

**TO STUDY IF THERE IS ANY RELATIONSHIP  
BETWEEN DRUG ABUSE AND PERFORMANCE**

**BY**

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PROGRAMME**

**SUBMITTED TO: PROF. M. M. PATEL**


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*To study if there is  
any relationship*



2007/299914

## DECLARATION

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

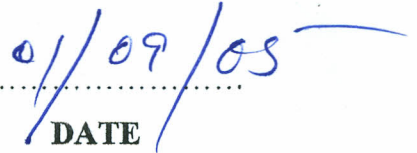


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## **DEDICATION**

This project is dedicated to my uncle Riggah Mambo for being a source of inspiration encouragement and finances support throughout the time of my studies.

## ACKNOWLEDGEMENT

I am grateful to my supervisor Prof. M. M. Patel for freely guiding me where necessary and acted very fatherly to me.

I owe a great debt to my parents and family for their continued moral support.

Special ones go to my cousin Jamhuri Mwavvombo and her husband Daudi Gaya for staying with me all the time of my study. My cousin Juma Bindo for encouraging me to continue with the course. Thanks go to all my friends and colleague who gave me the moral support I needed. And last to God Almighty who enabled everything to be successful to me.

## ABSTRACT

The primary purpose of this study was to find if there is any relationship between drug abuse and students performance in some secondary schools in Kwale District.

A sample of 120 students was selected using purposive sampling technique which the researcher looked for the place mostly affected by drug abuse and got three schools, headmasters of the institution and six teachers of these schools.

One questionnaire was administered to each student and the response rate was 99 percent.

Data was analysed through using tables looking for frequency and percentage on the variables.

Findings of the study indicated that there were:-

- Significant relationship between drug abuse, gender, involvement of parents and peers.
- As to the attitude on drug abuse, majority of the students and all the teachers were aware that they affect the performance and harmful to their health.
- Respondents acknowledged peer counseling and awareness campaign to be the remedies against drug abuse.

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# CHAPTER ONE

## 1.0 INTRODUCTION

### 1.1 BACKGROUND OF THE STUDY

Sobriety is very important in any given learning atmosphere. Many students have rioted in schools, burnt schools, caused a lot of unrests in schools, while under normal circumstances. Such problems are not seen.

The issue of the youth taking drugs, the curriculum so far has done a very little to address it. It is also the opinion of the majority that the curriculum be designed in a manner that topics be included to show the negative side of drugs so that children can completely abstain from them.

Drug abuse has escalated dramatically in recent years. Most drug abusers are young, poor and idlers. No nation is immune from the deescalating consequences of drug abuse, illicit drug trafficking is on upsurge in crime, violence and corruption the destruction of the individual, families and entire communities and undermining of national economies. Another consequence with intravenous drug abuse is the high risk of spreading AIDS (Boutros Boutros Ghali, UNO 1992).

In Nigeria acts of indiscipline among students were blamed on use and abuse of drugs Yonda, (1984) violation and acts of indiscipline that occurred among students of Kings College in Lagos and that of the Methodist Boys High School in Oron drug abusers were to be blamed in both cases. Fafunwa (1975) also attribute indiscipline in Nigeria schools to drug use and abuse.

**Table 1: Institution type on drug abuse percentages**

	Alcohol	Bhang	Tobacco	Miraa	Inhalant
Primary School	%	%	%	%	%
Secondary School	22.7	2.2	1.6	5.3	2.1
University	43.8	6.2	7.1	22	8.7
National Polytechnic	60.7	11	11	26.1	6.8
Others	47.1	9.3	8.5	21.8	4.2

**Source: Daily Nation October, 27 2003**

From the above table, we have seen that alcohol is the most abused drug in all the categories of the institution given followed by miraa. It's in the higher institution of learning where alcohol is the most abused, the least abused in all categories of drugs is inhalants followed by bhang and then tobacco.

Effects of drug use and abuse are many ranging from people involving themselves in immoral activities such as raping, murder, stealing, deviant behaviours such as not abiding the laws, not performing well in exams. Students in two neighbouring schools; Kwale High School and St. Mary Seminary in Kwale fought each other to the extend of attacking and causing injuries to two teachers one of them got his two teeth removed in the skirmish. Students in Waa High School in Kwale District were arrested with knives, petrol, bhang after a tip from some of their colleagues.

In the long run, you find out that stakeholders get dissatisfied with such unbecoming behaviours a lot of blames are put on teachers of such institutions.

## 1.2 STATEMENT OF THE PROBLEM

According to Wangai (2001 and Makinde 1981 pg. 12, adolescent stage is delicate period when their needs are not addressed, some problems occur hence they resort to drug abuse.

Students in Kwale district have access to drugs despite the fact that drugs are completely prohibited in the institution of learning.

When students take drugs they become uncontrollable, they tend to fall sick now and then, they do not concentrate well.

- i) Why do students take drugs?
- ii) Where do they get them?
- iii) Who is involved in the transaction?

As it has been established in the background information; drug abuse is a phenomenon that needs attention. The Ministry of Education, Science and Technology has noted that; varied type of drugs and substances are readily available in some localities where schools are situated. The Ministry is also aware that the substances are sold to students. Therefore, recommended that the ministry works closely with National Agency for the campaign against drug abuse (NACADA) to contain the problem of drugs and drug abuse in schools (Republic of Kenya) 2001. Kwale District has not been left out in that quagmire.

## 1.3 THE PURPOSE OF THE STUDY

Based on the problem stated, the purpose of this study is to:-

- Find out how students get influenced in taking drugs.
- Find out under which circumstances they take drugs.
- Find out what motivates them to take drugs.
- Find out if there is any relationship between drug abuse and performance.

Drug abuse has been blamed for problems of indiscipline to the youth therefore, to determine whether there is any relationship in between drug taking and the performance in examination. It is intended to look at causes, effects, ways of detecting, rehabilitations and preventive measures of drug abuse in secondary schools in Kwale District. The study will provide useful information and recommendation for curbing drug abuse in secondary schools. The purpose of this study will be to investigate prevalence and correlates of drug use and drug abuse among Kwale District Secondary School students.

#### **1.4 OBJECTIVES OF THE STUDY**

The objectives of this study are on drug abuse and its influence on students learning behaviour on the following objectives were generated:-

- To find out the reasons why students take drugs.
- To compare the performance of those who are in that habit of taking drugs and those who do not.
- To find out the effects of the drugs abused by the student and other school activities, e.g. home work, co-curricular activities where are they affected behaviour etc.
- To investigate how they penetrate to school.
- To determine the source.
- To establish ways of detecting drugs.
- To find out if there is any relationship between poor performance and drug taking.

## 1.5 RESEARCH QUESTIONS

The research will be focused on the following questions:-

- What are some of the prohibited drugs that have been abused by secondary school students in Kwale district?
- Who supplies the drugs?
- What are the effects of drug abuse?
- What are the causes?

## 1.6 SIGNIFICANCE OF THE STUDY

The study will be of the following significances.

It may be useful to various educational institutions. There is need to study about the prevalence and patterns of drug abuse in our institution of higher learning so as to provide an up to date information on the extent of use. This study will give the extent of drug abuse in Kwale District Secondary School and will be helpful in establishing trends in the future guidance and counseling personnel. The study may also help on the improvement of discipline in the secondary schools as a result of curbing and creating drug abuse awareness complain and may be used as an entry point for behaviour change.

It may be useful to various educational institution. There is need to study about the prevalence and patterns of drug abuse in learning institutions so as to provide an up to date information.

The study may help to improve the performance in secondary schools as a result of curbing and creating drug abuse awareness and be used as an entry point for behaviour change.

## 1.7 LIMITATIONS

- (a) My data is based on only some schools in Kwale District. One should be careful before generalizing.
- (b) The study will only use questionnaire this mean that triangulation will not be used.
- (c) The length of the study and data collection procedure may hamper the proceeding.

## 1.8 ASSUMPTIONS OF THE STUDY

- It is assumed that the respondent will provide truthful and honest responses.
- It is assumed that drug abuse prevail in one way or another in every secondary school in Kwale District.
- Drug abuse is a real hindrance to character building on schools among students learning behaviours.
- Drugs are readily available.
- That the respondent will provide fruitful and honest responses.
- That drug is used in Kwale District Secondary Schools.

## 1.9 DEFINITION OF SIGNIFICANT TERMS

<b>Drug</b>	-	Refers to any chemical substance that brings about human physical, mental and emotional changes.
<b>Drug trafficking</b>	-	Moving drugs from town to town, market to market and school to school.
<b>Narcotic drugs</b>	-	This is any drug regulated under the dangerous Drug Act and can only be without the doctor prevention.

- Hallucination** - This is a state of seeing an imaginary scene or hearing an imaginary sound as it were.
- Drug dependence** - The drug user or person feels a compulsion as he/she takes drug on a regular base.
- Illegal drug** - Refers to any drug that is potentially dangerous and has been outlawed by the government, drugs like marijuana, heroine and ecstasy fall in this category.
- Drug abuse** - Refers to the use of any chemical substance for any reason other than its intended purpose.
- Alcohol** - Refers to an organic chemical compound known as ethyl or ethanol which is the compound found in alcoholic beverage.
- Relapse** - This is when a recovering drug abuser starts to use drugs again after a period of abstaining.
- Inhalant** - These are substances abused strong breathing sniffing. Regular users may inhale the substance from powerful bag or container inside to concentrate on effect.
- Drug pushers** - People situated in institution e.g. schools to pass drugs to the consumer.

## CHAPTER TWO

### 2.0 INTRODUCTION

The purpose of this chapter is to review literature related to the influence of drug abuse on students learning in secondary schools in Kwale District. The chapter contains topics which are subdivided as follows:

### 2.1 LITERATURE REVIEW

Our remote ancestors almost certainly explored the properties of every plant, fruit, root and they found. The eventual use of these products would be partly determined by their pharmacological effects of the nature, intensity and duration of their strange desirable new experience and partly by the particular group's pattern of living. Thus in one territory, a substance might be used as a love potion, in another as a stimulant for battle, in yet another as medicine, and still as a sacred food or drink for religious ceremonies (Gordon, 1978). The case for South America for instance, took cocaine which has a central role for their religious and society systems throughout civilization, which stressed from around AD 1200 to AD 1550, (Wolmer 1990).

According to Levinthical (1999), the 19<sup>th</sup> Century saw the development of drugs used for specific purpose. The social picture of drug taking behaviour showed signs of complication. The prominent leaders and professionals called for attention to social problems from widespread abuse of alcohol, cocaine and opium among others were declared illegal overtime in many countries.

### 2.2 CONCEPTS OF DRUG ABUSE

According to Nyasim (2001:) a drug is defined as any substance, solid, liquid or gas that changes the functions or structures of the body in some way. The drugs major concern is on those drugs that affect the central nervous system, and changes a person way of

thinking, feelings and behaviour. According to Kazikowski (1993:78) drug abuse means non prescriptive use of psycho active chemicals to alt the psychological state of individuals which results in altered function. The World Health Organization (WHO) defined a drug as any substance that when taken by the living organism, may modify one or more of its function. It is anything that alters the chemistry of the body, or affects the mind (Welch & Wild 1998:30). According to Nonlis (1975) and Duta (1992:593) they defined drug abuse as a state psycho and sometimes physical, resulting from interaction between a living organisms and a drug characterized by behaviour and other responses that always include a person to take more drugs on continuous basis. It is a substance that by its chemical nature affects the structure or function of the living organism. Lukoff in Yambo and Acuda (1983:4) suggest those sociological thesis which seek to explain drug abuse behaviour are usually inspired by those of delinquency criminality or deviant behaviour.

### **2.3 SOURCE OF DRUGS**

According to Pads (1998:14) drugs are made from plants, for example opium, bhong, animal for instance snake, mineral sources, for instance petroleum and synthetic materials. Pads (1998:34) added that in some schools with big plantations of sugarcane, nappier grass, flower beds, maize and coffee farms, students plant or grow illegal drugs. Some drugs look like flowers in the nature and cannot be differentiated from other trees (Chevy 1969).

Lord (1984:32) concede that, students obtain some of these drugs from their school science laboratories because they are available and within their reach. Otsinde (1999:32) added that students hide illegal drug inside their mattresses dipped and soaked with alcohol. Some students hide them right inside their pants, neckties and even in their private parts.

Pads (1981) asserted that students bring illegal drugs from home after holiday or half terms or when they are dispersed for fees collection. They get them from the subordinate staff, for example cooks, ground men, gardeners and watchmen, students who commute daily bring drugs to school. Students obtain drugs from friends and relatives who come to school during parent visiting day.

Juma and Ngugi (1999:45) and Pads (1998:14) say that students buy drugs from drug barons, vendors and peddlers who extend them through the fences and dark corners. Pads (1998:15) brought forward a concern that students get access to drug and alcohol through teachers who are addicted. Teachers send students to buy illegal drugs from the nearest shops and by so students will have a share without the teachers knowledge. He added that certain operators and shoe makers give students glue to sniff.

## **2.4 THEORETICAL FRAMEWORK**

In this section I shall consider three theories that explains why students perform badly.

- Gagne Theory of Forgetting
- James Langer Theory of Emotion
- Freudian Theory of Unconscious

## **I REMEMBERING AND FORGETTING**

Itamachek (1975) views information processing as a theoretical model that attempt to explain how we acquire information how we sought and organize it and how we retrieve that information when needed. Gagne (1952) looks at the human mind like a computer.

According to Gagne (1952) the human mind process information like a computer. It is neurons and their networks of interconnections may be compared to transistors, resistors, capacitors and relay systems of a computer. Brain functions are thus compared to the programmed functions of the computer, the brain takes the information from the mind as

it is from the computer. However it is not as easy to retrieve information from the mind, the brain takes the information transformation to give meaning encoding.

This entire process is referred to as remembering. Memory refers to the mental capacity to store and later recalls recognize work that were previously experienced.

## **FACTORS THAT CAUSE FORGETTING**

1. Neural decay – it occurs when information that is taken to the short memory is not encoded.
2. Filling and retrieved errors which makes retrieval difficult. If the memory cataloging information wrongly, it becomes difficult to retrieve that information from the memory bank.
3. Brain damage, accidents, drugs can cause intergraded amnesial the inability to file new items away in long term memory (Herbel 1987). Alcoholics and drug users their brains suffer enormous damage from the excessive doses of.
4. Alcohol has an intriguing effect on memory. It impairs neither short term recall for what just happened nor existing long term memories. ✓
5. Drugs have tranquilizing effects, they can lead to impaired memory and judgment.

## **II THEORIES OF EMOTIONS**

### **EMOTIONS**

According to William James 1884 emotions are rooted in bodily experiences e.g. an emotion inducing stimulus elicits reaction and voluntary behaviour such as running or gesturing.

Emotions are patterned bodily reactions, involving both a response and a preparation to respond to external stimulants.

Emotion play a role in learning e.g. a behaviour like drug anxiety can take ones thinking the whole day and how to go about the search for drugs in order to meet that requirement.

These feelings can affect learning in that the persons mind will not be steady to concentrate on what is being taught. The attention will be deviated to the thinking of how to get drugs. These are emotions which are very strong and are referred to as strong emotions. These interfere with the effective thinking process and in the situation learning will be interfered with. Hence performance will also be affected.

### **III FREUDIAN THEORY OF UNCONSCIOUSNESS**

#### **DRUGS AND CONSCIOUSNESS**

If there is controversy about whether hypnosis alter consciousness, there is little despite that drugs do. Psychoactive drugs are chemicals that change perceptions and moods.

Consciousness can be experienced in various normal and altered state, all of which involve a focused awareness of perceptions, thoughts and feelings as they occur.

Depressants are drugs that reduce neural activity and slow down body functions. They may take a person more aggressive, more stubborn, more daring. Drug effects result from alcoholic blackouts, memory losses deprivation of REM sleep, sensory arouse lowering of inhibitions.

Unconscious motives can influence our behaviour, actions and thought.

Alcohol has another intriguing effect on conscious (Hull and Others 1986). It reduces self awareness.

Head teacher, teachers, chaplain, guidance and counselling teachers should be trained on how to detect, identify or get access of abuse. Wangui (2001). They should also be made to instand that good discipline is obtained through abstaining from drugs. ♦

## **2.5 CLASSIFICATION OF THE ABUSED DRUGS**

The literature has highlighted various types of drugs abused by the students in secondary school. Pads (1998:14) identified common drugs as bhang, cocaine, hashish, marijuana, opium. Otsinde (1991:32) added LSP derule and babeturator for example caffeine, miraa, tobacco and alcohol.

Chege (2002:12) has identified the following drugs: cigarette, alcohol, chang'aa, busaa, heroine, bhang, cocaine, miraa, mandrax as drugs mainly abused by youngsters in schools while for the purpose of this study Nowlis (1975) and Moses (1974:106) illegal drugs such as bhang (cannabis sativa), heroine, cocaine, mandrax and opium to be in the existence in high schools.

According to Herman (1970) abused drugs can be classified in the following categories:-

### **CENTRAL NERVOUS SYSTEM (CNS) DEPREVANT DRUGS**

Drugs in this category lead to a state of acute intoxication in which depression of various elements of the CNS occurs. If seriously interfered with induces motor and mental functions. Example of drug in this category include barbiturates (sleeping tablets)

Valiar mandrax, inhalant, like glue, gasoline, kerosene, paint thinner and alcoholic dies of delirium tremors in the final stage of alcoholism.

### **2.5.1 CNS STIMULANT DRUGS**

These stimulate all parts of the CNS. The users say they excite them and suppress their appetite and prevent them from sleeping. After effects, sleeping sickness, headaches, fatigue and poor blood circulation.

### **2.5.2 HALLUCINATION**

Hallucination produces or leads to fantasies. The drugs users refers to them as dancing drugs. They include LSP, lysergic and diethyl amide which is colourless and odourless and tasteless and is taken only in minute amount. LCD subject receive very strong sense impressions that can be heard as nil or seen. Other drugs in this group include bhang, beyote and masculine.

### **2.5.3 NARCOTIC DRUGS**

They cause drowsiness and euphoria. They include opium, mandrax, morphine, methadone, heroine, cocaine and codeine. Heroine is reported to be associated primarily with the youth of the economically and socially deprived areas while cocaine is associated to those from well to do families.

### **2.5.4 USES OF THE COUNTER DRUG OR NON PRESCRIPTIVE DRUG**

These are drugs that are easily purchased over the counter in shops and chemists and doctor's prescription is not necessary.

## **2.6 AVAILABILITY OF DRUGS**

Njama (2001) stated major causes of drug abuse as the gradual emergence of status ridden 'super-losing' parents who will stop to be a dignity of punishment for the super class children; the concomitant reduction of the aged old dignity and power of head.

If there is easy access to drugs, students will decide to use them. Drugs are available in urban where most of them are day schools and even with the boarding schools. It is well known fact that some students have secret ways of obtaining drugs and selling them to fellow students in some cases, members of the public (Ndegwa 1998).

### **PARENTAL INFLUENCE**

Pads, 1998 noted that children who come from parents who take drugs tend to imitate the behaviour of the parents by engaging in taking of illegal drugs. According to Midigo, 2002, the attitude of parents towards tobacco, alcohol and other drugs play a major role on children's behaviour. Young people learn from what they see by imitating what the parents and other people do in the community.

### **CAUSES OF DRUG ABUSE**

Njama (2001) stated major causes of drug abuse as the gradual emergence of status ridden 'super-losing' parents who will not stop to be a dignity of punishment for the super class children; the concomitant reduction of the aged old dignity and power of head teachers; the week collaborators spread between teachers and parents in many secondary schools; the subordinate staff status restricted mandate of board of governors in the discipline field and the persistent outdated belief in meeting irrelevant and cultural resented forms of punishment for example caning.

Munavo (2000:8) state that most of the disciplinary problems encountered in learning institution are ruled in action or inactions of some of the education stake holders.

## **AGE FACTORS**

The youths are at stage of transition from childhood to adulthood. That is a very turbulent stage in life which the youth tend to experiment a lot with his life, Oketch (1992). This is being a period of great wild eaters. The youth person is out to try and experiment on anything from between two worlds of childhood; he resorts to either from time to time Ndegwa (1998).

## **2.7 REASONS FOR DRUG USE / ABUSE**

People with different personalities can abuse drugs. There is no typical drug taking Herman (1970). Any one can abuse drug for a variety of reasons. Some of the reasons why students abuse drugs include:-

### **CURIOSITY**

Curiosity is one of man's outstanding artistic. It appears early in life and leads to extensive exploratory behaviour. It is not surprising then that many young persons will wish to try some drugs in order to determine the effect for themselves.

Midigo (2002) conceded that young people are curious and like having fun, therefore some take drugs as a discovery from their effect.

### **PEER GROUP**

The interest and expectation of peer group have an important bearing on whether or not a person will try a dependence producing drugs. A friend in peer group is likely to be the source of information for drug users about their availability of drugs and their illegal effects. Furthermore a device for acceptance and asocial interaction in particular peer.

Munavu blamed lack of good conduct in school on drug abuse which is caused by the style in which educational institutions are managed; the manner in which teachers perceive and express their roles in modelling and monitoring the degree in which students participate in defining the learning environment and participating in the discipline process. Munavu added that misbehaviour is caused by the way in which students have been exposed and disposed to influenced by their peers or by the global culture. The extent to which society define its cultural norms and values; and degree to which the sense of hopelessness in despairing the contemporary society have permeated the learning process.

### **AVAILABILITY OF CASH**

According to Daily Nation correspondent, students who get access to a lot of money are tempted to buy illegal drugs (Daily Nation; July, 2000).

### **INFLUENCE OF MASS MEDIA AND ADVERTISING**

People who smoke are portrayed as being great sportsmen, very friendly, wealthy important people Oketch 1992. Mass media plays a big role in influencing children. They receive information from movies, televisions, video cassettes, bill boards and magazines. Even through this, sights and sounds do not promote drug use except they can reinforce a child's impression that drug abuse is normal. East African Standard, September 2003.

Group may result in starting and maintaining the use of drugs e.g. some influential members of that group happens to be intermittent or regular users (WHO; 1973)

## DISTRIBUTION OF DRUG ABUSE IN NAIROBI PROVINCE IN 1990

	Alcohol	Marijuana	Bhang	Cocaine	Mandrax	Cigarette	Opium	Heroin
Drugs	1	2	3	4	5	6	7	8
Students	44	18	37	8	1	8	5	5
	20.5	8.5	17.5	3.8	0.5	3.8	2.4	2.4
Non-students	100	21	101	9	1	10	11	8
	49.5	10.4	50	4.6	0.5	5.0	5.4	4

**Source: Yambo and Acuda epidemiology of drug use and abuse (1990:50).**

The above table shows that alcohol is the most abused drug by both males and females; bhang is the least used by females. All the drugs abused in males have superseded female in the usage.

Njagi classifies drug users in three categories: there are the students who are trying to relieve themselves from the stresses imposed to them from career goals and unrealistic performance in schools as well as those trying to escape poverty and frustration. The second category of student is from well to do families who lack nothing materially but drugs for pleasure. The third category are those with inadequate personality who are unable to cope with problems as they come, Otheb (2001).

The Common Wealth Youth Programme (1995) cited curiosity, boredom and peer pressures as some of motivational factors that led youth into drugs and substance abuse. In addition to the social pressure which led to drug use the role of individual factors.

The above table shows that Central Province experienced a lot of unrest followed by unrest. Nairobi was the least followed by the Coast and North Eastern respectively.

In all the schools, students damaged properties only that some were at the minimal stage. Worst of all in Eastern not only damage of properties occurred but also loss of life.

Many people believe that only male students tend to abuse drugs but the above figures lowered; Proves that notion to be wrong. Female students do abuse drugs but at lower rate in comparison to the male students. From the above figure, the pattern of use of drugs varied with a bigger percentage of the female exposed to alcohol and miraa 20.6% and 4.6% respectively, while the biggest percentage of the male is exposed to alcohol and tobacco 34.2% and 13.4% respectively.

## **WAYS IN ACCESSING DRUGS IN SECONDARY SCHOOLS**

Drugs are prohibited in schools. It is not easy to get access to them. There must be ways on which students take drugs. Ndegwa (1998) in his report in their problems in our schools to the Kenya National Committee for drug education, noted that students had secret ways of obtaining drugs. He identified some cases where members of the public and day scholars worked in the schools and sale the commodities to students where school rules are tight he noted that the trade went on through school fences or small kiosks then flourished behind the school fences.

## **CLASSIFICATION OF THE ABUSED DRUGS**

Drug abuse in our learning institution is a menace that has to be acknowledged and dealt with appropriately. Those that are denial, especially heads of schools need to accept the vice escorts and device appropriate way of countering it.

There are other new drugs currently available in the Kenyan markets. These drugs are currently under security in governors chemists before they can be categorized. Many

people are ignorant of the fact they use drug because they are easily available on the counters of many kiosk and shop and across the country.

## **2.8 RECOMMENDATION**

### **SUMMARY OF LITERATURE REVIEW**

Houser and Raymond (1969) have noted that the behaviour formation and behaviour modification among the youth largely learning which also get influenced by peer pressure as models.

School heads, teachers, parents and other stake holders in education should ensure that students are of good conduct. Daily Nation (2001:15).

## CHAPTER THREE

### 3.0 RESEARCH METHODOLOGY

#### 3.1 INTRODUCTION

This chapter describes the research design, the target population, sample and sampling procedures, research instruments, establishment, validity and reliability of the instruments, data collection procedure and data analysis.

#### 3.2 RESEARCH DESIGN

This research study will use ex post facto design which is used to explore possible causes and effects between variables. That can not be manipulated by researcher according to Kerlinger (1973:379). Ex post facto design is a system of empirical inquiry in which the scientist do not have direct control of independent reach.

Charles (1988:18) does not have direct control of independent variable like age, sex, races which do not allow manipulation are date of birth, place of birth.

Kothars (1985) includes surveys and fact findings, inquires of different kinds, major purposes of descriptive research of the state of affairs as it exists at present. Main characteristics is that the researcher does not have control of the variable.

#### 3.3 TARGET POPULATION

The target population will be 120 students from three schools two teachers from each school and the heads of these schools. This is a purposeful sampling.

### **3.4 SAMPLE AND SAMPLING PROCEDURES**

#### **Wiersmar (1981)**

Defines sample as a small proportion of a target population selected using some systematic procedure for study. Among the reasons accepted for sampling are limitations of time for the study. He pointed out that an ideal sample should be large enough so that the investigator can with confidence, within specific limit be certain that a different sample of the same size is drawing using the same procedure can give.

### **3.5 RESEARCH INSTRUMENTS**

The researcher will use questionnaire for all the respondents. According to Wiersmar (1985) questionnaire here are generally much less expensive and they do not consume a lot of time in their administration. They will be divided into two section A and B.

- A. Demographic data of the teacher
- B. Contain questions. Seeking to establish the drugs that the students use, how they access to them, where they hide them.

### **3.6 RELIABILITY AND VALIDITY**

Reliability refers to the consistency of scores obtained by the same individual, when re-examined by the same test and different sets of equivalent items. The validity and the reliability of the research instrument will be obtained through piloting.

Questions here will be thoroughly discussed with colleagues and supervisors. Also pilot testing will help to select valid items to modify the questions.

To ensure reliability of the study and validity of the instrument. This will involve administering the same questionnaire at an interval to the same group and then compare the two scores. Finding out if the result will be consistent to determine reliability and validity of the instrument respondent conducted during pretest phase will be deliberately excluded during the formal administration of the instrument.

This will help to control extraneous influence on the research finding due to prior knowledge of the information required by the instrument. One school will be used for the purpose of making instruments free from ambiguity.

## CHAPTER FOUR

### 4.0 DATA ANALYSIS AND FINDINGS

#### 4.1 INTRODUCTION

This research was a cross sectional survey, which is a suitable method of obtaining answers to the same questions from several students, teachers and head teachers from the same school. Coopers and Emory, (1995), recommend this type of research design for studies carried out at once and representing one point in time survey. This study falls in this category. The sample of this study was made up of 120 students, 6 teachers and 3 head teachers.

The response rate was good because 100% of the questionnaires were returned and fully filled.

The respondents were students, teachers and head teachers of secondary schools. The SPSS package was used to capture the data and build a database and analyzed the data to produce descriptive statistics. Frequency tables, percentages and cross tabulation were extensively used to draw conclusions on the findings.

## 4.2 BASIC DATA

The students were asked to state their age, form, and gender. They were further asked if they understand or involved in the following issues:

Concept of drug abuse, habit of drug use, anyone taking drugs in their school, how they identify those who use drugs, where they get the drugs from, which type of drugs they take, how much do the drugs cost among other issues.

The following are the research findings:

**Table 1**

### Age

		Frequency	Percentage	Valid Percent	Cumulative Percent
Valid	19 years	26	21.7	22.0	22.0
	18 years	67	55.9	56.9	43.2
	20 years	13	10.8	11.0	72.9
	ABOVE 20YRS	7	5.8	5.9	95.8
	Total	118	98.3	100.0	
Missing	System	2	1.7		
Total		120	100.0		

9

**Table 2****Form studying in**

		Frequency	Percentage	Valid Percent	Cumulative Percent
Valid					
	form three	64	53.3	54.3	78
	form four	54	45	45.8	100.0
	Total	118	98.3	100.0	
Missing	System	2	1.7		
Total		120	100.0		

From table 1 and 2 above, it is imperative that the majority of the students were aged 8 and 19 years hence accounting for 22 and 21.2% of the total respondents. The minority were those above 20 years and below 20 years accounting for 5.9% and 4.2% respectively.

In terms of form of study, the majority were in form three and four accounting for 45% and 30% of the total respondents.

**Table 3****What do you understand by the concept drug abuse**

		Frequency	Percentage	Valid Percent	Cumulative Percent
Valid	normal usage of drugs	8	6.7	6.8	6.8
	misuse of drugs	107	89.2	91.5	98.3
	N/A	2	1.7	1.7	100.0
	Total	117	97.5	100.0	
Missing	System	3	2.5		
Total		120	100.0		

From table 3 above, 91.5% of the students understood the concept of drug abuse to mean misuse of drugs while 6.8% understood it to mean normal usage of drugs.

From table 3 above, 91.5% of the students understood the concept of drug abuse to mean misuse of drugs while 6.8% understood it to mean normal usage of drugs.

**Table 4**

**are you in habits of drugs**

		Frequency	Percentage	Valid Percent	Cumulative Percent
Valid	yes	11	9.2	9.2	9.2
	no	107	89.2	89.9	99.2
	3	1	.8	.8	100.0
	Total	119	99.2	100.0	
Missing	System	1	.8		
Total		120	100.0		

From table 4 above, 89.9% of students are not in the habits of using drugs while 9.2% of the students use drugs.

**Table 5**

**do you know someone who takes drugs in your school**

		Frequency	Percentage	Valid Percent	Cumulative Percent
Valid	No	94	78.3	81.0	81.0
	N/A	5	4.2	4.3	85.3
	Yes	17	14.2	14.7	100.0
	Total	116	96.7	100.0	
Missing	System	4	3.3		
Total		120	100.0		

From table 5 above, 81% of the students respondents did not no anyone in their school to be taking drugs while only 14.7% of the respondents knew someone taking drugs in their school.

**Table 6****how do you identify them**

		Frequency	Percentage	Valid Percent	Cumulative Percent
Valid	N/A	62	51.7	60.8	60.8
	THEIR BEHAVIOUR	23	19.2	22.5	83.3
	THEIR APPEARANCE/THE WAY THEY LOOK LIKE	17	14.2	16.7	100.0
	Total	102	85.0	100.0	
	Missing System	18	15.0		
	Total	120	100.0		

From table 6 above, 22.5% of the respondents identified drug users through their behaviour while 16.7% through their appearance. Exactly 60.8% of the respondents were indifferent to this question.

**Table 7****from where do you get the drugs**

		Frequency	Percentage	Valid Percent	Cumulative Percent
Valid	Suppliers	33	27.5	32.0	32.0
	Shamba	3	2.5	2.9	35.0
	Peers	15	12.5	14.6	49.5
	Parents	4	3.3	3.9	53.4
	N/A	48	40.0	46.6	100.0
	Total	103	85.8	100.0	
Missing System	17	14.2			
Total	120	100.0			

From table 7 above, 32% of drug users got the drugs from suppliers, 14.6% from peers and 2.9% from the shamba.

**Table 8****which drugs do you take**

		Frequency	Percentage	Valid Percent	Cumulative Percent
Valid	Bhang	24	20.0	23.3	23.3
	Marijuana	2	1.7	1.9	25.2
	Alcohol	5	4.2	4.9	30.1
	not applicable (N/A)	71	59.2	68.9	99.0
	5	1	.8	1.0	100.0
	Total	103	85.8	100.0	
Missing	System	17	14.2		
Total		120	100.0		

From the table 8, 23.3% of drug users use bhang, 1.9% use marijuana and 4.9% use alcohol.

**Table 9****how much does the drugs cost you per week**

		Frequency	Percentage	Valid Percent	Cumulative Percent
Valid	N/A	67	55.8	63.2	63.2
	NOTHING FREE OF CHARGE	5	4.2	4.7	67.9
	MORE THAN 50 SHS	28	23.3	26.4	94.3
	LESS THAN 50 SHS	6	5.0	5.7	100.0
	Total	106	88.3	100.0	
	Missing	System	14	11.7	
Total		120	100.0		

From table 9, 4.7% of the drug users got the drugs free of charge, 26.4% got the drugs for more than sh. 50 and 5.7% got the drugs at less than sh. 50.

**Table 11****how do you feel after taking the drug**

		Frequency	Percentage	Valid Percent	Cumulative Percent
Valid	N/A	56	46.7	53.3	53.3
	feels high	32	26.7	30.5	83.8
	feels like normal being	17	14.2	16.2	100.0
	Total	105	87.5	100.0	
Missing	System	15	12.5		
Total		120	100.0		

From table 11, 30.5% of the respondents/drug users felt high while 16.2% felt like normal beings after taking the drugs.

**Table 12****how is the performance in class due to drug habit**

		Frequency	Percentage	Valid Percent	Cumulative Percent
Valid	Average	16	13.3	15.1	15.1
	below average	32	26.7	30.2	45.3
	above average	18	15.0	17.0	62.3
	N/A	40	33.3	37.7	100.0
	Total	106	88.3	100.0	
Missing	System	14	11.7		
Total		120	100.0		

From table 12, 30.2% of the respondents who are drug users performed below average in class while 17% performed above average in class.

**Table 13****compare with the time you have not taken drug, is it high or low**

		<b>Frequency</b>	<b>Percentage</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid	Moderate	18	15.0	17.5	17.5
	High	11	9.2	10.7	28.2
	Low	21	17.5	20.4	48.5
	N/A	53	44.2	51.5	100.0
	Total	103	85.8	100.0	
Missing	System	17	14.2		
Total		120	100.0		

From table 13, 20.4% of the drug users felt low during the time they had not used drugs while 10.7% felt high and 17.5% felt moderate in the same time span.

**Table 14****who meets the cost of the drugs**

		<b>Frequency</b>	<b>Percentage</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid	N/A	61	50.8	61.0	61.0
	Myself	13	10.8	13.0	74.0
	Parents	11	9.2	11.0	85.0
	Friends	15	12.5	15.0	100.0
	Total	100	83.3	100.0	
Missing	System	20	16.7		
Total		120	100.0		

From table 14 above, 13% of the drug users met the actual cost of the drugs while 11% got the drugs for by their parents and 15% got their drugs paid for by friends.

**Table 15****what are your feelings about drug abuse**

		<b>Frequency</b>	<b>Percentage</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid	they are very good	14	11.7	12.8	12.8
	they are very bad	77	64.2	70.6	83.5
	N/A	16	13.3	14.7	98.2
	13	1	.8	.9	99.1
	21	1	.8	.9	100.0
	Total	109	90.8	100.0	
Missing	System	11	9.2		
Total		120	100.0		

From table 15, 70.6% of the respondents felt bad drug abuse and hence were not in its support. Only 12.8% felt good about drug abuse.

Concerning drug usage, 20.2% took drugs as many times as possible, 10.1% thrice a day and 1% five times a day.

**Table 16****how often do you take the drug**

		<b>Frequency</b>	<b>Percentage</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid	N/A	64	53.3	64.6	64.6
	thrice per day	10	8.3	10.1	74.7
	five times per day	1	.8	1.0	75.8
	as many times as possible	24	20.0	24.2	100.0
	Total	99	82.5	100.0	
Missing	System	21	17.5		
Total		120	100.0		

Concerning drug usage, 24.2% took drugs as many times as possible, 10.1% thrice a day and 1% five times a day.

**Table 17**

**do you do it alone or with friends**

		Frequency	Percentage	Valid Percent	Cumulative Percent
Valid	N/A	57	47.5	56.4	56.4
	With friends	27	22.5	26.7	83.2
	alone	17	14.2	16.8	100.0
	Total	101	84.2	100.0	
Missing	System	19	15.8		
Total		120	100.0		

From those who take drugs, 26.7% of them take the drugs with friend while 16.8% take drugs alone. This means that a majority of them abuse drugs while in some company of friends.

**Table 18**

**are your parents aware about habit**

		Frequency	Percentage	Valid Percent	Cumulative Percent
Valid	N/A	29	24.2	28.7	28.7
	yes	36	30.0	35.6	64.4
	no	36	30.0	35.6	100.0
	Total	101	84.2	100.0	
Missing	System	19	15.8		
Total		120	100.0		

Parenting was found out that 35.6% of drug users continued in the habit with full knowledge of their parents while the same percentage abused drugs without the knowledge of their parents.

				Percent	Percent
Valid	N/A	36	30.0	36.7	36.7
	Continue	15	12.5	15.3	52.0
	Stop	32	26.7	32.7	84.7
	do not care	15	12.5	15.3	100.0
	Total	98	81.7	100.0	
Missing	System	22	18.3		
Total		120	100.0		

For parents, 32.7% of drug taking students would like this habit to stop while 15.3% would like the habit in their children to continue.

### Cross Tabs

Table 1

Age \* are you in habits of drugs cross tabulation

Count

		are you in habits of drugs			Total
		Yes	no	3	
		2	23		25
		2	23		25
		1	21		22
		2	11		13
		1	19		20
		3	4		7
				4	1
Total			105	1	117

### Chi-Square Tests

	Value	Df	asymp. Sig. (2-sided)

Pearson Chi-Square	33.857 <sup>a</sup>	12	.001
Likelihood Ratio	14.583	12	.265
Linear-by-Linear Association	.055	1	.814
N of Valid Cases	117		

a. 15 cells (71.4%) have expected count less than 5. The minimum expected count is .04.

Students in the ages of 18 years and 19 years are the majority of those who take drugs and above 20 years are the least in abusing drugs. Therefore, there is a relationship between age and drug abuse. The chi-square test has shown a linear-by-linear association (correlation coefficient) of age and drug abuse to be 81.4%. There is therefore a very strong relationship between age and drug abuse.

**Table 2**

**are you in habits of drugs \* how is the performance in class due to drug habit  
Crosstabulation.**

Count

	how is the performance in class due to drug habit				Total
	average	below average	above average	N/A	
are you in habits of drugs	yes	4		7	11
	no	12	32	10	93
	3			1	1
<b>Total</b>		16	32	18	105

**Chi-Square Tests**

	Value	df	asympt. Sig. (2-sided)
Pearson Chi-Square	32.959 <sup>a</sup>	6	.000

### Chi-Square Tests

	Value	df	asymp. Sig. (2-sided)
Pearson Chi-Square	32.959 <sup>a</sup>	6	.000
Likelihood Ratio	32.761	6	.000
Linear-by-Linear Association	2.303	1	.129
N of Valid Cases	105		

a. 8 cells (66.7%) have expected count less than 5. The minimum expected count is .15.

From table 2 above, a majority of those who abuse drugs are above average in class performance. However the correlation coefficient is 12.9% hence this is a weak relationship. Therefore, there is no significant relationship between drug abuse and class performance.

#### 4.2.0 HEAD TEACHERS INTERVIEW SCHEDULE

The Head teachers were asked to give their Biodata, information about their schools and knowledge about their students abusing drugs.

The following findings were generated.

#### 4.2.1 EXPERIENCE

One of the Head teacher interviewed had an experience of twenty years in the profession. The second had twelve years and the last one two years.

#### 4.2.2 QUALIFICATION

One is a Masters Degree Holder.

Two are a Bachelor Degree Holders.

#### **4.2.3 DURATION IN THE SCHOOL**

One is in the school for 11 years.

One is in the school for 3 years and one in the school for 1 year.

#### **4.2.4 GRADE**

One is a Senior Head teacher and two normal Head teachers.

#### **4.2.5 CATEGORY OF THE SCHOOL**

One is a girls school and one is mixed school and one boys schools.

#### **4.2.6 MEAN GRADE FOR LAST YEAR**

One of the school has not yet sat for the Kenya Certificate of Secondary School Examination.

One of the school mean grade is D+ and the other C.

All of them have responded that some of their students take drugs.

#### **4.2.7 HOW WILL YOU EVALUATE**

Three of the Head teachers do benchmarking plus continuous evaluation to evaluate performance of their student.

#### **4.2.8 REASONS FOR THE ABOVE RESPONSE**

One of the head has said its through comparison with other schools. One of them has said its through effective evaluation and the last one get all the inclusive formula.

#### **4.2.9 IDENTIFICATION**

All of the heads interviewed get to know those who are in the habit of drug abuse from their fellow students. Two of the heads have gone further by saying that know from their behaviour appearance.

#### **4.2.10 STEPS TO CURB THE UNBECOMING BEHAVIOUR**

Introducing peer group counseling making the Guidance and Counselling more vigilant. Giving lecture to the students now and then about the negative sides of drug abuse.

#### **4.3.0 TEACHERS ANALYSIS**

I have stated in chapter three that my interview for teachers, six teachers were interviewed and these are their responds.

#### **4.3.1 QUALIFICATION**

Four of the teachers are graduates with first degrees. Two are diploma holders.

#### **4.3.2 EXPERIENCE**

One of the teachers interviewed has eighteen years experience in the profession. One of them fifteen years experience, another twelve years, another two years and another eleven years.

#### **4.3.3 CLASS TEACHER**

Three of the teachers interviewed were class teachers and three not. Two of the class teachers were of form four and one of form three.

#### **4.3.4 DO SOME OF YOUR STUDENTS TAKE DRUGS**

All of the teachers have admitted the fact that some of their students do take drugs.

#### **4.3.5 TYPES OF DRUGS ABUSED**

Two have said the drugs abused by some of their students are bhang and alcohol. Three have said cocaine is one of the drugs abused by the students. One has said miraa is one of the drugs abused by the student.

#### **4.3.6 REASONS FOR DRUG ABUSE**

Some its peer pressure, some its frustration's lead to drug abuse. Some its because of

#### **4.3.7 DO THE STUDENTS PERFORMANCE AFFECTED AFTER TAKING DRUGS**

All the teachers have admitted the fact that these students performance get affected after taking drugs.

#### 4.3.8 HOW DO YOU KNOW

When these students are sober they perform well but when under influence you find their performance lower than when they did the other exam while sober.

One of the teachers has said its through correlating their performance over a period of time. Two have said its through evidence in examination results.

#### 4.3.9 AT WHAT TIME DO YOU THINK THEY TAKE DRUGS

All the teachers have responded by saying it is during break times and when they have released to go back home.

## CHAPTER FIVE

### 5.0 SUMMARY AND CONCLUSIONS

#### 5.1 SUMMARY

The objectives of this study were to find out; the reasons of students taking drugs, to compare the performance of those students abusing drugs and those who do not, find the effects of the drug abused, investigate how they penetrate to schools, determine where the students get the drugs, and establish ways of detecting abuse by students. These objectives b the following research questions; who supplies the drugs? What are the effects of drug abuse? What are the causes of drug abuse? And what are some of the drugs that have been abused?

To satisfy the objectives of the study, primary data was collected from 120 students, 5 teachers and 5 head teachers. The primary data was analyzed using SPSS package to produce descriptive statistics. Frequency tables, percentages, cross tabulation were extensively used to describe the data and draw conclusions on the findings. The chi-square test was used to test the significance of the analytical framework.

#### 5.2 CONCLUSIONS

The research findings are presented in chapter four and the following conclusions were drawn in the light of the objectives of study.

##### REASONS OF DRUG ABUSE

From students, teachers and head teachers point of view, peer pressure was overwhelmingly identified as the major driver of drug abuse in secondary schools.

## **COMPARISON OF STUDENT PERFORMANCE AND EFFECTS OF DRUGS**

According to student respondents, there was no significant relationship between those who abuse drugs and those who do not as regards class performance. However the chi-square test refuted this assertion hence this finding is no conclusive. Teacher and head teacher respondents who largely asserted that drug abuse impacted negatively on class performance amplified this finding. Therefore it is logical to conclude that those students who abuse drugs, perform poorly in class work.

## **SUPPLIERS OF DRUGS TO STUDENTS**

External suppliers to schools were the leading source of drugs to students and peers were second major source of drugs to schools.

## **PREVALENCE OF DRUG USE**

It is apparent that a large percentage of students do not abuse drugs while a minor proportion does abuse drugs.

## **HOW DRUGS PENETRATE TO SCHOOLS**

From research findings, teachers and head teachers seemed to have no information to how the drugs got entry into the schools.

## **PARENTS VIEWS ON DRUG ABUSE**

Most parents want the habit curbed.

### **5.3 LIMITATIONS OF THE STUDY**

This study was limited by time especially during data collection stage and analysis stage as the time frame was relatively short.

Finances in most the stages right from data collection to analysis also limited the study.

### **5.4 SCOPE OF THE STUDY**

This study only concerned itself with drug abuse in secondary schools. It did not cover other institutions like primary schools, colleges and universities where drug abuse is plausible.

### **5.5 RECOMMENDATIONS**

The research findings recommend the following means of curbing drug abuse in schools.

- Guidance and counseling should take the lead
- Health actionable workshops in schools
- Team work with general public in fighting the vice

### **5.6 RESEARCH GAPS**

This study established that there is enough information on how drugs penetrate into schools. Future research should focus on this area. The study may be broader by covering all learning institutions right from primary schools to university level.

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APPENDIX I

INTERVIEW SCHEDULE FOR HEAD TEACHER

1) Specify the category of your school.

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2) Grade?

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3) Administration experience?

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4) Qualification?

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5) Duration in this school?

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6) What is the mean grade of your school in last year Kenya National Examination?

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7a) How will you evaluate?

---

---

(b) Give reason for your response in (a)

---

---

8) Do some of your students take drugs?

Yes

No

9) Identification?

---

---

10) Steps to curb the unbecoming behaviour?

---

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TEACHERS INTERVIEW SCHEDULE

1) Academic qualifications?

-----  
-----

2) Experience in the profession?

-----  
-----

3) A class teacher? Yes/No                      Form \_\_\_\_\_

4) Do some of your students take abuse drugs?

-----  
-----  
-----

5) Which are these drugs that they take?

-----  
-----

6) What might be the reasons for them abusing drugs?

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-----  
-----

7) Do the students get their performance affected after taking drugs?

-----  
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8) How do you know?

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9) Who are the suppliers of drugs?

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10) At what time do you think they take drugs?

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## APPENDIX III

### STUDENTS QUESTIONNAIRE

Your response will be confidential and will not be used for any other purpose except study.

Please respond to each question by ticking ( ) the correct answer. Or writing the answer in the space provided.

1) Your age \_\_\_\_\_ Years \_\_\_\_\_ Months

2) Form studying in

Form I \_\_\_\_\_

Form II \_\_\_\_\_

Form III \_\_\_\_\_

Form IV \_\_\_\_\_

3) Gender

Boy \_\_\_\_\_

Girl \_\_\_\_\_

4) What do you understand by the concept drug abuse?

Normal usage of drugs \_\_\_\_\_

Misuse of drugs \_\_\_\_\_

5) Are you in a habit of drugs?

Yes \_\_\_\_\_

No \_\_\_\_\_

6) Do you know anyone who takes drugs in your school?

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7) How do you identify them?

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8) From where do you get they drugs? (or they get?)

Suppliers \_\_\_\_\_

Shamba \_\_\_\_\_

Peers \_\_\_\_\_

Parents \_\_\_\_\_

9) Which drugs do you take? (do they take?)

Bhang \_\_\_\_\_

Marijuana \_\_\_\_\_

Alcohol \_\_\_\_\_

Any other \_\_\_\_\_

10) How much do the drugs cost you/they per week?

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11) How do you/they feel after taking drugs?

Feel high \_\_\_\_\_

Feel like a normal being \_\_\_\_\_

12) How is the performance in class due to drug habit?

Average \_\_\_\_\_

Below average \_\_\_\_\_

Above average \_\_\_\_\_

13) Compare with the time you/they have not taken drugs is it high or low?

Moderate \_\_\_\_\_

High \_\_\_\_\_

Low \_\_\_\_\_

14) Who meets the cost of the drugs?

Myself \_\_\_\_\_

Parents \_\_\_\_\_

Friends \_\_\_\_\_

15) What are your/their feelings about drug abuse?

They are very good \_\_\_\_\_

They are very bad \_\_\_\_\_

16) How often do you/they take the drug?

Thrice per day \_\_\_\_\_

Five times per day \_\_\_\_\_

As many times as possible \_\_\_\_\_

17) Do you/they do it alone or with friends?

With friends \_\_\_\_\_

Alone \_\_\_\_\_

18) Are your/their parents aware about drug habit?

Yes \_\_\_\_\_

No \_\_\_\_\_

19) What are their feelings about that habit?

Continue \_\_\_\_\_

Stop \_\_\_\_\_

Do not care \_\_\_\_\_