

**IMPACT OF DRUG ABUSE ON ACADEMIC  
PERFORMANCE IN SECONDARY SCHOOLS IN KENYA**

**A CASE STUDY OF KABONDO DIVISION**

**BY**

**ODHIAMBO ALICE AKOTH**

**REG NO. L41/60161/09**

**UNIVERSITY OF NAIROBI  
EAST AFRICANA COLLECTION**

**A RESEARCH PROJECT REPORT SUBMITTED IN FULFILMENT  
OF THE REQUIREMENT FOR THE AWARD OF POST  
GRADUATE DIPLOMA IN HUMAN RESOURCE MANAGEMENT**

**AT**

**UNIVERSITY OF NAIROBI**

**2009**

University of NAIROBI Library



0370829 4

bd 322302

AT02

HV


5840

·K4032

C. 2

**DECLARATION**

This is to declare that this is my original work and has never has never been submitted for a degree in any other University or any other award.

Sign  Date 18/8/09

**ODHIAMBO ALICE AKOTH**

**APPROVAL BY THE SUPERVISOR**

The project was done under my strict supervision and has been submitted to the University of Nairobi College of Education and external studies, by my approval as the candidate's supervisor.

Signed  Date 18/8/09

**MRS. JENIPHER AWITI**

## **DEDICATION**

To my late husband Rodgers Waseth whose love and support helped me to understand the true meaning of love. May the almighty God rest his soul in eternal peace?

**AND**

To my parents Sylvans Odhiambo Ochupe and Joyce Odhiambo for setting the pace and laying the foundation for this work several years ago, and for the constant encouragement they have always given me.

UNIVERSITY OF NAIROBI  
EAST AFRICANA COLLECTION

## **ACKNOWLEDGEMENTS**

The projects success was made possible by invaluable support of various people who immensely contributed to see to its realization. I am particularly indebted to Mrs. Awiti my supervisor of Nairobi University – Kisumu who gave me direction on how to go about my project. Without her untiring guidance and encouragement this project would not have been realized. I therefore extend my sincere acknowledgement to her support.

I must also appreciate the 2009 students of Kabondo Division and their deputy head teachers who were my respondents and whose contribution has enabled me to get valuable information that formed the basis of this project. Special thanks too to my fellow students whose personal interaction and criticism have benefited my thinking and work.

## **ABSTRACT**

The accessibility and consumption of psychoactive substances by the youths have attracted a great deal from scholars. Drug abuse by secondary school students is a major concern among parents, teachers and the society in general. Empirical evidence shows that 92% of the youth (between 14-23years) had experimented with drugs as they grew up, with about 90% of the respondents involving in beer, spirits, cigarettes, local brews and bhang. This is the age of most secondary school students tendered to focus on the prevalence of drug abuse by the youth in general but information on the effects of drug abuse on academic performance among secondary school students is scanty.

The research was thus intended to examine the extent of drug abuse among secondary school students and its impact on academic performance. It purposed to establish how the availability of drug affects the usage and the users academic performance and to identify the academic performance problems related to drug abuse.

To accomplish its purpose simple random sampling was used for selecting students for this study. Later the study used questionnaires as the main tool of collecting information from the students and interview schedules involving the head teachers of the school where the study was carried out.

The result of the study would be useful in preventing the use of drugs and thus improving the academic performance.

## List of Tables

	<u>page</u>
<b>Table 3.3</b> Types of schools and number of students sampled in each.	16
<b>Table 4.1</b> Effects of Alcohol, Cigarette and Bhang on Academic Performance	19
<b>Table 4.1.1</b> Deputy Head teachers and students response on negative impact of Alcohol, Cigarette and Bhang on academic performance	20
<b>Table 4.2</b> Response on parental & peer influence on the drug abuse	21
<b>Table 4.3</b> Response on the whether the availability of drugs encourages drug use	22
<b>Table 4.3.1</b> Response on how easy it is to obtain drugs	22

## List of figures

### Page

<b>Fig: 4.1</b>	Effects Alcohol, Cigarette and Bhang on Academic performance	20
<b>Fig: 4.1.1</b>	Negative impacts of Alcohol, Cigarette and Bhang	21
<b>Fig: 4.2.</b>	Parental & peer influence on the drug abuse	22
<b>Fig. 4.3.</b>	Availability and accessibility of drugs	23

UNIVERSITY OF NAIROBI  
EAST AFRICANA COLLECTION



## **ABBREVIATIONS**

<b>SCAD</b>	- Student's Campaign Against Drug
<b>NACADA</b>	- National agency for campaign against drug.
<b>UNFDAC</b>	- United Nations for Drug Abuse Control
<b>UNESCO</b>	- United Nations Economic and Social Council Organization
<b>UNODC</b>	-United Nations on Drug and Crime
<b>WHO</b>	- World Health Organization
<b>SAMHSA</b>	- Substance Abuse and Mental Health Services
<b>NHSDA</b>	- National Household Survey on Drug Abuse

## TABLE OF CONTENTS

	Page
Title Page _____	i
Declaration _____	ii
Dedication _____	iii
Acknowledgement _____	.iv
Abstract _____	v
List of tables _____	.vi
List of figures _____	vii
Abbreviations _____	viii
Table of Contents _____	ix
CHAPTER ONE: INTRODUCTION TO THE STUDY _____	1
1.0. Background Of The Study. _____	1
1.1 Statement Of The Problem. _____	3
1.2 Purpose Of Study _____	3
1.4 Research Questions _____	4
1.5 Significance Of The Study _____	4
1.6 Basic Assumptions _____	4
1.7 Scope And Delimitation Of The Study _____	4
1.8 Limitation Of The Study _____	5
1.9 Theoretical Framework : The Social Learning Theory _____	5
1.10 Definition Of Significant Terms _____	6
CHAPTER TWO: LITERATURE REVIEW _____	8
2.0 Introduction _____	8
2.1. Use and Effect of Alcohol, Cigarette, Bhang On Academic Performance. _____	8
2.2. Availability And Accessibility Of Drugs. _____	11
2.3 Parental Influence On Adolescent Drug Use And Abuse. _____	12
2.4 Peer Influence On Drug Use And Abuse _____	13
CHAPTER THREE: RESEARCH METHODOLOGY AND DESIGN _____	15
3.0 Introduction _____	15

3.1	Research Design	15
3.2	Target Population	15
3.3	Sample Population And Sampling Procedure	15
3.4	Data collection instrument	16
3.4.1	Questionnaires	16
3.4.2	Interview Schedules.	16
3.5	Reliability And Validity Of Instruments.	17
3.6	Data Collection Procedure	17
3.7	Data Analysis And Presentation	18
CHAPTER FOUR : DATA ANALYSIS, INTEPRETATION AND PRESENTATION		19
4.0	Introduction	19
4.1	Effects Alcohol, Cigarette And Bhang On Academic Performance	19
4.1.1	Negative Impacts Of Alcohol, Cigarette And Bhang	21
4.2	Parental And Peer Influence On The Use Of Drugs.	21
4.3	Availability And Accessibility Of Drugs	22
4.41	Response On How Easy It Is To Obtain Drugs	22
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATION		24
5.0	Introduction;	24
5.1	Summary Of The Findings	24
5.2	Conclusion	25
5.3	Recommendations	25
5.4	Suggestion For Further Research	26
Bibliography		28
Appendix A: Questionnaire For Students		30
Appendix B: Questionnaire For Deputy Headteachers.		33
Appendix C: Schedule Of Activities.		34
Appendix D: Budget		35

## CHAPTER ONE: INTRODUCTION TO THE STUDY

### 1.0. Background of the study.

According to Karechio (1994), human beings have been using drugs since the beginning of civilization. However, during the last four decades of the 20<sup>th</sup> century, there has been a marked increase in the use of psychoactive /mind altering drugs. Drugs are used in virtually every nation on earth and have thus become a worldwide problem. An international conference of drug abuse and illicit trafficking met in Vienna from June 17<sup>th</sup> - 26<sup>th</sup> 1987. It was attended by 138 countries and 200 NGOs with a mandate to generate universal action and combat the drug problem at the National, Regional and International levels (Encyclopedia Encarta United Nations 1987).

In a 1999, house hold survey by the substance abuse and mental health services administration, an estimated 14.8 million people in the US classified themselves as current illicit drug users. Among youths aged 12-17 close to 8% of the respondents were regular users of marijuana. The percentage of the youth in the same age range who used cocaine at least once a month was 49.8%. The survey also reported an estimated 1.6 million US residents use prescription drugs for non - medical purposes in 1998 (Robert C Petersen)

In a paper presented by Buikhuisen and Timmerman 1972 on drug dependence among secondary school students in Netherlands at a multidisciplinary symposium held in Strasbourg, out of the 111569 secondary school students investigated, 11.2% had been involved with drugs. In this study, the average age of students taking drugs was 8.4 years and the proportion of drug users was greater among boys (13.5%) than among girls (7.2%) The same pattern of drug abuse is also shown by several studies conducted in secondary schools within Africa. A study by Nevadomsky 1981 conducted on 500 male and female secondary students in two Nigerians towns (Warriu and Efrun) located in the delta region on Bendel state reveal that 2/3 of the students had some exposure to alcohol and about % reported some experience with tobacco.

In this study, more than twice as many males, 37% as females 10% smoked cigars and 7.7% males compared to 5.8% of females reported experimenting cannabis. Recent data on prevalence of drug abuse in Uganda is limited it was noted that among the youth, 19% of the secondary students and about 35% of the students in the tertiary institution including the medical schools smoke cigarette (Kanyesigye et al 1997) this was attributed to a lot of tobacco product advertisement in relation to fashion and peer influence. The main initiation age for smoking was 13.4years with a range from 6 - 22 years in Jinja district (Lukwiya 2000).

Drug abuse continues to present a problem which learning institutions should address. Acuda (1982) in his review of research on drug and alcohol problems in Kenya stated that drug abuse has reached a magnitude that could no longer be ignored. He noted that 10% of secondary school students drunk alcohol and 65% smoked cigarette more than three times a week. He also noted that 14% had smoked bhang and 16% were using tranquilizers to get intoxicated.

There has an overall increase in drug consumption amongst students in learning institutions a fact that was upheld by chairman of National Tobacco free initiation who was addressing head teachers in Mombasa on June 25<sup>1</sup> 2003 (Mayoyo 2003)

The author reported that over 400,000 pupils in primary schools were abusing illegal drugs out of which 160,000 were girls. The national baseline on drugs and substance abuse among the youths in Kenya shows that up to 30% of University students chew miraa (Siring S. 2003) in this survey, national polytechnics recorded the highest rate of alcohol abuse (60.7%) followed by secondary schools (22%). Alcohol was the most frequently abused, followed by miraa, tobacco and bhang. The report said that most youths ventured into drugs for experimentation and later got addicted, and that drug abuse was rampant among the youths because they copied role models like musicians from the west who were successful although they were known drug users.

According to daily nation reporter (July17th 2008), officials and teachers attributed the school unrest to exam phobia and drug abuse among secondary students. It also says that the report by NACADA indicates that 9% of the youths aged 15 - 24 use alcohol. The report says some children start taking alcohol from as young as 9 years. It also indicates that 27% of children aged between 10 and 14 who have ever consumed alcohol have friends who take alcohol compared to 5% of those whose friends did not hit the bottle. Research indicates that adolescents initially take up drinking from parents and peer.

The national house hold on survey on drug abuse (SAMHSA) 19<sup>th</sup> July 2003 revealed that youths of recorded grade D and below the previous semester, were more likely than those with higher grades to have used cigarettes, alcohol or ill at drugs at early months.

A study in Obafemi Awolowo University in Nigeria indicated that only 19% of those who used drugs performed highly as compared of 23% who registered low performance.

Standa (2000) on the rampant drug use in Kenyan, points out that drug use and abuse among the youth in Kenyan schools and universities have been the main cause of failure in exams of student's riots.

There is little data available of drug abuse in secondary schools in Kenya making it difficult to organize control measures. It is also known that drug abuse is rampant in schools according to media report and studies carried out in Kenya. However, their effects on academic performance are not so clear.

This study attempted to find out the effect of drug abuse on academic performance and to find ways of controlling the use of drugs in secondary schools. This would help solve the problem of indiscipline among students which directly affects their academic performance negatively. Their academic performance would therefore improve.

### **1.1 STATEMENT OF THE PROBLEM.**

Drug abuse in secondary schools in Kenya is a major concern. There is growing concern by parents, teachers, and the society at large over accessibility and use of drugs by secondary school students. The ministry of education, science and technology notes that varied types of drugs are readily available in localities adjacent to schools and these drugs are sold to students also. The ministry of education has therefore recommended that the teaching fraternity works closely with NACADA to contain the problem of increasing use and abuse of drugs in schools (Republic of Kenya 2001). Though researches on drug abuse have been carried out widely by organizations like NACADA, information on drug abuse and its effects on performance among secondary school students in Kabondo division are scanty. Therefore the study will attempt to ascertain the impact of drug abuse on performance among secondary schools in Kabondo division and offer possible remedies on use of drugs to ensure high academic standards.

### **1.2 PURPOSE OF STUDY**

The purpose of this study was to determine the impact of drug abuse on academic performance of students in Secondary schools in Kabondo Division.

### **1.3 OBJECTIVES**

1. To determine the extent to which bhang, alcohol and cigarettes affect the academic performance of the users.
2. To determine how availability and accessibility of drugs affects the usage and users academic performance
3. To determine how peer pressure influences the usage and the user's academic performance.
4. To determine how parents influence their adolescent children into drug use.

## **1.4 RESEARCH QUESTIONS**

- ❖ Does alcohol, cigarette and bhang affect academic performance of users in Kabondo Division?
- ❖ Is peer pressure a cause of drug abuse among secondary schools in Kabondo division?
- ❖ Does availability of drugs in the school surrounding influence drug use of students in Kabondo Division?
- ❖ How do parents influence their adolescent children into drug use and abuse?

## **1.5 SIGNIFICANCE OF THE STUDY**

The significance of this study was to enable parents, teachers and stakeholders to see and understand the need to eliminate the use of drugs since they impact negatively on academic performance.

It is easier to prevent than to treat disorders rising from drug abuse. The preventive measures may have not succeeded because of absence of local data. Information of drug patterns and trends among secondary schools students is of critical importance for the desire of preventive programmes that will reduce drug abuse among secondary school students and thus improve their academic performance of the users. No meaningful programme can be set up without reliable and valid data. The collection of data is essential for policy formulation and for drawing programmes to reduce demand for drugs.

## **1.6 BASIC ASSUMPTIONS**

The study was conducted on the following basic assumptions

- ❖ There is drug use and abuse among secondary school students in Kabondo Division
- ❖ The teachers (curriculum implementers) were fully aware of drug use and abuse by students yet they had not managed to contain the situation.
- ❖ Drug use and abuse negatively affected the users academic performance
- ❖ Drug use and abuse can be eliminated from secondary school students.

## **1.7 SCOPE AND DELIMITATION OF THE STUDY**

The study was delimited to Educational Kabondo Division of Rachuonyo District. The target population included deputy head teachers of secondary schools and students. The level of students under review will-be of those of form, threes and fours

## **1.8 LIMITATION OF THE STUDY**

Other personnel as quality assurance officers within the area of study were left out in spite of valuable information that can be got from them. Selection of a wider location and respondents would have enabled the researcher to have a wider view of responses of problems under review. It should however be noted that the decision to select these areas among many others in the country did not minimize the importance of many other areas. Most respondents appeared unwilling to provide information since drug abuse of illegal drugs is viewed as a form of crime by the government. Legal drugs such as alcohol and cigarettes are not acceptable within the learning institutions thus the respondent's feared victimization.

## **1.9 THEORETICAL FRAMEWORK: THE SOCIAL LEARNING THEORY**

This study is based on the social learning theory social learning theory focuses on learning that occurs within a social context. It considers that people learn from one another, including such concepts as observational learning, imitation and modeling. Among others Albert Bandura is considered the leading proponent of this theory. This theory is based on the idea that adolescents acquire their beliefs about antisocial behaviour from their role models, especially close friends and parents. The theory assumes that substance specific cognitions are the strongest predictors of adolescent early substance use, particularly it asserts that an adolescent involvement with substance – using role models is likely to have three consequential effects, beginning with observation and imitation of substance specific behaviours, the youths model their own behavior on attitudes on other peers by simply observing and replicating the behavior this behavior or in the case of parental drug behaviour, transposing them to acceptable forms to the youths lifestyle. The adolescents may be more likely to start using hard liquor if their friends drink. This is followed by social reinforcement. The reinforcement in this case is making readily available the drugs to the adolescents or failing to point out the detrimental effects of drugs.

This theory is relevant to the study since most adolescents are introduced to drug use through observation and imitation of the people they interact with that is their peers and parents. When a student associates with peers who abuse drugs, they are likely to abuse drugs in order to identify with the group. Similarly, students from families where parents abuse drugs, are likely to abuse drugs as a result of imitating their parents. In such a family drugs are within the adolescent's reach thus encouraging drug use.



## 1.10 DEFINITION OF SIGNIFICANT TERMS

**Drug** refers to any chemical substance that brings about human physical, mental and emotion changes.

**Illegal drug** refers to any drug that is potentially dangerous and has been outlawed by the government; drugs like marijuana, heroin and ecstasy fall in this category.

**Psychoactive substance** refers to any chemical substance that alters normal functioning of the brain and results in mental or behavioral change.

**Alcohol** refers to an organic chemical compound known as ethyl or ethanol, which is the compound found in alcoholic beverage.

**Binge Drinking** refers to drinking of five or more alcoholic beverage in a row for men and four or more drinks in a row for men.

**Lifetime Prevalence Rate** refers to the fact that one has ever used any substance in ones' lifetime.

**Drug Use** refers to any drug for the effect desired with minimal hazard.

**Current Use** refers to use in the past month.

**Pattern of Use** refers to substance use on a daily basis or weekly basis.

**Drug Abuse** refers to the use of any chemical substance for any reason other than its intended purpose, the use of any prohibited (illegal) substance, the intentional taking of any therapeutic drug in amounts greater than prescribed, the self administration of drugs by routes other than medically approved, excessive use of licit social drugs and taking of two or more intoxicating substances in combination in order to get a pleasurable 'high'.

**Primary Intervention** refers to preventing drugs use by giving drug education.

**Secondary Intervention** refers to stopping drug use by educating students on the effects of drug use.

**Prevalence** refers to drugs existing or commonly used by the students as well as their pattern of use.

**Substance Use** refers to the use of any chemical substance that alters normal functioning of the brain and results in mental or behavioral change. This includes drugs like alcohol as well as chemical like glue and solvents.

## CHAPTER TWO: LITERATURE REVIEW

### 2.0 INTRODUCTION

The chapter attempted to highlight what other scholars have so far contributed in the field of drug abuse. The literature review has been organized using regional approach.

#### 2.1. Use and Effect of alcohol, cigarette, bhang on academic performance.

In 1990, a study on alcohol and drug abuse was conducted in the USA among 11631 high school students in 1990 from 50 states of districts of Colombia, Puerto Rico and Virgin highland. It was found that 88.1% had consumed alcohol at least once in their live and 58.6% had consumed alcohol at least once during the 30 days preceding the survey. (National school based youth risk behavior survey, 1990). male students (62.2) were significantly more likely than female students.

A survey carried out in Nova Scotia, Canada between 1991 and 1996 revealed that 21.9% of students in Canada had abused alcohol and marijuana in the last 12 months before the study (Poulin, 1997). This survey revealed that student's abuse a variety of drugs and that the problem is not limited to specific locations. The 1995 European school project on alcohol and other drugs showed that 37% of the 10<sup>th</sup> grade of the participating European countries had smoked tobacco in the last 30 days, 61% had consumed alcohol, and 17% had taken marijuana while 61% had experimented on other illicit drugs besides marijuana (Hibbel et al 1995). These authors reported that alcohol, tobacco and marijuana (bhang) are the commonly abused drugs in Europe.

The same pattern of D.A is also shown by several studies conducted in secondary schools within Africa. A study by Nevadomsky (1981) conducted on 500 males and female secondary students in two Nigerian towns (Warri and Effurun) located in the delta region of Bendel state revealed that two thirds of the students had some exposure to alcohol and about a quarter reported some experience with tobacco. In this study, more than twice as many males 37% as female 10% smoked cigars and 72% of males compared to 5.8% of females reported experimenting with cannabis.

Recent data on prevalence of drug abuse in Uganda is limited. It was noted that among the youth 19% of the secondary students and about 35% of the students in tertiary institutions including the medical schools, smoke cigarettes (Kanyesigye et al 1997). This was attributed to a lot of tobacco product advertisements in relation to fashion and peer influence. The mean

(Lukwiya, 2000). In Kenya there is growing concern over the increasing number of young people both male and female students using various types of drugs the law permits or prohibits (NACADA, 2004). The laws of Kenya permit the use of khat, alcohol and tobacco. The law however prohibits the abuse of marijuana, chang'aa and imported drugs like heroine, cocaine. Hence it is important to establish the commonly abused drugs by the youth.

Mwenesi (1996) asserts that drug abuse in Kenya is on upward trend. This has been attributed to the rapid social changes, economic factors, lack of knowledge of the detriments of drugs and easy accessibility of drugs. He concluded in his study that Kenya falls squarely under the category of "apparently endangered country". The phrase refers to a country where the number of seizures and the amount of seized drugs, reports from health and social workers and prison and other statistics indicate a rising trend in drug abuse.

Dhapdale et. al (1981) conducted a preliminary survey among secondary school students in Kenya. He revealed that 10% of the students took alcohol more than thrice a week, 16% smoked cigarettes more than thrice a week, 14% abused marijuana occasionally and 16% admitted using other drugs especially tranquilizers in order to 'feel high'.

During the national Annual Heads of Secondary Schools Association meeting in Nairobi, the National Agency for Campaign Against Drug Abuse (NACADA) tabled statistics on the prevalence of drug abuse in secondary schools. NACADA documents that 33.3% of secondary school take alcohol; 8.3% smoke cigarettes; 9.1% chew miraa (khat) and 3% smoke marijuana (bhang) (NACADA, 2004). Abuse of illicit drugs by students is not restricted to the school environment but overflows to non-academic circles. During the National Music Festivals in Nairobi some of the secondary school students were found drinking alcohol and smoking in the full view of the teachers and the public (Standard Reporter, August 10, 2004; Daily Nation Reported, August 10, 2004). Major problems in secondary schools such as arson, rape, strikes, and property destruction by students have been blamed on drug abuse. NACADA has been successful in providing statistics on national/prevalence rates of different drugs but fails to show at what ages students are introduced to drug and the agents responsible.

NACADA carried a national baseline survey on the abuse of drugs by the youth between 2001 and 2002 in Kenya. The students included in the study consisted of learners from primary and secondary schools, village and national polytechnics, commercial colleges, teacher training colleges and universities. The survey outlined that 26.2%, 8.4%, 9.5% and 3.4% of the students were long-term abusers (ever uses) of alcohol, tobacco, bhang, khat and inhalants, respectively. On the other hand 8%, 3.1%, 5.1%, 2% and 1.54% of the students were current

abusers of alcohol, tobacco, bhang, khat and inhalants respectively (had used the drug within the last 30 days) (NACADA, 2004).

School children who use drugs often suffer from impairment of short term memory and other intellectual faculties, impaired tracking ability in sensory and perceptual functions, preoccupation with acquiring drugs, adverse emotional and social development, and thus generally impaired classroom performance. Reduced cognitive efficiency leads to poor academic performance and a resulting decrease in self – esteem and the adolescent eventually drop-out altogether. (Geneva, WHO 1992).

Students substance use actually precedes and is a risk factor for academic problems such as low grade, absenteeism and high – drop out (Dewey J.D 1999). According to National survey results on drug use from monitoring the future study Vol 1 Alcohol, tobacco and illegal drugs can interfere with student ability to think making learning and concentration more difficult and impeding academic performance. The more a student uses alcohol and tobacco, the lower his grade point is likely to be and the more is likely to drop out of school.

SAMHSA's report (19<sup>th</sup> July 2002) marijuana use among youths states that poor performance in school has been associated with marijuana use as youths with an average of grade D and below were more than four times like to have use marijuana in the past year than youths with an average grade of A.

Study findings link lower reading and Maths score to peer substance abuse. On average students who peers avoided substance use had test scores that were 18 points higher for reading and 45 points higher for Maths (Bence M et al 2000).

Another report by SAMHSA on model prevention programmes supporting academic achievement note that adolescent who use drugs have been found to have reduced attention spans lower investment in homework, lower grades more negative attitudes towards school, increase absenteeism and higher drop-out rate.

Results from Michigan State University (2002 National Collegiate Health Assessment) revealed that 9.1% of respondents said their academic performance was impaired by alcohol use. Another National study conducted at 4 year colleges and Universities by Henry Wechsler of Harvard school of Public Health found that since the beginning of the school year 1/3 of high risk drinkers had missed class and 21% had fallen behind in their school work because of their drinking. Among frequent high risks drinkers, students who

engaged in high risk drinking 3 or 4 times in the previous 2 weeks over 60% had missed class and 46% had fallen behind in their school work.

Based on random survey, of Virginia technical students in Feb. 2002, 44% of students had missed a class or took a test with a hang-over, 4.6% have experienced all these negative academics at least ones. 20% of the Virginias students had their study interrupted as a result of other students alcohol use.

A study in Obafemi Awalowo University in Nigeria indicated that of drug users 19% performed highly while 23% register low performance. In another survey of Nigeria undergraduate medical student poor performance in exams emerged as one of the effect of drug use.

In a study on the rampant drug use in Kenya, Standa (2000) points out that drug use and abuse among the youths in Kenyan school and University have been the main cause of failure in exams and of student's riots. In a recent report by NACADA 2006, the National coordinator Jenipher Kimani points out that drug and substance abuse affects various aspects of learning, students discipline and academic performance. Though researches have been done on the side effects of drugs, there is little information on how the use of drugs affect academic performance. This study sought to reveal the effects of drugs on academic performance in Kabondo Division.

## **2.2. Availability and accessibility of drugs.**

According to pacific institute for research and evaluation (PIRE) report, availability of drugs represents one of the key components of the supply of drugs. Without availability of particular drugs, there can be no use or associated problems. It further states that there are 3 specific sub-domains to availability i.e. economic availability (price), retail availability (accessibility of drugs from retail sources) and social availability and accessibility from non retail shops e.g. family and friends.

Easy availability of legal and illegal drugs with negligence and lack of law enforcement on what drugs should be over the counter, as well as on what constitutes the legal age limit of purchasing drugs, leads to easy access of drugs by minors. Besides, large scale commercial production, globalization, aggressive marketing and promoting strategies that target young people increases the availability and accessibility of alcoholic beverages and other drugs. A research by NSDUH (2002) on availability of drugs among youths, reports that more than half of youths aged 12 – 17 (55%) felt that Marijuana was easy to obtain

while 17% of the youths reported that they had been approached by someone selling drugs within the past month. Another study by UN partnership in Action revealed that 35% of the respondent considered cocaine to be easy or very accessible with high accessibility in Ireland (58%) and the UK (51%) and the lower availability in Finland (9%) and Romania (19%). 17% of 15-18 years old thought it would be very easy for them to get hold of tobacco, while more than 9 out of 10 respondents said it to be easy for them to obtain alcohol. In a journal on the status of drug use in Africa (2006), it is reported that in the African region, more countries are reporting an increase in consumption and changes in drinking patterns. Home made beverages provide a very important channel for alcohol availability. In South Africa the readily available drugs to young people are glue sniffing, Dagga, Mandrax and Cocaine. In Tanzania, Msambichaka, Msema and Ndanshau (1994) report that the community used drugs such as Hashish, Raw Opium, Bhang, Marijuana, Mandrax and Heroin. They further report that bhang is grown in some places in Tanzania such as Mbeya and Iringa, Shinyanga and Tabora. Similarly, a report by Nacada on drug and substance abuse in tertiary institutions in Kenya, reveal that the community in the vicinity of the institution offer the largest market to students (45%) and that 38% students can access alcohol outside the institution and 11% from within. Some students are able to even purchase alcohol over the school fence (3%- 7%). it further reports that students' data from police and law enforcers indicates that hard drugs are heavily peddled at the boarder towns. The drug users also noted that drugs are readily available, accessible and affordable. From the police data, it was observed that the community is the producer (except for hard drugs) drugs which are imported) and distributor of drugs. The NACADA report further reports that in Kenya, tobacco is grown and manufactured locally, while bhang (cannabis sativa) grows widely in many parts of the country particularly in forests and hilly terrains of the country side. Khat (miraa is sourced from meru and Nyambene district. A lot of research confirms that drugs are readily available. However, information on how availability of drugs encourages drug use and impacts on academic performance is scanty. This study sought to determine the effects of availability of drugs on the users and their performance.

### **2.3 Parental influence on adolescent drug use and abuse.**

Parental influence on adolescent varies. Stanton purports that parents who exhibit high level of interest by interacting with their adolescents can increase the influence they have

their teenagers choice of their friends. Teenagers who have higher levels of family bonding are more likely to have friends who do not use substances (bahr, marcos and maughan 1995). It has further been shown that adolescents who do not do use drugs or alcohol tends to come from families who are less likely to use drugs. Mc Broom (1994) Flannery Vazsor and Rowe (11996) also associated drug use among adolescents to poor parenting practices. The study indicated that adolescents from families where drinking was prevalent were no more at risk to substance use than adolescents who were in families not affected by drugs. In support of those views, Howard, Boyd and Zucer (1994) cited in annual review (1998) announced that parents substance use can influence the behavior of their children substance use as well as the cognitive development.

It is therefore assumed that because young people are brought up in house holds where they are witnessing the use of these drugs by their parents, they begin to share similar points of view with respect to the use of drugs. However, they use illegal drugs instead and sometimes along with those which are medically prescribed, thus it can be inferred that drugs use by children is but a juvenile manifestation of adult behavior.

Stanton (2000) emphasized the theory of Bandura and skinner (social learning theory) that environmental experience and situational influences impact on behavior. This theory was supported to an extent by a study conducted by Denise Kandel where she concluded that parental drug involved, the illegal drug used by the adolescents, the sex of the parent and the sex of the child. On the other hand she stated that although delinquent behavior may be present in the child's household, peer behavior is the important determining factor in adolescents drug use and once this behavior is present within the peer group,, then the behavior of the parents becomes important. Generally, parental drug and substances and various aspects of parent child interactions best predict initiation into drug and substance use (lee and Goddard 1989). The authors demonstrated that parents are central to drug abuse in that having parents who abuse drugs is precursor to one's involvement in drugs. The study sought to find out how parents influence their adolescent children in to drug use.

#### **2.4 Peer influence on drug use and abuse .**

Adolescents are a turbulent period of stress and conflict. Erickson confirmed that adolescents go through a period called identity crisis, a time storm and stress (Gormly 1997) accordingly. The developmental process presents a set of problems and risks with



of the peer group is the greatest determinant of whether the group would adopt good or bad behaviour. Drug abusers like other non users would seek approval from their peers. In most cases the peer group would often convince new group members to join their habit in order to get acceptance. According to NACADA report on drug and substance abuse in tertiary institutions Kenya, peer pressure accounts for 21- 42% influence in all types of drugs and substance consumed. However the influence of peers on adolescence risk behavior can be subtle. For instance, the group may not compel the younger to drink or smoke but may allude to them being a baby or too soft if he does not participate in the activities.

Those who subscribe to the adolescents sub-culture approach believe that drug use depends entirely on the adolescents group of friends and that they facilitate the behavior by making the substances available and by providing an appropriate social setting and instruction for their use. Though researches on drug abuse among secondary school students have been carried out widely, the data gathered is localized to those particular schools and may not be generalized to other areas. Information on the extent of drug abuse among secondary schools in Kabondo division and its link to academic performance is scanty. This study sought to reveal the parental and peer influence on drug abuse, and the effects of availability and accessibility of drugs and their impact on academic performance.

## **CHAPTER THREE: RESEARCH METHODOLOGY AND DESIGN**

### **3.0 Introduction**

This chapter deals with how the data was acquired. It captures the intended research design, location of the study, the target population, sample population and sampling procedure, research instruments, data collection and final analysis.

### **3.1 Research Design**

The research design was through a cross-sectional survey, which has been defined by Gay, (1981) as a process of collecting data in order to test hypothesis or to answer questions concerning the current status of the subjects in the study.

### **3.2 Target Population**

- The study population comprised of form three and form four students, and deputy head teachers in Kabondo division. The deputy head teachers are considered since they are the official discipline masters and drug abuse is indiscipline. The division has 15 schools; 1 boys boarding school, 1 girls boarding school and 12 mixed day Schools.

### **3.3 Sample Population and Sampling Procedure**

The procedure for selecting sample size was based on the list of all the secondary schools in Kabondo division. Given that Girls boarding and Boys boarding are just one, each was automatically considered .4 out of the 12 mixed schools were selected among the mixed day secondary using simple random methods. In the selected schools, 10% of the students per school were selected using simple random sampling to answer the questionnaires (Gay, 1981). In each of the sampled schools; the deputy head teachers were also interviewed.

**Table 3.3 Types of schools and number of students sampled in each.**

Type of school	No. of schools	Boys	Girls	Total	Percentage
Boys	1	28	-	28	26.17
Girls	1	-	24	24	22.43
Mixed day	4	32	23	55	51.40
Total	6	60	47	107	100.0

Table 3.3 summarizes the number of students considered in each type of school. The study considered 107 students in secondary schools in Kabondo Division. These were 60 boys and 47 girls. The students were drawn from 6 schools. The schools were 1 boy's secondary school, 1 girl's secondary school and 4 mixed day secondary schools. 26.17% of the sampled students were from boys' secondary and 22.43% of the sampled students were from girls' secondary while 51.4% were from mixed day school.

### **3.4 Data collection instrument.**

The main research instruments use in this study was questionnaires and interview schedules.

#### **3.4.1 Questionnaires**

The researcher found this instrument adequate for the two categories of study objects namely the students and head teachers because they were accessible and because of their high academic standard they are able to fill the questionnaire. The two types of questionnaires were prepared to cater for the two categories of study subjects.

The questions were both closed – ended to elicit certain responses, which were short and open ended to add more information that was of importance to the study.

#### **3.4.2 Interview Schedules.**

This research instrument was used with head teachers and of the sampled schools to establish their feelings about the impact of drug abuse on academic performance

### **3.5 RELIABILITY AND VALIDITY OF INSTRUMENTS.**

Pre- testing of both the questionnaire and interview scheduled was done in order to ensure reliability and validity of the instruments. In testing of both the instruments, in testing of both instruments, the test and re-test method was employed.

Since validity is determined by expert judges (Franklin and Thrasher, 1976), the instruments were scrutinized and approved by the course lecturer and assigned facilitator. Their comments were considered by the researcher in making necessary revision on the instruments. For reliability, the researcher carried out a pilot study for heads in the secondary schools not included in the research sample. The selection of the pilot schools was done using purpose sampling procedure. The questionnaires were personally administered to the headteachers in each pilot school by the researcher. With the permission of the schools' administration, the researcher personally administered questionnaires to the students.

Envelopes were issued to the respondents with appointments made concerning days of collection for collection of answered questionnaires safely kept in envelopes. The researcher then analyzed the responses and kept the analysis. A repeat of the same practice was carried out with the same questionnaires to the identical sample after three weeks. Analysis was done for this second administering of questionnaire and comparison of the results of the first and second exercise done.

### **3.6 DATA COLLECTION PROCEDURE**

After the pilot study and refining of the research tools, enough copies were produced to cover the intended subjects.

Before the administration of the questionnaire, authorization for a research was sought from the provincial administration. On reception of the permit, a covering letter requesting the participants to cooperate in the study was written by the researcher and attached to the questionnaires. The questionnaires was then personally administered on the subjects by the researcher, ensuring that each gave their own personal opinion of what they felt was required to be done. They were given one week to fill and keep them ready for collection by the researcher. Arrangement was made with one regular teacher to administer questionnaire to the students on behalf of the researcher. To ensure confidentiality, the respondent were requested to ensure that the completed questionnaires were put in envelopes and this was also to make collection easier because even if the subjects would not be around, they

would make sure they leave their questionnaires with somebody in the school awaiting collection.

### **3.7 DATA ANALYSIS AND PRESENTATION**

Before the actual data analysis, the gathered data was validated, edited and then coded. In the validation process, the collected questionnaires and schedules were checked to determine whether an accurate or acceptable sum was obtained in terms of proportions of the issued statements. The instruments were also be checked for completeness

The second step was editing. The instruments were scrutinized to see whether there were errors and omissions, inadequate responses, illegible responses and irrelevant ones. They were classified into two categories of accurate and questionable responses. Instrument with questionable responses were disregarded. Finally, categories of responses were identified and classified on a prepared sheet. The research findings are presented using frequency tables, percentages and bar graphs.

## **CHAPTER 4 : DATA ANALYSIS, INTEPRETATION AND PESENTATION**

### **4.0 Introduction**

The main focus of this chapter is the presentation of the result and interpretation of data collected. The first section outlines the effects of Alcohol, Cigarette and Bhang on Academic performance. The second section outlines the influence of parents and peers on the use of drugs and the final section deals with the impact of availability of drugs. Interpretations to the results of the study are provided in this chapter.

### **4.1 Effects Of Alcohol, Cigarette and Bhang on Academic Performance**

Type of drug	Negative effect		Positive effect		No effect	
	Frequency	%	Frequency	%	Frequency	%
Alcohol	63	58.88	17	15.89	27	25.27
Cigarette	56	52.33	21	19.63	30	28.03
Bhang'	71	66.35	23	21.49	13	12.15

The study revealed that Alcohol was the mostly abused drug. This is attributed to the social acceptance of alcohol and its availability around the locality surrounding the schools. Cigarettes too were sold without any restriction thus, easy to obtain. However bhang was least abused because it was sold in secret. According to Fig: 4.1, the respondents concurred that Alcohol, Cigarette and Bhang have negative impacts on Academic performance with 66..35% agreeing that Bhang most negatively affects performance followed with Alcohol with 58.88% and 52.33% for cigarettes. This is attributed to the fact that Bhang has more intoxicating effects as compared to Alcohol and Cigarettes. These drugs interfere with the students' ability to think, making learning and concentration more difficult, has impeding performance.

The Table above has been translated to the figure below to illustrate the effects of Alcohol, Cigarette and Bhang on Academic Performance.

### Effects Alcohol, Cigarette and Bhang on Academic performance

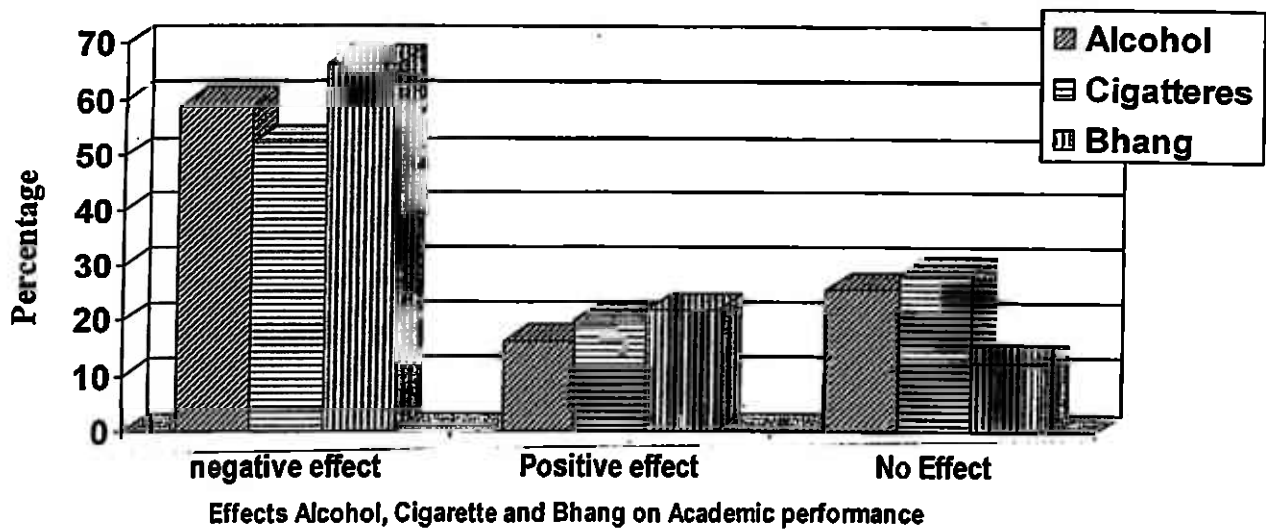


Fig: 4.1

Source: Field Data

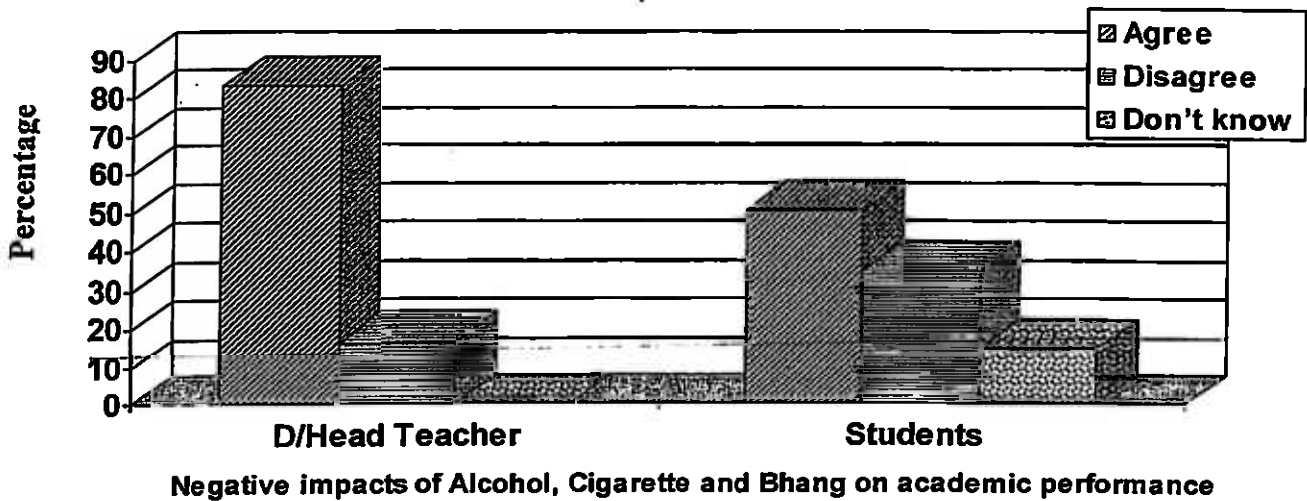
### Deputy Head teachers and students response on negative impact of Alcohol, Cigarette and Bhang on academic performance

	Deputy head teacher	D/Head Teacher	Students	
Answer	Frequency	Percentage	Frequency	Percentage
Agree	5	83.33	54	50.47
Disagree	1	16.67	37	34.58
Don't know	0	0	16	14.95

Table 4.1.1

Table 4.5 revealed that 83.33% of the deputy head teachers interviewed confirmed that the use of drugs impacted negatively on academic performance. This was attributed to mainly to the fact that drug abusers tended to have a decreased interest and negative attitude towards school work. Besides, the drug user tended to have many indiscipline cases such as truancy, sleeping in class and rudeness. 50.47% of the students also concurred with their teachers that the use of drugs played a role in negative performance in academics. This is attributed this to the intoxicating effects of the drugs which distracted the users attention in class. This was also because of continuous craving for the drugs which contributed a lot to absenteeism from school. Fig: 4.1 Illustrates this information.

## Negative impacts of Alcohol, Cigarette and Bhang



**Fig: 4.1.1**

**Source: Field Data**

### 4.2 Parental and peer influence on the use of drugs.

#### Response on parental & peer influence on the drug abuse

Answer	Parental Influence		Peer influence	
	Frequency	Percentage	Frequency	Percentage
Agree	77	71.96	81	75.70
Disagree	25	23.36	22	20.56
Don't know	5	4.67	4	3.74

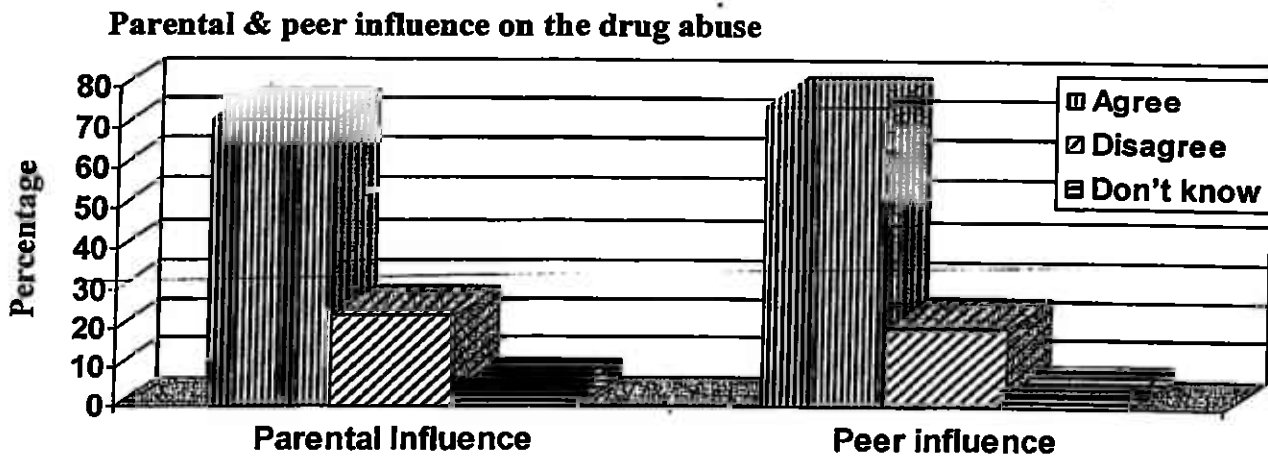
**Table 4.2**

Considering table 4.2, 75.70% of the students considered for the study, cited peer pressure as the major reason why students engage in drug abuse. Through persuasion, coercion or threat is a major reason young people begin taking drugs. Many turn to drugs because they want approval and acceptance they from their peers.

The family is a strong socialization agent. The socialization process of children is the joint responsibility of the parents and other adults. Teenagers tend to internalize norms, values and engage in behavior enacted by significant others like parents within their social environment. According to table 4.2, 71.96% of the students, considered parental influence as a precursor to abuse of drugs. When the parents are the inspiration to abuse of drugs; their children are easily lured to the habit. Parents who abuse legal drugs like



cigarettes and alcohol are more likely to raise children who abuse both legal and illegal drugs than parents who abstain from drugs completely. Fig: 4.2. Illustrates the above information.



Parental and Peer influence on the use of drugs  
Fig: 4.2.

#### 4.3 Availability and accessibility of drugs

Response on the whether the availability of drugs encourages drug use

Answer	Frequency	Percentage
Agree	75	70.10
Disagree	20	18.69
Don't know	12	11.21

Table 4.3

According to the table 4.3, 70.10% of the respondents concurred that the availability and accessibility of drugs encourages drug use. Since the drugs were available, it was not difficult for any student who wished to abuse drugs to get them. This was done mainly for experimental purposes.

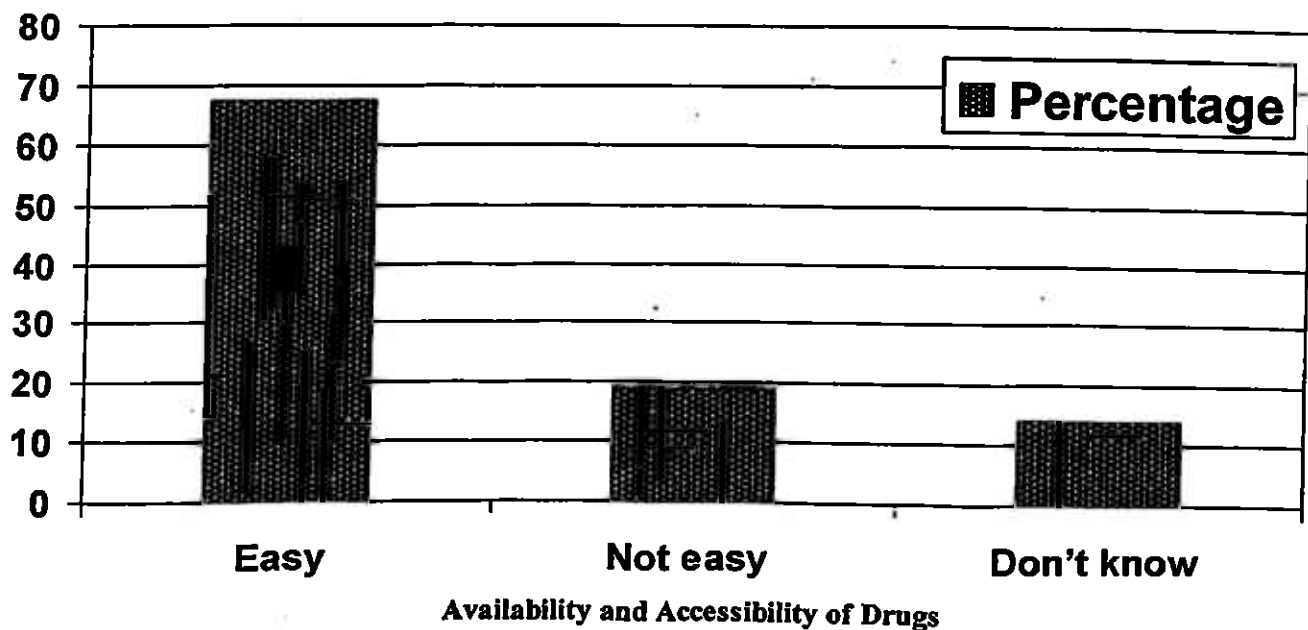
Response on how easy it is to obtain drugs

Answer	Frequency	Percentage
Easy	72	67.29
Not easy	20	18.69
Don't know	15	14.02

Table 4.3.1

67.29% of the respondents agreed that it was easy to obtain the drugs. The drugs were purchased from the kiosks where they were sold without any restriction and also from peddlers, albeit secretly. The respondents said that they also obtained the substances from their friends both in school and around their homes. They attributed the availability to the fact that alcohol was brewed within the locality surrounding the school and the fact that cigarettes were sold cheaply in shops without any restrictions. Kiosk and drinking dens around learning institutions were the major sources of substances abused by students in primary, secondary. This information is translated in Figure 4.3.

#### Availability and accessibility of drugs



**Fig.4.3**

**Source: Field Data**

## **CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATION**

### **5.0 INTRODUCTION;**

The purpose of this study was to determine the impact of drug abuse and academic performance. The researcher used simple random sampling to sample the schools and administered questions and interview schedules to students and deputy head teachers respectively. The study was based on social learning theory as stipulated by Albert Bandura

### **5.1 Summary of the findings**

The study revealed that drug abuse is prevalent in the secondary schools in Kabondo division, and that the most abused drugs were tobacco, alcohol and bhang. Alcohol was readily available in different forms i.e changaa, and busaa, spirits and wines. Changaa and busaa were the most accessible to the students due to the fact that they are brewed locally around the localities surrounding the schools, and they are sold at cheap prices. Wine was least available to students. Cigarette smoking was prominent in the abuse of drugs. It was revealed that it was also readily available and cheap. Most of the cigarettes were bought from shops. Bhang was also sniffed and smoked by the drug users. It was revealed that it was readily available as it was grown in the locality albeit in secret. A part from easy availability and accessibility, parental and peer influence were major initiators into drug abuse. It came out clearly that the quality of the peer group was the greatest determinant of whether the group would adopt good or bad behaviours. Drug and substance abusers like other non-users would seek approval from their peers. In most cases the peer group would often convince new group members to join their habit in order to get acceptance. The study revealed that parental drug behaviour, parental attitude about drugs and substances and various aspects best predict initiation into drug and substance use. The study noted that the students who engaged in drug abuse registered a drop in their academic performance, mainly because of the detrimental effect of drugs which impaired their short term memory and other intellectual facilities, thus reducing their cognitive efficiency, and also because there was decreased interest in ~~academic work and negative attitude towards school.~~

## **5.2 CONCLUSION**

Having established the above findings, the study made the following conclusion

- The most commonly abused drugs were alcohol, cigarettes, and bhang, with alcohol rating highest. The study notes that the substances considered harmful bhang were least abused, while those considered less harmful (tobacco and alcohol) were mostly abused. The high prevalence of alcohol and cigarettes may be attributed to the fact that alcohol and cigarette use share a number of social factors such as family peer influences, advertising and availability of alcohol cigarettes.
- Peer pressure remains the major contributor towards drug abuse in secondary schools in Kabondo division. The peer subculture that endorses drugs and substances also facilitates the behavior by making the substances available and by providing an appropriate social setting and instructions for their use.
- Most students were introduced to drugs by their friends and family members. In this case father and mother are the most important determinants of drug use. Parental drug behavior, parental attitude about drugs and substances and various aspects of parent-child interaction best predict initiation into drug and substance use.
- The study also noted that the drugs were readily available and that the the members of the community in the vicinity surrounding the schools supply most of the drugs to the students
- A significant number of students who used drugs had tendencies of being absent in school, thus impacting negatively on their academic performance. They also had negative attitude towards school work and reduced interest in their academic work

## **5.3 RECOMMENDATIONS**

Based on the research findings, the following recommendations were made:

The ministry of education should consider the inclusion of the content on substance abuse in the school curriculum. By use of this kind of curriculum in both primary and secondary school, the students will become aware of the effects of substance abuse which includes dropping out of school.

- i. Since it was established that the major source of substance to the students is the community around the school and homes, the physical environment surrounding

the school should be free from substances. This will be achieved by working closely with the local community, and use of the provincial administration.

- ii. The campaign against substance abuse by the youth should be beefed up in secondary school. This can be achieved by introduction of clubs such as the student's campaign against drug (SCAD). Through these clubs, invited guests will visit the schools and give speeches touching on substances abuse and its effects. The peer counselor club should also be strengthened who will educate each other on substance abuse.
- iii. Strict rules should be imposed on drugs sellers not to sell drugs to the youths less than 18 years of age. This should be in line with warning issued by manufacturers' notice on the various brands of substances that they produce but has been largely ignored by those who sell those substances. Schools should be declared drug free zone.
- iv. Those students who are discovered to be substance abusers, the punishment for them should not be expulsion, but alternative methods of dealing with this kind of students should include guidance and counseling and application of any form of medical help.
- v. Because of high prevalence rate of substance abuse in secondary schools which affect the core objectives of the institutions, the government through the Teachers service commission should consider posting full time trained guidance and counseling teacher who would help students affected by substance abuse problem.
- vi. To curb substance abuse menace in Secondary schools, the government through its agencies such as the National Agency for Campaign against Drugs Abuse (NACADA) should establish an institution for prevention rehabilitation and possibly the treatment of substance abusers. Currently, there is a problem of getting these centers; therefore this will make the service available and affordable to those in need. The private institutions that offer are unaffordable to many.

#### **5.4 SUGGESTION FOR FURTHER RESEARCH**

Based on the findings of this study, the researcher suggests that further research be undertaken as follows:

- Since most drug initiation occurs during adolescence, a similar study is required to be carried out in primary schools.

- A comparative study to investigate prevalence rate between rural and urban secondary is also needed.

## BIBLIOGRAPHY

- Aduda, S. (1982). *Drug and alcohol problems in Kenya today*, a review of research, East Africa Medical; Journal, 59(10) 642 – 644.
- Adler, F. *et.al* (1995). *Criminology* (2<sup>nd</sup> edition) New York Mc Graw-Hill, Inc.
- Bandura, A. (1977). *Social Learning Theory*. Eaglewoods. New Jersey Prentice Hall Inc.
- Bence, M. *et.al* (2000). *Impact of Peer substance use on middle school performance in Washington. H. University of Washington*.
- Dewey, J.D (1999). *Reviewing the relationship between school factors and substance use for elementary, middle and high school students*. Journal of primary prevention 19 (3), 177-225.
- Dhadphale *et.al* (1981). *Drug abuse among secondary school students in Kenya – a preliminary survey*. East Africa Medical Journal Vol.59 No. 2
- Hirsch, T (1969). *Causes of delinquency*, Berkeley, University of California.
- Hollister, R (1972). *Roots of Western tradition; a short history of the ancient world*. New York.
- Goode, E. (1989). *Drugs in American Society* (3<sup>rd</sup> Ed.), New York.
- Johnston, L.D. *et.al* (1998). *National survey results on drug use; Monitoring the future study*, vol. 1 secondary school students.
- Karechio, B. (1994). *Drug abuse in Kenya*. Nairobi, Uzima press.
- Kariuki, W. and Siringi, S. (2001). *Drug abuse as Government braces for narcotic war in Kenyan schools*. [www.africaonline.com](http://www.africaonline.com) sited on 21/1/03.
- Lee, T.R. and Goddard, W. (1989). *Developing family relationship skills to prevent substance abuse among high risk youths*. Family relations Vol: 38 No. 3
- Lester, R. (1977). *Problems of discipline in schools*. London, Unwin Brothers Ltd.
- Mayoyo , P. (2003-June). *Over 400,000 pupils abuse illegal drugs*, Daily Nation P.4
- Meilmal. P. *et.al*. (2002). *Alcohol and perception of the campuses; use consequences and perception of the campus environment*. Vol 3, carbondael , IL, Core.
- Mwenesi, H.A. (1995). *Rapid assessment of drug abuse in Kenya*. Geneva, UNODC bulletin on Narcotics 1996 issue 1-005.

- NACADA (2004). *Annual Report for office of the national campaign against drug abuse* Nairobi, NACADA.
- NACADA (2004). *Youth in Peril alcohol and drug abuse in Kenya*. Nairobi, NACADA.
- NACADA (2008). *Drug and substance abuse in tertiary institutions in Kenya*. Nairobi, NACADA
- Nation Reporter Daily Nation, 10<sup>th</sup> August, (2004). Nairobi, Nation Media Group.
- Nato, N. J. (2001). *Reports of Results of global Youth Tobacco Survey in Kenya – New York, Centre for Disease Control and Prevention Office on smoking and Health*.
- Nevadomsky. J (1981). *Pattern of self reported drug abuse among secondary school students in Bendel Stat, Nigeria*. Geneva UNODC Bulletin in Narcotic Vol. 33 No. 1.
- Pela, O. A *et.al* (1986). *Drug Abuse in Africa*; Geneva, UNODC Bulletin on Narcotics 1986 Issue 1-006.
- Poulin, C. *et.al* (1997). *Alcohol, Tobacco and Cannabis use among NovaScotia adolescents: implications for prevention and harm reduction*, Canadian Medical Association Journal (Ottawa), Vol 156 No. 1
- SAMHSA (2000). *Summary of findings from the 1999 NHSDA (DHHS publication No. SMA 00-3466)*. Rodudle, MD :Author.
- SAMHSA (2002). *National household survey on drug abuse report – Marijuana use among youths*, <http://www.oas.samhsa.gov>
- Santrock, W. (2001). *Adolescent problems*. New York; McGraw Co. Hill Co.
- UNESCO (2001) *World situation with Regard to Drugs and substance abuse with particular reference to children and youth*. Vienna, United Nations Economic and Social Council (UNESCO).
- United Nations Office on Drugs and crime (UNODC, 2004) *Global illicit drug trends*. New York, United nations
- Wechsler, H. (1995). *Binge drinking on American college campuses: a new look at an old problem* Boston. Harvard School of Public Health.
- WHO Atlas Report (1992). *Programme on substance abuse*, Geneva, WHO.



**APPENDIX A: QUESTIONNAIRE FOR STUDENTS**

I Alice A. Odhiambo, PGHRM of university of Nairobi do declare that the information given here will be treated with the utmost confidence.

*Please tick and provide answer*

(Do not write your name / admission number)

School category \_\_\_\_\_

1. a) How old are you ?

b) SEX male \_\_\_\_\_ Female \_\_\_\_\_

c) Which class are you in? form 3 \_\_\_\_\_ form 4 \_\_\_\_\_

2. a) What is the highest education level of your parents

Illiterate \_\_\_\_\_ Primary \_\_\_\_\_ secondary \_\_\_\_\_

Middle level college \_\_\_\_\_ university \_\_\_\_\_

b) How often do you talk with your parents about your problems?

Very often \_\_\_\_\_ Often \_\_\_\_\_ Sometimes \_\_\_\_\_

Rarely \_\_\_\_\_ Never \_\_\_\_\_

c) Have you ever discussed about drug related issues with your parent?

Yes \_\_\_\_\_ No \_\_\_\_\_

d) Do your parent/guardian use any of the following

Cigarettes - Yes \_\_\_\_\_ No \_\_\_\_\_

Alcohol - Yes \_\_\_\_\_ No \_\_\_\_\_

Bhang - Yes \_\_\_\_\_ No \_\_\_\_\_

Other drugs - Yes \_\_\_\_\_ No \_\_\_\_\_

e) What is the attitude of your parents about the following (put a tick where appropriate)

	Is ok to use	Little use is harmless	It is wrong to use
Cigarettes			
Alcohol			
Bhang			

e) How does the use of alcohol affect your concentration in class?

I concentrate more \_\_\_\_\_ I lose concentration \_\_\_\_\_ i don't know \_\_\_\_\_

3. a) have you ever smoked cigarettes in your life time? (if No. go to Q4)

Yes \_\_\_\_\_ no \_\_\_\_\_

b) How old were you when you tried smoking cigarettes?

c) Who introduced you to cigarettes smoking?

Parent \_\_\_\_\_ relative \_\_\_\_\_ friend \_\_\_\_\_ one self \_\_\_\_\_

d) How often do you smoke?

Daily \_\_\_\_ weekly \_\_\_\_\_ occasionally \_\_\_\_\_

f) How would you rate your academic performance since you stated using cigarettes?

Average \_\_\_\_\_ above average \_\_\_\_\_ below average \_\_\_\_\_

4 have you ever smoked bhang in your life time? (if No. go to Q5)

YES \_\_\_\_\_ NO \_\_\_\_\_

b) How old were you when you tried smoking bhang? \_\_\_\_\_ Years

c) Who introduced you to bhang smoking? (Tick appropriately)

Parent \_\_\_\_\_ relative \_\_\_\_\_ friend \_\_\_\_\_ one self \_\_\_\_\_

d) How often do you smoke? (Tick appropriately)

Daily \_\_\_\_ weekly \_\_\_\_\_ occasionally \_\_\_\_\_

f) How would you rate your academic performance since you stated using bhang?

Average \_\_\_\_\_ above average \_\_\_\_\_ below average \_\_\_\_\_

5. Have you ever used any alcoholic drink (beer, wine, Chang'aa, spirits, Busaa) in your life? Yes \_\_\_\_\_ No \_\_\_\_\_

b) How old were you when you tried drinking alcohol?

c) Who introduced you to drinking alcohol? (Tick appropriately)

Parent \_\_\_\_\_ relative \_\_\_\_\_ friend \_\_\_\_\_ one self \_\_\_\_\_

d) How often do you drink?

Daily \_\_\_\_\_ Weekly \_\_\_\_\_ Occasionally \_\_\_\_\_

f) How would you rate your academic performance since you stated using alcohol?

(Tick appropriately)

Average \_\_\_\_\_ above average \_\_\_\_\_ below average \_\_\_\_\_

6 Are there any other drugs than the ones mentioned above that you have ever taken without a doctor's prescription?

Yes \_\_\_\_\_ No \_\_\_\_\_

Which one? Specify \_\_\_\_\_

7. In your own view, what are the major causes of drug abuse among students? (Tick appropriately)

Peer pressure \_\_\_\_\_ Academic pressure \_\_\_\_\_

Influence from parents \_\_\_\_\_ availability and accessibility of drugs \_\_\_\_\_

8. Considering your best friend in this school, how many use the following?

Cigarettes \_\_\_\_\_

Bhang \_\_\_\_\_

Alcohol \_\_\_\_\_

Other drugs (specify) \_\_\_\_\_

9. In your own view, where do students obtain drugs from? (Tick appropriately)

School canteen \_\_\_\_\_ Subordinate staff \_\_\_\_\_

Community in the vicinity of the school \_\_\_\_\_ Drug peddlers \_\_\_\_\_

b) How easy is it to obtain drugs? (Tick appropriately)

Very easy \_\_\_\_\_ Not easy \_\_\_\_\_ I don't know \_\_\_\_\_

**APPENDIX B: QUESTIONNAIRE FOR DEPUTY HEADTEACHERS.**

I Alice A. Odhiambo, PGHRM of university of Nairobi do declare that information given here will be treated with confidentiality.

*Please do not write your name*

1. How long have you been in this school?
  
2. What is the population of your school?
  
3. Do students in this school use drugs?
  
4. What kind of drugs have you noted in your school for the past one year?
  
5. How does the use of drugs impact on the users academic performance?
  
6. How are students introduced to drug abuse?
  
7. What measures do you have in place to address the problems of drug abuse in your school?

**APPENDIX C: SCHEDULE OF ACTIVITIES.**

Sept. 2008 – Dec. 2009	Proposal
Jan. 2009	Preparation of instruments
Feb. 2009 – March 2009	Pre-testing of instruments
April 2009 – May 2009	Data collection
June 2009 – July 2009	Data Analysis
July 2009 – Aug. 2009	Data Analysis
Aug. 2009	Submission of Final Report

**APPENDIX D: BUDGET**

No	Item	Amount (Kshs)
1.	Equipment hire and service	5,000
2.	Clerical work	10,000
3	Printing production and binding	5,000
4.	Stationery	2,000
5	Travel	6,000
6.	Subsistence allowances	2,000
7.	Research assistance	5,000
8	Over-head	2,000
<b>TOTAL</b>		<b>37,000</b>

UNIVERSITY OF NAIROBI  
EAST AFRICANA COLLECTION