

FACTORS THAT INFLUENCE DRUGS ABUSE AMONG BOYS IN HIGH SCHOOL: A
CASE STUDY OF NAKURU NORTH DISTRICT

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RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE
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DECLARATION

This project is my original work and has not been presented for the award of a degree in this University or any other Institution of higher learning for examination.

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DEDICATION

This research project is dedicated to my loving and committed wife Alice and children Eudias and Susan. May the lord bless you.

ABSTRACT

The main objective of the study was to investigate the factors that influence drug abuse among boys in high school with a specific focus on Nakuru North district. The descriptive research design was adopted for the study. The target population comprised of students, head teachers, school counselors, class teachers and a local chief. The data was collected using questionnaires and interview schedules. Quantitative data was analyzed using descriptive statistics and qualitative data was analyzed through content analysis.

The study findings revealed that drug abuse among boys in high school is influenced by factors such as peer pressure, curiosity, influence from family members, influence from mass media and celebrities, lack of knowledge about the dangers of drug abuse, easy availability of drugs, low cost of drugs, excessive pocket money, the wish to increase intelligence and lack of good role models in teachers and parents.

Other factors are lack of strictness on adherence to school regulations, lack of adequate guidance and counseling services, permissiveness in the society. The study recommends that the education programs aimed at addressing drug abuse among students should be holistic and address both the risk and protective factors; school programs aimed at prevention of drug abuse should be on-going from Form 1 to Form 4 for students and include teacher; skill development needs to be a central element in programmes addressing drug abuse; full cooperation between teachers, community and government in eradication of drug abuse;

Ministry of Education should mount intensive training for all those directly involved in counseling students to give them confidence in service delivery; and mass media should use their programmes to disseminate information that would curb drug abuse among students, youths in the country and general public.

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ABBREVIATIONS

A.C.K- Anglican church of Kenya

MCDS:- Ministerial Council on Drug Strategy

UNODC:- United Nations: Office of Drugs and Crime

MSSM:- Modified Social Stress Model

NACADA:- National Campaign Against Drug Abuse (Authority)

UNDCP: -United Nations Drug Control Programme

CHAPTER ONE

INTRODUCTION

1.1 Background

Drug use and abuse remain critical problems in most countries and are associated with several social and economic consequences. The use of illicit drugs frequently starts among schoolchildren during adolescence. The types of drugs abused by youth are diverse. In the US, studies indicate that 80% of late adolescents have tried alcohol; 71% have tried a cigarette; 42% have used Marijuana or hashish; 7% have used some form of cocaine while; 16% have used some other illegal drugs Cobb (2001).

In Africa particularly, drug abuse is a major concern since rural and urban people abuse drugs (UNDC 2004) Hyttel noted that Africa particularly Morocco, is a major source of cannabis sativa which is found in the black market. The major cities and ports of Africa are known to be transit points for global trafficking of heroin from the Far East and cocaine from Latin America. According to Yambo and Acuda (1983) drug use is harmful to personal health of the consumer, other persons and a burden to society. The user may justify the use of drugs by claiming that drugs bring a feeling of enjoyment or having fun. Students justify the use of drugs by claiming that the behaviour could be a stimulant for doing studies for a long time leading to improvement in performance.

Kenya has not been spared either in drug abuse and trafficking cartels. Ndirangu (2000) for instance observes that drug abuse among the Kenya youth is a social time bomb. According to NACADA (2004) drug and substance abuse in Kenya was widespread and cut across all social groups with the youth being the most affected. NACADA (2004) observed that the youth seemed to increasingly abuse drugs such as heroin, cocaine and madrax which are in the class of narcotics and also opium and inhalants. NACADA (2004) also observed that alcohol, tobacco, bhang, miraa and inhalants were the commonly abused substances by Matatu workers (drivers and touts) of 21 -35 years.

The problems of drug abuse especially among the youth need to be addressed urgently in order to save the youth who play a key role in the development of society. The youth represent a significant portion of society and its imperative that we prepare them for the roles they will play in future. Drug abuse has many diverse effects on both the young abusers and also the community. According to (Phillips 1994), drug abuse may result to mental, emotional or social problems. Drug abuse has also been associated with accidents, suicides, family conflicts and crimes (Kramer and Cameron 1975; KIE 2004). Other consequences of drug abuse include death, paranoia, and depression, riots, fire and fights among students (Commission for higher education, 2003) according to the commission for higher education (2003), those who seriously engage in drugs are between the ages of 21- 35 years. These are the secondary school students and those who have just completed their secondary education. According to the report of the taskforce on student discipline and unrest in secondary schools (2001) one of the nastiest incidents occurred in Nyeri high school (in 1999) and school prefects were locked up and burnt by their fellow students .It was believed that the rioting students were under the influence of drugs. Many Kenyan secondary schools have also been experiencing student riots whose causes are shortage of facilities, poor administration and abuse of drugs.(Odalo ,Daily Nation March 7 ,1998:15).Many strikes have also been blamed on drug use. In Meru North district over seventy girls were laped in May 1991 and nineteen killed by their male schoolmates (Meru district board report,May 1992). This was in a school called saint Kizito which was a mixed school . In many cases the strikes in the boys' schools seem to be more violent involving rape, destruction of property and physical harassment.

The use of chronic drug abuse is also associated with health problems such as sexually transmitted diseases, transmission of HIV and also viral hepatitis Mokdad, Stroup and Cierberding (2004).Different scholars have come up with some of the factors that contributed to drug abuse among the youth in general. These include social psychological and cultural factors, economic factors and institutional factors. According to NACADA (2004), the contributing factors include socially and economically unstable families, peer pressure influence and psychological state within the individual such as search for identity, fun, curiosity and negative self image (low self esteem).

According to Phillips (1994) intervention methods can be through education, confronting the drug addict about the behaviour, showing love, helping families and friends of addicts, chemical dependency treatment detoxification among others. Drug and substance use and abuse in general has detrimental effects at both individual and societal levels. The condition increase morbidity, social exclusion and causes interpersonal problems and suffering. Alcohol is undoubtedly one of the most popular drugs of abuse in Kenya, more so affecting the youth who have curiosity and want to adventure. The use of alcohol and cigarettes cuts across the population strata but at high risk are the youths (NACADA 2004)

Abuse of drugs not only holds back the economy because control of supply and reduction of demand are expensive undertakings, but is also a blow to the country as its youth become less productive. According to the Ministerial Council on Drug Strategy (2005), drug abuse, including smoking and drinking alcohol, imposes substantial costs on users and their families, taxpayers, on the national economy and the community as a whole. International studies show that half of the long-term smokers will die prematurely, half of these in middle age (Doll, 2004). The studies also argue that, smokers are four times more likely than non-smokers to suffer from a heart attack before age 40 (Mahonen, 2004). In addition, the earlier young people start smoking, and the more they smoke over their lifetime, the more likely they are to suffer from smoking-related diseases.

1.2 Statement of the Problem

Although a lot has been said about drugs and their abuse in the media, seminars, books and magazines, the number of youths using them has been on the increase. The rising rates of drug and substance abuse has been reported in Kenya in recent years. According to Liambila and Wekesa (2007), 77.1% of non-students were reported to be on long term abuse of alcohol; 65.7% on tobacco, 34.9% were on bhang, 55.1% were taking miraa(khat) while 12.5% were on inhalants. Drug abuse amongst the youth in Kenya has become a serious problem affecting all the people of the country. Addiction leads many people, young people prominent amongst them, into downward spiral of hopelessness that in some cases ends fatally. They range from glue-sniffing street children and teenage ecstasy users, to hardcore heroin and cocaine addicts

(NACADA, 2005). Drug abuse is responsible for lost wages, destruction of property in schools, **soaring health** care costs and broken families. It is a problem which affects us all as parents, **children teachers**, government officials, taxpayers and workers. The continued abuse of drugs **such as marijuana**, miraa, cocaine, heroine and alcohol are actually a menace to the youth since **they lead to strong** addiction and insanity. The use of substance and drug abuse needs to be **addressed urgently** to save the future of the youth in our country.

In Nakuru a study done by Ndege (2005) showed 33.7% of students in the study reported having **been bullied by** students abusing alcohol tobacco or other types of drugs. The study was **conducted by center** for addiction studies in Africa. In the same study, 15.9 of the students **reported use of alcohol** before the study and a total of 1000 students were involved. They were **from one to form four** students in the study. Overall 9.6% of the students in the study recorded **having used some drugs**.

In another study by Oteyo and Kariuki (2009) done in public day schools in Nakuru, it was established that peer group influence had the greatest influence on high alcohol and cigarette abuse among high school students. The study was meant to establish the social influences that promote the use of drugs. Among the factors they looked at were parents, siblings and peers.

Drug abuse is a problem which affects us all as parents, children, teachers, government officials, taxpayers and workers. The continued abuse of drugs such as marijuana, miraa, cocaine, heroine and alcohol are actually a menace to the youth since they lead to strong addiction and insanity. The use of substance and drug abuse needs to be addressed urgently to save the future of the youth in our country. Although a number of studies have been done on some of the influences of drug abuse in Nakuru no studies have been done to identify the most effective methods of passing information on drug abuse to the students and also to evaluate the effectiveness of the strategies used to pass on the information.

1.3 Research Questions

The study will attempt to answer the following questions:

What methods are used to disseminate information on drug abuse among boys in public secondary schools in Nakuru North district?

- I ii What are the strategies used in secondary schools to address drug abuse, their effectiveness and shortcomings?
- I iii What are the risk factors in the school environment that promote drug abuse in Nakuru North district?
- I iv What are the new strategies that could help curb drug abuse in public secondary schools?

(1.4 Study Objectives

I 1.4.1 General objective

I The main objective of the study is to investigate the factors that influence drug abuse among I boys in high school with a specific focus on Nakuru North district.

I 1.4.2 Specific Objectives

I The specific objectives of the study are:

- i. To identify methods used to disseminate information on drug abuse among boys in public secondary schools in Nakuru North district.
- !
- ii. To identify strategies used in secondary schools to address drug abuse, their effectiveness and shortcomings.
- I iii. To establish risk factors in the school environment that promote drug use in Nakuru North district.
- iv. To propose new strategies that could help curb drug abuse in public secondary schools

1.5 Justification of the Study

I he study will help the Ministry of Education (M.O.E.) to better understand the current situation and accordingly make changes to address the factors that contribute to drug abuse in secondary schools.

Kenya like many other developing countries, is faced with the social problem of high rates of drug abuse. To make matters worse, the percentage of drug abusers in the population increases yearly despite the efforts to eradicate the problem. Failure to solve this problem not only threatens the life of individuals, but also the economic and social development of the country as a whole. The study is useful in contributing to the general body of knowledge in this area. Beyond that, however, it also explores the potential of schools to curb the drug problem. The study focuses on the secondary school level. Drug abuse has been singled out as one of the major challenges threatening the future of the Kenyan youth including students. Many students in high schools are aged between 12 and 18 years, a stage best described as adolescence (youth). Adolescence is a time of transitions and experimentation, sometimes including experimentation with drugs. Pubertal spurt, sexual maturation and bodily changes characteristic of this unique period of growth and maturation, are associated with progressive psychological development and various social milestones. Studying young people at secondary school thus coincides conveniently with studying them during the sometimes turbulent adolescent period. According to Eisenstein (2005:117), the proximity of adolescence to biological maturity and adulthood provides optimal opportunity to implement drug preventive activities designed to decrease long-term adult problems related to drug abuse.

The study will help to make policy makers, administrators and teachers aware of the factors hindering the effectiveness of the approaches which attempt to curb drug abuse and, where possible, create opportunities to eradicate the problem. The proposed programme would be useful in educating all Kenyans, youth and adults, on the risks of drug consumption. Thus, this study would play an important role in reducing, or even preventing high rates of drug use and abuse.

1.6 The scope of the study

The study was limited to Nakuru north district which is peri urban. The findings of the study were generalized to other parts of the country with caution. This was because conditions in other areas not covered by the study could be different from those of the area covered.

This study was also restricted to selected public schools in Nakuru north. There was a high dependence on observation and use of questionnaire. There was also a selected number of teachers who were involved in the study. The study was also not focused on private schools. The Study did also not focus on form one and two students. These are some of the factors that may have limited the outcome of the study.

Drug abuse is a private affair which makes it difficult for students to reveal exact facts to a person who is not part of their group. However a sense of privacy was offered to the students and the teachers were requested to be away when the students were interviewed.

1.7 Definition of Key Terms

Drug: Any product other than food or water that affects the way people feel, think, see, and behave. It is a substance that due to its chemical nature affects physical, mental and emotional functioning. It can enter the body through chewing, inhaling, smoking, drinking, rubbing on the skin or injection.

Drug abuse: Use of drugs for purposes other than medical reasons. It refers to misuse of any psychotropic substances resulting in changes in bodily functions, thus affecting the individual in a negative way socially, cognitively or physically. Social effects may be reflected in an individual's enhanced tendency to engage in conflicts with friends, teachers, and school authorities. Cognitive effects relate to the individual's lack of concentration on academic work and memory loss such as blackouts.

Drug addiction: Addiction to drugs or alcohol means that a person's body can no longer function without these substances. The addictive substances usually have negative effects, for example, they can alter mental state and behaviour to a point where the individual becomes a threat to himself and others. Once a person becomes addicted, it is hard to stop using drugs. According to Bawkin and Bawkin (1972: 105), an addicted person may show a decline in academic performance, frequently fails to attend classes, loses interest in school work and displays weakened motor coordination, poor health, and lack of interest in old friendships.

Drug related problems: This term is used to describe all negative effects associated with drug abuse such as violence, conflicts with friends or school authorities, destruction of school property and academic underperformance.

Drug policy: A brief statement outlining a schools stand or position on procedures for dealing with drug-related issues. It may be reflected in the school rules and guidelines, and is also often a reflection of the laws of Kenya. In Kenya, drug trafficking and abuse is considered a criminal offence under the Narcotics Drugs and Psychotropic Substances Control Act of 1994.

Illegal/legal drugs: In this study illegal drugs refer to the substances that the government regards as harmful to the mental and physical well being of the individual, hence controlling or discouraging their consumption by law. Legal drugs refer to those such as alcohol and tobacco that are potentially dangerous but whose consumption the government allows.

Intervention: Attempts to help drug users to positively modify their behaviour and change their attitude towards misuse of drugs. It also includes activities and programmes put in place to address drug abuse.

Psychoactive Substance: Refers to any substance that when taken by a person can modify perception, mood, cognition, behaviour, or motor functions (WHO, 2000:3).

Substance abuse: Refers to the use of all chemicals, drugs and industrial solvents that produce dependence (psychological and physical) in a percentage of individuals who take them. It can also be used to refer to repeated non-medical use of potentially addictive chemical and organic substances

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the major themes that constitute the literature review of the study. It looks at **the** historical developments in the study of drug abuse, causes of drug abuse, risk factors in the school environment and the conceptual framework. . The information presented in the literature **review** is derived from diverse sources such as government documentations, journals, unpublished research works, newspapers, internet, and library books. There is need to carry out **this** study on the e investigate the factors that influence drug abuse among boys in high school since it is not comprehensively addressed. In order to see the problem in a broader perspective and provide a wider conceptual understanding of it, a critical review of literature on related issues and theories was undertaken.

The final part of this chapter gives an account of the main theories employed in addressing the effects investigate the factors that influence drug abuse among boys in high school. These are the psychosial theory and the modified social stress theory.

2.2 The Causes of Drug Abuse amongst Students

Substance use and abuse by young people, and problems associated with this behaviour have been part of human history for a long time. What is different today is increased availability of a wide variety of substances and the declining age at which experimentation with these substances take place (WHO, 2005:45).

A number of authors and researchers have shown that there are many contributing factors to drug abuse among students. Rice (1981), states that in a school setting, drug abuse affects the children of the rich as well as those from poor families. Shoemaker (1984:56) argues that drug abuse is caused by a combination of environmental, biological, and psychological factors. According to the United Nations (1992:15), drug users, like other people seek approval for their behaviour from their peers whom they attempt to convince to join them in their habit as a way of seeking acceptance. Whether peer pressure has a positive or negative impact depends on the quality of

the peer group. Unfortunately, the same peer pressure that acts to keep a group within an accepted code of behaviour can also push a susceptible individual down the wrong path. A study **carried** out by Kariuki (1988:85) in Nairobi secondary schools indicated that the majority of drug **users had** friends who used drugs.

Schaefer (1996:130) and **Bezuidenhout** (2004:122) assert that there are various factors that cause **young** people to abuse drugs and even become addicted. These include family networks, **interaction** and home environments. **Bezuidenhout** (2004:123) says that adolescents with **substance** abusing parents experience a higher rate of parental and /or family problems than do **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 at **times leading** to adolescent drug taking. **Schaefer** (1996:133) adds that youths with poor home **support** tend to seek support and understanding elsewhere. Many find affection, understanding **and support** in the lifestyle of a drug abusing subgroup.

Society is always changing, and being a unit of society, the family has undergone many structural and role changes. Rapid social, economic and technological changes may, under certain circumstances, weaken family relationships and reduce the sense of belonging in various social spheres. African family structure has been and is still changing from the mainly extended to the smaller nuclear family plus immediate relatives. Unlike in the past, socialization of the young has been neglected. Many children are left in the care of house helps because the parents have to work. According to NACADA (Sunday Nation April 12, 2008:10) there is a strong link between alcohol/drug abuse by young people and the break-down in family values. In the indigenous society, drunkenness was frowned upon. In today's setting, binge drinking is becoming an acceptable pastime with parents freeing the children from restrictions that once governed alcohol consumption. According to the same report, children as young as 10 are not only consuming alcohol, but are suffering the attendant consequences. Stories of children barely in their teens undergoing rehabilitation due to alcohol problems are a cause of concern (NACADA, 2008). The problems certainly reflect a bigger problem and they are a direct product of how children are socialized in relation to alcohol and drug use.

Que to the diverse socialization agents such as the peer group, teachers, mass media, the Government and the Church and interaction with different people, individuals are acquiring **values** that go beyond those of their immediate localized culture. Since the family is less **involved** in socialization of the young, very little is communicated to the young in the way of **values** and customs. As a result the traditional value system has been eroded leading to moral **decadence**. In school, children spend most of their time with the peer group. According to Blum (1972:85), 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.

Stability of family relationships, environment and expectations are powerful forces in helping people, especially children and young adults, manage their lives. Strong family relationships are a source of support for the young members of the family, and may prevent children from engaging in drug abuse. Lack of household stability, income or employment for a parent may increase stress on the family and heighten its vulnerability, pushing marginal individuals to find "solutions" or solace in alcohol or drugs (Antony: 1985: 143).

Prevention of drug problems among the youth should employ knowledge about factors likely to influence young people's behavior. Family factors that may lead to or intensify drug use are thought to include prolonged or traumatic parental absence, harsh discipline, and failure to communicate on an emotional level, the influence of disturbed family members and parental use of drugs. These will provide a negative role model for children (WHO 1993). Studies in Ireland (Corrigan 1986) found that disrupted family life appears to be a major risk factor for drug abuse among some young people; and that as many as 10 percent of the young people between 15 and 20 years of age in north Dublin were addicted to heroin.

The school is the first large-scale socializing organization of which the child becomes a member. Unlike in the family, its members are mostly unrelated, and in some cases, teachers may not necessarily belong to the child's ethnic community. The element of social heterogeneity, coupled with its large size, makes the school a secondary social group. Therefore, whereas the family is

essentially an informal socializing agent, the school combines formal (e.g. classroom teaching) **and** informal (e.g. peer group influence) processes of socialization. The school uses among other **methods** suspension, expulsion, official mention and rewards as modes of behaviour control.

Due to rapid technological, social and economic changes, the child spends the major part of **his/her most** active hours in school. The implications for teachers are clear. They need to nurture **the emotional** and social needs of the children under their care, particularly when the family **environment** for certain children is lacking. The teacher thus has to take the role of parent and **counselor**, both in academic and social matters. The parents expect the teacher to guide the **children on** social norms and values in relation to society's expectations.

This is based on the assumption that communication of knowledge, attitudes and skills will guide **the child** in the right direction. This is only possible if school discipline is maintained. The **disruption** of such discipline may lead to protests, demonstrations, strikes, riots and to some **extent** drug abuse (Datta 1987:88). It is important to realize that fostering responsible attitudes **among** students will bring about a greater sense of self-actualization and this can also be a check **on drug** abuse.

The school environment plays a part in deviant behavior including drug abuse. Kenkel (1980: 49) argues that school activities are a focal point for adolescent behavior. These activities include poor school performance and conflict between the school system and the values of lower class youth. Lower-class youth have low performance expectations as compared to high and middle class youth. Shoemaker (1984:87) says that effects of low expectations on drug abuse cannot be ignored. Similarly, Karechio (1996:49) asserts that low performance in class may lead to misuse of drugs such as marijuana, which is believed to improve understanding and insight. This misconception is based on the belief that people who use or abuse substances will become bold, confident or courageous, when they are under the influence.

Availability and cost of drugs is associated with drug abuse. According to Kaguthi, the NACADA director in 2004, availability of illegal drugs such as heroin, cocaine and mandrax, together with availability of legal substances such as cigarettes and alcohol may lead to drug ^a use. This encourages the use and the eventual abuse of substances by the youth. According to

the report, the ready availability of most drugs appears to be the most important cause of the **prevalence** of substance use and abuse amongst Kenyan youth. The report also established that two widely used substances are grown in the country. They are bhang, which is grown in secret **because** it is illegal and khat, which is cultivated, used and exported openly because Kenya **legalized** it in 1997. Other drugs easily available are heroin, cocaine and mandrax which find their way into Kenya because the country's major international entry points - Nairobi and **Mombasa** - are on transit routes for traffic in illegal substances, some of which find their way into the country, and consequently, to students and youth in general.

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: 109). 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.

A study by Kombo (1997:119) in selected schools in Kenya showed that the type of schooling has an influence on drug abuse among students. According to him, experimentation with common drugs was more frequently reported by Kenyan youth who have attended day schools rather than boarding schools. The reasons given were that, boarding school learners are more closely monitored, while day school students are often more exposed to drug abuse as they move to and from school daily.

The above studies have shown that various factors contribute to drug abuse among school learners. Knowledge about the factors causing the problem is crucial in the development of intervention programmes to address it. However, we cannot assume that these are the only ^{fi} actors responsible for drug abuse among Kenyan youth in secondary schools, especially in Machakos District where the current study was carried out. It was therefore important to carry

out a study and establish the actual factors which are unique to the district with a view to **proposing** intervention measures. In addition, the study attempted to critically analyze the factors that have hindered the effectiveness of strategies used by schools in addressing this problem, with a view to developing a programme for intervention and prevention.

2.3 The Nature and Extent of Drugs Abused By Learners

Drug abuse among young people is a global phenomenon and it affects almost every country. **Although** it is difficult to authenticate the actual extent and nature of drug abuse amongst learners, research indicates that most adolescents experiment with alcohol or other drugs prior to school. It is estimated that about 25 percent of male adolescents and 10 percent of female adolescents abuse alcohol at least once a week (Gillis, 1996:107).

A study in 1998 conducted by University of Massachusetts researchers on the smoking habits of 681 teenagers between 12 and 13 years revealed that several of them were addicted to cigarette smoking (BBC News, September 2000). Symptoms that indicated addiction included craving for more nicotine, withdrawal symptoms and loss of control over tobacco intake. The study established that 63 percent of the teenagers had one or more symptoms of nicotine addiction, while some children could smoke up to five cigarettes a day without showing any signs of addiction. The Forum on Child and Family Statistics (2000:1) report says that, seven percent of male learners in grade 8 smoke daily while 16 percent of tenth and 24 percent of twelfth-grade males do so. For females, the rates were 8, 16, and 22 percent for learners in grades 8, 10 and 12, respectively.

On alcohol abuse, the Institute for Social Research at the University of Michigan (1997) points out that by the time learners in the US reach grade 12, approximately 8 in 10 will have consumed alcohol at some time in their lives. Of these, 60 percent will have consumed it to the point of intoxication. Some of the problems associated with youth drinking include violence, suicidal behaviour, and high-risk sexual activity (Cookson, 1992:360).

The National Survey on Drug Use and Health (NSDUH, 2002:19) revealed that 8.3 percent of the American population roughly 19.5 million people were current users of an illegal drug, while

countless more individuals used and abused legal drugs. Moreover almost one half of the US population (46 percent) of 12 years age and older had used an illegal drug at least once at some **point** in their lives. This is evidence that the country continues to be deeply affected by substance **abuse**. The most commonly abused drugs were found to be marijuana, cocaine, heroin, inhalants, **alcohol** and tobacco. The projected economic cost of illicit drug use to US society in 2002 was **estimated** at \$160.7 billion.

Alcohol and drug abuse among the youth are implicated in a range of social and economic **problems** in South Africa. A speech delivered on behalf of the Minister for Health at the launch **of the** International Commission on Prevention of Alcoholism (ICPA) South Africa Chapter, in **Pretoria**, on 27 June 2006, revealed that there is an increase in demand for treatment for illicit **drugs in** substance abuse treatment centres. Also of concern is the reported increase in the **proportion** of younger patients coming for treatment. The Minister added that, nationally, almost one **of** eight learners has had their first drink before the age of 13. In addition, 31.8 percent of learners had drunk alcohol on one or more days in the month preceding interviews by the South African National Youth Risk Behaviour Survey (2002). The results also showed that one in five learners had smoked cigarettes on one or more days in the preceding month. The most commonly **abused** drugs were said to be alcohol, mandrax, marijuana, heroin and tobacco in the form of **cigarettes**.

In Kenya, drug abuse has threatened the lives of the youth of 29 years and below. While addressing the opening of the Narcotics Drugs and Psychotropic Substances Control Seminar, Wako (2001) said that 60 percent of drug abusers are youth less than 18 years of age and recommended that drug users should be made to realize the dangers of drug abuse. The Office of the National Agency for the Campaign against Drug Abuse (NACADA) in Kenya was created in March 2001. Between 2001 and 2002, NACADA commissioned the first ever national baseline survey on the abuse of alcohol and drugs in Kenya. The study targeted Kenyan youth aged between 10 and 24 years. The summary of the unedited report, which was released in 2002, revealed that substances of abuse, both illicit and licit were forming a sub-culture amongst Kenyan youth. Contrary to common assumptions, the survey demonstrated that substance abuse ^{was} ^widespread and that it affected the youth mostly and cut across all social groups. Overall,

most commonly abused drugs were found to be alcohol, tobacco, khat and cannabis. In addition **the youth** were also abusing imported illegal substances such as heroin, cocaine and mandrax. **Although** non-students engaged extensively in substance abuse, most youth who abuse drugs **were in** secondary schools, colleges and universities. The report concluded that substance abuse **often** begins at a very young age: for example, for students and non-students, it starts when they **are in** primary or secondary school.

Another country wide survey conducted in 2004 by NACADA among students and school-leavers found that hard drugs like heroin, ecstasy, cocaine and mandrax were widely abused in **schools** by children as young as ten years. The survey revealed that some legal substances such as **alcohol**, tobacco and khat were commonly abused leading to high incidence of violence in **schools** (East African Standard, May 22, 2004). Forty-three percent of students from Western **Kenya** confessed to alcohol abuse 41 percent in Nairobi, 27 percent in Nyanza, 26 percent in **Central** Province and 17 percent in Eastern Province. Nairobi students led in cigarette smoking **followed** by Central, Coast, Eastern and Rift Valley provinces.

A study by the Great Lakes University, Kisumu found in 2009 that 58% of the secondary school students in Kisumu District had consumed alcohol at some point in their lives (Daily Nation, June 2, 2009). The study interviewed 458 students from nine secondary schools in Kisumu and concluded that use of drugs including alcohol, tobacco, khat, cannabis and cocaine had risen drastically in the previous decade. By age 15, according to the study, some students were found to have already started using drugs and by the time they were 19, 33% males and females had already become drug abusers.

2.4 Risk Factors in the School Environment that promote drugs

Scholars such as Karugu and Olela (1993:87), Muthigani (1995:95) and Kamonjo (1997:65) who have conducted studies on the issue of drug use and abuse agree that there is a significant relationship between the subjects drug using behaviour and the involvement of their friends in drugs. According to them, if an adolescent associates with other adolescents who use drugs, the risk of involvement with drugs is further increased. Another survey of youth in southern Nigeria,

also found out that the source of drugs for drug using-students was friends in the same or neighbouring schools, and students who reported using drugs had more drug using than abstinent **friends** (Nevadomsky, 1982:75). Confirming this finding, Kiiru (2004:78) argues that peer **pressure** influences youth to use substances under the false impression that some drugs stimulate **appetite** for food, increase strength and give wisdom as well as courage to face life.

Although it is presumed that there are similarities in the prevalence of psychoactive substance **use between** young people in rural and urban areas, it is also generally assumed that, at least for **some** drugs, there are clear differences. For example, a Rapid Situation Analysis by Adelekan (1999) **in** Obot (2005:105) showed that the prevalence of cocaine and heroin use in rural youth **populations** was generally low. This is in large part due to difference in exposure. According to **this study**, young people in urban areas have more opportunity to try new drugs and are exposed to **more** influences from peers and the media than rural youth. There is no conclusive evidence **that for** substances that are easily available in both rural and urban areas (e.g. cannabis and alcohol), there is any significant difference in the rate of use between young people in the **different** residential settings (Obot, 2005:97).

Much has been said and written about the relationship between the home environment and drug abuse. The family especially the parents are the child's basic socializing agents. Muthigani (1995:102) indicates that a child gains his/her first standards of behaviour from the teaching of parents and other grown-up persons around. She argues further that if the child observes a disjuncture between parents' teaching and practice, it creates doubt, which is carried into adolescence giving rise to deviant behaviour. Shoemaker (1984:98) associates delinquency, for example alcohol and marijuana abuse with lax, inconsistent or abusive parental discipline. The nature of parent-child interaction and the general atmosphere within the home is consistently related to delinquency among the youth. Furthermore, having a parent with a drug problem increases the chances of developing the same problem developing in the offspring.

A **reP**ort **by** the Global Tobacco Youth Survey - Kenya (Gatonye, Daily Nation, May 22, 2006), says that about 13 percent (400,000) of all school children in Kenya smoke cigarettes, a habit which some of them start as early as seven years old. According to the report, 30 percent of the

children (1.5 million) are exposed to tobacco smoke in their homes. The study, conducted by the ministries of Health and Education, with support from the WHO showed that up to 80 percent of boys and girls had seen messages promoting the use of tobacco in newspapers and magazines, and that 50 percent of smokers, and 20 percent of the newer smokers, had seen objects such as T-shirts, caps and pens with a cigarette logo. The report also showed that 25 percent of smokers thought that boys and girls who smoke looked more attractive. From this, it is clear that advertising links smoking with being "cool", taking risks and growing up and this impacts negatively on young people including students. As youngsters grow older, their social networks widen and they are more exposed to expanded opportunity and increased temptation. According to Johnston (2000:120), social pressures often reinforce drug-taking as a sign of adult behaviour. In addition, as youngsters grow older, they become more economically independent and group involved. As a result they are more likely to indulge in drug abuse. The reasons given for indulging in the vice are, amongst others, 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 crowd.

2.5 Addressing Drug Abuse In Kenya

Excessive indulgence in drugs and crime go hand in hand. In many cases, drug abusers will go to extreme lengths to obtain enough drugs to satisfy their habit. While obviously not all crimes are connected with the acquisition of drugs, individuals while under their influence commit many crimes. A report by the World Health Organization (1992) on metropolitan areas of major industrialized nations in the world, found that roughly 50 per cent of those arrested on the street had one or more drugs in their system.

2 5.1 Government Intervention

The Kenya Government has ratified two major United Nations conventions on narcotic drugs and psychotropic substances in its quest to protect its citizens from the global drug abuse Phenomenon. These include the Single Convention on Narcotic Drugs (1961) and the convention against Illicit Trafficking in Narcotic Drugs and Psychotropic Substances (1988).

Currently the government is working towards ratification of the 1971 convention on psychotropic substances.

In an attempt to fight drug abuse among students in Kenya, about 4000 head teachers gathered in **Mombasa** in June 2005 (Daily Nation, June 20, 2005). They supported the government's **proposed** ban on billboard and television advertising of alcohol and cigarettes. The **Secondary Schools** Principals Association also supported a plan by the government to ban smoking in public. So far the Association has started a campaign project aimed at fighting drug abuse **amongst** student and has made efforts to have programmes on the fight against drug abuse **featured** in the electronic media, specifically targeting teachers and students. Also the chairman **of the** Kenya Schools Heads Association Mr. Muthaithai has urged the Government to **implement** the ban **on** alcohol and tobacco advertisements, saying they target the youth.

At the school level, the Ministry of Education (MOE) has integrated drug education components **into the** existing school curricula, in Social Studies at the primary level, and in Religious **Education** at secondary level (Kenya Institute of Education Syllabus, 2004:39). The MOE has **also** emphasized provision of training in drug education to heads of schools, teachers and school **inspectors** through in-service courses. The main objective is to create awareness of the dangers **of drug** abuse and its consequences, and to mobilize school children to participate and take a **leading** role in drug and alcohol issues. In addition, it also aims at encouraging teachers to be **knowledgeable** about drug dangers, to increase their capacity to intervene including through **counseling** and to prepare materials for drug education (UNDCP, 2002:157). The government, **through the** MOE has emphasized provision of guidance and counseling services in schools to **help curb** drug abuse and other problems that face students. This is in line with the **recommendations** of the Ominde Report (1964:102) and the Gachathi Report (1976:117).

2.5.2 NACADA intervention

the Office of NACADA was established in 2001 as part of the Executive Office of the President, to help the government accomplish the national goal of reducing drug use and abuse. According to the NACADA Service Charter (2001), its mission is to coordinate the prevention,

reduction and control of drug and substance abuse through public education, empowerment and **enforcement** liaison. NACADA undertakes various activities which include sensitizing, training and empowering the public on matters of drug and substance abuse; providing resource centre **services** for information on drug and substance abuse; creating a forum for stakeholder participation in questions of drug demand and supply of drugs of abuse in the region, involving **communities** in identification of drug abuse problems and development of local solutions. In addition, the Agency also prepares and distributes pamphlets with various messages on the **effects of** drug abuse to schools and to the public at large. The Agency has been involved in developing a strategic plan to include public awareness campaigns, interventions for special **groups**, counseling services, rehabilitation and support services for the vulnerable and the youth.

Realizing that drug abuse is becoming a problem in Kenya, NACADA has drawn up an action plan the main areas of focus of which are public awareness, liaison activities and support service. It targets youth in and out of learning institutions. Developing programmes through the mass media, passing messages through public 'barazas' and incorporating drug preventive education in the education curriculum are some of the modes of fighting drug abuse that have been outlined in the action plan (NACADA, 2004). The plans some of which are so far only on paper appear promising and one can only hope that the implementation phase will be successful.

2.5.3 Churches Intervention

Some churches have also established anti-drug programmes. One such is the Lavington United Church whose outreach ministry helps in training and teaching about the dangers of drug abuse in schools, colleges and universities. The youth are taught how to reach others through peer counseling (The Standard, June 2, 2003). The Anglican Church of Kenya (ACK) has also launched preventive-drug programmes for the youth and adults in each diocese and has organized spiritual crusades to fight drug abuse in schools and colleges. In addition, the church has established treatment and rehabilitation centres to create awareness, and bring about physical and inner healing for drug users and addicts (Githinji, 2004:40). While addressing a church seminar on the drug problem in Kenya, Bishop Nzimbi (ACK, 2004) emphasized that the church has a biblical mandate, an obligation and commitment to be involved in the war against drugs

and against the vices affecting society. The Bishop went on to say that the drug problem has **shaken** family foundations and the community at large and that although a lot has been done to **address** the issue of drug abuse among the youth, the root cause of the problem must be **addressed**. The drug problems, he said, reflect a bigger problem and are a direct product of how **children** are socialized in relation to social values.

Studies carried out locally and elsewhere (Gitahi and Mwangi, Daily Nation April 2, 2007: 10) **indicate** a strong linkage between alcohol/drug abuse by young people and the breakdown in **family** values. The cultures of indigenous society restricted the use of alcohol to senior age **groups** and special occasions. Even then, alcohol was consumed under strict conditions and **drunkenness** was discouraged. That children as young as 10 years are abusing alcohol (Daily Nation, April 8, 2007:10) spells danger not only to themselves and their families, but also to the **well-being** of the nation. The family and society as whole have the obligation to ensure that **children** grow up in an environment that promotes moral values and a more disciplined way of **life**. Lack of a proper value system in the society is likely to lead to drug abuse, which in turn **would** ruin the family life even further.

2.5.4 Schools Peer education Programmes

In an attempt to curb drug abuse, some educational institutions in Kenya including secondary school, colleges and universities have started the peer education programmes to address the problem. Institutions have started peer education programmes aimed at reducing irresponsible sexual behavior, unwanted pregnancies, sexually transmitted infections (STIs) including HIV/AIDS and drug abuse by improving the quality of counseling and service delivery for students. The peer outreach programme is the highlight of the project, as it trains students to promote responsible behavior among their peers. Some activities carried out in peer counseling include showing videos, follow-up discussions, door-to-door counseling and public lectures. Although such activities can go a long way in addressing and curbing drug-related problems, **they** are secondary to the role of the family in socializing children and the youth in the right direction. The family is the basic building block of every culture. Children are not only better socialized at home than in the peer group, but are also best socialized by parental example and

the sharing of social values. Positive sociability is firmly linked with the family in relation to child's self-worth. This in turn depends largely on the values and experiences provided by the family, at least until the child can reason consistently. The basic role of the family is therefore to **ensure** that children grow up in a loving and secure environment where they can be taught sound values.

According to a World Bank report (Daily Nation, December 15, 2005), the majority of Kenyan **youth** are into theft, violent crime and drug abuse, and many are likely to suffer from HIV/AIDS. This situation is associated with poverty and joblessness. In spite of measures taken by the government to curb drug abuse, it is on the increase in schools and threatens to affect learning programmes and discipline. A fresh and concerted effort by the authorities and the public is therefore required to curb the menace locally, especially among the youth (UN Secretary, Koffi Annan, 2006). While addressing a regional meeting on tobacco, organized by the Framework Convention Alliance, the then minister for health, Hon. Charity Ngilu, reported that more than one million Kenyan minors could be smoking their way to an early grave. The minister revealed that about 13 percent of primary school pupils smoked cigarettes. In addition, 27 percent of the Kenyan population is addicted to tobacco (Daily Nation, November 10, 2005). According to the minister, tobacco addiction must be fought and overcome to bring down tobacco-related deaths and promote health.

In another incident, a fire gutted a dormitory in Nyeri High school as students scampered for safety. According to Ogutu and Njogu (The Standard, May 17, 2005), some boys who were smoking in their room were believed to have dropped a cigarette butt suspected of sparking the blaze. On the same note, while giving an address on the International Day of the Family on 14 May 2005, the then sports minister Ochilo Ayako said that parents needed to play a more active role in the fight against drug abuse. He noted that many youths in Kenya were exposed to drugs through advertisements on television. According to him, the mass media were glorifying smoking and alcohol abuse as indicators of success and stardom (The Standard, May 17, 2005). Once a top school in Machakos, Eastern Province of Kenya Tala High school is today a shadow of its former self. The school is now infamous for frequent student riots. In 2005, the school experienced its worst strike when rampaging students destroyed property worth Kenya Shillings

5 million, leading to the closure of the institution. According to the school principal, Mr. Samuel Chepkole, the declining academic performance of the school can be attributed to rampant drug abuse among students, laxity among staff and embezzlement of funds set aside to improve facilities by former school heads (The Standard, January 12, 2006).

According to a study carried out by the Great Lakes University in Kisumu, the use of drugs among secondary school students has doubled in 10 years (Gathura, Daily Nation June 2, 2009). A 2001 study by NACADA indicated that about 22% of high school students were using alcohol. However, the Great Lakes University study found that a staggering 58% of respondents had consumed alcohol, 34% had used tobacco, 32% khat, 18% cannabis and 5% cocaine. The age group at most risk was put at between 16 and 18.

If the above scenario is anything to go by, then it is clear that drug abuse is a threat to the general public as well as the youth in Kenyan schools. It is therefore necessary that drug abuse amongst students and society in general must be fought so as to reduce the criminality and social dysfunction that tends to accompany drug abuse at all social levels. In view of this, the current study sets out to establish the way information is passed, nature and extent of drug abuse amongst students in Nakuru north District with a view to proposing a programme for prevention and intervention.

2.7 Theoretical Framework

2.7.1 Psychosocial Theory

All experts, including those who believe in the disease model, agree psychological, social and environmental events are important elements in the development of drugs abuse patterns. Research shows that learning has a great effect on the development of harmful drug abuse. People learn how to drink, what to expect from drinking and to use drinking purposes. People who have experienced rules about appropriate drinking and drug abuse learn those rules and rituals (although they may not always use what they have learned). Those who see mostly uncontrolled drinking with the intention of intoxication learn to drink that way. (Vandello & Cohen 2004). According to this theory, it is easy to understand the drug problem better if both

cisic and protective factors are considered at the same time. Probability of drug abuse is **determined** by these factors. The framework is useful as a way of planning interventions to **prevent** or treat problems related to drug abuse. Once the risk factors are identified, work can begin on reducing the risks and strengthening the protective factors. In addition to the above risk **and** protective factors there could be others which contribute to the present scenario in families, schools and communities, as suggested in the literature review.

people are also shaped by the consequences of drinking. Human beings continue to behave in certain ways if they get positive consequences for the behavior. If a person's social group (peers) drinks heavily and s/he gets positive feedback from friends for drinking the same way, s/he will be more likely to continue the pattern. If a person gets other rewards from drinking-for example, s/he is more social or less anxious-s/he may also learn to use alcohol as a way of getting that reward and as a way of coping with uncomfortable and painful feelings. These positive consequences may be more emotionally powerful than negative ones like hangovers or family problems.

It is important to note that in this study we shall be examining how well the schools have used different strategies to deal with the problem of drug abuse and the most effective strategies used .This makes the theory very relevant. One of the models that is used in addiction recovery is the addiction model. It focuses on learnt behavior as one of the causes of drug abuse. Peer pressure is one of the variables that is important in schools in influencing drug abuse. This is one of the variables that will be analyzed plus others that that also relate well to learnt behavior.

2.7.2 Modified Social Stress Model

The Modified Social Stress Model (MSSM) for understanding drug use and abuse guides this study. The model was developed by Rodes and Jason (1988) and modified by World Health Organization/Programme

on Substance Abuse (WHO/PSA) to include the effects of drugs or substances, the personal response of the individual to drugs and additional environmental, social and cultural variables.

Research has shown that in order to prevent substance use and abuse, two things must be taken into consideration: factors that increase the risk of developing the problem must be identified, and ways to reduce the impact of these factors must be developed. The theory maintains that there are factors that encourage drug abuse called risk factors. Factors that make people less likely to abuse drugs are called protective factors. The key to health and healthy families is increasing the protective factors while decreasing the risk factors.

According to this model, if many **risk** factors are present in a person's life, that person is more likely to begin, intensify and continue the use of drugs, which could lead to drug abuse. The **model** identifies risk factors as stress (which could be due to the school). Normalization of substance could be seen in terms of legality and law enforcement; availability and cost of drugs; **advertising**, sponsorship and promotion through media, as well as the cultural value attached to **various** drugs. In addition, there is also the experience derived from the use of drugs, which **could** be positive or negative. This can be reinforced by peer pressure.

The model also shows that the more protective factors are present, the less likely the person is to become involved with drugs. Protective factors are identified as: attachments with people such as family members, peers and institutions such as religion and school. In addition are skills, which refer to physical and performance capabilities that help people succeed in life and reduce incidents of drug abuse. Availability of resources, within the person or the environment, which help people meet their emotional and physical needs, are said to reduce dependence on drugs. Examples include positive role models, religious faith, anti-drug campaigns plus guidance and counseling services.

In this study the independent variables that will be looked at are peer pressure, rules and regulations in school and other factors like family background. Government policies will also be looked at in terms whether they are risk factors or whether they discourage drug abuse.

2.6 Conceptual Framework

figure 2.1: Conceptual Framework

Causes of Drug Abuse amongst Students

Peer pressure	Lack of regulation	Family Background	Poor Role modeling	Poor Government policies	Lack of proper information
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DRUGS ABUSE

Ways of Addressing Drug Abuse

Government Intervention

NACADA intervention

Churches Intervention

Schools Peer education

Programmes

peer pressure

The interest and expectation of the peer groups have an important bearing on whether or not a person will try dependence producing drug. A friend or peer group is likely to be the source of information for drug users about the availability of drugs and their alleageable effects.

The age factors majority of students are adolescents, a stage of transition from childhood to **adulthood**. It is a momentous period of life filled with changes, difficulties and special problems. It is described as period of 'storm' and 'stress', a time of self-discovery and self-assertion. This is the stage the Youth tend to experiment a lot (Okech, 1977).

Curiosity/modern day rite of passage Curiosity is one of Mans outstanding characteristics. It is not surprising then that many young persons will wish to try some drug in order to determine the effects for themselves.

Poor Rule and regulation

School administration factors related to rules and regulations will refer to how those who are charged with the setting of rules, regulations and management of student's affairs are prepared and equipped to plan mobilize, allocate and instill the necessary control of the attainment of the institutional goals. High handedness, of school administration, harsh rules, treatment, lack of freedom on the side of and students' failure to have their grievances addressed creates stress which can lead to the abuse of drugs.

Family **Background**

The availability of cash to the youth as pocket money and travel allowances especially if excessive can be redirected into purchasing of drugs. The money is usually not put into proper use and when opportunities arise they team up with friends, taste drugs and eventually become drug addicts.

Role modeling

Parental influence Pudo (1998) noted that children from homes **where** parents **take** drug tend to **imitate the behavior** of **their parents by taking** illegal drugs. Young **people** learn from **what they** see by imitating what parents and other people in the community do.

Government policies

In 1994, the Narcotics Drugs and Psychotropic Substances (Control) Act, 1994 was enacted. The **Act** is the latest legislation on drug trafficking and abuse in Kenya. In 1998, the development of **the** national Drug Master Plan was completed. The plan was thereafter approved in 2001. During **the** same year National Campaign Against Drug Abuse (NACADA) was formed to advocate against drug abuse in Kenya. It was renamed National Campaign Against Drug Abuse Authority (NACADAA) and gazetted as a state corporation (parastatal) in June 2007.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Research methodology is an approach and a set of supporting methods and guidelines to be used as a framework for doing design research (Blessing & Chakrabarti 2009). Rusell (2000) explains that research methodology applies to ways the researcher comes close to problems and seeks answers to those problems. The author further argues that the success in the research depends on whether the researcher specifies what to find out and the best way to do it. According to Mugenda and Mugenda (2003), research methodology includes research design, population and sample, data collection procedures, data analysis procedures and measurement of variables. This chapter outlines the methodology to be used in the research study. It describes the type of research design that will be used, the population of the research study, target population, sample size, sampling design, and finally pre-testing of the research study. It further describes the data collection instruments, procedures to be used in collecting the research data, research analysis and presentation of the research findings.

3.2 Research Design

Chandran (2004) describes research design as an understanding of conditions for collection and analysis of data in a way that combines their relationships with the research to the economy of procedures. Krishnaswamy (2009) suggests that research design deals with the detailing of procedures that was adopted to carry out the research study. Quantitative data was collected from the schools in Nakuru. White, (2000) states that, Qualitative research is a descriptive, non-numerical way to collect and interpret information. It aims at investigating how people react, work, live and manage their daily lives. The author further states that this serves the study well since it seeks to investigate the factors that influence drug abuse among boys in high school with^a specific focus on Nakuru North district

Hair (2007) observes that descriptive survey research is intended to **produce** statistical **information** which will be useful in the information researched. The descriptive research design **was** preferred in this study because it allowed for analysis of different variables at the same time **and** enabled the researcher to describe the influence drug abuse among boys in high school with **a specific** focus on Nakuru North district. The use of the descriptive research design led to a better understanding of the phenomenon being studied and help to view issues and problems from the perspective of those being studied. Accuracy is particularly important in descriptive **research** in that the real information relating to the strategic role of branding in building **competitive advantage** in the wine sector.

3.3 Target population

The target population for this study were students, head teachers, school counselors, class teachers and a local chief. In addition, they are mature enough to suggest ways of dealing with **the** issue from their own experiences, and make suggestions for improvement. To survey the opinions of experts and students, ten schools was utilized. Four head teachers, 16 school counselors/teachers, in the selected schools were involved. A total of 160 students were randomly selected for this study from ten schools. In each of the selected schools eight students will be selected from form 3, and another eight from form four. Therefore, the total number of expected participants in the study was 182 respondents. The others were two leaders i.e. chief and district education officer. Four focus group discussion was be done with the teachers.

3.4 Sampling and sampling procedure

According to Breakwell (2006), Sampling is the process of selecting a number of individuals for a study in such a way that the individual represents a larger group from which they are selected. Sampling procedures provide a valid alternative to a census where it is impossible to survey the whole population. The researcher applied sampling to conduct this study. A total of 160 students was randomly selected for this study. Forms 3 and 4 students were selected because they have

been in school for some time and are likely to be more familiar with the strategies used to address drug abuse problems, and better placed to evaluate the effectiveness of these strategies. Therefore, the total number of expected participants in the study was 182 respondents. These included data for four focus group discussions of four teachers and also four principals of different schools. A chief was also be interviewed and the district education officer.

Table 1: Target Population and Sample Size

Target Group	Sample size	No. of schools	Total sample of students
Students in form 3 per school	8	10	80
Students in form 4 per school	8	10	80
Headteachers	4	4	4
Teachers per school for FGD'S	4	4	16
District Education officer (DEO)	1		1
Local Chief	1		
Grand Total			182

Ten public schools were selected from the existing 22 schools which have boys though they were mixed schools. We do not have any boys only school in Nakuru north, From each school 8 students were selected in form 3 and 8 in form four. Four headteachers were selected from four schools, one District Education officer, one local chief and four teachers per school from four schools.

3.5 Data Collection

This section presents the data collection instrument used in the study and the procedures used during data collection.

3.5.1 Data Collection Instruments

According to Mugenda and Mugenda (2003), in social science research, the most commonly used instruments are: questionnaires, interview schedules, observational forms standardized test and content analysis.

The commonest research instrument that I used is the questionnaire. However, there are disadvantages in using this method since the researcher cannot probe further questions to get further information and cannot control respondents that fill the questionnaire and the response rates (Kothari, 2003). The advantages of the questionnaire are that it saves time and it is economical in terms of money, it is convenient in that respondents can respond based on the contents, and it is easier to administer because each item is followed by alternative cause (Mugenda & Mugenda, 2003). Other disadvantages are that it confuses respondent to the nature of information required, it may discourage the respondents to the extent of discarding the questionnaire, and it may leave important information required in the research study (Mugenda & Mugenda 2003).

With this research study, the researcher pretested the questionnaire on a selected public school which was not part of the actual study since subjects in the actual sample should not be used for pre-testing. It is vital for the researcher to pretest research instruments to enhance clarity of the instruments to be used. The purpose of enhancing clarity is to ensure collection of accurate information and to correct any deficiencies revealed during pre-testing exercise (Mugenda & Mugenda 1999).

The interview is another of the most frequently used methods of collecting qualitative data. Structured interview and in-depth interviews are the two types of interviews used in this research. In structured interviews emphasis is on obtaining answers to carefully phrased questions while in in-depth interviews, the interviewers seek to encourage free and open responses, and there may be a trade-off between comprehensive coverage of topics and in-depth exploration of a more limited set of questions. However, this method requires a substantial amount of pre-planning, the quality and usefulness of the information is highly dependent upon the quality of the questions asked and there is a possibility that the presence of the researcher

^ay influence the way a respondent answers various questions hence introducing biasness in the responses.

According to Jupp (2006) an **in-depth** interview is a **dialogue between a skilled interviewer and an** interviewee. Its goal is to elicit rich, detailed material that can be used in analysis (such **interviews** are best conducted face to face, although in some situations telephone interviewing **can** be successful). Patton (2002) asserts that, the quality of the information obtained is largely **dependent** on the interviewer's skills and personality. In-depth interviews also encourage **capturing** of respondents' perceptions in their own words, a very desirable strategy in qualitative **data** collection. This allows the evaluator to present the meaningfulness of the experience from the respondent's perspective. In-depth interviews are conducted with individuals or with a small group.

However, the disadvantages of in-depth interview method are that it is expensive and time consuming, need well qualified and highly trained interviewers and also the interviewee may distort information through recall error, selective perceptions and desires to please the interviewer, flexibilities may result in inconsistencies across interviews.

Data for this study was collected using questionnaires and interview schedules which were structured based on the research objectives. The questionnaires contained mostly closed ended questions and a few open ended questions. The questionnaires facilitated the determination of the relationship between the independent variables and the strategic role of branding in building competitive advantage. Secondary data was obtained to reinforce collected data from brochures, text books and supplements in newspapers covering the organization under study. According to Harper, Laws, and Marcus (2003), a questionnaire is a written list of questions, either given or posted to respondents, who fill it by themselves. Information is gathered directly from people through a series of questions, many which are likely to offer the respondent some possible replies **to tick**.

Questionnaires are commonly used to obtain important information about the population. Each **item** in the questionnaire is developed to address a specific objective, or research question of the **study**. The researcher must also know how information obtained from each question item will be

analyzed (Mugenda and Mugenda, 2003). The researcher will primarily select data which will be collected using the questionnaires.

3.5.2 Data Collection Procedure

The research was done in such a way that the researcher prepared a questionnaire and the interview schedule which was used to collect data from the respondents. The researcher sought **permission** from the management of the selected school situated in Kenya. The researcher's next step was to get a letter from Nairobi University department of the postgraduate department as a **confirmation** of the purpose of the research. A brief introduction of the purpose of the research **was** always given to the selected school. The researcher therefore made appointments with the respondents when ready to begin the data collection. He made the selection of the eight students **randomly**. He then administered the questionnaire. The questionnaires administered and collected **were** recorded in the process of determining the flow of distribution and making them ready for analysis. The selection of teachers was done based on their work in guidance and counseling . I realized that each school has a panel of four teachers who are involved in guidance work.

3.6 Ethical Considerations

Kothari (2007) states that ethics are norms governing human conducts which have a significant impact on human welfare. It involves making a judgment about right and wrong behaviour. Bryman (2007) states that it is the responsibility of the researcher to carefully assess the possibility of harm to research participants, and the extent that it is possible; the possibility of harm should be minimized. The author further states that, the researcher must take all reasonable precautions to ensure that the respondents are in no way directly harmed or adversely affected as a result of their participation in a research project.

The researcher recognized that the issue under study is sensitive because it involves the relationship between students and teachers. Therefore, there was need to protect the identity of **the** respondents as much as possible. This means that the questionnaires did not require the respondent's names or details that may reveal their identity. The term ethics has something to do with the expected practices of community and its individual members. It describes what a society

believes to be right or wrong. In this study, it was ethical to have confidentiality. Confidentiality was therefore upheld for all respondents. The names of the respondents were not disclosed.

3.7 Data Analysis

Data analysis is the process of bringing order, structure and meaning to the mass of information **collected**. It involves examining what has been collected and making deductions and inferences Kombo and Tromp (2006). This study employed descriptive statistics to analyze the data **obtained**. Descriptive statistics involves the collection, organization **and** analysis of all data **relating** to some population or sample under study.

For quantitative data analyzing and processing, Kumar, (2005), prescribes the following steps: Data cleaning (editing) to ensure that the data was free from inconsistencies and any incompleteness. After cleaning, the data was coded. Coding of data followed the following steps: developing a code book, pre-testing code book, coding the data and verifying the coded data. Once the data was coded, a few instruments were selected and the responses recorded to identify any discrepancies in coding. Finally, content analysis, which is the process used for analyzing qualitative data, was carried out. It followed the following steps: identification of the main themes, assignment of codes to the main themes, and classification responses under the main themes.

The qualitative data collected was organized into topics and files. Themes were then developed. According to Breakwell (2006), descriptive research design is commonly represented by use of frequency charts, graphs, and pie charts to tabulate the information gathered appropriately. Statistical Package for Social Sciences (SPSS) was used to analyze the data. This package is known for its efficiency and ability to handle large amounts of data. Given its wide spectrum for statistical procedures purposefully designed for social science, it developed appropriate holding frame to come up with reliable results according to the responses in the questionnaires.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

4.1 Introduction

This chapter entails presentation, analysis and interpretations of study findings. The main **objective** of the study was to investigate the factors that influence drug abuse among boys in high **school** with a specific focus on Nakuru North district. To achieve the main objective, the study **investigated**, methods used to disseminate information on drug abuse among boys in secondary **schools**; the strategies used in secondary schools to address drug abuse, their effectiveness and **shortcomings**; the risk factors in the school environment that promote drug abuse among boys in **secondary** schools; and new strategies that could help curb drug abuse in secondary schools.

The public schools that participated in the study were 10 mixed day schools (appendix vii). The mixed day schools form 88 % of the schools in the district. Table 2 presents the response rate for the study.

Table 2: The response rate for the study

Target Group	Sample Size	Respondents	Response Rate (%)
Students (Form 3 and Form 4)	160	160	100
Teachers / Counselors	16	16	100
Head teachers	4	4	100
District Education Officer (DEO)	1	1	100
Local chiefs	1	1	100
Total	T82~	T82	100

The study managed to collect data from the entire target sample of 182 respondents. This constituted 100% response rate. However the study encountered challenges such as lack of cooperation from some teachers, the researcher was forced to meet students during lunch hours or after classes. Some students were afraid to tell the truth especially those who abuse drugs for **fear** of being punished by teachers.

4.2 Demographic Characteristics of the Students

This section presents the demographic characteristic of the students. The characteristics include age duration of stay in the school, religion, and persons responsible for payment of school fees.

Table 3: Demographic characteristics of Students

Demographic Characteristics	Frequency	Percentage
AGE (Years)		
16	11	7
17	72	45
18	48	30
19	22	14
20	5	3
Above 20	2	1
Total	160	100
DURATION OF STAY IN THE CURRENT SCHOOL (Years)		
1	10	6
2	6	4
3	72	45
4	69	43
Above 4	3	2
Total	160	100
RELIGION		
Christians	139	87
Muslim	16	10
Hindu	5	3
Total	160	100
PERSON WHO PAYS SCHOOL FEES		
Parents	99	62
Brother/Sister	21	13
Sponsor	13	8
Guardian	29	18
Total	160	100

The findings in table 3 indicate that majority (75%) of the students who participated in the study were aged between 17 and 18 years while 78% of the students who participated in the study had been in their current schools for periods between 3 and 4 years. Majority (87%) of the students who participated in the study were Christians. The findings further show that school fees for Majority (62%) of the students who participated in the study were paid by parents.

4.2.1 Relationship between Demographic Characteristics of Students and Drug Abuse

Chi square test was carried out to determine the relationship between demographic characteristics of the Students and drug abuse. The level of significance was set at $p=0.05$ (95% level of confidence) and the probability values below $p=0.05$ were considered significant and values above $p=0.05$ were not significant. Table 4 presents the summary of the study findings.

Table 4: The relationship between demographic characteristics of the Students and drug abuse

"DEMOGRAPHIC CHARACTERISTICS	X^2	P value (Sig. 2-tailed)
"Age"	824	.002
Duration of stay in the current school	8.26	.001
Religion	1.42	.058
Guardianship	7.96	.003

The study findings in table 4 indicate that drug abuse among high school boys in Nakuru North district is influenced by age of the students, duration in which the student has stayed in his current school and the person taking care of the student at home or is responsible for fee payment. However, the study did not establish the relationship between religion and drug abuse among high school boys in Nakuru North district

The study established that drug abuse among students increases as the student nears the ages of late teens and as they enter the ages of early twenties. The increase in drug abuse with the increase in age is attributed to the peer influence that student experience during adolescents. Drug abuse among boys also increases as the student stay longer in school. Majority of the students who abuse drugs are mainly in form two and form three. This may be explained by the fact that as students stay longer in school, they make new friends some of whom introduce them to drug abuse. However, the study findings show that as the students approach form four, the incidents of drug abuse reduces. The students in form four are mainly engaged in the Preparations for the final exams hence the low incidents of drug abuse. The study further established that drug abuse vary with the person who takes care of the students. The respondents

said that drug abuse is more rampant among students in broken homes where the parents are **separated** or divorces. Fewer incidents are reported among student whose parents are together **and** they have proper upbringing. Students whose fee responsibility is at the hand of a guardian who is not strict on moral values also tend to abuse drugs.

4.3 Nature and Extent of drug abuse among high school boys in Nakuru North district

This section presents the nature and extent of drug abuse high school boys in Nakuru North district.

4.3.1 Proportion of student who abuse drugs

Table 5: Proportion of student who abuse drugs

Ever used drugs	Frequency	Percentage
Yes	61	38
No	99	62
Total	160	100
Currently using drugs		
Yes	57	36
No	103	64
Total	160	100
Teachers response on existence of drug abuse in their schools		
Yes	14	58
No	10	42
Total	24	100

The study findings in table indicate that 38% of the students who participated in the study have ever abused drugs and 36% were abusing drugs at the time the study was conducted. The study **findings** also show that majority (52%) percent of teachers said that drug abuse exist among students in their schools.

The study established the proportion of students using drugs is still high among boys in **secondary** school. According to the findings, alcohol is the preferred drug of choice for among boys in secondary school. A teacher was quoted saying that "*Drug abuse among boys in Kenyan schools is our nation's number one public health problem.*" A head teacher stated that "*Smoking, drinking and using other drugs at young ages dramatically hikes the risk of addiction and other devastating health and social consequences*".

4.3.3 Drug Abuse among Friend

The respondents were asked whether they know of friends who take drugs in their school and to **state** the number of friends who take drugs.

Table 6: Drug Abuse among Friend

Whether students know of friends who take drugs	Frequency	Percentage
Yes	104	65
No	56	35
Total	160	100
The number of friends who take drugs		
All	10	6
5 - 6	34	21
3 - 4	26	16
1 - 2	35	22
None	56	35
Total	160	100

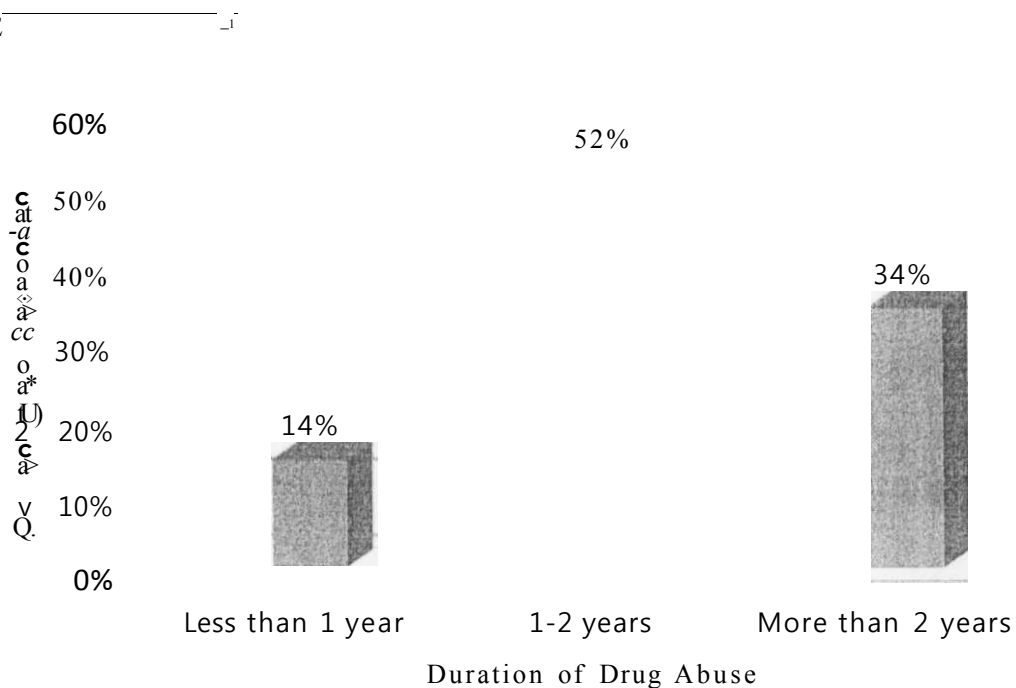
Table 6 shows that the extent to which students indicate that their friends abuse drugs is quite high with a proportion of 65% of the total respondents. The study findings also show that majority of students have 1 or two friends who take drugs. These findings suggest that a large Proportion of the sampled student population have peers who abuse drugs.

peer influence has been found to be among the strongest determinant of drug use among boys in **secondary** schools. The head teachers argued that peers initiate youth into drugs, provide drugs, model drug-using behaviors, and shape attitudes about drugs. There was a study done to **determine** how much peer pressure affected adolescent drug use. The strong relations between peer variables and the frequency of drug use found within this study replicated the findings of **previous** studies that have found peer variables to be among the strongest predictors of drug use **among** boys in secondary schools. This finding supports that of NACADA (NACADA, 2004) **which** report that the majority of drug users were amongst the youth.

4.3.2 Duration of Drug Abuse

The study enquired about the duration that the students had been abusing drugs. Figure shows the study findings.

Figure 1: Duration of Drug Abuse



The study findings in figure 1 shows that majority (52%) of the students who participated in the study had been abusing drugs for 1- to years followed at 34% by those who had been abusing

drugs for more than two years. The findings reveal that many students have been involved in drug **abuse** for periods longer than one year. The duration of drug abuse among boys in secondary **school** increases as drugs become more accessible. The prescription drug abuse is a growing **trend** on most students. A teacher stated that "*Students are using these drugs inappropriately to not only "get high ", but to help with concentration when cramming for papers or tests, to self-medicate for anxiety or depression, and even to enhance their stamina when playing sports "*". The increased durations of abuse among students is shaped by the physical, social, economic, **and** legal environment in the country which is permissive enough to allow students access drugs.

4.3.3 General situation of drug abuse among high school boys in Nakuru North district

The study findings in table 5 illustrates students and teachers; perception on general situation of drug abuse among high school boys in Nakuru North district.

Table 7: General situation of drug abuse among high school boys in Nakuru North district

Whether drug abuse is common among boys <u>in high school</u>	Frequency	Percentage
Students' response		
Yes	121	76
No	39	24
Total	160	100
Teachers' response		
Yes		67
No	5	33
Total	16	100
Classes that abuse drugs most		
Students' response		
Form 1	8	5
Form 2	51	32
Form 3	61	38
Form 4	40	25
Total	160	100
Teachers' response		
Form 1	0	0
Form 2	5	32
Form 3	7	42
Form 4	4	26
Total	16	100

The study findings in tables 5 indicate that majority of students (76%) and teachers (67%) perceived drug abuse as common among boys in high school. The study findings also indicate that drug is mostly abused by boys in Form 3 followed by Forms 4 and 2. The least involved is perceived as Form 1 classes. These figures seem to indicate that drug abuse is perceived as becoming a problem as students advance to higher classes. The situation could be attributed to the fact that in Form 2 and Form 3 classes, students are experimenting with drugs out of curiosity and peer pressure. In addition the students may think that they have enough time before sitting for their final examinations in Form 4. The practice appears to decline in Form 4 as students become more mature and prepare for their final secondary school examinations. The students also become more focused in relation to their future careers as they move to higher levels.

As part of the qualitative approach to the research design, interviews were conducted with four deputy-head teachers on the general situation of drug abuse. They perceived that drug abuse problem does exist. The general perception among the four interviewees was that the drug abuse problem was not extensive. Mixed day students spend relatively little time at school and it can be argued that students who abuse drugs will do so off the school grounds without teachers being aware of the habit. The study established that parents perceived the problem of drug abuse to exist but did not know of particular cases. It can be argued that their lack of knowledge might be attributed to the fact that they are not directly involved in the day today affairs of the school.

4.4 Commonly Abused Drugs among High School Boys in Nakuru North District

This section presents information on the most commonly abused drugs by high school boys in Nakuru North district. Knowledge of the most frequently used drugs by students was regarded as **important** in recommending possible prevention and intervention measures. The assumption was **that** cheap drugs are more frequently abused. The variables considered in this section included **types** of drugs abused, their sources and ease of access.

4.4.1 Types of drugs abused

Table 7 shows the types of drugs abused among high school boys in Nakuru North District.

Table 8: Commonly Abused Drugs among High School Boys in Nakuru North District

Types of drugs	Frequency	Percentage
Students' Perspective		
Alcohol	70	44
Tobacco	26	16
Khat	37	23
Cannabis	19	12
Sleeping pills	8	5
Total	160	100
Teachers' Perspective		
Alcohol	8	51
Tobacco	3	16
Khat	3	18
Cannabis	1	6
Sleeping pills	1	9
Total	16	100

The study findings in table 7 show that alcohol is the most frequently abused drug with a Percentage response of 44% among students and 51% among teachers. Khat came in second with Percentage response of 23% and 18% among students and teachers respectively followed by tobacco at 16%, cannabis/ bhang (12%) and sleeping pills, (5 %). The respondents did not

mention glue. This could possibly be ascribed to the fact that glue is mostly used by street boys **and** therefore most students would not want to be associated with it.

The findings concerning alcohol, khat and tobacco as the most commonly abused drugs possibly reflect the overall current situation of drug abuse among the youth in the country (NACADA, 2004; 2007). For example in 2004, NACADA reported that the national prevalence of substance misuse among the youth was 60% alcohol, 58% tobacco, 23% cannabis and 22% khat among others. In addition, use of drugs such as alcohol, khat and tobacco is culturally, socially and legally acceptable in Kenya and these drugs are locally produced. Such factors have compounded the problem of substance abuse and dependence among students.

Like the teachers and students, deputy-head teachers (4) reported that among the most commonly abused drugs are alcohol and cannabis. In addition, they also said that "kuber", an Indian traditional tobacco is abused by both male and female students. They argued that the drug is cheap and locally available therefore the students can easily access it from the local community and shops. They argued that all these drugs are readily available which contributes in their common use by students.

4.4.2 Sources of drugs

The respondents were asked to name the main sources of commonly abused drugs. The responses are presented in tables 8 below.

Table 9: Sources of drugs

of drugs	Frequency	Percentage
Students' Perspective		
Hospitals	6	4
Family members	13	8
Friends	38	24
Touts	19	12
Shops	42	26
Bars	51	32
Pharmacies	10	6
Total	160	100
Teachers' Perspective		
Family members	1	6
Friends	4	25
Touts	1	6
Shops	4	25
Bars	5	32
Pharmacies	1	6
Total	16	100

Results in table 8 indicate that the main sources of drugs are bars (32%), shops (26%), and friends (24%). Other sources of drugs include slum areas (low economic areas), watchmen, family members, drivers, shoe-cobblers, cooks, cinema halls and hospitals.

Students who abuse drugs also acquire them from their peers. The following responses from students who abuse illicit drugs such as bhang: *"My friend told me that taking bhang increased the confidence to approach and woo girls. He offered me one and I accepted it,"* cited a male student abusing drugs; *"My friend had a prescription for depression and he gave me two tablets to use during examinations and I have never stopped abusing the prescription"* said a form four student in one of the secondary school. The head teachers added that occasional student abusers

of pain relievers obtained the pills from a friend or relative for free or took them without asking while other gets them through prescription from one or more doctors.

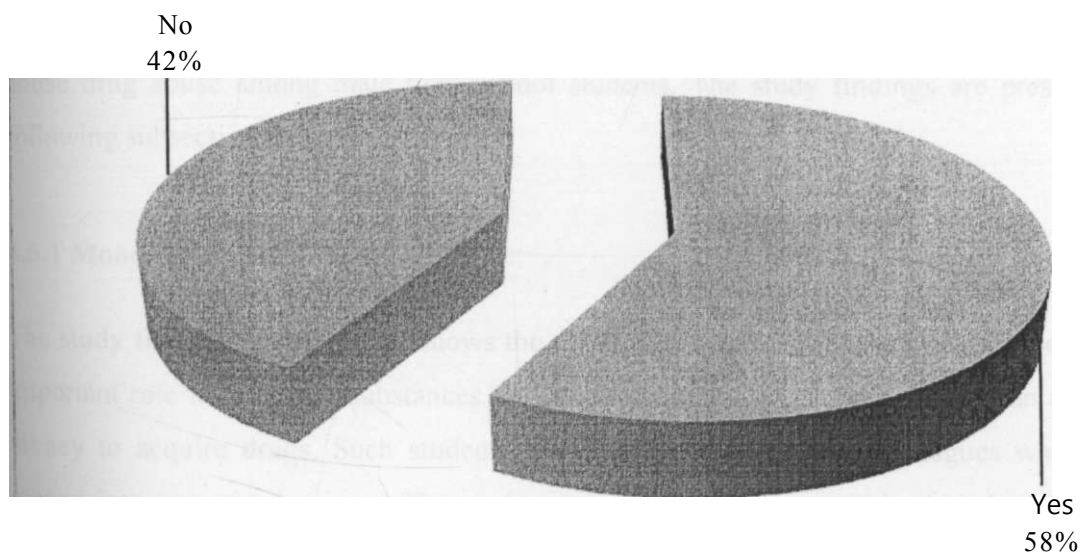
The sources of illegal drugs such as bhang are secretive areas. Drugs are taken in secretive areas where abusers may never be found by school authorities and even parents. The choice of secret places for drug abuse could be necessitated by strict school rules where discovery would lead to **serious** consequences as spelt out in copies of school rules made available to the researcher. "*The illegal status of some drugs of abuse in the country could explain why drugs are taken in secrecy or in hidden places considered safe* " said one of the head teachers.

i

4.4.3 Ease of access of Abused Drugs.

The respondents were asked whether the drugs are easy to access in school. Figure below illustrates the study findings

Figure 2: Whether the drugs are easy to access in school



When students were asked whether these drugs are easy to get in school 58% said yes and 48% said no. These responses suggest that society outside the school is contributing to drug abuse

arnoS students by making drugs easily available. This finding is further supported by Nyassy (Sunday Nation, February 8, 2009:6), who says that the general trend in the country is for drug **sellers** target younger people, with children as young as 11 and 13 years are being recruited into drug use.

The study finding reveals that students access drinking joint or a pub where they buy alcoholic **drinks** and cigarettes. The study findings also show that there is no strict implementation of legal **action** against bar/pub owner who sell alcohol to school going students. Even though students see signs/posters in shops/supermarkets or bars indicating that alcoholic drinks should not be sold to **persons** less than 18 years and they read the health messages on cigarette packaging they still go **ahead** and use substances are. Restrictions prohibiting purchase of alcoholic drinks by students as stipulated by the act on sales to persons under the age of 18 years needs stringent measures to be implemented and prosecute offenders.

4.5 Risk factors in the school environment that promote drug abuse

The study aimed at establishing the risk factors in the school environment that promote drug abuse drug abuse among male high school students. The study findings are presented in the following subsections.

4.5.1 Money given to Students

The study findings revealed that shows the amount of pocket money given to students plays an important role in access to substances. Students who are given excess money can use the extra money to acquire drugs. Such students can easily influence their colleagues who have little money into use of substances. The students accessed the drugs within their budget limits and varieties were available across social groups. Students who had little money accessed cheap substances and those with more money accessed more and expensive and also sponsored their friends.

4.5.2 Students' experimentation on drugs

Students take drugs because they want to experiment on how they feel. Experimentation with mind-altering substances appears to be part of the adolescent rites of initiation. Similarly, Tsitsi and Simbarashe (2010) showed that there is substantial burden of experimental cigarette smoking among secondary school children in Harare. Kombo (1997) reported difference in the school types in terms of experimentation with mixed schools reporting high frequency.

4.5.3 Parental or family influence

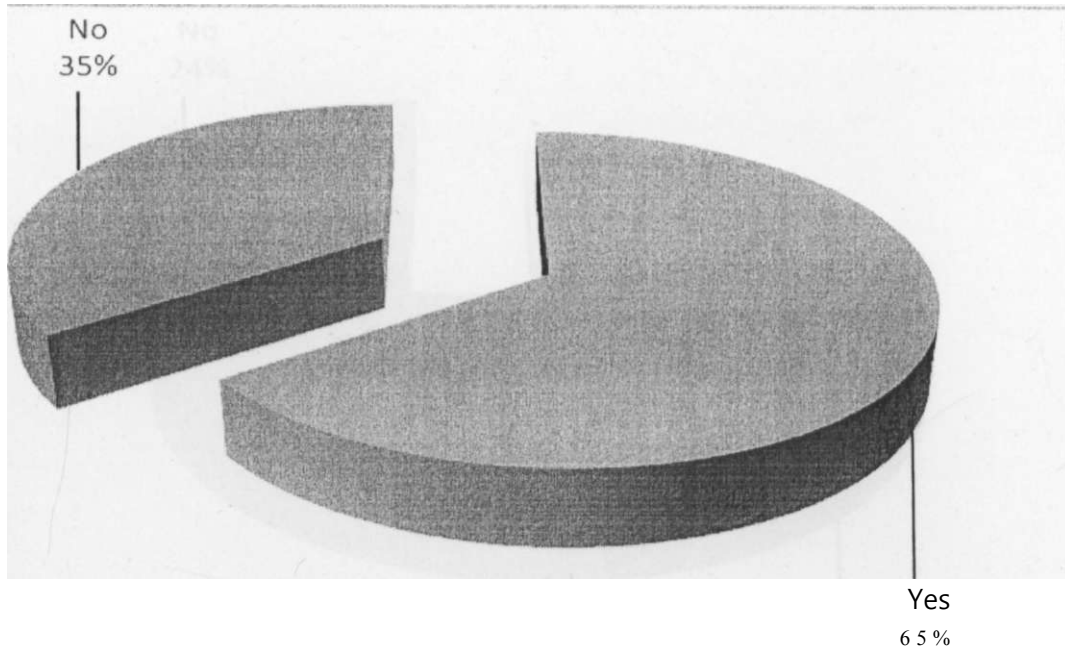
Some students said that their close family members take drugs. Young people learn from what **they** see by imitating what parents and other people in the community do. Therefore if the home environment has people who take drugs, there is a good chance they will take drugs. The family environment is important in drug abuse. Some of the experiences teachers had were than aunt/uncles and parents would have students share drinks on occasions and some had wine after meals as a family tradition.

The study findings indicate that parents advocated for their children not to consume any **substances**. However, they admitted that the students would hide their habits from the parents. **Brothers** and sisters would be involved in helping them cover for the substance intake. Some **students** admitted that they brew local brews at home and hence would have access to these **brews** especially during the school holidays. The main constraint was that students indulged in **substances** in a very discrete way hence parents would only know through other sources e.g. **friends**, neighbors etc and majority of the students would deny. Moreover, family ties are **significant** in drug abuse. Students from broken families or with strained relationships took **drugs**. The guiding and counseling teacher verified that majority of those coming for counseling **had** broken family ties and were taking drugs for consolation.

4-5.4 Peer Influence

Figure 3 shows the study findings on whether friends influence drug abuse.

figure 3: Whether friends influence drug abuse

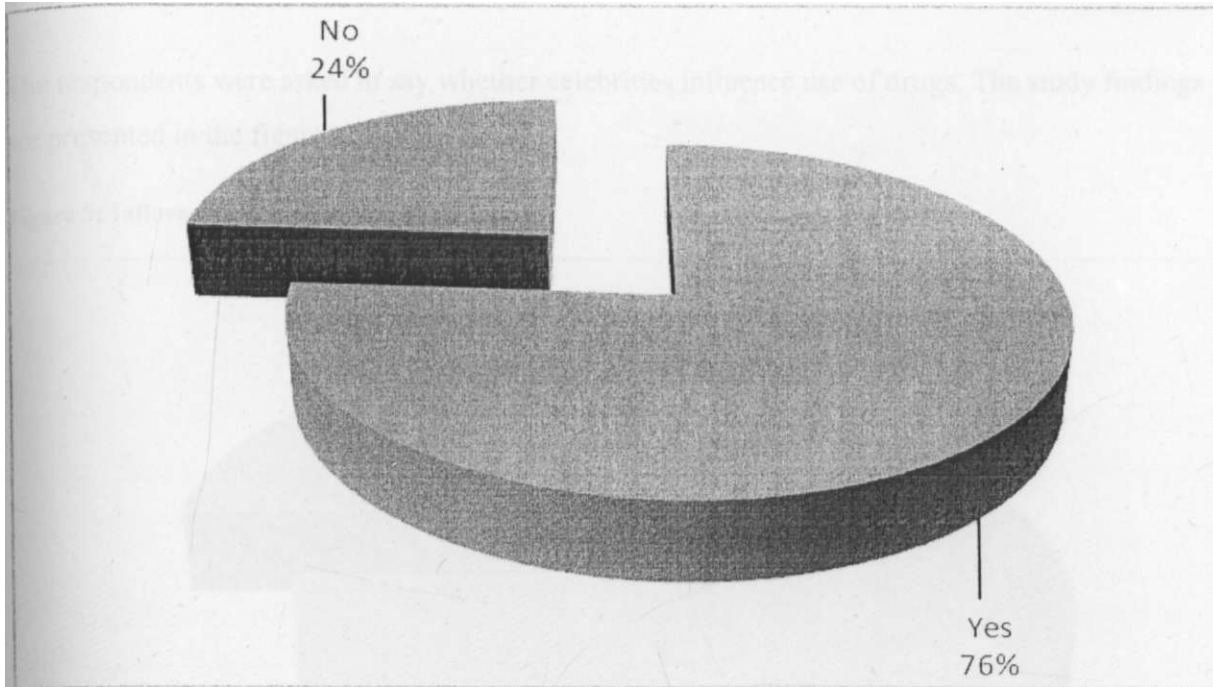


From the study findings, majority of the respondents (65%) said that their friends take substances while 35% said that their friends do not take substances. The study findings are in agreement with previous studies that established the influence of peers on substance abuse. Peer-group influence is significantly associated to alcohol and cigarettes use (Bahr *et al*, 2005). Peer-group influence is due to both socialization and selection effects (Berndt and Perry, 1990).

4.5.5 Mass Media

The respondents were asked to say whether media programmes and advertisements influence use of drugs. The study findings are presented in figure 4 below.

Figure 4: Media Influence on Drug Abuse



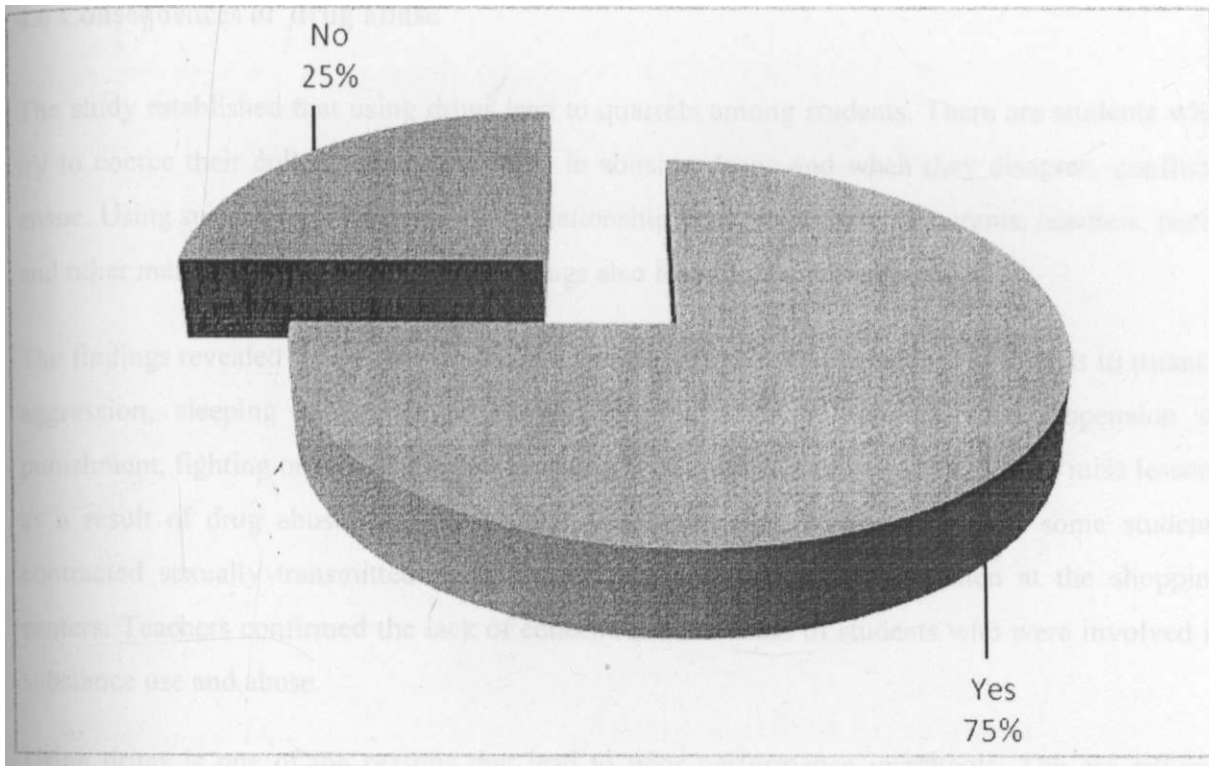
From study findings in table indicate that majority of the respondents (76 %) indicated that advertisement has influence on them. There is an association between exposure to pro-alcohol and cigarettes mass media advertisements and alcohol and cigarettes use among the respondents. Persons who watch pro-alcohol and cigarettes television advertisements and videos have a tendency to use the drugs. Cigarettes and alcoholic advertisements influenced them adversely. As they imitate their role models "celebrity figures", who feature in the adverts, they ape everything.

The study established that the major reason for students' indulgence in drug abuse is the belief that it brings relaxation and feeling high as portrayed in media advertisements. Drug advertisements have significant influence on drug abuse among students particularly alcohol and cigarettes advertisements. *"How drugs, alcohol, and tobacco are portrayed on television, in movies, in songs, and in other forms of media greatly influence their intake among students,"* said the District Education Officer in Nakuru. Media containing scenes or conversations about drugs can affect drinking, smoking, and illicit drug use, especially among children and young adults.

4.5.6 Influence from celebrities

The respondents were asked to say whether celebrities influence use of drugs. The study findings are presented in the figure below.

Figure 5: Influence from celebrities



From the study findings, majority of the respondents (75%) said that celebrities influence them **to use** substances. Celebrities act like a role model to students. Therefore, student tend to **experiment** on the activities observed from celebrities leading to drug abuse. A student from one **of the** public schools said that **"I** developed the urge to experiment on drugs as a result of **watching** actors and musicians portray substance in a fashionable way". A teacher added that in **this era** of widely applied information and communication technology, celebrities serve as role **models** to young people who tend to emulate their actions. Therefore, students will experiment with substances they see their favorite celebrities take.

4.5.6 Other factors influencing use of substances

Other factors that lead to substances use or abuse include curiosity, to have fun, availability of drugs; unawareness of dangers, for medicinal use, to relieve stress, excessive pocket money, to fit in with friends and influence from role other members of the society

4.6 Consequences of drug abuse

The study established that using drugs lead to quarrels among students. There are students who try to coerce their colleagues to join them in abusing drugs and when they disagree, conflicts ensue. Using substances adversely affect relationship with other students, parents, teachers, peers and other members of the society. Using drugs also lead to low self-esteem.

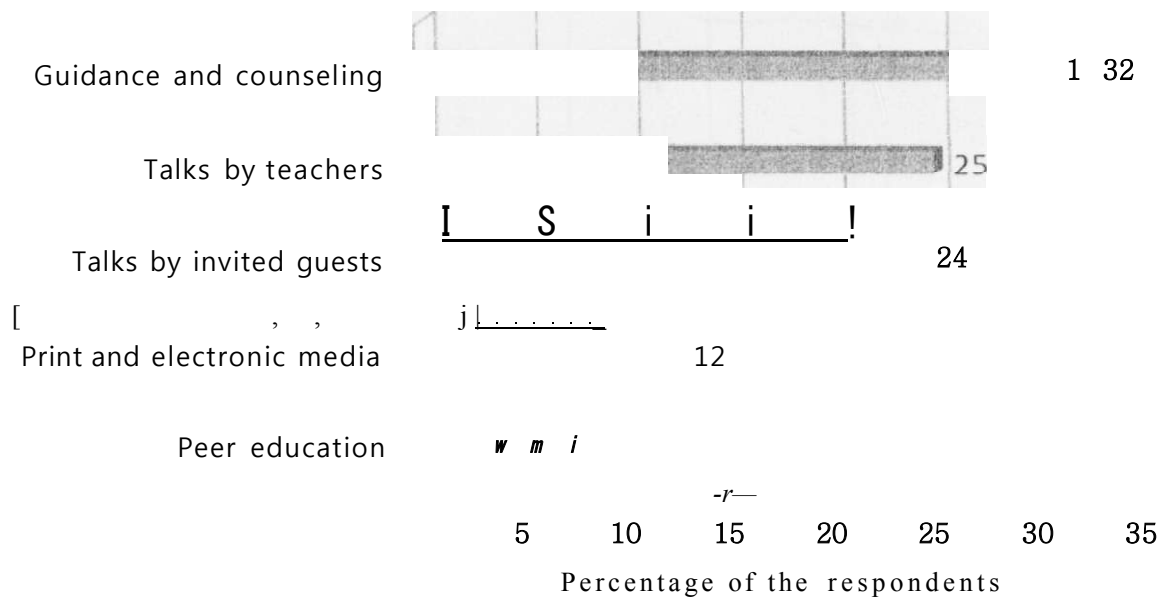
The findings revealed that substance abuse adversely affect social behaviors as it leads to truancy aggression, sleeping in unplanned places, unplanned or unprotected sex, suspension or punishment, fighting^r bullying and over-eating or lack of appetite. Students would miss lessons as a result of drug abuse. An incidence on unplanned sex was reported and some students contracted sexually transmitted diseases after having relations with women at the shopping centers. Teachers confirmed the lack of concentration in class of students who were involved in substance use and abuse.

Using drugs is one of the reasons that lead to poor performance in schools. The are adverse impacts due to drug abuse on academic performance e.g. disorganized classwork, poor concentration and understanding in class, low academic performance .Often the lowest performers in class are often sent home for indiscipline and in the long run get poor grades in the final exams. There are students who breakdown during examinations leading to failure and eventual drop-outs, some become rude and arrogant to teachers and parents and occasionally causing riots and chaos in their schools while some grow up to become criminals in the society landing them in prison-yards.

4.7 Methods used to Disseminate Information on drug abuse among boys in secondary schools in Nakuru North district

One of the main objectives of the study was to explore the methods used to disseminate information on drug abuse among boys in secondary schools in Nakuru North district. The study findings are presented in figure below:

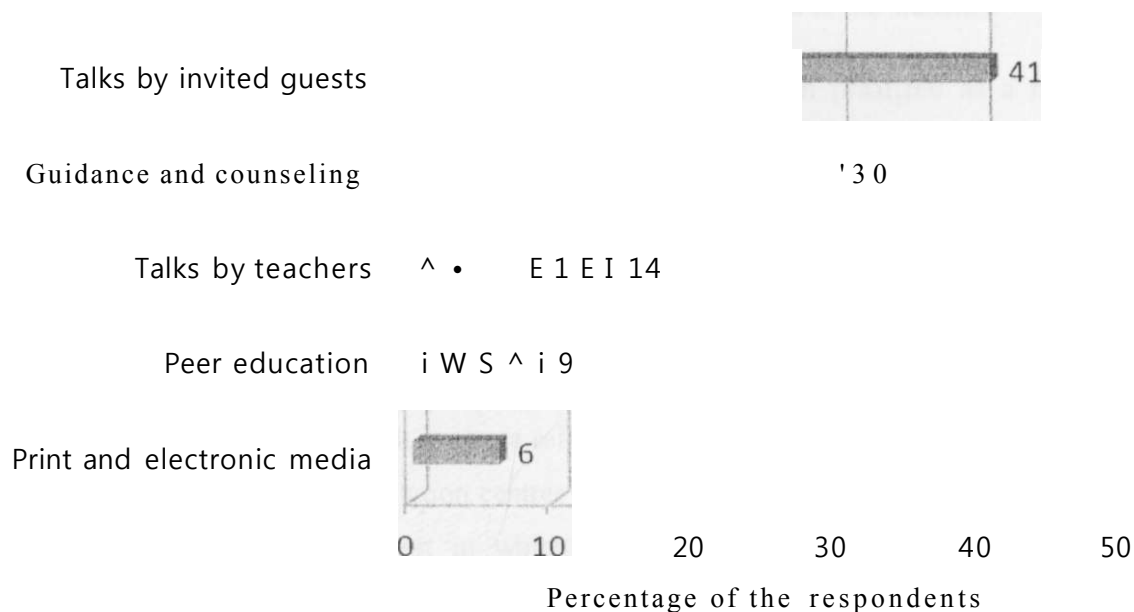
Figure 6: Methods used to Disseminate Information on Drug Abuse



The study findings shown in figure 6 show that the widely applied method of disseminating information on drug abuse among boys in secondary schools in Nakuru North district is guidance and counseling as indicated by 32% of the respondents. Guidance and counseling is followed by talks by teachers (25%) and talks by invited motivational guests (24%). The study findings show that there is little use of both print and electronic media (12%) and peer education in disseminating information on drug abuse among boys in secondary schools in Nakuru North district.

The students were further requested to indicate the most effective methods of disseminating information on drug abuse among boys in secondary schools. Figure 7 below illustrates the study findings.

Figure 7: The most effective methods of disseminating information on drug abuse as per the students



When asked about the most effective methods of disseminating information on drug abuse majority of the respondents (41%) said that motivational talks by invited by guest speakers was the most effective methods of disseminating information on drug abuse. Motivational talks by invited by guest speakers was followed by guidance and counselling (30%) and talks by teachers (14%). The least effective methods were peer education (9%), print and electronic media (6%).

From the study findings on methods of disseminating information on drug abuse, it is clear that guidance and counseling is seen as the most commonly used method by the teachers, head teachers and the students. The study speculated that the main reason why guidance and counseling is the widely used method for addressing drug abuse could be attributed to the fact that there is heavy emphasis on the introduction of guidance and counseling in all schools by the Government. However, majority of the students do not regard guidance and counseling as the

most effective method in addressing drug abuse among students. Majority of students view motivational talks by guest speakers as three most effective methods of disseminating information on drug abuse. The students hold the opinion that information on drug abuse is delivered most effectively by persons who have overcome the problem of drug addiction. The real life experiences and the struggle through health, social and economic challenges brought about by drug abuse serve as an aid in delivery of information on drug abuse to the students.

The study findings also reveal that peer education has not been prioritized as a method of disseminating information on drug abuse. The role of peer education has not been emphasized irrespective of the method being a generally a low-cost intervention. It is a good approach for conveying information in natural settings (i.e. schools) where target groups of students are located and a peer is much more likely to appear credible than other parties.

The emphasis put on guidance and counseling as the widely used method for addressing drug abuse is not unique to this study. It is also a reflection of one of the methods highly emphasized in helping drug addicts in rehabilitation centres (Shauri, 2007). According to Shauri, counseling in regard to drug abuse is an art in which knowledge of human relations and skills in relationships are used to help a drug dependent person find personal will power and resources in the community so that he or she can adjust, cope and lead a productive life free from such dependence.

4.8 Strategies Used in Secondary Schools to Address Drug Abuse

The study findings show that schools sometime use strategies such as strict school regulations, guiding and counseling on substance abuse, teaching substance abuse related topics in the syllabus, , expulsion of those in possession of substance and prohibition of drug use through school regulations. Some school clubs also assist in tackling drug abuse in secondary schools. Some of the schools had guiding and counseling teachers who were termed as very useful to this issue. However majority were untrained which was a source of concern.

Other measures reported included parents being advised to take students to rehabilitation centers, suspension of students and expulsion in extreme cases. Some head teachers stated that expulsion

was not preferred as this did not remedy the student and no further follow up could be done, the preference was to involve the parent in addressing the issue which had its challenges depending on the parents.

The Ministry of Education was involved in addressing the issue of drug abuse only in the cases **that** would not be handled or were beyond the head teachers. When reported, they would visit the **school** and investigate the case and especially where the substances came from, the student will be suspended for two weeks and bring their parents at the end of the suspension period. They would then talk, counsel and advice the student and parents if this are not extreme. If extreme, parents are advised to take students to a rehabilitation center where they can be monitored. The Ministry of Education also encourages students' welfare in schools who can organize talk shows by external speakers. Some of the officers had personally been involved in the talk shows and claimed they were working well though it was slow and recording impact would take a little longer.

4.6.1 Alcohol Control Act (Mututho Law) and the new bill.

The study established that most students and parents are of the opinion that Kenyan Alcoholic Drinks Control Act, 2010 (alias Mututho Law) has not been effectively implemented. Students and the parents are of the opinion that if the act is fully implemented, it can be appropriate in minimising substance abuse among students. The Act prohibits some modes of promotion of alcoholic drinks. For instance, it prohibits promotion of an alcoholic drink except as prescribed in law, it prohibits promotion of an alcoholic drink by means that are misleading or deceptive, or that are likely to create an erroneous impression about characteristics, health effects, health hazards or social effects of an alcoholic drink. It prohibits publishing, broadcasting or dissemination of any prohibited promotion under the Act. It prohibits promotion of an alcoholic drink so as to create the false impression that: link exists between consumption of that drink and social or sexual success; consumption of that drink is acceptable before or while driving, operating machinery, sports or other activities that require concentration in order to be carried out safely; the alcoholic drink has therapeutic value or that it has ability to prevent, treat or cure any human disease; and it is wrong or foolish to refuse to drink (Republic of Kenya, 2010).The

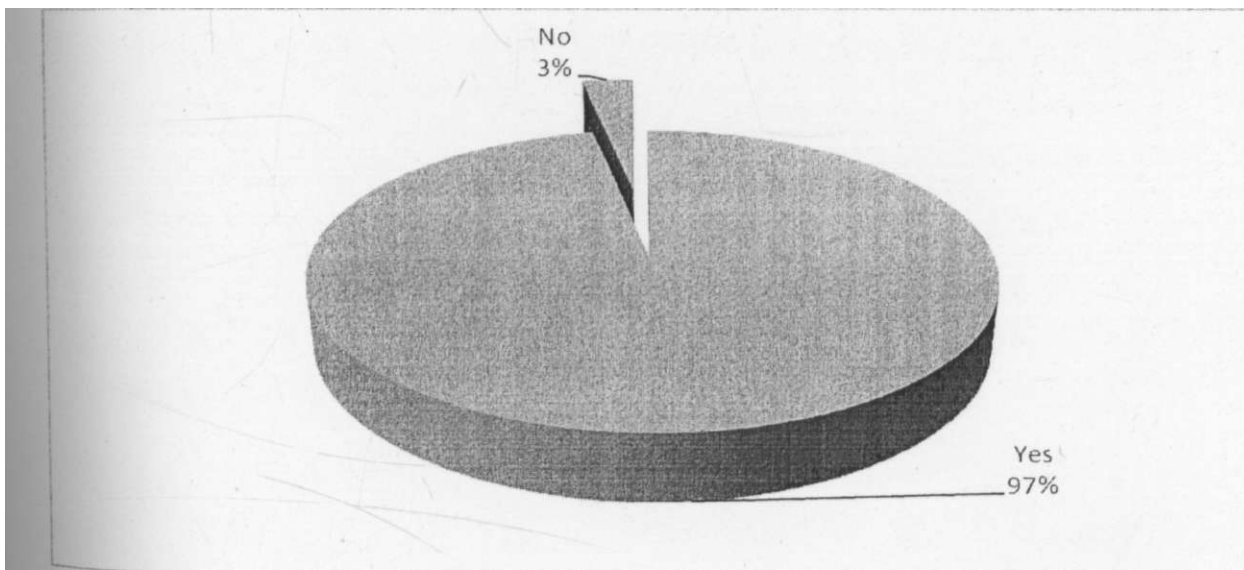
upcoming new bill on alcohol control should also focus on strengthening the implementation of laws touching not only on the drinking hours but also how we can strengthen programmes by government that target schools.

4.9 Proposed methods of disseminating information on drug abuse in schools

The study attempted to find out measures that respondents wished to see instituted to curb drug abuse in schools. Suggestions from respondents were considered important because they would help broaden the researcher's understanding of the various prevention and intervention approaches needed to address drug abuse in schools.

The students were required to propose ways of dealing with the drug abuse problem in schools. When asked whether drug abuse should be fought through prevention rather than cure, they responded as shown in figure 8 below.

Figure 8: Whether students think it's necessary to fight drug abuse through prevention rather than cure



As shown in figure 8, majority of the students (97%) overwhelmingly supported the idea that prevention is better than cure. Further, the students were asked which methods should be used to prevent the practice.

The students' responses on proposed methods of addressing drug abuse are shown in Table 9.

Table 10: Students' responses on proposed methods of addressing drug abuse

Sources of drugs	Frequency	Percentage
Guidance and counseling	55	34
Teaching about drug use and abuse as a subject	29	18
Conducting seminars and debates	38	24
Inviting medical practitioners/experts	38	24
Total	160	100

Table 10 shows that the largest proportion of students preferred guidance and counseling, (34%); followed by conducting seminars and debates, (24%), inviting medical experts, (24%) and lastly teaching about drug use and abuse as a subject, (18%).

Asked to propose measures for addressing drug abuse, the multiple-choice responses by teachers were as shown in Table 11.

Table 11: Teachers' responses on proposed methods of addressing drug abuse

Sources of drugs	Frequency	Percentage
Guidance and counseling	4	25
Peer counseling	4	25
Integration of drug education into other subjects	3	19
Strict adherence to school rules	2	19
Increasing motivational talks by guest speakers	2	12
Total	16	100

As shown in Table 5.25, teachers proposed the methods as guidance and counseling (25%); peer counseling (25%); incorporating drug education as a subject (19%); strict school rules and regulations (19%) and use of guest speakers or invited guests (12%).

On the same issue, the head teachers agreed with the students and teachers that guidance and counseling should be strengthened. They also recommended the use of guest speakers, peer counseling and incorporation of parents in school counseling sessions especially those with special expertise in the area of drug use and abuse. All deputy-head teachers said that parents should make time at home and to talk to their children on general conduct including the dangers of drug abuse.

Based on the results of the survey and interviews up to this point, it is clear that guidance and counseling and peer education are perceived to be the best methods for disseminating information drug abuse among school youth. It can be argued that this could most likely be attributed to the general understanding that the students are assured of privacy in this context which makes it easy for them to open up and share their problems. It might also suggest that students do not know of other methods which the schools can use to curb drug abuse. This could be interpreted as suggesting that there is need to expose the students to more effective awareness programmes to avoid risky behaviours that can expose them to drug abuse.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the study and the research findings. Conclusions are drawn and recommendations made on possible ways of improving approaches to drug abuse among the youth in schools. Possible areas for further research are also proposed.

5.2 The Key Findings of the Study

The following are the key findings:

5.2.1 Nature and Extent of drug abuse high school boys in Nakuru North district

The study showed that drug abuse is widespread among students. The greatest proportion of drug abusers was aged between 17 and 20 years and there were relatively few cases below 16 years. It was also established that the proportion of drug abusers increases with age from 20 years and above. Asked whether they knew of friends who abused drugs, majority of the students said they had friends who also abused drugs. This shows that the extent to which students' abuse drugs is quite high. This is in agreement with NACADA's findings in 2004 that the majority of drug users were amongst the youth. Qualitative data obtained through interviews from deputy-head teachers and parents on the general situation of drug abuse showed that the problem existed especially in boys' schools. The findings indicated that drug abuse becomes a problem as students advance to higher classes. Teachers and students agreed that students in Form 3 abused drugs most followed by Form 4 and Form 2. Those least involved in drug abuse were perceived to be Form 1.

5.2.2 Risk factors in the school environment that promote drug abuse

The most commonly perceived reasons for drug abuse by students were peer pressure, curiosity, influence from family members, influence from mass media and celebrities, lack of knowledge about the dangers of drug abuse, easy availability of drugs, low cost of drugs, excessive pocket money, the wish to increase intelligence and lack of good role models in teachers and parents. Lack of concern by school administrators was also considered a possible reason for drug abuse. The teachers cited two main reasons for drug abuse among students. The reasons were breakdown of family units and excessive pocket money. These are problems beyond the schools' control as perceived by the teachers. However, qualitative data from interviews with head teachers and parents revealed the causes as lack of role models, easy availability of drugs, peer pressure, curiosity, legalization of drugs, no leisure time because of the over loaded curriculum, lack of adequate guidance and counseling services and unqualified school counselors, parenting, unrealistic expectations within the home and school environment especially for weak students, relaxed school rules and incompetent school heads or managers.

5.2.3 Commonly Abused Drugs by Students and their Sources

The study established that the commonly abused drugs are alcohol, khat, tobacco, cannabis and sleeping pills. Majority of the students said that these drugs are easy to access. The students easily access drinking joint or a pub where they buy alcoholic drinks and cigarettes. The study findings also show that there is no strict implementation of legal action against bar/pub owner who sell alcohol to school going students. The students stated that these drugs are taken in secret places where the abusers cannot be found.

5.2.4 Consequences of drug abuse

The consequences of drug abuse include conflicts between students and parents, teachers, peers other members of the society, truancy, aggression, unplanned or unprotected sex, suspension punishment, missing lessons in schools, the lack of concentration in class, disorganization in classwork, poor understanding in class, low academic performance, school drop-outs, some

become rude and arrogant to teachers and parents and occasionally causing riots and chaos in their schools while some grow up to become criminal in the society landing them in prison-**yards**. Other consequences include physical weakness, lack of sleep, lack of appetite, rejection **by** friends, lack of responsible citizens, incompetent national workforce, poor academic performance and personal negligence.

One of the main objectives of the study was to explore the methods used to disseminate information on drug abuse among boys in secondary schools in Nakuru North district. The study findings are presented in figure below:

5.2.5 Methods used to Disseminate Information on Drug Abuse

The study established that that the widely applied method of disseminate information on drug abuse among boys in secondary schools in Nakuru North district is guidance and counseling followed by talks by teachers and talks by invited motivational guests. The study findings revealed that there is little use of both print and electronic media and peer education in disseminate information on drug abuse among boys in secondary schools in Nakuru North district. When asked about the most effective methods of disseminating information on drug abuse majority of the respondents said that motivational talks by invited by guest speakers was that most most effective methods of disseminating information on drug abuse followed by guidance and counselling and talks by teachers. The least effective methods were peer education print and electronic media.

5.2.6 Strategies Used to Address Drug Abuse in Schools

The strategies used to address drug abuse in schools include strict school regulations, guiding and counseling on substance, teaching substance related topics in the syllabus, talks on substance related topics by visiting guests, expulsion of those in possession of substance and prohibition of drug use through school regulations. Other measures reported included parents being advised to take students to rehabilitation centers, suspension of students and expulsion in extreme cases and

involvement of the Ministry of Education in the cases that cannot be handled by the head teachers.

5.2.7 Challenges Facing Schools in Addressing Drug Abuse

The challenges encountered by school administrators in addressing drug abuse include lack of support from parents who side with their children, lack of role models, inadequate knowledge on how to deal with the drug abuse and even to detect drug abusers, inflexible time schedules for school counselors who are also teachers, location of schools near market centers which make it easy for students to access drugs, inability to monitor students out of school especially in day schools, lack of clear guidelines on what action to take against drug abusers and lack of training on issues related to drug use and abuse. In addition, most teachers felt ill-equipped to handle issues related to drug abuse.

The media was also perceived to be a stumbling block to the war against youth drug abuse. The mass media is responsible for indirectly promoting liberal and permissive social values combined with promotion of a sensation-seeking culture, all of which is instrumental in increasing drug abuse among the youth, especially students. This is perceived to be in contrast to the moral values emphasized by the community and society in general. Alcohol and cigarettes are legally advertised through the media while attached warning labels are too small to be read by many people.

5.2.8 Proposed Measures to disseminating information on Drug Abuse in Schools

The

current study attempted to find out measures that respondents wished to see instituted to curb drug abuse in schools. The following measures were proposed: strengthening guidance and counseling, teaching about drug use and abuse as a subject, organizing seminars and debates, inviting medical practitioners or other experts as guest speakers, enhancing communication between administration and students by encouraging a free atmosphere, and tightening school rules and regulations to avoid loopholes.

Other measures are training and creating awareness among parents to equip them with skills to address drug abuse among their children, close monitoring of students by teachers, parents and the community at large, peer counseling, incorporation of drug education into other subjects, incorporation of parents in school counseling sessions especially those with special expertise, forums for parents on open days, parental guidance at home, and teamwork between parents and the school.

5.3 Conclusions

The study concludes that drug abuse among male students is common and spells danger not only to the youth who abuse the drugs but also to the well being of the nation, because the youth represent the future of its people. Drug abuse is determined by the existence of risk and protective factors. The risk factors associated with drug abuse are many and include lack of family and school role models, peer pressure, poor school performance, conflict between the school system and family values, easy availability of drugs, poor parenting, pressure to perform, the media, low self-esteem, stress, legalization of some drugs, lack of clear school policies on drug use and abuse and relaxed school rules. Protective factors that would make people less likely to abuse drugs include attachments with the family, peers and institutions, skills and performance capabilities that help people succeed in life, and availability of resources that help people meet their emotional and physical needs.

The commonly abused drugs are alcohol, tobacco, cannabis and khat. The reason for using these drugs is that they are easy to access and also locally produced. Students expressed knowledge of dangers of drug abuse although they still abused drugs.

The study concludes that guidance and counseling is the most commonly used method by the teachers, head teachers and the students. The main reason why guidance and counseling is the widely used method for addressing drug abuse could be attributed to the fact that there is heavy emphasis on the introduction of guidance and counseling in all schools by the Government. However, majority of the students do not regard guidance and counseling as the most effective method in addressing drug abuse among students. Majority of students view motivational talks by

guest speakers as three most effective methods of disseminating information on drug abuse. The students hold the opinion that information on drug abuse is delivered most effectively by persons who have overcome the problem of drug addiction. The real life experiences and the struggle through health, social and economic challenges brought about by drug abuse serve as an aid in delivery of information on drug abuse to the students.

The study draws a conclusion the methods used to address drug abuse were perceived to be ineffective by the teachers, an indication that there is still need for more effective strategies to address the problem. The least preferred method was talking to students at assembly. The most common methods used to address drug abuse are guidance and counseling, summoning of parents to school, suspension, heavy punishment and expulsion.

The study concludes that drug abuse can be eradicated through measures such as strengthening methods of disseminating information like guidance and counseling, teaching about drug use and abuse as a subject, organizing seminars and debates, inviting medical practitioners or other experts as guest speakers, enhancing communication between administration and students by encouraging a free atmosphere, tightening school rules and regulations to avoid loopholes, training and creating awareness among parents to equip them with skills to address drug abuse among their children, close monitoring of students by teachers, parents and the community at large, peer counseling, incorporation of drug education into other subjects, incorporation of parents in school counseling sessions especially those with special expertise, forums for parents on open days, parental guidance at home, and teamwork between parents and the school.

The study concludes that school administrators encounter a number of challenges which hinder their efforts to eradicate drug abuse in schools. The challenges include lack of support from parents, lack of role models, inadequate knowledge on how to deal with the drug abuse and even **to** detect drug abusers, inflexible time schedules for school counselors who are also teachers, location of schools near market centers which make it easy for students to access drugs, inability **to** monitor students out of school especially in day schools, lack of clear guidelines on what action **to** take against drug abusers, lack of training on issues related to drug use and abuse and negative influence from mass media. There is an urgent need to address these challenges and find a solution to the drug abuse problem.

5.4 Recommendations for policy intervention

The study recommends that peer education should be prioritized as a method of disseminating information on drug abuse. The role of peer education has not been emphasized irrespective of the method being a generally a low-cost intervention. It is a good approach for conveying information in natural settings (i.e. schools) where target groups of students are located and a peer is much more likely to appear credible than other parties.

The study recommends that the education programs aimed at addressing drug abuse among students should be holistic and address both the risk and protective factors. The aim should be to strengthen the protective factors where potential buffers include strong family bonding, school commitment, positive role models and a strong belief in one's own efficacy. The proposed programme should use the protective and risk factors approach to help the youth understand how to cope with the problem of drug abuse, and the factors that lead to it. While addressing the risk factors, the school administration and teachers should start by identifying risk factors within the school environment and cooperatively look for ways of reducing or eliminating these factors.

The study recommends that school programs aimed at prevention of drug abuse should be ongoing from Form 1 to Form 4 for students and include teachers. This is because most of the programmes like in-service for guidance and counseling teachers as well as peer counselors are short-term and inconsistent. Although short-term programmes may produce results; they may be short-lived. Within the school setting, substance abuse prevention programmes must fit within the formal curriculum and structure of the school. It is also important that drug related issues should be taught separately and not only integrated in other subjects. The current school curriculum should therefore be reviewed to include drug use and abuse as a subject, and also to give teachers adequate time for counseling students.

The study recommends that skills development needs to be a central element in programmes addressing drug abuse. This is because teachers and school counselors feel ill-equipped to handle **drug** abuse issues in schools, and even the students lack the skills to deal with them. To ensure

sustainability of the programme, there is need to ensure availability of continued staff training, provision of programme materials, and adequate time for counseling and space for all involved.

To encourage parents to participate in counseling students, schools should have an open door policy which will make parents feel free to interact with the school in addressing problems affecting their children, including drug abuse. Regular meetings between schools and parents should be encouraged. This will make it possible for the school administration to update parents on school efforts and activities to address drug abuse and other discipline issues.

The study recommends that parents should be encouraged to become involved in broad preventive efforts. Parents have a crucial role to play in preventing drug abuse among students. It is the duty of parents to work with the school in addressing drug problems affecting their children. Parents can support the school by clarifying and explaining positive values to their children modeling healthy behavior, taking time to understand their children's needs and self-concept, communicating effectively with their children, developing problem solving skills, providing appropriate reinforcement and clear consequences for unacceptable behaviour and fostering a democratic environment in the family where children will feel free to express themselves and their problems. They also need to acquire accurate information on the various substances of abuse and their effects, so they can discuss them knowledgeably with their children.

This study determined that one of the major reasons for drug abuse among students is easy availability of drugs from the community around the school especially low economic areas slums. Lack of community support for the war against drug abuse is likely to curtail government support initiatives in preventing drug abuse among the youth in and out of school. It is the role of community members, starting with the family to instill moral values among the youth to help them become useful members of society. To help the youth acquire social moral values, the community and the schools should work together for example, by inviting respected community leaders as guest speakers to talk to students in the school.

The study recommends that parents Ministry of Education should mount intensive training for all those directly involved in counseling students to give them confidence in service delivery. Apart from training, all stakeholders should co-operate with the teachers in addressing the issue of drug abuse in schools. A uniform policy for all schools is needed to guard against disparities in addressing drug abuse in schools, and to arrest increasing cases of drug abuse among students. It is therefore recommended that a comprehensive and uniform policy for handling students who abuse drugs be put in place by the Ministry of Education as a measure to guard against drug abuse among students. This policy would be an important component of a comprehensive drug preventive strategy for youth in schools.

The clergy should be in the forefront of addressing the problems of drug abuse among the youth in and out of school. In an effort to address drug abuse among the youth, the clergy should embrace the youth including those who have been drug abusers and respond to their problems in a positive, helpful and loving way. In order to deal with the problem effectively the clergy should be equipped with skills in counseling, handling drug-related violence and trauma. They should also be trained on how to come up with prevention programmes aimed at helping young people including students.

Sports should be used as a tool in prevention of drug abuse among students. Involvement in sports has many other benefits such as relieving boredom by giving structure to free time, promote socialization by introducing rules to be followed, helping students to set goals and cooperate with others to achieve these goals, making friends and strengthen relationships with others, and enabling a person to realize and express his or her talents. The government should advocate and present sport as an option to prevent substance abuse and related problems. Emphasis should be on developing strengths and skills among the youth who have decided not to use or abuse drugs. During sports, key stakeholders such as educationists, the media, the church, team leaders, community leaders and government officials can take the opportunity to provide the youth in and out of school with structured opportunities to acquire factual information about drugs.

The study recommends that mass media should use their programmes to disseminate information that would curb drug abuse among students, youths in the country and general public. Mass media campaigns are a critical component of the nation's long-term effort to combat drug abuse among the youth in schools. School-based programmes in partnership with the media should reinforce students' intentions not to use drugs and to teach specific skills for coping with social pressures to do so. At the community level, mass media campaign organizers should link up with local advocacy groups and community-based programmes, with a common strategy of preventing or reducing drug abuse among the youth. Emphasis should be on clearing away misconceptions among the youth, including students, about the dangers of particular drugs, and providing more accurate factual information about drugs in general.

5.5 Recommendations for Further Research

The study recommends further study in the effectiveness of government programmes aimed at eradicating the problem of drug abuse in Kenyan schools. The study will supplement the findings of this study by identifying the best approaches to be adopted in dealing with drug abuse among students in Kenya.

5.6 The Study Limitations

The study is limited by the small sample size which covered mixed day secondary schools in Nakuru North district, the small sample size therefore limit generalization of the study findings to boys and girls boarding schools in the country. This is because different types of schools may have different ways of addressing drug abuse among students. Variations in risk factors within different communities in the country may also cause variations in the factors leading to drug abuse.

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APPENDIX I: QUESTIONNAIRE FOR STUDENTS

My name is William Gituru I am conducting research on factors that influence drugs abuse among boys in high school: a case study of Nakuru North district. The purpose for this questionnaire is to gain insight on substance abuse among students. Information gathered through this questionnaire will be made available to legitimate and interested stakeholders in order to establish partners for the development of problem solving strategies in relation to drug abuse. Please note that this is not a test but just information collecting exercise. In order to help address the drug problem in schools, your contribution in this research is important. Therefore, you are kindly requested to provide the researcher with accurate information. Remember there is no right or wrong answers. Your responses will be treated as confidential.

SECTION A: BACKGROUND DATA

1. Age in years

2. Form (Class) ...

3. Type of school.

Day

Boarding

4. What is the type of your school

Boys Only

Mixed

5. What is the type of your school

Day Boys Only

Day Mixed

6. What is the type of your school

Boarding Boys Only

Boarding Mixed

7. How long have you been in this school?

8. Religion

Christian

Muslim

Hindu

Other

Specify-

9. Who pays your school fees? Tick one only

Parents

Sponsor

Brother

Sister

Guardian

Other:

Specify:

SECTION B: EXTENT OF DRUG ABUSE

10. Have you ever used drugs other than for medicinal purposes?

Yes

No

11. If yes, and not currently using, for how long did you use them.

1 - 2 years

2 - 3 years

3 - 4 years

More than 4 years

12. If yes and currently using, for how long have you used the drugs?

a. Less than a year

b. More than a year

c. More than two years

13. Do you know of friends who take drugs in your school?

Yes

No

14. How many of your friends take drugs? Tick only one.

All

5 - 6

3 - 4

1 - 2

None

15. Is drug abuse common in your school?

Yes

No

16. Which classes abuse drugs most?

SECTION C: CAUSES OF DRUG ABUSE AMONG STUDENTS

17. Why do students use drugs?

18. Do you have family members who use drugs?

Yes

No

If yes,specify

19. What do students' in your school think about drugs?.

20. Do most students like to use the same drugs as their friends?

Yes

No

21. Do friends encourage others in the school to take drugs?

Yes

No

22. Where do most students prefer taking drugs (place)?

SECTION D: COMMONLY ABUSED DRUGS

23. Please list down the types of drugs used by students

24. Where do students get these drugs?

25. Which of these drugs do friends encourage others in the school to take ?

- a. Alcohol
- b. Tobacco/cigarettes
- c. Khat (Miraa)
- d. Bhang
- e. Heroine
- f. Cocaine
- g. Sleeping pills

26. Are these drugs easy to get in school?

- Yes
- No

If yes, please
specify

SECTION E: CONSEQUENCES OF DRUG ABUSE

27. In your view, what effects does drug abuse have on the users?

28. How does drug abuse affect ones studies? You can tick more than one.

- a. Not doing assignments
- b. Missing classes
- c. Lack of concentration
- d. Conflict with teachers
- e. Other: Specify . . . / . . . !

SECTION F: METHODS USED TO ADDRESS DRUG ABUSE

29. How are your friends or other students who use drugs in your school treated?

30. Can a student with a drug problem be helped?

- Yes
- No

31. If yes, in what way?

In your view, who can provide the help you indicated above?

32. If your friends use drugs, do the school authorities know that they use them

Yes

No

33. If yes, how did they know? Tick only one.

Other students reported them

School administration investigated

Teachers found them

Other

Other: Specify

34. Do you think action taken against drug abusers is adequate?

Yes

No

35. If NO, please specify

36. Have you or your friends in school ever been exposed to any drug prevention methods/education (e.g. Counseling, seminars, etc.)?

Yes

No

37. If yes, which methods have been used to prevent drug abuse in your school? You can tick more than one.

a. Drug prevention talks by invited guests

b. Counseling

c. Posters

d. Prevention programmes by the school

e. Information by teachers during teaching

Other: Specify

38. In your own opinion, which drug prevention methods are most effective? You can tick more than one.

a. Debate amongst students

b. Talking to student on assembly

c. Teaching about drug abuse in class

d. Counseling

Other: Specify

39. Have you ever been exposed to any drug prevention methods/education (e.g. Counseling, seminars, etc.) in school? If yes, how was it done? You can tick more than one..

a. Through guidance and counseling

b. Teaching drug use and abuse as a subject

c. Conducting seminars and debates

d. Inviting medical practitioners/experts

Other: Specify

Thank you so much for your time

APPENDIX II: QUESTIONNAIRE FOR TEACHER/COUNSELLOR

My name is William Gituru I am conducting research on factors that influence drugs abuse among boys in high school: a case study of Nakuru North district. The purpose for this questionnaire is to gain insight on substance abuse among students. Information gathered through this questionnaire will be made available to legitimate and interested stakeholders in order to establish partners for the development of problem solving strategies in relation to drug abuse. This questionnaire is not a test but merely an information exercise. Please answer the questions as honestly as possible. Remember that there is no right or wrong answers.

In order to help address the drug problem in schools, your contribution in this research is important. Therefore, you are kindly requested to provide the researcher with accurate information. Your responses will be processed by computer and will be treated as confidential.

SECTION A: BACKGROUND DATA

1. Indicate your age -bracket

20 - 25 years

26 - 30 years

31 - 35 years

36 - 40 years

40 and above

2. Gender

Male

Female

3. Type of school.

Day

Boarding

4. What is the type of your school

Boys Only

Mixed

5. What is the type of your school

Day Boys Only

Day Mixed

6. What is the type of your school

Boarding Boys Only

Boarding Mixed

7. Type of school. Tick appropriate

Day Boys

Day Girls

Day Mixed

Boarding Boys

Boarding Girls

Boarding Mixed

8. The school is

Private

Public

9. Professional Qualifications

PI

SI

Diploma

Graduate (e.g. Bed, B)

10. Academic Qualifications : Tick one only

Form 4

Form 6

Graduate

Other

Specify

11. For how many years have you taught since you qualified as a teacher? Tick appropriately

0 - 5 years

6 - 10 years

11 - 15 years

16 - 20 years

Over 20 years

SECTION B: NATURE AND EXTENT OF DRUG ABUSE

12. Do you ever teach anything about drug use as you teach your subjects?

Yes

No

13. If you are a school counselor, how many hours do you spend on counseling students per week?

One hour [1]

Two hours [2]

Three hours [3]

More than three hours

14. Besides counseling, what other duties do you have? Tick appropriately

None

Teaching

Administrative responsibility

15. Have you had any experience in dealing with drug problems in your School?

Yes

No

16. If your school is co-educational (mixed), what is the general distribution of known drug abusers in terms of gender? Tick one only

Boys are the main abusers

Both boys and girls equally abuse drugs

Girls are the main abusers

17. Which Forms are mostly involved in drug abuse? You can tick more than one.

Form I

Form II

Form III

Form IV

18. Where does the majority of the known drug-abusers come from?

Rural areas

Urban areas

14. Is there a drug problem in your school?

Yes

No

19. If there is a drug problem in your school, is it increasing?

No

Yes

20. If increasing, what are the reasons for your answer? Tick one only

Most drugs are available

School rules do not prohibit drug abuse

School administration is relaxed

Students are more stressed due to a wide curriculum

21. What is your overall assessment of drug abuse in our secondary schools? Tick one only

- Nearly 100% of students take drugs
- About 80% of students take drugs
- About 60% of students take drugs
- About 40% of students take drugs
- About 20% of students take drugs
- Less than 20% of students take drugs

SECTION C: CAUSES OF DRUG ABUSE

22. In your own opinion, which are the main sources of abused drugs? You can tick more than one

- a. Matatu touts
- b. Shoe cobblers
- c. Shops
- d. Slum areas
- e. Cinema halls
- f. Hospitals

Other: Specify

23. Rank the following sources of drugs abused from the most common to the least common source. Indicate the appropriate number in the box

Sources	Most common source	Common source	Moderately common source	Fairly common source	Not common
a) Matatu touts					
b) Shoe cobblers					
c) Shops					
d) Slum areas					
e) Cinema halls					

f) Hospitals

24. In your own opinion, why do students in your school take drugs? You can tick more than one

- a. Lack of role models at home
- b. Conflict with parents
- c. Peer pressure
- d. A lot of work in school (stress)
- e. To enhance intellectual ability
- f. Break down of family units
- g. Excess pocket money

Other: Specify

SECTION D: COMMONLY ABUSED DRUGS

25. What drugs do most students take? You can tick more than one.

- a. Alcohol
- b. Tobacco
- c. Khat (miraa)
- d. Cannabis sativa (bhang)
- e. Glue
- f. Sleeping pills
- g. Petrol

Other: Specify

SECTION E: CONSEQUENCES OF DRUG ABUSE

26. Has your school ever experienced any problem due to drug abuse?

- No
- Yes

27. If yes, what kind of problems has the school experienced? You can tick more than one

- a. Fighting amongst students
 - b. Sneaking [
 - c. Stealing
 - d. Strikes
 - e. Conflicts between teachers and students
 - f. Disagreements among students
 - g. Destruction of school property
 - h. Poor performance in examinations
- Other: Specify

28. How does drug abuse affect the students who engage in the vice! You can tick more than one.

- a. They do not concentrate in class []
 - b. They steal from others []
 - c. They are always punished []
 - d. They break school rules []
 - e. They are not co-operative []
 - f. They are usually absent []
- Other: Specify

29. In your own opinion, what problems would be experienced in schools due to drug abuse among students? You can tick more than one.

- a. There are many strikes []
 - b. Poor performance by students []
 - c. Most students are indisciplined []
 - d. High rate of absenteeism []
- Other: Specify

30. What problems do the school authorities encounter in dealing with drug abuse in schools? You can tick more than one.

- a. Parents do not support the administration []
- b. Some teachers provide drugs to students []

c. Some teachers take drugs

d. The teachers do not discourage drug taking

e. Lack of adequate knowledge on drug use

f. Time schedules are not flexible

Other: Specify

SECTION F: METHODS USED TO ADDRESS DRUG ABUSE

31. How frequently are the measures listed below taken to fight drug related problems in your institution? Use the ranking key below

Ranking key:

a. VO - very often

b. O - Often

c. NO - Not often

d. NA - Not at all

Indicate the appropriate number in the box

Measures	VO	O	NO	NA
Expulsion				
Suspension				
Guidance & counseling				
Ask parents to come to school				
Heavy punishment				
Verbal warning				

32. Do you think the measures mentioned above are effective in dealing with drug abuse?

Yes

No

33. Does your institution offer any form of drug education or related programmes to students?

Yes

No

34. In your own opinion, are these programmes effective?

Yes

No

35. Which of the following people are involved in drug education in your institution? You can tick more than one.

a. Class teachers

b. Teacher of all subjects

c. School counselors

d. Parents - Teacher Association (P.T.A.) members

e. School administration

Other: Specify

36. What is your overall assessment of the methods used to curb the drug problem in our secondary schools? Tick only one.

They are very effective

They are effective

They are moderately effective

They are not effective

Other: Specify

37. Suggest ways of eradicating drug abuse in our schools. You can tick more than one.

a. Guidance and counseling department

b. Peer counseling

c. Inco-operate drug education to other subjects

d. Strict school regulations

e. Invite guest speakers on danger of drug abuse

Other: Specify

38. Should drug education be part of the school curriculum or a separate programme? Tick one only

Part of school curriculum

Separate programme

THANK YOU FOR YOUR PARTICIPATION



APPENDIX III: INTERVIEW GUIDE FOR HEAD TEACHERS

1. Gender?
2. Age in years?
3. Type of school?
4. Professional qualifications?
5. For how long have you served in the school?
6. Comment on the general situation of drug abuse in your institution.
7. How does drug abuse in your school affect:
 - a) The individual student?
 - b) The school in general?
 - c) Society?
8. What problems have you experienced as a result of drug abuse in your institution?
9. Why do you think students abuse drugs?
10. Which are the commonly abused drugs?
11. Where do the drugs come from?
12. Comment on the known drug abusers in the school - which classes, place of origin, conduct, home background, etc
13. What corrective measures has the school employed to curb the problem?
14. Have you introduced any drug education programmes in your school?
15. If yes, what are their main objectives? How are they organized? Whom do they target in the school population?
16. What challenges have you faced when dealing with drug abuse problem?
17. What measures do you take against drug abusers in your school?
18. What do you think the Ministry of Education (M.O.E.) should do to minimize drug abuse in schools?
19. What recommendations would you like to make in relation to the drug Problems in secondary schools?

THANK YOU FOR YOUR PARTICIPATION

**APPENDIX IV: INTERVIEW GUIDE FOR EDUCATIONAL GOVERNMENT
OFFICIAL(DISTRICT EDUCATION OFFICER)**

1. Gender
2. Age in years
3. For how long have you been an education official?
4. Generally what do you think about the issue of drug abuse?
5. What is the extent of drug abuse in secondary schools?
6. Are you aware of any cases of drug abuse in your area?
7. Which are the commonly abused drugs?
8. What are the causes of drug abuse among students?
9. In your own opinion, which are the main sources of these drugs?
10. What measures should the schools take in reducing drug abuse problem?
11. How does drug abuse affect students in general?
12. What should parents do to help address the problem in schools?
13. What is the government doing to address the drug abuse problem?
14. Do you think it is possible for parents to work with schools in addressing drug abuse problem?
15. If yes, in which way/ areas can they work together?

THANK YOU FOR YOUR PARTICIPATION

APPENDIX V: INTERVIEW GUIDE FOR CHIEF

1. Gender
2. Age in years
3. Level of education?
4. For how long have you been a chief in the area ?
5. Generally what do you think about the issue of drug abuse?
6. What is the extent of drug abuse in secondary schools in your area?
7. Which are the commonly abused drugs?
8. What are the causes of drug abuse among students?
9. In your own opinion, which are the main sources of these drugs?
10. What measures should the schools take in reducing drug abuse problem?
11. How does drug abuse affect students in general?
12. What should parents do to help address the problem in schools?
13. What is the government doing to address the drug abuse problem?
14. Do you think it is possible for parents and local leaders to work with schools in addressing drug abuse problem?
15. If yes, in which way/ areas can they work together?

THANK YOU FOR YOUR PARTICIPATION

**APPENDIX VI: INTERVIEW GUIDE FOR TEACHERS FOR FOCUS GROUP
DISCUSSION**

1. What methods are used in passing on information on drug abuse among boys in secondary schools?
2. What strategies are used in secondary schools to address drug abuse, their effectiveness and shortcomings?
3. What new strategies that could be used to help curb drug abuse in secondary schools
4. What is the Causes of Drug Abuse amongst students in schools?
5. What the risk factors in the school environment that promotes drug abuse?
6. What is the impact of Peer pressure in the spread of drug users in schools?
7. Are rules and regulation set in schools effective in reducing drug usage?
8. What is the Government role in fighting drugs schools?

**APPENDIX VII: LIST OF SELECTED SECONDARY SCHOOLS IN
NAKURU NORTH FOR THE STUDY**

SCHOOL	TYPE	TOTAL STUDENT POPULATION	GENDER OF STUDENTS
1. BISHOP EDWARD DONOVAN	DAY	253	MIXED
2. MURUNYU	DAY	254	MIXED
3. MWIRUTI	DAY	78	MIXED
4. ST.JOSEPH KARI- LANET	DAY	331	MIXED
5. HESHIMA	DAY	50	MIXED
6 J.M.KARIUKI MEMORIAL	DAY	396	MIXED
7. KIAMAINA	DAY	612	MIXED
8. MENENGAI HILL	DAY	200	MIXED
9. ST.FRANCIS BAHATI	DAY	70	MIXED
10 .ST JOHN BAHATI	DAY	367	MIXED
		2611	

SOURCE: D.E.O -NAKURU NORTH -AUGUST 2012