

**FACTORS CONTRIBUTING TO DRUG ABUSE
AMONG SECONDARY SCHOOL STUDENTS IN
KIRINYAGA CENTRAL DIVISION, KIRINYAGA
DISTRICT, KENYA**

By

Kabiru Jane Wanja

**UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION**

University of NAIROBI Library



0501520 1

**A research Project Submitted in Partial Fulfilment of
the requirements for the Degree of Master of
Education in Curriculum Studies**

University of Nairobi

2009

BD 322360

Av

HV

5824

.K33


DECLARATION

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



Kabiru Jane Wanja

This research project has been presented for examination with our approval as University Supervisors.



Dr. Grace Nyagah

Senior Lecturer

Department of Education Administration and Planning,

University of Nairobi.



Mr. Ibrahim Khatete

Lecturer

Department of Education Administration and Planning,

University of Nairobi.

DEDICATION

This research project is dedicated to my late mother Nancy Kabiru, my loving father, Kabiru Njogu and to my dear son, Bryan Munjuga.

ACKNOWLEDGEMENTS

I wish to thank the almighty father for giving me the strength, health, patience and insight that saw me through during the tireless struggle for the completion of this project. The completion of this project took the concerted effort of distinguished personalities whom I wish to acknowledge very sincerely. It may not be possible to mention all by name but the following were singled out for their exceptional help. My profound gratitude goes to my Supervisors, Dr Grace Nyagah and Mr Ibrahim Khatete who offered me professional guidance. Their direction and counsel no doubt, provided the impetus that i required to move on.

My indebtness goes to my loving father, Kabiru Njogu who stood by me financially through-out the two years course. May God bless him mightily. For Bryan Munjuga, my dear son for understanding during my period of absence. My sincere gratitude also goes to Mr Stanley Kinyua Gacharia who took his time to encourage me, Mrs Jane Kibocha of Karatina D.E.B who constantly prayed for me during this period. The data collection would not have been possible without the co-operation of the D.C, D.E.O Kirinyaga District and A.E.O Kirinyaga Central Division, Principals, Teachers and Students in Public Secondary Schools in Kirinyaga Central Division. I sincerely appreciate their contribution.

ABSTRACT

This study was carried out to investigate the factors contributing to drug abuse among secondary school students in Kirinyaga central division. Drug and substance abuse is not only a problem in Kenya but also a global one. Drug abuse has penetrated into learning institutions at a high rate, causing untold suffering to the students, riots, strikes, indiscipline and poor academic performance. This study is therefore expected to contribute information that could be useful in intervention measures that could be undertaken to prevent the use and abuse of drugs in secondary schools in Kirinyaga central division.

The research was conducted in Kirinyaga central division whereby 13 secondary schools were used. Purposive sampling technique was used to select the 260 students. All the 13 head teachers participated in filling the questionnaires. One teacher was selected from each school using simple random sampling. Questionnaires were used for these groups of respondents and questionnaire return rate was 99.7%.

The findings of the study were that the most commonly abused drugs in the division were alcohol, cigarettes, miraa and bhang. Students also had knowledge on drugs like cocaine and heroine. The study findings also found out that drug abuse was mainly caused by peer pressure being the major factor, curiosity, stress, age, mass media, parental influence, and availability of cash.

The study findings also revealed that drug abuse among students has led to poor academic performance, indiscipline, school drop out and poor school attendance.

The findings of the study recommended that there should be a control of availability of drugs in the markets and more so around the schools. Parents should be counselled on the adverse effects of drugs. Peer counselling should be encouraged by organizing seminars and workshops. Stakeholders in education should do a thorough survey on the root cause of drug abuse among learners and deal with it.

The findings from the study also recommended for further studies to be carried out in other divisions to come up with a general assessment of the whole country on the factors contributing to drug abuse among students. There should be a study on the management of drug abuse in Kenya. Ministry of Education should allow expulsion and corporal punishments in schools. Kenya Institute of Education should make sure that teacher's curriculum include drug prevention education. Finally teachers should be trained on how to deal with drug use and abuse.

TABLE OF CONTENTS

Content	Page
Title Page	i
Declaration	ii
Dedication	iii
Acknowledgements	iv
Abstract	v
Table of contents	vii
List of tables	xii
List of figures	xiv
List of abbreviations	xvi

CHAPTER ONE

INTRODUCTION

1.1 Background to the study	1
1.2 Statement of the problem	4
1.3 Purpose of the study	6
1.4 Objectives of the study	6
1.5 Research questions	7
1.6 Significance of the study	7
1.7 Limitations of the study	8
1.8 Delimitations of the study	9
1.9 Assumptions of the study	9
1.10 Definition of significant terms	9
1.11 Organization of the study	10

CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction.....	11
2.2 Types of drugs commonly abused by students	11
2.3 The Main suppliers of drugs and substance abuse.....	14
2.4 Reasons for drug abuse among students	15
2.4.1 Curiosity.....	15
2.4.2 Gender and drug abuse.....	15
2.4.3 Influence of mass media and model.....	16
2.4.4 The age factor	16
2.4.5 Cultural Influence	17
2.4.6 Parental influence.....	17
2.4.7 Stress	18
2.4.8 Peer influence.....	18
2.5 Drug control and prevention	19
2.5.1 Role of the school in prevention of drug abuse	19
2.5.2 Drug abuse prevention curriculum content.....	19
2.5.3 Role of the community in prevention of drug abuse.....	20
2.5.4 Role of the teacher education in prevention of drug abuse.....	21
2.6 Summary of the literature review	22
2.7 Theoretical framework.....	23
2.8 Conceptual framework.....	23

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction.....	26
3.2 Research design	26
3.3 Target population	27
3.4 Sample and sampling techniques	27
3.5 Data collection instruments.....	28
3.4.1 Instrument validity	29
3.4.2 Instrument reliability.....	29
3.6 Data collection procedure	31
3.7 Data analysis techniques.....	31

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction.....	32
4.2 Questionnaire return rate.....	32
4.3 Demographic information for respondents	32
4.3.1 Teachers' Gender	33
4.3.2 Students' gender.....	34
4.3.3 Teachers' age	34
4.3.4 Students' Age.....	35
4.3.5 Teachers' Level of education.....	36
4.3.6 Teachers' length of service	37
4.3.7 In-service training for teachers in guidance and counselling.....	38
4.3.8 Incidences of drug abuse in schools.....	39

4.3.9 Place of students' residence when not in school.....	39
4.3.10 Student's guardian	40
4.3.11 Students' religious background.....	41
4.3.12 Type of school.....	42
4.4 Ways of Acquiring Drugs	43
4.4.1 Students' Knowledge of Drugs.....	43
4.4.2 Cases of Drug Abuse in Schools.....	44
4.4.3 Drugs Commonly Abused by Students.....	47
4.4.4 Frequency of drug abuse by students.....	49
4.4.5 Drugs handled by the teachers	50
4.4.6 Avenues given by the teachers of the sources of drugs by the students.....	53
4.5.8 Avenues given by students of how they obtain drugs while in school	54
4.5 Factors influencing Drug Abuse	55
4.5.1 Reasons given by teachers for Drug Abuse	55
4.5.2 Reasons given by students for drug abuse	57
4.5.3 Role of Neighbours	59
4.6 Impact of drug abuse of academic performance	61
4.6.1 Effects on drug abuse on academic performance according to students.....	61
4.6.2 Effects of drug abuse on retention	62
4.6.3 Effect of drug abuse to school discipline.....	63
4.6.4 Drug abuse and school riots and strikes.....	64
4.6.5 Effect of drug abuse to school attendance	64
4.7 Mode of Intervention to drug abuse.....	65
4.7.1 Type of intervention to drug abuse	65

4.7.2 Strategies used to curb drug abuse.....	66
4.8 School curriculum and drug abuse in schools.....	68
4.8.1 Role of the school curriculum in curbing drug abuse.....	69
4.8.2 Effectiveness of school curriculum in curbing drug abuse.....	70
4.9 Summary of the findings.....	71

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Introduction.....	72
5.2 Summary of the study.....	72
5.3 Conclusions of the study.....	76
5.4 Recommendations of the study.....	76
5.5 Suggestions for further research.....	77
Bibliography.....	79
Appendices.....	84
Appendix A: Letter to headteachers.....	84
Appendix B: Questionnaires for headteachers and teachers.....	85
Appendix C: questionnaires for students.....	89
Appendix D: Research permit.....	93

LIST OF TABLES

Table	Page
Table 4.1 Students' age.....	36
Table 4.2 student's place of residence	40
Table 4.3 Knowledge of drug	43
Table 4.4 Drug cases in the school - alcohol	44
Table 4.5 Drug cases in the school - tobacco.....	45
Table 4.6 Drug cases in the school - miraa/khat.....	45
Table 4.7 Drug cases in the school - bhang	46
Table 4.8 Drug cases in the school - cocaine.....	46
Table 4.9 Alcohol commonly abused by students	47
Table 4.10 Tobacco commonly abused by students	47
Table 4.11 Miraa/Khat commonly abused by students.....	48
Table 4.12 Bhang commonly abused by students.....	48
Table 4.13 Cocaine commonly abused by students	49
Table 4.14 Handled alcohol among students	51
Table 4.15 Handled tobacco among students	51
Table 4.16 Handled bhang among students	52
Table 4.17 Handled miraa/khat among students.....	53
Table 4.18 Drug abuse has affected academic performance.....	62
Table 4.19 Retention rates and drug abuse	62
Table 4.20 Drug abuse results in indiscipline among students.....	63
Table 4.21 Drug abuse causes riots and strikes in school	64
Table 4.22 Drug abuse causes poor school attendance.....	65

Table 4.23 Type of intervention to drug abuse	65
Table 4.24 School punishment policy.....	66
Table 4.25 Prohibition of smoking among staff members.....	67
Table 4.26 Guidance and counselling.....	67
Table 4.27 Expulsion and suspension.....	68
Table 4.28 Usefulness of topics in the school curriculum on drugs	69

LIST OF FIGURES

Figure	Page
Figure 2.1: Use of drugs by youth in Kenya.....	12
Figure 2.2: Drug and substance consumption by type and gender in Kenya...	13
Figure 2.3 Conceptual framework	24
Figure 4.1 Teachers' Gender.....	33
Figure 4.2 Student's Gender	34
Figure 4.3 Teachers' age.....	35
Figure 4.4: Teachers' level of education.....	36
Figure 4.5 Teachers' length of service in their current schools	37
Figure 4.6 In-service training for head teachers and teachers in guidance and counselling	38
Figure 4.7: Teachers' handling of drugs	39
Figure 4.8: Students' guardian.....	41
Figure 4.9 Student's religious background	42
Figure 4.10 Type of school	42
Figure 4.11 Frequency of drug abuse by students	50
Figure 4.12 Teachers' perception of how students obtain Drugs	53
Figure 4.13 Sources of drugs to students while at school.....	54
Figure 4.14 Personal reasons for drug abuse among students	56
Figure 4.15 External reasons for drug abuse among.....	57
Figure 4.16 Personal reasons for drug abuse given by students	58
Figure 4.17 External reasons for drug abuse given by Students.....	59
Figure 4.18 knows a neighbour who abuses drugs	60

Figure 4.19 Students influenced by neighbour(s) to drug abuse	61
Figure 4.20 Subjects that touches on drugs	69
Figure 4.21 Effectiveness of school curriculum in curbing drug abuse	70

LIST OF ABBREVIATIONS

A.T.O.D	Alcohol, Tobacco, and Other Drugs
K.I.E	Kenya Institute of Education
KUPPET	Kenya Union of Post Primary Teachers
MOEST	Ministry of Education Science and Technology
NACADA	National Agency for the Campaign against Drug Abuse
NDLEA	National Drug Law Enforcement Agency
UNESCO	United Nations Environmental Scientific Cultural Organization
UNDCP	United Nations Drug Control Programme
UNODC	United Nations Office on Drugs and Crime
W.H.O	World Health Organization

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

The issue of drug use is an old practice among people around the world. Alcohol has been consumed for its pleasurable effect as far as back as the early human settlements in the world. Cannabis, Khat, Cola leaves and opium poppy have been consumed in different societies for centuries (Isidore, and Shekhars, 2005). Tobacco products are often the first psychoactive substances young people come into contact with, and up to a quarter of them use these products in many countries (Mackay and Eriksen, 2002). Overall, about one billion men and 250 million women smoke cigarettes, with the highest rates of current smokers found in developing countries (Mackay & Eriksen, 2002).

The World Health Organization (WHO), (2003) found out that currently tobacco is a causative factor of about 90-95% of all cancers, 78-80% of chronic bronchitis, 20-25% of cardiovascular diseases and deaths due to smoking. It impairs the childhood development, leading to low birth weight and slow lung maturation. Drug abuse is a problem experienced by both the young and the old. Research has shown that this habit is a common phenomenon in the adolescent's culture (Nowinsk, 1990). Curiosity, age factor, gender, parental influence, stress, peer influence and mass media are wide range of factors that cause adolescents to use drugs (Scaripitti, and Datesman, 1980).

In many African communities, drug use was accepted but regulated among adults. Today however, traditional values and family patterns, which had, for long given the society coherence, sense of belonging and identity have been assaulted and discarded altogether in our shrinking 'global village' (Ndirangu, 2004). A research conducted by South African Medical Research Council confirmed a high positive correlation between drug abuse and crime (Parry, Louw and Pluddemann, 2001). The research highlighted major differences between ethnic groups in terms of levels of drug use and different kinds of substance of abuse. (Parry et al, 2001).

The use of psychoactive substances in Nigeria is seen as a problem of young people living in urban areas. Early studies conducted in clinical settings, or among students in secondary schools and universities have shed light on licit and illicit drug abuse among Nigerian youth (Obot, 2003). These substances are not produced in the country but they enter the scene because of the activities of trafficking networks, in which many young urban Nigerians participated as mules (Obot, 2003). Drug use in Nigeria is not limited to young people in urban areas. Research has shown that some psychoactive substances cuts across age and areas of residence and that cocaine and heroine are part of the mix (Uwiagbo, 2000).

Traditionally in Kenya, the use and consumption of certain drugs and alcohol was done within a culture of community. Most cultures have traditional values

and rules that strictly prescribe the circumstances under which these drugs could be obtained, used and consumed. Regulation of consumption acted as a regulatory mechanism to control abuse of drugs (Kenya scout association, 2006). However, Kenya has equally been involved in drug consumption. The United Nations International Drug Control Programme ranked Kenya among the top four nations notorious for consumption of narcotics (UNODC, 2003). The port of Mombasa was noted as a major transit point for drug traffickers in Africa (Onyango, 2002). A research carried by NACADA, the Central Bureau of statistics, ministries of Health, Education and Finance and the University of Nairobi, attributed increased cases of unrests in schools, including the 2001 fire tragedy in Kyanguli to drug use among students (Siringi, Daily Nation 27th October, 2003). According to the Ministry of Education Science and Technology report (2004) various types of drugs are readily available in some localities where schools are situated. Such drugs include bhang, chang'aa, tobacco, khat, and glue.

Although many studies have been done in Kirinyaga Central Division, the issue of drugs has not been fully tackled and therefore the study intends to fill this gap, for example there is the recent upsurge of Mungiki sect in the Division where adolescents in schools have been reported to be members of the sect and have been involved in taking oath which involves traditional prayers and sniffing of drugs like tobacco (Kigotho and Muiruri, 2009). Though much has been said about drug abuse, not much has been done in secondary schools in the division to prevent the menace. There is shortage of

information to help sensitize the community, especially parents and teachers of their role in curbing the drug menace. The findings from the study may therefore be used to curb the problem of drug abuse among students in Kirinyaga Central Division.

However several measures have been put in place to curb drug abuse among adolescents, for example United Nations Environmental Scientific and Cultural Organization is concerned with Education as a means of improving the quality of life in general and combating exclusion among the most vulnerable populations, especially in the framework of Education for all (EFA). Kenya is also committed to providing Education for every child not just for human rights but also as a necessary element for social economic development. The purpose of this study is therefore to provide information, which will serve as a re-awakening to the learning institutions and the community to promote economic, physical and mental growth among adolescents.

1.2 Statement of the problem

Experimentation with drugs particularly alcohol and tobacco is a common behaviour from pre- to late adolescence (Ndakwe, 2005). Various reports released by different organizations have indicated that Kenyan students are consumers of most illicit drugs (Daily Nation, July 24th 2008). Drugs such as cocaine, alcohol, petroleum products were found at some of the schools hit by strikes in the past five years (Mathenge, 2008)

Ogot (2004) lists the effects of drug abuse in schools as poor academic performance, school drop out, poor school attendance, indiscipline and truancy among the students. Ministry of Education (2001) reports that indiscipline in Kenyan secondary schools continue to be a major concern to the school personnel, educators and other stakeholders in the field of education. Part of the indiscipline in these schools is attributed to drug abuse. The Kenya Secondary Schools Heads Association (2004) reported that the spread of the unrest and indiscipline among the students in schools and other learning institutions are linked to the increase in production and abuse of drugs.

In Kirinyaga Central Division some students have been reported to have used drugs. In a meeting held by Education officials, Secondary School Principals, officials of Primary School Heads Association, members of Kenya Union of Post Primary Teachers, it was revealed that drug abuse was rampant in secondary schools. Drug abuse was identified as one of the factors leading to strikes, indiscipline, truancy and poor performance in Kenya Certificate of Secondary Education within Kirinyaga Central Division (Central Province, Capacity Building Report, 2009).

There is also the issue of Mungiki sect which has not spared the students and is known to deal with drugs (Censur.org/2006). Onger (2009) noted that the most significant factor of boys out of school in Central Province is the high recruitment of teenagers into Mungiki. Since most schools in Kirinyaga Central Division are day schools, the students have the opportunity to engage in

criminal activities of the Sect. Reports from the District Commissioner and teachers from Kirinyaga indicate that the sect is recruiting teenage boys in school (Kigotho and Muiruri, 2009). He said, the sect is reaching out to students in both primary and secondary schools in Kirinyaga Central Division. This prompted the researcher to conduct the study to assess the factors contributing to drug abuse among secondary school students in Kirinyaga Central Division.

1.3 Purpose of the study

The purpose of this study was to find out the causes of drugs and substance abuse among secondary school students in Kirinyaga Central Division in Kirinyaga District.

1.4 Objectives of the study

The study focussed on the following objectives:

- (i) To identify the sources of drugs to students while in school.
- (ii) To establish the extent to which curiosity, age, gender, parental influence, mass media, stress, peer influence and the activities of Mungiki Sect causes drug abuse among secondary school students in Kirinyaga Central Division.
- (iii) To establish the extent to which the abuse of drugs among secondary school students affect their academic performance in Kenya Certificate of Secondary Education.
- (iv) To assess the effectiveness of guidance and counselling, school punishment policy, expulsion and suspension of students on drugs,

prohibition of smoking among members of staff as strategies used by school administrators to curb drug abuse.

- (v) To assess how the secondary school curriculum is being used to minimize drug abuse among secondary school students.

1.5 Research questions

The study was guided by the following research questions:

- (i) How do secondary school students acquire drugs?
- (ii) To establish the extent to which curiosity, age, gender, parental influence, mass media, stress, peer influence, and the activities of mungiki contribute to drug abuse among secondary school students in Kirinyaga Central Division?
- (iii) To what extent has drug abuse among secondary school students affected academic performance?
- (iv) To what extent has guidance and counselling, school punishment policy, expulsion of students on drugs, prohibition of smoking among members of staff been effective strategies for curbing drug abuse in the learning institutions?
- (v) How is the school curriculum being used to minimize drug abuse among secondary school students?

1.6 Significance of the study

One of the goals of Education in Kenya is to enable the learner to grow into a strong healthy person. However the health of the children is threatened by the use of drugs. This study may give suggestions and guiding principles to

teachers and the society on how to curb drug abuse among secondary school students. The study may also help the school administrators to identify the type of drugs used by the students and how they smuggle them into the institutions.

The findings can further form a base for Kenya Institute of Education (K.I.E) and policy makers to develop strategies to help these students through the school curriculum development. Parents and guardians can benefit from the study by getting ideas on drug use among teenagers. Finally the study can fill up new research gaps that may be useful for future research initiatives in this area of study by scholars.

1.7 Limitations of the study

Respondents could have given socially acceptable answers to questionnaire items due to fear of victimization or to avoid embarrassment given that drug abuse is a sensitive issue in schools and may therefore put to question administrative practices employed in the sampled schools.

The study also used questionnaires only as data collection instrument for this study. In cases where respondents left the questionnaire item blank, the researcher was not able to know whether the items were considered difficult, irrelevant or unacceptable to the respondents.

1.8 Delimitations of the study

The study was carried out in secondary schools in Kirinyaga Central Division only. Its findings can only be generalized to other parts of the district cautiously. The study was restricted to responses obtained from the students, teachers and the principals and therefore other important stakeholders like the board of governors and parents did not participate in filling the questionnaires.

1.9 Assumptions of the study

The following were the assumptions of the study:

- (i) The respondents provided truthful and honest responses to the items in the study
- (ii) The selected schools provided the required data to address the research problem adequately.
- (iii) Respondents were aware of prevalence of drug abuse in public secondary schools.

1.10 Definition of significant terms

Drug: A drug can be defined as any substance which when taken into a living organism may alter one or more of its functions.

Drug abuse: This is the deliberate use of chemical substances for reasons other than their intended purposes, use that can result in damage to personal health.

Drug dependence: A state resulting from the interaction between living organisms and a drug characterized by behavioural and other responses that

always include a compulsion to take the drug on a continuous or periodical basis.

Drug trafficking: This is a global black market consisting of the cultivation, manufacture, distribution and sale of illegal controlled drugs.

Illegal drugs: It is the possession or distribution of that which is unlawful under the Controlled Substance Act.

Stimulant: A drug which boosts people's energy and makes them excitable

Substance: Substance related disorders of intoxication, dependence, abuse and substance withdrawal caused by various substances both legal and illegal.

1.11 Organization of the study

The study is organized into five chapters. Chapter one deals with the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations and delimitations of the study, basic assumptions of the study, definition of significant terms and organization of the study. Chapter two deals with literature review, and this includes :- the introduction, types of drugs abused by the students, sources of drugs, causes of drugs, drug control and prevention, theoretical and conceptual framework. Chapter three covers research methodology and this comprises:- the research design, target population, sample and sampling techniques, research instruments, data collection methods and data analysis techniques. Chapter four comprises of data analysis and interpretation. Chapter five focuses on research summary, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

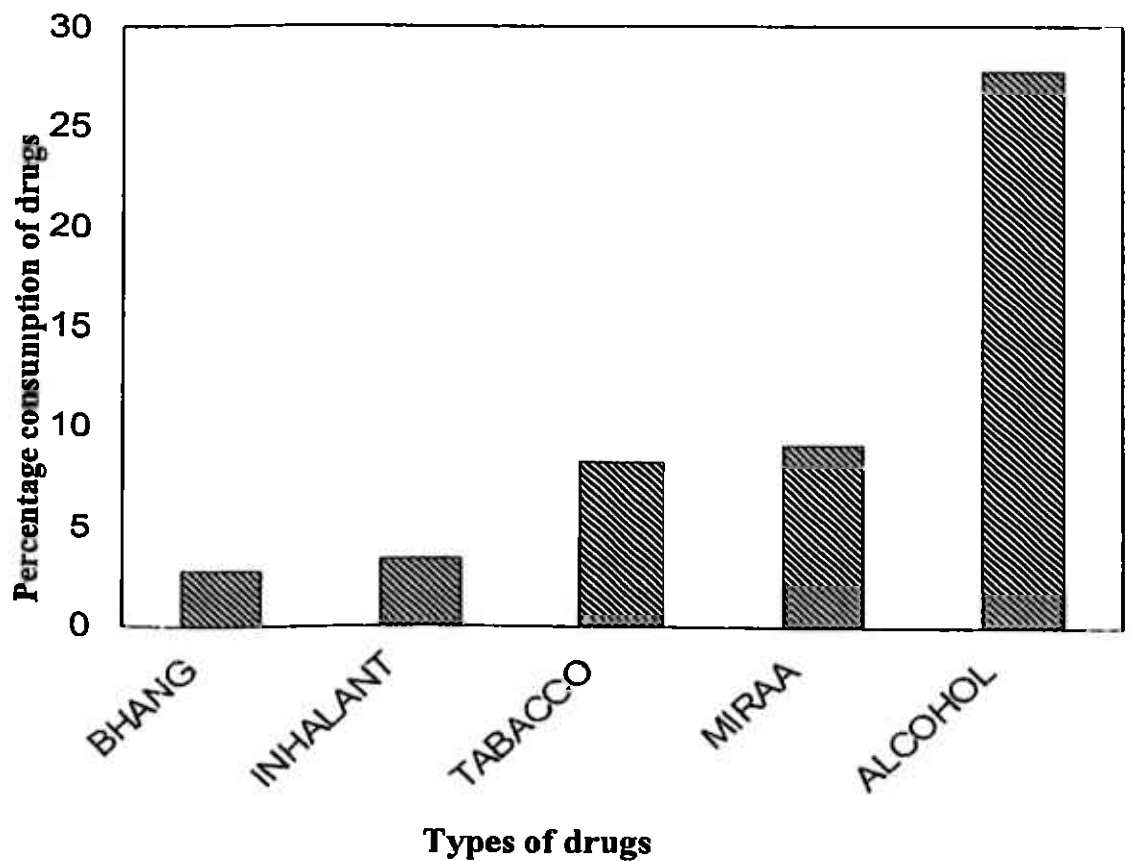
Drug taking among young people incorporates all levels, especially those of secondary and institutions of higher learning, a matter that has become of great concern to multitudes in Kenya. The use of alcohol, tobacco and other drugs (ATOD) is common in adolescents. More than before, a good number of young people, at an earlier age start experimentation with bhang, chang'aa, cocaine, heroine, alcohol, tobacco, and miraa. They do so through various ways for example, by injecting drugs like heroine and cocaine, inhaling glue and heroine, smoking of cigarettes and bhang, drinking of alcohol, and by taking tablets. The major matter of great concern to Kenya has been ways and means of curbing the awful trend (MOEST, 2004). Drug abuse among adolescents has sparked widespread concerns that put millions of users at increased risk for ill-health, poor academic performance, poor school attendance, truancy and school dropout (Andrew, 2005).

2.2 Types of drugs commonly abused by students

In countries around the world, both licit and illicit drugs abound. National Agency for the Campaign against Drug Abuse revealed that in Kenya more than 68% of youths are drug users with 42% being primary school children and that tobacco and alcohol are the most abused drugs (East African Standard, September 3rd, 2003). Youths start experimenting on licit drugs like

tobacco and alcohol, later they try other more potent drugs like bhang, heroine, mandrax and marijuana. The drugs of abuse include:

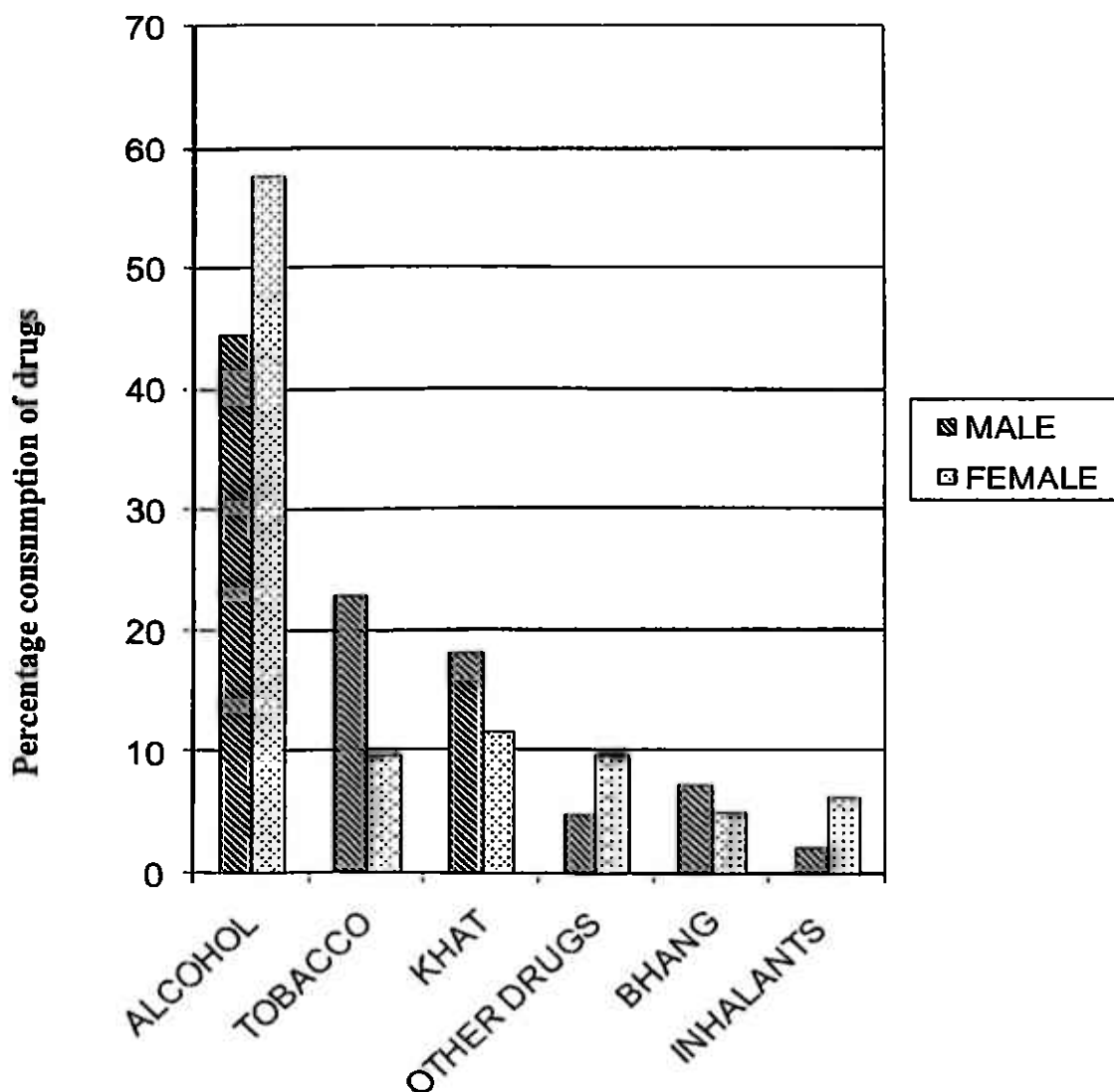
Figure 2.1: Use of drugs by youth in Kenya



Source: NACADA (2004)

- a) bhang - 2.8%
- b) inhalants – glue, gasoline, thinner, paint etc = 3.4%
- c) tobacco – 8.3%
- d) Miraa - 9.1%
- e) Alcohol – 27.7%

Figure 2.2: Drug and substance consumption by type and gender in Kenya



Source: NACADA (2004) **Types of drugs**

In terms of gender, both male and female engage in drug and substance use. However, a large proportion of female than male consume alcohol (57.1% & 44.5%), inhalants (5.8% & 2.8%), and other drugs (9.7% & 4.8%) respectively. In terms of numbers, more male than female engage in using all types of drugs and substances (NACADA, 2004).

2.3 The Main suppliers of drugs and substance abuse

Some students in boarding schools either peddle or use drugs and therefore they need a supply of the drugs while in school. It is not easy for them to access the drugs because they are confined in school premises and bound by strict rules and regulations that prohibit them from possessing or using drugs. The students therefore device ways of accessing the drugs.

Ndegwa (1998) in his report on the problem in Kenyan schools to the Kenya National Committee for Drug Education noted that students had secret ways of obtaining drugs. He identified some cases where members of the public and day scholars walked into the school and sold the drugs to boarding school students.

The members of the community in the vicinity of the institutions who supply more than 50% of drugs and substances of abuse consumed in institutions of learning. The students and employees of the institutions also play a role in supply of drugs. The government accused chiefs and their assistants of allowing illicit liquor brew dens to flourish near schools (Daily Nation, July 23, 2008). Abandoned children or delinquents (parking boys & girls) are used in ferrying the drugs, as they handle them, they too use them. Adolescents meet in discotheques and in such places; drug peddling is an easy job.

2.4 Reasons for drug abuse among students

Many factors have been thought to play part in the initiation and perpetuation of self-administration of drugs. Persons who take drugs apparently do so for a wide variety of stated and perhaps unconscious reasons WHO (2004).

2.4.1 Curiosity

The desire to satisfy the curiosity about the effects of the substance of abuse, commercial advertisements, magazines, examples from parents who smoke and drink in the presence of children. Many young people will try some drugs in order to determine the effects for themselves. Midigo (2002) suggested that young people are curious and like having fun, Andrew (2005) remarked that during adolescence curiosity fuels the desire to find new relationships and to experience the world beyond the confines of homes.

UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION

2.4.2 Gender and drug abuse

The origin of drug abuse has found gender differences in factors affecting initiation, progression and maintenance of drug use, for example, basic behavioural and neurochemical research has suggested that women are more sensitive than men to the rewarding effects of drugs. Females respond more than males to the stimulating and reinforcing properties of abused drugs (NIDA, 2007). Research also indicates that psychosocial factors, such as childhood physical and sexual abuse, depression, posttraumatic stress and partner violence play an important role for women than men in beginning and continuing drug use (NIDA, 2007). Escandon and Galvez (2005) postulates

that it is seen manly to smoke cigarettes and drink alcohol. The societal expectations for the female are feminine behaviours which exclude drug use. The female hence refrains from indulging in drug use.

2.4.3 Influence of mass media and model

Findings of the unpublished National Baseline Survey on drugs and substance abuse among the youth in Kenya (Siringi, 2003) shows that drug abuse is rampant among some youths because they copy models like musicians, athletes and actors. Megosa (2003) advances that, when drugs are endorsed for example, rock stars declare they use them or movies show addictive behaviour as something desirable. Characters in adverts are primarily youthful, physically attractive, well to do and are often depicted as successful, happy, adventurous and sophisticated.

2.4.4 The age factor

The initial use of alcohol by young people (especially boys) symbolizes an entry into the adult world (Andrew, 2007). The early alcohol use is associated with abuse and dependence of licit and illicit substances later in life (Grant, 2006). First use of alcohol at ages 11-14 greatly heightens the risk of progression to the development of alcohol disorders and therefore is a reasonable target for intervention strategies that seek to delay first use as a means of averting problems later in life (Schmid and Hohm, 2007).

2.4.5 Cultural Influence

Studies conducted by NIDA researchers suggest that adolescents who strongly identify with their communities and cultures are less vulnerable to risk factors for drug use and benefit more from protective factors than do adolescents without this identification (Brook and Whiteman, 2007). However images of substance use in its various forms continue to pervade print and broadcast media. In many western cultures, the use of some substances has become accepted in mainstream popular culture which in itself is largely driven by youth cultures. Hays, smart, Sanson and Toumbourou (2004) cited that culture helps to form adolescents' alcohol consumption. In the Kenyan society, alcohol is often used to celebrate a joyous occasion in the family or at work.

2.4.6 Parental influence

Many adolescents start drinking because their parents drink and have an easy access to alcoholic beverages at home. They at least find a role model in them to justify their conduct (Escandon and Galvez, 2005). Studies report that teenage children of alcoholics are more likely to start drinking and students staying with relatives risk drug abuse (Siringi, 2003). Many parents are pre-occupied with their businesses and social activities and children are left with freedom to choose paths of discovery instead of being guided. Drug taking syndrome mostly affects children from broken families.

2.4.7 Stress

Board and Feinberg (1995) stated that despite the warnings on the cigarette box that it is harmful to health, adults continue to use it to cope with or relieve stress. Adults drink to socialize, stay calm and relax. Adolescents use substance abuse because of academic pressure. Such children lose track and identity in class. Teenage substance use is a mere reflection of adult behaviour. Studies have shown that individuals exposed to stress are likely to use alcohol and other drugs (Sinha, Fuse, Aubin, 2000). In an analysis of studies on factors that lead to continued drug use, high stress was found to predict continued drug use (Brewer, 1998).

2.4.8 Peer influence

The influence of peers on adolescents risk behaviour can be subtle. For instance the group may not compel the youngster to drink or smoke but may allude to him being a baby or too soft if he does not participate in the activities. Those who subscribe to the adolescent sub-culture approach believe that drug use depends entirely on the adolescents group of friends. Andrew (2005) supports this view by stating that the association of marijuana users with other users increases their dysfunction behaviour. A desire for acceptance and social interaction in a particular peer group may result in starting and maintaining the use of drugs if some influential members of that group happen to be intermittent regular users (WHO, 2004).

2.5 Drug control and prevention

Use of alcohol, tobacco and other drugs (ATOD) is common in adolescence. The need for comprehensive and effective prevention programs for adolescents is therefore essential (Bell, 1997).

2.5.1 Role of the school in prevention of drug abuse

The school environment and the classroom climate are major variables influencing the effectiveness of Education for Drug abuse prevention. Schools, as institutions for students in their formative years, are strategic settings for advancing health promoting skills, policies, practices and community links (UNODC, 2004). Some of the characteristics of schools that relate to successful change include quality leadership, teacher morale, teacher mastery, the school environment and resources. A sense of belonging to both family and school are major protective factors against drug use among young people (UNDOC, 2004).

The school plays an important role in primary prevention of drug abuse through the Education it provides on the subject. School Education to prevent drug abuse has to be broader. It is necessary that accurate knowledge about drug abuse be given to young people and that realistic measures are taken against social factors affecting their behaviour (Clark and Uzell, 2002).

2.5.2 Drug abuse prevention curriculum content

Research has identified that prevention programs need to be comprehensive and have sufficient intensity to reasonably expect that the skills can be taught

(Sussman, 2003) Content areas that are necessary for an effective curriculum include: Normative. Education which helps students realize that use of ATOD is not the norm for teenagers. Student's survey and opinion polls are used to help students understand actual use rates.

Improving verbal skills may also help students increase their ease in handling social situations. Decision making, communication skill, and assertiveness skills are particularly important during the late elementary and middle school years when puberty changes social dynamics between young people themselves as well as with the adults.

The social influence helps student recognize external pressure for example advertising, role models, and peer attitudes to use ATOD and to develop the cognitive skills to resist such pressures. Protective factors support and encourage the development of positive aspects of life such as helping, caring, goal setting, and challenging students to live up to their potential and facilitation afflictions with positive peers (Hawkins, Catalano, & miller, 1992). Refusal skills help learners to refuse ATOD effectively and still maintain friendships. Recent research indicates that it is most relevant in supporting teenagers who do not want to use drugs and in conjunction with other activities such as social influences and normative Education.

2.5.3 Role of the community in prevention of drug abuse

Because of the complexity of the problem, coordination of prevention messages and activities with other institutions in a youth's life is essential. The

community, not the school is where most teenagers involve themselves in drugs. Schools must be actively involved in planning and coordinating community wide activities that develop and strengthen anti-drug-use norms in the community and family as well as among peers, including public policy, media-created awareness, advocacy and enforcement.

Communities can be active in changing and supporting non-use-norms and reinforcing messages given at school. Many curricula have suggestions for integrating parent activities and information sharing (Aquire-Molina and Gorman, 1996).

2.5.4 Role of the teacher education in prevention of drug abuse

To translate prevention research into classroom practice require that teachers have the knowledge and skills to be effective implementers of ATOD prevention curriculum, create positive and intellectually stimulating classrooms and be willing to support and work on community prevention efforts. Sussman (2003), speculates that explicit action on the part of the teacher to have students make statements and ask other questions, is the essence of drug Education program delivery. Research has shown that the more effective teachers are the ones who have been recently trained in substance abuse prevention and are comfortable using interactive teaching methods (Ennett, 2001). The teachers should understand the theoretical rationale underpinning drug Education and master the skills needed to

implement appropriate teaching learning methods and integrate life skills development into the drug Education.

Prevention programs should include teacher training on good classroom management practices (Lalongo, Poduska and Kellam, 2001). Teachers should employ interactive teaching strategies that promote participation of students, such as role playing, discussion and small group work. These techniques are more effective than didactic teaching strategies. Teacher training should emphasize the facilitation skills of interactive teaching methods (UNODC, 2003).

2.6 Summary of the literature review

Drug abuse is an international, regional and national issue. Many scholars in different fields have tackled different ways of drug prevention, for example Ennet (2001) stressed the need for teacher training. Hawkins, Catalano and Miller (1992) argued the need for protective factors and encouraged the development of positive aspects such as helping, caring and goal setting. The study intends to provide possible avenues for future research in terms of their limitations and their findings. Hopefully, 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, dependence and protective measures.

2.7 Theoretical framework

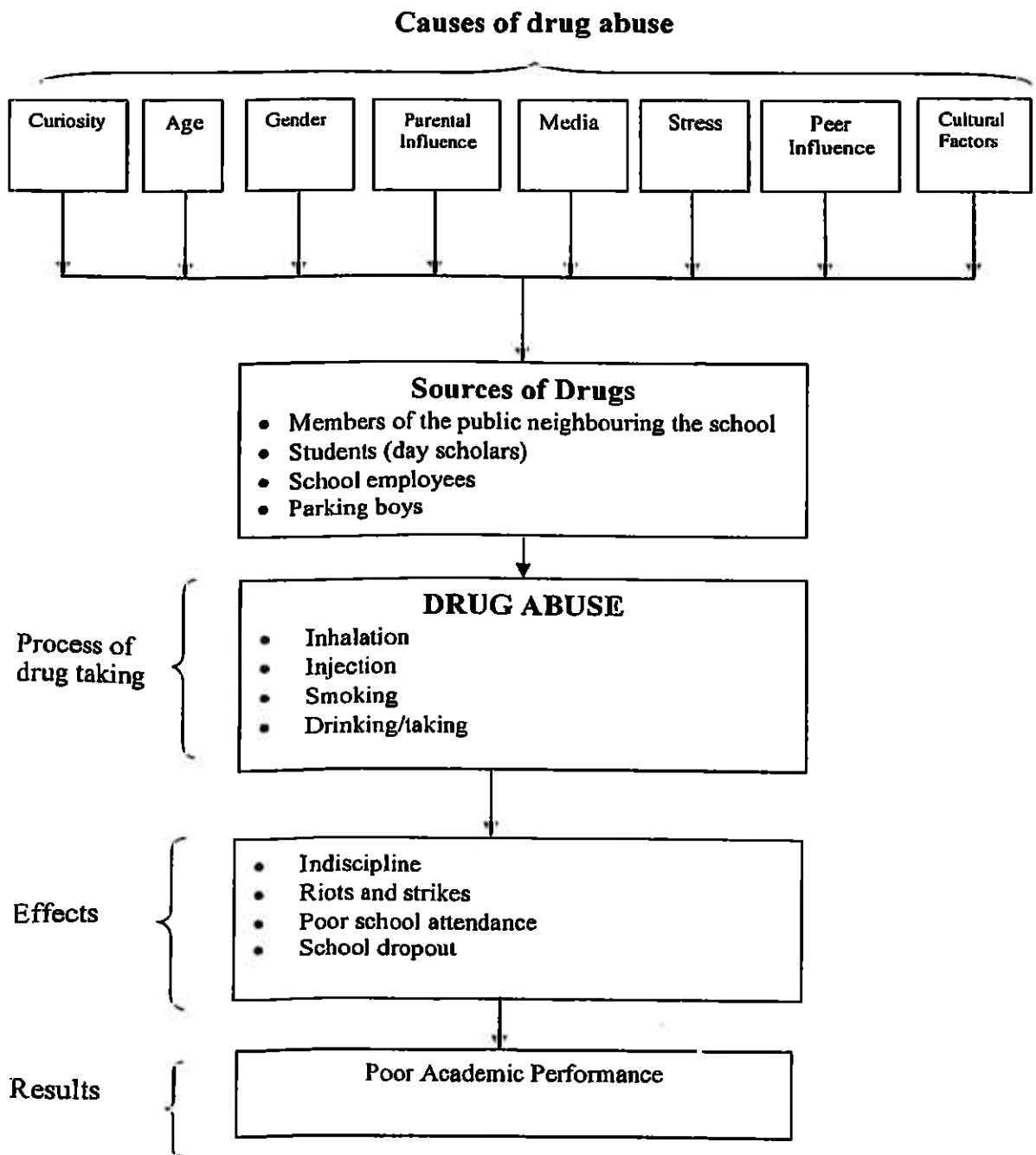
Stantrock (2000) emphasized the theory of Bandura and Skinner, (1997) (social learning theory) that environmental experiences and situational influences impact on behaviour. This theory is based on the idea that adolescents acquire their beliefs from their role models, especially close friends and parents. The theory assumes that substance specific cognitions are strongest predictors of adolescent early substances use.

Social learning theory asserts that an adolescent's involvement with drug use using role models is likely to have three consequential effects, beginning with observation and imitation of substance specific behaviour, followed by social reinforcement (encouragement and support) for early substance use and culminating into an adolescent's positive social and psychological consequence for future. This theory stresses the cognitive process that is involved in acquiring and maintaining patterns of behaviour. This theory is relevant in this study because it establishes the reasons as to why youths abuse drugs.

2.8 Conceptual framework

According to Kombo and Tromp (2006), a conceptual framework is a research tool intended to assist a researcher to develop awareness and understanding of the situation under scrutiny and to communicate this.

Figure 2.3 Conceptual framework



Source: Adapted from Hawkins, Catalano and Miller (1992)

The variables influencing drug abuse include: curiosity, gender, stress, age factor, peer pleasure, parental influence and mass media. Students in secondary schools obtain drugs in different ways, for example, where members of the public walk in the school and sell drugs to students, students (day scholars), school employees and parking boys.

Those who abuse drugs either inhale them for example, glue and heroine, others inject themselves with cocaine and heroine, while Others smoke drugs like bhang, cigarettes and others drink and take drugs like alcohol and tablets. When these drugs are taken by the students they result into indiscipline, truancy, school dropout/poor school attendance and ill-health. This in return results into poor academic performance among the students.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section presented the research methodology which was organized in the following sub-sections;- research design, target population, sample and sampling technique, research instruments, data collection procedure, data processing and data analysis.

3.2 Research design

The study adopted a descriptive survey design to establish the factors contributing to drug abuse among students. Descriptive survey is a method through which data is collected from members of targeted population by using questionnaires in order to determine the current status of that population with respect to two or more variables (Mugenda and Mugenda, 1999). According to Frankel and Wallen (2000) a descriptive design can also gather data for identifying standards against which the existing conditions can be compared or determining the relationships that exist between specific events.

This design was therefore used for this study since the study intended to establish the relationship between various variables and drug abuse among students. This design also helped the researcher to get generalized characteristics or information about the target population.

3.3 Target population

This study was carried out in Kirinyaga central division. Kirinyaga central division has 15 public secondary schools. According to the Ministry of Education, schools in Kirinyaga central division are divided into four categories. These are 2 boys boarding (BB), 2 girls boarding (GB), 2 mixed boarding (MB) and 9 mixed day (MD). The target population for this study was 2640 students, 137 teachers and 15 head teachers. The target group was form 3 and form 4 Students who are mature enough to know what drugs are, teachers and head teachers.

3.4 Sample and sampling techniques

The researcher used stratified random sampling technique to group the population into homogenous subsets. Oso and Onen (2005) states that stratified random sampling is necessary because it helps the researcher to group the population into homogenous subsets that share similar characteristics. The researcher included 13 schools in the sample study and 2 schools were used for piloting.

To get sample size of students, the researcher accessed 10% of the students from the 15 schools. Gay (1992) postulates that for small population a sample size of at least 10% of the population is a good representation. Using Gay's suggestion, 10% of 2600 was 260 students. The sample size was therefore 20 students in each school. Most of the schools in Kirinyaga Central Division are double streams of about 40 students per stream.

Purposive sampling technique was used to select 2 girls and 3 boys from each stream in form 3 and 4 in MD and MB where the researcher used the class register to select the 5th student. In order to select respondents from BB and GB the researcher used simple random sampling technique to select 10 students from form 3 and form 4 from each school. All the head teachers were included in the sample. Using Gay's suggestion 10% of 137 teachers was 13. The researcher used simple random sampling technique to select 1 teacher from MD, MB, BB and GB.

3.5 Data collection instruments

The data for this study was collected using questionnaires. The questionnaires give the respondents freedom to give frank answers to sensitive questions especially if they are not required to give their identity (Mulusa 1988). According to Orodho (2005) questionnaires are the commonly used instruments to collect information about the population because if they are well constructed, they are able to address specific objectives and research questions.

The researcher used questionnaires which had both open ended and closed ended items and were divided into section A and B. In section A, the head teachers' and teachers' questionnaires focussed on:- demographic information and section B focussed on the causes of drug abuse, effects of drugs on academic performance, whether they have ever attended any in-service training, or have handled issues concerning drug abuse in school, types of drugs abused by the students, preventive measures put in place to curb drug

abuse and problems encountered in rooting out drug menace. In section A, students' questionnaires focussed on demographic data, and section B on the kinds of drugs, factors influencing drug abuse and effects of drugs on academic performance.

3.4.1 Instrument validity

Validity is the degree to which the test measures what it purports to measure or designed measure (Ingule and Gatumu, 1996). To determine the validity of the instruments a pilot study was conducted in two secondary schools. Schools chosen for the pilot study were not included in the sample population. The aim was to assess the clarity of the items in the instruments such that those found to be ambiguous be discarded or modified to improve the quality of the instruments and hence improve validity. The researcher requested experts in curriculum to assess the validity of the instruments being used in the study.

3.4.2 Instrument reliability

Reliability of measurement concerns the degree to which a particular measuring procedure gives similar results over a number of repeated trials (Orodho, 2005). To ensure reliability of the research instruments, the test pre-test method was applied. This involved administering the same questionnaires at an interval of one week to the same group and then comparing the two scores. This aimed at finding out if the results were consistent to determine the reliability of the instrument. Respondents recruited during the pre- test phase were deliberately excluded during the final administration of the instruments. This helped control extraneous influence on the research findings due to prior

knowledge of the information required by the instruments. Two schools were used for the purpose of ensuring reliability of the instrument.

Split half method was used where the researcher split the instruments into two halves, that is, ½ of even numbered items and of odd numbered items. The correlation of the scores made in each half was done by use of Pearson product moment correlation. Pearson product moment correlation is meant to establish the extent to which the content of the questionnaires are consistent in eliciting the same responses every time the instrument is administered (Orodho, 2005). A correlation coefficient of about 0.8 to 1 is considered high enough to judge the instrument as reliable for the study. The correlation coefficient (r) obtained was 0.8. Since it was more than 0.5, then the instrument was said to be reliable. Pearson product moment correlation was calculated using the following formula:

$$r = \frac{N \sum xy - (\sum x) (\sum y)}{\sqrt{(N \sum x^2 - (\sum x)^2) (N \sum y^2 - (\sum y)^2)}}$$

Where:

- r = Pearson product moment correlation
- N = number of respondents
- $\sum x^2$ = the sum of the squared scores in x distribution.
- $\sum y^2$ = the sum of squared scores in y distribution
- \sum = summation.

To affect the correlation r, Spearman Brown Prophecy formula was applied and was calculated using the following formula:

$$Re = \frac{2r}{1+r}$$

Where:

Re = Correlation coefficient of the entire test.

R = Reliability coefficient.

3.6 Data collection procedure

The researcher applied for a permit from the Ministry of Education to conduct the study. After obtaining the permit, the researcher approached the District Education officer (DEO), Kirinyaga district for an introductory letter to the schools where the research was carried out.

The researcher visited the schools where the research was carried out to get appointments on when to administer the questionnaires to the respondents. Questionnaires were issued to respondents and teachers and students were handled differently in different rooms. The researcher assured the respondents of the confidentiality on any information that they gave.

3.7 Data analysis techniques

The data collected was edited for completeness and accuracy. Quantitative data was coded and analysed using the Statistical Package for Social Sciences (SPSS) software and presented using percentages, frequency distribution tables and pie charts. Descriptive analysis was used to analyse qualitative data obtained from open-ended items in the questionnaire.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

In this chapter, data is presented, analysed and interpreted. It begins by looking at the questionnaire return rate and presents the analysis of the demographic information of teachers and students. It further presents data analysis based on the research objectives on the effect of drug abuse on academic performance, factors contributing to drug abuse, how students acquire drugs, strategies for curbing drug abuse, how the school curriculum is designed to minimise drug abuse and lastly presents the summary of the findings.

4.2 Questionnaire return rate

A total number of 260 students, 12 teachers and 13 head teachers' participated in the study. All the 260 students were given questionnaires and all of them returned dully filled questionnaire making 100% questionnaire return rate. In the case of teachers out of the 26 who were given questionnaires, 25 of them returned dully filled questionnaires making a return rate of 96.1%. The average questionnaire return rate was 99.7% which the researcher found to be adequate for the study.

4.3 Demographic information for respondents

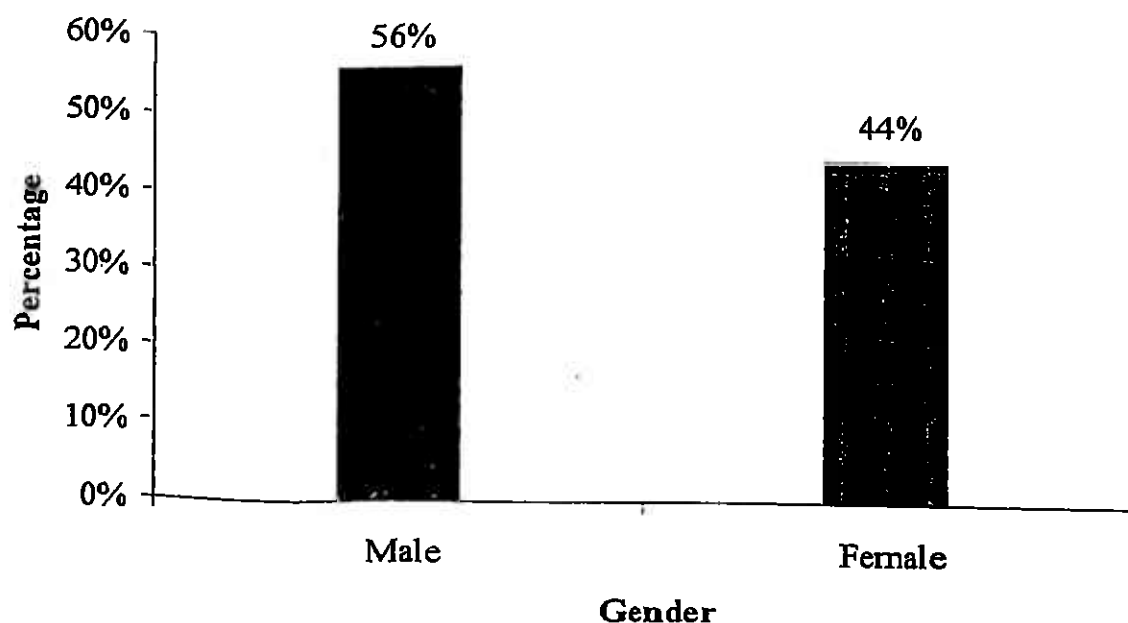
This section presents the demographic information of respondents. This includes teachers' and students' gender, teachers' and students' age, teachers

level of education, teachers length of service, in-service training for teachers, students' place of residence, students' guardians and students' religious background.

4.3.1 Teachers' Gender

The teachers were asked about their gender. The findings are shown in figure 4.1 below.

Figure 4.1 Teachers' Gender

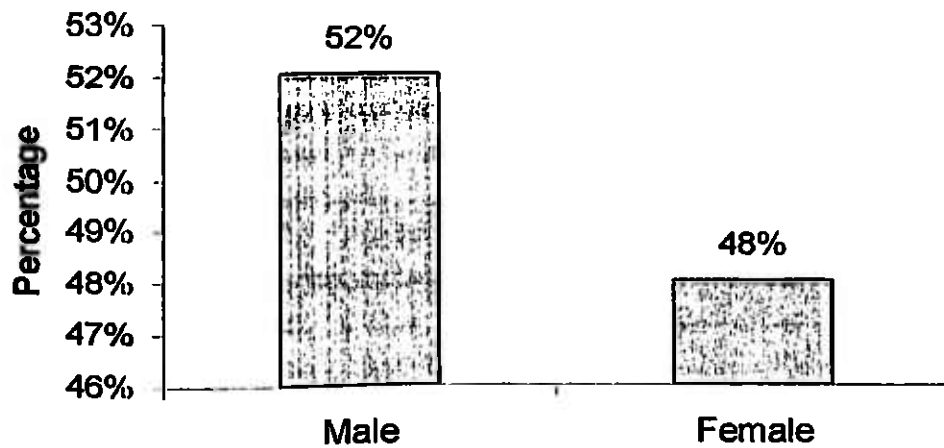


The findings on Figure 4.1 indicate that majority of teachers were male as shown by 56% (14) of them while 44% (11) were female. This is an indication that gender balance has not been strictly observed in staffing of schools and also that male teachers responded more than female teachers.

4.3.2 Students' gender

The students were asked about their gender. The findings are shown in Figure 4.2

Figure 4.2 Student's Gender

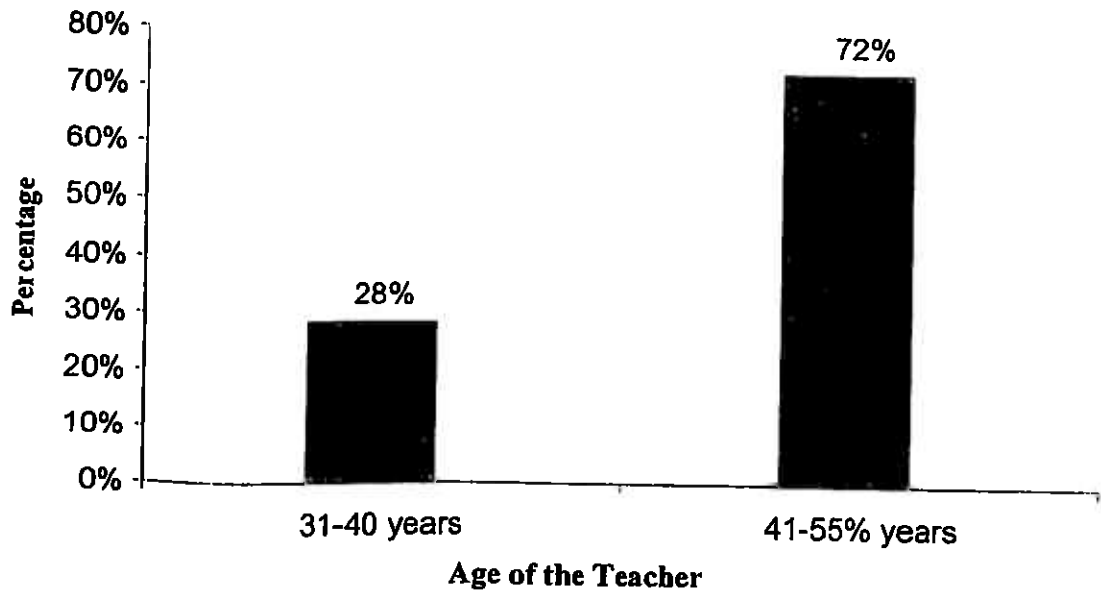


The findings found out that the student population sampled had more boys 52% or (136) than girls 48% or (124).

4.3.3 Teachers' age

The researcher further asked teachers to indicate their ages. The findings are as shown on Figure 4.3.

Figure 4.3 Teachers' age



The findings of the study established that teachers' ages ranged between 31-55 years. Among them 28 % or (7) were aged between 31-40 years, while 72% or (18) of them were aged between 41 – 55 years. This is a clear indication that teachers had good teaching experience and therefore able to handle drug cases in school.

4.3.4 Students' Age

The students also were asked to indicate their age. The findings are shown in table 4.1.

Table 4.1 Students' age

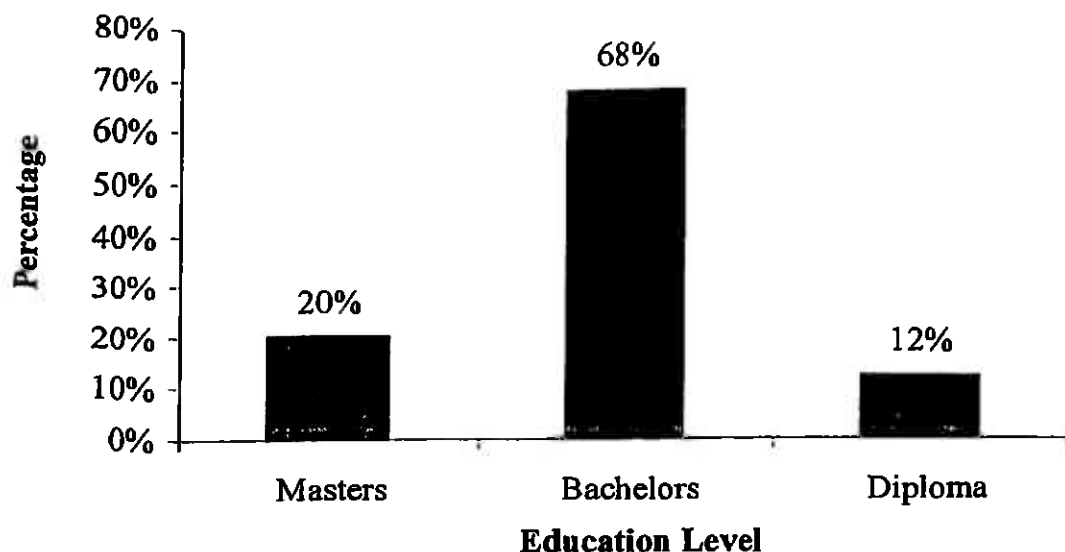
Age	Frequency	Percent
Below 14 years	16	6.2
14-17 years	122	46.9
18-20 years	116	44.6
21-24 years	6	2.3
Total	260	100.0

The findings indicate that slightly below a half of the students were found to be in the age bracket between 14 – 17 years 46.9% (122), The rest of the students were aged below 14 years 6.2% (16), between 18 – 20 years 44.6% (116) and between 21 -24 years 2.3 % or (6). This is because the respondents were mostly in form 3 and 4.

4.3.5 Teachers' Level of education

The teachers were asked to indicate their highest professional qualifications. The findings are shown in figure 4.4.

Figure 4.4: Teachers' level of education

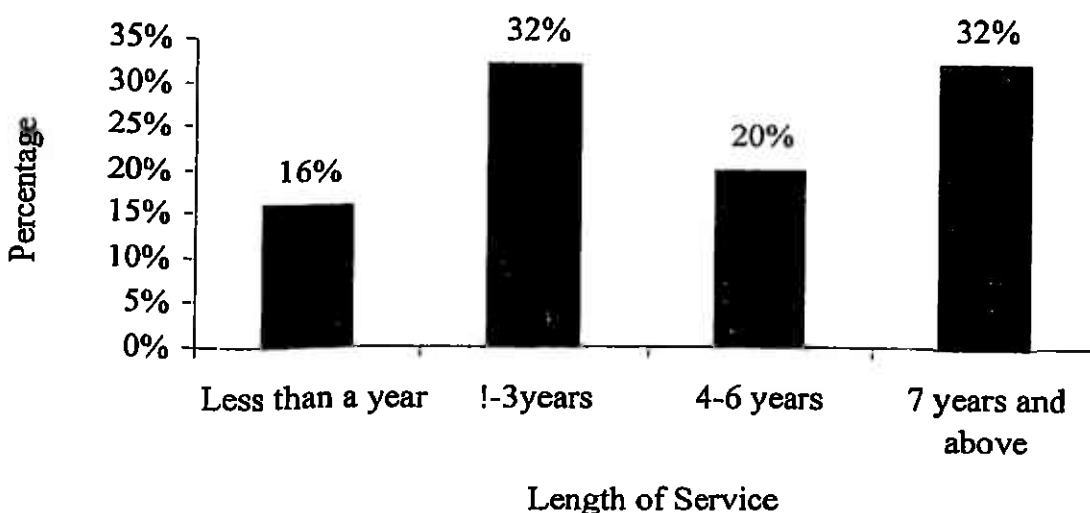


The findings indicated that 5 (20%) of the teachers had Masters, 17 (68%) had Bachelors degree and 3 (12%) had diplomas. This shows that teachers had met the qualifications required by the Ministry of Education to teach in public secondary schools.

4.3.6 Teachers' length of service

The teachers were further asked how long they have been in their current school. Their responses are as shown on Figure 4.5

Figure 4.5 Teachers' length of service in their current schools

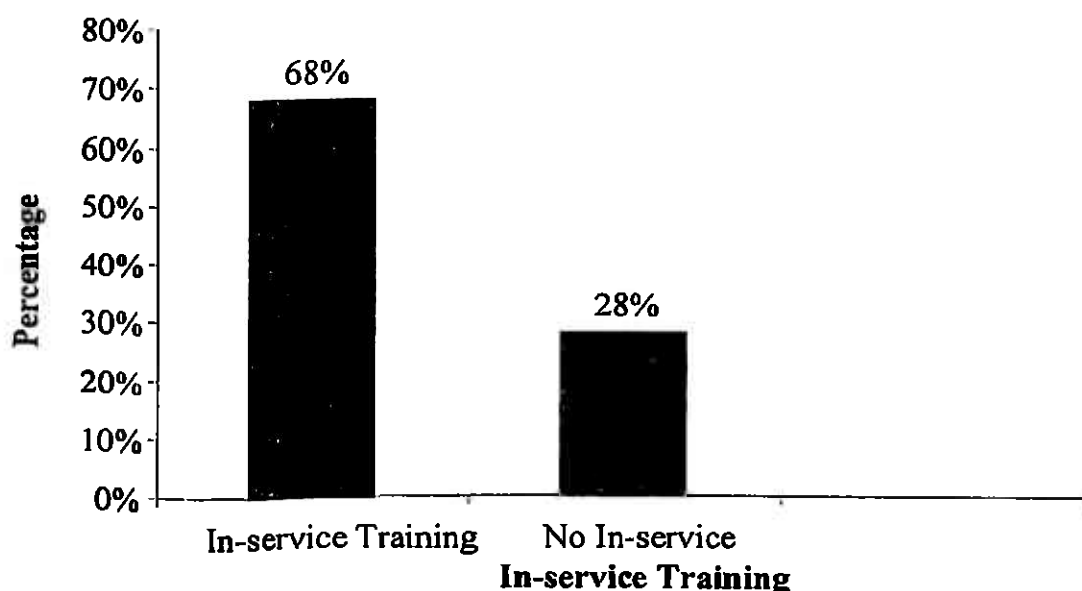


The findings of the study found out that 16 % (4) of the teachers had taught for less than a year, 32% (8) for 1-3 years, 20% (5) for 4-6 years and 32% for 7 years and above as shown. This indicates that since most teachers had taught in their current school for longer period of time (above 3 years) they know the students' background well and therefore are able to deal with cases of drug abuse that are reported in their schools.

4.3.7 In-service training for teachers in guidance and counselling

The teachers were asked whether they have ever gone for any in-service training in guidance and counselling. Their responses are as shown on Figure 4.6.

Figure 4.6 In-service training for head teachers and teachers in guidance and counselling

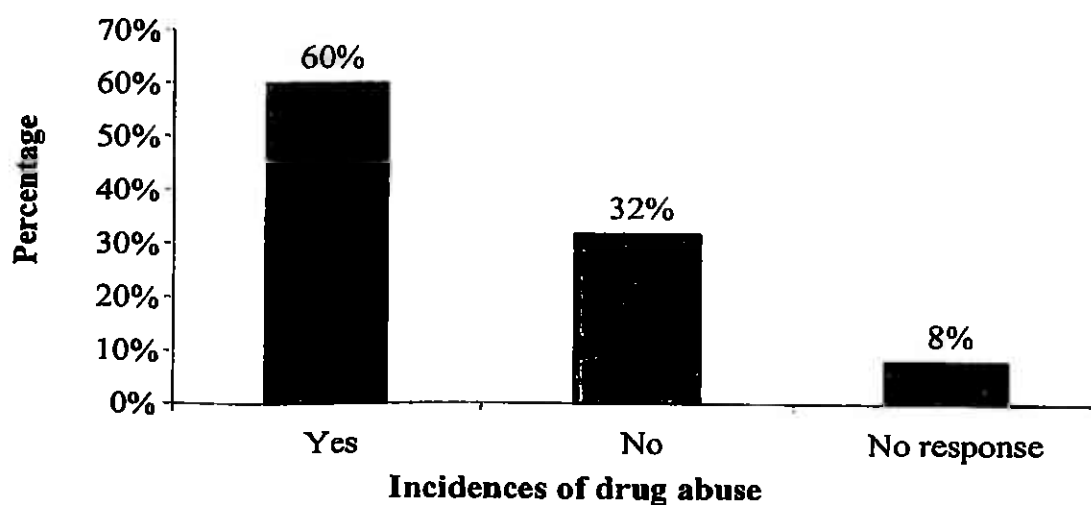


The findings on Figure 4.6 show that 68% (17) of the teachers had gone for in-service training while 28% (7) had not. One teacher (4%) did not respond. This indicates that majority of teachers had attended in-service training and could therefore be said to be knowledgeable in dealing with drug abuse in their schools.

4.3.8 Incidences of drug abuse in schools

Further the teachers were asked if they had handled issues of drug abuse in their schools. Their responses are as presented in Figure 4.7.

Figure 4.7: Teachers' handling of drugs



According to Figure 4.7, it was found that 60% (15) of the teachers had learnt about drug abuse incidences in their schools while 32% (8) did not. Two of them (8%) did not respond. This shows that teachers are aware or have encountered incidences of drug abuse in their schools and are therefore expected to be able to tackle drug problems in schools. This also means that majority of public schools secondary schools in Kirinyaga Central Division are confronted by cases of drug abuse among students.

4.3.9 Place of students' residence when not in school

The students were asked their place of residence when not in school. Their responses are as indicated on Table 4.2.

Table 4.2 student's place of residence

Residence	Frequency	Percent
Rural	198	76.2
Urban	60	23.1
Total	258	99.2
No response	2	8.0
Total	260	100.0

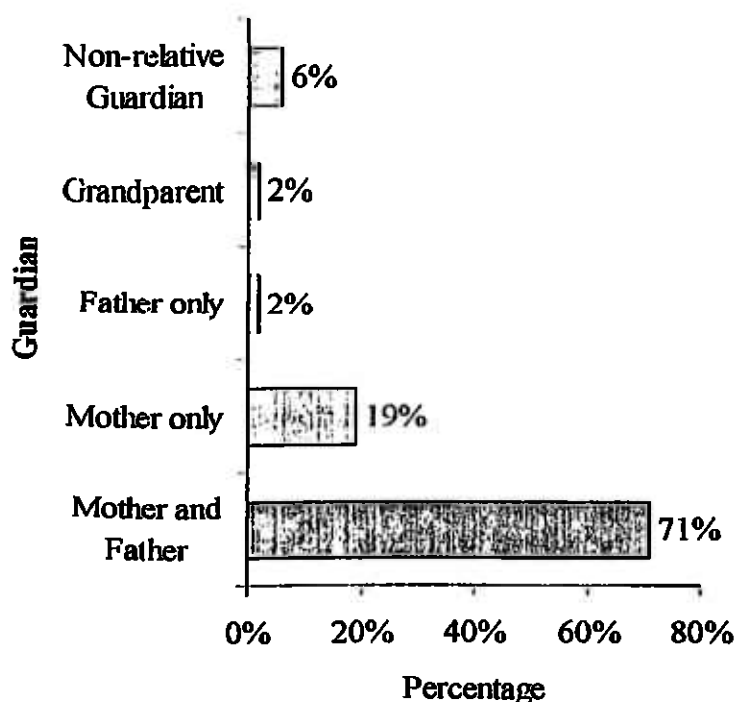
The findings on Table 4.2 revealed that majority of the students 76.2% (198) came from the rural area, with less than a quarter 23.1% (60) came from an urban setting. This indicates that drug abuse has not only invaded schools in urban areas but also rural areas.

4.3.10 Student's guardian

The researcher also wanted to find out whom the students lived with at home.

The results are as shown on Figure 4.8.

Figure 4.8: Students' guardian

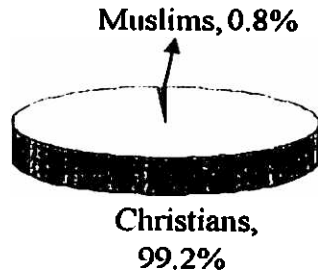


According to Figure 4.8, majority of students 185 (71%) lived with both parents. The rest of the students lived with their mother only 19% (50), father only 2% (6) and grandparents 2% (6). It was noted that 6%, (13) of the students lived with a guardian who was not necessarily a relative. These findings are an indication that majority of students lived with both parents (father and mother) and therefore drug abuse could not be attributed very much to single parenthood or not living with real parents.

4.3.11 Students' religious background

The study further sought to establish students' religious background. The findings are as presented on Figure 4.9.

Figure 4.9 Student's religious background



As indicated on Figure 4.9, overwhelming majority of students, that is, 258 (99.2%) were Christians and only 2 (0.8%) were Muslims. The findings are an indication that majority of students in public secondary schools in Kirinyaga Central Division belong to a religious organisation and are therefore expected to be receiving spiritual guidance on avoiding drug abuse.

4.3.12 Type of school

The students were asked to reveal the type of their school. The results are as shown on Figure 4.10.

Figure 4.10 Type of school

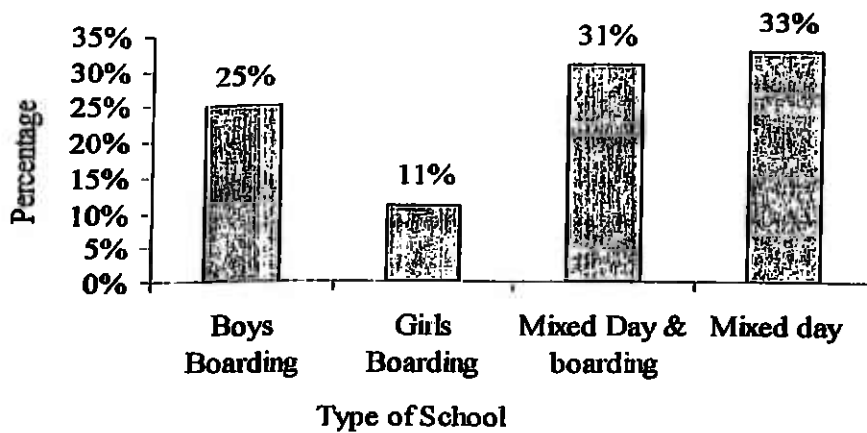


Figure 4.10 shows that 65 (25%) of students were from boys boarding schools and 28 (11%) were from girls boarding schools. The rest, that is, 82 (31%) and 85 (33%) were from mixed day boarding and mixed day schools respectively. This indicates that most students are day scholars and can therefore be said to have an easy access to drugs.

4.4 Ways of Acquiring Drugs

This section looks at ways through which students acquire drugs. To begin with, it starts by looking at students' knowledge of drugs, cases of drug abuse in schools, drugs commonly abused by students, frequency of drug abuse by students, drugs handled by teachers, reasons for drug abuse, neighbours influence in drug abuse and ways of obtaining drugs.

4.4.1 Students' Knowledge of Drugs

The researcher sought to find out from students the kind of drugs they were aware of. Their responses are as shown on Table 4.3.

Table 4.3 Knowledge of drug

Drug	Those who know it	
	Frequency	Percentage
Cocaine	37	14%
Alcohol	207	82%
Tobacco	192	80%
Miraa/Khat	212	74%
Bhang	164	63%

The study findings on Table 4.3 indicate that cocaine was the least known drug with only 14% (37) saying they know it. The rest of the drugs known to more than half of the students, were alcohol cited by 82% (207), bhang cited by 63% (164), tobacco by 80% (192) and miraa as cited by 74% (212). This indicates that apart from cocaine, other drugs listed on Table 4.3 are commonly abused in schools judging from students' familiarity with them.

4.4.2 Cases of Drug Abuse in Schools

The study further sought to find out from teachers if they knew of any cases of abuse of drugs listed on Table 4.3. The findings are as shown in Table 4.4, 4.5, 4.6, 4.7 and 4.8.

Table 4.4 Drug cases in the school - alcohol

Responses	Frequency	Percent
Yes	18	72.0
No	3	12.0
Not sure	4	16.0
Total	25	100.0

The findings on Table 4.4 reveal that majority of teachers i.e. 72% (18) confirmed having known of cases of alcohol abuse in their schools while 12% (3) did not know of any. It emerged that 16% (4) of them were not sure whether there had been cases of alcohol abuse or not. This indicates that majority of public secondary schools in Kirinyaga Central Division are experiencing cases of alcohol abuse.

Table 4.5 Drug cases in the school - tobacco

Responses	Frequency	Percent
Yes	13	52.0
No	4	16.0
Not sure	8	32.0
Total	25	100.0

Table 4.5 revealed that more than half of the teachers, 52% (13) had had cases of tobacco abuse in their schools, while 16% (4) had not. A further 32% (8) of them were not sure of any cases in their school concerning tobacco abuse. This also presents tobacco as another drug commonly abused in majority of public secondary schools in Kirinyaga Central Division.

Table 4.6 Drug cases in the school - miraa/khat

Responses	Frequency	Percent
Yes	3	12.0
No	13	52.0
Not sure	9	36.0
Total	25	100.0

According to Table 4.6 miraa/khat abuse was found not to be very common as only 12% (3) of the teachers had had them in their schools. More than half of them, 52% (13) had not had cases of miraa/khat abuse while 36% (9) of them were not sure.

Table 4.7 Drug cases in the school - bhang

Responses	Frequency	Percent
Yes	13	52.0
No	7	28.0
Not sure	5	20.0
Total	25	100.0

Table 4.7 shows that bhang is relatively commonly abused in schools as cited by 52% (13) of teachers. Slightly more than a quarter of the teachers, 28% (7) had not had any cases of bhang abuse, and 20% or (5) were not sure.

Table 4.8 Drug cases in the school - cocaine

Responses	Frequency	Percent
Yes	2	8.0
No	13	52.0
Not sure	10	40.0
Total	25	100.0

From Table 4.8, it seems that cocaine abuse cannot be ignored in schools as 8% (2) of the teachers had witnessed it in their schools. Though 52% (13) of them had not had any cases of cocaine abuse, there was 40% (10) of the teachers who were not sure. This means there could be more cases of cocaine abuse.

4.4.3 Drugs Commonly Abused by Students

The teachers were asked to indicate the most commonly abused drugs by the students based on the list provided in Table 4.3. The findings are as shown on Tables 4.9, 4.10, 4.11, 4.12 and 4.13.

Table 4.9 Alcohol commonly abused by students

Responses	Frequency	Percent
Very much (100-80%)	5	20.0
Much (80-60%)	2	8.0
Little (40-60%)	8	32.0
Very little (20-40%)	7	28.0
Not sure (0%)	3	12.0
Total	25	100.0

The findings as indicated on Table 4.9 revealed that 20% (5) of the teachers identified alcohol as a drug very much abused in the schools, while only 8% (2) of the teachers observed that it was much abused. In nearly a third, 32% (8), of the schools, there was little abuse of alcohol and very little in 28% (7) of them. There was a further 12% (3) of the teachers who were not sure of alcohol abuse in their schools.

Table 4.10 Tobacco commonly abused by students

Responses	Frequency	Percent
Very much (100-80%)	2	8.0
Much (80-60%)	3	12.0
Little (40-60%)	5	20.0
Very little (20-40%)	7	28.0
Not sure (0%)	7	28.0
Total	24	96.0
Non-response	1	4.0
Total	25	100.0

According to the findings on Table 4.10, there was very much abuse of tobacco in 8.0% (2) of the schools, much of it in 12.0% (3) of the schools and little in 20.0% (5) of the schools. Very little tobacco abuse had been observed in 28% (7) of the schools, and a similar proportion 28%, (7) were not sure. There was no response in 4.0% (1) of the cases.

Table 4.11 Miraa/Khat commonly abused by students

Responses	Frequency	Percent
Little (40-60%)	3	12.0
Very little (20-40%)	6	24.0
Not sure (0%)	15	60.0
Total	24	96.0
Non-response	1	4.0
Total	25	100.0

The findings on Table 4.11 further reveal that there was little miraa/khat abuse in public secondary schools in Kirinyaga Central Division as seen by 12.0% (3) of the schools, and very little in 24% (6) of them. More than half of the teachers, 60% (15) were not sure and 4% (1) of them did not respond.

Table 4.12 Bhang commonly abused by students

Responses	Frequency	Percent
Very much (100-80%)	3	12.0
Much (80-60%)	1	4.0
Little (40-60%)	5	20.0
Very little (20-40%)	5	20.0
Not sure (0%)	10	40.0
Total	24	96.0
Non-response	1	4.0
Total	25	100.0

Table 4.12 indicates that frequent abuse of bhang was found to be very much in 12.0% (3) of the schools, much in 4.0% (1) of them, and little in 20.0% (5) of the schools. Very little bhang was found to be abused in 20.0% (5) of the schools, while 40.0% (10) of the teachers were not sure. There was no response from 4% or (1) of them.

Table 4.13 Cocaine commonly abused by students

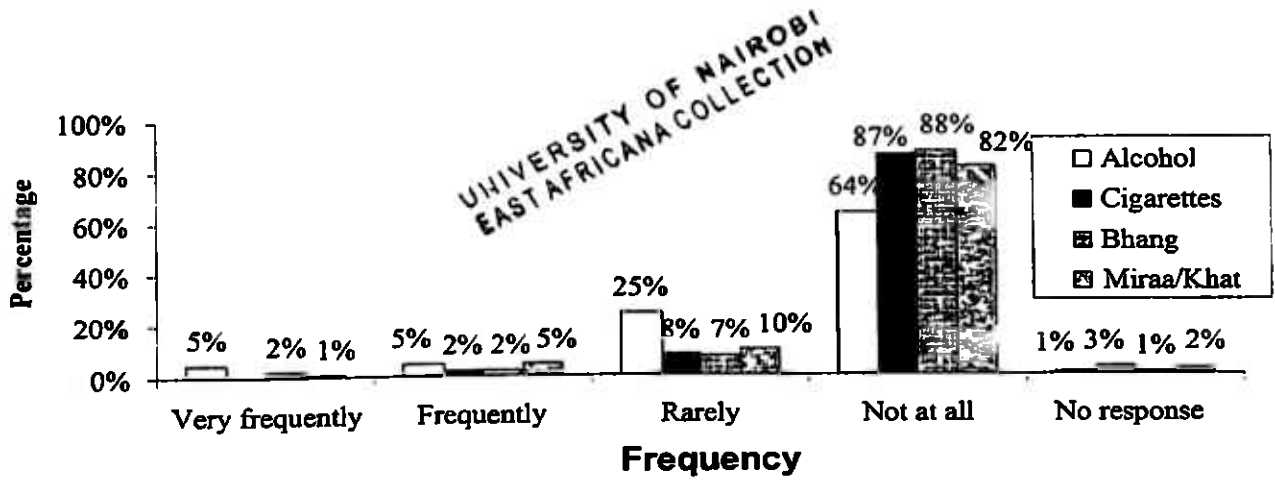
Responses	Frequency	Percent
Very much (100-80%)	1	4.0
Little (40-60%)	1	4.0
Very little (20-40%)	3	12.0
Not sure (0%)	19	76.0
Total	24	96.0
Non-response	1	4.0
Total	25	100.0

According to the findings on Table 4.13, majority of the teachers 76% (19) were not sure of the frequency of cocaine abuse in their schools, while very much of it had been observed in 4.0 % (1) of the schools. In 12.0 % (3) of the cases, the frequency of cocaine abuse was very little.

4.4.4 Frequency of drug abuse by students

The students were asked to indicate how frequently they use drugs. The findings are indicated in the Figure 4.11.

Figure 4.11 Frequency of drug abuse by students



From Figure 4.11, a small percentage of 4.6% (12) of students admitted to be abusing alcohol frequently, while a similar number 4.6% (12) admitted a very frequent abuse of alcohol. The majority, 64% (167), said they had never abused alcohol at all, while 25% (65) admitted to have abused it on rare occasions. However 4 (1%) of the students did not respond. Majority of students indicated they rarely abuse the other listed drugs.

4.4.5 Drugs handled by the teachers

Teachers were asked the drugs they have ever handled among the students. Their responses are as presented on Tables 4.14, 4.15, 4.16, 4.17, and 4.18.

Table 4.14 Handled alcohol among students

Responses	Frequency	Percent
Very much (100-80%)	6	24%
Much (80-60%)	3	12%
Little (40-60%)	8	32%
Very little (20-40%)	5	20
Not at all (0%)	3	12%
Total	25	100%

The findings as indicated on Table 4.14 show that from all the teachers who responded, 24% (6) of them had handled alcohol very much in the schools, while 12% (3) had handled much of it. A further 32% (8) had handled little, 20% (5) had handled very little and 12% (3) had not handled any alcohol abuse cases at all. This indicates that there are cases of drug abuse in schools.

Table 4.15 Handled tobacco among students

Responses	Frequency	Percent
Very much (100-80%)	2	8.0
Much (80-60%)	4	16.0
Little (40-60%)	6	24.0
Very little (20-40%)	5	20.0
Not at all (0%)	6	24.0
Total	23	92.0
Non-response	2	8.0
Total	25	100.0

According to Table 4.15, tobacco was the second commonly handled drug by the teachers as seen by 8.7% (2) of teachers having handled it very much, and 17.4% (4) of them having handled it much. On the other hand, 26.1% (6) had

handled only little tobacco cases in their schools, 21.7% (5) very little while 26.1% (6) of them had not handled any tobacco cases at all. Only 8% (2) of the teachers did not respond.

Table 4.16 Handled bhang among students

Responses	Frequency	Percent
Very much (100-80%)	1	4.0
Much (80-60%)	4	16.0
Little (40-60%)	3	12.0
Very little (20-40%)	7	28.0
Not at all (0%)	9	36.0
Total	24	96.0
Non-response	1	4.0
Total	25	100.0

The findings of the study as shown on Table 4.16 indicate that cases of bhang was handled very much in schools as cited by 4% (1) of the teachers. There was 16% (4) of them who had handled much of bhang and a further 28% (7) who had handled very little of it. More than a quarter of the respondents 12% (3) had handled little of bhang while a third of the teachers, 36% (9) had not handled any cases of bhang. A further 4% (1) did not respond to the question.

Table 4.17 Handled miraa/khat among students

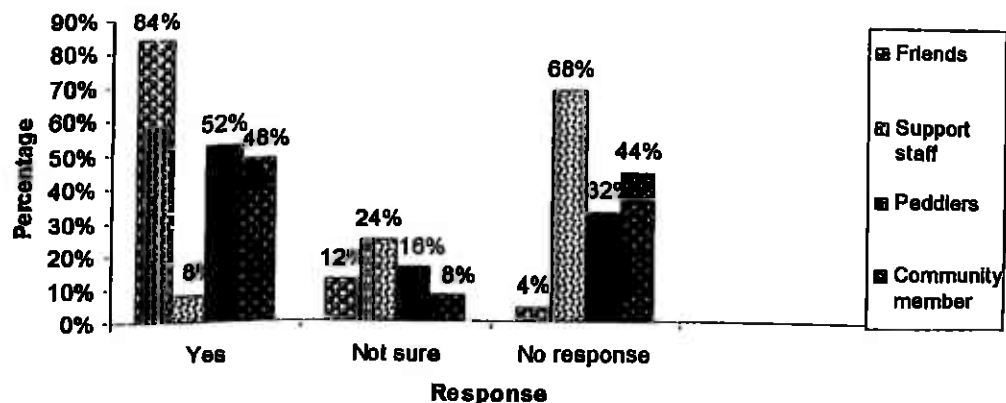
Responses	Frequency	Percent
Very much (100-80%)	1	4.0
Little (40-60%)	4	16.0
Very little (20-40%)	5	20.0
Not at all (0%)	14	56.0
Total	24	96.0
Non-response	1	4.0
Total	25	100.0

The findings on Table 4.17 indicate that that only 4.0% (1) of the teacher had handled cases of miraa/khat very much in their schools, with 16.0% (4) having handled little of it. More than a half, 56% (14) had not handled any cases at all. Nearly a quarter, 20.0% (5), had handled very little miraa/khat cases with the rest, 16.0% (4) having handled miraa/khat cases a little.

4.4.6 Avenues given by the teachers of the sources of drugs by the students

The study sought to establish from teachers the avenues students give as a conduit to acquire the drugs they use. The results are as shown on Figure 4.12.

Figure 4.12 Teachers' perception of how students obtain Drugs

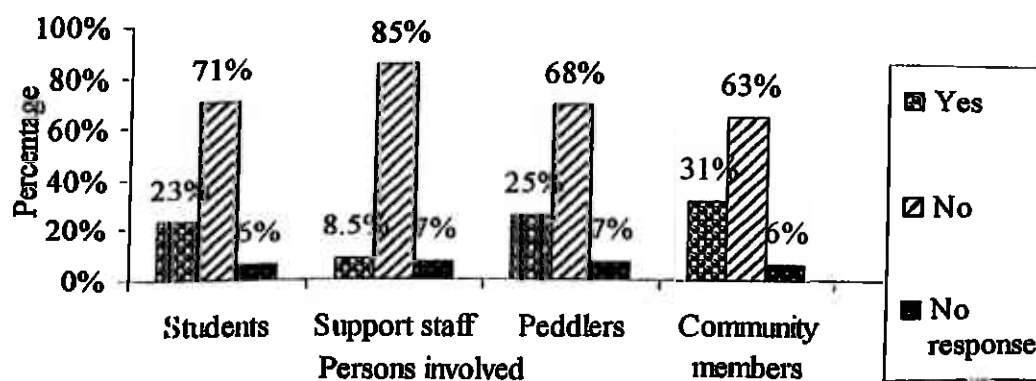


According to Figure 4.12, majority of teachers i.e. 84% indicated that students obtained drugs from their friends, while 52% of them pointed a finger to the drug peddlers. Slightly less than half of them, 48%, found out that the students obtained drugs from community members. Only 8% of the teachers identified support staff as suppliers of drugs to students. The findings also show 24% of teachers not being sure if the support staff supplied drugs to students, 12% were not sure of friends, while 16% were not sure that peddlers were involved in the cartel. There was no response in 68% of teachers on whether the support staff supplied drugs to students, 12% on community members, 32% on peddlers and 44% on friends. The findings present friends as major suppliers of drugs to other students in public secondary schools in Kirinyaga Central Division.

4.5.8 Avenues given by students of how they obtain drugs while in school

The students were asked how they acquire the drugs they use. Their responses are as shown on Figure 4.13.

Figure 4.13 Sources of drugs to students while at school



According to Figure 4.13, students are able to acquire drugs from other students 23% (60), support staff 8.5% (22), peddlers 25% (65) and community members recording the highest 31% (80) while 17% (43) of the students did not respond. Most schools in Kirinyaga Central Division are mixed day schools and therefore students are free and able to get in contact with the members of the community.

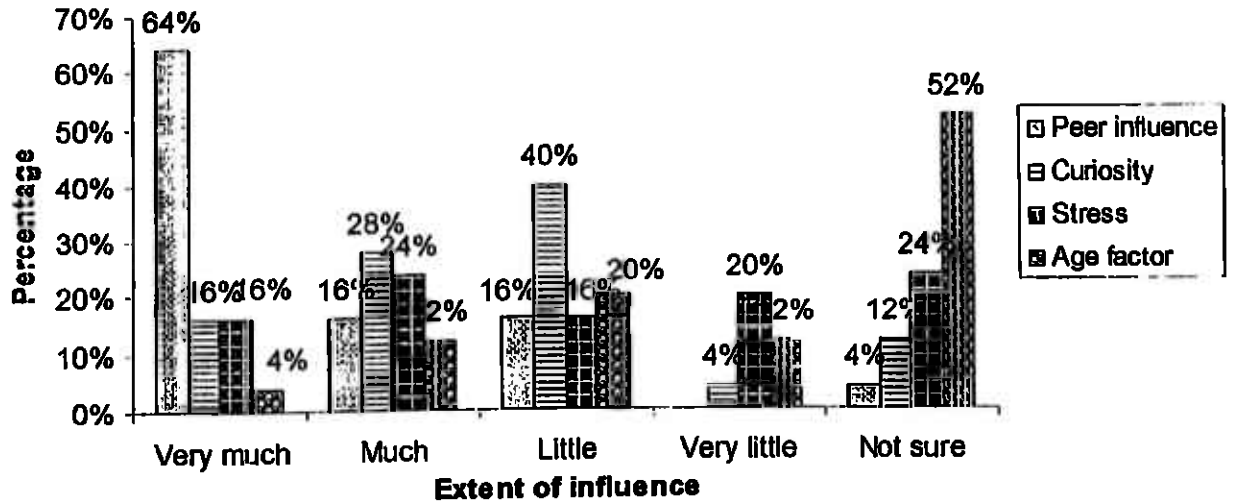
4.5 Factors influencing Drug Abuse

This section looks at the reasons behind drug abuse in schools. It starts by looking at reasons given by teachers, reasons given by students, role of neighbours and role of students' peers of friends.

4.5.1 Reasons given by teachers for Drug Abuse

The researcher asked teachers reasons why students abuse drugs. These were divided into two, personal and external reasons. Personal reasons given were peer pressure, curiosity, stress and age as indicated in figure 4.14. External reasons included parental influence, cultural influence, availability of cash and mass media as shown in figure 4.15

Figure 4.14 Personal reasons for drug abuse among students



According to Figure 4.14 teachers noted that peer influence was the major reason for drug abuse, as it was seen to contribute very much to 64% of the drug abuse among the students, 16% much, 16% little and not sure 4%. This was followed by curiosity which had contributed much in 28%, little in 40% and 16% very much of the cases and 12% were not sure. Stress also had its share contributing to drug abuse as it influence very much in 16% of the cases, much in 24% of the cases and very little in 20% of the cases. It was noted that 52% of the teachers were not sure of age factor as having an influence in drug abuse, 24% cited curiosity, 4% peer influence and 24% stress.

Figure 4.15 External reasons for drug abuse among

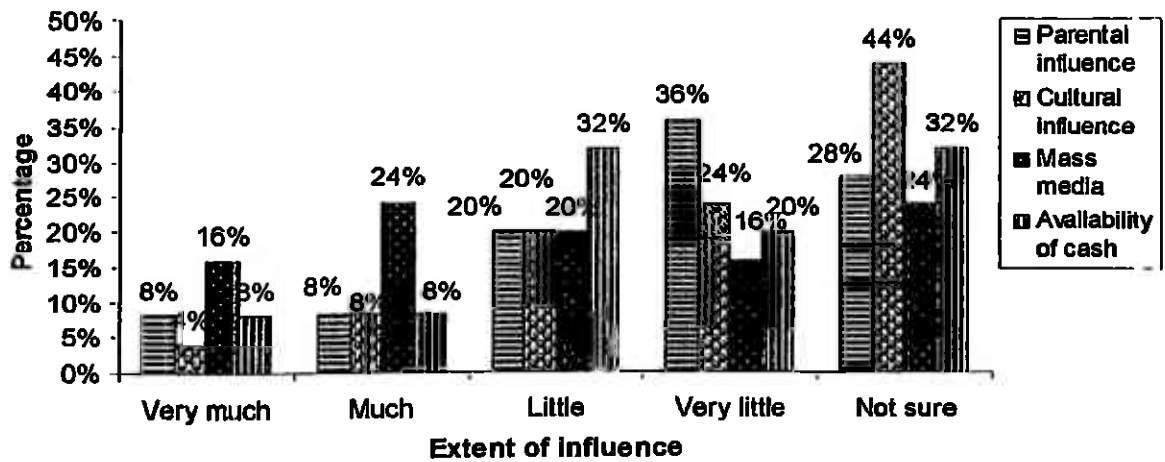


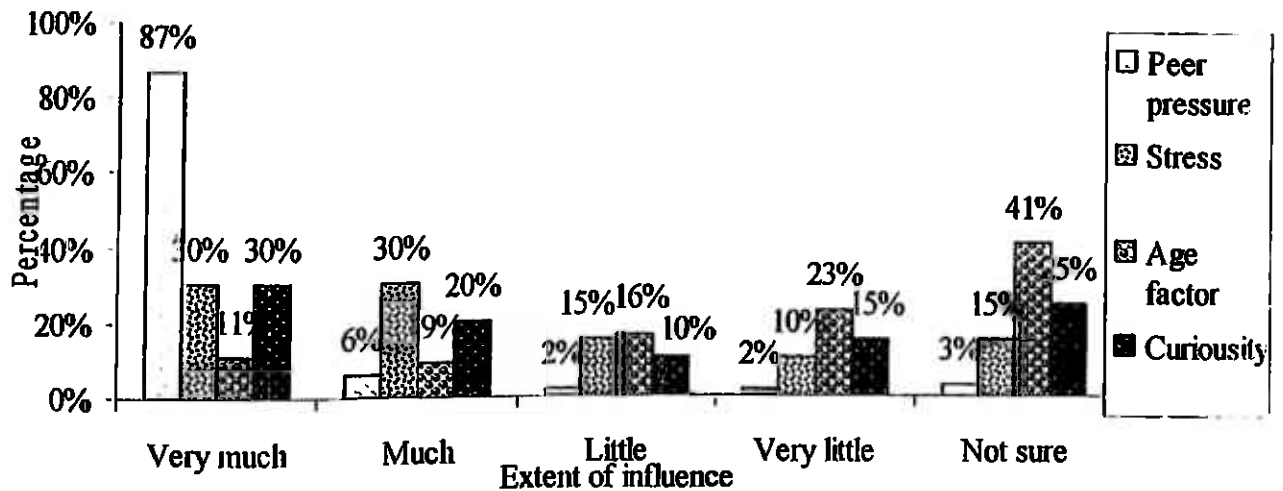
Figure 4.15 shows that among the external factors contributing to drug abuse, mass media was found to have influenced very much in 16% of the cases, much in 24% of the cases and little in 20% of the cases, very little in 16% of the cases and 24% were not sure. Availability of cash was found to have little influence in 32% of the cases, much and very much in 8% of the cases, very little in 20% of the cases and 32% were not sure. Parental influence was found to have influenced very much and much in 8% of the cases, then little in 20% of the cases, very little 36% of the cases and 28% were not sure. Cultural influence was found to have very much influence on 4% of the cases, much in 8% of the cases, little in 20% of the cases, very little in 24% of the cases and 48% were not sure.

4.5.2 Reasons given by students for drug abuse

Reasons given by students were also divided into two. These were personal reasons which included peer pressure, stress, age factor and curiosity as shown

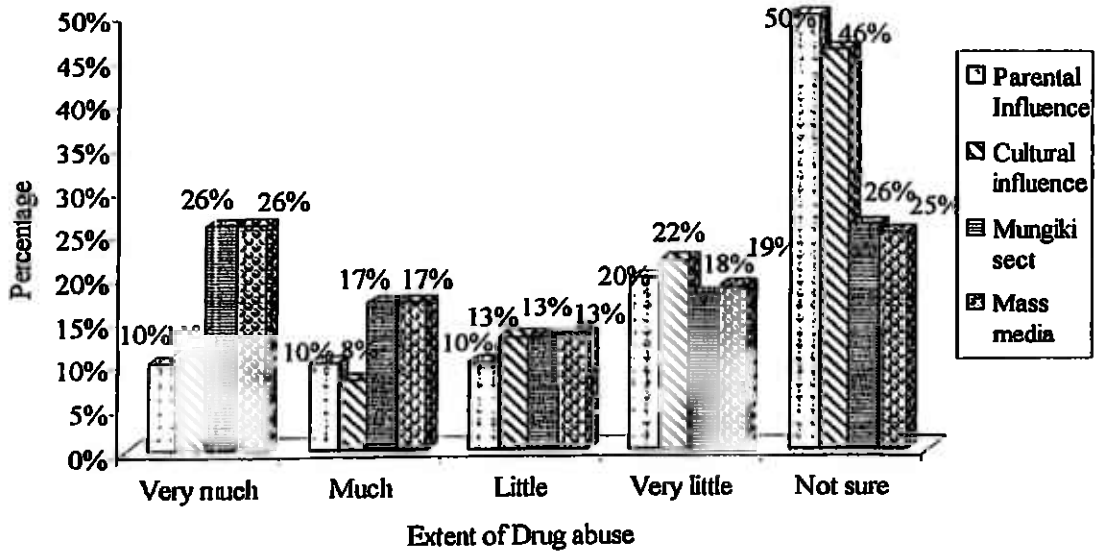
in figure 4.16. External reasons included parental influence, cultural influence, mungiki and mass media as indicated in figure 4.17.

Figure 4.16 Personal reasons for drug abuse given by students



From Figure 4.16, a wide range of reasons were identified as to why students abused drugs, both personal and external. The extent of influence was rated as very much (100% - 80%), much (60% - 80%), little (40% - 60%), very little (20% - 40%), and not sure. Among the personal reasons given, peer pressure was the highest, having very much influence on 87% of the students, followed by curiosity 30% and stress 30%. Age factor came last as having very much influenced 11% of them.

Figure 4.17 External reasons for drug abuse given by Students

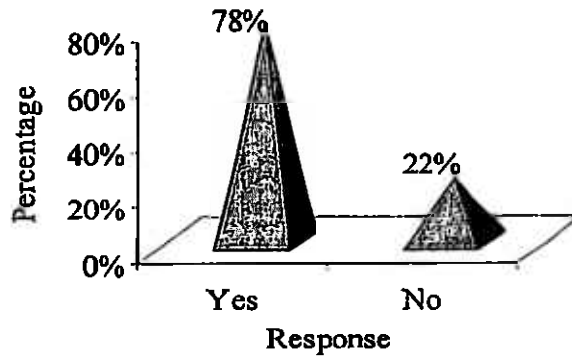


External sources of influence identified on Figure 4.17 were parents, culture, mass media and the outlawed Mungiki sect. Mass media and Mungiki sect were identified to have the highest ‘very much’ influence of 26% each on the students. Parental and cultural influence was found to have very much influence on 10% and 11% respectively.

4.5.3 Role of Neighbours

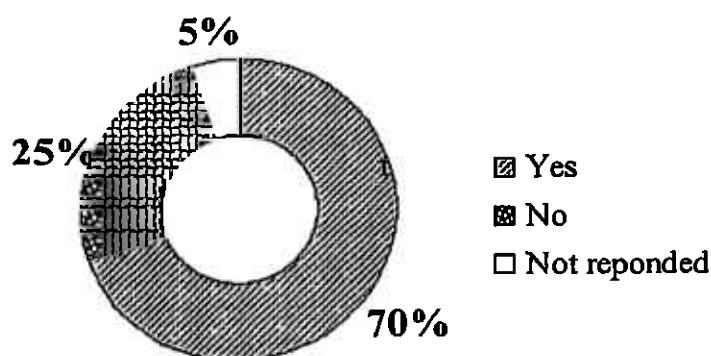
Neighbours were also cited as influencing drug abuse among students. The researcher therefore asked students to indicate whether they knew of a neighbour who abused drug either at home or at school. The results are as shown on Figure 4.18.

Figure 4.18 knows a neighbour who abuses drugs



The findings on Figure 4.18 show that majority of students i.e. 78% or (203) of the respondents said they knew a neighbour(s) who abused drugs while at home or in school while 22% or (57) said they did not. Most students in Kirinyaga Central Division are day scholars and therefore have high chances of being influenced to abuse drugs by both neighbours in school and at home. This led to the question whether the neighbour had influenced them to abuse drug. The responses are as shown on Figure 4.19.

Figure 4.19 Students influenced by neighbour(s) to drug abuse



According Figure 4.19, majority of students i.e. 70% (182) said they were influenced to abuse drugs by neighbour(s) while 25% (65) said they were not. The rest 5% (13) of the students did not respond to the question. This shows that drug abuse is being influenced by neighbour(s) of students.

4.6 Impact of drug abuse of academic performance

According to Ogot (2004) poor academic performance is one of the effects of drug abuse in schools. It was therefore necessary to find out from respondents their opinion on the effect of drug abuse to academic performance in their schools.

4.6.1 Effects on drug abuse on academic performance according to students

The students were asked whether, in their opinion, drug abuse affected academic performance. Their responses are as shown on Table 4.18.

Table 4.18 Drug abuse has affected academic performance

Response	Frequency	Percent
No	34	13.1
Yes	221	85.0
Total	255	98.1
Non-response	5	1.9
Total	260	100.0

The results on Table 4.18 show that drug abuse affected academic performance. This is seen by majority of students i.e. 85% (221) admitting that indeed drug abuse affected academic performance against 13.1% (34) of them who said it did not, while 1.9% (5) of them were not sure. This can explain the poor performance in the Kenya Certificate of Secondary Education in secondary schools in the division.

4.6.2 Effects of drug abuse on retention

Academic performance is also measured by retention rates in schools. The researcher therefore asked teachers to indicate whether drug abuse leads to high dropout rates. The findings are as shown on Table 4.19.

Table 4.19 Retention rates and drug abuse

Responses	Frequency	Percent
Strongly agree (80-100%)	14	56.0
Agree (60-80%)	10	40.0
Strongly disagree (20-40%)	1	4.0
Total	25	100.0

The findings on Table 4.19 show that majority of teachers 56% (14) strongly agreed that drug abuse has led to high drop out among the students and 40% (10) of them teachers agreed that drug abuse has led to high drop out rate. However 4% (1) strongly disagreed that drug abuse has led to high drop out. This is an indication that there is a strong link between drug abuse and retention in secondary schools.

4.6.3 Effect of drug abuse to school discipline

According to the Kenya Secondary School Head Association (2004), part of the indiscipline in schools is attributed to drug abuse. Teachers were therefore asked whether drug abuse results in indiscipline among students. Their responses are as presented on Table 4.20.

Table 4.20 Drug abuse results in indiscipline among students

Responses	Frequency	Percent
Strongly agree (80-100%)	12	48.0
Agree (60-80%)	10	40.0
Strongly disagree (20-40%)	1	4.0
Not sure	2	8.0
Total	25	100.0

The findings on Table 4.20 show that drug abuse has led to indiscipline among students in secondary schools. Among those who strongly agreed constituted of 48% (12) of the teachers, further 40% (10) agreed and 4% (1) strongly disagreed and 8% (2) were not sure. Ministry of Education (2001) reports that indiscipline in Kenyan Secondary Schools continue to be a major concern to school personnel, educators and other stakeholders in the field of education.

4.6.4 Drug abuse and school riots and strikes

Academic performance depends heavily on the existence of order and calm in schools devoid of riots or strikes. The researcher therefore sought from teachers whether drug abuse causes riots and strikes. Their responses are as shown on Table 4.21.

Table 4.21 Drug abuse causes riots and strikes in school

Response	Frequency	Percent
Strongly agree (80-100%)	15	60.0
Agree (60-80%)	10	40.0
Total	25	100.0

Table 4.21 indicates that majority of teachers i.e. 60% (15) strongly agreed and 40% (10) of the teachers agreed that drug abuse has led to riots and strikes in schools. The Kenya Secondary Heads Association (2004) reported that the spread of unrest among the students in schools and other learning institutions are linked to the increase in production and abuse of drugs.

4.6.5 Effect of drug abuse to school attendance

The research asked teachers whether drug abuse causes poor school attendance or absenteeism. Their responses are as shown on Table 4.22.

Table 4.22 Drug abuse causes poor school attendance

Response	Frequency	Percent
Strongly agree (80-100%)	15	60.0
Agree (60-80%)	9	36.0
Strongly disagree (20-40%)	1	4.0
Total	25	100.0

According to table 4.22 it was found that majority of teachers i.e. 60% (15) strongly agreed and 36% (9) agreed that drug abuse has led to poor school attendance (absenteeism). However 4% (1) of the teachers strongly disagreed that drug abuse causes poor school attendance. This indicates that school attendance is affected negatively by drug abuse.

4.7 Mode of Intervention to drug abuse

Punishment and guidance and counselling have been used as intervention measures to curb drug abuse in schools. This study therefore analysed these measures in relation to drug abuse.

4.7.1 Type of intervention to drug abuse

Students were asked to indicate the kind of intervention taken for drug abuse in their schools. The results are as presented on Table 4.23.

Table 4.23 Type of intervention to drug abuse

Punishment	Yes		No	
	Frequency	Percentage	Frequency	Percentage
Guidance and Counselling	192	74%	68	26%
Expulsion/ Suspension	127	49%	133	51%
Corporal Punishment	74	29%	186	71%

As indicated on Table 4.23, the study revealed that drug abuse is taken as a serious offence and a punishment to go with it. The most preferred punishment was to be sent to the guidance and counselling teacher with 74% (192) of the students responding yes to it followed by expulsion and suspension 49% (127) while corporal punishment was seen to be less effective with 29% (74) saying yes to it. However 26% (68) did not prefer guidance and counselling, 51% (133) expulsion and suspension and 71% (186) corporal punishment.

4.7.2 Strategies used to curb drug abuse

Teachers were asked the strategies that were effective in curbing drug abuse among students. These strategies were identified as school punishment policy, prohibition of smoking among members of staff, guidance and counselling, expulsion and suspension. The findings are as shown in Table 4.24, 4.25, 4.26, 4.27 and 4.28.

Table 4.24 School punishment policy

Responses	Frequency	Percent
Very effective	2	8.0
Effective	15	60.0
Not effective	6	24.0
Not sure	1	4.0
Total	24	96.0
No response	1	4.0
Total	25	100.0

According to Table 4.24, majority of teachers preferred school punishment policy where 60 % (15) said it was effective while 24% (6) said it was not effective. Punishment policy was seen to be very effective by only 8% (2) of

the teachers, 4.0% (1) not sure and 4% (1) did not respond. This shows that most teachers prefer punishment as a way of curbing drug abuse.

Table 4.25 Prohibition of smoking among staff members

Responses	Frequency	Percent
Very effective	3	12.0
Effective	9	36.0
Not effective	5	20.0
Not sure	7	28.0
Total	24	96.0
No response	1	4.0
Total	25	100.0

Table 4.25 reveals that slightly below half of the teachers 36.0% (9) agreed that prohibition of smoking among members of staff was effective in eradicating drug abuse in schools while 20.0% (5) said it was not effective. Only 12.0% (3) agreed it was very effective and 4% (1) did not respond. This is an indicator that prohibition of smoking among members of staff is an effective way of curbing drug abuse in schools.

Table 4.26 Guidance and counselling

Response	Frequency	Percent
Very effective	9	36.0
Effective	14	56.0
Not effective	1	4.0
Not sure	1	4.0
Total	25	100.0

From Table 4.26, majority of teachers 56% (14) of the teachers agreed that guidance and counselling was effective in curbing drug abuse, further 36% (9)

agreed it was very effective while 4% (1) said it was not effective and 4% (1) were not sure. This shows that guidance and counselling is an effective way of curbing drug abuse in public secondary schools.

Table 4.27 Expulsion and suspension

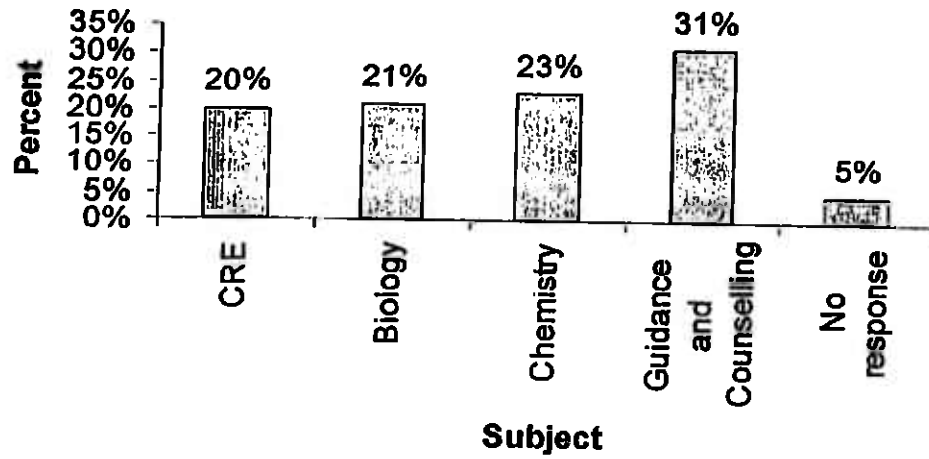
Response	Frequency	Percent
Very effective	1	4.0
Effective	5	20.0
Not effective	14	56.0
Not sure	4	16.0
Total	24	96.0
No response	1	4.0
Total	25	100.0

The research findings presented on Table 4.27 revealed that expulsion and suspension among students was not effective in curbing drug abuse in schools. This is seen by 56% (14) of the teachers did not prefer it while 4.0% (1) recommended expulsion and suspension, further 20.0% (5) of the teachers said it was effective and 16.0% (4) were not sure.

4.8 School curriculum and drug abuse in schools

The students were asked to mention areas in the school curriculum where they learn about drugs. Their responses are as shown on Figure 4.20.

Figure 4.20 Subjects that touches on drugs



It was found out that CRE, biology and chemistry subjects touches on drug abuse as shown in figure 4.21 above. However students gave their own opinion that guidance and counselling tackled more on drugs more than any other subject rating at (31%), as compared to C.R.E (20%), biology (21%), and chemistry (23%).

4.8.1 Role of the school curriculum in curbing drug abuse

The students were asked whether they have been helped by the topics in the school curriculum that deals with drugs. Their responses are as shown on Table 4.28.

Table 4.28 Usefulness of topics in the school curriculum on drugs

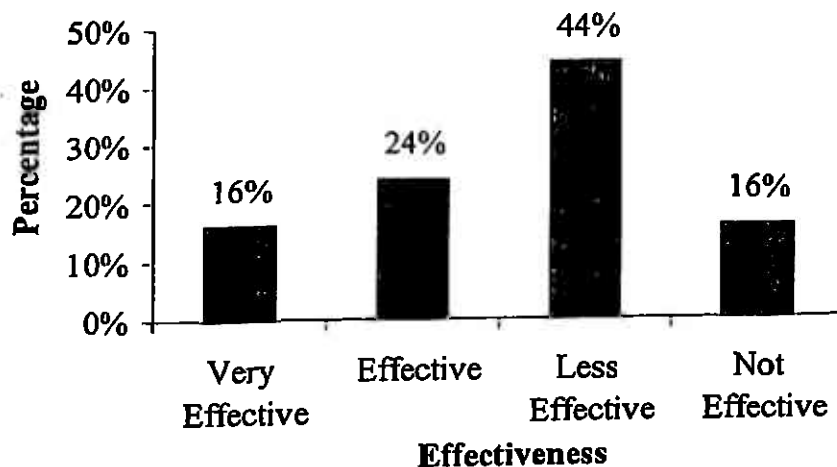
Responses	Frequency	Percent
No	22	8.5
Yes	218	83.8
Total	240	92.3
No response	20	7.7
Total	260	100.0

According to the findings on Table 4.28, majority of students i.e. 83.8% (218) indicated that they had been helped by those topics in the school curriculum on drug abuse while 8.5% (22) said they had not been helped. Those who did not respond constituted 7.7% (20) of the students.

4.8.2 Effectiveness of school curriculum in curbing drug abuse

The study sought to establish from teachers whether the current school curriculum has been effective in eradicating drug abuse in schools. Their responses are as shown on Figure 4.21.

Figure 4.21 Effectiveness of school curriculum in curbing drug abuse



According to Figure 4.21, majority of teachers observed that the current school curriculum was less effective in curbing drug abuse while only 16% (4) thought that curriculum was very effective with 24% (6) saying it was effective, 44% (11) confessing it was less effective and 16% (4) saying that school curriculum was not effective in curbing drug menace. This is an indication that there is a general feeling among teachers that the current school curriculum is not effective in curbing drug abuse and can therefore be blamed

for the persistent negative effects of drug abuse in schools such as riots or strikes.

4.9 Summary of the findings

From study findings, drug abuse has penetrated in secondary schools. Head teachers and teachers confessed having handled cases of drugs in their schools. The study established that there were some students involved in drug abuse. The school administrators have therefore taken measures to curb the drug menace. Such measures included school punishment, prohibition of smoking among staff members, guidance and counselling, expulsion and suspension. In curbing drug menace in schools the study revealed teachers face challenges. These challenges include:

The students secretly take drugs without the knowledge of the teachers. The teachers are not able to identify drug abusers adequately. Most of the students who take drugs are influenced by their fellow students. The ministry of education interferes with discipline in schools. The teachers are therefore not able to deal adequately with students caught using drugs. There is also lack of support from parents who don't give information to the teachers incase their children use drugs. The drugs are readily available to the students since some kiosks dealing with drugs are nearby school premises.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of research findings, conclusions, and recommendations of the study and suggestions for further research. Data was collected by the use of questionnaires.

5.2 Summary of the study

The purpose of the study was to investigate the factors contributing to drug abuse in Kirinyaga central division of Kirinyaga district. To achieve this, research questions of the study on the effects of drug abuse on academic performance, sources of drugs, causes of drug abuse among students, effectiveness of guidance and counselling, school punishment policy, expulsion and suspension of students on drugs and how curriculum is being used to curb drug abuse were formulated. The study adopted a descriptive survey design to establish factors contributing to drug abuse among student and the targeted population included all the 13 head teachers, 13 teachers and 260 students in public secondary schools in Kirinyaga central division. Data was collected using questionnaires and quantitative data was coded and analysed using the statistical package for social sciences (SPSS) software and presented using percentages, frequency distribution tables and pie-charts. Descriptive analysis was used to analyse qualitative data obtained from open-ended items in the questionnaire.

The results obtained from teachers reflected that there were more male teachers than female teachers. The results also indicated that most teachers were between ages 41-55 which indicates that they have good experience with the students and therefore able to detect those using drugs. At the same time they had attained good level of education, most of them having a bachelor's degree. The teachers had also taught many years showing that they had ways of detecting drug abusers among students and recommend on the kind of punishment to be given to those found using drugs. The study also revealed that most teachers in Kirinyaga central had gone for in- service training on drug abuse. This means that they are able to deal with students using drugs and at the same time able to counsel them. Teachers in Kirinyaga central division therefore had learnt techniques on how to detect the students on drugs and deal with them accordingly.

The findings obtained from students showed that there were more boys than girls. Half of the students were found to be in the age bracket of between 14-17 and 18-20 years that is, adolescence stage, and therefore mature enough to have known what drugs are. Majority of the students were found to be from rural areas and were day scholars reflecting that they had an easy access to drugs. This also indicates that drug abuse among learners has not only invaded urban areas but also rural areas among students. However most of them were found to be Christians. Christian leaders therefore should take the opportunity and teach the adolescents on the dangers of drug abuse and their addiction.

The study also revealed that most students were from mixed boarding and mixed day.

The study established that some students had some knowledge of drugs showing that they had come into contact with them. Cocaine was the least known drug with alcohol being the highest known, followed by tobacco, then miraa and bhang.

Most students knew neighbours who abused drugs either at home or at school. Most of the students responded that neighbours had influenced them to abuse drugs. A small percentage admitted to have abused alcohol frequently, while a similar number admitted a very frequent abuse of alcohol. This is a clear indication that drugs are being abused among the secondary school students in Kirinyaga central division.

A study carried out among teachers revealed that there had been cases of drug abuse among students in Kirinyaga central. Teachers confessed that they have handled different drugs among the students. It was established that alcohol was the most commonly abused drug followed by tobacco, miraa/khat and then bhang. Further the teachers revealed that cases of alcohol were very common among the secondary school students. However there were cases of tobacco and bhang, miraa and cocaine was the least known.

Further a study carried out among the teachers indicated that students obtained drugs from fellow students, peddlers, community and support staff. A study was also carried among the students and it was revealed that students are able

to acquire drugs from fellow students, support staff, peddlers and the community recording the highest. This indicates that drug abuse is a real phenomenon in public secondary schools and serious measures needs to be taken to curb the menace.

UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION

There were various reasons that were given by teachers and the students as to why students abuse drugs. These were both internal and external reasons. Among the personal reasons given by the students, peer pressure was the highest and others included curiosity, stress and age factor. Among the personal reasons given by the teachers peer pressure was noted to have greatest influence. Among the external reasons given by the students, mass media and Mungiki Sect were identified to have the highest influence. Others included parental and cultural influence.

Drug abuse having penetrated in secondary schools has affected academic performance. A majority of the students and teachers responded and admitted that drug abuse has indeed affected academic performance in public secondary schools. As a result teachers admitted that drug abuse has led to indiscipline, school drop out, poor academic performance and poor school attendance. The study revealed that drug abuse is taken as a serious offence and punishment to go with it. Guidance and counselling was the most preferred remedy to those students caught using the drugs. However corporal punishment was seen to be less effective. The study also revealed that some subjects like C.R.E, biology, chemistry touches on drug abuse. Most students admitted that they had been helped by those topics touching on drugs. However the teachers observed that

curriculum was less effective in curbing drug abuse. The curriculum developers should make guidance and counselling a compulsory unit from primary to secondary schools.

The teachers identified various strategies to curb drug abuse in schools. The school punishment policy was seen to be effective. Other methods to curb drug abuse that were identified included prohibition of smoking among members of staff, guidance and counselling, expulsion and suspension.

5.3 Conclusions of the study

From the aforementioned findings, it can be concluded that teachers, parents, students and the society have role in managing drug abuse in secondary schools. The Ministry of Education needs to organize seminars and workshops so as to sensitize the community on the dangers of abusing drugs. More research needs to be done on drug use and abuse in schools.

5.4 Recommendations of the study

In view of the findings of the study, the following recommendations have been made to curb drug abuse in public secondary schools:

1. The government put in place measure to control of drugs in the markets and more so around the schools. This would help eradicate drug abuse among students.
2. Parents and guardians should be made aware on the adverse effects of drug abuse among their children so that they can come up with measures on how to tackle drug cases among the learners.

3. The school administrators should encourage peer counselling by organising seminars and workshops where students are counselled and also participate in asking and answering questions.
4. To eradicate drug abuse in schools, the school curriculum should include a unit on drug abuse all the way from primary school to secondary school.
5. The K.I.E should make sure that teacher's curriculum include drug prevention education which will help them acquire skills on drug abuse and then will be able to help students in refusing the abuse of drugs.
6. Stakeholders in education should do a thorough survey on the root cause of drug abuse among the learners and deal with it. This will help eradicate drug menace in secondary schools and institutions of higher learning.
7. With the banning of the cane and now expulsion, guidance and counselling remains the only option to instil discipline among the students. However when dealing with drugs, guidance and counselling is the best option even if the other two were still available. This is mainly because it gives the students an opportunity to express themselves as it gives the counsellor the chance to get to the depth of the matter. To achieve this, the basics of the guidance should be made a compulsory unit in all teachers' training to equip all the teachers better. At the school level, guidance and counselling department should be expanded to include student peer educators who have been counselled and trained to mentor their fellow students.

5.5 Suggestions for further research

This study suggests further researcher to be undertaken in the following areas:

1. The study raised several possible avenues for future research. The study can also be replicated in other divisions in Kenya in order to come up with a general assessment of the whole country as to why students are involved in drug abuse and come up with strategies to eradicate the drug menace in schools and institutions of higher learning.
2. There is need to study further on drug abuse where teachers need to be educated on how to detect drug abusers among students.
3. Peer counselling as a tool for managing drug abuse in secondary schools can be investigated further.
4. To reinforce this study there is need to study how the drugs infiltrate into the schools and also a need on the study on the management of drug abuse in Kenya.

BIBLIOGRAPHY

- Andrew, P. (2005). Retrieved February 14, 2009 [http://available 2 know.org/topic/58345-1](http://available2know.org/topic/58345-1).
- Boyd, GM. (1999). **Alcohol and the family; opportunities for prevention, journal of studies on alcohol supplement.**
- Brewer, D. (1998). **A meta- analysis of predictors of continued drug use: 93:73-92.**
- Bell, R, (1997). **Preventing drug use among children and adolescents. A research based guide, NIDA.**
- Brook, J, & Whiteman, M. (2007). **Drug use among African American. Ethnic identity as a protective factor: Psychological reports 83: 1427-1446**
- Clark C, Uzell D. (2002). **The affordances of the home, neighbourhood, school and town, centre for adolescents, Journal of environmental psychology.**
- Central Province, (2009). **Central province, capacity building workshop report on effective 40/35/30, Kerugoya town.**
- Escando, R & Galvez, C. (2005). **Free from drugs and addictions, Madrid: Talleres Graficos perialara.**
- Ennett & Baumann K. (2001). **Mediation in a family directed program for prevention of adolescent tobacco and alcohol use Prev. Med.**

- Frankel, J. R. & Wallen, N. E. (2000). **How to design and evaluate research in education.** Boston: Mc Graw Hill.
- Gay, L, (1992). **Educational Research: Competence for analysis and applications, 4th edition.** New York: Macmillan publishers.
- Grant, M, (2006), <http://www.ncbi.nlm.nih.gov/pubmed/16194286>, Retrieved May 12, 2009.
- Hawkins, J. Catalano, R, & Miller, J. (1992). **Risk and protective factors for alcohol and other drug problems in adolescence and early adulthood; implications for substance abuse prevention psychological bulletin.**
- Isidore, S, Obot & Shekhars. (2005). **Substance use among young people in urban environments.** Geneva, WHO.
- Ingule F & Gatumu H. (1996). **Essentials of educational statistics.** Nairobi. East Africa Publishers.
- Kaguthi J, (East African Standard^{3rd}, 2003). **Youth and drug use in schools.**
- Kenya scout association (2006). **Drug demand reduction. Education programme trainer reference manual.** Just say no' Kenya scouts association, Nairobi
- Kumpfer, K, Alvarado, R, Kendall K. (2002), **Strengthening American families (CSAP/OJJ Monograph),** Salt Lake City. Department of health promotion and education, college of Health, University of Utah.
- Kris, B. (1997) <http://www.ericdigests.org/1998-1/drug.htm> retrieved March 5, 2009. **Abuse, Prevention, School based strategies that work, Eric Digest.** Washington D.C Drug.

- Kombo D.k & Tromp D.L. (2006). **Proposal and thesis writing**. Don Bosco Printing press, Nairobi.
- Kigotho W & Muiruri M, (2009). **Massive Mungiki manhunt in Kenya**. Retrieved May 13, from [Mungiki+among+sec+sch+students\\$btn=Google+search.\\$meta=\\$ac](#)
- Lalongo, N, Poduska J& Kellam S. (2001). **The distance impact of two first grade preventive interventions on conduct problems and disorder in early adolescence**: Journal of Emotional and Behavioural Disorders.
- Mathenge, O. (2008). **Immorality high among the youth**. Daily Nation 24th July 2008.
- Mulusa, T. (1988). **Evaluating, education and community development program**; Nairobi college of Adult and Distance Education, University of Nairobi.
- Mugenda, O.M & Mugenda, A.G. (1999). **Research methods, quantitative and qualitative approaches**. Nairobi: ACTS Press.
- Mackay, J & Eriksen, M. (2002). **The tobacco Atlas**. Geneva, World Health Organization.
- Melgosa, J. (2003). **To adolescent and parents Madrid Marpa**, Artes Graficas.
- Ministry of Education Science and Technology, (2004). **Report on solving the problems of drugs and substances on drug abuse in Educational Institutions**. Nairobi, MOEST.

- Ministry of education, (2001). **Report of the task force on student discipline and unrests in secondary schools.** Jomo Kenyatta Foundation, Kenya.
- National Institute on Drug Abuse (2007), <http://www.nida.nih.gov/NIDA-Notes/NNvol/13N4/Dirrepvo/13N4.htm/> Retrieved May 12, 2009
- Ndakwe, P. (2005). **Is your child on drugs?** Nairobi; Kings Script Publishers.
- Nowinski, J, (1990). **Substance abuse in adolescents and young adults.** New York W.W Norton O'Conner (1978)
- National Agency for the Campaign Against Drug Abuse and Kenya Secondary Schools Head Association, (2004). **Initiative on drug and substance abuse. Report of the task force on drug and substance abuse in Kenyan secondary schools.** NACADA/KSSHA, Nairobi, Kenya.
- National Campaign Against Drug Abuse, (2004), **General information on Drugs and substance abuse. Preventive education.** NACADA. Nairobi Kenya.
- Onyango, D. (2002). **A case of good law Not Effectuated.** Daily Nation, July 14th Nairobi On the current Drug Dependence Scene in Kenya and Strategies for National *Preventive Education* 1993 – 1995.
- Ongeri, S, (2009) **Mungiki sect push boys out of school.** Retrieved May 13 from <http://www.eastandard.net/educ/insidepagephp?id=4401226&cid=3168>
- Obot I S (2003), **Social change, urbanization and drug use among Nigerian youth.** JOS; CRIS.

- Orodho, A.J. (2005). **Elements of social science research methods**. Hurlifax printers: Nairobi.
- Oso, W. & Onen, D. (2005). **A general guide to research proposal and report**. Kisumu, Options press.
- Siringi, S. (2003 October, 27th). **National study finds Rampant drug abuse in schools and universities**, Daily Nation, P 4-5.
- Sinha, R, Fuse, T & Aubin R, (2000). **Psychological stress, drug related cues and cocaine craving**, psychopharmacology.
- Sussman, S. (2003). **Drug abuse prevention; Program and research recommendations**. American behavioural scientists.
- Scarpitti, L & Datesman S. (1980). **Drug and the youth culture**. London Sage Publication.
- Schmid, B & Hohm, D, (2007). **Concurrent alcohol and tobacco use during early adolescence characterizes a group at risk**. International journal of behavioural Development.
- United Nations Environmental Scientific and Cultural Organization, (1998). **For A 21st century free of drugs**. (UNESCO).
- United Nations office on drugs and crime, (2003). **School – based Drug Education: A guide for practioners and the wider community**: Vienna: UNDOC.
- United Nations office on drugs and crime, (2004). **School – based Education for drug abuse prevention**. Global youth network: New York.
- World Health Organization, (2004); **Global status report 2004**; Geneva, WHO

APPENDICES

APPENDIX A

LETTER TO HEADTEACHERS

Kabiru Jane Wanja,

University of Nairobi,

Department of Educational Administration and
Planning,

P.O Box 92, Kikuyu.

15th February, 2009.

The Head teacher,

Dear Madam/Sir

**FACTORS CONTRIBUTING TO DRUG ABUSE AMONG SECODARY
SCHOOL STUDENTS IN KIRINYAGA CENTRAL DIVISION,
KIRINYAGA DISTRICT, KENYA**

I am post graduate student from the University of Nairobi pursuing a Master of Education in Educational Administration and Planning. I am conducting a study on the above topic. I hereby seek your permission to have your teachers and students fill in the questionnaires. The questionnaires are designed for this research only, therefore the responses shall be absolutely confidential and anonymously given. No name shall be required from any respondent or institution.

KABIRU J.W

APPENDIX B

QUESTIONNAIRES FOR HEADTEACHERS AND TEACHERS

Please indicate the correct response by ticking [✓] on one of the options where applicable. Please respond to all questions as instructed. Don't write your name or any other form of identification on the questionnaires. Kindly respond to all questions.

Section A

1. Your gender? Male Female
2. Your age? 25-30 31 – 40 41 – 55
3. Your highest professional qualification? Masters Bachelor Degree
Diploma Others (specify) _____
4. For how long have you been in your current school?
(a) Less than a year (b) Between 1-3 years
(c) Between 4-6 years (d) 7 years and above
5. What is the total enrolment of students in your school?
Boys _____ Girls _____

Section B

6. (a) Have you ever gone for any in-service training in guidance and counselling? Yes No
(b). If yes, did you handle the issue on drug abuse in schools?
Yes No

Scoring key for number 7, 8b, 11b, 12

Choose the responses as follows

Very much/strongly agree/agree/very frequently/very effective __ 80-100%.

Much/agree/frequently/effective __ 60-80%

Little/rarely _____ 40-60%

Very little _____ 20-40%

Not effective/disagree __ 10-20%

Not at all/not sure _____ 0%

7. Which drugs have you ever handled among students?

Drug	Very much	Much	little	Very little	Not at all
Alcohol					
Tobacco					
Miraa/Khat					
Bhang					

Others (specify) _____

8. (a) Have there been cases of drug abuse in your school?

Drug	Yes	No	Not sure
Alcohol			
Tobacco			
Miraa/Khat			
Bhang			
Cocaine			

(b). If yes, which are the most commonly abused drugs found among students.

Drug	Very much	Much	Little	Very little	Not sure
Alcohol					
Tobacco					
Miraa/Khat					
Bhang					
Cocaine					

9. What are the reasons given by learners who use drugs? Tick where it is appropriate

Factor	Very much	Much	Little	Very little	Not sure
Peer influence					
Curiosity					
Stress					
Parental influence					
Age factor					
Cultural influence					
Influence of mass media					
Availability of cash					

10. What are some of the avenues students give as a conduit to acquire the drugs they use? Tick where it is appropriate.

	Yes	No	Not sure
Friends			
Support staff			
Peddlers			
Community members			

11. (a) How does drug abuse among the students affect their academic performance _____

- (b) If yes, how do the drugs affect the learners?

Effect of drug abuse	Strongly agree	Agree	Strongly disagree	Disagree	Not sure
Poor school attendance					
Drop out rate is high					
Poor performance					
Riots and strikes in school					
Indiscipline					

12. Which of the following strategies has been effective in curbing drug abuse?

Strategies	Very effective	Effective	Not effective	Not sure
Guidance and counselling				
School punishment policy				
Expulsion and suspension				
Prohibition of smoking among members of staff				

13. What challenges have you encountered in rooting out drug menace in your school? _____

14. How has the school curriculum been effective in eradicating drug abuse in schools?

School curriculum	Yes	No	Not sure
Very effective			
Effective			
Less effective			
Not effective			

15. What recommendations would you give to Educators so as to realize the success of preventing and curbing drug abuse in Kenyan secondary schools?

16. Any other suggestions on drug use in schools. _____

THANK YOU

APPENDIX C

QUESTIONNAIRES FOR STUDENTS

Please indicate the correct response by ticking [✓] on one of the options where applicable. Please respond to all questions as instructed.

Do not write your name or any other form of identification on the questionnaires

Section A

1. Your gender? Male Female
2. Your age? Below 14 14-17 18-20 21-24
3. Where is your residence when not in school? Rural Area Urban Area
4. Whom do you live with at home?

Father and mother	
Mother	
Father	
Guardian	
Grandparents	

Others (specify) _____

5. What is your religious background?
(a) Christian (b) Muslim (c) Hindu (d) Buddhist
(e) Any other (specify) _____

SECTION B

6. What type is your school? Tick where it is appropriate
(a) Boys' boarding (b) Girls' boarding
(c) Mixed day boarding (d) Mixed day

Scoring key for number 9 and 12

Very much/very frequently _____ 70-100%
 Frequently/much _____ 50-70%
 Rarely/ little/very little _____ 30-50%
 Not at all/ not sure _____ 0%

7. What kind of drug are you aware of? Tick where it is appropriate

Drug	Yes	No
Cocaine		
Alcohol		
Tobacco		
Miraa/Khat		
Bhang		

Others (specify) _____

8. (a) Do you know of any neighbour either at home or school who uses drugs? Yes No Not sure

(b) If yes, have they influenced you to use drugs? Yes No

9. If you use drugs, how frequent do you use them?

Drug	Very Frequently	Frequently	Rarely	Not at all
Alcohol				
Cigarettes				
Bhang				
Miraa/Khat				

10. Did you start using any of the following drugs because most of your friends were using them?

	Yes	No
(a) Alcohol	<input type="checkbox"/>	<input type="checkbox"/>
(b) Tobacco	<input type="checkbox"/>	<input type="checkbox"/>
(c) Bhang	<input type="checkbox"/>	<input type="checkbox"/>
(d) Miraa (Khat)	<input type="checkbox"/>	<input type="checkbox"/>
(e) Heroine	<input type="checkbox"/>	<input type="checkbox"/>

11. How do you acquire the drugs that you use? Tick where it is appropriate.

	Yes	No
(a) Students	<input type="checkbox"/>	<input type="checkbox"/>
(b) Support staff	<input type="checkbox"/>	<input type="checkbox"/>
(c) Peddlers	<input type="checkbox"/>	<input type="checkbox"/>
(d) Community members	<input type="checkbox"/>	<input type="checkbox"/>

12. To what extent do the following reasons encourage students to abuse drugs?

Factor	Very much	Much	Little	Very little	Not sure
Peer influence					
Stress					
Age factor					
Curiosity					
Parental influence					
Cultural influence					
Influence of mass media					
Mungiki sect					

13. Has drug use affected academic performance among the students?

Yes No

14. If your teachers have knowledge of students using drugs what kind of punishment is given?

	Yes	No
Sent to guidance and counselling teacher		
Expulsion suspension		
Corporal punishment		

Others (specify) _____

15. Mention areas in the school curriculum where you learn about drugs.

16. In your opinion have you been helped by the topics in the school curriculum on drugs.

THANK YOU



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telegrams: "SCIENCETECH", Nairobi

Telephone: 254-020-241349, 2213102

254-020-310571, 2213123

Fax: 254-020-2213215, 318245, 318249

When replying please quote

NCST/5/002/R/479/5

P. O. Box 30623-00100

NAIROBI-KENYA

Website: www.ncst.go.ke

Our Ref:

Date: **8th June 2009**

Ms. Kabiru Jane Wanja
University of Nairobi
P.O. Box 30197-0100
NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on, *Factors Contributing to Drug Abuse Among Secondary School Students in Kirinyaga Central Division, Kirinyaga District Kenya*

I am pleased to inform you that you have been authorized to carry out research in Kirinyaga District for a period ending 30th July 2009.

You are advised to report to the District Commissioner and the District Education Officer Kirinyaga District before embarking on your research.

On completion of your research, you are expected to submit two copies of your research report to this office.

A handwritten signature in black ink, appearing to read 'S. A. Abdulrazak'.

PROF. S. A. ABDULRAZAK Ph.D, MBS
SECRETARY

Copy to:

The District Commissioner
Kirinyaga District

The District Education Officer
Kirinyaga District