

**EFFECTS OF DRUGS AND SUBSTANCE ABUSE ON LEARNING IN  
PUBLIC SECONDARY SCHOOLS IN STAREHE DIVISION OF  
NAIROBI PROVINCE**

**NAI AFRICANA COLLECTION**

**By**

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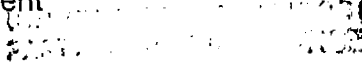
## DECLARATION

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




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This project has been submitted for examination with my approval as a university supervisor.



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## DEDICATION

To my husband Chris and my children Cynthia and Cydie for their love, patience and encouragement as I prepared this report.

## ACKNOWLEDGEMENT

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## ABBREVIATIONS

AIDS	-	Acquired Immune Deficiency Syndrome
HIV	-	Human Immuno Deficiency Virus
LSD	-	Lysergic Acid Duthylamide
MOEST	-	Ministry of Education Science and Technology
NACADA	-	National Agency for the Campaign Against Drug Abuse
NGO	-	Non Governmental Organisations
SPSS	-	Statistical Package for Social Sciences
UN	-	United Nations
UNDCP	-	United Nations Drug Control Programme

## ABSTRACT

Drug and substance abuse has continued to be an issue of great concern with over 200 million people reported to be drug abusers in the world. The use of drugs and substances of abuse particularly tobacco, alcohol, bhanga and miraa among Kenya's school going age has led to a public outcry.

It is in this light that the study was aimed at investigating the effects of Drugs and Substance Abuse on learning in public secondary school. The study further sought to establish the types of drugs and substances taken by the students and why they took them. It also endeavoured to establish the level of awareness and knowledge on the drugs and substances of abuse among the students and the teachers. In addition, it further sought to establish what measures if any had been put in place to curb the vice and how effective they were. The study further sought to establish recommendations on how best the drug and substance abuse menace can be contained in schools.

The literature reviewed gave insights into the concept of drug abuse. It stressed on the extent of drug and substance abuse in school and its devastating effects. The factors leading to drug and substance abuse were also given impetus.

A sample of 180 students and 12 teachers, was utilised for the study. Two case studies were also conducted which involved two young men and their parents. Purposive and random sampling methods were used to select the respective samples. Students' questionnaire, interview schedules for teachers, children with drug taking problems and parents of such children were instruments used to collect data. A content analysis guide was also used to collect information from the school curriculum. Descriptive statistics was used for analysis of data obtained. This was in form of frequencies, percentages and mean. The findings revealed that most of the respondents were aware of certain types of drugs taken

by students, however they were reluctant to own up to the habit. The teachers too agreed that there was a drug taking problem in the schools.

The findings further revealed the devastating effects drugs have on learning. The effects cited included poor academic performance, absenteeism, truancy, lack of concentration and focus in class and school drop out. There were several cases of suspension, expulsions and change of schools revealed by the findings as a result of the vice.

The curriculum was also said not to be doing enough in curbing drug and substance abuse. The conventional methods in place such as suspension and expulsion of those caught in the web were also said not to be effective ways of curbing drugs and substance abuse in schools.

Finally recommendations were given on how best to contain the drugs and substance abuse in schools. They included strengthening of counselling services in the schools as opposed to punishment, equipping the teacher counsellors and the whole teaching fraternity with knowledge and skills in dealing with those with drug taking problems, anti-drug campaigns, parental guidance and strict law enforcement on drug trafficking.

## CHAPTER 1

### 1.0 INTRODUCTION

#### 1.1 Background to the study

Drug abuse is a global problem, which poses a great danger to the health of the individual, to the society and even in some cases to the political stability and security in many countries (UN, 1998). More than 200 million people abuse drugs worldwide. The images span all segments of society; the urban professional snorting cocaine in a down town night club; the glue sniffing street children in the slums of the developing world; the farmer addicted to the opium poppy he grows; and the teenage ecstasy user in a comfortable home (UN, 2001).

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The war against drug abuse has had a long history. There has been various conferences, treaties and conventions organised with the aim of reducing drug abuse. They trace back to the 18<sup>th</sup> Century. Among these were: 1909 Shanghai international conference where 13 nations came up with the opium commission. This was a commission that culminated in the signing of the first drug control treaty at Hagua in 1912 known as the international opium convention, which came to force on 11<sup>th</sup> February 1915. This was followed later by the International opium convention of 1928 which dealt with control of illicit trade on narcotic drugs.

The world struggle and tightening of loopholes continues to date with 1931 convention for limiting the manufacture and regulating the distribution of narcotic drugs, 1936 convention on suppression of illicit trafficking in dangerous drugs. In 1946 the 1931 convention was revised to include man-made substances. 1968 – The International Narcotic Control Board (INCB) was established by the convention on Narcotics drugs of 1961. This is the independent and quasi – judicial control organ for the implementation of the UN Drug convention. The 1971 convention created the international narcotic control board and added the issue of managing the chemical dependent persons

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United Nations Drug Control Programme (UNDCP) was established in 1991 to provide leadership in international Drug Control with the mission to work with the nations and peoples of the world to tackle the global drug problems and its consequences. Later in 1997 office of drug control and crime prevention (ODCCP) was established to deal with international crime. This was later followed by the 1998 Social General Assembly which came up with political declaration on guiding principles of drug demand reduction to bring demand/supply equilibrium (Kaguthi, 2003).

The above information is a clear indication that all countries are affected by the devastating consequences of drug abuse and illicit trafficking thus putting up measures to curb the menace. In traditional African

communities the use of some drugs such as alcohol and tobacco was allowed during specific occasions (Mwenesi, 1995). The traditional rules and values prescribed who in the community was allowed to take such drugs. However the erosion of customs and traditions have greatly diminished the traditional control on how the drugs are obtained and used, (Mwenesi, 1995). Similarly rapid urbanization and emergence of a money economy have aggravated the situation (KIE, 2002). Recent reports suggest that the problem of drug and substance abuse is on the increase in the African continent. The continent over the recent years experienced an upsurge in the production, distribution and consumption of drugs with the youth and young adults being most affected (Asuni and Pela, 1986, Owiti 1999).

*Africa* over the years has evolved into a flourishing market for various types of substance of abuse, (Kaguthi, 2003). The reason for this is that some countries are transit centres for drug trafficking. There are also other problems associated with underdevelopment such as poverty and under employment along with related stressful situations that have contributed to the rapid increase in drugs and substance abuse (Gacicio, 2003).

Kenya has not been spared. Due to its location, Kenya has become a transit route for trafficking with the adverse effects of disposing the people to drugs of abuse acquired from other countries besides those acquired

locally. From time immemorial, Kenyan people have been consuming and using intoxicants and drugs (Mwenesi, 1995). Alcohol was the most popular form of intoxicant. Other sources of drugs included for example herbs, roots, bark leaves and plants such as tobacco leaves (chewed, smoked or inhaled as snuff), khat leaves (miraa) and outer skin from twigs (chewed), bhang leaves (chewed or smoked) (Mwenesi, 1995). Control was tightened by prescribing the circumstances under which drugs and especially alcohol could be consumed.

Thus while the potential of these drugs being abused existed, the actual existence of drug abuse as a social problem was non-existent because of strong cohesion which acted as a mitigating mechanism. This state of affairs was manifested by strong kinship ties, which run through different social institutions such as the family. Lineage and clans values, traditions and taboos were in place to dissuade the misuse of these powerful substances (Mwenesi, 1995).

The coming of colonial rule changed and transformed the environment within which drugs were used. New attitudes and values, which lauded individual "freedoms" sprung up. The emergence of urbanization hastened the spread of these new values. This foreign cultural system resulted in among others, commercialization and liberal use of alcohol and drugs. It is a practice that has now matured and greatly contributed to the present



status whereby drug misuse has become a social problem at a national level (Mwenesi, 1995).

On appreciation of the destructive effects of drug abuse on the society, the government of Kenya has made various attempts to control drug abuse through;

- ✓i) Ratification of united Nations Conventions such as the narcotic drugs and psychotropic substances (1988).
- ✓ii) The enacted law " The narcotic drugs and psychotropic substance control" Act 1994
- iii) The establishment of the office of the National Coordinator for the Campaign Against Drug Abuse (NACADA) which is charged with the responsibility of coordinating activities of individuals and organizations in the campaign against drug abuse (KIE, 2002).

Despite these concerted efforts, reports have shown a steady upward trend in the drugs and substance abuse. Information point to the disturbing fact that the problem is more serious among the youth. A consistently high rate of serious riots, fires and other violent disturbances in educational institutions have caused a great deal of public concern. (Pathfinder International, 2000). The most common explanation for the frequent occurrences of these problems has been associated with consumptions of drugs and other substances. (Pathfinder International, 2000).

In 1991, 19 girls of St. Kizito secondary school in Meru died in an orgy of rape and sub-sequent stampede after boys from a neighboring school invaded their dormitory; in march 1998, 23 girls from Bombolulu secondary school died and 18 were seriously injured when a night fire engulfed their dormitory; in may 1999 another school tragedy struck Nyeri high school where fellow students attacked and killed their four prefects. In June 1999, 13 students of a secondary school in Mbeere were injured when some of their colleagues locked them inside the dormitory and set it on fire. Police recovered 12 rolls of bhang in the school. The most recent of these tragedies occurred in March 2001 at Kyanguli secondary school, Machakos where 58 students died in another fire inferno allegedly caused by their fellow students.

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Although it has not been a secret that drug abuse was common in learning institutions the study by population communication Africa (2001) shows that the practice was more prevalent than thought previously. It confirms a popular notion that the practice was responsible for unrests that rocked more than 60 schools country wide in 2001.

A journal by population communication Africa (2001) states that about 25.4% of Kenyan adolescents and young adults who experiment with drugs ever become regular abusers. Regular abuse of drugs is defined as an acquired drug use behaviour something learnt and practised which has

been recurrent or on going (usually through the process of reinforcement and habituation). The adolescents and young adults in this case are aged between 16-25 years. This is the age found in the secondary schools.

It is clear from the same report that 87% of regular drug use involves cigarettes, commercial beer and spirits, local brews and bhang. Of these cigarettes are the leading regular use drug for Kenyan adolescents due to their nicotine content, which has considerable powers of attraction and addiction.

Daily Nation correspondent (September 17 2001) stated that most of the drug users in schools countrywide use bhang while in urban areas is the hard drugs such as cocaine, heroine and opium are on the increase. The students have now moved from the traditional drugs such as tobacco and alcohol to the more sophisticated ones. The reports adds that in cases where hard drugs are not readily available students resort to cough mixtures, tranquillizers, sedatives and sleeping pills. The same newspaper states that between 30 and 40 percent of learners in class seven, eight and form one had taken drugs at varied times in their lives. A local media house footage aired on 4<sup>th</sup> May 2003, showed how underage drinking and abuse of drugs was on the increase. The youth use sports as an avenue to engage in drugs and substance abuse, (KTN, May 2003).

In Nairobi, the paper states that half of the students in secondary schools had at one time in their lives taken drugs. Half of these are regular consumers. In a dossier on drug abuse in Nairobi province and nationally with specific reference to educational institutions the provincial director of education on 18<sup>th</sup> October 2001 stated that Nairobi as a province may not be a source of most of the drugs used as they come from other provinces and outside the country. Nairobi has become a transit point for some hard drugs that has enhanced the supply of the drugs to the vulnerable youth who do not realize the devastating effects on their lives.

The use of drugs has adverse effects on the users according to Gacicio (2001). To the learners specifically, it leads to the impairment of ones level of concentration and comprehension. It leads to brain-fag-syndrome (mental illness) or breakdown just before examinations due to lack of sleep and freshness. This inevitability leads to failure of examinations. It also leads to high dropout rate. It undermines student's academic ability and performance (Gacicio, 2001). The use of drugs is also associated their truancy, vandalism, violence and crime. It leads to unrests and strikes in schools. The habit also turns the users into criminals who will do anything to sustain their supply of drugs. It also leads to risky sexual behaviour that could be a major contributing factor to the rapid spread of HIV/AIDS even among the students. Injecting drug abusers who share

needles can also infect each other with HIV/AIDS virus. These are just some of the effects.

In response to the hue and cry on the rampant strikes in the country in 2001, the government set up a taskforce to investigate causes of the riots. In their countrywide tour, they found that drugs were freely smuggled into schools by students and that many young adults were already addicted to the substances. But lack of scientific and empirical data has in the past made the claims devoid of credibility and watered down attempts to address the problem (Daily Nation, 2001).

It is against this background that this study sought to investigate the prevalence of the drug abuse problem among secondary school students. It also sought to establish the effects of drugs in the learning process and the measures put in place to curb the menace.

## 1.2 Statement of The Problem

Drugs and substance abuse has been cited as the possible cause of schools unrests, violence, absenteeism, truancy and irresponsible behaviour among the youth (Pathfinder International, 2000). It is also said to be one of the contributing factor to the rapid spread of HIV/AIDS due to the users engaging in risky sexual behaviour and also sharing of needles. Drug abuse among the youth has led to deaths through overdose, accidents, and drugs related diseases such as cancer, mental illness and also suicide (Gacicio, 2001).

Schoolwork is also adversely affected by the drug abuse habit. From Mwenesi's (1995) study, a student reported that he was doing well in school but after he started on drugs his grades fell and with constant complaints from his teachers and parents he opted to drop out of school. Another student reported that he started taking bhang while studying in India. He had a mental breakdown when he started on hard drugs. He never finished his studies and was deported back to Kenya (Mwenesi, 1995).

Students interviewed in Nairobi on the sources of the drugs said that they get cannabis, alcohol and tobacco in most estates and residential areas. Heroine, cocaine, mandrax and other hard drugs are got from Ngara,

Nyamakima and Grogon Road areas (Mwenesi, 1995) These hard drugs are not in the rural areas where the "hardest" drug is bhang.

A fifteen-year-old youth who reported to sniff cocaine once a week said he got his cocaine from a dealer near Nyayo Market. Other source of drugs and abused prescription medicines such as amphetamines and hallucinogens as well as narcotics, include cinema halls and spots that are frequented by tourists (Mwenesi 1995).

According to Muganda as reported in the Daily Nation, 28<sup>th</sup> March, 2004, the Nairobi Central business District is now self sufficient in supplying residents with their "needs". These "needs" are alcohol, inhalants, drugs and other substances that are abused. Muganda further noted that these drugs of abuse are now perpetually available to the youth and main students. Starehe division falls within the central business District thus warranting a study in this area.

This is an indication that drugs and substances of abuse are easily available and accessible to the students in Nairobi province. It is also an indication that drug and substance abuse is rife in the province. But to what extent has this vice affected the student as an individual? To what extent has drugs and substance abuse affected learning in public

secondary schools? What measures have been put in place to curb drug abuse in secondary schools?

It is against this backdrop that this research sought to explore the magnitude of drugs and substance abuse among the students in secondary school. The research also intended to establish the effects drugs and substance abuse have on the student as well as effects it has on learning. Does the habit hamper learning? If so, in what ways. The study also explored any existing measures put in place and their effect in curbing the drug abuse menace.

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

The purpose of the study was to investigate the prevalence of drugs and substances abuse and the extent it had affected learning in secondary schools in Nairobi Province.

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

This study sought to address the following objectives;

1. Identify the types of drugs and substances of abuse taken by the students
2. Determine the factors influencing drugs and substance abuse among students



3. Identify the effects drug abuse has had on the individual student and more specifically on their learning/school work
4. Determine the extent to which the subjects taught in secondary school have addressed the drug abuse problem
5. Find out the measures that have been put in place to curb drug abuse in schools.
6. Assess the level awareness and knowledge on drug & substance abuse.
7. Identify other ways through which drug and substance abuse can be contained .

#### **1.5 Research questions**

To achieve the objectives stated, the following research questions were addressed.

1. What are the types of drugs commonly abused by the students?
2. What reasons do students have for abusing drugs?
3. How much information do the students have on the dangers of drugs and substance abuse?
4. What effects do drug abuse have on the individual student's life and their families?
5. Does the drug taking habit have an effect in the students learning?
6. How have the secondary school subjects taught addressed the issue of drug abuse?

7. Have the schools put any measures in place to curb the drug problem?
8. What other suggestions can help reduce the drug and substance abuse problem?

## **1.6 Significance of the study**

The findings of this study t highlighted areas that will be of benefit to the teachers and parents who will be in a position to understand the students better and be aware of factors that lead them to taking drugs. These findings will also enable the parents and the teachers address the issues that would pre-dispose the students to drug taking habit.

The study also revealed hints that will enable the teacher counsellors understand their students well and be in a better position to counsel them having understood the various reasons why the students take drugs.

The findings also act as eye openers to curriculum developers as educationists since they would be able to identify the gaps in the curriculum in as far as drug abuse is concerned. They would thus include issues on the dangers of drug and substance abuse as well as living responsibly to help curb the spread of the habit.

The study will also assist the policy makers in education draw policies that will address the issues of drug abuse and put measurers that will help

curb the habit eventually uplifting the standards of education. Other players in the field of drugs and substance abuse such as UNDCP, NACADA will find the study useful in that it exposes the situation of drug abuse in schools and as such enable them address the problem in their programmes.

The youth will also find the study useful in that it would enable them understand the effects drugs have on individuals. The study will help them explore ways to keep off from drugs, having exposed them to the pre-disposing factors and the dangers of taking drugs. They will be in a better position to make informed decisions having been equipped with information on drugs and substance abuse and their consequences.

### **1.7 Limitation of the study**

The study being a sensitive one faced various challenges. Some of the school administrators were not willing to have the study carried out in their school for fear of negative publicity. At the same time, the students were not willing to own up having a drug problem. It was also quite difficult to get respondents who are in drugs for the interviews. It was not possible to get a girl in the problem for the case study. In some cases the researcher would find willing respondents but their parents refused to be interviewed. It took a lot of convincing in most school to have the study done.

## **1.8 Delimitation of the study**

The study covered one division of the eight divisions of Nairobi Province, that is, Starehe Division that had most of the schools in all the categories. It was not possible to cover all the 45 public schools in Nairobi Province since each had more than one stream and they were widely spread. The study restricted itself to public secondary schools. Primary schools and private secondary schools were not included in the study. Another delimitation was the sample size. School population in Starehe division was too small compared to the entire Nairobi Province and the country as a whole, hence the findings of the study would be generalized on the area of study.

## **1.9 Basic Assumption**

It was assumed that:

1. The targeted respondents who include students, schools' administrators, teachers, counsellors and parents would provide information being sought by the researcher freely.
2. The respondents were willing to give information on drugs and substance abuse.
3. That responses received would be a true reflection of their views on drugs and substance abuse.

## 1.10 Definition of significant terms

**Drug;** refers to any chemical substance which when taken into the body can affect one or more of the body's functions.

**Drug Abuse;** refers to the sporadic or persistent excessive use of mind – altering chemicals for any reason other than its acceptable medical purpose.

**Substance abuse;** refers to not only the drugs but encompass also industrial solvents, nail polish, removers, paint thinners, petrol and glue.

**Drug Misuse** refers to the use of drugs or substances legal or illegal for medical/cosmetic or recreational purpose when other alternatives are available or warranted or drug endangers the user or peoples around.

**Tolerance;** refers to the condition where continuous use of certain drugs may lead to the original dosage no longer producing the desired effect forcing the drug user to increase the dosage in order to restore the desired result.

**Dependence/Addiction;** refers to the condition whereby one becomes dependent on a drug such that he/she cannot do without it.

***Psychological dependence;*** refers to a condition where one receives satisfaction from a drug in the initial stages and continues to rely on it for the feeling of wellbeing it produces; withdrawal of the drug may result in to psychological disturbance although psychological withdrawal symptoms are absent.

***Habituation;*** is where the compulsion to take the drug is strong, even in the absence of physical withdrawal symptoms.

### **1.11 Organisation of the study**

The study will be organised around five chapters. The first chapter will consist of a background to the study, culminating in the statement of the problem. The chapter also addresses the purpose of the study, objectives of the study as well as present research questions. It will have the significance of the problem as well as the limitations and delimitations of the study. It will present the basic assumption and define terms to be used in the study.

Chapter two of the study will consist of a literature review based on the types of drugs commonly used by the students, why they abuse them as well as the effects of drugs on them. This chapter will also address measures put in place to curb the drug problem. It also gives a detailed account on the prevalence of drug abuse in the country.

Chapter three addresses the methodology the study will use. This includes the design to be used, target population, sampling and sampling procedure, instruments to be used, data collection procedure as well as data analysis technique. Chapter four will contain data presentation, analysis and interpretation while chapter five will give a summary of the research findings as well as conclusions and recommendations.

## CHAPTER 2

### 2.0 LITERATURE REVIEW

#### 2.1 Introduction

The upward trend of drug abuse in schools and colleges has become a matter of national concern according to research findings of the problem. The use of alcohol and other psychoactive substances, particularly tobacco, marijuana and cocaine by school children and adolescents has been the focus for research and preventive activities in the developed countries for several decades. In the United States, for example, extensive data on substance use in the population are available on an ongoing basis for adults and adolescents (Johnston et al, 1994.) In Sub-Saharan Africa several studies have been conducted in a number of countries to assess the extent of drug use especially among secondary school students (Kuria, 1996; Amayo, 1998).

#### 2.2 Prevalence Of Drug And Substance Abuse

Majority of the drug users fall between 16 and 30 years. About 50% of the Kenyan population fall in this category which means that half of the country's population is at stake with the rapid spread of this habit as the median age of the Kenyan Population is 15 (Pop. Census 1989).

Studies show that the drug problem is on the increase in schools and colleges. On August 3, 1991, the Daily Nation reported that 47% of



Nairobi high schools' students have in the past taken drugs. Out of this number 27% were found to be regular consumers. Further reports state that 30% of students in class seven and eight and form one had taken drugs at one time or another. Sunday Nation April 26, 1998 stated that about 10% of secondary school students countrywide take bhang.

In March 1998, *Wambugu* reporting on a research carried out in selected educational institutions in Central Province said that 10% of boys are regular users of drugs. He further noted that 62% of male students in teacher training colleges were regular smokers and 9% were abusers of various drugs. He stated that 60% of students take alcohol. The affected age group was between 15 to 21 years. Another report from an NGO (Pride International) workshop at Kisumu in February 1998 stated that one in every fifteen pupils in Kenya took illicit drugs especially bhang. It also went on to state that 80% of pupils in schools are aware of illicit drugs but only 6% of them know the harmful effects of the drugs.

The most recent article reveals that there are 400,000 students who are drug addicts in secondary schools. Out of this number 160,000 are girls while the rest are boys. The report further noted that the number of girls abusing drugs is growing at an alarming rate and could soon surpass that of boys. (Daily Nation, June 25,2003)

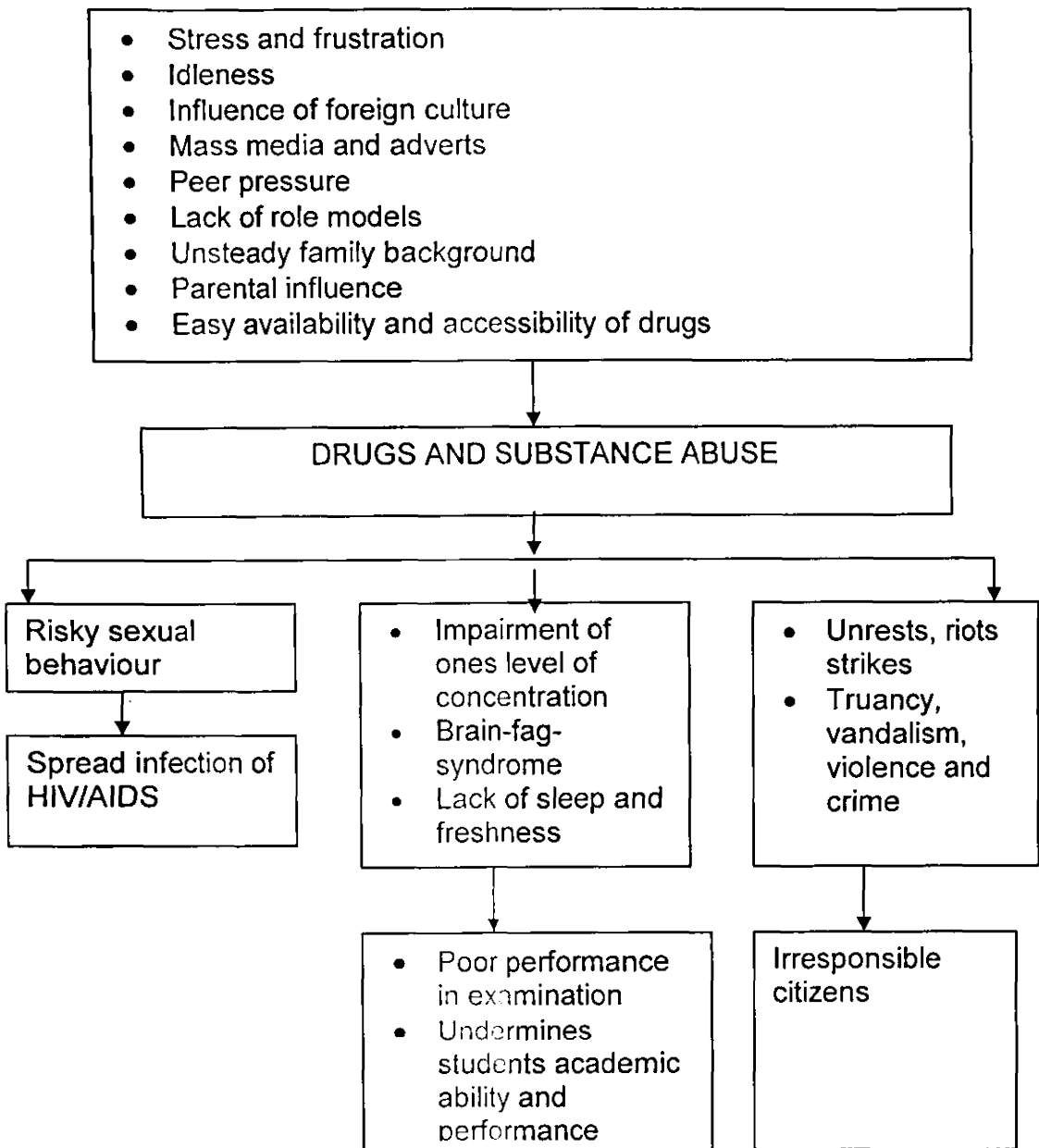
A study by Owino (1982) among students in secondary school from 10 secondary schools and teacher colleges in Kenya revealed that up to 32% of students used alcohol three or more times a week, 20.6% smoked cigarettes regularly, while the lifetime prevalence for cannabis use was 2% and respondents who reported chewing khat occasionally was 1.9%. A second study involving 2,870 secondary school students from 10 schools distributed among 7 districts and representing urban, periurban and rural areas was conducted by Dhadphale et al (1982). The study revealed that 10.3% used alcohol (3 or more times a week), 16.1% smoked cigarettes three or more times a week and 13.5% used marijuana once a month. It was found that the use of cannabis and cigarettes was more prevalent in periurban than urban and rural areas. Recent information as reported by Daily Nation June 25, 2003, state that a new drug known as "Kuber" which is a mixture of "tobacco" and "bhang" has gained overwhelming popularity among students. It is taken in form of cigarette.

The government of Kenya and The United Nations Drug Control Program (UNDCP) (Mwenesi, 1996) undertook a countrywide Rapid assessment study on the problem of substance abuse and need assessment. The research covered urban and peri-urban centres in 22 districts and all the divisions of Nairobi Province. The results of this study indicated that the problem of drug abuse was larger than expected and that it had

Once the students get into the habit of drug taking, the consequences are far reaching. They get involved in risky sexual behavior, which puts them at risk of contracting HIV/AIDS and spreading it. At the same time, under the influence of drugs and substances, they may get involved in vandalism, violence and crime since their proper judgment has been interfered with. They may also get involved in unrests, riots or strikes under the influence of these drugs. The end result of these people is that they become irresponsible people.

On the other hand, drug and substance abuse may result in impairment of ones level of concentration. It may also interfere with ones sleep and freshness. These may have very serious effects on ones academic performance. When concentration is interfered with, the students perform poorly in class as a result their academic ability and performance is undermined. The result of this will be poor performance in examinations. In view of these, learning will have been interfered with due to drugs and substance abuse.

Fig. 1 Conceptual Frame Work



## CHAPTER 3

### 3.0 RESEARCH METHODOLOGY

#### 3.1 Introduction

This study on drug abuse was undertaken through survey in which the conventional data collection technique was interviewing using a standardised questionnaire (Nachmias and Nachmias 1996). The quantitative data yielded by the use of the questionnaire was supplemented by the qualitative data on drug abuse among the secondary school students from in-depth interviews from teachers and students on drugs as well as their parents.

#### 3.2 Research Design

The design used in the study was survey research. A survey is any procedure in which data is systemically collected through some form of solicitation (Nachmias and Nachmias 1996). Here variables are studied as they exist in the situation. A survey research deals with the incidence, distribution and relationships of educational, psychological and sociological variables (Wiersman, 1995). This was the most appropriate way of collecting primary data on drugs and substance abuse among the students using structural questionnaire. Also owing to the number of respondents to participate in the study and the sensitivity of the subject the survey was the best avenue to communicate with the respondents.

The findings of the study were also backed by case studies of those who have been involved in drugs and substance abuse.

A case study is an indepth investigation of an individual, group, institution or phenomenon (Mugenda, 1999). It describes a case in terms of its peculiarities. It gives insight into the typical or the extreme cases whose unique features are not reflected in the usual situations. Its primary purpose is to determine factors and relationships among the factors that have resulted in the behaviour under study (Mugenda, 1999). A case study as a research method employs more than one technique of research. This enables different data from the unit to be synthesised. It relies heavily on historical research in that the present case can be understood in the view of their past thus help in tracing the development process of the unit.

This study used case study as a way of enriching its findings owing to the uniqueness of the study. Interview schedules for those involved in drugs and substance abuse were administered. The parents/guardians of such persons were interviewed. Check lists were also used to collect data. The persons under study were also observed for a period of between three weeks and a month.

### **3.3 Target Population**

The target population was the secondary school students in Starehe division of Nairobi Province both males and females. There were six schools targeted for the study.

### **3.4 Sampling And Sampling Procedure**

Purposeful sampling of Starehe Division of Nairobi province was used. The division had a representation of all categories of secondary schools in Nairobi Province, it also had the biggest population of secondary school students. They include boys boarding, mixed day, girls boarding, boys day and girls day.

The schools in Starehe division were grouped according to their various categories. There were two boys boarding, four boys day schools, three girls boarding, two girls day and one mixed day schools. There were a total of 12 schools. Of these schools, one boys day and one girls day were used for the pilot study hence not included in the study.

For each category the names of the schools was written on a piece of paper. The papers were then folded and thoroughly mixed up. The researcher then took one of the papers from each category and the school recorded as the sample school. One more piece of paper was picked from the boys day schools, a category that had more schools than the

other categories and the school included in the study. A total of six schools out of 12 schools were thus sampled and visited.

Random sampling was again used to sample the students. A total of 30 students from forms 2, 3 and 4, 10 from each class were selected for the study. For each class, numbers 1 to 10 were written on pieces of paper while others equal to the number of students were blank. All the pieces of paper were folded and well mixed up. The students then picked a piece of paper. Those with the numbers were selected for the study. A total of 180 students were selected from the six schools. This was a representation sample as Ary (et al) 1972 pointed out, in descriptive research a sample of between 10% and 20% is acceptable. Purposeful sampling was done to sample two teachers in each school who directly deal with students affairs. These were a teacher counsellor and a discipline master. These gave a total of 12 teachers for the interview schedules.

In one of the seven steps identified by Kulbir (1990) in the identification of case studies, he says that it is important that the case(s) selected be one that will exemplify the problems under investigation. There was need therefore to identify a typical case that denotes the problems under investigation. In view of this, this study investigated two cases of those



with drug taking problem. These cases were be purposefully sampled in Starehe division.

### **3.5 Research Instruments**

Data was generated using the following instruments;

1. Questionnaires for the students
2. Interview schedules for the following
  - Guidance and counselling teacher or teacher counsellor
  - Displine master
  - A young person with drugs and substance abuse problem
  - A parent/guardian of the young person with the problem
3. Content analysis guide

The students' questionnaire (Appendix 2) consisted of both close-ended and open-ended questions based on the objectives and research questions. There were 13 items altogether. The closed items required the respondents to choose one response from the options provided. Open-ended questions required the respondents to freely give their opinions and suggestions.

The first five items of the questionnaire were on the bio-data of the students. The other 8 items were to measure the students knowledge on the types of drugs abused by students, reasons for abusing the drugs as

well as the effects these drugs had on them. They also sought information on the various measures put in place to control the habit of drug taking.

The interview schedules meant for the teacher counsellors and discipline masters (Appendix 1) were open-ended in nature to allow the respondents speak freely. They also provided for further probing thus ensuring that the researcher gathered as much information as possible. The interview schedule was open-ended in nature and had 7 items. It sought to address the types of drugs commonly abused by the students, how they were concealed, signs and symptoms as well as their effects. It also intended to address the measures put in place in schools to curb the drug problem. The schedule also sought to enquire how adequately the syllabus and co-curricula activities had addressed drug and substance abuse and how these could be improved to sort out the drug/substance problem in the school.

There were interview schedules for collecting background information for the case studies. There was one for young persons with the drug taking problem with 20 items (Appendix 4) and another for the parents/guardians of such people which had 24 items (Appendix 3). The interview schedules were open ended to enable the researcher gather as much information as possible on the cases. A content analysis guide (Appendix 5) was developed with 3 items to enable the researcher analyse the extent to

which the secondary school syllabus addressed the issue of drugs and substance abuse. The guide was to assist the researcher in establishing how this had been done.

All the instruments were developed by the researcher based on the objectives of the study. The researcher was assisted by the supervisor in formulating the instruments. The researcher then subjected the instruments to validity and reliability tests.

### **3.6 Validity and reliability of the research instruments**

The developed instruments were subjected to the test of whether the samples of the items represented the content that the instruments sought to test. Pre-testing them on some schools similar to the target population ensured the reliability and validity of the instruments. The pretest was carried out in two schools, one boys day school and one girls day school. The pre-test also assessed the language suitability of the instruments and their clarity. Content validity was established by specialist in the area of study such as curriculum specialists, those who had been involved in drugs and substance abuse studies as well as the researcher's supervisor.

The test re-test was used to test the reliability of the questionnaires. Reliability refers to the likelihood that a given measurement procedure will

yield the same description of a given phenomenon if that measurement is repeated (Babbie, 1995). It is concerned with the stability or consistency of a measure (Hickey, 1996). Nachmias and Nachmias (1996) define reliability as the ratio of true-score variance to observe-score variance. Reliability varies on a scale of 0 to 1, having 0 value when the measurement involves nothing but error and reaching 1 when there is no variable error at all in the measurements (Nachmias and Nachmias 1996). The test re-test involved administrating the questionnaires twice to the same respondents within an interval of 10 days and then calculating the relationship using the Pearson product -moment correlation coefficient. The following formula was used to calculate the correlation coefficient (r).

$$r = \frac{\sum (xi - \bar{x})(yi - \bar{y})}{\sqrt{\sum (xi - \bar{x})^2 \sum (yi - \bar{y})^2}}$$

Where  $x_i$  = score for individual student for 1<sup>st</sup> test  
 $y_i$  = score for individual student for 2<sup>nd</sup> test  
 $\bar{x}$  = the mean score for all students for the 1<sup>st</sup> test  
 $\bar{y}$  = the mean score for all students for the 2<sup>nd</sup> test

*Source (underhill 1994)*

The reliability coefficient (re) for the full test was calculated using the formular below.

$$re = \frac{2r}{1 + r} \quad \text{Where } r = \text{correlation coefficient between the two tests}$$

The values obtained for the students questionnaires were 0.63. This was above average that is 0.5 value set by the researcher as acceptable value

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for reliability hence the questionnaire were accepted as reliable for the study.

### **3.7 Data Collection Procedure**

Data was collected through the use of questionnaires as well as face-to-face interviews after obtaining a permit from Ministry of Education science and technology (MoEST). The questionnaires for the students were self-administered. Appointments were booked for the face-to-face interviews while permission sought to administer the questionnaires in the respective schools. On the material day, teachers were interviewed in turns when they were free. In some cases the questionnaires were administered and collected as the researcher waited while in others they were left with the students and collected later.

The young persons with drug problems together with their parents/guardians were interviewed at their convenient time and at locations of their choice. The researcher followed the young persons daily schedule for a period of one month to ascertain their routine thus gathering more information.

### **3.8 Data Analysis Technique**

Descriptive statistics was used to analyse the data collected. According to Gay (1976), the commonly used method in reporting descriptive surveys is

to use frequency distributions, calculating the percentages and tabulating them appropriately.

Data gathered from the questionnaires and interview schedules had both close ended and open-ended items. Data gathered from these items was analysed both qualitatively and quantitatively. Quantitative data, which was mainly from close-ended items, was coded and keyed into the computer using the statistical package for social sciences (SPSS). These close ended items were items 1 to 4 of the students' questionnaire. Then frequencies and percentages of each response was derived from the data.

Qualitative data mainly came from the open-ended items. Items 5 and part of 6 in the students' questionnaire together with all the items of the teachers interview schedule. The responses of these items were grouped together according to similar responses. They were then coded, keyed in and analysed with the SPSS. The frequencies and percentages of each response was then calculated. The data was then be summarised and used to write the report according to the objectives.

The information gathered from the interview schedule of young persons with drug and substance abuse as well as their guardians was used to develop the case studies. The case studies included information gathered from the one month observation period. This information was used to

back the findings of the study. Information from the content analysis guide was also analysed and used in writing the report.

## CHAPTER 4

### 4.0 DATA PRESENTATION, ANALYSIS AND INTERPRETATION

#### 4.1 Introduction

This chapter presents and discusses the findings of the research as provided by the students, teachers, teacher counsellors, administrators and parents. The data was collected through questionnaires, interview schedules, observation and content analysis of the secondary school syllabi. The main aim of the study was to investigate the extent to which drugs and substance abuse had affected learning in public schools in Starehe division of Nairobi Province.

Out of the 180 questionnaires distributed, 153 (85%) were returned. Of the scheduled twelve interviews, 10 (83%) were conducted. They were from 4 deputy head teachers and 6 guidance and counselling teachers. Of the three cases to be observed, the researcher managed two cases where interviews were conducted for both the young person with the drug taking habit and their parents/guardian.



## 4.2 General Information

Table 1 below shows the distribution of respondents according to gender.

Table 1: **Distribution of Respondent**

<b>Gender</b>	<b>Students</b>	<b>Teachers</b>
Male	87 (57%)	3(30%)
Female	66 (43%)	7 (70%)
Total	153 (100%)	10 (100%)

The respondents represented 87 (57%) male and 66 (43%) female among the students who were drawn from various categories. This included boys boarding, girls boarding, boys day, girls day and mixed day secondary schools. The students were aged between 14 years and 19 years.

However there were four students above 20 years.

The findings further indicated that of the 10 teachers interviewed 4 were deputy head teachers while 6 were in guidance and counselling. Two deputy head teachers in two schools were not available for the interviews. The study indicated that there were more female teachers in guidance and counselling than male, hence the 30% response.

### **4.3 Types of drugs and substances taken by students**

There are various drugs and substances of abuse that are taken for the students. A list of drugs and substances of abuse was given to the respondents and they were asked to state those they were aware of. Their responses are indicated in figure 2.

Figure 2: TYPES OF DRUGS AND SUBSTANCES OF ABUSE RESPONDENTS AWARE OF

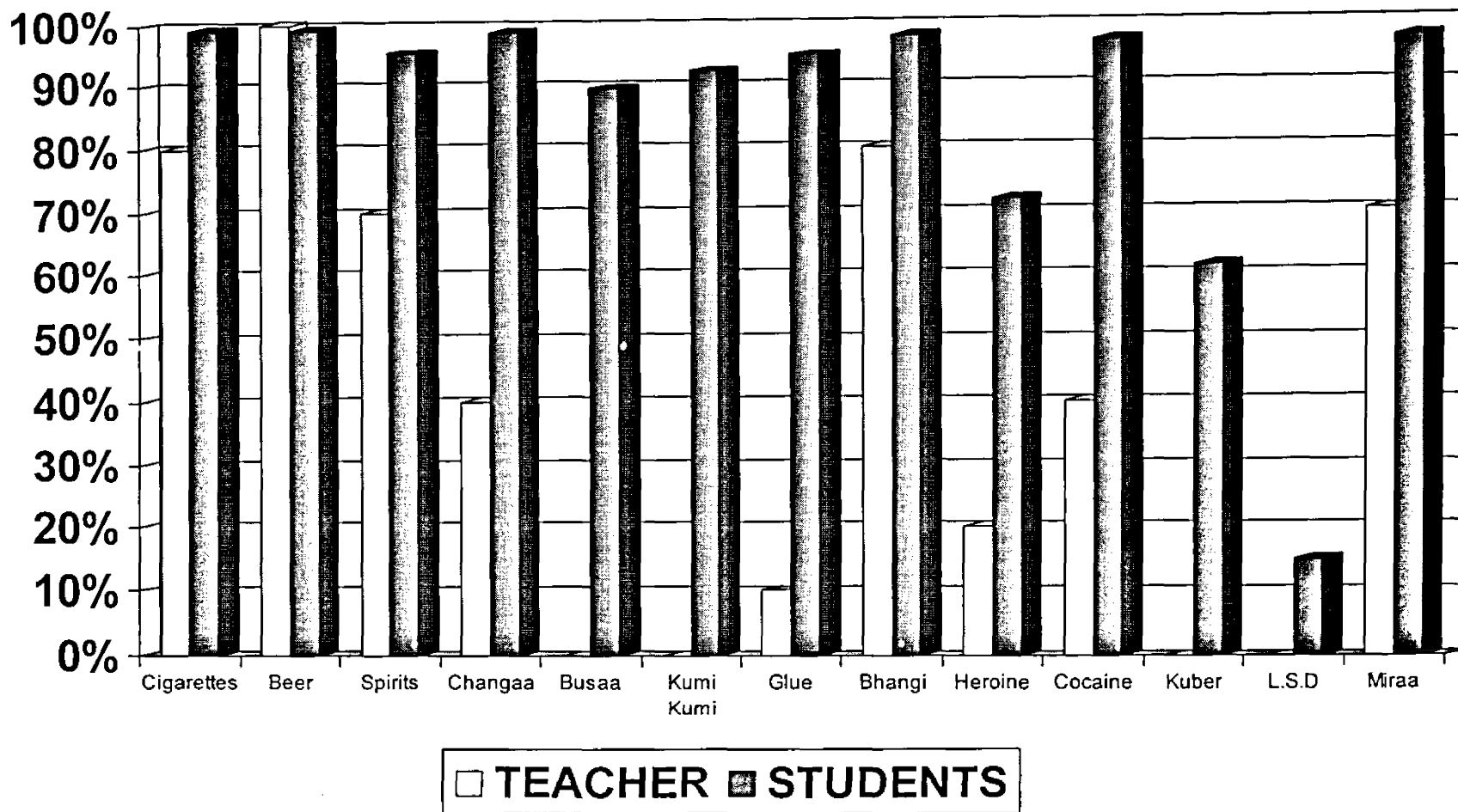
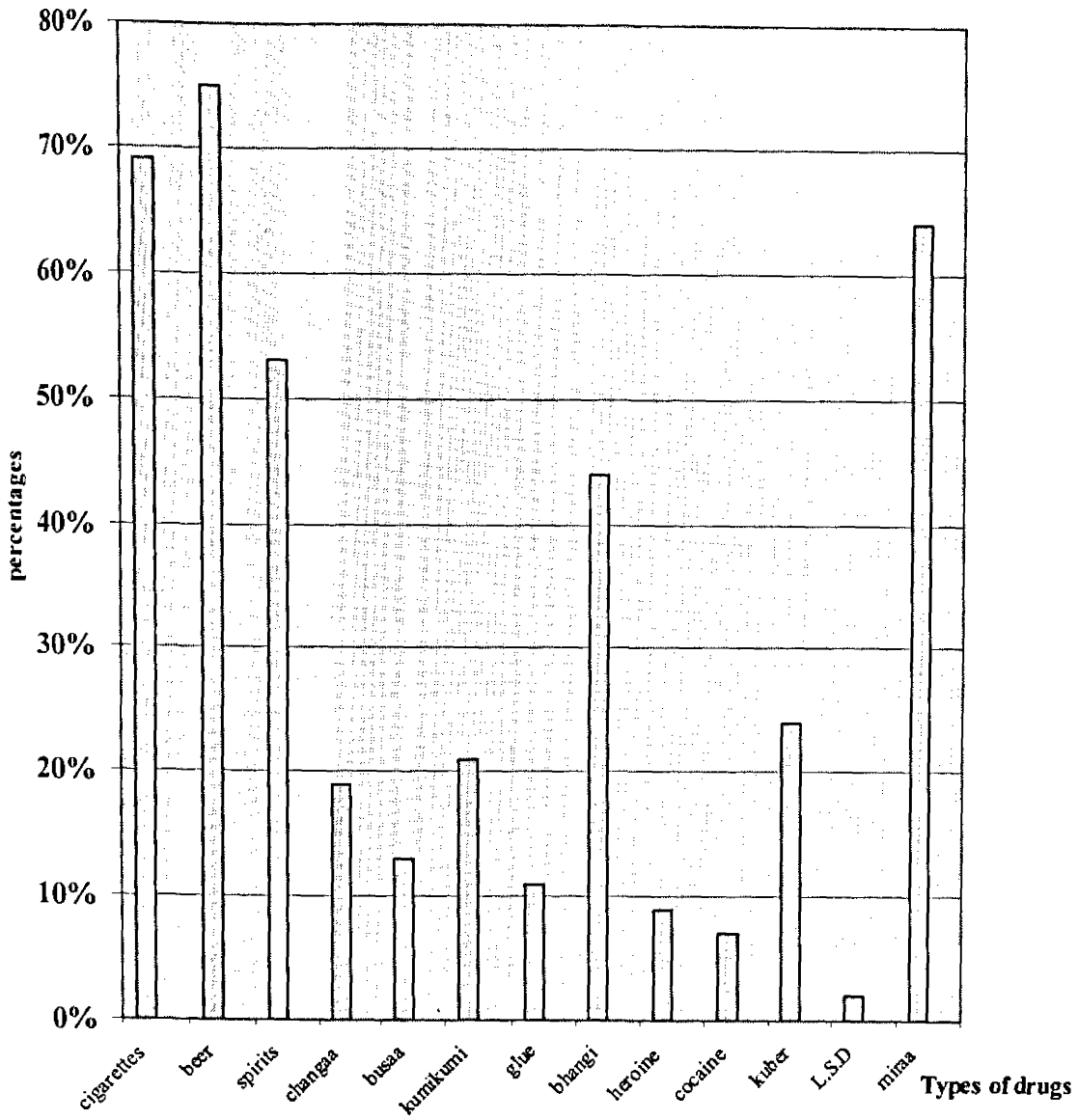


Figure 2 indicates that most of the students were aware of all the drugs and substances of abuse indicated. The most common drugs that they were aware of were cigarettes (99%), beer (99%), changaa (99%), Bhangi (98%), miraa (97%) cocaine (79%), heroine (72%) and kuber (61%) in that order. A few were aware of LSD (15%). The students also mentioned mandrax, petroleum fumes, ecstasy, opium, amphetamines, morphine and steroids as other drugs they were aware of.

The teachers on the other hand, mentioned beer (100%), cigarettes (80%), bhangi (80%) spirits (70%) and miraa (70%) in that order as the drugs commonly abused by students. Cocaine (40%), busaa (40%), heroine (20%) and glue (10%) were other drugs and substances that the teachers were aware of abused by students in small doses. This was an indication that beer, cigarettes, bhangi, spirits and miraa are the most popular drugs with the students. It also shows that other drugs such as cocaine, heroine and kuber are also increasingly being abused by students.

The students were further asked to indicate the drugs and substances that their fellow students abuse. The findings are represented in the graph shown in figure 3.

Types of drugs other students take



The findings show that majority of the respondents indicated that the commonly abused drugs by fellow students were beer (75%), cigarettes (69%), miraa (64%) and spirits (54%). Bhanghi (44%) and kuber (24%) were also mentioned. A few of the students abuse heroine (9%) and cocaine (7%). Traditional brew such as changaa and busaa as well as kumikumi were not common among the students. It emerged that it was easier for the students to discuss the drug issue as affecting other students than admitting being on drugs.

The researcher however sought to find out if there were any respondents who abused drugs and other substances. The findings were that 71 (46%) of the 153 respondents were on drugs and substances of abuse. Of these, 48 (31%) were male while 23 (15%) were female. The findings revealed that 48 were on beer , 41 on cigarettes, 40 on miraa , 29 on spirits, 14 on bhanghi while another 14 were on Kuber. A few had tried the traditional brews and kumikumi. Glue and cocaine had very few students on them.

#### **4.4 Factors influencing drugs and substance abuse**

The researcher sought to find out the factors influencing drugs and substance abuse and at what age they get introduced to drugs. Most of the students, 42 of them, who were on drugs and substances of abuse said they were introduced to drugs at the age of between 11 and 15 years. Another 15 of them when below 10 years while 14 of them when over 16 years.

**Table 2: Factors Influencing Drug And Substance Abuse**

<b>Factors Influencing Drug and Substance Abuse</b>	<b>Drug Taking <i>f</i></b>	<b>N=71 Students %</b>	<b>Teachers <i>f</i></b>	<b>N=10 %</b>
Peer Pressure	47	66	10	100
Mass Media	20	28	5	50
Stress	22	31	3	30
Improve Academic Performance	20	28	2	20
Influence from Parents	5	7	6	60
Experimentation, Curiosity and Idleness	21	30	3	30

*% Do not add to 100% due to the multiple responses given by the students.*

The study shows that some of the students 47 who are on drugs and other substances reported that they got into them due to peer pressure, 20 were influenced by mass media while another 22 started as a result of stress. A few of them, 20 said they got involved to improve academic performance as well as pressure to do well in school. Another small group of respondents 5 said that they got involved in drugs either due to influence from parents who take these drugs and substance or because of family break up or disharmony. Experimenting, anxiety, curiosity and idleness were also mentioned as other

reasons which influenced the respondents into taking drugs. This was said by 21 respondents.

These findings were confirmed by the responses from the rest of the respondents. They indicated that majority of their fellow student engage in drug and substance abuse due to peer pressure (82%) stress (62%) and influence from mass media (56%). Some of the respondents also said that a few of their fellow students also got involved in drugs due to family breaking up (45%) and pressure to do well in school (37%). A small number (31%) reported that some of their colleagues were influenced by their parents. Parents absenteeism due to work was also mentioned as a reason contributing to drug abuse. They also mentioned experimentation, lack of parental guidance, desire to belong, curiosity, idleness and having a lot of money as other reasons why their fellow students engage in drugs.

The findings from the teachers confirmed those from the students. All of them 100% agreed that the most of the students engage in drug taking habit due to peer pressure. Another 50% of them said that mass media also influences drugs and substance abuse while 60% contributed the habit to influence from parents. Stress, experimentation, curiosity and idleness also contributed to the vice according to 30% of them. Another 20% of them added that lack of morals in the



society, exposure from friends and relatives, frustrations at home and desire to explore as other reasons that lure students to drugs.

#### **4.4.1 Sources of drugs**

Availability of drugs and substances also encourage the students take drugs. The students who take drugs were asked where they got them. Most of them (41) said they got them from fellow students. A few of them, (10) said that teachers, parents and school workers were sources of the drugs to the students. Some of the respondents (50) said they got their supplies from the shops, bars or clubs, vendors and dealers/traffickers. Others (20) get drugs from matatu drivers and conductors. Two students admitted planting bhanghi in the school compound and at home.

#### **4.5 Effects of Drugs and Substances of Abuse on Students**

The study also sought to establish the effects drugs and substances of abuse had on the students. One of the major effects of drugs and substance abuse from the study was the negative impact it has on learning. The Pie chart below shows the distribution of those whose learning had been affected among the respondents who take drugs and substances of abuse.

and rest. Some 30 of them reported being absent in class and school most of the time. The study revealed that 5 students had even dropped out of school for some time, 2 for over a year. Others (10) had changed schools due to suspension and expulsion. Generally, the respondents said that they lacked interest in school work and learning as a whole. Other students as well as the teachers echoed these sentiments.

Besides negative effects of drugs on learning, the findings cited other effects on the students' lives. Most of the respondents (78%) indicated that students on drugs suffered various health problems, which include constant coughs, vomiting, headaches and lack of sleep. A good number of respondents (68%) said that drugs and substance abuse leads to irresponsible sexual behaviour. Some 20 students even cited spread of HIV and AIDS as being contributed by the use of drugs by the students. Some 50% said that such students engage in criminals activities such as theft in order to sustain their drugs supply. A few others (30%) cited arrogance and violence especially when on the influence of drugs, as other effects of drug abuse. Some of the teachers (60%) and students (56%) reported that those who take drugs perpetuated most of the indiscipline cases and unrests in schools. A few of the respondents (48%) also indicated that most of those in drugs are irresponsible, dirty and untidy while a few others said that those in drugs are often withdrawn and had poor relationships with other students and teachers.

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#### **4.6 Extent to which subjects taught have addressed the drug abuse problem**

The researcher sought to establish how much content on drugs and substance abuse was available in the secondary schools syllabi. The subjects addressed were Religious Education, Social Education and Ethics, Homescience, Biology, Geography, Mathematics and languages, (English and Kiswahili).

Table 3 below shows a content analysis of these subjects on drugs and substance abuse.

**Table 3: Subjects That Address Drugs And Substance Abuse**

	SUBJECT	TOPIC	CLASS	OBJECTIVES	MODE OF DELIVERY
1	<b>Religious Education</b>				
	<ul style="list-style-type: none"> <li>• C.R.E</li> </ul>	Misuse and abuse of drugs <ul style="list-style-type: none"> <li>• Alcohol</li> <li>• Other drugs</li> <li>• Effects of drugs</li> </ul>	Form 4	Discuss the abuse of alcohol and other drugs and their effects.	Taught (infused) as sub topic under Christian approaches to leisure.
	<ul style="list-style-type: none"> <li>• Islam</li> </ul>	<ul style="list-style-type: none"> <li>• Intoxicants                             <ul style="list-style-type: none"> <li>- Drug abuse</li> </ul> </li> <li>- Causes and effects of drug abuse</li> <li>- Islamic views on drug abuse</li> </ul>	Form 2  Form 4	<ul style="list-style-type: none"> <li>• Name immoral trends in society</li> <li>• Discuss effects of those vices to the society.</li> <li>• Mention the causes and effects of drug abuse</li> </ul>	Taught as a small topic among others on moral values (infusion)  Target under moral values (infusion)
<ul style="list-style-type: none"> <li>• Hindu</li> </ul>	<ul style="list-style-type: none"> <li>- Community life                             <ul style="list-style-type: none"> <li>• Drugs</li> </ul> </li> </ul>	Form 3	No corresponding objective	Taught as an item under sub-topic community life.	



<b>OBJECTIVES</b>	<b>MODE OF DELIVERY</b>
<ul style="list-style-type: none"> <li>• Define a drug</li> <li>• Identify some useful and dangerous drugs</li> <li>• Identify use and abuse of drugs and alcohol</li> <li>• Explain the importance of refraining from drugs and alcohol abuse</li> <li>• Identify causes of drugs and alcohol abuse and explain ways and means of preventing and remedying these.</li> </ul>	<p>Taught as a major topic</p>
<p>No corresponding Objective</p>	<p>Infused as an item under subtopic factors affecting normal foetal development.</p>
<p>Differentiate between misuse and abuse of medicine</p>	<p>Infused as an item under a sub topic</p>

Religious education subjects such as Christian religious education, Islamic religious education and Hindu religious education have included items on drugs and substance abuse in form 2, 3 and 4. These have been infused within the topics as shown in the table. Social Education and Ethics as well as Home Science also have content on drug and substance abuse infused within the topics. The analysis of the syllabi revealed that apart from social education and Ethics, all other subjects with content on drugs and substance abuse do not deal with the issue in depth. Hindu religious education and Islam religious education as well as Home Science do not have objectives directly linked to the content on drugs and substance abuse.

Further, English has integrated issues drug and substance abuse in certain topics. For example, In form 2 under listening and speaking, when testing the skill of listening, comprehension and note taking, the learners are encouraged to use literary and non literary materials on drugs and substance abuse. Similarly in Form 4, while testing the skill of reading, the learners are encouraged to read broadly on issues of drugs and substance abuse among others. In Kiswahili, issues of drugs and substance abuse are not conspicuous. Other subjects such as Geography and Biology do not address it.

From the content analysis, it is evident that the secondary syllabi do not adequately address the issues of drugs and substance abuse. The analysis further revealed that the topic on drug abuse where taught was introduced in



form 2 in most subjects. In social Education and Ethics, which addresses the topic in depth, the topic is introduced and discussed in form 4.

However when the students were asked if they were aware of subjects that address drug and substance abuse, (73%) of them said they were aware of such subjects. Only 28% were not aware of such subjects. Most of the teachers, 80% agreed that the syllabus had content on drugs abuse but added that it does not address the topic in depth. They said that the syllabus only gave a general overview of the drugs and substance abuse. However most of the teachers (50%) felt that the co-curricula activities such as music and drama, especially in the competitions, had addressed the issue relatively well. This was evident from the numbers of entries made for the competitions.

#### **4.7 Measures put in place to curb drug and substance abuse in schools**

The researcher also sought to establish if there were any measures in place to curb drugs and substance abuse in schools. The findings on what the schools were doing to stop this habit as cited by the respondents is shown in table 4 below.

**Table 4: Measure put in place to curb drug abuse in schools**

Measures to curb drug abuse	Students N= 153		Teachers N=10	
	f	%	f	%
Drug awareness campaign	90	59	6	60
Guidance and Counselling	124	81	8	80
Peer Education on Drugs And Substance Abuse	84	55	4	40
Alerting relevant authority	48	31	3	30
Punishment	130	85	9	90
Mass media and sourced materials	30	20	5	50
Resource persons	15	10	3	30

*% Do not add to 100% due to the multiple responses given by the students.*

Most of the respondents (59%) students and (60%) teachers said that some drug awareness campaigns are conducted in their respective schools. Another (81%) students and (80%) teachers also confirmed the guidance and counselling was also being used to curb the problem. However the majority of the respondents (85%) student and (90%) teachers said that the most common way of dealing with drug cases was through punishment. In most case the punishment is suspension or expulsion for the notorious cases. Another measure is impromptu searches in classes, dormitories and when the students are going to school are also done. A few schools also use mass media as a way of passing information on drugs and substances of abuse to the students.

Some have also sourced some materials on drugs for use by the students while a few others invite resource persons to talk to the students.

#### 4.8 Level of awareness and knowledge on drugs and substance abuse

Another objective was to find out how much information the respondents had on issues of drugs and substance abuse. This was in the areas of dangers of drugs, signs and symptoms, when and where the drugs are taken, concealment and also where people with drugs problems can be assisted.

The most of the respondents (78%) said they were aware of the dangers of drugs and substance abuse. They knew that drugs are harmful to their health.

They went further to cite health problems such as:

- memory loss,
- spermatoresis caused by miraa use,
- Liver cirrhosis/cancer,
- Lung and respiratory track cancers,
- Infertility,
- Birth of still babies and babies with low birth weight,
- Mental illness and
- Blindness.

Some also said that drugs could lead to addiction and death. Another group of respondents (58%) attributed irresponsible sexual behaviour that could

**EAST AFRICANA COLLEGE**

consequently lead to unplanned pregnancies and HIV/AIDS. They also said that drug abuse weakens social relationships and even lead to family breakdown. A few others (48%) cited that indiscipline, crime and violence resulting from drugs and substance abuse. However even with these responses, a few of the students (22%) were not aware of the dangers or had misconceptions of drugs and substance abuse. One respondent even suggested that spirits, wines and beer could not possibly cause any problems, its only when illicit alcohol is brewed that could cause a problem. A few others said that these drugs and substances when taken moderately were not harmful at all.

Most of the teachers (80%) said that they were aware that students take drugs. They even cited signs and symptoms of those they suspected were on drugs. They added that such students lacked concentration in class and were at times restless. They also said that they present an irritable, erratic and sometimes violent behaviour. Some have bloodshot eyes and stare blankly while others do not attend classes or school regularly. The teachers also revealed that the students take these drugs during class breaks and when going home. Others take them at night while their colleagues are asleep. Some teachers also said that a few students take them at anytime during the day.

All the 10 teachers agreed that these drugs are taken in hidden corners within the school compounds. Others take them in dormitories and toilets while the

day scholars have certain joints/places where they take them on their way home from school.

The teachers also revealed how these drugs are concealed in school. Some 6 teachers said that students lace juices and sweets with drugs and substances. Others hide them in the ceiling of some buildings while others tack them in their clothes and bags. This was reported by 4 teachers. In a few cases, bhangji is secretly grown within the school compound according to most of the teachers (8). Two teachers said that drugs are also tactfully hidden in toilet cisterns.

In spite of all this knowledge, most of the teachers (80%) admitted their inability in managing the problem of drugs and substance abuse among the students. A few said they had received some little knowledge on causes and effects of drugs and substance abuse through seminars, which they said, was inadequate. Others 30% had sourced the information from books and magazines, which they said was not enough. Only 10% of the teachers had received some training on how to identify drug addicts and how to deal with them.

The respondents also indicated they knew of places where people with drug abuse problems could be assisted. Most of the students (54%) said they had some knowledge of where people with drug problems can be assisted while (33%) had no idea of such places. A few (11%) however did not respond.

Table 5 below shows the students responses on where those with drug taking habits can seek help.

**Table 5: Places where help can be sought by those in drug taking habit**

Places Where help can be sought	N=153	
	f	%
Counselling Centres	11	6
Health Centres/hospitals/VCT	82	53
Religious Centres	22	15
Alcoholic Anonymous (A.A)	9	6
Rehabilitation Centres	20	13
Police Stations	3	2
Youth Centres	50	33
No response	60	45

*% Do not add up to 100% due to multiple responses.*

#### **4.9 Recommendations on how best to deal with drugs and substance abuse in schools**

The researcher also sought to find out if there were any other suggestions that could be introduced or improved to help curb the drugs problems. The respondents came up with various ways through which drug and substance abuse could be handled besides what was in place. Majority of the student (82%) suggested that instead of the severe punishment given to those found in

drugs, they should be counselled and ways sought on how to treat and rehabilitate them. These was echoed by majority of the teachers (70%) who suggested that the guidance and counselling departments in the school be strengthened with the counsellors equipped with knowledge and skills to handle those with drugs problems. They also emphasised that confidentiality when dealing with such students should be maintained for them to receive effective assistance.

Most of the students (78%) suggested that drugs and substance abuse education be streamlined in the curriculum and be compulsory for all students. They said that materials on the subject should be developed and made available to them. This was a sentiment shared by most of the teachers (80%) who added that drugs preventive education be slotted on the timetable. Some of the students (62%) and teachers (60%) also felt that aggressive and regular drug awareness campaigns should be held in the schools.

Majority of the teachers (80%) suggested that teachers be trained and equipped with knowledge and skills to deal with drugs and substance abuse issues. They also suggested that peer educators be trained among students in order to reach out to their fellow students. Most of the students (76%) also said that kiosks and shops near the school selling such drugs, as miraa and kuber should be demolished. Some of the students (48%) felt that pocket money should be

minimized and that the regular random inspections be enhanced. However some felt that punishment should also be used to minimise the drugs problem.

As far as their homes were concerned, most of the students (54%) suggested that parents should be role models to their children. They also suggested that the parents avail time for the children and supervise them as well as get to know their friends. Many of them also suggested that parents should limit financial given to the children. They should also occupy their children at home to avoid idleness, bad company and unfavourable media exposure. Majority of them emphasised the need for good child/parent relationship.

The respondents also felt that the community too had a role to play if this war was to be won. A number of them (58%) felt that the community needed to ensure strict law enforcement especially as far as drugs are concerned. Another (46%) of them felt that the community should involve the youth in community activities to occupy them. The community too should be educated on the dangers of drugs and substance abuse for them to be effective in eradicating the vice. Some of the respondents also suggested that rehabilitation centres should be established in the community.

#### **4.10 Case Studies**

The study findings were supported by two case studies of those involved in drugs and substance abuse. The search of the cases to be studied was a



difficult one owing to the sensitive nature of the subject. Those caught in the web feared to reveal their experiences for fear of either being reprimanded or being exposed. Their guardians/parents did not wish to discuss their children. This was so either because they were in denial that their children had a drug problem or just did not wish to discuss the issue altogether. Others simply were not aware of their children's habit. After a long search the researcher finally settled for the following cases after assuring them that their disclosure would not be discussed elsewhere.

### **Case Study One**

The first case that the research handled was of a 17-year-old boy in form 3 in one of Nairobi Secondary schools. This young man had a regular habit of using bhang and tobacco. He was first initiated into the drug taking habit when he was 14 years and in form one by older boys in school through bullying and a lot of harassment. He did not voluntarily start on the drugs. From that time, he became a regular user of the drugs and has never stopped. He takes the drugs, at the school playground and the toilets with others in the habit in his school. This is done after class and in the evening after prep.

He reported that he gets his supply, from the community around the school. These drugs are then concealed so that the administration does not discover. They are hidden in a hole made in a loaf of bread.

On how the drugs have affected his life, he responded that he feels rejected, as his relationship with his parents has deteriorated. He has become withdrawn and lost interest in life. He rarely has any communication with his father. His education too has greatly been affected. He has no concentration in class and his performance has greatly dropped. He rarely attends classes since he believes his teachers are against him. For the few days the researcher visited the school to enquire about him, he had missed several classes. The administration suspect he is on drugs but are not sure so can hardly do much based on suspicion. He is most of the time absent minded when in class and rarely does his homework.

His parents found out that he was in drugs when he was in form two and were devastated. His relationship with his father refused to pay his school fees. His father deteriorated and he no longer talks to him. His mother though mad at him, undertook to pay his school fees. She could not afford to pay the school fees in the boarding school he was in and this led to his transfer to a day school. The new school does not perform well as his previous school, the once above average student is now performing below average. Asked if he has attempted to stop the drug taking habit, he said he tried but could not manage since the urge was too strong.

The boy confirms that he knows the dangers of drugs and knows drugs such as mandrax and cocaine are dangerous but bhang taken in small quantities is not dangerous. This is a justification for continuing to take the drug. On the question of whether there is enough information about drugs and substance abuse, he says that what is largely emphasised on are the disadvantages of drugs and substances of abuse and not their advantages. This is an indication that he still seeks reasons to continue with his drug taking habit. Following the young person in school, the researcher could not trace when and where he takes drugs in school. He conceals it well. But in the evening, he usually stopped by a certain building on his way home. Takes about 1 hour at the place before going home. This the researcher established to be where the supplier lives.

His mother was also interviewed on her sons conduct. She is a businesswoman aged 43 years with two children. The mother knows various drugs such as bhang, glue, cocaine and mandrax. She pointed out that her son takes bhang, glue and tobacco though his son does not give glue as one of the drugs he takes.

She said that she suspected his son was taking drugs when all of a sudden he became very dirty and untidy. He also became violent. She also noticed that he was sleepy all the time and was absent minded most of the time. This was when her son was 14 years old.

Her reaction when she discovered her son was in drugs, was shocked. Her relationship with her son deteriorated, she became hostile to him. She initially did not know what to do. The first step she took was to transfer him from the school he was in. Partly because she could not raise the fees and partly to remove him from the problem. She then sought to find out who supplied her son with drugs though she did not know what to do with the person when she traced him/her. When she did finally trace him she did nothing about it. It was after sometime when she had absorbed the shock that she sought to investigate why her son was taking drugs.

She thinks her son started taking drugs because of peer pressure. She also suspects that the "supplier" into the drug taking habit to get a market may have lured him. Her son takes the drugs in hiding either in the toilets or at the "supplier's" place. This he does anytime he is free, at tea breaks, lunchtime and in the evening.

She reported that drugs have had on her son. His social life ha changed. He interacts with "crooks" in his neighbourhood. The once well-groomed boy she knew has not become untidy, dirty and with unkempt hair. He does not care how he looks anymore. He has also developed mood swings.

As far as his education is concerned, his performance has since dropped. He does not take his studies seriously. Infact instead of putting some time studying

whenever he is at home, he spends it either sleeping or drawing. He often misses school faking sickness.

She reported that she has tried to help his son quit the habit, she has taken him to a counsellor and also tried to talk to him. Transferring him from the boarding school was also an attempt to help him stop the habit. The counselling and constant talks to him have helped him realise the dangers of drugs and substance abuse though he is yet to stop the habit.

She has scanty information on management of drugs and substance abuse. Besides counselling she thinks isolation too can discourage one from taking drugs, which may not be true. She thinks that there is very little and inadequate information given to children. A fact that makes the children vulnerable to the habit. This also makes it easy for the drug peddlers to get to the children.

She suggests that the children to be given adequate information on the dangers of drugs if the habit is to be stopped. She proposes that drugs preventive education be introduced in schools and be a compulsory subject for all the students right from primary school.

She concludes by saying that drug abuse is a big problem in the community and as long as the community remains quiet, it is likely to be a disaster.

## Case Study Two

The second case study was of a 19 year old boy who had dropped out of school as a result of his drug taking habit. He takes bhang and miraa. He started taking those drugs when he was twelve years old. He started taking them out of poverty and idleness. His friends introduced him to them. When he was still in school, he used to get his drugs supplies from a certain man in his village. He was in a day school. With time, he started growing bhang at home in a flowerpot which sustains part of his supplies. The rest of it, he buys from dealers.

Asked how the drugs have affected his life, he said they have infact helped him reduce stress. The only negative thing about it is that they are damn expensive. He is ignorant about the dangers of drugs and substance abuse and he does not seem to care. When asked if his drug taking habit affected his education, he admitted it had. He said previously he had been an above average student but when he started on drugs his performance drastically dropped. He started being last in class. Eventually he became discouraged and dropped out of school. He does not see his dropping out of school as attributed or caused by his drug taking habit. He admits that after starting on drugs, he became naughty in school and even missed classes to attend to his drug taking habit. This coupled with his poor performance got him out of school.

His grandmother got wind about it but did nothing. He never notified his mother. When the mother finally got to know, she too did not act. The relationship between the two remained the same. When the school administration discovered his drug taking habit, they gave him a heavy punishment, which made him run away from school. After sometime he went back but eventually dropped out.

On whether he had attempted to stop the habit, he replied that without a job and anything else to do, the drugs are his consolation. He depends on them to get rid of his stresses. He admits drugs can cause addiction and hallucination but denies them affecting him negatively in anyway. When asked if he thinks there is enough information on dangers of drugs and substance abuse, he said that there is a lot of negative information on drugs and nothing is said about advantages of taking drugs. An issue that disappoints him.

The respondent was observed for period of three weeks to establish his routine. It was established that he leaves the house about 10 a.m. to a place in Nairobi town. Here he spends time with some people who seem to be mechanics on part time basis. This is also where he gets his drugs supplies. On some days in the evening before he gets home he enters in a pub where he drinks for sometime. The researcher was not able to establish the time he leaves the pub after 6p.m. On days when he had no money, he left for home at about 6p.m. looking dazed from the bhang he had taken through out the day. He was seen

almost always chewing miraa and drunken most of the time. He was always sober in the morning as he reported to the joint. It was at such times that the researcher conducted the interview.

His mother is a businesswoman aged 45 years. She is single with three children. She admitted that her son takes bhang, miraa and alcohol. She know her son was in drugs when he was 17 years old. He became withdrawn suddenly and his performance dropped. He also started missing school and got involved with suspicious boys in the estate who did not go to school. She tried to talk to him but he repulsed her urging that he was an adult and knew what he was doing.

She did not know what else to do. Since she had other children who needed her attention and she had to struggle to put food on the table, and educate them from her small business (she sells vegetable) she did not follow him up. The next thing she knew, the son had dropped out in form three.

Her relationship with her son has since changed. They are not longer close. She hardly sees him. He leaves the house in the morning and comes back home drunk. He has even become violent. The situation has gone out of hand and she is helpless.



She is at a loss to explain what made her son turn to drugs. She believes it was peer pressure. He got involved with boys she thought were bad company and also with matatu touts. At times he would miss school to side with them. At times she thinks probably its because he had no father figure to look up to. Asked where he takes hid drugs, she said he chews miraa openly and anywhere. He smokes bhang within the home when at home and drinks in bars (when with money) or in illicit alcohol dens within the estate.

On the effects drugs have had on her son, she says in despair "I have lost him. I no longer have a son." He has become irresponsible and dirty. He has no source of income since he cannot stick onto a job. After dropping out of school at 18, he tried being a tout but could not manage since he was drunk most of the time. Now he spends most of his time idle and taking his drugs. She says that the worst par to it is that he does not realise what drugs have turned him into. "He could be sitting his form four examination at the end of the year but he is now a wreck with no future".

Unlike case study one where the respondent seemed to be aware of what he is getting himself into with his drug taking habit, case study tow is a desperate case of a person who does not realise what he has gotten into. Case study 2 gives the extreme negative effects that drugs have on those who are addicted to them while case study one is most common in the schools. From these case studies, it is evident that young people get into drugs due to peer pressure.

Some get involved due to bullying and harassment. They also indicate that students are lured into drugs during their first years in secondary schools. It is also evident from the case studies that drugs are easily available in the schools. Some of the drugs are sourced from the community around the schools while bhanghi is sometimes grown in the school and at home. Developing effects of drugs on the students is also evident from the case studies. Examples of such effects are school drop out, poor performance in school, strained relationships with parents and school administrators as well as drug dependence.

Lack of adequate and proper information on drugs and substance abuse among the students and their parents/guardians is also evident. This information gap, contributes to the slow pace at dealing with drugs and substance abuse in schools. There is also a lot of misconceptions about drugs and substances of abuse as indicated in case study one. These misconceptions also need to be addressed.

The two case studies confirm the findings of the research that drugs and substance abuse is real in the schools. They also confirm the effects of drugs and substance abuse on the users as revealed in the study.

## **Summary**

Chapter 4 presents the findings from 153 students and 10 teachers on the extent to which drugs and substance abuse had affected learning in public

schools in Starehe division of Nairobi province. The chapter addressed the types of drugs and substances taken by students, factors influencing drugs and substance abuse as well as effects of drugs and substance abuse. The chapter also presents findings on the extent to which subjects taught have addressed the drug abuse problem, measures put in place to curb drug and substance abuse in schools and level of awareness and knowledge on drugs and substance abuse. Recommendations on how best to deal with drugs and substance abuse in schools from the respondents have also been presented. The chapter also presents findings from two case studies conducted on two young people who were involved in drugs and substance abuse together with their parents.

## CHAPTER 5

### SUMMARY CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter presents a summary of the findings and consequent conclusions and recommendations for possible action and further research.

#### 5.2 Summary

##### 5.2.1 General Information

The study set out to investigate the extent to which drugs and substance abuse had affected learning in public schools in Starehe division of Nairobi province.

A total of 180 questionnaires were issued to students from 6 public secondary schools. Out of these, 163(85%) were returned. Of the questionnaires returned, 87(57%) were male while 66(43%) were female. Out of the twelve interviews scheduled, 10(83%) were conducted. They represented four deputy head teachers and 6 guidance and counselling teachers. Two cases of young people with drug taking habits were also studied. From the findings there was an indication that more female teachers handle guidance and counselling than male teachers.

### **5.2.2 Types of drugs and substances taken by students**

Most of the students (92%) were aware of drugs and substances of abuse. They cited cigarettes, alcohol, bhang, miraa , cocaine, heroine and kuber as some of the drugs and substance commonly abused by students.

A few of the student 71(46%) admitted being on drugs and other substances of abuse. Of these, 48(31%) were male which 23 (15%) were female. They admitted being on beer cigarettes, spirits, miraa and kuber . A few in addition took glue and cocaine. Most of the respondents were on more than one drug or substance.

### **5.2.3 Factors Influencing Drugs and Substance abuse**

From the study, it was evident that students get involved in drugs due to various reasons. Some of the respondents (66%) said it was due to peer pressure, (28%) due to influence from mass media while (31%) indicated stress as a contributing factor. Experimentation, curiosity and idleness were also cited by 30% of the respondents as other factors contributing to drugs and substance abuse. Most of the teachers, 90% added that lack of parental guidance, desire to belong and having a lot of money were other factors that lured students to drugs and substance abuse. They also mentioned lack of morals in the society, exposure from friends and relatives, frustrations at home, desire to explore and availability of drugs as other reasons why students take drugs.

#### **5.2.4 Effects of drugs and substance abuse on students**

Majority of the respondents (86%) reported that academic performance is greatly affected by drugs and substance abused. They said that such students lost focus in learning and concentration in class. Absenteeism is also common while a few drop out of school altogether. This is an indication that poor performance can be linked to drug and substance abuse to a certain extent. Other negative effects such as poor health, crime and violence, indiscipline, unrests/riots and irresponsibility are also attributed to drugs and substance abuse.

#### **5.2.5 Extent to which subjects have addressed the drug abuse problem**

Subjects such Christian religious education, Islamic religious education, Hindu religious education, Social education and ethics and home science are the only subjects that have attempted to address the issues of drugs and substance abuse. However apart from S.E.E, which gave abit of weight on the topic, most of the other subjects had very little content on it. Objectives of the topic do not allow for in-depth study of it. Subjects such as biology and geography that could easily discuss drugs and substance do not directly address it. Much off what is taught on drugs in S.E.E is addressed in form 4. It is evident that the secondary school syllabi do not adequately and effectively address the issues of drugs and substance abuse.

### **5.2.6 Measures put in place to curb drugs and substance abuse in schools**

The respondents agreed that there were efforts in schools to curb the drug abuse problem. Most of them over 80%, cited guidance and counselling, drugs awareness campaigns and punishments either of suspension or expulsion, as the most common methods used in containing the situation

### **5.2.7 Level of Awareness and knowledge on drugs and substance abuse**

It was revealed that most of the students (78%) were aware of the dangers of drugs. They knew their harmful effects to health, addiction and death. They also showed knowledge of irresponsible sexual behaviour and weakened social relationships as effects caused by drugs. They attributed indiscipline, crime and violence to drugs and substance abuse. However a significant number (22%) of the students were in the dark as far as drugs were concerned. They were even misinformed about issues on drugs. Most of the teachers (80%) admitted having limited knowledge on management and control of drugs and substance abuse. This is a clear indication that there is an information gap on this problem.

### **5.2.8 Recommendations on how best the drug and substance abuse can be contained in schools**

Majority of the students (70%) suggested that instead of punishing those found with drugs in school, they should be counselled out of the habit. Most of the teachers (70%) felt that guidance and counselling departments should be

strengthened with counsellors equipped with knowledge and skills to handle those with drug problems.

Most of the respondents (78%) indicated a strong need for drug and substance abuse preventive education to be mainstreamed and strengthened in the curriculum and be made compulsory for all students. Materials on the subject should be developed and availed to the students. Aggressive and regular drug awareness campaigns should also be held in schools, this was expressed by 62% of the students and 68% of the teachers. Further suggestions indicated that peer education be introduced in schools while all teachers should also be equipped with knowledge and skills to handle cases of drugs and substance abuse. This was a feeling expressed by 80% of the teachers.

The respondents, 58% further felt that the community should ensure strict law enforcement especially as far as drugs are concerned. The youth should be involved in community activities to occupy them and mould them into responsible people. It was also suggested that the community too should be educated on drugs and substance abuse, and that treatment and rehabilitation centres be set up.

### **5.3 Conclusion of the study**

From the findings, several conclusions were arrived at. Firstly, the students had adequate knowledge on certain issues in drugs and substance abuse. They



were aware of the types of drugs and substances commonly abused by students, reasons why students abuse them and effects drugs have on the students. However only a few owned up to abusing drugs and other substances. Secondly, the school curriculum had attempted to address the issue of drugs and substance abuse. However these topic had not looked into the drug issues exhaustively.

Thirdly the study revealed that there were measures put in place in the schools to curb drugs and substance abuse such as guidance and counselling and drug awareness campaigns. The most popular measure in place as punishment in terms of suspension and expulsion for those caught. These was found to be ineffective in curbing the vice. Other measures highlighted were also not effectively reinforced hence the magnitude of the problem.

Finally the respondents suggested ways in which the problem of drugs and substance abuse can be contained. They raised suggestions such as strengthening guidance and counselling as opposed to punishment, anti-drug campaigns, parental guidance and strict law enforcement on drug trafficking. They also suggested that teachers be equipped with knowledge and skills on drugs issues and materials on the same developed.

## 5.4 Recommendations

It is clear from the conclusions that drugs and substance abuse is a real problem in the schools. It is also evident that inspite of measures being put in place to curb the menace, a lot more need to be done. It is against this background that the following recommendations are made.

There is an urgent need to introduce drug preventive education in schools right from when the students become adolescents. This subject will enable the students make informed decisions and avoid getting involved in drugs. Drugs and substance abuse education should thus be mainstreamed in the curriculum with a lot more content than currently available. It should be taught from form one and made compulsory for all students. More materials covering types of drugs, causes of drug abuse, effects of drug abuse, prevention from drug abuse, lifeskills, treatment, rehabilitation and management of drug abuse among others, should be developed and made available to all students. The curriculum developers should design moderaties of introducing it in the curriculum.

Peer education should also be introduced in all schools. The peer educators can effectively influence fellow peers against vices such as unwelcome, behaviour, drug and substance abuse being one of them. They should be equipped with knowledge and skills on how to deal with drug issues. The guidance and counselling departments in schools should articulate this.

Vigorous and aggressive drug awareness campaigns should be held in schools. The whole school community need to be involved in the fight against drugs and substance abuse. As such all need to be equipped with knowledge and appropriate information on the issue of drugs and substance abuse. The school administrators should make arrangements to have fora to educate the school community.

Parents too need to be encouraged to play a greater role in their children upbringing. They should avail time to foster good child/parent relationships. They should be involved in their children's' lives by giving them a hearing to discuss issues that affect them, giving them proper guidance which includes the kind of friends to have and media to watch and giving them money that is just enough for their needs.

Finally concerted efforts from all sectors are required in order for this fight to be won. The parents, teachers, students and the entire community that the students live in should be involved. The government too should give support by first and foremost declaring drug and substance abuse a serious issue that needs to be urgently addressed. It is hoped that these recommendations would go along way in eradicating the drugs and substance abuse problem before it gets out of hand.

## 5.5 Areas for further Study

From the study further research needs to be done in certain areas as follows;

- It is necessary to establish the effects of parents' absenteeism on the childrens' lives since it was mentioned as being a factor that leads the students to drugs.
- It is also important to establish why there are more female teachers in guidance and counselling departments than male teachers and also ascertain whether this imbalance could have any influence or connection with more male students being in drugs than female students.
- Investigate whether there is any relationship between drug and substance abuse and school riots and unrests.

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RESEARCH INSTRUMENTS

TEACHERS INTERVIEW SCHEDULE

BACKGROUND INFORMATION

School \_\_\_\_\_

Gender \_\_\_\_\_

Experience of teacher \_\_\_\_\_

Classes taught \_\_\_\_\_

Area in charge - Guidance and counselling ( ) Deputy Headteacher ( )

**Interview Schedule**

1. Are you aware of the types of drugs commonly abused by students?

Yes ( ) No ( )

If yes please name the types of drugs you know

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2. Why do you think the students abuse drugs and substance?

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3. How do you identify those students who take drugs?

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4. When and where are these drugs taken? (Probe for where they are hidden)

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5. Do these drugs and substance have an effect on the students?

Yes ( ) No ( )

(If yes probe for these effects)

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6. Is your school doing anything to help curb the problem of drug and substance abuse?

Yes ( ) No ( )

7. (Apart from this, probe for what else the school should do to curb this problem)

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8. i) Has the school syllabus, and the co-curricula activities adequately addressed the problem of drugs and substance abuse?

Yes ( ) No ( )

Probe for the extent to which the school syllabus and co-curricula activities have addressed this problem.

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ii) Probe for how adequate this problem has been addressed by the syllabus and co-curricula activities.

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iii) Give suggestions on how this can be improved.

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iv) How are drug abuse cases handled in your school?

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7. How much information on management of drug abuse have you been exposed to?

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**Students Questionnaire**

**Instructions**

This questionnaire seeks to gather information on drugs and substance abuse among the students in secondary schools. The information gathered will be used to make suggestions towards curbing the drug and substance abuse problem among the students.

Note that the information collected will be strictly used for this purpose and will be kept in confidence.

Indicate in the boxes provided by a tick (✓) your response (s) and write any other added information in the spaces provided. Please do this in the most sincere way and return the questionnaire to the undersigned.

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Esther Gacicio

## Personal Information

1. How old are you?

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2. Sex      Male ( )    Female ( )

3. Which class are you in?

Form 1 ( )    Form 2 ( )    Form 3 ( )    Form 4 ( )

5. What is the name of your school?

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6. Tick the types of drugs and substance of abuse you are aware of.

a) Cigarettes ( )

b) Beer ( )

c) Spirits ( )

d) Changaa ( )

e) Busaa ( )

f) Kumi Kumi ( )

g) Glue ( )

h) Bang ( )

i) Heroine ( )

j) Cocaine ( )

k) Kuber ( )

l) LSD ( )

m) Miraa ( )

n) Others (specify)

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7. i) Have you ever used any of these drugs/substances

Yes ( ) No ( )

ii) If yes which ones

a) Cigarettes ( )

b) Beer ( )

c) Spirits ( )

d) Changaa ( )

e) Busaa ( )

f) Kumi Kumi ( )

g) Glue ( )

h) Bang ( )

i) Heroine ( )

j) Cocaine ( )

k) Kuber ( )

l) LSD ( )

m) Miraa ( )

n) Others (specify)

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iii) At what age did you first use drugs or substances?

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iv) What made you take drugs or substances of abuse?

- a) Peer pressure ( )
- b) Improve academic performance ( )
- c) Stress ( )
- d) Family break up/disharmony ( )
- e) Pressure to do well in school ( )
- f) Influence from Mass media ( )
- g) Parental influence ( )
- h) Others (specify)

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v) Who provides you with the drugs and substance?

- a) Teachers ( )
- b) Parents ( )
- c) Fellow students ( )



d) School workers (specify)

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e) Others (specify)

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vi) How have the drugs affected your life?

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vii) Have they affected your education in any way?

Yes ( ) No ( )

If yes, how?

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8. i) Which drugs and substances of abuse do your fellow students take?

a) Cigarettes ( )

b) Beer ( )

- c) Spirits ( )
  - d) Changaa ( )
  - e) Busaa ( )
  - f) Kumi Kumi ( )
  - g) Glue ( )
  - h) Bang ( )
  - i) Heroine ( )
  - j) Cocaine ( )
  - k) Kuber ( )
  - l) LSD ( )
  - m) Miraa ( )
  - n) Others (specify)
- 
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ii) Why do the students take drugs and substances of abuse?

- i) Peer pressure ( )
- ii) Improve academic performance
- iii) Stress ( )
- iv) Family break up/disharmony ( )
- v) Pressure to do well in school ( )
- vi) Mass media ( )

vii) Parental influence ( )

viii) Others (specify)

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iii) Who provides the drugs to the students?

a) Teachers ( )

b) Parents ( )

c) Fellow students ( )

d) School workers (specify)

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Others (specify)

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iv) What effects do these drugs and substance of abuse have on your fellow students?

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9. What measures are being taken to curb drug and substance abuse in your school?

a) Drug awareness campaigns ( )

b) Guidance and counselling sessions ( )

c) Peer education on drugs and substance abuse ( )

d) Alerting relevant authority ( )

e) Any other (specify)

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10. Give ways in which drugs and substances abuse can be discouraged in the following places.

i) School

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ii) Home

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iii) Community

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11. Are there any subjects or topics in the school that handle drug abuse?

Yes ( ) No ( )

If yes indicate below

Subject

Topic

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12. What do you know on the dangers of drugs and substances ?

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13. Do you know any place where a person with a drug abuse problem can be helped?

Yes ( ) No ( )

If yes list them

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**INTERVIEW SCHEDULE FOR PARENTS WITH CHILDREN  
WITH DRUG TAKING HABIT**

1. What is your main occupation

\_\_\_\_\_

2. What is your highest level of education

- a) Primary
- b) Secondary
- c) College other than university
- d) University
- e) None

3. What is your age in complete years \_\_\_\_\_

4. What is your martial status

- a) Single
- b) Married (monogamous)
- c) Married (polygamous)
- d) Divorced/Separated
- e) Widowed

5. Gender

- a) Female
- b) Male

6. How many children do you have

\_\_\_\_\_

7. What types of drugs and substances of abuse do you know? List

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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8. How many of your children have been involved in drug taking habit?

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9. \_\_\_\_\_ number of girls \_\_\_\_\_ number of boys.

10. What types of drugs do your child(ren) take

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11. How did you know that your child(ren) was involved in drug abuse? Probe for signs and symptoms.

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12. How old was he/she when you first knew he/she was in drug taking habit?

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13. (a) What was your reaction?

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(b) How has your relationship been since you discovered your child drug taking habit

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14. In your opinion, what made your child start taking drugs?

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15. When and where does your child take drugs?

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16. Where does he/she get his supplies \_\_\_\_\_  
\_\_\_\_\_

17. What effects have drugs had on your child's life  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

18. What effect have drugs had on your child's education  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

19. How much information did you have on signs and symptoms of a drug abuser?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

20. Have you tried to help your child quit the habit? (i) Yes (ii) No  
(Probe for how and how successful it was)  
\_\_\_\_\_

21. How much information do you have on management of drugs and substance  
abuse?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

22. In your opinion, do you think children have adequate information on the dangers of  
drugs and substance abuse?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

23. As a parent, what would you suggest to be done to curb the drug taking habit?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

24. Do you think drug-taking habit is a problem in your community.  
\_\_\_\_\_



**INTERVIEW SCHEDULE FOR CHILDREN WITH DRUGS  
AND SUBSTANCE ABUSE TAKING HABITS**

1. Do you go to school (i) Yes (ii) No

2. If yes what is the name of your school

\_\_\_\_\_

3. Where is it located \_\_\_\_\_

4. What class are you in \_\_\_\_\_

5. Gender (i) Male (ii) Female

6. What types of drugs do you take?

\_\_\_\_\_  
\_\_\_\_\_

7. At what age did you first take them? \_\_\_\_\_

8. Where and when do you take them?

\_\_\_\_\_

9. What made you start taking drugs?

\_\_\_\_\_

10. Who introduced you to them?

\_\_\_\_\_  
\_\_\_\_\_

11. How do you get your supply of drugs?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

12. Where do you keep them?

\_\_\_\_\_  
\_\_\_\_\_

13. What effects have these drugs had on your life?

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14. How have they affected your education

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15. Do your parents/guardians know that you take drugs? If yes probe for when they knew and their reaction

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16. What is your relationship with your parents/guardians like after discovery of your drug taking habit

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17. What about the school administration? Probe for reaction

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18. Have you attempted to stop the habit (If yes probe for how and its effectiveness it was

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19. What do you know about the dangers of drugs and substances of abuse

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20. Do you think there is enough information about the dangers of drugs & substance of abuse?

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**CONTENT ANALYSIS GUIDE**

This guide is aimed at obtaining information on how various subjects taught in secondary schools have addressed the drugs and substance abuse problem. Subjects' syllabi will be analysed to obtain this information.

The syllabi to be addressed include:

- ❖ Religious education
- ❖ Biology
- ❖ Geography
- ❖ Home science
- ❖ Social Education and Ethics
- ❖ Languages
- ❖ Mathematics

1. Subject title \_\_\_\_\_

Class \_\_\_\_\_

Target group \_\_\_\_\_

2. Content that address drugs and substance abuse in terms of;

Relevance \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Adequacy \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Appropriateness \_\_\_\_\_  
 \_\_\_\_\_

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3. Objectives of the topics that address drugs and substance abuse:

Relevance \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Adequacy \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Appropriateness \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Mode of drugs and substance abuse content delivery

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NB: this information should be used to analyse all the subjects with drugs and substance abuse content.