

**THE INFLUENCE OF DRUG AND SUBSTANCE ABUSE ON DEVIANT  
BEHAVIOUR AMONG STUDENTS IN LEARNING INSTITUTIONS: A CASE OF  
SELECTED SECONDARY SCHOOLS IN KOROGOCHO SLUMS, NAIROBI COUNTY.**

**BY**

**QUEENTER A. ONDIGO**

**C50/75694/2009**

**A Research project submitted in partial Fulfillment of Requirement for the award of  
Degree of Master of Arts in Sociology (Criminology)**

**University of Nairobi**

**2015**

University of NAIROBI Library  
  
0378806 4

Ed 364302

AFR

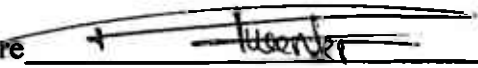
HW

5840

• K4052

## DECLARATION

This research project is my original work and has not been presented for the award of a degree in any other university

Signature  \_\_\_\_\_

Date 27.11.2015

**Ondigo A. Queenter**

This research project has been submitted for examination with our approval as University Supervisors


Signature  \_\_\_\_\_

Date 27/11/2015

**Prof. O. Gakuru**

Department of Sociology and Social work

University of Nairobi

Signature  \_\_\_\_\_

Date 27.11.2015

**Dr. J. Birech**

Department of Sociology and Social work

University of Nairobi

## **ACKNOWLEDGEMENTS**

I wish to express my sincere gratitude to my supervisors, Prof. Octavian Gakuru and Dr. Jeniffer Birech for their advice, patience and tireless efforts without which I would not have completed this project. My appreciation also goes to my classmates for sharpening me and for their encouragement during the entire course. Their criticisms during group work presentations and group discussions impacted positively on my understanding of project writing due to their wealth of ideas and experiences.

I also thank my research assistant Ms. Mary Atieno who helped me to navigate through the insecure Korogocho slums. Thanks to my family and friends for their overwhelming support during the entire study. I was able to achieve my goal in the midst of many demands and responsibilities. I can objectively say that I have become a better individual out of it.

Finally I want to convey my sincere gratitude to all my respondents for taking time out of their busy schedules to give me all the vibrant information that helped me in my research

## **DEDICATION**

**I dedicate this research project to my family members for their love, support, patience, encouragement and understanding. They gave me the will and determination to complete my studies.**

**I also dedicate this research project to all the students who are fighting against drug and substance abuse in secondary schools especially those in informal settlements and the anti-drug crusaders in the country as a whole and, those all over the world.**

## TABLE OF CONTENTS

DECLARATION .....	ii
ACKNOWLEDGEMENTS.....	iii
DEDICATION .....	iv
TABLE OF CONTENTS .....	v
LIST OF TABLES .....	x
LIST OF FIGURES.....	xi
ABSTRACT.....	xiv
<b>CHAPTER ONE: INTRODUCTION.....</b>	<b>1</b>
1.1 Background of the study .....	1
1.2 Problem statement .....	5
1.3 Research Questions .....	7
1.4 Objectives of the study .....	7
1.5 Justification .....	7
1.6 Scope and Limitations of the Study .....	9
<b>CHAPTER TWO: LITERATURE REVIEW AND THEORETICAL FRAMEWORK</b>	<b>12</b>
2.1 Introduction.....	12
2.2 The Concept of Drug and Substance Abuse .....	12
2.3 Prevalence of Drug and Substance Abuse in Kenya .....	14
2.4 Literature on Prevalence of Drug and Substance Abuse among Students.....	15

2.5 Impact of Drug and Substance Abuse on Student Academic Life.....	18
2.6 Effects of Drug and Substance Abuse on Students Discipline and Behavior.....	19
2.7 Mitigating Measures adopted by Schools to Manage Drug and Substance abuse.....	21
2.8 Factors Influencing Drug and Substance Use among the Youths.....	23
2.9 Theoretical framework.....	26
2.10 Social Learning Theory .....	26
2.11 Social Disorganization Theory.....	28
2.12 Conceptual Framework.....	31
<b>CHAPTER THREE: RESEARCH METHODOLOGY .....</b>	<b>34</b>
3.0 Introduction .....	34
3.1 Site Description .....	34
3.2 Research Design.....	35
3.3 Unit of Analysis .....	36
3.4 Unit of Observation .....	36
3.5 Target Population .....	36
3.6 Sampling Procedure and Sample Size .....	37
3.7 Methods and Instruments of Data Collection .....	39
3.8 Pre -Testing.....	39
3.9 Data Analysis .....	40
3.10 Ethical Considerations .....	40

<b>CHAPTER FOUR: DATA PRESENTATION, ANALYSIS &amp; INTERPRETATION....</b>	<b>41</b>
4.0 Introduction .....	41
4.1 Background Characteristics of Respondents.....	41
4.1.1 Students Background Information.....	41
4.1.2 Age of the Respondents .....	41
4.1.3: Gender of the Respondents .....	42
4.1.4 Religion of the respondents.....	43
4.1.5 Area of Residence of the Respondents .....	44
4.1.6 Family Structure of the Respondents.....	44
4.2: Drug and Substance Abuse among Students .....	45
4.2.1 Reasons for Dug and Substance Abuse among Students.....	49
4.3: Drug and Substance Use among Students .....	51
4.3.1: Age and Use of Drugs.....	51
4.3.2 Gender and Use of Drugs.....	52
4.3.3 Area of Residents and Use of Drug and Substances .....	53
4.3.4 Religion and Use of Drugs.....	54
4.3.5 Family Structure and Use of Drugs .....	56
4.4 Effects of Drug and Substance Abuse on Students Social Conduct.....	57
4.4.1 Students' Conduct while in School .....	57
4.4.2 The Relationship between Drug Abusers and their Teachers .....	60
4.4.3 Students' Abusing Drugs indulging in Stealing and Vandalism.....	63
4.5 Effects of Drug and Substance Abuse on Students' Academic Performance.....	64



4.5.1 Effects of Drug abuse on Academic Performance .....	64
Another class teacher noted that: .....	66
4.5.2 Drug Abuse and Students' Class Attendance.....	67
4.5.3 Drug Abuse and Participation in Class Activities.....	68
4.6 Mitigating Measures provided by the School Authorities in Managing Drugs and Substances.....	70
4.6.1 Mitigating measures.....	70
4.6.2 Preventive Measures.....	74
<b>CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS .....</b>	<b>77</b>
5.1 Summary of Findings .....	77
5.1.1 Background Characteristics of Students .....	77
5.1.2 Drug and Substance Abuse among Students.....	78
5.1.3 Drug and Substance Use among Students .....	79
5.2 Effects of Drug and Substance Abuse on Students Social Conduct within the School Environment.....	80
5.3 Effects of Drug and Substance Abuse on Students' Academic Performance.....	82
5.4 Mitigating Measures provided by the School Authorities.....	82
5.5 Conclusion .....	85
5.6 Policy Recommendations .....	86
5.7 Suggestions for further research.....	87
<b>REFERENCES.....</b>	<b>88</b>

<b>APPENDICES .....</b>	<b>95</b>
<b>APPENDIX I: QUESTIONNAIRE FOR STUDENTS .....</b>	<b>95</b>
<b>APPENDIX II: INTERVIEW GUIDE FOR KEY INFORMANTS HEAD / DEPUTY / COUNSELLING TEACHER .....</b>	<b>103</b>
<b>APPENDIX III: TIME PLAN .....</b>	<b>105</b>
<b>APPENDIX IV: BUDGET .....</b>	<b>106</b>

## **LIST OF TABLES**

<b>Table 3.1: Sampling frame and size .....</b>	<b>38</b>
<b>Table 4.1: Area of Residence of the Respondents .....</b>	<b>44</b>
<b>Table: 4.2 Religion and Use of Drugs.....</b>	<b>55</b>

## LIST OF FIGURES

Figure 1.0: Conceptual framework .....	32
Figure 4.1: Age of the Respondents .....	42
Figure 4.2 Gender of the Respondents .....	43
Figure 4.3 Religion of the Respondents .....	43
Figure 4.4: Family Structure of the Respondents .....	45
Figure 4.5 Knowledge of Students Abusing Drugs and Substances.....	46
Figure 4.6: Drugs mostly abused by Students .....	47
Figure 4.7 Reasons for Drug and Substance Abuse.....	49
Figure 4.8: Age and Use of Drugs .....	51
Figure 4.9: Gender and Use of Drugs.....	52
Figure 4.10 Area of Residence and Use of Drugs.....	53
Figure 4.11 Family Structure and Use of Drugs .....	56
Figure 4.12 Students Conduct in School .....	58
Figure 4.13 Reasons for rating of Students Conduct .....	59
Figure 4.14 Relationships between drug abusers and their teachers.....	62
Figure 4.15 Conflicts with Teachers .....	62
Figure 4.16 Abusers involvement in Stealing and Vandalism.....	63
Figure 4.17 Abusers Academic Performance .....	65

## LIST OF FIGURES

Figure 1.0: Conceptual framework .....	32
Figure 4.1: Age of the Respondents .....	42
Figure 4.2 Gender of the Respondents .....	43
Figure 4.3 Religion of the Respondents .....	43
Figure 4.4: Family Structure of the Respondents .....	45
Figure 4.5 Knowledge of Students Abusing Drugs and Substances.....	46
Figure 4.6: Drugs mostly abused by Students .....	47
Figure 4.7 Reasons for Drug and Substance Abuse.....	49
Figure 4.8: Age and Use of Drugs .....	51
Figure 4.9: Gender and Use of Drugs.....	52
Figure 4.10 Area of Residence and Use of Drugs.....	53
Figure 4.11 Family Structure and Use of Drugs .....	56
Figure 4.12 Students Conduct in School .....	58
Figure 4.13 Reasons for rating of Students Conduct .....	59
Figure 4.14 Relationships between drug abusers and their teachers.....	62
Figure 4.15 Conflicts with Teachers .....	62
Figure 4.16 Abusers involvement in Stealing and Vandalism.....	63
Figure 4.17 Abusers Academic Performance .....	65

<b>Figure 4.18 Class Attendance .....</b>	<b>67</b>
<b>Figure 4.19 Abusers Participation in Class Activities.....</b>	<b>69</b>
<b>Figure 4.20 Dealing with Drug and Substance Abuse in Schools .....</b>	<b>71</b>
<b>Figure 4.21 Mitigating Measure adopted by School Authorities.....</b>	<b>73</b>
<b>Figure 4.22 Students Opinions on the Effectiveness of Preventive Measures .....</b>	<b>75</b>

## **LIST OF ABBREVIATIONS**

<b>Abbreviations</b>	<b>Full Name</b>
<b>AOD</b>	<b>Alcohol and Other Drugs</b>
<b>APHRC</b>	<b>African Population for Health and Research Center</b>
<b>CDCP</b>	<b>Centre for Disease Control and Prevention</b>
<b>GOK</b>	<b>Government of Kenya</b>
<b>ICDS</b>	<b>International Community and Drug and Substance Abuse</b>
<b>MOE</b>	<b>Ministry of Education</b>
<b>NACADA</b>	<b>National Authority for the Campaign against Alcohol and Drug Abuse</b>
<b>NDSHS</b>	<b>National Drug Strategy for Household Survey</b>
<b>NHS</b>	<b>National Housing Survey</b>
<b>NSDU</b>	<b>National Survey on Drug Use and Health</b>
<b>UN</b>	<b>United Nations</b>
<b>UNODC</b>	<b>United Nations Office on Drugs and Crime</b>
<b>UNDCP</b>	<b>United Nations Drug Control Program</b>
<b>WHO</b>	<b>World Health Organization</b>

## **ABSTRACT**

Drugs and substance abuse is a problem that has raised concern all over the world especially among the youth in and out of school. It impacts negatively on the academic, social psychological and physical development among the abusers. This study was aimed at establishing the influence of drug and substance abuse on students' behavior in learning institutions. The objectives of the study were: to determine the effects of drugs and substance abuse on social conduct within the school environment, to examine its effects on academic performance as well as the mitigating measures provided by school authorities in managing drug and substance abuse in secondary schools in informal settlements. A descriptive survey research design was employed. The study population comprised of five secondary schools in Korogocho slums. The sampling was done using stratified random sampling to select three secondary schools based on ownership. Systematic random sampling was then employed to select students to be included in the study, a total of 102 students were sampled. All the counseling and guidance teachers, school heads and their deputies and class teachers were also sampled totaling to 15. A questionnaire was used to gather information from students' respondents while interview guide was used for key informants. The questionnaire and interview schedule were self administered to ensure confidentiality. The data obtained was analyzed using descriptive statistics. The instrument's validity and reliability was enhanced through a pilot study in two schools and were not included in the main study. The presentation was done through frequencies, percentiles, charts and tables. The Statistical Package for Social Science (SPSS) version 17 was used in data analysis.

The findings showed that youths between ages 15-20 were at more risk to indulge in drug and substance abuse and that male students are more likely to indulge into drugs and substances abuse as compared to their female counterparts. The study also revealed that marijuana, miraa, alcohol and cigarettes are the mostly abused drugs by secondary school students in the slum areas. It also showed that drugs and substance abuse has eroded the core values among students such as honesty, tolerance, peace, responsibility, hence affecting their social skills development. Another important finding was that students who abuse drugs tend to experience truancy, being absent-minded and resulting to low concentration in class. There is also a lot of absenteeism, incompleteness of class work and general poor performance in academics among such students. As a result a lot of students involved in drug and substance abuse have been sent home on academic grounds leading to school drop-outs. The study also established that most of the counseling and guidance teachers are not adequately trained and do not have the knowledge on how to handle drug and substance related issues. More so knowledge on the effects of drug and substance abuse is assumed to be common which is not the case given the magnitude of drug abuse in schools and the larger society and hence the need to have quality information about such effects. The study concluded that slum life, peer pressure, congestion as well as poverty are recipe to drug and substance abuse among students. Depreciating social morals, family disintegration and easy accessibility to drug also contribute to the menace. The study recommends increased public awareness campaigns to bring out dangers posed by drug and substance abuse involving media, civic education and all the stakeholders. More so there is need for the Ministry of Education to incorporate drug and substance education in school syllabus right from Primary school. There is need to have professional counselors in schools and also to adequately equip teachers with the necessary skills to handle students who are abusing drug and substances. Finally the Ministry of Education should come up with a clear policy on drug and substance abuse in schools.



## **CHAPTER ONE: INTRODUCTION**

### **1.1 Background of the study**

The use of drugs and substances has been in existence for thousands of years and has been an integral part of societies (Abelson, 2005). In addition, drug and substance abuse has penetrated all segments of the society from the urban professional snorting cocaine in adown town night club; the glue sniffing street children in the slums of the developing world; the farmer addicted to the opium, and the teenage ecstasy user in a comfortable home (United Nations, 2011). People have always used herbs, roots, barks, leaves and all kinds of plants to relieve pain and help control diseases. Some drugs and substances when properly administered become a blessing to human beings. However, some drugs and substances unfortunately produce enticing side effects such as euphoria, a sense of feeling good, elation, serenity and power such that what begins as means of relaxation evolves over time into a problem of dependence and abuse (Karechio, 1996).

Drugs and substances abuse spans across geographic, demographic, social, and economic boundaries. The international community through the World Health Organization (WHO) and the International Narcotics Control Board (INCB), acknowledge problems of drug abuse among the youth across the world. Koffi Annan(World Drug Report, 2002) noted that, globalization not only offers human race unprecedented opportunities, but it also allows for many antisocial behaviors, among them, drug abuse, which brings misery to millions of families around the world every year (Alcohol Advisory Service, 2002).

UNODC estimated that in 2009, between 149 and 272 million people, or 3.3% to 6.1%, used illicit substances at least once in the previous year and about half that number is estimated to have been current drug users (UNODC, 2011). Cannabis is by far the most widely used illicit drug, consumed by between 125 and 203 million people worldwide. Reports have shown a steady upward trend in drugs and substance abuse and mostly among the youth. Consistent high rates of serious riots, fires and other violent disturbances in educational institutions have caused a great deal of public concern and the explanations for frequent occurrences of these problems have been associated with consumptions of drugs and other substances (Pathfinder International, 2000).

Various strategies have been introduced to control drug and substance use and abuse at international level, such as the implementation of United Nations Conventions on Narcotic drugs and psychotropic substances by all UN member states in control of illicit drugs and substances. Some of the conventions that have been passed and ratified by the members include the Single Convention on Narcotic Drugs (1961) and the Convention against Illicit Traffic of Narcotic Drugs and Psycho-tropic Substances of 1988, (NACADA, 2002). United Nations Drug Control Program was also established in 1991 to provide leadership in international drug control with the mission to work with the nations and peoples of the world to tackle the global drug problems and its consequences. In 1997, office of Drug Control and Crime Prevention was established to deal with international crime followed by the 1998 General Assembly which came up with declaration on guiding principles of drug demand reduction to bring demand and supply equilibrium (Kaguthi,2006; United Nations: 2005)

Recent trends of drug use and abuse among young people in Kenya, particularly students is on the rise. Statistics provided by the Anti- Dangerous Drug Organizations (1995), revealed that

62% of the drug users country wide are young people aged below 30 years. In addition, the use and abuse of drugs and substances in secondary schools in Kenya is rampant. A preliminary survey of drug and substance abuse conducted among secondary school students in Kenya confirmed that drug and substance abuse was quite prevalent, for instance up to 10% of students drunk alcohol more than three times a week, 16% smoked cigarettes more than three times a week, nearly 14% had smoked cannabis (bhang) and 16% admitted taking other drugs especially tranquilizers, this is due to easy availability of these drugs and substances in the schools' neighborhoods (Siringi and Waihenya, 2001).

Government of Kenya in response to the rising trends of drug and substance abuse has introduced various measures which involves drug control, legislation and legal framework under which treatment and rehabilitation of drug abusers takes place. Kenya government has ratified the three major International Drug Control treaties namely; Single convention on Narcotic drugs of 1961 as amended by the 1972 Protocol, Convention on psychotropic substance 1971 and United Nations Convention against illicit traffic in narcotic drugs and psychotropic substances of 1988. It has also enacted the law on narcotic drugs and psychotropic substances (control) Act, 1994. There is also the office of National Coordinator for the Campaign against Drug Abuse (NACADA) with a mandate of coordinating and harmonizing drug abuse prevention education activities to create awareness aimed at achieving behavior and attitude change and eventually reduces on demand and abuse of substances (NACADA, 2004). The Ministry of education has integrated drug education components into the existing school curricular and has also emphasized provision of training in drug education to heads of schools, teachers and quality assurance officers through in-service courses. These courses are aimed at creating awareness of the dangers of drug abuse

and its consequences, mobilizing school children to participate and take a leading role in fighting drug and alcohol abuse and increasing teachers' capacity to intervene through counseling and preparation of materials for drug education (NACADA, 2005)

In Nairobi County secondary schools, just like in other cities in Africa, the risk age of drug and substance abuse has dropped to fourteen years from previous seventeen years thus posing a serious challenge to anti-drug use crusaders and the government (Republic of Kenya, 2006). NACADA (2001) indicated that half of the students in secondary schools have taken drugs and up to 30 to 40% in class seven, eight and form one have taken drugs at one time or another. In particular, drug and substance abuse is rampant among students in secondary schools in slum settlements, a trend that is fuelled by proximity to drug peddlers, high levels of poverty, ease in availability and slum life which make many students vulnerable to the allure of drugs (NACADA, 2006; Republic of Kenya, 2008).

Korogocho slums is among the largest informal settlements in Nairobi and is estimated to house between 100,000 and 120,000 people on a small area of about 1.5 square kilometers. Like any of the other slum settlements, it has a large poor population living largely in structures made out of temporary and recycled building materials. Open spaces are few, thus limiting recreation and other forms of leisure opportunities for young people. The high unemployment rates among the youths due to lack of necessary skills and education for formal employment makes them engage in sale of drugs and substances and in the process end up using and abusing the substances that they sell (SIDA, 2013). A study conducted by Africa Population Health and Research Center (APHRC) in Korogocho slums in 2002 observed that drugs and substance abuse is high among the youths in and out of school and the most

commonly abused drugs in slum areas amongst the youths are cigarettes (65%), marijuana (52%) and others (25%) (APHRC, 2002).

## **1.2 Problem statement**

Drug and substance abuse has become a major concern in recent years due to the fact that majority of drug and substance abusers are youth both in and out of school (Malunda and Mpinganjira, 2009). Teenagers abuse a variety of drugs, both legal and illegal. Legally available drugs include alcohol, prescribed medications, inhalants (fumes from glues, aerosols, and solvents) and over-the-counter cough, cold, sleep, and diet medications. The most commonly used illegal drugs are marijuana (pot), stimulants (cocaine, crack, and speed), LSD, PCP, opiates, heroin, and designer drugs (Ecstasy). Most of the psychoactive drugs have adverse effects on consumers particularly in the decision making process, creative thinking and the development of necessary life and social skills. They also interfere with the awareness of an individual unique potential and interest thus affecting their career development (Louw, 2001).

In Kenya, drug and substance abuse scourge has taken a heavy toll on the society due to the fact that many people do not regard the various substances as the source of serious social problem (Simatwa et al, 2014). Despite various measures to control drug and substance abuse especially in secondary schools, there is a continuous increase in drug and substance abuse among school going youths (NACADA, 2006). The liberal use of drugs and substance especially among the youth and young adults is turning to be a major problem because they begin to use and abuse a wide range of legal and illegal substances in early adolescence. Cannabis sativa (bhang) is the most abused drug in Kenya followed by heroine, khat, cocaine, benzodiazepines, inhalants and amphetamine- type stimulants (Ndetei, 2004)

Most of the research that has been done in Kenya mainly focuses on the prevalence and extent of drug and substance abuse by the youths in learning institutions. For instance, a baseline survey on drug and substance abuse commissioned by the National Agency for Campaign against Drug Abuse in the years 2001 and 2002 revealed that more than a fifth of primary school pupils in Kenya have taken alcohol and the figure rises to more than threefold for university students (Republic of Kenya, 2004).

However there are many other equally important aspects of drug and substance abuse including the influence of drug and substance abuse on students' behavior with emphasis on how it affects students' social conduct within the school environment as well as their academic performance which require equal attention. For instance, it is important to find out how drug and substance abuse affects academic performance in schools when the majority of students are under the influence of drugs or absent due to drugs and substance abuse. It is also important to find out the social conduct of students within the school environment which can affect learning as well as the interpersonal relationships among students and the other people they interact with inside the school.

Lack of awareness coupled with unavailable accurate information on the adverse consequences of indulgence habits leave the problem of drug and substance abuse to permeate communities throughout Kenya (Simatwa et al, 2014). Thus the need to determine the effectiveness of the mitigating measures used by school authorities in managing drug and substance abusers. There is an indication that drug and substance abuse leads to behavioral problems like stress, fatigue, anxiety, bullying and suicidal ideations among students (Nyaga, 2001). However, it is not clear how such anti-social behaviors associated with drug and substance abuse affects learning and social life in secondary schools.

### **1.3 Research Questions**

The study was guided by the following research questions;

- i. How does drug and substance abuse affect the social conduct of students within the school environment?
- ii. How does drug and substance abuse affect students' academic performance in secondary schools in slum settlements?
- iii. What are the mitigating measures provided by school authorities in the management of drug and substance abuse in secondary schools?

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

The general objective of the study was to find out the influence of drug and substance abuse on deviant behavior among students including learning in Secondary schools in Korogocho slums, Nairobi County

The specific objectives of the study were;

- i. To determine the effects of drug and substance abuse on social conduct of students within the school environment
- ii. To examine the effects of drug and substance abuse on students' academic performance in secondary schools in slum settlements.
- iii. To find out the mitigating measures provided by the school authorities in management of drugs and substance abuse in secondary schools.

### **1.5 Justification**

Kenya, like many other countries, is faced with the problem of high rates of drug and substances abuse especially among the youths in and out of schools. The youths population being recruited into the drug culture increases yearly despite the efforts to eradicate the problem and more so the issue of substance abuse in secondary schools has been left to the

few trained counseling teachers or classroom teachers who may not be adequately equipped with the expertise needed to deal with cases of drug and substance abuse, especially the hard drugs like heroin and cocaine (Republic of Kenya, 2002). Furthermore, an in depth understanding on the magnitude of drug and substance abuse among public secondary students in informal settlements can form a basis of policy formulation.

The Ministry of Education would use the findings as a basis for setting out effective policies regarding drugs and substance use in secondary schools. For instance, in guiding policy formulation concerning how to improve guidance and counseling in schools and also on the issues to be included in the curricula relating to drug abuse. The public health ministry can also use the findings of the study to help come up with policies aimed at curbing sale of drugs and substances especially to under age persons.

This study was important to educators and other policy makers, as it gathered additional information on new trends in drug use in secondary schools in slum settlements. This information can be utilized by educators and policy makers in developing new mitigation strategies and management of drug use in secondary schools. On the other hand, the information to some extent helped in explaining the academic performance in secondary schools.

This study was useful to parents and guardians of students in secondary schools, in understanding the prevalence of drug use in schools and therefore enabling them to put in place the necessary measures to prevent it. Findings can also be a source of knowledge to scholars in related fields and forms a basis on which other researchers can make reference.



## **1.6 Scope and Limitations of the Study**

The main focus of this study was limited to the influence of drug and substance abuse on students' behavior and discipline in selected secondary schools in Korogocho slums. The study looked at the practical interventions and measures used to curb drug and substance abuse in secondary schools in informal settlements, an in-depth understanding of disciplinary problems associated with drug and substance abuse, and the types of drugs commonly abused by secondary school students in informal settlements. The study focused on the students in form three and four, teachers, counselors and discipline masters in three selected secondary schools in Korogocho slums. The major limitation of this study was the secrecy involved in the issues of drug and substance abuse. Another limitation was that some of the students were involved in trafficking the drugs and substances and were not willing to respond to the researcher's questions. To be able to get the necessary information the respondents were assured of confidentiality.

## **1.7 Definition of Terms**

**Drug abuse:** - This is the sporadic or persistent excessive use of any substance for any reason other than its acceptable medical use. Such use is normally unacceptable to the society and dangerous to the individual as well as society.

**Drug/substance:** - Any substance that when absorbed into a living organism may modify one or more of physiological functions in the organism. This covers both licit substances (alcoholic drinks, tobacco or cigarettes, miraa, inhalants and prescription medicaments) and the illicit substances (bhang, cocaine, heroin etc).

**Slum settlements:** - Low economy class region characterized by poor sanitation (toilets shared by two or more families found outside living rooms, flying toilets etc)

**Students learning behavior:** - The aggregate responses/reactions/movements made by a learner enrolled in educational institutions during the course of study

**Risky behaviors:** - these are behaviors that potentially expose students to harm, or significant risk of harm which will prevent them reaching their potential.

**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.

**Antisocial behavior:** - Recurrent violations of socially prescribed patterns of behavior demonstrated by physical aggression such as hitting, kicking, biting, attacking another child, and the use of obscene language. It may also be demonstrated by severe tantrums, hostile reactions to social bids by peers, defiance of adult directives, vandalism, disturbing others, ignoring correction attempts by adults, pestering or over activity, and violating social norms.

**Learning Institutions:** - These are organizations or rather entities that provide an act of acquiring new knowledge or modifying and reinforcing existing knowledge, behaviour, skills, values or preferences

**Influence:** - The capacity to have an effect on the character, development or behavior of an individual or someone (student)

**Social Conduct:** - Refers to the way one behaves with others and in their presence. It is essentially in response to what is deemed acceptable by a person's peer group. It is a human behavior which primarily determines how individual interacts within a group

**Deviant behavior:** - Refers to a behavior that does not conform to social norms and values. A deviant behavior elicits negative response and does not adhere to widely-accepted social or cultural norms

## **CHAPTER TWO: LITERATURE REVIEW AND THEORETICAL FRAMEWORK**

### **2.1 Introduction**

The control of drug and substance abuse is a global challenge. Efforts that have been employed at international, regional and national levels have not effectively deterred the production, consumption and trafficking of illicit drugs and substances. In Kenya, the upward trend of drug and substance abuse in schools and colleges has become a matter of national concern despite the measures such as legal legislation, awareness creation on the dangers of drug and substance abuse, (NACADA, 2007). The use of alcohol and psychoactive substances particularly tobacco, marijuana and cocaine by school children and adolescents has been a major focus of most research.

This chapter highlights what has been researched by other people concerning drug and substance abuse elsewhere and in Kenya. It highlights the gaps that the researcher will cover during the process of the study. The chapter also presents the theoretical framework of the study and the conceptual framework.

### **2.2 The Concept of Drug and Substance Abuse**

A drug is defined as any substance solid or liquid or gas that changes functions or structure of the body in some way (Nyamosi, 2011). The drugs that are of major concern are those that affect the central nervous system and change a person's way of thinking, feeling and behavior. Drug and substance abuse refers to non prescriptive use of psychoactive chemicals to alter the psychological state of individual which results in altered functions (Kaosikowski, 1993). World Health Organization (WHO) defines drugs as any substance that when taken

into a living organism may modify and alter one or more functions. It's anything that alters the operation of the body and affects an individual mind (Wetch and Wild, 1998)

According to Oakley and Ksir Charles (2004), a drug is any substance that modifies the chemical substance in the body and has the ability to alter the state of the mind. According to UNODC (2007), drugs are chemical substances that affect the normal functions of the body and or brain. Not all drugs are illicit, for instance caffeine which is mildly found in coffee and coca cola and nicotine in cigarettes and alcohol are technically legal drugs, although they are usually not referred to as such.

NACADA, (2006) defines drug and substance abuse as the non medical use of drugs and substance that destroys health and productive life of an individual. It is the intentional use of psychoactive substances for purposes of altering ones psychological state without medical supervision. It is a condition where the individual is no longer able to stop using the drug even when the habit is causing serious damages to him/her or others.

According to NCADD (1994), various methods are normally employed in taking drugs and substances. Drug and substances that are in liquid form such as alcohol and other liquors are drunk while some drugs that are made in pills, capsules and tablets form are swallowed by those who take them. Drug and substances such as gasoline, petrol, glue paint thinner etc are inhaled or sniffed by users in Kenya, drugs such as miraa (khat) are chewed.

Drugs whether in Africa or European countries are categorized in different ways Oper and Tyrell (1970), lists five categories of these drugs as; domestic drugs, hallucinogenic drugs, barbiturates, stimulants and opiates. Domestic drugs include tea, coffee, nicotine and alcohol among others (Burkhalter, 1975: 123).

### **2.3 Prevalence of Drug and Substance Abuse in Kenya**

Kenya along with other developing countries of Africa has been lately experiencing a rapid increase in production, distribution and consumption of multiple drugs of dependence (Kaguthi, 2004). The dreadful consequences of such spread have become a big issue of great concern to the public at large. The Kenyan scene as in other countries has been associated with the ever growing state of lawlessness, even among the young people. The recent expansion of the state of unrests and indiscipline among the young people in schools and the institutions of higher education has been tentatively linked with the increase in production, and use of alcohol, bhang (marijuana) and experimentation with hard drugs imported to Kenya through illicit trafficking such as cocaine, heroin, mandrax, (G.N. Amayo and P. Wangai, 1994).

In Kenya, there is a rise in illegal drug and substance abuse particularly among the youth. For instance, in the year 2007, it was established that half of the drug users were aged between 10-19 years, with 60% of all these users residing in urban areas and 21% in rural areas. In the same year, about 15% of Kenyans aged between 15-60 years were established to be among those who take illegal drugs and substances, NACADA (2010). On the ratio young Kenyans who abuse specific drugs in comparison to others globally, the latest study by NACADA established that the percentage of the Kenyan population aged between 15 and above abusing opium amount to 0.1% of the world opium abuse, 0.1% of world cocaine and cannabis 4.0%. It also established that age 18 years is the lowest mean grade upon which children start consuming illegal drugs in Kenya with a good number of children of less than 18 years actively taking cannabis (NACADA, 2010).

Prevalence in the country also varies across the provinces, (NACADA 2004) established that in Nyanza 41% of the youth out of school used bhang, Nairobi 40.3%, Coast 40%, Eastern 37.1%, Western 32.4%, Rift valley 31.5%, Central 31.4% and North Eastern 21.1%. UNODC (2007) further observed that cannabis and opiates were the leading primary drugs of abuse among persons treated for drug problems in Kenya in the year 2005 at 36.3% and 37.8% respectively. In terms of gender both male and female engage in drug and substance abuse with both consuming more of the licit substance than illicit drugs. However, a larger proportion of female than male consume alcohol (55.7% and 44.5%), inhalants (6.2% and 2.2%) and other drugs (9.7% and 4.8% respectively, (NACADA, 2006).

#### **2.4 Literature on Prevalence of Drug and Substance Abuse among Students**

In Kenya, NACADA 2007 implies that drug and substance abuse is on the rise, particularly among the youths. For instance half of the drug users and abusers are aged between 10 and 19 years with 60% of users residing in urban and 21% in rural areas. The drug and substances mostly abused by the Kenyan students include bhang (cannabis sativa), alcohol, nicotine, mandrax and cocaine (Namwonja, 1993 and Yambo, 1983)

According to self-reported surveys of adolescent students in Nova Scotia in Canada, carried out in 1991 and 1996, over one fifth (21.9%) of the students reported to have used alcohol, tobacco and cannabis. The 1995 European schools project on Alcohol and other Drugs revealed that, 37% of 10<sup>th</sup> grade students in the 30 participating European countries had smoked cigarettes in the past 30 days, 61% had consumed alcohol, 17% had consumed marijuana and 6% had used some illicit drugs other than marijuana (Hibel, B.A, etal, 1995).

Fatoye and Marakinyo studied abuse of drugs among secondary school students in rural and urban communities in South Western Nigeria and found that, the commonly used drugs are salicylate analgesics (48.7%), stimulants (20.9%), antibiotics (16.6%), alcohol (14.4%), hypnotic sedatives (8.9%) and tobacco (3.0%), (Fatoye F.O and Marakinyo, O., 1995). In Uganda it was noted that among the youth, 19% of the secondary school students and about 35% of the students in tertiary institutions were drug and substance abusers. The mean initiation age was 13.4 years with a range from 6-22 years in Jinja students, Kampala district. (Lukwiya: 1997).

Ndeti (2004) in his survey among drug abusers along the coastal region of Kenya found out that majority of youth who abuse drugs are in secondary schools. Many of these young men and women drop out of school due to drug related health problems. He further contends that it is important to address the problem of drug abuse as an emergency in schools and find a solution to it, which until now has not been found. The issue of drug abuse has affected the secondary school students. In these institutions, research on drug abuse among students is necessary as lately there have been a lot of problems of school unrest, and students dropping out of schools due to indiscipline issues.

In Kenya a preliminary survey of drug abuse conducted in secondary schools indicated that, up to 10% of students drunk alcohol more than three times a week, 16% smoked cigarettes more than three times a week, and nearly 14% had smoked cannabis (bhang) and 16% admitted taking other drugs especially tranquilizers in order to feel high. (Dhadphale and Acuda, 1981)

Several studies have been done in Kenya targeting secondary school students. Schools have experienced several problems associated with drug abuse including poor health, examination



failure, drop out from schools, suicides, unplanned pregnancy, arson, violence, strikes and truancy, (Kombo, 2009). Other studies also show that drug abuse results in impaired mind, less endurance, absenteeism and poor health. It also leads to low achievement and hopelessness but the studies indicate that poor academic performance does not result in drug abuse (Shaw, 2007). NACADA (2007) also states that drug abuse renders the affected population less economically productive and leads to failure in school, (NACADA, 2007).

In a survey conducted by NACADA team (2007) on drug abuse among the youth aged between 10 and 24 years, significantly, it was observed that the use of alcohol, bhang and miraa had indigenous roots. The survey team demonstrated that substance abuse was widespread, affected the youth mostly, but also cut across all social groups; alcohol, tobacco, bhang and miraa were the substances most often abused, and the youth were more and more abusing imported, illegal substances such as heroin, cocaine, and mandrax.

Kithi (2005) conducted a study on factors contributing to drug abuse in some selected public secondary schools in Kiambu. Gelinas (2009) also carried out another study on types of drug abuse and methods of prevention in mixed secondary schools in Kiambu district. These studies show that age and gender affect drug abuse. However, Gikonyo (2005) and Wanjala (2006) reported conflicting result that only age influence drug abuse but not gender. But, Muchiri (2005) reports that gender affects drug abuse but not age. On the other hand, Otieno (2009) carried out a study in Kisumu and reports that gender, age and peer pressure affects drug abuse. Therefore, it is not clear which of these results is correct.

Studies have been done on the effect of area of residence on drug abuse. Some studies have shown that area of residence affects drug abuse (Otieno, 2005). The study reveals that students from high economic regions are more at risk than those from low economic regions.

Other studies show that area of residence show no association with drug abuse (Muchiri, 2005), in his study he reveals that drug abuse is more prevalent among the students from urban than those from rural areas.

Family background has been associated with drug abuse. Studies have shown that parents education level, occupation and mothers' marital status affect drug abuse in a family (Kiambithi, 2005). Parental supervision on school work reduces the risk to drug abuse (Wanjala, 2006). Several studies have indicated that single parentage particularly unmarried mothers increases the risk of drug abuse among children (Merete, 2005). Gikonyo (2005) further reports that children from unmarried mothers formed the highest number of drug abusers (75.6%) followed by widows (19.5%) and separated parents (4.9%).

School environment has been indicated by Wanjala (2006) being related to drug abuse by students. Several studies have reported that availability and accessibility of drugs contribute to the abuse of drugs (Otieno, 2005). Therefore, distance to the peddler or shop from the school affects drug abuse (NACADA, 2004). Otieno (2005) indicated that availability of drugs such as miraa, tobacco, alcohol, marijuana in the school locality and which are sold cheaply encourage students to engage in drug abuse. Kiambuthi (2005) reported it to be more serious in day schools and in situations where the public easily walks into school to sell their commodities. Other studies show that achievement in school and satisfaction with the school affect drug abuse more than the distance to drug peddlers (Harwood, 2000).

## **2.5 Impact of Drug and Substance Abuse on Student Academic Life**

Kenya like many developing countries has not been spared the persistence of drugs and substance abuse, it is abundantly clear that Kenya is a transit for hard drugs from Columbia heading to European countries. Consequently drug consumption and dependence among

secondary and college students has led to unrest and a wide range of destruction of life and property due to unrest (Oteyo, 2009).

Drugs abused affect the brain, this results in major decline in the functions carried out by the brain (Teter, 2009). Drugs affect the students concentration span, which is drastically reduced and boredom sets in much faster than for non-drugs and substance abusers. The student will lose interest in school work including extra curriculum activities. Due to this in school work there's absenteeism in school resulting into one taking too long to complete studies. Most of the psychoactive drugs affect the decision making process of the students, creative thinking and the development of the necessary life and social skills are stunted. They also interfere with the awareness of an individual's unique potential and interest thus affecting their career development (Louw, 2007). Core values to live by such as honesty, tolerance, peace, responsibility are lacking, this affects their social skills development. Since most of the students are in their adolescence stage of development if they engage in drug abuse they also lose their identity.

The abuse of drugs and substances has adverse effects on the users according to Gacicio (2001), to the learners; it leads to the impairment of one's level of concentration and comprehension. It leads to brain fag- syndrome (mental illness) or break down just before examinations due to lack of sleep and freshness. This inevitability leads to high dropout rate and undermines students ability and performance (Gacicio, 2001)

## **2.6 Effects of Drug and Substance Abuse on Students Discipline and Behavior**

Student disturbances have been reported in all countries (Siringi, 2003). Drug and Substance abuse is to blame for the deteriorating discipline and bhanghas been identified as the main substance viewed to be responsible for the unrests. Some of the behaviours commonly

exhibited by students who abuse substances are watering eyes and nose, noise making or unusual quietness, unpredictable temper, lack of concentration, rudeness and general lack of interest in education (Nyaga 2001), other behaviours of those students who abuse drug substances as being carelessness, neglect of one's personal hygiene, irresponsibility, irritability and hostility even to close friends, being dirty, and putting on of one clothe for many days on end. The other behaviours that Nyaga identified are truancy, poor time management, petty theft, and unkempt hair among others. Characteristics exhibited by substance abusers include constant change of friends, keeping away from relatives and known associates, stealing from home and school in order to get money to satisfy the thirst for substances (Nene, 2006)

Substance use may cause brain damage, memory loss, and death. Binge drinkers are even more likely to engage in risky behavior. They are more than five times as likely as non-drinkers to be sexually active, more than eighteen times as likely to smoke cigarettes, and more than four times as likely to have been in a physical fight (Shaw, 2007). The more often the students reported binge drinking, the greater the likelihood of engaging in other risky behavior, including using marijuana and attempting suicide (McCoy, 2007). Drug abuse could lead to students in learning institutions having behavioral problems like stress, fatigue, anxiety, bullying and even committing of murder. In Kenya, such instances have occurred, where students under the influence of drugs have beaten up their teachers, raped them or killed fellow students.

Malgosa (1977) reported that alcohol is the most abused drug in the world. Alcohol affects the central nervous system by depressing this impairs the normal functioning of the body if taken

in large amounts. It leads to loss of consciousness thus resulting in impaired speech, drowsiness and impaired gait, inability to drive aggression disorder leading to violence.

A report by NACADA (2007) indicates that use of alcohol, bhang and Miraa has indigenous roots and that the three substances have been widely used in the Kenyan society, although their abuse has not been part of indigenous heritage. The Kenyan scene has been associated with the ever growing state of lawlessness even among young people. The recent increase in the state of unrest and indiscipline among the young people in schools and institutions of learning has been tentatively linked with the increase in production and use of alcohol, bhang (marijuana), and the experimentation with hard drugs such as cocaine, heroin and madrax imported to Kenya through illicit trafficking (Ngare, 2007).

### **2.7 Mitigating Measures adopted by Schools to Manage Drug and Substance abuse**

Peer counseling and guidance has been floated as a successful way of dealing with drug and substance abuse among the youth (Gardener, 1987). The peer counselors are mainly respected students and non student leaders from various social groups and given training in listening skills and how to limit the suggestions they provide and the resources available for referral of serious drug problems. Peer programs engage the power of peer influence and participation.

It is noted that an effective guidance and counseling in secondary schools greatly reduce the prevalence of drug and substance abuse. This measure has to a large extent been ignored. Conscious steps have to be followed to ensure quality teachers and trained in guidance and counseling and in turn train other teachers. According to Pudo (1988) and Osighembe (1998), those involved in the upbringing of children should take it upon themselves to guide the children. They should show them the effects of drug and substance abuse. Children should be

taught on ways of protecting themselves from drug and substances and also how to avoid situations that may lead to drug and substance abuse. They further agreed that management of a student who has already begun to be dependent on drugs require counseling and detoxification in order to discourage and prevent further abuse which can be detrimental to their health and behavior.

Muyambo (1977) says that a preventive measure is the creation of awareness against drug and substance abuse through education and counseling. Knowledge on the effects of drug and substance abuse is assumed to be common which is not the case given the magnitude of drug abuse in schools and the larger society. A number of civil society groups have mounted campaigns against drug and substance abuse with significant improvements. Creation of awareness is very crucial to ensure conscious and responsibility with regard to decision on whether to use or not to use the drugs. Students should be told the effects that abuse of drugs and substance is going to have on their learning behavior and their life in general.

Teachers and parents should be ready to be role models to the students (Cliff and Malcom, 1990), in as much as adolescents act under peer influence, the long term influence of their character and choice are affected by teachers' example as in their development of value system, spiritualism and moral standards. Teachers are therefore advised to occupy the total parenting role including giving moral, spiritual guidance and information on dangers of drug and substance abuse (Faqua, 1978). According Cockett (1971), teachers should act as counselors and guiders to young children to prevent them from drug and other substances commonly abused.

One risk factor for adolescent drug and substance use is poor family relationship (Ray and Ksir, 1996). Improving family interactions and strengthening communication through improved parenting skills may help to prevent drug use and abuse.

The youth should be encouraged to expand their extra time and energy doing constructive work. Head teachers should endeavor to inculcate good discipline and responsibility among students. Good discipline should be acknowledged and any punishment meted out whether in form of blame or reproof, fine or suspension should be fair and commensurate with the nature of the offence committed. Regular meetings and morning assemblies should be used as main channels of communication (Republic of Kenya, 2009). Self esteem enhancement programs should be included in school. Self esteem has been envisaged as a social vaccine that empowers individuals and inoculates them against socially undesirable behavior (California Task Force to promote self esteem, 1990)

The problem of substance abuse in the country is associated with the introduction of foreign ways of life that have been undermining cultures of the indigenous society. The consumption of alcohol is no longer restricted to senior age groups or to special occasions. Instead, alcohol is readily available to adults and to the youths between 10 and 24 years, that is, children, teenagers and young adults- though the law prohibits its sale and use by youth under the legal age. Not only does the young consume alcohol but also the youth use drugs to the extent that substance pose dangers to the health of the youth and ultimately to the wellbeing of the nation, (NACADA, 2004)

## **2.8 Factors Influencing Drug and Substance Use among the Youths**

Economic factors appear to contribute to drug and substance abuse in many countries, Philips (1994) argues that there is a drug economy thriving in many counties with almost half of all

high school students in the US experimenting with drugs. According to Ritzer (1996), the history of risk distribution shows that like wealth, stress adheres to the class pattern, only inversely; wealth accumulates at the top, risk at the bottom. To that extent, risks seem to strengthen not to abolish class society. Poverty attracts an unfortunate abundance of risks. Dealing in drugs has continued to be lucrative venture to some young people because they think it is easy money. In Kenya for instance, one 'stone' of bhang costs about Kenya shillings. 40 and from it one can make 100 rolls of Kenya shillings 10 each (Ndirangu, 2000). Studies in Kenya have found out that some youths sell drug and substance on behalf of their parents thereby increasing the exposure and the possibility of the youth trying to substitute its source of income for families (NACADA, 2004)

Poverty and unemployment has been reported to contribute to drug and substance abuse. According to Philips (1994) some youths who find it hard to get a job with no experience, especially in informal settlements, resort to finding self employment in the selling of drugs and in the process end up using and abusing the stuff they sell. Weak institutional structures to detect availability of drugs in the schools, the inability to identify in good time those pupils and students who have been hooked into the behavior and lack of effective programs to assist in dealing with drug and substance abuse among the youths (NAC 2004; Cobb,2000). Report indicates that a significant proportion of adolescents start and continue abusing drugs when they enter the school system, this implies that schools lacks mechanisms of drug abuse control system among the pupils and students(Cobb, 2000)

The need for young people to belong to a social group (peer group) has made some of them to indulge in drug and substances use. Gathumbi (2003) contends that peer influence contributes significantly to substance abuse among students. In his study on substance abuse among



secondary school students in Thika District, he found out that both the family and peers are the key factors to students' drug vulnerability.

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, 2005). Slum areas marked by overcrowding, substandard housing, poverty coupled by already demoralized and disoriented families with histories of drunkenness – criminality, unemployment, chronic dependency acts as a precursor to drug and substance abuse (Henslim, 2013)

Otieno (2005) indicated that availability of drugs such as Miraa, tobacco, alcohol, marijuana in the school locality and which are sold cheaply encourage students to engage in drug abuse. Kiambuthi (2005) reported it to be more serious in day schools and in situations where the public easily walks into school to sell their commodities. Other studies show that achievement in school and satisfaction with the school affect drug abuse more than the distance to drug peddlers (Harwood, 2000). School risk factors include: ineffective classroom management, failure in school performance, truancy, affiliations with deviant peers, peers around deviant behavior, and perceptions of approval of drug using behavior in the school, and community environments (Kerachio, 2007). Proximity to drug peddlers, high levels of poverty, ease of availability and slum life makes students vulnerable to the allure of drugs (NACADA, 2006 & Republic of Kenya, 2008).

There is also an indication that students from low socio- economic class areas are more involved in drug and substance abuse (Otieno, 2009). More so, marriage challenges like broken families, single parenting among others has contributed greatly to the proliferations of substance abuse and addiction among the youth (Kaguthi, 2003). Some youth brought up in

homes where parents use or sell substances, which sometimes the young sell on behalf of the parents, the exposure predisposes the youth to substance use and in due course, substance abuse (NACADA, 2004).

## **2.9 Theoretical framework**

Lucoff (1980) suggests that sociological theories which seek to explain drug and substance abuse behavior are inspired by theories of delinquency, criminal behavior or deviance. More so Chain (1980) argues that juvenile drug and substance abuser is by definition delinquent since drug and substance is illegal.

The problem of drug abuse can be explained using a number of sociological theories such as Social learning theory, Social control theory, Strain theory, Social disorganization theory among others. This study is guided by two theories namely; Social learning theory which emphasizes on the role of observational learning and Social disorganization theory which postulates that a persons' residential location is a substantial factor in shaping behaviour.

## **2.10 Social Learning Theory**

This study is guided by social cognitive learning theory by Albert Bandura (1986). According to this theory behavior is determined by the persons thought processes, the environment and behavior itself. This means that individuals determine their own behavior while being influenced by the environmental factors and their own behavior.

The social cognitive learning theory perspective emphasizes social cognition and not simply coping. Bandura's social cognitive learning theory tends to focus more on cognitive expectances, vicarious learning and self regulations as explanatory mechanism of drugs and substance abuser. For example individuals who believe that alcohol will make them more

attractive, less inhibited better lovers and more fun to be around, will be more prone to use alcohol. Bandura (1986) contends that behavior is largely regulated by cognitive factors such as perception of an issue and the pattern within the environment.

Social learning theory emphasizes the role of observational learning with regard to the presence and influence of models. Seligman (2009) linked learnt helplessness and pessimism to pathological behavior patterns such as drugs and substance abuse. Social learning theory postulates that role modeling does not only affects behaviors but that it also leads to the development of thoughts and emotions that shape behavior. Students who get engaged in the behavior of drugs and substance abuse, they have most likely learnt the behavior from their environment. The violent attitudes and behavior displayed by parents and teachers are learned by students through imitation. Parents and teachers are role models for students to emulate. Using socialization methods leads to reduction of aggression and violence in the society. Perpetrators of aggression and violence such as bullying may have learnt from witnessing violence in their environment. These students have decided to get into the behavior of drugs and substance abuse more often than not out of choice (Johnston, 2000).

A constellation of parental factors such as broken home, parenting styles, parental deviance, marital conflict lead to a constellation of anti-social behavior among children who grow up in this environment (Rowe and Harrington, 1997), conflict and tension among children whose parents are absent, lacking parental love and support will be susceptible to delinquency promoting forces in environment. Children growing with support and care and contend punishment may be able to resist temptation into delinquent acts as they would not want to jeopardize the good relationship with parents (Nye, 1988)

This theory explains that external influences affect behavior through cognitive processes. Human beings are capable of forming symbols which they can use to guide their future behavior. Through this process a person is able to model observed behavior. It is through understanding of the processes involved in one's construction of reality that will enable a human behavior be understood, predicted and changed. To apply this knowledge in the current study, social learning theory indicates that behavior students have acquired interact with their current secondary school environment to determine their substance abuse trend

### **2.11 Social Disorganization Theory**

Social disorganization theory grew out of research conducted in Chicago by Shaw and McKay (Shaw and McKay, 1942). The theory directly links crime rates to neighborhood ecological characteristics. The core principle of social disorganization theory is that place matters. In other words, a person's residential location is a substantial factor in shaping the likelihood that a person will become involved in illegal activities. The theory believes that, in determining a person's later illegal activity, residential location is as significant as or more significant than the person's individual characteristics (e.g., age, gender, or race). For example, the theory suggests that youths from disadvantaged neighborhoods participate in a subculture which approves of delinquency, and that these youths thus acquire criminality in this social and cultural setting.

Social disorganization theory assumes that there are ecological factors that lead to high rates of crime in these communities, and these factors are linked to constantly elevated levels of "high school dropouts, unemployment, deteriorating infrastructures, and single-parent homes" (Gaines and Miller, 1980). Shaw and McKay focused on the urban areas experiencing rapid changes in their social and economic structure, or the "zones of transition." In particular, they

looked to neighborhoods that were low in terms of socio-economic status. It is important to clarify that, despite the economic deprivation of areas with higher than average crime rates, Shaw and McKay did not propose a simple direct relationship between economic deprivation and crime. They argued instead that areas characterized by economic deprivation had high rates of population turnover, since these were undesirable residential communities, which people left once it became feasible for them to do so. Socio-economically deprived areas also tended to be settled by newly arrived immigrants, which resulted in the ethnic and racial heterogeneity of these areas. As such, socio-economically deprived areas had high rates of residential mobility and racial heterogeneity. These neighborhoods were viewed as “socially disorganized.” In such areas, conventional institutions of social control (e.g., family, schools, churches, voluntary community organizations) were weak and unable to regulate the behavior of the neighborhoods’ youths (Shaw and McKay, 1942).

Shaw and McKay (1942) also noted that, aside from the lack of behavioral regulation, socially disorganized neighborhoods tended to produce criminal traditions that could be passed to successive generations of youths. This system of pro-delinquency attitudes could be easily learned by youths through their daily contact with older juveniles. Thus, a neighborhood characterized by social disorganization provides fertile soil for crime and delinquency in two ways: through lack of behavioral control mechanisms and through the cultural transmission of delinquent values.

Sampson (1986) indicates that social disorganization may have an effect on youth violence through its effects on family structures and stability. He suggested that traditional social disorganization variables may influence community crime rates when taking into account the effects of levels of family disruption. This may occur by either removing an important set of

control structures over youths' behavior, and or by creating greater opportunities for criminal victimization (i.e., through the lack of capable guardianship). Essentially, Sampson (1986) recognized the relationship of social disorganization theory to control theory and routine activities/lifestyle theory.

To test his assertions, Sampson (1986) used three measures of family structure. First, he included a measure of the percentage of residents in a neighborhood who were ever married and who were either divorced or separated. The second measure of family structure was the percentage of female-headed families. Finally, he included a measure of the per cent of primary or single-headed households. His analyses revealed that, independent of the traditional social disorganization variables, the family structure variables each had a direct significant effect on community crime rates. Thus, Sampson's work identified an important and additional source of social disorganization (implicit in the work of Shaw and McKay) that had been previously overlooked by empirical studies.

Research has indicated that parental factors is an important variable in development of delinquency and a child who grows up in households characterized by lack of warmth and support, whose parents lack behavior management skills and whose lives are characterized by conflict or maltreatment will more likely be delinquent. Whereas supportive parent can protect children even in very hostile and damaging external environment and lack of parental monitoring and supervision is most consistently related to delinquency (Munene, 2000)

Social Disorganization theory explains how neighbourhood (low socio-economic status) influences a behavior in that these neighbourhoods are viewed as 'socially disorganized' where conventional institutions of social control such as family, schools, churches and community organizations are weak and unable to regulate the behavior of the youths.

Therefore we find that most of the youths both in and out of school tend to take advantage of this weakness thus indulging in drugs and substance abuse. We also find that home and surrounding in which a person grows up can have a great deal of influence over drug and substance abuse in that those who grow up in homes that are disrupted by divorce and separation, and those who grow up in homes where drugs and alcohol are at play, are more likely to become abusers when they grow up. Similarly, living in an environment in which drug use is rampant may also contribute to drug and substance abuse.

## **2.12 Conceptual Framework**

The conceptual model is an illustration of key variables and their interconnection/relationship. A model therefore is an abstraction from reality that orders and simplifies our view of reality by representing its essential characteristics. The study was based on a conceptual framework that showed the factors influencing substance abuse among secondary school students, the effects of drug and substance abuse on students academic performance (learning) and students deviant behaviour, mitigating measures used in management of drug and substance abuse in secondary schools as well as the intervening variable.

**Figure 1.0: Conceptual framework**

**Independent Variables**

**Dependent Variables**

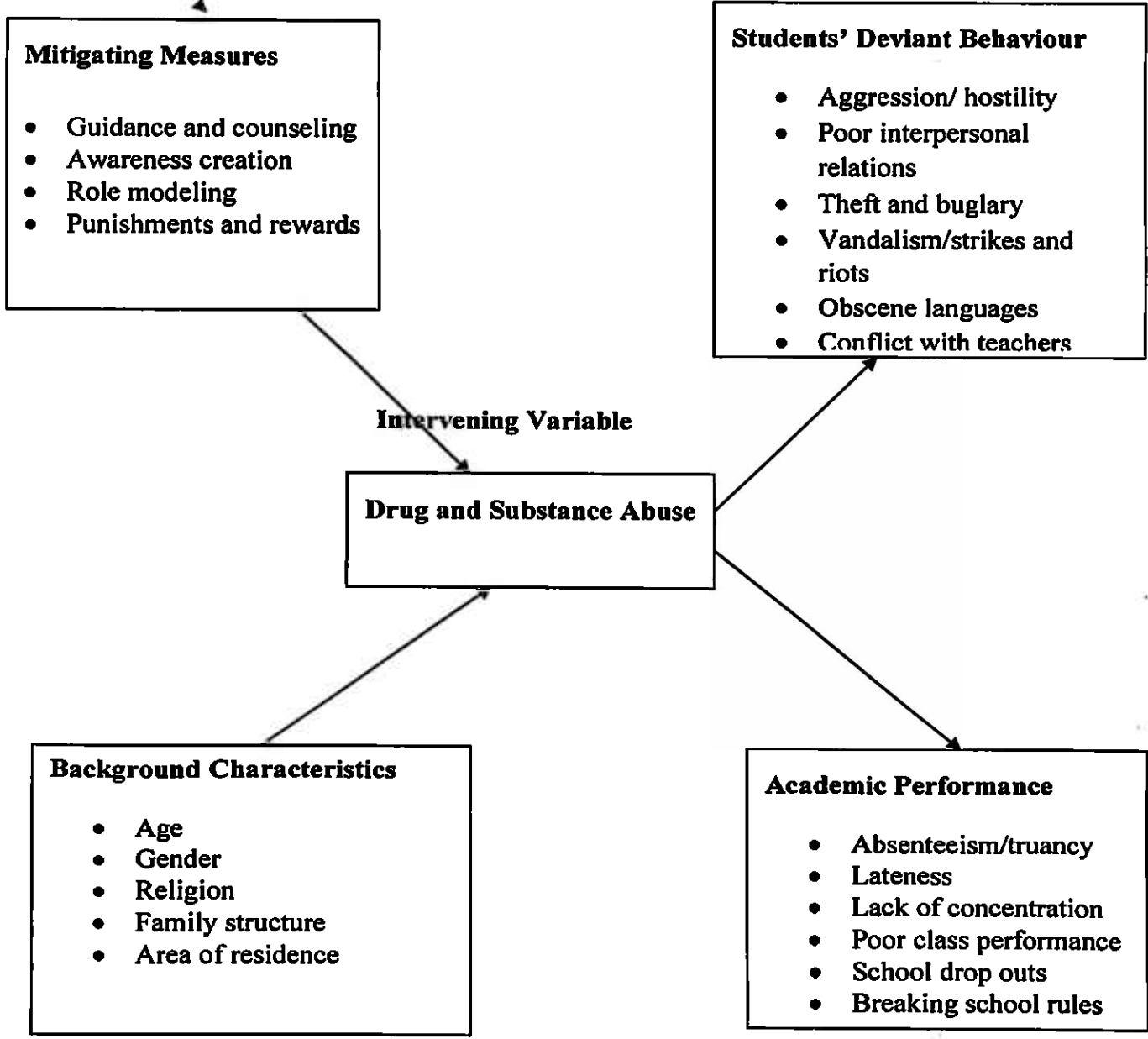




Figure 1.0 above shows the interrelationship between independent variables (mitigating measures provided by school authorities and students background characteristics) and dependent variables (students deviant behaviour and academic performance). The intervening variable in this study was drug and substance abuse. Where students deviant behaviour and academic performance depends on mitigating measures and students background characteristics upon intervention by drug and substance abuse. Dependent variables in this study were: the students deviant behavior such as aggression/hostility, poor interpersonal relationships, use of obscene languages, theft and burglary, vandalism/ riots/ and strikes (hooliganism), discipline problems (breaking school rules and regulations). Another dependent variable in the study was students academic performance which was dependent on the mitigating measures and students demographic factors through the intervention of drug and substance abuse leading to absenteeism, irregular class attendance, poor class performance and eventually school drop outs.

The study conceptualises that mitigating measures, both the strategies and preventive measures used by school authorities in managing drug and substance abuse has an influence on students deviant behaviour, which includes; guidance and counseling, role modeling, teaching (curricular intergration), awareness creation, expulsion/suspension. This also influences students academic performance.

The study also conceptualises that background characteristics such as age, gender, religion, family structure and area of residence determines a student behaviour and academic performance. Therefore, the study conceptualizes that students deviant behavior and academic performance was dependent on the above mentioned factors.

## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.0 Introduction**

This chapter discusses the methodology that was used in the study. It is organized into the following sub headings: research design, site description, target population, unit of observation, unit of analysis, sample and sampling procedures research instruments, methods and instruments of data collection, pretest, data analysis and ethical considerations.

### **3.1 Site Description**

The Korogocho slum is among the largest informal settlements in Nairobi, after Kibera, Mathare Valley, and MukuruKwaNjenga. It is located in the Kasarani Division, in Eastern Nairobi, approximately 11 kilometers from the central business district. It is estimated to house between 100,000 and 120,000 people on a small area of about 1.5 square kilometers of land owned by the Government of Kenya. It borders the largest dumping site in Nairobi – the Dandora dumping site – posing environmental health and security risk to the residents and surrounding settlements.

Conditions in Korogocho are typical of slum settlements in Nairobi. The total number of households has been enumerated at 18,537, with the largest of the five villages consisting of 3,481 households. Like any of the other slum settlements in Nairobi, it has a large poor population with no access to minimum services, living largely in structures made out of temporary and recycled building materials. Open spaces in Korogocho, like in other informal settlements, are few thus limiting recreations and other forms of leisure opportunities for young people. Unemployment rates are high in Korogocho and majority of the unemployed are youth who lack the necessary skills and education for formal employment.

Korogocho slums popularly referred to by locals as 'Koch' have five villages namely Highridge, Grogan, Kisumu Ndogo, Nyayo and Giathuru. Each of these villages has unique forms of crime ranging from petty to hardcore. Grogan is home to hardcore criminals who wield deadly guns; the area also deals in hard drugs and substances and serves as storage for stolen goods. Highridge is known for illicit sex (commercial) and selling of children and drunkenness, Kisumu Ndogo known for guns and sword wielding criminals who rob visitors even during daytime. Nyayo and Giathuru are comparatively better and happen to be the main business areas though dominated with pickpockets (Charles N. and Judith K., 2013)

### **3.2 Research Design**

Ogula (1993) describes a research design as a framework of planning and conducting a study. The research design used in the study was descriptive survey. In view of this, the study adopted the field survey method to collect both quantitative and qualitative data. Qualitative methods provide a broad approach in understanding and giving in-depth explanations on social phenomena in a natural setting (Marshall and Rossman, 1999). The quantitative methodology was employed to help the researcher to provide and analyze raw data on survey questionnaires. Structured questionnaire was used as the main tool for data collection. Key informant guide was also used to gather necessary information.

### **3.3 Unit of Analysis**

According to Troachim(2006), the unit of analysis is one of the most important ideas in a research project and is the major entity that is being analyzed in the study. In this study the units of analysis was behavior of secondary schools students in Korogocho slums.

### **3.4 Unit of Observation**

The units of observation are those units on which data is collected. Data was collected from different sources to cater for different aspects of the study. Units of observation were students' and teachers from selected secondary schools in Korogocho slums.

### **3.5 Target Population**

Population is defined as a group of individuals having one or more characteristics in common that are of interest to the researcher (Amin, 2004). Mugenda (1999) also defines population as the entire group of individuals, events, objects, having common observable characteristics. Best and Khan (1999), defines the target population as a small portion of the population sampled for observation and analysis. It is considered as the population to which the researcher wants to generate the results of a study.

The target population for the study was approximately 3000 students from all the five (5) mixed secondary schools in Korogocho slum, Nairobi county out of which one (1) is public, one (1) is church owned and three (3) are individually owned. The study targeted form three and four students because they have been in school for some time and were likely to be more familiar with drug abuse problems and better placed to give the required information. The study also targeted head teachers, deputy head teachers, school counselors and class teachers

### **3.6 Sampling Procedure and Sample Size**

According to Mugenda(1999) sampling is a process of selecting a number of individuals for a study in such a way that the individuals selected represent the large group from which they are selected. The study used various sampling methods at different stages to identify the participants of the study. Korogocho slum had five (5) mixed secondary schools: Our Lady of Fatima Secondary school (Public), St. Francis Secondary School (church owned), Alliance Vision High School, Glory Secondary School and Kochland High School being individually owned.

To select the schools to be included in the sample, the researcher used stratified random sampling where schools were categorized based on ownership (i.e. public, individual and church owned). The researcher selected one public and one church owned school in order to obtain diverse information in terms of discipline and management. One individually owned school was randomly sampled. Therefore, a total of three (3) schools were included in the sample for the study that is Our Lady of Fatima, St. Francis and Kochland High school.

The sample frame was drawn from the total number of students from the three secondary schools. The study used proportionate sampling method where (20%) of the student population in form three and form four was included in the sample frame as shown in table 3.1. This is in line with Mugenda and Mugenda (2003), who stated that, for descriptive studies, a minimum of 10% of the accessible population is an adequate and representative enough for the sample.

**Table 3.1: Sampling frame and size**

<b>Name of School</b>	<b>Population (n)</b>	<b>Sample size (20% of n)</b>
Our Lady of Fatima	250	50
St. Francis	140	28
Kochland	120	24
Key informants	-	15
<b>Total</b>	<b>500</b>	<b>117</b>

Form three and four students were selected because they have been in school for some time and were more familiar with drug abuse problems and better placed to give the required information. In addition, they are mature enough to suggest ways of dealing with the issue from their own experiences, and make suggestions for improvement. Further, the study used systematic sampling to identify student respondents from each class. Systematic sampling is a statistical method involving selection of elements from an ordered sampling frame which in this study is the class register. The sampling starts by selecting an element in the list at random and then every  $k^{th}$  element in the frame is selected.

Purposive sampling method was used to select 15 key informants from the school. This included guidance and counseling teachers because of their key role in dealing with the drugs and substance usage issues in the school environment. The head teachers and their deputies were also selected because as administrators of the school, they play a key role and have crucial information on drugs and substance use in school, class teachers were included because their knowledge on students who abuse drugs and substances and the effects this has on the academic progress of the students.

### **3.7 Methods and Instruments of Data Collection**

Both qualitative and quantitative data collection methods were applied. Structured questionnaires with both open and closed ended questions were used to collect quantitative data from the student respondents. Questionnaires were appropriate for collection of data from a large group of respondents and getting their views on the drugs and substance abuse in schools. Structured personal interviews were carried out using interview guide with the key informants. The interview guide enabled probing and corroboration of issues which came out during data collection using questions, it also enabled clarifications on major issues. Interview guides are open and this characteristic was pertinent to this study because unwilling respondents were easily and flexibly convinced to answer all the questions.

### **3.8 Pre -Testing**

Before the actual data collection, the questionnaires were pre-tested on a selected sample similar to the actual sample that was included in the study. This helped the researcher to make meaningful modifications to the research instruments.

Two schools were included in the pilot study. Pre-testing was considered important in this study because comments and suggestions by respondents during pretesting helped in improving the quality of the questionnaire (Mugenda and Mugenda, 2003). Pre-testing was meant to reveal deficiencies in the questionnaire. For example, unclear instructions, insufficient writing space, vague questions and wrong numbering thus improving the quality of the questionnaire.

### **3.9 Data Analysis**

Data analysis is an important stage in the research process. It involves the organization and processing of data with the aim of extracting useful information to answer the research question and help in accomplishing the research objectives. Quantitative and qualitative data was analyzed differently. Quantitative data was analyzed using descriptive statistics. The quantitative data was extracted from the questionnaires. The questionnaires were sorted out and checked for consistencies. They were then coded and entered into the Statistical Package for Social Sciences (SPSS) software to allow the analysis.

Data was analyzed quantitatively and qualitatively. Quantitative data was analyzed by frequency tables and percentages. Frequency tables represent the most commonly used method in presenting data in descriptive research.

The analysis of the structured items was done using the Statistical Package for Social Sciences (SPSS). Unstructured items were organized into themes, summarized into narratives and statements to complement quantitative information. Conclusions were drawn from the analyzed data, leading to recommendations and suggestions for further studies.

### **3.10 Ethical Considerations**

While carrying out this study, cognizance was taken of the fact that this study was investigating very sensitive issues that were likely to elicit hostility, insecurity or concealment of the real data required from the participants. Participants were informed of the nature of the study and were allowed to choose whether to participate or not. The researcher ensured that participants know that their involvement was voluntary at all times. A thorough explanation was given in advance in relation to benefits, rights and dangers involved with their participation.



## **CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION**

### **4.0 Introduction**

This chapter presents the findings from the research done to determine the influence of drug and substance abuse on students' deviant behavior in learning institutions using a case of selected secondary schools in Korogocho slums, Nairobi County.

It consists of presentation, analysis and interpretation of data in the form of tables, charts, percentiles and interpretation of the findings. The chapter is organized into: Student demographic information; Effects of drug and substance abuse on social conduct of students within the school environment; Effects of drug and substance abuse on students' academic performance in secondary schools in slum settlements; and the mitigating measures provided by the school authorities in managing drugs and substance abuse in secondary schools.

### **4.1 Background Characteristics of Respondents**

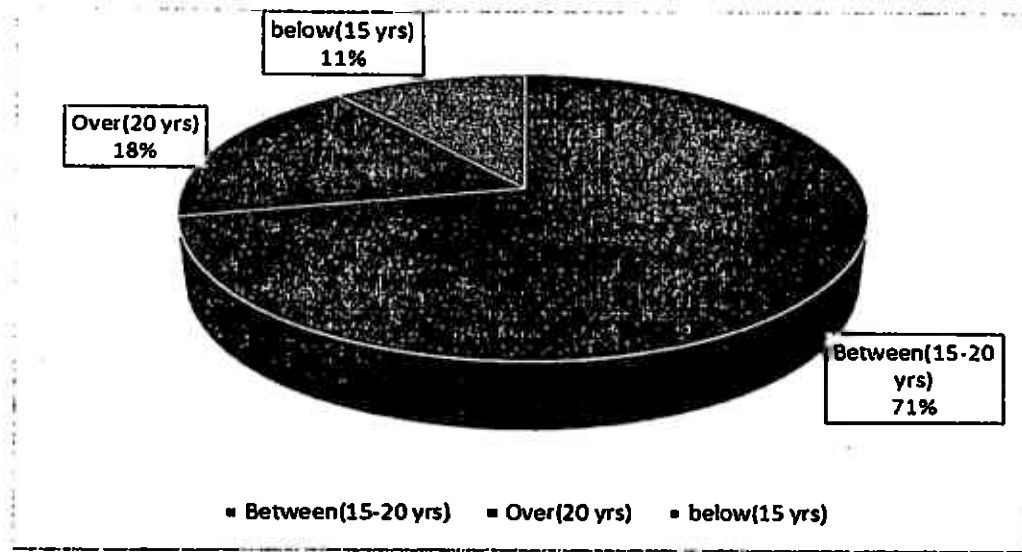
Background characteristic is the individual attributes that form the basic components distinguishing and identifying an individual from the other. This section describes the characteristics of secondary school students in Korogocho Slum in terms of gender, age, religion, area of resident and family structure.

#### **4.1.1 Students Background Information**

##### **4.1.2 Age of the Respondents**

This section of the study sought to describe the age of the respondents in the study. Under this section respondents were asked to indicate their respective age bracket. Results were as presented in figure 4.1.

**Figure 4.1: Age of the Respondents**

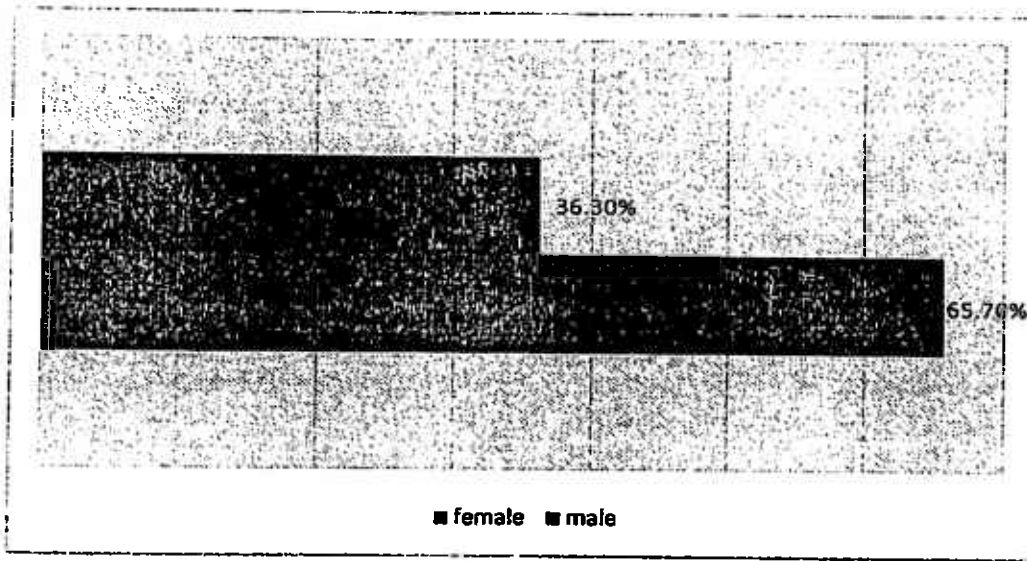


A review of the respondents' ages indicated that 71% of the respondents were between ages 15 to 20 years. This is in line with the fact that, the respondents who took part in the study were students from secondary schools. The respondents who were above 20 years of age formed 18% with the youngest group of below 15 years forming 11%. The finding represents the views of the youth who are school going. As indicated by NACADA (2006) persons in this age group are the most vulnerable to drugs and substance usage and thus the views upon which this study was based are informative and are appropriate for the study.

#### **4.1.3: Gender of the Respondents**

The study sought to find out the gender distribution of the students who were involved in the study. Figure 4.2 show the results.

**Figure 4.2 Gender of the Respondents**

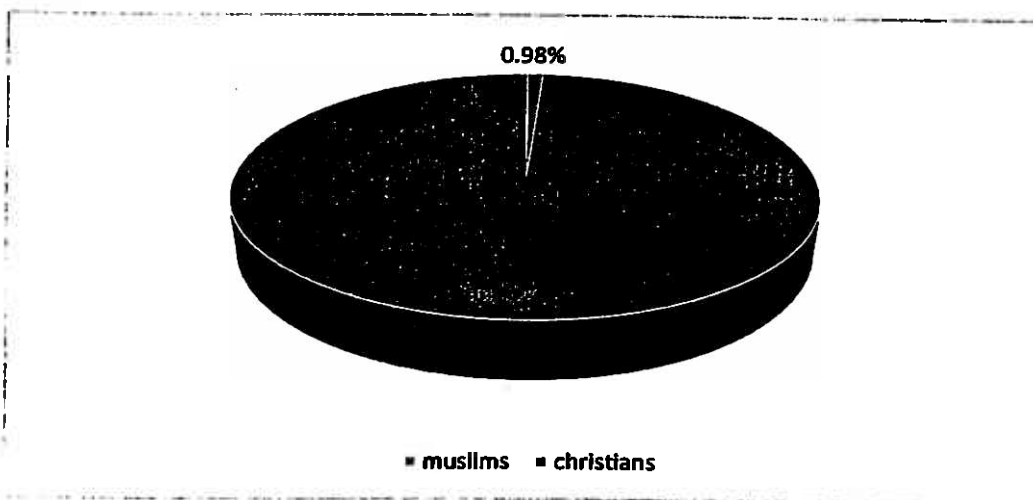


The study shows that 65.7% of the respondents were males while 36.3% were females. This shows that the distribution of respondents in the study was across both genders. The study findings have views from both genders and therefore do not have gender bias

#### 4.1.4 Religion of the respondents

This section sought to describe the distribution of respondents by their religious affiliation. Results are as illustrated in figure 4.3

**Figure 4.3 Religion of the Respondents**



A review on the respondents' religion indicated that 99.02% were Christians while only 0.98% were Muslims. This shows that the study area was dominated by Christians.

#### 4.1.5 Area of Residence of the Respondents

The study sought to find out area of residence of the respondents. This is illustrated in the table below;

**Table 4.1: Area of Residence of the Respondents**

<b>Name of Residence</b>	<b>Frequencies</b>	<b>Percentage</b>
Mathare	22	21.6
Lucky Summer	21	20.6
Korogocho	17	16.7
Kariobangi	30	29.4
Huruma	5	4.9
Dandora	7	6.9
<b>Total</b>	<b>102</b>	<b>100.0</b>

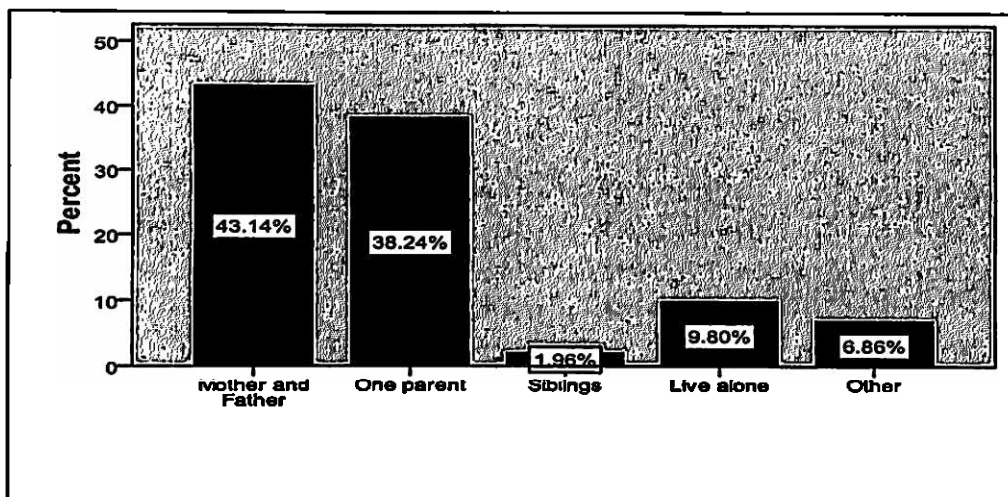
Source: Survey Data

The study shows that majority of students resides in informal settlements surrounding Korogocho slum, with the highest percentage of students (29.4%) residing from Kariobangi while the lowest percent (4.9%) reside from Huruma.

#### 4.1.6 Family Structure of the Respondents

The study sought to find out the type of family the respondents came from and whom they were staying with. Results are illustrated in the figure below:

**Figure 4.4: Family Structure of the Respondents**



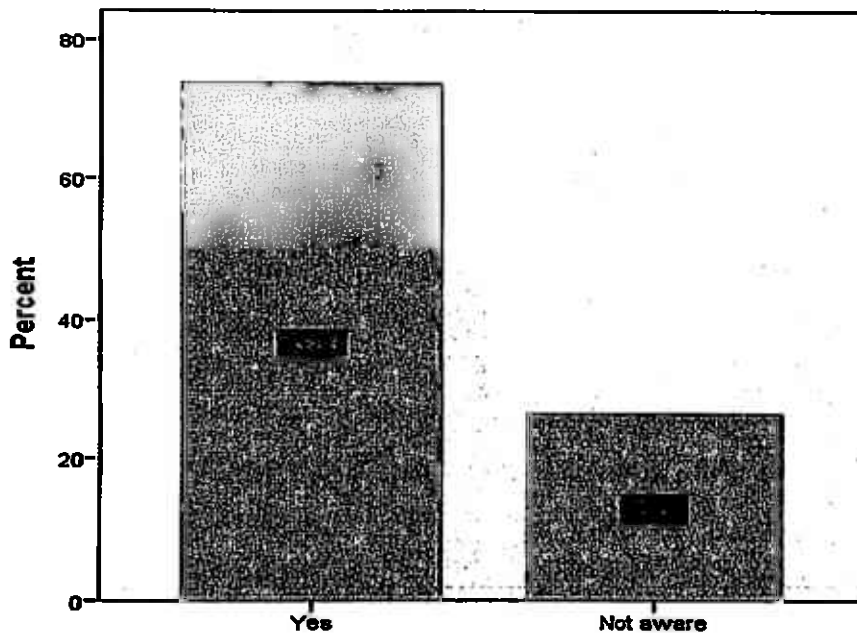
Source: Survey Data

The study found that out of the respondents interviewed, 43.1% of them indicated that they were staying with both parents. Thirty eight percent (38.2%) indicated they were staying with one parent, 2.0% said they were staying with their siblings and 9.8% were staying alone, with 6.9% of the respondents indicating they were staying with other relatives

#### **4.2: Drug and Substance Abuse among Students**

The study sought to find out from the respondents if they were aware of students who abuse drugs either in their school or neighborhood, 73.68% accepted that they are aware of students who abuse drugs and substances while 26.32% indicating that they were not aware. This is illustrated in the figure below:

**Figure 4.5 Knowledge of Students Abusing Drugs and Substances**

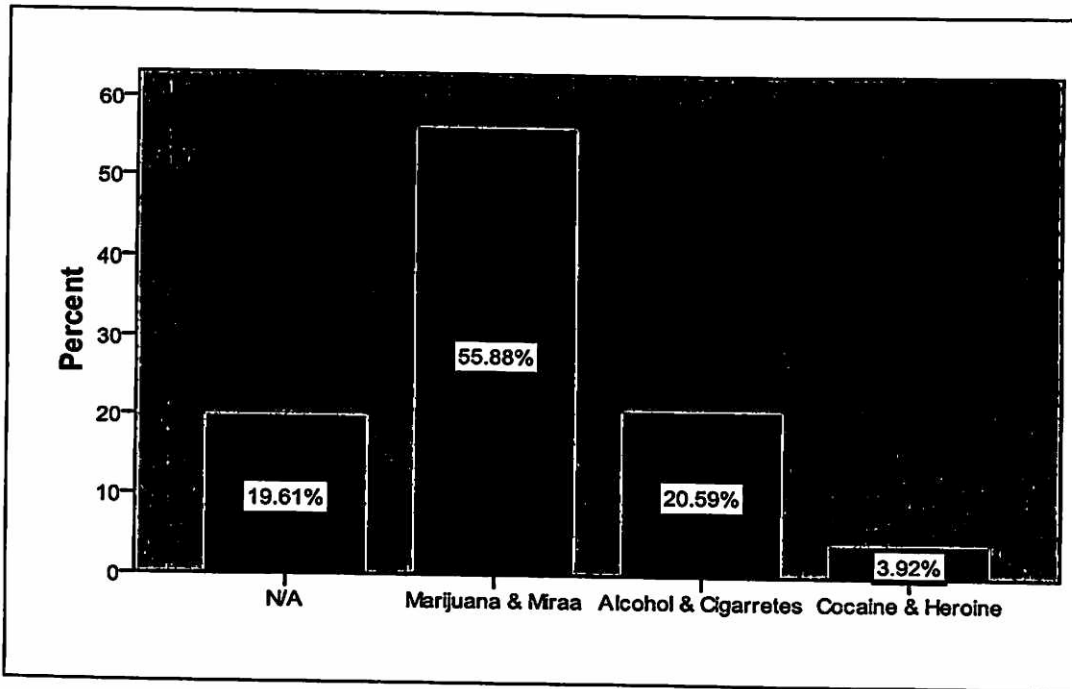


This means that drug and substance abuse was found to be more prevalent in secondary schools in the slums and the neighbourhoods. Drugs and substances were available everywhere in the school locality and are sold cheaply and more so, day school students are often more exposed to drug abuse as they move to and from school daily. This finding is in line with a study done by Kiambuthi (2005) which indicated that drug and substance abuse to more serious in day schools and in situations where the public easily walks into school to sell their commodities.

The study further sought to find out from the respondents if they had ever abused illegal drugs before, and majority of them (66.7%) stated that they had ever used illegal drugs, while only 33.3% said they had never used illegal drugs before. When the students were further asked which drugs and substances they abuse, the study found out that the most abused drugs were

Marijuana and Miraa with 55.9% of the respondents reporting in affirmative, followed by alcohol and cigarettes which was indicated by 20.6% of the respondents. A small percentage of the respondents (3.9%) said cocaine and heroin are also used by some students as depicted in the graph below:

**Figure 4.6: Drugs mostly abused by Students**



Source: Survey Data

The key informants had varied views on the commonly abused drugs and substances by students and the level of awareness of drugs and substances amongst the students. One of the guidance and counseling teachers indicated that:

*" All students knew of the drugs and substances used in schools, but some of them could not acknowledge this as they thought they would be victimised or said to be the ones using the drug. He further indicated that, this group of students feigned innocence".*

This came out in the figure above which shows a notable percentage of students who indicated they were not aware of drugs and substances being used.

Another guidance and counselling teacher indicated that:

*“On average five to six cases of drugs and substance use are reported to me in a month. The cases are mainly about cigarettes, bhang, miraa and alcoholic drinks. It is believed that there are many unreported cases as students have perfected ways of evading the school rules.”*

This means that Marijuana, Miraa, alcohol and cigarettes are the mostly abused drugs by secondary school students in the slum areas. This is because such drugs are found or sold cheaply in the slum areas neighboring the schools exposing students to drug abuse at early age. The findings are in line with a study carried out by Kaguthi (2006) who observed that students abuse drugs such as alcohol, cigarettes, bhang, khat and other illegal substances more than prescription drugs. The findings also agree with those of NACADA (2007) which found that alcohol, khat and tobacco were the commonly abused drugs. This possibly reflects the overall current situation of drug abuse among the youth in the country.

As indicated by one of the key informants:

*“Alcohol is the most abused substance around because of its availability and ease of concealment. The students prefer the second generation illicit brews which are packed in plastic bottles as they are easy to carry around. These are also cheap and affordable to the students. Miraa is also widely used because of the belief that it can keep people awake”.*

It was further found that 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



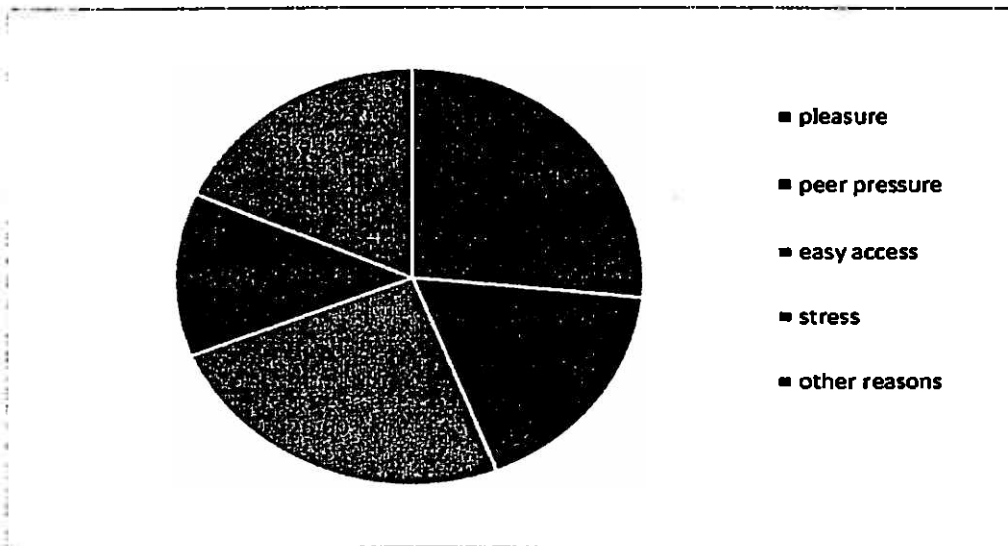
compounded the problem of substance abuse and dependence among the youth including students.

#### 4.2.1 Reasons for Drug and Substance Abuse among Students

The study sought to find out from those respondents who had used illegal drugs and substance before, their reasons for using illegal drugs and substances. Out of them, 28.4% indicated that they were using drugs for pleasure, while 11.8% said they used them because of peer influence, 13.7% stated that they abused drugs in order to keep stress at bay, 26.6% indicated that they used them because they could easily access them while 19.5% stated other reasons.

This is illustrated in the figure below:

**Figure 4.7 Reasons for Drug and Substance Abuse**



One of the Principals noted that:

*“drugs and substances are readily available to the young people. Some of them do not even consider things like miraa, alcohol and cigarettes as drugs. They are available everywhere. Some parents and even some of the students are selling drugs such as alcohol. Some students also use drugs because they believe that drugs*

*will make them better and have the guts to put across their grievances. So in this area drug and substance abuse among students is very common...”*

This study revealed that a misconception based on the belief that people who use or abuse substances will become bold, confident or courageous and also feel good that is why majority of students experiment with the drugs and eventually become addicted to them. The need for young people to belong to a social group (peer group) has made some of them to indulge in drug and substances use this is in agreement with a research carried out by Gathumbi (2003) which contends that peer influence contributes significantly to substance abuse among students.

The study also revealed that a higher number of students’ abuse drug and substances because of stress which is brought about by several individual factors such as poor academic achievement and low academic aspirations. First, adolescents who perform poorly in school may feel that they are failures, this feeling may be reinforced by teachers' and/or parents' responses to the academic failure. They also turn to drug and substance use to alleviate the distress this causes, as was put across by one of the guidance and counseling teachers:

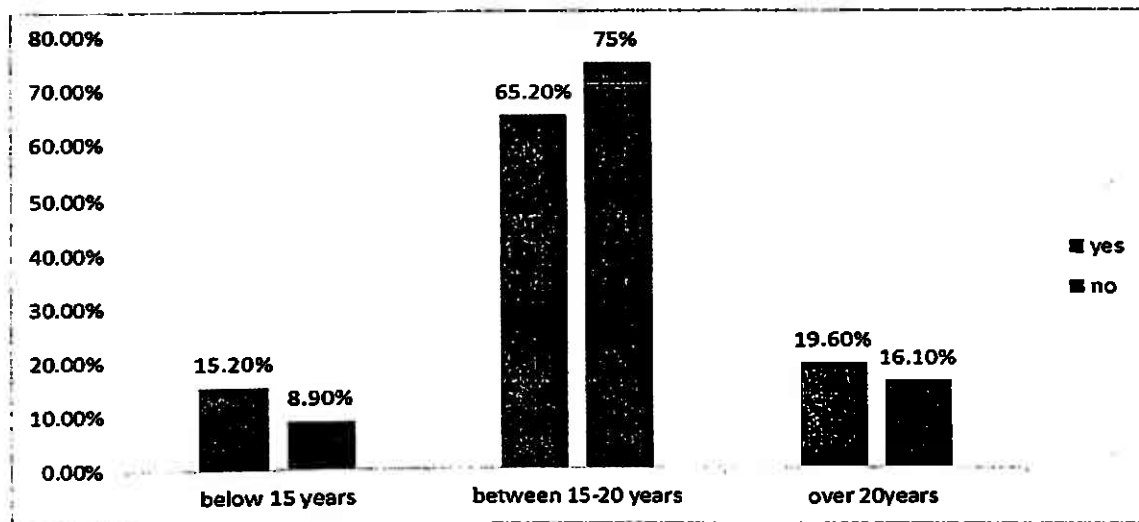
*“Some of the students who abuse drugs and substances do so because of stress that either emanates from home or school, for instance there was a student who used to abuse alcohol when we probed further, he revealed that his academic performance was not appealing to his parents and elder siblings who insults him and even canes him, this has led him to take alcohol to make him cope with the hurdles he faces at home...”*

### 4.3: Drug and Substance Use among Students

#### 4.3.1: Age and Use of Drugs

The study sought to find out the age group who are at more risk of indulging in drug and substance abuse as illustrated in the figure below:

**Figure 4.8: Age and Use of Drugs**



Source: Survey Data

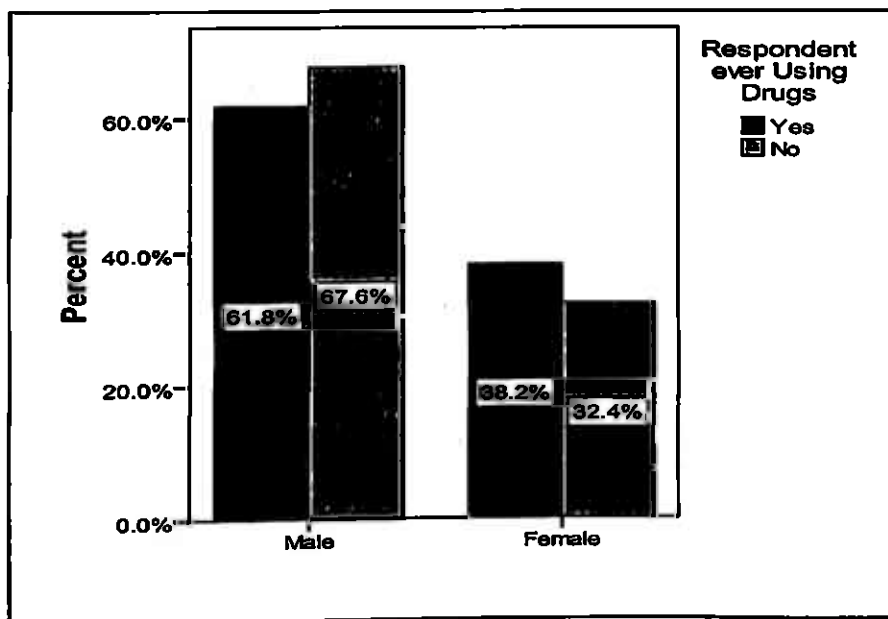
The study revealed that out of the 102 students who participated in this research, 65.2% of students from the age group between 15 to 20 years agreed to have used the illegal drugs before, while 75% of this group said no. A half (9) of the students (19.6%) from the age group whose ages were 20 years and above agreed to have abused drugs before, while 16.1% said no. Among the youngest group i.e. those below 15 years of age, 15.2% of them agreed to have ever used illegal drugs, while only 8.9% said that they had never used drugs before. This is in agreement with a report done by the Ministry of Education which stated that most of the secondary schools in various Counties in Kenya, have the risk age of drug and substance abuse ranging between 14 to 20 years, posing a serious challenge to anti-drug use crusaders

and the Government, because usually this is the most vibrant and aggressive stage in youth development.

#### 4.3.2 Gender and Use of Drugs

The sought to find out whether gender of students influences drug and substance use among students as shown in the graph below;

**Figure 4.9: Gender and Use of Drugs**



Source: Survey Data

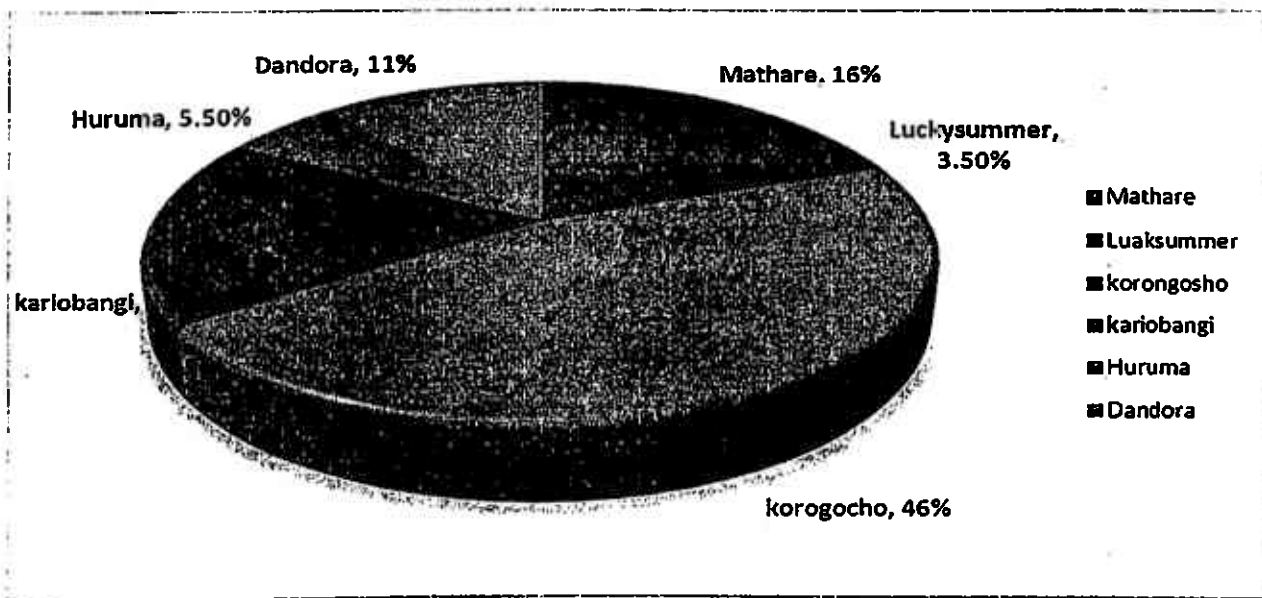
The study found out that out of 65 male students who participated in the research, 61.8%% of them agreed to have used illegal drugs before while 67.6% said no. Thirty eight percent (38.2%) of the 37 female students who participated in the research accepted to have used illegal drugs before, while 32.4% stated that they had never used illegal drugs before. This means that male students are more likely to indulge into drugs and substances abuse as compared to their female counterparts. Gender has been found to predict the probability of

involvement in drugs and substance use therefore this study agrees with the survey that was conducted by Thorne and DeBlassie, (1985) in five high school seniors from 1975-1979 and found that, males reported higher use of alcohol and marijuana than females.

#### 4.3.3 Area of Residents and Use of Drug and Substances

The study sought to find out whether the area of residence contributed to drug and substance abuse among students.

**Figure 4.10 Area of Residence and Use of Drugs**



Therefore it was revealed that proximity to drug peddlers, high levels of poverty, ease of availability and slum life makes students vulnerable to the drug and substance abuse. There was an indication that students from low socio- economic class areas are more involved in drug and substance abuse. This is in contrast with the findings of a study carried out by Otieno, 2005 which revealed that students from high economic status are more at risk of indulging in drug and substance abuse than their counterparts from low economic status

The study found out that slum areas marked by overcrowding, substandard housing, poverty coupled with already demoralized and disoriented families with histories of drunkenness, criminality, unemployment, chronic dependency acts as a precursor to drug and substance abuse. There is also an indication that availability of drugs around the school locality which are sold cheaply encourages students to engage in drug abuse, and this is common in most of the Day schools and in situations where the public easily walks into and out of the school to sell their commodities.

A key informant in one of the schools indicated that:

*“Most of the parents engage in brewing of changaa and second generation alcohol to earn a living and so some of the students are used by their parents to sell changaa while they are not in school making them vulnerable to drug and substance abuse”*

#### **4.3.4 Religion and Use of Drugs**

The study further sought to find out the influence of religion on drug and substance abuse among students. The study found out that out of 102 students who agreed to have used or abused drugs before, 59 of them were Christians while none were Muslims. Out of those who said that they had not abused drugs before, 42 were Christians while 1 was Muslim as indicated in the table below:

**Table: 4.2 Religion and Use of Drugs**

Count	Responses	Religion of Respondent		Total
		Christianity	Muslim	
If respondents has ever used drugs	yes	59	0	59
	No	42	1	43
Total		101	1	102

The findings indicate that, students who subscribe to christian faith are at more risk of indulging in drug and substance abuse than their counterparts of muslim faith. Therefore the role of the church is not felt in the struggle to stop drug and substance use among the youth. This is contrary to the findings by Githinji and Njoroge, (2004) who found that the church is actively involved in the fight against drug and substance use.

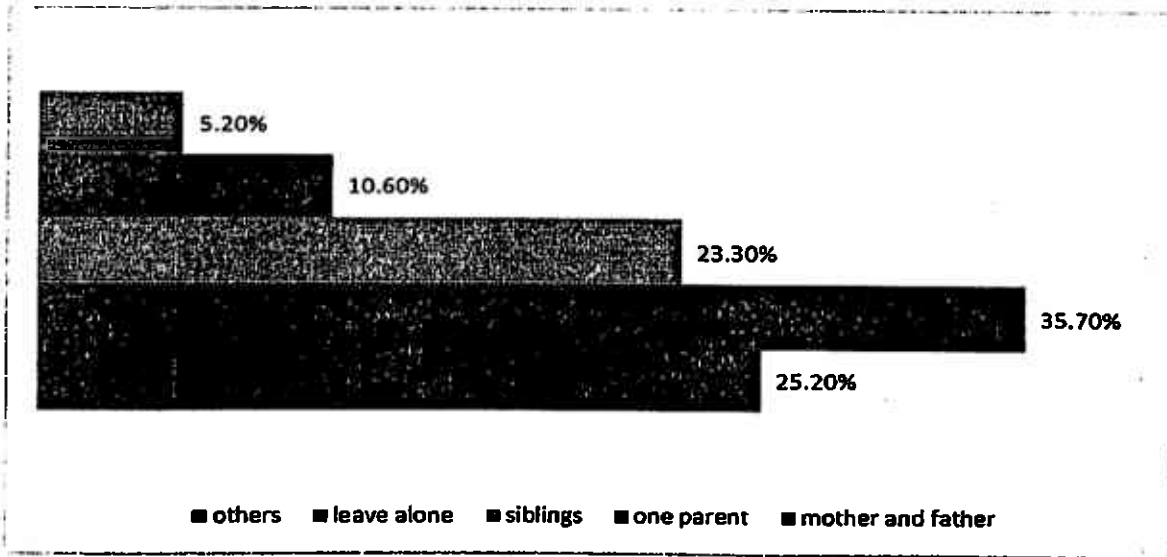
As put across by one of the respondents:

*Churches have lost the war against drug and substance abuse since most of them do not talk to the youths about things like drug and substance abuse, sex, relationships..and again most of this churches are run by those people who just mascurrade to be pastors yet they hide in churches to make money so you find that these 'pastors' are interested in making money rather than focusing on the welfare of their congregation..."*

### 4.3.5 Family Structure and Use of Drugs

The study also sought to find out whether the family structure or composition was a determining factor to drug and substance abuse behavior by students. The finding was illustrated in the figure below:

**Figure 4.11 Family Structure and Use of Drugs**



The study found out that a total of 74.8% of the respondents who abuse dug and substances were not staying with both parents, an indication that such students are at more risk to drug abuse as compared to those staying with both parents. This is because such students staying without both parents lack close monitoring on social behavior. The study also revealed that apart from lack of household stability, income or employment for a parent may also increase stress on the family and heighten its vulnerability, pushing marginal individuals like the youths to find solutions or solace in alcohol and other illegal drugs.

This means that some youths brought up in homes where parents use or sell substances, or help their parents to sell such drugs are exposed to drug abuse at an early age. Marriage



challenges also increase the risk to drug abuse among vulnerable youths from such families, and hence abuse drugs to keep stress at bay.

The study found that families can have a strong influence in shaping the child's attitudes and behaviour. During socialization, parents and family members direct young people's conduct along desired channels, and enforce conformity to social norms. A well-socialized child has a sense of self-worth, and feels strongly inclined to obeying school rules and regulations.

As indicated by one of the key informants:

*"Family is a key factor in shaping how a child grows and what behaviors he/she picks. We find that most of the parents in this area have neglected their roles of monitoring and even evaluating their children behavior and sometimes when the parents are summoned when their children misbehave they take offence with the teachers indicating that the student is innocent and this encourages the student to continue with the bad habit".*

#### **4.4 Effects of Drug and Substance Abuse on Students Social Conduct**

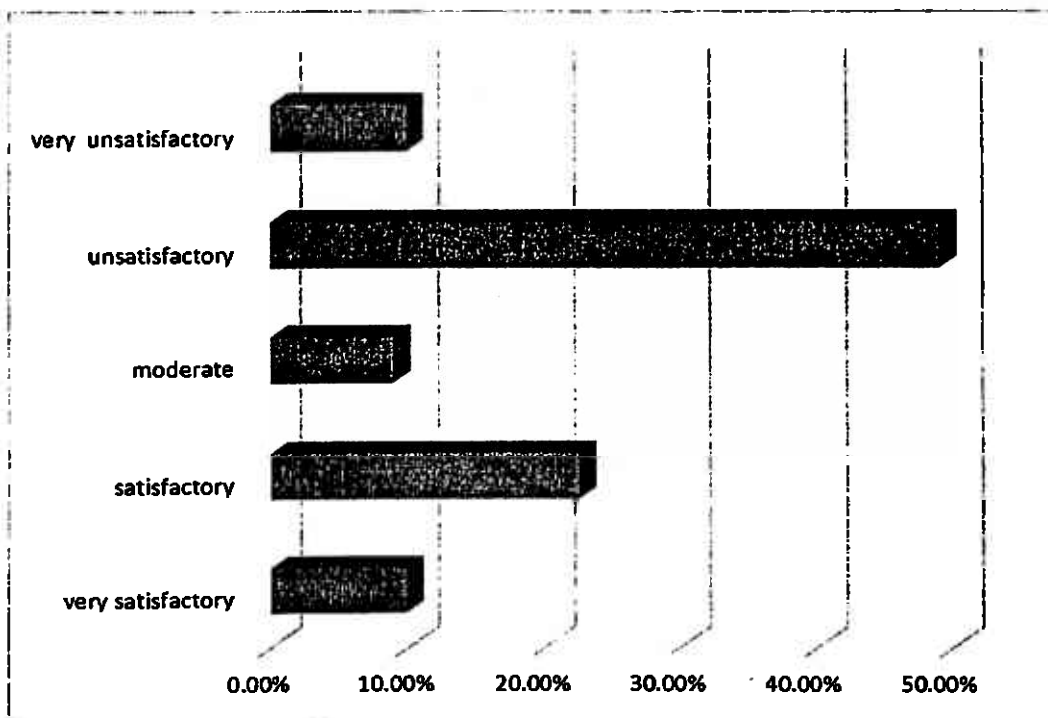
The first objective of this study was to determine the effects of drug and substance abuse on social conduct of students within the school environment. Its indicators were: Students' conduct while in school; the relationship between students and their teachers; Students involving in conflict with their teachers and other staffs; Aggression and hostility among students who abuse drugs; Drug abuse causing strikes and vandalism among students.

##### **4.4.1 Students' Conduct while in School**

In an attempt to find out the state of students social conduct while in school, respondents were asked to rate the state of student social conduct in their schools, a total of 9.8% of students

indicated that the student conduct in their schools was very satisfactory, 22.5% indicated that students conduct was satisfactory, 8.9% indicated that the students conduct was moderate, while 49.0% of students indicated that the students conduct was unsatisfactory with 9.8% indicating that the students conduct was very unsatisfactory. This is illustrated in the figure below:

**Figure 4.12 Students Conduct in School**



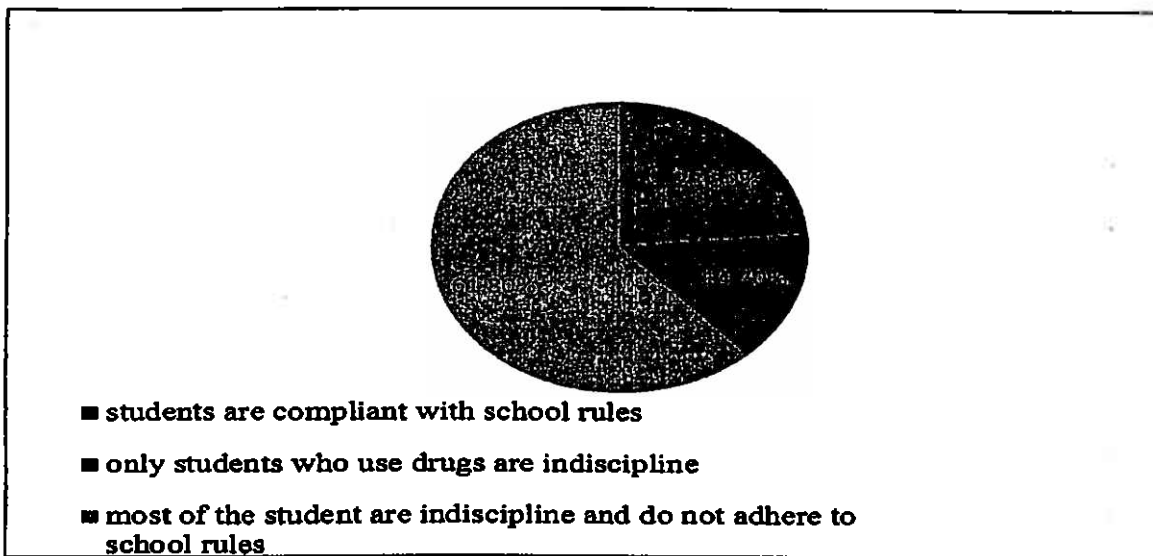
This means that the students social conduct while in schools are questionable and that drug and substance abuse have adverse affects on consumers particularly in the decision making process, creative thinking and the development of necessary life and social skills. This finding is in agreement with a research that was done by Republic of Kenya (2001) which noted that drug abuse contributes to loss of interest in academic work and indiscipline among students.

One of the deputy principal noted that:

*“Students conduct in our school is very unsatisfactory, the students are indiscipline and do not obey the school rules and regulations, they always take teachers for granted and ridicule them, they cannot be corrected by any teacher. It is the students who determine which subjects to be taught and at what time they want to be taught...when we want to be strict on them some students goes to the extent of threatening the teachers”*

When the respondents were further asked to explain their ratings, 23.5% indicated that they were satisfied with the students social conduct because students were compliant to school rules, 14.7% indicated that they were satisfied with the students social conduct because according to them only students who abuse drug and substance were indiscipline while 61.8% were not satisfied with the students social conduct because most of the students are indiscipline and do not adhere to school rules. This is illustrated in the figure below:

**Figure 4.13 Reasons for rating of Students Conduct**



It's evident from the study that, drug and substance abuse has eroded the core values in students such as honesty, tolerance, peace, responsibility, hence affecting their social skills development. This in agreement with a study by Kerachio (1999) which indicated that drug abuse among the youth leads to socially unacceptable sexual adventures, academic underachievement, poor study habits, serious misunderstandings between teachers and students which leads to students' expulsions from schools and even students dropping out of school.

It was also noted that student conduct in school is determined by several factors including school factors such as ineffective classroom management, failure in school performance, truancy, affiliations with deviant peers, peers around deviant behaviour and perceptions of approval of drug using behaviour in the school.

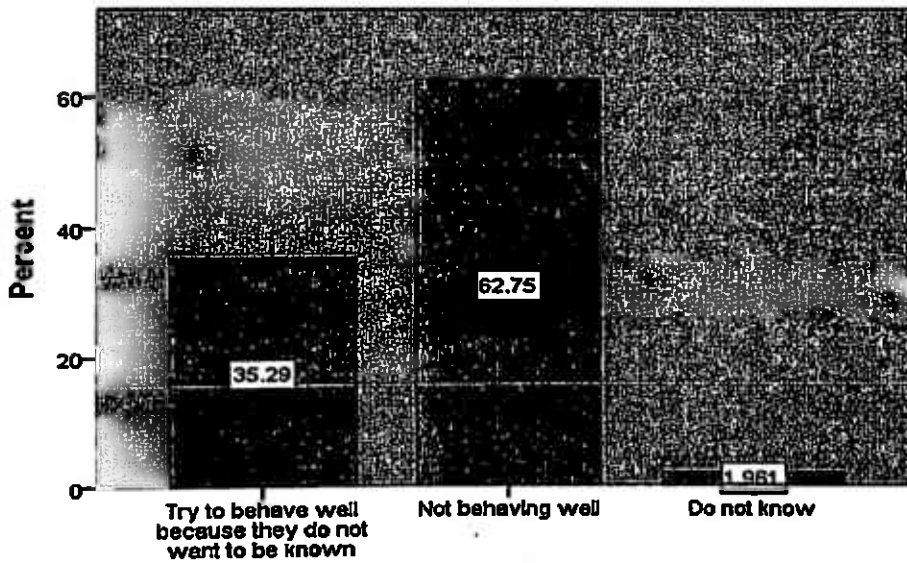
One of the class teachers noted that:

*"Some of the teachers in our school are not paid well and are not even paid in time... some of them resort to drinking alcohol because of frustrations, therefore it is hard for the teacher to discipline students who abuse drug and substances in school because students see them using the drugs, sometimes when you try to correct a student then they always make reference to such teachers... thus addressing the issue of drug and substance abuse remains an issue in this area"*

#### **4.4.2 The Relationship between Drug Abusers and their Teachers**

In finding out how students who abuse drugs relate with their teachers and other staffs in school, 35.29% of the respondents indicated that such students try to behave well since they do not want to be known as drug abusers, 62.75% said that such students do not behave well with their teachers while only 1.96% indicated that they do not know. This means that drug and substance abuse leads to poor interpersonal relationships as illustrated in the figure below:

**Figure: 4.14 Relationships between Drug Abusers and their Teachers**



When the respondents were further asked if students who abuse drugs tend to be hostile and aggressive, 75.5% confirmed that students abusing drugs are very hostile, rude, and aggressive, and like picking fights with either teachers, fellow students or other staff members in school. Such hostility and aggressiveness among students who abuse drugs has been the major cause of students' unrest and indiscipline among youths in many secondary schools in the recent past. For instance, this was reported by one of the respondents:

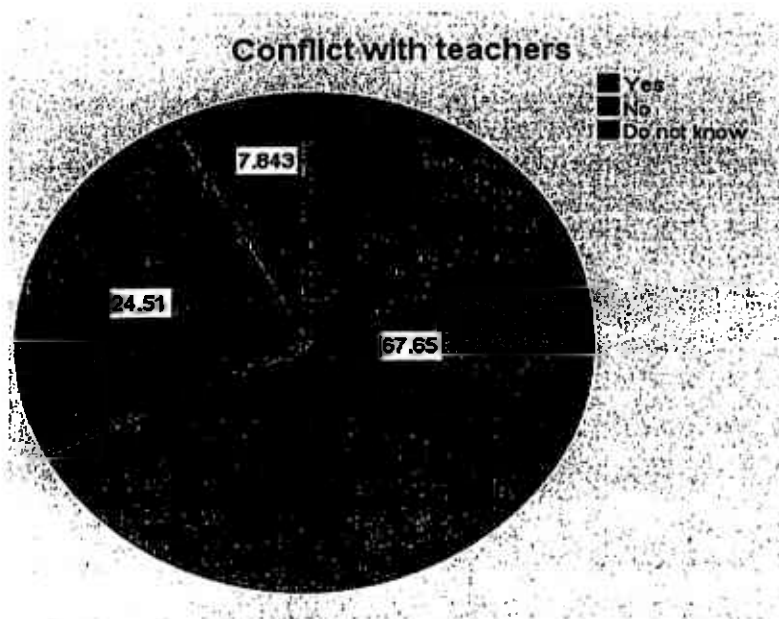
*"Many of those students who abuse drugs and substances in our school tend to be very aggressive, like picking fights with fellow students, our teachers and even other school staffs. There was a time one of them got suspended because of drugs and the rest of his friends became restless and started disrupting other students from their classes".*

Another key informant noted that:

*“Students who abuse drug and substances especially in this school are abusive, violent and nagging and always ready to fight...even as teachers we fear them because some of them are hardcore criminals,’ day time they take cover in schools and at night they are gangsters and they have friends around...so most of the time we just look at them”*

This was later confirmed when the study sought to find out if students who abuse drugs are ever in conflict with their teachers, other staffs and even fellow students, and 67.65% confirmed that such students are rude with teachers and like picking fights with fellow students, while 24.51% declined that there was no any kind of conflict between such students and teachers. Seven percent (7.84%) indicated that they did not know what happens as shown in the chart below:

**Figure 4.15 Conflicts with Teachers**

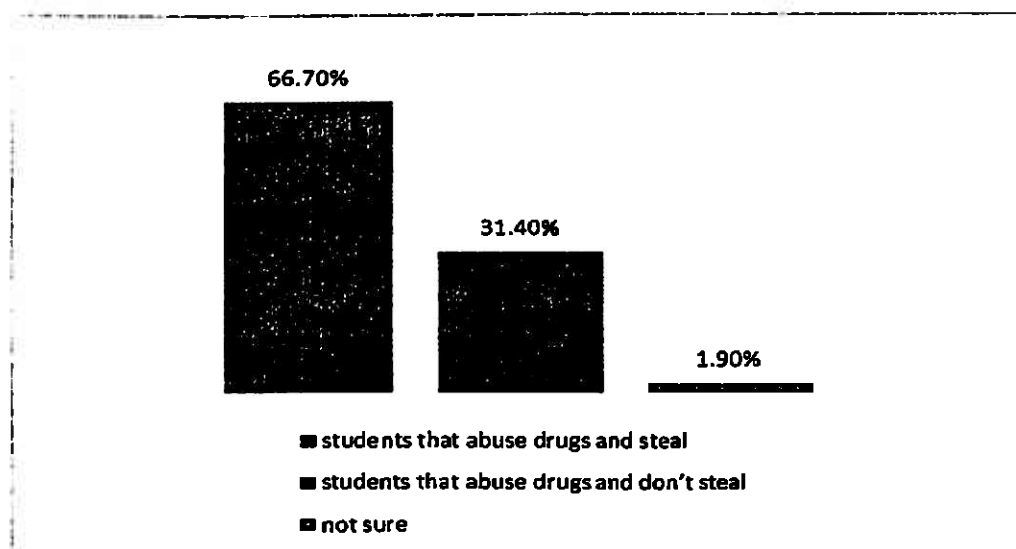


#### 4.4.3 Students' Abusing Drugs indulging in Stealing and Vandalism

The respondents were also asked if they had ever experienced incidences where students who abuse drugs were involved in vandalizing and stealing school's properties as well as other students' items while in school. A majority of the respondents (66.7%) agreed that students abusing drugs tend to steal from home and school as well in order to get money for drugs and substances, where as 31.4% stated that they had never experienced such in their schools. For instance, this was said by one of the students interviewed:

*"Most of the students who abuse drugs are always caught up into problems with teachers because of theft either from home or at school. This is because they have become addicted to drugs and that is why they need to steal and get money for dugs".*

**Figure 4.16 Abusers involvement in Stealing and Vandalism**



It was therefore evident from the study that those students who abuse drugs and substances engage in undesirable and shameful habits e.g. cheating, stealing, prostitution and doing odd

jobs in order to obtain money to buy the drugs and sustain their addiction this in the long run interferes with their social and career achievements.

. This finding was supported by one of the deputy principals who indicated that:

*"...most of the students from this area come from poor families who can barely afford the basic needs in life and therefore for the students to sustain their drinking habit they have to look for money to buy the drugs and substances they abuse, most of them are forced to either steal from home or from their fellow students, some of them especially girls resort to prostitution..."*

It was noted that drug and substance abuse is associated with crime and misconduct among students that disrupt the maintenance of an orderly and safe school atmosphere conducive to learning. It leads to destruction of school property and classroom disorder. It has also been linked to law breaking and involvement in other form of crime. Drug users engage in fights, distraction and disrespect to others, some steal from family members and friends to buy drugs.

#### **4.5 Effects of Drug and Substance Abuse on Students' Academic Performance**

The second objective was to examine the effects of drugs and substance abuse on students' academic performance in secondary schools in informal settlement. Its indicators included: Effects of drug abuse on academic performance; Drug abuse and class attendance, Drug abuse and performance in class activities.

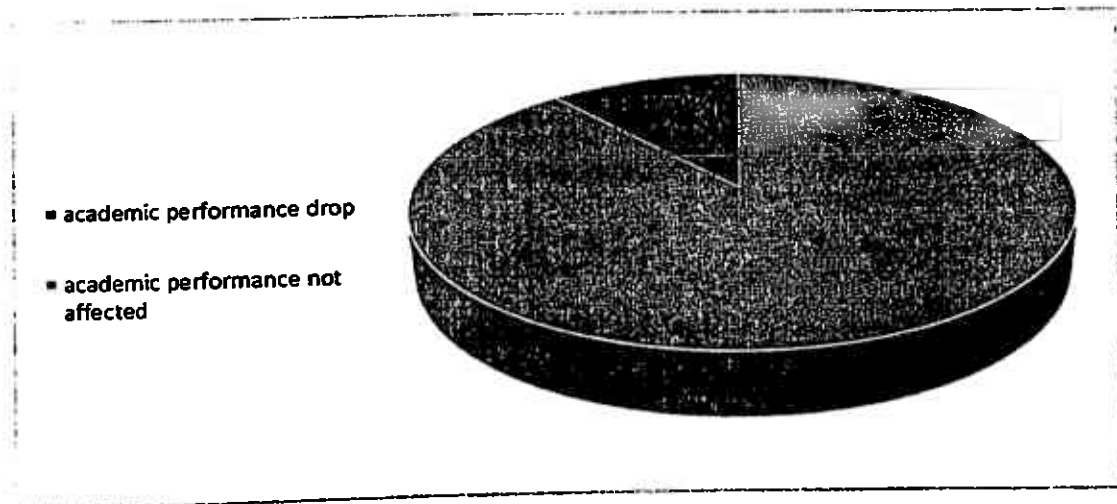
##### **4.5.1 Effects of Drug abuse on Academic Performance**

In an attempt to find out effects of drug abuse on students' academic performance, the respondents were first asked if there were some students among them whose performance had dropped because of taking drugs and substance, majority of them (89.2%) confirmed that the



academic performance of such students have dropped tremendously and that some of them had been sent home on academic grounds, while only 10.8% said that drug abuse among students had not affected their academic performance. This is illustrated in the figure below:

**Figure 4.17 Abusers Academic Performance**



The study found out that drug and substance abuse leads to poor academic performance which may in the long run lead to school drop-out, juvenile delinquency among other things. Conversely, adolescents who are heavily involved in alcohol and other drugs, place little value on academic performance, as the urge to drink and use drugs take on the primary importance. It also make the abusers to lose interest in school activities and school work, this results is in line with Republic of Kenya (2001) which noted that drug abuse contributes to loss of interest in academic work and indiscipline among students.

As it was put across by one of the key informants of the study:

*“Drug abuse leads to minimal concentration among students during class lessons causing a lot of absenteeism and lateness which finally results to poor academic Performance”*

One of the class teachers noted that:

*"The students who use drugs and substances are usually lagging behind in academic performance. This is because they do not complete their assignments in time, they are always drowsy and lazy and do not like struggling. Majority of students who have realised that they cannot perform better always seek solace in drugs and substances therefore waste a lot of time, making them to perform poorly in their school assignments"*

Another class teacher noted that:

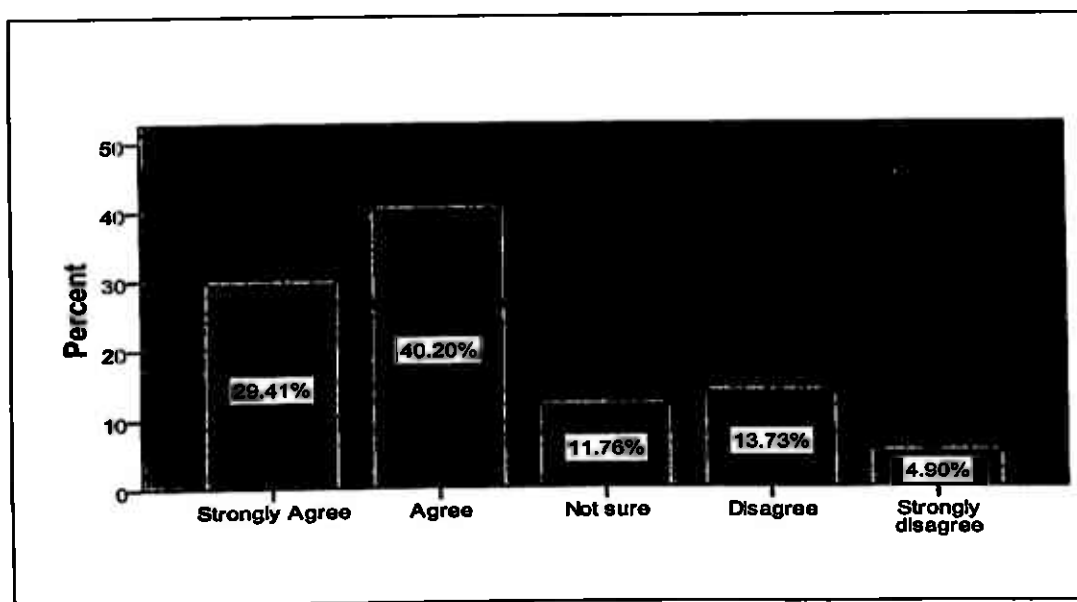
*"Students who persistently abuse substances often experience an array of problems, including academic difficulties, health-related problems, poor peer relationships and involvement with the juvenile justice system...they lose interest in school work including extra curriculum activities leading to a decline in grades, absenteeism from school and other activities, and increased potential for dropping out of school"*

The study also found out that drugs and substances affect the students' concentration span, which is drastically reduced and boredom sets in much faster than for non-drug and substance abusers. The student loses interest in school work including extra curriculum activities. Due to this, there's absenteeism in school resulting in one taking too long to complete studies. Some drugs also affect the decision-making process of the students, creative thinking and the development of the necessary life and social skills are stunted. They also interfere with the awareness of an individual's unique potential and interest thus affecting their career development. The study revealed that behavioural problems experienced by abusers interfere with their academic performance and also present obstacles to learning for their classmates. Abuse leads to poor performance in academics.

#### 4.5.2 Drug Abuse and Students' Class Attendance

The study also sought to find out effects of drug abuse and substances on students' class attendance. The findings from the figure below indicated that a total of 69.6% of the respondents agreed that students who abuse drugs and substance do not attend classes regularly. A total of more than Eighteen percent (18.6%) disagreed that drug abuse make students not to attend their classes regularly, while only 11.8% stated that they were not sure.

**Figure 4.18 Class Attendance**



Source: Survey Data

As a result therefore, the study revealed that many times students who abuse drugs and substances do not come to school in time, and do not attend classes regularly since drug use leads to impaired mind, less endurance, absenteeism, poor health, poor performance in examinations and eventually school drop outs. This was noted by one of the class teachers:

*“Students who abuse drugs do not come to school regularly, they are usually late and do not know how to manage their time. Some of them come to school but are not able to concentrate in class because of the hang over, some are very rowdy and interrupts others forcing us to send them home”*

The study further revealed that drug and substance abusers have a low commitment to education, have higher truancy rates. Consequently students who are heavily involved in alcohol and other drugs, place little value on academic performance, as the urge to drink and use drugs take on the primary importance. They do not also see the need of going to school regularly and on time because they look down upon themselves as failures. As indicated by one of the school principals:

*“Some students who abuse drug and substances have lost hope in life, and hence do not see the need of education, this makes them not to come to school but even when they come to school they are not sober in mind, making it very difficult to catch up with fellow students...some of them leave home in the morning to come to school but ends up in drinking dens...”*

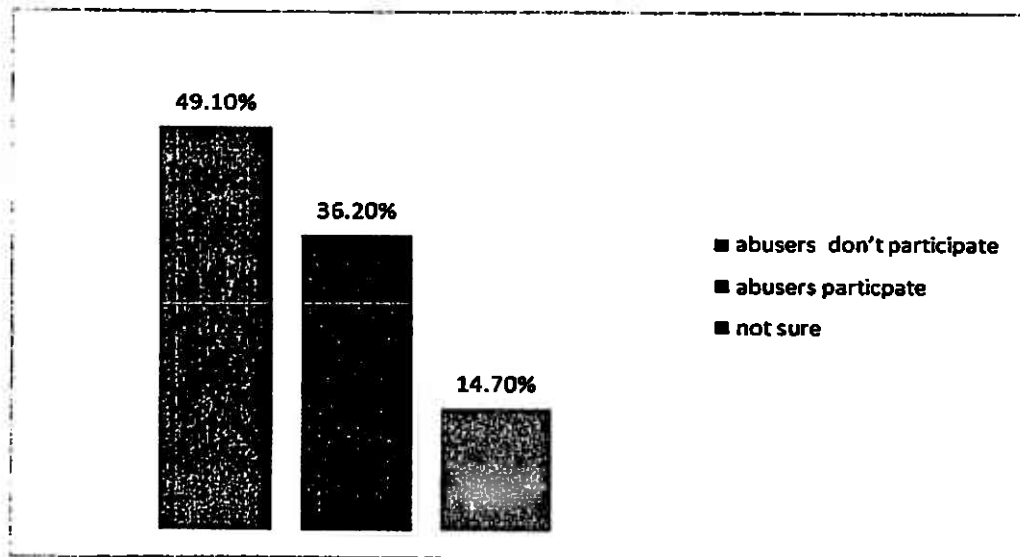
Drug and substances abuse was found to be closely tied to being truant and dropping out of school. Those using drugs are mostly likely to skip school this is in agreement with a research in Philadelphia (2013) showing that dropouts were almost twice as likely to be frequent drug users

#### **4.5.3 Drug Abuse and Participation in Class Activities.**

When the respondents were asked to indicate if drug and substance abuse makes students not to participate in class activities, a total of 49.1% agreed with the statement, while a total of

36.2% disagreed, where as 14.7% stated that they were not sure. This is shown in the figure below:

**Figure 4.19 Abusers Participation in Class Activities**



The study also found out that those students involved in drugs and substance abuse tend to be withdrawn and keep to themselves thus limiting them from participating in class activities and extra-curriculum activities that would involve others as a team, leading to poor performance in class work. An example by one of the key informant who stated that:

*"Students who abuse drugs tend to experience truancy, being absent-minded and resulting to low concentration in class. There is also a lot of absenteeism, incompleteness of class work and general poor performance in academics among such students. As a result, quite a lot of students involved in drug and substance have been sent home on academic grounds leading to school drop-outs "*

It was also found out that drugs affect the students concentration span, which is drastically reduced and boredom sets in leading to loss of interest in school work including extra

curriculum activities. Due to this, there's absenteeism in school resulting into one taking too long to complete studies. Most of the psychoactive drugs affect the decision making process of the students, creative thinking and the development of the necessary life and social skills are stunted.

The study further showed that drug and substance abuse lowers performance and productivity. In some cases some of the youngsters may resort to embezzlement, forgery, corruption, bribery and extortion in order to meet their drinking habits. Prolonged abuse of drugs and substances in some situation leads to psychiatric disorders such as delusional state and chronic dementia. It may lead to death from, for example alcoholic poisoning.

#### **4.6 Mitigating Measures provided by the School Authorities in Managing Drugs and Substances**

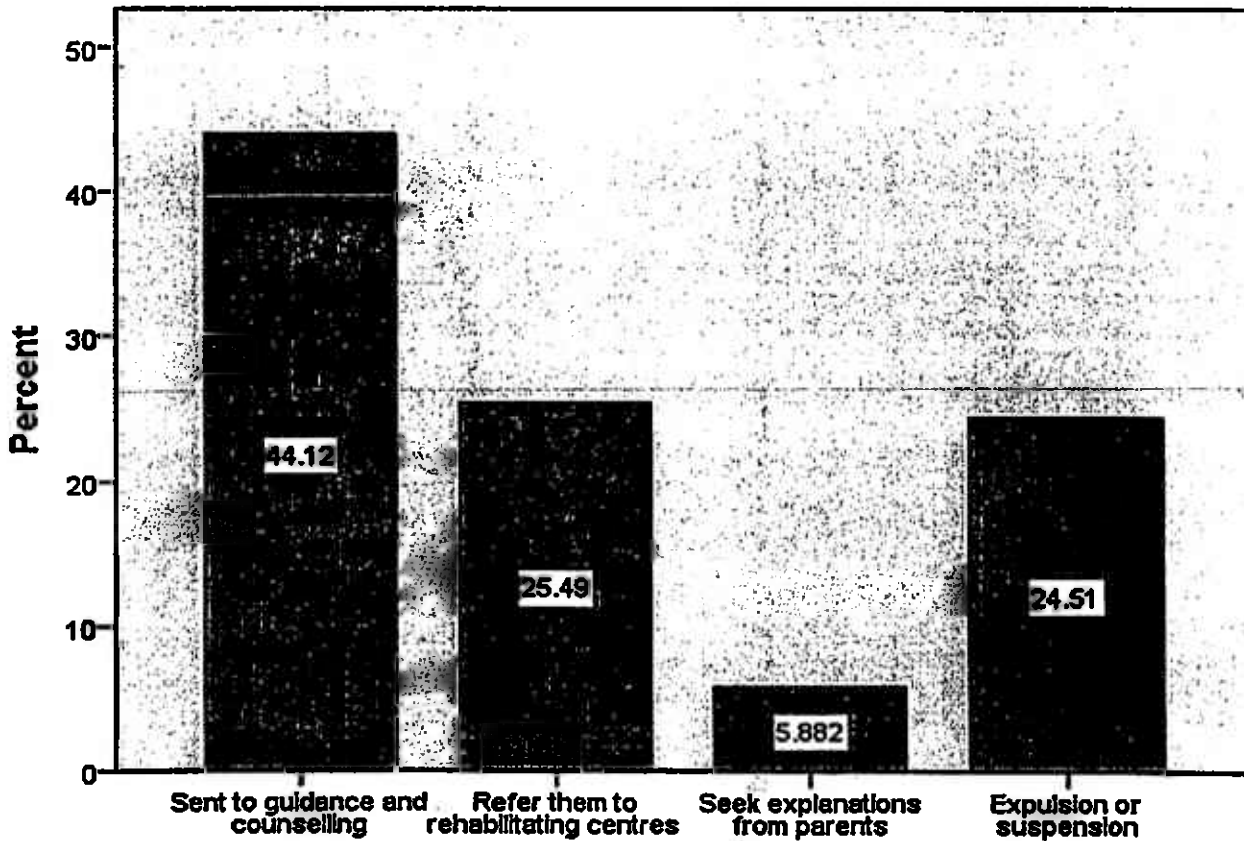
The third objective was to find out the mitigating measures provided by the school authorities in management of drugs and substance abuse in secondary schools. Its indicators included: Mitigating measures adopted by the school authority in dealing with drugs; preventive measures on drug and substance abuse.

##### **4.6.1 Mitigating measures**

In finding out those mitigating measures adopted by school authorities when dealing with drug and substance abuse in school, the respondents were first asked what their teachers do to students found abusing drugs and substances, out of 102 students who were interviewed, 44.12% of them stated that such students are sent to guidance and counseling teachers in school, 25.49% indicated that such students are referred to rehabilitation centers, 5.88% said that teachers tend to seek more information from parents to such students, where as 24.51%

indicated that such students are either suspended or expelled from school as depicted by the graph below:

**Figure 4.20 Dealing with Drug and Substance Abuse in Schools**



Source: survey data

The study found out that the main strategy utilized by the schools is guidance and counseling. Guidance and counseling emerged as the most preferred measure with 44.12% of the students indicating that this intervention is in use in the school, followed by 25.49% who indicated that students who abuse drugs and substances are sent to rehabilitation centres, 24.51% indicated that drug and substance abusers were either suspended or expelled while summoning and involving parents/guardians was named by 5.9% of the students. This is in line with

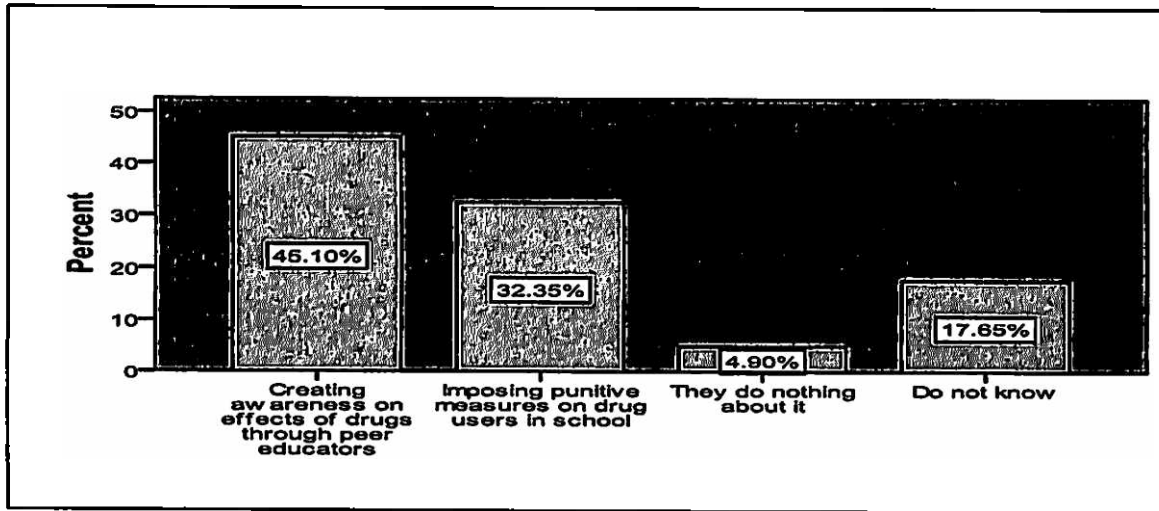
findings of several studies (Odeleye, 2010; Wango and Mungai, 2007; Beckerleg, 2001; Makinde, 1984) which found out that school authorities have put emphasis on guidance and counseling as a measure of tackling drugs and substance usage. However there are many other avenues that teachers utilize to ensure that their schools are drug free for instance one of the school principal indicated that:

*"We employ different measures since no single measure can be effective, upon looking at the case at hand then one can decides which strategy to use. Most of the time we use guidance and counseling especiaaly on students who are willing to change. But in extreme cases where the student is not wiilling to change, they are expelled subject to approval from Board of Governors"*

When asked those mitigating measures adopted by school authorities when dealing with drug abuse in school the study revealed that 45.1% of the respondents stated that their school authority create awareness on effects of drugs through peer educators. More than thirty two percent (32.4%) indicated that school authority imposes punitive measures on students found abusing drugs, while 4.9% stated that their school authority do nothing about the challenge, with 17.7% indicating that they did not know what happens with such cases as depicted in the graph below:



**Figure 4.21 Mitigating Measure adopted by School Authorities**



Source: Survey Data

This means that peer counseling and guidance is being used as a major way of reaching students on the effects of drug and substance abuse. The peer counselors are mainly respected students and non student leaders from various social groups who have been trained on listening skills and how to talk to youths on effects of drugs abuse on their learning behavior and their life by engaging peer influence and their participation. This means that creating awareness among students becomes crucial so as to ensure conscious and responsibility with regard to decision on whether to use or not to use the drugs. One of the guidance and counseling teachers indicated that:

*“peer guidance and counseling component tackles the drug problem in general by discussing causes and dangers of drug and substance use in addition to how one can avoid falling into the drug trap. Through peer counselling, students who abuse drugs feel free to talk about their indulgence habits because they feel that they cannot be victimised and again some of the peer counselors are reformed addicts this gives the*

*abusers an opportunity to share with them how they can change their habits, peer counselors also acts as role models because majority of abusers would want to imitate them..."*

The study also sought to know from the key informants how the schools diagnose and identify students engaged in drugs and substance use. The key informants indicated that a number of signs of drugs and substance use were employed to identify those who used drugs and substances. One of the guidance and counselling teachers responded that:

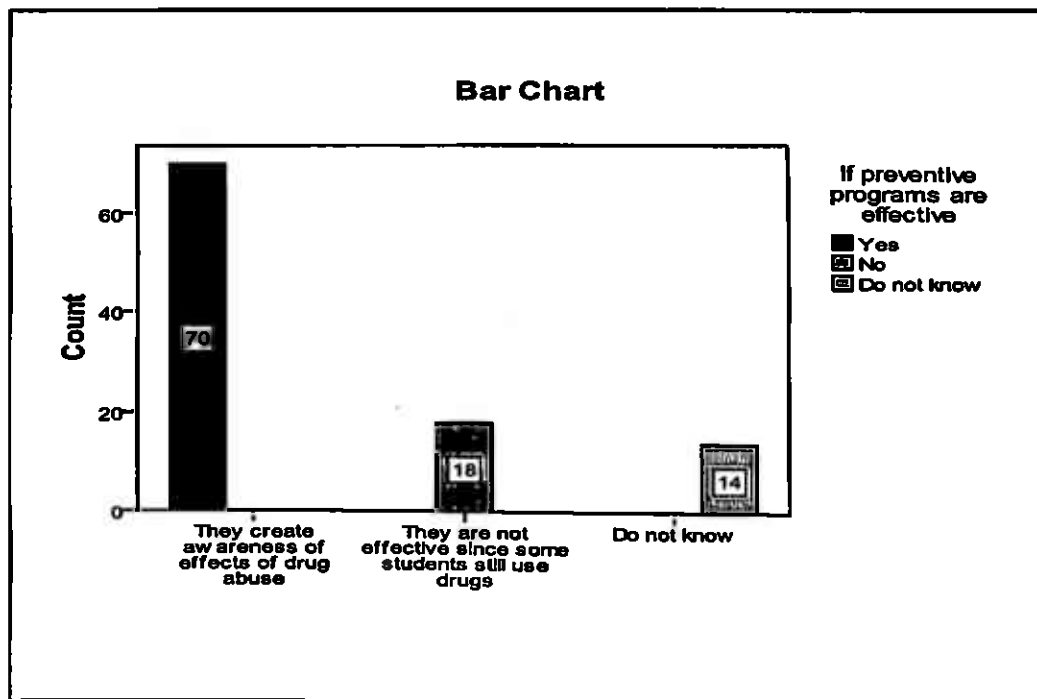
*"Students abusing drugs can be identified by their red eyes, slurred and heavy speech and in extreme cases staggering. We also look out for blackened nails and burnt fingers some of the students also tend to be withdrawn and very rude when asked a question. Basically those students who abuse drugs tend to misbehave."*

#### **4.6.2 Preventive Measures**

The study was interested in finding out if the students were aware of the existence of any program used as a preventive measure against drug and substance abuse both inside and outside their schools. During the interview, 84.3% of the respondents indicated that they were aware of the existence of those programs, whereas only 15.7% of the respondents said they were not aware of such programs. This means that the creation awareness on the fight against drug and substance abuse among students has been successful since majority of students confirmed that they were aware of such preventive measures. This is contrary to findings by Simatwa et al, 2014 which indicated that lack of awareness coupled with unavailable accurate information on the adverse consequences of indulgence habits leave the problem of drug and substance abuse to permeate communities throughout Kenya.

The study further sought from the respondent opinions whether those preventive programmes were effective and helped in reduction of drug and substance abuse among the students, out of the 102 respondents who participated in the study, 70 agreed that such programs are effective because they created awareness on effects of drug abuse among students. Only 18 of the respondents did not agree and stated that the programs were not effective since many students who abuse drugs were still using them. The remaining students (14) stated that they did not know what happens as illustrated in the graph below:

**Figure 4.22 Students Opinions on the Effectiveness of Preventive Measures**



Source: Survey Data

In conclusion therefore, creating awareness on the effects of drug and substance abuse among youths has been a major campaign towards reducing the menace in secondary schools. Knowledge on the effects of drug and substance abuse is assumed to be common which is not

**the case given the magnitude of drug abuse in schools and the larger society and hence the need to have quality information about such effects.**

## **CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS**

### **5.1 Summary of Findings**

This section presents a summary of the results that were obtained in the study. They are anchored on students' demographic information and the three objectives under the headings: Effects of drug and substance abuse on social conduct of students within the school environment; Effects of drug and substance abuse on students' academic performance in secondary schools in informal settlements; and the mitigating measures provided by the school authorities in managing drugs and substance abuse in secondary schools. The study examined the influence of drugs and substance abuse on students' behavior in learning institutions in Korogocho Slums.

#### **5.1.1 Background Characteristics of Students**

A review of the respondents' ages indicated that 71% of the respondents were between ages 15 to 20 years. This is in line with the fact that, the respondents who took part in the study were students from secondary schools. The respondents who were above 20 years of age formed 18% with the youngest group of below 15 years forming 11%. The finding represents the views of the youth who are school going. As indicated by NACADA (2006) persons in this age group are the most vulnerable to drugs and substance usage and thus the views upon which this study was based are informative and are appropriate for the study.

The distinctive feature of the respondents in this study shows that 65.7% of the respondents were males while 36.3% were females. This shows that the distribution of respondents in the study was across both genders. Thus the study findings had views from both genders and therefore do not have gender bias.

A review on the respondents' religion in the study indicated that 99.02% were Christians while only 0.98% were Muslims. This was expected as the study area was dominated by Christians.

The study shows that majority of students resides in informal settlements surrounding Korogocho slum, with the highest percentage of students (29.4%) residing from Kariobangi while the lowest percent (4.9%) reside from Huruma

The study found that out of the respondents interviewed, 43.1% of them indicated that they were staying with both parents. Thirty eight percent (38.2%) indicated they were staying with one parent, 2.0% said they were staying with their siblings and 9.8% were staying alone, with 6.9% of the respondents indicating they were staying with other relatives

#### **5.1.2 Drug and Substance Abuse among Students**

The study found out that Marijuana and Miraa was the mostly abused drug by students this was reported by 55.9% of the respondents, followed by alcohol and cigarettes at 20.6% of the respondents. A small percentage of the respondents (3.9%) said cocaine and heroin are also used by some students. This means that Marijuana, Miraa, alcohol and cigarettes are the mostly abused drugs by secondary school students in the slum areas, and this is because such drugs are found or sold cheaply in the slum areas neighboring the schools exposing students to drug abuse at an early age.

The study found out that students had varied reasons for abusing drug and substance, out of the students who indicated that they were using illegal drugs, 28.4% indicated that they were using drugs for pleasure, while 11.8% said they used them because of peer influence, 13.7% stated that they abused drugs in order to keep stress at bay, 26.6% indicated that they used them because they could easily access them while 19.5% stated other reasons.

### **5.1.3 Drug and Substance Use among Students**

The study found out that, of the 102 students who participated in this research, 65.2% of students between age group 15 and 20 years agreed to have abused illegal drugs, 19.6% of students above 20 years and 15.2% of the students below 15 years agreed to have abused illegal drugs before. This means that the most age risk for youths to abuse drugs and substances ranges between ages 15-20 years. This poses a serious challenge to anti-drug use crusaders and the Government, because usually this is the most vibrant and aggressive stage in youth development.

The study found out that out of 65 male students who participated in the research, 61.8% of them agreed to have used illegal drugs before while 67.6% said no. Thirty eight percent (38.2%) of the 37 female students who participated in the research accepted to have used illegal drugs before, while 32.4% stated that they had never used illegal drugs before. This means that male students are more likely to indulge into drugs and substances abuse as compared to their female counterparts.

The study also revealed that area of residence also contributes to drug and substance use, proximity to drug peddlers, high levels of poverty, ease of availability and slum life makes students vulnerable to the drug and substance abuse. There was an indication that students from low socio- economic class areas are more involved in drug and substance abuse. This is in contrast with the findings of a study carried out by Otieno, 2005 which revealed that students from high economic status are more at risk of indulging in drug and substance abuse than their counterparts from low economic status

The study found out the kind of family set up was associated with drug and substance abuse among students. Out of the respondents who indicated that they had abused drug and

substances, 25.5% were staying with both parents, 35.7% were staying with one parent, 23.3% were staying with their siblings, and 10.6% were staying alone, with 5.2% of the respondents indicating they were staying with other relatives. This means that a total of 74.8% of the respondents were not staying with their both parents, an indication that such students are at more risk to drug abuse as compared to those staying with both parents. Hence nature of the family set up determines whether students would use drugs and substances.

## **5.2 Effects of Drug and Substance Abuse on Students Social Conduct within the School Environment**

In finding out the state of the general conduct of students while in school, a total of 48 students indicated that they were not satisfied with the general students' conduct while in school because most of the students are indiscipline. Twenty (20) students agreed that they were satisfied with the general conduct of the students while in school because they felt students were compliant to school rules, while 13 respondents said they were satisfied with the students' conduct because according to them, only those students who do drugs were indiscipline.

The study further revealed that the general conduct of students in secondary schools in Korogocho slum is questionable, and this could be inferred from the results obtained from the respondents when they were asked if they had ever used or abused drugs before, and 66.7% of them confirmed that they had ever used illegal drugs before, while 33.3% said they had never used illegal drugs before. With this kind of a bigger percentage (66.7%) of the interviewed students confirming that they had ever used illegal drugs before, it is a clear indication that



**drug and substance abuse can lead to behavioral problems like stress, fatigue, anxiety, bullying and suicidal ideations among secondary schools students.**

**It was later found that drugs abuse among secondary students has eroded the core values among students such as honesty, tolerance, peace, responsibility, hence affecting their social skills development. Since most of the students are in their adolescence stage of development if they engage in drug abuse they also lose their identity. This was confirmed when students were asked about the kind of relationship they have with their teachers in school. Thirty six per cent (35.29%) indicated that drug abusing students tend to behave well as they do not want to be known as drug abusers, while 62.75% said that such students do not behave well with their teachers. In an attempt to find out how they behave towards their teachers and fellow students, 75.5% confirmed that students abusing drugs tend to be very hostile, rude and aggressive, and like picking fights with either teachers, fellow students or other staff members in school**

**The study found out that students who abuse drugs and substance abuse are involved in anti-social behaviours, a majority of the respondents (66.7%) agreed that students abusing drugs tend to steal from home and school as well in order to get money for drugs and substances, where as 31.4% stated that they had never experienced such in their schools.**

**It was later found that such hostility and aggressiveness among students who abuse drugs has been the major cause of students' unrest and indiscipline among youths in many secondary schools in the recent past, and that most of the students abusing drugs are always caught up violating school rules and regulations.**

### **5.3 Effects of Drug and Substance Abuse on Students' Academic Performance**

The study sought to find out effects of drug and substance abuse on students' academic performance and 89.2% of them confirmed that the academic performance of students who abuse drugs had dropped tremendously and that some of them had been sent home on academic grounds. Only 10.8% indicated that drug abuse had not affected their academic performance. In finding out effects of drug abuse and substances on students' class attendance, a total of 69.6% of the respondents agreed that students who abuse drugs and substance do not attend classes regularly. A total of more than eighteen percent (18.6%) disagreed that drug abuse make students not to attend their classes regularly, while only 11.8% stated that they were not sure. It was also indicated by teachers who were interviewed during the study that drug abuse had led to minimal concentration among students and had also caused a lot of absenteeism and lateness which finally results to poor academic performance and high numbers of school drop outs.

It was concluded therefore that students who abuse drugs many a times do not have sober minds, have low concentration, sleeps in class most of the time resulting into absenteeism, failure to do class activities, lateness leading to poor academic performance. This indicates that drug and substance abuse has affected the performance of many students in schools leading to either taking too long to complete their studies or school drop outs.

### **5.4 Mitigating Measures provided by the School Authorities**

The respondents were asked what their teachers do to students found doing drugs in school, out of 102 students who were interviewed, a half of them stated that such students are sent to guidance and counseling teachers in school, 9.8% indicated that such students are referred to rehabilitation centers, 8.8% said that teachers tend to seek more information from parents to

such students, where as 30.4% indicated that such students are either suspended or expelled from school.

When asked about those mitigating measures adopted by school authorities when dealing with drug abuse in school 45.1% of the respondents stated that their school authority creates awareness on effects of drugs through peer educators. More than thirty two percent (32.4%) indicated that school authority imposes punitive measures on students found abusing drugs, while 4.9% stated that their school authority do nothing about the challenge, with 17.7% indicating that they did not know what happens with such cases.

The study also sought to find out if the students were aware of the existence of those programs on preventive measures against drug abuse both inside and outside their schools, and 84.3% of the respondents indicated that they were aware of the existence of those programs, whereas only 15.7% of the respondents said they were not aware of such programs. This means that the creation awareness on the fight against drug and substance abuse among students has been successful since majority of students confirmed that they were aware of such preventive measures.

When the respondents were further asked if they thought that such programs were effective, out of the 102 respondents who participated in the study, 70 agreed that such programs are effective because they created awareness on effects of drug abuse among students. Only 18 of the respondents did not agree and stated that the programs were not effective since many students who abuse drugs were still using them. The remaining students (14) stated that they did not know what happens. This explains why most youths are still stuck in drug addiction even though the information about effects of drug abuse has been spread among youths. This is because, the issue of substance abuse in many secondary schools has been left to the few

trained counseling teachers or classroom teachers who may not be adequately equipped with the expertise needed to deal with cases of drug and substance abuse.

The study also sought to find out from respondents other ways they thought would be used as preventive measures to drug abuse among secondary school students. Many indicated that there was need for creating awareness about effects on drug abuse among youths as it is crucial to ensure conscious and responsibility with regard to decision on whether to use or not to use the drugs. Students should also be told the effects that abuse of drugs and substance is going to have on their learning behavior and their life in general. Parents were also found to have neglected their duties of monitoring their children's behavior as well as talking to the on the dangers of indulging in drug and substance abuse. The study found that there is need to improve family interactions and strengthening communication through improved parenting skills as this may help to prevent drug use and abuse among youths.

The study found that there are few open spaces mostly in slum areas thus limiting recreation and other forms of leisure opportunities for young people especially youths. The high unemployment rates among the youths due to lack of necessary skills and education for formal employment makes them resort to selling drugs and substances and in the process end up using and abusing the drugs they sell. It was therefore found that youths should be encouraged to expand their extra time and energy doing constructive work. Head teachers should endeavor to inculcate good discipline and responsibility among students. Good discipline should be acknowledged and any punishment meted out whether inform of blame or reproof, fine or suspension should be fair and commensurate with the nature of the offence committed.

## **5.5 Conclusion**

The purpose of the study was to examine the influences of drug and substance abuse on students' deviant behaviour in learning institution. From the findings of the study the researcher would like to make the following conclusions;

It was noted that the problem of drug and substance abuse is a part of a larger, complex set of problems facing youths today. The issues are related to the control of illegal trafficking of drugs, and development. These are perhaps at the core of the problem interrelated, to the students' family background and school environment. Moreover, the solutions for drug abuse problems in schools according to this study were based on the findings included in this section. Based on the findings, the study concluded that the following were the most commonly abused drugs and substances in secondary schools in informal settlements, marijuana, miraa, alcohol and cigarettes.

The study also concludes that there is an association between drug abuse in schools and students behavioural problems such as poor interpersonal relationship, conflicts with teachers and among students, theft and bullying. Cases of indiscipline increased with the number of students involved in drug abuse. Mechanisms should be established for monitoring behaviour change among students. Consequently corrective measures should be put in place

However, despite having guidance and counseling department, the counseling teachers in various schools handling students with drug addiction problems did not have the required skills to counsel such students. This made them feel incapable of dealing with students who were drug addicts. The only solution was to send such students out of school as most of them were involved in school behavioural problems such as theft, conflicts, hostility, bullying and other forms of indiscipline.

## **5.6 Policy Recommendations**

In line with the findings and conclusion of the study, the study makes the following recommendations as a precursor to mitigate drug use among secondary school students in informal settlements;

- i. Awareness and sensitization programmes should be organized in secondary schools to educate students on the dangers of drug and substance use. These efforts need to take different and sustained forms such as guidance and counseling inclusion in the curriculum, role modeling, use of drama, music and sports.**
  
- ii. There should be a clear policy on how to deal with drug and substance use in schools. Such a policy should also spell out the action to be taken against students who are found to be abusing drug and substances and also to those found selling the drugs to students.**
  
- iii. There is also need for parents and guardians to be in the fore- front in the upbringing of their children and not totally delegating the parenting role to teachers. Measures to be taken should include monitoring their children movements and the social group outside school environment**
  
- iv. There is need to equip all teachers with knowledge of how to deal with drug substance use cases in schools. The Ministry of Education and Teachers Service Commission needs to put in place training of all teachers in order to achieve this. Another alternative is to ensure that all secondary school have professional counselors.**

- v. **The media also needs to be actively involved in strategies aimed at curbing drug and substance use among youths in and out of school. The media needs to stop adverts portraying the picture that, being involved in drugs use is normal and that, taking drugs and substances makes people feel good.**

### **5.7 Suggestions for further research**

**The influences of family structure on drug and substance abuse among secondary school students in informal settlements**

**Effectiveness of professional guidance and counseling in controlling drug and substance abuse among secondary school students in informal settlements**

**A comparative research on the factors influencing drug and substance abuse among youths from high socio-economic status and youths from low socio-economic status**

## REFERENCES

- Abdool, R. (2004) United Nations Office of Drugs and Crime, 2nd African Union Ministerial Conference on Drug Control in Africa: 14-17 December 2004. Mauritius.
- Abelson, N. I., & Fishburne, P. M. (2005). *Non-Medical Use of Psychoactive Substances. 2005-2008 Nationwide Study among Youth and Adults*. The George Washington University for the National Institute on Drug Abuse. Division of Research, Behavioural and Social Sciences Branch, response analysis.
- Allyn and Bacon, Kikvi, R. N. (2009). *Determination of Juvenile Delinquency Development Among Pupils in Machakos Rehabilitation School* Unpublished Master Degree Thesis, Kenyatta University. 103
- Amayo, D. (2009). *Educational Research; An Introduction*, (5th ed) New York: Longman.
- Asbury, R. (2009). *Drug Exposed Babies: Research and Clinical Issues*. ZERO TO THREE 9, 5 1-7. ED 311 678.
- Bachman, G., Johnston, L., Patrick M., O'Malley, and Jerald, G. (2000). "Monitoring "the Future National Results on Adolescent Drug Use: Overview of Key Findings, Available from <http://www.monitoringthefuture.org>; on line.
- Bandura, A. (1986). *Social Learning Theory*. Englewood Cliffs, NJ: Prentice Hall.
- Cressell, J. (2003). *Research Design: Qualitative, Quantitative and Mixed Approaches*. (2nd Ed.). Thousand Oaks: Sage.



- Doll, R. (2004) „Morality in Relation to Smoking: 50 years” Observations on Male British Doctors”. *British Medical Journal* 328:1519. Unpublished M.EdThesis, Kenyatta University.
- Fetsch, R&Yang, R. (2009).*A ranking of critical economic and social issues facing Colorado families by three groups of Coloradans*.Unpublished raw data.
- Fraenkel, J. R. and Wallen N. E. (2008).*How to Design and Evaluate Research in Education*, (7th ed) New York: McGraw - Hill. 102
- Frolenzano, R., Urzua, E., Mantelli, V., Martini and Zalazar M. (2006). Pattern of Drug alcohol and Tobacco use among high school students in Santiago.
- Gathumbi, A.M. (2007). *Family and Peer Influences on substance abuse among secondary school students in Thika District* Unpublished PGDE project, Catholic University of Eastern Africa.
- Gay, L. R. (1981). *Education Research: Competencies for Analysis and Application*, Charles Merrill Publishing Co. Columbus.
- Gelinas, M. (2009).*How to Overcome alcoholism*. Nairobi: Paulines Publications Africa.
- Kaguthi, J. (2004). *Youth in Peril: Alcohol and Drug Abuse in Kenya*. Nairobi: Baseline Survey report.
- Hawkins, J. D., Catalano, R. F., & Miller, J. Y. (2008) “Risk and protective factors for other drug problems in adolescence and early adulthood: Implications for substance abuse prevention”. In *Psychological Bulletin*, Vol.112, No.1, pp.64-105.

International Narcotics Control Board (INCB, 2006). *The Impact of Drug Abuse on Crime and Violence at the Community Level*

Johnston, T. (2000) "Adolescent Drug Abuse in Kenya: Impact on Reproductive Health". Pathfinder International. Nairobi: New World Printers.

Kaguthi, J. (2004). *Youth in Peril: Alcohol and Drug Abuse in Kenya*. Nairobi: Baseline Survey report.

Kaguthi, J. (2006). *Drug Abuse in Nairobi Province and Nationally, with Specific Referenceto Educational Institutions*. Nairobi, Kenya. UNDCP

Kandel, B., Yamaguchi K., and Kevin, F. (1992). Stages of Progression in Drug Involvement from Adolescence to Adulthood: Further Evidence for the Gateway Theory. *Journal of Studies on Alcohol*, 53: 447-457.

Kandel, D. and Chen B. (1995).The natural history of Drug use from adolescents to mid thirties in a general population ample. *America Journal of the Public Health* 85: 41 – 47.

Karagu, D. M., &Olela, A. O. (2010). Questionnaire on use of drug and alcohol in Kenyatta university. Pathfinder fund. *Journal of Emerging Trends in Educational Research and Policy Studies (JETERAPS)* 3(4):506-513 (ISSN:2141-6990)

Kariuki, D. G. (2008).The Levels, trends and Patterns of Drug Addiction in Nairobi Secondary Schools. M.A Thesis. Kenyatta University.

Kaufman, N. (2010). *Schools Brace for Drug Babies*. The Oregonian, June 4, B1, B5.

Kerachio B. (2007). *Drug Abuse*. Uzima Press, Nairobi.

- Ketcham K, and Asbury, W. (2000), *Beyond the influence: understanding and defeating alcoholism*. New York: Bantam books.
- Kiess, H., and Bloomquist, D. (1985).*Psychological Research Methods: A Conceptual Approach*. Boston:
- Kithi, N. (2007). *Drug Peddlers Warned of Citizen Arrest*. Nairobi: Nation Media Group.
- Kombo, D. K., & (2003).The status, impact and management of HIV/AIDS.UEA publications. Nairobi.
- Kombo, D., and Tromp, D. (2009).*Proposal and Thesis Wittin.:An Introduction*.Paulines Publications Africa, Nairobi, Kenya.
- Louw, K. (2007). *Drinking Rampant Among College Students*, Health Day News.
- Mmaduakonam, A. (1998).*Research Methods: An Introduction*. Ontisha: West and Solomon Publishers Ltd.
- Mouti, B. O. (2002). *The Bitter Fruit of Drug Abuse*. Nairobi, Kenya: Pauline's Publications.
- Mugenda, O., and Mugenda A. (1999).*Research Methods.Quantitative and Qualitative Approaches*. African Centre for technology Studies Press, Nairobi, Kenya.
- Mwai, E. (2006) "Kenya a Major Drugs Conduit, says Awori". The Standard, 27 June
- Mwenesi, H. (1996). *Rapid assessment of drug use in Kenya*. KEMLI, Nairobi.
- Mwenesi, H. A. (2006) "Rapid assessment of drug abuse in Kenya."In Bulletin of Narcotics, Vol.48, No.1-2, pp.65-78.

- Myers B. (2006). *Alcohol and Drug Abuse Research Group*, Medical Research Council of South Africa, Tygerberg, Cape Town 7505, South Africa.
- NACADA (2004). *Youth in Peril: Alcohol and Drug Abuse in Kenya*. Report of the 2002 baseline survey. Kenya.
- NACADA (2007) *Rapid Assessment of Drug and Substance Abuse in Kenya*. Unpublished Report.
- NACADA, (2007). *Report Situation Assessment of Drugs and Substance abuse in Nairobi*.
- Ndambuki, E. K. (2003). *Guidance and Counseling in schools*. Nairobi: Strong wall Africa.
- Ndetei, M. (2004). *United Nations Office on drugs and crime: A study on the linkages between drug abuse, injecting drug use and HIV/AIDS in Kenya*. New York: WHO publication.
- Ngare, P. (2007). *Courts Blamed for School Indiscipline Daily Nation* pp 9.
- Ngesu L.M. Ndiku J and Masese S. (2008) *Drug Dependence and Abuse in Kenya Secondary Schools: Strategies for Intervention*. Educational Research and Review. Vol. 3 (10) pp 304 – 308. 104
- Pauline, C. & Elliot, D. (2007). *Alcohol, Tobacco and Cannabis use among Nova Scotia adolescents: Implications for prevention and harm reduction Canadian Medical Association Journal (Ottawa) 156 (10): 387 – 1393.*
- Perkins, H. (2011) *“Problem drinking among college students: A review of recent research.”* In *Journal of American College Health*, Vol.35, pp.21-28. *International Journal of Asian Social Science* 2(9):1548-1563 1562

- Purris, G. (2009). Implementation of the Community Reinforcement Approach in a Long Standing Addictions Outpatient Clinic'. *Journal of Behaviour Analysis of Sports, Health, Fitness and Behavioural Medicine*. 2 (1) 33-44.
- Republic of Kenya (2002). *Youth in Peril: Alcohol and Drug Abuse in Kenya: Final National Baseline Survey on Substance Abuse among the Youth in Kenya*, Government Press.
- Republic of Kenya.(2006). National Institute on Drug Abuse and University of Michigan. *Monitoring the Future Study Drug Data Tables*.
- Republic of Kenya.(2007). Ministry of Education, *Education Facts and Figures 2002-2007*.
- Seligman, G. (2009). *International Institute for Prevention of Drug Abuse: A Handbook for Primary and Secondary Teachers' Guidelines in Drug Dependence Preventive Education*. Nairobi: Lama Limited Printers.
- Shaw, R. (2007). *Has Kenya become a Sanctuary for drugs and dirty money?* Nairobi. National Media Group. United Nations.(1992). *World Drug Report*. New York.
- Simatwa E.M.W., Odhong S.O., Juma S.L.A. and Choka G.M. (2014). *Substance Abuse among Public Secondary School Students: Prevalence, Strategies and Challenges for Public Secondary School Managers in Kenya: A Case Study of Kisumu East Sub County*. *Educ. Res.* 5(8):315-330
- Sinyangwe, I. (2009). *Alcohol and Drug Use amongst Students in Zambia: A report*. University of Zambia, Educational Research Bureau, Interim Report.

Siringi, S. & Waihenya, K. (2001). *Drug Abuse Rife As Government Braces For Narcotics War In Kenyan Schools, A Manual Of Careers Reference For Secondary School Students.*, Nairobi: Institute of International Education.

Standa, E.(2007) "Report of the Vice Chancellors" Committee on the Causes of Disturbance /Riots in Public Universities," Nairobi: Jomo Kenyatta Foundation. *International Journal of Asian Social Science* 2(9):1548-1563 1563

Teter, C. (2009) —Subtypes of Non-medical Prescription Drug Misuse. *Drug Alcohol Dependency* 102 (1-3): 63-70.

United Nations Office on Drugs & Crime (UNODC, 2009) Drug Control Strategies at the National and International levels. Retrieved on 23rd June.

United Nations Office on Drugs and Crime (UNODC, 2004) Drug Control Strategies at the National and International levels. Retrieved on 25th June.

United Nations.(1993). *World Drug Report*. New York. United Nations.(1988). *World Drug Report*. New York.

United Nations. (2007). Kenya Regional Office: Overview of Regional Demand for Illicit Drugs. Weinstein N.D. (1984). Why it won't happen to me: perceptions of risk factors and susceptibility. *Health Psychology*, 3: 431 – 457.

World Drug Report (2005) United Nations Office on Drugs and Crime (UNODC). Executive Summary, United Nations Publication.

## APPENDICES

### APPENDIX I: QUESTIONNAIRE FOR STUDENTS

Respondent's Number _____	Date _____
School code _____	
Form _____	

#### Introduction Letter

The purpose of this questionnaire is to gain an insight on the influence of drugs and substance abuse on students' behavior in learning institutions. Please note that this is not a test but just information collecting exercise aimed at identifying the behavior patterns associated with drug and substance abuse. 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 response will be treated as confidential. Please do not write your name on this paper.

#### Section A: Demographic Information

1. Gender: Male  Female
2. Age bracket: Less than 15 years  15-20 years  Over 21 years
3. Class: Form 3  Form 4
4. Religion: Christian  Muslim  Hindu  Other \_\_\_\_\_
5. Whom do you stay with?  
 My mother and Father  My siblings

One Parent

Live alone

Others specify \_\_\_\_\_

6. Where do you reside? \_\_\_\_\_

**Section B: Effects of Drug and Substance abuse on Social Conduct**

7a). Do you know boys and girls who use or abuse drugs/substances in your school or neighborhood?

Yes

Not aware

b). If your answer in 7(a) is yes, which drugs and substances do they use or abuse?

N/A

Miraa&Bhang

Cigarettes &Alcohol

Cocaine &Heroin

Others \_\_\_\_\_

8. Which class has students who use drugs and substances most?

Form 1  Form 2  Form 3  Form 4

9. a) Have you ever used drugs other than for medical reasons?  Yes  Never

b). If your answer is yes in (a) above, what are the reasons?

N/A

Pleasure

Peer Influence

Keep stress at bay

Other reasons



10. How do you respond to cruel misbehavior from students who abuse drug and substances?

- Friendly to them
- Report them to teachers
- Advising them on dangers on drug abuse
- Ignoring them

11a). Please rate the state of students conduct in your school

- a. Very satisfactory
- b. Satisfactory
- c. Uncertain
- d. Unsatisfactory
- e. Very unsatisfactory

b). Why?

12. How do students who abuse drug and substance relate with fellow students, teachers and support staff in your school?

- Try to behave well because they do not want to expose their character
- Not behaving well
- Do not know

13. Have there been incidences where students who abuse drug and substances were involved in conflict with teachers?    Yes     No     Not aware

Explain

14. In your opinion, does drug and substance abuse leads to aggression and hostility among students. True  False     Do not know

Explain

15. Have you experienced incidences where students who abuse drugs and substances are involved in vandalism/ riots and strikes in your school? Yes [ ] No [ ] Not sure [ ]

Explain-----  
-----

16. In your opinion, do you think students who abuse drugs and substance tend to steal other students' belongings in schools? Yes [ ] No [ ] Do not know [ ]

(b). Please explain your answer above

-----  
-----

17. Do you think drug and substance abuse leads to addiction among students? Yes [ ]  
No [ ] Do not know [ ]

(b). Please explain your answer above

-----  
-----

18. What effects do students who take drugs at school experience?

[ ] Lack of concentration in class

[ ] Absenteeism from school or class

[ ] Poor academic performance

[ ] Dropping from school

[ ] Aggression

[ ] Do not know

19. Which of the following characteristics best describe the effects of drug abuse on social conduct of the students? Use 1.Strongly Agree 2. Agree 3. Not sure, 4. Disagree 5.Strongly disagree.

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
Students who abuse drug and substance have poor interpersonal relationship					
Drug and substance abusing students have conflicts with teachers					
Drug and substance abusing students look down upon support staffs in school					
Students who abuse drugs and substances are involved in bullying activities in school					
Drug and substance-abusing students do not respect their classmates and other students in the school					

**Section C: Effects of Drugs and Substance Abuse on students' Academic life**

19. Are there some students whose academic performance has dropped because of taking drugs and substances? Yes  No  Do not know

20. Do you feel that some drugs and substances may assist you to study better? Yes  No

b). Please explain if your answer above is yes

---



---

21. What effects does drugs and substance abuse have on students' academic performance in your school

Boosts concentration in class hence better academic performance

Leads to poor academic performance

Do not know

22. Which of the following statements best describe the effects of drug and substance abuse on academic life? Use 1.Strongly Agree 2. Agree 3. Not sure, 4. Disagree 5.Strongly disagree.

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
Drug and substance abusing students perform poorly in exams					
Students who abuse drug and substance does not complete school assignments					
Students who abuse drug and substances do not attend classes regularly					
Students who abuse drugs and substance comes to class late					
Students who abuse drug and substances do not participate in class activities					

**Section D: Mitigating measures provided for by School Authorities in Management of Drug and Substance abuse in secondary schools**

23. What are some of mitigation measures adopted by school authority in dealing with drug and substance abuse among students in your school?

- Awareness of effects of drugs through peer counseling
- Imposing punitive measures on drug users
- They do nothing about it
- Do not know

25. If your teachers have knowledge of students abusing drugs and substances what is normally done. (Tick where appropriate).

Sent to guidance and counseling teacher

Referred to rehabilitation centers

Seek explanation from parents

Expelled/suspension

Others (specify) \_\_\_\_\_

26. Are you aware of drug and substance abuse prevention programs in or outside school?

Yes  No

27. In your opinion are these preventive programs effective in reducing drug and substance abuse among students?

Yes  No  Do not know

(b) Please explain your answer above

---

---

28. In your opinion should students be involved in drug prevention programs in schools?

Yes  No  Not sure

b). Explain your answer above?-----

---

---

29. Are there students in your school who have successfully been assisted to come out of drug and substance abuse?

Yes  No  Do not know

b) If your answer above is yes, why? -----

---

---

30. In your opinion, how can the students who abuse drugs and substances be helped to stop the habit?-----  
-----

31. What recommendations could you give to minimize drug and substance abuse in secondary schools?-----  
-----

**Thank you for your participation**

## APPENDIX II: INTERVIEW GUIDE FOR KEY INFORMANTS HEAD / DEPUTY / COUNSELLING TEACHER

### Introduction

- Introduction of the teacher
- Position. Probes: *(Qualification and experience as a teacher, and being in the current position)*

### Questions

1. As head teacher/deputy head teacher/class teacher/ discipline master/counseling teacher of the school. Do you think drug and substance abuse is a problem in secondary schools in informal settlements? Probes: *(how?)*
2. Are there students who abuse drugs and substances in school? Probes: *(What do you do with them?)*
3. Describe the frequency of drug abuse cases reported to your office?
4. What are the social conducts of those who abuse drug and substances while in school?
5. Do you have cases of students who come to school suspected high on drugs? Probes: *(If yes, what actions do you take such students, what are those drugs they abuse or suspected to use?)*
6. Do you experience student's indiscipline due to drug and substance abuse in your school? Probes: *(If yes, what are the indiscipline incidences?)*
7. How does students who abuse drug and substances relate with fellow students/classmates/ teachers and support staff?
8. What are the effects of drugs and substance abuse practices in school activities? Probes: *(how do these affect students' participation in class and students' class attendance?)*

9. Does student who abuse drug and substances complete their assignments in time?  
Probes: *(If No, how do you handle such cases?)*
10. How do students who abuse drug and substance abuse perform academically as compared to other students?
11. In your opinion what should be done about drug and substance abuse as a problem in secondary schools?
12. In your opinion is there enough awareness in secondary schools about drug and substance abuse as a social problem? Probes: *(Please explain your answer)*
13. What is the school policy on drugs and substances? Probes: *(Is it effective?)*
14. How does the school diagnose students using drugs and substances?
15. Whenever a student is found taking drugs what steps do you take?
16. Have you ever handled any drug related problem? Probes: *(If yes, what was the nature of your experience?)*
17. What challenges have you encountered while addressing drug abuse related problems in your school? Probes: *(what was the nature of the challenge, and how did you handle it?)*
18. What are mitigating measures provided by school authorities in management of drug and substance abuse in secondary schools? Probes: *(In your opinion, do you think these measures are efficient in fight against drug abuse in secondary schools? Please explain your answer)*
19. What do you perceive as precautionary measures that can be strengthened and by who?
20. Please suggest any mitigating measures you believe would reduce/ control drug and substance abuse in secondary schools

**Thank you for your input**



**APPENDIX III: TIME PLAN**

Time/Activity	December	January	February	March	May	June	July
	2014	2015	2015	2015	2015	2015	2015
Topic definition							
Chapter one							
Chapter two							
Chapter three							
Data Collection							
Data Analysis							
Presentation of Findings							
Finalization of thesis							

**APPENDIX IV: BUDGET**

<b>Activity</b>	<b>Description</b>	<b>Unit cost</b>	<b>Number of units</b>	<b>Amount Kshs.</b>
Proposal & final Thesis	Typing, photocopying, printing and binding			30,000
Pilot survey	Food transport and photocopy			4000
Analysis of data using SPSS	data package	8,000	1	8,000
Internet services	2000 minutes @ 1.5shillings	1.50	2000	3000
Field supervisor	8 days 2000@day	2000	8	16000
Miscellaneous				4800
<b>Total</b>				<b>65,800</b>