STUDENTS’ PERCEPTION ON THE INFLUENCE OF DRUG AND SUBSTANCE ABUSE ON DISCIPLINE IN PUBLIC SECONDARY SCHOOLS IN MOMBASA ISLAND, KENYA

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C50/65295/2013

A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER OF ARTS DEGREE IN SOCIOLOGY (CRIMINOLOGY AND SOCIAL ORDER)

2018
DECLARATION

I declare that this research project is my original work and has not been presented for a degree in any other university or for any other award.

Signature………………………… Date…………………………

Charles Kutan Lodunga

C50/65295/2013

SUPERVISOR’S APPROVAL

I confirm that this research project has been prepared by the candidate and is being submitted for examination with my approval as the University Supervisor.

Signature………………………… Date…………………………

Dr. Beneah Manyuru Mutsotso

University Lecturer,
DEDICATION

I dedicate this work to my family for their support and to the victims of drug and substance abuse struggling to reform their ways of life.
ACKNOWLEDGEMENTS

I want to appreciate God for giving me the spirit to work hard. I thank my late parents for believing in me and supporting my formative and university education. I am grateful to my wife Mrs. Gladys and my children Stacy, Michelle and Norah for supporting and praying for me as I spent long hours studying.

I wish to thank my research project supervisor Dr Beneah Manyuru Mutsotso for his patience, guidance and technical support. His determination and zeal to work tirelessly enhanced the quality of this project.

I also wish to thank Prof Charles Nzioka, Chairman Department of Sociology and Social Work, the National Commission for Science, Technology and Innovation, the Mombasa County Commissioner and the Mombasa County Director of Education for efficient processing of my research permit and research authorization letters. I cannot forget to appreciate school principals, teacher counselors and students for accepting to respond to my research instruments.
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<td>Kenya National Bureau of Statistics</td>
</tr>
<tr>
<td>NACADA</td>
<td>National Council Against Drug Abuse</td>
</tr>
<tr>
<td>SPSS</td>
<td>Statistical Package for Social Sciences</td>
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<tr>
<td>USA</td>
<td>United States of America</td>
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<td>WHO</td>
<td>World Health Organization</td>
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ABSTRACT

Indiscipline among students in public secondary schools is a problem that has persisted over the years throughout the world and is worsening each day. A number of studies have associated this problem to drug and substance abuse. Thus, the purpose of this study was to assess students’ perception on the influence of drug and substance abuse on discipline in public secondary schools in Mombasa Island, Kenya. The objectives were; assessing the levels of students’ discipline, the influence of drug intoxication, addiction and drug-related depression on students’ discipline in public secondary schools. The study was guided by the Comprehensive Theory of Substance Abuse Prevention and the Assertive Discipline Theory. The study applied mixed methods and adopted explanatory sequential research design. Target population comprised 2489 students in Forms III & IV. Using the Central Limit Theorem, 252 student respondents were selected using simple random sampling from the six subdivisions. Purposive sampling was applied to select six principals and six teacher-counselors to serve as key informants. Quantitative data were collected from students in Forms III & IV using questionnaires while qualitative data were collected from key informants who included six principals and six teacher-counsellors using interviews. Qualitative data was analyzed thematically along the objectives and presented in narrative forms whereas quantitative data was analyzed descriptively with the help of Statistical Packages for Social Science (SPSS Version 23) and presented using tables and charts. The study established that levels of indiscipline are high amongst students who manifest incidences of violence against colleagues; strikes and school riots, theft, teenage pregnancies, truancy, poor performance and breaking of school rules and regulations. Students who abuse drugs end up suffering from intoxication and thus suffer memory loss, anger and emotions, loss of consciousness, impaired coordination and dizziness. Intoxicated students end up engaging in disciplined acts at school. Students who are addicted to drugs and substances manifest lack of focus, loss of interest in their studies, truancy and absenteeism and lack of concentration. Drug and substance abuse lead to depression amongst students who exhibit mood swings, feelings of isolation, sadness, withdrawal, lack of energy and hostility. This situation leads students to flip into indiscipline acts and undesirable behavior patterns. Thus, the study recommends that secondary schools should be motivated to take up course on Life Skills since they are the custodians of students’ behavior. Students should be advised on the dangers of drug abuse. Parents should partner with secondary schools in combating drug abuse both at home and at school. Teachers should be advised to desist from hands-off attitude when it comes to combating drug abuse amongst their students. The government should formulate a regulation to ensure stricter implementation of policies against drug abuse in public secondary schools.
CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

Discipline is a major component of students’ behavior and in absence of it schools cannot operate efficiently and therefore, lack of discipline can lead to failure in achievement of the set objectives (Ouma, Simatwa & Serem, 2013). According to Masitsa (2011) good discipline among school going children contributes to favourable environment in school that enhances sound learning outcomes. According to Ali, Dada, Isiaka and Salmon (2014) a student is said to be disciplined if his/her actions, behavior and inactions abide by the rules and regulations put in place at school. However, discipline not only means following the rules and regulations but constitutes the ability of a student to be in a position to distinguish wrong from right.

Discipline and moral development amongst students have been topics of concern for thousands of years (Lickona, 2011). According to Timothy (2008) indiscipline is the reluctance of students to regard the school authority, obey school guidelines and regulations and to practice good behaviour that promotes learning and smooth running of the school. Cases of students’ indiscipline range from serious cases of rioting, arsons, damages to school property that attract newspapers headlines to routine cases of truancy, disobedience, absenteeism, drug-abuse, fighting and other example of indiscipline in the classroom which do not appear or are reported in the Newspapers.

In America, cases of students’ indiscipline have ended being tragic (Jonson, 2017). Between 1999 and 2012 several students lost lives through gun shootings in schools. The shootings resulted in the loss of 71 lives in Columbine High School, Virginia Tech, and Sandy Hook Elementary School (ibid).

Between 1996 and 1997, there were growing incidence of violence and crimes committed more in middle and high schools than in elementary school. As a result, the reporting of serious crimes and violence was in high rate in the middle and high schools in comparison to slightly lower cases reported in elementary schools (Heaviside, Rowand, Williams, & Farris, 1998). Consequently, as a measure to tame indiscipline, American high schools suspend and even expel about 2 million students every year for engaging in indiscipline acts such as disturbance, lack of respect, lateness and clothing regulation infringement (Williamson, 2014).
In Texas, it has been a norm to deploy police officers to watch over public schools and for larger districts to establish their own police department so as to ensure schools are safe to both teachers and students (Cornell, 2006). In school year 2010 to 2011 a total of 954,784 students were disciplined in Texas schools. Out of this, a majority 65 percent representing 596,422 were assigned to In School Suspension programs. There were about 1.5 million incidences of In School Suspension, showing that some students received about two In School Suspension assignments in one calendar year (Blackmon, 2013).

In Cameroon, indiscipline has significantly affected students’ behavior making them wild and disrespectful to education stakeholders and to the society at large (Ngwokabuenui, 2015). The state of students’ indiscipline is not any better in Nigeria Ondo State, where indiscipline among secondary school students has made student less interested in school and even resulted in reduced academic performance (Moye, 2015). In South Africa, students have become unrulier displaying a decline in morals compared to the past. Indiscipline among students makes it hard for the teachers to deliver their lessons well the way it’s supposed to be (Nene, 2013).

According to MOEST (2001), the 21st century has seen high rate of insecurity among Kenyan secondary schools, where learners display negative morals and character traits. Studies have shown that incidences of indiscipline among Kenyan secondary school students have reached proportions of national crisis (Mungai, 2016). Kiplagat and Oruko (2015) observed that increased number of indiscipline cases in secondary schools affected teaching and learning time as a result of unnecessary students’ riots.

A number of Kenyan secondary schools have experienced wave of student strikes accompanied by violence and heartbreaking acts of indiscipline (Jepkemei, 2015; Wanzala, 2015). The incidences of violence and indiscipline in the year 2007 resulted to loss of lives and destruction of property which led to closure of about 300 secondary schools (Kiumi, Bosire & Sang, 2009). In the year 2008 alone, the ministry of Education reported a total of 254 incidences of indiscipline and secondary school unrest (Ngare, 2008, p.4). The rising number of indiscipline cases forced the Ministry of Education in the year 2016 to introduce guidelines on how to reduce indiscipline and enhance school safety (Ramani, 2016).
Therefore, various opinions and views on causes and possible solution to issues of student indiscipline have been expressed with the aim to curb the growing trend of unrest and indiscipline among students (Karanja & Bowen, 2012). A number of studies have indicated increased drug and substance abuse among students in schools (Lumiti, 2005; Pinel, 2009). For example, In the United States, in excess of 23 million individuals above 12 years old are drug and alcohol addicts (Hedden, 2015. In Hong Kong, according to 2012 Central Registry Drug Abuse (CRDA) report, statistics show that youngsters aged less than 21 years are increasingly becoming the biggest users of drugs. This survey is in accordance to reports by clinics, hospitals and other agencies.

Despite such observations the rate of drug abuse in Kenya is shocking and more frightening (Gabriel et al, 2016). In the course of recent decades the level of drug abuse, has quickly increased and ascended to uncommon levels particularly among the adolescent (Chesang, 2013). Various researchers have indicated that majority of youths at one point have attempted to experiment on drugs (Maithya, 2009). Many young people among them students aged as low as 4 years have been lured into drug abuse (Oketch, 2008 & Kauka, 2015). In Mombasa County, for instance, there are more than 40 known drug dens within Shimanzi, Bamburi, Changamwe and Likoni where drug addicts converge to inject themselves with heroin and also smoke bhang (Onsarigo, 2015). According to Kahuthia-Gathu, Gakunju, Okwarah and Thungu (2013), 49.4% and 25.9% of the youth in Mombasa County are injecting themselves with heroin and cocaine respectively while a significant number of the Intravenous Drug Users (IDUs) are sharing needles on both heroin (22.5%) and cocaine (20.3%).

Equally several instances of student indiscipline have been reported in various schools in Mombasa Island. In 2015, a 16-year-old form three student was arrested with 35 rolls of bhang valued at Ksh. 6,000 while on transit at Mikindani as she was preparing herself to return to school (Bwana, 2015). Boys as young as nine years and mostly at primary schools are sniffing or injecting themselves drugs (Okwany, 2016). Children as young as 12 are used to transport drugs and a significant number of youth between the ages of 12 and 31 have ended up being regular users of bang, miraa, white gold and heroine (ibid). Despite these observations, there are limited empirical studies which interrogated the extent to which drug-related symptoms such as depression, addiction and intoxication influence students’ discipline in public secondary schools, hence the need for the study.
1.2 Statement of the Problem

Indiscipline among students in public secondary schools is a pressing issue that persists year in year out and continues to affect education around the world (Omote, Thinguri, & Moenga, 2015). In spite of the policies and the various sessional papers that the Government has set up to ensure quality education, learning establishments in Kenya are overwhelmed with instances of students' agitation and indiscipline (Karanja & Bowen, 2012). In Mombasa Island, disruptive student behavior problems such as bullying, violence, fighting, teasing other students, yelling and complaining in secondary schools are on the rise. On the other hand, abuse of drugs amongst students in secondary schools has rapidly increased and risen to unprecedented levels especially among the youth (Chesang, 2013).

For example, a report by Mwenesi (2013) indicate that 27.7% of students in secondary schools in Mombasa Island are long-term abusers of drugs and substances with the overall proportion of students reported to be on bhang, Khat and inhalants standing at 34.9%, 55.1% and 22.5% respectively. As per these statistics, there is limited empirical research that have interrogated the extent to which such levels of drug and substance abuse influence students’ discipline in public secondary schools, hence the need for this study.

1.3 Purpose of the Study

The main purpose of the research was to assess students’ perception on the influence of drug and substance abuse on discipline in public secondary schools in Mombasa Island, Kenya.

1.4 Objectives of the Study

The research sought to establish objectives below:

i. To assess the levels of discipline amongst students in public secondary schools in Mombasa Island, Kenya.

ii. To examine the influence of drug intoxication on students’ discipline in public secondary schools in Mombasa Island, Kenya.

iii. To establish the influence of drug addiction on students’ discipline in public secondary schools in Mombasa Island, Kenya.
iv. To determine the influence of drug-related depression on students’ discipline in public secondary schools in Mombasa Island, Kenya.

1.5 Research Questions

The research sought to answer questions below:

i. What are the levels of discipline amongst students in public secondary schools in Mombasa Island, Kenya?

ii. How does drug intoxication influence students’ discipline in public secondary schools in Mombasa Island, Kenya?

iii. How does drug addiction influence students’ discipline in public secondary schools in Mombasa Island, Kenya?

iv. To what extent does drug-related depression influence students’ discipline in public secondary schools in Mombasa Island, Kenya?

1.6 Significance of the Study

Despite the concerted efforts by the government to stop and reverse drug menace, empirical evidence has shown an upwards trend in the spread of drug and substance abuse among the youth (Matsudo, 2011). The number of drug abusers keeps increasing each and every day and the rate is even more shocking by the fact that majority of youthful individuals continue to be lured to drugs. According to researchers, Maithya (2012) and Muchemi (2013), the vice is currently the main cause of problems in various learning institutions within Kenya. Cases of students’ unrest and indiscipline are on the rise in secondary schools (Mungai, 2016). Therefore, this is becoming a source of concern requiring a social research with the view to contribute knowledge to understanding it and come up with a sustainable remedy. Thus, the findings of this study could enrich the country’s national drug dependence preventive education. It is likely that stakeholders such as teacher-counselors, schools and training colleges would benefit from this research and provide a basis of reference on substance abuse preventive education.

In addition, the research will help curriculum developers in the process of organizing and sponsoring co-curricular activities aimed at substance abuse education. Research findings are expected to be an important contribution to theory, and tools of studying
substance abuse in Kenya. The findings would be important for the setting up of a substance abuse specialized interventions program. Through such interventions, a systematic eradication of substance abuse among students in secondary schools may be achieved. Students would then focus their attention to schooling, and hence improve their performance significantly. The study would also provide basis for academicians who may have interest in carrying out research in the same area.

1.7 Delimitations
The study was conducted in public secondary schools in Mombasa Island. This is due to the fact that the level of indiscipline among students in public secondary schools is worsening each day in the Island. Moreover, the problem of drug and substance abuse among the youth is fast spreading like bush fire. Data was collected from the principals, teacher-counselors and students in Forms III & IV.

The research mainly focused on levels of discipline amongst students in public secondary schools and the influence drug intoxication, addiction and drug-related depression pose on students’ discipline.

1.8 Limitations of the study
Some respondents were not cooperative to give the correct information because of fear of persecution. The researcher notified the participants that collected information is aimed at complementing their efforts in combating drug abuse amongst students in public high schools. Research findings could not be generalized to other high schools with extraordinary dynamics that affect students’ discipline in such secondary schools apart from the variables under study. Therefore, the study recommended more studies to be conducted on students’ discipline in public secondary schools, but with focus on other variables other than drug and substance abuse.

1.9 Basic Assumptions of the Study
Study assumed that records and data on trends on drug and substance abuse amongst students were available in public secondary schools. That the respondents would be honest and would volunteer correct information. That all the participants are competent and able to respond correctly to the questions.
1.10 Definition of Terms

**Addiction:** is the state of drug abuse where an individual cannot do without the drug.

**Depression:** refers to mental state distinguished by a pessimistic sense of inadequacy and a dejected lack of activity.

**Drug abuse:** is the wrongly use of drug by students in public secondary schools.

**Intoxication:** is the state where a student who has taken excess drug cannot make sober decisions and has lost control of his or her self-control.

**Students’ discipline:** is the way students in public secondary schools conduct themselves when in school and outside school.

1.11 Organization of the Study

The research contained five chapters. Chapter one contains background, statement of the problem, purpose of the study, objectives, research questions, significance of the study, delimitation, limitations, basic assumptions and also operational definition of terms.

Chapter two contains literature review and also provides both theoretical and conceptual framework. Chapter three contains the adopted methodology. Chapter four consists of data analysis, presentation and discussion of findings. Finally chapter five provides a summary, conclusions and recommendations.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction
The chapter captures the past literature related to researcher’s area of concern. Study gives different insights of researchers who conducted studies related to issues being investigated. It focused on student’s discipline in public secondary schools and the influence of drug intoxication, addiction and drug-related depression on students’ discipline in public secondary schools. This chapter also discusses the theoretical and conceptual frameworks, identifies research gaps and summary of reviewed literature.

2.2 Concept of Students’ Discipline
According to Ouma, Simatwa and Serem (2013) as cited by Simba, Agak and Kabuka (2016), discipline is a major component of students’ behavior and in absence of it schools cannot operate efficiently and therefore, lack of discipline can lead to failure in achievement of the set objectives. Discipline ensures students maintain their morals, helps them take care of themselves and also people in the surrounding environment. In the school environment, discipline helps control behaviours, attitudes and morals of students to help them adhere to set rules and regulations, school culture and norms. Further, disciplining children helps build a safer and appealing environment for both learners and teachers (Conner Stein & Longshore (2009).

According to Johnson (2017), learning institutions come up with rules to guide students and if broken then the students are punished for indiscipline. Some of the important elements contained in rules can set the standards of clothing, social conduct, punctuality and ethics. School rules are not just set anyhow but their setting is guided by the school policies and legal issues that support safe schools.

Primarily, the rules and regulations in school are geared to the benefit and interest of the students. A number of researchers observe that rogue students in school have been disciplined through verbal criticisms, corporal reprimand, out-of-school and in-school suspension, after-school incarceration and fines (Townsend, 2000; Skiba & Peterson, 2000). However, according to Sauter (2001) as cited by Allman and Slate (2011), depriving students’ school attendance was not a solution to curb bad behavior and instead contributed to more incidences of indiscipline among students. Costenbader and Markson (1998) assert that suspension as a punishment for students contributes to
students getting suspended over and over again because they are most likely to repeat the offence.

Alternative approaches to handling the rising number of dropouts has to be established as the main focus of handling indiscipline cases among students. According to Conner et al (2009) enforcing discipline requires self-control, skill, knowledge and sensitivity. Just like any other field, to properly handle indiscipline cases one needs proper training and experience. Conner et al (2009) further posit that discouraging and criticizing wrong behavior and character in classroom dynamic helps improve learning as opposed to out of class punishments such as suspension, detention and expulsion.

2.3 The Concept of Drug Abuse amongst Students in Secondary Schools

Drug and substance abuse have become an issue of great concern in all countries around the world. UNODC (2017) records that globally, about a quarter of a billion people used drugs at least once in 2015. The report records that around 29.5 million people suffered from the effects of drug abuse while 190,000 died from drug overdoses. The 2012 survey conducted by the National Center on Addiction and Substance Abuse at Columbia University established that schools are a safe haven for student substance use. The study surveyed 1,003 students between 12 and 17-year, among them 493 boys and 510 girls. The study found out that drug abuse by student takes place all the time throughout the week. From the findings, majority 86 percent of the respondents said that some of their classmates use drugs, smoke and drink during the school day. Another 36 percent of the high school student said it is fairly easy for students to use drugs, smoke and drink during the school day without them being caught. According to a survey conducted in the year 2000 by White House on educational performance for Hispanic Americans, alcohol was the main contributor of problems among students. Furthermore, the report showed that other illicit drugs such as marijuana, amphetamines, hallucinogens, cocaine and designer drugs such as ecstasy have been factors in many tragedies, including rape, hospitalizations for overdoses, and deaths.

In Africa, the rate of drug use is slightly lower compared to the developed nations. However, the vice as continued to be an issue of concern. A report released by UNDCP and WHO in 2015 indicated that about 25 percent of students in Nigerian claimed it was fairly easy to acquire a variety of illicit drugs like cocaine. Prevalence rates in South Africa were of same magnitude though included smoking of mixture of methaqualone
and cannabis. Cannabis is the most abused drug by high school students in both countries. Findings on the first experience with drugs among the male and female students shows that male start using drugs while at age 10 and age 17 for female students. The drugs abused included cigarettes and glue.

In Kenya, substance and drug abuse is a growing concern just like the rest of the countries in the world. The first national baseline survey in Kenya on drug and substance abuse was conducted by National Agency for the Campaign against Drug Abuse (NACADA) between the year 2001 and 2002. The survey targeted students between age10-24 years. A complete report was released in 2002 and the findings showed that substance and drugs both licit and illicit were developing sub-culture among students in Kenya. The survey further demonstrated a widespread substance abuse mostly affecting students and touches all the social groups. Another research conducted in 2009 by Grate Lakes University found about 58% of secondary school students in Kisumu county drunk alcohol at some point in life (Githinji, 2014). The respondents included 458 students who were interviewed from nine secondary schools and came to conclusion that there is drastic rise in abuse of drugs in the past decade. These drugs include khat, tobacco, cocaine, cannabis and alcohol.

According to NACADA (2016), 45.2% of residents in the Coast Region have ever used at least one substance of abuse. In terms of counties, Kilifi is leading 55.9% followed by Mombasa 51.0%, Kwale 44.3%, Taita Taveta 43.1%, Lamu 40.3% and Tana River 39.75. The report further indicates that Mombasa Island is leading in the ever use of bhang 23.6%, heroin 15.9%, cocaine 6.1% and hashish 5.1%. Data also shows that more males have ever used bhang 18.1% compared to females 1.5%.

The study focused on secondary school students who are mostly adolescents because they are the ones prone to experiment drugs. They are also the ones who pose a big challenge in Kenya in terms of their needs and their views of the world. The adolescents in Mombasa Island constitute a big population, and hence the danger to the fabric of Kenyan society if the problem of drug abuse among them is not addressed as a matter of agency.
2.4 Drug Intoxication and Students’ Discipline in Public Secondary Schools

Intoxication is an unbalanced and unstable state of a person after the administration of a psychoactive substance that leads to disturbances in the level of consciousness, perception, cognition, judgement and affects behaviour or other psychophysiological functions and responses (Pinel, 2009). Essien (2010), notes that intoxication mostly depends on type and dosage of drug and individual’s tolerance level among other factors. Further, intoxication results to effects similar to over dose of substance that affects a person’s nerves which resolves with time except where there are cases of damaged tissue or experiencing other complications (ibid).

2.4.1 Aggressive Tendencies

According to Staves and Susan (2008), side effects of intoxication does not always indicate the initial effect of substance, however, depressants can lead to signs of hyperactivity/agitation while stimulants may result to introverted or socially withdrawn behavior. For instance, drinking alcohol at lower dosage may have stimulant effect on behavior, however, aggression and agitation persists with increase in dosage which results to sedation amongst students. Similarly, effect of drugs like hallucinogens and cannabis on students who use these drugs is uncertain because many psychoactive substances are said to have differing side effect on students at different levels. Hence, secondary school students who abuse drugs and substances manifest variety acts of indiscipline.

Pinel (2009) assert that the incidences of violence and aggression discipline are clearly multi-factorial, collaborative and mostly depend with individual. Staves and Susan (2008) posit that the expression of behavior of a certain intoxication level is highly influenced by both cultural and personal expectation of drug effects. However, one of significant determinant of aggression amongst students is intoxication by use of alcohol. Various experimental literatures show that intoxication by alcohol increases chances of aggressive response on secondary school students (Hoaken & Pihl, 2000). Several studies indicate that alcohol highly results to verbal and physical aggression amongst students and youth (Pauline, 2000). In keeping with these assertions, Kandel and Chen (2000) note that drugs and alcohol abuse amongst the youth has been linked to violent indiscipline acts and destructive behavior. They also pointed out that close to 73% of offences are as a result of alcohol use. They revealed that alcohol use contributed to
about 67% of child beating cases, another 41% of forceful rape cases, 80% of wife battering, 72% of stabbings, and 83% of homicides whereby either attacker or the victim or both were drinking alcohol.

2.4.2 Impaired Coordination and Judgement
Research undertaken by Bellis et al. (2012) in England established that drug or alcohol abuse reduces secondary school students to a level of indecision and poor judgment. Philip, Edna and Samson (2016) observe that most psychoactive drugs have influence on choice and decision made by students; it also affects the thinking capacities and essential social skills. Drugs and substance abuse greatly interfere with person’s unique potential hence affecting their skills and carrier development. These effects result to social, physical and emotional deficiencies among students.

Carla (2010) posits that drug overdose for more hours will result to measurable impairment of mind coordination and reasoning. Bellis et al (2012) further indicated that intoxicated individuals are criminally inclined due to lack of control. Maithya, (2012) also states that drug abusing students face great risk of psychotic illness, including schizophrenia, dependence among others. Comparably, findings in Nigeria by Darke et al (2010) indicated that intoxicated students have poor judgment and are thus likely to commit either a misdemeanor or felony.

Carla (2010) carried out a study in the Netherlands which established that students who are drug-intoxicated exhibit loose muscle tone, loss of reasoning and often have a staggering drunken gait. The eyes of abusers may appear glossy and pupils become slow to respond to stimulus. At high level of dosage, drugs can lead to a decreased heart rate and may result to decreased reflex responses and slower reaction time. Essien (2010) also noted that, drug and substance intoxication is demonstrated by facial flushing, unsteady gait, slurred speech, increased activity, euphoria, volatility, disorderly conduct, impaired judgement, slowed reactions, and motor incoordination and slow response.

2.4.3 Loss of Consciousness and Memory
According to White (2003) students who abuse alcohol may result to a melodramatic impact on individual’s memory. Alcohol mainly disrupts activity in the hippocampus part of the brain and end up interfering with normal function of the brain. Alcohol use at
lower doses leads to subtle effect but magnitude effect is felt with drastic increased consumption levels which may lead to memory lapse. Huge amount of alcohol consumption may result to blackout, whereby the intoxicated individual loses memory and can hardly recall a single detail of event or entire events. A blackout normally occurs to social drinkers where abuser suffers acute intoxication irrespective of age.

2.5 Drug Addiction and Students’ Discipline
According to Singh and Gupta (2017) drug addiction is termed as a chronic, brain relapse disorder that makes a person obsessed to drug despite its negative impact. Eisenstein (2005) assert that addiction creates a craving for drugs that eventually results in a cycle where anytime an addict encounters stress or pain, they feel the need to use the drug. Substances such as alcohol and drugs affects people in various ways and can alter a person’s mind affecting the mood, reasoning capacity and disposition (Ngesu et al, 2008). Bellis et al (2012) argue that the effects of drug addiction are physical and psychological as well as wide-ranging and profound.

2.5.1 Loss of Interest
A study conducted by Philip et al. (2016) in Kogi State in Nigeria established that alcohol dampens the brain and makes learning a difficult task. The study revealed that abuse of alcohol among students’ leads to impairment of reasoning capacity and lower morale for quest of education. Substance abuse also alters the normal function of the brain. Drugs use may deter student’s attentiveness in both school and outdoor activities. It also contributes to high rate of students’ dropouts and absenteeism.

2.5.2 Lack of Concentration
In a study conducted in Nigeria, Afolayan and Afolayan (2010) revealed that abuse of drugs in secondary schools has become the in-thing amongst students and has had a major impact on school performance and increased cases of indiscipline. The study established that because of drug addiction, students’ academic grades always decline due to low morale in education and lack of concentration. They further indicated that students using drugs mostly shun extracurricular events and withdrawal from social interactions. Substance abuse has various effects and can cause truancy and also lead to dropping out of school by addicts
2.5.3 Loss of Focus

A study by Philip et al. (2016) revealed that consumption of drugs in schools is very common and students take these drugs for various reasons; to give them boldness to chase the opposite sex, feel good and exited and feel like a star. Gradually, drug abuse leads to addiction which compromises students’ academic performance. Some of the students go to an extent of indulging in examination malpractices which leads to failure and eventually make them drop out, while some become arrogant to both parents and teachers causing chaos in schools and even grow up to be violent and commit crimes which make them end up in prison yards.

2.6 Drug-Related Depression and Students’ Discipline in Public Secondary Schools

According to Diagnostic and Statistical Manual of Mental Disorders (DSM III-R), drug-induced depression is an Organic Mood Syndrome. The condition develops when drug and substance abuse create physical changes in one’s body/mind that may mimic and further worsen symptoms of depression (Sacks et al., 2005). According to Rodes and Jason (2008), students who are drug addicts rarely differentiate the symptoms of depression from addition since they are more similar. Rodes and Jason (2008) posit that it is important for the victims of drug addiction to seek rehabilitation centre that offers dual treatment of both depression and addiction.

A longitudinal study about health and development carried out in Santiago by Frolenzo et al (2000), examined 1055 participants at ages 17 to 18, 20 to 21 and 24 to 25 years to distinguish between depression and abuse of alcohol. The research established that between ages 17 to 18, 19.4 percent of the participants had problems abusing alcohol and 18.2 percent had major depression; ages between 20 to 21, 22.4 percent encountered alcohol disorders and 18.2 percent suffered depression; and at age 24 to 25, 13.6 percent with alcohol disorder and 13.8 percent suffered depression. The study also found out that dependence and alcohol abuse resulted to many cases of depression at all ages, meaning that fulfilled criteria for dependence/alcohol abuse is estimated to be 1.9 times for major depression. The study further asserted that youth who have abused drugs and have been depressed manifested high tendency of indiscipline.
2.6.1 Feelings of Sadness
Amongst students, drug and substance abuse is often a symptom of underlying issues. A study carried out in tertiary institutions in Italy by Hawkins, Catalano and Miller (2012) revealed that the underlying issues may constitute factors such as adult or child abuse, family patterns, repressed memories, trauma and many more issues. Hawkins et al (2012) established that amongst students in high or secondary schools, drug-related depression harvests feeling of sadness, low esteem and lack of hope. Some students, mainly male, have experiences of depression as hostility and irritability (ibid). According to Corbin (2014), depressed students often manifest Sustained sadness and tearfulness. The addicts easily breakdown and that makes the source of sadness.

2.6.2 Anger and Irritability
Corbin (2014) posits that baffling irritation is associated with depression in both children and adolescents. This feeling of irritation is disrespectful of authority and leads to sudden anger. Others can be heard screaming and shouting.

Depressed students feel agitated, engage in excessive picking or pulling of skin, clothing, hair or any other object around. In essence, there are incidences of motor relapse whereby students may look clumsy. The irritable behavior or negative response to anger gradually diminishes a person’s self-worth.

2.6.3 Withdrawal Symptoms
A study conducted by Huntley (2015), established that a strong relationship exists between substance use and symptoms of depression among adolescents. The relationship between substance use and symptoms of depression outside of a clinical diagnosis demonstrates the need to screen students and intervene early to prevent adolescent symptoms from becoming lifelong battles. According to Singh and Gupta (2017), withdrawal syndrome occurs once an addict stops using a certain substance abruptly after a prolonged abuse. Some of the symptoms include restlessness, body aches, anxiety while other symptoms depend on specific drug.

Dolan (2010) observed that many symptoms resulting from withdrawal are drug specific while others may display symptoms such as nausea, diarrhea, vomiting, insomnia and anxiety. According to Corbin (2014), effect of depression among adolescents and older children may affect mood/attitude to participate in outdoor activities, violent acts and
disturbance at school, abuse of drug and alcohol and may also deprive attention to oneself. According to Nyaga (2001), bahaviours of students who are drug and substance addicts include carelessness, irresponsibility and neglect to oneself and having unkempt hair among others.

2.6.4 Mood Swings
Substance and drug abuse among students leads to mood swing, indiscipline behavior, act violently, anxious and over reactive to criticism (Ngesu, Ndiku & Masesi, 2008). Hartmatz (1973) contends that drug users tend to display unpredictable mood swings and also impulsive and anxiousness behaviour which forces them to withdraw from social activities and create hostile behavior. In the same vein, Maithya (2012) also noted that drug abusing students tend to exhibit weird laughter and talkativeness, poor judgement, anxiety and confusion or may exhibit depression and paranoia feeling. Due to instability in personality the drug abusing students’ tent to change friends constantly, keeping away from relatives and known associates (Nene, 2010).

2.7 Theoretical Framework
The theories adopted by this research included; Comprehensive Theory of Substance Abuse Prevention and The Assertive Discipline Theory.

2.7.1 Comprehensive Theory of Substance Abuse Prevention
This theory was proposed by Alan Markwood in 2011. Based on the theory, development of substance abuse relies on two different risks: first one is “profoundly challenged children” and another one is socially influenced teens. Profoundly challenged relies on effect of events/neurologic impairment on a child’s social and emotional functioning. This means the ability to function socially in a favourable manner. The theory points out that those children who abuse drugs at a tender age of 10 are most likely to have profound social challenge during their childhood.

Profound challenges may start at conception if foetus was affected due to maternal substance abuse. Some other profound challenges occur from the age of 2-3 years, whereby young children fail to create a bond between parent/adult caretakers. Profound challenges in the early age of 10 include child abuse, disruption of parental functioning and domestic violence. Socially influenced teens tend to be guided by other people’s opinions.
Generally, teens mainly focus on recognizing and shaping one’s identity. Teens tend to grow and learn being independent from parents and in the process they come across many information drawing their attention to substance abuse which exposes them to more drugs and alcohol use and may want to taste how it feels like or want to fulfil the perceived expectation if it’s accurate or not.

The theory postulates that prevention of drug and substance use due to profound childhood challenges can be undertaken by finding solutions to the causes of the challenges. Consequently, parents are called upon to seek help in the process of controlling their children behavior and discouraging family members from the use of drug and substance abuse which result to child neglect, child abuse and domestic violence. Young parents also need acquire appropriate knowledge to raise their children so as to prevent them from posing a threat to their children. Equally, inhibiting teen substance use as a result of social and peer pressure includes prevention or intervening in either influence from the available source of information or substance acquisition. Parents and teachers are therefore advised to share information on the effect of substance and drug abuse, establish school rules against it, control the level of messages circulation by teens and keeping them out of incidences of peers drinking alcohol or any other related incidence occurring. Teaching students on negative impact of drugs use is not most effect in comparison to countering social influence and cutting promotional message circulation from peers, media and adults.

2.7.2 The Assertive Discipline Theory

Assertive Discipline Model was proposed by Lee and Marlene Canter in 2001. The Canters developed the Assertive Discipline model which relies on the assumption that teachers have the right to teach in an orderly classroom with the expectation of obedience by students (Baron, 1992). However, students have the right to learn in a conducive and orderly classroom if they are to be taught effectively (Charles, 2008). Moreover, the teachers deserve support from parents and administrators as they work to help students to learn (Wolfgang 2005, p. 82). The theory postulates that teachers who are effective have the ability to interact with their students, they clearly express their expectations and are fully prepared to back up their words with predictable actions (Baron 1992).
The model emphasizes on support for good behavior and discouragement of misbehavior. However, the model mainly focuses on preventing occurrence of misbehavior and not rendering punishment (Ellis & Karr-Kidwell, 1995). Today’s teachers are called upon to develop policies in guiding and helping students shun from indiscipline behaviour. Such a discipline is supposed to be understood by all parties. Canter (2001) further challenge the teachers to use a proactive rather than a reactive approach to discipline if they want to be more effective in their work.

This theory stresses that teachers should endeavor to teach the discipline plan work effectively to students. They argue that the plan needs more attention rather than just reading it aloud or displaying it on a poster.
2.8 The Conceptual Framework

The conceptual framework was based on drug intoxication, addiction and drug-related depression which constituted independent variable whereas students’ discipline constituted the dependent variable. The intervening variables included; parental attitudes, teachers’ support and school counseling services as indicated in Figure 1 below:

Figure 1: Conceptual framework

<table>
<thead>
<tr>
<th>Independent Variable</th>
<th>Dependent Variable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DRUG AND SUBSTANCE ABUSE</strong></td>
<td><strong>STUDENTS’ DISCIPLINE</strong></td>
</tr>
<tr>
<td><strong>Drug Intoxication</strong></td>
<td><strong>Parental attitudes</strong></td>
</tr>
<tr>
<td>• Memory loss</td>
<td></td>
</tr>
<tr>
<td>• Anger and emotions</td>
<td></td>
</tr>
<tr>
<td>• Loss of consciousness</td>
<td></td>
</tr>
<tr>
<td>• Impaired coordination and judgement</td>
<td></td>
</tr>
<tr>
<td>• Impaired balance and slurred speech</td>
<td></td>
</tr>
<tr>
<td><strong>Drug Addiction</strong></td>
<td><strong>Improved hardwork in school</strong></td>
</tr>
<tr>
<td>• Lack of focus</td>
<td></td>
</tr>
<tr>
<td>• Loss of interest</td>
<td></td>
</tr>
<tr>
<td>• Truancy and absenteeism</td>
<td></td>
</tr>
<tr>
<td>• Lack of concentration</td>
<td></td>
</tr>
<tr>
<td><strong>Drug-Related Depression</strong></td>
<td></td>
</tr>
<tr>
<td>• Mood swings</td>
<td></td>
</tr>
<tr>
<td>• Feelings of isolation</td>
<td></td>
</tr>
<tr>
<td>• Feelings of sadness</td>
<td></td>
</tr>
<tr>
<td>• Withdrawal</td>
<td></td>
</tr>
<tr>
<td>• Hostility</td>
<td></td>
</tr>
</tbody>
</table>
2.9 Summary of Literature Review and Research Gap

From the literature review, it is evident that drug and substance abuse cause intoxication, addiction and depression amongst students in public secondary schools. However, it reveals a number of research gaps. For example, on drug intoxication, Maithya (2012) further asserts that health problems from using drugs such as cannabis include chronic bronchitis, coughs, wheezing and respiratory related diseases. It also increases the risk of psychotic illness, such as schizophrenia, dependence etc. However, Maithya (2012) as did other empirical researchers have not shown the level of intoxication which contributes to indiscipline amongst students in secondary schools.

On drug addiction, a study conducted by Masita (2010) revealed that, in Mombasa Island, an estimated 40% of students report that drug and substance abuse was on the rise. Almost 50% of students manifest drug addiction behavior patterns that include tolerance to drugs, withdrawal from drug which affects users negatively both social and academically (Masita, 2010). However, Masita (2010) as did other empirical researchers have not established what level of drug addiction influences students’ discipline in secondary schools.

On drug-related depression, NACADA (2012) has not shown how drug-related depression is responsible for the in disciplined behavior patterns manifested by students in secondary schools.
3.1 Introduction
This part describes the research design employed; study area; target population; sample size, sampling procedure; data collection instruments; and finally displayed the methods of testing the validity and reliability of the instruments. The chapter also highlights the research procedure which the researcher adopted and techniques of data analysis which were used after data collection.

3.2 Study Site Description
The study was conducted in Mombasa Island which host Mombasa city. The city lies along the shores of the Indian Ocean, 483 km North West of Nairobi. Mombasa is an administrative and political capital for Mombasa County. It is a multi-ethnic area with a population of 1.4 million people (KNBS, 2009). The predominant communities are Swahili people and Mijikenda and slam is the dominant religion in the area.

The town boasts of the largest port in East Africa, an international airport, Oil refinery and major hotels, making it both an economic hub and a tourist destination. Despite being a holiday resort town, Mombasa has been identified as the key smuggling route for hard drugs such as heroin and cocaine (The East African, 2001). For instance, in April 2014, an Australian Navy Patrol ship seized the large consignment of heroin ever in East Africa valued at $290million off the Kenya’s coast (Opala, 2017). Consequently, drug abuse has increased in Mombasa and other neighbouring coastal Counties (Fadhili & Ahmed, 2017).
Mombasa consist of six sub-counties/constituencies namely Mvita, Nyali, Kisauni, Changamwe, Likoni and Jomvu. Mvita which is located in Mombasa Island, is further subdivided into six sub-divisions namely Mji wa kale/makadara, Tudor, Tononoka, Shimanzi/Ganjoni, Majengo where the research was conducted.
3.3 Research Design
Research design is an investigation strategy structured to elicit answers to the research questions (Ogula, 2005). This study used mixed methods design, whereby both qualitative and quantitative data collected is analyzed. The study applied explanatory sequential research design which involved combining both qualitative and quantitative methods in a single study to understand a research problem. However, the study relied highly on quantitative data more than qualitative data. The two data sets obtained were merged by bringing the separate results together in the interpretation.

3.4 Target Population
Mombasa Island has 16 public secondary schools with 2489 students in Forms III & IV who constituted the target population for this study as shown in Table 1 below.

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Target Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form III Students</td>
<td>1234</td>
</tr>
<tr>
<td>Form IV Students</td>
<td>1255</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2489</strong></td>
</tr>
</tbody>
</table>

Source: Mombasa County Education Office (2018)

3.5 Sample Size and Sampling Procedures
In this section, the researcher highlights how samples for different respondents were obtained.

3.5.1 Sampling of Students in Forms III & IV
Using the Central Limit Theorem, 252 Forms III & IV students, that is, 10.12% of 2489, were selected. The Central Limit Theorem states that, if the sample size is greater than 30, the sampling distribution of means is a measurement of a normal distribution (Kothari, 2005). Stratified sampling was used based on the number of sub-counties in Mombasa Island and from each subdivision, one secondary school was randomly selected. From each of the selected school, 42 students were sampled using simple random sampling. In this case, the researcher used lottery method which involved preparing sheets of papers with labels of Yes and No. The researcher then folded them and put in a basin. The students who picked labels of Yes constituted the sample for this
study. The sampling procedure used enabled the researcher to sample 252 students in forms III & IV as tabulated in Table 2 below.

Table 2: Sample Size Grid for Students in Forms III IV

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Sample Size</th>
<th>Sampling Techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form III Students</td>
<td>125</td>
<td>Simple random sampling</td>
</tr>
<tr>
<td>Form IV Students</td>
<td>127</td>
<td>Simple random sampling</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>252</strong></td>
<td></td>
</tr>
</tbody>
</table>

3.5.2 Sampling of Principals and Teacher-counselors

From each of the selected secondary schools, the principals were purposively selected as key informants because they are better placed to give information on students’ discipline and the causes of indiscipline in their schools from each of the subdivisions. However, from each selected secondary school, one teacher-counselor was selected as the key informant using simple random sampling which involved lottery method. The sampling procedure enabled the researcher to sample six principals and six teacher-counselors.

3.6 Research Instruments

The researcher employed questionnaires for students in Forms III & IV and interview guides for principals and teacher-counselors. The objective of the study provided a basis of developing the research instruments whereby each objective is represented by relevant questions under it.

3.6.1 Questionnaire for Students in Forms III & IV

A self-designed questionnaire was applied in the collection of quantitative data from students in forms III & IV. Questionnaires were mainly used to gather quantitative data and also enabled the study collect nominal, ordinal and ratio data (Creswell, 2009). The questionnaire was split into five sections namely; section (A) which contained the demographic data, sections B, C, D and E contained 5 point Likert scale questions based on the research objectives.

3.6.2 Key Informant Interview Guide for Principals and Teacher-counselors

Structured interviews were used with open ended questions to gather qualitative data from principals and teacher-counselors. Key informant Interview guide containing set of questions based on objectives was also used. Researcher sought permission before
conducting interviews and respondents were offered explanations to rearticulate questions they did not understand. The use of interviews was suitable since it provided grounds for further probing by the researcher.

3.7 Piloting of Research Instruments
Piloting survey was performed amongst 25 students in forms III & IV from a sample of public high schools from the neighboring Kwale County. According to Connelly (2008) a pilot survey should constitute about 10% of the sample. The test items were administered once to the respondents. The aim of piloting was to check clarity and suitability of questions. The respondents in the piloting were not included in the final report to avoid bias.

3.7.1 Validity of the Instruments
Validity is the ability of the research instrument to measure what it is supposed to measure (Sounders, 2007). Researcher with the help of supervisor sought to check the validity of the research instrument by critically assessing the test items to avoid ambiguity. Content validity was obtained through piloting of the research instruments so as to check for ambiguity, irrelevant and incomplete items. Only the items which met the threshold were used in completing the instrument.

3.7.2 Reliability of the Instruments
Reliability of a data collection instrument refers to the stability of the instrument and thus ability to produce consistent results. The reliability of the instruments was ascertained using Pearson’s Correlation where average reliability was $r=0.991$, 0.997 and 0.977 and index $r = 0.988$ showed a high internal reliability. Editing was done on the items that failed to meet threshold.

3.8 Data Collection Procedures
An introduction letter was issued by sociology department in the University of Nairobi which facilitated acquisition of research permit from the National Commission for Science Technology and Innovation. Letters of authorization was also obtained from the Mombasa County Commissioner and Mombasa County Director of Education. The researcher then booked appointments with principals and teacher-counselors to conduct interviews and questionnaires administration. Research assistants were trained for three days and helped facilitate the collection of quantitative data. The duly filled questionnaires were collected and safely stored. Interviews were conducted face to face
so as to facilitate collection of qualitative data at time convenient for the interviewees. All the respondents were assured of confidentiality.

3.9 Data Analysis Procedures
Data was being analyzed using both quantitative and qualitative method. Quantitative data from the study described numerical using measure of distribution frequencies and percentages that were presented according to the objectives of the study. Qualitative data was analyzed by thematic analysis and presented using charts and tables.

3.10 Logistical and Ethical Considerations
The study observed the ethical issues governing the rights of participants in the research. To achieve this, the researcher sought consent from relevant authorities and maintained confidentiality, anonymity and respect in handling the information obtained from the respondents.

3.10.1 Access to the Study sites
Permission was duly granted to the researcher to access the study sites such as formal introduction and presentation of letters of authorization and research permits.

3.10.2 Informed Consent
The participants were notified on the nature and data collection procedure. Information contained in the consent sought to request the respondents to provide relevant information willingly and voluntarily, also the researcher respected the opinions and views of all participants who refused to unveil certain information.

3.10.3 Confidentiality
Prior to issuance of the informed consent, the participants were notified on the precautions to be taken in order to safeguard the data obtained and revealed the parties who may access the information. Respondents were coded by the researcher and thus none was allowed to give their personal details. This facilitated honesty in collection of adequate and reliable information since the respondents were assured of their confidentiality.
3.10.4 Anonymity
The researcher allowed for anonymity whereby the respondents supplied information without identifying themselves. Instead, codes were developed by the researcher to identify the respondents. This prevented the undue exposure of the respondents and helped overcome biasness.

3.10.5 Mien and Decorum
Researcher maintained a decent and presentable look before and even after interacting with participants in various institutions where research was conducted. This enhanced the acceptance and upheld utmost decorum in accordance with the code of conduct while conducting field research.

3.10.6 Storage of Data Collected
Data collected was stored for ease of reference and later analysed. The soft copies were stored in storage media and printed copies were filed.

3.11 Operationalization of Variables
The operationalization shows indicators to be measured and were identified together with measurement scale.
Table 3: Operationalization of Variables

<table>
<thead>
<tr>
<th>ROs</th>
<th>Variables</th>
<th>Indicators</th>
<th>Tools</th>
<th>Data Analysis</th>
</tr>
</thead>
</table>
| RO1     | Students’ discipline           | • Adherence to rules and regulations  
• Hard work  
• Cases of absenteeism  
• Peer interactions | Questionnaire  
Interview  
Guide       | Quantitative  
Qualitative    |
|         | Students’ Indiscipline         | • Violence  
• Involvement in strikes  
• Stealing  
• Teenage pregnancies  
• Truancy  
• Poor performance  
• Breaking school rules | Questionnaire  
Interview  
Guide       | Quantitative  
Qualitative    |
| RO2     | Drug intoxication              | • Memory loss  
• Anger and emotions  
• Loss of consciousness  
• Impaired coordination and judgement  
• Impaired balance and slurred speech | Questionnaire  
Interview  
Guide       | Quantitative  
Qualitative    |
| RO3     | Drug addiction                 | • Lack of focus  
• Loss of interest  
• Truancy and absenteeism  
• Lack of concentration | Questionnaire  
Interview  
Guide       | Quantitative  
Qualitative    |
| RO4     | Drug-related depression        | • Mood swings  
• Feelings of isolation  
• Feelings of sadness  
• Withdrawal  
• Hostility | Questionnaire  
Interview  
Guide       | Quantitative  
Qualitative    |

Key: ROs-Research Objectives

**RO1**: To assess the levels of discipline amongst students in public secondary schools

**RO2**: To examine the influence of drug intoxication on students’ discipline in public secondary schools

**RO3**: To establish the influence of drug addiction on students’ discipline in public secondary schools

**RO4**: To determine the influence of drug-related depression on students’ discipline in public secondary schools.
CHAPTER FOUR
DATA ANALYSIS PRESENTATION OF FINDINGS AND DISCUSSIONS

4.1 Introduction
Chapter four contains presentation of findings on the basis of the four research questions. The section also covers introduction, demographic data of the respondents and the research questions sought to be answered.

4.2 Response Rates
In this study, 252 questionnaires were administered to students in Forms III & IV. In return, 240 questionnaires were filled and returned. The researcher also conducted interviews amongst six principals and six teacher-counselors. This yielded response rates shown in Table 4;

Table 4: Response Rates

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Sampled Respondents</th>
<th>Those Who Participated</th>
<th>Achieved Return Rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals</td>
<td>6</td>
<td>6</td>
<td>100.0</td>
</tr>
<tr>
<td>Teacher-counselors</td>
<td>6</td>
<td>6</td>
<td>100.0</td>
</tr>
<tr>
<td>Students in Forms III &amp; IV</td>
<td>252</td>
<td>240</td>
<td>95.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>264</strong></td>
<td><strong>252</strong></td>
<td><strong>95.5</strong></td>
</tr>
</tbody>
</table>

Table 4 shows that principals, teacher-counselors and students in Forms III & IV had a response rate of 95.5 percent that makes it credible to the assertions of Creswell (2009) that a response rate of 75.0 percent response was excellent for the study.

4.3 Demographic Information
The study sought to establish the demographic factors of the respondents such as gender and level of education.

4.3.1 Gender of the Respondents
Information on gender distribution of students in forms III and IV was collected and results are presented in figure 4.
Figure 4 indicates that slightly more than half (59.7%) of form III students were male whereas their female counterparts constituted 40.3%. In the same vein, majority (78.7%) of the students in form IV were male whereas female students in form IV constituted 21.3%. In the same token, out of the six principals sampled, four were male whereas only two were female. However, out of the six teacher-counselors, four were female whereas two were male. From the findings, it is clear that there was gender disparity at all levels of the study. Thus, this information conform to the fact that drug and substance abuse has a greater influence on students’ discipline in public secondary schools which is a concern for all male and female principals, teacher-counselors and above all students.
4.3.2 Principals’ and Teacher-counselors’ Level of Education
The study also gathered data concerning the level of education of the principals and teacher-counselors since this variable influences their ability to provide reliable information. The findings are as indicated in Figure 5;

**Figure 5: Respondents’ Level of Education**

![Bar chart showing the level of education of principals and teacher-counselors](image)

Figure 5 indicates that out of the six principals, four had Bachelors’ Degrees whereas only two had postgraduate qualifications. In the same vein, three of the six teacher-counselors had Bachelors’ Degrees, two had postgraduate qualifications whereas only one had Diplomas. Hence, this information attest to the fact that level of education is an important characteristic since it makes the principals and teacher-counselors to be competent to respond to research questions about the influence of drug and substance abuse on students’ discipline in public secondary schools.
4.4 Levels of Discipline amongst Students in Public Secondary Schools

Objective one of the study sought the opinions of students on the levels of discipline amongst students in public secondary schools in Mombasa Island. Data was collected from students in Forms III & IV and the results are shown in Table 5.

Table 5: Students’ Ratings of Levels of Discipline in Public Secondary Schools

<table>
<thead>
<tr>
<th>Indicators of Indiscipline in Schools</th>
<th>High n</th>
<th>High %</th>
<th>Low n</th>
<th>Low %</th>
<th>Totals n</th>
<th>Totals %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Violence against colleagues</td>
<td>134</td>
<td>55.8</td>
<td>106</td>
<td>44.2</td>
<td>240</td>
<td>100</td>
</tr>
<tr>
<td>Involvement in strikes and school riots</td>
<td>97</td>
<td>40.4</td>
<td>143</td>
<td>59.6</td>
<td>240</td>
<td>100</td>
</tr>
<tr>
<td>Stealing from each other</td>
<td>142</td>
<td>59.2</td>
<td>98</td>
<td>40.8</td>
<td>240</td>
<td>100</td>
</tr>
<tr>
<td>Teenage pregnancies</td>
<td>125</td>
<td>52.1</td>
<td>115</td>
<td>47.9</td>
<td>240</td>
<td>100</td>
</tr>
<tr>
<td>Truancy and absenteeism</td>
<td>120</td>
<td>50.0</td>
<td>120</td>
<td>50.0</td>
<td>240</td>
<td>100</td>
</tr>
<tr>
<td>Poor performance</td>
<td>155</td>
<td>64.7</td>
<td>85</td>
<td>35.3</td>
<td>240</td>
<td>100</td>
</tr>
<tr>
<td>Breaking school rules and regulations</td>
<td>132</td>
<td>55.2</td>
<td>108</td>
<td>44.8</td>
<td>240</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 5 indicates that (55.8%) of the students in Forms III & IV admitted that cases of violence against colleagues is very high whereas 44.2% responded on the contrary. In the same vein, 40.4% of the students in Forms III & IV noted that involvement in strikes and school riots has been on the rise and is thus very high whereas only 59.6% indicated low. From Table 5, three-quarters, 59.2% of the students in Forms III & IV reported that cases of stealing from each other is high whereas a quarter 40.8% reported low. These findings corroborate the assertions of Kauchak (2011) that infractions in most secondary schools include destruction of school properties, violent rioting, arson, rape cases and even deaths. Similarly, teenage pregnancies are a common occurrence amongst students with slightly more than half (52.1%) of the students in Forms III & IV indicating high levels, whereas 47.9% indicated low levels. From Table 5, half (50.0%) of the students in Forms III & IV noted that cases of truancy and absenteeism is high as did those who reported low levels. Table 5 also shows that 64.7% of the students in Forms III & IV noted that cases of poor performance are high whereas 35.3% noted low levels of poor performance. At the same time, 55.2% of the students in Forms III & IV
indicated that incidences of breaking of school rules and regulations are high with 44.7% indicating low levels.

The findings are supported by Ramani (2012), who stated that as much as the Ministry of Education severally attempts to institute policies to curb indiscipline in schools, by enacting the Children’s Act, 2001 which provides the rights of a child and that children should be entitled to protection from all forms of physical/psychological abuse by any person, there is still a huge number of cases reported on schools unrest. During the interviews, the study also sought the opinions of the principals and teacher-counselors with majority echoing similar sentiments. They indicated that students have manifested several cases of indiscipline. When probed further, a male principal (Bed), admitted,

“In my secondary school, we have had to handle disciplinary cases about students’ violence against each other. In most cases, students engage in fights amongst themselves or sometimes bully their junior colleagues. They also miss school, steal from each other and even register low performance in their academic studies”.

These findings thus point to the fact that indiscipline has become a serious issue in public secondary schools. Many students have manifested incidences of indiscipline in one way or another and have thus become a national concern to education stakeholders. However, some of the principals and teacher-counselors discounted the view that indiscipline is very high in public secondary schools. On further probing, a female principal (Med) noted,

“In my secondary school, there are few cases of indiscipline. We have not witnessed cases of student riots and instances of teenage pregnancies. Most of my students rarely miss school”

These views indicate that, secondary school students who abuse drugs and substances manifest both major and minor acts of indiscipline based on the drugs of dependence, dosage levels and individual characteristics of students. Such students tend to be hostile, irritable and manifest facial flushing, unsteady gait, slurred speech, increased activity, euphoria, volubility, disorderly conduct, impaired judgement, slowed reactions, slow response, motor incoordination and having unkempt hair among others.
4.5 Drug-Related Intoxication and Students’ Discipline in Public Secondary Schools

The study also sought to assess the opinions of students on the influence of drug-related intoxication on discipline in public secondary schools. Data was collected from students in Forms III & IV and results are shown in Table 6:

**Table 6: Views of Students in Forms III & IV on the Influence of Drug-Related Intoxication on Students’ Discipline in Public Secondary Schools**

<table>
<thead>
<tr>
<th>Test Items</th>
<th>Ratings in percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students who abuse drugs suffer memory loss due to intoxication which make them engage in indiscipline behavior patterns in school</td>
<td>SA 73.7  A 14.4  U 3.4  D 5.7  SD 2.8  Totals 100  n 240</td>
</tr>
<tr>
<td>There is always a manifestation of anger and emotions amongst students who abuse drugs thus engaging in indiscipline at school</td>
<td>SA 64.9  A 17.1  U 4.2  D 6.3  SD 7.5  Totals 100  n 240</td>
</tr>
<tr>
<td>Loss of consciousness is common amongst students who abuse drugs at school which has made them manifest indiscipline behavior patterns</td>
<td>SA 78.9  A 9.3  U 2.1  D 5.3  SD 4.4  Totals 100  n 240</td>
</tr>
<tr>
<td>Impaired coordination and judgment are common behaviors manifested by students who abuse drugs which make them vulnerable to break school rules and regulations</td>
<td>SA 69.5  A 11.5  U 3.5  D 5.1  SD 10.4  Totals 100  n 240</td>
</tr>
<tr>
<td>Behaviors such as impaired balance, slurred speech, unsteady gait, dizziness, drowsiness and disorientation are common among drug-abusing students in public secondary schools which increase cases of indiscipline</td>
<td>SA 74.5  A 10.4  U 3.4  D 5.5  SD 6.2  Totals 100  n 240</td>
</tr>
</tbody>
</table>

**Key:** SA = Strongly Agree  A = Agree  U = Undecided  D = Disagree  SD = Strongly Disagree
Table 6 shows that majority (73.7%) of the students in Forms III & IV strongly agreed with the view that students who abuse drugs suffer memory loss due to intoxication which make them engage in indiscipline behavior patterns in school. At the same time, 14.4% of students in Forms III & IV agreed. However, 3.4% of the students in Forms III & IV were undecided, 5.7% of the students in Forms III & IV disagreed whereas 2.8% of the students in Forms III & IV strongly disagreed. These findings corroborate the assertions of Maithya (2012) that the effects of drug intoxication include laughter and talkativeness, feeling of being, loss of concentration, short-term memory and slower reaction times.

These findings further lend credence to the findings of a study conducted in Colombia in which Essien (2010) revealed that, after intoxication, the disturbances are related to the acute pharmacological effects of and learned responses to, the substance and resolve with time, with complete recovery, except where tissue damage or other complications have arisen. Thus, these findings point to the fact that secondary school students who abuse drugs and other substances suffer increased risk of psychotic illness such as schizophrenia, dependence etc. which, in turn, make them engage in indiscipline activities. Intoxication predisposes students to engage in indiscipline acts such as breaking of school rules and regulations, violence, aggression, burning of schools, strikes and criminal acts.

The study also established that majority (64.9%) of the students in Forms III & IV strongly agreed with the view that there is always a manifestation of anger and emotions amongst students who abuse drugs thus engaging in acts of indiscipline at school. On the same breath, 17.1% of the students in Forms III & IV agreed. However, 4.2% of the students in Forms III & IV were undecided, 6.3% of the students in Forms III & IV disagreed whereas 7.5% of the students in Forms III & IV strongly disagreed.

These findings lend credence to the assertions of Staves and Susan (2008) that drugs and substances such as alcohol may have apparently stimulant effects on behaviour at lower dose levels, lead to agitation and aggression with increasing dose levels, and produce clear sedation at very high levels amongst students. Staves and Susan (2008) assert that secondary school students who abuse drugs and substances manifest variety of indiscipline acts. Thus, these findings affirm the fact that students who abuse drugs engage in undesirable behavior patterns which is attributed to drug intoxication.
The study also found out that a record majority (78.9%) of the students in Forms III & IV strongly agreed with the view that loss of consciousness is common amongst students who abuse drugs at school which made them manifest indiscipline behavior patterns. At the same time, 9.3% of the students in Forms III & IV agreed. However, 2.1% of the students in Forms III & IV were undecided, 5.3% of the students in Forms III & IV disagreed whereas 4.4% of the students in Forms III & IV strongly disagreed. These findings lend credence to the assertions of Pinel (2009) that intoxication is a condition that follows the administration of a psychoactive substance and results in disturbances in the level of consciousness and other psychophysiological functions and responses. Thus, these findings point to the fact that drug and substance abuse has harmful effects on students.

The study also found out that (69.5%) of the students in Forms III & IV strongly agreed with the view that impaired coordination and judgment are common behaviors manifested by students who abuse drugs which make them vulnerable to break school rules and regulations. At the same time, 11.5% of the students in Forms III & IV agreed. However, 3.5% of the students in Forms III & IV were undecided, 5.1% of the students in Forms III & IV disagreed whereas 10.4% of the students in Forms III & IV strongly disagreed.

These findings lend credence to the findings of a study conducted in the Netherlands in which Carla (2010) established that students who are drug-intoxicated exhibit loose muscle tone, loss of fine motor coordination and often has a staggering drunken gait. The eyes of abusers may appear glossy and pupils become slow to respond to stimulus. At high level of dosage, drugs can lead to a decreased heart rate, low blood pressure and may result to decreased reflex responses and slower reaction time. According to Carla (2010), excessive consumption of drugs within several hours yields measurable impairment of brain and motor coordination. Hence, these findings attest to the fact that drug or alcohol abuse reduces secondary school students to a level of indecision and poor judgment. In other words, intoxicated students are bound to engage in indiscipline acts and are criminally inclined due to lack of control. Besides, intoxicated students have poor judgment and are thus likely commit either a misdemeanor or felony.

The study also found out that a record majority (74.5%) of the students in Forms III & IV strongly agreed with the view that behaviors such as impaired balance, slurred
speech, unsteady gait, dizziness, drowsiness and disorientation are common among drug-abusing students in public secondary schools which increase cases of indiscipline. 10.4% of the students in Forms III & IV agreed. However, 3.4% of the students in Forms III & IV were undecided, 5.5% of the students in Forms III & IV disagreed whereas 6.2% of the students in Forms III & IV strongly disagreed.

According to Essien (2010) drug and substance intoxication is demonstrated by facial flushing, unsteady gait, slurred speech, increased activity, euphoria, volubility, disorderly conduct, impaired judgement, slowed reactions, and motor incoordination and slow response. Essien (2010) further asserts that intoxication is highly dependent on the type and dose of drug and is influenced by an individual's level of tolerance and other factors. When asked about drug intoxication, the interviewees also indicated that there is always a manifestation of anger and emotions amongst students who abuse drugs thus engaging in disciplined at school. A male principal (Med) observed,

“Students who have fallen victims of drug abuse have manifested incidences of loss of consciousness. Such students do not understand themselves nor are they aware of their actions. They have ended up engaging in indiscipline acts at school”.

Further, the interviewees responded in favor of the view that students who abuse drugs suffer memory loss due to intoxication which make them engage in indiscipline behavior patterns in school. When probed further, a female teacher-counselor (Bed) noted,

“Students who have become victims of chronic drug and substance abuse suffer memory loss. Such students often appear absent-minded while in class and often forget what they have been instructed to do. In most cases, they forget to undertake their assignments and run into problems with teachers. They tend to engage in sideshows instead of concentrating in class”.

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This implies that students, who abuse drugs end up being victims of drug intoxication which manifest measurable impairment of motor coordination and reasoning, hence get predisposed to activities which are against school rules and regulations.

4.6 Drug-Related Addiction and Students’ Discipline in Public Secondary Schools

The study sought to examine perceptions of students on the influence of drug-related addiction on discipline in public secondary schools. Data was collected from students in Forms III & IV and results are shown in Table 7:

**Table 7: Views of Students in Forms III & IV on the Influence of Drug-Addiction on Discipline in Public Secondary Schools**

<table>
<thead>
<tr>
<th>Test Items</th>
<th>Ratings in percentage (%)</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
<th>Totals</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of focus due to drug-addiction has increased cases of indiscipline amongst students in public secondary schools</td>
<td>66.6</td>
<td>9.7</td>
<td>3.9</td>
<td>12.3</td>
<td>7.5</td>
<td>100</td>
<td>240</td>
<td></td>
</tr>
<tr>
<td>Students in public secondary schools manifest loss of interest in their studies due to drug-addiction and has increased cases of indiscipline</td>
<td>64.9</td>
<td>11.5</td>
<td>1.3</td>
<td>13.7</td>
<td>8.6</td>
<td>100</td>
<td>240</td>
<td></td>
</tr>
<tr>
<td>Truancy due to drug-addiction has been on the rise amongst students in public secondary schools</td>
<td>80.7</td>
<td>7.6</td>
<td>4.4</td>
<td>5.2</td>
<td>2.1</td>
<td>100</td>
<td>240</td>
<td></td>
</tr>
<tr>
<td>Cases of lack of concentration has increased amongst students in public secondary schools due to drug-addiction</td>
<td>70.2</td>
<td>11.3</td>
<td>1.3</td>
<td>12.7</td>
<td>4.0</td>
<td>100</td>
<td>240</td>
<td></td>
</tr>
</tbody>
</table>

**Key:** SA = Strongly Agree A = Agree U = Undecided D = Disagree SD = Strongly Disagree

Table 7 reveals that two-thirds (66.6%) of the students in Forms III & IV strongly agreed with the view that lack of focus due to drug-addiction has increased cases of indiscipline amongst students in public secondary schools. At the same time, 9.7% of the students in Forms III & IV agreed. However, 3.9% of the students in Forms III & IV were undecided, 12.3% of the students in Forms III & IV disagreed whereas 7.5% of the
students in Forms III & IV strongly disagreed. These findings lend credence to the findings of a study conducted in Nigeria in which Afolayan and Afolayan (2010) revealed that abuse of drugs in secondary schools has become the in-thing amongst students and has had a major impact on school performance and increased cases of indiscipline.

Afolayan and Afolayan (2010) also established that due to drug addiction, students’ academic grades often suffer due to lack of energy and focus, poor concentration and loss of drive. Further, they indicated that students using drugs often lose interest in extracurricular activities and other healthy social interactions. The researchers concluded that, ultimately drug and drug abuse can lead to not only truancy, but to the addicted student dropping out of school all together.

The study revealed that majority (64.9%) of the students in Forms III & IV strongly agreed with the view that students who are addicted to drugs often manifest loss of interest in their studies and often engage in increased cases of indiscipline. On the same breath, 11.5% of the students in Forms III & IV agreed. However, 1.3% of the students in Forms III & IV were undecided, 13.7% of the students in Forms III & IV disagreed whereas 8.6% of the students in Forms III & IV strongly disagreed. These findings lend credence to a study by Philip et al. (2016) which revealed that consumption of drugs in schools is very common and students take these drugs for various nonacademic reasons such to give them boldness to chase the opposite sex, feel good and exited and feel like a star. Gradually, drug abuse leads to addiction which compromises students’ academic performance.

The study also found out that a record majority (80.7%) of the students in Forms III & IV strongly agreed with the view that truancy due to drug-addiction has been on the rise amongst students in public secondary schools. while 7.6% of the students in Forms III & IV agreed. However, 4.4% of the students in Forms III & IV were undecided, 5.2% of students in Forms III & IV disagreed whereas 2.1% of the students in Forms III & IV strongly disagreed. These findings are consistent with the findings of a report by Chesang (2013) which noted that, due to drug addiction, students indulge in exam-malpractices while others breakdown during examinations leading to failure and eventual drop-outs, some become rude and arrogant to teachers and parents and
occasionally causing riots and chaos in school while some grow up to become criminal in the society leading them into prison-yards.

The study revealed that majority (70.2%) of the students in Forms III & IV strongly agreed with the view that cases of lack of concentration has increased amongst students in public secondary schools due to drug-addiction. At the same time, 11.8% of the 19.3% of the students in Forms III & IV agreed. However, 1.3% of the students in Forms III & IV were undecided, 12.7% of the students in Forms III & IV disagreed whereas 4.0% of the students in Forms III & IV strongly disagreed. These findings are consistent with the assertions of Maithya (2012) that addiction to drugs has become a common phenomenon amongst students and the effects of drug addiction include laughter and talkativeness, feeling of being and loss of concentration.

When asked to explain the influence of drug addiction on the level of students’ discipline in their schools, principals and teacher-counselor-counselors responded in favor of the view that drug addiction and substance abuse have increased cases of indiscipline amongst students in public secondary schools. A male teacher-counselor (Med) noted,

“All student, who abuses drugs and any addictive substance suffer from lack of focus in life and, in most cases, does not understand why he or she is in school. They also lose interest in their studies”.

These views are in tandem with the views expressed by Afolayan and Afolayan (2010) that due to drug addiction, students’ academic grades often suffer due to lack of energy and focus, poor concentration and loss of drive. Such students indulge in exam-malpractices while others breakdown during examinations leading to failure and eventual drop-outs, some become rude and arrogant to teachers and parents and occasionally causing riots and chaos in secondary schools. The interviewees also indicated that such students manifest lack of concentration.

Just like quantitative findings, these views further lend credence to the viewpoints held by Maithya (2012) that addiction to drugs has become a common phenomenon amongst students with harmful effects. The interviewees concurred with the views of Maithya (2012) that the effects of drug intoxication include laughter and talkativeness, feeling of
being and loss of concentration. Hence, these views are also indicative of the fact that any level of intoxication contributes to indiscipline amongst students in secondary schools. That is, secondary school students who abuse drugs and substances manifest variety of indiscipline acts.

4.7 Drug-Related Depression and Students’ Discipline in Public Secondary Schools

The study sought to assess the opinions of students on the extent to which drug-related depression influence discipline in public secondary schools. Data was collected from students in Forms III & IV and results are shown in Table 8:

**Table 8: Views of Students in Forms III & IV on the Influence of Drug-Related Depression on Students’ Discipline in Public Secondary Schools**

<table>
<thead>
<tr>
<th>Test Items</th>
<th>Ratings in percentage (%)</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
<th>Totals</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students in public secondary schools manifest incidences of mood swings due to drugs which has increased cases of indiscipline</td>
<td>77.2</td>
<td>10.4</td>
<td>2.5</td>
<td>6.1</td>
<td>3.8</td>
<td></td>
<td>100</td>
<td>240</td>
</tr>
<tr>
<td>Students usually feel isolated due to drugs which make them engage in indiscipline behaviors in their schools</td>
<td>68.4</td>
<td>15.1</td>
<td>3.2</td>
<td>9.1</td>
<td>4.2</td>
<td></td>
<td>100</td>
<td>240</td>
</tr>
<tr>
<td>There are always feelings of sadness amongst students who take drugs and has thus, led to increased acts of indiscipline in secondary schools</td>
<td>84.2</td>
<td>5.6</td>
<td>1.4</td>
<td>5.1</td>
<td>3.7</td>
<td></td>
<td>100</td>
<td>240</td>
</tr>
<tr>
<td>Students who abuse drugs always withdraw from families and friends which has led them to engage in indiscipline acts in schools</td>
<td>67.9</td>
<td>14.2</td>
<td>4.5</td>
<td>8.5</td>
<td>4.9</td>
<td></td>
<td>100</td>
<td>240</td>
</tr>
<tr>
<td>Depression-related hostility is common amongst students who abuse drugs and thus, engage in indiscipline behavior patterns in school</td>
<td>73.1</td>
<td>12.7</td>
<td>4.3</td>
<td>7.1</td>
<td>2.8</td>
<td></td>
<td>100</td>
<td>240</td>
</tr>
</tbody>
</table>

**Key:** SA = Strongly Agree, A = Agree, U = Undecided, D = Disagree, SD = Strongly Disagree
Table 8 reveals that majority (77.2%) of the students in Forms III & IV strongly agreed with the view that students who abuse drugs often manifest incidences of mood swings which predisposes them to increased cases of indiscipline. At the same time, 10.4% of the students in Forms III & IV agreed. However, 2.5% of the students in Forms III & IV were undecided, 6.1% of the students in Forms III & IV disagreed whereas 3.8% of the students in Forms III & IV strongly disagreed.

These findings corroborate the assertions of Essien (2010) that drug and substance abuse amongst students fractures relationships with friends, family members and significant others. He also observed that use of drugs makes students experience hallucinations, changes in mood and impaired memory. In the same token, Ngesu et al (2008) also assert that drugs may affect mood/attitude to participate in outdoor activities and promote violent acts and disturbance at school. Abuse of drug and alcohol may also deprive attention to oneself (ibid). Hartmatz (1973) asserts that behaviours of students who are drug and substance addicts display carelessness, irresponsibility and neglect to oneself and having unkempt hair among others.

According to Maithya (2012), drug abusing students tend to exhibit weird laughter and talkativeness, confusion, panic, depression and feeling of paranoia. These findings attest to the fact that drugs and alcohol can affect secondary school students in many ways, as these substances can create changes in the mind which alter mood, disposition and reality. This makes them vulnerable and can easily flip into indiscipline acts and undesirable behavior patterns.

The study also found that a fair majority (68.4%) of the students in Forms III & IV strongly agreed with the view that drug abusing students usually feel isolated due to their indulgence in drugs which make them engage in indiscipline behaviors in their schools. On the same breath, 15.1% of the students in Forms III & IV agreed. However, 3.2% of the students in Forms III & IV were undecided, 9.1% of the students in Forms III & IV disagreed whereas 4.2% of the students in Forms III & IV strongly disagreed. These findings lend credence to the findings of a study carried out in Italy in which Hawkins et al (2012) established that, amongst students in high or secondary schools, drug-related depression frequently manifests itself in feelings of isolation, low energy and hopelessness. Therefore, these findings point to the fact that drug abuse and dependence is associated with an increased risk of major depression.
They are quarrelsome, disrespectful of authority, hostile and prone to sudden anger. There is increased shouting and screaming. This indicates that depression affects the way students behave and conduct themselves towards colleagues and significant adults. In other words, students who manifest depression-related symptoms are seen as agitated, demonstrated by the inability to sit still, excessive fidgeting, picking or pulling at hair, skin, clothing or other objects.

The study also found out that a record majority (84.2%) of the students in Forms III & IV strongly agreed with the view that there are always feelings of sadness amongst students who take drugs and has thus, led to increased acts of indiscipline in secondary schools. At the same time, 5.6% of the students in Forms III & IV agreed. However, 1.4% of the students in Forms III & IV were undecided, 5.1% of the students in Forms III & IV disagreed whereas 3.7% of the students in Forms III & IV strongly disagreed. These findings are consistent with the assertions of Corbin (2014) that depressed students often manifest sustained sadness and tearfulness. Corbin (2014) posits that unexplained irritation is a prominent symptom of depression in children and adolescents.

Majority (67.9%) of the students in Forms III & IV strongly agreed with the view that students who abuse drugs always withdraw from families and friends which in turn leads them to engage in indiscipline acts in schools. At the same time, 14.2% of the students in Forms III & IV agreed. However, 4.5% of the students in Forms III & IV were undecided, 8.5% of the students in Forms III & IV disagreed whereas 4.9% of the students in Forms III & IV strongly disagreed. These findings agree with the findings of a study conducted in Colombia in which Ross et al. (2011) established that drug or alcohol's depressant characteristics may lead to periods of depressed affect among students with drug abuse or alcohol dependence. These studies affirm the fact that drug and substance abuse amongst students in secondary schools causes depression which, in turn, contributes immensely to their tendency to engage in indiscipline acts.

The study also found out that majority (73.1%) of the students in Forms III & IV strongly agreed with the view that depression-related hostility is common amongst students who abuse drugs and thus, engage in indiscipline behavior patterns in school. At the same time, 12.7% of the students in Forms III & IV agreed. However, 4.3% of the students in Forms III & IV were undecided, 7.1% of the students in Forms III & IV
disagreed whereas 2.8% of the students in Forms III & IV strongly disagreed. These findings further corroborate the assertions of Hawkins et al (2012) that students experience drug-related depression as irritability, hostility or anger. This implies that drug and substance abuse is associated with major depression amongst students.

The researcher also interviewed principals and teacher-counselor-counselors who expressed view that drug related depression among students accounted for many cases of indiscipline in their schools. They also responded in favor of the view that students in public secondary schools manifest incidences of mood swings due to drugs which has increased cases of indiscipline. When probed further, a male teacher-counselor (BEd) observed,

“Students who abuse drugs and addictive substances exhibit a constant change and fluctuation in their moods on a daily basis. Such students appear moody and manifest feelings of not talking to anybody around them. Sometimes, they are friendly which immediately changes to feelings of isolation, unhappy mood and not willing to associate with anybody”.

The interviewees also indicated that drug abusing students usually feel isolated due to their indulgence in drugs which make them engage in indiscipline behaviors in their schools.

A female principal (BEd) also noted,

“Students who have fallen victims of drug abuse have often exhibited feelings of sadness which has led them to engage in acts of indiscipline in secondary schools”.

These views further corroborate the assertions of Hawkins et al (2012) that, amongst students in high or secondary schools, drug-related depression frequently manifests itself in feelings of isolation, withdrawal, low energy and hopelessness. Therefore, these findings point to the fact that drug and substance abuse amongst students in secondary schools causes depression which, in turn, contributes immensely to their tendency to engage in indiscipline acts.
CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction
Chapter five consist of summary of findings and conclusions. It also gives recommendations and suggestions for further research.

5.2 Summary
The study gives comprehensive summary of findings based on the study objectives which included; assessing the levels of discipline among students in public secondary schools and the influence of drug intoxication, addiction and drug-related depression on students’ discipline in public secondary schools.

5.2.1 Levels of Discipline amongst Students in Public Secondary Schools
The study established that the levels of indiscipline are very high amongst students in public secondary schools. Many students manifest incidences of violence against colleagues; get involved in strikes and school riots, cases of theft, teenage pregnancies, truancy and absenteeism, poor performance and constant breaking of school rules and regulations. Many students have manifested incidences of indiscipline in one way or another in public secondary schools. These findings affirm the fact that indiscipline has become a serious issue and has thus become a national concern to education stakeholders.

5.2.2 Drug-Related Intoxication and Students’ Discipline in Public Secondary Schools
The study also established that many students in public secondary schools abuse drugs and substances that lead them to suffer from drug intoxication and thus suffer memory loss, anger and emotions, loss of consciousness, impaired coordination and judgement amongst other drug abuse related symptoms. Students who suffer from these drug intoxication symptoms end up engaging in indiscipline acts at school. These findings affirm the fact that drug intoxication influences the way students conduct themselves at school. Such students engage in indiscipline acts such as breaking of school rules and regulations, violence, aggression, burning of schools, strikes and criminal acts. That is, students who abuse drugs engage in undesirable behavior patterns which are attributed to drug intoxication. In other words, secondary school students who are drug-
intoxicated exhibit poor motor coordination and often break school rules and regulations.

5.2.3 Drug-Related Addiction and Students’ Discipline in Public Secondary Schools

The study also established that many students in public secondary schools are addicted to drugs and substances. Such students manifest lack of focus, loss of interest in their studies, truancy and absenteeism and lack of concentration. These findings attest to the fact that drug addiction leads students to engage in indiscipline acts such as exam-cheating while others breakdown in examination rooms leading to failure and eventually drop-out of school, some become vulgar and arrogant to both teachers and parents and sometimes may engage in riots and arson in secondary schools. This is an indication that any level of drug-related addiction contributes to indiscipline amongst students in secondary schools.

5.2.4 Drug-Related Depression and Students’ Discipline in Public Secondary Schools

The study established that drug and substance abuse lead to depression amongst students in secondary schools. Such students exhibit mood swings, feelings of isolation, sadness, withdrawal, lack of energy and hostility. This implies that drug abuse affects secondary school students in many ways which include; creating changes in the mind which alter mood, disposition and reality. This situation leads students to be susceptible to flipping into indiscipline acts and undesirable behavior patterns. In other words, drug abuse is associated with an increased risk of major depression, which, in turn, contributes immensely to the tendency by students to engage in indiscipline acts.

5.3 Conclusions

Drawing from the above findings, it is evident that levels of indiscipline are very high amongst students in public secondary schools. Students manifest incidences of violence against colleagues; get involved in strikes and school riots, cases of theft, teenage pregnancies, truancy and absenteeism, poor performance and constant breaking of school rules and regulations. From the study findings, it is also evident that many students in public secondary schools who abuse drugs end up suffering from drug intoxication and thus suffer memory loss, anger and emotions, loss of consciousness,
impaired coordination and dizziness amongst other drug abuse related symptoms. Students who suffer from these drug intoxication symptoms end up engaging in disciplined acts at school.

It is also evident that many students in public secondary schools are addicted to drugs and substances. Such students manifest lack of focus, loss of interest in their studies, truancy and absenteeism and lack of concentration. Drug and substance abuse also lead to depression amongst students in secondary schools. Such students exhibit mood swings, feelings of isolation, sadness, withdrawal, lack of energy and hostility. This implies that drug abuse affects secondary school students in many ways which include; creating changes in the mind which alter mood, disposition and reality. This situation leads students to be susceptible to flipping into indiscipline acts and undesirable behavior patterns.

5.4 Recommendations

The research sought to make recommendations below:

i. On drug intoxication, the study established that many secondary school students abuse drugs and thus suffer from drug intoxication which make them experience memory loss, anger and emotions, loss of consciousness, impaired coordination and dizziness amongst other drug abuse related symptoms. Such students end up engaging in disciplined acts at school. Thus, the study recommends that secondary schools should be motivated to take up a course on Life Skills since they are the custodians of students’ behavior. This would enable them understand the trauma and challenges students undergo to warrant their involvement in drug abuse and help adopt corrective measures.

ii. On drug addiction, the study established that many students in public secondary schools are addicted to drugs and substances. Such students manifest lack of focus, loss of interest in their studies, truancy and absenteeism and lack of concentration. Thus, the study recommends that students should be advised on the dangers of drug addiction and how it affects their behavior patterns and above all, their academic studies.

iii. On drug-related depression, the study established that drug and substance abuse lead to depression amongst students in secondary schools. Such students exhibit mood swings, feelings of isolation, sadness, withdrawal, lack of energy and hostility. Thus, the study recommends that parents should partner with
secondary schools in combating drug abuse both at home and at school as a way of reducing instances of depression amongst students who abuse drugs. Teachers should be advised to desist from hands-off attitude when it comes to combating drug abuse amongst their students. In the same token, the government should formulate a regulation to ensure stricter implementation of policies against drug abuse in public secondary schools by developing punitive measures to those who facilitate drug abuse in schools.

5.5 Suggestions for Further Research

i. Further research to be carried out to establish the effectiveness of policies on combating drug abuse in secondary schools.

ii. A study could also be conducted to evaluate the home dynamics which hamper the success of combating drug abuse.

iii. A study could also be conducted to examine the influence of school management in combating drug abuse.
REFERENCES


https://digitalcommons.georgiasouthern.edu/gapbs/2014/2014/61


Essien, C. F. (2010). Drug use and abuse among students in tertiary institutions—the case of federal university of technology, Minna. *Journal of research in national development, 8*(1), 35-42.


Mungai (2016 July 23rd). The Secondary School unrest: It is an undeniable fact that the current wave of unrest in secondary schools has reached an alarming proportion. *Open source opinion*. Retrieved from


APPENDIX I
LETTER OF INTRODUCTION

April, 2018

Dear Sir/Madam,

RE: PERMISSION TO CONDUCT RESEARCH IN YOUR SCHOOL

I am a student undertaking a course in Master of Arts in Criminology and Social order at The University of Nairobi. I am required to submit, as part of my research work assessment, a research project on “Influence of Drug and Substance Abuse on Students’ Discipline in Public Secondary Schools in Mombasa Island, Kenya”. To achieve this, your secondary school has been selected to participate in the study. I kindly request the respondents to fully participate in the study. This information will be used purely for academic purpose and your name will not be mentioned in the report. Findings of the study, shall upon request, be availed to you.

Your assistance and cooperation will be highly appreciated.

Thank you in advance.

Yours faithfully,

Charles Kutan Lodunga
APPENDIX II
INFORMED CONSENT FORM

Dear respondent,

The researcher is a student undertaking a degree course in Master of Arts in Criminology and Social order at the University of Nairobi carrying out a research on Influence of Drug and Substance Abuse on Students’ Discipline in Public Secondary Schools in Mombasa Island, Kenya. For this study I will request you to give me some time as you will be asked some questions. I will maintain your privacy and confidentiality about your information. Your name will not be written on any of the materials, and only the researcher will have access to your information. Your participation is totally voluntary, and you may change your mind and withdraw at any time before and during the study. We will not pay or give any facilities for this participation. If you want to take part to participate in this research, please sign the form below.

Participant:

----------------------------------------------------------  --------- --------
Code of Participant  Signature  Date

Researcher:

----------------------------------------------------------  --------- --------
Name of Researcher  Signature  Date
APPENDIX III
QUESTIONNAIRE FOR STUDENTS IN FORMS III & IV

Dear respondent,

The researcher is a student undertaking a degree course in Master of Arts in Criminology and Social Order at the University of Nairobi carrying out a research on Influence of Drug and Substance Abuse on Students’ Discipline in Public Secondary Schools in Mombasa Island, Kenya. The information you provide will be treated with confidentiality and entirely used for purposes of this study.

Section A: General Information

Instruction: Please tick against your most appropriate answer and fill the spaces provided.

1. Gender: Male [    ] Female [    ]

2. Indicate your class
   Form III [    ] Form IV [    ]

Section B: Levels of Discipline amongst Students in Public Secondary Schools

1. How would you rate the levels of discipline in your secondary school?

<table>
<thead>
<tr>
<th>Indicators of students’ indiscipline in school</th>
<th>High</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>Violence against colleagues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Involvement in strikes and school riots</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stealing from each other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teenage pregnancies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Truancy and absenteeism</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poor performance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Breaking school rules and regulations</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Section C: Drug-Related Intoxication and Students’ Discipline in Public Secondary Schools

1. Please, tick drug intoxication symptoms you see often manifest among drug and substance abusing students in your secondary school.

<table>
<thead>
<tr>
<th>Symptom</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Memory loss</td>
<td>[ ]</td>
</tr>
<tr>
<td>Anger and emotions</td>
<td>[ ]</td>
</tr>
<tr>
<td>Loss of consciousness</td>
<td>[ ]</td>
</tr>
<tr>
<td>Impaired coordination</td>
<td>[ ]</td>
</tr>
<tr>
<td>Impaired balance</td>
<td>[ ]</td>
</tr>
<tr>
<td>Slurred speech</td>
<td>[ ]</td>
</tr>
<tr>
<td>Unsteady gait</td>
<td>[ ]</td>
</tr>
<tr>
<td>Others (Specify)……………………</td>
<td>………………………………………….</td>
</tr>
</tbody>
</table>

2. Rate the extent to which you agree with the following statements on the influence of drug intoxication on the levels of discipline in your secondary school

**Key:** SA-Strongly Agree A-Agree U-Undecided D-Disagree SD-Strongly Disagree

<table>
<thead>
<tr>
<th>Test Items</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students who abuse drugs suffer memory loss due to intoxication which make them engage in indiscipline behavior patterns in school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is always a manifestation of anger and emotions amongst students who abuse drugs thus engaging in indiscipline at school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Loss of consciousness is common amongst students who abuse drugs at school which has made them manifest indiscipline behavior patterns</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Impaired coordination and judgment are common behaviors manifested by students who abuse drugs which make them vulnerable to break school rules and</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Behaviors such as impaired balance, slurred speech, unsteady gait, dizziness, drowsiness and disorientation are common drug-abusing students in public secondary schools which increase cases of indiscipline.

Section D: Drug-Related Addiction and Students’ Discipline in Public Secondary Schools

1. Please, tick drug addiction symptoms you often manifest in your secondary school.

   - Lack of focus [ ]
   - Loss of interest in studies [ ]
   - Truancy and absenteeism [ ]
   - Lack of concentration [ ]
   - Others (Specify)……………………………………………………………….

2. Rate the extent to which you agree with the following statements on the influence of drug addiction on your levels of discipline in your secondary school.

   Key: **SA**-Strongly Agree **A**-Agree **U**-Undecided **D**-Disagree **SD**-Strongly Disagree

<table>
<thead>
<tr>
<th>Test Items</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of focus due to drug-addiction has increased cases of indiscipline amongst students in public in secondary schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students in public secondary schools manifest loss of interest in their studies due to drug-addiction and has increased cases of indiscipline</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Truancy due to drug-addiction has been on the rise amongst students in public secondary schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cases of lack of concentration has increased amongst students in public secondary schools due to drug-addiction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Section E: Drug-Related Depression and Students’ Discipline in Public Secondary Schools

1. Please, tick drug-related depression symptoms you see often manifest among drug and substance abusing students in your secondary school.

Mood swings [ ]
Being isolated [ ]
Being sadness [ ]
Being withdrawn [ ]
Being hostile [ ]

Others (Specify) …………………………………………………………………………………

2. Rate the extent to which you agree with the following statements on the influence of drug-related depression on the levels of discipline in your school.

Key: SA-Strongly Agree A-Agree U-Undecided D-Disagree SD-Strongly Disagree

<table>
<thead>
<tr>
<th>Test Items</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students in public secondary schools manifest incidences of mood swings due to drugs which has increased cases of indiscipline</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students usually feel isolated due to drugs which make them engage in indiscipline behaviors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There are always feelings of sadness amongst students who take drugs and has thus, led to increased acts of indiscipline in secondary schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students who abuse drugs always withdraw from families and friends which has led then to engage in indiscipline acts in schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Depression-related hostility is common amongst students who abuse drugs and thus, engage in indiscipline behavior patterns in school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The End

THANK YOU FOR YOUR COOPERATION
Dear respondent,

The researcher is a student undertaking a degree course in Master of Arts in Criminology and Social Order at the University of Nairobi carrying out a research on Influence of Drug and Substance Abuse on Students’ Discipline in Public Secondary Schools in Mombasa Island, Kenya. The information you provide will be treated with confidentiality and entirely used for purposes of this study.

Section A: General Information

1. Gender……………………………………………………………………………………………………

2. State your highest level of education…………………………………………………………

Section B: Levels of Discipline amongst Students in Public Secondary Schools

2. How would you rate the levels of discipline in your secondary school?

………………………………………………………………………………………………………………

………………………………………………………………………………………………………………

Section C: Drug-Related Intoxication and Students’ Discipline in Public Secondary Schools

1. What drug intoxication symptoms do students in your secondary school often manifest?

………………………………………………………………………………………………………………

………………………………………………………………………………………………………………

2. What is the influence of drug intoxication on your students’ levels of discipline?

………………………………………………………………………………………………………………

………………………………………………………………………………………………………………

………………………………………………………………………………………………………………

………………………………………………………………………………………………………………
Section D: Drug-Related Addiction and Students’ Discipline in Public Secondary Schools

1. State drug addiction symptoms, which students in your secondary school often manifest.
   ………………………………………………………………………………………
   ………………………………………………………………………………………
   ………………………………………………………………………………………

2. How does drug addiction influence levels of discipline amongst students in your secondary school?
   ………………………………………………………………………………………
   ………………………………………………………………………………………
   ………………………………………………………………………………………

Section E: Drug-Related Depression and Students’ Discipline in Public Secondary Schools

1. What are the drug-related depression symptoms which students in your secondary school often manifest?
   ………………………………………………………………………………………
   ………………………………………………………………………………………

2. Explain the extent to which drug-related depression influences your students’ levels of discipline
   ………………………………………………………………………………………
   ………………………………………………………………………………………
   ………………………………………………………………………………………

The End

THANK YOU FOR YOUR COOPERATION
APPENDIX V
INTERVIEW GUIDE FOR TEACHER-COUNSELORS

Dear respondent,

The researcher is a student undertaking a degree course in Master of Arts in Criminology and Social Order at the University of Nairobi carrying out a research on Influence of Drug and Substance Abuse on Students’ Discipline in Public Secondary Schools in Mombasa Island, Kenya. The information you provide will be treated with confidentiality and entirely used for purposes of this study.

Section A: General Information

1. Gender
2. State your highest level of education

Section B: Levels of Discipline amongst Students in Public Secondary Schools

1. How would you rate the levels of discipline in your secondary school?

Section C: Drug-Related Intoxication and Students’ Discipline in Public Secondary Schools

1. What drug intoxication symptoms do students in your secondary school often manifest?
2. What is the influence of drug intoxication on your students’ levels of discipline?
Section D: Drug-Related Addiction and Students’ Discipline in Public Secondary Schools

1. State drug addiction symptoms which students in your secondary school often manifest

2. How does drug addiction influence levels of discipline amongst students in your secondary school?

Section E: Drug-Related Depression and Students’ Discipline in Public Secondary Schools

1. What are the drug-related depression symptoms which students in your secondary school often manifest?

2. Explain the extent to which drug-related depression influences your students’ levels of discipline

The End

THANK YOU FOR YOUR COOPERATION
APPENDIX VI
INTRODUCTION LETTER FROM THE GRADUATE SCHOOL OF
THE UNIVERSITY OF NAIROBI

UNIVERSITY OF NAIROBI
DEPARTMENT OF SOCIOLOGY & SOCIAL WORK

Fax 254-2-245566
Telex 22095
Varsity Nairobi Kenya
Tel. 318262/5 Ext. 28167

3/10/2017

P.O. Box 30197, Nairobi
Kenya
Email: dept-sociology@uonbi.ac.ke

TO WHOM IT MAY CONCERN

RE: CHARLES KUTAN LODUNGA- C50/65295/2013

Through this letter, I wish to confirm that the above named is a bonafide postgraduate student at the Department of Sociology & Social Work, University of Nairobi. He has presented his project proposal entitled; “Influence of Drug & Substance Abuse on Students Discipline in Public Secondary Schools in Mombasa Island.”

Charles is required to collect data pertaining to the research problem from the selected organization to enable him complete his thesis which is a requirement of the Masters degree.

Kindly give him any assistance he may need.

Thank you.

Prof. C.B.K. Nzioka
Chairman, Department of Sociology & Social Work
APPENDIX VII

AUTHORIZATION LETTER FROM NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION, NACOSTI

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: 254-20-2213471.
2241349, 3310571, 2219420
Fax: 254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

Ref. No. NACOSTI/P/18/93767/21872

Date: 21st March, 2018

Charles Kutan Lodunga
University of Nairobi
P.O Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Influence of drug and substance abuse on students’ discipline in Public Secondary Schools in Mombasa Island,” I am pleased to inform you that you have been authorized to undertake research in Mombasa County for the period ending 20th March, 2019.

You are advised to report to the County Commissioner and the County Director of Education, Mombasa 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.

DR. STEPHEN K. KIBIRU, PhD.
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Mombasa County.

The County Director of Education
Mombasa County.
APPENDIX VIII
RESEARCH PERMIT FROM NACOSTI

THIS IS TO CERTIFY THAT:
MR. CHARLES KUTAN LODUNGA
of UNIVERSITY OF NAIROBI, 0-100
NAIROBI, has been permitted to conduct
research in Mombasa County

on the topic: INFLUENCE OF DRUG AND
SUBSTANCE ABUSE ON STUDENTS’ DISCIPLINE IN PUBLIC SECONDARY
SCHOOLS IN MOMBASA ISLAND

for the period ending:
20th March, 2019

Applicant’s Signature

Permit No: NACOSTI/P/18/93767/21872
Date Of Issue: 21st March, 2018
Fee Recieved: Ksh 1000

Director General
National Commission for Science, Technology & Innovation

CONDTIONS

1. The License is valid for the proposed research,
research site specified period.
2. Both the Licence and any rights thereunder are
non-transferable.
3. Upon request of the Commission, the Licensee
shall submit a progress report.
4. The Licensee shall report to the County Director of
Education and County Governor in the area of
research before commencement of the research.
5. Excavation, filming and collection of specimens
are subject to further permissions from relevant
Government agencies.
6. This Licence does not give authority to transfer
research materials.
7. The Licensee shall submit two (2) hard copies and
upload a soft copy of their final report.
8. The Commission reserves the right to modify the
conditions of this Licence including its cancellation
without prior notice.

CONDITIONS: see back page
APPENDIX IX
RESEARCH AUTHORIZATION LETTER FROM THE COUNTY COMMISSIONER, MOMBASA

THE PRESIDENCY
MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL GOVERNMENT

Telephone: Mombasa 2311201
Tel. 0715 040444
Email: mmacountycommissioner@yahoo.com
When Replying please quote:

Ref. no. MCC/ADM.25 VOL.1/144 3RD APRIL, 2018

Deputy County Commissioner
MOMBASA SUB_COUNTY

RE: RESEARCH AUTHORIZATION – CHARLES KUTAN LODUNGA
PERMIT NO. NACOSTI/P/18/93767/21872

This is to authorize the above named student from University of Nairobi to carry out research on “Influence of drug and substance abuse on students’ discipline in Public Secondary Schools in Mombasa Island” for the period ending 20th March, 2019.

Any assistance accorded to him will be highly appreciated.

RASHID A. WERE
FOR: COUNTY COMMISSIONER
MOMBASA COUNTY

C.C.

County Director of Education
MOMBASA
APPENDIX X
RESEARCH AUTHORIZATION LETTER FROM COUNTY DIRECTOR OF EDUCATION, MOMBASA

REPUBLIC OF KENYA
MINISTRY OF EDUCATION
STATE DEPARTMENT OF EDUCATION

Telegrams: “SCHOOLING”, Mombasa
Telephone: Mombasa 2315327 / 2230052

COUNTY DIRECTOR OF EDUCATION,
MOMBASA COUNTY,
P. O. BOX 90204-80100
MOMBASA

Ref.No.MC/ED/GEN/23/1 3rd April, 2018

Director-General/CEO
NACOSTI Upper Kabete
Off Waiyaki Way
P. O. Box 30623-00100
NAIROBI

RESEARCH AUTHORIZATION
CHARLES KUTAN LODUNGA-NACOSTI/P/18/93767/21872

This is to authorize Charles Kutan Lodunga-NACOSTI/P/18/93767/21872 from University of Nairobi, to carry out Research on “Influence of drug and substance abuse on students’ discipline in Public Secondary Schools in Mombasa Island” For a period ending 20th March 2019.

Please give him the necessary assistance.

County Director of Education
P. O. BOX 90204 - 80100
MOMBASA

James K. Kairu
COUNTY DIRECTOR OF EDUCATION
MOMBASA