

FOR USE IN THE LIBRARY ONLY

“THE CAUSES OF DRUG USE AMONG SECONDARY SCHOOL  
STUDENTS IN KENYA: A CASE STUDY OF SECONDARY  
SCHOOLS IN NAIROBI PROVINCE”

BY

EVERLYNE NANJALA WANYAMA

UNIVERSITY OF NAIROBI  
EAST AFRICANA COLLECTION

A THESIS SUBMITTED IN PARTIAL FULLFILMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF MASTER OF ARTS (SOCIOLOGY) IN THE  
UNIVERSITY OF NAIROBI



MARCH 2005

Bd 307966

Atr

HV

SB40

• K4W3

c.2

DECLARATION

This thesis is my original work and has not been presented for a degree in any other University.

SIGNATURE  26/4/2005  
EVERLYNE NANJALA WANYAMA

This thesis has been submitted with my approval as University Supervisor.

UNIVERSITY OF NAIROBI  
EAST AFRICANA COLLECTION

SIGNATURE  14/6/2005  
DR. MICHAEL CHERKONG'A

DEPARTMENT OF SOCIOLOGY,  
UNIVERSITY OF NAIROBI,  
P.O.BOX 30197,  
NAIROBI.

## **DEDICATION**

To my mother Esther Namuki, my brothers and sisters, my sons Otuya, Nyambaaka, Masolo and Wambwere. Sincere appreciation goes to my aunt Tabitha Wanjala for her love and support; and to the memory of my late father, James Wanyama Masolo.

## ACKNOWLEDGEMENT

I wish to register my sincere gratitude to all people who supported me while carrying out this task. First and foremost, I would like to thank my University supervisor Dr. Michael Chepkong'a for his patience and guidance throughout the duration of this study. I sincerely thank him for believing in me too. Special thanks also go to the Director of French Institute for Research in Africa (IFRA) for giving financial support to this project.

Second, I would like to convey my special thanks to my colleagues for assisting me financially, acquisition of crucial reading materials, and endless encouragement. Special thanks also go to the administrators, schoolteachers, students in various schools and parents for providing primary data for this study.

Third, I would like to thank my parents and family most sincerely for their patience and support throughout my study. My very sincere gratitude goes to my late father Mr. James Wanyama Masolo for his tireless efforts to educate his children, I included.

Last but not least, I am deeply indebted to Dr. Isaiah Nyandega of Geography Department, Nairobi University for his support during data analysis and Mrs Rhoyah Nyambane for editing this work.

## **ABSTRACT**

The problem of drug use has been a cause of concern among educationists, government administrators, church leaders and students in Kenya because it is affecting many youths. Some of the factors associated with increasing incidence of drug use include weak legislation and enforcement, frustration and boredom, lack of jobs, bad family environment, affluence vis a vis poverty, homelessness and easy access to drugs.

This study set out to investigate this problem based on the hypotheses that: the level of knowledge concerning the negative effects of drug; the level of parental supervision over children; academic stress and student educational aspiration contribute to drug use among students in Kenyan secondary schools.

The study used quantitative as well as qualitative methodologies to collect primary data. The study reviewed extensive literature on the theories of deviance and factors associated with drug use. The following theories were utilised to investigate the problem of drug use in schools: Emile Durkheim's Social Structure And Anomie Theory (1893); Culture Conflict Theory by Thorsten Sellin (1930); The Differential Association Theory by Edwin H. Sutherland (1970) and Availability Proneness Theory by Reginald G. Smart (1980).

The findings indicated that the age of the student, class and the school being attended are significantly related to drug use by students; that drug use was more prevalent among form three students than form two and four students; that student level of awareness of the negative effects of drugs; the level of parental supervision and academic stress were significantly related to drug use. The findings further indicated that drug use was a serious problem in secondary schools in Nairobi with female students getting more involved in the vice. The main sources of drugs were fellow students, slums near the school, touts and street boys.

The study therefore recommends that urgent and deliberate measures be put in place by the government, the school administrators, religious leaders, civil society organizations

and parents to raise the level of awareness on the effects of drugs among students and society in general. The schools administrators need to ensure high discipline among students and other members of the school community and avoid over- working students with class work since too much work predisposed students to use drugs. Families and churches should also be encouraged to intensify their efforts of imparting moral values as well as discussing the issue of drugs with the youth to increase the awareness level.

The government should strengthen drug legislation and enforcement in the country to address the issues of drug trafficking, peddling and use. Rehabilitation centers should be set up in every district to enable those already affected get medical assistance. The government should declare drug use a national disaster so as to Marshall the financial and human resources towards addressing this problem. School administrators in conjunction with local administrators should carry out close surveillance in school neighborhoods to prevent drug peddlers from selling drugs to students.

## **TABLE OF CONTENTS**

Declaration	i
Dedication	ii
Acknowledgement	iii
Abstract	iv
<b>CHAPTER ONE</b>	<b>1</b>
1 General Introduction To Drug Problem In Kenya	1
1.1 Introduction	1
1.2 Problem Statement	3
1.3 Study Objectives	5
1.4 Significance of Study	6
<b>CHAPTER TWO</b>	<b>8</b>
2 Literature Review	8
2.1 Introduction	8
2.2 Broad Patterns of Drug Use	9
2.3 The School	10
2.4 The family	11
2.5 Drug Availability	13
2.6 Theories on Deviance	14
2.6.1 Social Structure And Anomie	14
2.6.2 Culture Conflict Theory	16
2.6.3 Differential Association Theory	16
2.6.4 Availability Proneness Theory	18
2.6.5 Theoretical Framework	20
2.6.6 Relevance of Theories used in the Study	21
2.7 Study Hypotheses	22



<b>CHAPTER THREE</b>		<b>24</b>
<b>3</b>	<b>Methodology</b>	<b>24</b>
<b>3.1</b>	<b>Site Description</b>	<b>24</b>
<b>3.2</b>	<b>Unit of Analysis</b>	<b>28</b>
<b>3.3</b>	<b>Sampling</b>	<b>28</b>
<b>3.4</b>	<b>Data Collection</b>	<b>31</b>
<b>3.5</b>	<b>Data Processing and Analysis</b>	<b>35</b>
<b>3.6</b>	<b>Hypothesis specification</b>	<b>37</b>
<b>3.7</b>	<b>Challenges Encountered During Data Collection</b>	<b>39</b>
<b>CHAPTER FOUR</b>		<b>42</b>
<b>4</b>	<b>Presentation of Research Findings</b>	<b>42</b>
<b>4.1</b>	<b>Introduction</b>	<b>42</b>
<b>4.2</b>	<b>Description of characteristics of respondents</b>	<b>42</b>
<b>4.3.1</b>	<b>Drug Use and non-background factors</b>	<b>51</b>
<b>4.3.2</b>	<b>Magnitude Of Drug Problem In Schools</b>	<b>51</b>
<b>4.3.3</b>	<b>Sources Of Drugs For Students</b>	<b>52</b>
<b>4.3.4</b>	<b>Who is to Blame for the Problem</b>	<b>53</b>
<b>4.3.5</b>	<b>Social Economic Background And Drug Use</b>	<b>54</b>
<b>4.4</b>	<b>Hypothesis Testing</b>	<b>55</b>
<b>4.4.1</b>	<b>Hypothesis one</b>	<b>55</b>
<b>4.4.2</b>	<b>Hypothesis two</b>	<b>62</b>
<b>4.4.3</b>	<b>Hypothesis Three</b>	<b>69</b>
<b>4.4.4</b>	<b>Hypothesis Four</b>	<b>75</b>
<b>4.4.5</b>	<b>Key Informant Interviews</b>	<b>84</b>
<b>4.4.6</b>	<b>Inferences from key interviews</b>	<b>87</b>

UNIVERSITY OF NAIROBI  
EAST AFRICAN COLLECTION

<b>CHAPTER FIVE</b>	
<b>5. Summary of Major Findings, Conclusions and Recommendations</b>	<b>88</b>
<b>5.1 Introduction</b>	<b>88</b>
<b>5.2 Summary Of Main Findings and Conclusions Of The Study</b>	<b>88</b>
<b>5.3 Recommendations</b>	<b>93</b>
<b>5.4 Areas For Further Research</b>	<b>94</b>
<b>BIBLIOGRAPHY</b>	<b>96</b>
<b>APPENDIX</b>	<b>102</b>
<b>Questionnaire for student respondents</b>	<b>102</b>
<b>Questionnaire for teachers</b>	<b>106</b>
<b>Interview guide for parent</b>	<b>107</b>

## **LIST OF TABLES**

Table 1: Frequency distribution of respondents by social demographic characteristics	48
Table 2: Drug use and non-background factors	52
Table 3: Prevalence and magnitude of the problem in schools	55
Table 4: Frequency distribution of respondents' views on causes of drug use in schools	57
Table 5: Frequency distributions of respondents by their reasons for use at individual level	58
Table 6: Percentage distributions of respondents by their knowledge of effects of drugs on the user	59
Table 7: Cross tabulation results of drug use and parental supervision	62
Table 8: Results of cross tabulation of teachers' views on drug use in Schools	64
Table 9: Results of cross tabulation between drug use and academic Stress	69
Table 10: Results of cross tabulation between drug use and educational Aspirations	75
Table 11: Summary of key findings based on students and teachers views	80
Table 12: Summary of Chi-square analysis of student views based on the main sample	81
Table 13: Summary of chi square results based on the weighted sample analysis of student views	83

## **LIST OF FIGURES**

<b>Figure 1</b>	<b>: Theoretical framework</b>	<b>23</b>
<b>Figure 2</b>	<b>: Drug use and age of respondent</b>	<b>42</b>
<b>Figure 3</b>	<b>: Drug use and sex</b>	<b>43</b>
<b>Figure 4</b>	<b>: Drug use and religion</b>	<b>44</b>
<b>Figure 5</b>	<b>: Drug use and boarding or day scholar schools</b>	<b>45</b>
<b>Figure 6</b>	<b>: Drug use and duration of stay in Nairobi</b>	<b>46</b>
<b>Figure 7</b>	<b>: Magnitude of drug use in schools</b>	<b>51</b>
<b>Figure 8</b>	<b>: Drug use and lack of knowledge</b>	<b>61</b>
<b>Figure 9</b>	<b>: Drug use and permission to go for outings</b>	<b>65</b>
<b>Figure 10</b>	<b>: Parent reaction to the children's mistakes</b>	<b>66</b>
<b>Figure 11</b>	<b>: Drug use and parental supervision</b>	<b>67</b>
<b>Figure 12</b>	<b>: Drug use and student attitude to school life</b>	<b>70</b>
<b>Figure 13</b>	<b>: Drug use and outings in school</b>	<b>71</b>
<b>Figure 14</b>	<b>: Drug use and student class work</b>	<b>72</b>
<b>Figure 15</b>	<b>: Amount of class work contributing to drug use</b>	<b>73</b>
<b>Figure 16</b>	<b>: Drug use and stress relief</b>	<b>74</b>
<b>Figure 17</b>	<b>: Drug use and educational aspiration</b>	<b>75</b>
<b>Figure 18</b>	<b>: Drug use and self-rating</b>	<b>76</b>
<b>Figure 19</b>	<b>: Drug use and desired job</b>	<b>78</b>
<b>Figure 20</b>	<b>: Drug use and unemployment in Kenya</b>	<b>79</b>

## **MAPS**

<b>1.</b>	<b>Location of Nairobi province of Kenya</b>	<b>26</b>
<b>2.</b>	<b>Location of study sites in Nairobi province</b>	<b>27</b>

## **LIST OF ABBREVIATIONS**

- UNFDAC** : United Nations Fund For Drug Abuse And Control
- KADDO** : Kenya Drug Abuse And Juvenile Delinquency Organisation
- OFADAT** : Organisation Against Drug Abuse And Trafficking
- INCBD** : International Narcotics Control Board
- WHO** : World Health Organisation.
- ADDO** : Anti Dangerous Drugs Organisation.
- PHEADA** : Preventive Health Education Against Drug Abuse.
- NACADA** : National Agency For The Campaign Against Drug Abuse
- UNODC** : United Nations Office For Drugs And Crime
- IDU** : Injecting Drug User

# CHAPTER ONE

## GENERAL INTRODUCTION TO THE DRUG PROBLEM IN KENYA

### 1.1 INTRODUCTION

Drug use, as a manifestation of Juvenile delinquency, is often a source of concern and anxiety to parents, educators and leaders of youth organisations. Although the problem of drug use has existed in Kenya for a long time, recent trends of drug use and abuse among young people, particularly students, is seriously alarming. Young people are taking to drugs at a rate that has not been known to this society before. Statistics provided by the Anti-Dangerous Drug Organisation (1995) reveal that 62% of drug users countrywide are young people aged below 30 years. The same statistics and other sources also reveal that 40% of students in schools are taking drugs (Daily Nation, April 4, 1998; Yambo: 1983; Ministry of Health: 1997).

The problem of drug use among youths has caused a lot of concern to parents, teachers, educationists, administrators and religious leaders in Kenya. In fact, the habit resulted in a public outcry in Kenya starting from the late 1990s to date. Thus confirming that the problem is real and serious and that every effort must be made to arrest the situation. At a meeting of head teachers held in Nakuru in May 1998, it was stated that drug use among students had led to indiscipline in schools and poor performance in national examinations. The teachers therefore called for concerted efforts to combat the problem. However, given the complex nature of the phenomenon of drug use, the efforts could only succeed after the problem is well understood by the stakeholders. Thus, this particular study hoped to make a contribution to the understanding of this phenomenon by generating reliable information that could guide the concerted efforts.

The youth aged between 15 – 24 years are the hardest hit by HIV/AIDS in Kenya today. Drugs have been mentioned as one of the possible contributing factors to this situation. It is therefore very important to understand the cause of drug use among youths to enable focused interventions. The widening gap between young and old people leaves the adolescents more permissive now than before, thus increasing peer influence, which in essence negates parental guidance according to Namwonja (1993)

The problem of drug use is not a cause for concern in Kenya alone. The international community through the World Health Organization (WHO) and the International Narcotics Control Board (INCB) acknowledge that the problem of drug use is serious and it is affecting many youths across the world. Some of the European countries have embarked on vigorous policies to attain drug free societies. In Kenya, several bodies have committed huge resources to address the problem.

According to the United Nations report of (1997) on drugs, Africa remains the major supplier of cannabis and cannabis resin to domestic markets and Europe. The same report further points out that most of the seaports and airports in Africa have become major transit centers for these drugs and, that the problem of drug use is on the increase particularly in big cities in Africa. Given the rising magnitude of the problem, this report recommended the need for more studies on the drug problem in Africa (Daily Nation, May, 1998).

The drugs commonly used by Kenyan students include bhang (Cannabis Sativa), alcohol, nicotine, heroin, madrax and cocaine (Namwonja: 1993; Yambo: 1983; Daily Nation, April, 1998). Generally, the use of drugs has very negative effects on the individual and the society. According to the United Nations report (1997) abuse of drugs results in:

- Damaged health.
- Contraction of HIV and other blood borne diseases like Hepatitis B.
- Damage to the fabric of the family, the community and society.
- Anti-social behavior such as theft and sexual immorality to pay for drugs.
- Misuse of individual abilities, energy, time and money.
- Drugs threaten the security and integrity of nations and regions.
- Substantial costs incurred by countries, families and societies as a result of drug use among its members in the form of accidents and hospital bills.
- Addiction, which refers to a state when the body cells adapt to the drug, thus making the user to require even larger amounts to produce same effect. And abrupt termination of drug usage produces an abstinence syndrome or withdrawal illness.
- Rise in mass indiscipline in schools and colleges. Most drug users begin taking drugs at the tender period of adolescence or even younger. It is

unfortunate that at this time, the body is still forming and renders the young person's future life meaningless. Apart from retarding development, drugs also undermine a student's academic ability and performance by impairing the student's ability to learn (PHEADA: 1993).

Among the main sources of drugs for student are bars, social gatherings, drug stores, school workers, black markets and fellow students (Yambo: 1983; Nation, April 4, 1998). The problem of drug use among students has been blamed on several factors and groups in the society. Parents were specifically blamed for the escalation of drug use in schools for not supervising their children adequately, thus, making them to become delinquents. This study hoped to generate information on the relationship between parental supervision and drug use in schools. On the other hand, school-teachers were accused of concentrating on syllabus coverage while overlooking education on critical issues affecting, the youth for instance human sexuality, drugs and their effects. There was need for a deeper understanding of the nexus between parental supervision, drug awareness and student involvement in drugs. This study therefore, hoped to deepen the understanding of the nexus between these aspects and student involvement with drugs.

Drug use escalated in schools at a time when the current 8.4.4. System of education was under review by the Kenya Government to establish its strengths and weaknesses so that necessary changes can be made. This system of education had been criticised by parents as being too expensive; and by students and teachers as being too demanding and fairly irrelevant to the national as well as individual economic needs. There was need therefore to understand the relationship between educational factors such as student workload, student educational aspirations and drug use. This study hoped to enhance the understanding of these relationships and other related issues by employing quantitative and qualitative methods of data collection and analysis.

## **1.2 PROBLEM STATEMENT**

Deviance and conformity are related and drug use is considered as a form of deviant behaviour that is widely condemned by many members of the Kenyan society. Many organizations have committed immense resources and effort towards the control and fight against drug use and abuse. Organisations such as the United Nations fund for drug abuse and control (UNFDAC), The Kenya Drug Abuse And Juvenile Delinquency



Organisation (KADDO), the Organisation Against Drug Abuse and Trafficking (OFADAT) and the Kenya government have been on the frontline in fighting this social evil.

In Kenya today, the problem of drug use among youths revolves around tobacco, alcohol, cannabis, stimulants, inhalants, and tranquilizers (Yambo, 1983, Namwonja, 1993). The problem of drug use is real and serious, as it has been established by past studies as well as organizations like KADDO. According to a report by KADDO, more than 25% of Kenyan high school and University students are addicts. Comparatively, 90% of drug users before independence were adults below 30 years. Today, 60% of drug users are below 18 years (Daily Nation, 5 November, 1990; Namwonja: 1993).

On the global scene, an average 3 million deaths occur worldwide due to tobacco consumption with one million occurring in third world countries. Whereas the problem is decreasing in the first world, it is increasing in the third world. This could be the case with other drugs that have found their way into our country. In this regard, efforts to understand factors influencing youths to indulge in drug use are very crucial if the situation is to be arrested.

The problem of drug use and abuse among students in schools constitutes a serious educational problem that requires urgent attention. This is because the habit affects about 60% of youths below 18 years, of whom a significant proportion are students in Kenya. Consequently, social institutions like schools are being faced with problems like student violence, poor performance in exams and high school drop out rates due to drug use. In fact, the problem resulted in a public outcry beginning late 1990s aimed at soliciting concerted efforts to arrest this situation.

According to a United Nations report of 1998, no form of non-medical use of drugs is healthy. Therefore drug use prevention should be seen as part of the general effort to raise the level of health in society (UN report, 1997). A more recent survey by the United Nations office for drugs and crime, established that intravenous drug use, especially among Kenyan youths had increased tremendously with between 68-88% of intravenous drug users (IDUs) being HIV positive (UNODC: 2004). Drug use is

therefore not only a threat to the education sector but also to the health of youths and the general society in Kenya, thus urgent interventions are necessary.

The problem of drug use is a complex social phenomenon that involves secrecy. This means that the phenomenon of drug use must be well understood by all interested parties before attempts to solve it are undertaken. Although several studies have been conducted in Kenya on drug use among youths (Yambo 1983, Namwonja 1993), the problem is growing in magnitude. The time span between the past studies by among others Namwonja (1993) and the current study was almost 10 years. This situation gave the researcher the desire to investigate certain aspects of the problem that had not been investigated in the recent past such as the relationship between drug use and level of student drug awareness, students' future expectations from schooling, academic stress, level of parental supervision and drug availability. This study hoped to provide information update on the state of the problem of drug use among students in Kenyan schools given that many years have elapsed between the past studies and the current study. Through application of quantitative (structured interviews) and qualitative (key informant interviews) methods of data collection and analysis this study hoped to accomplish the above-mentioned tasks.

The study was guided by the following specific questions:

1. Does the level of student awareness concerning effects of drug use influence student use or non-use of drugs?
2. Does the level of parental supervision contribute to drug use among students?
3. Does academic stress in secondary schools contribute to drug use among students?
4. Does the student educational inspirations influence his/her involvement in drug use?

UNIVERSITY OF NAIROBI  
EAST AFRICANA COLLECTION

### **1.3 STUDY OBJECTIVES**

The general objective of this study was to investigate the cause of drug use among secondary school students in Nairobi. Its specific objectives were:

1. To investigate the relationship between the level of drug awareness and drug use among students.

2. To investigate the relationship between parental supervision and drug use among students.
3. To understand the relationship between student workload in school and drug use.
4. To establish whether or not student educational aspirations were related to drug use among students in secondary schools.

#### **1.4 SIGNIFICANCE OF THE STUDY**

No nation is immune to the devastating problems of substance abuse. At the moment, Kenya is experiencing a lot of discipline-related problems among students in secondary schools, some of which are attributed to drug use. Drug use among students is contributing to increase in the rate of HIV/AIDS infection among young people in this country since some of the drugs serve as stimulants and consequently undermine the individual's sexual inhibitions and also through sharing of needles for injecting drug users. This study hoped to deepen the understanding of the problem of drug use among youths in Kenya by generating reliable data information that could inform intervention strategies.

The study accomplished this objective by establishing that lack of adequate information on the negative effects of drugs was contributing to the rising incidence of drug use among students. The study further found out that academic stress predisposed students to drug use and that inadequate supervision of students by their parents was also contributing to this problem. The study also confirmed that most secondary school students had very high educational aspirations although the bad employment situation in Kenya was frustrating their efforts and rendering many pessimistic about their future career expectations. And based on these findings, the study has made several recommendations for consideration by the various stakeholders in the fight against this problem. The study was therefore successful in making a contribution to the general understanding of this problem in Kenya as well as some insights on the drug situation in Africa as recommended by the International Narcotics Control Board (INCB) in UN report of 1997.

In 1993, Namwonja conducted a study among college students in Nairobi. Although his study did not set out to measure the relationship between drug use and the degree of parental supervision, the results showed some association between the two variables. He therefore recommended that a study be conducted to understand this

association, which this particular study attempted to address. This study found out that the degree of parental supervision of their children contributes to student involvement or non-involvement in drug use. Thus, contributed in some way towards bridging this gap in knowledge. The findings of this study also provide important comparative data for scholars who may wish to compare the same problem in rural and urban schools later and in a small way in complemented previous research on drug use as well as enhancing the global understanding of this phenomenon.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1: INTRODUCTION

Drug use among students is a form of deviant behaviour or a manifestation of Juvenile delinquency. Deviant behaviour is that conduct that a considerable number of people in society regard as reprehensible and beyond the limits of tolerance (Zanden, 1990; Mushanga, 1976). For society to continue as a going concern, social order has to be maintained. Social order makes human interactions possible and concretizes expectations in the society. This is achieved through social controls. In the event of inadequate social controls, chaos would result and will be manifested in massive institutional breakdown and malfunctioning (Zanden, 1990).

Through the socialization process, members of a society are trained to fit into society by acquiring ways of thinking, feeling and acting characteristic of their society's culture. By internalizing the society's ways of thinking, feeling and acting, the individual is able to translate social control, into self-control. Thus the way members of a society are socialized to a greater extent, determines their behaviour. Consequently, inadequate or poor socialization of youths results in deviant behaviour like drug use among secondary school students. This problem could also be an indicator that there are many youths who are inadequately socialized. This situation may point to the fact that the institutions for socializing youths into responsible adults, for instance the family, are faltering and that the moral structures of our society are in need of re-examination (Zanden, 1990).

In Kenya, the family institution is being undermined by certain social, economic and political factors. The fact that children spend most of their early life in school and among peers makes it difficult for parents to supervise or monitor their children. Also the kind of economic activities engaged in by many urban parents make it difficult for them to find enough time to interact and advise their children, hence the lack of adequate control over the children. On the other hand, teachers seem to be mostly preoccupied with teaching the syllabus and preparing students for exams, thus spending very little time on guiding and counseling students for better life. This preoccupation with covering academic syllabus makes learning boring and tiresome, a situation that may make

schooling quite unattractive to some youths who may revert to pleasure-seeking experiences like drug use. The Kenyan society is going through very rapid changes that are impacting on both young and the old equally making it very difficult for many people to cope with the changes successfully. Thus, social institutions like the family, schools and community have not been spared by the disruptions.

This chapter explored the following themes: broad patterns of drug use and abuse, the role of the school, the role of the family, studies on deviance and drug use, theories on deviance, research hypotheses and a theoretical framework for this study.

## 2. 2: BROAD PATTERNS OF DRUG USE AND ABUSE

The problem of drug use in Kenya could be said to be a kind of sub-culture that has emerged among the youth because this phenomenon has not been a dominant feature of adult life in the past. The habit seems to be spreading out from a minority to a majority of youth in the recent years. Johnson in (Research Monograph series, 1980) observed that drug use starts with certain peer groups having certain characteristics. The culture then spreads to a majority of the peer group in the general population. He further observed that when patterns of drug use are limited to low income and low status groups, societal reaction tends to be punitive and the government pursues a prohibitionist policy. However, when drug use becomes common in many segments of the youthful population, public reaction is one of temporary alarm with later adjustment and easing of enforcement effects and legal punishments (Monograph Series, 1980). This possibly explains the public outcry in Kenya especially from 1998 to 1999 concerning drug use in schools. The age at which someone tries or starts using a drug represents an important period for his/her life because it determines whether he/she will sustain this behaviour or abandon it altogether (Namwonja: 1993). The earlier he/she starts using drugs, the more difficult it is for him/her to stop the habit.

With regard to the drug use behaviour, Kandel (in the Monograph Series,1980) observed that some culturally determined developmental stages or patterns could be observed. His studies on adolescents in the United States found out that drug use involved four stages, namely:

1. Wine and Beer
2. Cigarettes or Hard Liquor

3. Marijuana

4. Other illicit drugs

Legal drugs like wine beer and cigarettes are necessary intermediates between non-use and marijuana, whereas social factors seem to play a more significant role in later stages. Therefore the way children are socialized when young determines their use or non-use of drugs.

### 2.3: THE SCHOOL

One of the most crucial forces, if we consider only the number of years during which it exerts an influence over the child is the school (Kvaraceus, 1964). The principle function of the school is to inform and educate children. Given this role, the school holds a central and strategic place in the lives of the youth and therefore has the potential to at least partly offset or neutralize pressures towards delinquency set in motion by non-educational forces in the family and community in general (Winslow, 1970).

This means that a successful strategy to reduce and prevent drug use and other forms of delinquency must recognize the crucial role played by the school. It is also within the school that children form influential peer groups, and also encounter contradicting standards of behaviour from fellow students and also start to experiment with drugs. Thus the school is always dealing with potential drug users and abusers. Also while carrying out its obligations, the school gets a substantial contact time with the students. This places it in a better position to mould student behaviour. This means that there is something wrong in Kenya because it is within the school that drug use is having a very pronounced effect. However, the kind of environment prevailing in the school may lead some youths to delinquency. Studies carried out in the United States of America among high school students by Stinchcombe and Short(1964) and Polk et al (1966) found out that certain adverse or negative school experiences of some youth, coupled with fundamental defects in the education system resulted in delinquency among students. Their key findings were that:

- (i) Perceived prospects for future occupational status was a far more significant determinant of rebellion than social-economic origin of the student.
- (ii) Poor articulation between school experiences and future orientation was associated with high rates of delinquency among high school students.

(iii) Blocked goal attainment experienced by some students may lead to delinquency.

This reaction, they observed, could be an understandable response to the false promise of education; since most of the students could only look forward to unskilled jobs that are also quickly disappearing. They seem to be already locked out of the well-paying jobs.

Kenya, as a society, has undertaken several educational reforms with the most recent reform (1982) being the adoption of the 8.4.4 System of education. Since its inception, teachers, parents and students have expressed feelings of discontent with the system's educational content and financial demands. The discontent led to the establishment of the Koech Commission to establish the viability of this system of education. One of the most recent studies concerning drug use by Namwonja (1993) measured the relationship between commitment to education and stress among college students. The study found out that drug users and non-users were experiencing equal stress with regard to academic work despite their high hope in the educational returns.

However, given the case studies of United States high school students by Stinchcombe and Short (1964), and Polk et al (1966) and the Kenyan situation at the moment, the researcher found necessary to conduct a study among secondary school students to establish the relationship between such factors as academic stress, student educational aspirations, and drug use among students.

#### **2. 4: THE FAMILY**

The family is the basic institution of society. It is also the basic and main agent of socialization. Among other functions, the family imparts discipline, informs and educates children in a manner that supplements, reinforces and clarifies that which the child acquires from other sources (Namwonja, 1993). The way children are reared; the kind of rules governing conduct of the children and the parent's commitment to the enforcement of the rules in part determines the children's behaviour.

Studies conducted by Brook (1978), Barauchit (1973) and Lukoff (1980) in the United States of America on the relationship between parental control and drug use among youth found out that:

i) Slackening of parental controls and poor role models in society explain Marijuana use.



- ii) When parental ideologies are oriented towards greater control and monitoring of children's activities, drug initiations declined but where families are unable to monitor their children's activities, heroin use increased.
- iii) With a decline in influence of the usual agents of social control such as the family and the school, youth cultures seem to operate with relative freedom and therefore transform drug use from an activity engaged in by just a few youths to a normal part of youth culture. The gap between the young and the old generations is widening in Kenya today.

The above studies are significant to the present study in that they reveal that a relationship exists between the family and drug use by students. In Kenya, the family is one of the social agents being blamed for the escalation of drug use among students. Current media reports and discussions with some parents and leaders seem to implicate the quality of parenting as one of the contributor factors to drug use in Kenyan schools. Given the existing harsh economic realities, it is possible that many parents are more preoccupied with fending for their families than monitoring their children's activities. This preoccupation with work has created a loophole that is being exploited by the students to engage in deviant activities like drug use.

Very few studies have been done on parental control or supervision over children. In fact no study has been done with regard to parental ideologies, child rearing practices and the rules being applied by parents in the family to mould their children's behavior. However, Namwonja (1993) conducted a study on parental attachment and drug use and found out that students who were attached to their parents were less likely to involve themselves in drug use compared to those who were not attached to their parents. Namwonja's study however, did not measure the ease or difficulty that children experience when trying to obtain permission to go out with friends or relatives, how parents react to mistakes committed by their children at home and at school. This is because parental supervision has been found to be associated with drug use in other parts of the world, e.g. the United States of America.

Poor parentage has been identified by some parents, teachers and church leaders in Kenya as one of the possible contributor factor to drug use in schools (Daily Nation, April 4, 1998:16), however the relationship between parental supervision and drug use has not been scientifically studied. In fact, Namwonja (1993) recommended specific research on this aspect. Given the existing gap in knowledge, this study endeavored to

contribute to bridging this gap in knowledge by investigating the relationship between parental supervision and drug use.

## **2.5: DRUG AVAILABILITY**

Drug availability has been found by past studies to be related to drug use among the youth. Studies by Yambo (1983) and Haji (1985) found out that easy availability of drugs is one of the reasons for increasing incidents of drug use among students. The above studies also found out that most of the drugs that are abused are those that are locally manufactured or legally imported. The rate of circulation of drugs in Kenya is high because Kenya has been identified as one of the countries that serve as transit points for international drug traffickers from Latin America and Asia (Nation, May, 8, 1998). The claim is supported by the many cases of drug traffickers being arrested at the Jomo Kenyatta International Airport. Many of the airline workers are getting involved in drug trafficking, as was evidenced in the sacking of thirty-two employees by the Kenya Airways Company in the year 2002 (Daily Nation, 20 June 2002).

This study argues that although the drugs may be easily available, many youths would not indulge in the abuse of these drugs if they are/were well informed about the effects. Past studies by Yambo (1983) among others, found out that drug use is a habit that is learned mostly from peers, friends and close relatives. These groups transmit information that portrays the habit as good, pleasant and a cool way of life and a show of maturity, thus promoting false perceptions about drugs. When such information is given to a person who is not well informed about drugs, the person is likely to start using, and later abuse drugs. It was therefore necessary for a study to be conducted to investigate the relationship between drug availability and drug use and also the relationship between the level of knowledge concerning effects of drugs among students and drug use in schools.

Easy availability of drugs increases chances of drug use especially when other inducing factors like psychological, social or economic problems and the desire for temporary alleviation of stress. The causes of drug use are deep-rooted in the social- cultural, economic and psychological environment.

## **2. 6: THEORIES ON DEVIANCE**

### **2. 6.1. SOCIAL STRUCTURE AND ANOMIE**

Emile Durkheim developed this theory or perspective in 1893. He contended that deviance is sometimes functional to the society since it provides an opportunity for the society to reaffirm its commitment to the society's moral order. Hence the public outcry in Kenya concerning the problem of drug use among youth could be an indication of the society's commitment to restore its moral order (Lukes,1973; Research Monograph Series,1980). Evidently, Durkheim was writing about the European Societies that were experiencing intense social Malaise caused by the industrialization process which resulted in the break down of traditional order. He therefore set out to show how forces external to the individual produced observable patterns of behaviour in the affected persons. Kenya, as a society, is undergoing the very same rapid social changes and the resultant general malaise among the majority of the populace. Unfortunately, the problem of drug use among students is part and parcel of the general malaise being experienced in the Kenyan society.

Durkheim further observed that the dissolution of the traditional order results in the slackening of the meshes of the social fabric, which in turn leads to prevalence of egoism and Anomie. Egoism exists where society is not sufficiently integrated at all points. Thus a weak and disordered society lets too many of its people escape its influence completely (Lukes, 1973, Cloward and Ohlin,). Kenya could therefore be said to be a highly egoistic society. Individual freedom seems to be increasing significantly and this explains why rates of deviance among adults and youths are quite high in the country thus resulting in social disorder and malaise.

According to Durkheim, Anomie springs from the lack of collective forces at certain points in society that is groups established for the regulation of social life. Anomie therefore, refers to a social condition in which people find it difficult to guide their behaviour by the norms they experience which as weak, unclear or conflicting. He further argued that in times of rapid social changes, people become unsure of what is expected of them and find it difficult to fashion their actions in terms of conventional norms. Old norms do not seem relevant and emerging norms are still too ambiguous and poorly formulated to provide effective and meaningful guidelines of behaviour. Under such circumstances, an upsurge in deviant behavior like drug use among youth

could be witnessed. He proposed that the solution to this situation of malaise is to restore the vitality of intermediary groups in society such as the family, the church, and the schools so that these can have a firmer hold on the individual, so that he adheres to them. This means that the norms of conduct should be clearly spelt out and the agents of social control like the family, the school and the churches play their roles effectively to ensure increased social integration (Clinard, 1964; Research Monograph Series, 1980).

The Kenyan society has experienced a lot of changes in its structures and social institutions since the beginning of colonialism. Major changes were introduced by the colonial rulers, which resulted in almost total overhaul of the traditional economy, politics, and social life. In addition to propagating Western culture the colonialists also introduced a formal system of education in Kenya. Hence Western cultural values and practices mostly replaced traditional modes of thinking, eating, dressing and acting. As a result, a culture mix emerged. This situation is being continuously reinforced through the audiovisual media that continues to transmit western European cultural values in the form of entertainment programmes and music, Internet and print media. This cultural mix has led to culture conflict in the Kenyan society with young people as the most affected. There is no uniform mode of conduct to be adopted by the youth and this has left majority of them confused. The situation is made worse by the fact that most parents are busy working to provide for their families and the teachers are too busy trying to cover the school syllabus. Under such circumstances, youth are inadequately counseled by the parents and teachers in matters of morality and self worth, drugs and sex, thereby leaving many of them vulnerable to bad influences.

#### **2.6.2. CULTURE CONFLICT THEORY**

Professor Thorsten Sellin first formulated this theory in the late 1930s. It is based on the contradictions or conflict of norms confronting persons in certain situations of life. Sellin in (Research monograph series: 1980) notes that a conflict of norms exists where more or less divergent rules of conduct govern the specific life situations. Following rapid social changes taking place in Kenya, the youth could be said to be lacking a clear value system to internalize into their personality structure. Most of them do not have strong roots in their traditional societies. Thus, many of them could be said to be culturally uprooted individuals who are trying to hold onto any cultural values that seem to emerge in their social environment. Rapid social changes also lead to social disorganization.

New values imposed on old values create conditions under which behavior is variously defined. For instance most parents in Kenya define drug use as deviant behavior, whereas the youth who engage in drug use define it as fashionable, cool and a symbol of maturity.

Social disorganization could also emerge due to the presence of contradictory or even antagonistic social systems functioning side by side in the same community. In Kenya there exists a lot of ambivalence in terms of what youths should do or not do. Whereas drug use by the youth is condemned by society generally, there are some adults (sugar mummies and daddies) who entice the young people with money and drugs to lure them into sexual immorality. There are also drug dealers both legal (bar owners) and illegal dealers like drug peddlers who entice young people to use drugs so as to obtain economic gain. There are also other definitions, which are favorable to law breaking and drug use in society. The examples include aggressive advertisements of drugs like alcohol and cigarettes, widespread brewing and consumption of alcohol in society among others. Readily available drugs to highly vulnerable youths in this society therefore aggravate the situation.

### **2.6.3. DIFFERENTIAL ASSOCIATION THEORY**

Gabriel Tarde (French Scholar) was among the first to note that patterns of delinquency and crime are learned through imitation and in association with others. Later Edwin H. Sutherland (1970) gave a systematic explanation of the way criminal behavior is learned. Donald Cressey later elaborated this idea. The Differential Association theory was developed by Edwin H. Sutherland in the 1960s to explain deviance. The Differential Association Theory builds on the interaction perspective by emphasizing the part played by social interaction in molding people's attitudes and behavior. According to Sutherland, individuals become deviant depending on the extent to which they participate in settings where deviant ideas, motivations and techniques are viewed favorably (Research Monograph Series: 1980). However, this theory does not explain why some students don't take drugs yet they are exposed to almost similar social environments.

According to the Differential Association Theory (Sutherland, 1970) criminal behavior is learned through interaction with others in intimate groups. The learning includes

techniques of committing crime, plus the motives, drives, rationalizations and attitudes favorable to the commission of Crime. The basic principles of Association are as follows:

- Criminal behavior is learned.
- Criminal behavior is learned in interaction with others.
- Principle part of learning occurs in intimate groups.
- The learning includes techniques of committing crime.
- The specific direction of motives, drives, rationalizations and attitudes.
- The specific direction of motives and drives learned from definitions of legal codes as favorable or unfavorable.
- A person becomes delinquent due to an excess of definitions favorable to violation of law over definitions unfavorable to violation of law.
- That differential association (means the process of receiving the varied definitions) may vary in frequency, duration, priority and intensity.
- Learning of criminal behavior involves all normal learning processes.
- Criminal behavior, as an expression of general needs and values are not explained by those needs and values. Because non-criminal behavior or patterns is the expression of similar values and needs.

Durkheim argued that Sociology should concern itself with studying the social facts, i.e. forces and structures that are external to and coercive to the individual (Cloward and Ohlin, 1961, Sutherland, 1970). In situations where agents of socialization have failed to perform their roles, the youth turn to the peer group for most information concerning their life. Also the prevalence of wrong role models in the society that glorify success without due regard to the means used to achieve the success, denies the young people good moral values to emulate. It's therefore true that the Kenyan society is full of definitions, ideas and motivations that are favorable to drug use hence high incidence drug of use among students.

#### **2.6.4. AVAILABILITY PRONENESS THEORY**

Reginald G. Smart developed the Availability - Proneness theory of illicit drug use in the 1980's. The main proposition of this theory is that drug use occurs when a prone individual is exposed to a high level of availability of drugs (Research monograph series: 1980) thus drug availability contributes to drug use. Kenya, as a society, has many drugs circulating in it, especially in the urban centers. According to Daily Nation (April,

10, 1998) Nairobi was identified as one of the major transshipment centers for drugs bound for South Africa and Europe. International Narcotics Control Board in (UN report 1997) made a similar observation. Recent surveys by NACADA (2004) and UNODC (2004) confirm that drug use among youths in Kenya had reached alarming proportions. There is an increase in use of imported drugs such as heroine, cocaine, mandrax and amphetamines because some of the drugs destined for other markets like Europe are finding their way into local markets. This is causing special problems like crime, student unrest in schools and spread of HIV/AIDS.

Unfortunately, School-going children (adolescents) are prone to drug use because it is at this stage in life that peer pressure is greatest. Many young people may not be well informed about the negative effects of drugs and because of curiosity they end up using drugs in ignorance. Some of the young people lack the clear guidelines for life hence some may be in a state of confusion on how they should order their lives. Others may be having difficulties coping with class work and therefore see drugs as a means of attaining relaxation. Advertisement of drugs like alcohol and nicotine play a big role in pushing young people to try drugs (Warner,1986). Admittedly, these advertisements may seem quite silent and passive, but they have a powerful impact in influencing young people's impressions about drugs although they can be hardly identified as a direct cause of drug use. However, could be a powerful underground factor that contributes to proneness among young people who are highly susceptible. Also in Kenya, selling of drugs is such a lucrative business that despite the heavy penalties imposed by the law, the drug business is still booming and has currently assumed worrying proportions due to corruption. Drug dealers continue to be arrested by law enforcement officers, but majority manage to buy their way to freedom with less difficulty.

Given the stiff penalties imposed by the government on drug dealers and consumers, the drug trade has become quite lucrative and attractive to barons who are hungry for huge sums of money. On the other hand, most youths in Kenya have been brought up in environments without clear guideline for life. This has many of them confused and therefore highly prone to inducement to indulge in habits like drug use that seem to promise some measure of happiness and confidence in a situation that may seem desperate. Although government laws may reduce availability, proneness reduction

may require the reorganization of society so that young people are more integrated in the society with clear norms to guide their lives.



#### **2.6.5: THEORETICAL FRAMEWORK**

Figure 1 on page 23 depicts the theoretical conception adopted by this study in explaining the phenomenon of drug use among secondary school students in Kenya. The study adopted Emile Durkheims Anomie theory, Thorsten Sellin's Culture conflict theory, Edwin H. Sutherland's differential Association theory and Reginald G. Smart's availability proneness theory to explain deviance in the form of drug use among youths in secondary schools in Kenya.

One of the consequences of institutional malfunctioning is culture conflict. Different cultures do not merge smoothly until after a long period of interaction. Given the interaction period between Kenyan indigenous cultures and external cultures, especially Western European Cultures, culture conflict has emerged as a serious social problem in Kenya. In this kind of social environment, there is no clear code of conduct to guide the behavior of the members of society. Thus, society begins to lose its control over many of its members. In such a state anomie emerges among the members and the society in general as many members break off from its control, and begin indulging in deviant behavior due to a prevalence of many definitions favorable to violation of the law.

Increasing incidences of deviant behavior among members of society continue to cause stress and the consequent malfunctioning of the institutions. For instance, drug use among students has been identified as a threat to school programmes. By contributing to indiscipline among students, drug use as a habit undermines the objectives of schooling and educating students on the whole, the whole scenario is a cyclic process of cause and effect.

The theories adopted in this study explain the social conditions that create as well as favour the adoption of the drug use sub-culture in Kenya. This study therefore argued that student involvement in drugs is determined by the following factors acting independently or jointly to impact on the student's socialisation (moral background) to result in drug use or non-use. Whether students involve themselves with drugs depends on their level of awareness of drugs and their negative effects, the degree of parental supervision, academic stress, educational aspirations and drug availability. It is argued here that whether these factors result in drug use in a student depends on how well socialized that student is. The researcher assumed that if student has a strong moral

background, particularly from the family, he/she is likely to be able to refrain from drug use despite the presence of stressful factors in their lives.

#### **2.6.6. RELEVANCE OF THEORIES USED IN THIS STUDY**

Availability proneness' theory, social structure and anomie theories were found to be relevant in explaining drug use among youths. Rapid social changes have led to change in structural organization, which has in turn affected socialization of the youths. The social institutions have been strained in that they are not performing their functions properly hence losing control over youths. Also, there are contradictory values in the society, where some adults e.g. parents and teachers tell young people not to use drugs, some other group of adults try every-thing they can to induce the youths to use drugs. Thus, the youth seem caught in between these groups.

Differential association theory was found to be relevant in explaining the effect of social environmental factors in explaining drug use. The youths do not have clear established values to internalise. Hence, most of them have very weak moral foundations and yet they are exposed to social environments that seem to cherish anti social behaviour. The society is full of people who do not care about morality. They use drugs openly, engage in sexual immorality and sell drugs without due regard to the effect on the users. The government has allowed the drug dealers to publicly advertise drugs portraying them as cool, mature and pleasurable thus increasing the temptation among youths. In other words, permissiveness in the society is transmitting definitions favourable to drug use among youths.

Merton's (1957) blocked goals hypothesis was found useful in explaining the relationship between school and employment related factors such as educational aspiration and drug use among students. Many students had high educational aspirations, which are perceived as the socially legitimate means of achieving the culturally prescribed goals of success (good employment resulting in a good successful life). But the reality on the ground is that there are very few employment opportunities in Kenya.

However, looking at the current employment situation, a disjunction exists between culturally prescribed goals and the legitimate means of access. Although many students

work very hard, there is no assurance of getting the desired jobs expectations. Hence, many of them are frustrated with some students portraying retreatist behavior (a reaction to inner conflict resulting from the discrepancy between aspirations and means). They are experiencing frustration due to the bad employment prospects in the country while others are frustrated by their own individual limitations (e.g. low academic achievement). Frustration in this case refers to interference with any goal directed activity of a motivated organism (Amsel, 1958). When a society is riddled with problems such as societal disarray and anomie, psychological problems and a sense of insecurity, individuals may experience conflict and frustration. This condition may facilitate the use of drugs, which provides at least some temporary escape from the problems particularly if traditional control of its use is losing validity.

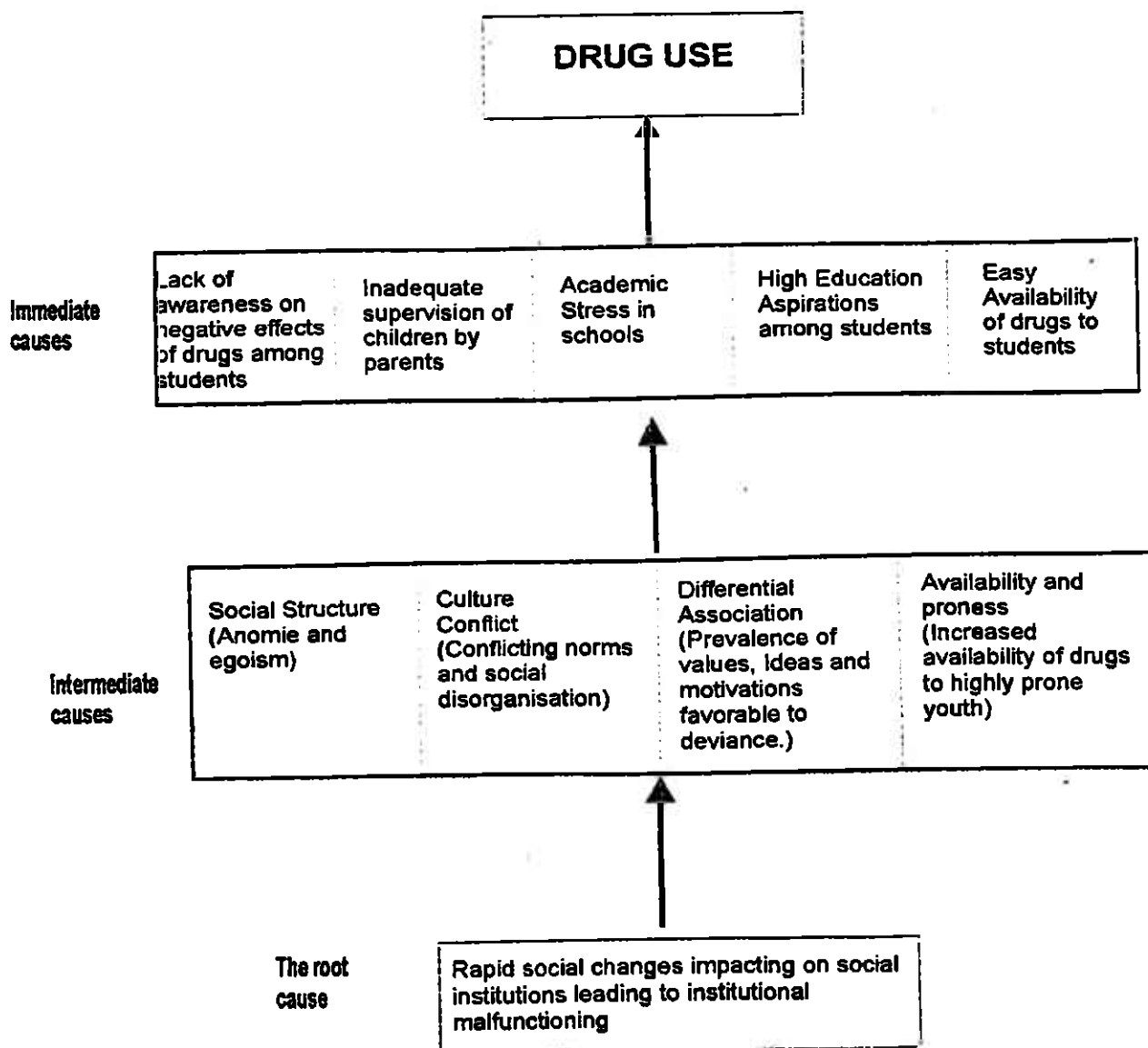
Rapid social changes impacting on the social structure of society has resulted in decline in social integration and control of society members. This has left many individuals loosely attached to society, hence are faced with problems of insecurity, which are temporarily allayed by resorting to such deviant behaviour as drug use especially in an environment of unlimited access.

#### **2.7: STUDY HYPOTHESES**

The study set out to test the following hypotheses:

1. The level of knowledge among students concerning the negative effects of drugs determines their use or non-use of drugs.
2. The degree of parental supervision contributes to drug use in schools.
3. Academic stress contributes to drug use among students.
4. The level of student educational aspirations contributes to drug use among students.

**Fig.1 : Theoretical Framework adopted in the study**



## CHAPTER THREE

### METHODOLOGY

#### 3.1: SITE DESCRIPTION

Nairobi is the capital city of Kenya (both political and economic) with an estimated population of three million people (according to the last census of 1999), with nearly a third of them living in the slums. It is cosmopolitan in nature with all the 42 Kenyan ethnic groups represented in large proportions. Nairobi is one of the eight provinces in Kenya. It has eight divisions namely: Westlands, Kasarani, Dagoretti, Langata, Makadara, Starehe, Kamukunji and Embakasi.

Nairobi is also a transit and communication centre between the Indian sub-continent and Europe and North America and Central and West Africa through the Jomo Kenyatta International Airport, which is a major regional hub of business and communications. Nairobi is the main centre of education in Kenya since it hosts some of the main educational institutions in Kenya such as universities, polytechnics and national high schools.

According to a UN report of 1997, the International Narcotics Control Board reported that Africa remains the major supplier of cannabis and cannabis resin (hashish) to domestic markets and Europe despite significant seizures of cannabis in Kenya and some other African countries. The same report states that several seaports and airports in Africa have become major transit centers for cocaine from South America destined for Europe and heroine from Asia destined for Europe and North America. The report further points out that drug use is on the increase particularly in the big cities of Africa (UN report 1997; Daily Nation, May, 1998). Studies conducted worldwide reveal that the highest level of drug abuse was found in major urban centres like Nairobi (UNODC, 2004). Given this strategic position as a transit centre, some of the drugs particularly heroine, cocaine and mandrax on transit to other destinations find their way into the local market hence increasing availability of drugs in Kenya.

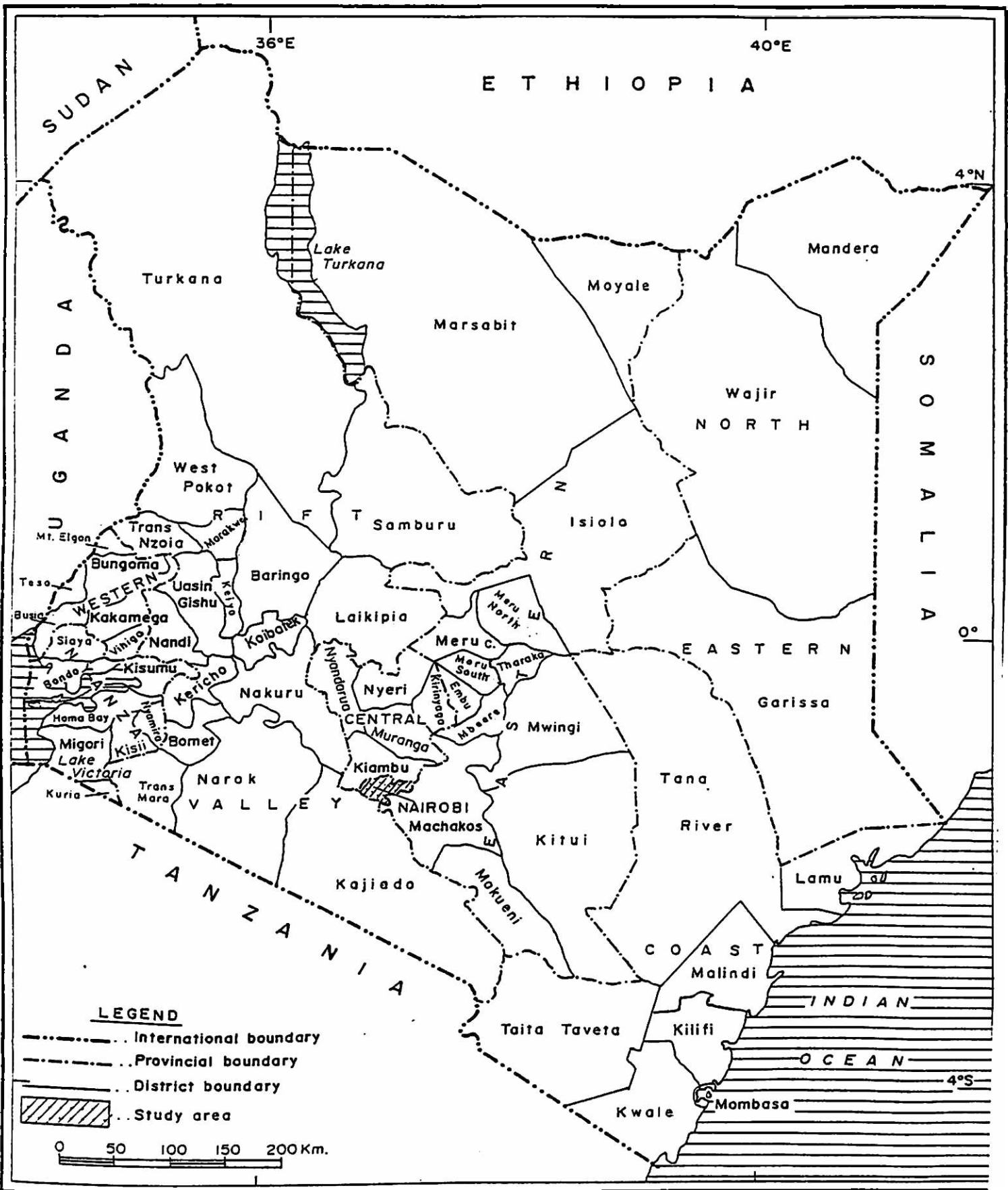
Nairobi had been identified as having a high incidence of drug use by earlier studies. Recent studies by NACADA (2004), UNODC (2004) and this particular study have

confirmed this fact. The study by NACADA found out that Nairobi province was leading in prevalence of drug use among students and also among non-student population of youths, followed by Western and Central provinces of Kenya ( The Star ,April 3 ,1998,NACADA,2004).

This study focused on public boys schools and girls schools in Nairobi. The study considered government secondary schools and not private schools because among other providers of education in Kenya such as private individuals and parastatals, the Kenya Government is the major provider of Education in Kenya. Further more it is the government through the Ministry of Education that is more worried about this problem in schools. The study therefore focused on government schools alone because it was not in the interest of this study to carry out a comparative study.

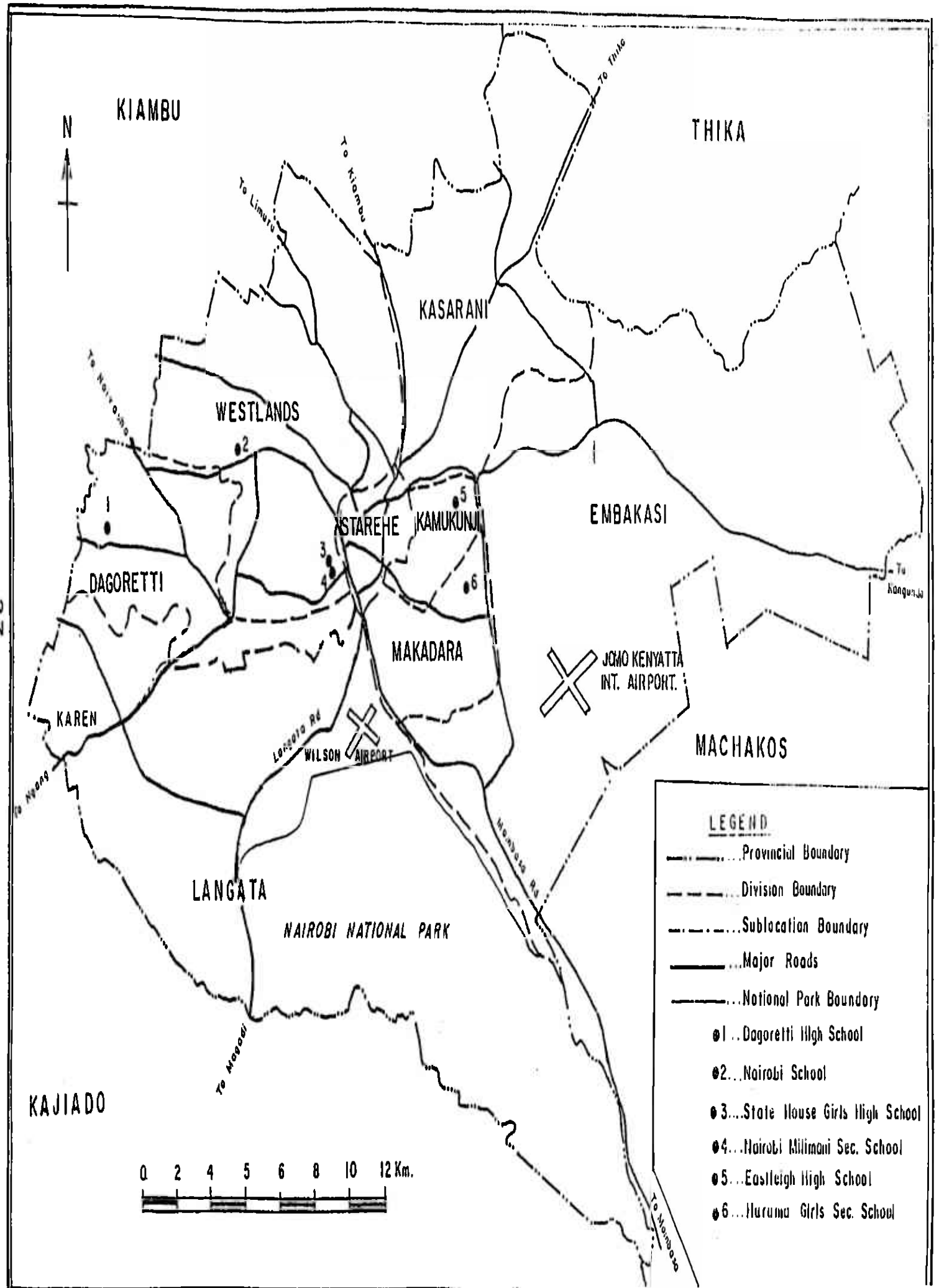
**UNIVERSITY OF NAIROBI  
EAST AFRICANA COLLECTION**

Map 1 Kenya: Location of Nairobi



Source: Laikipia D.D. Plan, 1997-2001.

Map 2 Nairobi Province: Location of the Study Sites.





### **3.2: UNIT OF ANALYSIS**

The unit of Analysis in this study was secondary school students - boys and girls learning in the selected schools in Nairobi. Secondary schools were selected because they were the most seriously affected educational institutions (Daily Nation, 1998:16). Many parents, teachers and administrators, through the local media expressed a lot of concern with this group of youths. Secondary schools were also witnessing a lot student unrest and destruction of school property, a phenomenon that was being partly associated with drug use among students. The students were therefore selected because they were most affected group and it was important to get the information directly from them.

This study purposively selected six schools: four boys' schools and two girl's schools within three divisions of Nairobi. Although the problem of drug use is more prevalent among male students, it was important to understand the state of the problem among the girls since it was being speculated that the rate of drug use among girls could have increased significantly (Daily Nation, May 1998; The Star April, 1998). Furthermore it was necessary to understand the impact of the various factors such as parental supervision, academic stress, educational aspiration and drug availability on both sexes. The findings, it was hoped, would also serve as a guide to policy formulation aimed at control and prevention of drug use among youths in Kenya.

Whereas the unit of analysis was students, interviews with teachers, parents and key informants were conducted to generate more evaluative data. This data was used to clarify, confirm information given by students in the main questionnaire as well as reveal other divergent views or new factors (if any) contributing to this problem.

### **3.3: SAMPLING**

The study used two sampling procedure namely: simple random sampling and purposive sampling to select the schools. Nairobi Province/District has eight divisions namely: Kasarani, Dagoretti, Westlands, Lang'ata, Central, Embakasi, Kamukunji and Starehe. Simple random sampling was used to select four divisions from which the six schools were selected. Only four divisions were considered for purposes of manageability in terms of time and financial resources.

From the randomly selected divisions, a total of six schools were purposively selected, four boys and two girls schools. The reason for this kind of selection four boys and two girls' schools was because generally, boys outnumber girls in terms of enrolment in secondary schools in Kenya. Secondly, the problem of drug use is predominantly a male phenomenon (Namwonja 1993). Besides, studies done in America reveal that out of every five youths involved in drug use, four are boys thus the ratio is 4:1, Lukoff (in the Research Monograph Series, 1980).

This ratio was used to obtain four boys schools i.e. two boarding schools and two-day schools and two girls schools (i.e. one boarding and one day school). The choice of these schools was crucial in answering some of the important questions raised in the study such as the level of parental supervision and drug use among students, availability of drugs and drug use in schools, the school environment and drug use among students. Purposive sampling of schools was aimed at ensuring heterogeneity in the responses so that the data obtained could be more representative. This was also used to measure the relationship between socio-economic status of family and drug use by students.

In purposive or judgmental sampling, the investigator uses his/her own judgement, research skills and prior knowledge to choose settings and respondents. The researcher therefore considered factors such as: the nature of study - day or boarding, the sex of the respondents. Two national high cost schools were selected (one boys and one girls) that represented the upper class families, two middle cost schools to represent the middle class families and two low cost schools (one girls and one boys) to represent the low class families.

Other factors that determined the choice of schools were financial resource and time restraint that made it difficult to cover many schools. One limitation encountered by this study during sampling was the lack of clear student population records at the provincial education office.

### **Sampling of students as units of analysis**

The students interviewed were selected from:

- Girls from forms two, three and four.
- A boy from forms two, three and four in the selected schools and who may or may not have used any drugs.

The study targeted a sample 180 students as the unit of analysis. In every selected school a quota sampling of students in forms two three and four was undertaken. The rationale for selecting from these forms was because they are assumed to have been in that school long enough to enable them respond to the questions posed in the study fairly well. The form one students were considered still too new in their schools by the time of this study (March to April 2001) to be able to respond to the questions about those schools knowledgeably.

To obtain students from every form, proportionate, simple random sampling as well as purposive sampling was used to select 9 students from every form. Prefects were included because they were considered more informed about the situation in their schools since they were part of the school administration and they dealt more directly with fellow students. They were therefore expected to give the insider's view of the problem. Proportionate sampling was then used to select students from forms 2-4.

### **Teachers**

Although teachers were not the unit of analysis in this study, their experience as teachers and guardians was crucial in understanding the problem of drug use in schools. The initial plan to conduct focus group discussions with teachers was changed because of logistical problems within the school programs. The study therefore converted the focus group guide into a self-administered questionnaire to be able to get the teachers views. The teacher respondents were randomly selected based on willingness to participate. Those who responded were both male and female, serving in the various capacities in these schools as class teachers, career masters, guidance and counseling and in disciplinary committees. The study therefore targeted a total of 60 teachers, at least 10 from every selected school. The number of 10 per school was justified by the fact that a focus group discussion consists of 8-10 people and it was the initial intension of the study to conduct a focus group discussion in each selected school.

Therefore the views of 10 teachers in every school were deemed sufficient to provide the required data. Informal interviews were used to identify the key respondents and the parents who were interviewed in the study. They were interviewed on the basis of their experience with their children some of whom were using drugs.

### **Key Informants**

Key informants included are people knowledgeable in the area of deviance, education, culture, and psychiatry. They were interviewed in relation to what was contributing to drug use among youths in our society. In-depth interviews were conducted with these respondents to obtain their views on the problem under investigation. One parent with a child that was using drugs was also interviewed.

### **3.4: DATA COLLECTION**

Drug use is a private secretive act that is not easily discussed, therefore the nature of this study called for qualitative and quantitative methodological approaches.

The choice of qualitative methodology was influenced by the goals of the study, the theories adopted and the nature of the subject and the target respondents. These were deemed most pertinent to the study, and thus adopted with the following rationale:

They are descriptive, exploratory and holistic, i.e. they allow the researcher to familiarize with the problem, gain insight and understand the problem in greater depth. They enable the researcher to find out as much as possible about a situation (Bogdan and Taylor, 1975; Filstead, 1970) in Njau, 1993. They are concerned with the understanding of the natural contexts within which behavior is taking place (Bogdan and Taylor, 1975 and Golstein, 1976) in Njau.1993.

Qualitative methods are concerned with the process rather than simply the outcomes and products of behaviour. They are also concerned with the meaning of behaviour from the actor's perspectives. The concern here is with the understanding of the inner dynamics of situations and experiences such as mental thought processes which may be invisible to outsiders but can only be known from the inside (Bogdan and Taylor, 1975). Use of qualitative methodology made it possible to capture the students' perspectives and motives for their engagement in drug use.

Second, drug use, though individual in nature, is essentially social phenomenon because the wider community defines it as deviant behaviour. This therefore

necessitated that holistic methods to be used in order to capture the perspectives of the individual students and those of the teachers and general society as they interacted, interpreted and responded to society values.

Third, qualitative research methods have been recommended for studies in the area of deviance (Filstead, 1970). Drug use is categorized as a deviant behaviour particularly among adolescents. Qualitative methodology would therefore allow for sensitivity necessary in eliciting information on deviant behaviour.

In order to understand student perceptions of causes of drug use in schools, the study relied heavily on exploratory techniques that would allow for depth, openness, and flexibility rather than on close ended and fixed interviewing approaches. Preference was therefore given to use of open-ended interviewing and presentation of data in their own words. The weakness of qualitative methods as pointed out by Bogdan and Taylor (1975) is bias, lack of generalizability and representativeness. Closed ended interviewing which enabled a greater extent of generalization and representativeness compensated this. Thus qualitative methodology was justified by the sensitive and deviant nature of the topic, the research objectives, and the localized nature of the settings, accuracy, depth and sensitivity. Quantitative data was used to enable generalization (Singleton et al, 1993).

Basically in this study, the survey method was used in data collection. The primary data for secondary school students was obtained using a structured questionnaire. Using the questionnaire, the study was able to collect data on social and demographic characteristics of students pertaining to age, sex, education, religion, parents' level of income etc. Other variables that were measured included educational aspirations, academic stress, causes of drug use, and sources of drugs among others. In-depth interviews were used to obtain data from key informants.

### **The Questionnaires**

Both qualitative and quantitative questions were designed and employed to have open ended and pre-coded questions. In open-ended questions, respondents were given freedom to decide the aspect, form and detail and length of their answer. They could put it down in their own words. The open-ended questions were mainly used to gather qualitative view on drug abuse in schools.

In adopting pre-coded questions, the respondents were given a limited number of answers from which to choose from. These pre-coded questions were often followed by the open ended question, which gave the respondents an opportunity to justify their views as given in the closed questions. The questionnaire was developed in English and administered in the same language since all the respondents were literate.

### **Questionnaire Themes**

**Student questionnaire:** This questionnaire contained the following themes:

- Background information of students.
- Knowledge of the drug problem in their schools, the causes and effects of drug use.
- Participation in drug use as individuals.
- Student views on drug awareness and drug use in schools.
- Student perceptions of school, schoolwork, and whether it is related to drug use.
- Students' views on parental supervision in Nairobi City and whether it was contributing to drug use.
- Student educational aspirations and occupational aspirations and whether they are linked to drug use in schools.
- Sources of drugs, which student use drugs and who is to blame for the problem of drugs in schools.

**Teachers' questionnaire:**

The teachers' questionnaire was used to collect the relevant information on drug use in schools from the teachers who were teaching in the selected schools and therefore interacting very closely with the students. The purpose was to get additional information apart from the students' views. This questionnaire covered the following themes:

- Prevalence and magnitude of drug problem in their school.
- The causes of drug use among students in their school.
- The effects of drug use in the school.
- Views on whether students who indulge in drug use are fully aware of the negative effects
- Views on parental supervision in Nairobi and its relationship with drugs in schools
- Views on whether students enthusiastic to learn or not.
- Views on the 8-4-4 system of education.
- Views on whether academic stress was contributing to drug use among students
- The contribution of the school environment to drug use

- Sources of drugs for students.
- Social economic background of the students who use drugs.
- Who to blame most for the drug problem and why?

#### **In-Depth Interview Guides:**

These were guided by a list of open-ended questions related to various issues related to drug use among the youth, particularly students. The questions had been pre tested after formulation. Bradburn and Sudman (1979, 1982) recommended the use of long open questions when seeking information on threatening or socially undesirable behaviour. Kinsely et al, Bradburn and Sudman suggest that threatening questions should be embedded in a list of less threatening topics. In-depth interviews were useful in eliciting information on behaviour, opinions, attitudes, feelings, and perceptions on various issues related to the topic. The use of guiding questions was useful for ensuring uniformity, although responses were not limited to the questions asked.

During interviews, respondents were encouraged to speak freely, elaborate on answers and bring out other relevant or important topics that were not included in the guiding questions. The interviews were recorded on paper by the investigator in the course of the interview. A total of four interviews were carried out. Themes included:

- Why drugs in schools.
- What can be done to address the problem?

Parent themes included:

- Problems experienced by parents with children who use drugs.
- Effects of drug use on the student and the family.
- Who to blame for the drug problem.

### **3.5: DATA PROCESSING AND ANALYSIS**

The study utilized the statistical package for social sciences (SPSS). This package was used in the organization, interpretation and presentation of descriptive data and inferential statistics regarding the causes of drug use in schools. The descriptive statistics involves methods concerning arranging, summarizing and conveying the characteristics of a range of numbers.

Descriptive statistics included percentage, frequency distribution and cross tabulations, inferential statistics were used to make generalizations, predictions and conclusions. Data analysis was done using SPSS package in which the following methods were applied.

### **Cross-Tabulation And Chi Square Test**

Cross tabulation is a method employed where two variables are under consideration. It gives an indication of the strength of the relationship between the two variables.

Chi square test is applied to enable the researcher establish whether there exists a significant relationship or not between two variables. In applying the chi square test, one formulates two types of hypotheses, the null ( $H_0$ ) and the alternative hypotheses ( $H_1$ ). The null hypothesis is formulated in such a way as to invalidate the outcome of the two variables being examined and is the one, which is tested in the long run.

When the null hypothesis is tested statistically and proved to be true, it is rejected and consequently the alternative hypothesis is accepted. Thus cross-tabulation procedures and chi square tests are used to determine the nature of the relationship between the variables such as parental level of education and drug use in schools.

### **Advantages of the chi square test**

The chi square test has the following advantages in the application:

i) The chi square as a test of independence is useful in finding out whether two or more attributes are associated or not. For instance drug use among students on the one hand, and variables like parental level of education, respondent's sex, age, duration of stay in Nairobi, day or boarder, school being attended and highest level of education aspired.

ii) Chi square test as a test of goodness of fit it enables one to ascertain how the theoretical distribution such as binomial and normal, fit empirical distributions i.e. those obtained from sample data. For example distribution of drug use and age, sex, religion and educational aspiration among students can show normal distribution.

iii) Chi square test as a test of homogeneity is an extension of the chi-square test of independence. Tests of homogeneity are designed to determine whether two random samples are drawn from the same population. For instance, if age of the student as defined in the study will be used to test homogeneity, then taking any sample from the population must be aged between 13-20 years. This is because any age outside this age bracket is considered as a non-occurrence.



The limitations on the use of chi square test

The chi-square is widely used and to avoid the misappropriation of the test, the following limitations should be kept in mind:

i) Frequencies of non-occurrence should be omitted for binomial events. For example if we take ages 14 to 19 years as the expected age range for students to be in secondary school, any students whose age is outside this bracket is treated as non-occurrence.

ii) The formula presented for chi square statistics is in terms of frequencies. Hence an attempt should be made to compute on the basis of the proportions or other derived measure. For example if we have students who either used a drug (s) or not, we will have frequencies of either category that is when the chi square test will apply.

### **Weighted Sample Analysis**

A weighted sample analysis was done to help control for bias in the data given that the number of students who have not used drugs was more than those who had used it. The weighted sample cross tabulation and chi-square results were mostly used to make tentative statements about relationships between variables. A total of 30 non-users and 30 users were randomly selected from the main sample. Cross tabulation and chi-square analysis was run for the 60 randomly selected respondents. This enabled us to get a clearer picture of the relationship between variables measured in the study. The frequencies of occurrence for the two categories of respondents are presented in chapter four of this thesis in the form of bar charts. The charts gave a clear picture of the pattern and strength of the relationship between the variables in the two categories of respondents. Based on the charts and chi square analysis, the study was able to make tentative conclusions about the variables and hypotheses measured in this study.

### **Secondary Sources of data**

A review of Books, Journals, United Nations reports on drugs and drug use and other relevant studies such as the NACADA (2004), UNODC (2004) and newspaper articles were used to supplement the primary source of data.

### **3.6: HYPOTHESIS SPECIFICATIONS AND OPERATIONALIZATION OF KEY VARIABLES**

For purposes of this study, a number of terms and concepts have been coined or adopted for use. An operational concept is a general idea or notion underlying a given term. This study focused on drugs used by students for non-medical purposes. These

include drugs like alcohol, tobacco, bhang, heroine cocaine and mandrax among others. The study therefore excludes beverages like tea and coffee although the researcher is aware that they contain chemicals like caffeine and nicotine.

Joel Fort in (Buckhout: 1979) defines a drug as any biologically active substance, which affects the brain or other bodily organs or tissue. These psychoactive (mind altering) substances primarily affect the mind or consciousness e.g. alcohol, caffeine, nicotine, barbiturates and other sedatives, tranquilizers, narcotics, LSD type of drugs and marijuana. Some of these drugs lead to addiction.

**Drug Use:** Refers to the self-administration of drugs for non-medical purposes. A drug user was defined as any student who had used at least one type of drug in their life. Non-users on the other hand were distinguished as those students who have not used any type of these drugs in their lives.

**Drug Abuse:** Refers to the use of a drug in excess of a certain amount.

According to Gatere (2002), a drug is abused when it is not necessarily being used as medicine, legal prohibition is defied, and the amount used exceeds the socially accepted level. Fort J. in (Buckhout, 1979) defines drug abuse as the use of mind altering drugs usually chronic, excessive that it interferes either with an individual's social or vocational adjustment or with his health.

This study had one dependent variable namely student involvement in drug use. In this study drug use is indicated by use or non-use of drugs by a student. The study adopted four independent variables namely:

- i) Student level of knowledge concerning effects of drugs
- ii) The degree of parental supervision
- iii) The amount of schoolwork
- iv) The level of student educational aspirations

The study had four testable hypotheses, namely:

**H<sub>1</sub> The level of Knowledge among students concerning the effects of drug use determines the degree of use among students.**

This hypothesis was measured by the respondent's knowledge of

- i) The types of drugs students use
- ii) The causes of drug use in schools
- iii) The effects of drug use to schools, individuals and the society

- iv) Student perceptions on whether lack of adequate knowledge concerning the negative effects is contributing to drug use by students in their schools.

**H<sub>2</sub> The degree of parental supervision contributes to drug use in schools.**

In this study parental supervision/control referred to the amount of authority exercised by parents over their children in terms of discipline, counseling and monitoring their activities. This hypothesis was measured by:

- i) The ease or difficulty that the children or students experience when seeking permission to go out with friends or relatives.
- ii) The way parents react to their children's mistakes while at home and at school.
- iii) How often the parents discuss the topic of drugs with their children.
- iv) Whether students think parents in Nairobi are strict enough on their children or not.
- v) Whether students think parents are well informed on negative effects of drug use or not.

**H<sub>3</sub> Academic stress contributes to drug use among students.**

In this study stress referred to the pressure and strains an individual perceives as a result of certain external factors (Namwonja 1993). The external factors that cause stress are academic related, for instance the amount of class work given to students in the schools. This hypothesis was measured by:

- i) Student views on the amount of homework given per day.
- ii) The number of outings per term.
- iii) The student views on whether academic stress is contributing to drug use in schools and how?
- iv) Student views on the appropriateness of 8.4.4. system of education.

**H<sub>4</sub> The level of students' educational aspirations contributes to drug use among students.**

In this study educational aspirations referred to the student career expectations after schooling. This was measured by:

- i) The students view of education as to whether it is relevant or not
- ii) What they expect to become after school in relation to employment
- iii) Whether or not the students think they will be able to fulfil their

education aspirations.

- iv) Whether high rate of unemployment in Kenya is contributing to drug use among students.

### **3.7: CHALLENGES EXPERIENCED DURING FIELDWORK**

Data collection for this study was conducted between March and April 2001. While conducting field work, the researcher was faced with a number of challenges which she had to overcome in order to complete her study. These include:

- i) Head teacher reluctance to grant permission. Several head teachers were hesitant in allowing the researcher to conduct the study in their schools since they thought that by selecting their schools, the researcher was indirectly implying that their students were seriously involved with drugs.

This challenge was overcome by providing the relevant research documents like research permit and letter of authorization from the provincial director of education. It was also explained to them that the schools were randomly selected thus it was just by chance that their school was selected. In most schools, the head teachers kept deferring the appointments possibly to give themselves time to consult or decide whether their students and teachers could be respondents in the study. However the researcher was able to carry out the study in all the six selected schools after convincing the head teachers about the importance of the study and that no names will be mentioned in the reports. Some head teachers complained of being used as research objects especially by university students without seeing any direct benefits of their work. Some of them requested to have a copy of the final report, which the researcher intends to furnish upon completion of the thesis.

- ii) After clearing with the head teachers, the researcher requested for permission to talk to the students and administer the questionnaires directly. However, she was informed that is not possible. The only possible way suggested by the head teacher was to give out the questionnaires and let the selected teachers administer them to the students. The teachers remained adamant despite the researcher's explanation that she should be there to explain any difficulties in understanding the questions. The researcher explained the selection criteria for students and handed over the questionnaires and checked later for the filled ones. The teachers assured the researcher that students were selected based on the criteria she had given.

However, while acknowledging the respondents right to respond to questions of their choice, the researcher feels that lack of direct access to students partly contributed to variations in the total number of students that responded to each question in the study. Therefore it was not possible for the researcher to ensure that students responded to all or most questions, hence the fluctuations in the total expected and actual responses. A total of 180 respondents were targeted but only 161 students participated.

Drug use is a very sensitive topic and this affects the way people respond to questions. High non-response rates are expected particularly when self-administered research instruments are used. This problem was also experienced by NACADA when it conducted the national survey on drug use among youths in Kenya in 2002. The non-response rate was higher among non-student populations and college students.

iii) There was the problem of suspicion among the head teachers and even students about how the data was going to be used. To counter this problem, the researcher didn't require the names of students on the questionnaire. In some schools students were instructed not to indicate the names of their schools. However the researcher was able to indicate the names of schools on those questionnaires since they were kept separately. The fact that students were not required to indicate their names on the questionnaire gave them enough confidence to respond to the questionnaire as sincerely as possible.

iv) Some respondents simply refused to participate in the study. For example some students from one school simply refused to return some of the questionnaires despite several attempts by the researcher and the teachers to get them to give back the questionnaires even if they were blank. The researcher noted that this school had very weak administration that lead to high indiscipline among students so that they seemed to scare the teachers and prefects. Some teachers also didn't respond to the questionnaires because they were too busy either giving continuous assessment tests or examinations. Some of them requested that questionnaires be left behind so that they respond to them when they are free but a few still didn't manage to fill them and give them to the researcher. However, generally, the response from both students and teachers was good particularly in schools where administration was good and the

researcher believes that those who responded did so with sincerity because most of the findings are consistent with studies that have been carried out more recently.

## **CHAPTER FOUR**

### **PRESENTATION OF RESEARCH FINDINGS**

#### **4.1: INTRODUCTION**

This chapter takes a look on the detailed analysis of the factors that are assumed to determine drug use among secondary school students. The specific factors that were considered include: Age, sex, religion, mothers education, father's education, class/form, number of children, birth order, duration of stay in Nairobi, payment of school fees and student's attitudes towards school, parental supervision and student drug awareness.

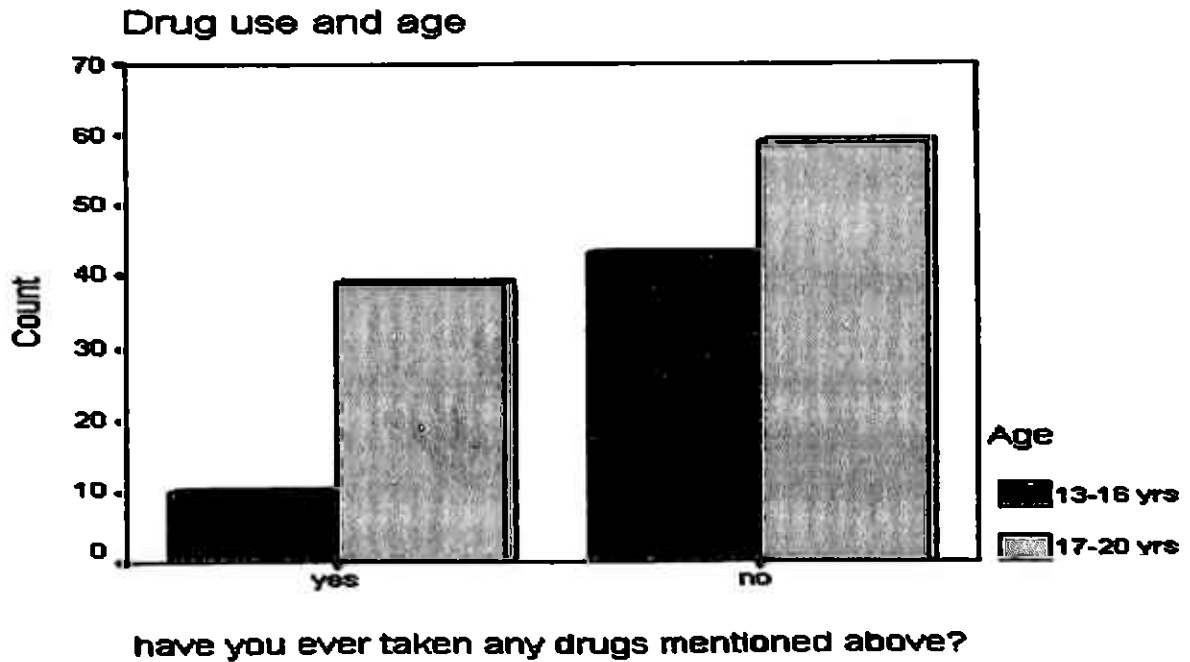
The following methods of analysis were used to analyse quantitative data; frequency percentages, cross tabulation and chi-square. These methods were used to enable inferences to be made about the patterns of the relationship between drug use and other independent variables, like age, social economic background, school related factors and parental supervision. The qualitative data was manually analyzed.

A total of 161 students were interviewed in this study using a structured questionnaire. The survey targeted 180 students, but due to the problems of non-response, about twenty interviews were lost. The students were sampled from forms two – four in all the selected schools. A total of thirty students were expected to respond to the interview schedule in each school. The following were the characteristics of those respondents.

#### **4.2: SOCIAL DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS**

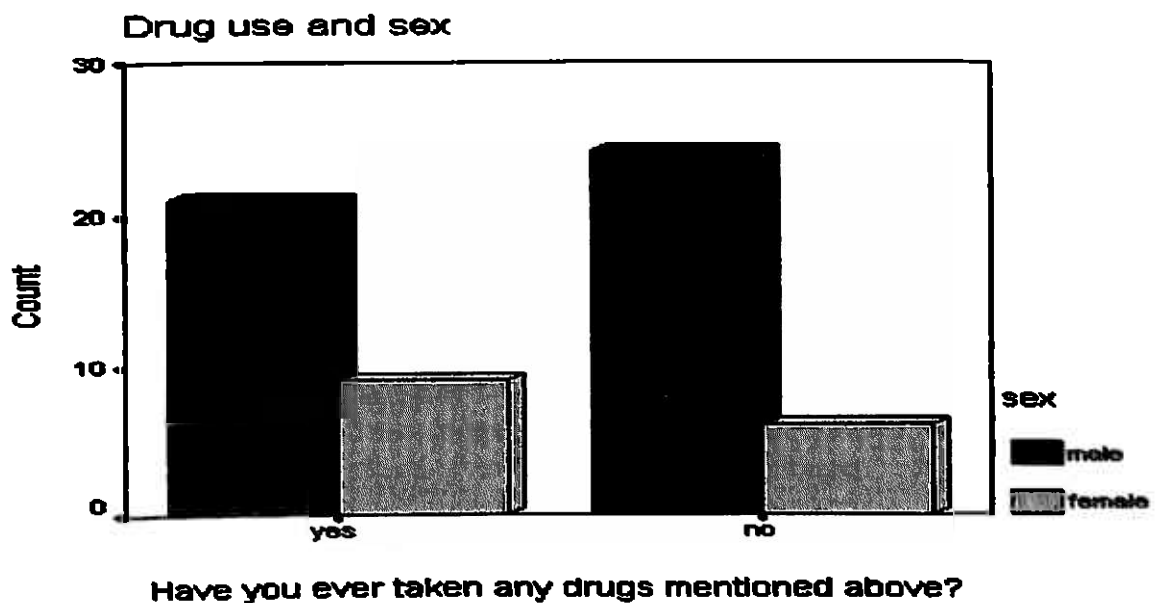
**Age:** A total of 152 respondents responded to this question (see table 1 below). Out of the 152 who responded, 34.9% were aged between 13 to 16 years while 65.1% were aged between 17 to 20 years. Figure .2 below presents the relationship between drug use and age of the student. The results of a cross tabulation between drug use and age (table 12 page 80) revealed a highly positive relationship between these variables. This relationship is further clarified in figure 2 below, which is based on the weighted sample analysis. This study therefore concludes that drug use is positively related to the age of a student.

**Figure 2: Presents the relationship between drug use and age of the student.**



**Sex:** A total of 161 students responded to this question. Out of this, 64.6 % were male while 35.4% were female students. Results of cross tabulation between drug use and sex in the main sample revealed a positive relationship between the two variables. However, based on the results of the weighted sample analysis depicted in fig. 3 reveal that there is a significant increase in drug use among female students compared to the male students.

**Figure 3: presents the pattern of the relationship between sex and drug use.**

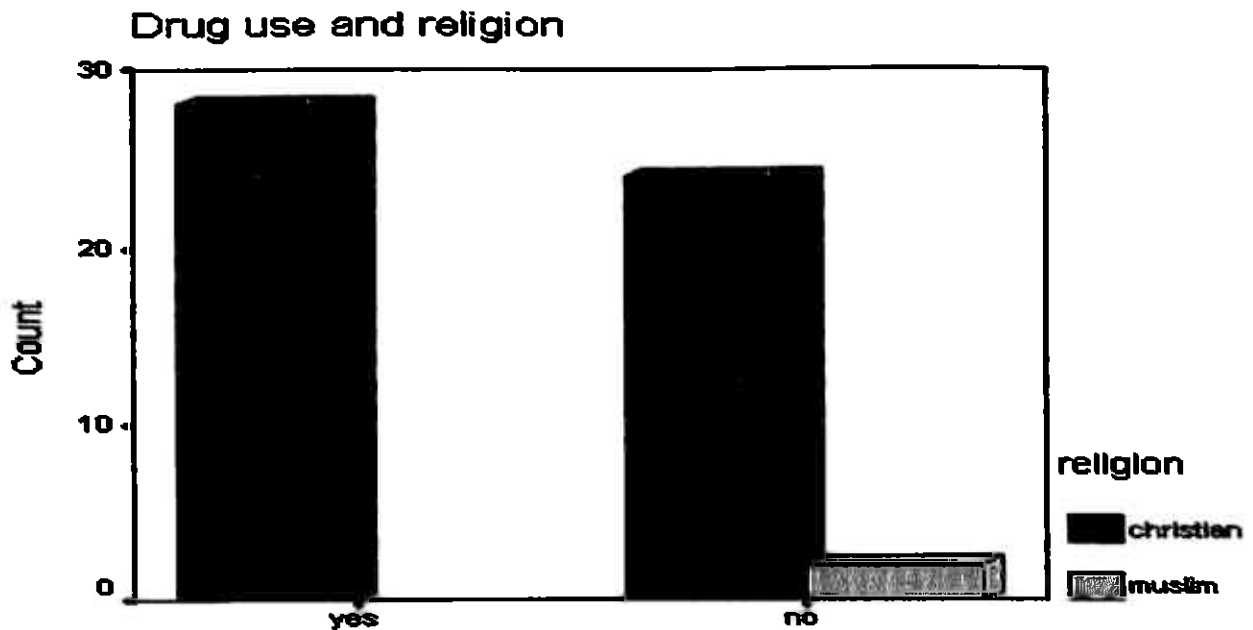


This study therefore tentatively concludes that drug use among female students is on the increase. This is possibly due to easy access to drugs or other factors like academic stress or inadequate parental supervision.



**Religion:** A total of 147 students responded to this question. Out of these, 95.9% were Christians while 4.1% were Muslims (see table 1 below). The relationship between drug use and religion seemed quite imbalanced because overwhelming majorities were Christians. However, weighted sample results as depicted in figure 4 below shows that most of the students who had used drugs, were Christians. This situation could be attributed to the superficiality of Christianity. That the way Christianity is preached to its adherents is questionable because it seems many youths do not internalize its teachings hence the increased spiritual emptiness among many Christian adherents. Namwonja (1993) observed a similar trend among college students.

**Figure 4: shows the relationship between drug use and religion.**



**Have you ever taken any drugs mentioned above?**

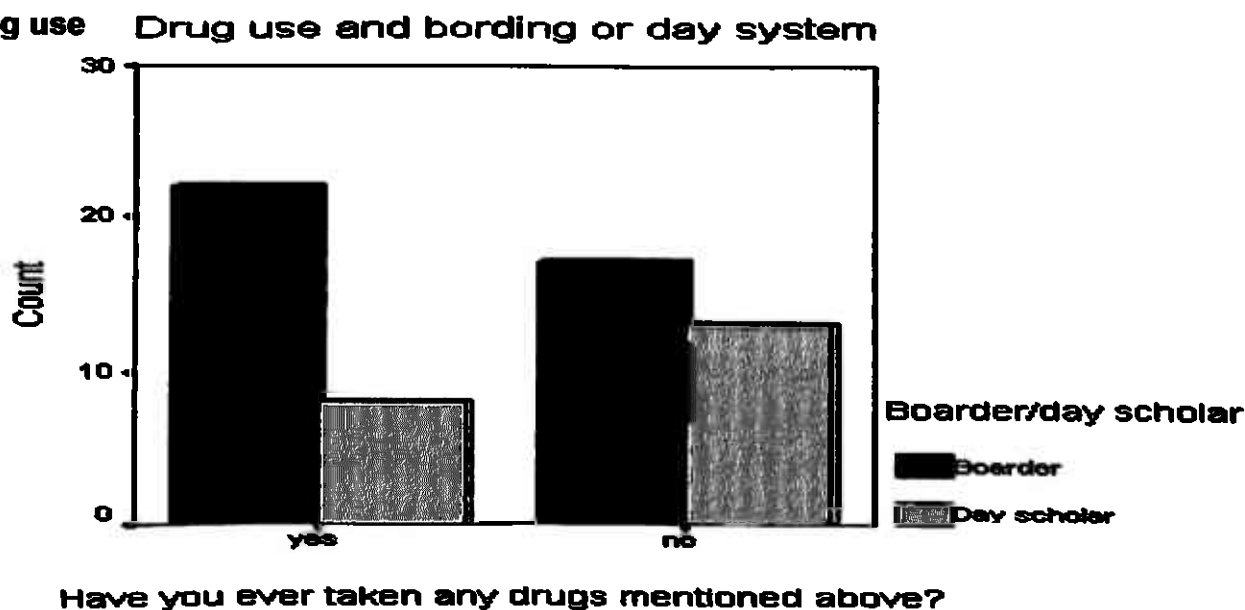
The survey by NACADA also found a similar relationship. In regard to alcohol use, Islamic youth recorded the least use than fellow Christian youth in school, while the non-religious youth recorded most use (NACADA, 2004). This study concludes that there is need to re-examine the way Christian values are being imparted to young people with the view to devising ways of filling the moral and spiritual emptiness that is affecting many young people including students.

**Class:** A total of 154 who responded to this question, 26% were form two's, 31.2% were form three and 42.9% were form four students (see table1 on page 48). Cross tabulations results from the main sample revealed a concentration of drug use among form three and four students (see table12, page 82). This could be due to the heavy

academic workload involved in the coverage of the syllabus. This is also because adolescence reaches its peak around this age and peer influence is quite high.

**Nature of study (Boarder or Day scholar):** A total of 160 students that responded to this question and out of these 57.2% were boarders (stayed in school) while 42.5% were day scholars. Results of cross tabulation between drug use and nature of study as depicted in fig.5 below, revealed that an overwhelming majority of the students who had used a drug were boarders. This is possibly due to the inability of many students raised up in Nairobi to adapt to boarding life. Drugs could therefore have been used as a remedy to anxiety that such students feel when trying to adjust to boarding life or this could be related to lack of adequate recreational activities in boarding schools compared to what most students could be having in their homes or neighborhoods. It is therefore possible that drug users are bored with school life. This could also be due to too much class work given to students in the form of homework. This study therefore tentatively concludes that there is a tendency for students in boarding schools to use drugs more than the day scholars. Therefore, this study concludes nature of study is positively related to drug use.

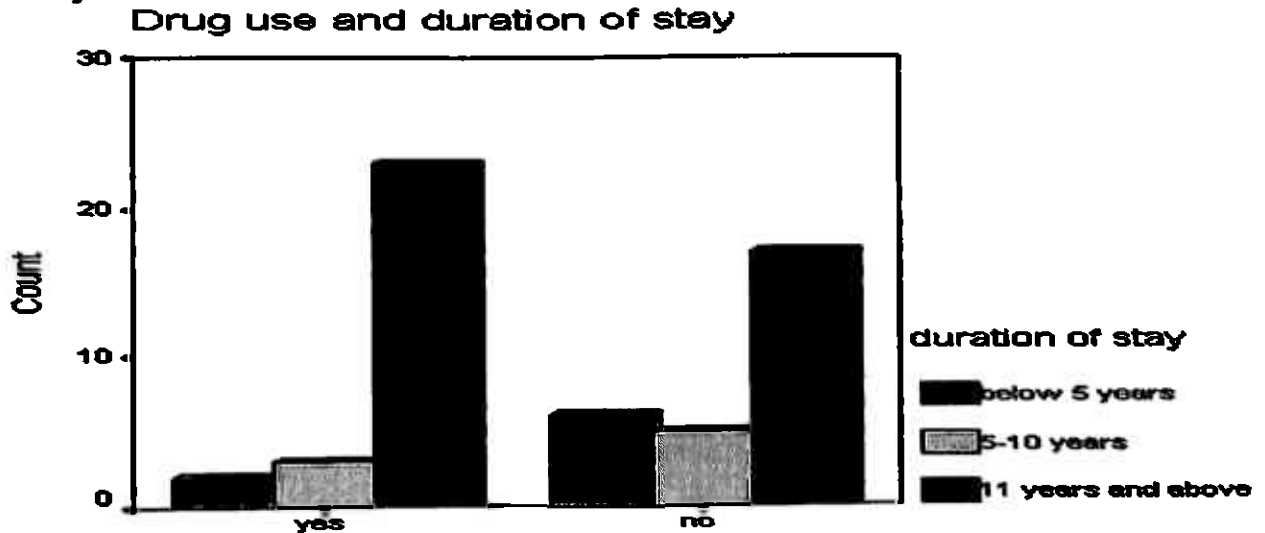
**Figure 5: Presents the pattern of the relationship between type of schooling and drug use**



**Duration of stay in Nairobi:** Students were asked to state how long they had lived in Nairobi in terms of years. A total of 154 responded to this question. Out of these, 13.6% had lived in Nairobi for less than five years, 11.7% had lived in Nairobi for a period between 5 to 10 years while 74.7% had lived in Nairobi for 11 years or more

(see table1, page 48). These figures reveal that a majority of the respondents were either born in Nairobi or moved to Nairobi in early childhood and have lived here since. Fig.6 below depicts this relationship.

**Figure 6: Presents the pattern of the relationship between drug use and duration of stay in Nairobi.**



**Have you ever taken any drugs mentioned above?**

The cross tabulation results from the main and the weighted samples (tables 12 and 13, pages80, 82) reveal that most students who had used drugs have lived in Nairobi for 11 years and over. There is therefore a positive relationship between drug use and duration of stay in Nairobi. This study tentatively concludes that the longer the duration of stay in Nairobi, the higher the likelihood of involvement in drugs. The study conducted by NACADA (2004) also found out that drug use was more prevalent among youths in urban centers than rural areas. The more recent survey UNODC (2004) confirmed this fact too.

This may be explained by the fact that the social environment in Nairobi is full of ideas, motivations and techniques favourable to drug use. It therefore transmits definitions and favourable to drug use. According to the Differential Association theory by Edwin H. Sutherland (1970), individuals become deviant due to excess definitions favourable to deviant behaviour. Young people are highly susceptible to manipulation towards use of drugs, and due to easy availability of drugs in Nairobi, more students are likely to use them. This perfectly concurs with Reginald G. Smart(1980) Availability proneness theory that states that drug use occurs when a highly prone individual is exposed to a high level of availability of drugs.

**Education Sponsor:** The respondents were asked to state who paid for their education. A total of 156 students responded to this question. Out of this, 27.6% said their school fees was paid by the father alone, 10.3% said their school fees was paid by the mother alone, another 58.3% said their school fees was paid by both parents. About 3.8% of students had their fees paid by other relatives.

The cross tabulation results of drug use and educational sponsor (table12 page 80) showed that majority of the students who had used a drug, had their school fees paid by both parents. This could mean that such parents are generally well to do economically and it is possible that they give excess pocket money to their children, which they in turn use to buy drugs. The study by NACADA (2004) confirmed that drug use was positively related to the parents' level of education. Therefore, we can conclude that the higher the level of education of the parents, the higher the likelihood of students to indulge in drug use because of affluence and less contact time between such parents and their children because of the busy nature of work related activities.

**Birth Order:** The students were asked to state their birth order. This question was intended to help the researcher understand the aspect of family size and how it could be contributing to drug use in schools. The study found out that 73.7% of the respondents were either 4<sup>th</sup> born or below, while 26.3% of the respondents were 5<sup>th</sup> born and above (Table1, page 48). The cross tabulation of drug use and birth order (table 12,page 82) revealed that majority of the students who had used a drug were 4<sup>th</sup> born and below. This situation could possibly be due to the fact that parents show a lot of love and lenience to their first children than the later ones. This could also mean giving a lot of pocket money to ensure that they are comfortable. This could also be due to high expectations by some parents, which results in academic stress among such students. In the end such students could turn to drugs as a coping mechanism.

UNIVERSITY OF NAIROBI  
EAST AFRICANA COLLECTION

**Number of children in the family:** Size of the family has implications for the parent's ability to adequately provide for their children's needs. A total of 158 students responded to this question. Out of this, 57.0% of students belonged to families with 4 or less children, while 43.0% belonged to families with 5 children or more. The results of cross tabulation between drug use and number of children in the family showed that majority of those who had used a drug come from fairly small families. This may be due to the fact that parents with small families are able to provide for their children's needs

comfortably and could also afford some kind of excesses in these provisions. This study observed a positive relationship between drug use and family size and therefore concludes that, the smaller the size of the family, the higher the likelihood of children getting involved in drug use while in school.

**Table 1: Presents the frequency distribution of respondents by their background characteristics.**

Variable		Frequency	Valid percent
Age group of respondent	13_16years	53	34.9%
	17_20 years	99	65.1%
Sex	Male	104	64.6%
	Female	57	35.4%
Religion	Christian	141	95.9%
	Muslim	6	4.1%
Class	Form two	40	26.0%
	Form three	48	31.2%
	Form four	66	42.9%
Type of schooling	Boarder	92	57.2%
	Day scholar	68	42.5%
Duration of stay in Nairobi	Below 5 years	21	13.6%
	5_10 years	18	11.7%
	11 years and above	115	74.7%
Payment of school fees	Father	43	27.6%
	Mother	16	10.3%
	Both parents	91	58.3%
	Other relatives	6	3.8%
Birth order	4 <sup>th</sup> and below	115	73.7%
	5 <sup>th</sup> born and above	41	26.3%
Number of children	Below 5 children	90	57.0%
	5 children and above	68	43.0%
Fathers education	Primary and below	3	2.3%
	Secondary	113	86.9%
	College/university	14	10.8%
Mothers education	Primary and below	3	2.3%
	Secondary	117	90.0%
	college/university	10	7.7%
Fathers occupation	Not employed	7	5.5%
	Salaried	76	59.8%
	Self employed	44	34.6%
Mothers occupation	Not employed	17	12.7%
	Salaried employment	68	50.7%
	Self employed	49	36.6%
Ever used a drug	Yes	43	29.9%
	No	101	70.1%

*Note: That a total of 161 respondents were expected to respond. The difference between the actual and total expected responses is due to non-response.*

**Level of education of father:** A total of 130 students responded to this question, out of the 130 who responded, 2.3% said their father had attained primary education or had no formal education, 86.9% of the students said had fathers that had attained secondary school education, while 7.7% said their father had attained college or university education (see table 1 above). The results of cross tabulation ((table 12, pg, 80) showed that majority of the students who had used drugs were of fathers who had secondary education. Hence the father's level of education is positively related to drug use among students. This is because high educational level implies that such parents are likely to be holding well-paying jobs that are also quite demanding in terms of time. Thus reducing their time to interact and supervise their children, a situation that is exploited by children to indulge in deviant behaviour such as drug use. The same applies to the mother. Drug use could also be due to affluence in some of these families.

**Level of Education of Mother:** A total of 130 responded and out of this, 90.0% of the students said their mothers had attained secondary education, while 7.7% said their mothers had attained college education (table 12, pg 80) revealed that majority of the students that had used drugs had of mothers with secondary education. This study therefore tentatively concludes that there is a positive relationship between mother's level of education and drug use among students. However, there may be other factors that are also contributing to this situation.

**Father's occupation:** A total of 127 students responded to this question (table 1 page 47). Out of the 127, 5.5% of the students stated that their father was engaged in formal employment while 34.6% of the students said their father was self-employed. The results of cross tabulation revealed that a majority of the students who had used drug belonged to fathers who were engaged in formal employment. Another significant but lesser majority belonged to parents who were self employed as business people. This could be explained by the fact that those parents and may not be having enough time to interact with the children and notice any change in behaviour. This could also be due to very high expectations placed upon such students by their well-educated parents who want their children to do even better in education. This study tentatively concludes that drug use is positively related to father's occupation. However, there is need for further investigation of this association.

**Mother's occupation:** A total of 134 students responded to this question (Table 1 above). And out of these, 12.7% stated that their mother was not employed. Another 50.7% said their mother was engaged in formal employment as doctors, teachers, nurses, receptionist/ clerks/ secretary, lawyers, laboratory technicians, social workers, news broadcasters, and administrators. Another 36.6% of the students said their mother was self-employed. Some worked as tailors, farmers, and others businesswomen. The results of cross tabulation between drug use and mothers occupation revealed that majority of the students who had used a drug belonged to mothers who were engaged in formal employment. Another significant but lesser majority belonged to mothers who were in self-employment.

It seems most mothers of secondary school education in Nairobi are fairly educated and are engaged in fairly well paying occupations. Apart from their ability to cater for their children's needs, it is possible that they are quite busy and therefore do not have enough time to interact with their children. It is also possible that they have very high educational expectations for their children, which may be driving some to drug use. Findings of the survey by NACADA (2004) also confirmed this observation. It observed that the lowest risk of substance abuse was found among parents with no education. The risk however increases with parents increased level of education, suggesting that parent's modernism or affluence exposes children to substance abuse. This further confirms the hypothesis that: the higher the social-economic status of the family, the higher the likelihood of children getting involved in drug use. Based on the foregoing discussion on the parent's level of education and occupation, it appears that a positive relationship exists between drug use and these variables. This study therefore tentatively concludes that drug use is positively related to the student's parental level of education and occupation.

**Ever used a drug:** Students were asked to state whether they have ever used any drug in their life. And out of 144 who responded to this question, 29.9% stated they had used a drug while 70.1% said they had not. The sample therefore consisted of 30% who had used a drug and 70% who had not used any drug (Table 1, page 48). The survey by NACADA (2004) further revealed that substance abuse was higher among non-school youths thus providing a rich recruiting ground from the general population into substance use.

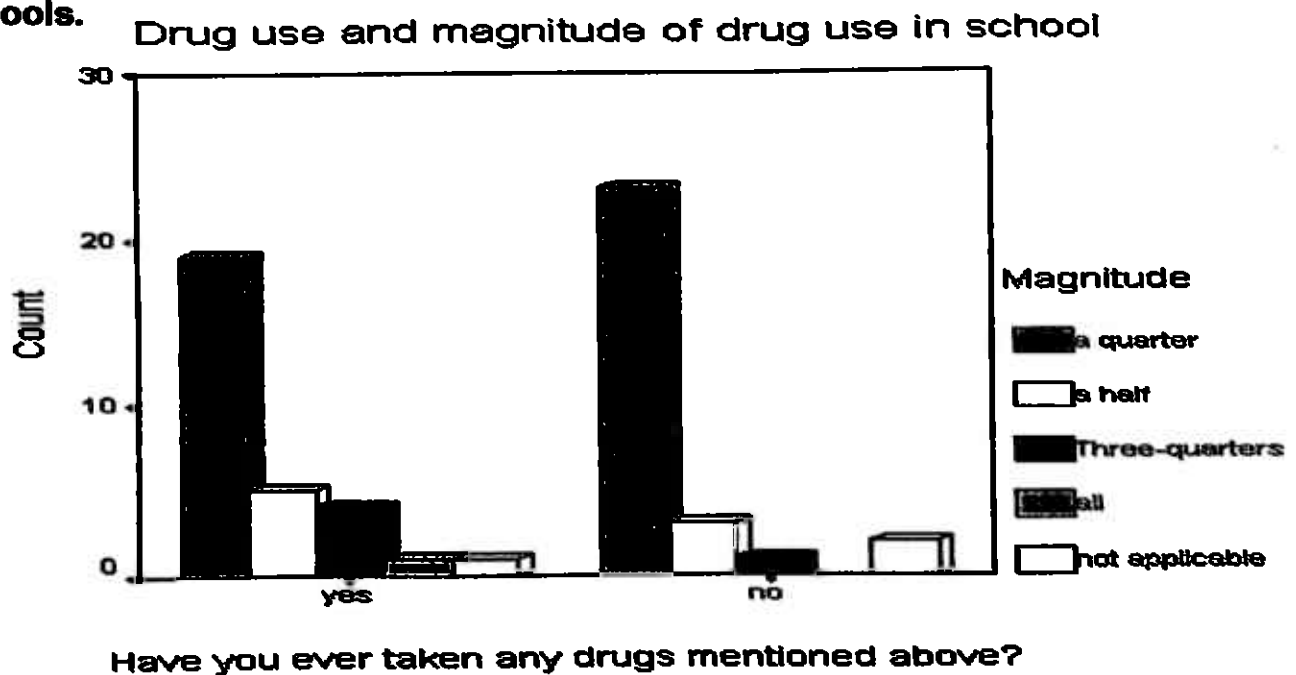
### 4.3.1. DRUG USE AND NON -BACKGROUND FACTORS

This subsection presents the relationship between drug use and non-background variables namely: magnitude of the problem in schools, sources of drugs, who to blame for the prevalence of the problem and the socio-economic background of the students and drug use.

### 4.3.2 Magnitude of Drug Use Problem in Schools

The students were asked their views on the magnitude of the drug problem in their schools and the results showed that majority of drug users and non-users alike admitted that it was prevalent in their schools and was affecting over 25% of the students in these schools (See table 2, page 52). The situation was clarified further in the weighted sample results depicted in fig.7 below.

**Figure 7: Shows the relationship between drug use and prevalence of drug use in schools.**



The teachers' views depicted in table 8 (on page 64) also confirmed the students' views that drug use was a serious problem in these schools.



**Table 2: Presents the frequency distribution of respondents' views on non-background factors.**

Variable	Ever used a drug		Number of case
	Yes	No	
Do some students use drugs in your school	42	93	135
	1		8
<b>Total</b>	<b>43</b>	<b>100</b>	<b>143</b>
<b>Sources of drugs (a) students</b>	<b>9</b>	<b>19</b>	<b>28</b>
<b>(b) Touts</b>	<b>22</b>	<b>34</b>	<b>56</b>
<b>(c) Slums near schools</b>	<b>5</b>	<b>25</b>	<b>30</b>
<b>(d) Other sources</b>	<b>6</b>	<b>20</b>	<b>26</b>
<b>Total</b>	<b>42</b>	<b>98</b>	<b>140</b>
<b>Who to blame (a) parents</b>	<b>3</b>	<b>8</b>	<b>11</b>
<b>(b) Teachers</b>	<b>3</b>	<b>8</b>	<b>11</b>
<b>(c) Government</b>	<b>12</b>	<b>21</b>	<b>33</b>
<b>(d) Society</b>	<b>21</b>	<b>48</b>	<b>69</b>
<b>(e) Students</b>	<b>3</b>	<b>15</b>	<b>18</b>
<b>Total</b>	<b>42</b>	<b>100</b>	<b>142</b>
<b>Who uses drugs most? (a) Students from poor families</b>	<b>1</b>	<b>6</b>	<b>7</b>
<b>(b) Middle class families</b>	<b>1</b>	<b>7</b>	<b>8</b>
<b>(c) Rich families</b>	<b>7</b>	<b>35</b>	<b>42</b>
<b>(d) All families</b>	<b>32</b>	<b>52</b>	<b>84</b>
<b>Total</b>	<b>41</b>	<b>100</b>	<b>141</b>

*Note: the fluctuation in the totals was due to problems of non-response.*

#### **4.3.3 Sources of Drugs for Students**

Students were asked to state where students obtained drugs. The responses indicated that students obtained drugs from fellow students, matatu touts, street boys, slums near the schools, shops, black markets, friends in and out of school, school workers, parents, teachers, bars and rural areas. The cross tabulation results showed that the main sources of drugs for students were fellow students, slums near the school and matatu touts and street boys. Therefore efforts aimed at reducing drug use need to address these sources of drugs for students. This study therefore concludes that drug use among secondary school students in Nairobi province was serious problem and that efforts to combat it need

to target the school environment, slums near the schools and street boys and matatu touts.

#### **4.3.4 who is to be blame for the problem of drug use in school?**

Students were asked to state who deserved more blame for the prevalence of drug use among students. The analysis showed that 48% of the students felt that the society was to blame most; while 21% felt that the government should be blamed most and 16% felt that teachers and parents deserved most blame (see table 2 ,pg 52).

The cross tabulation of drug use and who to blame for drugs in schools showed that among the students who reported to have used any drugs blamed the general society, followed by the government, while parents, teachers and students themselves shared equal blame. However, among the non-users, the society was blamed most, then the government, students and teachers. It is interesting to note that non-users did not seem to find parents to blame much for the problem of drugs in school. Thus most users and non-users tended to blame those in authority because parental control in Kenya has declined and there is a general lack of basic moral values for youths to adopt and role models to emulate.

This finding is consistent with studies by Brook (1978-9), Barauchit (1973) and Lukoff (1980) in the United States of America. Who found out that slackening of parental controls and poor role models explain marijuana use. They also found out that when parental ideologies are oriented towards greater control and monitoring of children's activities, drug initiations declined but also where parents were unable to monitor children's activities, heroine use increased. They concluded that with a decline influence of usual agents of social control such as the family and the school, youth cultures seem to operate with relative freedom, thus transforming drug use from an activity engaged in by a few youths to a normal part of the youth culture.

The teachers' views further supported the students' views on society as the one to blame most. They supported their view with reasons that the society was easily availing drugs while remaining lax in discipline. It was also lacks clear norms of conduct and good role

models for young people to emulate while individualism increased. Society is also blamed for covering criminals and it is also placing high societal expectations on students. The mass media has openly associated drugs with class and high life and failed to teach youths about the dangers of drugs. The teachers concluded that the society is to blame most because all varieties of ethics of defiance and consumerism emerge from it. These reasons clearly concur with the Differential Association theory and Durkheim's Anomie Theory that rapid social changes in society weakens the social controls resulting to upsurge in deviant behaviour such as drug use among youths.

#### **4.3.5 Social economic background and drug use**

The study was interested in understanding the relationship between drug use and students socio-economic background. The respondents were asked their views on which socio-economic background do most students that use drugs belong. The findings showed that although drug use affected students from the low, middle and upper class families, there was a tendency for most users to come from the rich families (see table 2 on page 52). Although drug use is found among students from low and middle class families, it is more pronounced among students from rich family backgrounds. The study tentatively concludes that there is a tendency for many users to come from rich family backgrounds. This finding therefore lends support to the view that the student's social economic background is positively related to drug use. This finding is also supported by findings from studies by it is from society that Yambo (1983), and Namwoja (1993) conclusion that social economic status of individuals influence the pattern of drug use.

#### 4.4 HYPOTHESIS TESTING

The study set out to test four hypotheses whose findings are presented in this section.

##### 4:4.1: Hypothesis One: The level of student knowledge concerning the negative effects of drugs determines their use of drugs

This hypothesis was measured by the student's knowledge of the causes of drug use, the prevalence of the drug problem in schools, the effects of using drugs on the user, the school and society and the student views on whether lack of knowledge concerning the negative effects of drugs was contributing to drug use in their schools.

**Drugs use by students:** The study was interested in understanding whether drug use was a problem in these schools. Out of a total of 158 students, 87% said that students in their schools used drugs while 13% said there was no drug use in their schools. A majority of those who said there was drug use in their schools said 25% of students were using drugs. According to the respondents, the drugs used by students in their schools are as follows in descending order: Alcohol, Bhang, Khat (miraa), Kober/Makubel, Cocaine, Heroine and Mandrax. Based on the students' views, this study concludes that students in Nairobi use alcohol, cigarettes, bhang, miraa, kober, cocaine, heroine and mandrax in a descending order as shown in the table3 below.

**Table 3: Shows the distribution of respondents' views on the prevalence and magnitude of the drug problem in their schools.**

Variable	Descriptions	%	Count
Do students in your school use drugs?	Yes	87	138
	No	13	20
	<b>Total</b>	<b>100%</b>	<b>158</b>
If yes, what fraction could be using drugs?	25%	80.0	111
	50%	11.5	16
	75%	6.4	9
	<b>Total</b>	<b>100%</b>	<b>139</b>
	Alcohol	26.3%	101
	Cigarettes	25.5	98
	Bhang	22.1%	85
	Khati/Miraa	17.7%	68
	Kober	2.6%	10
	Cocaine	2.3%	9
	Heroine	1.9%	7
	Mandrax	1.3%	5
	<b>Total</b>	<b>100%</b>	<b>383(100%)</b>

*Note: The fluctuation in the totals of actual responses in the table above is due to non-response. Otherwise a total of 161 were expected to respond.*

**Reasons for Using Drugs:** Students were asked to state why, in their opinion, some students used drugs. A total of 138 students responded to this question. According to these students there are many reasons that explain this situation. They are presented as follows in a descending order: Peer pressure, depression/academic stress, pleasure, ignorance, to gain courage, gain recognition/ to show maturity, too much money, poor role models in society, unstable family backgrounds, easy availability of drugs, laxity on the part of parents to discipline children, mass media influence, difficulties in adjusting to boarding life for urban bred students, lack of jobs, government failure to control drug circulation, adolescence, lack of entertainment facilities in schools, low academic ability among some students ( low achievers), to stay awake in order to complete home work, and Rastafara influence(see table 4 below).

A recent study conducted by NACADA (2004) confirmed this fact and further observed that more students are getting involved in use of imported drugs such as heroine cocaine and mandrax. The same fact was further confirmed by another very recent study done by UNODC (2004) which found out that intravenous drug use was increasing tremendously in Kenya, particularly among the youth. Lack of gainful employment and breakdown of traditional society are some of the factors identified by these studies as contributing to drug use among youths. This study concludes that the drug use among students and youths in Kenya is a serious problem that requires urgent intervention.

**Table 4: shows the percentage distribution of students' views on the causes of drug use in schools.**

<b>Variable name</b>	<b>Percentage</b>	<b>No. Of cases</b>
<b>Peer influence</b>	<b>28.0%</b>	<b>125</b>
<b>Depression (academic or domestic)</b>	<b>25.0%</b>	<b>110</b>
<b>Pleasure</b>	<b>13.0%</b>	<b>56</b>
<b>Ignorance</b>	<b>11%</b>	<b>49</b>
<b>Identity /class/recognition</b>	<b>6.7%</b>	<b>30</b>
<b>Too much money</b>	<b>4.2%</b>	<b>19</b>
<b>Poor role models</b>	<b>4.0%</b>	<b>17</b>
<b>Unstable families</b>	<b>1.3%</b>	<b>6</b>
<b>Availability of drugs</b>	<b>1.7%</b>	<b>8</b>
<b>Parental laxity</b>	<b>1.1%</b>	<b>5</b>
<b>Mass media influence</b>	<b>0.8%</b>	<b>4</b>
<b>Adjustment to boarding life</b>	<b>0.8%</b>	<b>4</b>
<b>Lack of jobs</b>	<b>0.8%</b>	<b>4</b>
<b>Government encouragement</b>	<b>0.4%</b>	<b>2</b>
<b>Adolescence</b>	<b>0.4%</b>	<b>2</b>
<b>Lack of entertainment facilities</b>	<b>0.2%</b>	<b>1</b>
<b>Rastafarian movement influence</b>	<b>0.2%</b>	<b>1</b>
<b>To do home work</b>	<b>0.4%</b>	<b>2</b>
<b>Total</b>	<b>100%</b>	<b>445(100%)</b>

*Note: This was a multiple response question hence the high number of cases shown in this table.*

The general reasons explaining student use of drugs in Nairobi include peer pressure, depression, academic stress in the form of school homework, lack of adequate knowledge on the negative effects of drugs use. Some youths take to drugs due to the desire to gaining courage in the face of members of the opposite. Others take to drugs to gain

pleasure and identity with peers. Prevalence of poor role models in society, family conflicts and easy availability of drugs also contribute to this problem.

However, the study wanted to understand the specific reasons that made the students who admitted to have used drugs do so. Table 5 below shows the reasons for drug use at individual level.

**Table 5: Shows the percentage distribution of respondents by reasons for using drugs at individual level.**

<b>Variable name</b>		<b>Percentage</b>	<b>No. of cases</b>
<b>Have you ever used a drug?</b>	Yes	27%	43
	No	63%	101
	<b>Total</b>	<b>100%</b>	<b>144</b>
<b>If yes what made you take it?</b>	Peer pressure	35.5%	32
	Adventure	33.3%	21
	Pleasure	13.3%	12
	Stress in school and home	15.5%	14
	Boredom	8.0%	7
	Some teachers use	1.1%	1
	Rebelliousness	1.1%	1
	Imitating stars	1.1%	1
	Insecurity	1.1%	1
	<b>Total</b>	<b>100%</b>	<b>90(100%)</b>

*Note: A total of 144 responded to this question. Seventeen students did not state their position and are thus treated as missing cases.*

The students who admitted to have used at least a drug gave the following reasons in descending order: peer pressure, adventure, pleasure, stress in school and at home, rebelliousness, imitating teachers and insecurity at home. The students' views on the causes of drug use in school were further clarified by the teachers' views on the same.

According to the teachers, students used drugs due to the following reasons in descending order of importance: peer pressure, environment out of school/estate gangs, lack of parental and religious guidance, domestic problems such as fights, divorce and separation, easy access to drugs, too much pocket money, stress from class work (exam anxiety and low achievers), permissiveness in society, curiosity /fun, poverty, bad

examples set by parents, single parenthood, school environment, ignorance, parental absenteeism and bad examples from teachers. Based on these views from students and teachers, it is clear that drug use is caused by a multiplicity of factors found within the school, family, individual and society acting singly or jointly on every individual student. And given the multiplicity of these causes, concerted efforts all-inclusive approaches should be adopted to arrest the situation.

Effects of drug use on the student, school and society are multiple and varied. The respondents were asked to state the effects of drug use in general. The findings indicate that drug use had serious consequences for the user, the school, the family and society as a whole. Out of the 158 students that responded to this question, the negative effects of drug use are as follows in descending order: poor health, addiction/ dependency, failure in exams due to reduced reasoning capacity, crime and imprisonment, family breakdown, bad social relationship/violence, aggression, lack of respect for authority, stress, restlessness and hangover, financial difficulties, loss of job, laziness, personality development problems, loss of identify in society, confusion (feel high) and school absenteeism .These are presented in table 6 below.

**Table 6: Shows the percentage distribution of respondents by their knowledge of effects of drug use.**

<b>Variable name</b>	<b>Percentage</b>	<b>No. Of cases</b>
<b>Poor health e.g. brain damage</b>	<b>30.4%</b>	<b>125</b>
<b>Addiction dependency</b>	<b>12.6%</b>	<b>52</b>
<b>Poor performance in exams</b>	<b>9.7%</b>	<b>40</b>
<b>Involvement in crime</b>	<b>8.5%</b>	<b>35</b>
<b>Irresponsibility</b>	<b>6.3%</b>	<b>26</b>
<b>Aggression /violence</b>	<b>6.0%</b>	<b>24</b>
<b>Family conflicts</b>	<b>5.6%</b>	<b>23</b>
<b>School dropout</b>	<b>5.3%</b>	<b>22</b>
<b>Hang over /sleeplessness/restlessness</b>	<b>4.3%</b>	<b>18</b>
<b>Sexual immorality</b>	<b>3.6%</b>	<b>15</b>
<b>Loss of respect for authority e.g. fighting teachers</b>	<b>3.1%</b>	<b>13</b>
<b>Personality development problems</b>	<b>3.0%</b>	<b>11</b>
<b>Mental confusion</b>	<b>1.0%</b>	<b>3</b>
<b>Loss of respect in society</b>	<b>0.4%</b>	<b>2</b>
<b>School absenteeism</b>	<b>0.2%</b>	<b>1</b>
<b>Total</b>	<b>100%</b>	<b>410(100%)</b>

*Note: This was a multiple response question.*



Teachers views were also sought on this issue and the following were their views on effects of drug use by students in the school in descending order: indiscipline in schools, school absenteeism due to suspension, absent mindedness/sleepiness/dullness among students, school drop out due to expulsion, unfinished assignments, stealing from fellow students as well as school property, stigmatization of the school as a drug den, bad influence of users on other students, poor time management i.e. always late in school activities, waste of teachers time counseling such students, fear (among students) of loss of personal property and physical harm (bullying) by drug using students, mental sickness and depression among students. The students and teachers therefore concurred that drug use had serious effects on the user, the school, family and society.

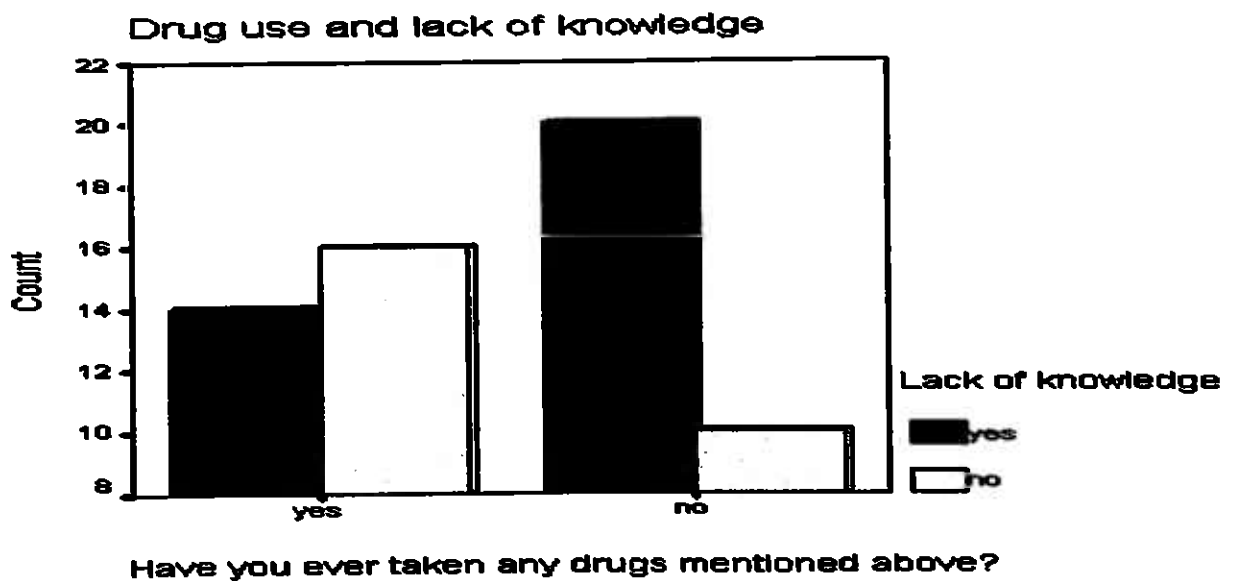
The study done by UNODC (2004) among intravenous drug users (IDUs) in Kenya found out that a significant number of IDUs acquired the money to buy the drugs through engaging in criminal activities like stealing. Thus drug use is associated with criminality. This study similarly found out that homosexuality was an emerging trend in Kenya and is quite prevalent among IDUs and was contributing to high rates of HIV/AIDS infection among IDUs. Another alarming finding was that 68-88% of IDUs were HIV positive. This situation calls for urgent intervention if the spread of HIV among youths in Kenya is to be contained.

The student respondents interviewed by this study were found to have a fair understanding of the causes and effects of drug use among students. When asked whether lack of adequate knowledge concerning the negative effects of drug use was contributing to drug use among students in schools, majority of the students agreed that lack of adequate knowledge concerning effects of drugs was contributing to drug use. And the cross tabulation results of drug use and student drug awareness confirmed that lack of adequate knowledge was contributing to drug use among students. Although it was not found significantly related to drug use among the students in the main sample and the teachers' views, the results of the weighted sample analysis indicated a significance of

0.016, which is significant at 98.4% level of significance (See table 8,pg 64 and 13,pg 84 of weighted sample results).

The teachers supported the student views that students who are using drugs are not fully aware of the consequences of drug use (see table 8,page64) and figure 8 below. Based on the foregoing discussion of students and teachers views, this study tentatively concludes that lack of adequate knowledge concerning the negative effects of drugs is contributing to drug use among students. The study therefore accepts as true the hypothesis that: the level of student knowledge concerning negative effects of drugs determines their involvement in drug use. It also suggests that efforts be directed towards raising awareness among students, teachers, parents and society on the negative effects of drugs with a view to arresting the situation.

**Figure 8: Shows the relationship between drug use and lack of knowledge among students.**



Basing on these findings we can therefore conclude that many students who use drug are ignorant of the negative effects of drugs on their lives. This study tentatively concludes that drug use among students is dependent on the student's level of knowledge concerning the negative effects of drugs. And consequently accepts as true the hypothesis that the level of the student awareness on the effects of drugs determines their involvement or non-involvement in drug use.

#### 4.4.2 Hypothesis Two: The degree of parental supervision contributes to drug use in schools

This hypothesis was measured by the students views on whether parental strictness, in terms of giving permission to children to go out, the time they come back home, their reaction to children's mistakes, whether they discuss issues like drugs with their children and whether the respondents think that drug use was contributing to drug use in school. The results of the cross tabulation between drug use and parental supervision are summarized in table 7 below.

**Table 7: Shows the results of cross tabulation and chi square analysis between parental supervision and drug use.**

Variable name		Ever used drug		No.of cases	Chi square value
		Yes	No		
Are parents in Nairobi strict enough on children?	Yes	6(4.2%)	14(9.9%)	20	$\chi^2$ : .395 Df: 2 Sign.821
	No	36(25.5%)	85(60.2%)	121	
<b>Total</b>		<b>42(29.7%)</b>	<b>99(70.1%)</b>	<b>141(100%)</b>	
Parents keen on children returning time	Yes	37(25.5%)	96(65.7%)	133	$\chi^2$ : .116 Df: 1 Sign.: .734
	No	5(3.4%)	8(5.4%)	13	
<b>Total</b>		<b>42(28.7%)</b>	<b>104(71.1%)</b>	<b>146(100%)</b>	
Caution on	Yes	35(24.3%)	97 (67.3%)	132	$\chi^2$ : .324

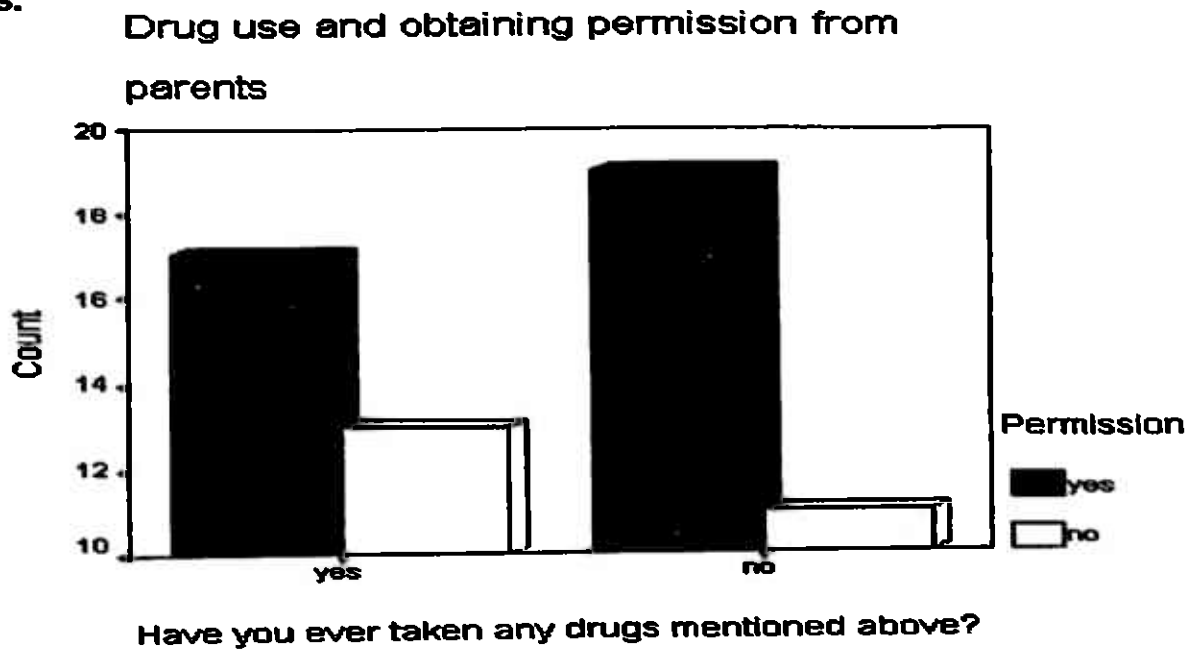
<b>friends</b>	No	7(4.8%)	5(3.4%)	12	Df: 2 Sign: .569
<b>Total</b>		<b>42(29.1)</b>	<b>102(70.7%)</b>	<b>144(100%)</b>	
<b>Discussion of drugs with parents</b>	Yes	32(22.2%)	68(47.2%)	100	χ <sup>2</sup> : .574 Df: 1 Sign: .449
	No	8(5.5%)	36(25%)	41	
<b>Total</b>		<b>40(27.7%)</b>	<b>104(72.2%)</b>	<b>144(100%)</b>	
<b>Are parents well informed on drugs</b>	Yes	29(20.5%)	65(46.0%)	94	χ <sup>2</sup> : .017 Df: 1 Sign: .897
	No	13(9.2%)	33(24.1%)	47	
<b>Total</b>		<b>42(29.7%)</b>	<b>99(70.1%)</b>	<b>141(100%)</b>	
<b>Parent reaction to children's mistakes</b>	Counsel	23(16.1%)	49(34.5%)	72	χ <sup>2</sup> : 3.014 Df: 4 Sign: .556
	Beat and counsel later	13(9.1%)	35(24.6%)	48	
	Warnings	6(4.2%)	16(11.2%)	22	
<b>Total</b>		<b>42(29.4%)</b>	<b>100(70.3%)</b>	<b>142(100%)</b>	
<b>Is lack of adequate parental supervision contributing?</b>	Yes	30(20.5%)	89(60.9%)	119	χ <sup>2</sup> : 1.199 Df: 1 Sign: .897
	No	12(8.2%)	15(10.2%)	27	
<b>Total</b>		<b>42(28.7%)</b>	<b>104(71.1%)</b>	<b>146(100%)</b>	

**Table 8: Presents the cross tabulation results of the teachers' views on drug use in the selected schools.**

Variable name		Drug use a problem in the school?		Number of cases	Chi-square value
		Yes	No		
Magnitude of the problem in the school	Very serious	3(100%)	0(.0%)	3	$\chi^2$ : 24.163 Df: 3 Sign: 000
	Serious	8(100%)	0(.0%)	8	
	A bit serious	15(75.0%)	5(25.0%)	20	
	Not serious	2(12.5%)	14(87.5%)	16	
Specific class affected	Yes	14(77.8%)	4(22.2%)	18	$\chi^2$ : 4.014 Df: 1 Sign: 0.045
	No	14(48.3%)	15(51.7%)	29	
Student awareness	Yes	4(80.0%)	1(20.0%)	5	$\chi^2$ : 0.969 Df: 1 Sign.: 0.325
	No	24(57.1%)	18(42.9%)	42	
Student completion of home work	Yes	17(77.3%)	5(22.7%)	22	$\chi^2$ : 5.379 Df: 1 Sign: 0.020
	No	11(44.0%)	14(56.0%)	25	
Academic stress as a factor?	Yes	18(75.0%)	6(25.0%)	24	$\chi^2$ : 4.846 Df: 1 Sign: 0.028
	No	10(43.5%)	13(56.5%)	23	
Is family a factor in drug use?	Yes	28 (65.1%)	15(34.9%)	43	$\chi^2$ : 6.443 Df: 1 Sign: 0.011
	No	0 (.0%)	4(100.0%)	4	
Socio-economic background	Rich families	7 (58.3%)	5 (41.7%)	12	$\chi^2$ : 2.517 Df: 3 Sign: 0.472
	Middle Class	3 (75.0%)	1 (25.0%)	4	
	Poor Families	1 (25.0%)	3 (75.0%)	4	
	All classes	17(63.0%)	10 (37.0%)	27	
School Neighborhood	Yes	25 (73.5%)	9 (26.5%)	34	$\chi^2$ : 9.940 Df: 1 Sign.: 0.002
	No	3 (23.1%)	10 (76.9%)	13	

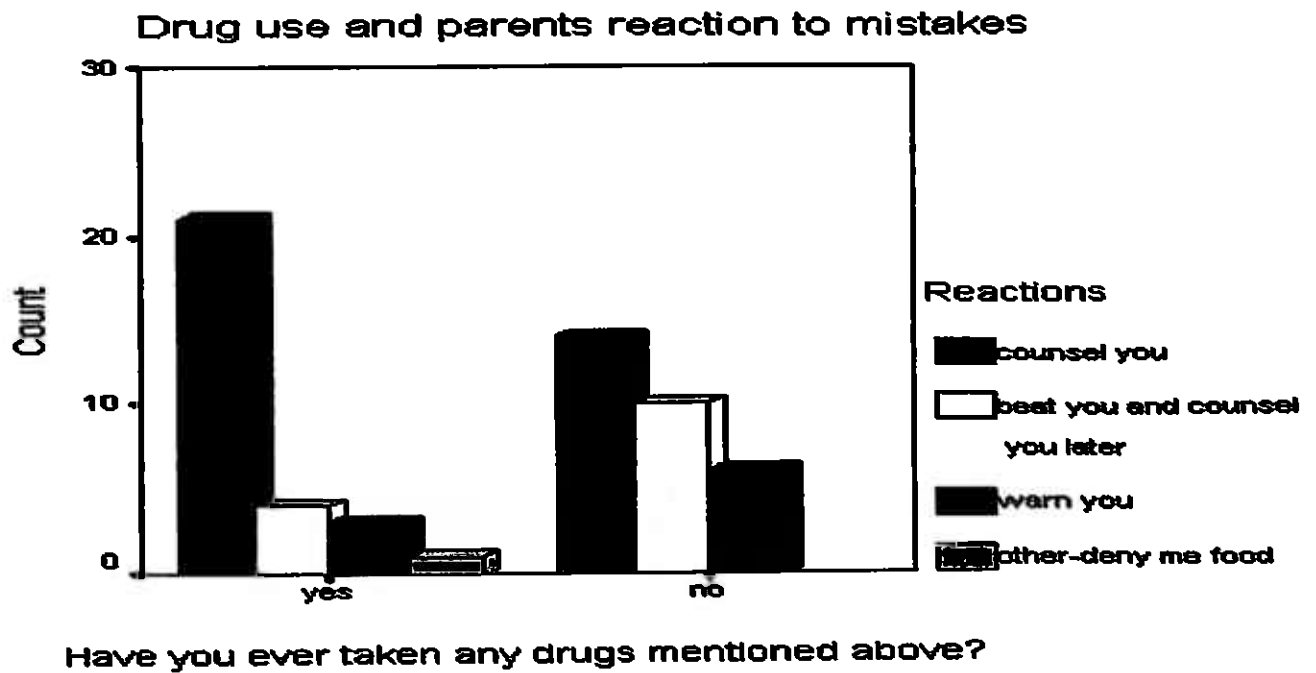
The issue of lack of parental strictness was further clarified by the fact that most students found it very easy to obtain permission to go out with friends as shown in figure 10.

**Figure 9: Shows the relationship between drug use and permission to go for outings.**



Although respondents said that their parents were keen on the time children came back home, cautioned them about the kind of friends they keep and discuss drugs with their parents who were said to be fairly well informed about drugs, most parents of drug users and non-drug users used counseling as the main method of correcting their children as shown in figure 11 below. In fact the parents of drug users seemed to use this method more than those of students who do not use drugs as shown in fig. 11 and also table 7, pg 61.

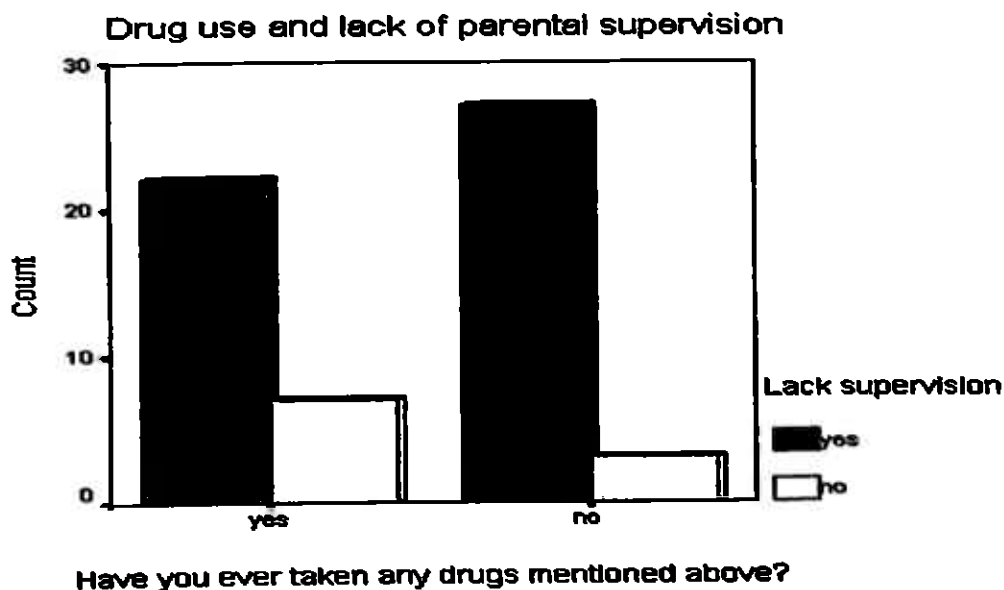
**Figure 10: shows the relationship between drug use and parents reaction to children's mistakes.**



**Parental supervision**

The respondents (students) were asked their views on whether lack of adequate parental supervision was contributing to drug use in schools. A cross tabulation of drug use and parental supervision revealed that most respondents felt that lack of parental supervision was contributing to drug use in schools as shown in table 7 page 61. Fig 11 below gives a clear picture of the pattern of the relationship between parental supervision and drug use.

**Figure 11: Parental supervision and drug use in schools.**



A small majority of respondents who said that parents were strict enough gave the following reasons: That some parents give very strict warnings to the children. Others monitor their children closely while others cane the children and teach them about drugs.

However, those students who felt that parents were not strict enough on their children justified their views with the following reasons: That some parents give too much freedom, others do not have enough time to interact with children hence little counseling. Also children spend most of their time in school and with peers hence less parental control. Some parents provide money but do not care to know how the money is spent. Other parents entertain bad behavior in their children while other parents take drugs in the presence of their children thus setting bad examples for them. Others have left disciplinary action to the teachers since some find it difficult to be loving as well as disciplinary at the same time while other parents don't care about their children's' company.

From the foregoing evidence, it is true that lack of adequate parental supervision was a contributing factor in drug use. The teachers' views also confirmed the students' views that parental supervision was a contributing factor to drug use in schools (see table 7 on



page 61). The following are the reasons given by the teachers in explaining their standpoint on parental supervision in descending order: lack of attention from parents who are too busy to notice behaviour change, parental laxity, relinquishing the burden of disciplining children to teachers, too tolerant of children's mistakes, others use drugs in their children's presence, others give a lot of pocket money which enables students to buy drugs as a way of compensating for their absenteeism, domestic problems like fights, divorce, parents sickness, single parenthood. Other parents allow children to use drugs while at home, others over emphasis academic success which leads some students to use drugs due to stress, other parents deny that their children are involved in drugs hence no attempts to help them. And lastly some parents lack keen interest in the child's performance in school.

Basing on the cross tabulation result and chi square results of students views and teachers views in Table 7, this study concludes that most parents in Nairobi are lax in terms of supervision and disciplining of their children as it is exemplified by the degree of freedom granted to the children and the use of counseling as the main method of correcting mistakes in their children. And that drug use among students is dependent on parental supervision. The study therefore accepts as true the hypothesis that the degree of parental supervision determines student's involvement or non-involvement in drug use.

**4:4.3: Hypothesis Three: Academic stress contributes to drug use among secondary school students.**

This hypothesis was measured by the students' attitude towards school life, participation in extra curricula activities and amount of class work given to students by their respective subject teachers as shown in table 9 below.

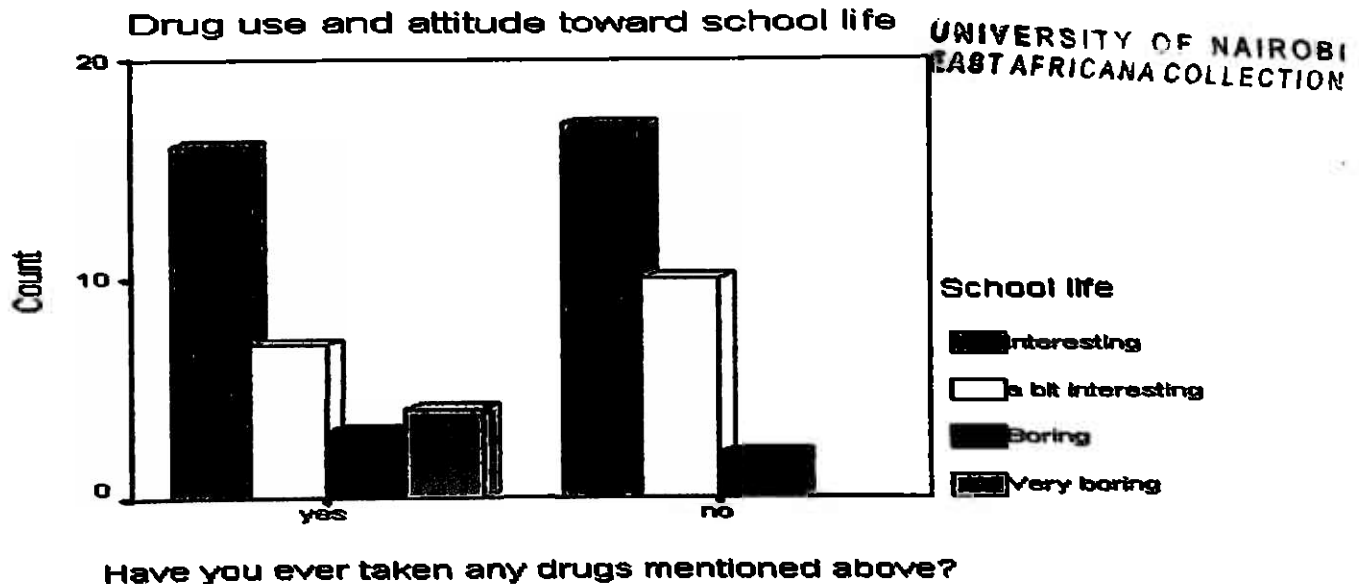
**Table 9: Presents the results of cross tabulation and chi-square analysis of drug use and academic stress.**

Variable name		Ever used drug		No. of cases	Chi-square value
		Yes	No		
School life	Interesting	19(13.8%)	45(32.8%)	64	$\chi^2$ : 6.788 Df: 3 Sign: .079
	A bit interesting	11(8.0%)	32(23.3%)	43	
	Boring	4(2.9%)	13(9.4%)	17	
	Very boring	8(5.8%)	5(3.6%)	13	
<b>Total</b>		<b>42(30.5%)</b>	<b>95(69.1%)</b>	<b>137(100%)</b>	
No. of outings in a term	Once	14(9.3%)	38(25.3%)	52	$\chi^2$ : 202 Df: 2 Sign: 904
	More than once	28(18.6%)	70(46.6%)	98	
<b>Total</b>		<b>42(27.9%)</b>	<b>108(71.9%)</b>	<b>150(100%)</b>	
Class work	Enough	13(9.2%)	43(30.4%)	56	$\chi^2$ : 2.928 Df: 2 Sign: .231
	Not enough	2(1.4%)	12(8.5%)	14	
	More than enough	27(19.4%)	44(31.2%)	71	
<b>Total</b>		<b>42(30%)</b>	<b>99(70%)</b>	<b>141(100%)</b>	
8.4.4 system assessment	Quite appropriate	4(2.6%)	17(11.2%)	21	$\chi^2$ : 6.223 Df: 3 Sign: .101
	Appropriate	8(5.2%)	23(15.2%)	27	
	Inappropriate	21(13.9%)	42(27.8%)	63	
	Quite inappropriate	9(5.9%)	27(17.8%)	36	
<b>Total</b>		<b>42(27.6%)</b>	<b>109(72%)</b>	<b>151(100%)</b>	
Is the amount of class work given to students a factor	Yes	30(19.7%)	60(39.4%)	90	$\chi^2$ : .812 Df: 1 Sign: .368
	No	12(7.8%)	50(32.8%)	62	
<b>Total</b>		<b>42(27.5%)</b>	<b>110(72.2%)</b>	<b>152(100%)</b>	

*Note: The total number of expected cases was 161; therefore the difference between total expected and actual cases is due to non-response.*

With regard to drug use and attitude to school life, cross tabulation revealed that about half of the students found school life interesting while the other half found it a bit interesting or boring. It is interesting to note that about one quarter of drug users found school life boring or very boring as shown in the table 9 above. The chi-square analysis indicated a significance of 0.079 indicating a significant relationship between student attitude towards school and drug use. Although a majority of the drug users found school life interesting, a significant proportion of users found school life boring or very boring as compared to the non-users who displayed some even pattern as shown in fig 12 below.

**Figure 12: Present the pattern of relationship between student attitude towards school life and drug use.**



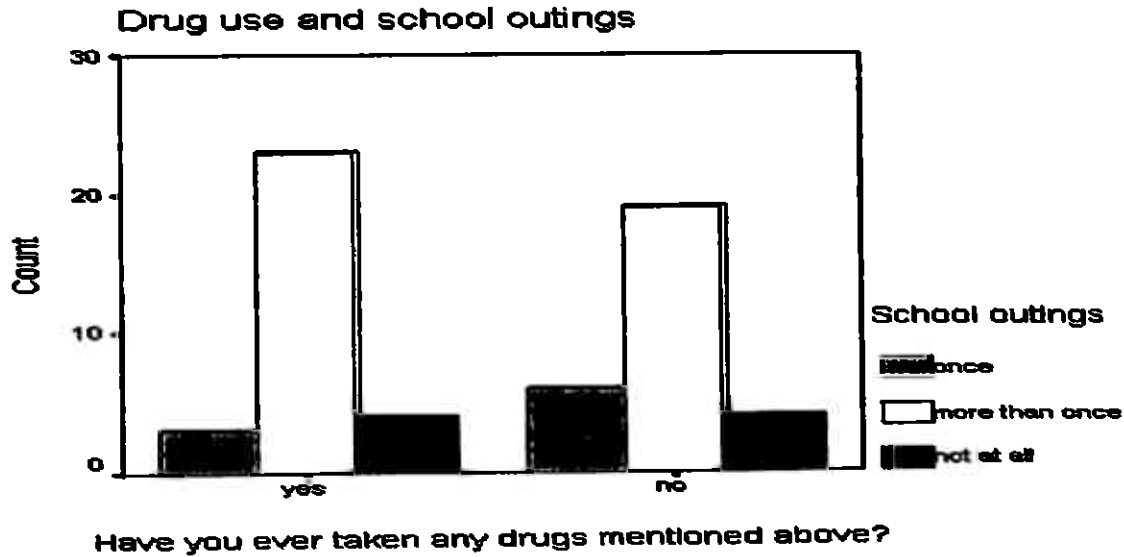
Therefore, we could conclude that there is tendency for students who find school life boring or very boring to get involved in drug use.

**School Outings**

In relation to going out of school (outings) and drug use, it was found out that most of the students who reported to have more than one outing in a term were those who have used a drug as compared to the non user. This implied that drug users would participate more in outings because it gives them an opportunity to use drugs while out of school since outings are characterized by some greater degree of freedom.

It could also be due to their dislike for school; hence outings provide them with a chance to escape boredom and stress in school. There is a tendency to have students getting involved in drug where there is more than one outing in a school in a term as shown in fig 13 below.

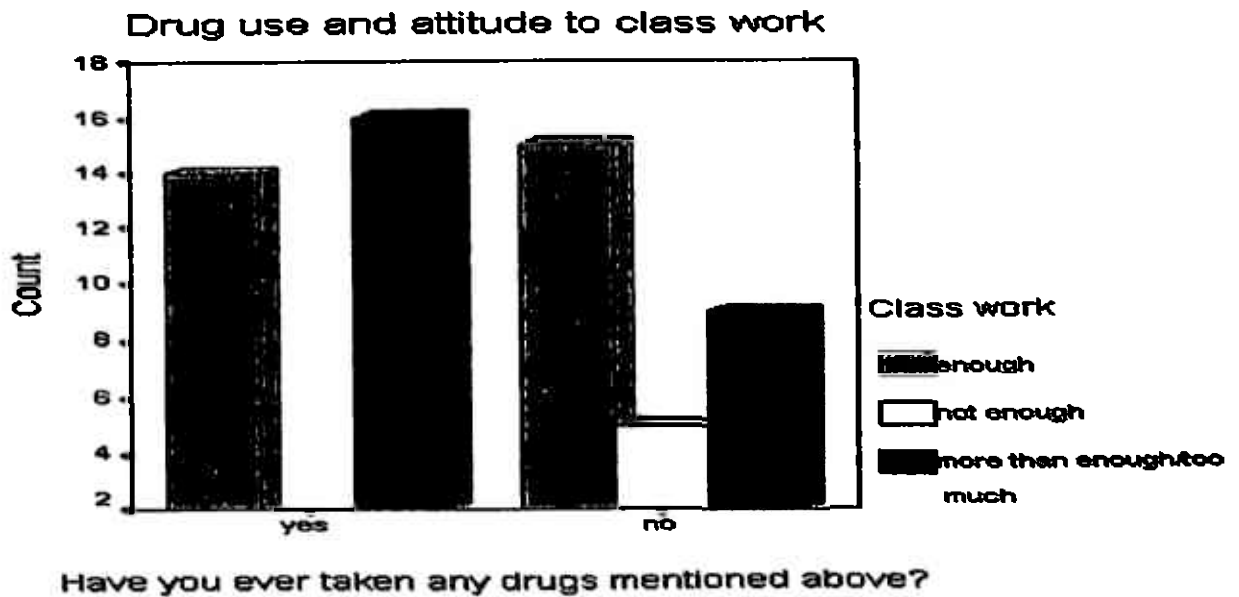
**Figure 13: Presents the relationship between drug use and number of outings per term.**



### Student Class Work

As far as student class work and drug use is concerned, this study found out that an equal number of non-users found class work to be enough. However, a significantly greater proportion of the drug users found class load/work enough or more than enough (too much). Very few of them found class work to be less than enough see table 9 above. However, among the non-users, a majority found class work to be enough while an almost equal proportion found it to be not enough or more than enough as it is shown in table 9 above and fig. 14 below.

**Figure 14: Shows the relationship between student assessment of class work and drug use among them.**



It seems that quite large proportions of students are having difficulties coping with class work. It seems true that they are experiencing academic stress, thus forcing some of them to resort to drugs as a way of relieving stress hence achieve relaxation. Others use the drugs like miraa to stay awake and do assignments and do extra reading. The cross tabulation between drug use and class work yielded the following chi-square value of 0.100 indicating a positive relationship between drug use and amount of class work. This relationship was however confirmed at 98% confidence level in the teachers' views in table 8 on page 64.

In this regard, this study observed that there is a tendency to have a student get involved in drugs where there was more than one outing in a school in a term. The study findings also showed a tendency for students who found school life boring or very boring to get involved in drugs. It was further observed that there was a tendency for students who found work to be enough or more than enough to get involved in drugs as a way of relieving stress and achieving relaxation. Others used drugs to stay awake to complete their work or do extra reading (see table 9, page 69).

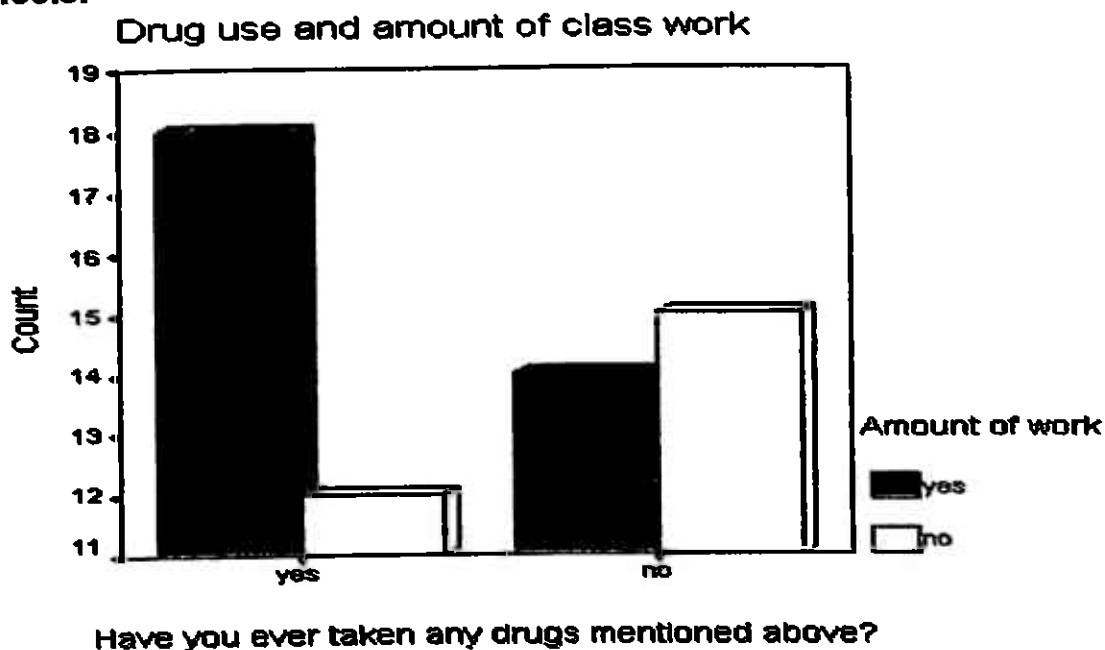
Some of the students who resort to drugs may also be having very high expectations placed on them by their parents, thus some of them may be afraid of disappointing their parents if they don't make it in school hence turn to drugs as a coping mechanism. Still this could be low-achiever who is frustrated in the sense that they can't compete favorably without extra effort towards improving their academic

performance. Students overall views on academic stress and drug use in school (see table 11,page 81) revealed a chi-square value of 0.61, thus indicating a significant relationship at 90% confidence level. This relationship was however confirmed at 95% confidence level in the teacher's analysis of the same in table 8,page 69.

The teachers' views on academic stress confirmed the students' views that quite a number of students were not enthusiastic about school at an indicated significance of 0.020 which is actually statistically significant at .05% level of confidence. The teacher's views on academic stress revealed significance of .028, which is statistically significant at .05% level of confidence (see tables 8 and 11). This study therefore tentatively concludes that amount of class work given to students in school contributes positively to drug use in school. The teachers clarified their views with the following reasons: some students do not complete their assignments in time, don't ask questions and seem to lack motivation. The teachers therefore concurred with the students' views that academic stress was contributing to drug use in their schools as shown in table 11 on page 79.

The issue of class work was further clarified when the students were asked whether the amount of class work given to students by their respective subject teachers is contributing to drug use. A majority of the students who had used a drug and those who had not used drugs agreed that academic stress was contributing. However, the results of the weighted sample analysis depicted in figure 15 below gives a clear picture of the situation.

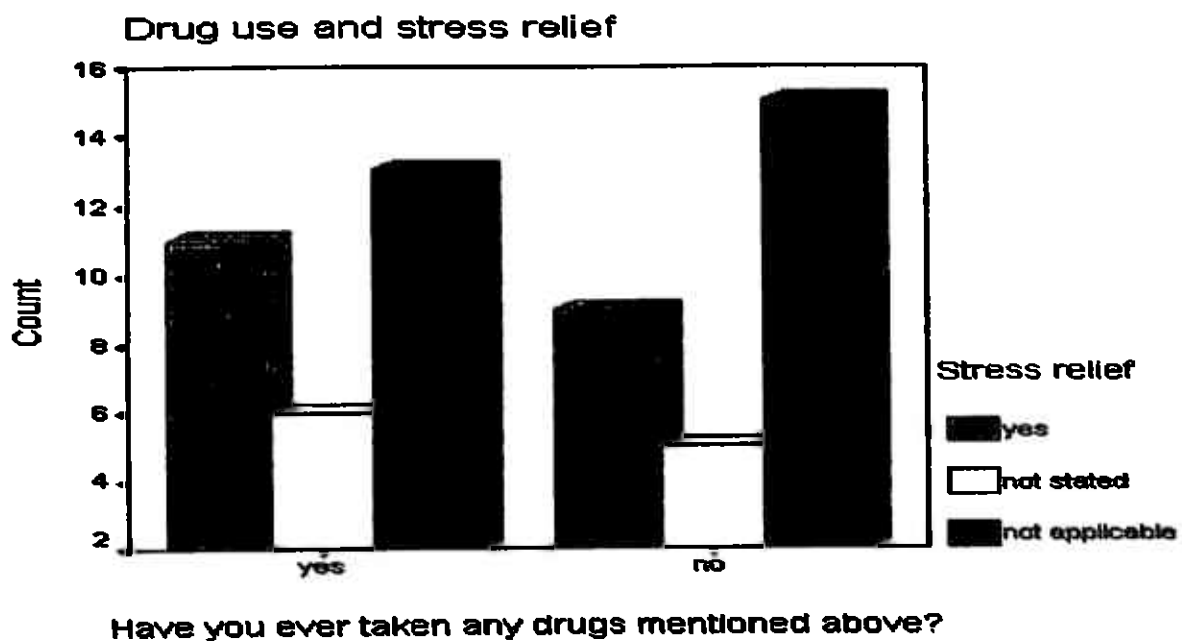
**Figure 15: Shows the relationship between drug use and academic stress in schools.**



This actually confirms the fact that students, who found problems coping with class work, were more likely to use drugs than those who had no problems coping with class work.

These findings were found to be consistent with the findings of studies by Stinch Combe (1964) Short (1964) and Pork (1966) in the United States of America that certain adverse or negative school experiences of some youths coupled with fundamental defects in the education system resulted in delinquency among students.

**Figure 16: Shows the relationship between drugs and relieving stress among students.**



The relationship between drug use and academic stress in schools was further confirmed at 98% confidence level in the teachers' views as shown in tables 8(pg 64) and 11(page 81). Based on the evidence in the data collected from students, teachers and informants, this study concludes that academic stress contributes to drug use among students in secondary schools. The study therefore accepts as true the hypothesis that academic stress contributes to drug use among secondary school students in Nairobi.

**4:4:4 Hypothesis Four: Student educational aspiration contributes to drug use among students**

This hypothesis was measured by the students desired highest level of education, class performance, desired careers, perception i.e. (as to whether they see themselves getting the jobs they desire most) and whether the job market situation contributes to prevalence of drug use in schools. These views are presented in the table 10 shown below.

**Table 10: Shows the results of the cross tabulation and chi-square analysis between drug use and student educational and occupational aspiration.**

Variable name		Ever used a drug		No. Of cases	Chi square value
		Yes	No		
Highest level of education aspired	Form four	1(0.7%)	1(0.7%)	2	$\chi^2$ : 3.440 Df: 2 Sign: 0.179
	College/polytechnic	0(0.0%)	7(4.9%)	7	
	University	41(28.8%)	92(64.7%)	133	
<b>Total</b>		<b>42(30%)</b>	<b>100(70%)</b>	<b>142(100%)</b>	
Self rating in academic ability	Above average	20(12.8%)	44(28.2%)	64	$\chi^2$ : 1.045 Df: 2 Sign: 0.593
	Average	22(14.1%)	64(41.1%)	86	
	Below average	0 (0%)	5 (3.2%)	5	
<b>Total</b>		<b>42(26.9%)</b>	<b>113(72.5%)</b>	<b>155(100%)</b>	
Prospects of getting desired job based on academic ability and job market	Yes	30(19.6%)	59(38.5%)	89	$\chi^2$ : .007 Df: 1 Sign: 0.932
	No	12(7.8%)	52(33.9%)	64	
<b>Total</b>		<b>42(27.4%)</b>	<b>111(72.4%)</b>	<b>153(100%)</b>	

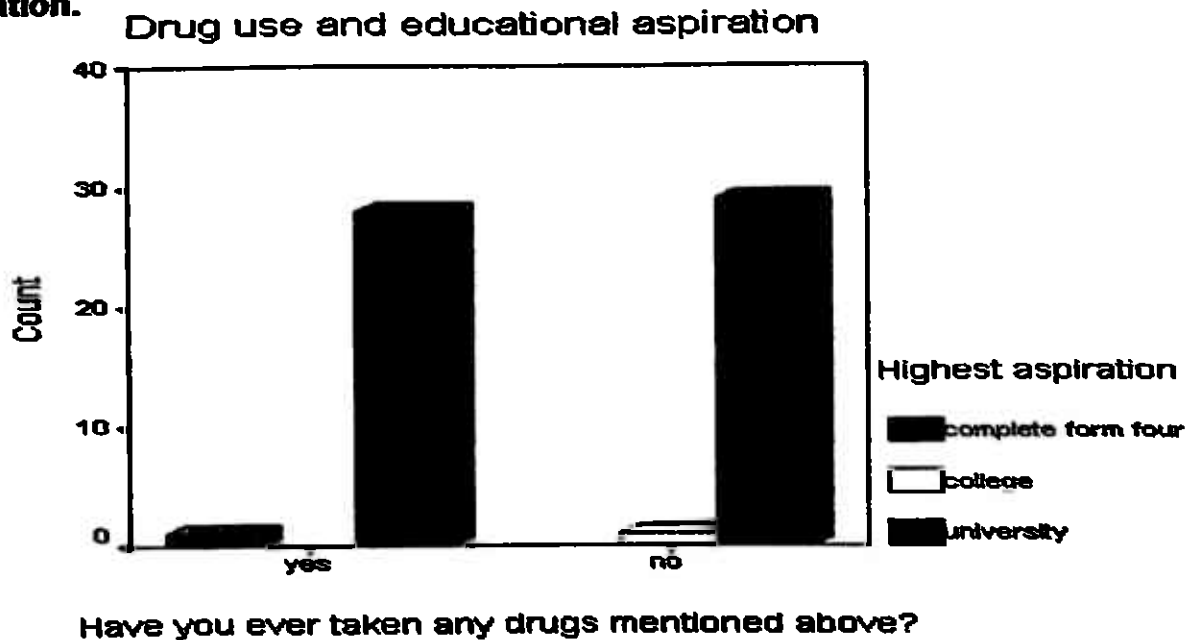
*Note: The total number of expected cases was 161. Therefore, the difference between total expected and actual cases is due to non-response.*



### Highest level of education aspired

With regard to desired educational level to be attained, the frequency distribution of respondent's views revealed that a total of 93.5% consisting of both users and non-users aspired to attain university education (see table 10 above). The results of the cross tabulation showed that a majority of students, both drug users and non-users, aspired to attain university education. A few hoped to at least qualify for training in tertiary institutions other than at the university. However the results from the weighted sample analysis as shown in table13 on page 82 and the figure 17 below show that all students who had used drugs had very high educational aspirations since all of them wanted to attain university education compared to the non users.

**Figure 17: Shows the relationship between drug use and student educational aspiration.**



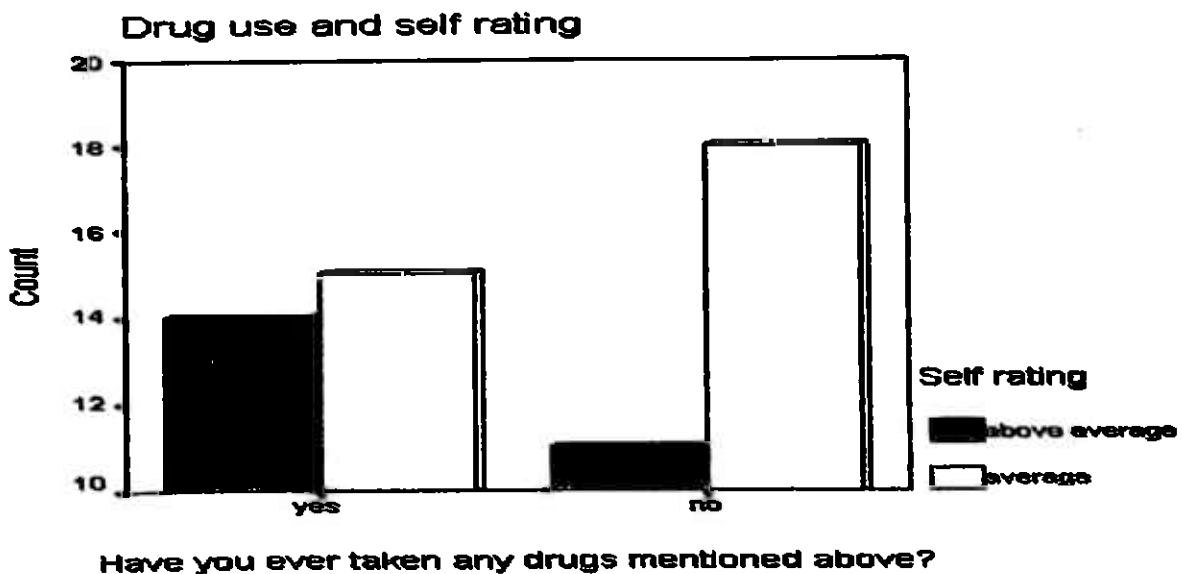
While this trend may be realistic, it could also be based on the false perception that drugs enhance the power of imagination, concentration and self-actualization (PHEADA: 1993). This could also be due to unrealistic educational aspiration as was found out by Kinyanjui (1990) in her study of factors influencing secondary school students' educational aspirations and occupational aspirations in Nyandarua district, Kenya. Kinyanjui's study also found out that students perceived academic ability influences their educational aspirations. She also found out that secondary school students had very high educational and occupational aspirations that were fairly unrealistic. The current study findings are consistent with Kinyanjui's findings that most

secondary school students have high educational aspirations which may predispose some of them to use drugs as a boost to their academic ability to enable them achieve their educational objectives as shown in figure 18 above. This study therefore concludes that high educational aspirations contribute to drug use among some secondary students in Nairobi.

**Self-rating**

Asked about their individual academic ability, majority of the users rated themselves to be of average ability while about a half of them rated themselves as above average. It is interesting to note that none of them rated themselves below average. On the contrary, among the non-users, the majority rated themselves as of average academic ability, about half rated themselves as above average and a small proportion stated that they were below average (see table 10 on page 74). Generally both users and non-users rated themselves as average or above average in class ability, but the non-users seemed to portray a normal school situation compared to that of the users, which is rather erratic as shown in fig. 18 below.

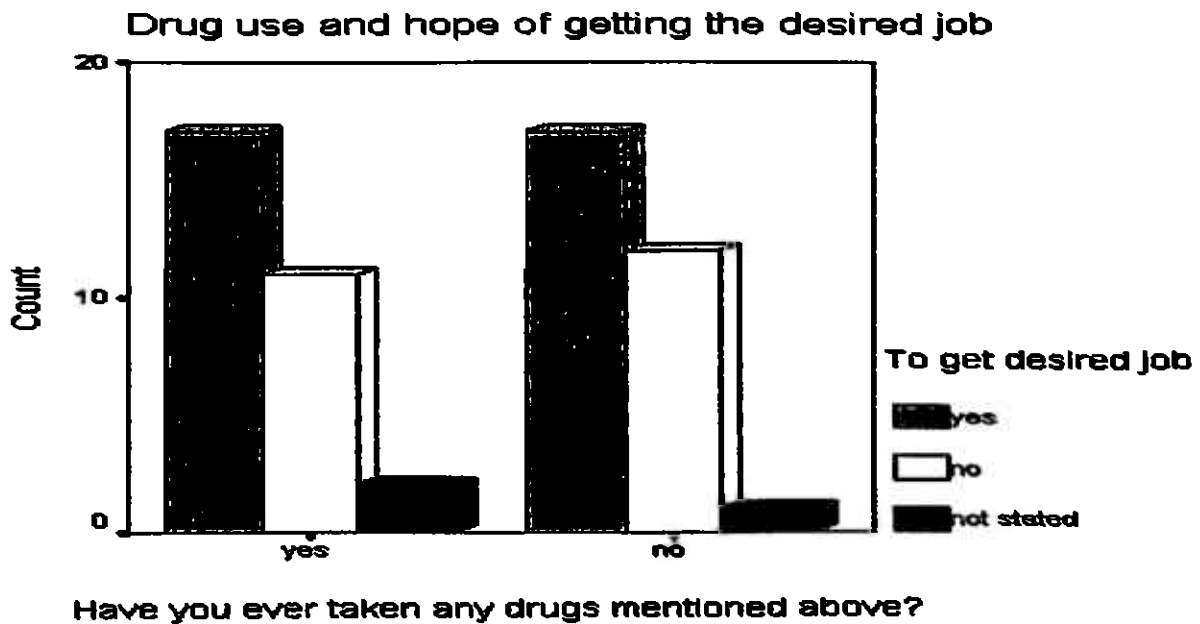
**Figure 18: Shows the relationship between drug use and student rating of their individual academic ability.**



There was no significant variation between non-drug users and drug users in terms of academic ability and aspiration because education is perceived as the key to success in life and therefore every family and student hopes that they excel in school to get well paying jobs. The students were also asked whether they saw themselves getting the

desired jobs given their class ability and the current employment situation in Kenya. The responses are shown in Table 10,pg 75 and figure 19 below.

**Figure 19: Presents the relationship between student occupational aspirations and drug use.**



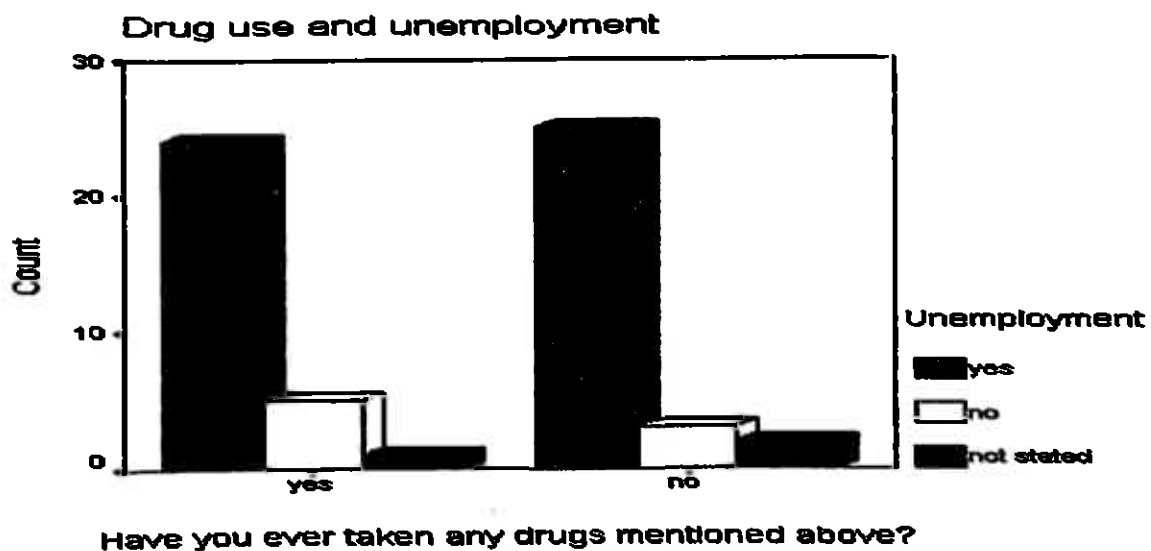
An overwhelming majority of those who have used drugs said that they were optimistic about getting the jobs they desired most while the non users were equally divided on this matter see fig.19 above. About half saw themselves getting the desired jobs while another half did not perceive themselves getting the desired jobs. It seems that the students who are using drugs are doing so on a false perception that drugs will make them excel academically by enhancing their mental capabilities. They seem to be deluded about the reality of things due to drugs. Others may be under pressure from their families and teachers to excel.

Thus going by the non-users views, it is true that many students are getting pessimistic about their future in terms of job placement. It is therefore possible that high educational aspirations among students is contributing to drug use, in the sense that the students think that drugs will help them excel academically by enabling them to stay awake longer to do their homework and extra reading. This further clarifies the fact that lack of adequate knowledge concerning the bad effects of drugs is contributing to drug use because drugs interfere rather than boost mental ability.

## Employment

To obtain the students overall view on drug use and employment, the students were asked their views on the employment situation in Kenya and whether it was contributing to drug use among students. The results of the cross tabulation between drug use and employment showed that 19.6% of those who had used drugs and 38.5% of those who had not used were optimistic of getting the desired jobs. While 7.8% of users and 33.9% of non-users stated that they were not sure of getting their desired jobs (see table 10, pg 74). The findings indicated that a majority of the students agree that lack of jobs in Kenya was contributing to drug use in schools by undermining the value of education among students. Unemployment is partly to blame for the increase in the number of drug peddlers who are easily availing drugs to students. The relationship between the employment situation and drug use by students is shown in figure 20 below.

**Figure 20: Presents the relationship between drug use and the employment situation in Kenya**



Recent studies by NACADA (2004) and another study by UNODC (2004) also established that lack of gainful employment among many youths in this country was contributing to increasing incidence of drug peddling and use among the youths in Kenya. This study therefore concludes that the hopelessness in the job market in Kenya is contributing to drug use among students in Nairobi by making them pessimistic about their future career placements. Therefore interventions should among others seek to improve the employment situation in Kenya to restore optimism among the youths of this nation.

**Table 11: Presents the summary of the key findings of this study based on the students and teachers and views.**

<b>Variable name</b>		<b>Chi square value</b>	<b>Degree of freedom</b>	<b>Significance level</b>
<b>Prevalence of drug use in school</b>	Students	2.255	1.	0.133
	Teachers	24.163	3	0.000
<b>Sources: students</b>	Students	5.843	2	0.054
<b>School neighborhood</b>	Students	5.335	2	0.069
	Teachers	9.940	1	0.002
<b>Lack of knowledge on the effects of drugs</b>	Students	5.836	1	0.016
	Teachers	0.969	1	0.325
<b>Family factor</b>	Students	2.493	1	0.114
	Teachers	6.443	1	0.011
<b>Class work</b>	Students	4.601	2	0.100
	Teachers	5.379	1	0.020
<b>Academic stress</b>	Students	3.504	1	0.061
	Teachers	4.846	1	0.028

**Table 12: Presents summary of Chi- Square values from students' views based on the main sample analysis.**

<b>Variable name</b>	<b>Chi-square value</b>	<b>Degree of freedom</b>	<b>Significance</b>
<b>Age</b>	7.643	1	0.006
<b>Sex</b>	1.758	1	0.185
<b>Class</b>	9.247	2	0.010
<b>School</b>	15.905	5	0.007
<b>Religion</b>	0.644	1	0.422
<b>Residence (holidays)</b>	2.493	2	0.287
<b>Boarder or day</b>	3.475	1	0.062
<b>Number of children</b>	0.416	1	0.519
<b>Birth order</b>	0.429	1	0.513
<b>School fees payment</b>	3.037	3	0.386
<b>Duration of stay in Nairobi</b>	5.028	2	0.072
<b>Mothers education</b>	2.128	2	0.345
<b>Fathers education</b>	1.656	2	0.437
<b>Fathers occupation</b>	0.325	2	0.850
<b>Mothers occupation</b>	1.693	2	0.429
<b>Drug prevalence</b>	1.244	1	0.265
<b>Lack of knowledge</b>	3.415	2	0.181
<b>Parental strictness</b>	0.395	2	0.821
<b>Parental awareness</b>	0.017	1	0.897
<b>Inadequate supervision</b>	1.199	1	0.274
<b>Parental keenness</b>	0.116	1	0.734
<b>Caution on friends</b>	0.324	1	0.569
<b>Parents reaction to mistakes</b>	3.014	4	0.556
<b>Discussion with parents</b>	0.574	1	0.449
<b>School life</b>	6.788	3	0.079
<b>No of outings (term)</b>	0.202	2	0.904
<b>Class work enough</b>	2.928	2	0.231
<b>Amount of class work</b>	0.812	1	0.368
<b>Assessment 8.4.4. System</b>	6.223	3	0.101

<b>Self rating</b>	<b>1.045</b>	<b>2</b>	<b>0.493</b>
<b>Academic /job</b>	<b>0.007</b>	<b>1</b>	<b>0.932</b>
<b>Aspired level</b>	<b>3.440</b>	<b>2</b>	<b>0.179</b>
<b>Lack of jobs</b>	<b>1.214</b>	<b>2</b>	<b>0.545</b>
<b>Who to blame</b>	<b>5.640</b>	<b>5</b>	<b>0.343</b>
<b>Socio- economic background</b>	<b>8.767</b>	<b>4</b>	<b>0.067</b>
<b>Sources students</b>	<b>0.086</b>	<b>1</b>	<b>0.769</b>
<b>Touts /street boys</b>	<b>3.886</b>	<b>1</b>	<b>0.049</b>
<b>Slums near school</b>	<b>3.150</b>	<b>1</b>	<b>0.076</b>
<b>Friends</b>	<b>0.380</b>	<b>1</b>	<b>0.538</b>
<b>Bars</b>	<b>0.505</b>	<b>1</b>	<b>0.477</b>
<b>Parents</b>	<b>0.043</b>	<b>1</b>	<b>0.836</b>
<b>Teachers</b>	<b>1.383</b>	<b>1</b>	<b>0.240</b>
<b>School workers</b>	<b>0.527</b>	<b>1</b>	<b>0.468</b>
<b>Shops</b>	<b>0.432</b>	<b>1</b>	<b>0.511</b>

**Table 13: Presents a summary of chi-square values based on the weighted sample analysis**

<b>Variable name</b>	<b>Chi-square values</b>	<b>Degree of freedom</b>	<b>Significance</b>
<b>Source of drugs: students</b>	5.843	2	0.054
<b>Touts and street boys</b>	2.273	2	0.321
<b>Slums near the school</b>	5.335	2	0.069
<b>Boarder/day scholar</b>	2.411	1	0.121
<b>Drug use in school</b>	2.255	1	0.133
<b>Parental strictness</b>	0.575	2	0.750
<b>Difficulty obtaining permission</b>	1.058	2	0.589
<b>Parents drug awareness level</b>	0.256	1	0.613
<b>Parents reaction to mistakes</b>	1.617	3	0.655
<b>Age</b>	7.537	4	0.110
<b>Sex</b>	0.073	1	0.787
<b>Religion</b>	1.056	1	0.304
<b>Duration of stay in Nairobi</b>	2.636	2	0.268
<b>Lack of knowledge on effect of drugs</b>	5.836	1	0.016
<b>Drugs and social economic status</b>	6.671	4	0.154
<b>Who to blame most for the problem</b>	4.552	5	0.473
<b>Parental supervision</b>	2.493	1	0.114
<b>Student attitude towards school</b>	1.937	3	0.586
<b>No. of outings per term</b>	2.777	2	0.250
<b>Class work enough?</b>	4.601	2	0.100
<b>Class work and drug use in schools</b>	3.504	1	0.061
<b>Drugs relieve stress</b>	3.742	2	0.154
<b>Highest level of education aspired</b>	4.154	2	0.125
<b>Self rating academically</b>	2.233	2	0.327
<b>Academic ability and desired job</b>	1.467	1	0.226
<b>Unemployment and drug use</b>	0.065	1	0.422

#### **4.4.5 KEY INFORMANT INTERVIEWS**

The study utilized key informant interviews as a method of data collection. The interviews provided qualitative data, which was used in interpretation and analysis of



the data. A total of four informants were interviewed and the findings are presented below.

#### **Psychiatrist - Kenyatta National Hospital**

To obtain an experts view on this subject the study had an interview with Doctor Mulindi of Kenyatta Hospital. Dr. Mulindi stated that drug use among secondary school students is caused by a number of factors such as identity crisis, failure in the family, school and society and lack of right avenues to expend the excess energies among youths. He observed that identity crisis revolves around the concepts of dependence and independence. The youths at this point are neither children nor adults. They are in transition whereby most of them would like to be considered adults when in actual sense they are not capable of handling adult duties/responsibilities. Also, at this stage the youths are in a stage of solidifying their moral values and if the ground is shaky the consequences are disastrous. The youth are also in search for virtues like justice. because of their desire to see things done the right way. They are also in search of meaningful advice, which is lacking due to moral collapse in the society. Failures in the school, family and society have resulted in lack of clear cuts in life that provide clear direction.

He further stated that there are no enough good role models in the family and society for youths to emulate. Some parents are not keen on what they do in their children's presence or knowledge. Thus children get to learn their parents' weakness and thus become uncontrollable. Therefore according to this experts view, the problem of drug use could be attributed to adolescent search for identity in a social environment that lacks clear norms of conduct, no clear values to be embraced and no good adult examples that could form the base for proper personality development.

This case study finding indicates that drug use is a socialization problem concurs with the theoretical framework adopted in this study. It also confirms some of the key findings of the study that inadequate supervision by parents was contributing to drug use in schools. It further confirms the fact that society and family are to blame for the increasing incidences of drug use in school due to moral collapse in society. also inadequate supervision by parents was contributing to drug use in schools.

#### **Education officer - Nairobi**

According to this respondent, drug use was a serious problem in secondary schools in Nairobi. According to this informant, about one third of students were using drugs.

Bhang is mostly used in schools like Kikuyu Day while heroine is mostly used in schools like Eastleigh High School because of ghetto men who reside in the neighboring areas. He also pointed out that students serve as the main link with the student community.

According to this officer, the causes of drug use in schools include: desire to increase academic ability especially among students who may be academically weak. Some students take drugs because of the desire to assert themselves in the presence of members of the opposite sex. He also pointed out that too much class work at school was also contributing to drug use in schools and that advertisement of drugs also serves to lure young people into drugs. Weak and unclear legislation in the country is also to blame for increasing incidence of drug use. He also stated that adjustment to boarding school life for many urban-bred youths is hard. The main sources of drugs among students are fellow students and slums near the school. The causes of drug use include academic stress, desire for recognition, mass media influence, weak and unclear legislation and problems of adjustment to school life. And based on the foregoing discussion of this case study finding, and other findings from students and teachers, this study concludes that drug use is a serious problem in schools in Nairobi. Academic stress was contributing to drugs in schools. That urgent measure should be taken by the government to strengthen legislation with regard to sale and use of drugs as a survival technique. He concluded that the government should take serious action concerning reduction of drugs in the society.

Key findings in this case study are that drug use is a serious problem that requires urgent attention by the government.

#### **Cultural Officer - Ministry Of Culture And Social Services Nairobi Province**

According to this informant, almost all secondary schools in Nairobi are affected by the problem of drug use. Schools like Nairobi High consist of students who come from wealthy backgrounds and most use drugs like heroine, mandrax and bhang. Whereas students from schools like Pumwani High, and Eastleigh High school and Kiambu come from middle and low class family backgrounds mostly use bhang, because of easy reach and low cost of these drugs.

This informant pointed out that the main obstacle to tackling the problem of drugs in schools is the power structure in the schools. School head teachers need to be

encouraged to allow free investigation by stakeholders like researchers, civil society organisations. According to this informant, the causes of drug use in school include: the run away system of culture and family breakdown, idleness, the burdensome system of education that forces children to mature too early, advertisement of drugs as a form of heroism, influx of western values in what is presently called the information super high way. Videos such as the one titled (just a small party) transmit definitions that encourage drug use. The artificiality of Christianity is also to blame for the spiritual emptiness among Christian adherents since most of them do not internalize Christian teachings.

He further observed that the society is founded on wrong models. Wealth is the main goal and symbol of success. Hard work has been replaced by quick grasp. The mistaken role of role models is also another factor. Personalities like Jirongo and Kamlesh Pattni set bad models. Glorification of failure by young people is also contributing to drug use because some young people are looking at touts (manambas) and realizing that they did not have to work hard in school to achieve material success. The problem of drug use is a serious one. Socio- economic backgrounds of the students influence the kinds of drugs they use. The administration in schools has been a major obstacle to addressing the problem by denying the prevalence of drug use in the individual schools. It is also due to social disorganization in society emanating as a result of culture conflict in the society.

#### **Parent of a child using drugs**

The respondent was a widow and a mother of four sons, the youngest having a problem with drugs .She narrated that her son started using drugs while in form two although she did not know the actual drugs that the son was using. She noticed certain change in behavior and appearance. The son's lips changed color, hair was always unkempt, and the eyes were red. When she noticed these changes, she transferred the son to a boarding school because she thought that the son was in wrong company as a day scholar. While in boarding school the son had serious problems with school administration where he was expelled from several schools.

She further narrated that due to the expensive nature of the drug habit, the son started stealing property from their home in order to sell cheaply to buy drugs. He also stole from his brothers. The son also lost respect for the mother because he could take the mother's vehicle without her permission. He became very cunning because he could

send fake school fees structures to his brothers and mother when he was actually not in school. This was to enable him get the money to buy drugs. He became very violent threatening the lives of his family members. He became totally unmanageable and the mother was forced to take him to a mental hospital for one year. After mental therapy the son was taken to a technical institute to help him develop a career but he could not manage. The respondent pointed out that she found it hard to accept the son's condition because she had done her best for him. This experience affected her so much psychologically that even counseling could not help her much to come to terms with the situation.

This parent was not to blame because she had always tried to do her best for her children .she also did not know what drugs the son was using and even where he was getting them from. She concluded that drugs made her son to become a total wreck without any career and a misfit that can only live with his elder brother. This case study was useful in amplifying the effects of drug use on the students and family and school. The effects include poor hygiene, lack of respect for the school authority, school absenteeism and eventual dropout and expulsion, theft of family property to finance the drug habit, career destruction and psychological torture for the parents and other family members. Thus, it is a serious problem that requires urgent and concerted efforts to combat.

#### **4.4.6 Inferences from key informants**

The key informants' views strongly corroborated the students and teachers views on the problem of drug use in schools in Nairobi province. The views confirmed that:

- Drug use was a serious problem in secondary schools in Nairobi.
- Academic stress due to high societal expectations placed upon students drove some to drug use.
- The breakdown of the traditional society vis a vis influx of western European values systems is leading to mal-adaptation among youths.
- Lack of adequate legislation as well as enforcement of existing laws is to blame for increased drug use among students.

## **CHAPTER FIVE**

### **SUMMARY OF MAIN FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1: INTRODUCTION**

The study on drug use in Nairobi Province was designed to investigate some of the factors that explain drug use among secondary school students. Although a few other studies (by Yambo 1983, Namwonja 1993 among others) have been done on this topic, the study depended on the primary data collected from the field in Mar - April 2001 and secondary data. This chapter presents the major findings of the study and conclusions. The chapter concludes by making recommendations on what needs to be done to address the problem of drug use among students in secondary schools in Nairobi.

#### **5.2: MAIN FINDINGS OF THE STUDY**

The study had four objectives to achieve. The first objective was to investigate the relationship between student level of drug awareness and drug use among students. The findings of the study showed that many students were aware of the drugs commonly used by students and some of the common effects of these drugs. However, most of them did not seem to be aware of the most serious effects such as coma, death, obesity and infection with deadly diseases like hepatitis B and HIV/AIDS.

When students were asked whether lack of adequate knowledge among concerning the negative effects of drugs was a factor, an overwhelming majority of drug users and non-users agreed that lack of adequate knowledge was contributing to this problem in schools. The hypothesis that lack of adequate knowledge was contributing to drug use among students was proved true and was confirmed at 98% confidence level. The study therefore concludes that lack of adequate knowledge contributes to drug use among students in secondary schools in Nairobi Province.

The second objective of the study was to investigate the relationship between parental supervision and drug use among students in secondary schools in Nairobi Province. The family has a role to play in the socialization of its members as well as instill discipline. Therefore, when many youths take to destructive behavior such as drug use; it raises questions about the quality of parenting found in the youth's families.

Responses from the students, teachers and some key informants revealed that many parents in Nairobi are not strict enough with their children. They allow a lot of freedom for children to go wherever they want. They used counseling as a main method of instilling discipline in their children, cautioned their children about the company they keep and discuss the problem of drugs fairly well with their children. However, parental supervision over children was found inadequate. This hypothesis was confirmed at 98% level of confidence. It is therefore true that the degree of parental supervision determines student involvement in drugs. The study therefore accepts this hypothesis as true.

The third objective was to understand the relationship between student workload in school and drug use. Based on the students' responses, the study found out that many students who found school life boring (or very boring) were more inclined to drug use. A significant number of student who found difficulties coping with class work were also using drugs. The drugs were used to relieve stress and achieve relaxation. Some students use drugs like miraa to stay awake to complete homework or do extra reading. The teachers' views also confirmed the students' views. It was therefore concluded that in this study that students who found difficulties coping with their homework were more likely to use drugs than those who had no problems coping with class work.

The above findings therefore tend to confirm the hypothesis that academic stress was contributing to drug use among students. The study therefore accepted the above hypothesis as true and concludes that academic stress was contributing to drug use among students in Nairobi.

The fourth objective of the study was to establish whether or not student educational aspiration was contributing to drug use among students. This study found out that both drug users and non- users had very high educational aspirations of attaining university education. Thus there was no significant variation between drug users and non-users in terms of academic ability and aspirations. The study also found out that high educational aspiration among drug using students was contributing to drug use because the students think that drugs can help them excel academically by enhancing their mental capabilities. This further confirms the fact that lack of adequate knowledge on the negative effects of using drugs is contributing to drug use because, in reality, drugs impair mental ability.

In regard to occupational aspiration, a majority of those students who had used drugs stated that lack of jobs in Kenya was contributing to drug use in schools by making many youths pessimistic about their future career placements. Also an overwhelming majority of the non-users supported the fact that lack of jobs was contributing to drug use in school. The findings further indicate that many students in secondary schools are pessimistic about their future in terms of securing their desired careers. Studies by NACADA (2004) and UNODC (2004) found out that lack of employment was contributing to drug use among students and non-student youths in Kenya. Based on these findings, this study concludes that high educational aspirations among students coupled with low prospects for attaining the desired careers was contributing to drug use among students. The study also tentatively accepts the hypothesis that a high educational aspiration was contributing to drug use among students in Nairobi.

Besides the above findings, which were based on the specific objectives, there were other findings based on the social demographic characteristics of the respondents. The study found out that drug use was more prevalent among students aged between 17-20 years. Nevertheless, the proportion of male students involved is still higher than that of their female counterparts. However, the proportion of females using drugs seemed to be increasing significantly, thus signaling serious problems for family stability and health of children to be born to these girls in future. Form three students were found to be more involved in drug use than form fours and twos possibly due to the heavy academic syllabus to be covered in this class.

Drug use is a serious problem in many secondary schools in Nairobi, affecting over twenty five percent of the students. The most commonly used drugs in order of frequency of include: alcohol, tobacco, bhang, miraa, kobar (Indian type of tobacco), cocaine, heroine and mandrax. The Duration of stay in Nairobi and residence during school holidays was also found significantly related to drug use because of high level of exposure to drugs and an environment that favours drug use in urban areas. Parental level of education, parent's occupation, family size and birth order of student's respondents are positively related to drug use among students. The nature of schooling (Boarder or day scholar) was found positively related to drug use. Most students who had used a drug were boarders. It seems that boarders are more likely to use drugs than day scholars. This is because many children raised in Nairobi have difficulties coping with boarding life. The fact that the home environment is more often better than

the school conditions, some of the students adopt drug use as coping mechanism. The study also found out that the main sources of drugs for students in schools are fellow students, touts and slums near the schools (school neighborhood).

The findings further indicate that the society and government were to blame most for the problem of drugs in schools. Parents, teachers and students were also found to blame but to a lesser extent. Socio-economic background of respondents was positively related to drug use among students. Drug use affected students from all socio-economic backgrounds, however those from the high class (rich families) were found to be twice as much, more likely to indulge in drug use than those from middle and low class families. This is because of their ability to afford these drugs and relative low parental controls due to the busy nature of the middle and high-class families. Thus socio-economic background is positively related to drug use among students.

In summary therefore the following factors were found positively related to drug use, sex, parents' level of education, occupation of parent, family size, birth order, religion, educational aspiration, and socio-economic background. While the following factors were found to be significantly related to drug use in schools: age, class, school being attended, lack of adequate knowledge, inadequate parental supervision, and academic stress, nature of study and duration of stay in Nairobi. Based on the findings presented in this chapter this study concludes that drug use is a serious problem that requires urgent attention by the ministry of education, individual schools, parents, students and the government. Suggestions on what could be done are presented below as recommendations.

## **STUDY CONCLUSIONS**

In view of the foregoing discussions in this chapter, the following conclusions have been made: drug use among secondary school students depended on the age of the student, form or class, the school attended, duration of stay in Nairobi and whether the student is a boarder or day scholar.

Second, lack of adequate knowledge concerning the negative effects of drugs among the students contributes to drug use in schools.



Third, lack of adequate parental supervision by way of monitoring their children's behavior and instilling discipline contributes to drug use among secondary school students in Nairobi.

Fourth, majority of students had problems coping with class-work and had negative attitude toward school life. Therefore academic stress was contributing to drug use among students.

Fifth, most students have high educational aspirations although the bad employment situation made many of them pessimistic about their future career placements. Majority of students also agreed that unemployment was contributing to drug use among students in secondary schools.

### **5.3: RECOMMENDATIONS**

Based on the major findings and conclusions of this study, the following recommendations have been suggested for implementation.

#### **DRUG AWARENESS**

Lack of adequate knowledge concerning the negative effects of drugs was found to be contributing to drug use among students. To raise levels of awareness among students, this study recommends that:

- The Ministry of Education directs that all schools, through the guidance and counseling department conduct special lessons on drugs and the negative effects of their use.
- The ministry of education should introduce a special programme on drug use and abuse and channel it through public media such as radios, television and newspapers so as to raise awareness among students, parents, administrators and society in general. This will elicit support from all sectors of society for the concerted efforts to arrest this situation.
- The Ministry of Education should send a specific appeal to non-governmental organizations, religious groups, and youth organizations to take up the important task of raising awareness in schools, among parents and other sectors of society.
- Parents need to be encouraged by the government, churches and schools to regularly discuss the issue of drugs with their children.
- The Ministry of Education should research in this problem within the schools to enable development of appropriate interventions.
- Religious education should be made compulsory in all schools since religion has concrete and enduring moral values that can be relied upon for spiritual and moral development of the youth in this fast changing society.
- Schools and churches should use youth activities such as sports, drama and music to raise awareness on this problem.

#### **PARENTAL SUPERVISION**

The findings of this study indicate that inadequate supervision of children by parents was contributing to drug use in schools. To improve parental supervision:

- The parents need to be informed through meetings such as parent's day in schools, the local administration meetings and in the churches on the issues related to drug use and the youth. This would not only increase awareness

among parents but also translate into close supervision of their children both at school and home.

- Parents need to be encouraged to set good examples for their children to emulate since they are the first and most critical role models for their children.

#### **ACADEMIC STRESS**

To reduce academic stress emanating from too much class work, the Ministry of Education, through the schools inspection department should:

- Closely monitor teaching methods and other practices in all the schools to ensure that students are not overworked academically.
- The inspectorate team should ensure that schools do not expel the last students or force them to repeat just because they are seen as a threat to the schools average score in National exams. This would ensure that the low academic achieving (students) were not pressured towards using drugs as a coping mechanism.
- The schools inspectorate department should also ensure that schools allow students to rest by ensuring that students utilize physical education lessons and games time to relax. The ministry of education should therefore strive to streamline school administration by ensuring that highly qualified teachers lead schools. Errant teachers who sell drugs to students or use them in the presence of students should be severely punished.
- The schools board of governors in collaboration with the school Head teachers should organize regular meetings with parents to enhance collaboration with parents in dealing with the problem of drugs and other academic related issues affecting the students in school.

#### **EDUCATIONAL ASPIRATIONS**

In this study, most students were found to be having high educational aspirations but pessimistic about the future because of the bad employment situation in Kenya. To help such students positively cope with this situation:

- Career counseling should be intensified in all schools to enable students set realistic educational aspirations and to face their future positively despite the current reality. Information on the current employment situation should form part of the counseling programme in schools.
- The government, on the other hand, should strive to adopt development strategies that will create employment opportunities for its citizens.

## **DRUG AVAILABILITY REDUCTION**

The responsibility of reducing the amount of drugs in Nairobi and Kenya as a whole lies with the government. Given the magnitude of this problem:

- The government should declare drug use a national disaster and marshal all available resources both financial and human to combat the problem.
- Government should willfully and forcefully take action to translate the many drug legislations to action to combat drug trafficking and use.
- Advertisement of all forms of drugs like alcohol, tobacco should be banned completely.
- The government needs to strengthen the capacity of the police to detect and arrest drug dealers who sell drugs to young people and a special court be set up to prosecute these cases.
- Heavy penalties should be imposed on drug dealers. Some countries like China are executing drug dealers to show their commitment to rid their society of drugs.
- Drug rehabilitation centres should be set up in all district hospitals to enable the affected student's access treatment.
- Lack of employment in Kenya is driving many young people in school and outside school to use drugs. The government should therefore take up employment creation as a top priority agenda and adopt relevant development strategies that create jobs for the many unemployed Kenyans.

## **DIRECTION FOR FURTHER RESEARCH**

Given that this study focused on schools in Nairobi, it is important for similar studies to be conducted in schools located in smaller towns as well as rural areas for purposes of generating comparative data and the dynamics and rural urban differentials impacting on the phenomenon of drug use among students in secondary schools.

Peer pressure was found to be a significant contributor to student initiation in drug use. It is therefore important for studies to be conducted on adolescent value systems to be able to establish the source and kind of values that influence adolescent behavior in Kenya today. This would provide a guide to the development of intervention strategies aimed at countering negative values.

Studies on the specific rules that govern family life should be conducted with a view to

Understanding more about the relationship between parental supervision and drug use in schools.

## BIBLIOGRAPHY

**Amstel, A. (1970).** Frustration" Psychological Bulletin 55,102 119

**Anti-Dangerous Drugs Organisation.** Report (1995). Government printers, Kenya.

**Becker, H. S. (1996) .** Outsiders: Studies in the Sociology of Deviance. Free Press, New York.

**Bogdan, R and Taylor, S. J. (1975).** Introduction To Qualitative Research Methods. New York, Wiley.

**Bradburn, N. M and Sudman, S. (1979).** Improving Interview Method and Questionnaire Design. San Francisco, Jossey-Bass.

**Clinard, M. B. (1964).** Anomie and Deviant Behaviour. New York Press.

**Cloward, R. A and L.E Ohlin. (1961).** Delinquency and Opportunity. Free press, New York.

**Daily Nation,** November 1990

**Daily Nation,** Saturday, April 4, 1998.

**Daily Nation,** May 1998

**Daily Nation,** Monday, June 22, 1998.

**Daily Nation,** May 1998, June 2002

**Filstead, W. J. (1970).** Qualitative Methodology: First Hand Involvement With The Social World. Ed. Chicago: Markham.

**Gatere, S.G. (2002).** "Challenges Of Drug Use In Colleges And Universities" unpublished paper presented at the second national conference on drug use.

**Haji, A. (1985).** Socio-Economic Factors Related To Khat Use In Garrissa. Nairobi University, Sociology Department.

**Kandel, D. B. (1975).** "Stages in Adolescent involvement in drug use" in Science, Vol.190, 912 - 915.

**Kandel, D. B. (1976):** "Adolescent Involvement In Illicit Drug Use: A Multiple Classification Analysis" in Social Forces. Vol. 55: 438 - 458.

**Kingsey D, et al. (1948).** Sexual Behaviour In The Human Male. Philadelphia, W.Saunders Publishers.

**Kingsey D, et al. (1953):** Sexual Behaviour In The Human Female. . Philadelphia: W.Saunders publishers.

**Kinyanjui,W. J. (1990).** "A Study Of Factors Influencing Educational And Occupational Aspirations Among Secondary School Students In Nyandarua District." Unpublished M.A Thesis, University of Nairobi, Sociology Department.

**Kvaraceus, W. C. (1964).** Juvenile Delinquency: A problem for the modern world. UNESCO, France.

**Lerman, P. (1970):** Delinquency and Social Policy. Prager Publishers, USA.

**Lukes, S. (1973).** "Emile Durkheim" Published by Allan Lane; The Penguin Press.

**Merton, R.K.(1957).** Social Theory And Social Structure: Revised Edition. Glencoe 111, Free Press

**Ministry of Health (1997).** Implementation Of Kenya National Drug Policy: Plan Of Operation (Revised) 1996 - 2000. Nairobi, Kenya.

**Moses, D. A. et al (1975).** Are You Driving Your Children To Drink: Coping With Teenage Alcohol And Drug Use. Van Nostrand Reinhold Company, New York.

**Muga, E. (1975).** Crime And Delinquency In Kenya. East Africa Literature Bureau, Kampala.

**Mushanga, T. M. (1976).** Crime And Deviance: An Introduction To Criminology. East Africa Literature Bureau, Nairobi.

**National Agency for the Campaign Against Drug Abuse (2004).** Youth In Peril: Alcohol And Drug Abuse In Kenya. A summary report of the National survey conducted in 2002.

**Namwonja G.T. (1993).** "The Role Of Peers In Drug Use Among The Youth: A Study Of College Students In Nairobi". Unpublished M. A. Thesis, Nairobi University, Kenya.

**Njau P.W. (1993).** Factors Associated With Premarital Teenage Pregnancies And Child Bearing In Kiambu And Narok Districts-Kenya. PhD. Thesis, Nairobi University, sociology department.

**Paxman, J.M and Sukerman R.J. (1987):** Laws And Policies Affecting Adolescent Health. Geneva, World Health Organisation.

**Preventive Health Education Against Drugs Abuse (1993).** Substance Abuse And The Youth. Dacar Agencies, Nairobi.

**Polk K. et al. (1966).** "Those that Fail": Unpublished paper, Lane country youth project, Eugen, Oregon.

**Research Monograph Series (1980).** Theories on drug use: Selected contemporary perspective. National Institute on Drug Use, USA.

**Republic of Kenya. (1984).** Ministry of education annual report, Government printers, Nairobi.

**Robert B. et al. (1979).** Towards Social Change. Edited copy.

**Schutt, K. R. (1996).** Investigating The Social World: The Process And Practice Of Research. Pine Forges Press, Thousand Oaks, California.

**Stinchcombe, A. L. (1964).** Rebellion In A High School. Chicago ,Quadrangle books.

**Singleton et al. (1993).** Approaches to Social Research (Second Edition). Oxford University Press, New York.

**Solomon, D. (1969).** The Marijuana Papers. Panther Modern Society press.

**Sutherland, H.E. (1970).** Criminology. J. B. Lopincott Company, New York

The Star, April 3 - April 6, 1998.

**United Nations (1998).** A Report Of The International Narcotics Control Board For 1997, New York.

**United Nations Office On Drugs And Crime (2004):** Study on the assessment of the linkages between drug abuse, injecting drug abuse and HIV/AIDS in Kenya.



**Warner, K. E. (1986).** Selling Smoke: Cigarette Advertising And Public Health.  
Washington DC

American Public Health Association.

**Warner, K. E. et al. (1986).** "Public Policy On Smoking And Health: Toward A Smoke Free Generation By The Year 2000". A statement of the working group to the subcommittee on smoking of American Heart Association, Circulation No. 73(2): 381 A - 395 A.

**World Health Organisation (1979)** . "Controlling The Smoking Epidemic". Report of the WHO Expert Committee On Smoking Control,, Geneva. WHO Technical Series Report, No.636.

**World Health Organization (1989).** "Youth and Drugs". The Health of Youth: Facts for action No.7 Geneva.

**World Health Organization (1993).** Legislative action to combat the world tobacco epidemic. Second Edition, Geneva.

**World Health Organization (1998).** WHO Expert Committee On Drug Dependency. Technical Report Series, Geneva.

**Winslow W. R. (1970).** Society in transition: A sociological approach to deviance. Free Press, New York, USA.

**Winslow W. R. (1970).** Juvenile Delinquency In A Free Society. Free Press, New York, USA.

**Wolfgang, M. E and Ferricutti, F. (1969).** The Sub-culture of Violence. London, Tavistock press.

**Yambo, M and Acuda. (1983). "Epidemiology Of Drug Use And Abuse": A Final Report Of A Pilot Study Of Nairobi City And Kyaume Sub-Location Of Kenya.**

**Zanden V. W.S. (1990). Sociology The Core. McGraw Hill, USA.**

# APPENDIX

## RESEARCH QUESTIONNAIRES

### STUDENT QUESTIONNAIRE

NAME OF SCHOOL: \_\_\_\_\_

NAME OF STUDENT: \_\_\_\_\_

FORM \_\_\_\_\_ AGE \_\_\_\_\_ SEX: MALE

FEMALE

RELIGION: \_\_\_\_\_

FATHER'S EDUCATION: \_\_\_\_\_

MOTHERS EDUCATION: \_\_\_\_\_

**Instructions: Put a tick in the appropriate box (es).**

1. Do you think students in your school take drugs?  Yes

2. What drugs do they use? Please give any names you know?

(a) \_\_\_\_\_

(b) \_\_\_\_\_

(c) \_\_\_\_\_

(d) \_\_\_\_\_

(e) \_\_\_\_\_

Any other?

(a)

(b)

3. How often do they use these drugs?

(i) Very often

(ii) Sometimes

(iii) Rarely

(iv) Very rarely

4. In your opinion, approximately what fraction of students could be using drugs in your school?

- (i) About  $\frac{1}{4}$
- (ii) About  $\frac{1}{2}$
- (iii) About  $\frac{3}{4}$
- (iv) Almost all the students

5. In your opinion what do you think could be some of the reasons contributing to drug abuse?

- (i) \_\_\_\_\_
  - (ii) \_\_\_\_\_
  - (iii) \_\_\_\_\_
  - (iv) \_\_\_\_\_
  - (v) \_\_\_\_\_
- Any other?
- (i) \_\_\_\_\_
  - (ii) \_\_\_\_\_

6. a. Do you think lack of adequate knowledge concerning the bad effects of drugs contributes to drug abuse? Yes  No

b. If yes, to approximately what extent?

- (i) 25%  (ii) 50%
- (iii) 75%  (iv) 100%

7. In your opinion, do you think inadequate supervision of children by their parents contributes to drug abuse among students? Yes  No

(b) If yes, to approximately what extent?

- (i) 25%  (ii) 50%
- (iii) 75%  (iv) 100%

8. Do you find it easy to obtain permission from your parents when you want to go for outings with your friends or relatives? Yes  No

9. How would your parents react if they learned that you were involved in abusing drugs?

- (i) Counsel you
- (ii) Beat you and counsel you later

(iii) Warn you

(iv) Nothing to you

(v) Any other reaction? Specify \_\_\_\_\_  
\_\_\_\_\_

10. (a) Do you discuss your problems and other issues affecting young people e.g. drugs with your parents? Yes  No

(b) If yes, how often do you do this?

(i) Rarely

(ii) Regularly

(iii) Very regularly

(iv) When need arises

11. In your opinion, would you say many parents are well informed concerning the effects of drugs? Yes  No

12. How do you find school life? (i) Interesting

(ii) A bit interesting

(iii) Boring

(v) Very boring

13. How do you find class work? (i) enough

(ii) not enough

(iii) too much

14. Do you think other students also feel the same with regard to school life? Yes  No

15. Do you think the amount of class work given to students by their respective subject teachers could be contributing to drug abuse in schools?

Yes  No

(b) If yes, to approximately what extent?

(i) Small extent

(ii) Large extent

(iii) Very large extent

16. Generally, how would you rate the 8.4.4. System of education in Kenya?

(i) Appropriate

(ii) Quite appropriate

(iii) Inappropriate

(iv) Quite inappropriate

(b) Do you think other students could be feeling the same about the 8.4.4. System of education?

Yes  No

17. What is your opinion concerning the education you are receiving in school in relation to your future life and employment?

(i) Relevant

(ii) A bit relevant

(iii) Irrelevant

(iv) Completely irrelevant

18. Do you think other students feel the same as you concerning the school education they are getting today?

Yes  No

(b) If yes, do you think this attitude could be contributing to student involvement with drugs?

Yes  No

19. Do you think easy availability of drugs is contributing to drug abuse in schools today?

Yes  No

(b) If yes, to approximately what extent?

(i) Small extent

(ii) Moderate

(iii) Large extent

(iv) Very large extent

20. In your opinion, which students mostly use drugs?

(i) Those from poor families

(ii) Those from middle class families

(iii) Those from rich families

(iv) All types of families.

21. Could this be the case in your school?

Yes  No

### TEACHERS QUESTIONNAIRE

1. Why do you think students use drugs?
2. Which drugs do students in your school mostly use?
3. Approximately what fraction of students use drugs in your school?
4. Do you think lack of adequate knowledge concerning effects of drugs contributes to drug use among students? To approximately what extent?
5. Does inadequate supervision of children by parents contribute to drug use among students? To what extent?
6. What is the students' general attitude towards school life and class work? Are they able to cope with the amount of work given per subject comfortably?

7. Do you think most parents are strict on their children? Do you think children are given enough counsel by parents?
8. Would you say the system of education is appropriate?
9. Do you think easy availability of drug contributes to drug abuse in schools? To approximately what extent?
10. Do the students perceive of school education as relevant to their future life?
11. Which students seem to be mostly involved in drug abuse, those from rich families or those from poor families or both?.

### **QUESTIONNAIRE FOR PARENTS**

1. Why do students use drugs?
2. Do you think most parents are well informed concerning bad effects of drugs?
3. Is the quality of parenting related to drug use by students in schools? If yes, in what way(s)?
4. What is your opinion concerning the current system of education in Kenya with relation to parents and students?
5. Do you think easy availability of drugs contributes to drug use in schools today?

As parents do you find it easy to discuss your children's problems with them? If yes, how often do you do it?