

EFFECTS OF DRUG AND SUBSTANCE ABUSE ON PRIMARY SCHOOL PUPILS'
ACADEMIC PERFORMANCE IN KAKUMA REFUGEE CAMP, TURKANA
COUNTY, KENYA

MUTHIKWA IMMACULATE

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DECLARATION

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

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SIGN

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DATE

Muthikwa Immaculate - E56/72410/2014

This project has been submitted with our approval as university supervisors

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DEDICATION

This work is dedicated to the Kamandas', my dear mum, Francisca, my dear sister, Elizabeth, my dear uncles Mike, George, Patrick and their families, my friends, Kang'ara, Stella, Gentry and Gladys for their patience, support and encouragement during the course of my studies.

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My thanks also go to my fellow students who accorded me warm company throughout our course. Further the co-operation given to me by school heads, teachers and the pupils of the schools I visited in Kakuma Refugee Camp is highly appreciated. For without their co-operation, data collection for this study would not have been possible. Thank you.

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LIST OF ABBREVIATIONS AND ACRONYMS

AIDS:	Acquired Immunodeficiency Syndrome
AIG:	Alternative Income Generating
AP:	Action Plan or Action Planning
CHWs:	Community Health Workers
HIV:	Human Immunodeficiency Virus
IDUs:	Injecting Drug Users
IRC:	International Rescue Committee
KI:	Key Informant
KRC:	Kakuma Refugee Camp
LWF:	Lutheran World Federation
NACADA:	National Agency for the Campaign against Drugs
NACOSTI:	National Commission of Science Technology and Innovation
NASCOP:	National Aids and STIs Control Programme
NCCK:	National Council of Churches in Kenya
PTSD:	Post Traumatic Stress Syndrome
UNHCR:	United Nations High Commissioner for Refugees
WHO:	World Health Organization

ABSTRACT

The specific aim of this research was to examine the effects of drug and substance abuse on primary school pupils' academic performance in Kakuma Refugee Camp, Turkana County, Kenya. The objectives of study was to determine the degree of drug and substance abuse among primary school pupils; establish whether peer influence leads to drug and substance abuse among pupils in public primary schools; and determine whether parents who take drugs influence their pupils to abuse drugs in Kakuma Refugee Camp. The investigation was guided by Albert Bandura's social cognitive theory of 1986 which postulates that social behaviours are acquired from other people in a social context. The research used descriptive survey design and stratified sampling technique. The sample size was 200 pupils in class 7, 20 guiding and counseling teachers, 10 headteachers and 1 education officer of the primary schools. The study used primary data collected through questionnaires. The quantitative data was analyzed and presented using frequency tables and graphs, and qualitative data was analyzed through content analysis. The analysis was done using Statistical Package for Social Sciences (SPSS) version. The findings indicated that alcohol was the generally abused drug among the drugs and substances abused among the pupils and was most commonly available. Other drugs and substances abused include tobacco, bhang and khat. Parental influence was one of the reasons explaining why pupils engage in drug abuse. The influence of extended family members, idleness and availability of drugs in schools also included reasons why the pupils also engaged in drug abuse. The findings on the peer influence on drug and substance abuse among pupils indicated that the source of drugs was from the school at 60%. Drug abuse among the pupils makes them not able to handle class activities after taking drugs. Drug abuse causes low concentration in class activities, causes failure to understand during lessons, and leads to fighting with other children and pupils rudeness to teachers. Pupils are likely to be involved in crime, sexual activities, suffer from HIV/AIDS diseases, drop out of school, poor academic performance, becoming a street child and violent behavior. Pupils would get 201-250 marks at Kenya Certificate of Primary Education in 2017. This indicates that the pupils might hardly pass the average mark in their KCPE. Majority of the parents and guardians had secondary level of education. Fathers had a higher level of education than the mothers and guardians. The findings on the extent of drug and substance abuse among primary school pupils indicated majority 55% of the guiding and counseling teacher's respondents that alcohol was commonly abused and is the most commonly available. Alcohol is followed by tobacco as indicated by 45% teacher respondents then bhang as indicated by 35%. A few of the teachers 25% indicated that Khat was available and is abused by the pupils. The findings on the peer influence and drug and substance abuse among pupils indicated that majority of the respondents indicated that the source of drugs was from the school. Majority (65%) of the respondents also indicated that the drugs are sold at the market. Majority disagreed that the drugs used by the pupils are available at home. The findings on the parents taking of drugs and their pupil's drug abuse revealed that 34% of the parents and guardians had secondary level of education as indicated by the pupils' respondents while 22% had college/diploma level. A few of the parents 22% had primary level of education. The parents should be counseled on the impact of drug and inviting motivation speakers to advise the parents on how to handle the children in relation to drug and substance abuse.

Areas for further research include the effect of pupil's drug and substance abuse on class attendance among primary pupils and influence of training guiding and counseling teachers on drug and substance abuse in primary schools.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Kuria (1996) noted that a drug is said to be misused when it is not taken for medical reasons. Socially, an individual, for instance, a learner may have enhanced attraction to be in disagreement with friends, school authorities and teachers. Drug and substance abuse can affect an individual's cognitive ability in relation to the person's lack of concentration in school work and memory loss. Ndetei et al (2009) opined that medically, drug abuse is the use of drug to an extent that it produces definite impairment with regard to social, psychological or physiological functioning of the user.

According to the US Department of Human Health Services 200 million people or about 5 percent of the world's population, aged between 15-64 years have abused drugs at least once in the previous months. Drug abuse among youths takes place mostly in schools. This prevalence of substance use amongst students has been reported by (Eneh & Stanley, 2004). One of the significant psychological phenomena observed for the period of this period of adolescence is experimentation (Graham, Turk & Verhulst, 1999). This behavior has been established to lead to the trying out of new experiences such as drug and sex.

Wechsler (2002) noted that drug and substance abuse was prevalent in Pakistan schools. In Pakistan, an approximately 25 to 44 percent of students reporting alcohol and drug use and prevalence rates are on the incline; this problem is a significant concern for Pakistani schools and colleges. Alcohol consumption, and illicit drug use is linked to a number of

consequences for students (Khattak, Iqbal and Ullah, 2012). According to Cloninger (1983), consumption of alcohol is linked with a number of effects to pupils, including educational, employment and relationship problems.

In South Africa, the drug dependence average age is 12 years old and dropping (Warner, 2005). A study by the Anti-Drug Alliance South Africa (ADA-SA) found cigarette use occurrence rate of 10.6 percent and alcohol use at 39.1 percent among school adolescents respectively. Further, heroin, inhalants, cocaine and cannabis are drugs that are regularly used in these locations.

Many Sub Saharan Africa (SSA) countries (for example, Liberia, Sierra Leone, Sudan, Ethiopia, Congo, Burundi, Rwanda) have either gone through or are currently experiencing major conflicts, war, genocide with all the attendant complications on its displaced or post-conflict populations. Such conflict and instability has been observed to increase drug abuse use and HIV vulnerability in the Sub Saharan Africa (Lewinsohn, 2007).

Drug and substance abuse among students in public institutions in Kenya has been reported to be high (Odek-Ogunde et al., 2004). NACADA (2002) reported that an estimation of 70 percent of the pupils in primary schools in Kenya have taken alcohol, 22 percent tobacco, 2 percent bhang and 5 percent miraa. Kenya has been hosting Refugees and among them are children of school going age hence it is important to find out whether school children in Refugee Camp and specifically Kakuma are also victims of drug abuse.

Kakuma Refugee Camp (KRC) was founded in 1992 to cater for children and youth fleeing violent conflict in Sudan. Over the years refugees from 20 other nations have sought protection in Kakuma. According to United Nations High Commissioner for Refugees (UNHCR, 2004), 55 percent of Kakuma's population is aged 17 years or under. According to Agaibi and Wison 2005; Cohen and Hien, 2006), exposure to extreme stressors ("trauma") increases the risk for a range of mood and anxiety disorders, including Post-Traumatic Stress Disorder (PTSD). It is conceivable therefore, that refugees are likely to be more vulnerable to drug abuse compared to those who are not refugees. Currently, Kakuma Refugee Camp has 19 primary schools.

Refugees living in camps often face numerous health and social problems including violence, insecurity, poverty, unemployment, and lack of essential daily needs. Such problems can lead to depression and frustration and drive some to engaging in drug abuse.

A study titled "Behavioural Surveillance among Refugees and the surrounding population in Kakuma" by United Nations High Commissioner for Refugees (UNHCR) in 2004 reported that two (2) percent of primary school going respondents indicated that they had shared a syringe with each other to inject drugs .This result motivated a special interest in the researcher to want to further examine whether drug and substance abuse and has any effects on the academic performance of pupils in primary school in Kakuma. This is because the academic performance standards of most schools in Kakuma Refugee Camp is less than 50 percent out of the 500 total marks a child is supposed to attain at Kenya Certificate of Primary Education (KCPE) (Lutheran World Federation (LWF), Department of Education, 2014).

1.2 Statement of the Problem

The United Nation High Commissioner of Refugees (UNHCR) has committed a lot of money and efforts towards the control and fight against drugs and substance abuse. International Rescue Committee (IRC) too has been very active in Kakuma Refugee Camp sensitizing especially the youth on the dangers of drug and substance abuse. To effectively control this problem, these organizations coupled with other stakeholders have initiated programmes and activities to enhance academic performance by keeping the youth away from drugs. Despite all these efforts geared towards improving the academic performance in primary schools in Kakuma Refugee Camp, the mean scores are low.

On basis of available information, there is evidence that critical study on the effects of drug abuse on academic performance of pupils in primary school has yet been conducted among pupils in Kakuma Refugee Camp. This has been established from a comprehensive search in the libraries and documentation so it was vital to carry out a research on the level of drug and substance abuse in the Camp and their likely influence on academic performance and related school activities.

The study sought to establish the extent to which drug and substance abuse influence academic performance among primary school pupils in Kakuma Refugee Camp in Kenya. In addition, the study also examined whether peer pressure and parental influence make pupils to become addicted to drug abuse.

1.3 Purpose of the Study

The study investigated the influence of drug and substance abuse on the academic performance of primary school pupils in Kakuma Refugee Camp, Kenya.

1.4 Specific Objectives of the Study

The study aimed at:

1. determining the extent of drug and substance abuse among primary school pupils in Kakuma Refugee Camp.
2. establishing whether peer influence leads to drug and substance abuse among pupils in public primary schools in Kakuma Refugee Camp.
3. determining whether parents who take drugs influence their pupils to abuse drugs in Kakuma Refugee Camp.

1.5 Research Questions

The following research questions formed the basis of the study:

1. To what extent do drug and substance abuse affect academic performance of primary school pupils in Kakuma Refugee Camp?
2. Does peer influence lead to drug and substance abuse among primary school pupils in Kakuma Refugee Camp?
3. Do parents who take drugs influence their pupils to abuse drugs in Kakuma Refugee Camp?

1.6 Significance of the Study

The study will provide vital information to the policy makers, Government of Kenya and the United Nation High Commission of Refugees (UNHCR) in understanding the prevalence of drug and substance abuse in Kakuma Refugee Camp and therefore put in place effective strategies to stamp out the problem.

The study may also be useful to parents who may not have adequate information on drug abuse among their children. They will now easily access information that will enable them to establish causes of drug abuse and how it affects their children's performance in Kenya Certificate of Primary Education (KCPE). The study results in addition, will be of great help to school administration and teachers to be more observant and sensitive on the issue of drug abuse thus assisting them to put in place proper intervention strategies. The study will be recommending more effective intervention strategies in relation to drug and substance abuse as well as provide a background for other similar studies. This is likely to help in improvement of academic performance and ensure a drug-free school environment.

1.7 Delimitation of the Study

The study concentrated on effects of drug abuse on primary school pupils' academic performance in Kakuma Refugee Camp, Turkana West sub-county, Turkana County, Kenya. The study was confined to primary schools within Kakuma Refugee Camp. Other factors that influence academic performance such as teacher qualification, learning resources and school facilities were not studied.

1.8 Limitations of the Study

Drug abuse is a sensitive issue in our society. Activities related to drug and substance abuse are done with a lot of secrecy. Some respondents especially the pupils may have withheld vital information for fear of punishment by teachers and parents.

1.9 Assumptions of the Study

In this study the researcher assumed that there was a relationship between drug and substance abuse and the academic performance of pupils from Kakuma Refugee Camp schools. Further, it was assumed that the respondents would provide accurate information on this sensitive topic.

1.10 Definition of Operational Terms

Academic performance is the extent to which pupils, teachers or an institution has achieved their education goals.

Addiction refers to a strong desire to frequently have a drug.

Drug is any substance that causes physiological change in the body when taken.

Drug and substance abuse is the excessive usage of drugs or substances resulting to addiction.

Influence refers to the power to change or affect someone, the power to cause changes without directly forcing them to happen.

Peer refers to a person who is the same age or has the same social position or the same abilities as other people in a group.

Refugee is a person who has been forced to flee their country in order to escape war, prosecution or a natural disaster and is domicile in another country.

1.11 Organization of the Study

This study has been organized into five chapters. Chapter one gives the background to the stuffy, problem statement, purpose of the study, research questions, significance of the study, delimitation and limitations of the study, and assumptions of the study. Chapter

two reviewed the relevant literature. Chapter three has presented the research design, study location, target population, sampling techniques, research instruments, pre-testing of the instruments, data collection procedures and data analysis technique. Chapter four dealt with data analysis whilst chapter five focused on conclusions and recommendations as well as further proposed areas of research.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents review of related literature. The section covers introduction, literature on the overview of drug and substance abuse and academic performance, peer pressure on drug abuse, parental influence and drug abuse among the youth. After this, the theoretical and conceptual frameworks based on the variables of the study are presented.

2.2 An Overview of Drug and Substance Abuse and Academic Performance

A study by the United Nations High Commissioner for Refugees (UNHCR) shows that drugs in Kakuma Refugee Camp are a huge problem. In the study carried out in 2004, drug abuse among the youth has caused them to lose hope, great potential, talents and dignity. Use of drugs in any society, especially among the youth, lowers the economy of the particular society and the country at large. Again abuse of drugs by the elders in the society makes the young ones desire to engage in similar activities. As a result the young mimic behaviors of their seniors. According to United Nations Health Care for Refugees (UNHCR) report (2004), Kakuma Refugee Camp (KRC) children as young as seven years engage in drug abuse.

Generally, drug and substance abuse have negative effects on the users and specific drugs cause different effects. The common effects of drugs as earlier stated are memory and perceptions distortion. Drug abuse by pupils may pose a threat to them later in life. Pupils

using drugs have impaired judgment. As a result, they may turn to violence to resolve their differences.

Drug abuse affects students' academic performance negatively. Drugs abused affect the brain. As a result, there is a major decline in brain's functions (Sternberg, 2003). Drugs reduce the pupils' concentration span. Therefore, they become easily bored and lose interest in studies. Also, they lose interest in any extra curricula activities. They fail to take their school work seriously and in turn, they prefer missing classes and school. Most of the psychoactive drugs affect the decision-making the process of the students. As such their creativity level reduces and they fail to develop the necessary social skills. The pupils fail to develop their talents and this later affects their career development (Louw, 2001). Core values to live by such as honest, tolerance, peace, responsibility are lacking. The society perception of such people is always bad and they fail to accept them in the social settings.

2.3 Peer Pressure and Drug and Substance Abuse

The primary goal of most teenagers during puberty is to belong to a peer group. The need to fit in and be socially accepted is very strong at this stage of development. As a result, peer influence contributes a huge part in guiding the experiences and interest of teenagers. During years when teens are searching for their identity they desire to associate themselves with their group through social interaction. These two factors can assist to form the teen into what they want to be.

In fact, Haynie (2002) found out that adolescents get their self-esteem from the peer group they belong to. In most cases, they cannot picture themselves outside the peer group. Without belonging to a peer group, youths may feel powerless and are likely to

experience low self-esteem. This is because they see friends or peers as a fundamental parts in their lives. There are many problems associated with drug abuse among teenagers, but the main one is addiction. Members of the same group who abuse drugs and other substances expect new members to do the same. However, when it comes to addiction, no one is responsible for anybody else. When a peer becomes addicted to smoking, drinking, or illicit substances, it is his/her own responsibility to deal with the problem (Carng and Hawk, 1996).

Peer pressure and influence can lead to behaviours like drug abuse, risk taking, and immoral sexual activity (Eneh and Starnley, 2004). Behaviours such as these can harm the health of the teenager. On the other hand, there is positive peer pressure that is, beneficial to the development of the teen. For instance, teens can influence each other to participate in school sports, volunteer in community service activities and helping others.

Factors contributing to this effect include fear of isolation, inadequacy, shame and ridicule and intuitional need to bond. There are adolescents very few wants to deal with problems of not conforming to the demands of the peer group.

Generally, adolescents like to identify with friends from the same age group. This is because they have similar ideas and they feel comfortable hanging out together. A sense belongingness is the most significant aspect that pushes adolescents to conform to a peer group and share ideas and beliefs that sometimes harm the identity of the youth (Haynie, 2002).

2.4 Parental influence and Drug Abuse among their Children

Any person can develop problems of drug and substance abuse or dependence. When one has a relative, either as a parent or sibling, who has a problem with drugs or alcohol, is

likely to increase a risk of others in the family to get into the same problem. Being closely involved with someone, such as a family member, spouse, or friend, who displays alcoholic or addictive behaviour can also lead to emotional conflicts and subsequent problems in managing relationships and getting along with others (McLanahan, 1985). A teenager from a low socioeconomic status family unit is more likely to drop out of school before finishing (Ekstrom et al., 1986) and less likely to proceed to college (Lambert, 1988). Family structure affects behaviour problems in school (Dornbusch et al., 1985). Students experiencing family disruption or living in single-parent families are more likely to be put in a special education class (Lambert, 1988).

Adolescents in single-parent and step family households have lower grades than those in two-parent households (Dornbusch et al., 1987). Single-parent families on average are more likely to be low-income families (McLanahan, 1985; Milne, Myers, Rosenthal, & Ginsburg, 1986).

2.5 Theoretical Framework

This study was guided by Albert Bandura's social cognitive theory (1986). The theory puts emphasis on acquisition of social behaviors through observation of other people behaviors in a social context. Therefore, behavior change is influenced by mainly three things; environment, people and the behavior. According to the theory, observing other people engage in behaviors that seem attractive lead desire to engage in the same behavior. The theory emphasizes on cognitive processes that promote learning of behaviors. Apart from cognitive processes, acquisition of the behavior also depends on the environment and the behavior itself. This means that people determine the behavior they wish to acquire, but they also influenced by the environmental factors. The

environment includes both physical and social environment. Social environment includes people that we frequently get into contact with daily.

The social cognitive theory postulates that role modeling affects behavior acquisition and shaping of the behaviors in the society (McLanahan, 1985). Pupils who engage in drug abuse, they most likely learn the behavior from the environment. The teachers and adults in the society are the role models for pupils. In case, they get involved in drug abuse, the pupils may desire to engage in such behaviors. Social cognitive theory is relevant to the proposed study as it forms the basis for studying the factors that determine the development of behavior among pupils. The behaviors could be influenced by their gender, age and social pressure from the peers they interact in the schools. Out of curiosity, pupils choose to do risky activities making them vulnerable to drug and substance abuse. This happens most of the time, despite pupils' knowledge on the risks of using drugs they still abuse them.

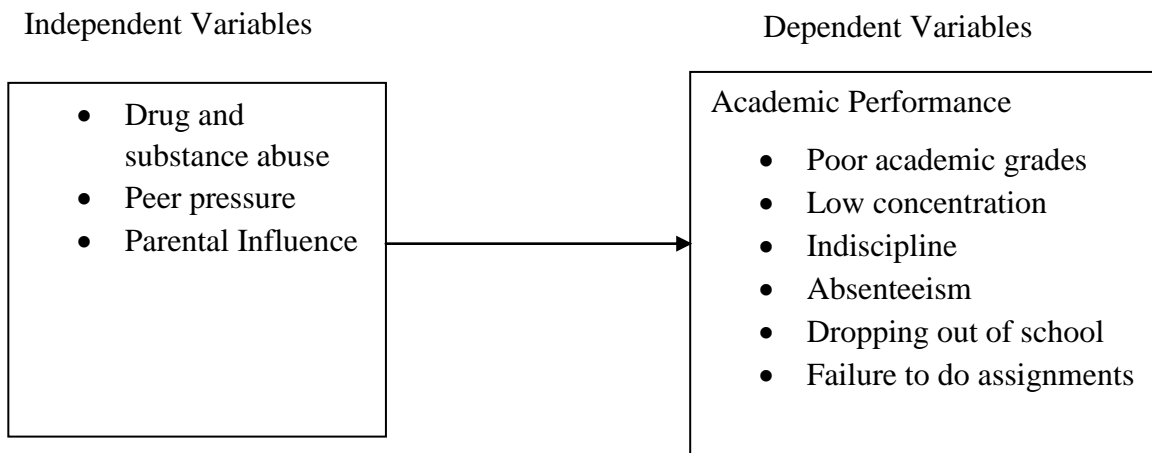
The social cognitive theory also explains that the external influences affect behavior through cognitive processes. Future humans' behavior is guided by their capability to form symbols. As such, a person can model an observed behavior. It is through understanding people's perception of reality that we can understand behaviors and thus be able to change them.

2.6 Conceptual Framework

A conceptual framework is a graphical or diagrammatical representation of the relationship between variables in the study whose purpose is to assist the reader see the proposed relationship. In other words, it is a graphical or visual representation that is used

to describe the phenomenon under study (Mugenda & Mugenda, 2003). This study postulates drug and substance abuse, parental influence and peer pressure as independent variables are likely to affect academic performance of pupils in primary schools in Kakuma Refugee Camp. The academic performance is the dependent variable. The relationship between drug abuse and academic performance is captured in Figure 2.1.

Figure 2.1 Conceptual Framework presenting the relationship between the independent and the dependent variables



As shown in figure 2.1, the academic performance (the dependent variable) could be affected by drug abuse due to parental influence and peer pressure then this directly impact on their academic performance. The conceptual framework seems to suggest that drug and substance abuse would contribute to indiscipline, absenteeism from school, failure to concentrate in class, failure to do assignments, dropping out from school and lower academic performance.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section deals with description of the methods that were used in conducting the research. It was divided into the following sub sections; research design, study location, target population, sampling techniques, research instruments, pre-testing of the instruments, data collection procedures and data analysis technique.

3.2 Research Design

A research design is a scheme, outline or plan that is used to generate answers to research problem (Orodho, 2003). The study adopted a descriptive survey. Descriptive survey design is used in preliminary and exploratory studies to allow the researcher gather information, summarize, present and interpret it for the purpose of clarification. It also allows the researcher to describe, record, analyse and report conditions that exist or existed. This design allowed the researcher to generate both numerical and descriptive data that will be used in measuring correlation between variables (Mugenda & Mugenda, 2003). Descriptive survey method was convenient for data collection because researcher's own biases are eliminated. The subjects were surveyed in their natural environment and conclusions and recommendations made as per the observations.

3.3 Target Population

A population refers to an entire group of individuals, events or objects having a common desirable characteristic (Mugenda and Mugenda, 1999). The study targeted 6,000 pupils in class 7, 495 teachers, 19 headteachers and 1 education officer of primary schools

within the Kakuma Refugee Camp. Therefore the total population for the study was 6,515 subjects.

3.4 Study Location

The study was carried out in Kakuma Refugee Camp in Turkana West Sub County, Turkana County, Kenya. It was approximately 120 kilometers from Lodwar, Turkana County Headquarters and 95 kilometers from the Lokichoggio Kenya-Sudan border. It neighbors Ethiopia to the north, Uganda to the south and Southern Sudan to the west. Kakuma is hot and arid with prolonged dry seasons and low rainfall (Ndetei et al 2009). The food rations in form of grain, wheat flour and maize meal availed to the refugees by the World Food Programme are used as ingredients to brew local brews.

In Kakuma refugee camp most residents live in mud-brick dwellings while others lived in temporary shades such as tents. The camp is administratively divided into four (4) large segments known as Kakuma segments 1-4 which are further subdivided into zones. The households were quite congested providing an avenue for peddling of drugs (Ndetei et al 2009).

3.5 Sample and Sampling Procedure

Sampling procedure refers to how respondents or participants are to be selected for observation (Mugenda & Mugenda 2003). It provides a detailed explanation of the subjects to be involved in the investigation and how these were selected from the target group. Out of 19 public primary schools in Kakuma Refugee Camp 10 of them were randomly selected. From the 10 schools, the researcher used random sampling method to select the pupils. The researcher, with the help of the guidance and counseling teacher

records sampled the pupils using drugs or those showing signs of abusing drugs and those who did not seem to have a record of abusing drugs in class 7. In each school 20 pupils were selected; 10 abusing drugs and 10 without the history of drug abuse. Hence, from the 10 primary schools 200 pupils were used as respondents in the study. The researcher also used random sampling method to select the teachers to take part in the study. From each school, 2 teachers out of the possible 5 were selected randomly (1 male and 1 female) from the guidance and counseling department. A total of 20 teachers were used in the study. In addition, 1 education officer and 10 headteachers from the 10 selected primary schools participated in the study. Therefore, the sample size was 231.

3.6 Research Instruments

The research instruments for this study were three sets of questionnaires and an interview schedule. Open ended and closed ended question items were both used in the questionnaires. In the closed question items the respondents only limited their answers to the provided choices. The open ended questionnaires gave the respondents freedom to expound on their answers. The questionnaires and interview schedule was guided by the study objectives and research questions.

3.6.1 Pilot Testing

To determine the reliability of the questionnaires, two schools that were not part of the main study were randomly selected for the purpose of pretesting. The research instruments were piloted in order to identify any errors in the research instruments prior the main study. It was also useful in the approximation of the time required for the main study.

3.6.2 Testing for Reliability and Validity

Reliability refers to the degree to which a research instrument is able to produce the same results (Mugenda and Mugenda (2003). To ensure reliability a retest method was used. The same questionnaires were issued to the same respondents in an interval of one week so as to compare the two results. The retesting showed that there was no difference between the first test and the retest.

3.7 Data Collection Procedure

The researcher obtained permission from the National Commission for Science, Technology and Innovation (NACOSTI) to carry out research and other necessary authorities. They included the supervisor in charge, the university, the Lutheran World Federation (LWF) education officers and the head teachers and teachers from the various schools. The researcher sought permission from their parents. If the parents agree they signed the letters and the pupil returned them back to school. The researcher also maintained confidentiality, openness and honesty in the research. The respondents were asked to participate in the research voluntarily and were promised confidentiality. Before administering of the questionnaires all the respondents were required to sign a confidentiality agreement. The researcher visited the selected schools and administered the instrument to the respondents directly.

3.8 Data Analysis Techniques

After data collection, the questionnaire was checked for incompleteness. To categorize the questionnaires in terms of information sought a series of indices were developed. Data analysis was done using descriptive statistics using the Statistical Package for Social

Science (SPSS). Microsoft excel, pie charts and tables were used to present the data. The results were tabulated and presented using frequency tables and bar charts. As well in-depth descriptions of study sites, emerging from researcher observation was used to complement the qualitative data.

3.9 Ethical Considerations

According to (Gall, M., 1996) ethical issues are an integral part of the research planning and implementation process. Ethics in research refers to a code of conduct or expected social norm of behaviour while conducting research. The researcher in this case treated people with respect ensured that the procedures are reasonable and fairly administered. Full informed consent was obtained and privacy and confidentiality of the research participants were guarded. The researcher explained the real purpose and the use of the research to participants. The information gathered from the subjects were confidential.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, DISCUSSION AND INTERPRETATION

4.1 Introduction

This chapter deals with data analysis, presentation and the interpretation of findings. The data presented reveals the effects of drug and substance abuse on primary school pupils' academic performance in Kakuma refugee camp, Turkana County, Kenya. The study objectives hoped to: determine the extent of drug and substance abuse among primary school pupils in Kakuma Refugee Camp, establish whether peer influence led to drug and substance abuse among pupils in public primary schools in Kakuma Refugee Camp and determine whether parents who took drugs influenced their children to abuse drugs in Kakuma Refugee Camp.

4.2 Response Rate of Respondents

This study involved the pupils, guiding and counseling teachers, head teachers and an education officer as presented in Table 4.1.

Table 4.1 Response rate of the participants

Respondents	Sample size	Responded
Pupils	200	175
Guiding and counseling teachers	20	20
Head teacher	10	10
Education officer	1	1
Total	231	205

The results in Table 4.1 show that out of 231 respondents that included 200 pupils in class 7, all the 20 guiding and counseling teachers, all 10 headteachers, 1 education officer and 175 pupils participated in the study.

4.3 Demographics of Pupils Respondents

The researcher started by analyzing the demographic information of pupils' respondents.

The demographic information of the pupils by gender is presented in Table 4.2.

Table 4.2: Distribution of the pupils respondents by gender

Gender	Frequency	Percentage
Male	96	55
Female	79	45
Total	175	100

The information in Table 4.2 shows that the gender of the respondents. Majority 55% of the pupils were males and the rest (45%) were female.

Further, teachers too were requested to indicate their gender. The gender of the guiding and counseling teachers is contained in Table 4.3.

Table 4.3: Distribution of the guiding and counseling teachers respondents by gender

Gender	Frequency	Percentage
Male	11	53
Female	9	47
Total	20	100

The analysis in Table 4.3 indicates that majority of guiding and counseling teachers 53% were male while the rest 47% of guiding and counseling teachers were female.

The researcher then investigated the working experience of teacher respondents. The result is presented in Table 4.4.

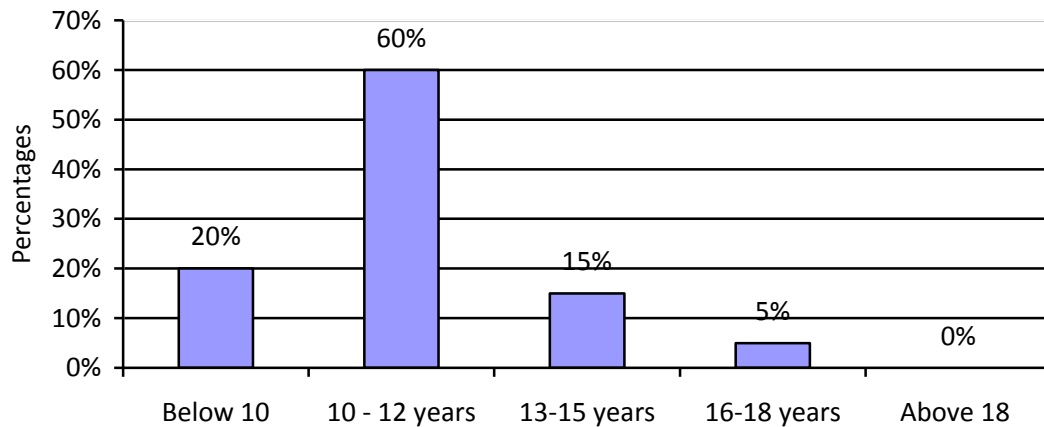
Table 4.4: Working experience of the guiding and counseling teachers respondents

Years	Frequency	Percentage
Below 5 years	3	15
5 – 7 years	11	55
8 – 10 years	3	15
10 – 13 years	2	10
Over 14 years	1	5
Total	20	100

The analysis in Table 4.4 shows that 55% of teachers had worked for between 5 - 7 years. This implies that the study sample of the teachers had enough experience to assess the effects of drug and substance abuse on primary school pupils' academic performance.

Pupil respondents were also asked to indicate their age in years. The responses are illustrated in Figure 4.1.

Figure 4.1: Age range of pupils' respondents



The results in Figure 4.1 shows that majority of pupil respondents 105 (60%) were aged between 10 – 12 years while 35 (20%) were below 10 years. A few 26 (15%) were between 13 -15 years and the rest 9 (5%) were between 16 – 18 years. These results seem to imply that 5% of them should not have been in primary schools because those enter Standard 1 at six years of age should have left primary school at age of fourteen years.

The researcher sought information on type of people pupils lived with. Their responses are captured in Table 4.5.

Table 4.5: Type of people the pupils lived with

Respondents	Frequency	Percentage
Parents	82	46
Relatives	40	28
Friends	10	5
Guardian	34	18
Alone	6	3
Total	175	100

The information in Table 4.5 indicates that 46% of pupils were living with parents and 28% with relatives. Another 18% and 5% respondents were living with guardians. A few 3% were living alone. Through the discussion with the head teacher, it was found that the pupils who stayed with friends and relatives indulged more in drug and alcohol abuse than the ones who lived with parents.. This seems to suggest that parents refrained their children from taking drugs.

Pupil respondents were also asked to specify the number of children in their family. Their responses are captured in Table 4.6.

Table 4.6: Number of children in the pupil’s family

Number of children	Frequency	Percentage
Two	38	22
Three	63	36
Four	23	13
Five	34	19
Above five	17	10
Total	175	100

The data in Table 4.6 reveal that majority of the pupils 36% had three children. They were followed by those who had two children at 22%. The rest of families (42%) had between four and above five children. This indicates that the parents had many children and this might have made parenting difficult. As a result, children may have strayed and indulged in drug and alcohol abuse.

4.4 Extent of Drug and Substance Abuse among Primary School Pupils in Kakuma Refugee Camp

This study investigated the extent of drug and substance abuse among the primary pupils by asking pupils to indicate commonly abused drugs, their availabilities and reasons that caused pupils to engage in drug and substance abuse. The results are illustrated in Table 4.7.

Table 4.7: Drugs and substance abuse among primary schools pupils in Kakuma Refugee Camp

Drugs commonly abused	Easily Available		Available		Less Available		Rarely Available		Not used at all		Total	
	n	%	n	%	n	%	n	%	n	%	n	%
Alcohol	11	55	4	20	2	10	3	15	3	15	20	100
Tobacco	9	45	6	30	3	15	1	5	1	5	20	100
Bhang	7	35	3	15	5	25	3	15	2	10	20	100
Khat	5	25	3	14	8	40	2	10	2	10	20	100

According to the results in Table 4.7, majority (55%) of the guiding and counseling teacher respondents stated that alcohol was commonly abused and the most available. The findings have shown that availability of alcohol with 45% was followed by bhang at 35%. A few 25% indicated that Khat was available and was abused by the pupils. This means that the pupils abuse alcohol more than tobacco, bhang and Khat. The schools should therefore control access to alcohol to avoid its abuse by pupils. The education officer indicated that alcohol was the most commonly abused substance followed by

tobacco. He indicated that the pupils can easily get the alcohol from the bars where they use elders to buy for them. There are also hawkers who sell the drugs and substances to the pupils.

Teacher respondents were also asked to indicate the reasons that cause pupils to engage in drug abuse. Their findings are contained in Table 4.8.

Table 4.8: Reasons that cause pupils to engage in drug abuse

Reasons	Strongly agree		Agree		Disagree		Strongly disagree		Total	
	n	%	n	%	n	%	n	%	n	%
Peer pressure	14	75	2	10	2	10	1	5	19	100
Parental influence	8	40	1	5	5	25	6	30	20	100
Influence of extended family members	5	25	4	20	6	30	5	25	20	100
Idleness	13	65	4	20	0	0	3	15	20	100
Availability of drugs in schools	7	35	6	30	4	20	3	15	20	100

The findings in Table 4.8 reveal that majority of pupil respondents (75%) strongly agreed that peer pressure is one of the reason that cause pupils to engage in drug abuse. In addition 40% of the teacher respondents strongly agreed that parental influence was a reason for the pupils to engage in drug abuse. However, 30% of the respondents disagreed that extended family members influenced pupils to engage in drug and substance abuse. Idleness and availability of drugs in schools were reasons why the pupils engaged in drug abuse as revealed. The education officer highlighted peer pressure

as the first reason why the pupils engage in drug and substance abuse. They also indicated that lack of proper parental guidance of the pupils make them indulge in drug and substance abuse.

The researcher sought information on effects of drugs abuse on pupil's academic performance. To determine this, teachers were asked to indicate the extent to which drugs abuse affects pupils' academic performance. The data is illustrated in Table 4.9.

Table 4.9: Effects of drugs on pupils' academic performance

Effects of drug on academic performance	Very great Extent		Great Extent		Average Extent		Little Extent		No Influence		Total	
	n	%	n	%	n	%	n	%	n	%	n	%
Poor grades	12	60	4	20	0	0	2	10	2	10	20	100
Repeated class/exam	8	40	4	20	4	20	4	20	0	0	20	100
Absenteeism	16	80	3	15	0	0	0	0	1	5	20	100
Suspension	10	50	4	20	3	15	3	15	0	0	20	100
Low concentration in class	7	35	5	25	0	0	8	40	0	0	20	100
Poor discipline	18	90	1	5	1	5	0	0	0	0	20	100
Non-participation in co-curricular activities	4	20	2	10	3	15	7	35	4	20	20	100
Dropping out from school	9	45	4	20	5	25	2	10	0	0	20	100
Failure to do class assignments	10	50	4	20	3	15	0	0	3	15	20	100

The findings in Table 4.9 illustrate that majority of the teachers respondents (60%) indicated that drug use among the pupils to a very great extent resulted in poor academic grades while 40% indicated leads to repeating class. The findings further indicated that most of the teachers (80%) said that use of drug and substance abuse was prevalent among pupils. In addition they contributed to absenteeism by 50%. Again 40% indicated that drug use among the pupils leads to little extent to low concentration in class while overwhelming majority of them (90%) indicated that it leads to poor discipline among the pupils. Some 35% of the teacher respondents stated that drug abuse among pupils led to non-participation in co-curricular activities by 20%, dropping out from school 45%, and failure to do class assignments at 50%. This finding concurred with Bawkin and Bawkin (2005), study which illustrated that an obsessed individual may exhibit a dismal academic performance; deprived health loses interest in school work, lack of interest in old friendships, frequently fails to attend classes, and displays weakened motor coordination. Pupil respondents were further asked to indicate the peers' relationship with pupils who use drugs. Their responses are presented in Table 4.10.

Table 4.10: Peers' relationship with pupils who used drugs

Types of relationships	Strongly Agree		Agree		Not sure		Disagree		Strongly Disagree		Total	
	n	%	n	%	n	%	n	%	n	%	n	%
Become friends	12	7	16	8	8	4	89	51	50	30	175	100
Don't associate with me	90	51	37	21	30	17	6	3	12	7	175	100
They reported them to teachers	50	30	36	20	16	9	13	7	60	34	175	100
Advise them not to take drugs	96	55	40	23	27	15	0	0	12	7	175	100

The findings in Table 4.10 indicate that majority 51% of the pupils respondents disagreed that the pupils became friends with pupils who used drugs while 51% indicated that they strongly agreed that they don't associate with me. Over one third 34% of the pupils indicated that they reported the drug abusers to teachers while a majority 55% indicated that they advised them not to take drugs.

4.5 Sources of Drug and Substance Abuse among Pupils

The study also sought to establish the sources of drug and substance abuse among pupils by examining the possible sources of drugs used by pupils. The pertinent analysis is summarised in Table 4.11.

Table 4.11: Possible sources of drugs used by pupils

Source of drugs	Strongly agree		Agree		Disagree		Strongly disagree		Total	
	n	%	n	%	n	%	n	%	n	%
From the school	12	60	5	25	2	10	1	5	175	100
Sold at the market	8	40	3	15	7	35	2	10	175	100
Available at home	13	65	0	0	0	0	7	35	175	100
Available in the village	13	65	4	20	0	0	3	15	175	100

The data in Table 4.11 reveal that 60% of the teacher's respondents strongly agreed that the source of drugs was from the school. Over a third (40%) of the respondents also strongly agreed that the drugs are sold at the market. Majority 65% strongly agreed that the drugs used by the pupils are available at home. Majority 65% strongly agreed that the drugs are available in the village. It can be concluded that the drugs and alcohol are available in the village and hence making it easily accessible to pupils.

The education officer indicated that the sources of drug and substances were from hawkers in the homes of the pupils. The pupils can also get the alcohol from the bars using mature people. The officer said some pupils have relatives who share the drugs and alcohol with them.

The teachers were further asked to indicate the effects of drugs on pupils. The results are contained in Table 4.12.

Table 4.12: Effects of drugs on pupil’s behaviour

Effects of Drug Abuse on behaviour	Yes		No	
	n	%	n	%
Not able to handle class activities after taking drugs	18	90	2	10
Low concentration in class activities	19	95	1	5
Failure to understand during lessons	16	80	4	20
Fighting with other children	15	75	5	25
Rude to teachers	17	85	3	15
Likely to be involved in crime	13	65	7	35
Likely to be involved in sexual activities	14	70	6	30
Likely to suffer from HIV/AIDS diseases	12	60	8	40
Drop out of school	15	75	5	25
Have poor academic performance	12	60	8	40
Become a street child	9	45	11	55
Violent behavior	14	70	6	30

The information in Table 4.12 shows that 90% of teacher respondents indicated that drug abuse among the pupils makes them unable to handle class activities. Further 95% of

teacher respondents indicated drug and substance abuse causes low concentration in class activities. Some 80% of teacher respondent again indicated that drug abuse interferes with understanding of the lesson being taught. Drug abuse among the pupils also leads to fighting with other children with 75% and rudeness (85%) respectively. Other behaviours associated with drug and substance abuse include pupils involvement in crime at (65%), sexual activities (70%), suffer from HIV/AIDS diseases (60%), dropping from school (75%), manifestation of violent behavior (70%), and likelihood of becoming a street child (45%) respectively. Finally, (70%) of teachers respondents indicated that drug and substance abuse would result in poor academic performance.

The education officer concurred with teacher respondents that drug and substance abuse among the pupils influences their academic performance negatively. Further, highlighted lack of concentration in the class and indiscipline among the pupils as some of the behaviours displayed by pupils who indulged in drug and substance abuse.

In addition, teacher respondents were asked to indicate expected mean marks to be attained by standard 7 pupils at Kenya Certificate of Primary Education in 2017. The findings are summarised in Table 4.13.

Table 4.13: Mean marks expected to be attained by standard 7 pupils at Kenya Certificate of Primary Education in 2017 by teacher respondents

Number of children	Frequency	Percentage
Below 100	0	0
100-150	0	0
152-200	3	15
201-250	10	50
251-300	5	25
Above 300	2	10
Total	20	100

The analysis in Table 4.13, reveals that 50% of guiding and counseling teachers indicated that the pupils would get 201-250 marks at Kenya Certificate of Primary Education in 2017. This indicates that many pupils might not attain the 250 marks out of 500 marks, in KCPE. The expected poor academic performance may be attributed to lack of concentration in class due to the influence of drug and substance abuse by pupils.

In addition, pupil respondents were asked to indicate expected mean marks to be attained at Kenya Certificate of Primary Education in 2017. Their responses are captured in Table 4.14.

Table 4.14: Mean marks expected to be attained by standard 7 pupils at Kenya Certificate of Primary Education in 2017 by pupil respondents

Number of children	Frequency	Percentage
Below 100	0	0
100-150	10	6
152-200	17	10
201-250	86	49
251-300	42	24
Above 300	20	11
Total	175	100

The analysis in Table 4.14, reveals that 49% of pupil respondents indicated that they would get 201-250 marks at Kenya Certificate of Primary Education in 2017. This confirms teachers' assertion that indicated that many pupils might not attain the 250 marks out of 500 marks, in KCPE. The expected poor academic performance may be linked to poor concentration in class due to the influence of drug and substance abuse by pupils.

The problems that the pupils highlighted in relationship to living in Kakuma Refugee Camp included the lack of adequate teaching and learning facilities. They again indicated, there are too many pupils in class, inadequate textbooks and chairs. They also indicated that the place is not conducive to learning in terms of the environment being noisy and dirty. The place is full of thugs that make the movement of pupils difficult in early hours of the morning. They therefore, recommended that surveillance by the police

to maintain law and order should be increased. Some of the pupils revealed further that some teachers abuse drug and substances as well and that made it hard for some pupils to stop the habit. They, therefore, lack role models and mentors to look up to.

4.6 Parents' and Guardians' Demographic Information

The study investigated about parents' and guardians demographic asking pupils to provide parents' level of education information. Their responses are captured in Table 4.15.

Table 4.15: Parents and guardian's level of education

Level of education	Father		Mother		Guardian	
	n	%	n	%	n	%
No formal education	2	2%	6	10%	4	11%
Primary level	16	20%	20	34%	2	5%
Secondary level	30	37%	18	31%	12	34%
College /Diploma level	21	26%	8	15%	13	36%
University level	12	15%	6	10%	5	14%
Total	81	100%	58	100%	36	100%

The findings in Table 4.15, indicate that (37%) of the fathers had secondary level while (26%) had college/diploma level. The study found out that a large number (34%) of the mothers had primary level of education while (36%) of the guardians had college/Diploma level of education. This shows that the illiterate parents lack skills to use in parenting the pupils and protect them on the dangers of drug abuse.

The education officer indicated that parents can majorly play a great role in controlling the drug and alcohol abuse among the pupils. This is because the pupils spend a lot of time with parents and they are the ones they look up to.

The study examined teachers' respondents about the Influence of parents taking drugs and alcohol on pupils. Their findings are captured in Table 4.16.

Table 4.16: Teacher respondents on influence of parents taking drugs and alcohol on pupils' behaviour

Response	Frequency	Percentage
Strongly disagree	0	0%
Disagree	3	15%
Not sure	2	10%
Agree	4	20%
Strongly agree	11	55%
Total	20	100%

The data in Table 4.16 have indicated that 55% of the guiding and counseling teachers agreed that parents who abuse drugs and alcohol influence pupils into abusing drug and alcohol. This indicates that parents should set good example by avoiding taking illegal drugs and other substances. They should also become role models for their children.

The teachers indicated that parents should be encouraged to mentor their children. They should take care of them and make sure they know what they children are involved in. this will make the pupils avoid bad company that lead them to engage in drug and

substance abuse. The teachers revealed that the parents rarely come to school to follow their children academic performance. They should therefore create time to check their children progress in schools.

4.7 Suggestions on how to improve Academic Performance

As far as pupils are concerned, the school management should maintain discipline among the pupils. The pupils indicated that the teachers were too strict when dealing with pupils. They should therefore try to understand the pupils instead of drawing conclusions on what the pupils do. The teachers on their part, suggested that the pupils should attend counseling more often so as to learn the dangers of drug and alcohol abuse on their academic performance. The guiding and counseling teachers highlighted the need of more training of the teachers on offering guidance to the pupils because they are few counseling and guiding teachers in schools to be able to handle cases requiring counseling and guidance skills effectively.

The education officer indicated that one of the corrective measures that the schools had employed to curb the drug and substance abuse menace was to make sure there were no canteens near the schools. The pupils were also checked by teachers and prefects as a way to ensure that they did not bring drugs and other alcohol related substances to school. He indicated that the head teachers and teachers were cooperative in making sure the drug and substance abuse menace is tackled.

The head teachers advocated for enhanced security in the area to tackle the rampant of drug and substance abuse. The head teachers revealed that the pupils easily get the drugs and substances from the villagers who masquerade around the schools. There should be

guiding and counseling among the pupils and teachers who are affected by the drug and substance abuse menace.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATION

5.1 Introduction

This chapter has presented the summary of the study, conclusions, and recommendation on the results. The aim of the study was to establish effects of drug and substance abuse on primary school pupils' academic performance in Kakuma refugee camp, Turkana County, Kenya. The study sought to determine the extent of drug and substance abuse among primary school pupils in Kakuma Refugee Camp, establish whether peer influence leads to drug and substance abuse among pupils in public primary schools in Kakuma Refugee Camp and determine whether parents who took drugs influenced their pupils to abuse drugs in Kakuma Refugee Camp.

5.2 Summary of the study

The study had 231 respondents that included 200 pupils, 20 guiding and counseling teachers, 10 headteachers and an education officer of primary schools. Some 205 participants responded, that is 175 pupils, 20 guiding and counseling teachers, 10 headteachers and an education officer. Questionnaires were used for data collection. Reliability analysis was done through test-retest method. Pearson's product moment's correlation was used to test reliability. Validity was achieved through discussion with the experts from both colleagues and supervisors. Primary data was gathered and analyzed using quantitative and qualitative methods and presented in frequency tables and graphs. Secondary data was attained from schools database and journals. Data collected was analyzed using SPSS (Statistical Package for Social Sciences) and descriptive and thematic statistics were used.

The findings on the extent to which drug and substance are abused among primary school pupils indicated that 55% of the guiding and counseling teacher respondents stated that alcohol was commonly abused and was the most commonly available drugs. The availability of alcohol is followed by tobacco with (45%) and bhang at (35%) respectively. Some (25%) of the respondents indicated that Khat was available and was being abused by the pupils. This means that the pupils abuse alcohol more than tobacco, bhang and Khat. The schools should therefore control access of alcohol to avoid its abuse by pupils. Majority of pupil respondents (75%) strongly agreed that peer pressure was one of the reasons that caused pupils to engage in drug abuse. Additionally 40% of the teacher respondents also strongly agreed that parental influence was a cause for the pupils to engage in drug abuse. However, 30% of the respondents disagreed that extended family members influenced pupils to engage in drug and substance abuse. Idleness (85%) and (65%) availability of drugs in schools were reasons why the pupils engaged in drug abuse as revealed

The findings on the peer influence and drug and substance abuse among pupils indicated that majority 60% of the teacher's respondents strongly agreed that the source of drugs was from the school. Over a third 40% of the respondents also strongly agreed that the drugs are sold at the market. A large percentage 65% strongly agreed that the drugs used by the pupils are available at home. A large number 65% strongly agreed that the drugs are available in the village. It can be concluded that the drugs and alcohol are available in the village making it easily accessible to pupils. The drugs are not easily found at home and hence cannot be a source of drugs and alcohol that are abused by the pupils. Majority of the teachers respondents (60%) indicated that drug use among the pupils to a very

great extent resulted in poor academic grades while 40% indicated leads to repeating class. The findings further indicated that most of the teachers (80%) said that use of drug and substance abuse was prevalent among pupils. In addition they contributed to absenteeism by 50%. Again 40% indicated that drug use among the pupils leads to little extent to low concentration in class while overwhelming (90%) indicated that it leads to poor discipline among the pupils. Some 35% of the teachers' respondents stated that drug abuse among pupils leads to non-participation in co-curricular activities by 20% and dropping out from school 45% and failure to do class assignments at 50%. The means also indicate that the pupils are likely to be involved in crime, sexual activities, suffer from HIV/AIDS diseases, drop out of school, attain poor academic performance, becoming a street child and violent behavior. Majority 10 (50%) of the guiding and counseling teachers indicated that the pupils would get 201-250 marks at Kenya Certificate of Primary Education in 2017. This indicates that most pupils are not likely to obtain good marks at KCSE and this might be to indulgence of drug abuse by pupils. 49% of pupil respondents indicated that they would get 201-250 marks at Kenya Certificate of Primary Education in 2017. This confirms teachers' assertion that indicated that many pupils might not attain the 250 marks out of 500 marks, in KCPE. The expected poor academic performance may be linked to poor concentration in class due to the influence of drug and substance abuse by pupils. The pupils indicated the key to improving academic performance depends on management maintenance discipline among the pupils. The teachers on the other hand, suggested that the pupils should attend counseling sessions more often in order to learn the dangers of drug and alcohol abuse on their academic performance. The guiding and counseling teachers highlighted the need of

more training of the teachers on offering guidance to the pupils. They also indicated that more counseling and guidance teachers should be hired to enable schools to effectively advise pupils on the dangers of taking drugs.

The findings on education levels of parents who were abusing drugs revealed that (37%) of the fathers had secondary level of education while (26%) had college/diploma level. A large number (34%) of the mothers had primary level of education while (36%) of the guardians had college/Diploma level of education. This illustrates that the illiterate parents do not have skills to use in parenting the pupils and guard them on the drug abuse negative effects. The study found out that fathers had a higher level of education than the mothers and guardians. Inadequate level of education and general idleness may result in poor parenting skills leading children to abusing alcohol and drugs. Over a half 55% of the guiding and counseling teachers agreed that parents who took drugs and alcohol influenced their children abuse drug and alcohol. This indicates that parents need to avoid open usage of drug and alcohol because their children are likely to copy their behaviour.

5.3 Conclusions

On the basis of findings, it can be concluded that alcohol is the commonly abused among the drug and substance abuse among the pupils and is readily available. Other drugs and substances abused include tobacco, bhang and khat. The schools should therefore control access to alcohol to avoid the pupil's abuse. Peer pressure is one of the reasons that cause pupils to engage in drug abuse. Parental influence was one of the reasons for the pupils to engage in drug abuse. The influence of extended family members, idleness and availability of drugs in schools were also cited as reasons why the pupils also engaged in drug abuse.

Further, it can be concluded that the drugs and alcohol are available in the refugee camp making them easily accessible to pupils. Drug abuse among the pupils makes them unable to handle class activities after taking drugs. Drug abuse causes low concentration in class activities, including failure inability to understand lessons. Drug and substance abuse also lead to fighting among pupils and rudeness to teachers. The additional negative effects of crime, sexual activities, suffer from drug and substance abuse, drop out of school, poor academic performance, violent behavior and infection from sexually transmitted infections for instance HIV/AIDs. The teachers pointed out that pupils would get 201-250 marks at Kenya Certificate of Primary Education in 2017 and pupils would not pass well enough to transit to secondary school.

5.4 Recommendations

The pupils should be sensitized on the dangers of drug and substance abuse. They should be encouraged to seek counseling or rehabilitation services in order to help them quit the vice. This can be done through invitation of guest speakers on the dangers of drugs and substance abuse.

Every school should be mandated to have pupils checked when coming to school to make sure they are not in possession of drugs and harmful substances. The school management should be advised on the need to maintain discipline in school.

The parents should be counseled on the impact of drug and substance on their children's academic performance. This can be done through meetings for parents. The school management can invite motivation speakers to advise the parents on how to handle the children in relation to drug and substance abuse.

5.5 Areas for further research

The following are areas for further research;

- i. The effect of pupil's drug and substance abuse on retention of primary in school.
- ii. The importance training of guiding and counseling teachers and its influence on helping to avoid drug and substance abuse in primary schools.
- iii. The role of school factors in eliminating factors in eliminating use of drug and substance abuse.

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APPENDICES

Appendix I: Introduction Letter

Immaculate Muthikwa

University of Nairobi

School of Education

Dear Respondent,

RE: ACADEMIC RESEARCH

I am a student at the University of Nairobi pursuing a master of education degree in Sociology of Education. I am conducting an academic research on effects of drug abuse on primary school pupils' academic. You have been selected to provide information on drug and substance abuse and how it affects pupils' performance and I seek your consent and participation in responding to the questionnaire. May I also take this opportunity to guarantee you of full confidentiality and therefore do not write your name in this questionnaire.

Thank you for your assistance and cooperation.

Yours faithfully,

Immaculate Muthikwa

Appendix II: Questionnaire for Pupils

Dear Respondent, kindly and honestly fill this questionnaire. It is aimed at gathering primary data on effects of drug abuse on primary school pupils' academic performance. The information you provide will be treated with confidentiality and will be used for the purpose of accomplishing academic goals. Please do not include your name anywhere in the questionnaire. Your response will not be revealed to anyone.

Instructions; Tick(√) inside the brackets

1. What is your age range in years? **Tick (√)one only**

Below 10 () 10-12() 13-15 () 16-18 () Above 18 ()

2. Indicate your gender.

Girl () Boy ()

3. Who do you live with?

Parents () Relatives () Friends () Guardian () Alone ()

4. How many children are there in your family?

2() 3() 4() 5() Above 5()

5. Indicate with a tick your father's or mother's or guardian's level of education in the table below.

Level of education	Father	Mother	Guardian
Has no formal education			
Primary level			
Secondary level			
College /Diploma level			
University level			

6. Do pupils in your school take drugs?

Yes () No ()

7. What drugs or substances do pupils abuse? You can tick more than one.

Alcohol () Tobacco () Khat /miraa () Marijuana ()

Other (s) specify _____

8. (a) How often do pupils take these drugs?

Very frequently () Often () Rarely () Stopped using ()

(b) If they often use drugs, explain how they obtain the drugs from the table below.

(KEY: SA – Strongly Agree, A – Agree, D - Disagree, SD – Strongly Disagree)

Source of drug	SA	A	D	SD
Sold by friends at school				
Sold at the market				
Available at home				
Available in the village				
Others (specify)				

9. Reasons why pupils engage in drug abuse

(KEY: SA – Strongly Agree, A – Agree, D - Disagree, SD – Strongly Disagree)

To what extent do you agree with the following statements	SA	A	D	SD
Peer pressure				
Parental influence				
Influence of extended family members				
Idleness				
Availability of drugs in schools				

10 (a) Effects of drugs on pupils' academic performance.

Indicate the extent to which drug abuse has affected the pupils' academic performance in Kakuma Refugee Camp.	Very great Extent	Great Extent	Average Extent	Little Extent	No Influence
Poor grades					
Repeated class/exam					
Absenteeism					
Suspension					
Low concentration in class					
Poor discipline					
Non-participation in co-curricular activities					
Dropping out from school					
Failure to do class assignments					

(b) How do peers who do not use drugs relate with you?

(KEY: SA – Strongly Agree, A – Agree, D - Disagree, SD – Strongly Disagree)

Source	SA	A	D	SD
We become friends				
Don't associate with me				
They report me to teachers				
Advise me not to take drugs				

11. Does your school have a teacher councillor?

Yes() No()

12. (a) Does the school talk openly about drug and substance abuse?

Yes () No ()

(b) If Yes in 12(a) indicate help offered

13. Indicate organizations available offering services to drug users in the camp

Tick(√) where appropriate

Church based organizations () Youth organizations ()

Non- governmental organizations () Others (specify) _____

14. (a) Indicate with a tick the mean grade you expect to get at Kenya Primary Certificate of Education in 2017. (**Tick (√) one only**)

below 100 () 101-150() 151-200 () 201-250() 251-300() above 300()

(b) Suggest ways of improving academic performance in your school.

i) _____

ii) _____

iii) _____

15. What problems do you experience living in Kakuma Refugee Camp. Please list them down.

i) _____

ii) _____

iii) _____

Thank you very much for your assistance and cooperation.

Appendix III: Questionnaire for Guidance and Counseling Teacher

Dear Respondent, kindly and honestly fill this questionnaire. It is aimed at gathering primary data on effects of drug abuse on primary school pupils' academic performance. The information you provide will be treated with confidentiality and will be used for the purpose of accomplishing academic goals. Please do not include your name anywhere in the questionnaire. Your answer will not be revealed to anyone.

Instructions; Tick(√) inside the brackets

1(a) What is your age range in years?

18-25 () 26-33 () 42-49 () 56-63 () Above 63 ()

(b) Indicate your gender.

Male () Female ()

(c) Your marital status

Married () Single () Widowed () Separated ()

(d) Number of children

None () 1-2 () 3-4 () 5-6 () 7 and above ()

(e) Were you trained in guidance and counseling?

Yes () No ()

(f) For how long have you done guidance and counseling in this school?

1-2 years () 3-4 () 5-6 () 7-8 () 9 and above ()

(g) (i) Indicate your highest level of academic education.

Primary level() Secondary level() University level() Untrained teacher()

(ii) Indicate your level of training as a teacher.

P1 teacher() Diploma teacher() Graduate teacher() Untrained teacher()

2. (a) Do you have any cases of drug abuse in your school?

Yes () No ()

(b) If yes in 2 (a) indicate how prevalent are the cases

Very frequent () Frequent () Less frequent () None ()

(c) Indicate the availability of the following drugs (**tick where appropriate**)

Drugs commonly abused	Easily Available	Available	Less Available	Rarely Available	Not used at all
Alcohol					
Tobacco					
Khat					
Marijuana					
Others (Specify)					

d) Indicate the possible sources of drugs used by pupils (**tick where appropriate**) **KEY:**

SA: Strongly Agree (4), A – Agree (3), D – Disagree (2), SD – Strongly Disagree (1)

Source of drugs	SA	A	D	SD
From the school				
Sold at the market				
Available at home				
Available in the village				
Others (specify)				

3(a) Indicate with a tick the mean grade you expect standard 7 pupils to attain at Kenya Primary Certificate Of Education in 2017. **(Tick one only)**

Below 100 () 101-150() 151-200 () 201-250() 251-300() Above 300()

(b) Suggest ways of improving academic performance in your school.

i) _____

ii) _____

iii) _____

4. As a guidance and counseling teacher , suggest ways of eliminating drug abuse in your school

i) _____

ii) _____

iii) _____

Thank you very much for your assistance and cooperation.

Appendix IV: Questionnaire for Head Teachers

Dear Respondent, kindly and honestly fill this questionnaire. It is aimed at gathering primary data on effects of drug abuse on primary school pupils' academic performance. The information you provide will be treated with confidentiality and will be used for the purpose of accomplishing academic goals. Please do not include your name anywhere in the questionnaire .Your answer will not be revealed to anyone.

1. Gender? _____

2. Age in years? _____

4. Professional qualifications? _____

5. For how long have you served as head of this school? _____

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

7. Comment on the general situation of drug and substance abuse in your institution.

8. What problem 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?

Drugs commonly abused	Easily Available	Available	Less Available	Rarely Available	Not used at all
Alcohol					
Tobacco					
Bhang					
Khat					
Others (Specify)					

11. Where do the drugs come from? _____

12. What corrective measures has the school employed to curb the problem of drug substance abuse?

13. In general what factors do you think affect academic performance of pupils in your school?

14. What problems do youth living in Kakuma Refugee Camp face?

Thank you very much for your assistance and cooperation.

Appendix V: Interview Schedule for Education Officer

1. For how long have you served as an education officer in the Kakuma Refugee Camp? _____

2. Comment on the academic performance of the primary schools in Kakuma Refugee Camp?

3. Have you received information on the issue of drug and substance abuse among primary school pupils in Kakuma Refugee Camp? _____

4. What do you think are some of the easy methods of detecting pupils who abuse drugs?

5. What are some of the factors that lead students to engage in drug abuse?

6. What corrective measures have the schools employed to curb the problem?

7. In which ways are your teachers and parents cooperate with you in curbing drug and substance abuse?

8. Explain some of the behaviour reactions or display of character of students who abuse Drugs

Appendix VI: Permit for Data Collection

THIS IS TO CERTIFY THAT:
MISS. IMMACULATE MUTHIKWA
of UNIVERSITY OF NAIROBI, 0-90112
MIU, has been permitted to conduct
research in Turkana County
on the topic: EFFECTS OF DRUG AND
SUBSTANCE ABUSE ON PRIMARY
SCHOOL PUPILS' ACADEMIC
PERFORMANCE IN KAKUMA REFUGEE
CAMP, TURKANA COUNTY, KENYA
for the period ending:
31st August, 2017

Permit No : NACOSTI/P/16/92800/13389
Date Of Issue : 31st August, 2016
Fee Received :Ksh 1000



Immaculate Muthikwa
Applicant's
Signature

Immaculate Muthikwa
& Director General
National Commission for Science,
Technology & Innovation

Appendix VII: Letter for Data Collection



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
when replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No.

Date:

NACOSTI/P/16/92800/13389

31st August, 2016

Immaculate Muthikwa
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Effects of drug and substance abuse on primary school pupils’ academic performance in Kakuma Refugee Camp, Turkana County, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Turkana County** for the period ending **31st August, 2017.**

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

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


BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Turkana County.

The County Director of Education
Turkana County.