FACTORS INFLUENCING DRUG ABUSE AMONG STUDENTS IN PUBLIC SECONDARY SCHOOLS IN MOMBASA DISTRICT, MOMBASA COUNTY, KENYA

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DEDICATION

This research work is dedicated to my beloved mother Ruth NekesaKaburu, my lovely wife Lucy KathambiMasivai, our dear children; Blessings NekesaMasivai and JoashKaburuMasivai, for their support, understanding and patience.

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ABBREVIATIONS AND ACRONYMS

ESU   Early substance use

INLEA   International Narcotic and Law Enforcement Affair

KIE   Kenya institute of education

MOE   Ministry of education

NACADA   National agency for the campaign against drug

SLT   Social learning theory

SPSS   Statistical package for social sciences

UNDCP   United nation drug control program

WHO   World health organization

ABSTRACT

The purpose of this study is to investigate factors influencing drug abuse among students in public secondary school in Mombasa District. The study was guided by the following objectives, influence of peer pressure on drug abuse among student in public secondary schools, influence of availability of drugs on drug abuse among students, how mass media contributes to drug abuse among students, how family conflicts contributes to drug abuse among students in public secondary school and the role of guidance and counseling in controlling drug abuse among students in public secondary schools in Mombasa. The study is based on the social Learning Theory- advanced by Albert Bandura (1977), which states that adolescence acquire their beliefs about antisocial behaviors from their role models, especially close friends or (peer groups) parents and relatives. The role models may influence students directly or indirectly and positively or negatively. The theory assumes that substance specific cognition is the strongest predictor of the students early substance use.

The study utilized descriptive survey design. The target population of this study was 1800 students, 330 teachers and 13 head teachers; the target group was form 3 and 4 students. Simple random sampling was employed to select 10 schools out of 13 schools in Mombasa District to participate in the study. The study sample comprised of 10 head teachers, 99 teachers and 180 students

from 10 secondary schools in Mombasa District .The study used questionnaires for data collection. The following are the findings; students were greatly influenced by peer pressure to abuse drugs and other related substances. The study also noted that a very small percentage of students were abusing drugs as individual. Secondly, the responses showed that, drugs are easily available within the school environment and that mass media play a major role in influencing students to abuse drugs. Thirdly, the study established that, family conflict lead to divorce and separation hence affecting the family and children stability. This therefore, may encourage children to engage into drug and substance abuse as a result of frustration and desperation. Further the study showed that, students from unstable family background are more likely to abuse drugs as compared to those from stable family backgrounds.

In addition the study indicated that, effective guidance and counseling, aggressive anti- drug campaigns and regular drug awareness in most schools was lacking. The study also implied that, guidance and counseling may prevent drug abuse in schools to a certain extend if well utilized in the schools by the professionists and school administration. The following conclusion were arrived at, firstly, the students had adequate knowledge on certain issues in drugs and substance abuse. Secondly, the study revealed that there were measures put in place in the schools to curb drugs and substance abuse which included guidance and counseling, drug awareness campaigns and

punishment. The most popularly measures used are guidance and counseling, punishment and (suspension).The recommendations of the study are as follows, instead of punishment for those students found abusing drugs in school, they should be counseled. They also felt that guidance and counseling departments should be strengthened with counselors equipped with knowledge and skills to handle students with drug problems. In addition, the responded also suggested that, school administrators should make arrangements to have forum to educate the parents, teachers, students and school community on how to curb drug abuse. Lastly, they recommendation that, the government should give support to schools by declaring drug and substance abuse illegal business and put into place strict penalties of those involved in the abuse.

CHAPTER ONE

INTRODUCTION

1.1 Background

According to the World Drug Report (2005), the use of illicit drugs has increased throughout the world in recent years. The report further states that a major world trend is the increasing availability of many kinds of drugs to an ever widening socio-economic spectrum of consumers. Drugs abused range from the socially accepted like alcohol, tobacco, Miraa and caffeine to the outlawed ones such as heroin, cocaine and cannabis sativa (bhang). Drug addiction is a disease that impairs the structure and function of the brain. Botvin (2000), attributed the drug abuse among youth to the feelings elicited by the drugs, influence from friends and kins, experimentations, medicinal use and stressful lives.

Daily Nation, July, 2000). Galler and Maxwell, (1969) and Good, (1970), noted that in Central Asia, France, India and Middle East, people have accepted that illegal drugs can make people lose control over their lives. The people believe that abuse of drugs like marijuana and cocaine could add on some people's social problems. Kenyans have been experimenting with drugs for a long period of time. As early as the 70's, drug abuse was an issue of discussion in the education sector. For example, David Syme of International Commission for the prevention of Alcoholism and Drug Dependency carried

out a study in Kenyan schools   between 1977 and 1978. His study was entitled "A survey on drug use in Schools" and it showed that 23.3% of students took alcohol while 26% smoked bhang. (David Syme, 1979)

The issue of drug abuse is therefore not new in our Kenyan schools but has only escalated. According to a survey done by the big issue team, there is a general consensus that the problem of drug abuse and trafficking in schools is on the increase (East African Standard, January 19, 2004). Another research done by the National Agency for the campaign Against Drug Abuse (NACADA) shows that up to 92 percent of children aged between 16 and 26 are reported to have experimented with drugs, more than half of these stop using the drugs after some time but 25 percent continue abusing the substance. About 20 percent of these young people, the report says, end up getting addicted, (Sunday Nation, July 14, 2002). In Kenya, there had been reported increased cases of drug abuse in the last few years and is spreading to Eastern, Central, Nyanza and Western at an alarming rate (Maithya, 2009).

The lives of the youth in secondary schools are being endangered causing a lot of concern, that this vice is the major cause of the problems in the Kenyan secondary schools (Gikonyo, 2005). Atemi&Ondiek, (2012), cite psychological factors, psychiatric factors, family related factors, peer influence, mass media advertisement, accessibility and affordability as influencing drug abuse. Psychological factors refer to patterns of thought, behavior, personality traits, self-esteem and coping skills. Such non-pathological factors may cause an adolescent to develop alcohol and drug

abuse problems. According to the US Bureau for International Narcotics and Law Enforcement Affairs (INLEA), in recent years Kenya has become a significant transit route for cocaine, heroin, and other drugs shipped from South America and Southwest Asia to US and European markets.

Drug abuse has become a global problem that threatens the lives of many on the earth. The Nations Secretary General then, Boutros Ghali noted that; "Drug abuse has escalated dramatically in recent years. Most drug abusers are young, poor or both. No Nation is immune from the devastating consequences of drug abuse and illicit trafficking, an upsurge in crime, violence and corruption, and the destruction of the individual, families and entire communities and undermining of national economies. Another consequences, one with intravenous drug abuse, is the high risk of spreading AIDS (Boutros-Boutros Ghali, UNO, 1992)" Substance/ drug abuse is negatively affecting the quality of education in our nation's schools; from the elementary level, to college and campuses.

According to the United States Department of Health and Human Services, in USA, half of all teens – and 60 percent of high school teens –report that drugs are used, kept, or sold at their schools. Students at these schools are three times more likely to smoke, drink, or use illicit drugs than students whose schools are substance free. Of those students who tried cigarettes in school at some time, 86 percent are still smoking as seniors. Of these who have been drunk, 83 percent continue to get drunk as seniors. Of those who have tried marijuana even once, 76 percent are still using it in the twelfth grade. By

completion of high school, 70 percent have smoked cigarettes, 81 percent have drunk alcohol, 47 percent have used marijuana, and 24 percent have tried another illegal drug. (Prevention Alert, September 6, 2002) The social and economic effects of drug use in eight African countries identified Mombasa as a major entry point for heroin into Kenya (UNODCCP, 1999). By the end of the 1990s users were shifting to injection of heroin in Mombasa and other coastal towns. Beckerleg et al., (2004), conducted qualitative interviews with 40 heroin users in Malindi and Mombasa, coastal towns with a lively tourist industry, and reported that injecting practices were similar to those reported in other parts of the world. High status, or 'cool', among heroin users was associated with injecting alone and with personal autonomy, which has lured the youths especially students in secondary school.

Consequently, it has resulted in high dropout rate, indiscipline, poor academic performance, truancy cases among students in secondary schools. The United Kingdom has not been spared the drug menace either. Jason Allardyce, a Scottish political reporter, reported of a case where heroine, worth more than 500 pound, was found in the schoolbag of an eleven year-old boy in a Govan primary school. A research carried out by closed-circuit television (CCTV) showed that one in three twelve year-olds had been offered drugs in Scotland. Angus Mackay, the Deputy Justice Minister in the Scottish Parliament, noted that children in their first year of secondary school were particularly vulnerable to drug dealers because they left their familiar primary school

environments and were forced to make new friends, (Times, The UK, Nov 16, 1999).

In addition, there is a growing domestic market for heroin and to a lesser extent cocaine within Kenya, especially in the coastal cities and Nairobi International Narcotics and Law Enforcement Affairs INLEA, 2006). The increase in drug trafficking and transiting in Kenya is due to its extensive network of sea and airports, which provide the necessary infrastructure for moving drug shipments. In addition, a climate of weak regulatory and judicial controls, inadequate law enforcement resources, and endemic official corruption have enabled drug traffickers to operate "with near impunity." The seizure of more than a ton of cocaine in December 2004 indicates that international drug trafficking rings may be operating in Kenya; however cocaine seizures have declined dramatically since that point. Commercial and family ties between Kenya and Southwest Asia have facilitated transit of heroin and hashish from that region, while cocaine shipments from South America also transit through the country on the way to the European market. Kenya is a minor producer of cannabis, with much of this product destined for the domestic market (INLEA, 2006).It is used through inhalation of the vapour, referred to as "chasing the dragon."

It is due to this problem that that the government and other stakeholders has made effort to curb the menace, such efforts include, NACADA –National Agency for Campaign Against Drug Abuse; which was established in March

26th 2001, by the government of Kenya as a response to curb the problem of drug abuse that was escalating the country. Its terms included to initiate a public education campaign against drug abuse in the country. To develop an action plan aimed at curbing drug abuse by the youths in schools and other institutions of learning. Sensitize parents on the issue of drug abuse and attendant and their problems as a role model and to initiate rehabilitation programmes for drug dependent persons, (NACADA 2003).According to 2003 annual report the campaign has undertaken the various activities to fight drug abuse among the youths in learning institutions The report further explains that in the year 20003 the campaign focused on two critical aspects in the learning institutions, mainly preventing education activities and public empowerment of students barazas during a joint secondary schools meeting held at a joint venue convenient for all.

The Kenya Institute of Education (K I E), in collaboration with NACADA – National Agency for Campaign Against Drug Abuse, NACADA 2004, States that drug abuse is a social evil since it culminates into behaviors' that deviates from normal social behavior making abusers social deviants normally associates with criminal and social depravity. In Mombasa, second largest city in Kenya, the commonly used drug is heroin which has been a street drug for over 25 years. This drug (heroin) is used in the form of 'brown sugar 'and has quickly spread from Mombasa to smaller coastal towns like Malindi, Kilifi and Watamu (Beckerleg, 1995).

1.2 Statement of the problem

Kenya Secondary School Head Association (2004) reported that the spread of unrest and indiscipline among the students in schools and other learning institutions are linked to increase in production and abuse of drugs. A research done by Johnstone (2002), showed that, drug abuse is not just confined to day schools only where students can access drugs easily. Students in boarding schools also have access to drugs. It is well known fact that some students have secret ways of getting drugs and selling them to fellow students (Onyango , 2002). Government's effort to fight Alcohol, Drug and Substance Abuse is evidenced by the various laws enacted, policies issued and institutions established to deal with the menace.

Some of the Acts enacted by the Government include the Narcotic Drug and Psychotropic Substances (Control) Act No. 4 of 1994 and the Tobacco Control Act 2007. The former Act criminalizes possession and trafficking in narcotic drug and psychotropic substances and cultivation of certain plants. It spells out stiff penalties upon conviction on drug related offences. While the latter regulates public smoking, marketing and sale of tobacco products in Kenya, it prohibits advertising of tobacco products, limits the number of cigarettes that can be sold and requires larger health warnings to be printed on the packet. Other related Acts include: The Chang'aa Prohibition Act (Cap 70), The Industrial Alcohol (Possession) Act (Cap 119), Liquor Licensing Act (Cap 121); The Children's Act, 2001, Traditional Liquor Act (Cap 122),The Food Drug and Chemical Substances Act (Cap 254); and, The Alcoholic Drinks

Control Act, 2010. In addition, the government established, NACADA – National Agency for Campaign Against Drug Abuse in March 26th 2001, as a response to curb the problem of drug abuse that was escalating the country.

In Kenya, concern over the possible increase of drugs abuse, especially among the youth has led to a few survey carried out to ascertain the extent of drug use. All these studies have indicated that the use of tobacco and alcohol are more common than the use of other substances such as cannabis (bhang), khat (miraa) and other illicit substances (Mwenesi, 1995). In Mombasa District there are reported cases whereby, students especially in secondary schools use cough mixtures tranquilizers, sedatives, sleeping pills, eye drops among others. They fake illness to access these drugs from either their school health facilities or hospitals. Use of inhalants such as glue and cigarette lighter fumes are also on the increase, illicit brew such as 'mnazi which is cheap and readily available due to coconut farming at the coast' is also smuggled into the schools as consented by, Gacacio (2003). There is an indication that students carry spirits sometimes mixed with fruit juices, sweets, glucose, ice tea and other drugs to school. The abuse of drugs leads to social insecurity and wastage of man power (students) in coast province, especially in Mombasa district and Kenya as a country in general. When these students mature, they form the core of criminal syndicate (Refoli and Heweitt, 1994).

The United Nation international Drug Control Programme, (In the World Drug Report for (2000), ranked Kenya among the nations notorious for either

consumption or manufacturing of narcotic. According to the report Mombasa is the major transit point of the drug trafficking in Africa (Onyango 2002). Along with other African countries in Africa Kenya has lately been experiencing a rapid increase in production, distribution and consumption of multiple drugs of dependence. The consequence of such spread has become an issue of concern. Even though the magnitude of the crisis has apparently not reached that of the developed countries the scene calls for urgent measures for preservation (Kombo, 2005). Kenya risks being overpowered by international network of drug peddlers, whereas the most affected region being the coast province. Hence it's true that there has been an escalation of antisocial behavior in the public secondary schools in Mombasa district.

Despite all the effort by the government and other stakeholders, rules governing students behavior in schools, many efforts being made at guidance and counseling, statements and action of disapproval and concern voiced by Kenyans society in general (Wachira, 2001). Incidents of students undesirable behavior has been increasing over the years in coast province, (Kombo 1998, Wachira, 2001). This is due to the rise of drug abuse among student in public secondary schools in coastal region more specifically in Mombasa district .This prompted the researcher to conduct the study to assess factors influencing drug abuse among students in public secondary schools in Mombasa District.

1.3 Purpose of the study

The purpose of this study was to investigate factors influencing drug abuse among students in public secondary schools in Mombasa District, Mombasa County.

1.4 Objectives of the study

This study was guided by the following objectives:

i. To examine the influence of peer pressure on drug abuse among students in public secondary school in Mombasa District.

ii. To determine the influence of availability of drugs on drug abuse among students in public secondary school in Mombasa District.

iii. To analyze how mass media contributes to drug abuse among students in public secondary school in Mombasa District.

iv. To assess how family conflicts contributes to drug abuse among students in public secondary school in Mombasa District.

v. To examine the role of guidance and counseling in controlling drug abuse among students in public secondary schools in Mombasa District.

1.5 Research questions

The study attempted to answer the following research questions:

i. How does peer pressure contribute to the abuse of drugs among students in public secondary schools in Mombasa District?

ii. How does availability of drug contribute to drug abuse among students in public secondary school in Mombasa District?

iii. In what ways do the mass media influence drug abuse among students in public secondary schools in Mombasa District?

iv. How do family conflicts contribute to drug abuse among students in public secondary schools in Mombasa District?

v. What role does guidance and counseling play in controlling drug abuse among students in public secondary schools in Mombasa District?

1.6 Significance of the study

The findings obtained from this study may help the Ministry of Education to understand the current situation of drug abuse. The research may aid policy makers, teachers and administrators become aware of factors which hinder the current approaches to curb drug abuse. Parents and guardians may benefit from this study by getting ideas on their children's consumption of drugs so as to be better placed to ensure good upbringing of their teenage children. The research may be of great importance to the curriculum developers in the Kenya Institute of Education. This study may also open new research gaps that

may act as a basis for future researchers who may wish to explore the field of drug abuse further and incorporate other aspects not discussed in the study.

1.7 Limitations of the study

Some school administrators may refuse to give records that may be needed by the researcher regarding drug abuse in their schools. Some respondent may not cooperate with researcher. The respondents may give wrong or false information to the items in the questionnaire. In conclusion, the form one and form two students were not included in the study. However, the foregone challenges was addressed by getting authority from the District education officer Mombasa District, assuring the responded that the information obtained was treated with a lot of confidentiality and was to be used for the sole purpose of the research being undertaken.

1.8 Delimitations of the study

The study was confined to factors influencing drug abuse among students in public secondary school in Mombasa District. Therefore its findings were only generalized to other parts of the country cautiously. This was because the area covered by this study has different condition from those areas not covered. The study was restricted to the responses obtained from the head teachers, teachers and students who were available

1.9 Assumption of the study

The following were the assumptions of the study:

i.   Drug abuse affects student's performance in Mombasa Distinct.

ii. The respondents gave true and honest information.

iii. The sample collected represents the entire population under study.

iv. Drugs are readily available and accessible to students in Mombasa District.

1.10 Definitions of the significant terms

Drug refers to a product apart from food and water that alters or affects the mental, physical and emotional functioning of students.

Drug abuse refers to the use of drugs for purposes other than medical purposes, or Misuse of any substance resulting in the change in bodily functions thereby affecting a student in a negative way, socially, physically or cognitively.

Drug addiction refers to a situation where a student can no longer function without drugs.

Illegal drugs refer to substances that the government considers to be harmful to students, thereby discouraging their use.

Legal drugs refer to substance the government allows students to use because they are not harmful to them.

Family refers to a group of people that are closely related, particularly the father, the mother and the children.

Peer pressure refers to tendency to conform to the values and standard of students of the same status and age rank.

Youth refers to students between the age of 13 and 25 or their activities.

Students refer to peer or adolescents of the same age bracket, rank, status and ability and can influence one another easily.

Principals refers to an administrator in charge of the learning institution called a secondary school who provides a conducive environment for student's growth and development

Teachers refers to the most important teaching staff in a school that have been trained in their jobs to keep abreast of the changes in the society so as to be able to prepare students to cope emerging issues like exams pressure and drug abuse.

Guidance and Counseling refers to a broad area of educational activities and services aiming at assisting students in making and carrying out adequate plans and achieving satisfactory adjustment in life.

1.11 Organization of the study

This study was organized into five chapters. Chapter one deals with the introduction, the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations and delimitations of the study, basic assumptions of the study, definitions of the significant terms and the organization of the study. Chapter two of the study deals with literature review which consists of introduction, peer pressure and drug abuse, availability of drugs and drug abuse, mass media and drug abuse, family conflicts and drug abuse ,role of guidance and counseling in controlling drug abuse, summary of literature review, theoretical frame work and conceptual framework. Chapter three addresses research methodology and this included research design, target population, sample and sampling techniques, data collection instrument, instrument validity, instrument reliability, data collection procedures as well as data analysis techniques. Chapter four contains data presentation, analysis and interpretation, while chapter five shows a summary of the research findings as well as conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter literature related to drug abuse in secondary school was discussed under the following sub headings, peer pressure and drug abuse, availability of drugs and drug abuse, mass media and drug abuse, family conflict and drug abuse, role of guidance and counseling in controlling drug abuse, summary of literature review, theoretical frame work and conceptual frame work.

2.2 Peer pressure and drug abuse

Peer pressure has been found to be one of the strongest contributors to drug abuse among adolescents. It's refers to a group of people with identical social standing. This has attributed to teenagers drugs abuse, entrench drug using habits and mold attitudes towards drugs. Peer pressure is a huge motivator to drug use especially when the teenagers of interests come from single parents compared to those from homes with both parents. Peer pressure is a contributing factor to drug abuse but the strength of this association depends on the structure of the family (University of Michigan, 2013).Teenagers have an urge to belong and loved, hence this can lead to one doing what is not expected to be done to gain group approvals and identity. This is more serious when one has low self-esteem, sense of lack of security and dependency. The

insecure youth find comfort and approval by conforming to the standards of a peer group. Franco (2010) conducted a study of adolescents and the findings show that there is a good co-relation between the level of alcohol and other drug use in the respondents and the number of the peers who used the drugs. He also noted that when children of drinking parents lose parental tie, they tend to be strongly influenced by peers who are drug abusers.

In addition, acting as role models, parents who consume a great deal of alcohol have been shown to exhibit reduced parental monitoring of the activities of their adolescent children and this has led to stress and negative effect. As youths grow, their social networks widen, they are more exposed to opportunity and increased temptation. Midigo (2002), asserts that, young people are curious and like making fun. Therefore some take drugs as a discovery of their effects. It is well known fact that some students have secret ways of getting drugs and selling them to fellow students (Onyango 2002). In some cases members of the public walk into the schools and sell drugs to students (Ndegwa, 1998).According to Johnston (2000), social pressures often reinforce drug-taking as a sign of adult behavior and they become more economically independent and group involved. As a result they indulge in drug abuse due to the following reasons, to relax, to show independence, to be part of a group, to relieve stress, to satisfy curiosity, to copy role models, to be rebellious, to overcome boredom, to cope with problems and to keep up with the peer. In school, children spend most of their time with the peer group. Gacacio (2003), Asserts that of late students are exposed to other drugs such as opium, cocaine and heroine which are harder drugs. They also use sleeping

pills, trangulllisers, cough mixtures, eye drops and inhalants such as glue and petrol fumes, which are readily available to them.

2.3 Availability of drugs and drug abuse

NACADA 2004, states that drug abuse is a social evil since it culminates into behaviors' that deviates from normal social behavior, making abusers social deviants normally associated with criminal and social depravity. The availability of drugs through cheap and local suppliers encourages students to abuse or indulge into drugs abuse (Obiayo, 2003). Gacacio (2003), asserts that of late students are exposed to other drugs such as opium, cocaine and heroine which are harder drugs. They also use sleeping pills, trangulllisers, cough mixtures, eye drops and inhalants such as glue and petrol fumes, which are readily available to them. Availability of readily cash to the youths as pocket money or travel allowances, especially if excess may be redirected into purchasing of illegal drugs (Okech, 1997).

.According to the daily nation, July 17, 2002) students who get a lot of money are tempted to buy illegal drugs. The availability of drugs will make it possible for accessibility. Ninety percent of secondary school students claim that they can get drugs within school environment. This has led to the shocking statistics of drug abuse among high school students.   The non -drug users among teenager admit that drugs are easily accessible to them within the school environment (Johnston, Bachman and Schulenberg, 2009). Another

interesting fact is that 38.4 percent of teenagers in public secondary schools believe they can access drugs compared to only 22.4 percent of those in private schools (Teen Help, 2013).

According to Atemi&Ondiek (2012), International drug peddlers have invaded Kenya so that all sorts of drugs are in our country. Cannabis Sativa (bhang), which is commonly abused, is locally available in Kenya. It is grown on the slopes of Mt. Kenya and also comes from Uganda through Lake Victoria and Tanzania through Namanga&Kuria boarders. It is cheap and therefore most students can afford. Miraa is also accessible and affordable as it is grown in Meru parts of Kenya. Its open use and the powerful "drug culture" where drug use is considered normal by communities. Most parents give their children a lot of money (pocket money), which enables them to buy drugs. Those not given involve themselves in criminal acts like robbery and prostitution to get money.

Maithya (2009), states that Availability and cost of drugs is associated with drug abuse. According to Kaguthi (2004), availability of illegal drugs such as heroin, cocaine and mandrax and legal substances such as cigarettes and alcohol encouraged drug abuse among the student in secondary school. The abuse of drugs leads to social insecurity and wastage of man power in our country. When these youths mature, they form the core of criminal syndicate (Refoli and Heweitt, 1994).The United Nation international Drug Control

Programme, (In the World Drug Report for (2000). Ranked Kenya among the nations notorious for either consumption or manufacturing of narcotic. According to the report Mombasa is the major transit point of the drug trafficking in Africa (Onyango, 2002). This has enabled the research to be carried out.

2.4 Mass media and drug abuse

In public secondary schools mass media is a very powerful instrumental or agent that contributes to teen's drug abuse. Many teenagers become stressed from their lives at schools and socially end up being introduced to drugs through what they read, watch and their peer groups. This further increases their stress levels and can lead to harmful ways of relieving this stress. Alcohol taking constantly showcased in the movies, music, video and television programs often entrenches the peer pressure on drug abuse. The popular artists, some of whom are role models for teenagers, do not help them when they appear on alcohol advertisements (Hann, 2012).

According to Chesile (1996), manufacturing industries producing-tobacco, alcohol, pharmaceutical, drug-glamorizing, promotes drug abuse. He also observed that entertainment media, music, fashion paraphernalia and advertising industry play a great role in drug abuse. Television not only dominates leisure and family time, it powerfully affects our attitude, behaviors' and relationships like any other kind of communication. It teaches

viewers through what it portrays, more specifically, youths often depend on television for role models.

In 1999 the White House released a study on popular movies rental and 1,000 of the most popular songs from 1996 and 1997. It was revealed that: 98% of movies and 29% of songs depict illicit drugs, alcohol or tobacco; Illicit drugs appeared in the 22% of the movies; Fewer than 15% youths, who smoke marijuana or cigarettes, experience apparent consequences; 20% of the movies portrayed illicit drugs use in a humorous context; Illicit drugs used was associated with health or luxury in 20% of the songs in which drugs appeared, sexual activities in 30%, crime or violence in 20%; Although there were few Africans, American characters in movies were portrayed as using drugs at a higher rate; and Alcohol and tobacco were used in over 76% of movies. Fashion industry also promotes and glamorizes drug use. There have been reports that heroine addiction is common among fashion photographers and models used to dress like the "heroine chic" of advertisement for Calvin Klein Clothes 1997 dubbed so because models used to dress like drug addicts. Furthermore, Needle et al. (2001), have shown that youths from disrupted families tend to get involved in substance abuse.

On the other hand, Chesile (1996), has observed that parents who don't abuse drugs have firm stand regarding television, schoolwork, use of alcohol and

other drugs. Social pressure from media and friends is a universal risk factor for substance use and abuse among adolescents in developed and developing countries (Adelekan, 1996 in Obot, 2005), This is especially common in urban areas where there is widespread exposure to advertising on radio, television and billboards. Young people in urban areas are more exposed to images and messages promoting tobacco and alcohol than their counterparts in rural areas. In addition, it is also argued that the media has played a role in first time tobacco use. According to the then Kenyan Health Minister, Hon. Charity Ngilu, (Daily Nation, May 22, 2006), when children watch their "heroes" smoking on television and movies, they also want to copy them without knowing the dangers and addictive power of tobacco. This has influenced students' characters in schools to abuse drugs.

2.5 Family conflict and drug abuse

According to Madigo (2002), the attitudes of parents on tobacco, alcohol and other drugs play a major role in children's behaviors'. Young people learn from what they see by imitating what their parents and what other people in the community do. Needle et al. (2001), indicated that youths from disrupted families tend to get involved in substance abuse. On the other hand, teenagers, especially female in families with prevalent case of conflict were found more likely to engage themselves in activities of acting out. These activities were associated with drug and substance abuse. As such, family conflicts have been strongly linked with the drug abuse complications among teenagers. Different

gender responds differently to family adversities in relation to the consequent drug and substance abuse, therefore gender should be put into consideration when formulating intervention programs (Skeer, McCormick, Normand, Mimiaga, Buka& Gilman 2011).

Females and males teenagers have different coping mechanisms to conflict; female teenagers avoid problems while the males' teenagers prefer dealing with problems head on (Kort-Butler, 2009). Most families are characterized by issues of immorality, spiritual emptiness, lack of direction and purpose in life among other problems. Chesile (1996), conducted a comparative study on adolescents' drug users, their study revealed that the drug free children feel closer to their parents and also consider it important to get along with them. The drug users bear such characteristics as loneliness, rejection, isolation and constant punishment. A survey report released by NACADA in Kenya in 2004 says that, young people between 10 and 24 years, whose parents use or sell alcohol and other drugs, are likely to abuse these substances. At times teenagers, who sell drugs on behalf of parents, are more exposed to substance abuse in due course.

Uba (1990), says that adolescents with substance abusing parents experience a higher rate of parental and family problems than those adolescents whose parents do not abuse substances. This may cause poor parent-child attachment, which may in turn lead to a lack of commitment to conventional activities,

thereby leading to adolescent drug abuse. Maithya (2009), argues that Families can have a powerful influence on shaping the attitudes, values and behavior of children. During socialization, parents and family members direct young people's conduct along desired channels, and enforce conformity to social norms. In traditional African society, socialization began with the birth of a child and progresses in stages to old age, Socialization involves being taught society norms at different stage. The children are integrated into the community by being taught discipline, social roles and skills to help them fit well in society. A well-socialized child has a sense of self-worth, and feels strongly as part of the family where one is needed and depended upon.

According to NACADA (Sunday Nation April 12, 2008:10) there is a strong link between alcohol or drug abuse by young people and the break-down in family values. Stories of children barely in their teens undergoing rehabilitation due to drug addiction problems are a cause of concern (NACADA, 2008). These problems reflect a direct product of how children are socialized in relation to drug use. Family conflicts contribute to teenagers drug influence due to lack of control from parents as their role model. According to Perkinson (2002), peers have a high degree of influence only when parents have abdicated their traditional supervisory roles. Hence, active and involved parents may be able to limit the influence of peer groups on young people's attitudes towards drug use, and therefore have a crucial influence on children's behavior

2.6 Role of guidance and counseling in controlling drug abuse

Guidance and counseling is necessary but not a luxury to be afforded by fortunate schools. Education system goes hand in hand with guidance and counseling which constitutes an integral part of education and not just aside function. According to Botvin (2000), guidance is a broad area of educational activities and services aiming at assisting students in making and carrying out adequate plans and achieving satisfactory adjustment in life. While counseling is the part of the guidance process which essentially helps students to deal with or remove frustrations and obstacles that interfere with their daily lives.

According to Perkinson (2002), the purpose of counseling is to provide an opportunity for clients (students) to work towards living in more satisfying and resourceful way. The head teachers, teachers, parents and other education stakeholders therefore, should take an active role in ensuring that students are regularly guided and counseled, this may have a positive impact in reducing drug abuse among students especially in Mombasa District.

There are three components of guidance and counseling. These may include:- Education guidance, vocational guidance and psychological counseling. Education guidance is concerned with all activities that are related to students adjustment to his education environment. Firstly, developing a conducive environment for individual education, which enables the new student to adjust to a new school, subjects and new regulations students

need to be carefully introduced to new settings so that it will not be a hindrance to learning (GOK, 1976). Secondly, recognition of individual differences on the their relation to education achievement This means giving assistance to students to enable them become aware of their abilities. Special need, interests and limitations. They are able to understand themselves and how their potential may be developed. Education guidance also includes keeping academic reports and observation reports for each student. An analysis of these reports and records gives an indication of students who may need assistance and in which academic field (GOK, 1976).

Thirdly, education guidance relates to curriculum choices. A student with many abilities and interests may have a problem in deciding which subject will be meaningful to her/ him in future. So such students need guidance on his/ her curriculum to his vocational objectives. Some students are influenced by peer choices, thus guidance and counseling is essential in helping students make their choices by making them understand the factors that determine choices. And that every choice made is accompanied by a consequence either positive or negative. Vocational guidance, cautions students and parents from being attracted to loftiness and lucrativeness of a particular occupation or profession regardless of whether they meet the requirements (GOK, 1976). Guidance and counseling reduces conflicts between parents and students regarding making choices on training and careers. Some parents choose careers to their children that are beyond the child ability or interest. Personal and

psychological counseling , as a third component of guidance and counseling , aims at helping students who show signs of personality mal adjustments, anxiety that is characterized by feelings of impending doom, total failure in school system, annoyance, unhappiness and teachings of being misunderstood and neglected (Simeline , 2001).

According to Uba (1990), Pudo (1988) &Muyabo (1997), management of students who have already began to depend on drugs require counseling or detoxification in order to discourage and prevent further abuse which can destroy body cells and behavior. The primary prevention entails creating awareness against drug and substance abuse through education and counseling. Rew (1971), conceded that availability of teacher counselor who discuss children problems and concern at different stage may prevent the fast spread of drug menace. Wangai (2001), stresses the need for proper nurturing of students and inculcating in their desirable habits and practice through guidance and counseling. Rono (2001), asserted that , a well-established guidance and counseling unit in the school is very essential as it provides a helping service to learners from the first day students joins school, to the last day he or she leaves the school. Mwagira (2001), emphasizes that the fact that guidance and counseling enhances effective administrative approaches by providing knowledge about students, physical conditions, medical history, family background, scholastic records academic achievement and personal character which help the teachers and head teachers to provide better instructions and advice to them. Kombo (2005), asserts that despite

escalating level of drug abuse in school, most teachers receive no formal training in ways of identifying and assisting students on drugs, therefore this situation must be corrected by mandating the core curriculum in teachers training colleges include drugs and drug management in schools.

The Ministry of Education (M.O.E), lists the following as the functions of school guidance and counseling committee departments.

i.   Holding regular meetings with students to sensitive them on the negative effectiveness of taking drugs, the dangers of premarital sex, undesirable behavior and misconduct.

ii.   Meeting students collectively to give them talks on a wide range of topical issues to create awareness and understanding among them.

iii. Arranging to meet individual students to give them counseling concerning their individuals problems and conflicts with a view of shaping and correcting them.

iv.   Holding regular discussion to advise students especially those in upper classes or forms on career choice as well as prospects of joining particular institutions.

v.   Inviting outside speakers who are specialists in special areas (drugs) to talk to students. This may include professionals , social workers , guidance and counseling officers from education offices and role models in the community.

vi.   Keeping detailed and confidential records on individual student concerning the student background.

vii. Monitoring social adjustments behavior, conducts and academic performance.

viii. Asking parents of individual students to visit school so that the undesirable behaviors can be arrested and corrected in good time.

ix.   Recommending to the head teacher's students who should be given some responsibilities for example perfects and monitors.

In conclusion, Okech&Ngumba (1991), asserted that guidance and counseling in any learning institution is very essential, therefore guidance in secondary's schools, should be concerned with personal development of the student, students behavioral process, orientation towards cooperation not compulsion and should recognize the dignity and worth of the students. Counseling should also consider students as self-determining creatures in order for them to move towards a greater level of self-acceptance and self-understanding. Lastly, they observed that, students should be assisted to develop greater level of honesty.

According to Mutie&Ndambuki, (1999), peers are people of the same age rank, status and ability. Students in secondary schools are adolescents, adolescents is a period , during which disclosure of one's personal problems (for instant drug abuse problem) is more to peers than parents or teachers. Peer counseling includes one to one helping relationship, group leadership, discussion leadership , tottering and all activities of an

interpersonal human helping (Gathiari, 2002). According to Furhmann, (1996), peer counselors must be carefully selected and trained in the use of counseling skills. They must be supervised by competent background. Apart from peer counseling the school administration, teachers and non-teaching fraternity in the school should take an initiative to guide students accordingly.

Onyango (2001) states that the head teachers have a major responsibility to provide a conducive environment for student's growth and development and should therefore aware of the factors which affect students. Such factors includes , low achievement, poverty ,negative peer influence especially in terms of drug abuse ,lack of sense of belonging to the school and inadequate curriculum. On influence Onyango points out that teachers constitutes the most important staff in the school, but so are other staff members like secretaries, watchmen, bursary, accounts clerk, matrons, nurses and messengers, cooks among others. Although some of these staff especially the teachers had a prior training in their jobs they need to keep abreast of the changes in the society so as to be able to prepare students to cope emerging issues like drugs. Onyango (2001), asserts that head teachers should endeavor to inculcate good discipline and responsibility among students. Good discipline should be acknowledged and any punishment meted out whether in the form of blame reproof, detention, fines or suspension should be fair and commensurate with the nature of the offence committed. Failure by the school

administration to offer guidance and punishment is to blame for the increased abuse of drugs.

2.7 Summary of the literature review

This section covered the factors influencing drug and substance abuse which include; peer pressure, availability of drugs, mass media, family conflicts and role of guidance and counseling in controlling drug abuse. Mwenesi (1995) carried out a survey on the increase use of drug and substance abuse revealing that most high school students are sneaking abusive substances through juices, fruits and other foods into schools. However, a current research to explain how these factors manifests in secondary schools is still missing. This research study sought to investigate the factors influencing drug abuse among students in secondary schools in Mombasa District.

2.8 Theoretical framework

This study was focused on social Learning Theory- advanced by Albert Bandura (1977) which states that adolescence acquire their beliefs about antisocial behaviors from their role models, especially close friends or (peer groups) parents and relatives. In this study role models may include, fellow students, teachers, board of governors (BOG), parent's teachers association (PTA), parents and non- teaching staff. The role models may influence students directly or indirectly and positively or negatively. The theory assumes that substance specific cognition is the strongest predictor of the students early substance use. Specifically Social,

Learning Theory (SLT) asserts that a student involvement with substance-using role model is likely to have three consequential effects beginning with observation and imitation of substance specific behavior followed by social reinforcement (encouragement) for early substance use (ESU) and culminating into students, positive social and psychological consequences for future ESU. Secondary indication in the environment (including not only physical aspect of the environment but also the addicts' life style) is associated with the primary stimuli of the addict's drug experience. These models provide examples of masculine and feminine behavior to observe first, the students are more likely to attend and imitate those models (people) he or she perceives as similar to himself. Consequently, it is more likely to imitate behavior modeled by people of the same sex. Second, the model around the student will respond to the behavior he imitates with either reinforcement or punishment. If a student

imitates a model's behavior and the consequences are rewarding, then he or she is likely to continue performing the behavior.

2.9 Conceptual framework

The conceptual framework shows the relationship between the independent variables and the dependent variable showing the output of the process.

Figure 2.1 Conceptual framework
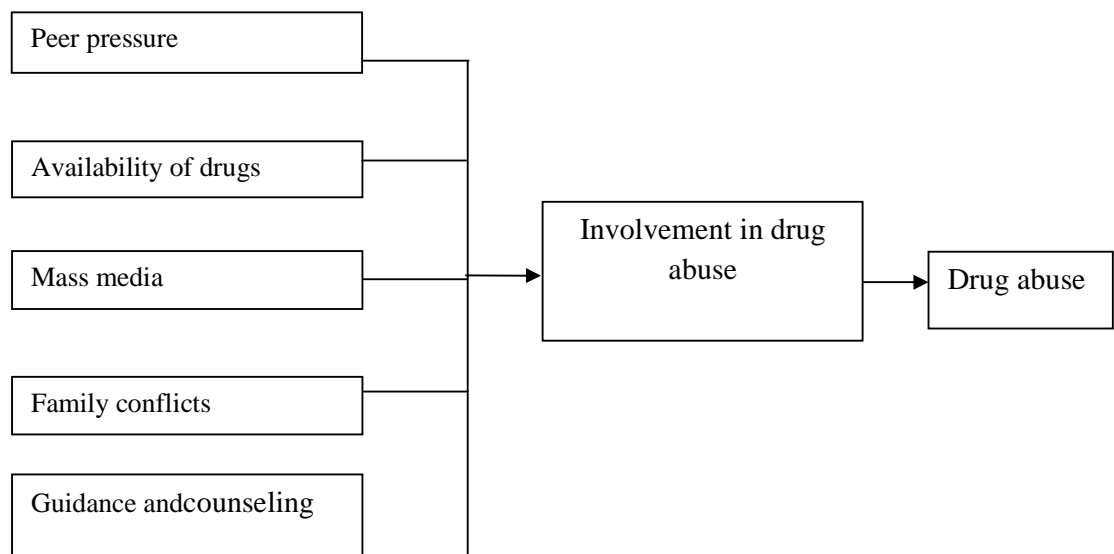
The independent variables are the input in the conceptual framework. They are factors influencing drug abuse. The process of facilitating the factors is involvement in drug abuse. This process enhances the dependent variable which is drug abuse. The drug abuse is the dependent variable and is the output showing how the students have finally adopted the drug abuse

CHAPTER THREE

RESEARCH METHODOLGY

3.1 Introduction

This chapter discusses the research design, target population, sample and sampling procedures, research instruments, validity of the instruments, reliability of the instruments, data collection procedure and finally data analysis techniques.

3.2 Research design

This study adopted a descriptive survey design. Orodho&Kombo (2002) asserts that descriptive survey design can be used when collecting information about people's attitudes, opinions, habits or any of the variety of education or social issues. As such, the research study used a survey method in collecting both the quantitative and qualitative information. Gall (1996), argues that descriptive survey design describes conditions of the present by use of many subjects and questionnaires to explain a phenomenon. Since this research is about establishing the factors influencing drug abuse among students in public secondary schools in Mombasa District, therefore it was useful to this study. This design was selected because the researcher had no direct control over independent variable given that their manifestations had already occurred and also the variables of the study were already present in the schools.

3.3 Target population

Table 3.1 Category of secondary schools in Mombasa District

Category	No. of Girls/ Boarding	No. of Girls Day sec	No. of Boys Day	Day sec	No. of Mixed	Grand Total
Public	7.69% (1)	30.77% (4)	46.15% (6)		15.38% (2)	100% (13)
Total	7.69% (1)	30.77% (4)	46.15% (6)		15.38% (2)	100% (13)

Target population is a real or hypothetical group of individuals, objects or items with some common observable characteristics, from which samples were taken for measurement or which a researcher wishes to conduct a research study (Borg & Gall, 1983).Therefore, the target population of this study comprises of all the head teachers, teachers and students in public secondary schools in Mombasa District. Mombasa District had thirteen (13) public secondary schools, according to the Ministry of Education report (2012), schools in Mombasa District were divided into three type. These were (one girl boarding school), (two mixed schools), (six boys day schools and four girls day schools). The target population for this study was 1800 form four and three students, 330 teachers and 13 head teachers. The target group will be form 3 and 4 students who had stayed for long in school and they were also mature enough to know the trend of drug abuse in school as shown in table 3.1.

3.4 Sample size and sampling procedure

The Researcher employed simple random sampling to select a boy day school and a girl day school for pilot study. Purposeful sampling was used to select the only one girl boarding school and all the remaining schools for the study. Among the already selected schools, one mixed school was also purposefully sampled for the pilot study. According to Mugenda&Mugenda (2003) a population sample of 30% when the target population is less than 1000 and 10% when the population exceeds 1000 is deemed to be a good representation. Thus, this study used 10% of 1800 form four and three students which were 180 students.

The sample size was therefore18 students per each school for the ten (10) schools. Simple random sampling was used to select 9 girls and 9 boys in each mixed day schools and 18 girl or 18 boys in each remaining schools respectively. All the head teachers in the sampled 10 schools participated in the study. 30% of 330 teachers were sampled to give a total of 99 teachers. Simple random sampling was used to pick ten teachers in each school though one school had only nine teachers.

3.5 Research instruments

The researcher used questionnaires only to collect data. There were three types of questionnaires; the first set of questionnaire was filled by the head teachers, second set of questionnaires was filled by teachers while the third sets of questionnaires were filled by the students. The questionnaire was divided into two sections. Section A covered the demographic information while section B addressed the information related to the influence of drug abuse in schools. The questionnaires had both close-ended and open-ended questions.

3.6 Instrument validity

Validity refers to the degree to which the results acquired from data analysis actually represent the phenomena under study (Mugenda&Mugenda, 1999). The pilot study of a small representative sample population that has similar characteristics as the target population is required for the validation of the instrument, (Mulusa, 1988). A pilot study was carried out in three schools, this was to enable the researcher to establish whether the instruments was measuring what they were supposed to measure, ensuring the wording is clear and if there was any researcher biasness. The items found inadequate were discarded and others modified to improve the validity of the instrument. The researcher utilized advice from the university supervisors who were expert in the field of research to improve on the content of the instrument.

3.7 Instrument reliability

Instrument reliability refers to consistency or repeatability measurement of results by an instrument. To ensure the reliability of the study, the test re-test method was administered to the same group of respondents at different interval of one week to compare the two scores. The test re-test method was aimed at determining if the results were consistent and also identified disparities that were corrected in the items; this definitely improved the reliability of the instrument. The researcher omitted the pilot study group from the actual study to ensure high reliability of the instrument. This study acquired a correlation coefficient of 0.75, meaning that, it was suitable for data collection. According to Muijs (2004), the instrument is considered reliable and suitable for data collection, if the reliability coefficient yielded is above 0.7.

3.8 Data collection procedure

The researcher applied for a permit from the Ministry of Higher Education Science and Technology (MoHEST). After being granted the permit, the researcher visited the District Education Officer of Mombasa District. The District Education Officer then issued a researcher with an introductory letter to carry out the research in Mombasa District. The Researcher sent in advance a letters to the sample respondents, explaining the purpose of the study and booked appointments with the selected schools administration. The researchers carried out a test re-test study. Then, he visited the schools in person and administered the questionnaires in the actual study, leaving out the representative sample study group of students used in pilot study. The researcher visited one school per day.

3.9 Data analysis techniques

Fully filled and completed questionnaires formed the basis of quantitative and qualitative data. The collected data was edited and checked for completeness and accuracy, to ensure minimum data quality standard have been adhered to. Quantitative data was coded, entered and analyzed using Statistical Package for Social Sciences (SPSS) version 18 and were presented using frequency distribution tables, percentages, pie charts and graphs based on the survey. Qualitative data was arranged into themes as per the objectives and research questions.

CHAPTER 4

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents and discusses the analyzed data in tables, pie charts and graphs according to the study objectives. Interpretation of the findings was done to answer the research questions in accordance with the 1st, 2nd and 3rd response rate, (the bio data was analyzed and presented to provide relevant characteristics of the respondents).The presentation of the findings are organized around key variables such as, influence of peer pressure on drug abuse among student in public secondary schools, influence of availability of drugs on drug abuse among students, how mass media contribute to drug abuse among students , how family conflicts contributes to drug abuse among students in public secondary school and the role of guidance and counseling in controlling drug abuse among students in public secondary schools in Mombasa District.

4.2 Questionnaire return rate

The study targeted 10 head teachers, 99 teachers and 180 students. Therefore, a total of 289 questionnaires were administered. 8 head teachers' questionnaire, 78 teachers' questionnaire and 162 students' questionnaire were returned. A total of 248 questionnaires were returned representing 85.8% return rate. This response was considered satisfactory for the purpose of the study.

4.3 Demographic information

The researcher requested for the respondents' personal information which was considered that could determine the effectiveness in drug abuse control in public secondary schools.

4.3.1 Respondent gender

The researcher sought to know the gender distribution of head teachers and teachers to establish whether discipline enhancement was imposed by the respondents' gender. The findings are presented in the table 4.1.

Table 4.1 Respondents' gender

Gender	Head teachers		Teachers	
	F	%	F	%
Male	57.7	4	50.0	45
Female	43.3	4	50.0	33
Total	**100.0**	**8**	**100.0**	**78**

The study findings showed that the male teacher's population in public secondary schools was higher than that of their female teacher's counterparts though there was equal representation in leadership positions

4.3.2 Respondents age bracket

The researcher sought to find out the respondents' age to establish their professional experience. The results are presented in table 4.2.

Table 4.2 Respondents age bracket

Age Bracket	Head teachers		Teachers	
	F	%	F	%
15 – 25	1	12.5	16	20.5
26 – 35	6	75.0	25	32.1
36 – 45	1	12.5	24	30.8
Over45			13	16.7
Total	**8**	**100**	**78**	**100**

Table 4.2 showed that majority of the head teachers were aged between 26 to 35 years, while the majority of the teachers were aged between 36 to 45 years.

These findings revealed that school administrative role was given to senior teachers, thus they were in the capacity to eradicate drug abuse indiscipline cases due to their acquired experience

4.3.3 Administrative experience

The researcher sought to find out teachers experience in years and requested for the duration they had served in the profession. The findings are presented in table 4.3.

Table 4.3 Respondents administrative experience

No of years	Head teachers	Teachers
	Frequency%	Frequency%
1 – 5	1	36
6 – 10	3	9
11 – 15	2	6
16 – 20	2	18
Over 20	0	9
Total	**8**	**78**

The study shows that most head teachers had served over six years while majority of the teachers indicated that they had been in the teaching profession for less than five years. Administrative experience was deemed to determine the effectiveness of drug abuse eradication since the administrators were in a position to curb students' behavior with their experience.

4.3.4 School category

The researcher wanted to identify whether the category of school type influenced students' performance in relation to drug abuse. The findings are tabulated in figure 4.1.
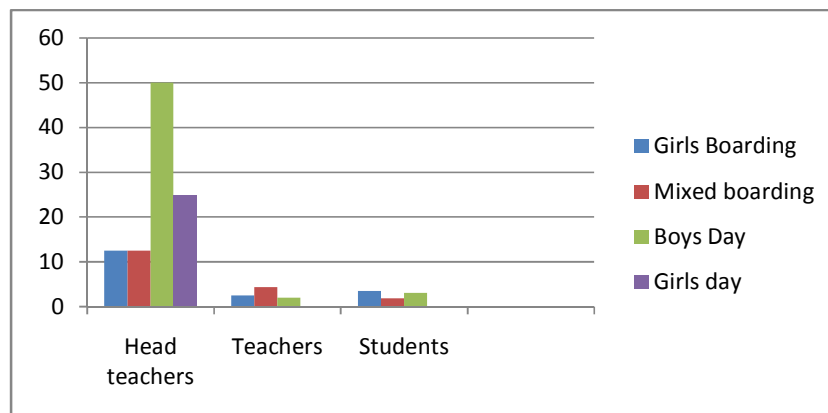
Figure 4.1 School category

From the study the highest represented schools were categorized as boy's day schools. While the girls' day schools were categorized as second largest in the number of the population. The least category of schools in terms of small population was girls and mixed boarding schools.

4.4 Influence of peer pressure on drug abuse among students in public secondary schools.

According to Johnston (2000), social pressures often reinforce drug-taking as a sign of adult behavior and they become more economically independent and group involved. Hence leading students in drug abuse, increased school drop outs rate and indiscipline cases in secondary schools.

4.4.1 Head teachers' responses on peer influence and drug abuse

The study sought to find out whether peer influenced drug abuse among students in public secondary schools. Respondents were requested to respond to statements on peer pressure and substance abuse and their responses are tabulated in table 4.4.

Table 4.4 Head teachers' responses on peer influence and drug abuse

Statements	SA		A		SD		D	
	F	%	F	%	F	%	F	%
Students who abuse substance are friends	2	25.0	6	75.0	0	0	0	0
Students who abuse substance are introduced by their classmates	0	0	4	50.0	0	0	4	50.0
Students abuse drugs individually	1	12.5	5	62.5	1	12.5	1	12.5

From the study findings the head teachers agreed that students who abused substance are friends and majority, (75%) of the head teachers indicated that students abuse drugs individually while there were 50 -50 who differed on the statement that students who abuse substance are introduces by their classmates. These findings were in line with University of Michigan (2013), which argues that teenagers have an urge to belong and loved hence this can lead to one doing what is not expected to be done to gain group approval and identity.

4.4.2 Teachers responses to peer influence on drugs and substance abuse

Further the researcher sought to find out from the teachers whether peer influence caused drug abuse among students of the same age. The questions were asked and the findings are presented in table 4.5.

Table 4.5 Teachers responses on peer influence and drugs and substance abuse

Statements	SA		A		SD		D	
	F	%	F	%	F	%	F	%
Students who abuse substance are friends	44	56.4	31	39.7	1	1.3	2	2.6
Students who abuse substance are introduced by their classmates	13	16.7	48	61.5	4	5.1	13	16.7
Students abuse drugs individually	10	12.8	38	48.7	6	7.7	24	30.8

The study established that 96.1% of the teachers agreed with the study that peer pressure influenced drug and substance abuse; this is a clear indication that Students who abuse substance are introduced by their classmates. Thus this may lead to deviant behavior among student, riots and strikes, high school drop outs, which been supported by a scholar called Perkinson. According to

Perkinson (2002), peers had high degree of influence only when parents had abdicated their traditional supervisory roles. Hence, active and involved parents may be able to limit the influence of peer groups on young people's attitudes towards drugs use, and therefore they had a crucial influence on children's behavior.

4.4.3 Responses from students to influence of peer pressure on drug and substance abuse in public secondary schools

It is then confirmed by, (Onyango 2002), it is well known fact that some students have secret ways of getting drugs and selling them to fellow students. Students were asked to respond whether peer pressure influences students to abuse drugs; their responses are indicated in table 4.6.and figure 4.2.

Table 4.6. To what extent do you agree or disagree that peer pressure influence drug abuse among students in your school?

Responses	Frequency F	Percent %	Cumulative Percent
Agree	53	32.7	32.7
Disagree	14	8.6	41.4
Strongly agree	91	56.2	97.5
Strongly disagree	4	2.5	100.0
Total	**162**	**100.0**	

Fig 4.2 Peer influence
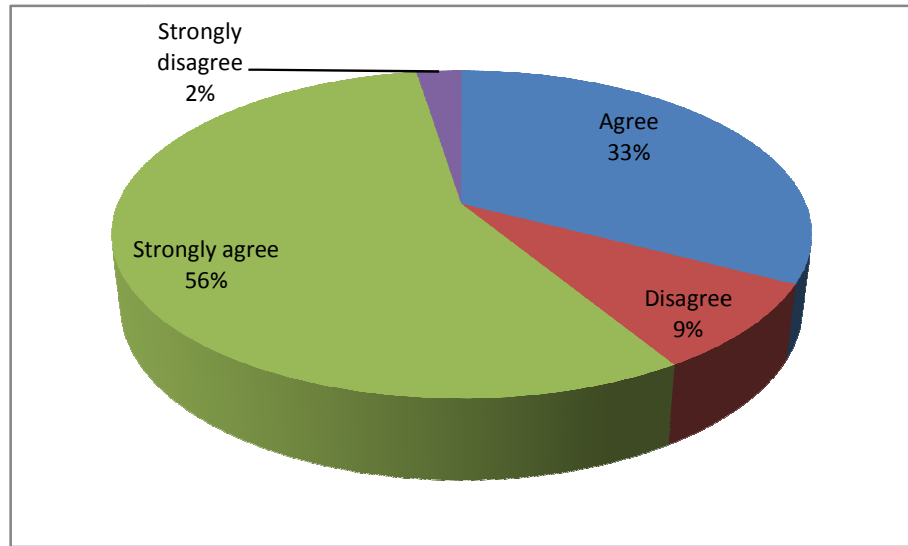
Figure 4.2 Peer pressure influence drug abuse among students

The study established that 88.9% of the students agreed that peer pressure influences drug and substance among students in public secondary school. Franco (2010), conducted a study of adolescents and the findings showed that there was a good co-relation between the level of alcohol and other drug use in the respondents and the number of the peers who used the drugs. In addition, Midigo (2002), asserts that, young people are curious and like making fun, therefore, some students take drugs as a discovery of their effects. Both the two scholars agree with the study, that peer pressure influence drug abuse.

4.5 Influence of availability of drugs on drug abuse among students in public secondary school.

Ninety percent of secondary school students claim that they could get drugs within school environment. This has led to the shocking statistics of drug abuse among high school students, (Johnston, Bachman and Schulenberg, 2009). The study sought to establish whether drugs were easily available within the school environment. The findings of this study are indicated in table 4.7.and 4.8.

Table 4.7: Drug substances are cheaply sold within the school locality responses from head teachers.

Responses	Frequency	Percent	Cumulative
	F	%	Percent
Strongly	4	50.0	100
Agree	3	37.5	50.0
Disagree	1	12.5	12.5
Total	**8**	**100.0**	

The study established that (87.5%) of the head teachers agreed with the study that drugs were easily available within the locality of the school environment. The availability enabled students to abuse drugs easily. Many students entered drug nets due to influence by peer pressure. Therefore it

agrees with the research that, it is well known fact that some students have secret ways of getting drugs and selling them to fellow students (Onyango 2002). Also that, in some cases members of the public walk into the schools and sell drugs to students (Ndegwa, 1998). Further responses from teachers are indicated in table 4.7 and 4.8

Table 4.8 Drug substances are cheaply sold within the school locality responses from teachers

Responses	Frequency F	Percent %	Cumulative Percent
Strongly agree	35	44.9	98.7
Agree	18	23.1	35.9
Strongly disagree	14	17.9	53.8
Disagree	10	12.8	12.8
Undecided	1	1.3	100.0
Total	**78**	**100.0**	

The study established that (68.0%) of the teachers agreed with study that the drugs were easily available within the locality of the school environment. In addition, the responses from the students indicated that 70% of the students agreed that drugs were available within the school locality.

Thus, conquering with the study that, the availability of drugs through cheap and local suppliers encourage students to abuse or indulge into drugs abuse ((Obiayo, 2003). In addition, Gacacio (2003), Asserts that of late students are

exposed to other drugs such as opium, cocaine and heroine which are harder drugs. They also use sleeping pills, trangulllisers, cough mixtures, eye drops and inhalants such as glue and petrol fumes, which are readily available to them. Further responses from teachers are indicated in table 4.7.

4.5.1 Staff members sell drugs to students in school

Onyango, (2001), points out that teachers constitutes the most important staff in the school, but so are other staff members like secretaries, watchmen, bursary, accounts clerk, matrons, nurses and messengers, cooks among others. Although some of these staff especially the teachers had a prior training in their jobs they need to keep abreast of the changes in the society so as to be able to prepare students to cope emerging issues like drugs. The study aimed at finding out whether staff members sell drugs to students within the school compound. Questions were asked and the responses are indicated in the table 4.9.

Table 4.9 School staff members sell drugs to students in school.

Response	Frequency	Percentage	Cumulative
	F	%	Percentage
Strongly agree	5	6.4	6.4
Agree	5	6.4	12.8
Strongly disagree	38	48.7	61.5
Disagree	29	37.2	98.7
Undecided	1	1.3	100.0
Total	78	100	100

The study established from 12.8% of the respondents that there are some members of staff who sell drugs to students within the school compound in public secondary schools. This further agrees with the study that, availability of readily cash to the youths as pocket money or travel allowances, especially if excess may be redirected into purchasing of illegal drugs (Okech 1997). And also, according to the daily nation, July 17, 2002) students who get a lot of money are tempted to buy illegal drugs. This indication helped to explain

why drugs and substance abuse are on high rate in public secondary in Mombasa District.

4.5.2 Degree to which students may access drugs in the public secondary schools.

The study sought to find out if drugs are easily available within the school environment. Responses to this question are shown in table 4.10.

Table 4.10 Degree to which students may access drugs in the public secondary schools

Respon ses	Frequency F	Percent %	Cumulative Percent
High	15	9.3	9.3
very high	7	4.3	13.6
Mild	26	16.0	29.6
very low	56	34.6	64.2
Low	58	35.8	100.0
Total	**162**	**100.0**	

The study established that 29.6 % of the students' respondent agreed that drugs are easily available within the school environment in the public secondary schools in Mombasa District. The non -drug users among teenager admitted,

that drug are easily accessible to them within the school environment (Johnston, Bachman and Schulenberg, 2009).

4.6 Influence of mass media on drug abuse among students in public secondary schools

Social pressure from media and friends is a universal risk factor for substance use and abuse among adolescents in developed and developing countries (Adelekan, 1996 in Obot, 2005). The study sought to find out from the head teachers whether mass media influence drug abuse among students in public secondary schools. Several questions were asked to find out the influence of mass media among the students.

4.6.1 Mass media is a prime motivator of student into drug abuse through advertisement

Mass media works on the emotions of the students and leads them to admire drug users. The study sought to find out the influence of mass media on drug abuse among the students and their responses are recorded in table 4.11.

Table 4.11 Mass media is a prime motivator of students into drug abuse through advertisement

Responses	Frequency F	Percent %	Cumulative Percent
Strongly agree	2	25.0	25.0
Agree	3	37.5	62.5
Strongly disagree	3	37.5	100.0
Total	**8**	**100.0**	

The findings from the head teachers agreed by 62.5% that mass media influenced students to abuse drug and other related substances. According to the then Kenyan Health Minister, Hon. Charity Ngilu, (Daily Nation, May 22, 2006), when children watch their "heroes" smoking on television and movies, they also want to copy them without knowing the dangers and addictive power of tobacco. This has influenced students' characters in schools to abuse drugs.

4.6.2 Mass media series relay vices to promote drug abuse as responded by teacher

According to Chesile (1996), manufacturing industries producing-tobacco, alcohol, pharmaceutical, drug-glamorizing, promoted drug abuse. He also observed that entertainment media, music, fashion paraphernalia and advertising industry play a large role in drug abuse. Television not only dominated leisure and family time, it powerfully affects our attitude, behaviors' and relationships like any other kind of communication. It teaches viewers through what it portrays, more specifically, youths often depend on television for role models. Questions were asked to find out the influence of mass media on drug abuse by students, responses are indicated in figure 4.3
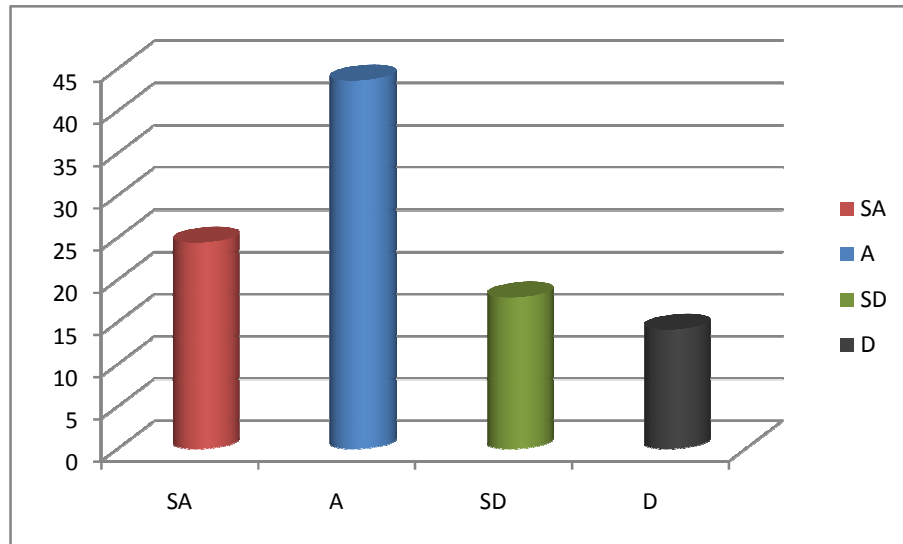
Fig 4.3 mass media relay vices to promote drug abuse

Figure 4.3 Mass media series relay vices to promote drug abuse

The study indicated by 68% of the respondents that mass media series relay vices to promote drug abuse among students in public secondary schools. Hence this has led to many students dropping out of school system, while others becoming drug addicts, which in turn leads to adverse health effects on the student.

4.6.3 Major causes of drug abuse among students

There are major and minor causes of drug and substance abuse among students in public secondary schools. Therefore the study sought to find out what are the major causes and minor causes of drug and substance among students in public secondary schools. Many teenagers become stressed from their lives at

schools and socially end up being introduced to drugs through what they read, watch and their peer groups. This further increases their stress levels and can lead to harmful ways of relieving this stress. Alcohol taking constantly showcased in the movies, music, video and television programs often entrenches the peer pressure on drug abuse. The popular artists, some of whom are role models for teenagers, do not help them when they appear on alcohol advertisements (Hann, 2012). The study aimed at investigating the major and minor causes of drug abuse among students' public secondary schools. These findings are presented in table 4.12

Table 4.12 Major and minor causes of drug abuse among students' public secondary schools

Statements	Major		Minor	
	F	%	F	%
Peer pressure	138	85.2	24	14.8
Mass media	95	58.6	67	41.4
Guidance and counseling	98	60.5	64	39.5
Availability of drugs	110	67	52	32.1
Family conflict	78	48.1	84	51.9

The study findings indicates at85.2% that, majority of the head teachers, teachers and students agreed that, the major causes of drug abuse among students in public secondary schools included the mass media, peer pressure, in adequate guidance and counseling and availability of drugs among others. However, 51.9% of respondents indicated that the minor causes of drug and substance abuse is family conflicts. Hence this has led many students dropping out of school system, increased indiscipline cases such as strikes and also poor academic performance among others. Thus agreeing with the study objective that mass media is one of the major causes of drug abuse.

4.7 Influence of family conflict on drug abuse among students in public secondary schools.

Needle et al. (2001) indicated that youths from disrupted families tend to get involved in substance abuse. On the other hand, teenagers, especially female in families with prevalent case of conflict were found more likely to engage themselves in activities of acting out. These activities were associated with drug and substance abuse. As such, family conflicts have been strongly linked with the drug abuse complications among teenagers. Different gender responds differently to family adversities in relation to the consequent drug and substance abuse, therefore gender should be put into consideration when formulating intervention programs (Sheer, McCormick, Normand, Mimiaga, Buka& Gilman 2011). The study sought to investigate the influence of filmily conflict on drug abuse among students in public secondary schools. These findings are presented in table 4.13.

Table 4:13 Separation and divorce of parents can trigger students in drug abuse

Responses	Frequency	Percent
	F	%
Strongly agree	2	25.0
Agree	6	75.0
Total	8	100.00

The study established that (100%) of the head teachers agreed with study that separation and divorce of parents can trigger students in drug abuse. These findings were in line with NACADA (Sunday Nation April 12, 2008:10) there is a strong link between alcohol or drug abuse by young people and the break-down in family values. According to Madigo (2002), the attitudes of parents on tobacco, alcohol and other drugs play a major role in children's behaviors'.

Young people learn from what they see by imitating what their parents and what other people in the community do. This further agrees with the study findings.

4.7.1 Violence and disagreement always in the family lead students into drug abuse.

This may cause poor parent-child attachment, which may in turn lead to a lack of commitment to conventional activities, thereby leading to adolescent drug abuse. Maithya (2009), argues that Families can have a powerful influence on shaping the attitudes, values and behavior of children. During socialization, parents and family members direct young people's conduct along desired channels, and enforce conformity to social norms. The study sought to find out whether, violence and disagreement always in the family lead students into drug abuse. The responses are represented in the table 4.14.

Table 4.14: Violence and disagreement always in the family lead students into drug abuse.

Response	Frequency	Percent	Valid Percent	Cumulative Percent
	F	%	%	
Strongly agree	2	25.0	25.0	25.0
Agree	5	62.5	62.5	87.5
Disagree	1	12.5	12.5	100.0
Total	**8**	**100.0**	**100.0**	

The finding of the study established that (87.5%) of the head teachers agreed with the study that violence and disagreement in the family always leads students into drug abuse. This is in line with the study objectives, thus, Needle et al. (2001), indicated that youths from disrupted families tend to get involved in substance abuse. On the other hand, Teenagers, especially female in families with prevalent case of conflict are found more likely to engage themselves in activities of acting out. These activities were associated with

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drug and substance abuse. As such, family conflicts have been strongly linked with the drug abuse complications among teenagers.

4.7.2 Students from unstable families are more likely to engage in drugs abuse

Uba (1990), asserts that adolescents with substance abusing parents experience a higher rate of parental and family problems than those adolescents whose parents do not abuse substances. The researcher asked questions in order to find out if students from unstable families are likely to engage into drug abuse, the findings are shown in the table 4.15

Table 4.15: Students from unstable families are more likely to engage in drugs

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
	F	%	%	
Disagree	1	12.5	12.5	12.5
Agree	7	87.5	87.5	100.0
Total	**8**	**100.0**	**100.0**	

The results clearly indicates that 87.5% of the head teachers were in agreement with study objectives that students from unstable families are likely to engage into drug abuse, which also was in line with a survey report released by NACADA in Kenya in 2004 that says, young people between 10 and 24 years, whose parents use or sell alcohol and other drugs, are likely to abuse these substances. At times teenagers, who sell drugs on behalf of parents, are more exposed to substance abuse in due course.

4.8 Role of guidance and counseling in controlling drug and substance abuse

According to Uba (1990), Pudo (1988) &Muyabo (1997), management of students who had already began to depend on drugs require counseling or detoxification in order to discourage and prevent further abuse which can destroy body cells and behavior. The primary prevention entails creating awareness against drug and substance abuse through education and counseling.

4.8.1 Guidance and counseling can prevent students from being introduced into drugs

The study aimed at establishing whether guidance and counseling aid in controlling drug and substance abuse among students in public secondary schools. The questions were asked and the responses are presented in the table 4.16.

Table 4.16 Guidance and counseling can prevent students from being introduced into drugs.

Response	Frequency	Percent	Cumulative
	F	%	Percent
Strongly agree	2	25.0	25.0
Disagree	6	75.0	100.0
Total	**8**	**100**	

The results clearly indicates that 75.0% of the head teachers disagreed on the effectiveness of guidance and counseling in controlling drugs and substance abuse among students in public secondary schools from being introduced into drugs. Teachers and students added that, aggressive and regular drug awareness campaigns should also be held in schools, this was expressed by the students and teachers. Further suggestions indicated that peer education be introduced in schools while all teachers should also be equipped with knowledge and skills to handle cases of drugs and substance abuse.

4.8.2 Counseling reduces drug abuse in schools

Kombo (2005) asserts that despite escalating level of drug abuse in school, most teachers receive no formal training in ways of identifying and assisting students on drugs, therefore this situation must be corrected by mandating the core curriculum in teachers training colleges include drugs and drug management in schools. Questions were asked and responses are recorded in table 4.17

Table 4.17 Counseling reduces drug abuse in schools

Responses	Frequency	Percent	Cumulative
	F	%	percent
Strongly agree	3	37.5	37.5
Strongly disagree	4	50.0	87.5
Disagree	1	12.5	100
Totals	**8**	**100**	

The findings established that 62.5% disagreed that guidance and counseling was not effective enough in controlling drug and substance abuse in public secondary schools. In addition, they indicated that there was guidance and counseling in place put it was in adequate in curbing drug and substance abuse in public secondary schools. Also they suggested that there was a need for guidance and counseling to be strengthened, in order to be effective in curbing drug and substance abuse in public secondary schools.

4.8.3 Guidance and counseling can prevent students from being introduced into drugs

Rew (1971), conceded that availability of teacher counselor who discuss children problems and concern at different stage may prevent the fast spread of drug menace. The results are indicated in the table 4.18

Table 4.18: Guidance and counseling can prevent students from being introduced into drugs.

Responses	frequency	percent	cumulative
	F	%	percent
Strongly agree	6	75.5	100
Disagree	2	25.0	25.0
TOTAL	**8**	**100**	**100**

The findings established that 75.5% of the respondent agreed that guidance and counseling can prevent students from being introduced into drugs, if well utilized by teachers, all stakeholders in education and other sectors of the economy. This was in line Wangai (2001), who advanced that, there was need

for proper nurturing of students and inculcating in them desirable habits and practice through guidance and counseling.

4.8.4 Students discipline is promoted through counseling thus reducing strikes

Onyango (2001), asserts that head teachers should endeavor to inculcate good discipline and responsibility among students. Good discipline should be acknowledged and any punishment meted out whether in the form of blame reproof, detention, fines or suspension should be fair and commensurate with the nature of the offence committed. Failure by the school administration to offer guidance and punishment is to blame for the increased abuse of drugs. Rono (2001), also, asserted that , a well-established guidance and counseling unit in the school is very essential as it provides a helping service to learners from the first day students joins school, to the last day he or she leaves the school. The study aimed at establishing whether students discipline is promoted through counseling thus reducing strikes .The questions were asked and the findings are presented in the table 4.19.

Table 4.19 Students discipline is promoted through counseling thus reducing strikes

Responses	Frequency	Percent	Valid Percent	Cumulative
	F	%	%	Percent
Strongly	44	56.4	56.4	56.4
Agree	29	37.2	37.2	93.6
Strongly	4	5.1	5.1	98.7
Disagree	1	1.3	1.3	100.0
Total	**78**	**100.0**	**100.00**	

The findings definitely indicated that 93.6% of the respondents agreed that students discipline is promoted through counseling thus reducing strikes, though Majority of the students suggested that instead of punishing those found with drugs in school, they should be counseled out of the habit. Most of the teachers felt that guidance and counseling departments should be strengthened with counselors equipped with knowledge and skills to handle those with drug problems.

This was in line with the study objective, thus, Mwagira (2001) which, emphasized that the fact that guidance and counseling enhances effective administrative approaches by providing knowledge about students, physical

conditions, medical history, family background, scholastic records academic achievement and personal character which help the teachers and head teachers to provide better instructions and advice to them. Majority of the students suggested that instead of punishing those found with drugs in school, they should be counseled out of the habit. Most of the teachers felt that guidance and counseling departments should be strengthened with counselors equipped with knowledge and skills to handle those with drug problems. Aggressive and regular drug awareness campaigns should also be held in schools, this was expressed by the students and teachers. Further suggestions indicated that peer education be introduced in schools while all teachers should also be equipped with knowledge and skills to handle cases of drugs and substance abuse.

4.8.5 Counseling reduces drug abuse among students in public secondary in schools

Okech&Ngumba (1991), asserted that guidance and counseling in any learning institution is very essential, therefore guidance in secondary's schools, should be concerned with personal development of the student, students behavioral process, orientation towards cooperation not compulsion and should recognize the dignity and worth of the students. The questions were asked and the answers are indicated in the table 4.20

Table 4.20 Counseling reduces drug abuse in school

Responses	Frequency	Percent	Cumulative
	F	%	Percent
Strongly Agree	20	25.6	25.6
Agree	39	50.0	75.6
Strongly Disagree	5	6.4	82.1
Disagree	14	17.9	100.0
Total	**78**	**100.0**	

The responses of the finding showed that 75.6% of the teachers agreed with the research objective that, counseling reduces drug abuse among students in public secondary in schools. Onyango (2001), also agrees with study, that the head teachers have a major responsibility to provide a conducive environment for student's growth and development and should therefore aware of the factors which affect students. Such factors includes , low achievement, poverty ,negative peer influence especially in terms of drug abuse ,lack of sense of belonging to the school and inadequate curriculum. On influence Onyango points out that teachers constitutes the most important staff in the

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school, but so are other staff members like secretaries, watchmen, bursary, accounts clerk, matrons, nurses and messengers, cooks among others. Although some of these staff especially the teachers had a prior training in their jobs they need to keep abreast of the changes in the society so as to be able to prepare students to cope emerging issues like drugs. Counseling should also consider students as self-determining creatures in order for them to move towards a greater level of self –acceptance and self-understanding. Lastly, they observed that, students should be assisted to develop greater level of honesty

CHAPTER FIVE

SUMMARY, CONCLUSSIONS AND RECOMMENDATIONS

5.1 Introduction

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

5.2 Summary of the study

Drug and Substance abuse in the schools pose a major health, social and economic challenge that requires urgent attention by all stakeholders in education. It is in this respect that all schools should be made drug free zones by developing efficient and effective internal workplace Policy and enacting laws on Drug and Substance Abuse. This will addresses students, teachers and management responsibilities with respect to drug and substance abuse. The goal of this study is to investigate factors influencing drug abuse among students in public secondary schools in Mombasa District, Mombasa County. The specific objectives of this study include peer pressure and drug abuse, availability of drugs and drug abuse, mass media and drug abuse, family conflicts and drug abuse, role of guidance and counseling in controlling drug abuse. The literature review consists of introduction, peer pressure and drug abuse, availability of drugs and drug abuse, mass media and drug abuse, family conflicts and drug abuse ,role of guidance and counseling in controlling

drug abuse, summary of literature review, theoretical frame work and conceptual framework.

This study adopted a descriptive survey design, the target population of this study comprises of all the head teachers, teachers and students in public secondary schools in Mombasa District.

The schools in Mombasa district were categorized as girl boarding schools, girls' day schools, boys' day schools and mixed schools. The target population for this study was 1800 form four and three students, 330 teachers and 13 head teachers. The researcher used questionnaires only to collect data. There were three types of questionnaires; the first set of questionnaire was filled by the head teachers, second set of questionnaires was filled by teachers while the third set of questionnaires was filled by the students. The questionnaires were divided into two sections. Section A covered the demographic information while section B addressed the information related to the influence of drug abuse in schools. The questionnaires had both close-ended and open-ended questions. A pilot study was carried out in three schools; this was to enable the researcher to establish if the instruments were valid. The items found inadequate were modified to improve the validity of the instrument. To ensure the reliability of the study, the test re-test method was administered to the same group of respondents at different interval of one week to compare the two scores. The researcher omitted the test re-test sample of students in the actual study to ensure high reliability of the instrument.

5.3 Findings of the study

Firstly, the study established from 75% of the head teacher respondents who answered the questionnaires, stated that students were greatly influenced by peer pressure to abuse drugs and other related substances. The study also noted that a very small percentage of students were abusing drugs as individual. Secondly, findings from teachers who answered the questionnaire agreed with the head teachers' results that, peer pressure influences students greatly to abuse drugs and other related substances at 96%. This explains why there is increased dropout rate, indiscipline cases, poor academic performance among others in the public secondary schools, in Mombasa district.

Thirdly, the study established from 89.9% of the students' respondents agreed with the findings from both teachers and head teachers, that peer pressure influences them to abuse drugs and other related substances. This explains why many students are involved in drug and other substance abuse in public secondary school in Mombasa district.

The study established from the majority of the responded among head teachers at 87.5% that drugs were easily available within the school environment. In addition teachers also conquered with the head teachers results that drugs were easily available within the school environment at 68%. However, 30% of the respondent differed with the findings   and in turn said that, drugs are not easily available within the school environment.

Furthermore, to a very small extend of 12.8% students confirmed that, drugs are sold by members of staff in the school. On other hand students also agreed at 29.6% to the study that drugs are easily accessible in school compound.

The research findings established from 62.5%% of the head teacher respondents that mass media played a major role in influencing students to abuse drugs.

The teachers respondents indicated at 68% that mass media vices promote drug abuse among public secondary schools, thus this is in line with findings of Chesile (1996), that, manufacturing industries producing-tobacco, alcohol, pharmaceutical, drug-glamorizing, promotes drug abuse. He also observed that entertainment media, music, fashion paraphernalia and advertising industry play a large role in drug abuse. Television not only dominates leisure and family time, it powerfully affects our attitude, behaviors' and relationships like any other kind of communication. It teaches viewers through what it portrays, more specifically, youths often depend on television for role models. In addition, majority of students agreed that the major causes of drug abuse among students in public secondary school, includes the following, peer pressure ,Mass media, availability of drugs and guidance and counseling among others, while family conflict was listed as a minor cause according to the study at 51.9%

The responses from head teachers indicated at 100% that, family conflict may lead to divorce and separation hence affecting the children stability. Children therefore may result to drug and substance abuse as a result of frustration and desperation. Also, violence and disagreement always in the family, disrupts the family unity, hence may result to divorce and separation, thus children are left without parental love, proper care and guidance from parents. Due to lack of parental love children may seek for love and groups to belong; as a result they may end up in bad peer company thus abusing drugs. The findings further showed that, students from unstable family background are more likely to abuse drugs as compared to those from stable family backgrounds. This is through seeking consolation and comfort from drugs

The study established from 75% respondent (head teachers) that effective guidance and counseling in most schools was lacking. The schools also lacked aggressive anti- drug campaigns and regular drug awareness led students to abuse drugs. In addition 75% of teachers agreed to the study that guidance and counseling may prevent drug abuse in schools to a certain extend if well utilized in the schools by the professionists and school administration. The study also established at 93.6% that guidance and counseling can be used to curb drug abuse hence leading to reduced rate of indiscipline cases, riots and strike.

5.4 Conclusion of the study

From the findings, several conclusions were arrived at. Firstly, the students had adequate knowledge on certain issues in drugs and substance abuse. They were aware of the types of drugs and substance commonly abused by students, reasons why students abuse them and effects drugs have on the students. However, only a few owned up to abusing drugs and other substances.

Secondly, the study revealed that there were measures put in place in the schools to curb drugs and substance abuse such as guidance and counseling, drug awareness campaigns and punishment. The most popular measures in place as in terms of guidance and counseling, sending home those caught to call parents and punishment especially suspension. However some of these were found to be ineffective in curbing the vice. Other measures highlighted were also not effectively reinforced hence the magnitude of the problem.

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

5.5 Recommendations

Majority of the students suggested that instead of punishing those found with drugs in school, they should be counseled out of the habit. Most of the teachers felt that guidance and counseling departments should be strengthened with counselors equipped with knowledge and skills to handle those with drug problems. Aggressive and regular drug awareness campaigns should also be held in schools, this was expressed by the students and teachers. Further suggestions indicated that peer education be introduced in schools while all teachers should also be equipped with knowledge and skills to handle cases of drugs and substance abuse. It is clear from the conclusions that drugs and substance abuse is a real problem in the schools. It is also evident that in spite of measures being put into place to curb the menace, a lot more need to be done. It is against the background that the following recommendations are made. There is an urgent need to introduce drug preventive education in schools right from Form one when most students are in adolescence. This will enable the students make informed decisions and avoid getting involved in drugs. More materials covering types of drugs, causes of drug abuse, effects of drug abuse, prevention from drug abuse, life skills, treatment, rehabilitation and management of drug abuse among others, should be developed and made available to all students.

Peer education should also be introduced in all schools. The peer educators can effectively influence fellow peers against vices such as unwelcome, behavior, drug and substance abuse being one of them. They should be equipped with knowledge and skills on how to deal with drug issues. The guidance and counseling departments in schools should articulate this. Vigorous and aggressive drug awareness campaigns should be held in schools regularly. The whole school community needs to be involved in the fight against drugs and substance abuse. As such all need to be equipped with knowledge and appropriate information on the issue on drugs and substance abuse.

The school administrators should make arrangements to have forum to educate the school community. Parents too need to be encouraged to play a greater role in their children upbringing. They should avail time to foster good child/parent relationships. They should be involved in their children's lives by giving them a hearing to discuss issues that affect them, giving them proper guidance which includes the kind of friends to have and media to watch and giving them money that is just enough for their needs. Finally concerted efforts from all sectors are required in order for this fight to be won. The parents, teachers, students, school community and other stakeholders in education where students live s should be involved. The government too should give support by first and foremost declaring drug and substance abuse illegal business that needs to be urgently addressed, with strict penalties of those involved in the abuse. It is hoped that these recommendations would go a long way in eradicating the drugs and substance abuse problem before it gets out of hand.

5.6 Suggestions for further research

From the study, further research needs to be done in certain areas as follows:-

- Examine the administrative strategies that principals have instituted to address drug abuse in secondary schools.

- It is vital to explore further on drug abuse, study on the effects of drug abuse on the performance of students in both public and private.

- Investigate whether there is any relationship between drug and substance abuse and school riots and unrest.

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APPENDICES

APPENDIX A: LETTER OF INTRODUCTION APPENDICES

Moses MasivaiBarasa

University of Nairobi,

Department of Education,

Administration & Planning,

Box 930 Kilifi.

The head teacher,

……………………………. Secondary School,

Dear Sir/ Madam.

RE: FACTOKRS INFLUENCING DRUG ABUSE AMONG STUDENTS IN PUBLIC SECONDARY SCHOOLS IN MOMBASA DISTRICT.

I am a post graduate student in the University of Nairobi pursuing a master of education in educational administration and planning. I am conducting a study on the topic, factors influencing drug abuse among students in public secondary schools in Mombasa district. You are kindly requested to participate in the research by answering the questionnaires provided for you. Please be assured that information obtained will be held with confidentiality. I therefore, kindly request you to permit me carry out the study in your school.

Thank you in advance.

Yours sincerely,

Barasa M. Moses.

APPENDIX B: HEAD TEACHERS QUESTIONNAIRE

This questionnaire is designed to gather information about your school for the purpose of research study on factors influencing drug abuse among students in public Secondary schools; Mombasa District .Confidentiality will be observed, don't indicate your name, kindly give correct information and attempt all the items.

Section A: Demographic information

1. What is your gender?   Male ( )   Female ( )

2. Please indicate your age bracket in years

 15-25 ( )   26-35 ( )   36-45 ( )   Over 45 ( )

3. Please indicate your administrative experience in years

1-5 ( )   6-10( ) 11-15( )   15-20 ( )   over 20 years ( )

4. In which category does your school lie?

Boys boarding (   )   Girl boarding (   )   Mixed day (   )

 Mixed boarding (   )   Boys day   (   )   Girls day   (   )

5. What is the (CBE) curriculum based establishment of your school?

(a)Students_____Male_____Female_____Total_____

(b)Teachers_____Male_____Female_____Total_____

Section B: Factors influencing drug abuse in schools

6. Have you received any case of deviant behavior in your school that might have been caused by drugs?

(a) Yes   (   )   (b) No   (   )

If yes, how many times, please indicate_____

_____

7. Below are statements on various drug abuse traits among students in schools. Kindly indicate SA = Strongly Agree, A = Agree, SD = Strongly Disagree, D = Disagree

(Tick your appropriate answer).

Statements	SA	A	SD	D
Students who are in drug abuse are friends and are always in the same group				
Students who abuse substance are introduced by their classmates				
There are only individual students who use drugs in school				
Drug substances are cheaply sold within the school locality				
School staff members sell drugs to students in school				
Mass media is a prime motivator of students into drug abuse through advertisements				
Mass media series relay vices to promote drug abuse				
Media is the best way to warn students against drug use				
Students from unstable families are more likely to engage in drug abuse				
Separation and divorce of parents can trigger students into drug abuse				
Violence and disagreement always in the family lead students into drug abuse				
Counseling reduces drug abuse in school				
Guidance and counseling can prevent students from being introduced into drugs				
Students discipline is promoted through counseling thus reducing strikes				

8. What have you learnt from experience as the major causes of drug abuse in your school?

 Mass media   (   )   Peer pressure   (   )   Family conflict   (   )

Lack of guidance and counseling ( )   Availability of drug   (   )

Any other indicate _____

_____

_____

9. What control measures have you taken to curb drug abuse in your school?

_____

_____

_____

10. What challenges do you experience when dealing with drug abuse related problems or cases in your school?

_____

_____

_____

11. What recommendations would you give to educators so as to succeed in curbing drug abuse in Kenyan secondary school?

_____

_____

_____

APPENDIX C: TEACHERS' QUESTIONNAIRE.

Instructions

Please do not write your name on this questionnaire. The information given on this questionnaire will be treated with absolute confidentiality and used for the purpose of research only. Give the correct answer by the use of a tick where necessary. Please answer all questions.

Section A: Demographic Information

1. What is your gender?   Male ( )   Female ( )

2. Please indicate your age bracket in years

 15-25 ( )   26-35 ( )   36-45 ( )   Over 45 ( )

3. Please indicate your teaching experience in years

1-5 ( )   6-10 ( )   11-15( )   15-20 ( )   over 20 years ( )

Section B: Factors influencing Drug abuse

4. Do you have any program in place to create awareness among students about drug abuse?   (a) Yes ☐   (b) No ☐

If yes list them_____

_____

5. What is your overall view on drug education?

a) It is urgently needed ☐   It is not urgently needed ☐

b) I am indifferent ☐   It is not feasible right now ☐

c) Others (specify below) ☐

6. Below are statements on various drug abuse traits in students in schools.

Kindly indicate SA = Strongly Agree, A = Agree, SD = Strongly Disagree, D = Disagree

(Tick your appropriate answer).

Statements	SA	A	SD	D
Students who are in drug abuse are friends and are always in the same group				
Students who abuse substance are introduced by their classmates				
There are only individual students who use drugs in school				
Drug substances are cheaply sold within the school locality				
School staff members sell drugs to students in school				
Mass media is a prime motivator of students into drug abuse through advertisements				
Mass media series relay vices to promote drug abuse				
Media is the best way to warn students against drug use				
Students from unstable families are more likely to engage in drug abuse				
Separation and divorce of parents can trigger students into drug abuse				
Violence and disagreement always in the family lead students into drug abuse				
Counseling reduces drug abuse in school				
Guidance and counseling can prevent students from being introduced into drugs				
Students discipline is promoted through counseling thus reducing strikes				

7. In your own opinion, why do you think students abuse drugs?

_____

_____

8. How do you handle students caught abusing drugs in school?

(a) Suspension ()(b) guide and counsel them ( ) (c) call their parents (   )

 (d) Any other specify_____

_____

9. How does drugs abuse affect student learning process in your school?

_____

_____

10. What effects have your school experienced as a result of drug abuse?

_____

_____

APPENDIX D: STUDENTS QUESTIONNAIRE

Dear Participant, You are provided below with questions for you to answer. Please put a tick in the box and fill in the space provided where applicable. The information given on this questionnaire will be treated with absolute confidentiality and used for the purpose of research only. Please answer all questions and do not write your name. Give the correct answer.

Section A: Demographic Information

1. Indicate your gender   Male ( )   Female ( )

2. Indicate your age brackets in years.

 10-15 ( )   16-20 ( )   Over 20 ( )

3. What category does the school you learn lie?

(a) Boys boarding (   )   (b) Girl boarding (   )   (c) Mixed day (   )

 (d) Mixed boarding (   ) (e) Boys day (   )   (f) Girls day (   )

4. Which class or form are you doing this year?

(a) Form three   (b) Form four

Section B: Factors influencing Drug abuse

5. The following are some of the factors that lead to abuse drug among students in most schools, please categorize as either A major or B minor causes (Tick where appropriate you can tick more than one option).

Cause	A	B
Mass media		
Peer pressure		
Lack of guidance and counseling		
Availability of drug		
Family conflict		

6. To what extend do you agree or disagree that peer pressure influence drug abuse among students in your school?

(a) Agree   b) disagree c) strongly agree d) strongly disagree

7. Which of the following preventive measure to drug abuse is active in your school?

a) Guidance and counseling (b) Peer counseling (c) Career guidance

(d) Punishment   e) send home to a parents.

8. What is the degree to which students in your school may access drugs?

(a) High   (b) Very high   (c) Mild   (d) Very low   (e) Low.

9. What is your level of awareness about the effects of drug abuse?

(a) Very high   ☐   (c) High   ☐

(b) Low   ☐   (d) Very low   ☐

10. Has any student in your school been found by teachers abusing drugs in school compound?   (a) Yes   (b) No

 (i) If yes which kind of drugs was it?

 Cigarettes (   )   Alcohol (   )   Any other

(specify)_____

 Bhang ( )   Cocaine (   )

(ii) Was he or she given any punishment   (a) yes ( )   (b) No ( )

If yes which kind of punishment_____

_____

_____

APPENDIX E: AUTHORIZATION LETTER

REPUBLIC OF KENYA

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550
Mobile: 0713 788 787 , 0735 404 245
Fax: 254-020-2213215
When replying please quote
secretary@ncst.go.ke

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

Our Ref: **NCST/RCD/14/013/1053**

Date: 11th, June, 2013

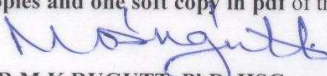Moses Masivai Barasa
University of Nairobi
P.O BOX 92-0902
Kikuyu

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Factors influencing drug abuse among students in public secondary schools in Mombasa District, Mombasa County, Kenya."* I am pleased to inform you that you have been authorized to undertake research in **Mombasa County for** a period ending *30th July, 2013.*

You are advised to report to **the County Commissioner and the County Director of Education, Mombasa County** before embarking on the research project.

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

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

Copy to:

The County Commissioner
The County Director of Education
Mombasa County

"The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development".

APPENDIX F: RESEARCH PERMIT

PAGE 2

THIS IS TO CERTIFY THAT:

Prof./Dr./Mr./Mrs./Miss/Institution

Moses Masivai Barasa

Of (Address) University of Nairobi

P.O BOX 92-0902

Kikuyu

Has been permitted to conduct research in

	Location
Mombasa	District
Mombasa	County

On the topic: Factors influencing drug Abuse among students in public secondary schools in Mombasa District, Mombasa County, Kenya

For a period ending: 30th July 2013

PAGE 3

Research Permit No. NCST/RCD/14/013/1053

Date of issue 11th June 2013

Fee received KSH.1000

Applicant's Signature

For Secretary
National Council for
Science and Technology