achievement of learners in secondary schools. This opinion concurs with study by Mumo (2004) who claimed that achievement of learners is compromised by indiscipline of students which may emanate from drug abuse thus calling for strategies to mitigate drug abuse through drug sensitization campaigns which will lead to improved achievement of learners in secondary schools.

Over half of the respondents (54.8%) agreed the strategies in place to improve drug sensitisation campaign strategies have led to improved achievements in secondary schools while 14.9% strongly supported that statement. There was almost a fifth of respondents who had divided view as they neither agreed nor disagreed. It was however noted that very small percentage of respondents negated that statement that is 8.2% disagreed while 2.1% strongly disagreed with the statement. The findings match with study by Tower (1987) who observed that when teachers incorporate content on drug abuse prevention in the curriculum and inform all stakeholders on the effects of drug abuse, learners tend to reduce abuse of drugs which led to improved achievement of learners in secondary schools.

It was realized in the study that when strategies to improve drug sensitisation campaigns are weak there is weak influence achievements of students in schools. This was supported by 47.7% of the respondents who agreed with that while 18.1% strongly agreed with the same statement. Those who disagreed with the statement were 16.4% while 3.9% strongly disagreed with the statement. It was noted that 13.8% of the respondents were undecided whether when strategies to improve drug sensitisation campaigns are weak there is weak

influence achievements of students in schools. These findings match with findings by Lachance (1985) who noted that for drug sensitization campaigns to be successful in improving achievement of learners, it ought to have strong programmes which involve all stakeholders and take a multidimensional approach.

The study further discovered that when all stakeholders are involved in drugs sensitisation campaigns there are more impact on achievements of students in schools. This was supported by over half of the respondents that is 57.7% while 27.4% strongly agreed with the statement. Those who declined to support that fact were 11.0% who disagreed and 2.5% who strongly disagreed while another 1.4% were neither supporting nor negating the statement. These findings match connects with opinion of NACADA (2004) which hint that all stakeholders and even learners need to be involved in planning and implementing drug sensitisation campaign programmes in schools. This meant that level the level of acceptance to the strategies employed in campaigns against drug will be fully embraced thus leading to improved achievement in schools.

It can be concluded from this sub theme that it is prudent to engage various strategies to improve drug sensitization campaigns in secondary schools in order to improve achievement of learners in secondary schools. Whenever the strategies are weak, the drug sensitization campaigns will be weak and thus compromising achievement of learners in schools. Thus, it is paramount for institution of learning to initiate various strategies to promote drug sensitization campaigns in order to improve achievement of learners in schools.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter discusses summary, conclusion and recommendation based on the findings on impact of drug sensitization campaigns on the achievement of students in secondary schools in Mutomo sub county, Kitui County, Kenya.

5.2 Summary

To mitigate the menace of drug and substance abuse in secondary schools, drug sensitization campaigns clearly position itself as one of the key strategies to address the vice. Achievement of learners will be jeopardized if drug sensitization campaign isn't given the attention it deserves in secondary school. In lieu to the above, this study sought to find effects of drug sensitization campaigns on the achievement of learners in secondary schools in Mutomo sub county, Kitui County. The study findings were organized in to four sub themes guided by the study objectives.

The first sub theme connected drug sensitization campaigns and level of school unrests in secondary schools in Mutomo Sub County. It was discovered that the level of school unrests was generally low and going down. It has been evident that drug sensitization campaigns had great impact on the mitigation of high rated school unrests in secondary schools in the area of the study. It was noted that school with drug sensitization campaigns program would have few cases school unrests thus having improved achievement of the learners in secondary schools.

The second sub theme of the findings dealt with whether drug sensitization campaigns had any impact on the level of absenteeism among learners in secondary schools in Mutomo

sub county, Kitui county. It was realized from the study that the level of absenteeism among learners was low. Drug sensitization campaigns had impact on the level of absenteeism among learners in secondary schools. The results suggest that drug sensitization campaigns greatly influence how learners attend schools in secondary schools. This implies that there is need to energize efforts promoting drug sensitization campaigns in secondary schools for improved school attendance of learners in secondary schools.

The third sub theme tried to evaluate whether drug sensitization campaigns had impact on the level of academic performance of learners in secondary schools. It was realized that the level of academic performance in secondary schools is average. There was agreement that drug sensitization campaigns influenced academic performance of learners in secondary schools. This creates enthusiasm on need to promote drug sensitization campaigns in order to promote academic performance of learners in secondary schools.

The last sub theme enumerated various strategies that promote drug sensitization campaigns in secondary schools. The study found that main strategies promoting drug sensitization campaigns to be restructuring guidance and counselling, seminars and life skill training in schools, proper role modelling and having school policy on drug sensitisation campaigns. It was noted that when proper strategies are in place to promote drug sensitization campaigns, it has impact on the achievement of learners in secondary schools in Mutomo sub county, Kitui county, Kenya.

5.3 Conclusions

There is gap in the achievement of learners in secondary schools (The level that determines the career path of the student in their future life) as it has not reached standards set by

UNESCO and Basic Education Act of 2013 in most secondary schools in Kenya. One of the key factors noted which has compromised the achievement of learners in secondary schools is drug and substance abuse in secondary schools. To mitigate effects of drug abuse in schools, various strategies have been put in place where drug sensitization campaigns in schools has been paramount in secondary schools in Mutomo sub county, Kitui county, Kenya.

The study has resulted to four conclusions which were based on the research objectives. Firstly, it was found that there was low level of school unrests. It was further found that drug sensitization campaigns had effect on the school unrests in secondary schools. Drug sensitization campaigns had helped reduce level of school unrests. It was further realised that drug sensitization campaigns make students informed on effects of drugs thus reducing school unrests These findings recognize the importance of drug sensitization campaigns as key to mitigate school unrests in public secondary schools. It is therefore logical to conclude that drug sensitization campaigns influence level of school unrests and need to be properly instituted in schools to improve level of achievement of learners in secondary schools.

Secondly, the study found that the absenteeism among students in secondary schools was low. It was however noted that drug abuse led to absenteeism in secondary schools. Drug sensitization campaigns had impact on the level of absenteeism among students in secondary schools. When there are increased drug sensitization campaigns there is reduced absenteeism and schools without drug sensitization campaigns had higher cases of absenteeism. This implied that drug sensitization campaigns need to be energized in order to mitigate absenteeism among learners in secondary schools in totality. It is therefore

logical to conclude that drug sensitization campaigns are paramount in influencing level of absenteeism among learners in secondary schools. There is need for proper organization of drug sensitization campaigns in order for pupils to reap the best from its organization and mitigate absenteeism among learners in secondary school thus promoting improved achievement of learners in secondary schools.

Thirdly, the study found that the academic performance in secondary schools was average. Drug sensitization campaigns was noted to have positive effect on the academic performance of learners in secondary schools. It was clear that increased drug sensitization campaigns help in improving academic performance of learners in secondary schools. Additionally, drug sensitization campaigns helped mitigate anti-educational behaviours emanating from drug abuse. Campaigns made learners informed on effects of drugs thus shunning its use thus improving performance. The findings implies that drug sensitization campaigns is a core factor in promoting academic performance among learners in secondary schools. Thus, it is logical to conclude that drug sensitization campaigns are important in influencing level of academic performance among learners in secondary schools. It is therefore prudent to organize drug sensitization campaigns diligently in order to support academic performance among learners in secondary schools.

Lastly, the study found that the main strategies in place to improve drug sensitization campaigns in secondary schools were: restructuring guidance and counselling, seminars and life skill training in schools, proper role modelling and having school policy on drug sensitisation campaigns. These strategies helped improve drug sensitisation campaigns in schools thus improving achievement of learners in schools. If such strategies are weak, it was noted drug sensitization campaigns was weak and thus compromising achievement of

learners in schools. It is logical therefore to conclude that strategies to improve drug sensitization campaigns equally aid in improving achievement among learners in secondary schools. It is therefore in order to encourage adoption of the best strategies that promote drug sensitization campaigns and in long run improve achievement of learners in secondary schools in order to allow learners reap the best from the education and realize their fullest potential as they shape their future career path which is determined in secondary level of education.

5.4 Recommendations of the Study

The study made recommendation based on the four objectives as follows:

- i) Parents and stakeholders should be engaged in workshop and seminars to educate them on effects of drug abuse and how they can help mitigate drug abuse among school going children.
- ii) Schools should establish reward system to help reward and motivate most disciplined learners and use those learners in helping reform other learners who are netted on the menace of drug and substance abuse.
- iii) Schools administration should have proper role modeling programs to help learners learn from others on how they can shun drug abuse and indiscipline and involvement in behaviors like school riots and truancy.
- iv) Schools should involve all stakeholders and lobby groups on campaigns against drug abuse and ensure that learners in secondary schools are engaged in appropriate programs.

- v) All schools have well instituted guidance and counseling and ensure that there are teachers who are trained on guidance and counseling to help sensitize learners on the effects of drugs and how the vice can be mitigated in schools.
- vi) Teachers Service Commission (TSC) should ensure all teachers are trained on modules dealing with drug sensitization so that they can help address issues related to drug abuse in schools.
- vii) Government of Kenya (GOK) through the Kenya Institute of Curriculum Development should develop and regulate training modules and mass media materials on drug sensitization to help pass relevant information on dangers of drug abuse and proper ways of mitigating drug abuse among schools going children and youth.
- viii) GOK through Ministry of Education (MOE) and KICD should ensure drug and substance abuse contents are infused in the curriculum in all subjects in order for the learners to learn about dangers of drug abuse in the curriculum right from the elementary level.
- ix) GOK should reinforce the implementation of Free Day Secondary Education (FDSE) by ensuring there is strong policy systems which address all challenges including drug abuse, increased school unrests and truancy witnessed in secondary schools.

5.5 Suggestions for Further Research

- i. There have been challenges of some teachers and parents taking drugs even when learners are aware and leading to some teachers being taken for

rehabilitation programs thus study on how rehabilitation of teachers affect achievement of learners in schools.

- ii. There is increased rate of school unrests in secondary schools especially in second terms before the mock exams thus there is need to study the link between mock exams and school unrests in secondary school as school unrests are not attributed to drug abuse alone.
- iii. Despite clear policy on management of FDSE since 2008, most secondary school doesn't have adequate support systems to support education of learners contributing to school unrests and increased truancy thus, there is need for study on how school support system influence achievement of learners in secondary schools.
- iv. The study focused on effects of drug sensitization campaigns on achievement of learners in secondary schools in Mutomo sub county, Kitui county only, thus need for the sane same study to be done in other sub counties and other level of education in order to affirm whether it is okay to generalize the results to other areas and levels of education.

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APPENDICES

APPENDIX I: QUESTIONNAIRE FOR SECONDARY SCHOOL PRINCIPALS

Dear Respondent,

This questionnaire is for educational purpose. It aim at collecting data in secondary schools in Mutomo sub county, Kitui County, Kenya. You are requested to give your responses as honest as possible. The information given will be treated with a lot of confidentiality and will be used for the intended purpose only. You are requested to respond to all items in the questionnaire. You don't need to write your name.

Section A: Bio Data

1. Your gender: Male Female
2. Your age (in years)
 20-29 40-49
 30-39 50 plus
3. Level of education
 Below form four O - Level
 Bachelor's Degree Diploma
 Master's Degree PH.D

Section B: School information

4. How do you rate level of drug abuse in secondary schools in Mutomo sub-county?
High Average Low No drug abuse
5. How do you rate level of drugs sensitisation campaigns in this school? (Tick one)
High Average Low Not available

Section C: Impact of drugs sensitisation campaigns on the school unrests in secondary schools

6. How do you rate level of school unrests and strikes in secondary schools in this sub county?(Tick)

High Moderate/Average Low Not available

7. In your own opinion, what is the impact of drugs sensitisation campaign on school unrests and strikes in secondary schools in Mutomo sub county?

.....

8. The Likert scale below prompts you on your level of agreement or disagreement with the statement on impact of drugs sensitisation campaign on the level of school unrests and strikes in secondary schools in Mutomo Sub County. Please tick the number against the statement on your opinion.

Key: **1**- Strongly Disagree, **2** – Disagree, **3** – Undecided, **4**– Agree, **5** – Strongly Agree

Statement	1	2	3	4	5
There are high frequency of drug sensitization campaign in this secondary schools					
Use of drug sensitization campaign on schools have helped reduce drug abuse in secondary schools					
Use of drug sensitization campaigns has led to reduced school unrests and strikes in schools					
Drugs sensitisation campaign against drug abuse make students to be informed on effects of drug abuse thus reduced school unrests in schools					
Schools where there is no drug sensitisation campaigns have high cases of drug abuse and unrests in schools					

**Section D: drugs sensitisation campaigns and students' level of absenteeism
in secondary schools in Mutomo Sub County**

9. How do you rate level of absenteeism in secondary schools in this sub county?

(Tick)

High Moderate/Average Low Not available

10. In your own opinion what is the impact of drugs sensitisation campaign on the level of absenteeism in secondary schools in Mutomo sub county?

.....

11. The Likert scale below prompts you on your level of agreement or disagreement with the statement on impact of drugs sensitisation campaign on the level of absenteeism in secondary schools in Mutomo sub county. Please tick the number against the statement on your opinion.

Key: **1-** Strongly Disagree, **2 –** Disagree, **3 –** Undecided, **4–** Agree, **5 –** Strongly Agree

Statement	1	2	3	4	5
There are high frequency of absenteeism in secondary schools					
Drug abuse in schools have led to increased absenteeism in secondary schools					
Use of drug sensitisation campaigns has led to reduced absenteeism among students in secondary schools					
Drugs sensitisation campaign increase information on effects of drug abuse thus reduced drug abuse and absenteeism in schools					
Schools where there is no drug sensitisation campaigns have high cases of drug abuse and absenteeism in schools					

Section E: Impact of drug sensitization campaigns on the academic performance

secondary schools in Mutomo Sub County

12. How do you rate academic performance of students in secondary schools in this sub county? (Tick)

High Moderate/Average Low Not available

13. In your own opinion what is the impact of drugs sensitisation campaign on the academic performance of students in secondary school students in Mutomo sub county?

.....

14. The Likert scale below prompts you on your level of agreement or disagreement with the statement on impact of drugs sensitisation campaign on the academic performance in secondary schools in Mutomo sub county. Please tick the number against the statement on your opinion.

Key: **1**- Strongly Disagree, **2** – Disagree, **3** – Undecided, **4**– Agree, **5** – Strongly Agree

Statement	1	2	3	4	5
Most schools are performing well academically					
Drug sensitisation campaign in schools have helped reduce indiscipline in schools thus schools performing well academically.					
Drug sensitisation campaigns makes students reduce anti-education behaviors associated with drug abuse thus performing well in schools					

Drugs sensitisation campaign against drug abuse make students to be informed on drug abuse hence avoiding it thus performing well in schools					
Schools where there is no drug sensitisation campaigns have high risk of drug abuse thus performing poorly academically					

Section F: strategies in place to improve drug sensitization campaigns in order improve achievements of students in secondary schools in Mutomo Sub County

15. Which strategies are in place to improve drug sensitisation campaign in secondary schools in Mutomo sub-county? (Tick where possible)

Proper planning of seminars and life skill training in schools

Rewarding lead teams in campaigns

Restructuring guidance and counseling in schools

Involvement of all stakeholders in campaigns

Increased use of suitable mass media

Involving pupils in planning for the campaigns

Proper role modeling by the campaigners

Having school policy on drug sensitisation campaigns

Name any other

.....

.....

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.....

.....

16. In your own opinion, how do you think strategies in place to improve drugs sensitisation campaigns would influence achievements of students in secondary school in Mutomo sub county?

.....

17. The Likert scale below prompts you on your level of agreement or disagreement with the statement on impact of drugs sensitisation campaign on the academic performance in secondary schools in Mutomo sub county. Please tick the number against the statement on your opinion.

Key: **1**- Strongly Disagree, **2** – Disagree, **3** – Undecided, **4**– Agree, **5** – Strongly Agree

Statement	1	2	3	4	5
There are strategies in place to improve drug sensitisation campaign in this secondary schools					
Strategies in place to improve drug sensitisation campaign strategies have led to improved disciplined and achievements in secondary schools					
If strategies to improve drug sensitisation campaigns are weak it has reduced influence on discipline and achievements of students					
When all people are involved drugs sensitisation campaigns planning and implementations they are have more impact on achievements and discipline of students in schools					

THANK YOU

APPENDIX II: QUESTIONNAIRE FOR SECONDARY SCHOOL TEACHERS

Dear Respondent,

This questionnaire is for educational purpose. It strives to collect data in secondary schools in Mutomo sub county, Kitui County, Kenya. You are requested to give your responses as honest as possible. The information given will be treated with a lot of confidentiality and will be used for the intended purpose only. You are requested to respond to all items in the questionnaire. You don't need to write your name.

Section A: Bio Data

1. Your gender: Male Female
2. Your age (in years)
 20-29 40-49
 30-39 50 plus
3. Level of education
 Below form four O - Level
 Bachelor's Degree Diploma
 Masters Degree PH.D

Section B: School information

4. How do you rate level of drug abuse in secondary schools in Mutomo sub county?
High Average Low No drug abuse
5. How do you rate level of drugs sensitisation campaigns in this school? (Tick one)
High Average Low Not available

Section C: Impact of drugs sensitisation campaigns on the level of school unrests in secondary schools

6. How do you rate level of school unrests and strikes in secondary schools in this sub county? (Tick)
High Moderate/Average Low Not available

7. In your own opinion what is the impact of drugs sensitisation campaign on the level of school unrests and strikes in secondary schools in Mutomo sub county?

.....

8. The Likert scale below prompts you on your level of agreement or disagreement with the statement on impact of drugs sensitisation campaign on the level of school unrests and strikes in secondary schools in Mutomo sub county. Please tick the number against the statement on your opinion.

Key: **1-** Strongly Disagree, **2 –** Disagree, **3 –** Undecided, **4–** Agree, **5 –** Strongly Agree

Statement	1	2	3	4	5
There are high frequency of drug sensitisation campaign in this secondary schools					
Use of drug sensitisation campaign on schools have helped reduce drug abuse in secondary schools					
Use of drug sensitisation campaigns against drug abuse has led to reduced school unrests and strikes in schools					
Drugs sensitisation campaign against drug abuse make students to be informed on effects of drug abuse thus reducing indiscipline					
Schools where there is no drug sensitisation campaigns have high cases of drug abuse and unrests in schools					

Section D: Drugs sensitisation campaigns and students’ level of absenteeism in secondary schools in Mutomo Sub County

9. How do you rate level of absenteeism in secondary schools in this sub county?

(Tick)

High Moderate/Average Low Not available

10. In your own opinion what is the impact of drugs sensitisation campaign on the level of absenteeism in secondary schools in Mutomo sub county?

.....

11. The Likert scale below prompts you on your level of agreement or disagreement with the statement on impact of drugs sensitisation campaign on the level of absenteeism in secondary schools in Mutomo sub county. Please tick the number against the statement on your opinion.

Key: **1**- Strongly Disagree, **2** – Disagree, **3** – Undecided, **4**– Agree, **5** – Strongly Agree

Statement	1	2	3	4	5
There are high frequency of absenteeism in secondary schools					
Drug abuse in schools have lead to increased absenteeism in secondary schools					
Use of drug sensitisation campaigns against drug abuse has led to reduced absenteeism among students in secondary schools					
Drugs sensitisation campaign in schools make students to be informed on effects of drug abuse thus reduced drug abuse and absenteeism in schools					
Schools where there is no drug sensitisation campaigns have high cases of drug abuse and absenteeism in schools					

Section E: Impact of drug sensitization campaigns on the academic performance secondary schools in Mutomo Sub County

12. How do you rate level of academic performance of students in secondary schools in this sub county? (Tick)

High Moderate/Average Low Not available

13. In your own opinion what is the impact of drugs sensitisation campaign on the academic performance of students in secondary school students in Mutomo sub county?

.....

14. The Likert scale below prompts you on your level of agreement or disagreement with the statement on impact of drugs sensitisation campaign on the academic performance in secondary schools in Mutomo sub county. Please tick the number against the statement on your opinion.

Key: **1**- Strongly Disagree, **2** – Disagree, **3** – Undecided, **4**– Agree, **5** – Strongly Agree

Statement	1	2	3	4	5
Most schools are performing well academically					
Drug sensitisation campaign in schools have helped reduce indiscipline in schools thus schools performing well academically.					
Drug sensitisation campaigns makes students reduce anti-education behaviors associated with drug abuse thus performing well in schools					
Drugs sensitisation campaign against drug abuse make students to be informed on drug abuse hence avoiding it thus performing well					
Schools where there is no drug sensitisation campaigns have high risk of drug abuse thus performing poorly academically					

Section F: strategies in place to improve drug sensitization campaigns in order improve achievements of students in secondary schools in Mutomo Sub County

15. Which strategies are in place to improve drug sensitisation campaign in secondary schools in Mutomo sub county? (Tick where possible)

Proper planning of seminars and life skill training in schools

Rewarding lead teams in campaigns

Restructuring guidance and counseling in schools

Involvement of all stakeholders in campaigns

Increased use of suitable mass media

Involving pupils in planning for the campaigns

Proper role modeling by the campaigners

Having school policy on drug sensitisation campaigns

Name any other

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.....
.....

16. In your own opinion, how do you think would strategies in place to improve drugs sensitisation campaign have influenced discipline of students in secondary schools in Mutomo sub-county?

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.....
.....

17. The Likert scale below prompts you on your level of agreement or disagreement with the statement on impact of drugs sensitisation campaign on the academic performance in secondary schools in Mutomo sub-county. Please tick the number against the statement on your opinion.

Key: **1**- Strongly Disagree, **2** – Disagree, **3** – Undecided, **4**– Agree, **5** – Strongly Agree

Statement	1	2	3	4	5
There are strategies in place to improve drug sensitisation campaign in this secondary schools					
Strategies in place to improve drug sensitisation campaign strategies have led to improved disciplined and achievements of students in secondary schools					
If strategies to improve drug sensitisation campaigns are weak it has reduced influence on achievements of students in schools					
When all people are involved drugs sensitisation campaigns planning and implementations they are have more impact on achievements of students in schools					

THANK YOU

6. In your own opinion, what is the impact of drugs sensitisation campaign on the level of school unrests and strikes in secondary school in this sub county?

.....

7. The Likert scale below prompts you on your level of agreement or disagreement with the statement on impact of drugs sensitisation campaign on the level of school unrests and strikes in secondary schools in Mutomo sub-county. Please tick the number against the statement on your opinion.

Key: **1**- Strongly Disagree, **2** – Disagree, **3** – Undecided, **4**– Agree, **5** – Strongly Agree

Statement	1	2	3	4	5
There are high frequency of drug sensitisation campaign in this secondary schools					
Use of drug sensitisation campaign on schools have helped reduce drug abuse in secondary schools					
Use of drug sensitisation campaigns has led to reduced school unrests and strikes in schools					
Drugs sensitisation campaign against drug abuse make students to be informed on effects of drug abuse thus reduced school unrests in schools					
Schools where there is no drug sensitisation campaigns have high cases of drug abuse and unrests in schools					

Section E: drugs sensitisation campaigns and students’ level of absenteeism in secondary schools in Mutomo Sub County

8. How do you rate level of absenteeism in this secondary schools? (Tick)

High Moderate/Average Low Not available

9. In your own opinion what is the impact of drugs sensitisation campaign on the level of absenteeism among secondary schools’ students in this sub county?

.....

10. The Likert scale below prompts you on your level of agreement or disagreement with the statement on impact of drugs sensitisation campaign on the level of absenteeism in secondary schools in Mutomo sub county. Please tick the number against the statement on your opinion.

Key: **1-** Strongly Disagree, **2 –** Disagree, **3 –** Undecided, **4–** Agree, **5 –** Strongly Agree

Statement	1	2	3	4	5
There are high frequency of absenteeism in secondary schools					
Drug abuse in schools have lead to increased absenteeism in schools					
Use of drug sensitisation campaigns against drug abuse has led to reduced absenteeism among students in secondary schools					
Drugs sensitisation campaign in schools make students to be informed on effects of drug abuse thus reduced drug abuse and absenteeism in schools					
Schools where there is no drug sensitisation campaigns have high cases of drug abuse and absenteeism in schools					

Section F: Impact of drug sensitization campaigns on the academic performance secondary schools in Mutomo Sub County

11. How do you rate academic performance of students in secondary schools in this sub county? (Tick)

High Moderate/Average Low Not available

12. In your own opinion what is the impact of drugs sensitisation campaign on the academic performance of students in secondary schools in Mutomo sub county?

.....

13. Using the scale below, indicate the extent of your level of agreement or disagreement by ticking the numbers against each statement on impact of drugs sensitisation campaign on the academic performance of students in secondary schools in Mutomo sub county

Key: **1**- Strongly Disagree, **2** – Disagree, **3** – Undecided, **4**– Agree, **5** – Strongly Agree

Statement	1	2	3	4	5
Most schools are performing well academically					
Drug sensitisation campaign in schools have helped reduce indiscipline in schools thus schools performing well academically.					
Drug sensitisation campaigns makes students reduce anti-education behaviors associated with drug abuse thus performing well in schools					
Drugs sensitisation campaign against drug abuse make students to be informed on drug abuse hence avoiding it thus performing well in schools					
Schools where there is no drug sensitisation campaigns have high risk of drug abuse thus performing poorly academically					

Section G: strategies in place to improve drug sensitization campaigns in order improve achievements of students in secondary schools

14. Which strategies are in place to improve drug sensitisation campaign in secondary schools in Mutomo sub county? (Tick where possible)

Proper planning of seminars and life skill training in schools

Rewarding lead teams in campaigns

Restructuring guidance and counseling in schools

Involvement of all stakeholders in campaigns

Increased use of suitable mass media

Involving pupils in planning for the campaigns

Proper role modelling by the campaigners

Having school policy on drug sensitisation campaigns

Name any other

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

15. In your own opinion, how do you think strategies in place to improve drugs sensitisation campaign would influenced achievements of students in secondary school in Mutomo sub county?

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

16. Using the scale below, indicate the extent of your level of agreement or disagreement by ticking the numbers against each statement on strategies in place to improve drugs sensitisation campaign and its influence on the performance secondary schools' students in Mutomo sub county

Key: **1**- Strongly Disagree, **2** – Disagree, **3** – Undecided, **4**– Agree, **5** – Strongly Agree

Statement	1	2	3	4	5
There are strategies in place to improve drug sensitisation campaign in this secondary schools					
Strategies in place to improve drug sensitisation campaign strategies have led to improved disciplined and achievements in schools					
If strategies to improve drug sensitisation campaigns are weak it has reduced influence on achievements of students in schools					
When all people are involved drugs sensitisation campaigns planning and implementations they are have more impact on achievements of students in schools					

THANK YOU

**APPENDIX IV: INTERVIEW SCHEDULES FOR THE CHAIRPERSONS OF
CAMPAIGN GROUPS**

1. What is your age?
2. What is your level of education?
3. How long have you been in charge of the group?
4. How many secondary schools have you targeted in this sub county?
5. How do you rate level of indiscipline in secondary schools in this sub county?
6. How do you rate level of drug abuse in secondary schools in this sub county?
7. How many schools did you handle with cases indiscipline and school unrest in the last two years?
8. How would you rate the level of drug sensitisation campaign against drugs and substance abuse in secondary schools in this area?
9. What are drug sensitisation campaigns strategies employed in secondary schools in this sub county?
10. In your own opinion, what is the impact of drugs sensitisation campaign on achievements of students in secondary school in Mutomo sub county?
11. How do you rate the level of school school's unrests in secondary schools in this area?
12. In your own opinion what are the impact of various drug sensitisation campaign strategies on level of school unrests in secondary schools in this sub county?
13. How do you rate the level of absenteeism in secondary schools in the area of study?

14. In your own opinion what are the impact of various drug sensitisation campaign strategies on level of absenteeism in secondary schools in this sub county?
15. How is the level of academic performance of students in secondary schools in this sub county?
16. In your own opinion what are the impact of various drug sensitisation campaign strategies on the academic performance of students in secondary schools in this sub county?
17. In your own opinion, what are strategies in place to improve drug sensitization campaigns in order improve achievements of students in secondary schools in Mutomo Sub County?
18. In your own opinion, how do you think strategies in place to improve drugs sensitisation campaign would influenced achievements of students in secondary school in Mutomo Sub County?

APPENDIX V: INTERVIEW SCHEDULES FOR THE SCDOE/SCQASO

1. What is your age?
2. What is your level of education?
3. How long have you been in charge of education in this area?
4. How many secondary schools are there in this sub county?
5. How do you rate level of performance in secondary schools in this sub county?
6. How do you rate level of drug abuse in secondary schools in this sub county?
7. How many schools did you handle with cases indiscipline and school unrest in the last two years?
8. How would you rate the level of drug sensitisation campaign against drugs and substance abuse in secondary schools in this area?
9. What are drug sensitisation campaigns strategies employed in secondary schools in this sub county?
10. In your own opinion, what is the impact of drugs sensitisation campaign on achievements of students in secondary school in Mutomo sub county?
11. How do you rate the level of school school's unrests in secondary schools in this area?
12. In your own opinion what are the impact of various drug sensitisation campaign strategies on level of school unrests in secondary schools in this sub county?
13. How do you rate the level of absenteeism in secondary schools in the area of study?
14. In your own opinion what are the impact of various drug sensitisation campaign strategies on level of absenteeism in secondary schools in this sub county?

15. How do you rate academic performance of students in secondary schools in this sub county?
16. In your own opinion what are the impact of various drug sensitisation campaign strategies on the academic performance of students in secondary schools in this sub county?
17. In your own opinion, what are strategies in placeto improve drug sensitization campaigns in order improve achievements of students in secondary schools in Mutomo Sub County?
18. In your own opinion, how do you think strategies in place to improve drugs sensitisation campaign would influenced achievements of students in secondary school in Mutomo Sub County?

APPENDIX VI: TRANSMITTAL LETTER

Clapperton Kilonzo Matuku

P.O Box 15-90201

MUTOMO.

To all respondents

MUTOMO SUB-COUNTY

Dear respondents,

REF: INTRODUCTORY LETTER

My name is Clapperton K. Matuku, a postgraduate student at Kenya University REG. NO. **E55/CE/21053/2012** pursuing a **Master of Education, (MED) Sociology and Policy in Education**. This is part of the necessities for the award of the MED Degree in sociology and policy in education. I am doing a study on **Impact of drug sensitization campaigns on achievements of students in secondary schools in Mutomo sub-county, Kitui County, Kenya**. You have been chosen to participate in the study. I congratulate you for having been selected to participate in this study. I humbly, request you to co-operate and aid me by correctly filling in this questionnaire or giving information. The information you will give will be treated with high confidential and strictly used for intended the work. I also assure you that your identity will remain anonymous. I will appreciate your co-operation. Thank you very much.

Yours Faithfully

Clapperton Kilonzo Matuku

APPENDIX VII: RESEARCH APPROVAL LETTER BY GRADUATE SCHOOL



KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke

Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 810901 Ext. 4150

Internal Memo

FROM: Dean, Graduate School

DATE: 30th May, 2019

TO: Clapperton Kilongo Matuku
C/o Educational Foundation,
Kenyatta University

REF: E55/CE/21053/2012

SUBJECT: APPROVAL OF RESEARCH PROPOSAL.

We acknowledge receipt of your revised Research Proposal as per our recommendations raised by the Graduate School Board of 25th July, 2018 entitled "Impact of drug sensitization campaigns on achievements of students in secondary schools in Mutomo sub-county, Kitui County, Kenya".

You may now proceed with your Data Collection, Subject to Clearance with Director General, National Commission for Science, Technology and Innovation.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervisor Tracking Forms per semester. The form has been developed to replace the Progress Report Forms. The Supervisor Tracking Forms are available at the University's Website under Graduate School webpage downloads.

Thank you.

HARRIET ISABOKE
FOR: DEAN, GRADUATE SCHOOL

C.c.: Chairman, Department of Educational Foundation

Supervisors:

1. Prof. Daniel Sirina
C/o Department of Educational Foundation
Kenyatta University
2. Prof. Kisilu Kombu
C/o Department of Educational Foundation
Kenyatta University

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APPENDIX VIII: INTRODUCTORY LETTER TO NACOSTI



KENYATTA UNIVERSITY GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke

Website: www.ku.ac.ke

P.O. Box 13844, 00100
NAIROBI, KENYA
Tel. 8710901 Ext. 57530

Our Ref: E55/CE/21053/2012

DATE: 30th May, 2019

Director General,
National Commission for Science, Technology
and Innovation
P.O. Box 30623-00100
NAIROBI

Dear Sir/Madam,


RE: RESEARCH AUTHORIZATION FOR CLAPPERTON KILONZO MATUKU - REG. NO. E55/CE/21053/2012.

I write to introduce Clapperon Kilonzo Matuku who is a Postgraduate Student of this University. The student is registered for M.Ed degree programme in the Department of Educational Foundation.

Clapperon intends to conduct research for a M.Ed Project Proposal entitled, "Impact of drug sensitization campaigns on achievements of students in secondary schools in muromo sub-county, Kitui County, Kenya".

Any assistance given will be highly appreciated.

Yours faithfully,


PROF. ELISHIBA KIMANI
AC. DEAN, GRADUATE SCHOOL

HT/12

APPENDIX IX: INTRODUCTORY LETTER FROM NACOSTI



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: 254-20-2213491,
2241349, 33 0571, 2219490
Fax: 254-20-318245, 218249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabuku,
Old Wanyoni Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/19/59625/31498**

Date: **23rd July, 2019.**

Clapperton Kilonzo Matuku
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Impact of drugs sensitization campaigns on achievements of students in secondary schools in Mutomo Sub County Kitui County.”* I am pleased to inform you that you have been authorized to undertake research in **Kitui County** for the period ending **23rd July, 2020.**

You are advised to report to **the County Commissioner, and the County Director of Education, Kitui County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

GODFREY P. KALERWA., MSc, MBA, MKIM.
FOR: DIRECTOR-GENERAL/CEO

Copy to:


The County Commissioner
Kitui County.

The County Director of Education
Kitui County.

APPENDIX X: RESEARCH PERMIT

THIS IS TO CERTIFY THAT **MR. CLAPPERTON KILONZO MATUKU** of **KENYATTA UNIVERSITY** **44-90201** **MUTOMO**, has been permitted to conduct **Research in Kitui County** on the topic: **IMPACT OF DRUGS SENSITIZATION CAMPAIGNS ON ACHIEVEMENTS OF STUDENTS IN SECONDARY SCHOOLS IN MUTOMO SUB COUNTY KITUI COUNTY** for the period ending: **23rd July 2020**

Permit No: **NACOST/P/19/59625/31498**
 Date of Issue: **23rd July 2019**
 Fee Received: **Ksh.1000**



Applicant's Signature *[Signature]* **Director General**
National Commission for Science, Technology & Innovation

APPENDIX XI: RESEARCH AUTHORIZATION LETTER BY COUNTY

DIRECTOR

**MINISTRY OF EDUCATION, SCIENCE & TECHNOLOGY
State Department for Education**

Telegrams *EDUCATION*
Kitui
Telephone: Kitui 22759
Fax :04444-22103
E-Mail :
cde.kitui@gmail.com



COUNTY EDUCATION OFFICE
KITUI COUNTY
P.O BOX 1557-00200
KITUI

When replying please quote:

Ref. No. KTIC/ED/RES/VOL1/22/83

Date:27/08/2019

Clapperton Kilonzo Matuku
Kenya University
P.O Box 43844 - 00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to conduct a research on **"Impact of drug sensitization campaigns on achievements of students in Secondary schools in Mutomo Sub County, Kitui County"**, I am pleased to inform you that permission has been granted to you to undertake research in Kitui County for the period ending **23rd July,2020**

You are advised to liaise with the respective Sub County Directors of Education before embarking on the exercise and a copy of the research report should be forwarded to this office.

Regards,

A handwritten signature in black ink, appearing to be 'S. Adano', written over a circular stamp or seal.

S. Adano
County Director of Education
Kitui County

APPENDIX XII: MAP OF KITUI COUNTY

