

**AN INVESTIGATION INTO THE EFFECTS OF DRUG ABUSE ON STUDENTS
LEARNING BEHAVIOR IN SECONDARY SCHOOL IN IKOLOMANI DIVISION
KAKAMEGA DISTRICT**

By

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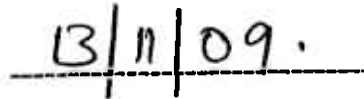
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DECLARATION

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



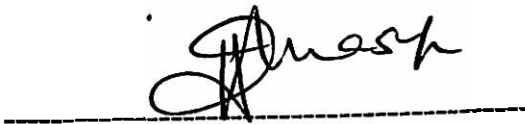
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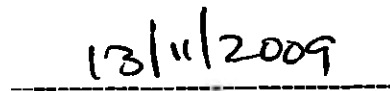
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DEDICATION

This work is dedicated to my sons. Special thanks go to my wife Regina, my brother Fred, my sister Beatrice for their support during my study. To my parents Charles and Esther may God bless you

ACKNOWLEDGEMENT

This work has been accomplished as a result of the support and encouragement of many people.

My special thanks to the supervisor Mr. Isaac Muasya who patiently gave the research guidance, suggestions and encouragement that enabled me to carry out and organize the work. I also wish to thank the members of the Department of Education Foundations for their assistance that enabled me complete my studies in good time.

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ABSTRACT

Drug abuse the world over is increasingly becoming a global problem which threatens to tear the social fabric of the society. The drug abuse menace has affected the youth particularly in Africa. The effects of drug abuse have been felt in many learning institutions the world over. The study ^{is} aimed at investigating the effects of drug abuse on students' learning behavior in Ikolomani division of Kakamega District. In order to carry out this study research objectives and subsequent research questions were developed. The major objectives of the study were to find out the effects of drug abuse on students' learning behavior.

Literature related to the study was reviewed and a research methodology was selected. The ex-post facto design of study was used to carry out the research and a target population of 143 teachers and 244 students was randomly selected from the population. Questionnaires were developed and administered to the respondents after validation.

The major findings of the study were that drug abuse negatively affected students learning behavior through lack of concentration in class, poor condition, absenteeism both from class and from school, rudeness to teachers and low self esteem which leads to poor performance. The study found that the sources of drugs in schools were fellow students, outsiders, school workers and friends. It was found that both teachers and students were aware that there was high availability of drugs in school. However, the school administration has employed concerted efforts to curb the menace. It was found that the most commonly abused drugs in school included cigarettes, alcohol, opium and *kuber*. The factors which influence drug abuse among students were found to be peer pressure, broken families, frustration and boredom among the students. One outstanding factor that was found to influence drug abuse among students was the large amount of pocket money given to students by parents, guardians and others

The study found out that abuse of drugs among students affect their learning behavior. The effects are depicted through poor performance in internal and external examinations. The study also concludes that the effects of drugs among students manifest themselves in form of observable behaviors. These include student's rudeness to teachers, aggressive behavior, absenteeism, lateness, striking and disorganization. The study concludes that the major cause of drug abuse among students is peer pressure. However other causes of drug abuse include too much money given to students by parents as pocket money, loss of parents therefore exposing the students to influence from other people ,boredom, too much work and availability of drugs within the vicinity of the schools, the community surrounding the school, the school canteen ,visitors and surrounding bushes and forests.

From the findings of the study, the following recommendations have been suggested. The study recommends that school authorities should lay down mechanisms to reduce drug abuse among students in school. These mechanisms include vetting all visitors to the school, severe punishment to drug abusers with a view of transforming them into better students. Ultimately, the schools should build internal capacity in guidance and counseling and institutionalize guidance and counseling in the school. In addition, the schools should outsource specialists in guidance and counseling to supplement the efforts of teachers. Teachers should be role models to students by adhering to their code of ethics. The study recommends a broad based approach high on Christian and other religious doctrines to stamp out drug abuse among students. It also suggests that parents should be advised against providing too much pocket money to students. Proper engagement of students in school is recommended in order to have them occupied in both academic and co-curricula activities. These could be in form of religious organization and other activities such as clubs, educational tours and trips. Recommended also is the introduction of specialized education on drugs in school programs to expose them to the negative effects of drugs.

In general, the study recommends that the above mechanisms be put in place in order to reduce prevalence of drugs in schools. A collaborative approach to this issue should be taken involving all the stakeholders in addressing the drug abuse menace.

Table of Contents

Contents	Pages
Title page.....	i
Declaration.....	ii
Acknowledgement.....	iii
Abstract.....	iv
Table of contents.....	vi
List of tables.....	x

CHAPTER ONE:

1. INTRODUCTION AND BACKGROUND INFORMATION

1.1 Background of the study.....1

1.2 Statement of the Problem.....2

1.3 Objectives of the Study.....3

1.4 Research Questions.....3

1.5 Justification of the Study.....4

1.6 Scope and Limitation of the Study.....4

1.7 Definition of significant terms.....4

1.8 Organization of the study.....5

CHAPTER TWO

2. LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction.....6

2.2 Concept Drug Abuse.....6

2.3 Causes of Drug abuse in schools.....7

2.4 Effects of Drug and substance abuse on student learning behavior.....9

2.5 Magnitude of Drug Abuse in Secondary in Kenya (NACADA).....9

2.6 Most commonly abused drugs and their effects on students learning behavior.....11

2.7 Measures Put to curb drug abuse in schools.....13

2.8 Summary of Measures in place to contain drug and substance abuse.....15

2.9 Conceptual Framework.....16

CHAPTER THREE

3. DATA SOURCE AND RESEARCH METHODOLOGY

3.1 Introduction.....	18
3.2 Research Design.....	18
3.3 Location of the study.....	18
3.4 Target Population.....	19
3.5 Sample and sampling Procedure.....	19
3.6 Research Instruments.....	20
3.7 Data Collection Procedure.....	21
3.8 Data analysis Techniques	21

CHAPTER FOUR

4. PRESENTATION OF FINDINGS AND DATA ANALYSIS

4.0 Introduction.....	22
4.1 Questionnaire return rate.....	22
4.2 Demographic Information of respondent.....	22
4.3 Awareness of presence of drugs in school.....	25
4.4 Type of drugs abused in schools.....	26
4.5 Factors influencing abuse of Drugs and substances among students.....	27
4.6 Factor indentified that lead to abuse of drugs and substance.....	28
4.7 Influence of drug abuse on students learning behavior.....	29
4.8 Measures taken by schools to curb drug abuse.....	32
4.9 Suggestions on methods of curbing drug abuse in schools	33

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction.....	35
5.1 Summary of the study.....	35
5.2 Conclusion of the study.....	37
5.3 Recommendations of the study.....	37
5.4 Suggestions for further study.....	39

REFERENCES

Bibliography.....	40
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Appendixes	43-53
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Appendix A—Questionnaire for Students

Appendix B —Questionnaire for Teachers

LIST OF TABLES

Table 4.2.1 Distribution of respondents' sex.....	22
Table 4.2.2: Age of Respondents.....	23
Table 4.2.3: Age of Respondents (Teachers).....	23
Table 4.2.4 Academic qualification of Teachers.....	24
Table 4.2.5 categorical indications of schools	25
Table 4.3 Awareness of presence of drugs in schools.....	26
Table 4.4: Indications of commonly found drug in schools in percentage.....	26
Table 4.5.1 Factors influencing abuse of drugs and substances among students.....	27
Table 4.5.2 Teachers views on the factors which lead to students taking drugs.....	28
Table 4.7.1 Indications of Behavioral characteristic of students who take drugs	30
Table 4.7.2 Effects of drug and substance abuse on learning behavior	31
Table 4.8 Measures taken by schools to curb drug abuse.....	32
Table 4.9 Methods of curbing drug abuse in schools.....	33

List of Figures

Figure	Page
Figure 2.7 Conceptual framework of drug abuse.....	16

CHAPTER ONE

INTRODUCTION AND BACKGROUND INFORMATION

1.1 Background to the study

Drug abuse is a global problem which poses great danger to the health of the individual, the society and to a greater extent, the political stability and security of many countries. Approximately more than 200 million people abuse drugs in the world. This number cuts across all societies of the world which includes the urban professionals snorting cocaine in down town entertainment clubs ,the slum dwellers in developing countries, farmers addicted to the opium that they grow and the teenage ecstasy user in a comfortable home (UN 2001).

The war against drug abuse has a long history, various conferences, treaties and conventions have been organized with the aim of reducing drug abuse. This tracks back to the 18th century. Among these is the 1909 Shanghai International Conference where 13 nations came up with the Opium Commission. The Shanghai Commission culminated in the signing of the first drug control treaty at The Hague in 1912 referred to as the International Opium Convention and which came into force on 11th July 1915. This Hague commission was followed by the International Opium Convention of 1928.this convention dealt with control of illicit trade on narcotic drugs. In 1931 the world convention for limiting manufacture and regulation of the distribution of narcotic drugs was also convened. The convention was revised in 1946 to include man made substance (UN 2001).

In 1991 the United Nations Drug Control Programme (UNDCP), was established to provide leadership in the International Drug control with the mission to work with the nations and people of the world to tackle the problems of drug abuse and its consequences.

The UN office of drugs and crime prevention (ODCCP) was established in 1997 to deal with international crime. This was later followed by the 1997 Social General Assembly which came up with political declaration on guiding principles of drug demand reduction to bring demand supply equilibrium (Kaguthi 2003).

The effects of drug abuse affect all countries of the world hence the numerous conventions set up by the United Nations to curb the devastating effects of drug abuse and illicit trafficking. In the traditional African

setting, the use of Drugs such as tobacco and alcohol was only allowed during certain controlled occasions. The traditional rules and regulations dictated who in the society was allowed to take drugs (Mwenesi 1995). These customs and traditions have however been greatly eroded and control over who should take drugs (Traditional beer for that matter) have been dismissed. This has been brought about by rapid urbanization and the emergence of money economy. The African continent has in the recent past experienced an upsurge in the production, distribution and consumption of drugs with the youth and young adults being some of the most affected according to (KIE 2002)

The recognition of the destructive effects of drugs by the government of Kenya has led to attempts being made to control drug abuse in the country. This has been done through the ratification of the UN convention such as the Narcotics drugs and psychotropic substance (1998).

The use of drug has adverse effects on the users (Gacicio 2003). The effects of drugs on the learners specifically manifest itself in the form of the impairment of ones level of concentration and comprehension. It leads to brain-fag-syndrome (mental illness) or breakdown just before examination, high school dropout and generally affects students' academic ability and performance (Gacicio 2003). The use of drug also leads to truancy, vandalism, violence and crime. The habit also turns the users into criminals who do anything to sustain the constant supply of drugs.

The rampant strikes and school disturbances which affected learning institutions in 2001 led the government to set up a task force to investigate the causes of these riots. The taskforce found that drugs were freely smuggled into schools by students and that many young people have been addicted to drugs (Daily Nation 27th June 2001). It is against this situation of increased drug abuse and the effect of the drugs on students learning behavior in secondary schools that the study sought to investigate.

1.2. Statement of the Problem

The abuse of drugs and other substances have been cited as the principal causes of problems in students learning behavior. Drugs have been associated with the students' violence, absenteeism, truancy and irresponsible behavior which in turn affect student learning (Pathfinder International 2000). Drug use and abuse by students' affects concentration hence drop out from school (Mwenesi 1995). Drugs are readily available in school environs both in urban and rural areas and are trafficked by both students and outsiders (NACADA 2003).

The Ikolomani Educational Office in a report on the problem of drug abuse among students in the division acknowledged the presence of drug abuse in secondary schools. In the report, the DEO observed that though the problem of drug abuse existed (DEO report 2006).It is on this background that this study investigated the effects of drug abuse on students learning behavior in secondary schools in Ikolomani Division of Kakamega District.

1.3 Objective s of the Study

The objective of the study was to investigate the effects of drug abuse on students learning behavior in secondary schools in Ikolomani Division, Kakamega District.

The specific objectives were as follows:-

1. To identify the type of drugs and substances abused by students in secondary school in Ikolomani Division, Kakamega District.
2. To determine the factors influencing substance and drug abuse among students in Ikolomani Division, Kakamega District.
3. To find out the measure that schools use to curb drug and substance abuse.
4. To come up with possible solutions in form of recommendations to the problem of drug and substance abuse in students of schools in Ikolomani Division, Kakamega District.

1.4 Research Questions

The main research question of this study was:-

What are the effects of drug and substance abuse on students learning behavior, in Ikolomani division, Kakamega District?

The specific questions of the study were:-

1. What type of drugs and substances are commonly abused by students in secondary schools in Ikolomani Division, Kakamega District?
2. What are the factors influencing drugs and substance abuse among students in secondary schools in Ikolomani Division, Kakamega District?

3. To examine strategies currently used for intervention towards preventions of drug and substance abuse in secondary schools.
4. To list possible solutions to the problem of drug and substance abuse among students in Ikolomani Division, Kakamega District.

1.5 Significance of the Study

The findings of this study will be of importance to teachers and parents who will be in a position to understand the cause of drug and substances abuse. The findings will enable teachers and parents to address the issue of drug abuse and the factors which predispose the students to taking drugs.

The study will also help school guidance and counseling teachers to understand the reasons behind drug taking among students so that they can prepare for early intervention before more students take to the habit.

1.6 Scope and Limitation of Study

The study was limited by some of the respondents not willing to reveal their drug taking status for fear of reprisal from schools' administration. The head teachers also did not want to admit the presence of drug abuse in their schools. Some of the students were not willing to admit that they take drugs.

This study only covered one division out of five Divisions comprising Kakamega District. The study was only limited to Ikolomani Division of Kakamega District. The study was limited to public secondary schools only. All private secondary schools therefore were left out.

1.7 Definition of significant terms as used in the report

Drug: - Refers to any chemical substance which when taken into the body can affect one or more of the body functions.

Boredom:-A feeling of being uninterested in something tedious or of frequent exposure

Opium: - An addictive narcotic extracted from seed capsules of the opium poppy plant

Cocaine: - a narcotic extracted from coca leaves

Absenteeism: - habitual absence from school

Truancy:-failure to attend school without any significant reason

Drug peddling:-selling drugs in small amounts for living

Strikes: - students refusal to attend classes and other core school activities

Alcoholism: - habitual intoxication with alcohol

Riot:-A state of disorder or unruliness by students

Peers and Peer influence:-students with equal standing or belong to same socio economic class

Sluggishness:-showing unusual lack of energy

Definition of Key Concepts

Socio-economic factors refer to the prevailing conditions of communal relevance.

Demographic factors refer to the biological characteristics of the respondents that have effects on use or no usage of drugs and substances.

Abuse: - Refers to the sporadic or persistent excessive use of mind-altering chemicals for any reason other than its acceptable medical purposes.

Substance Abuse: - Refers to the sporadic or persistent excessive use of mind-altering chemicals such as industrial solvents, nail polish, nervous, paint, thinners, petrol and glue other than drugs

Drug abuse: - refers to the self-administration of drugs for non-medical reasons, in quantities and frequencies which may impart inability to function effectively and which may result in physical, social and/or emotional harm.

Students learning behavior- The aggregate of responses or reactions or movements made by a learner enrolled in an educational institution during the course of study.

1.10 Organization of the study

The study is organized in five chapters. Chapter One consists of the background of the study, the statement of the problems, purpose of the study ,the objectives of the study, research questions ,significance of study, both limitations and delimitations and definitions of significant terms used in the study. Chapter two of the study consists of the review literature related to the topic of study while chapter three provides the research methodology used in carrying out the study. Chapter four provides the analyzed data while chapter five presents the summary, conclusion and recommendations of the study.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

The problem of drug abuse in schools has become a matter of national concern. The use of alcohol and other psychoactive substances such as tobacco marijuana (*Cannabis sativa*) and cocaine by school children and adolescents has been a focus of research and prevention activities in the developed countries for several decades. In the United States, extensive information from research on drug abuse shows that a large number of adolescents and adults abuse drugs (Johnstone and Bachman 1995). In Africa several studies have shown that there is a high rate of drug abuse in schools by students (Kuma 1996).

Drug abuse among students has been found to affect learning behaviors and therefore leads to poor academic results (Otieno 1991). A commission appointed by the president of Kenya on Education and training in 1998 found out that, lack of moral and deteriorating learning standards in schools were caused by drug abuse.

2.2 Concept Drug Abuse

A drug is defined as any substance, solid, liquid or gas that changes the function or structure of the body in some way (Nyamisi 2001). The drugs of major concern are those that affect the central nervous system and change a person's way of thinking, feeling and behavior. Drug abuse refers to non-prescriptive use of psychoactive chemicals to alter the psychological state of individuals which results in altered functions (Kaosikowski 1993). Therefore a drug can be defined as any substance that when absorbed into a living organism may modify one or more of its physiological functions. The World Health Organization, WHO, defines drug as any substance that when taken into a living organism may modify one or more of its functions. It is anything that alerts the chemistry of the body or affects the mind (Wetch and Wild 1998). Drug abuse is a state, psychic and sometimes physical resulting from the interaction between a living organism and a drug characterized by behavior and other responses that always include a compulsion to take more drugs on a continuous basis (Nowh's 1975 and Gupta 1992). It is a substance that by its chemical nature, affects the structure or the function of the living organisms (Gupta 1992).

2.3 Causes of Drug abuse in schools

In the course of research, the research found out that the following factors listed below contribute towards drug and substance abuse among students.

Peer Pressure

The interest and expectation of the peer groups have an important bearing on whether or not a person will try to use drugs or substances. This is because; peer groups have the largest influence on one's life. A friend or peer group is likely to be the source of information, for potential drug users about the availability of drugs and their alleageable effects.

It has been argued that the influence from peers can have far reaching effects on the behavior patterns of the youth and especially the students. In most cases, students ape behavior of their counterparts who wield greater power. Substance abuse has been greatly blamed on peer pressure. Schools need to address this problem from a holistic approach ensuring all stakeholders are involved.

Mass Media

Most drug commercials have very attractive scenes. The people in the advertisements are very happy enjoying the drugs. As a result, students take alcohol, for example, to experience what they see or hear on mass media.

According to Ng'etich (1999) the advertisements run in the mass media encourage the youth to indulge in drug abuse.

Mass media has been blamed for the rising cases of drug abuse in secondary schools and other institutions of higher learning. Advertisements portraying benefits derived from drug use are an important factor that has contributed largely to drug abuse considering Young people are fond of giving every aspect of curiosity a try. The government of Kenya has taken a step curb the advertisement of some of these drugs, for example, cigarettes smoking as been banned in public institutions and places schools included.

Lack of Parental Control

Parents have left the work of raising their children to other people. They include house helps who are unable to handle the children appropriately in terms of instilling good behavior in them. This has led children, particularly the teenagers, to take drugs as they have nobody to 'ask' them. Gatiari (Daily Nation,

June 22 1999) observed that some parents have lost control even in their children's way of life in what they believe to be the children's democratic rights. The children are left to make hard decisions about their lives, what to do in their free time. the ill talk of the children's teachers in the presence of the students themselves, thus a growing un-collaborative spirit between teachers, students and the parents.

Parents give their children the first impressions of life. Proper upbringing of children prepares them to face the challenges ahead of them. Parents need to exercise appropriate control over their children with regard to drug abuse. Some parents have been blamed for the rising abuse of drugs by students. In most urban areas, parents have exercised permissiveness to an extent that children have failed to distinguish what is right and what is wrong. Some parents have even been associated with encouraging wrong behavior; some parents take their children with them to clubs.

Teachers' Involvement

in most schools both private and public, teachers have tended to concentrate on delivery of knowledge in a classroom setting. This leaves students with no time to learn virtues through extra-curriculum activities. Some teachers have also been associated with allowing entry of drugs in schools. Lack of well organized time management in some schools has left students to utilize the time at their disposal wrongly.

Schools administration factors will refer to how those who are charged with the management of student's affairs are prepared and equipped to plan, mobilize, allocate and instill the necessary control for the attainment of the institutional goals. Uncooperativeness of the school administration, harsh treatment, lack of freedom on the side of teachers and students' failure to have their grievances addressed creates stress which can lead to the abuse of drugs.

Mumaru (2000) noted that drug abuse can be influenced by the style in which teachers perceive and express their roles in modeling and monitoring.

Family influence

Pudo (1997) conceded that children who come from home where parents take drugs tend to be socialized in the field of drugs, also Midigo (2002) illustrates that parents attitude towards tobacco, alcohol and other drugs play a major role in children's behavior as well as children neglect, divorce or separation of the parents may also lead to drug taking and abuse.

Society acceptance

The legal and social status of drugs makes them easily available and accessible to the students (Escander and Galvez, 2005) referring to the extent to which society defines its cultural norms and values and the degree to which sense of hopelessness and despair in the contemporary society have permeated the learning process

Personality and Self esteem

Emotional problems portrayed by children who feel inadequate in the classroom and those of reserved nature (Introvert) who cannot make friends would always tend to drug abuse to deflect their shortcomings (Glant1997)

Ruto (2002) reported that children who perform better in school are likely not to enter the drug abuse world.

Lack of relevant leisure activity

According to Claridge (1970) idleness and boredom due to lack of relevant leisure activity for passing time leads to young people taking beer and smoking bhang this trend is transferred to learning institutions. Muchiri(2002)noted that preoccupation of students with extra work or activity decreased likelihood of students engagement in drugs

2.4 Effects of Drug and substance abuse on student learning behavior

Kenya has not been spared the pestilence of drugs and it is abundantly clear that it is a transit point for hard drugs from Columbia heading to European capitals. Trafficking of hard drug into developing countries has not spared Kenya and drug consumption and dependence among secondary and college students has led to unrest and consequently wide ranging destruction of life and property due to the unrest (Oteyo 2009).

2.5 Magnitude of Drug Abuse in Secondary in Kenya (NACADA)

A pilot survey carried by NACADA found out that in most school compounds today, there is already a wide variety of drugs available to the students. For instance in Lugari District, it was confirmed from the school records that in the last five years, over 20 students were either suspended or expelled from Lumakanda Secondary School for having taken drugs in the same year (Chesile, 1996).

In Kenya, studies show that more than a fifth (22.7%) of primary school children take alcohol, a figure that rises to more than three-quarters (68%) for university students. A large number of students across all age groups have been exposed to alcohol, tobacco, Miraa (khat), glue sniffing, bhang (marijuana) and even hard

drugs such as heroin and cocaine. According to a study by Siringi (2001) on drug abuse, 22% of secondary school students were on drugs and males had a higher exposure to miraa and inhalants. In addition, the study also found out that the prevalence of drug abuse increased from primary to tertiary institutions. Alcohol was the most frequently abused drug followed by miraa, tobacco and bhang. The students staying with friends were most at risk followed by those staying with either a sister or a brother. Students staying in towns were also reported to have a two fold risk of having tasted alcohol, tobacco, miraa, bhang and inhalants (glue) compared to those in rural areas. This survey demonstrated that the youth in the urban areas, due to their lifestyles, are more predisposed to drugs compared to those in rural areas.

Twenty percent of youths in Kenya aged between 14 and 18 years smoke cigarettes and another 9% smoke bhang (*Cannabis sativa*) while some 23% drink commercial beer and spirits. This is the age of most youths in Kenyan secondary schools that have in the recent past been hit by a wave of strikes that may have been linked to drug abuse. Empirical evidence show that 92% of youths aged between 16 and 23 years have experimented with drugs as they grew up with about 90% of the respondents taking beer, spirits, cigarettes, local brews and bhang.

About 400,000 students in secondary schools in Kenya were addicted to drugs and out of this number, 16,000 are girls and the rest are boys. The frequency, as well as the type of substance abused, varies from province to province. When it came to alcohol, the prevalence among students is highest in western Kenya (43.3%), followed by Nairobi (40.9%), Nyanza (26.8%), Central (26.3 %), Rift valley (21.9%), Coast, Eastern and North Eastern at 21.3%, 17.2% and 1.6% respectively(NACADA).

Findings of a study undertaken by the Child Welfare Association reveal that one in every 15 Kenyan students was abusing bhang or hashish. Abuse of drugs is therefore a major public health problem in our secondary schools.

A preliminary survey of drug abuse was conducted among secondary school students in Kenya and the results of the study confirmed that drug abuse was quite prevalent among secondary school students. For instance, up to 10% of students drunk alcohol more than three times a week, 16% smoked cigarettes more than three times a week, and nearly 14% had smoked cannabis (bhang) and 16% admitted taking other drugs especially tranquillizers in order to feel high. The study revealed that the problem was more acute in urban schools compared to rural schools. A cross sectional study to determine the prevalence of smoking and to investigate factors that may influence smoking behavior in 5,311 secondary school students in Nairobi found that a total of 2246 (70.1%) were everyday smokers out of which 38.6% were males and

17.9% females, thus secondary school level, both girls and boys are vulnerable to drug abuse. In the recent past the number of girls who are falling prey to drug abuse has been increasing especially in the urban areas. In this study, experimentation with drugs started at 5 years of age, and regular smoking at 10 years. The majority of the students 72.2% started experimenting at the ages of between 12 and 16 years.

The above quoted studies done in Kenya show that drug abuse is rampant in secondary schools but they leave several questions unanswered. For example they have not dealt with the reasons that make students take to the habit of taking drugs making it difficult to organize control measures.

2.6 Most Commonly abused drugs and their effects on students learning behavior

Sanstrook (1997) list some of the most commonly used drugs as Alcohol, tobacco, cannabis and heroine

a) Alcohol

Alcohol is the oldest and commonly used drug of abuse. Alcohol is a psycho-active substance but society has allowed the use by the public either socially or medication. In chemical terminology, alcohols are a large group of organic compounds derived from hydrocarbons and containing one or more hydroxyl group. Ethanol (C₂H₅OH, ethyl alcohol) is one of these classes of compounds, and is the main psychoactive ingredient in alcoholic beverages. Alcoholic beverages come in many forms: busaa, mnazi, muratina etc, and bottled beer.

Malgosa (1997) reported that alcohol is the most abused drug in the world. Alcohol affects the central nervous system by depressing this impairs the normal functioning of the body taken in large amounts it leads to loss of consciousness. This condition results in impaired speech, drowsiness, and impaired gait, inability to drive, aggression and disorder leading to violence

Some reasons why Alcohol is the most abused drug given (Ngesu et al 2008) include

- i.) Alcohol, unlike other drugs, does not have a drastic effect on personal health when consumed moderately.
- ii.) Alcohol is ready available and it is consumed mainly in pubs and other entertainment centers which have features which students crave for.
- iii.) It is more acceptable in the society compared to other types of drugs.
- iv.) Alcohol can easily be sneaked into school without detection, for example when mixed with juice or chocolates.

v.) Alcohol commercials are common have very attractive scenes.

b) Tobacco

Tobacco is the other commonly used drug. Nicotine, present natural in tobacco acts as a stimulant Nicotine affects the central nervous system by increasing alertness,

Tobacco comes in many forms, cigarette being the most common. Tobacco can be chewed or smoked in pipes. Snuff is powdered tobacco and can be smoked or sniffed. It has been recognized that 90% of cigarette smoke is made up of tiny poisonous gases or chemicals said to be 4000 in number. The chemical substances can be classified into three broad categories:

1. Pollutants
2. Poisonous chemicals
3. Cancer causing and promoting agents

The effects of smoking as been cited to be dizziness, confusion, increased heart rate and blood pressure. From the study by Oteyo and Kariuki (2009) there exist a correlation between alcohol usage and smoking, thus the reasons for use of tobacco and alcohol are strongly related.

c) Heroine

Heroine is made from morphine which is prepared opium derived from plants of the narcotics class(Glitman1986) The effects of heroine are impaired sexual stimulation in male and irregular periods in women. In school going young people and especially girls, prevalence of irregular periods causes anxiety which in turn may impact negatively on students learning behavior.

d) Cannabis/opium

The plant *Cannabis sativa* is the source of Bhang, hashish and hashish oil. The leaves, flowers, and twigs of the plant are crushed to produce marijuana; its concentrated resin is hashish while an extract of hashish using vegetable oil gives hashish oil. The active ingredient in Bhang is delta 9-tetrahydrocannabinol-or-THC. (THC) in Bhang has been found to have high affinity for the fatty structures .In addition to the brain, Bhang has been found to affect the liver, the respiratory, reproductive, and blood cell-systems. Bhang use causes: a state of relaxation, accelerated heart beat rate, perceived slowing of time, and a sense of heightened hearing, taste, touch, and smell. It affects the user's psychology through intense anxiety, depression, hallucination being dreamy and forgetfulness (Melgosa 1977). These effects vary depending on the amount of drug consumed and the circumstances under which it is taken. Bhang and hashish are not

thought to produce psychological dependence except when taken in large daily doses. The drug can be dangerous, however, especially when smoked before an activity requiring concentration like driving.

2.7 Measures Put to curb drug abuse in schools

a. Guidance and counseling

An effective guidance and counseling in schools can greatly reduce the prevalence of substance abuse. This measure has to a larger extent been ignored or only treated superficially. Conscious steps have to be followed to ensure qualified teachers are trained in guidance and counseling and in turn train other teachers.

Those who are involved with bringing up the children should take it upon themselves to guide the children. They should show them the effects of drug and substance abuse. Children must be taught on ways of protecting themselves from drugs and how to avoid situations that may lead to drug abuse, example handling peer pressure appropriately. Avoid taking food or beverages from strangers, handling relationship problems particularly with the opposite sex, handling examination failures, and other day to day problems that the students may encounter. Counselors' should urge them to trust them as theirs is to help them succeed in life.

Researchers such as Pudo (1988) Osighembe (1998) and Muyambo (1997) have agreed that the management of a student who has already begun to be dependant on drugs require counseling and detoxification in order to discourage and prevent further abuse which can be detrimental to health and behavior

b. Creation of awareness

Knowledge on the effects of drug abuse is assumed to be common. This however is not true given the magnitude of drug abuse in schools and the larger society. A number of civil society groups have mounted campaigns against drug abuse with significant improvements. However, this is not enough given the ever rising levels of drug abuse. Religious organizations and government have been on the forefront in the campaign against drug abuse. Creation of awareness is extremely important to ensure consciousness and responsibility with regard to decision made on whether to use or not to use drugs. Students should be told clearly the effects that abuse of drugs is going to have on their learning behavior and their life's in general. They should be shown the harmful effects that abuse of drugs has had on the abusers; the miserable life's

they are leading because of these drugs. This would cause them to stop (for those who are already taking) and at the same time discourage those who wanted to take to the habit. Students should be taught on the ways of protecting themselves from drug abuse by indentifying drug users and peddlers among themselves. They should also be made to know the harmful types of drugs that are mostly abused as earlier indicated. Multi-media campaign against drug use should be included in the prevention program. Mass media should be used to communicate anti-drug messages as it has an advantage of reaching a large audience that makes it cost effective.

Muyambo 1997 clearly reports that the primary preventive measure is the creation of awareness against drug and substance use through education.

c. Detoxification

Rehabilitation and detoxification of victims need to take place and such victims used to disseminate knowledge on the negative effects of drugs. Schools should establish support services for drug addicts through medication (Pudo 1988)

d. Leisure and recreational activities

Varieties of leisure activities and recreational activities should be strengthened in the learning institution so that students can avoid boredom and idleness.

There is need to introduce a variety of leisure and recreational activities in learning institutions to avoid boredom which is likely to lead to drug use (Pudo 1988).

e. Encouragement of the youth and instilling discipline

Youth should be encouraged to expend their extra time and energy in doing constructive work.

Head teachers should endeavor to inculcate good discipline and responsibility among students.

Good discipline should be acknowledged and any punishment meted out whether in the form of blame, or reproof, fine or suspension should be fair and commensurate with the nature of the offence committed.

Regular meetings and morning assemblies should be used as main channels of communication.

Self-esteem enhancement program should be included in alcohol and cigarettes use prevention. Self-esteem has been envisaged as 'social vaccine that empowers individuals and inoculates them against socially undesirable behaviors' (California Task Force to Promote Self Esteem, 1990).

f. Establishment of laws and punitive measures

Government should put in place an appropriate legal framework governing the use of drugs in schools. Heavy and punitive measures should be meted against those who traffic and those who use drugs in schools.

Controlled leisure and recreational activities for students is important in ensuring that they operate within a regulated environment. No admission of underage in some designated social places.

g. Role models-teachers/parents/fellow students

Teachers should be ready to be role models to the students Cliffl and Malcom (1990)

The long term influence of the character of the students is affected by the teachers' example as in their development of value system.

Teachers and Parents are advised to occupy the roles of giving moral, spiritual guidance and information to young people Fuqua (1978). According to Cockett (1971) teachers should act as counselor and guiders to young children to prevent them from drug and other substances commonly abused.

2.8 Summary of Measures in place to contain drug and substance abuse

Educational stakeholders such as parents, teachers, educational officers and students are in agreement that is an urgent need to take the measures to curb drug abuse in schools. Drug abuse and trafficking have reached an alarming rate not only in Kenya but also in other parts of the world. This problem is no longer a concern of the developing nations only but also developed ones (Gitiari 2002).

Researchers such as Pudo (1988) Osighembe (1998) and Muyambo (1997) agree that the management of a student who has already began to be dependent on drug require counseling or detoxification in order to discourage and prevent further abuse which can destroy body cells and influence behavior.

Muyambo (1997) says that the primary preventive measure is the creation of awareness against drug abuse and substance abuse through education and counseling. He continues to say that the other approach is the encouragement of the youth not to begin abusing drugs. Special attention should be given to children by teachers and parents to ensure that they are not influenced to take drugs. Muyambo continues to say that there is need to enforce and establish laws that stop vendors, peddlers and transportation of drugs.

Pudo (1988) says that variety of leisure and recreational activities should be strengthened in the learning institutions to avoid boredom of students which is likely to lead to drug abuse. This would keep students occupied and thus prevent them from indulging in drugs to support services for drug addicts through medication.

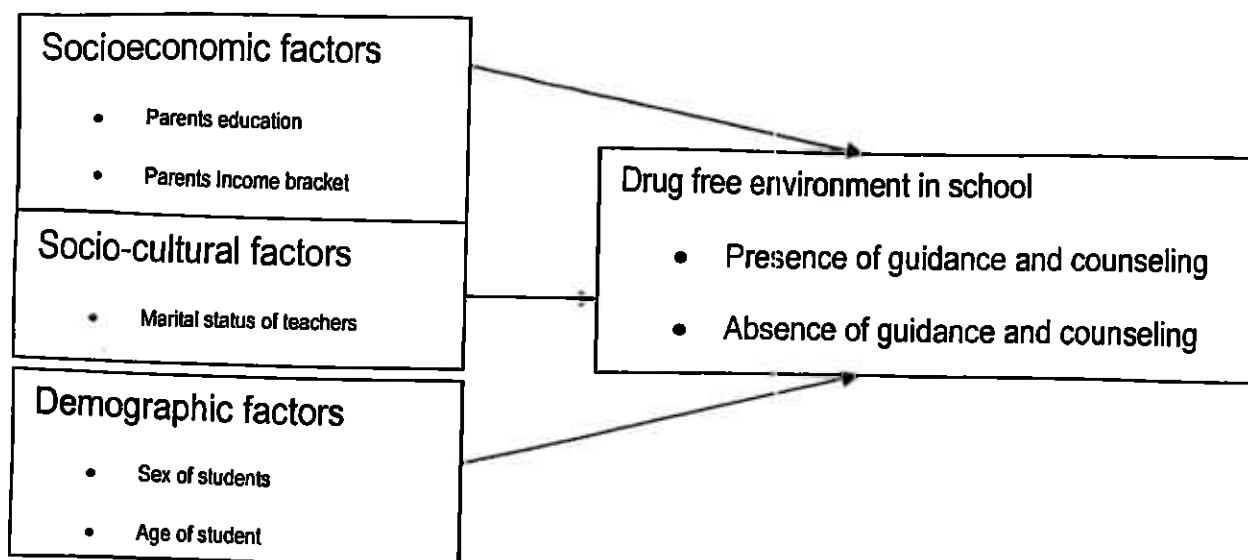
Teachers and parents should be ready to be role models to the students (Cliff and Malcom 1990) in as much as adolescents act under peer influence, the long term influence of their character and choice are affected by teacher's example as in their development of value system, spiritualism and moral standards. Teachers are therefore advised to occupy the total parental role including giving moral, spiritual guidance and information on dangers of drug abuse (Fuqua 1978). According to Cockett (1971) teachers should act as counselors and guiders to young children to prevent them from drug and other substances commonly abused.

2.9 Conceptual Hypothesis

A range of socio-economic, demographic and socio-cultural factors are likely to influence/bring about a drug-free environment in school.

Operational framework

Figure 2.6 an Operational Framework for a drug-free environment in school



Operational Hypothesis

- i. The higher the education of parents, the more likely they will create a drug-free in school.
- ii. Peer pressure is likely to affect drug-free environment in school negatively.
- iii. Students from wealthy families are more likely to promote a drug-free school environment.
- iv. More male students are more likely to abuse drugs than their female counterparts.
- v. Older students are more likely to abuse drugs thereby negatively impacting on the drug-free school environment than younger students.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section describes the research design and presents the target population or subject under study. This section also deals with the sample of the study, sampling techniques, research instruments, piloting of the instruments, validity and rehabilitation of the instruments data collection procedures and data analysis techniques.

3.2 Research Design

This study endeavors to investigate the effects of drugs abuse on students learning secondary schools in Ikolomani Division , Kakamega District. This study falls within the ex-post factor research design which has been defined by Kerliger (1973) as:

"Systematic empirical study in which the scientist has no direct control over the independent variables, because their manifestations have already occurs on because they are inherently not manipulated, inference about relations among variables are made without direct intervention for concomitant variation of independent and independent variables."

3.3 Location of the study

The study was carried out in Ikolomani division of Kakamega District. Ikolomani division has 21 secondary schools of which 3 are girls', 1 is boys' and 17 are mixed schools. Out of these 4 schools are boarding, 1 boys boarding and 3 girls boarding while 17 are day schools.

3.4 Target Population

The target population of this study comprised of all secondary school students and teachers in the division. The schools in the division have a total of 5360 students and 315 teachers. Out of the 5360 students 2951 are boys while 2409 are girls .Out of the 315 teachers 182 are male while 133 are female.

3.5 Sample and sampling Procedure

A sample is a representative part of a population (Mugenda 2003). By studying the sample is it possible to generalize the results to the whole population. A list of schools was obtained from the DEO Ikolomani Division, It was established that there were 21 schools in the region further categorically there were 17 mixed schools, 1 boy's and 3 girls schools. The schools were arranged alphabetically in descending order. A random number was chosen from the table of random numbers and assigned to the first school others were chosen in the order of random numbers to make a total of 15 secondary schools conclusively this study used random sampling technique to obtain 2 schools from the girls' boarding schools, 1 boys' boarding school and 12 from the remaining mixed schools. This makes a total of 15 secondary schools which is deemed large enough a sample to make inferences about the population parameters

Random sampling

This is sampling technique that makes use of random numbers in the selection of appropriate sample size. In this method each individual school has an equal chance (same probability) of being selected in the sample. All the schools under study were allocated random numbers as reflected above Schools were selected randomly after determining the initial starting point. This process is done systematically and in stages until the right sample

is attained. In stages because of the uniqueness of the population under study, that is, 1 boys' boarding school and 3 girls' schools and 17 mixed schools.

In the sample size determination the Morgan's table where for every 5360 students and 225 teachers a sample of 244 and 143 respondents respectively were chosen the table helps the researcher determine (with 95 percent certainty) what the results would have been if the entire population had been surveyed Therefore the study dealt with 143 teachers and 244 students.

3.6 Research Instruments

The study was carried out using questionnaires. Two questionnaires one for teachers and another one for the students was developed. The questionnaires for the teachers was divided into two parts of which part one sought demographic information related to drug abuse in schools. The second part of the questionnaires was divided into sections each of which dealt with specific research questions.

The second questionnaires sought information from the students. The questionnaires was divided into two sections: section one sought demographic information in relation to drug abuse while section two sought information on drug abuse..

3.7 Data Collection Procedure

The researcher visited the schools first to inform the head teacher about he intended research and to seek permission to carry out the research among their students. The data collection instrument used was well structure questionnaires which were distributed to the teachers and students. Actual administration of the questionnaires was done in individual schools with the help of the school administration. Students were asked to meet for participation of the study. Research assistants distributed the questionnaires Students were promised complete anonymity to the details provided. Research assistants explained the process of questionnaire filling to students. The same procedure was used to administer the

questionnaires to teachers, on average 30 minutes were utilized to fill and collect the questionnaire. This resulted to less challenges during data collection stage.

3.8 Data analysis Techniques

Once the questionnaires were collected, the researcher checked for completeness of information. These questionnaires which were found to be incorrectly filled or incomplete were discarded. The rest of the data was classified, coded and then analyzed using the Statistical Program for Social Sciences and presented in tables in form of frequencies and percentages. Description of the results was done in narrative form.

CHAPTER FOUR:

PRESENTATION OF FINDINGS AND DATA ANALYSIS

4.0 Introduction

This chapter presents the summary of the findings and analysis techniques used. The basic analysis is presented by frequency tables and cross tabulation. Logistic regression with dichotomous dependent variable is shown with the factors influencing variation in it.

4.1 Questionnaire return rate

The research distributed 143 questionnaires to teachers and 244 to students out of these 244 for students 232 were reasonably filled and 106 for the teachers were adequately filled. This represents 95% and 74% questionnaire return rate in that order. This was deemed to be up to standard.

4.2 Demographic Information of respondent

Sex of respondents

The study sought to find out the demographic information of the respondents. The results show that there were 131 boys and 101 girls in form three classes in the selected secondary schools. The study also shows that there were 60 male teachers and 46 female teachers. This is shown in the table 4.2.1

Table 4.2.1 Distribution of respondents' sex

Sex	Male	Female
Teachers	60	46
Students	131	101
Totals	191	147

Age of respondents (Students)

Table 4.2.2 below shows the distribution of respondents by age. Students in the age category 16-17 years form the bulk of those interviewed. About 75 percent of the students reported their age in this category. In the category of those below 16 years, only 4 percent of those interviewed reported their ages falling in this category. Out of those students interviewed, about 21 percent of them were aged 18 and above.

Table 4.2.2: Age of Respondents

Age of students	No. of students	Percentage
Below 16years	9	4
16-17 years	174	75
Over 18 years	49	21
Totals	232	100

Table 4.2.3 shows the age distribution of teachers. A significant number of teachers were aged 36-40. This group represented 29.5 percent of the teachers interviewed. In this category there were more female teachers than male teachers. About 23.9 percent of the teachers were aged 41-45 with this category constituting more female than male. However, in the age groups on the extreme ends of the table, there were more male than female teachers. For instance, in the lower age group 2.3 percent were male. Similarly, 13.6 were male in the age group 50-55.

Table 4.2.3: Age of Respondents (Teachers)

Age of teachers	Male	Female	Percentage
25-30	2	0	2.3
31-35	10	8	15.9
36-40	17	15	29.5
41-45	9	16	23.9
46-49	10	7	14.8
50-55	12	0	13.6
Totals	60	46	100

Academic qualification of the teachers

The study sought to find out the academic qualification of the teachers who participated in the study. The information is presented in table 4.2.4

Table 4.2.4 Academic qualification of Teachers

Academic Qualification	Frequency	
	Male	Female
KCE/ACE/KCSE with S1	5	6
BA with PGDE	14	17
BSC with PDGE	12	6
BED	22	16
MED	6	1
MA	1	
Others		
Totals	60	46

Location of respondents' in relation to proximity to nearest urban centre (Students)

The respondents were asked to indicate the location of their homes in relation to proximity to urban centre or rural location. The results show that (30%) of the respondents schools were located in urban areas while (70%) indicated that their schools were located in rural areas. (29%) of the teachers said that the schools they were teaching in were located in urban areas while (48%) said they were teaching in schools located in rural areas.

Category of school

The researcher sought to find out the category of school in which the teachers were. The table shows that (55%) of the teachers were teaching in mixed day schools while (18%) were teaching in a girls boarding

school.(13.5%) were teaching in boys boarding schools. the results suggest that most teachers were teaching in mixed day schools and therefore the response reflected a balance over the influence of the local community on the problem of drug abuse in schools. This is because students had a day to day contact with the outside society. The fact that a large number of learners (18%) are in mixed boarding school also provide a clear picture of the influence of mixed schools on drug abuse and its effect of learning behavior of students

Table 4.2.5 categorical indications of schools

Category	Percentage
Mixed Day	55%
Girls boarding	18%
Boys boarding	13.5%

Number of streams per school

The respondents were asked about the number of form two streams in the schools they were teaching in .the results show that (25%) said that the school they were teaching in had double streams while (75%) said that their school had single streams.

4.3 Awareness of presence of drugs in school

The study sought to find out from the respondents their awareness of the presence of drug abuse in schools. The results are presented in table 4 below.

Majority of the respondents had awareness of the presence of drugs in the school vicinity. Of the girls who were interviewed, 54.3 percent of them reported awareness of the presence of drugs in school. Only 45.7 percent reported lack of awareness of the presence of drugs in school. Similarly, majority of the boys reported awareness of presence of drugs in school. About 30.9 were not aware of drug presence in school. Overall, majority of the students (64.3 percent) reported knowledge of presence of drugs in school. Only 35.7 percent of them did not have any knowledge of the presence of drugs in school. The study results

therefore clearly indicate that the problem of drugs is prevalent in most schools in Ikolomani division of Kakamega district.

Table 4.3 Awareness of presence of drugs in schools

Response	Girls	Percentage	Boys	Percentage	Overall	Percentage
Aware	55	54.3	90	69.1	149	64.3
Unaware	46	45.7	41	30.9	83	35.7
Total	101	100	131	100	232	100

4.4 Type of drugs abused in schools

The researcher sought to find out the most commonly found drugs among students in schools.

The results are presented in the table below.

Table 4.4: Indications of commonly found drug in schools in percentage

	Tobacco	Alcohol	Opium	Kuber
Teachers	82	77	52	38
Students	38	56	25	30

The figures show that 82% of the teachers said that the most commonly abused drug was tobacco whereas 38% of the student said that tobacco was the most commonly abused drug among them.

Alcohol was cited by 77% of the teachers as a highly abused drug while 56% of the students said alcohol was the most highly abused drug. Among the teachers 52% said that opium was highly prevalent in their schools while 25% of the students said that opium was a highly abused

drugs among students. Kuber was mentioned by 38% of the teachers while the same drug was mentioned 3% of the student's

The results point out high prevalence of drugs in secondary schools in the area under study. This is confirmed response from both teachers and students who were in accord that alcohol, opium and tobacco drugs which are highly abused in schools.

Therefore the most commonly abused drug according to teachers is tobacco while the students indicated the most commonly abused drug as alcohol.

4.5 Factors influencing abuse of Drugs and substances among students

The researcher wanted to find out the factors influencing drug and substance abuse among students in secondary schools the results are given in the table below.

Table 4.5.1 Factors influencing abuse of drugs and substances among students as percentage to total indications

Reason for Drug Abuse	Number	Percentage of Respondents
Influenced by Friends(Peer Pressure)	165	71
Boredom and Lack of recreation activity	99	43
Family problems (Broken families)	88	38
Frustration (Poor performance in School and related factors)	77	33
Increased pressure in School Workloads	26	11
Lack of Parental Guidance or Parents	23	10

Table 4.5.2 Teachers views on the factors which lead to students taking drugs

Reason for Drug Abuse	Number	Percentage of Respondents
Peer influence	82	77
Curiosity	53	50
Excessive money	48	45
Availability of Drugs	33	31

4.6 Factors which were indentified as leading to drug abuse were:-

Peer group pressure

The interest and expectation of the peer groups have an important bearing on whether or not a person will try dependence producing drug. A friend or peer group is likely to be the source of Information for drug users about the availability of drugs and their alleageable effects.

As figure 4.5.1 shows, 72%of the student respondents indicated that peer influence was the highest contributor of students taking Drugs while this view was upheld by 77% of the teacher respondents

Curiosity/modern day rite of passage

Curiosity is one of Mans outstanding characteristics. It is not surprising then that many young persons will wish to try some drug in order to determine the effects for themselves. Research results illustrated that 50% of the teacher respondents said that curiosity was a driving force to drug abuse.

Majority of students are adolescents, a stage of transition from childhood to adulthood. It is a momentous period of life filled with changes, difficulties and special problems.

Parental influence

Pudo (1998) noted that children from homes where parents take drug tend to imitate the behavior of their parents by taking illegal drugs. Young people learn from what they see by imitating what parents and other people in the community do.

This was confirmed when 10% student respondents of the demonstrated that seeing their parents take drugs would influence their decision to take drugs.

Availability of cash

45% of the teacher respondents held that availability of cash was a major factor in influencing drug use. The availability of cash to the youth as pocket money and travel allowances especially if excessive can be redirected into purchasing of drugs. The money is usually not put into proper use and when opportunities arise, they team up with friends, taste drugs and eventually become users or addicts.

School administration related factors

School administration factors will refer to how those who are charged with the management student's affairs are prepared and equipped to plan mobilize, allocate and instill the necessary control of the attainment of the institutional goals. Highhandedness, of school administration, harsh treatment, lack of freedom on the side of and students' failure to have their grievances addressed creates stress which can lead to the abuse of drugs. This was indicated by only 11% of the student respondents

4.7 The Influence of drug abuse on students learning behavior

The researcher tried to find out the influence on students learning behavior. In order to obtain this information the respondents were asked a series of questions which would provide the needed responses.

4.7.1 Behavior resulting from drug abuse among students

The respondents were given a list of behavioral depictions which are associated with drug abuse, the results show that truancy and sneaking was very common among drug abusers. They indicated that drug abuser tend to absent themselves from schools and involve themselves in petty theft to finance the perchance of drugs. According to the respondents when students engage themselves in drugs they tend to relax and therefore they don't take their work seriously. This tends to lead to bullying, striking and riots. The students were said to be slow in response in class and tend to be rude to teachers. They were also shaggy and dirty. However the respondents said that such students tended to come to school early. They were said to be less noisy in class and less promiscuous. As shown in the table below.

Table 4.7.1 Indications of Behavioral characteristic of students who take drugs

General behavior	Number	Concurrence by percentage respondents
Rudeness	155	67
Low self esteem,	130	56
Absentmindedness,	125	54
Absenteeism	125	54
Defensive behavior	123	53
Dirty work	118	51
Drop out of School	114	49
Tendency to withdraw	104	45

The respondent's indicated the behavioral characteristics listed below:-

- i. Aggressive behavior,
- ii. Depression and anxiety,
- iii. Sudden changes of appetite,
- iv. Cold clammy skin,
- v. Irritable, Frequent complaints of headache,
- vi. Memory loss
- vii. Over excitement,
- viii. Over suspicious,
- ix. Secretive,

- x. Less self confidence
- xi. Excessive sweating and Watery eyes and nose

4.7.2 Effects of drug abuse on students learning behavior

The respondents were asked to name some of the effects of drugs abuse on students learning behavior. The results are presented in Table 4.7.2

Table 4.7.2 Effects of drug and substance abuse on learning behavior

Effect	Numbers	Percentage of Respondents
Poor performance	204	88
Rudeness	155	67
Strikes	130	56
Rioters	102	44

As the figure illustrates, 88% of the respondents said that the major effect of drugs on students learning behavior is poor performance while 56% of the respondent said that such students tended to participate in strikes. Other 44% respondents said that such students were likely to be rioters and 32% said that rudeness was a behavior deputed by such students. The result suggests that drug abuse has adverse effect on students learning behavior. This is because a high number of respondents concurred that the students performed poorly in academically, participated in strikes and riots and were rude to teachers.

4.7.3 Effects of drug abuse on learning

The teacher respondents were asked to state whether drugs affects students learning. They all concurred that drugs affected learning. The respondents said that the effects on drugs on students learning included failure in examination, lack of concentration during lessons.

Thus according to the respondents led to rudeness to teachers, lack of seriousness and eventual dropout from school. The respondents also indicated that such students were generally disorganized and lacked self confidence. The students were said to depict poor co-ordination and were restless.

This leads to frustration hence drop out .these students also tend to steal from other students .this leads to expulsion hence drop outs.

4.8 Measures taken by schools to curb drug abuse

Respondents were asked to identify various ways used by students to curb drug abuse in schools. The results are shown below

Table 4.8 Measures taken by schools to curb drug abuse

Method	Number	Percentage indications
Inspections on students	142	61
Introduced activities for students	132	57
Guidance and counseling	125	54
Closing shops within and outside but near the school	121	52
Vetting and Limitation of visitors	116	50
Introduced drug education	74	32
Introduced religious education	72	31

The respondents identified that Inspection of students has been increased especially during and after breaks or when student leave for activities outside the school this measure was reported by 61% of the respondents.

Guidance and counseling has been introduced in some schools with 54 % indicating the move 50% of the respondents pointed out that vetting and limitation of visitors was been undertaken in an effort to reduce the vice.

The respondents pointed toward introduction of drug and religious education with 32% and 31% respectively having given to this measure

Closing of canteen within and outside but near the school and introduction of activities have been cited as measures taken to curb the vice with 52% and 57% of the respondents respectively corresponding to this contention.

4.9 Suggestions on methods of curbing drug abuse in schools

The respondents were asked to indicate ways of curbing drug abuse in schools.

The results are shown below

Table 4.9 Methods of curbing drug abuse in schools

Suggestion	Numbers	Percentage respondents supporting the Idea
Establish guidance and counseling department were none exist	172	74
Reduce Amount of pocket money given to students	169	73
Empowerment of School Administration	165	71
Introduction Drug education programs	148	64
All Education stakeholders to cooperate	146	63
More vigilant in inspection of students	142	61
Guidance and counseling department should be reinforced	125	54
Government intervene to close all canteens around the schools	125	54
All visitors to the school should be vetted	104	45
Laying religious foundation to students at home	93	40
Involve Church organization in running of social and religious programs	88	38
Guidance and counseling teachers should be trained.	37	16

They suggested that the schools should establish guidance and counseling departments. Where the departments exist they should be refurbished. The respondents also suggested guidance and counseling teachers should be trained.

The respondents also suggested that schools should involve church organizations in running of social and religious programs in schools, thus the respondents would help in laying religious foundation to the youth reducing drug abuse and their effect on student learning behavior.

The respondents also suggested that drug education programs should be introduced in school so that the students can be equipped with information hence acting from informed position. Suggestions were also made on empowering head teachers so that they can deal with drug abuse in schools through expulsion, suspension and other serious disciplinary actions.

The respondents also suggested that schools should be more vigilant in inspections of students when they come back from holidays in order to capture all drugs which students bring to school. They suggested that school canteens should be closed since they are a major source of drug supply in school. Outsiders and other visitors should be vetted to make sure that only those deemed to be trustworthy enough can be allowed to interact with the students.

The respondents suggested that parents should liaise with schools administrators on issues related to drugs and drug abuse among students. They also said that the amount of money given to students as pocket money should be reduced. These would curb the temptation of such students using money to buy drugs.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter deals with the summary of the study conclusions and recommendations.

5.1 Summary of the study.

Chapter one

Drug abuse among the youth is a global problem which is threatening the health of the individual, the society and in many cases the security of many countries of the world. The problem of drug abuse has particularly affected the youth in Africa.

Abuse of drugs and substances were cited to be leading case in problems with students learning behavior.

Ikolomani division Educational Office acknowledged the prevalence of drug abuse in secondary schools in the region. Study sought to identify types of drugs and substances abused, factors influencing such vice various methods currently used to curb drug and substance abuse by students in Ikolomani with specific question related to the same.

These effects have been felt in many learning institutions in the country. The present study aimed at investigating the effects of drug abuse on students learning behavior in Ikolomani Division, Kakamega District. In order to carry out this study research objectives and subsequent research were developed. The major objectives of the study were to find out the effects of drug abuse on the learning behavior of students.

Chapter Two

Literature related too the study was reviewed and a research methodology associated with the study was adopted. The concept of drug abuse was highlighted, with major causes of drug abuse in school such as peer pressure, mass media, lack of parental control, Teachers involvement, family influence, social acceptance, personality and self esteem and lack of relevant leisure activity identified. Magnitude of drug abuse in Kenya was undertaken and reliable information taken into consideration. Most commonly abused drugs and their subsequent effect on student learning behavior were identified in the literature review,

measure put to curb drug abuse in school were used to inform the study. A conceptual hypothesis with a range of social-economic demographic and social cultural factors likely to influence drug and substance abuse was identified.

Charter three

Research design was carried out; location of the study was identified to be Ikolomani division and a target population of 5360 students and 315 teachers was identified. A random sampling procedure was adopted with a purposive sampling done to choose the public schools. The instrument used was a questionnaire; Data was analyzed using the Statistical Program for Social Scientist (SPSS) and narrative draw results. The ex-post factor design was used to carry out the research and a sample of 143 teachers and 244 students. Questionnaires were developed and distributed and distributed to the respondents.

Chapter four

Questionnaire return rate was rated at 95% and 74% for students and teachers respectively, Demographic information of the respondents was tabulated, Academic qualification of the teachers was studied and results tabulated also included were the results for the types of drugs and substances and awareness of the presence of drugs in schools were sought by the study and their respective results were put into a table. Factors influencing drug and substance abuse were indentified and there by given. The major findings of the study were that drug abuse negatively affected students learning behavior through lack of concentration in class, poor coordination, absenteeism both from class and from school, rudeness to teachers and low self esteem which leads to poor performance.

The study also found out that drugs were supplied to students by their fellow students, outsiders, school workers and by friends who visited the students during visiting days. It was also found that both teachers and students were aware that there was highly availability of drugs in schools which were abused by students. It was found that most commonly abused drugs in schools included cigarettes, alcohol, opium and kuber. The factors which influence drug abuse among students were found to be peer pressure, broken families, frustrations and boredom among the students. It was also indentified that drug abuse among students was also to a large extent due to the large amount of pocket money given by parents and guardians.

5.2 Conclusion of the study

The study made the following conclusions:

The study concluded that the abuse of drugs among students affects their learning behavior, the effects are depicted through poor performance in both internal and national examinations. The study also concluded that the effects of drug abuse among students manifest themselves in form of behaviors which are observable. These include student rudeness to teachers, aggressive behavior, absenteeism, lateness's, striking and disorganization.

The study concludes that the major causes of drug abuse among students is peer pressure despite other causes of drug abuse, it was accomplished that too much money given to students by parents as pocket money. loss of parents therefore exposing students to influence form other people ,boredom, too much work and availability of drugs within the vicinity of the school.

The study also concludes that the sources of drugs commonly abused by students include their fellow students particularly in day an d boarding scho ols, the community surrounding the school, the school canteen, visitors and surrounding bushes and forests.

5.3 Recommendations of the study

As regards strategies for intervention, the study recommends that

1. Head teachers should endeavor to indoctrinate good discipline and responsibility among students. Good discipline should be acknowledged and any punishment meted out whether in the form of blame, or reproof, fine or suspension should be fair and commensurate with the nature of the offence committed.
2. Further, guidance and counseling services should be strengthened in order to provide opportunities for clients to work towards living a more satisfying and resourceful way. As such, experienced, well trained guidance and counseling personnel should be put in place to guide and counsel students on the facts about drug abuse instead of leaving them to decide on their own. Varieties of leisure activities and recreational activities should be strengthened in the learning institution so that students can avoid boredom and idleness.

3. Deliberate measures should be put in place by the governments, the school administrators, religious leaders, civil society organization and parents to raise the level of awareness on the effects of drugs among students and society in general. The government should strengthen drug legislation and enforcement in the country to address the issues of drug trafficking, peddling and use.
4. Rehabilitation centers should be set up in every district to enable those already affected get medical assistance. Or efforts made for personnel from Asumbi Drug Rehabilitation Centre in Homabay to visit schools in the region to offer guidance.
5. The government should declare drug use a national disaster so as to marshal the financial and human resources towards addressing this problem.
6. School administrators should carry out close surveillance in school neighborhoods to prevent drug peddlers from selling drugs to students.
7. The study recommended that frequent workshops and in service courses for head teachers and heads of the guidance and counseling be increased to train them professionally on how to involve others on drug abuse problems.
8. Parents should be involved on campaign against drug abuse and be guided and counseled on how to bring up their children in view of the current menace of drug abuse in the community.
9. The provincial administration should be fully involved by head teachers in controlling drug abuse among students in secondary schools. Participatory approaches between schools and government to be encouraged so that strict rules and guidelines would be enacted on drug peddlers and drug abusers both inside and outside the school community and application of drugs and psychotropic substances Act of 1994 to the letter

The recommendation targeted education planners and policy makers in formulating viable policy guidelines geared towards changing attitudes towards drug abuse in schools. Education administrators, school authorities and teachers of guidance and counseling can use the findings to plan and employ appropriate intervention to prevent the problem of drug abuse

Multi-media campaign against drug use should be included in prevention program. Mass media should be used to communicate anti-drug messages as it has an advantage of reaching large audience that make it cost effective.

5.4 Suggestions for further study.

The study raised several possible avenues for future research both in terms of their limitations and their findings. First, augmentation the area of research to include other divisions in Kakamega district would even provide more useful perspective given some students come from neighboring areas adjacent to Ikolomani Division.

Hope-fully, future studies on drug abuse will examine a broader set of national contexts, which are likely to enrich the understanding of the complexity of drug abuse and dependence in our secondary schools . Second, a striking feature in this presentation is personal leadership qualities and how this could help in curbing drug abuse. A closer examination of these factors would be valuable in understanding other complexities and varieties of leadership. How experience and other personal characteristics impact the focus and others features identified would make significant contributions to our understanding of the causes of drug abuse and strategies for intervention in our schools

The study was partial in regard to causal inferences. There is need for longitudinal study to examine causal relationship between independent variables and dependent variable. A cohort of respondents may be followed over a period of time to determine how the selected factors interact and change while the extraneous variables are statistically controlled.

It is also noted from the results that peer-group influence made the greatest contribution to total drug use variation. A further study is recommended to explain why peers have the greatest contribution on drug use among the respondent. Whereas previous studies have shown that peers contribute more than parents do, it is still unclear how much of the peer group influence is due to socialization or selection, a study of this relationship will greatly affect how drug abuse is viewed as a subject besides draw out more information.

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APPENDIXES

Questionnaires for teachers

This questionnaire is designated to gather information about your school and the problem of drug abuse among students. The questionnaire will be used to source facts about drug abuse and its influence on students learning behavior in secondary schools in Ikolomani division, Kakamega District.

Your response will certainly be treated confidentially. To enhance confidentiality please do not indicate your name on that or that of your school on the questionnaire.

Section 1

Please tick () correct option

(1) Indicate your sex

Male [] female []

(2) Indicate your age in years _____

(3) Indicate your highest academic qualifications

Academic qualifications	Tick
KCE/ACE/KCSE with S1	
BA with PGDE	
Bsc with PGDE	
Bed	
Med	
Msc	
MA	

Other, Specify	
----------------	--

(4) What is your school category?

- a) Mixed day _____
- b) Mixed Boarding _____
- c) Boys' Boarding _____
- d) Girls' boarding _____
- e) Any other ,specify _____

(5) How many streams does each class in your school have?

- (a) One
- (b) Two
- (c) Three
- (d) Four
- (e) Five

(6) Where is your school located

- (a) Urban Area _____
- (b) Rural area _____

Section 11

(7) Does your School experience drug problem among students?

Yes [] No []

(8) What drugs are commonly found in your school?

(You can tick more than once)

- (a) tobacco/cigarette smoking []

(b) Bhang smoking []

(c) Miraa chewing []

(d) Alcohol (chang'aa/Busaa) []

(e) Marijuana []

(f) Any other, specify

(9) List several ways through which students acquire these drugs

a) through peddlers

b) Through friends

c) Through parents

d) Through school workers

e) From the nearest kiosk

f) From bushes/forest around the school

g) Any other

(10) What steps has your school taken to reduce this drug problem?

(a)

(b)

(c)

(11) What factors make students in your school engage in drug taking?

a) Excess pocket money

b) Availability of the drugs near the school

c) Curiosity

d) Peer influence

(12) Does your school have guidance and counseling master?

Yes [] No []

(13) Does your school invite resourceful persons to talk to the students about drugs?

Yes [] No []

(14) According to you does drug abuse affects students in their studies?

Yes [] No []

Please mention ways through which drugs affect student learning

(15) Does drug abuse affect the performance of the students | the examinations?

Yes [] No []

Please explain your answer

(16) Do you have cases of drug abuse being involved | truancy

Yes [] No []

Please explain your answer

(17) Do you have cases of drop out among students who abuse drugs in your school

Yes [] No []

Please explain your answer.

(18) Do you have cases of rudeness to teachers among the students who abuse drugs?

Yes [] No []

Please explain your answer

(19) What is the general performance of students who abuse drugs?

Good [] poor [] Moderate []

Section 111

(20) Suggest ways of curbing drug abuse.

a) _____

b) _____

c) _____

d) _____

e) _____

f) _____

STUDENT QUESTIONNAIRE

The researcher wishes to carry out a study on drug abuse and its effects on students in secondary school in Ikolomani Division, Kakamega district. You have been selected to participate in this study, which is for academic purposes only. You are requested to fill this questionnaire with full honesty and accuracy. Your answer and responses will be kept confidential and will not be used anywhere else apart from this study. Please do not write your name or that of your school in this questionnaire.

Section A

1. Indicate your Sex _____
2. Indicate your age _____
3. What type of school do you attend?
 - a. Boys' boarding _____
 - b. Girls boarding _____
 - c. Mixed day _____
 - d. Mixed boarding _____
 - e. Indicate your form/class _____
4. Where is your home located?
 - a) Urban area _____
 - b) rural area _____

Section B

(6) Are you aware of drug abuse?

Yes [] No []

(7) Have you ever seen any student use drugs in your school?

Yes [] No []

(8) If yes to question 7 please identify some of the drugs you have come across

- a) _____
- b) _____
- c) _____
- d) _____

(9) What leads to abuse of drugs?

- a) Lack of parents
- b) Boredom
- c) Broke families
- d) Too much work
- e) Frustration

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(10) Which of the following behavior are caused particularly by drug abuse?

Case	Common	Rare	None
Truancy/sneaking			
Absenteeism			
Late coming			
Theft			
Laxity			
Bullying			

Strikes/riots			
Promiscuity			
Slow response			
<i>Rudeness to teachers</i>			
Shaggishness			
Noisemaking			

(11) What has been done to students found with drugs in your school?

(12) How do teachers detect drugs in your school?

- a) Check
- b) Prefects
- c) Using other students.

(13) Which of these drugs have been sold to your fellow students?

- a) Cigarettes
- b) Bhang
- c) Marijuana
- d) Alcohol
- e) Any other please specify _____

(14) What leads to students taking these drugs?

(15) Name some of the effects of drug abuse among students

Does drug abuse affect students academically?

Yes [] No []

Please _____ explain _____ your
answer _____

How does drug abuse affect student learning in ...

(a) General behavior

Explain _____

(b) Sneaking from school

Explain _____

(c) Asking for permission

Explain _____

(d) Dozing in class

Explain _____

(d) Absenteeism from school and class

Explain _____

Section 111

(18) Suggest ways through which drug abuse can be curbed in schools

(a) _____

(b) _____
_____ (c) _____

(d) _____

THANK YOU