TITLE

INSTITUTIONAL APPROACHES TO THE PREVENTION AND REDUCTION OF SUBSTANCE USE AND ABUSE IN SECONDARY SCHOOLS IN KIKUYU DIVISION

BY

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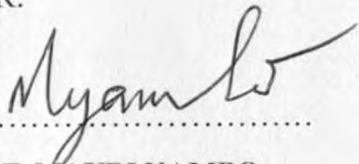
DECLARATION

THIS THESIS IS MY ORIGINAL WORK.
IT HAS NEVER BEEN PRESENTED FOR A DEGREE IN ANY OTHER
UNIVERSITY.

....

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THIS THESIS HAS BEEN SUBMITTED FOR EXAMINATION WITH
MY APPROVAL AS UNIVERSITY SUPERVISOR.

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DEDICATION

To all those interested in prevention and reduction of substance use and abuse in Kenya.

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ABSTRACT

The main objective of this study was to examine the institutional approaches being used in selected schools to prevent and reduce substance use and abuse and to discern their effectiveness. The study also identified factors undermining the effectiveness of the approaches. The study assumed that these constraints/challenges affected the effectiveness of the preferred approaches to prevention and reduction of substance use and abuse in schools.

To achieve the objectives of the study, a research was conducted among secondary school students and teachers within Kikuyu Division of Kiambu West District in Central Province of the Republic of Kenya. The survey was the primary method of data collection. Both qualitative and quantitative data were collected using interview schedules consisting of fixed and open-ended-questions administered in face-to-face interviews. Stratified random sampling method was used to select the samples for the study, that is, 11 schools (categorized as girls', boys' and mixed schools), 209 students and 18 teachers. The quantitative data were analysed using the Statistical Package for Social Sciences (SPSS) computer package while the qualitative data were analysed manually.

The study showed that a number of approaches were being used in secondary schools to prevent and reduce substance use and abuse, the major ones being: inviting guest speakers in schools to speak on the subject of substances and teachers educating students on dangers of substance use. The other finding was that most of the approaches used were generally effective, with the most effective one being that of counseling of students found using substances. Unfortunately, there were a number of constraints/challenges that faced the prevention and reduction of substance use and abuse in the schools and the key ones included peer pressure, ignorance and inadequate guidance and counseling teachers. However, from the findings of the study, there were viable ways through which the constraints/challenges could be addressed. The key ones included the increase of the number of guidance and counseling teachers and the increase of drug rehabilitation centres.

This study concluded that there were institutional approaches that were being used in the prevention and reduction of substance use and abuse in secondary schools in Kikuyu Division and that these approaches were generally effective. However, the effectiveness of the approaches used was being hampered by a number of constraints/challenges. This study recommends that the approaches used in the prevention and reduction of substance use and abuse in secondary schools be maintained and the challenges/constraints be addressed for example, by recruiting more qualified guidance and counseling teachers and increasing the number of affordable substance abuse rehabilitation centres. Stakeholders in the problem of substance abuse and use in schools such as the Ministry of Education and Provincial administration need to play a leading role especially in curbing the supply of illicit drugs and substances in schools and in the general community.

CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The problem of drug abuse is a universal problem. In the Manual of 'Global Illicit Drug Trends 2003' from the U.N. office of drugs and crime it is estimated that about 200 million people worldwide consume illicit drugs (United Nations, 2003). This report indicates that overall, the global drug problem continues to spread in geographical terms and drug seizures show that more than 25% of the cases reported were in Africa in the years 2002 – 2003, compared to a little more than 10% reported in the years 1998 to 1999. The International Narcotic Control Board's report of 2004 contains disturbing information on Kenya's reputation as a hub for international drug syndicate.

According to Coomber (1994: 84), drugs have come under increased control because of punitive laws and international conventions. With regard to policy issues, the Kenyan government has ratified three major United Nations conventions on narcotic drug and psychotropic substances. The latest legislation is the Narcotic Drugs and Psychotropic Substance (Control) Act of 1994. Concerns about the increasing rates of substance use and abuse, especially among the youth, led to the formation of National Agency for Campaign Against Drug Abuse (NACADA). Currently, 22 Non-governmental Organizations of various capacities and strengths are involved in drug demand reduction and rehabilitation programmes (Ndambu, 2001: 34). NGOs are important for they are able to target those not in school and those with special needs, such as street children. Intersectorial collaboration is important because collective responsibility is the key to dealing with the drug problem.

On appreciating the destructive impacts of drug abuse on society at micro and macro levels, the government has adopted two broad strategies: control of supply and reduction of drug demand (Mwenesi, 1995: 12). Most information on substances is usually related to supply activities where the public is reminded of stiff penalties if one is arrested. Drug reduction programmes in the country can include public enlightenment on the extent and consequences

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of substance use and abuse. This education has to have credible information, which is consistent with real life situations, which would help the youth to desist from substance use.

According to Coomber (1994: 178), in our "rational society" it seems easy just to tell the truth about the dangers of drugs and they will be avoided but it is much more complex for people do not act in a straightforward rational economical manner in the basis of their knowledge. Based on Nacada (2004: 37), efforts taken against substance use and abuse concentrate on the use and abuse of illegal substances, giving little attention to legal substances. Coomber (1994:84) has stressed the fact that some of the powers attributed to many illicit drugs have been exaggerated and that legal drugs like alcohol and tobacco wreak damage way in excess of anything that illegal drugs manage to do. Any campaign against substance use and abuse must realize that we do not often have a single drug abuse but rather a polydrug use. Therefore, any successful campaign must address all substances and their connection. Any successful anti-smoking and anti-alcohol campaigns would significantly reduce the percentages of the remaining drug users to manageable levels (Yambo and Acuda, 1983: 99).

According to WHO (1993: 21), efforts to curb substance use and abuse in Kenya concentrate on controlling availability, accessibility, utilization and prescription practices, especially for therapeutic drugs. Though we have the anti-narcotics police at entry points and the manufacture of some alcoholic drinks is restricted by an act of parliament, the country still needs to develop and implement consistent policies. However, successful interventions will depend on well-planned strategies, which will only be realised with proper assessment of the nature, extent, magnitude and trend of the problem. According to Mwenesi (1995: 68), there does not appear to exist any special facilities for the treatment and rehabilitation of drug users, and there are few drug demand reduction programmes in the country. The capacities of the existing governmental and non-governmental organisations to deal with the drug problem are wanting due to the lack of financial resources and trained manpower, and to limited knowledge of the full extent of the drug abuse problem. Existing organisations have great potential to undertake future demand reduction but will require substantial efforts and financial resources.

1.2 Problem Statement

From time immemorial, Kenyans have been using and consuming intoxicants and drugs. But their use and consumption took place within the culture of the community, which had rules and values that strictly prescribed circumstances under which these substances could be use. According to Mwenesi (1995: 9), while the potential of these substances being abused existed, drug use and abuse as a social problem was non-existent because of the strong social cohesion, which acted as a mitigation mechanism. It was not until colonialism, which changed and transformed the environment in which drugs were used, that substance abuse became a social problem. Indeed, cultural values introduced by the colonial rule gained momentum after independence (Haji, 1985: 159).

According to the findings of the first baseline survey by NACADA (2004: 2), substance use and abuse is widespread, but affects mostly the youth of all social groups. The same survey demonstrates that alcohol, tobacco, bhang and miraa are the substances mostly abused. The youth also abuse illegal substances such as heroine, cocaine and mandrax. The findings of a rapid assessment by Mwenesi (1995: 5) showed that there was upward trend in the abuse of social drugs such as alcohol and tobacco. Over the years, the government in this country has been aware of the dangers that substance use and abuse posed to individuals and society. Several organizations such as the P.C.E.A are reported to have put in place measures geared towards the prevention of substance use and abuse, with the assumption that it may be easier to prevent than to treat disorders arising from substance abuse. However, despite these measures to regulate and check the supply and use of substances, drug use and abuse has increased (NACADA, 2004: 37). This study will help to show how well the impacts of different institutions combine towards a common goal.

Several social reasons are given for substance use, which at time lead to substance abuse. One reason given is their easy availability that even children under 18 years can purchase them for their own good (Yambo and Acuda, 1983: 93; NACADA, 2004: 34). Legal drinking hours are long and the youth are able to access alcoholic drinks any time of day and most parts of night (Mwaniki, 1982: 12). Heavy and subtle advertisement on television and

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radio encourages the youth to try out alcoholic drinks and tobacco. These companies also sponsor sporting events which greatly attracts young people like the 'Rugby Tusker Seven' and 'Malboro Safari Rally' (Mwaniki, 1982: 13-14; NACADA, 2004: 34). Gahlinger (2001: 15) argues that young people use drugs because of peer pressure. According to Mwenesi (1995: 30) and Haji (1985: 149), socio-economic problems are associated with drug use and abuse, with those from the higher classes abusing drugs because they can afford them while those from poor ones abuse cheap alcoholic drinks. Mathenge (1996: 105) has shown that street children take drugs to enable them to cope with the harsh life of the streets. Bad parentage was given as one reason why the youth abuse drugs, whereas Yambo and Acuda (1983: 97) revealed that the attitude of house head was a better predictor of drug use behaviour of the youth than the attitude of the youth themselves.

Consequences of drug abuse are varied, starting with health problems, broken relationship, poor academic performances and antisocial behaviour leading to crime (NACADA, 2004: 36; Obondo, 1996: 230 – 231; WHO, 1993: 21; Insel and Roth, 1998: 232). Substance abuse drains financial resources, which could have been directed to social and economic development (NACADA, 2004: 37). In these previous studies, a lot of emphasis has been laid on the cause and consequences of substance use and abuse, with little focus on the effectiveness of preventive measures. According to the survey by NACADA (2004: 39), most approaches used as part of preventive intervention in the use and abuse of drugs are educational, and there has been no follow-up evaluation studies or reports on the efficacy of these strategies. This study will contribute to filling this knowledge-gap.

Previous studies have made recommendations on the way forward. Mwenesi (1995: 60) recommends preventive drug Information, Education and Communication (IEC) for all Kenyans, increased supply-reduction activities and launching of demand-reduction programmes. Kuria (1998: 42) also recommends preventive measures by way of reducing drug availability, educational programmes, mass media campaigns and building drug free youth centres / clubs. NACADA (2004: 37) recommends the reduction of supply and education for all on the issue of substance use and abuse. Substance use and abuse drains the economy because control of supply and demand reduction is expensive undertakings, while

the youth who abuse substances become less productive. This study would like to find out the extent to which the schools are using preventive strategies previously recommended and the extent to which innovated approaches are being used currently. Focusing on different preventive approaches will enable the study to identify collaborative or complementary measures that can be used effectively to reduce and prevent substance use and abuse.

1.3 Study Objectives

1.3.1 Broad objectives

The broad objective of this study was to establish the institutional approaches used in the effort to reduce and prevent substance use and abuse in secondary schools in Kikuyu Division. To this effect, the following specific objectives were pursued.

1.3.2 Specific objectives

The specific objectives were:

1. To establish the different approaches used to reduce and prevent substance use and abuse in secondary schools.
2. To establish the effectiveness of the approaches used to reduce and prevent the problem of substance use and abuse.
3. To establish the constraints/challenges facing the approaches used to reduce and prevent the problem of substance use and abuse and how they could be addressed.

1.4 Scope and Limitations of the Study

The target group was the youths and teachers in secondary schools in Kikuyu Division. The schools targeted included boys and girls schools and both public and private institutions. Schools are appropriate targets because most preventive approaches focus on the schools-age population. Schools are structured settings that are easily accessible, and educators recognize the importance of prevention. It has also been observed by NACADA (2004: 2) that the youth start using substances in schools.

The study focused on the prevention and reduction measures taken by the school institutions. It also attempted to find out the existing practices used by the different schools and find out whether they were effective. However, it was not possible to generalize the results of this study to other schools in Kenya because different schools were likely to be using different strategies.

The reason for choosing Kikuyu Division is that the P.C.E.A. started in this area and has a major influence by having many churches. This study may not therefore be applicable to areas where other churches have strongholds due to different religion beliefs. NACADA has a national approach and will have access to all schools in the country.

CHAPTER TWO: LITERATURE REVIEW

2.1 Review of Empirical Literature

Empirical and theoretical literature will be reviewed in this chapter. As a result, various theories will be examined in line with the emanating arguments.

2.1.1 Drug Use and Abuse: An Overview

According to WHO (1993), drug abuse is the administration of any drug in a manner that deviates from approved mechanical or social patterns in a given culture. Substance abuse is a maladaptive pattern of substance use leading to clinically significant impairment or distress within a 12- month period Gahlinger (2001: 220). According to Mwenesi (1995: 8), drug abuse can be described as the repeated non-medical use of potentially addictive chemical and organic substances. It includes the use of chemicals in excess or normally prescribed dosage and frequency, and roots that intensify or speed up drug reactions. This encompasses the general misuse of drugs – alcohol, narcotics, amphetamines, sedatives and inhalants. The 'drug abuser' is the person who engages in non-medical or non-prescribed use of organic and chemical substances but it is important to note that most drug abusers started first as users and then become dependant on the drug ending up abusing it.

The origin of drugs used by human beings is as old as the human race. Archaeological records show that mind altering drugs have been used by all people who have had access to them. Early humans discovered that eating some plants gave them a feeling of relaxation, happiness, or peace; others caused increased energy alertness and stamina; whereas others caused strange sensations, terrifying visions or a profoundly different awareness. Psychoactive drugs have been closely related to religion for in early belief systems any substance with the ability to cure or prevent disease was considered sacred. Drugs that cause illness were considered the devil's weeds like the flower "Datura". For these psychoactive drugs, social and religious rituals arose as a way of controlling their use. By allowing them to be used on certain occasions and by certain people, the general population could be protected for harm. According to (Gahlinger, 2001: 14), Paracelus who lived in 1493 – states

that, all substances are poisonous; there is none, which is not a poison. The right dose differentiates a poison and a remedy.

The history of drugs begins with the opiates where the first evidence of their use was in Mesopotamia. In 300 BC the Chinese used the opium plant as medicine while the red Indians in Latin America, used cocoa plants as tea-leaves. The opium war started in 1840's as a result of opium trade by Chinese whose main supplier was Britain. The Chinese who settled in U.S.A. brought with them opium in 1850 and Paracessos a Swiss phycians – who is regarded as the father of scientific medicine discovered 'laudanum' a lecture of opium and alcohol (Gahlinger, 2001: 14: Kingsley, 1984).

By 1900, 25% of Chinas population, which was half of the adult population, was addicted to options. In 1830, a 20-year-old German pharmacist's assistance named Fredrick Serturner isolated the active principle from opium and called it morphine. He found it to be ten times stronger than crude opium. By 1898, both morphine and opium were cheaper than alcohol and was used during the civil war and when the first practical hypodermic needle was invented in 1848 it made it easier to use. By the end of the war, morphine addiction was referred to as the 'soldiers' disease' and it was estimated that over 400,000 veterans were addicts. By 1898 heroine was marketed as a cough treatment. Marijuana had always been used as a medicine but by mid 19th it had become very popular among writers, poets and artists (Vienna International Centre, 2003).

From colonial times, Kenyans have been consuming and using intoxicants. Alcohol was widely consumed and was made from various ingredients like cereals and tapped from palm trees. Fermentation was done from mixing ingredients like honey and sugarcane. It was mostly used in its natural form or distilled into a spirit. They are today known as Chang'a, Busaa, and Gongo in Tanzania and Waragi in Uganda (Mwenesi, 1995: 10).

According to Mwenesi (1995: 10 – 11), herbs roots, leaves and plants were sources of drugs. Tobacco leaves were chewed, smoked or inhaled as 'snuff'. Khat leaves and twigs chewed. Others were mainly used for medicinal purposes and they formed the basis for indigenous

pharmacology. It is important to note that the consumption of drugs and alcohol was prescribed by the community giving the condition for use and consumption. Alcohol and tobacco use was restricted to elders. There was cultural stigma towards drunkenness and consumption liberally accepted during specific social activities like weddings, pest harvest and other social institutions.

Whereas the potential of drug abuse was great, it didn't exist because of the strong social cohesion, which acted like mitigation mechanism (Haji, 1985: 151). It is only after colonisation that the environment under which drugs were used changed. At social levels, the close unit families were split and there was erosion of the power of censure and control which had been placed in the families. The new economic policies and process of urbanisation were supported by a political system where social system was grounded on values and principles that placed people in different social positions. Thus the Kenyan community, which had been mostly rural-based agricultural communities, was transformed by urban influence bringing about the potential abuse of drugs previously not abused (Haji, 1985: 151).

After independence structures and cultural values introduced and puts into place by colonial rule were not replaced or restricted to re-institute the pre-colonial cultural values. Instead, foreign culture ascended resulting in the commercialisation and liberal use of alcohol and drugs. It is this practice that has gradually contributed to the present state whereby drug measure has become a social problem of drug abuse at the national level.

2.1.2 Causes of Substance Use and Abuse

Several social causes account for substance uses, which at times eventually leads to substance abuse. There appears to be official ambivalence towards substance use in the country, whereas alcohol and tobacco are a cause of ill health they are also a source of tax income. Miraa, whose frequent use results in dependence, is treated as an export commodity (NACADA, 2004: 2).

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One of the main causes of substance use, which eventually leads to abuse, is its easy availability. As an indication of how easily the substances are obtained in the country, ingredients for making alcoholic drinks and tobacco are grown in the country. Miraa was legalised in 1977 and is openly grown in Meru. Bhang is grown in secret because it is illegal and miraa is cultivated and exported openly because it is legal. Further, other types of illegal substances find their way into the country through major international entry points for traffic in illegal substances, thus all one needs is money to buy the substances except for when a person needs to keep an eye for the law in relation to illegal substances (Mwenesi, 1995: 4). Legal drinking hours are long and a person can get alcoholic beverages any time of day and night.

During the East African Drug Information System (EADIS) first annual meeting in November 26 – 28, 2001, they tried to show the magnitude of bhang growing by giving and example that when 1 acre of bhang is destroyed it is equal to 10 000 plants. Each plant will yield 2kgs of leaves excluding the stem and seeds, which are abused. Substances are easily accessible to the youth through peddlers, friends, pharmacies, kiosks, teachers and police (Information Needs and Resource Assessment, 2001; Ndambu, 2001).

There appears to be a relationship between substance abuse and religious faith. In relation to alcohol, Muslim youth reported the least use, Christians youth followed while non-religious youth reported the most use (NACADA, 2004: 27). Haji (1985: 120) noted that in North Eastern Province where Islam is dominant and is against alcohol, the use and abuse of alcohol is low, but tobacco and miraa use is high. This is because the religion does not concur with Western lifestyles, so Muslims do not easily take up new lifestyles from the Western world. They even censured the Western educated members.

It is important to note that law enforcement agents do not always curb illegal substance but are in fact known to collaborate with drug peddlers and at times are peddlers themselves (NACADA 2004: 33). According to the National Drug Control Strategy (1996: 29), consumption of substances is becoming a global problem which is no longer confined to the industrialized countries. The traditional distinction that was there between the supplier and

consumer counties is breaking down and developing countries that tended to only produce and not consume have now began to consume due to spillage parity because of a tendency or the trafficked to pay the middlemen in kind and are targets for new markets (UN Crime and Drug Conventions.1998).

Paradoxically, affluence and poverty are a major cause of substance abuse, the rich people abuse substances because they can afford them whereas the poor ones abuse cheap alcoholic drinks (NACADA. 2004: 33). Mwaniki (1982: 42) in his study found that social economic backgrounds have a major impact on drug use or abuse with alcohol and tobacco being used higher by 14% of the lowest income groups as compared to high-income groups. Haji (1985: 3) found that socio-economic problems were associated with use and abuse of khat in Kenya. Ndetei (1997) reveals that deprivations arising from rampant levels of poverty are major contributors of drug abuse.

Frustration arising from lack of school fees and boredom due to unemployment lead some people to use and abuse drugs under the illusion that those who use and abuse will become bold, confident and courageous (Mugambi, 2005). According to Haji, (1985: 120), In North Eastern Kenya, subsistence pastoral economy was replaced by poor developed income sectors and only a few people managed to get meaningful employment. Those who failed to get employment got frustrated and resulted to chewing miraa. Drugs use and abuse is common in street life (Mathenge, 1996: 105). As in the case of street children, substance use is a means of helping them run away from the harsh realities of life. Others take drugs in order to accomplish acts which basically go against their nature or to overcome fear.

Another reason given why drugs are used is bad parentage, whereby a person grows up in a family where people drink alcohol, smoke bhang or chew miraa. Some of the youths assist their parents sell substances and in the process get exposed and start using them (Owino, 1982: 25). Yambo and Acuda (1983: 100) revealed that the attitude of household was better predictor of drug use, behaviour of youth than attitudes of the youth themselves. Some parents use or sell substances and at times the children are involved in the business of selling

substances by the parents predisposing them to substance use which eventually may end up as substance abuse (Obondo 1996: 27; NACADA, 2004: 33).

Among the youth, peer pressure influences youth to use substances under the false impression that some substances like bhang gives them strength to do heavy tasks, gives courage to commit crime and keeps them awake for long hours so as to study. Most of the youths start using substances in their teenage years where a lot of changes occur in their bodies (NACADA, 2004: 33). Mwenesi (1995: 48) notes that drug use in tertiary institutions is in 'order' because of high level of tolerance from comrades.

The World Health Organisation (WHO, 1993: 19-21) has a Kenya Country report on 'Woman and drug abuse' which reveals that most women users and abusers are victim of poverty and family disintegrated. They include prostitutes, brewers and sellers of changaa, school dropouts, and poor female-headed households and young mothers aged 13 -15 years. In one rural area up to 24% of the female head of household were alcohol dependent and had developed various health and social economic problems.

Foreign popular culture has also encouraged drug use whereby the youth love movies and popular stars that are known to use substances. Popular cultures link substance use to popularity, success, sophistication, good times, sex appeal and independence (NACADA, 2004: 34). Haji (1985: 151) and Obondo (1996: 28), Giddens (1990) and Giddens (1991) assert that socio-economic changes that affect every sphere of life lead to social problem because most people are not able to adjust to change leading to antagonism. Our societies and most people end-up feeling lonely and frustrated due to this isolation. The ambivalence existing in society which prevent the total shedding of old customs but are unable to stop in filtration of new ones also provide a suitable medium for drug abuse.

According to Mwaniki (1982: 13–14), active advertisements of alcohol and tobacco encourages youngsters to try this new "stuff". Most tobacco and beer company have been sponsoring many sports events that attract the youth like the 'Marbolo Safari Rally' and

'Tusker Safari Seven'. That is the reason why the government of Kenya regulated the ban on billboard posters on alcohol and tobacco to at least 300 meters fro the schools.

2.1.3 Consequences of Drug Abuse

Substance use and abuse has complex and varied effects. According to Insel and Walton (1998: 237), the same drug may affect different people differently or the same person in differently under different circumstances. Most people start abusing drugs when they are below 21 years, when their bodies are still forming thereby interfering with normal growth.

Pharmacological properties of the drugs are its overall effect on the person's body chemistry, behaviour and psychology. Newsweek (2005) lists lung cancer as the deadliest cancer noting 2000 as the year of recent statistics showing it killed 1.1 million people and 87% of these cases were by smoking. Pregnant women who abuse alcohol and tobacco risk having babies with low birth weight. And at a time there are very early deaths of new born babies.

Substance use and abuse is associated with risky sexual behaviour whose consequences are unplanned pregnancies and increase spread of HIV/AIDS, raising the health and budget. In recent years in Kenya we have had several deaths caused by illicit brews which have harmful matter added to it like Methanol and a good example in 2002 there was the Kumi Kumi tragedy in Nairobi and most recently in Machakos which killed over 100 people (NACADA, 2004: 36-37).

Social effects of substance use and abuse are varied starting with broken relationship. Poor academic performance, which translates into dropping out of educational institutions into narrow opportunities in life and into an in ability to keep of get jobs. Most abuse get into anti-social behaviors making them social deviants normally associated with criminal and social depravity drug abuse in families often becomes viscous circle (Obondo, 1996: 230). A lot of school unrest in the country has been attributed to the use and abuse of drugs. A good example is that of a school that protested against the principle burning up the school

dormitory-40 students were arrested on the suspicious of using drugs (Daily Nation July 20: 2001 "crises team set up to end up school visit)

The relation between drugs and crimes is complex involving drug users and peddlers. People under the influence of alcohol are more likely to commit violent crimes like rape and murder than people who do not use drugs (Ndetei, 2004). According to Insel et al (1998: 367) drug use and abuse partly increase crime, partly to pay for their habits and partly because some users are stimulated by certain drugs like cocaine to act more violently and at times criminal organisations seeking to control drug supplies use force to manage their markets.

Statistic shows that Males abuse drugs more than women. According to NACADA (2004: 27), the prevalence as well as the form of substance abuse differs with gender of youth. Kuria (1998: 42) found that in both urban and rural area the males abuse drugs more than the female. It is important to note that even though women abuse drugs less than the males they era affected by problems related to drug abusing by men like violence in homes, economic, insecurity, HIV infection rate. In most communities women are culturally cot allowed to use drugs (Mwenesi, 1995: 30).

2.1.4 Scope of Substance Abuse in Kenya

Findings of several studies undertaken in Kenya have looked at the scope and extent of drug abuse and the specific types of drugs involved. Mwenesi (1995: 70) found that Kenya falls squarely under the category of "Apparently endangered country" This term as used by ELMI (1992: 25) refers to a country where a number of seizures and amount of seized drugs, reports from health and social workers and other statistics indicated an increasing trend of drug abuse. Mwenesi's (1995) sentiments are echoed by those of NACADA (2004: 2) that substance use and abuse is widespread, affects mostly the youth but cuts across all social groups. It identifies alcohol tobacco, bhang and miraa as the most used and abused substances. The youths are also abusing imported illegal substances such as heroine, cocaine and mandrax. The same survey reveals that non-students use and abuse drugs more than students (NACADA 2004: 26). Mwenesi (1995: 29-30) reveals that young men mostly abuse bhang while older men abuse alcohol. The rich people in the society use narcotics like

heroine and cocaine and strong spirits while the poor abuse bhang and locally brewed alcohol. Most of the students who use drugs with the risk of becoming abusers are in secondary schools and universities. They mainly come from rich or middle class families and are increasingly use 'illegal and hand drugs' to regal and 'soft' substances most entertain the falsehood that substance use enables one to study for long periods.

Earlier studies revealed that the urban youth and those in peri - urban areas were using and abusing substances to a higher rate than those in rural areas. A study by Kuria (1998: 42) revealed that there is no significant difference in drug use in peri-urban areas and urban areas. The percentage of urban versus rural students who had used drugs in the past twelve months was very close with alcohol consumption by urban students at 34.7% and that of rural students at 32%. Except for cocaine and opiate, the rural areas had a higher level of abuse than urban areas. This revelation may not be representative of a rural area because one of her sample schools was in a peri – urban area. Some of the students in the rural schools may have originated from urban areas and only attend schools in the rural areas. Some of the rural students normally visit the urban areas during the school holiday and could get exposed to drug use and during this time. Generally, this would also be a sign of disintegration of tribal customs and norms (Mwenesi, 1995: 38).

2.1.5   Alcohol

It is probably the oldest drug in the world that has been used for religious ceremonies, feasts and celebration and as a form of medicine for many years. Alcohol has contradictory role, one when used in moderation can enhance social occasions by loosening inhabitations and creating a pleasant feeling of relaxation but on the other hand has definite physiological effects. It is also easily available and their prices cater for all customers (Obondo, 1996: 28).

Insel and Walton (1998: 232) reveal that Ethly alcohol is the common psychoactive ingredient in all-alcoholic beverages. Beer, a mild intoxicant usually consists of 3 -6 of alcohol by volume. Ale, malts liquors are 6-8% alcohol by volume. Wines are made from fermented juices of fruits. Fortified wines like sherry contain about 20% alcohol. Hard liquors like gin and whisky are made by distilling brewed or fermented grains and other

products and contain 35-50% alcohol. However traditionally made beer like Chang'aa at times have other types of alcohol added like methanol (wood alcohol) and isopropyl alcohol (rubbing alcohol) which are highly toxic and cause blindness and other serious problems which may eventually lead to death when consumed in low doses. Alcohol is easily absorbed with 20% absorption from the stomach to bloodstream, 75%upper part of small intestines and the rest along the gastrointestinal track (NACADA: 2004: 36)

Immediate effects of alcohol

Table 2.1 Effects of alcohol

BAC (%)	Common Behavioral effects	Hours required to metabolise alcohol
0.00 - 0.005	Sight changes in feelings, visually relaxation and Euphoria. Decreased alertness	2 – 3
0.05 – 0.010	- Emotional stability with exaggerated feeling and behaviour. Reduced social rehabilitations. - Impairment of reaction time and fine motor co-ordination. - Increasingly impaired during driving.	4 – 6
0.10 – 0.15	- Unsteadiness in studying driving and walking. - Loss of peripheral vision.	6 – 10
0.15 – 0.30	Staggering gait, slurred speech, pain and other sensory perceptions greatly impaired	10 – 24
Over 0.30	- Stupor and unconsciousness, death is possible	Over 24 years

Blood Alcohol Concentration (BAC), which is a measure of installation, is determined by the amount of alcohol consume by individual factors such as body weight and body fat.

The social and psychological effects of alcohol use are great and for a person who is alcoholic another 3 or 4 people are affected. It is a source of social and economic problems in the family. Alcoholics often have other substance abuse problems for about 90% of cocaine abusers abuse alcohol (Obondo, 1998: 28; Acuda, 1985).

2.1.6   Tobacco

It is the second of the most used and abused substance. Once considered a glamorous and sophisticated, the recognition of the health risks has brought about increased disapproval. Tobacco contains an addictive of all psychoactive drugs. NACADA (2004: 2) adds that the harmful substances in cigarettes include carbon monoxide, Cyanide, formaldehyde, mercury leads and Ammonia. At low dose nicotine acts as a stimulant increasing heart rate and blood pressure can enhance alertness concentration, rapid information process, and memory of learning. On the other hand, it appears as a sedative reducing aggressiveness and alleviating stress response. It has short term and long-term adverse effects on a person (Insel and Walton, 1998: 239).

Short term effects of Tobacco are that, nicotine stimulates brain to release chemicals that alter mood, constricts blood vessels especially skin, stimulates adrenal glands to release adrenaline, causing changes in functioning of heart and other organs, irritation increases mucus production and damages cilia in bronchial tubes, allowing particles to reach delicate lung tissue and depress hunger contraction. Adverse effect of smoking a cigarette is that it leads to disease and death risks, for example cardiovascular disease, lung disease, cancer, dental disease and other diseases like peptic and duodenal ulcers, osteoporosis, diabetes and maternal / child risks. Effects of Environmental Tobacco Smoke on Health Non-smokers in adults include increased risk of lung cancer, cardiovascular disease, and other diseases. Children suffer increased frequency of asthma and respiratory infection, increased risk of hospitalisation for bronchitis and pneumonia, increased ear infections and exacerbation of allergies.

Economic Costs are varied as noted by Insel and Walton (1998: 240). For an average of $2.50 per pack of cigarettes a day adds up to $920 per year. This increased health and home insurance premiums, more frequent dry cleaning of clothes, more frequent cleaning of teeth, frequent cleaning of house, office and car, and burnt clothing, upholstery and carpeting.

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2.1.7 Bhang (Cannabis Sativa)

Bhang is the third most abused drug as revealed by NACADA (2004: 2). It is also known as dope bhang, Marijuana, pot or hashish. It is the most commonly used psychoactive drug in Kenya. About 30% of the bhang used in Kenya is grown domestically and the rest imported mainly from Uganda. It is usually used by smoking and has over 450 chemical substances most of which are harmful to the body and the most dangerous called cannabis. Some of the immediate effects of bhang are; mistaken feelings of being happy and well, seeing and feeling better, added strength and can do anything, being a great person, leader or king, dryness of mouth and throat, stupid laughter and seeing things that are not there, not able to control one's own actions.

The long term effects of the use of bhang are fear and worry for no or little reason, hallucinations and seeing things that are not real, feeling of being in imaginary would, not able to do simple things, become dirty, does take care of oneself, women take longer to get pregnant and babbles die before they are burn and these born often have bid health, damage to brain lungs, heart, liver, kidneys and other organs at times ending in death. Social problems experienced are accidents that could be avoided, families become poorer and children stop going to school, more violence and increased crime, careless sexual behaviour leading to diseases like HIV / AIDS.

2.1.8 Miraa

Miraa is also known as Khat or Marungi and contains many substances which can damage health. It is an evergreen plant grown mainly in East Africa. In Kenya, it is popularly grown in Meru. Its leaves and young twigs are chewed. Although the use of and trade in miraa is legal in Kenya, the effects of its use and abuse are adverse. Some of the short-term effects of Miraa are; altered moods – happy then sad, talking a lot and too fast, loss of sleep and not able to stay at rest, the feeling that one is not tired in mind and body, death if big amounts are taken at once. Some of the long term effects of miraa are that persons become easily annoyed and hard to please, seeing, hearing and tasting things that are not there, those who

use miraa easily start using other drugs like alcohol and hospital drugs to reverse effects of miraa and miraa users lead poor lives and die early. Socially, families of miraa users easily break up for children do not get school fees. They often become lawless easily becoming criminals Mugambi (2005).

2.1.9 Narcotics

Narcotics are illegal substances and the mostly used are heroine and cocaine. Heroine is made from opium and its present form is a white powder. At times it is sniffed, smoked or ingested. It deepens the brain activity widening blood vessels. Its first feelings are those of relaxation and detachment from pain and anxiety and appear to relieve stress and discomfort. Once on dependence is replaced y a feeling of getting hold of the drugs.

2.1.10 Inhalants

Found in products like grease lighter fuel paint, aerosols and petrol. When inhaled they produce a similar effect to alcohol repeated inhaling could cause of control of by functions.

2.1.11 War on Drugs

China was the first country in the world to introduce campaign against drugs. The first international convention was signed at The Hague on January 23, 1912 requiring each country to control its narcotics trade (Gahlinger, 2001: 240). This began a process whereby the United States took a global leadership in controlling the international narcotic trade even while its own domestic use of addictive drugs was rampant. By the end of the 19th century, addiction to narcotic patent medicines had become a significant health problem for they were sold in discriminary for immerse profits and what followed were measures to controlling substance use and abuse (Gahlinger, 2001: 240).

A letter sent to the UN on June 1 1998 (secretary general) states, 'every year UN adopts new international conventions, focused mainly on criminalisation and punishment, that restrict the

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ability of individual nations to devise effective solutions to local drug problem. Every year government enacts more punitive and costly drug control measures and politicians endorse harsher new drug war strategies (Gahlinger, 2001; 241).

The result is that UN Agencies estimate annual revenue to be generated by illegal drug industrial to be at 400 billion = 8% of total international trade. This industrial has empowered organised crime, corrupted government at all levels. and eroded internal security, stimulated violence and distorted both economic markets and moral values. These are consequences not of drug use but of decades of failed and futile drug war policies. In many parts of the world. drug war polices impede public health efforts to stem the spread of HIV, hepatitis and other infectious diseases. Human rights are violated, environmental assaults penetrated and prisons filled with hundred of thousands of drug law violators. Scarce resources better expanded on health. education and economic development are squandered on an ever and more expensive intervention effort. Realistic proposals to reduce drugs related crime, disease or death are abandoned in favour or rhetorical proposal to create drug fee societies'. It was signed by the people from 44 countries – all Nobel Prize winners and U.N. Secretary General. No legislation form the U.S. signed, the country that controls the global drug war (Gahlinger, 2001; 242).

Substance use and abuse has posed a great challenge not only to law enforcement agencies but also to the wider society. Substance use and abuse has adverse effects on individual users. family and society, which include crime, violence and immorality. The economy of a country where substances are produced consumed or in transit is affected especially in terms of production at work. The supply of drugs is carried out by well executed operations by people with immerse financial and human resources. Trafficking is mainly a primary activity of organized crimes. These measures to regulate and check on supply and use of substances started as early as 1913 when the country was under British rule. In the period of 1920 – 1963 the colonial government regarded use of opium. miraa and indigenous liquor as illegal. (Mwenesi, 1995: 12-13).

According to Insel and Walton (1998: 237), there is the issue of legalizing drugs as a way of reducing use and abuse of illicit drugs. Proponents of legislation argue that crimes by drug abusers are usually committed to buy drugs that are more costly than alcohol. They argue that when drugs are banned they create a network of manufacturing and distributors many of whom use violence as part of their standard operating procedures. If legalized, the government would be able to collect revenues. They also argue that many people die out of using legal substances other than those who abuse illegal substances and that legalisation would reduce drug related deaths. They give an example of Netherlands which has legalised drugs and remains relatively crime free. But by putting control on alcohol and tobacco many problems that are related to drug abuse would be eliminated (Insel and Walton 1998: 237). Drug involvement begins with smoking and drinking alcohol at an early age which progresses to experiment with the hard drugs. By implication, if teenage smoking and drinking would be reduced, the gateway to hard drugs would be reduced. Opponents of drug legalisation argue that easy access would explore many more people to possible abuse and dependence. Drugs would be cheaper and easier to obtain and cause an increase in drug use of kids and teens.

It is important to note that most substance use and abuse prevention measures are administrative. Haji (1985: 16) notes that legislation started during the colonial period but the 'prohibitive Act' was suspended in 1977. It is important to note that various dates of regulation reflect the political stand on Khat at a given time. Some people argue that drug use has increased as a result of control policies. Haji (1985) gives an example of the American situation in the (19th century when opiates were legal but made illegal in (20th century. These developed a large scale lucrative illicit trade and substance use up-to-date. The problem of drug use and abuse cannot be rectified by administrative decrees and prohibitive acts issued by a government. All the reasons given for drug use must be addressed and reducing their availability may be the main option.

Reasonable regulation of drug use requires knowledge of the physiological and psychological effect, an understanding of social causes of drug popularity and an appreciation of how legal sanctions will actually affect the use and harmful results of drug infection. In constructing

such policy recognition of accidental and irrational factors in past drug legislation is essential (Coomber, 1994). Drug enforcement has its success, more people are apprehended but in spite of this drug markets continue to expand, nationally and internationally, trafficking increases

Four different background models can be detected in various ways people look at the drug phenomena.

i)   The moral – legal model – drugs are prohibited by law – drug use is a crime and user and seller should be prosecuted.

ii)   To the disease / public health model
        That drug is harmful to the body, kind of illness that needs medical treatment.

iii)   Social-cultural model
        That people are victims of a badly organisation, society which is not 'just' therefore society has to be changed for a 'just' society will have no drugs.

iv)   The psycho-social model

Those using drugs have personal or personality problems and need help with solving their problems.

2.1.12 The Kenyan Context on Prevention of Substance use and abuse

Kenya has not been left behind in the war against drugs. The government's efforts in the substance abuse menace have been shown by the creation of institutions such as The anti-narcotic unit which was set up to curb the production and trafficking in imported drugs, legislating on liquor licensing and prohibiting Chang'aa and in legislations such as the Dangerous Drugs Act chapter 245 of the Laws of Kenya which was replaced by the "Narcotic Drug Psycholotropic Substances (control) act 1994". The legislation incorporates the provisions of various international conventions on narcotic drugs and psychotropic substances. The Government of Kenya, in an effort to curb drug abuse in the society at micro and macro level uses two strategies to deal with the problem, control of drug supply and second reduction of drug demand. This role is mainly undertaken by NACADA. NACADA

was set up in 27th March 2001 by the government under the Kenya gazette notice No.284. It is under the office of the president and is made up of employees from various government ministries. The president appoints its national coordinator and his main task is that of administration. So far, they have been concentrated on awareness campaign thus giving information on the effects of drug use and abuse. The organization seeks to create awareness in people to assist in changing behaviour and attitudes towards substance use and abuse in the country. It seeks to co-ordinate and harmonizes interventions that prevent and reduce substance use and abuse. NACADA's vision is "To be the leading Drug and Substance Abuse Control in the region for a healthy and productive Kenya Nation". Its Mission is to coordinate the "Prevention, Reduction and control" of drug and substance abuse through Public Education, Empowerment and Enforcement liaison for a healthy and productive Kenya Nation (NACADA, 2004; 3).

The main target of NACADA is the youth and this was why they organized the first baseline survey on substance use and abuse in the country in 2000-2001 targeting especially the youth in and out of school. NACADA has also been able to produce booklet on preventive education titled "General information on drugs and substance abuse" (NACADA 2004: 1-17). NACADA has also been helpful in the establishment of non-smoking zone areas and was dominant in the tobacco bill that is currently in parliament. Being a government organization, it was able to work with the ministry of education in producing a drug curriculum whereby all primary children are taught on drug use and its effects. Its officials have been teaching preventive education by holding workshops and training trainers (TOT). So far, they have been able to train the judiciary, probation officers, clinical officers and church workers and Islam leaders but what is interesting is that it does not work with NGOs because they are too many. They have taken the target to the leaders in the hope that these leaders would be able to pass information to other community members.

Another method of preventing drug abuse by NACADA is the "national music festival" which uses music to entertain, educate, communicate, encourage and advise. This festival is used to highlight the dangers of drugs and create awareness. Information is given to assist

trainers of special compositions on preventions of drug and substance abuse and supply demand reductions.

The government has also been working in partnership with the church in development work. The church is a strong voice in the community and an institution for socialization. Nicolson (1995: 6) states that churches have greater access to the whole population than any other institution are still trusted as reliable sources of education and have good structural organization whereby all members are accessible. According to the World Fact Book (2006), Kenya was made up of 78% Christians, 10% Muslims, 10% indigenous beliefs and 2% of others. Dandala (2005: 2) states that the church has a crucial role in helping eradicate substance abuse by dialoguing with our social practices creating an environment where drugs will not harm our people. For instance, in 1999, the P.C.E.A. established a drug abuse department whose main approach is that of drug demand control and whose main agenda is to campaign against substance use and abuse. P.C.E.A. targets schools, colleges and universities and uses its church platform to raise awareness.

2.2 Review of Theoretical Literature

Theories occupy an important place in research and research methods, for it is believed that research without theory is blind (Ritzer, 1988). Kerlinger (1983: 9) defines a theory as a set of interrelated constructs (concepts) definitions and propositions that present a systematic view of phenomena by specifying relations among variables, with the purpose of explaining and predicting phenomena.

2.2.1 Rational Choice Theory

Rational choice theory is based on the principle that people weigh the gains to be made from a particular action against the costs to be incurred and when they perceive that the gains outweigh the costs they adopt the behaviour (Calhoun, Light and Kelly, 1995:18). Human beings are seen to calculate the various alternative lines of action. Actors are seen as being purposive or having intentionality and acting purposively towards a goal that is shaped by

values and preferences. A basic form of rational choice theory is the assumption that complex social phenomena can be explained in terms of the elementary individual action of which they are composed. According to Elster (1989:13), the elementary unit of social life is the individual human action. Rational choice is a micro theory and also a macro theory in that even group in this context, schools, churches and NACADA are acting rationally after weighing the options available to the youth. The approaches used to reduce drug use and abuse assumes that the youths are irrational and that is the reason why they are using and abusing drugs. And when they given information about the consequences of drug use and abuse then they are able to make a rational choice. Rational groups choose the alternative that is likely to give them the greatest satisfaction (Heath, 1976:3).

Rational choice theory states that individuals will find their actions checked from birth to death by family and school rules, firm policies, church, synagogues and mosques (Calhoun et al. 1995). This restriction of feasible sets of courses of action available to individuals affects social action. This institutional constraint provides both positive and negative constrains that serve to encourage certain action and discourage others. And this is why the church and NACADA have concentrated on the secondary school where most youths start to experiment on drug use. The information they give to the youths in the schools serves as a positive constraint and serves to discourage the use and abuse of drugs.

Friedman and Hetcher (1988:203) bring out an idea basic to rational choice theory, which is the growing sense of importance of information in making rational choices. It was earlier assumed that actors had sufficient information to make purposive choices among alternatives. There is however a growing recognition that the quality and quantity of available information is highly variable. This is because youth have access to information from many sources like the internet and media. We have on one side tobacco and beer companies advertising their products as 'cool' and 'good' to use whereas the church and schools are telling them to keep off this products. This variability has profound effect on the actors' choice.

2.2.2. Social Structure and Anomie

The concept of anomie was developed by Durkheim and refers to a property of social and cultural structure and not a property of individuals confronting that structure (Merton 1968: 215). Anomie occurs when there is an acute disjunction between the cultural goals and norms and the socially structured capacities of members of the group to act in accord with them (Merton 1968:216). Merton defines 'culture' as that organised set of normative values governing behaviour which is common to members of a designated society or group and 'social structure' as that organized set of social relationships in which members of the society. An 'anomic' society is not able to control human aspirations and demands. If a society becomes 'anomic', it can no longer establish and maintain control over its population wants and desires. And because people find it difficult to control their appetites, their demands become unlimited. Under these circumstances, obeying legal codes may be strained and alternative behaviour choices may be inevitable. In this regard, the youth may engage in drug use behaviour to fill their appetites for alcohol and tobacco eventually becoming abusers. Some youth may start experimenting with drugs so as to fit with the demands of their peers whom they want to be identified with.

Anomie is also seen as a situation that arises when the norms of society are unclear and no longer applicable. Anomie leaves individuals without sufficient guidelines for behaviour thus causing confusion both for individuals and society. Durkheim was concerned that the Western society was undergoing a major crisis and the crisis consisted at the bottom in a pathological loosening of morals upon the lives of individuals. To him corrective discipline in its traditional form had lost its authority. Durkheim demonstrates mainly the disarray and negative consequences that come about when societal guideline fails. Some of the conditions that led to anomie state in our society include rapid social change, sudden economic crisis or prosperity or any event that suddenly disrupts normal function of society without bringing in any alternative and effective means of regulating society. Drug abuse by the youth implies a breakdown of family values evident in traditional families. As a result parents have lost control over their children and freed from parental control some children have succumbed to substance use and abuse (Merton 1968).

The problem of substance abuse in the country is associated with the introduction of foreign ways of life that have been undermining cultures of the indigenous society. Cultures generally restricted the use of some substances like alcohol to older age groups and to special occasions often sanctioning the use of alcohol under strict conditions. But this is no longer the case today for alcohol consumption is no longer restricted to the senior age groups or to special occasions. Instead it is readily available to adults and youth and though the law prohibits its sale to and use by the youth. To Dukheim, society is vital in maintaining order for human beings have desires were unlimited and society control is needed and when these failed problems like drug abuse arise. Kenya is in a transition state from traditional family set–up to a modern one mainly because of urbanization. The family institution has weakened and they are not able to give clear control guidelines on the use of drugs. This situation has made it easy for the youth to use and abuse drugs.

There also exists social ambivalence towards substance use in the country where the use of alcohol and tobacco are a cause of ill health yet they are a source of tax income. The brewing and use of indigenous alcoholic drinks are mainly illegal yet the production and use of foreign drinks are extensive and legal. Miraa is a drug whose abuse results in dependence, yet it is an export commodity. This ambivalence creates confusion in the youth and the easy availability of most substances appears to top the causes of the prevalence of substance use and abuse among the country's youth.

2.2.3 Institutional Theory

Institutional theory attends to the deeper and more resilient aspects of social structure. It considers the process by which structures, including schemas, rules, norms and routines become established as authoritative guidelines for social behaviour. Although the ostensible subject is stability and social order in social life, students of institutions must attend not just to conformity and consensus but to conflict and change in social structure Scott (2004).

Institutional theory focuses on the environmental factors experienced by an organization such as "external" or society norms, rules and requirement that organizations must conform to, in order to receive legitimacy and support. The most basic principle and distinct characteristic

to the Institutional theory is conformity, which is used as a meter stick to determine legitimacy of an organization. The concept of conformity establishes "rational myths" in which it is just "rational" that an organization would incorporate certain social norms, rules and requirements into its mission and goals. Scott (2004) asserts that Institutions are social structures that have attained a high degree of resilience. They are composed of cultural-cognitive normative and regulative elements that, together with associated activities and resources, provide stability and meaning to social life.

Ostrom (1990) defines Institutions as 'the set of making rules that are used to determine who is eligible to make decisions in some arena, what actions are allowed or constrained, what procedures must be or must not be followed, what information must not be provided and what pay offs will be assigned to individuals dependent on their actions'. Schools are institutions where rules are set up so that the schools can operate in harmony. These schools are governed by certain rules and regulations. Schools have set rules regarding substance use, prohibiting the use and abuse of substances. The school as an institution sets out ways in which challenges such as substance use and abuse can be addressed. The teachers especially the guidance teachers identify the challenges in schools concerning substances and then decide which approaches to use in order to counter this challenge.

2.3 Theoretical Framework

Rational Choice theory gains relevance in the study on substance use and abuse. Rational choice theory by Coleman (1990) suggests how individual actors are constrained by social institutions such as schools and families. These institutions not only guide individuals but restrain them from certain actions, guiding them towards actions that may seem positive. This shows that even if 'actors' make rational choices, social institutions have an important role in guiding individual behaviour. Coleman's basic idea is that persons acting purposively towards a goal which is shaped by preferences. He brings out the issue of resources, which he sees as those things that actors have control or have interest, and each actor maximizes the realization of his interest.

An analysis of the theory through Friedman and Hetcher (1988) shows the growing sense of importance of information in making rational choices. There is assumption that actors need to be given sufficient information to make purposive choices among the alternatives offered. The Presbyterian Church, NACADA and other stakeholders' main agenda is to offer sufficient information to students in secondary school with the assumption that with this information they will be able to make purposive actions. But with the variability and quality, this information has been seen to have profound effect on individual actors. Coomber (1994:178) states that in our "rational" society if you tell the truth about the dangers of drugs they will be avoided but it is much more complex for people do not always act in a straight forward manner in the basis of their knowledge.

The theory of anomie shows the dynamism that is in the world in which the youths are living in. Social changes affect every sphere of life. The introduction of alien norms and values into a basically traditional society has led to antagonism with no clear guideline for behaviour and there arises confusion on individuals and society on how to behave. NACADA, the P.C.E.A and other stakeholders have noted the confusion that has come up concerning drug use and abuse, for in traditional set-up, drug use was well controlled, but in the modern society, there are no clear guidelines on who is to consume and when they should be consumed. That is why they have different approaches that enlighten the youth on the different types of drugs and consequences of drug use.

The Institution theory show how schools constrain individual behaviour by setting rules and regulations. These rules guide the students to make actions that are positive. The rules in the schools deter actions such as substance use and show what consequences that will befall the student if they do not adhere to them. They are also given information regarding substances by the teachers and other stakeholders who are invited to the schools by the teachers. The teachers therefore control what information that the students will get.

The different approaches used in helping prevent and reduce substance use were the core of our study. NACADA, the P.C.E.A Church and other stakeholders are involved in this prevention and reduction programmes and this study wanted to find out what strategies they use and how effective they were.

2.4 Research Questions

This study was guided by the following questions:

1. What are the approaches used to reduce and prevent substance use and abuse in secondary schools in Kikuyu Division?

2. How effective are the approaches used to reduce and prevent substance use and abuse in secondary schools?

3. What are the constraints/challenges undermining the effectiveness of substance use and abuse prevention and reduction in secondary schools and how can the constraints/challenges be addressed?

CHAPTER THREE:METHODS

3.1 Research Design

A research design is a methodology to guide the researcher in collecting, analyzing and interpreting observed facts (Bless and Achola, 1988). There are several research designs ranging from exploratory studies, descriptive studies, explanatory studies. Within each of these designs are strategies that can be applied such as experiment, survey, and case study. This study made use of survey design. Descriptive research portrays an accurate profile of persons, events, or situations. Surveys allow the collection of large amount of data from a sizable population in a highly economical way. It allows one to collect quantitative data which can be analyzed quantitatively using descriptive and inferential statistics (Barbie, 1995: 225). The survey method was used because data were collected from a cross section of secondary schools in Kikuyu Division. Surveys are concerned with describing, recording, analyzing and interpreting conditions that either exist or existed.

3.2 Site Description

The study covered schools in Kikuyu Division, a division in the newly created Kiambu West district which is located in Central Province of Kenya. The division borders Nairobi district to the south, Kiambu East to the east, Limuru division to the north and Kajiado to the west. It has diverse characteristics with part of the division (Kikuyu and Kabete area) being peri-urban whereas another area is a rural setting (that is, areas neighbouring Kajiado). The Nairobi-Naivasha highway cuts across the division.

Kikuyu Division, which neighbours Nairobi, has several industries which have created employment for people from diverse backgrounds. It is a horticultural area which supplies Nairobi residence with most of its horticultural produce. It has five locations. Kikuyu has 44 secondary schools 12 girls schools, 4 boys school and 28 mixed schools.

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3.3 Sampling Design

It is always impractical to study all elements of a particular population especially when the population is too large. This therefore calls for selection of a sample of the right size which will provide information about the general population. The larger the sample, the more likely is its mean and standard deviation to be representative of the population mean and standard deviation. It is generally recommended that the minimal size for a survey research to be 100 respondents for each major subgroup and 20–50 respondents for each minor subgroup (Kathuri and Pals 1993:52-53).

There are four thousand and twelve boys (4012) and six thousand six hundred thirty six girls (6636) in secondary schools in Kikuyu Division. Stratified random sampling method was used to select the sample size for the study. From a population of 44 secondary schools in Kikuyu Division, a sample size of 11 schools was selected. The schools were stratified based on three categories namely girls' schools, boys' schools, and mixed schools. A sample of 25.0% was then selected at random from the strata as shown in the table 3.1. From each selected school a total sample of 5% of the total number of students and teachers was selected, comprising of 243 students and 22 teachers for filling in the questionnaires giving the total number of respondents as 255. However, at the field, only a sample size of 209 students and 18 teachers was obtained and interviewed.

Table 3.1 Sample Selection

Strata	Number of schools	Sample size (schools)	Student pop. in the selected schools	Sample size (students)	Sample size (teachers)
Girls schools	12	3	1631	68	4
Boys schools	4	1	731	37	2
Mixed schools	28	7	2476	104	12
Total	**44**	**11**	**4838**	**209**	**18**

Source: Kikuyu Divisional Education office (2008)

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3.4 Sources of Data

Two types of data are collected, that is, primary and secondary data. Primary data are the data collected specifically for the research project being undertaken. Secondary data are the data used for a research project that were originally collected for some other purpose. In this study, emphasis was given to primary data which was collected from students and teachers of the eleven secondary schools in the division.

3.5 Techniques of Data Collection

Data were collected through semi-structured questionnaire composed of both open and close-ended questionnaire. In the closed ended questions, respondents were offered a set of answers and asked to choose the one that closely represents their views. Open-ended questions enable variability for the respondents, who are not forced to adapt preconceived answers. These were administered to the students and the teachers in all the 11 selected secondary schools in the division. To ensure high response rate, the questionnaires were accompanied by cover letters explaining the fact that the information would be strictly confidential and that it was solely for purposes of research and not for any other reason. The researcher and one research assistant were the "human instruments" of collecting data. A pilot testing was done first where ten questionnaires were administered at Kikuyu Township High School which was not part of the sample. This was done in order to ensure reliability of the data collection tool. After the pre-test, the questionnaire was appropriately amended. The amended questionnaire was then self-administered to the respondents. Secondary data were obtained from records relevant to substance use and abuse. Secondary data collection involved accessing, reading information dealing with use and abuse of substances and prevention and reduction programmes.

3.6 Data Analysis

After a careful review of all collected data, the closed and open-ended questions were coded into a codebook and entered into a computer using the Statistical Package for Social Sciences

(SPSS) data analysis tool. The data was processed through content and interpretive analysis. The open-ended questions were categorized in emerging themes and interpreted to support qualitative data. Descriptive statistics, which involved the use of inferential statistics such as percentages and frequencies to make sense of the responses obtained from data were utilized.

In the study, three questions were posed for research. Question one sought to establish the strategies chosen to confront the problem of drug use and abuse in secondary schools in Kikuyu Division. The first six questions in the interview schedule were to give the background of the person. They are qualitative questions which were to give information on the interviewers' knowledge on the issue of drugs and the students were to inform us on whether they have taken drugs. If they said they had taken drugs then they were to inform the study what had influenced them to take drugs.

Question one also sought to establish the strategies chosen to confront the problem of drug use and abuse. Data collected focused on the different approaches used by the teachers in their effort to prevent and reduce substance use in schools. The questions posed required responses categorized as 'much used' 'fairly used' and 'not used at all' in order to establish the most used approach. With reference to the aspect of inviting guest speakers, 'much used' was used to mean four speakers in month while 'fairly used' meant at least two speakers in a month. Concerning the aspect of teachers educating students on dangers of substance use, 'much used' was used to mean at least eight sessions for drug use education while fairly used meant at least four sessions. 'Much used' for suspension of students found using substances meant at least five students suspended in a term while 'fairly used' meant two students suspended for drug use. With regards to expulsion of students caught using substances, 'much used' meant at least three student expulsions in a term while 'fairly used' meant one expulsion in a term. On counselling students found using substances, 'much used' meant at least eight counseling sessions in a fortnight while fairly used meant at least four sessions. 'Much used' for use of severe disciplinary measures meant at least three student drug users subjected serious punishment (caning and/or removing tree stumps) in a month while fairly used meant at least one student drug user subjected to corporal punishment in a month.

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Question two sought to find out what according to those interviewed were effective drug intervention approaches that would help reduce drug use and abuse within Kikuyu Division. Data captured informed the study on what would be an effective approach in Kikuyu Division.

Question three sought to find out the constraints or challenges undermining the effectiveness of substance use and abuse prevention and reduction in schools. This would enlighten all the stakeholders on the challenges which can be addressed so that they would be able to come up with effective approaches for substance use and abuse prevention and reduction in secondary schools. A summary of this data was made once all the data was analyzed.

3.7 Expected Outputs

The expected results of this research included;
- Obtaining in-depth information about the approaches that are used to prevent and reduce substance use and abuse.
- Find out the effectiveness of the approaches that are used to prevent and reduce substance use and abuse use and abuse.
- Identifying the constraint/challenges that affect the approaches.
- Developing substance use and abuse prevention and reduction strategies that would enable the schools to come up with the most effective strategies.

3.8 Problems Encountered in the Field

Data were collected within a span of six weeks. I had hoped to start collecting data in mid January but this was the period that the teachers went on strike. I encountered varying problems. Some schools were very cooperative while others were uncooperative. In one of the schools it took me two weeks to get permission from the headmistress to allow me to start collecting data. Kikuyu Division is vast and my sampled schools were in various directions and far from Kikuyu town. This became an expensive venture because I had to visit some schools several times before I could start the exercise. And in most schools, the teachers

opted to be left with the interview schedules so that they could pass them to the students and be collected later by the researcher after they had been filled up. Some of the forms had gaps because the respondents did not fill them as required. Some teachers insisted that the study was not part of school work and would only allow the work to be attended to after school hours or at prep time. The researcher had to call several times to find out whether the questionnaires were ready and in most cases made several trips to pick them. But what was most frustrating was that most of the teachers were not willing to fill in the questionnaires citing that they were too busy to find time to fill them. Though the teachers' questionnaires were fewer, they took more time to be completed than those of the students.

CHAPTER FOUR : FINDINGS OF THE STUDY

4.1 Socio-Demographic Characteristics of the Study Sample

As indicated earlier, the study utilized two major categories of respondents; students and teachers. Concerning the former, a total of 209 student respondents were interviewed while 18 teacher respondents were interviewed. The socio-demographic characteristics of the two groups are profiled in this section commencing with those of students.

4.1.1 Socio-demographic Characteristics of students

Gender

Out of the 209 student respondents who were interviewed, the majority (56.0%) were females, while the rest (44.0 %) were males. The proportions confirm that there were more female than male students. One possible explanation for the high number of females is because there were more girls' schools in the division than boys' schools. Available records showed that there were 12 girls' schools, 28 mixed schools and 4 boys' schools in Kikuyu Division. Of the 117 female respondents, 68(58.0%) were from the girls only schools while the remainder, 49(41.9%) were from the mixed schools.

Table 4.1 Gender of Students

Gender	Frequency	Percentage
Female	117	56.0
Male	92	44.0
Total	**209**	**100.0**

Source: Field data

Table 4.2 Gender of Students as per school classification

Gender	Classification of schools					
	Girls' school		Boys school		Mixed school	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Male	0	0.0	37	100.0	55	52.9
Female	68	100.0	0	0.0	49	47.1
Total	68	100.0	37	100.0	104	100.0

Source: Field data

Age

The age distribution of student respondents showed that the majority (67.5%) were juveniles. Whereas 2.4% were aged 12-14 years, 65.1% were aged between 15-17 years and 32.5% were adults aged 18-20 years (see Table 4.3). Generally, the findings showed that most secondary school students were young people mostly in their teenage years and could easily be enticed into taking drugs.

Table 4.3 Age of students

Age (years)	Frequency	Percentage
12-14	5	2.4
15-17	136	65.1
18-20	68	32.5
TOTAL	209	100.0

Source: Field data

Level of Education and Type of School Attended

Out of all the student respondents who were studied, 39.7% were in Form Four, 37.8% were in Form Three while 1.9% were in Form One (see table 4.4). The findings of this study implied that most of the student respondents had been in their schools for at least two years and therefore had relatively good knowledge about substance and drug abuse issues in their schools.

Table 4.4 Respondents' class

Class	Frequency	Percentage
Form One	4	1.9
Form Two	43	20.6
Form Three	79	37.8
Form Four	83	39.7
Total	**209**	**100.0**

Source: Field data

The study was also interested in finding out the type of schools the respondents were from. From the findings, it was established that the majority (55.5%) of the students were attending day schools with the largest single category (44.5%) of them being in Mixed Day Schools. (see Table 4.5). These results helped to indicate and also to confirm that most of the schools in the area were Day Schools in general and mixed schools in particular.

Table 4.5 Type of school attended by the Respondents

Type of school	Frequency	Percentage
Day	23	11.0
Boarding	83	39.7
Mixed Day	93	44.5
Mixed Boarding	10	4.8
Total	**209**	**100.0**

Source: Field data

4.1.2 Socio-Demographic Characteristics of teachers

Gender

The study revealed that the majority (55.6%) of the 18 teacher respondents were male teachers. This was a pointer that there were more male than female teachers in the secondary schools in Kikuyu Division. Bearing in mind that most secondary school teachers were university graduates, this finding helped to confirm that fewer women than men had attained

higher levels of formal education. The implication of few female teachers in secondary schools in situations of more girls in the schools meant that the girl student was likely to shy away from the male teacher especially in matters of behaviour counseling and advice. It implied that the male teacher was not advantaged in handling unique circumstances of the girl student. The unfortunate scenario was that of lack of a model for the girl student.

Teachers' Duration of Teaching in their Schools

The study found out the duration that the teachers teaching in their schools. It was found out that the majority (66.7%) had been in the schools for between 6-25 years with the largest single category (27.8%) having been in their schools for 11-15 years as shown in Table 4.6. This was a good indication that the teachers understood the school environment and the students in the schools especially in terms of substance and drug use within their schools and the neighbourhoods.

Table 4.6 Duration the Teacher Respondents have been in their Schools

Duration of teaching (in years)	Frequency	Percentage
1-5	6	33.3
6-10	4	22.2
11-15	5	27.8
16-20	2	11.1
21-25	1	5.6
Total	**18**	**100.0**

Source: Field data

4.2 Knowledge about Substance Use and Abuse in Secondary Schools

4.2.1 Existence of the Problem of substance use and abuse in schools

The study sought to find out if the student respondents were aware of any students who were using and abusing substances in the school. The majority (52.2%) of the student respondents

were aware of such students who were using or abusing substance, while the rest (47.8%) had no knowledge of students using and abusing substances. However, when knowledge of substance use and abuse was examined according to the type of school, the results showed that the majority (57.4%) of student respondents in the girl's schools did not know of their colleagues who were using or abusing substances. (see table 4.7). This result could imply that substance use and abuse in the girls' schools was not as prevalent as in the boys' and mixed schools. This shows that students from the boys' schools had more students using substances followed by those from the mixed schools and with the girls' schools tailing in this aspect.

Table 4.7 knowledge of any students using substances as per the type of school

Response	Classification of schools					
	Girls' school		Boys' school		Mixed school	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Yes	29	42.6	22	59.5	58	55.8
No	39	57.4	15	40.5	46	44.2
Total	68	100.0	37	100.0	104	100.0

Source: Field data

Respondents were asked whether they experienced the problem of substance use and abuse in their schools. The majority (62.7%) of the student respondents indicated that they did not experience the problem while 37.3% said their schools experienced the problem. When asked to explain their answers, 44.4% of the student respondents reported that they had never seen anyone using or abusing substances in their schools while 8.3% said that their schools had strict regulations. However, 18.2% of the students reported that those using and abusing substances engaged in antisocial behavior. When the question on whether the problem of substance use and drug abuse was experienced in their schools was analyzed as per the school categories, the results showed that the majority (79.4%) of the students in girls' schools, the majority (54.1%) of the respondents from boys' schools and the majority (54.8%) from mixed schools category did not experience the problem of substance use and abuse in their school. When asked to explain their answers, most students in three categories reported that they had never seen anyone in their schools use or abuse substances and that there were strict school regulations which deterred students from using and abusing

substances. These results showed that students knew that substance use and abuse in schools was wrong and not allowed and could therefore not admit to the problem openly for fear of being reprimanded. Substances were used secretly and it is only when they got out of control when others came to know about them.

The responses from the teacher respondents on whether they experienced the problem of substance use and drug abuse in their schools were to some extent different in that the majority (72.2%) of the teachers confirmed that their schools experienced the problem while 27.8% indicated that they did not. When the teachers were further asked to rate the extent of substance use among the students, the single largest category (38.9%) of the teachers indicated that it was of a low extent, 27.8% reported that it was of a moderate extent, only 11.2% indicated that it was a large extent and the rest said it was of a least extent.

4.2.2 Common Types of Drugs and substances used and abused in schools

Further probing with the student respondents as to what kind of drugs and substances were used and abused revealed that alcohol was the most frequently used (26.6%), followed by cigarette's (22.9%), bhang (19.3%) and miraa (18.3%) as shown in Table 4.8.

Table 4.8 Drugs used by students

Drug	Frequency	Percentage
Alcohol	29	26.6
Cigarette	25	22.9
Miraa	20	18.3
Bhang	21	19.3
Tobacco	6	5.5
Sniffing powder	2	1.8
Cocaine	3	2.8
Kuber	2	1.8
Alvaro	1	0.9
Total	109	100.0

Source: Field data

NB-The 100 missing cases are for those who said that they did not know of any student using and abusing substances.

The study went further to find out which drugs were mostly used and abused in the different schools' categories. The majority (62.1%) of the girl respondents indicated that alcohol was the most used, followed by cigarettes (20.7%) and then miraa (10.3%). In the boys' schools, the same order was observed with regards to the substances mostly used and abused. However, in the mixed schools, bhang topped the list as reported by 29.3% of the students in the mixed schools with miraa accounting for 24.1% and cigarettes accounting for 22.4% (see Table 4.9). From the findings, it was clear that most substances were used and abused in the mixed schools followed by the boys' schools.

Table 4.9 Classification of substance use and abuse by school category

Substance used and abused	Classification of schools					
	Girls' school		Boys school		Mixed school	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Alcohol	18	62.1	7	31.8	4	6.9
Cigarette	6	20.7	6	27.3	13	22.4
Miraa	3	10.3	3	13.6	14	24.1
Bhang	2	6.9	2	9.1	17	29.3
Cocaine	0	0.0	1	4.5	2	3.4
Alvaro	0	0.0	1	4.5	0	0.0
Tobacco	0	0.0	2	9.1	4	6.9
Sniffing powder	0	0.0	0	0.0	2	3.4
Kuber	0	0.0	0	0.0	2	3.4
Total	29	100.0	22	100.0	58	100.0

Source: Field data

NB- The 39 missing cases in girls' schools, 15 missing cases in the boys' schools and 46 missing cases in the mixed schools represent those who said that they did not know of any students using and abusing substances in the schools.

4.2.3 Time when students start engaging in substance use and abuse

The study went ahead to try and find out when the students started using substances. As evident from Table 4.10, it was interesting to note that 29.4% of the students who were the largest single category started using substances while in form one with 19.3% starting the behavior in Form Two. The result showed that most students started using and abusing substances on getting to secondary schools. The results also showed that substance use and abuse was also prevalent in primary schools.

Table 4.10 Time when students start using substances

Time	Frequency	Percentage
Since childhood	1	0.9
In primary school	19	17.4
Form one	32	29.4
Form two	21	19.3
Form three	3	2.8
Form four	0	0.0
After circumcision	1	0.9
At adolescence	1	0.9
Not able to tell	31	28.4
Total	**109**	**100.0**

Source: Field data

NB-The 100 missing cases are for those who said that they did not know of any student using and abusing substances.

The study went further to find out whether there were any differentials in terms of when students start using and abusing substances in the three different categories of schools. The findings were that in the girls' school 37.9% of respondents did not know the time while 27.6% of the respondents reported that students started while in Form One. In the boys'

schools, 36.4% of the respondents had started in Form Two, while in the mixed schools, 36.2% of the respondents mentioned Form One. As shown in Table 4.11, circumcision, adolescent and childhood ages were not common answers implying that the school situations were an important factor in substance use and abuse.

Table 4.11 Time when students start using substances as per school categories

Time	Classification of schools					
	Girls' school		Boys' school		Mixed school	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Since childhood	1	3.4	0	0.0	0	0.0
In primary school	5	17.2	4	18.2	10	17.2
Form one	8	27.6	3	13.6	21	36.2
Form two	4	13.8	8	36.4	9	15.5
Form three	0	0.0	1	4.5	2	3.4
Form four	0	0.0	0	0.0	0	0.0
After circumcision	0	0.0	0	0.0	1	1.7
At adolescence	0	0.0	0	0.0	1	1.7
Not able to tell	11	37.9	6	27.3	14	24.1
Total	**29**	**100.0**	**22**	**100.0**	**58**	**100.0**

Source: Field data

NB- The 39 missing cases in girls' schools, 15 missing cases in the boys' schools and 46 missing cases in the mixed schools represent those who said that they did not know of any students using and abusing substances in their schools.

4.2.4 Factors influencing students to engage in substance use and abuse

This study was also concerned with trying to find out what influences students to use and abuse substances. The majority of the respondents (55.0%) indicated that it was peer pressure, 16.5% was because of curiosity and 11.9% were copying what the elder people in the society were doing. A disturbing finding was that some students had been forced by

others to start using substances (as reported by 5.5% of the respondents) and in the process ended up using and abusing substances. The rest of the student respondents argued that some students used and abused substances in order to lower their stress (99.2%) while others were influenced by television advertisements (1.8%). Further analysis along the different categories of schools showed that the majority of the students from all the three categories of schools (that is, 52.8% from the girls' schools, 52.6% from the boys' and 58% from the mixed schools) used and abused substances due to peer pressure. The respondents also indicated curiosity and copying what the older people were doing as the other key influences. When the student respondents who did not know of any students who use and abuse substances in their schools were asked if they were willing to take substances, the majority (92.1%) responded by saying that they would not and only 7.2% were willing to use them. They further explained that the substances were harmful to their bodies and were of no benefit at all.

4.2.5 Consequences of Substance use and abuse in schools

The student respondents were asked what they thought were the consequences of substance use and abuse in their schools. The majority (51.7%) of them indicated poor performance in their schools, 24.9% reported engagement in anti-social behavior, health complications (17.7%), addiction (3.8%) and depression (1.9%). Only 0.5% of the respondents thought that substance use and abuse had no effects. The consequences of substance use and abuse were generally the same even in ranking when assessed according to the school categories. The single largest category (33.3%) of the teacher respondents were of the same opinion that poor performance in class was as a result of substance use and abuse. A further 27.8% of the teachers indicated expulsion or school drop out, 27.8% mentioned indiscipline while other consequences were poor interpersonal relations (5.6%) and absenteeism from class (5.6%).

4.3 Approaches Used and Stakeholders involved in the Prevention and Reduction of Substance Use and Abuse in Schools

4.3.1 Approaches used in the prevention and reduction of substance use and abuse in schools

According to the analysis of the efforts to address substance abuse on the basis of school categories, the largest single category (48.5%) of the respondents from the girls' schools indicated that their teachers offered them guidance and counseling sessions. 25.0% indicated that the schools invited guest speakers in their schools and 10.3% indicated that they had health clubs which talked about substance use and abuse. In the boys' schools, the majority (59.5%) of the respondents indicated that they were offered guidance and counseling sessions. 16.2% had invited guest speakers and 13.5% indicated that students found using and abusing substances were suspended or expelled. In the mixed schools, the majority (61.5%) of the respondents indicated guidance and counseling sessions. 17.3% indicated they had invited guest speakers and 12.5% indicated that students caught using substances were suspended or expelled.

This study tried to establish the use of a number of known approaches in the three different categories of schools. The majority (91.2%) of the respondents from the girls' schools, the majority (75.0%) from the mixed schools and the majority (70.3%) from the boys' schools indicated that speakers were invited to their schools to talk about substance use and abuse. The majority (92.6%) of the respondents from girls' schools, the majority (81.1%) from the boys' schools and the majority (77.9%) from the mixed schools indicated that teachers educated students on the dangers of substance use and abuse. Similarly, the majority (60.3%) of the respondents from the girls' schools, 56.8% from the boys' schools and 55.8% from the mixed schools indicated that suspension of students found using or abusing substances was used in their respective schools. Further, 42.6% of the respondents from the girls' schools, 51.4% of the respondents from the boys' schools and 41.3% of the respondents from the mixed schools indicated that students found using or abusing substances were suspended or expelled. Counselling of students found using and abusing substances was the other approach used as was reported by the majority (55.9%) of the respondents from the girls' schools, the

majority (67.6%) from the boys' schools and 48.1% of the respondents from the mixed schools. The use of severe disciplinary measures such as caning or giving hard labour to students using and abusing substances was not popular in all categories of schools, it was reported by 35.3% of students from the girls' schools, 48.6% of the students from the boys' schools and 34.6% of the respondents from the mixed schools. It was surprising to note that this measure was least used in the boys' schools whereas one would have expected boys to be punished more than the girls.

The study went further to analyze how utilized/used these different approaches were on the basis of the various school categories. The majority (60%) of the respondents from the girls' schools indicated that inviting speakers was much used in their schools, 36.7% said it was fairly used while 3.3% said it was not used at all. The results on the approaches are as presented in Table 4.12.

Table 4.12 Students' assessment on how the approaches were utilized, by school category

Approach used	Distribution of Responses on approaches used expressed in percentages								
	Girls' schools			Boys' schools			Mixed schools		
	Much used	Fairly used	Not used at all	Much used	Fairly used	Not used at all	Much used	Fairly used	Not used at all
Inviting guest speakers	60.0	36.7	3.3	37.5	34.4	28.1	29.7	56.0	14.3
Teachers educating students on dangers of substance use	45.9	49.2	4.9	50.0	43.8	6.3	45.7	43.6	10.6
Suspension of students found using substances	29.1	50.9	20.0	33.3	42.4	24.2	46.7	33.7	19.6
Expulsion of students caught using substances	37.7	28.3	34.0	40.6	21.9	37.5	29.1	39.5	31.4
Counselling students found using substances	37.7	35.8	26.4	48.5	36.4	15.2	35.2	35.2	29.7
Use of severe disciplinary measures	26.9	23.1	50.0	16.7	30.0	53.3	34.9	26.7	38.4

Source: Field data

4.3.2 Stakeholders involved in addressing substance use and abuse in schools

Student respondents were asked whether they knew of a person or organization that had tried to address the problem of substance use in their schools. Generally, the majority (65.6%) of the students confirmed that they knew of a person or organization that had tried to address the problem; only 34.4% said they did not know of such a person or organization.

Table 4.13 Responses on whether students knew of any persons or organizations involved in addressing substance use in schools

Response	Frequency	Percentage
Yes	137	65.6
No	72	34.4
Total	**209**	**100.0**

Source: Field data

When responses on the same question were analyzed according to the classification of the schools, the results showed that the majority of the students in all the categories of schools knew of a person or organization that had tried to address the problem of substance use in their schools. These included 81.1% of those from the boys' schools, 67.6% from the girls' schools and 58.7% from the mixed schools.

Table 4.14 Responses on whether students knew of any persons or organizations involved in addressing substance use as per classification of schools

Response	Classification of schools					
	Girls' school		Boys school		Mixed school	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Yes	46	67.6	30	81.1	61	58.7
No	22	32.4	7	18.9	43	41.3
Total	68	100.0	37	100.0	104	100.0

Source: Field data

When teacher respondents were asked whether there were persons or organizations that had tried to address the problem of substance use in their schools, the majority (75.0%) of them replied in the affirmative while the remainder (25.0%) responded in the negative.

The student respondents were further asked to identify those persons or organizations that had tried to address the problem of substance use in their schools. They listed a total of 6 categories of persons and/or organizations. As evident from Table 4.15, the general teachers topped the list with 27.7%, Non-governmental organizations were second with 25.5% followed by Guidance and counselling teachers with 18.2% while PCEA had 9.5% as shown in Table 4.15.

Table 4.15 Responses from students on Persons and/or organizations involved in addressing substance use in schools

Person and/or organization	Frequency	Percentage
Specific non-teaching individuals	24	17.5
Non-governmental organizations	35	25.5
School clubs	2	1.5
P.C.E.A	13	9.5
Guidance and counseling teachers	25	18.2
General teachers	38	27.7
TOTAL	**137**	**100.0**

Source: Field data

NB- The 72 missing cases are the ones who said that they did not know of any person and/or organization involved in addressing substance use in schools

4.4 Effectiveness of the Approaches used in schools in the Prevention and Reduction of Substance use and Abuse

4.4.1 Achievement of results by the various stakeholders

When asked if they thought that persons and/or organizations involved in prevention of substance use and abuse had achieved any meaningful results, the majority (86.9%) of the student respondents said yes while the rest said no. The majority (71.4%) of the teacher

respondents said that they had achieved meaningful results while the rest said the persons and/or organizations had not.

Table 4.16 Responses from students on whether the persons or organizations had achieved any meaningful results

Response	Frequency	Percentage
Yes	119	86.9
No	18	13.1
Total	137	100.0

Source: Field data

When the findings were tabulated according to school categories, most students in all the categories said that that persons and organizations had achieved meaningful results. These included 97.8% from the girls' schools, 73.3% from the boys' school and 85.2% of the respondents from the mixed schools.

Table 4.17 Responses from students on whether the persons or organizations had achieved any meaningful results as per school category

Response	Classification of schools					
	Girls' school		Boys school		Mixed school	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Yes	45	97.8	22	73.3	52	85.2
No	1	2.2	8	26.7	9	14.8
Total	46	100.0	30	100.0	61	100.0

Source: Field data

NB- The 22 missing cases in girls' schools, 7 missing cases in the boys' schools and 43 missing cases in the mixed schools represent those who did not respond to the question.

The student respondents were asked to explain their answers and the majority (65.3%) of them said that some students had stopped using or were in the process of quitting after intervention, 12.9% indicated that there was no drug use in their school, 9.7% of the students indicated that despite the efforts made, some students still used substances. Other explanations were that there were strict school rules (4.8%), there was no use of qualified

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counselors (2.4%), there was poor concentration in class (1.6%) there was expulsion of students who did not stop abusing substances. On the basis of school categories, the majority (69.8%) of the respondents from the girls' schools indicated that some students had stopped using substances while others were in the process of stopping substance use and abuse. Though the majority (60.7%) of the respondents from the boys' school indicated that some students were in the process of quitting or had quit using substances, 21.4% indicated that some students still used substances despite efforts that were being made to help them stop. From the findings, the majority (64.2%) of the respondents from the mixed schools indicated that some of the students were in the process of quitting while 9.4% of the respondents said that students still abused and used substances and drugs in spite of the measures taken.

This study sought explanations from the teacher respondents for their answers on whether the persons and/or organizations had achieved any meaningful results. According to 36.4% of the teacher respondents, teachers had created awareness to students, 36.4% said that there was a significant drop in substance use and abuse after interventions and that there were no reported cases of drug abuse in schools (9.1%). However, it was interesting to note that 18.2% of the teacher respondents did not find any difference even after these students were sensitized on the issue of substance use and abuse.

4.4.2 General Effectiveness of the Approaches used in schools

The student respondents were asked whether or not they thought the approaches so far used by the schools were effective in helping curb substance use and abuse in schools. When the data was analyzed by school categories, the findings showed that 82.4% of the respondents from the boys' school, 73.4% from the girl's schools and 55.1% from the mixed schools believed that the approaches were effective (see table 4.18). From these findings, it could be concluded that these approaches were most effective in the boys' schools.

Table 4.18 Responses from students on the basis of school categories on whether the approaches so far taken have been effective in curbing substance use and abuse in schools

Response	Classification of schools					
	Girls' school		Boys school		Mixed school	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Yes	47	73.4	28	82.4	49	55.1
No	17	26.6	6	17.6	40	44.9
Total	64	100.0	34	100.0	89	100.0

Source: Field data

The student respondents were asked to explain their answers and especially why they thought the approaches used were effective. The results showed that 44.6% of the respondents from the girls' schools, 76.7% from the boys' schools and 55.1% from the mixed schools felt that the number of substance users had gone down. Other explanations given were that students were not using substances any more (as reported by 16.1%, 16.7% and 13.0% of the students from the girls,' boys' and mixed schools, respectively), most drug abusers had not stopped the behavior (as reported by 25.0% and 15.9% of the students from the girls' and mixed schools respectively), students were secretly using the substances (as reported by 10.7%, 6.7% and 10.1% of the students from the girls', boys' and mixed schools respectively) and that there were no measures taken by school administrators to address the problem of substance use and abuse (as reported by 3.6% and 5.8% of the students from the girls' and mixed schools respectively).

4.4.3 Effectiveness of the Specific Approaches used

This study sought to establish the effectiveness of the specific approaches used in addressing the problem of substance use and abuse and the results were as presented in the following sections based on school categories.

Inviting Speakers from outside the School

On the basis of the school categories, 50.8% of the respondents from the girls' schools, 41.2% from the boys' schools and 33.7% of the students from the mixed schools indicated that this approach was effective.

Teachers educating students on substances

Concerning teachers educating students, 43.5% of the students from the girls' schools, 45.5% of the respondents from the boys' schools and 40.0% from the mixed schools reported that this approach was very effective. The majority (60.0%) of the teacher respondents said that it was effective, 20.0% thought it very effective, 13.3% said it was not effective and 6.7% did not know.

Suspension of students

According to analysis on the basis of school categories, 25.8% of the respondents from girls' school, 38.2% from the boys' schools and 27.4% of the students from the mixed schools indicated that they thought that suspension of students was effective. On the other hand, 38.5% of the teachers said suspension of students was effective.

Expulsion of students

When asked how effective expulsion of students caught using substances was, 26.7% of respondents from the girls' schools, 35.3% from the boys' schools and 28.0% of students from the mixed schools thought it was very effective.

Counselling of students

When asked how effective counseling of students found using substances was, 43.3% of the respondents from the girls' schools. 50.0% from the boys' schools and 39.1% of the students from the mixed schools thought that it was very effective.

Severe Disciplinary measures

According to analysis on the basis of school categories, 24.6% of the students from the girls' schools. 29.4% from the boys' school, 24.7% of the respondents from the mixed schools thought that severe disciplinary measures approach was not effective at all.

4.5 Constraints facing substance use and abuse prevention and reduction

This study examined constraints facing substance prevention and reduction in schools with a view to finding possible solutions to the problem. The student respondents were asked to identify and list down the key constraints/challenges/problems facing substance prevention and reduction in schools. The results are presented in Table 4.19.

When data were analyzed on the basis of school categories, lack of strict regulations on substance use and abuse in schools continued to feature as the major constraint in all the categories of schools. Peer pressure was the second major constraint in the girls' and boys' schools while ignorance among the students on the dangers of substance use was the second major constraint in the mixed schools.

Table 4.19 Constraints facing substance use and abuse prevention and reduction as per School categories

Response	Classification of schools					
	Girls' school		Boys school		Mixed school	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Peer pressure	11	19.6	10	29.4	9	12.7
Ignorance	9	16.1	5	14.7	17	23.9
Few guidance and counseling teachers	12	21.4	4	11.8	12	16.9
Easy access to drugs	4	7.1	1	2.9	2	2.8
Low level of sensitization to students	6	10.7			4	5.6
Secret use of drug			1	2.9	3	4.2
Teachers not allowed to give corporal punishment	1	1.8	1	2.9	1	1.4
Parents do not work closely with teachers					3	4.2
Lack of strict regulations at school	13	23.2	12	35.3	20	28.2
Total	56	100.0	34	100.0	71	100.0

Source: Field data

NB- The 12 missing cases in the girls' schools, 3 in the boys' schools and 33 in the mixed schools represent those who said that there were no substance users in their schools and those who failed to respond to the question.

When the teacher respondents were asked to identify the constraints facing substance use and abuse prevention and reduction in schools, they also listed nine constraints some of which had also been mentioned by the students. According to the teachers, these constraints were lack of awareness among students on the dangers of substance use and abuse; easy access to drugs; wide curriculum; limited finances to invite several counselors; few qualified staff to deal with the vice; students hiding their addiction problems; lack of cooperation from the local community; exposure of youth to negative mass media information and peer pressure.

4.6 Possible ways to address the constraints facing substance use and abuse prevention and reduction in schools

When asked how the constraints could be addressed, 55.4% of the students from the girls' schools, 64.3% from the boys' schools and 46.4% of the respondents from the mixed schools thought that increasing the number of guidance and counseling teachers and rehabilitation centres would address the constraints.

The study went further to establish from the students in the school categories how best substance use and abuse prevention and reduction could be achieved. Whereas 55.0% of the students from the girls' schools and 58.1% from the boys' schools believed that substance use and abuse prevention and reduction could be achieved best through the provision of guidance and counseling to students. 60.5% of respondents from mixed schools shared the same sentiments.

CHAPTER FIVE: ANSWERS TO THE RESEARCH QUESTIONS

This part of the research study presents answers to the research questions. The answers are based on the specific objectives and are in line with the literature that was reviewed on the subject. This study went out to establish the approaches used their effectiveness and the constraints or challenges undermining the effectiveness of these approaches. The major findings of this study are as outlined in the sections that follow.

5.1 Research Question 1: What are the approaches used in prevention and reduction of substance use and abuse in secondary schools?

The student respondents were asked what approaches were used in their different schools to address the problem of substance use and abuse. The majority (56.0%) of them indicated guidance and counseling, 19.6% of the student respondents indicated that guest speakers were invited to the school to talk to the students about substance use and abuse with 10.5% indicating that suspending or expelling students involved in substance use and abuse as shown in Table 5.1. The findings showed that schools were trying to address the problem in their schools.

Table 5.1 Approaches used

Approach	Frequency	Percentage
Offering guidance and counselling	117	56.0
Inviting guest speakers to school	41	19.6
Eradicating illegal groupings outside the school	2	1.0
Starting health clubs	13	6.2
Suspending or expelling students involved	22	10.5
Impromptu inspection by teachers	10	4.8
Limiting taking of junk foods	1	0.5
No effort made to address the issues	3	1.4
Total	**209**	**100.0**

Source: Field data

The teacher respondents were also asked to indicate the approaches that were used in their respective schools to address the problem of substance use and abuse. The findings were that the largest single category (88.9%) of the teachers sensitized the students on the dangers of drug use and abuse. By using this approach, the students were able to open up as a first step to getting assistance. This approach also discouraged the students on substance use because they were made aware of the dangers that go along with its use. The teachers further noted that sensitizing students was more effective on those that had not started using substances.

Another approach used by the teachers was that of having counseling programmes with the students as was reported by 93.3% of the teacher respondents. The teachers' respondent on counseling had a significant difference with that of the students in that the teachers thought that they were offering more counseling to the students than the students thought they were receiving from the teachers. The teachers were giving to those with substance abuse problems and not all the students' respondents had a problem with substances. These sessions enabled students to open up as a first step to getting assistance. The programmes were mainly for those students who were abusers but users and non-users were not left out. Another advantage of the counseling session was that parents were also sensitized about the dangers of substance use in order for them to discourage their children from using substances. According to 11.1% of the teacher respondents, drug offenders were punished. As reported by 5.6% of the teacher respondents, abusers would be referred to medical facilities for further assistance. As mentioned by 5.6% of the teacher respondents, another approach was that of inviting external speakers to speak on several topics including drug abuse. The teachers also organized talks with parents and guardians about the causes and consequences of substance use with the aim of enlightening them about the problem of substance use and abuse.

Table 5.2 Respondents' Answers on approaches used

Approach used	Distribution of Respondents' Answers on approaches used					
	Students' responses in percentages			Teachers' responses in percentages		
	Yes	No	Don't Know	Yes	No	Don't Know
Inviting guest speakers	83.0	13.0	4.0	93.3	6.7	0.0
Teachers educating students on dangers of substance use	87.9	7.6	4.5	88.9	11.1	0.0
Suspension of students found using substances	60.9	18.3	20.8	71.4	21.4	7.1
Expulsion of students caught using substances	46.9	24.7	28.4	23.1	76.9	0.0
Counselling students found using substances	58.2	17.9	24.0	93.3	6.7	0.0
Use of severe disciplinary measures	33.9	40.6	25.5	30.8	61.5	7.7

Source: Field data

The study went further and tried to find out the extent to which the respective approaches were used. Concerning inviting speakers from outside to talk about drugs, the single largest category (45.9%) of the student respondents said that it was fairly used, 41.0% said it was much used and 13.1% said it was not used at all. Most (60.0%) of the teacher respondents said it was fairly used, 33.3% said it was much used and 6.7% mentioned that it was not used at all. On the approach of teachers educating students on the dangers of substance use and abuse, the largest single category (46.5%) said it was much used, 45.5% said it was fairly used and 8.0% said it was not used at all. Most (60.0%) of the teacher respondents said it was much used while the rest (40.0%) said it was fairly used. On suspension of students found using and abusing substances, the largest single category (40.6%) said it was fairly used, 38.9% said it was much used while the rest said that it was not used at all. The majority (71.4%) of the teacher respondents reported that it was fairly used, 7.1% said it was much used while the rest said that it was not used at all.

With regard to expulsion of students caught using substances in schools, the largest single category (33.9%) mentioned that it was much used, 32.7% said it was fairly used while 33.3% said that it was not used at all. The majority (69.2%) said the approach was not used at all while the rest said that it was fairly used. As reported by the largest single category (38.4%) of the student respondents, counseling of students found using substances in schools was much used, 35.6% said it was fairly used while the rest said that it was not used at all. According to the majority (73.3%) of the teacher respondents, the approach was much used while the rest said that it was fairly used. On the use of severe disciplinary measures, the largest single category (44.6%) of the student respondents said that it was not used at all, 29.2% said it was much used while the rest said that it was fairly used. The majority (57.1%) of the teachers said that the approach was not used at all, 21.4% said it was fairly used while the rest said that it was much used. Out of all the approaches mentioned, and as indicated by the highest percentage of the 'Yes' response (87.9) on the approaches used, the most used approach according to student respondents was that of teachers educating students on the dangers of substance use and abuse.

Concerning the most used approach, all the teachers identified guiding and counseling students on the dangers of substance use and abuse. The least used approach according to teachers, and as indicated by the highest percentage of the 'No' response (76.9%) on the approaches used, was that of expulsion of students found using substances, followed by the use of severe disciplinary measures such as caning (as reported by 61.5% of the teachers). However, according to the students, the least used approach was severe disciplinary measures such as caning as reported by 40.6% of the students followed by expulsion of students found using substances as was reported by the largest single category (28.4%) of the students. Table 5.3 highlights the responses of the students and teachers on whether the listed approaches were used in their schools.

Table 5.3 Students' Responses on the extent of use of respective approaches

Approach used	Distribution of Respondents' Answers on approaches used					
	Students' responses in percentages			Teachers' responses in percentages		
	Yes	No	Don't Know	Yes	No	Don't Know
Inviting guest speakers	83.0	13.0	4.0	93.3	6.7	0.0
Teachers educating students on dangers of substance use	87.9	7.6	4.5	88.9	11.1	0.0
Suspension of students found using substances	60.9	18.3	20.8	71.4	21.4	7.1
Expulsion of students caught using substances	46.9	24.7	28.4	23.1	76.9	0.0
Counselling students found using substances	58.2	17.9	24.0	93.3	6.7	0.0
Use of severe disciplinary measures	33.9	40.6	25.5	30.8	61.5	7.7

Source: Field data

This study tried to establish how used the listed approaches were. According to most student respondents, three approaches were much used, two approaches were fairly used and one approach was not used at all as indicated in Table 5.4.

Table 5.4 Students' Responses on the extent of use of respective approaches

Approach used	Distribution of Responses on approaches used expressed in percentages		
	Much used	Fairly used	Not used at all
Inviting guest speakers	41.0	45.9	13.1
Teachers educating students on dangers of substance use	46.5	45.5	8.0
Suspension of students found using substances	38.9	40.6	20.6
Expulsion of students caught using substances	33.9	32.7	33.3
Counselling students found using substances	38.4	35.6	26.0
Use of severe disciplinary measures	29.2	26.2	44.6

Source: Field data

Concerning the approaches used in schools, it was clear from the findings that different approaches are used. The main approaches used that were mentioned by most of the respondents included guidance and counseling which was done by the teachers in the schools and talks given by speakers who were invited to the schools and other measures like suspension or expulsion of students found using or abusing substances. The students had formed some clubs in schools that discussed issues that were problems to them and one of them was that of substance use. Another approach was that of suspending and expulsion of students found using or abusing substances because they had broken school rules. Among the approaches reported by most respondents to be the least used were severe disciplinary measures like canning or impromptu inspection of students' belongings by the teachers to find out if they had brought with them substances. This was a clear sign that the teachers had heeded a government law that students should not be canned.

The study also found out that in the different school categories, the approaches were differently used. In the girls' schools, inviting speakers was a much used approach, fairly used in the mixed school and least used in the boys' school. The results for each category were diverse. This implied that there were no clear guidelines in schools as to what approach to use and how much they used them. The implication was that the approaches were tailored to meet the needs of the students according to the assessment of the teachers.

The teacher respondents were of the view that it was important to try and sensitize the students on issues regarding substance use and abuse so that they would be able to make wise choices. They also offered guidance and counseling sessions to students that enabled the students to open up as a first step to helping them get assistance according to how much they had used the substances since the abusers would need medical help. The teachers also organized talks with parents and guardians of the students so as to enlighten them about substance use and its consequences. The implication of this finding was that different approaches were used in different schools to help prevent and reduce substance use and abuse.

The study revealed that all the teachers were educating their students on substance use. But they were mainly concentrating on sensitizing the students on the causes and consequences of substance use and abuse as a way of discouraging them from using substances. The findings also indicated that the schools had guidance and counseling sessions for students so that they were able to assist the users and refer the abusers for medical help. These findings helped to show that no approach can either be a complete failure or success for it has a measure of its strengths and weaknesses. These findings were important because it showed that the schools needed to ensure that all of the approaches were focused towards the successful prevention and reduction programme. These findings supported recommendations by Mwenesi (1995:60) and (1998: 48) that there was need for prevention drug information, education and communication for all. There are education efforts to address the problems of substance use and abuse in schools within Kikuyu Division.

The teachers also invited speakers from other organizations who had knowledge about substance use and abuse to speak to the students. This was in an effort to get experts in the areas where they felt inadequate. In other cases, the students were more receptive to outsiders than to the teachers who they were used to. Some had suggested that their teachers were boring and preferred other speakers who they were not used to. These showed that schools collaborated with other stakeholders to help address the issues of substance use and abuse There were several organizations involved like the P.C.E.A, students Campaign against drug use (which is student oriented and targeted students) and Life skill promoters who guide and counsel students.

The findings of this study indicated that there were no long-term strategies in schools to deal with the problems that develop in the schools due to substance use and abuse. The problems were addressed as they came up and were dealt with appropriately. These educational programmes were therefore not well planned for and had no clear objectives. According to Haji (1985: 164) and Obondo (1996: 233), education programmes need to be continuous and must have clear objectives so that different target groups are given the appropriate information.

5.2 Research Question 2: How effective are the approaches used to reduce and prevent the problem of substance use and abuse?

5.2.1 General Effectiveness of the Approaches used in schools

The student respondents were asked whether or not they thought the approaches so far used by the schools were effective in helping curb substance use and abuse in schools. The majority (66.3%) of them said the approaches were effective, while 33.7% said the approaches were ineffective. The explanations for their responses were that the number of drug abusers had gone down (55.5%), students were not taking substances any more (14.8%), most drug abusers had not stopped the behavior (16.1%), students were secretly taking the substances (9.7%) and that there were no measures taken by school administrators to address the problem of substance use and abuse (3.9%).

5.2.2 Effectiveness of the Specific Approaches used

This study sought to establish the effectiveness of the specific approaches used in addressing the problem of substance use and abuse and the results were as presented in the following sections and Table 5.5 below.

Inviting Speakers from outside the School

When the student respondents were asked how effective inviting speakers from outside was, the single largest category (40.4%) of them said it was very effective. Drawing from their experiences, the majority (60.0%) of the teacher respondents said inviting speakers from outside to talk about substances as a method of reducing substance use and abuse by students was effective, 26.7% thought that it was very effective and 13.3% thought it was ineffective.

Teachers educating students on drugs and substances

When asked how effective the approach of teachers educating students on the dangers of substance use and abuse was, the single largest category (42.2%) of the student respondents said that teachers educating students on dangers on substance use was very effective. The majority (60.0%) of the teacher respondents said that it was effective, 20.0% thought it very effective, 13.3% said it was ineffective and 6.7% did not know.

Suspension of students

When asked if suspension of students found using substances in the school was effective, the single largest category (28.9%) of the students responded that it was effective. The single largest category (38.5%) of the teachers said suspension of students was effective.

Expulsion of students

On the issue of effectiveness of expulsion of students found using substances, the single largest category (29.0%) of the students said it was very effective. When asked how effective expulsion of students caught using substances was, The single largest category (38.5%) of the teachers did not know how effective expulsion was, 23.1% thought it was ineffective, another 23.1% thought it was very ineffective, 7.7% said it was effective and a further 7.7% said that it was very effective.

Counselling of students

Counseling of students found using substances was indicated by the single largest category (42.6%) of the students as being very effective. The majority (56.3%) of the teacher respondent were of the opinion that counseling of students found using substances was very effective, 37.5% said that it was effective while 6.3% thought it was ineffective.

Severe Disciplinary measures

When asked how effective they thought severe disciplinary measures approach as a method of reducing substance use and abuse was, the single largest category (25.6%) of the students said that it was ineffective. According to 30.8% of the teacher respondents, severe disciplinary measures approach was effective and the same percentage of the teachers also thought that it was ineffective.

Table 5.5 Responses on effectiveness of the approaches

Approach used	Distribution of Responses on effectiveness expressed in percentages									
	Students' Responses					Teachers' Responses				
	Very effective	Effective	In-effective	Very in-effective	I don't know	Very effective	Effective	In-effective	Very ineffective	I don't know
Inviting guest speakers	40.4	32.2	15.8	4.9	6.6	26.7	60.0	13.3	0.0	0.0
Teachers educating students on dangers of substance use	42.2	35.0	11.7	7.2	3.9	20.0	60.0	13.3	0.0	6.7
Suspension of students found using substances	23.9	28.9	15.6	16.1	15.6	7.7	38.5	23.1	23.1	7.7
Expulsion of students caught using substances	29.0	17.0	15.3	21.0	17.6	7.7	7.7	23.1	23.1	38.5
Counselling students found using substances	42.6	29.0	9.8	7.7	10.9	56.3	37.5	6.3	0.0	0.0
Use of severe disciplinary measures	18.9	15.6	20.6	25.6	19.4	15.4	30.8	30.8	7.7	15.4

Source: Field data

With regard to the effectiveness of these approaches in prevention and reduction of substance use and abuse, the findings of this study showed that most of the approaches were effective as was reported by the majority of the respondents. This confirms the reason why the

government had established NACADA in 2001 which was to concentrate on awareness campaign and giving information on effects of substance use.

The findings of this study indicate that the approaches used in the schools were generally effective. The students had first identified how the different approaches were used in the different schools and then asked to state whether they were effective. In the girls' and boys' school category, a higher percentage had indicated that they were effective and just over half of the students in the mixed schools responded that they were effective. These indicated that even though the approaches were generally seen to be effective, their effectiveness differed according to different schools. The respondents measured the effectiveness by several indicators, some by the significant drop of substance use and abuse in schools, by low rates of school drop outs, poor performance in studies and lack of antisocial behaviors in the schools. And there was an indication that when the approaches were used, substance users had reduced and those who wanted to start using had been deterred due to their awareness and knowledge of the consequences of substance use.

The study found out that even though the number of substance users and abusers had dropped, a few of the students still continued to engage in substance use even with the knowledge that they were harmful to their health. The students who continued to use substances did so secretly because they were aware that it was against the school rules and if they were found out, they would face stiff penalties like suspension and expulsion. Some of the students were aware of the consequences of substance use and abuse and hid their behaviors from others.

Though the majority of the approaches were effective in prevention and reduction of substance use and abuse, none of the approaches was rated as being the most effective. This indicates that none of the approaches should be used alone and there was need to combine them so that they can be effective. Other approaches like expulsion which was seen as least effective may be deemed as a deterrent measure but seemed very unpopular with the students. In most schools, expulsion was not used and was only used as a last result. This could also imply that there were fewer substance abusers in the schools who could not be

helped by the teachers. Further suspension was used when the parent of a student using or abusing substances refused to cooperate with the school in assisting the student stop using or abusing substances.

The effectiveness of these approaches was as varied as the reasons why students used or abused substances. For the students who were ignorant, teaching them about the causes and consequences of substance use and abuse would deter them from using drugs. And for the students who had been forced to use substances, then suspension of the same would be detrimental and counseling would be more appropriate. This implied that the teachers needed to understand all the issues that related to the problem of substance use and abuse so that they could use the approaches that would be most appropriate. It was also important for those using these approaches especially the teachers to realize that there was no single drug use but a polydrug use that needed a polydrug approach. Therefore, the teachers needed to be well trained on how to use the most effective approaches.

5.3. Research Question 3: What are the Constraints or Challenges Undermining the Effectiveness of Substance use and abuse prevention and reduction in schools and how can they be addressed?

5.3.1 Constraints

The student respondents were asked to identify and list down the key constraints/challenges/problems facing substance prevention and reduction in schools. The results showed that there were nine key constraints or challenges facing substance prevention and reduction in schools. As indicated in Table 5.6, 28.0% of the student respondents saw lack of strict regulations on substance use and abuse in schools was a key constraint. Ignorance among the students on the dangers of substance use was the second major constraint as indicated by 19.3% of the student respondents. Peer pressure and the problem of few guidance and counseling teachers were other major constraints mentioned by 18.6% and 17.4% of the student respondents respectively. The problems of teachers not being allowed to

give corporal punishment and parents not working closely with teachers on the issue of substance use and abuse were not very serious for they were mentioned by few respondents.

Table 5.6 Student Responses on constraints facing substance prevention and reduction in schools

Constraint	Frequency	Percentage
Peer pressure	30	18.6
Ignorance	31	19.3
Few guidance and counseling teachers	28	17.4
Easy access to drugs	7	4.3
Low level of sensitization to students	10	6.2
Secret use of drug	4	2.5
Teachers not allowed to give corporal punishment	3	1.9
Parents do not work closely with teachers	3	1.9
Lack of strict regulations at school	45	28.0
Total	161	100.0

Source: Field data

NB- The 43 missing cases represent those who said that there were no substance users in their schools and those who failed to respond to the question.

When the teacher respondents were asked to identify the constraints facing substance prevention and reduction in schools, they also listed nine constraints some of which had also been mentioned by the students. According to the teachers, these constraints were lack of awareness among students on the dangers of substance use and abuse; ease access of drugs; wide curriculum; limited finances to invite several counselors; few qualified staff to deal

with the vice; students hiding their addiction problems; lack of cooperation from the local community; exposure of youth to negative mass media information and peer pressure.

Generally, the findings of this study indicated that the approaches used were effective in the prevention and reduction of substance use in schools. However, the respondents in this study reported that there were constraints or challenges facing substance prevention and reduction. Most of the respondents reported lack of strict regulations in schools. School rules were lax and the students did not have a problem accessing and using substances in the schools. This implied that there was good ground for using substances in the schools. This showed some contradictions in that in the same schools where students were given information, the rules and laws were lax and therefore there was easy availability of substances. According to Durkheim, society and in this case the school is vital in maintaining order for students on issues like substances. They should be able to give clear control guidelines and restrictions in schools regarding substance use and abuse. Rational Choice theory has suggested that individual actors can be constrained from certain actions by social institutions like schools.

Another constraint was ignorance by students of the facts about substances, their use and consequences. This implied that even with awareness programmes, ignorance about substances use and their consequences was still high. From the findings of the study, though the schools had approaches that they used to try and prevent substance use and abuse, most of the students were still ignorant on the issue of substance use and abuse. Although most of the students were knowledgeable about substances, the majority and especially in the girls' school, did not know most of the other drugs. Most student respondents did not think that substance use and abuse was a problem in their schools. The theory of rational choice can well be applied in this context where the youth are seen as being 'irrational' because they don't have information about substances but if they were given this information about the consequences of drugs, then they would make a rational decision and stay away from using substances. There are not enough written materials in schools for both the teachers and the students on substance use and abuse where they would easily get any information addressing this issue. The guidance and counseling teachers had little training but the other teachers guided the students on what they thought was right. With no written materials then the

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students were not able to further read and find out more about substance use and abuse and relied on what they were taught.

The findings of these study indicated that the curriculum in secondary schools was wide and demanding. The implication of this was that the teachers mainly concentrated on the examinable subjects and gave little time for non-examinable topics like substance use and abuse. In most schools and especially mixed schools which were mostly day schools, there was little or no time to cover the non-examinable subjects. It could therefore be implied that even though schools may have substance use and abuse prevention and reduction programmes, they do not have enough time to pass this information to the students.

The study also established peer pressure as another constraint. Most of the students were teenagers and they easily influenced each other and wanted to "belong' to a group. Though education programmes were important, there was need for an indirect approach to prevention as suggested by Coomber (1994: 234). These indirect approaches would include building young people's self-esteem, increasing recreation opportunities and improving their academic skills. There was also need to change the attitude of the youth towards specific drug behavior with the hope that attitude change would translate on behavior change on the youth. Yambo and Acuda (1983:100) show that "substance oriented" drug education may have negative or no effect but programmes dealing with students' everyday problems maybe more effective. This study argues that what is important for people working on drug education programmes is to be familiar with adolescent psychology than just facts on substances.

The study found that there was lack of enough guidance and counseling teachers to pass on the information about substance use and abuse. The study established that the teachers were the main educators of substance use and abuse in schools. However, in-depth probing showed that in most schools, there was only one guidance and counseling teacher and the other teachers seemed ignorant on the subject of substance use and abuse. For instance, in one of the schools in this study, the only guidance and counseling teacher could not get time to fill the questionnaire concerning substance use and abuse. It was also established that there

was no time set up for guidance and counseling in schools and most of the talks were given very little time. With few teachers engaged in this issue, it was likely not easy to identify the students using or abusing substances until they engaged in anti-social behavior. This helps to explain why the students indicated that they were still ignorant concerning facts on substance use and abuse. With the inadequacy of the counseling teachers, the few teachers would not be able to pass this information efficiently to the students. This lack of enough guidance and counseling teachers had another implication in that teachers were not able to have a well planned continuous drug programme in schools. And Even if they had a programme and little time or no time set for the substance programme, the programme would take a long time and the students would leave the schools before the programmes were completed.

The human resource (teachers) is the most important and the number one asset in effective substance use and abuse prevention and reduction. The results of this study showed that the schools had a problem with lack of enough guidance and counseling teachers who had knowledge on substance use and abuse. Although there were other teachers who educated the students most of them were not trained on substance use and abuse and used the little knowledge they had on this issue. This is a pointer that the ministry of education has not been able to place a guidance and counseling teacher in every school. The multiplier effect of this problem was that there were no long term plans made in schools to address this problem. The school system is well structured and can plan on such issues like substance use that effect their schools. According to Obondo (1996) for drug prevention and reduction to succeed, education programmes are a must and they must be continuous.

Generally, the findings indicated that the approaches used were generally effective but more needs to be done to address this issue. The study revealed that a lot of awareness was needed to address the problem of substance use and abuse in schools and this fact had been indicated by students as ignorance. This was an indication that even though awareness was done, it was not adequate. The programmes in schools seemed to be concentrating on the consequences of substance use and abuse. The schools as institutions were lacking due to limited knowledge on the issues of substances. The study established there was need for open talk between the teachers and the students. This would enable the students to access help from the teachers

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when they had problems on substances in good time. If these talks were encouraged, then they would assist since even those students who knew of other students using or abusing substances would be able to notify teachers who would then offer the assistance required.

A finding of this study showed that the supply of rehabilitation centres for substance abusers was inadequate, for most of those available were private and therefore very expensive and out of reach for the average student. This study confirms Mwenesis' (1995:68) observations that there were no special facilities for treatment and rehabilitation of drug users and abusers. For those students that become addicted and cannot be treated then this becomes another social problem to both the family members and community of the addict.

Another constraint was that of easy availability of substances. The students easily accessed them in different ways. Some of the students came from homes where substances were used and abused giving them easy access. Other students are sent by their parents to purchase alcohol and tobacco from the shops and in the process purchase their own. And in some extreme cases some parents or guardians brew or sell substances and the children are exposed to them. Most of the students are given pocket money and can buy substances for themselves and the places where they are sold are also within their reach, for example now bars are located within residential areas. Though most of the students were below eighteen years there were some few who were adults and had national identity cards and would be allowed in bars when not in school uniform. These same students can be used by the others to purchase for them substances like alcohol and cigarettes. Legal drinking hours were long and the youth can therefore access substances at any time.

According to the findings of the study, those found trafficking drugs should be given stiff penalties. These would deter others from engaging in this trade which is very lucrative and in the process reduce availability of illegal substances.

The study also found that provincial administration was not fully involved in the effort to prevent and reduce substance use and abuse in the area. Most of those who supplied the illegal substances like 'bhang" are residents of the area where these schools were located.

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The local leaders like chiefs and assistant chiefs have an important role in reduction and supply of these substances. Those arrested peddling drugs or selling alcohol to underage students should be given stiff penalties. Community policing is a new concept introduced by the police which is supposed to help community members work to with the police by helping identify wrongdoers who are then apprehended. In each community those who sell and supply illegal substances are well known but the community members are afraid of reporting them.

The study also identified that there was the problem of lack of cooperation from local communities where these schools are located in the effort to prevent and reduce substances. We can assume that the main reason why the communities would not cooperate is that they did not also understand the causes and consequences of substance use and abuse. They may also have the opinion that the harmful drugs are the illegal substances and may not think that alcohol and cigarettes are harmful and avenues for use of illegal substances. These communities could also not feel like they have a role to play if the schools do not involve them in their activities. The schools have a role in reaching out to the community so that they may be able to work together and live in harmony. If these communities were made aware of the harmful effects of substances, then they would assist in the prevention and reduction approaches.

5.3.2 Ways to address the constraints facing substance use and abuse prevention and reduction in schools

When asked how the constraints could be addressed, the majority (52.9%) of the student respondents suggested that the number of guidance and counseling teachers and that of rehabilitation centers be increased with 18.3% of the students suggesting that schools encourage open talks between the teachers and the students. Other possible ways to address the problem according to the students were; organizing outreach programmes for schools (5.9), instilling measures aimed at reducing access to drugs (2.6%), instituting stiff penalties to culprits (10.5%), encouraging parents to be involved in children's discipline (4.6%), avoidance of bad influence (2.6%) and censuring the media (2.6%). The teacher respondents

gave varied suggestions on how the constraints could be addressed. These included creating awareness through campaigns, involving provincial administration in dealing with the problem, reducing the number of examinable subjects, providing more funds to guidance and counseling department, working closely with doctors and psychiatrists, making use of community policing, instituting stiff penalty to drug peddlers, enlightening students on the problem of drug abuse, the Government to censure mass media information and both the parents and the teachers to be involved the management of the problem.

The study went further to establish from the student and teacher respondents how best substance use and abuse prevention and reduction could be achieved. The majority (58.1%) of the student respondents believed that substance use and abuse prevention and reduction could be achieved best through the provision of guidance and counseling to students, 16.3% of the students argued best achievements could be realized through the sensitization of students through films and concerts while 11.6% mentioned stiff penalties to drug traffickers. Other proposals from the students included developing strategies aimed at limiting the access to drugs (4.1%), punishing or expelling substance users (5.8%), censuring mass media content (0.6%), teachers conducting impromptu inspection of the students' belongings (2.3%) and encouraging students to make good choices of their friends. The teacher respondents gave almost similar proposals and proposed the creation of awareness through counseling (33.3%), stiff penalties to drug peddlers (33.3%), reducing the incidence of unemployment and the reduction of poverty (6.7%), increasing substance use and abuse dangers' information base and involvement of both parents and teachers (13.3%) and sensitizing the community on the dangers of drug abuse (13.3%).

The study identified ways to address the constraints. From the study, the majority of the students suggested that the number of guidance and counseling teachers should be increased. This would enable the teachers to have more time to educate and attend to students' problems regarding substances. And in schools where guidance and counseling teachers were not available, then there was need to train teachers in guidance and counseling. There was an indication that rehabilitation centers should be increased so that those abusing substances can get treatment. The students suggested that schools should encourage open talks between the

teachers and the students so that the students could be able to go to the teachers when they are faced with a problem especially concerning substances. Other possible ways to address the problem included organizing outreach programmes for schools , instilling measures aimed at reducing access to drugs and their availability, instituting stiff penalties to culprits, encouraging parents to be involved in children's discipline and advising students to avoid bad influence and censuring the mass media.

The teachers gave varied suggestions on how the constraints could be addressed. These included creating awareness through campaigns, involving provincial administration in dealing with the problem, reducing the number of examinable subjects, providing more funds to guidance and counseling department, working closely with doctors and psychiatrists, making use of community policing, instituting stiff penalty to drug peddlers, enlightening students on the problem of drug abuse, the Government to censure mass media information and both the parents and the teachers to be involved in the management of the problem.

The majority of the student respondents believed that substance use and abuse prevention and reduction could be achieved best through the provision of guidance and counseling to students. The students argued that the best achievements could be realized through the sensitization of students through films and concerts. This was very interesting and when further probed the students indicated that they were easily captivated by films and movies and would be more responsive than listening to the teachers talk. They would also like real persons like ex-addicts come talk to them for they would be talking about real life experiences and not stories. Other proposals from the students included developing strategies aimed at limiting the access to drugs, punishing or expelling substance users, censuring mass media content, teachers conducting impromptu inspection of the students' belongings and encouraging students to make good choices of their friends. The teacher respondents gave almost similar proposals like the creation of awareness through counseling and stiff penalties to drug peddlers, increasing substance use and abuse dangers' information base and sensitizing the community on the dangers of drug abuse. They suggested that reducing the incidence of unemployment and the reduction of poverty as a way of addressing the challenges. They came up with the idea that those who engaged in brewing illicit liquor did

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so because of lack of another income generating activity. There was need for involvement of both parents and teachers where they would work as a team in an effort to address the problem where he teachers felt the parents were uncooperative.

Following the results of the foregoing section, it was clear that schools, and especially the guidance and counseling teachers, had a critical role to play in the prevention and reduction of substance use and abuse in schools. Though there were constraints/challenges in the effort of dealing with substance use and abuse in schools, there were ways to address them in order to enable the approaches to be effective.

CHAPTER SIX: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 Summary

The main aim of this study was to examine the institutional approaches used in the prevention and reduction of substance use and abuse in secondary schools in Kikuyu Division. The specific objectives of the study were to:

- To establish the different approaches used to reduce and prevent substance use and abuse in secondary schools.
- To establish the effectiveness of the approaches used to reduce and prevent the problem of substance use and abuse.
- To establish the constraints/challenges facing the approaches used to reduce and prevent the problem of substance use and abuse and how they could be addressed.

The survey was the research design in this study. The study's population consisted of secondary school students in Kikuyu Division. Available data showed that the secondary students in kikuyu consisted of 10,638 students. A sample size of 209 students and 18 teachers was drawn using stratified random sampling. Data was mainly collected using an interview schedule consisting of structured open and closed ended questions which were administered to the respondents. The raw data in the filled interview schedules was first coded, organized, inputted into the computer and then the simple statistical analysis method was used to analyze the data. Simple statistics which included percentages and frequencies were used to present the quantitative data in tables.

This study went out to establish the approaches used in the prevention and reduction of substance use and abuse, the effectiveness of the approaches, the constraints or challenges undermining the effectiveness of the approaches in the prevention and reduction of substance use and abuse and ways the constraints could be addressed.

In an attempt to get a deeper insight of the subject under investigation, this study first examined general issues surrounding drug use and abuse before embarking to address the specific objectives. One of the issues was that of whether drug use and abuse was a problem

in secondary school. The majority of the student respondents stated that they did not have a problem of substance use and abuse in their schools although this assertion differed with that of teacher respondents, most of who indicated that their schools had a problem with substance use and abuse. The results of the study showed that the majority of the respondents had indicated were aware of students using and abusing substances. On the type of substances frequently used and abused by secondary school students, alcohol topped the list followed by cigarettes, bhang and miraa. On when the students started using substances, the results indicated that most students started using substances when they were in secondary schools with Form One being the prominent time. The factors behind substance use and abuse included peer pressure, curiosity and emulating/copying elders. It was observed that the majority of the student respondents were not willing to continue using and abusing drugs which was a positive step towards addressing the problem. The student respondents mentioned that poor performance, anti-social behaviour health complications were some of the consequences of substance use and abuse in schools.

Concerning the approaches used in the prevention and reduction of substance use and abuse, the findings indicated that there were several. The main approaches included guidance and counseling sessions in schools, having guests speakers and others that acted like deterrent measures like suspension and expulsion. With regard to the utilization of the approaches, all the categories of respondents indicated that they utilized guidance and counseling sessions, teachers educated the students on the dangers of substance use and guest speakers were used in the schools to pass information to students on the dangers of substance use and abuse. The use of severe disciplinary measures was the least used and unpopular with the students.

The study sought to find out how the approaches were used. The approach of teachers educating students on the dangers of substance use was the much used while inviting guest speakers was fairly used with the use of severe disciplinary measures being the least used. The same results showed that most of the approaches were used by teachers in schools who were in charge of the programme but the teachers were few in number. The other stakeholders involved in the schools in the prevention and reduction of substance use and abuse included specific non teaching individuals, non-governmental organizations, general

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teachers, guidance and counseling teachers, the Presbyterian Church of East Africa and school clubs.

With regard to the effectiveness of the approaches, the findings of this study showed that the approaches were effective as was reported by the majority of the respondents. The approaches were said to be effective in that substance use had gone down while other users and abusers had stopped the behaviour completely. Counseling, inviting guest speakers and teachers educating students on dangers of substance use were regarded as very effective. Further results indicated that deterrent measures like suspension, expulsion of students and use of severe disciplinary measures were regarded as least effective. The study showed that the various stakeholders involved in addressing the problem had achieved meaningful results in the prevention and reduction of substance use and abuse.

On the constraints or challenges undermining the effectiveness of the different approaches, at least nine key constraints/challenges were identified. The highest ranked constraint according to the students was that of lack of strict regulations at schools, ignorance and peer pressure. Other major constraints included few guidance and counseling teachers, low level of sensitization to students, easy access to drugs, secret use of drugs, teachers not allowed to give corporal punishment and parents not working closely with the teachers. The teachers gave nine constraints most of which were similar to those given by the students. They identified several external factors like easy access of drugs by the students largely because legal substances were used more than illegal ones and were available. Wide school curriculum which left the teachers with very little time for non examinable subjects like guidance and counseling, limited finances to invite several counselors to speak with the students, few qualified staff to deal with the vice in schools, lack of cooperation from the local community, exposure of youth to negative mass media information and peer pressure were also contributing factors to the problem.

Concerning ways that the constraints could be addressed, a number of possible ways/solutions were suggested. These included the provision of guidance and counseling to the students, improving open relations between the teachers and the students, increasing

awareness on the dangers of substances and improvement of the relationships between the schools and the local communities. Other proposals were that the provincial administration and parents be fully involved, stiff penalties be instituted for drug peddlers or those found selling alcohol and cigarettes to students, the government should put measures aimed at reducing easy access to drugs, the media be censored, the number of rehabilitation centers be increased and schools to work closely with doctors and psychiatrists.

6.2 Conclusion

The main objective of this study was to examine institutional approaches to the prevention and reduction of substance use and abuse in Kikuyu Division. Specifically, the study wanted to establish the different approaches used in secondary schools, the effectiveness of the approaches used, the constraints/challenges undermining the effectiveness of the approaches and how the constraints could be addressed.

6.2.1 Approaches that were used to prevent and reduce substance use and abuse in secondary schools in Kikuyu

An examination of the results of this study indicates that different approaches are used in the prevention and reduction of substance use and abuse in secondary schools in Kikuyu Division. These are guidance and counseling, inviting guests speakers to inform students on dangers of the substances, teachers educating students on substance use and abuse, suspension of students involved in drugs, expulsion of students engaging in the use and abuse of the substances and severe disciplinary measures. These approaches were utilized differently with guidance and counseling being the most frequently used while severe disciplinary measures was the least used and unpopular approach among the students. Based on these findings, this study generally concludes that secondary schools in the Kikuyu Division had acknowledged that they had the problem of substance use and abuse prompting them to take prevention and reduction measures by using the different institutional approaches which they thought were useful and which were within their means.

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6.2.2 Effectiveness of the approaches that were used to prevent and reduce substance use and abuse in secondary schools in Kikuyu

The findings of this study indicated that most of the approaches were generally effective. The results showed that the effectiveness of the approaches differed in the different school category. The results showed that some approaches were more effective than others. According to both the students and teachers, the most effective approach was that of guidance and counseling and the least was that of severe disciplinary measures such as caning that acted as a deterrent measure. Further results showed that there was not an approach that was rated 100.0% effective or very effective. This implied that none of the approaches could be used alone and there was need for the teachers who were the main players to combine these approaches for them to be effective. From the findings it was evident that the approaches were most effective in the boys' school. Drawing from these findings, this study inevitably concludes that the approaches were generally effective in the prevention and reduction of substance use and abuse in schools within Kikuyu Division.

6.2.3 The constraints or challenges undermining the effectiveness of substance use and abuse prevention and reduction in schools

Generally, the study found out that the approaches used to reduce and prevent substance use and abuse in secondary schools faced some constraints. Some of these constraints were external and internal to the schools. One of the external factors was lack of cooperation among stakeholders. Others included factors like easy access to substances by the students which was mainly because most schools were situated near shopping centers where the substances were sold and lack of cooperation from community members in assisting schools reduce and prevent substance use and abuse mainly because the same community was not aware of the consequences of these substances. Among the internal factors, the key one was that of lack of guiding and counseling teachers which meant that problems related drug use and abuse within the schools could not be effectively addressed. Other internal factors included lack of strict school rules, ignorance by students, and lack of open communication between the teachers and students and peer pressure. On the basis of these results, the study

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would be tempted to conclude that the fight against substance use and abuse in secondary schools can never escape internal and external constraints/challenges.

Further results of the study brought out several suggestions on how the constraints could be addressed. These included recruitment and retraining of guidance and counseling teachers, instituting long term and continuous programmes to address the problem of substance use and abuse, increased collaboration among stakeholders and especially with the provincial administrators who would help to reduce the supply of drugs in their areas and increasing awareness not only in schools but also in the local communities where the schools were located. On the basis of these results, it is concluded that secondary schools experiencing the problem of substance use and abuse have a number of viable ways through which the constraints/challenges facing the prevention and reduction approaches could be addressed.

6.3 Recommendations

Based on the results of this study, a number of recommendations and suggestions are made in the attempt to achieve successful substance prevention and reduction programmes in schools. These include the following:

1. First, the government has a major role in creating substance use and abuse awareness in the country. This study recommends that awareness on substance use and abuse be built on a continual and focused way in schools and also in the communities where the schools are located. The whole community needs to be educated on all the issues of substances so that they will be knowledgeable and be able to work together as a group. This awareness should include the information about the different types of substances and the causes and consequences of substances. This awareness would reduce the levels of ignorance and reduce the number of those who start using without knowing the consequences.

2. The Ministry of Education needs to consider training more guidance and counseling teachers in the country. The teachers should then be spread evenly in the different schools so that each school gets at least a qualified guidance and counseling teacher. The teachers

should be well trained with the information needed to tackle the problem of substances. They should also be trained well to identify problems that affect the youth.

3. The Ministry of Education has a responsibility to have well planned and continuous substance use and abuse prevention and reduction programmes in the schools. The programmes on substance use and abuse should have clear objectives and cover the four years period the students are in secondary schools. The study found out that most of the students started using substances in Form one and this indicates that these programs should be started immediately the students get to Form one. It is important for these studies to be included in the school syllabus. The Ministry should ensure that there is ample time created in schools for these programmes. The study was informed that the school curriculum was too wide and non examinable subjects were sidelined in favor of the examinable ones. All subjects should be tailored to meet the needs of the students.

4. The schools need to enforce stricter school rules so as to reduce access to drugs in schools. Though schools have rules, the students indicated that they were not enforced and that was why substances got their way into schools. Those who break school rules should be given appropriate punishment not necessarily canning which was abolished.

5. The parents should work as a team with the teachers in an effort to prevent and reduce substance use and abuse in schools. Parents should be encouraged to attend meetings and be taught about substances so that they can work together with the teachers to help the students. This will be effective because the teachers will educate them in schools and the parents will be able to advise the children when they get home.

6. The provincial administrators have a major role to play in an effort to prevent and reduce substance use and abuse. They should make sure that no student of school going age will be allowed in bars and sold to alcohol. The administrators should also apprehend all those who brew illegal brews and those who sell substances and illicit drugs in particular in the communities. Access to substances for students should be made very difficult and this can only be possible with the help of the provincial administrators in the area.

7. The Police Department should empower 'community policing" in Kikuyu Division. This will enable the community to work with the police by identifying those who supply substances to the students. They will also help identify the places where substances are sold to students so that the police can take action.

8. The study findings indicate that there is need for the Government of Kenya to establish more rehabilitation centers which are affordable to all those who have become substance abusers. The centers should be government-sponsored so that referrals can easily be made from schools.

6.4 Suggestions for further Research

This study covered the approaches used to prevent and reduce substance use and abuse in secondary schools of Kikuyu Division. A different study could be undertaken in other areas of Kenya to establish whether there are different approaches from the ones used in Kikuyu used. It would be of interest to sociologists to conduct a detailed comparative study of the effectiveness of the approaches used to prevent and reduce substance use and abuse in the different categories of secondary schools. Such a study does not appear to have been conducted before in Kenya. More studies could also be undertaken in secondary schools in other districts in the country in order to determine the effectiveness of the reduction and preventive approaches used so that a comprehensive prevention and reduction strategy and policy is formulated for improved and effective approaches.

This study covered both the internal and external institutional constraints/challenges affecting the effectiveness of the approaches used in substance prevention and reduction. A related study could be undertaken to establish which category of the constraints has more serious negative implications than the other with regards to the effectiveness of the approaches.

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APPENDICES

Appendix 1: Questionnaire to Students

INTRODUCTION

My name is Murehia M.W a postgraduate student from the department of Sociology. Currently I am undertaking a research study on the 'Approaches to the prevention and reduction of substance use and abuse in secondary schools in Kikuyu Division".

The study is particularly interested in finding out the different approaches used in prevention and reduction of substance use and abuse in schools. In addition I want to find out why teachers use the strategies they use in the school. Through this study, I intend to collect useful information that can be used by teachers for an effective intervention in Kikuyu Division.

To ensure confidentiality, I will use a serial number to identify your questionnaire. I will treat the information given as highly confidential.

Thank you in advance for your cooperation.

SECTION A: GENERAL INFORMATION

1. What is your age?

   _____

2. What is your gender?

   1. Male   ( )

   2. Female   ( )

3. What class are you in?

   _____

4. What is the type of the school?

   1. Day school   ( )

   2. Boarding school   ( )

   3. Mixed day school   ( )

   4. Mixed boarding school   ( )

5. (a) Do you know any student in your school that use or abuse substances (alcohol, cigarettes, bhang, miraa, etc)?

   1. Yes   ( )

   2. No   ( )

   b) If yes in (a) above, which drugs do they use or have used or abused?

   _____

   _____

   _____

   c) When did they start taking the drugs?_____

   _____

   d) What influenced them to take the drugs?

   1. Peer pressure   ( )

   2. They saw my parent(s)/teacher(s)/relative(s) take   ( )

   3. Curiosity   ( )

   4. To lower stress   ( )

   5. They were forced to take   ( )

   6. Others (specify)_____

6. If you answered no in 5 above, are you willing to take them? 1 Yes 2. No
    Please explain your answer._____

    _____

    _____

SECTION B: APPROACHES TO PREVENTION AND REDUCTION OF SUBSTANCE USE AND ABUSE

7. a) Do you experience the problem of Substance use and abuse in your school? 1. Yes 2 No
Please explain_____

_____

b). What are the consequences/impact of substance use and abuse in schools?

_____

_____

8. What efforts have been made to address the issue of substance use and abuse in schools
including
yours?_____

_____

_____

9. (a) Do you know any persons/organizations who have tried to address the issue of drug
abuse in you school? 1. Yes 2. No
    (b) If yes, please list them._____

_____

    (c) If yes, and from your assessment, do you think the persons/organizations have achieved
any meaning results? 1. Yes 2. No
Please explain your answer_____

_____

_____

10 a) Are the following approaches used in the school to reduce substance use abuse by the students? Use the following codes. 1 Yes   2. No   3. I don't Know

- Inviting speakers from outside to talk about drugs	1	2	3
- Teachers educating students on dangers of substance use	1	2	3
- Suspension of students found using substance use	1	2	3
- Expulsion of students caught using substances in school	1	2	3
- Counselling of students found using substances in school	1	2	3

- Use of severe disciplinary measures such as caning or being given hard labour in the school for using substances   1   2   3

(b) If yes, how used are they? Use the following codes. 1. Much used 2. Fairly used 3. Not used at all

(Note: On inviting guest speakers, 'much used' refers to four speakers in month and 'fairly used' to at least two speakers in a month. On teachers educating students on dangers of substance use, 'much used' refers to at least eight sessions for drug use education while fairly used refers to at least four sessions. 'Much used' for suspension of students found using substances refers to at least five students suspended in a term while 'fairly used' refers to two students suspended for drug use. On expulsion of students caught using substances, 'much used' refers to at least three student expulsions in a term while 'fairly used' refers to one expulsion in a term. On counselling students found using substances, 'much used' refers to at least eight counseling sessions in a fortnight while 'fairly used' refers to at least four sessions. 'Much used' for use of severe disciplinary measures refers to at least three student drug users subjected serious punishment (caning and/or removing tree stumps) in a month while fairly used refers to at least one student drug user subjected to corporal punishment in a month).

- Inviting speakers from outside to talk about substances	1	2	3
- Teachers educating students on dangers of substance use	1	2	3
- Suspension of students found using substances	1	2	3
- Expulsion of students caught using substances in school	1	2	3
- Counselling of students found using substances in school	1	2	3

- Use of severe disciplinary measures such as caning or being given hard labour in the school for using substances   1   2   3

11. Based on your own judgment and generally speaking, would you say that the approaches so far taken by the school have been effective in helping curb substance use and abuse in the school? 1. Yes   2. No.

Kindly elaborate_____

12. How effective are the following approaches in substance use and abuse prevention and reduction? Use the following codes. 1. Very effective 2. Effective 3. Not effective 4. Not effective at all 5. I don't know

-Inviting speakers from outside to talk about substances 1	2	3	4	5
- Teachers educating students on dangers of substances 1 use	2	3	4	5
- Suspension of students found using substances 1	2	3	4	5
- Expulsion of students caught using substance in the 1 school	2	3	4	5
- Counselling of students found using substance use in 1 the school	2	3	4	5
- Use of severe disciplinary measures such as caning or 1 being given hard labour in the school for using substances	2	3	4	5

13. (A) what are the constraints/challenges/problems facing substance prevention and reduction in schools?_____

_____

(b) How can the constraints/challenges/problems be addressed?_____

_____

14. Based on your knowledge, how best can substance prevention and reduction be achieved?_____

_____

15. Please give any other relevant comments._____

_____

Thank you for taking part in the survey.

Appendix 2: Questionnaire to teachers

INTRODUCTION

My name is Murehia M.W a postgraduate student from the department of Sociology. Currently I am undertaking a research study on the 'Approaches to the prevention and reduction of substance use and abuse in secondary schools in Kikuyu Division".

The study is particularly interested in finding out the different approaches used in prevention and reduction of substance use and abuse in schools. In addition I want to find out why teachers use the strategies they use in the school. Through this study, I intend to collect useful information that can be used by teachers for an effective intervention in Kikuyu Division.

To ensure confidentiality, I will use a serial number to identify your questionnaire. I will treat the information given as highly confidential.

Thank you in advance for your cooperation.

SECTION A: GENERAL INFORMATION

1.   What is your gender?

      1. Male   ( )

      2. Female   ( )

2.   How long have you been teaching in the school?

_____

3.   What is the type of the school?

      1. Day school   ( )

      2. Boarding school   ( )

      3. Mixed day school   ( )

      4. Mixed boarding school ( )

4.   How do you rate the extent of substance use and abuse among the students?

      1. Very large extent   ( )

      2. Large extent   ( )

      3. Moderate extent   ( )

      4. Low extent   ( )

      5. Least extent   ( )

SECTION B: APPROACHES TO SUBSTANCE USE AND ABUSE PREVENTION REDUCTION IN THE SCHOOL

5. What are the consequences/impact of substance use and abuse in your schools?_____

_____

_____

6 (a) Do you experience the problem of substance use and abuse in your school? 1. Yes 2 No

(b) If yes, how have you tried to tackle the problem?_____

_____

_____

(c) If yes in Q 6 (b) and for each of the approaches, why do use it?

_____

_____

_____

_____

7. What efforts have been made to address the issue of Substance use and abuse in schools
including yours?_____

_____

_____

8. (a) Do you know any persons/organizations who have tried to address the issue of
substance use and abuse in you school? 1. Yes 2. No

(b) If yes, please list them. _____

_____

(c) If yes, and from your assessment, do you think the persons/organizations have achieved
any meaning results? 1. Yes 2. No

Please explain your answer_____

_____

_____

9. (a) Are the following approaches used in the school to reduce substance use and abuse by
the students? Use the following codes. 1 Yes   2. No   3. I don't know

- Inviting speakers from outside to talk about substances   1   2   3
- Teachers educating students on dangers of substance use   1   2   3
- Suspension of students found using substances   1   2   3
- Expulsion of students caught using substances in school   1   2   3
- Counselling of students found using substances in school   1   2   3
- Use of severe disciplinary measures such as caning or being given hard labour in the school
  for using substances   1   2   3

(b) If yes, how used are they? Use the following codes. 1. Much used 2. Fairly used 3. Not used at all

(Note: On inviting guest speakers, 'much used' refers to four speakers in month and 'fairly used' to at least two speakers in a month. On teachers educating students on dangers of substance use, 'much used' refers to at least eight sessions for drug use education while fairly used refers to at least four sessions. 'Much used' for suspension of students found using substances refers to at least five students suspended in a term while 'fairly used' refers to two students suspended for drug use. On expulsion of students caught using substances, 'much used' refers to at least three student expulsions in a term while 'fairly used' refers to one expulsion in a term. On counselling students found using substances, 'much used' refers to at least eight counseling sessions in a fortnight while 'fairly used' refers to at least four sessions. 'Much used' for use of severe disciplinary measures refers to at least three student drug users subjected serious punishment (caning and/or removing tree stumps) in a month while fairly used refers to at least one student drug user subjected to corporal punishment in a month).

- Inviting speakers from outside to talk about substances   1   2   3
- Teachers educating students on dangers of substance use   1   2   3
- Suspension of students found using substances   1   2   3
- Expulsion of students caught using substances in school   1   2   3
- Counselling of students found using substances in school   1   2   3
- Use of severe disciplinary measures such as caning or being given hard labour in the school
for using substances   1   2   3

10. Based on your own judgment and generally speaking. would you say that the approaches so far taken by the school have been effective in helping curb substance use and abuse in the school? 1. Yes   2. No.

Kindly elaborate_____

_____

_____

11. How effective are the following approaches in substance use and abuse prevention and reduction? Use the following codes. 1. Very effective 2. Effective 3. Not effective 4. Not effective at all 5. I don't know

- Inviting speakers from outside to talk about substances   1   2   3   4   5
- Teachers educating students on dangers of substance use   1   2   3   4   5
-Suspension of students found using substances   1   2   3   4   5
- Expulsion of students caught using substances in school   1   2   3   4   5
- Counselling of students found using substances in school   1   2   3   4   5
- Use of severe disciplinary measures such as caning or being given hard labour in the school for using substances   1   2   3   4   5

12 (a) what are the constraints/challenges/problems facing substance use and abuse prevention and reductioninschools?_____

(b) How can the constraints/challenges/problems be addressed?_____

_____

_____

13. Based on your knowledge, how best can substance use and abuse prevention and reduction be achieved?_____

_____

14. Please give any other relevant comments._____

_____

_____

Thank you for your cooperation.