

**INFLUENCE OF DRUGS AND SUBSTANCE ABUSE ON  
DISCIPLINE AMONG STUDENTS IN TECHNICAL  
TRAINING INSTITUTES IN NAIROBI COUNTY, KENYA**

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**A Research Project Submitted in Partial Fulfillment of the Requirement for  
the award of the Degree of Master of Education in Educational  
Administration**

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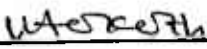
## DECLARATION

This Research project is my original work and has not been presented for a degree in any other university.

  
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This research project has been submitted for examination with our approval as university supervisors.

  
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## **DEDICATION**

**In memory of my late father Mr. Patrick Kilungya, my dear husband Hon. Peter Mathuki, my children Antonnette Mutuku, Emmanuel Kissinger, and Antonia Mutuku and my mother Mrs. Veronica Kilungya.**

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## **LIST OF ACRONYMS AND ABBREVIATIONS**

<b>BTEP</b>	<b>Business Technical Education Programme</b>
<b>INCB</b>	<b>International Narcotics Control Board</b>
<b>KNBS</b>	<b>Kenya National Bureau of Statistics</b>
<b>MOHEST</b>	<b>Ministry of Higher Education Science and Technology</b>
<b>NACADA</b>	<b>National Agency for the Campaign against Drugs Abuse</b>
<b>NIDA</b>	<b>National Institute on Drug Abuse</b>
<b>UNDCP</b>	<b>United Nations Drug Control Programme</b>
<b>UNODOC</b>	<b>United Nations Office of Drug and Crime</b>
<b>ROK</b>	<b>Republic of Kenya</b>
<b>TIVET</b>	<b>Technical Industrial Vocational and entrepreneurship Courses</b>
<b>TTI</b>	<b>Technical Training Institute</b>
<b>WDR</b>	<b>World Drug Report</b>
<b>WHO</b>	<b>World health organization</b>

## **ABSTRACT**

The purpose of the study was to investigate the influence of drug and substance abuse on discipline among students in Technical Training Institutes in Nairobi county. Four research questions and objectives were formulated to guide the study. The study objectives were to identify various drugs and substances commonly abused by students, to establish discipline problems resulting from drug and substance abuse among students, to determine the extent to which drug and substance abuse among students affects their class attendance and to identify the administrative strategies used to prevent and control the use of drug and substance abuse among students in the Technical training institutes. The study used a descriptive survey design. Questionnaires and interview guides were the research instruments.

The sample size of the study consisted of 4 principals, 4 Heads of guidance and counseling, 40 teachers and 380 students from four technical training institutions in Nairobi County. Content validity was determined with expert help from lecturers in the department, while reliability of the instruments was done using the test-retest technique. A correlation coefficient of 0.7 was determined using the Pearson's Product Moment formula. Questionnaires were personally administered on agreed date and collected immediately they were filled in. The data was analyzed using the Statistical Package for Social Sciences and was presented in bar graphs, pie charts, and tables.

The study findings showed that most of the students(175(60.6%) in Technical training institutes had abused drugs. The findings of the study indicated that commonly used drugs are alcohol, miraa, Tobacco/cigarettes and marijuana. The study also found out that there is influence of drugs and substance abuse on discipline among students, (59.9%) were of the opinion that drug taking contributes to most of the indiscipline cases in the Technical institutes. The findings of the study reviewed that drug and substance abuse among students affects the class attendance in Technical Training Institutes. About 59.5% of students are involved in truancy and absenteeism. Students and teachers rarely hold forums through which issues of drug and substance. Guidance and counselling was the main strategy used by the institutes in dealing with issues of drug and substance abuse.

The study conclusions were made based on the findings that drug and substance abuse is rampant in Technical training institutes and there is need for stringent measures to be undertaken to address the challenges in order to reduce the effects caused on student behaviour, moral and social interactions as well as overall performance.

Therefore the researcher recommends that all policy makers including Ministry of education in collaboration with other government agencies like Nacada should set up suitable programs that can be used to educate the youth. The Institutes should strengthen their rules and regulations so that the students can attend classes as required. The government should effectively and vigorously enforce laws governing sale of alcohol and tobacco to youth including using underage youth to buy alcohol and tobacco products. Moral guidance should be provided to the youth through involvement in church activities and community work during their leisure time while at home. The study suggested that a nationwide study be carried out to determine the status of drug and substance abuse. A study should controlling drug and substance abuse.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the study**

Drug abuse is the use of illicit drugs or the abuse of prescription or over-the-counter drugs for the purposes other than those which are indicated or in a manner or in quantities other than directed. Over the past two decades the use of illegal drugs and misuse of therapeutic drugs has spread at an unprecedented rate and affects every part of the globe (Alcohol and Drug Abuse Policy KNBS, August 2011). No nation has been spared by alcohol and drug abuse especially among the youth. At the same time a broad spectrum of the world community has demonstrated intense concern over the problem. (Alcohol and Drug Abuse Policy KNBS, August 2011).

According to a Report by United Nations Office on Drugs and Crime (UNODC, 2005) some 200 million people, or 5 percent of the total world's population aged 15 - 64 have used drugs at least once in the last 12 months. The report goes on to say that, no nation has been immune to the devastating effects of drug abuse. The World Drug Report (WDR, 2005) concurs that the use of illicit drugs has increased throughout the world in recent years. The report argues that the main problem of drugs at global level continue to be opiates (notably heroine) followed by cocaine.



Studies by Porter (1998) on American students indicate that drug abuse has been on the increase with United States showing a remarked increase in abuse of marijuana. This has influenced students from other countries who copy the behavior through films and magazines showing thrilling pictures of people on drug abuse. This kind of information leads to increase in vulnerability to drug abuse. The issue of concern is that these are the most favorite shows for the youth. Students in schools and colleges copy the behaviors developing irresponsible behavior and becoming unable to cope with rules and regulations in the institutions of learning and training. A lot of music and the wording thereof are all in favour of these drugs and substances abused.

A study done by the European School Survey Project on Alcohol and Other Drugs (ESPAD, 2009) established that drug and substance abuse is widespread form of indiscipline among high-school students in Italy, with cannabis being the most and heroin the least prevalent. Students sneak out of the institutions with girls being less vulnerable than boys to illegal drug use. In recent years, a decrease in heroin use is overbalanced by a marked rise in hallucinogen and stimulant use.

In Sri Lanka, Weeramunda (2008) did a study on Technical training institute at Orugudaqwatta and noted that violence and students misbehaviors were on the increase. Several unrests were reported in 1990, 1996 and 2004 which depict the increased level of indiscipline from 51% in 1996 to 69% in 2004 and of concern

is the trend or dimension indiscipline has taken. Reports of physical aggression towards teachers and between students themselves have shown a statistically significant rise.

Over the last decade Africa's role in the global drugs supply chain is increasing. Already the continent is the second largest region for cannabis production, trafficking and consumption, accounting for 26% of global seizures of this drug in 2001 (UNODC, 2004). By country, the largest hauls in this period were in Kenya, Nigeria, and the Republic of South Africa, while Morocco is said to be one of the main producers of Cannabis resin.

In Sub Saharan Africa, according to (Garagae, 2008) violence and misbehavior exist in Botswana schools. This lack of discipline interferes with teaching and learning processes which manifest itself in various ways including vandalism, bullying, alcohol, substance abuse and truancy. In Nigeria acts of indiscipline among student were blamed on use and abuse of drugs. The acts of indiscipline that occurred among students of Kily's College in Lagos and that of Methodist Boys High School in Ooron were to be blamed on drugs (Odhiambo, 2008).

According to a report by the International Narcotics Control Board (INCB, 2006), the East African region has become the fallback for drug dealers following increased control of traditional routes through the Netherlands and Spain. The

warning followed the discovery of cocaine worth 6.4 billion Kenya shillings in Malindi and Nairobi on December 14, 2004 (Daily Nation, March 2, 2006).

Kenya also has experienced a lot of indiscipline cases in schools and there has been several rising concerns expressed by the education system over the growing cases of indiscipline. Catholic Bishops in Kenya joined other stakeholders in expressing their concern at the wave of violence that rocked educational institutions during their conference in 2008. The Bishops termed it a national problem and that the destruction and violence was a clear sign of how much the society had deteriorated in values and sense of responsibility (Kenya Episcopal Conference on Education, 2008). More than three hundred learning institutions were affected. These covered both Secondary and Technical institutes (KEC, 2008). Burger (2007) accepts that a number of predispose factors to drug abuse are unfortunately present in our schools. These factors are peer pressure, influence and reduced parental control while in school. The schools therefore become one of the ideal avenues of educating the youth on drug avoidance (Burger, 2007).

According to National Institute on Alcohol Abuse and Alcoholism (NIAAA, 2006) Technical training institutes are composed of young adults who are in the stage of life marked by change and exploitation. These are people who have moved out of their parent's homes and into dormitories with peers. At the college they form serious friendships. They explore their own identities and how they fit in the world. These young adults are on their own free to make their own

decisions, including decision to drink alcohol, smoke cigarettes and take other drugs and substances.

The revision of primary, secondary and post Secondary curricular in 2002 included emerging issues such as drugs and substance abuse, HIV and AIDS which aimed at empowering learners with the necessary knowledge and skills to enable them cope with the challenges as reported in the National Report on drug and substance abuse in learning institutions by the Ministry of Education (2008) .

In spite of the efforts made to resolve the disciplinary problems, learning in Technical training institutes continue to be faced with increased cases of indiscipline such as violence unrest and destruction of property. In the year 2003 and 2007 Kabete Technical Training Institute was involved in strikes. In the year 2004 and on 14<sup>th</sup> march 2012 Nairobi Technical Training institute went to the streets and burned a vehicle which had hit a student. This was followed with the closure of the institute

The Kenya secondary schools Heads Association (KSSHA, 2004) reported that the spread of unrest and indiscipline among the students in schools and other learning institutes are linked to the increase in production and abuse of drugs. The level of indiscipline in schools is an emotive topic, it is neither new nor a recent phenomenon. According to Blandford (1998) discipline is seen as a means to readiness to obey established rules, norms, standards or certain conditions that

exist in school, to regulate student conduct. It is also an action by management to enforce the organizations rules which must be adhered to (Okumbe, 1999).

There have been several student unrests in Technical institutes across the country. Some of the unrests have led to the closure of institutes and in some cases the institutes were opened only to be closed again due to recurrent unrests (Republic of Kenya 2003). According to the Report of Ministerial committee on problems Facing polytechnics and Technical training institutes 2003, twelve (12) institutions were affected by disturbances which persisted in seven (7) of them. The affected institutes included Kabete, Nairobi, Maasai, Nyeri, Kisumu, Thika, Rift valley Technical training institutes.

In 2007 Meru institute took to the streets disrupting learning. In the Daily Nation of 10<sup>th</sup> February 2009 Thika, technical training institutes and Kagumo teachers college also went on rampage. Drugs such as cocaine, alcohol, petroleum products were found in some of the learning institutes hit by strikes in the past five years (Mathenge, 2008).

## **1.2 Statement of the problem**

The Technical training institutes seem to be losing the battle against drug and substance abuse with Kenya registering an increase in the use of drugs. Efforts to reduce drug abuse seem to be in doubt as school going youth increasingly get introduced to cigarettes, alcohol, and bhang.

The Ministry of Education Science and Technology (2004) has noted that varied types of substances are readily available in localities adjacent to institutes and these substances are sold to students, leading to a lot of indiscipline with students involving themselves in strikes and other indiscipline issues. The Ministry of Education (2001) noted that there is rise in the number of schools experiencing student indiscipline. The disturbances are not only confined to Secondary schools but also to colleges, Technical training institutes and universities. Indiscipline is rooted in the learning institutions as evidenced by the strikes.

Even though various studies have been done on the same, the main focus has been on primary and secondary schools. Research on the same topic has not been done on Technical training institutes. It was intended that an investigation in this area would shed more light on the influence of drugs and substance on discipline in Technical training institutes. The study sought to find out the relationship between drug and substance abuse and student discipline in Technical training institutes in Nairobi County.

### **1.3 Purpose of the study**

The purpose of this study was to investigate the influence of drugs and substance abuse on discipline among students in Technical training institutes, in Nairobi County.

### **1.4 Objectives of the study**

The following are the objectives of the study:

- (i) To identify the various drugs and substance commonly abused by students in Technical training institutes in Nairobi County.
- (ii) To establish the various discipline problems resulting from drug and substance abuse among students in Technical training institutes.
- (iii) To determine the extent to which drug and substance abuse among students affects the class attendance in Technical training institutes
- (iv) To identify the administrative strategies used in the institutes to prevent and control the use of drug and substance abuse among students in Technical training institutes.

### **1.5 Research questions**

The study was guided by the following questions

- (i) What are the various types of drug and substance commonly abused by students in Technical training institutes?
- (ii) What are the various influences that drugs have on discipline of

students in Technical training institutes?

- (iii) To what extent does drug and substance abuse among students affect the students' class attendance in Technical training institutes?
- (iv) What are the administrative strategies used by the institutes to prevent and control use of drugs and substance abuse?

### **1.6 Significance of the study**

The findings of the study may provide administrators with knowledge, attitude and influence of drugs on students discipline in Technical training institutes and enable administrators to develop policies addressing drug and substance abuse. Institutional Administrators would be able to design a pattern on dealing with violators while taking caution on imposing suspension and expulsion for law breakers. They may also be able to establish how drugs get into institutions and apply necessary measures to curb it. The policy makers may use the study to identify the gap in policy formulation as far as drug abuse is concerned and design a relevant policy to address dangers of drugs and substance abuse. The study will also fill up the existing gaps in the area of influence of drugs and substance abuse on discipline. It is useful to facilitate future research initiatives in this area of study by scholars.



### **1.7 Limitations of the study**

Some of the administrators may not be willing to have the study carried out in their institution for fear of negative publicity. Therefore the researcher developed a good rapport with them so that they can provide the information without fear. While parents can be important respondents in the research, they were not included due to the logistics of accessing them.

### **1.8 Delimitations of the study**

The study covered four public Technical training institutes in Nairobi County. The County is in an urban setting where there is high prevalence of drugs and substance use. The study targeted students, teachers, principals, deputy principals, head guidance and counseling department of the four Technical institutions as the respondents.

### **1.9 Assumptions of the study**

- i. All Technical training institutes are uniform because they admit students with the same competency level in entry qualification.
- ii. It was also assumed that respondents have the required information about the drugs and substance abuse among students in Technical Training institutions.

### **1.10 Definition of significant terms**

**Abuse** refers to the wrong use of drug for instance overdose of medical drug

**Discipline** refers to the system of rules, punishments and behavioral strategies appropriate to the regulation of students and the maintenance of order in schools.

**Drug** refers to any chemical substance that brings about physical, mental and emotional changes

**Hallucinogens** are chemically diverse and produce profound mental changes like euphoria anxiety sensory distortion, vivid hallucinations, delusions, paranoia and depression.

**Indiscipline** refers to the failure of an individual to adhere to or obey the set rules and regulations

**Intoxication** refers to a condition that follows the administration of psychoactive substances and results in disturbances.

**Peer pressure** refers to the tendency to conform to values and standards of members of the same status and age bracket

**Stimulants** are agents that activate or enhance or increase activity of the central nervous system.

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

**Youth** refers to young people between 13 and 25 years. Technical Training students are between 19 to 30 years therefore they fall under this bracket

### **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, and significance of the study, definition of the significance terms and organization of the study. Chapter two deals with literature review, which includes drug and substance abuse, status of drug and substance abuse, sources of drugs, factors influencing drug abuse in Technical Training Institutes , the available cases of indiscipline emanating from drug abuse in Technical Institutes , theoretical framework and conceptual framework. Chapter three contains research methodology and this comprises research design, target population, sample size and sampling procedures, research instrument reliability and validity, data collection methods and data analysis techniques. Chapter four focused on data analysis and interpretation. Chapter five contains summary of findings, discussions conclusion and recommendations.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter presents a review of the related literature on the influence of drugs and substance abuse on discipline among students in Technical training institutes in Nairobi County. It covers the concept on drug and substance abuse, types of drugs and substances abused, factors influencing drug abuse in technical training institutes, the influence of drug and substance abuse on discipline of students in technical training institutes in Nairobi county, theoretical and conceptual frameworks.

#### **2.2 The concept of drugs and substance abuse**

A drug is any substance which when introduced into the body will alter the normal biological and psychological functioning of the body especially the central nervous system (Escandon & Galvez, 2006). The term 'drug' in general sense will include all the substances that will alter the brain functions and create dependence. Health Organization (WHO, 2003) defines drug abuse as the self administration of any substance in a manner that diverts from approved medical or social patterns within a given culture. Drugs abused, that impact on psyche of the individual are normally referred to as psychoactive substances. The definition includes both legal and illegal drugs and substances. The legal or licit drugs and substances are socially accepted and their use does not constitute any criminal

offence or breaking the laws of the state. Some of the legal drugs and substances in Kenya include alcohol, *khat*, and cigarettes. Illegal drugs and substances are socially rejected; their use, possession, or sale constitutes a criminal offence (NACADA, 2004).

A study by Rew (2005) states that these psychoactive substances produce in the consumer effects of feeling surplus energy, euphoria, stimulation, depression, relaxation, hallucinations, a temporary feeling of well being, drowsiness and sleepiness. They characteristically cause physical or physiological addiction to the consumer. They poison and degenerate the vital body organs causing diseases like liver cirrhosis, kidney failure and heart attack. Addiction becomes obvious when the subject continues taking drugs in order to carry out daily duties. This makes the problem of drugs and substance abuse in the society complex and requires a lot of attention.

Odhiambo (2009) observed that 76% of students in Technical training institutes abused drugs which contributed to the causes of indiscipline. This is a big challenge to the Kenyan society and immediate attention is necessary. Drugs abused attack the brain, which is the center of all the vital human functions. When a drug is abused it causes brain injury, alterations within the central nervous systems are produced, at times irreversible ones. When psychoactive substances destroy several thousand neurons, the consequences are fatal. Some students have died through overdose of drugs.

### **2.3 Concept of discipline**

Discipline is very crucial in effective running of any institute and one of the broad national objectives of education is to assist the learners to grow into disciplined respectful, mature minded and law abiding people. The concept of discipline can be viewed in the positive as discipline or in the negative as indiscipline. Discipline is conceptualized as all the measures taken to enforce the rules either formal or informal governing an institution Okumbe (2000). Tumutu (2007) defines discipline as a way of learning, training and experience as result of which an individual develops the habit of conforming and complying with the directives of those in authority. Bundi (2004) postulates that; to many children, the company of peers offers a chance to let out steam and feel accepted. Buch wa Buchere (2008) contents that students are unable to control their instincts once they consume substances.

Okumbe (2001) states that “discipline is in real terms, the epicenter of success of a school” since the efficiency and effectiveness of all the activities in an organization depend on the overall degree of discipline. Furlan (1998) concurs with Okumbe (2001) when he states that the very creation of educational structures was linked to the idea of keeping students under close supervision to achieve set standards. Considerable efforts must therefore be invested in maintaining order so as to safeguard the values, image and progress of educational institutions. Discipline cannot therefore be avoided and is still

important today as it was in the past decades (Fularn, 1998). Munyasia (2008) identified some form of indiscipline experienced in schools, which include defiance of school rules, refusal to carry out punishment, drug and substance abuse which is self – destructive, destruction of school property and boycotts of school lessons.

#### **2.4 Types of drugs and substance abused by students**

According to NACADA (2004), drug abuse among the students is dominated by legal drugs and substances like tobacco, khat (miraa) and alcohol. Among the illegal ones common examples are cannabis, ecstasy, heroine, Mandrax and lysergic acid diethylamide. Another report by NACADA (2008) indicated that alcohol is the most commonly abused drug by about 61% of the population. The same report indicated that 40.9% of the students were abusing alcohol in Nairobi Province and 26.3% in Central Province. These percentages indicate that students are abusing drugs and it is important to address this issue with the seriousness it deserves.

A study by Nacada revealed that 22.7 % of primary schools, 60.7% polytechnic and technical students and 68.5% in universities abuse drugs. It came up with the following percentage showing the preference of drug use by gender in learning institutions.

According to a study by Ogolla (2010) 47% of high school students in Nairobi had used different drugs. She added that 23% took drugs regularly. She reported that 20 % of adolescents between the age of 16 and 26 years smoked cigarettes, 9% sniffed bhang, 23% drunk commercial beer and spirits while 16% to 10% had tried local brew. The Ministerial Council on Drug Strategy (2005) cited that drug abuse, including smoking and drinking alcohol, imposes substantial costs on users and their families, taxpayers, on the national economy and the community as a whole. It has been realized that many young Kenyans are taken captive by alcohol and drug abuse.

It is therefore imperative to establish the influence of Drugs and substance abuse on discipline among students in Technical Training Institutes, in Nairobi County as these Kenyan technical institutes, cannot afford to be complacent about it. (First Draft Alcohol and Drug Abuse Policy of the Kenya National Bureau of Statistics, 2008)

### **2.5 Factors influencing drug abuse in Technical training institutes**

The extent of drug and substance abuse is fueled by the availability of drugs (Obot, 2004). According to Obot, wines and spirit retailers have been mushrooming in towns and estates. Estate bars have become recreational centers for students during holidays, hence getting access to other drugs. Some peddlers hang around learning institutions or easily walk into the school and sell their



commodities. Youngsters abuse drugs because they live in a drug depended society (Marez, 2004).

## **2.6 The influence of Drug and substance abuse on students' discipline**

According to Amanuel (2009) discipline is a system of training the mind and building of character so that the individual is guided to make reasonable decisions in a responsible manner and coexist with others in the society. In this regard, good discipline should lead a student to obedience, self control, development of an attitude of cooperation, and being accountable for ones behavior. While drug abuse may be a social issue schools cannot afford to ignore the problem owing to its impact Mazeras (2008). Drugs influence discipline in that pupils under the influence of drugs are difficult to deal with. They are disruptive, do not pay attention in the class, display poor academic performance, engage in risky sexual behavior and become delinquent according to an observation of a head teacher of a school located in the slums. Once the students consume the substances they are no longer in control of their instincts (Buch wa Buchere, 2008).

Drug abuse is associated with truancy among students would be caused by laxity on implementation of school rules or lack of supervision on the movement of learners to and from the school. The learners easily fall in the trap of drug traffickers or other illegal businesses that entice them to be out of school frequently (Imbogo, 2010). UNESCO (2005) Stipulates that parents have a right

to ensure that lessons begin properly and promptly, end on time, ensure that their children attend school regularly and punctually and also provide reasons for any absenteeism in order to ensure the progress of their children.

Ogolla (2010) indicates that low level of commitment to education and higher truancy rates appear to be related to substance use among students. According to Gacicio (2004) Drug addiction leads to mental instability. The user becomes incapable of making right decision in such cases students involve themselves in indiscipline issues that take the form of insubordination, disrespect unacceptable verbal expressions or dissatisfaction. it makes students to become victim of assault, school boycotts, destruction of property and indecent behavior like rape.

According to Garagae (2007) violence and misbehavior exist in schools. Lack of discipline, interferes with teaching and learning processes which manifest itself in various ways including destruction of property, alcohol and substance abuse, truancy, disruptive behavior e.g. fighting, rape bad language and vandalizing school property.

## **2.7 Theoretical Framework**

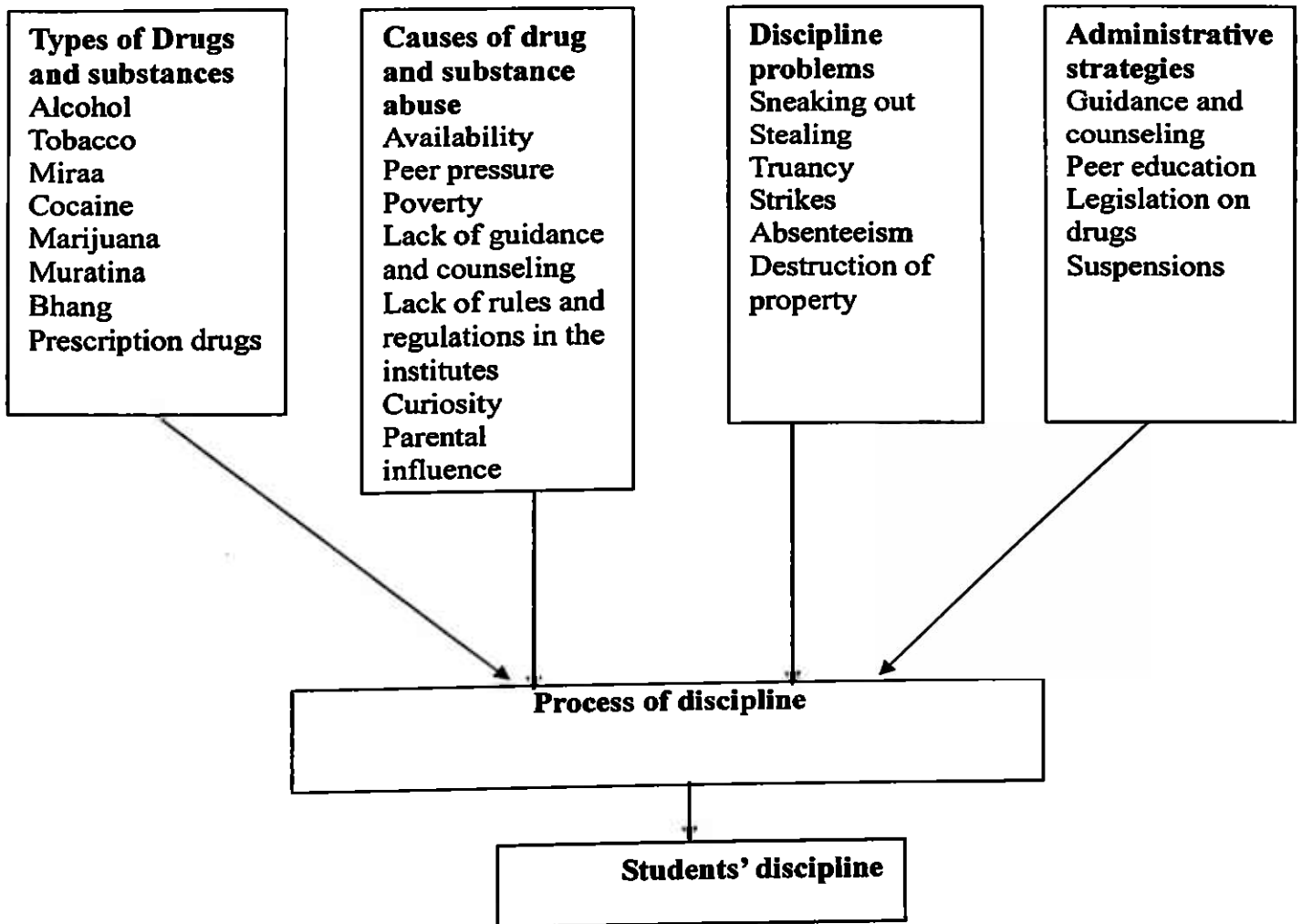
This study was guided by social cognitive learning theory by Albert Bandura (1986). According to this theory behavior is determined by the persons thought processes, the environment and behavior itself. This means that individuals determine their own behavior while being influenced by the environmental factors

and their own behavior. The theory emphasizes on social cognition and not simply coping. Bandura's social cognitive learning theory tends to focus more on cognitive expectancies, vicarious learning and self regulations as explanatory mechanism of drugs and substance abuser. For example individuals who believe that alcohol will make them more attractive, less inhibited, better achievers and more fun to be around, will be more prone to use alcohol. Bandura (1986) contends that behavior is largely regulated by cognitive factors such as perception of an issue and the pattern within the environment. Social cognitive theory emphasizes the role of observational learning with regard to the presence and influence of models. The theory postulates that role modeling does not only affect behaviors but it also leads to the development of thoughts and emotions that shape behavior. Students who get engaged in drugs and substance abuse, they have most likely learnt the behavior from their environment. These students have decided to get into the behavior of drugs and substance abuse more often than not out of choice.

## **2.8 Conceptual framework**

The framework is based on the interaction of variables that include drugs and substances abused by students, the causes of drug abuse and the discipline problems that arise. In seeking to address the challenges institutions have come up with various strategies that include guidance and counseling, peer education, expulsion and suspension of students.

**Figure 2.1 Influence of drugs and substance abuse on students' discipline**



**Source: Magana (2009)**

The figure shows that students discipline is a product of various processes that are influenced by interrelated variables which include availability of drugs in the institutes' environment, types of drugs and substances abused, available and causes of drug and substance abuse. The interplay of these interrelated variables influences students' discipline. These require that institutions come up with favorable administrative strategies.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter gives a brief description of the research methods. They include research design that is to be adopted in the study, target population, sample size and sampling procedures, research instruments, validity of instruments, reliability of instruments, data collection procedure and data analysis technique.

#### **3.2 Research Design**

According to Mugenda & Mugenda (2003) a research design is defined as a plan and structure for investigation. This study adopted descriptive research design. Kothari (2004) explains descriptive research as that concerned with describing the characteristics of a particular individual or of a group. The design is relevant to this study because it is concerned with the student's use of drugs and substance as an independent variable and discipline as a dependent variable. Drugs and substance are presumed cause and stimulants to student's indiscipline and unrest in technical training institutes.

#### **3.3 Target population**

Best & Khan (1999) have defined population as any group of individuals who have one or more than one characteristics in common and are of interest to the researcher. The population of this study consisted of 4 principals, 4 Heads of guidance and counseling, 40 teachers and 380 students from four technical

training institutions in Nairobi County (MOHEST, 2011).

### **3.4 Sampling size and sampling Procedures**

Best and Khan (2000) define a sample as a small proportion selected for observation and analysis. The accessible population was 3,800; 10% of 3800 is 380 students. This was the sample size for the study. Simple random sampling was used to select students from the four institutes. The sample size of 380 was divided by 4 to achieve an equal representation from the four institutes which were 95 students. The four institutes were picked by census since they are only four in Nairobi County. The study targeted pupils, teachers and principals. The total sample size was 4 institutions, 4 principals, 35 teachers 4 heads of guidance and counseling department and 380 students who amounted to 428 in total.

The researcher used the stratified simple random sampling to select students by gender across the three levels from the various departments. The students answered the questions which were administered to them by the researcher. The population of teachers in all the four institutes in Nairobi is 400. Using the simple random sampling technique the researcher selected 10 teachers from each technical institute. The teachers were chosen to participate in the study because they are key to curriculum implementation and spend more time with the students thus most likely to understand factors that influence drug and substance abuse students in technical training institutes.

The 4 principals were purposively picked for interview as they play a crucial role in the management, planning, implementation of education policy, provision of infrastructure, learning and teaching resources. The heads of guidance and counseling departments were also purposively selected to participate in the study because they are responsible for provision of guidance and counseling services to the students.

### **3.5 Research instruments**

Research instruments are the techniques or methods of data collection (Kasomo, 2006). The researcher used questionnaires and interview schedule as the main instruments for data collection. Questionnaires are carefully designed instruments consisting of questions and statements (Peter, 1994). There were questionnaires for principals which consisted of two parts. Part A consisted of 5 questions that were used to collect personal data. Part B had 10 items comprising of structured questions and open ended questions that allowed the principals to give their personal opinions on drugs and substance abuse in technical training institutes.

Teacher's questionnaire had 16 items comprising of structured questions and open ended questions where they gave their personal opinion. The questionnaire for students had 14 items. The interview schedule for the Head of guidance and counseling department had 8 unstructured questions which the researcher used to collect data on the influence of drugs and substance abuse on students discipline in technical training institutions.

### **3.5.1 Instrument validity**

The instruments that are used to collect data need to be validated to ensure they measure what they purport to measure (Best and Kahn, 2000). The researcher used content validity. Content validity is a measure of the degree to which data collected using a particular instrument represents a specific domain of indicators or content of a particular concept Borg and Gall (1989). The researcher arrived at content validity through the results and comments of the pilot study which were conducted in one technical institution that was selected through random sampling. Consultations with the supervisors were done to establish the content validity.

The pilot study was carried out in Nairobi technical training institute which was also under the study to help determine the validity of the instruments and also help the researcher find out errors, biasness, and ambiguities in the design instruments. The respondents were 1 principal, 10 lecturers and 95 students from all the departments. They were selected through stratified sampling. Each teacher will be selected from 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> year level and from all the departments of the institution. Purposeful sampling was used to select male, female teachers and students. One principal in that institute was used in the pilot study. Items that failed to measure the variables as intended were modified and others discarded completely.



### 3.5.2 Instrument reliability

Mugenda and Mugenda (1999) define reliability as a measure of the degree to which research instrument yield consistent results or data after repeated trials. To test for reliability of the questionnaire, the researcher used a test- retest technique. An appropriate sample was identified within the study sample. The developed questionnaire was administered to them. The answered questionnaires were scored. After a period of two weeks the same questionnaire were administered to the same group of subjects. The responses were also scored. The scores from both testing periods will then correlate to get co-efficient of stability using Pearson's Product Moment formula as follows:

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

where

X = first set of scores;

Y = the second set of scores,

$\sum X$  = the sum of the first set of scores;

$\sum Y$  = the sum of the second set of scores;

$\sum X^2$  = the sum squared of the first set of scores;

$\sum Y^2$  = the sum squared of the second set of scores;

$\sum XY$  = the sum of the cross product of x and y and n = the total number of respondents.

According to Mugenda (1999) a reliability coefficient above + 0.6 is satisfactory. After that the researcher computed the reliability coefficient for the questionnaires in order to establish whether the contents of the questionnaires are consistent in giving the same response in every time the instrument is administered. A correlation co-efficient of 0.7 was determined which indicated that the questionnaire yielded data that had high test-retest reliability.

### **3.6 Data collection procedures**

The researcher personally administered questionnaires for both pilot and main study. A research permit was obtained from the National Council for Science and Technology. The researcher visited the County Director of Education, Nairobi County and informs him of the study. The researcher will then give letters of introduction to all the four Principals of the Technical training institutes. The researcher then met the respondents and created a good rapport and confidence. The researcher then delivered questionnaires in person and on drop – and –pick format.

### **3.7 Data analysis techniques**

Data analysis refers to the interpretation of collected raw data into useful information Kombo and Tromp (2006). The data collected from the instruments was inspected and edited to check for completeness and internal consistency of recorded information. Data was analyzed both qualitatively and quantitatively.

Qualitative data analysis considered inferences made from opinions of respondents in the open ended questions. Interview schedule also gave qualitative data. Quantitative data analysis used descriptive statistics. Data analysis began by coding the data as per the research questions

Quantitative data was analyzed using tables, pie charts and graphs. Data was entered into the computer straight from the subjects' responses from all the instruments. For the qualitative data, coding and assigning labels to variable categories was done. Common themes were then obtained from the data collected and clustered in a patterned order so as to identify variables that depicted general concepts and differences. The analysis of data was done using computer software known as Statistical Package for Social Science (SPSS). This was to increase accuracy of the results and since the study was based on descriptive research, frequencies, central tendencies measures i.e. mean, median, mode and percentages were used.

## **CHAPTER FOUR**

### **DATA ANALYSIS, PRESENTATION AND DISCUSSION**

#### **4.1 Introduction**

This chapter analyses and presents the findings of the based on the data collected through the use questionnaires. The study was on the influence of drugs and substance abuse on discipline among students in Technical Training Institutes in Nairobi County.

The report is organized as follows. First response rates, followed by the demographic data and as per the research questions. Data was collected through the use of questionnaire and interview schedule. The principals, teachers and students in all the public Technical Training Institutes in Nairobi County were requested to fill a questionnaire. The Heads of guidance and Counseling department were interviewed. Information gathered was analyzed assisted by the Statistical package for Social Sciences (SPSS). Data was presented in tables, pie charts and bar graphs and discussed as per the objectives and research questions of the study.

#### **4..2 Response rate**

The response rate of the students, teachers, heads of department and principals who participated in the study. Findings on the response rates are presented in Table 4.1.

**Table 4.1 Response rate of respondents**

<b>Responses</b>	<b>Expected</b>	<b>Actual</b>	<b>Percent</b>
Students	380	289	76.1
Teachers	40	35	87.5
Heads of department	4	4	100.0
Principals	4	4	100.0

The return rate of the students was 289 representing 76.1%) students out of 380 students who participated in the study. Similarly, 24 teachers, 4 Heads of guidance and counseling department and 4 principals took part in the study. These indicates that 289 students took part in the study out of the initial target, of whom fewer boys 133(46.21%) than girls 156 (53.79) participated. However, the results also indicated that 35 teachers took part representing 87.5% response rate of which 8(32.3%) female and 16(66.7%) male teachers took part in the study. It was necessary to find out the response rate in order to ensure that the sample size was representative of the initial target population, provided quality results and adhere to rules and regulations governing research procedures.

#### **4.3 Demographic data of respondents**

Demographic data of the respondents was based on the age, gender, class, qualifications and work experience of the students, teachers and principals, who

took part in the study on influence of drugs and substance abuse on discipline among students.

#### 4.3.1 Age of students, teachers and principals

The age of the students, teachers and principals was of importance since the researcher sought to establish age of students under influence of drugs and substances. The results of the data collected on the age of students, teachers and principals are as shown in Table 4.2.

**Table 4.2 Age of students, teachers and principals**

Age	Students		Teachers		Principals	
	N	%	N	%	n	%
18-20 years	27	9.3	0	0	0	0
21-25 years	238	82.4	0	0	0	0
26-30 years	18	6.2	5	14.3	0	0
31-40 years	2	0.7	11	31.4	0	0
41-50 years	0	0	17	48.6	1	25.0
51 years and above	0	0	2	5.7	3	75.0
No response	4	1.4	0	0	0	0
<b>Total</b>	<b>289</b>	<b>100.0</b>	<b>35</b>	<b>100.0</b>	<b>4</b>	<b>100.0</b>

The results in Table 4.2 indicate that majority 238 (82.4%) students are in the 21-25 years age bracket. Few students 27(9.3%) were in 18-20 year age bracket while 18(6.4%) were in the 31-40 year age bracket. However, 4(1.4%) students did not specify their age brackets. The age bracket of the students was necessary

ascertaining that the cohort of students is within the appropriate age bracket for tertiary education.

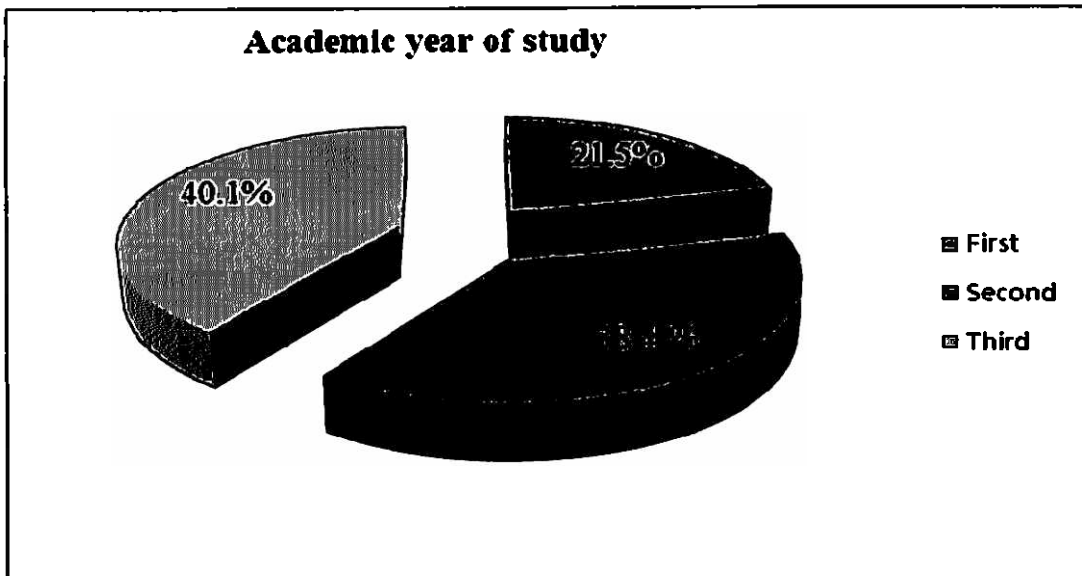
This was with regard to the fact that majority of the students transit from secondary to the tertiary institutes are aged 18-25, few join the institutes at a slightly mature age of 26 years and above. Most of teachers 17(48.6%) were in the 41-50 year age bracket, 11(31.4%) in the 31-40 year age bracket, 5(14.3%) were 25-30 years age bracket while 2(5.7%) were 51 years and above.

The results in Table 4.2 show that over half of the teachers who participated are mature adults with a sound mind, able to provide information on drug and substance abuse in Technical training institutes. The study found out that majority of the principals were 51 years and above, with only one in the 41-50 year age bracket. This was an indication that the principals were mature and had adequate teaching experience.

#### **4.3.2 Academic year of study**

The study also sought to find out the academic year of study of the students. This was important because the students who have stayed in the Institute for more than a year were likely to give reliable information on drug and substance abuse. Figure 4.1 presents information on the academic year of study of students in

Technical Training Institutes. This was also necessary in helping the researcher to determine the age groups of students who are in Technical training institutes.



**Figure 4.1 Academic year of study**

The study results presented in Figure 4.1 showed that 62 (21.5%) students are first year students, 111(38.4%) second year and 116(40.1%) third year students. This finding indicates that there is a near equal number of students in Technical Training Institutes.

#### **4.3.3 Length of time students have been in the institutes**

Students were asked to indicate how long they have been in the training institutes. The data collected on the length of time students have been in the respective training institutes is presented in Table 4.3.



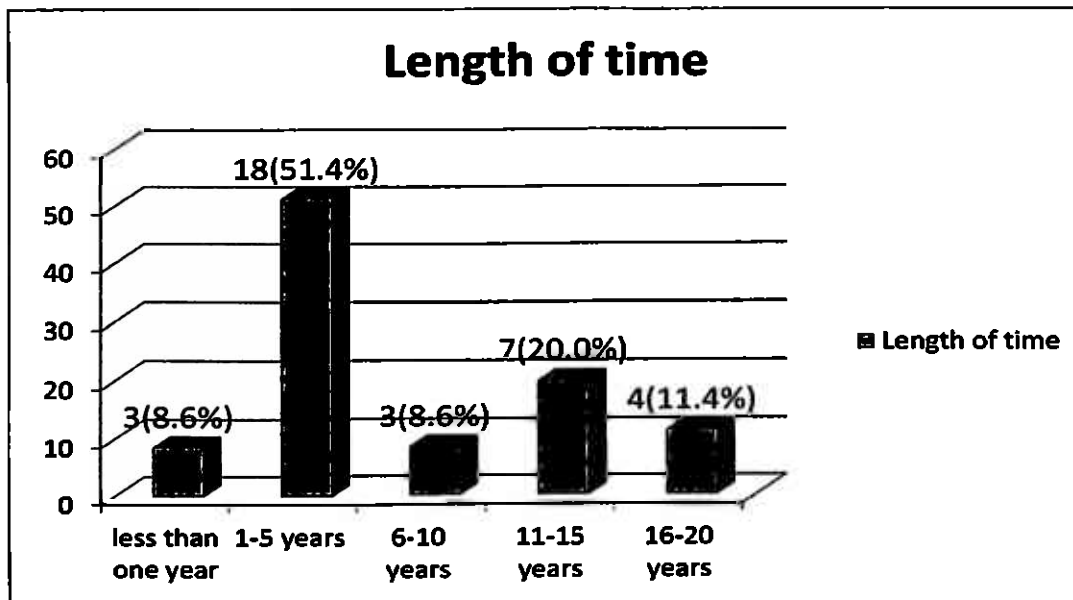
**Table 4.3 Length of time as a student in the technical institute**

<b>Period of time</b>	<b>N</b>	<b>Percent</b>
Less than 1 year	53	18.3
One year	37	12.8
Two years	107	37.0
Three years	91	31.5
Over three years	1	0.3
<b>Total</b>	<b>289</b>	<b>100.0</b>

The study found out that 53(18.3%) students had been in the technical training institutes for less than one year, 37(12.8%) one year, 107(37.0%) two years, 91(31.5%) three years while 1(0.3%) did not indicate the year of study. The study findings indicates that the period of time students have been in school varies across the levels; most 51(82.3) first years reported being in the institutions for 6 months or less. Majority 84(75.7%) second years and 90(77.6%) third years reported having been in the institutions for the stipulated period of 2 and 3 years respectively. Like the first years few 25(22.5%) second year students had been in the institutes for 1 to 1 ½ years. The time differences in the period of time can be attributed to factors like transfers, deferments, repetitions, and variations in academic years.

#### 4.3.4 Length of time teaching in the Institutes

The teachers were asked to indicate the length of time they have been teaching in their current technical institutes training. It was meant to establish their preparedness to determine the students who take drugs and substance abuse and their preparedness to deal with the discipline cases of the students. The following were the findings as shown in Figure 4.2.



**Figure 4.2 Length of teaching in the Institutes**

The study found out that 18(51.4%) teachers have been teaching in their current stations for 1-5 years. An equal number of 3(8.6%) teachers have been in the current stations for less than one year and 6-10 years respectively. However, 4(11.4%) reported having been in the stations for 16-20 years while 7(20.0%) have been in the institutions for 11-15 years.

All the principals had over five years of experience; while 1 head of department had seven years experience as principals. The level of experience was adequate and enabled the principals and HoDs to give precise information on the state of drug and substance abuse. All heads of guidance and counseling department had over five years of experience.

#### **4.3.5 Designations of the teachers in Technical institutes**

Technical institutes have qualified teachers in various positions. The teachers were asked to indicate the position held in the institute. Study findings indicated that 18(51.4%) teachers were regular lecturers, 8(22.9%) Assistant lecturers, 7(20.0%) HoDs, and 1(2.9%) industrial attachment officer, one teacher did not indicate his designation in the institute.

The principals reported a varied number of teaching staff with 1(25.0%) reporting having 170 teachers; another 1(25.0%) reported having 100 teachers and the third principal said the institute had 50 teachers and the fourth had 78

**Table 4.4 Designation of the teachers in the institutes**

<b>Designation</b>	<b>N</b>	<b>%</b>
Senior lecturer	8	22.9
Lecturer	18	51.4
Assistant lecturer	7	20.0
Industrial attachment officer	1	2.9
None	1	2.9
<b>Total</b>	<b>35</b>	<b>100.0</b>

#### **4.3.6 Student enrolment**

Reports by the principals indicated variations in student enrolment. The highest enrolment reported was 1930 students; 1128 males and 802 females, second highest was 1400 students with 800 boys and 600 girls, while another institute reported having 1060 students of which 600 were male and 460 female. The lowest enrolment recorded was 152; 92 males and 60 females.

#### **4.3.7 Population of students and teachers in the Institutes**

The principals were asked to indicate the number of teachers that were heading and also give the student enrolment in the institutes. All the four principals and 24 teachers from the technical training institutes. The findings from the four technical training institutes are as shown in Table 4.5.

**Table 4.5 Student enrolment and number of teachers**

<b>Population</b>	<b>Student enrolment</b>					<b>Number of teachers</b>				
	<b>Male</b>		<b>Female</b>		<b>Total</b>	<b>Male</b>		<b>Female</b>		<b>Total</b>
	n	%	N	%	N	N	%	n	%	N
K	92	60.5	60	39.5	152	31	62.0	19	38.0	50
N	800	57.1	600	42.9	1400	75	61.0	48	39.0	123
M	1128	58.4	802	41.6	1930	103	60.6	67	39.4	170
O	600	56.6	460	43.4	1060	41	41.0	59	59.0	100
<b>Total</b>	<b>2620</b>	<b>55.3</b>	<b>2122</b>	<b>44.7</b>	<b>4742</b>	<b>250</b>	<b>56.4</b>	<b>193</b>	<b>43.6</b>	<b>443</b>

The results in Table 4.5 indicated that there are more male students and teachers in technical training institutes than females, except for institute K, which had slightly more female teachers than males. Institute M has the highest student enrolment of 1930(40.7%) and more teachers 170 (38.4%) than other institutes. Institute K has the lowest student enrolment of 152, with 92(60.5%) males and 60(39.5%) female students. Its teacher population is also the lowest of 50; 31 (62.0%) males and 19(38.0%) female teachers with a student teacher ratio of 3:1. However, student teacher ratio for the four institutes was 1:11. This shows that if the Technical Training Institutes are to ensure minimal experience of drug and substance abuse, there is need for all teachers to ensure that drug and substance abuse in Technical Training Institutes is controlled through proper guidance, moral and material support to students.

#### **4.4 Drugs and substances commonly abused by students**

The study set out to identify the various types of drugs commonly abused by students in Technical institutes. The students were asked to respond to the various drugs and substances commonly abused by students. The teachers were asked to indicate the drugs which the students are involved in, while the students were also asked to indicate the drugs which they are involved in. Well, majority of the teachers acknowledged that students are involved in drugs and substances.

Majority 269 (93.1%) of the students said that they had experienced cases of substance and drug abuse by students. However, 18(6.2%) said “NO” while 2(0.7%) declined to answer. The findings were an indication that drug and substance abuse use is common in the Technical Training Institutes.

##### **4.4.1 Drugs abused by students**

Table 4.6 presents information on combinations of drugs abused by students in technical training institutes. The researcher collected information from students and teachers. The study found out that different combinations of drugs and substances were being abused by students in the Technical training institutes.

**Table 4.6 Drugs abused by students**

<b>Drugs and substances abused</b>	<b>Students</b>		<b>Teachers</b>	
	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>
Alcohol, miraa, tobacco and marijuana	175	60.6	11	31.4
Alcohol, miraa, tobacco and prescribed drugs	30	10.4	0	0
Alcohol, miraa, marijuana, tobacco and prescribed drugs	25	8.7	0	0
Alcohol, tobacco and marijuana	11	3.8	8	22.9
Alcohol, miraa and tobacco	9	3.1	0	0
Alcohol	8	2.8	1	2.9
Alcohol and cigarettes	5	1.7	8	22.9
Alcohol and marijuana	4	1.4	4	11.4
Tobacco	3	1.0	1	2.9
Alcohol and miraa	2	0.7	0	0
Prescription drugs	1	0.3	0	0
None	0	0	1	2.9
No response	16	5.5	2	5.7
<b>Total</b>	<b>289</b>	<b>100.0</b>	<b>35</b>	<b>100.0</b>

The study sought to find out the types of drugs used by students in the Technical training institutes. Findings of the study indicated that majority 175(60.6%) of the students engaged in the use of alcohol, miraa, tobacco/cigarettes and marijuana, 30(10.4%) said in addition to alcohol, tobacco, miraa and marijuana (bhang), most students indicated that prescribed drugs were highly abused. It was reported by 25(1.7%) students that all the drugs were highly abused. The study found out from 11(3.8%) students that alcohol, miraa and marijuana were most

abused drugs in the institutes. Alcohol, miraa and tobacco were rated by 9(3.1%) students. Although, 8(2.8%) students reported alcohol alone as the most abused, some teachers had similar sentiments. Alcohol was rated the most abused as it is often taken alongside other substances and drugs. However, the least abused are inhalants (Glue, petrol, nail polish) in the institutes of learning. It was found out from 11(31.4%) teachers that alcohol, miraa, marijuana and tobacco were the most abused drugs. An equal number of 8(11.9%) teachers indicated that alcohol and tobacco as well as miraa, tobacco and alcohol were most abused drugs.

**Table 4.7 Most abused drugs as reported by teachers**

<b>Drugs abused by students</b>	<b>N</b>	<b>%</b>
Alcohol	17	46.8
Alcohol, tobacco and marijuana	7	20.0
Alcohol and marijuana	6	17.1
Alcohol and tobacco	2	5.7
Kuberi	2	5.7
None	1	2.9
<b>Total</b>	<b>35</b>	<b>100.0</b>

Just like the students, 17(46.8%) teachers said alcohol was the most abused drug in Technical Training Institutes. Alcohol, tobacco and marijuana form the second most abused group of drugs as reported by 7(20.0%) teachers while 5(20.5%)



teachers said alcohol and marijuana are most abused. Still 2(5.7%) teachers noted that tobacco and alcohol were most abused drugs with 2(5.7%) other teachers saying kuberi was most abused. The HoDs guidance agreed tobacco and alcohol are most abused. These finding is in line with the report by NACADA (2008) that alcohol is the most commonly abused drug by about 61% of the population.

The findings of the study indicate that drug and substance abuse are rampant in Technical Training Institutes and there is need for quick remedial measures to be undertaken to curb the menace. Studies by Ogola (2010) indicated that many young Kenyans are taken captive by alcohol and medication abuse. The findings are in line with the findings by the Republic of Kenya (2003) which found out that youth abused a wide range of substances with the most commonly abused drugs being, alcohol, tobacco, bhang, and miraa, Thus it's imperative that the influence of Drugs and substance abuse on discipline among students in Technical Training Institutes is high and thus necessary to come up with remedies that would transform lives of youth.

The researcher also asked on the other drugs taken by the students. The findings on this particular item are presented in Table 4. 8.

**Table 4.8 Other drugs abused by students**

<b>Other drugs</b>	<b>N</b>	<b>%</b>
None	52	18.0
Not applicable	17	5.9
I don't know	8	2.8
Kuberi	7	2.4
Mandrax	3	1.0
Bombo	2	0.7
No response	200	69.2
<b>Total</b>	<b>289</b>	<b>100.0</b>

Majority 200(69.2%) students were of the opinion that alcohol, tobacco, miraa, marijuana and prescribed drugs were the main drugs thus remaining non-committal on other possible drugs. 52(18.0%) said none, 17(5.9%) felt that it was applicable, with 8(2.8%). Other drugs included Kuberi 7(2.4%), Mandrax 3(1.0%), as 2(0.7%) students said Bombo. This finding indicates that students engage in use of different types of drugs some of which are known by names not so common like Bombo.

#### **4.4.2 Reasons for taking drugs**

The students and teachers were asked to give the reasons that led the students into engaging in drug and substance abuse. Results of the data collected from the teachers and students are presented in Table 4.8.

**Table 4.9 Reasons for taking drugs**

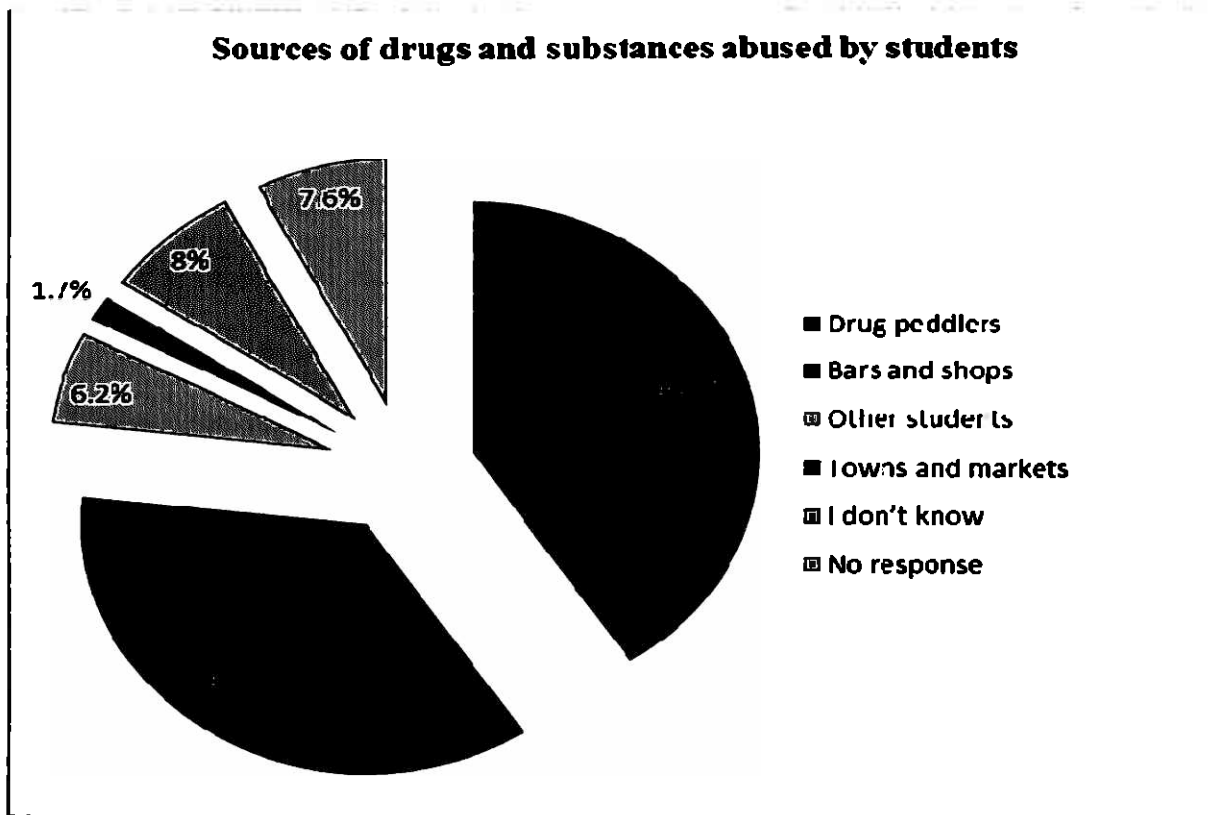
<b>Reasons for taking drugs</b>	<b>Students</b>		<b>Teachers</b>	
	<b>N</b>	<b>%</b>	<b>n</b>	<b>%</b>
Peer pressure and influence	104	36.0	22	62.9
Leisure	41	14.2	0	0
Stress, peer pressure and curiosity	34	11.8	0	0
Too much stress	14	4.8	7	20.0
Lack of communication	8	2.8	0	0
Lack of proper guidance and counseling	3	1.0	0	0
Frustrations	0	0	1	2.9
No response	19	6.6	1	2.9
I don't know	6	2.1	0	0
Not applicable	0	0	4	11.4
<b>Total</b>	<b>289</b>	<b>100.0</b>	<b>35</b>	<b>100.0</b>

The study findings indicated that taking of drugs was attributed to peer pressure and influence as reported by 104(36.0%) students. Most 104(36.0%) students' agreed that peer pressure has influence on student discipline, with 41 (14.2%) saying leisure, stress and peer pressure and curiosity 34 (11.8%). It was the opinion of 8(2.8%) students and 4(16.7%) that too much stress leads to drug taking. A view that 8(2.8%) attributed to lack of proper channels of communication.

The study found out that taking of drugs was attributed to peer pressure and influence as reported by 22(62.9%) teachers and all the Heads of guidance and counseling department. Too much stress and frustration was pointed out by 1(2.9%) teacher as a reason for students' indiscipline. Goergen, (2001) agrees that some drugs like bangi reduces stress in the short term as it causes a feeling of happiness and relaxation. The findings are indication that students do not just engage into drug abuse out of nothing, but are driven by forces within and outside them. Influence from friends showed that peer influence had greater influence on the behaviour of the students.

#### **4.4.3 Sources of drugs and substances abused by students**

The researcher sought to know the sources of drugs abused by students in Technical Training Institutes from the students through the questionnaire. The results are presented in the form of a pie chart as shown in Figure 4.3.



**Figure 4.3 Sources of drugs and substances abused by students**

Drug peddlers 116(41.1%), bars and shops 105(36.3%) are the most common sources of drugs. Reports from 18(6.2%) students revealed that some students brought in drugs from outside. Towns and markets contributed to prevalence of drug abuse in the institutions as reported by 5(1.7%) of the students. A near equal number of 23(8.0%) students and 22 (7.6%) students didn't know or gave no response at all. The problem of drugs and substance abuse in colleges and schools is a rampant problem that needs proper attention.

Obot (2004) agrees that wine and spirit retailer's mushroom in towns and estates, and that estate bars have become recreational centers for students during holidays,

hence getting access to other drugs. Marez (2004) concurs with the study findings that some peddlers hang around learning institutes or easily walk into the institutes and sell their commodities. Youngsters abuse drugs because they live in a drug depended society. Availability of drugs within the students' vicinity often leads to drug abuse due to exposure, easy access and as well as presence of the drug users and peddlers.

#### **4.5 Discipline problems resulting from drug and substance abuse**

Findings of the study on discipline problems associated with drug and substance abuse show that student indiscipline is a factor of different conditions as pointed by the teachers.

##### **4.5.1 Student involvement in drug and substance abuse**

To ascertain discipline problems that result from drug and substance abuse, the researcher sought to find out the views of the students and teachers about student involvement. Except for 4(16.7%) all the other 20 teachers were of the opinion that most students are involved in student indiscipline. Thus, the need to find whether drug and substance abuse contribute to cases of indiscipline in technical training colleges.

#### 4.5.2 Contribution of drug and substance abuse towards indiscipline

The researcher sought to find out the factors contribute to student indiscipline in technical training institutes. This was obtained from students who took part in the study. The findings are presented in the Table 4.9 that entails information on contribution of drug and substance abuse towards student indiscipline.

**Table 4.10 Contribution of drugs towards indiscipline according to the students**

Indiscipline case	Strongly agree		Agree		Disagree		Strongly disagree		No response		Total	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Sneaking	59	20.4	93	32.2	66	22.8	39	13.5	32	11.1	289	100.0
Truancy	48	16.6	111	38.4	42	14.5	34	11.8	54	18.7	289	100.0
Stealing	102	35.3	89	30.8	44	15.2	26	9.0	28	9.7	289	100.0
Fighting	108	37.4	94	32.5	39	13.5	21	7.3	27	9.3	289	100.0
Strikes	88	30.4	51	17.6	58	20.1	5	20.1	34	11.8	289	100.0
absenteeism	124	42.9	77	26.6	35	12.1	28	9.7	25	8.7	289	100.0
Destruction of property	70	24.2	71	24.6	61	21.1	57	19.7	30	10.4	289	100.0

Findings of the study indicate that most students were of the opinion that drug taking contributes to indiscipline cases in schools as reported by 172(59.5%) who strongly agreed; while 124(42.9%) students strongly agreed that drug abuse

contributes to indiscipline in the leaning Institutions. Stealing was reported by 102 students who strongly agreed that it contributed towards drug and substance abuse in schools, 89(30.8%) other students also agreed, while 44(15.2%) disagreed. Fighting was reported by 108(37.4%) students who strongly agreed that it contributed to drug and substance abuse, 94 (32.5%) agreed with 39 (13.5%) disagreeing. However, 21(7.3%) strongly disagreed as 27(9.3%) remained non-committal.

Results of the study indicated destruction of property was not highly regarded by students as having very strong contribution towards student indiscipline. The MOE (2004) acknowledges that student indiscipline has been on the increase and that students need to be advised and helped in order to overcome drug and substance abuse. Although, fewer students 48(16.6%) pointed out that truancy strongly contributed to student indiscipline, 111(38.4%) agreed, as 34(11.4%) strongly disagreed. According to 59(20.4%) of the students, stealing was strongly rated as a contributory factor towards school indiscipline, but 66(22.8%) disagreed as 39(13.5%) strongly disagreed.

In view of the study findings stealing, truancy and destruction of property do not greatly contribute towards indiscipline in Technical training institutes. Drug taking, fighting and absenteeism were rated highly by students as contributors to student indiscipline. Buch wa Buchere (2008) points out that drugs influence



discipline in that pupils under the influence of drugs are difficult to deal with. They are disruptive, do not pay attention in the class, display poor academic performance, engage in risky sexual behavior and become delinquent according to an observation by some of the principals of the institutes. Once the students consume the substances they are no longer in control of their instincts.

#### 4.6 Effects of drug and substance on students' class attendance

The study sought to establish the effect of drugs and substance abuse on student class attendance in Technical training institutes. The researcher focused on sneaking, truancy and absenteeism .The findings are presented in Table 4.10

**Table 4.11 Effects of drug and substance abuse on students' class attendance**

Indiscipline cases	Strongly agree		Agree		Disagree		Strongly disagree		No response		Total	
	n	%	n	%	n	%	n	%	n	%	n	%
Sneaking	7	29.7	12	50.0	1	4.2	0	0	4	16.7	24	100.0
Truancy	3	12.5	10	41.7	1	4.2	2	8.3	8	33.3	24	100.0
Stealing	3	12.5	9	37.5	1	4.2	1	4.2	10	41.7	24	100.0
Fighting	5	20.8	8	33.3	4	16.7	2	4.2	5	20.8	24	100.0
Strikes	5	20.8	10	41.7	2	4.2	2	4.2	5	20.8	24	100.0
Absenteeism	4	16.7	12	50.0	1	4.2	3	12.5	4	16.7	24	100.0
Destruction of property	5	20.8	15	62.5	0	0	1	4.2	3	12.5	24	100.0

The teachers were in strong agreement with students that drug and substance abuse contributes to cases of indiscipline including sneaking as pointed out by 7(29.7%)truancy 3(12.5)% and absenteeism (6.7)%. Students sneak out of school to go buy drugs or use the drugs, thus ending up missing classes. More so it was the opinion of 3(12.5%) students that truancy and stealing are more likely to occur. Since students cheat and steal from others money and other valuables. According to 4(16.7%) students, some students who develop addiction more often absent themselves from classes.

**Table 4.12 Effects of drug and substance abuse on students' class attendance as reported by teachers**

Indiscipline cases	Strongly agree		Agree		Disagree		Strongly disagree		No response		Total	
	n	%	n	%	n	%	n	%	n	%	n	%
Sneaking	9	25.7	17	48.6	0	0	2	5.7	7	20.0	35	100.0
Truancy	4	11.4	14	40.0	7	20.0	4	11.4	6	17.1	35	100.0
Stealing	14	40.0	12	34.3	2	5.9	2	5.9	5	14.3	35	100.0
Fighting	9	25.7	12	34.3	5	14.3	4	11.4	5	14.3	35	100.0
Strikes	7	20.0	14	40.0	2	5.7	9	25.7	3	8.6	35	100.0
Absenteeism	5	14.3	17	48.6	2	5.7	5	14.3	6	17.1	35	100.0
Destruction of property	7	20.0	23	65.7	1	2.9	3	8.6	1	2.9	35	100.0

Data collected from the teachers showed that sneaking out of the institutes affected class attendance as reported by 9(25.7%) teachers who strongly agreed as 17(48.6%) agreed that drugs contribute to sneaking out. The students sneak in attempt to access drugs and other substances from outside the institutes. Truancy was reported by 7(20.0%) who agreed it has negative effect on class attendance. Most 14(40.0%) teachers strongly agreed that stealing was associated with drug and substance abuse, which in turn affects students attendance to classes. A view that 12(34.3%) teachers agreed with 4(11.4%) disagreeing. The findings from 7(20.0%) teachers who strongly agreed that strikes influence attendance. One of the major causes of lack of class attendance is absenteeism associated with drug and substance abuse as pointed out by 17(48.6%) teachers. Students under the influence of drugs are more likely to lead in the destruction of property both in the institute and outside as expressed by 23(65.7%) teachers.

#### 4.6.1 Other causes of student indiscipline

The researcher sought to establish other causes of student indiscipline in Technical training institutes. The findings are presented in table 4.10 as shown below.

**Table 4.13 Other causes of student indiscipline**

Other causes of student indiscipline	Students	
	n	%
Teacher inconsistencies	34	11.8
Poor management	32	11.1
Lack of attention from lecturers	14	4.8
Sexual relations	12	4.2
Peer influence	28	9.3
Lack of respect by students	20	6.9
Family background	35	12.1
Pride	4	1.4
Stress	2	0.7
None	94	32.5
No response	47	16.3
<b>Total</b>	<b>289</b>	<b>100.0</b>

It was the opinion of students who took part in the study that drug and substance abuse were not the only cause of school indiscipline. The students were of the expression that inconsistencies by teachers when handling and dealing with student issues contributed to indiscipline as reported by 34 (11.8%), while 14 (4.8%) felt that the teachers were not giving them adequate attention. Similarly, some 12(4.2%) argued that teachers were having sexual relations with other students, which greatly agitated them.

The study also found out from the students that poor leadership and management of the Institute also triggered student indiscipline. High handedness, inadequate resources and administrators leadership styles greatly influenced student behavior. The students argued that the management was not bothered and cared less about their welfare, pointing out that their grievances were rarely attended to. The heads of guidance and counseling department concurs that the students are left to make decisions on their own. This exposes them to the dangers associated with possible drug and substance abuse.

Peer influence was reported by 28(9.3%) students as a cause of student indiscipline. This is with respect to drugs and substance abuse and cults through their social networks. The family background was noted by 35(12.1%) of students, while pride 4(1.4%) and lack of respect towards teachers led to student indiscipline.

#### **4.7 Administrative response on strategies used**

##### **4.7.1 Strategies used to curb drug and substance abuse**

The study sought to find out from the students, teachers, guiding and counseling heads of department and principals, the administrative strategies that have been put in place to mitigate the challenge of drug and substance abuse in technical training institutes.

**Table 4.14 Response Strategies used to curb drug and substance use**

<b>Strategy</b>	<b>Students</b>		<b>Teachers</b>	
	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>
Guidance and counseling	53	18.5	19	54.3
Strict rules and regulations	29	10.0	0	0
Clubs like NACADA	25	8.7	0	0
Peer education	18	6.2	12	34.3
Suspensions	16	5.5	4	11.4
Use of drug detectors	2	0.7	0	0
None	99	34.3	0	0
No response	47	16.3	0	0
<b>Total</b>	<b>289</b>	<b>100.0</b>	<b>35</b>	<b>100.0</b>

The results in Table 4.13 revealed that guidance and counseling was the main strategy institutes use in mitigating the challenges of drug and substance as reported by 53(18.3%) of the students. Efforts should be made to ensure that institutes set up stringent rules and regulations in an effort to curb drug and substance abuse as pointed by 29(10.0%), however, those who break the schools rules are suspended as indicated by 16(5.5%) of the students. Initiation, strengthening and maintenance of clubs against drugs and substance abuse was suggested as possible strategy, findings from 25 (8.7%) students indicated that NACADA club is the most active in the Institutes. It is through, this clubs that students can exchange their experiences and learn from each other.

Peer education was identified by 18(6.2%) as a strategy that would help mitigate the challenge. Use of drug detectors was suggested by 2(0.7%) students as an effective measure against the vice of drug and substance abuse. Some 99(34.3%) students reported that there were no clear strategies that had been put in place while 47(16.3%) students failed to respond to the question on strategies, this was attributed to the fact that some had pointed out that there were no cases of drug and substance abuse in the institutions.

Guidance and counseling was pointed out by 19(54.3%) teachers as the main strategy used in addressing the challenge of drug and substance abuse, with 12(34.3%) saying that peer education is the main strategy being used by the institutes. According to 4(11.4%) teachers, students who engage in drug and substance abuse are suspended.

The guiding and counseling officers who took part in the study acknowledged that drug and substance abuse is a critical challenge and that majority of the students' exhibit signs of withdrawal. There is need for establishment of strong guidance and counseling programs in the institutes in order to help students who face the challenges.

The principals were in agreement that proper guidance and counseling is the most suitable strategy that the Institutes have put in place to help curb drug and substance abuse as reported by 2(50.0%) of the principals. The other 2(50.0%)

were of the opinion that peer education and training was the most appropriate strategy for controlling drug and substance abuse. One principal was also of the opinion that development of an international policy against drug and substance abuse would help overcome the challenge.

Like the students, they reported that those who break the rules and regulations receive punishment including suspension. The Heads of guidance and counseling departments concurred with the teachers and students that peer education and infusion of drugs and substances abuse in the syllabus should be carried out effectively.

#### **4.7.2 Holding of open forums with principal and teachers**

It is through the open consultative meetings that the school administration can get to know the challenges students face, and how best to address them. Similarly, the administration may be in a better position to identify and establish the real causes of drug and substance abuse, thus seek to assist affected students.



**Table 4.15 Holding of consultative meetings with principals**

<b>Holding of meetings</b>	<b>Students</b>		<b>Teachers</b>	
	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>
Often	9	3.1	1	2.9
Rare	74	25.6	0	0
Regularly	7	2.4	4	11.4
Seldom	5	1.7	0	0
None	66	22.8	0	0
Once	60	20.8	22	62.9
Twice	10	3.5	4	11.4
Thrice	0	0	3	8.6
No	13	4.5	1	2.9
response				
<b>Total</b>	<b>289</b>	<b>100.0</b>	<b>35</b>	<b>100.0</b>

Open consultative meetings between the students, principal and teachers are held rarely as reported by 74(25.6%), with 9(25.6%) students and 1(4.2%) saying often, 7(2.4%) students and 2(8.2%) regularly while 5(1.7%) noted that they were seldom. However, 66(22.8%) and never (15.6%) students were of the opinion that open consultative meetings have never been organized. On the contrary, 60(20.8%) students acknowledged that meetings are held once per term.

The teachers said that consultative meetings were held at least once per term as reported by 22(62.9%) with the support of 4(11.4%) who said regularly and twice per term respectively. One teacher concurred that open forums are often held during orientation of first year students.

All the principals pointed out that they held open forums with the teachers and students once per term. However, the principals differed in how often they handled discipline cases. Some said that the cases were handled as they arose, others once per term and frequently. Similar variations were noted in the number of cases handled. The highest reported number was 80 cases as reported by one principal and head of guidance department followed by 17 and lowest reported were 10 cases. One principal was unable to state clearly how many cases had been handled. This could be attributed to lack of proper records. One Head of guidance and counseling department reported that she had handled over 150 cases dealing with drug and substance abuse among students. These forums are worthwhile strategies of getting information and providing remedial action or assistance to the students with challenges.

## **CHAPTER FIVE**

### **SUMMARY , CONCLUSIONS AND RECOMMENDATIONS OF THE STUDY**

#### **5.1 Introduction**

This chapter presents a summary of the findings gathered from analysis of information collected from students, teachers and principals. The chapter highlights various findings based on the research questions that may help alleviate challenges associated with drug and substance abuse among students in Technical Training Institutes in Nairobi county in Kenya. Conclusions have been drawn from the study and recommendations put forward that may help to deal with the challenge of drug and substance abuse in Technical Training Institutes.

#### **5.2 Summary of the study**

The purpose of this study was to establish the influence of drug and substance abuse on discipline among students in Technical training institutions in Nairobi County. Four research questions were formulated to guide the study. Research question one sought to identify the various types of drug and substances commonly abused by students in Technical training institutes. Research question two aimed at establishing the various discipline problems resulting from drug and substance abuse among students in Technical training institutes. Research question three aimed at establishing the extent to which drug and substance abuse among students affects the students' class attendance in Technical training

**institute in Nairobi county. Research question four sought to establish the administrative strategies used by the institutes to prevent and control use of drugs and substance abuse in Technical training institutes in Nairobi County.**

**The study was conducted using descriptive survey design with the sample composing of four principals, four Heads of guidance and counseling department forty teachers and 380 students. The purposive random sampling method was used for the principals while the stratified random sampling was used for the students to be selected by gender. To ensure instruments validity and reliability, a pilot study was carried out using the test-test technique. The data was gathered by use of questionnaires and interview guide. The data was analysed through the Statistical Package for Social Sciences (SPSS)**

### **5.3 Summary of the findings**

**The study findings are summarized based on the research questions as follows:**

**In terms of respondents demography the study established that majority of the students were in the 18-25 year age bracket, and that most teachers were mature, highly qualified and experienced. Majority 269 (93.1%) of the students said that they had experienced cases of substance and drug abuse by students. The teachers, heads of guidance and counseling department and principals were highly experienced and professionally qualified.**

The first objective sought to identify the various drugs and substance commonly abuse by students in Technical training institutes. The study established that majority 175(60.6%) of the students engaged in the use of alcohol, miraa, tobacco/cigarettes and marijuana. The least abused drugs were inhalants (Glue, petrol, nail polish) in the institutes. It was found out from 5(20.5%) teachers and that alcohol and tobacco were most abused drugs. Majority 200(69.2%) students were non-committal on other possible drugs, with few mentioning Kuberi 7(2.4%), Mandrax 3(1.0%), and 2(0.7%) students said Bombo. Most 172(59.5%) students, while 124(42.9%) students strongly agreed that absenteeism contributes to drug abuse.

The second objective sought to establish the various discipline problems resulting from drug and substance abuse among students. According to 33(11.4%) students sexual immorality was a common form of indiscipline that led to early and unwanted pregnancies 8(2.8%). The study findings attributed drug taking to peer pressure and influence as reported by 104(36.0%) students and 15(62.5%) teachers. Drug peddlers 116(41.1%), bars and shops 105(36.3%) are the main sources of drugs and substances that are abused by students. The study found out from 13(54.2%) teachers that drug and substance abuse leads to poor performance in examinations. Students develop bad habits when exposed to drugs and substance abuse, some of which lead to irresponsible sexual behaviour, and lack of respect for the teachers. All heads of guidance and counseling departments

concluded that drug and substance abuse affects student concentration in class.

The third objective sought to determine the extent to which drug and substance abuse among students affects class attendance. The teachers were in strong agreement with students that drug and substance abuse contributes to cases of indiscipline including sneaking as pointed out by 7(29.7) truancy 3 (12.5)% and absenteeism (6.7)%. The study noted from 19(79.7%) teachers that drugs contributed to sneaking out of school by students. The students sneaked in attempt to access drugs and other substances from outside the institutes. Majority 12(50.0%) of the teachers agreed that drugs contribute to students sneaking out of school. Except for 1(4.2%) teacher who strongly disagreed, 4(16.7%) either never responded or said it was not applicable.

The fourth objective was to identify the administrative strategies used in the institute to prevent and control use of drug and substance in the institute. Guidance and counseling was the main strategy the institutes used in preventing and controlling the use of drug and substances as reported by 53(18.3%). The Heads of guidance and counseling also recommended the students for rehabilitation. Peer education was identified by 18(6.2%) students as a strategy that would help mitigate the challenge of drug and substance abuse. Use of drug detectors was suggested by 2(0.7%) students as an effective measure against the

vice of drug and substance abuse; however, it sounds to be a more expensive venture for the institutes.

There is much more than drug and substance abuse in the determination of student discipline including students home background, social cultural and the supra society. The society grooms the students to be more responsible citizens. A student from a society where use of drugs is a norm may not feel and see anything wrong with taking drugs. This is evident from the findings presented in Table 4.9.

#### **5.4 Conclusions of the study**

Drug and substance abuse is rampant in Technical training institutes and that the administration is doing very minimal to ensure its eradication in the institutes. The principals and Heads of guidance and counseling must lay down the eggs. The most commonly abused drugs were alcohol and cigarettes which the students easily accessed from the surrounding shopping centre. The students were influenced by peers to take drugs and they were also sold to the students by drug peddlers.

Most discipline cases in Technical training institutes are caused by use drugs and substances. The most common form of indiscipline is drug taking, seating, fighting absenteeism and sometimes rape. Moreover, the institute administration

should emphasize on institute rules and regulations that are geared to ensuring controlled use of prescribed drugs and other substances that would otherwise be abused in the Technical training institutions.

Initiation of guidance and counseling, peer education programmes and clubs like NACADA are strategies used to overcome the challenge associated with influence of drug and substance abuse on student discipline in Technical Training Institutes. Technical Training Institutes should endeavor to establish strong guidance and counseling programmes through which the students developing addiction can seek guidance and counseling.

### **5.5 Recommendations**

- i) The study recommends that all policy makers including the Ministry of Education in collaboration with other Government agencies like NACADA should set up suitable programs that can be used to educate the youth in colleges against the use of illicit drugs and substances.
- ii) The Institutes administration should take bold steps in ensuring adherence to professional ethics through a stringent monitoring and evaluation system to reduce challenges of increased sexual abuse among the students especially the rape .



- iii) **Security measures should be initiated in the institutes against the drug peddlers and all the cartels involved in the sale of the drugs and substances in and around the schools. Those involved in the criminal activities should face the full wrath of the law.**
  
- iv) **It's therefore important that good discipline should lead a student to obedience, self-control, development of an attitude of cooperation, and being accountable for one's behavior other than irresponsible sexual behavior, arrogance and early pregnancies.**

#### **5.6 Suggestions for further research**

1. **A nationwide study to be carried out to determine the status of drug and substance abuse in the Technical training institutes.**
2. **A study should be carried out to establish the cognizant effects of drugs and substance abuse on the student achievement in colleges**
3. **A comparative study to be carried out to determine the extent of drug and substance abuse in colleges and schools in Kenya.**
4. **Establish the role played by Non-Governmental Organizations in controlling drug and substance abuse.**
5. **The role of guidance and counseling in reducing use of drugs and substance abuse in Technical training institutes.**

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## **APPENDICES**

### **APPENDIX 1**

#### **LETTER OF INTRODUCTION TO RESPONDENTS**

University of Nairobi,  
Department of Educational  
Administration and Planning  
Kikuyu Campus,  
P. o. Box 30197.  
Nairobi.

Dear respondent,

#### **RE: REQUEST TO CARRY OUT RESEARCH IN YOUR INSTITUTE**

I am a Post – graduate student at the faculty of Education, University of Nairobi. I am currently carrying out a research on **Influence of drugs and substance abuse on discipline among students in Technical training institutes in Nairobi County Kenya**. I would therefore request you to fill the following questionnaire designed to gather information for research purposes. All the information provided in the questionnaire will be confidential and your response will be absolutely anonymous.

Kindly complete all sections of the questionnaire to the best of your knowledge and ability. Please do not write your name anywhere in the questionnaire.

Yours sincerely,

Teresia N. Mutuku

**APPENDIX 11**

**PRINCIPALS' QUESTIONNAIRE**

**Instructions**

This questionnaire is designed to gather information on the influence of drugs and substance abuse on discipline among students in technical training institutes. You are kindly requested to fill in the questionnaire by placing a (tick) against your option and to fill in blanks (-) where applicable. Do not write your name anywhere in the questionnaire. Maximum confidentiality of the information given will be maintained.

**Section A (Tick or fill where appropriate)**

1. What is the name of your institution?.....
2. What is your age bracket?      30-40 ( )      41-50 ( )      More than 50 ( )
3. What is your gender?              Male ( )      Female ( )
4. What is your highest qualification?
  - i) Diploma in education ( )    ii) Higher diploma      ( )
  - ii) Bachelor of education ( )    iii) Post graduate education ( )
  - iii) Others please specify      .....
5. How long have you served as a principal? ..... Years

**Section B (Tick or fill where appropriate)**

6. What is the current number of teachers in your institute?.....  
.....

7. Indicate by ticking the appropriate box in the table below the qualifications and number of your teachers in the institute.

Academic qualification	Male	Female	Total
Diploma			
Approved teacher			
Graduate			
Master degree			
Any other			

8. What is the total number of students in your institute?

Boys .....Girls .....Total.....

9. How often do you hold meetings with teachers and students?

Weekly ( ) Monthly ( ) Termly ( )

10. How many cases have you handled involving drug and substance abuse in your institute?.....

11. How often do you handle disciplinary matters in your institute?

.....

12. What are the main causes of disciplinary problems among students in your institute?.....

13. Are the disciplinary problems among students in your institute influenced by the use of drugs and substance?.....

14. How can discipline in technical training institutes be improved?

.....

15. What kind of strategies has the institute put in place to curb use of drugs and substances among students?.....

**Thank you for completing this questionnaire**

**APPENDIX 111**

**TEACHERS' QUESTIONNAIRE**

This questionnaire is designed to gather information on the influence of drugs and substance abuse on discipline among students in technical training institutes. You are kindly requested to fill in the questionnaire by placing a (tick) against your option and to fill in blanks (-) where applicable. Do not write your name anywhere in the questionnaire. Maximum confidentiality of the information will be maintained.

**Section A (Tick or fill where appropriate)**

1. What is your age bracket? 25 – 30 ( ) 30-40 ( ) 40-50 ( ) Over 50 ( )
2. What is your gender? Male ( ) Female ( )
3. What is your academic / professional qualification? Diploma ( )  
Bachelor ( ) Post diploma ( ) Master ( ) any other specify.....
4. How long have you been in this institute?.....
5. What post do you hold in the institute?

**Section B (Tick or fill where appropriate)**

6. How often do you hold meetings/open forums with the students?  
.....
7. Do you experience cases of students engaging in drug abuse in your institute?  
Yes ( ) No ( )



8. If yes, which are the drugs that your students are involved in? (Tick from the table below)

No	Drug Type	Tick
(i)	Alcohol	
(ii)	Miraa	
(iii)	Tobacco/cigarettes	
(iv)	Marijuana (Bhang)	
(v)	Cocaine	
(vi)	Heroin	
(vii)	Inhalant(glue, petrol ,nail polish)	
(viii)	Prescription Drugs	

Any other.....

9. Of the drugs named above, what drugs are mostly abused in your institute?

.....

10. If your students take drugs what do you think are the reasons?

.....

11. Do you have students who take drugs in groups?

Yes ( ) No ( )

12. If yes, do you think this contributes to indiscipline in your institute?

.....

13. Please indicate to what extent you agree that drug and substance abuse contributes to cases of indiscipline among students in your institute by ticking the appropriate column.

<b>Indiscipline cases</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
Drug taking				
Sneaking				
Truancy				
Stealing				
Fighting				
Strikes				
Absenteeism				
Destruction of school property				

14. What are the other causes of indiscipline amongst students in your institute?

.....

15. What kind of strategies has the institute put in place to curb use of drugs and substances among students?

.....

16. How does the drug and substance abuse influence the discipline of students in Technical training institutes?

**Thank you for completing this questionnaire**

**APPENDIX1V:**  
**STUDENTS' QUESTIONNAIRE**

This questionnaire is designed to gather information on the influence of drugs and substance abuse on discipline among students in Technical training institutes. Kindly answer all questions as honestly as possible. Please do not write your name to ensure maximum confidentiality.

**Instructions**

Kindly complete all sections of the questionnaire to the best of your knowledge and ability by placing a (tick) against your option or fill in the blank where applicable.

**Section A (Tick or fill where appropriate)**

1. What is your age bracket? 18- 20 ( ) 21-25 ( ) 26-30 ( ) Above 31( )
2. What is your gender? Male ( ) Female ( )
3. What is your year of study?
4. How long have been in the present institute?..... ..

**Section B (Tick or fill where appropriate)**

5. How often do you have meetings/open forum with the principal and the teachers? .....
6. Do students engage in drug abuse in your institute?  
Yes ( ) No ( )

7. If yes, which are the drugs that students are involved in? (Tick from the table below)

No	Drug Type	Tick
(i)	Alcohol	
(ii)	Miraa	
(iii)	Tobacco/cigarettes	
(iv)	Marijuana (Bhang)	
(v)	Cocaine	
(vi)	Heroin	
(vii)	Inhalant(glue, petrol ,nail polish)	
(viii)	Prescription Drugs	

Any other.....

8. Of the drugs named above, what drugs are mostly abused by students in your institute?

.....

9. If the students take drugs what do you think are the reasons?

.....

10. Where do the students get the drugs and substances from?

.....

11. Please indicate to what extent you agree that drug and substance abuse contributes to cases of indiscipline among students in your institute by ticking the appropriate column.

<b>Indiscipline cases</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
Drug taking				
Sneaking				
Truancy				
Stealing				
Fighting				
Strikes				
Absenteeism				
Destruction of school property				

12. Specify any other-----

13. What are the other causes of indiscipline amongst students in technical training institutes?.....

14. What kind of strategies has the institute put in place to curb use of drugs and substances among students?

.....

**Thank you for completing this questionnaire**

**APPENDIX V**  
**HEAD OF GUIDANCE AND COUNSELLING DEPARTMENT**  
**INTERVIEW SCHEDULE**

This interview schedule is designed to gather general information from the Head of Guidance and Counseling Department on the influence of drugs and substance abuse on discipline among students in technical training institute in Nairobi County. Kindly answer the following questions.

1. How long have you served in this institute?
2. How many cases have you handled this year involving the use of drugs among the students in your institute?
3. Which of these drugs beer, tobacco, Marijuana bhang, cocaine miraa have your students used?
4. What were the reasons given by the students for use of such drugs?
5. What might have been the causes of students' indiscipline in your institute?
6. How do you handle students caught abusing drugs in your institute?
7. What kind of awareness has your institute provided to the students on the use of drugs?
8. What are some of the effects of drugs that you have observed on the pupils who are involved in drugs and substance abuse?

**Thank you for taking your time to respond to this interview.**

REPUBLIC OF KENYA



## NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254 020 310571, 2213123, 2219620  
Fax: 254 020 318245, 318246  
When replying please quote:  
secretary@ncst.go.ke

P.O. Box 30623-00100  
NAIROBI-KENYA  
Website: www.ncst.go.ke

Our Ref: **NCST/RCD/13/012/890**

Date: **28<sup>th</sup> June, 2012**

Teresia Nthenya Mutuku  
University of Nairobi  
P.O BOX 30197 - 00100  
NAIROBI

### **RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on *"Influence of drugs and substance abuse on discipline among students in technical training institutes in Nairobi County"* I am pleased to inform you that you have been authorized to undertake research in Nairobi Province for a period ending *31<sup>st</sup> July, 2012*.

You are advised to report to the Provincial Commissioner, the Provincial Director of Education and the provincial Director of technical Training, Nairobi Province before embarking on the research project.

On completion of the research, you are expected to submit two hard copies and one soft copy in pdf of the research report/thesis to our office.

  
**DR. M.K. RUGUTT, PhD, HSC**  
**DEPUTY COUNCIL SECRETARY**

Copy to:  
The Provincial Commissioner.  
The Provincial Director of Education  
The Provincial Director of technical Training  
Nairobi Province

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Research Permit No. **NCST/RCD/14/012/890**  
Date of issue **28th June 2012**  
Fee received **KSH.1600**

**THIS IS TO CERTIFY THAT**  
**Prof/Dr/Mr/Mrs/Miss/Institution**  
**Teresia Njehya Mutuku**  
**Of (Address) University of Nairobi**  
**P.O. Box 30197-00100**

**Has been permitted to conduct research in**

**Location**  
**Nairobi**  
**Nairobi**  
**District**  
**Province**

**On the topic: Influence of drugs and substance**  
**abuse on discipline among students in technical**  
**institutes in Nairobi County, Kenya**

**For a period ending 31 July 2012**



**Applicant's**  
**Signature**

**Secretary**  
**National Council for**  
**Science and Technology**