

**UNIVERSITY OF NAIROBI
FACULTY OF ARTS**

DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK

**FACTORS CONTRIBUTING TO DRUG ABUSE IN PUBLIC
SECONDARY SCHOOLS OF MIRIGA MERU WEST
DIVISION, IMENTI NORTH (MERU CENTRAL)
DISTRICT**

BY

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DECLARATION


This is my original work and has not been presented for any degree award in any other University.

Tikva Wangari Gichohi

Signature  _____

Date 25-09-2008

This project paper has been submitted with my approval as University supervisor.

Signature  _____

Date 25-09-2008

Prof. E.K. Mburugu

DEDICATION

To my loving husband Paul, who has been a continued source of strength, inspiration and encouragement, my son Robert for his perseverance and to my little daughter Murugi, who was born when the work was almost complete.

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Writing this paper has been a challenging yet a learning experience. This research would not have been what it is without help from several individuals. But first, my utmost gratitude is to god, the giver of all life and strength.

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ABSTRACT

The general objective of the study was to investigate factors contributing to drug and substance abuse in public secondary schools in Imenti North District. The specific objectives were to identify the type of drugs abused by secondary school students, to investigate the role of teachers and non teaching staff in availing drugs to students, to determine the major factors influencing drug abuse among school students, to find out what extent media advertisement contribute to drug abuse, and to establish measures that headteachers and teachers should take to prevent drug abuse in schools.

To satisfy the research objectives the researcher used a descriptive research design comprising a sample selected secondary schools in Miriga Mieru West Division, Imenti North District. The sampling frame included the MOEST Directory of secondary schools in Miriga Mieru West Division, Imenti North District.

Primary data was collected using open and closed questionnaires. The questionnaires were dropped and picked up later. The target respondents were secondary school heads, teachers and students. Once the pertinent data were collected the researcher carried out analysis of the same using frequencies and percentages. Where appropriate, the study results were presented in tables, pie charts and graphs.

The study established that the most (94%) abused drug by the students was cigarette. Factors cited to have led to increased drug abuse by students in secondary schools were due to media influence (65%), deteriorating parental responsibility and lack of proper guidance and counseling in schools (59%), and lax in discipline in schools (44%) among others. The results of the study also established that most of the students (61%) abuse drugs because of peer pressure. The students abused drugs because it is believed that it will give them a sense of belonging (41%) and because of belief that they will pass examinations (39%).

The study recommends that the school administrations should establish the main cause of drug abuse by the students with an aim of putting to an end drug abuse by the students. The study further recommends that secondary school administration must ensure that no teaching or the non teaching staff, or any other person, availed the drugs to the student. All secondary schools must put in place strong rules and regulations against the use of drugs by the students. The government through the Ministry of Education, Science and Technology should come up with policies aimed at cubing drug abuse in schools. And lastly, all the stakeholders who include the church, NGOs and peer group counsellors should join in the war against drug abuse by secondary school students.

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CHAPTER ONE

1.0 INTRODUCTION

1.1 Background of the Study

Although it has existed since ancient times, there is little doubt that drug use, both legal and illegal, has been growing rapidly in much of the world both east and west (Douglas, 1982: 197).

Lord (1984:220) stated that over the past two decades, the use of illegal drugs and misuse of therapeutic drugs has spread at an unprecedented rate and has reached to every part of the globe. No nation has been spared by the devastating problem caused by drug use. Scarpitti (1974: 214) reported that a broad spectrum of the world community has demonstrated intense concern over the problem.

According to Abdool (1990: 2), Africa has not been spared with the abuse of drugs. Youth and adults, rich and poor, rural and urban abuse drugs. Abuse of drugs such as cocaine and heroine are increasing among young people. Bhang or marijuana is among the most abused drug in Africa (Nowlis, 1975:1).

In Nigeria, acts of indiscipline among students were blamed on use and abuse of drugs. Yonda (1984) noted that the acts of indiscipline that occurred amongst the students of King's College in Lagos and that of Methodist Boys High School in Oregon were to be blamed on drugs. In both cases, window panes in the institutions were broken and cars smashed. Fafunwa (1971) also attributes indiscipline in Nigerian schools to drug use and abuse.

In Zimbabwe, a presidential commission of inquiry into education and training was set up in 1998. The findings of the commission showed the lack of moral and deteriorating learning standards and strikes in Zimbabwe schools were caused by the students who abused drugs (Daily Nation, July 2000).

Amayo and Wangai (1994) noted that trafficking of hard drugs into developing countries has not spared Kenya and the drugs consumption and dependence among secondary and college students has led to unrest and consequently wide ranging destruction of life and properties. They identified such drugs as heroine, cocaine, mandrax to have influenced total learning behavior of students.

Many Kenyan secondary schools have been experiencing students disaffections expressed in form of students riots whose causes range from shortage of facilities, high handedness of the school administration and above all drug influence (Odaló, Daily Nation, March 7, 1998 :15). It is not surprising drug abuse has been blamed for many strikes, which have rocked many parts of Kenya in recent times. Varied types of drugs are readily available in some localities where schools are situated. Such drugs and substances are bhang, tobacco, changaa, miraa (khat), glue, kumikumi and others as listed by the National Agency for the Campaign Against Drug Abuse (NACADA). In Kisumu, the report of the task force of students discipline and unrest in secondary schools was informed that a substance by the name "kuber" was available in the local supermarkets and kiosks within the municipality and the students who chew the substance feel "high" and its effects are instant and much more than the effects of bhang (Report of the Task Force on Students Discipline and Unrest in Secondary Schools, 2001: 63)

Many schools whose students have rioted in the recent past have attributed to drugs. At Muhoho High School in Thika District, students rioted in solidarity with form ones who complained of being sexually harassed by form twos believed to be under drug influence (Wachira, Daily Nation Survey 2001:8).

In Kiangoma Mixed Secondary School in Mathira Division Nyeri, drugged students set a newcomer on fire in a bid to test the authority of the principal who was posted there. In the same division, form four students who smoked bhang in Mathaithi Secondary school were sent home for refusing to sit mock examinations for no apparent reason (Central Province Education Board Report, May, 2001).

In Taita Taveta High School, decision to suspend students over indiscipline was rising tension between the students and school administration, outsiders involvement and drug abuse which were among the reasons behind burning of the school by the students (Thoya, Daily Nation, October 25, 2000: 13).

In Munyaka Secondary School in Nyeri District, 10 girls under influence of drugs were expelled by the Board of Governors for locking the school gate to prevent the school bus from being taken for service. The girls were protesting for being denied use of the bus to go to Nairobi to watch a play (Central Province Education Board Report, May 2001). One of the most nasty cases happened in Nyeri District where students at Nyeri High School locked school prefects in the cubes while they were asleep used home made replicas of petrol bombs and set them on fire killing four (Report of the Task Force on Student Discipline and Unrest in Secondary Schools, 2001).

In Meru there have been cases of sexual harassments in schools by students as was the case with St Kizito, a mixed secondary school then, in Akithii Location, Meru North District where over 70 girls were raped and 19 killed by their male counterparts (Meru District Education Board Report, May 1992).

In Kaaga Boys High School in Miriga Mieru West division students slaughtered cows and pigs and roasted them in trying to protest to school administration for reducing milk in their tea (Mworia, Daily Nation, March 18, 2004: 14).

The influence of drug abuse on students' learning behaviour has posed a big challenge to the educational management in Kenya secondary schools. Schools have been interfered with by increased cases of students indiscipline caused by factors like drug and substance abuse, moral decay, role of mass media, devil worship, external school environment, cultural conflict, influence, poverty and disparity in resource distribution (Report of the Task Force on Student Discipline and Unrest in Secondary Schools, 2001: 56-77).

Those students riotous behaviour disturb teaching/learning sessions at the slightest instigation. This greatly affects their academic performance and learning pattern in several schools (Daily Nation, 2000 July 18: 19).

1.2 Statement of the Problem

A week hardly passes without leaders of all walks of life complaining of drug abuse among the youth. Politicians, churchmen and even business community have constantly cautioned the youth against drug abuse. Substance abuse in Kenya has reached a magnitude of great concern. This is also true of other countries in the world. Thus in spite of the definite improvements in our health care system, the problems related to substance abuse are on the increase. Such problems include: health, social, mental and problems affecting secondary schools and the general community. This calls for intervention measures and rehabilitation of the victims.

The statistics from Child Welfare Society of Kenya are alarming. They show that one out of ten pupils is believed to be using drugs while five out of ten non-school going children are addicted. The politicians, churchmen and other leaders are right to be concerned about the menace since side effects of taking drugs are varied and devastating (Angela Ochieng, The Standard, September 24, 1990: 6).

It is important to note that, youth in Kenya constitute over 50% of the total population and that the government spends a lot on the education sector (about 40% of the GNP) to mould the young people into responsible and productive members of the society. According to Musikoyo (2004) secondary level of education has been for a long time now, been the main source of middle level manpower that is required in all sectors of Kenya's economy. To many, it is still the highest level of education they attain, as only a few pursue post secondary education in tertiary institutions and universities. To allow the emerging trend of the youth wallowing in unchecked excessive consumption of alcohol and drug and substance abuse, is to slowly strangle the Kenyan society physically, economically, politically, culturally and intellectually.

The educational and developmental objectives of any nation can only be achieved by a sober work force created by generations of sober youth. According to Kanini (2004), the escalating levels of students in secondary schools abusing drugs are making stakeholders in education sector quite uncomfortable. It is clear from the above information that drugs are present in schools and students have access to drugs whether in boarding or day schools. The question why young people take to abusing drugs is important and needs investigation. How they start off this dangerous habit is equally important. The impact of drugs and substance abuse on the students' learning behaviour is also very important. The question why? How? Where? and When? Among others are important in this study. Briefly this study will seek to establish the factors that contribute to drug and substance abuse and impact on learning of the secondary schools students in Miriga Mieru West Division of Imenti North District.

1.3 Research Questions

The following research questions should guide the study:

1. What are some of the prohibited drugs that have been abused by public secondary school students in Miriga Mieru West Division?
2. What are the causes of drug abuse among the students?
3. Are teaching and non-teaching staff a factor in enhancing drug use by students?
4. What role do the school neighborhoods play in availing drugs to the students?
5. What are some of the ways of rehabilitating drug abusers?

1.4 Objectives

1.4.1 Overall Objective

The general objective of the study was to investigate factors contributing to drug and substance abuse in public secondary schools in Imenti North District.

1.4.2 Specific Objectives

The specific objectives of this study were to:

- 1 Identify the type of drugs abused by secondary school students in Miriga Mieru West Division of Imenti North District.
- 2 Investigate the role of teachers and non teaching staff in availing drugs to students.
- 3 Determine the major factors influencing drug abuse among school students.
- 4 Find out what extent media advertisement contribute to drug abuse.
- 5 Establish measures that headteachers and teachers should take to prevent drug abuse in schools.

1.5 Justification of the Study

The study may help to give suggestions and guiding principles how to curb abuse for better educational management in secondary schools for enhancing students learning behaviour.

It may assist educational managers to know the danger of drug abuse among Kenyan youth in secondary schools, colleges and universities.

The Ministry of Education, Science and Technology may use findings of this study the need to set a working party to search real causes of drugs abuse in Kenyan institutions of learning. It may also see the need of strengthening the department of guidance and counseling in secondary schools by appointing trained and qualified counselors as the head of departments.

The study may be of much benefit to curriculum developers who may include preventive education as a vital component in primary, secondary and tertiary institutions curricula.

The study will be of great value to school head teachers because it will assist them in identifying the sources of drugs and where they are hidden within their institutions so that they can take remedial measures. It may also provide a basis upon which other related studies can be done.

1.6 Scope of the Study

The study was limited or focused to Miriga Mieru West Division which is urban. Hence, the findings of this study was generalized to others of the country with caution. This was because conditions in other areas not covered by the study could be different from those of the setting covered.

This study was also restricted to selected public secondary schools in Miriga Mieru West Division of Imenti North District. Ogula (1998: 80) asserts that observational method is direct; the teacher is able to study behaviour as it occurs and it is possible to obtain data about people who are unable to give verbal reports. Checklist and guidelines are more expensive than questionnaire and time consuming. The method was limited to a number of trained personnel. This was addressed by making an initiative of providing questionnaire to respondents without waiting for the behaviour to happen then record which saved a lot of time and energy.

Drug abuse is a private affair, which many students might feel uncomfortable to reveal to a person who is not part of their group. It was another hurdle which the researcher came

across. But the researcher involved the respondents who were selected to be part of the sample using simple random sampling through use of questionnaires because they offer a sense of privacy to the subject.

1.7 Definition of Key Terms and Concepts

Drug: Refers to any substance which when introduced into the body modifies one or more of its function. This may repair a defective function or influence a normal body function to act abnormally. When one smokes bhang, he/she experiences changes in the mind. The individual may see things that are not there. The term drug therefore includes those substances useful to the body and also those that harm the body. They may be legal or illegal substances. The medical, nursing and pharmaceutical professions use the word “drug” to refer to medicines-substances that can cure or arrest disease, relieve symptoms, ease pain and provide other benefits. This definition includes essential vitamins and minerals that may be given to correct deficiency.

Drug abuse: Is the sporadic or persistent excessive use of a mind altering substance for any reason other than its acceptable medical purpose. Such use is normally unacceptable to the society as it is dangerous to the individual and the society. The persistence excessive smoking of bhang for example is drug abuse and the craving for it leads to what is called dependence. Drug misuse is the use of a substance under circumstances and at doses that increase the hazard to the individual. Thus the use of a drug or substance for medical, cosmetic or recreational purposes when other safe alternatives are available is abuse. It is wrong to use a drug when one is not sick and even when sick, one has to use the right drug. It is also wrong to use drug without following the correct instructions. Cigarette and bhang smoking drinking of alcohol, orany khat (mirra) does not cure any disease.

Peer: A peer is a person of equal standing with another, sharing the same rank or status, the same needs and goals as another. Peer are mainly of around the same age, same social and economic status. Peers share feelings, language and life perspective. They are companions, comrades, fellows in the same ship. Most problems especially among the

youth are related to peer pressure/influence, and therefore it seems logical to cite peer pressure as a factor contributing to drug and substance abuse.

Peer pressure: Is defined as a key source of input for adolescents in their struggle to establish an identity for themselves and how their peers relate to them. While striving for their own sense of identity, adolescents find support from peers who are going through the same process. This support is invaluable and may come in the form of long hours of “hanging out” with friends as well as of numerous and lengthy telephone calls. A feeling of belonging and acceptance from peers is extremely important. Adolescents typically have unwritten dress appearance and even language codes that must be conformed to if one is to be accepted into a group. Conformity in behavior is a factor that has a bonding effect on groups of adolescents. Two types of group behavior are referred to as prosocial (approved) and outsocial (disapproved) in a society.

Psychological dependence: Refers to an overwhelming desire to use the substance on a very regular basis. The person may attempt to stop using the drug but successful only for a short period of time. A melag abuse may develop in which the person remains under the influence of drug throughout the day on a regular basis or experience certain complications such as overdoses.

1.8 Acronyms

N.A.C.A.D.A. - National Agency of the Campaign Against Drug Abuse

B.O.G. - Board of Governors

P.T.A. - Parents Teachers Association

M.O.E.S.T. - Ministry of Education, Science and Technology

NGOs - Non Governmental Organizations

WHO - World Health Organization

UNDCP - United Nations Drugs Control Programme

G.O.K. - Government of Kenya

G.N.P - Gross Net Profit

WWW – World Wide Web

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CHAPTER TWO

2.0 LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

The literature review in this study is discussed under the following subtopics: review of related literature (drug dependence and abuse as a global epidemic, drug abuse and discipline in Kenyan schools), types of abused drugs and their effects, reasons for drug abuse, how to detect students on drugs, methods of preventing drug abuse theoretical framework, conceptual framework and operationalization of variables.

2.2 Review of Related Literature

2.2.1 Drug Dependence and Abuse as a Global Epidemic

The evil of drug abuse is a major headache to societies and authorities the world over. Everywhere in the world, the menace of drug has strangled the youthful population reducing them to dummies, zombies, and drooling figures only to waste at the prime of their lives when they are most needed to invest their energies in worthy building ventures (Mwaura, Kenya Times, July 4, 2006).

Drug abuse has become a global epidemic, currently threatening survival of man in the planet. Substance/drug abuse is negatively affecting the quality of education in our national schools from the primary schools to universities. In and of itself, the use of legal drugs does not constitute a bad act, drugs properly administered have been a societal medical blessing (Musikoyo, 2004). He added that, unfortunately certain drugs produce enticing side effects such as euphoria, a sense of feeling good, elation, security and power. Ndegwa (1998) stated that over the past two decades, the use of illegal drugs and misuse of therapeutic drugs has spread at an unprecedented rate and has reached to every part of the globe.

Scarpitti (1974: 214) and Chevy (1969: 117) reported that a broad spectrum of the world community has demonstrated intense concern over the problem. The complex and intricate web of drugs business has defied even the most alert security apparatus and that

is why to date, drugs continue to be peddled across the borders to chosen destinations, drug barons are still making a kill from this diabolical trade and concrete evidence abounds of their ability to control and manipulate government authorities to carry out the evil without any obstacles (Mwaura, Kenya Times, July 4, 2003).

In Columbia, for example, drug barons are so powerful and ruthless that they are able to hold at ransom anyone standing in the way of their evil trade irrespective of his/her position of authority. Drug barons are said to finance some politicians in this part of the world. This explains why the vast valleys and plains of the Latin American countries are covered by vast plantations of cocaine, opium and marijuana (ibid). According to a recent report from the United Nations Drugs Control Programme (UNDCP), the menace of drug is assuming worrying proportions the world over and negligible headway is being achieved in eliminating the evil owing partly to lack of serious commitment from governments or the sophisticated nature of drug business presently.

Despite the proliferation of drug laws in the United States, drug use among young people and adults is widespread and increasing. According to Julian (1977) the criminal justice system and penal institutions have been severely overburdened from the Harrison Act of 1914 to the Comprehensive Drug Abuse Prevention and Control Act of 1970.

Drug rehabilitation programmes have proved relatively effective. The use of a synthetic narcotic, methadone, enables many addicts to function in society. However, it keeps the addict drug dependent. The British approach to the drug problem contrasts sharply with that of United States in that it views addicts as ill rather than criminals. According to Julian (1977) under strict guidelines addicts can obtain heroine or methadone at nominal cost. This has reduced the illicit drug trade, the drug related crime rate, and the number of unemployed addicts.

Drug taking by students is indiscriminate. In line with this, Graffin & Malcom (1990) observes that millions of youth are injecting (intravenously), swallowing, sniffing and smoking everything from cocaine to marijuana (bang). He further observes that to some

youth “doing drugs” is a way of escaping problems. Others get involved to satisfy their curiosity, yet others use drugs to ease depression or boredom. Nowlish (1975) points that the use of alcohol has become widely accepted as a socially approved behaviour. He reports that by the time an adolescent graduates from high school, he/she has probably established a regular light to moderate drinking pattern.

According to the United States Department of Health and Human Services in the USA, half of all teens and 60% of high school teens report that drugs are used, kept or sold at their schools. Students at these schools are three times more likely to smoke, drink or use illicit drugs than students whose schools are substance free of those students who tried cigarettes in school at some time, 86% are still smoking as seniors of those who have been drunk, 83% continue to get drunk as seniors of those who have tried marijuana even once, 76% are still using it in the 12th grade. By completion of high school, 70% have smoked cigarettes, 81% have drunk alcohol, 47% have used marijuana and 24% have tried another illegal drug (Prevention Alert; September 6, 2002).

2.2.2 Drug Abuse and Indiscipline in Kenyan Schools

Kenya has not been spared the pestilence of drugs and it is abundantly clear that our own country is a transit point for hard drugs from Colombia heading to European capitals (Mwaura, N., The Kenya Times, July 4 2003). The recent seizure of almost a tonne of pure grade cocaine drug in Nairobi and Malindi whose value was put at Kshs.5.3 billion and the attendant horror and disbelief the episode triggered across the country provide a testimony that the menace of drug trafficking is deeply entrenched in Kenya.

Tobifor (2000) also states that 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. Amayo and Wangai (1994) also noted that trafficking of hard drugs into developing countries has not spared Kenya and the drug consumption of dependence among secondary and college students has led to unrest and consequently wide ranging destruction of life and property. The United Nations International Drug Control Programmes World Drug Report for 2000 ranked Kenya among the four African

nations notorious for either consumption or manufacture of narcotics. According to the report, the port of Mombasa is a major transit point of drug traffickers in Africa.

It is not surprising that drug abuse has been blamed for many strikes in schools, which have rocked many parts of Kenya in recent times. Varied types of drugs and narcotic substance are readily available in some localities where schools are located. Such drugs and substances are bhang, tobacco, changaa, glue, kumikumi and others as listed by the NACADA. The substances are sold with the knowledge of some parents. In Kisumu, a substance by the trade name "Kuber" was available in the local supermarkets and kiosks within the municipality and students who chewed the substance felt 'high' and it was more effective than bhang (Report of the Task Force on Student Discipline and Unrest in Secondary Schools, 2001: 63).

A pilot survey carried out found that in most school compounds today there is readiness to use a wide variety of drugs. For instance in Lugari division it was confirmed from the schools records that in the last five years, over 20 students were either suspended or expelled from Lumakanda Secondary School for abusing drugs. On the other hand over 12 students from Mautuma Mixed Secondary School were suspended for having taken drugs on the same years (Chesula, 1996).

Nduhi (1998), Chandran (1998) and Siringi (1999) quoted another survey done in Nairobi province, which revealed that there were high levels of drug abuse among students. According to Onyango (Daily Nation, 2002: 15) a study made by Prof. David Ndeti (Psychiatrist at the University of Nairobi) reported that about 8.9% of the population are using cannabis in its pure form, while about 5% mix glue and petrol. Onyango added that there is a tendency for gradual graduation of various types of drug to another or a combination of various types. Youth aging 10 to 15 years have tasted cocaine, mandrax, amphetamines and heroine. At the age of 20 they get hooked onto every drug with cannabis sativa being a permanent ingredient.

Some (2001) stated that the environment that people live in today is the laboratory for the youth. The influence of drug use on students learning behaviour has hampered the educational management in Kenyan secondary schools. Schools have been interfered with by increased cases of student indiscipline caused by among other factors, drug and substance abuse (Report of the Task Force on Students Discipline and Unrest in Secondary Schools, 2001: 77).

According to a report by National Agency of the Campaign Against Drug Abuse (NACADA), in Kenya recent statistics indicate that one in every three Kenyan high school students take alcohol. Another 8.3% smoke cigarettes while one in every ten chew miraa (khat). About 3% smoke bhang and they also take hard drugs including heroine, cocaine, mandrax and tranquilizers (Daily Nation, June 22, 2004).

2.3 Types of Abused Drugs and their Effects

Abused drugs have been classified differently by scholars. Most of the scholars classify them into the following categories:

2.3.1 Depressant Drugs

Drugs in this category lead to a state of acute intoxication in which the depression of various elements of the central nervous system (CNS) occurs. This seriously interferes with the individual motor and mental functions. Examples of drugs in this category include barbiturates, valium, mandrax, inhalants like glue, gasoline, alcohol, paint thinners, etc.

2.3.2 Stimulant Drugs

These stimulate all parts of the central nervous system. The effects of these drugs include sleeping sickness, headache, fatigue and poor blood circulation. According to Kanini (2004), students abuse drugs in this category for their minds to be more alert and they think as a result of being stimulated. These include miraa (khat), cigarettes, cocaine, caffeine and amphetamines.

2.3.3 Hallucinogens

Hallucinogens produce or lead to fantasies. The drug abuser refers to them as dancing drugs. They include lysergic acid diethylamide (LSD) which is normally taken orally in tablet or capsule form. Because it is very potent, extremely small dosages are administered. It results in radical transformations of perceptions, emotions and thoughts. In this group include bhang, peyote and mescaline.

2.3.4 Narcotic Drugs

The drugs in this category cause drowsiness and euphoria. These include opium, mandrax, morphine, methadone, heroine and cocaine. Heroine is reported to be associated with youth of the economically and socially deprived areas while cocaine is associated with those from well to do families.

2.3.5 Tobacco

According to Prof. Odhiambo, P. A. in an article "Why rush to the grave", there is no single consumable product or commodity apart from tobacco which has 4,700 substances in its composition, all of which are injurious to human health, including 40 cancer causing agents. These include cigarettes, cigars, snuff and chewing tobacco.

2.3.6 Over the Counter Drugs or Non-prescription Drugs

These are drugs that are easily purchased over the counter in shops and chemists and a doctor's prescription is not necessary. They are normally purchased for treatment of minor ailments that do not need the doctor's attention. Examples include pain relievers like panadol, which when taken in overdose becomes a stimulant, tranquilizers, anti-depressants and anti-anxiety drugs.

2.3.7 Legal Drug Abuse

According to Clinard (1968), the use of illegal drugs such as heroine and marijuana while disapproved, have their widely used counterparts in such legally approved drugs as

alcohol, cigarettes, tranquilizers for relaxation, barbiturates for sleeping and relaxing and other minor pain killing drugs such as aspirin.

Coffee and tea are also drug stimulants which have considerable effect when consumed regularly in large quantities. While most persons use it in such moderation that no ill effects are suffered, an occasional person drinks so much coffee that he/she develops symptoms of sleeplessness, nervousness, elevated blood pressure and hyperirritability that can be produced by equivalent doses of amphetamines. This type of reasoning can be used with respect to nicotine contained in tobacco and it is very easy to show that alcohol must be considered a drug because of its many similarities to the barbiturates and other groups of depressants” (Kalant & Kalant, 1971: 14).

Table 2.1 Abused drugs/substances and methods of use

Substance	Methods of use
Alcohol	Drinking
Tobacco (cigarettes)	Smoking, sniffing
Mirra (Khat)	Chewing
Volatile substance - inhalants	Inhaling
Cocaine	Sniffing, injection
Depresants (Diazepam, sleeping pills, etc)	Oral, injection
Methagualone (mandrax)	Oral
Stimulants (Amphetamines, etc)	Oral
Opium	Smoking, oral
Bhang	Smoking
Steroids (Anabolic steroids)	Oral, injection
Heroin	Injection

Source: NACADA (2006)

2.4 Effects of drug Abuse

Different drugs have different effects on the user depending on the dosage taken and duration. The table below shows types and the effects of some of the drugs and their effects.

Table 2.2 Abused drugs and their effects

TYPE	NAME	ALSO CALLED	LOOKS LIKE	EFFECTS
Alcohol	Hard Liquor, Beer, Wine, wine coolers	Booze, Brew jolly juice	Liquid packages in bottles or cans	Depresses the central nervous system causing relaxation, but also decreased alertness and impaired coordination. It reduces inhibitions and can alter perceptions and moods and cause unconsciousness. Chronic use can result in brain, liver and stomach damage which can lead to death.
Cannabis	Marijuana, Tetrahydrocannabinol	Pot, Grass, Weed, Reefer, Dope, Mary Jane, Sinsemilla, Acapulco Gold Thai Sticks. THC	Dried parsley mixed with stems and seeds. Soft gelatin capsules	Physical effects include increase heart rate, bloodshot eyes, dry mouth and throat, increase appetite. Marijuana is damaging to the lungs and contains more cancer-causing agents than tobacco. Mental effects include impaired or reduced memory and comprehension, an altered sense of time and reduced concentration and coordination. Can also cause paranoia and psychosis? Chronic use may lead to psychological dependence and can affect reproductive organ.
Depressants	Barbiturates Methaqualone Tranquilizers	Downers, Barbs, Blue devils, Red devils. Yellow jackets, Yellows, Nembutal, seconal. Amytal, Tuinal Quaaludes, Ludes Sopors, Valium, Librium Equanil, Miltown, Serax, Tranaxene	Red, Yellow, Blue or red and blue capsules. Tablets Tablets, Capsules	Small amounts can produce calmness and relaxed muscles, but larger doses can cause slurred speech, decreases alertness, impaired coordination, staggering and altered perception. Regular use causes mental and physical dependence and results in a tolerance to the drug, leading the user to increase the quantity consumed. Very large doses can cause breathing difficulty, coma and death. Chronic use leads to confusion and withdrawal and causes brain and liver damage to

				the body.
Hallucinogens	Phencyclidine	PCP, Angel Dust, Loveboat, Lovely, Hog, Killerweed	Liquid, capsules, pills, white, sparkling powder, sometimes mixed into marijuana	Users report a lack of coordination, slurred or incoherent speech, altered time perceptions, and sense of distance and estrangement. Mood disorders are also common depression, anxiety and violent behaviour. Because the drug blocks pain receptors, use may result in self-inflicted injuries. Chronic users experience memory problems and hallucinations and often exhibit paranoid behaviour. Larger doses may produce convulsions and comma, heart and lung failure, or ruptured blood vessels in the brain, leading to death.
Inhalants	Nitrous Oxide Butyl Nitrate Hydrocarbons (Aerosols, Glue, Gasoline, Paint Thinner, Cleaning Fluids)	Laughing gas, Whippets Rush, Bolt, Bullet, Locker Room, Climax Brand names like Easy Off, Oven Cleaner, Epoxy, Amoco, and Ajax	Small, metal Cylinder Packed in small bottles Packaged in a variety of ways, usually labeled "Toxic" and/or "Highly Flammable"	Immediate effects include nausea, sneezing, coughing, nosebleeds, fatigue, lack of coordination, and loss of appetite. Use can also cause rapid pulse, headaches, and involuntary passing of urine and feces. Long term use may result in hepatitis or brain hemorrhage. Use decreases heart and breathing rates and impairs judgment. Deeply inhaling the vapours or using large amounts over a short time may result in disorientation, violent behaviour, unconsciousness, suffocation and death. Repeated use of concentrated vapors over time permanently damages the nervous system, as well as the lungs, kidneys, bone marrow, and brain.
Narcotics	Heroin Codeine	Smack, Horse, Junk, Brown Sugar, Mud, Big H, Black Tar Codeine (and brand name cold medicines)	White to dark brown powder, tar-like substance. Dark liquid varying in thickness, capsules, tablets	Narcotics initially produce a feeling of euphoria, often followed by drowsiness, nausea, and vomiting. Users also experience constricted pupils, watery eyes and itching. An overdose may produce slow and shallow breathing, clammy skin, convulsions, coma and possibly death. Tolerance to narcotics develops rapidly and addiction is likely, often leading to death. The use of contaminated

				syringes can cause AIDS, hepatitis, and other diseases.
Stimulants	Cocaine	Coke, Snow, Flake, White Nose Candy, Snowbirds	White sparkling powder, often diluted with other ingredients	Immediate effects include dilated pupils and elevated blood pressure, heart rate, breathing rate, and body temperature. Chronic use can destroy the mucous membrane of the nose. Cocaine can produce psychological and physical dependency – a feeling that the user cannot function without the drug and tolerance and addiction develops rapidly. Cocaine can cause death by disrupting the brain's control of the heart and the breathing process. Injecting with unsterile equipment can cause AIDS, hepatitis and other diseases.
	Crack (Cocaine)	Crack, Rock, Freebase Rocks	Light brown or beige pellets, cloudy crystal-like rocks, often packaged in small vials	Crack of freebase rock is extremely addictive and its effects are felt within 10 seconds. Physical effects include dilated pupils, increased pulse rate, elevated blood pressure, insomnia, loss of appetite, tactile hallucinations, paranoia, and seizures. Like other forms of cocaine, crack can produce mental and physical dependency, and can cause death.
	Amphetamines	Speed uppers, Ups, Balack Beauties, pep pills, Bumblebees, Copilots, Dexedrine, Benzadrine, Hearts	Capsules, pills, tablets	Stimulants cause increased heart and breathing rates, elevated blood pressure, dilated pupils, and decreased appetite, as well as sweating, headaches, blurred vision, dizziness and sleeplessness. High doses can cause irregular heartbeat, tremors, loss of coordination, and physical collapse. An injection creates a sudden increase in blood pressure that can result in stroke, very high fever, or heart failure. Users report feeling restless, anxious and moody. Long-term users can develop psychosis that includes hallucinations, delusions, and paranoia. Injecting with unsterile equipment can lead to AIDS, hepatitis, and other diseases.

Tobacco	Cigarettes, Cigars, Snuff, Chewing Tobacco	Cigs, Smokes, Drags, Fags, Cancer Sticks, Butts	Dried, shredded tobacco leaves, rolled into smoking papers, or packaged in small tins	Tobacco is a highly addictive substance. Immediate effects include increased blood pressure and heart rate. In addition studies have shown that smoking may decrease the body's production of antibodies, increasing a person's susceptibility to disease. Frequent use can cause breathing problems. Smoking is a major cause of lung and mouth cancer, as well as heart and lung diseases leading to death.
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Source: Courtesy of Kivani's Club of Olive Branch

2.5 Reasons for Drug Abuse in Schools

There are many factors that lead one to substance abuse. These factors could be emotional or psychological. Some of the factors include:

2.5.1 Availability of the Drug

According to Merton (1971: 26) one explanation why people use illegal drugs focuses on the availability of drug and the interests of those who are in a position to benefit financially from their sale. Users are manipulated and seduced into illegal drug use. It is a well known fact that some students have secret ways of obtaining drugs and selling them to fellow students. In some cases members of the public or day scholars from other schools easily walk into the school and sell their commodities (Ndegwa, 1998). Smith (1990) says that availability of illegal drugs through cheap and local suppliers encourage students to engage in drug abuse.

2.5.2 Peer Pressure

The behaviour formation and behaviour modification among students are largely influenced by peer pressure and role modeling provided for by their colleagues and teachers (Wangai, 2001:2). The interests and expectations of peer group have an important bearing on whether or not a person will try a dependant producing drug.

Kerdal et al (1978) found that the most important variable in predicting possibility of drug use was peer activities, the number of friends using drugs and attitudes towards drug

use. Peer pressure brings the necessity to have the feeling of “belonging” to a certain group.

2.5.3 Influence of Mass Media and Advertising

The National Agency for campaign Against Drug Abuse (NACADA) which has been spearheading the government’s crusade against drug abuse has been very active in targeting the creative advertising industry that fronts for leading beer and cigarette manufacturers.

People who smoke are portrayed as being great sportsmen or very friendly, wealthy important people (Oketch 1997). Mass media plays a big role in influencing children. Dr. Ogwel, head of non-communicable diseases at the Ministry of Health states that research undertaken shows that three main factors entice young children to smoke. These factors are peer pressure, advertising and use of public relations where companies sponsor events involving youth and peg entry to possession of a packet of cigarettes. Other forms of media used are movies, televisions, video cassettes, billboards and magazines.

2.5.4 Family Negligence/Parental Influence

Pudo (1998) noted that children who come from homes where parents take drugs tend to imitate the behaviour of their parents by engaging in taking of illegal drugs.

Some parents deny their children the basic necessities such as food, shelter and education. Frequent harassment with insults among other forms of abuse may turn children to substance of abuse in a bid to escape frustration, depression, etc

2.5.5 The Age Factor

Majority of the students are at adolescence stage. This is a stage of transition from childhood to adulthood. It is a momentous period of life fraught with changes, difficulties and special problems. It is described as a period of ‘storm’ and ‘stress’ turbulent and ‘unstable’ a time of self-discovery and self assertion. This is the stage the youth tend to experiment a lot (Oketch, 1977). In the process of their experimentation, the youth may encounter drugs.

2.5.6 False Ideas and Perceptions

There is the false perception that drugs of abuse enhance the power of imagination, concentration and help in self-actualization. Some even believe such drugs give them extra strength and courage (Karechio, 1996).

2.5.7 Lack of Parental Counselling

Many students complain that their parents are physically absent from home. While it is true that the parents ought to make an effort to be available, students should understand that in some cases the parents must be away to look for some finances for the basic needs of the family. However, parents should be available, especially during school holidays in the evening and at supper time. The parents absence from home means that they are not able to give their children advice or counsel them on social life.

2.5.8 Lack of Aspiration for Higher Education

Students often fail to see the need for higher education if their parents do not advise them on the need to acquire high academic qualifications. In secondary schools, lack of qualified career counsellors may result in students not aspiring to further their education. Students may also have the wrong notion that "you don't have to be very educated to make it in life".

2.6 How to Detect Students on Drugs

It may not be easy to identify students abusing drugs. Some normal adolescence signs could be mistaken for drug abuse behaviour. Hence one needs to be careful in relating certain signs and behaviours to drug abuse. According to Gullota (1989), a family, child, marriage and individual counsellor, the following are some of the signs and behaviours: aggressive behaviour, decline in academic performance, general detachment towards everything in life, preference of solitude, depression and anxiety, sudden changes in appetite, moving in the company of totally new set of friends, possession of large amounts of money that cannot be accounted for or constant demand for money with household articles disappearing, memory lapses, difficulty in concentration, poor physical coordination, indiscipline and low self esteem.

It is also possible to detect students on drugs based on their physical appearance. They usually have deterioration in personal hygiene, running nose and wet eyes, dilated or pin-point pupils, red eyes, blank facial expression, clammy skin, slogans on clothing, body and tattoos.

2.7 Methods of Preventing Drug Abuse

Behaviour modification methods are basically associated with the interventionist approach, which though reactive, responds to problems as they arise. It is an approach that is concerned with the modification of behaviour through positive and negative reinforcement (West and Foster, 1976). This approach assumes that any action which is rewarded will tend to be repeated and learned whereas actions which have no favourable consequences to the individual will cease to be done. Studies have shown that rewards are more effective in producing desirable behaviour than sanctions (Becker 1967).

Preventive Methods

Since the drug use begins before the age of 20 years, schools are primary institutions with access to this age group. Additionally, the most common prevention strategy has been education, which is compatible with school goals (Dryfous, 1990). This approach aims at developing structures and approaches which are geared towards reducing problems and anticipating crisis within the school itself. Duke (1989) and Reid (1986) claim one of the reasons for disaffection in secondary schools is the object failure of pastoral care. In most schools, there is lack of spiritual nourishment. This is due to failure of mounting regular pastoral programmes in schools and therefore Kenya's education system had very little to do with God.

In a special study conducted in Thika schools, Wangeri (1986) found that in 27.7% of the eleven secondary schools covered, principals undertook extensive counselling to enforce discipline among the students. These findings show that a majority of the principals never prioritized the use of counselling programmes in schools.

According to Sussman and Johnson (1996) research has identified that prevention programmes need to be comprehensive and have sufficient intensity to reasonably expect that the skills can be taught. Content areas that are necessary include:

2.7.1 Normative Education

This helps students realize that use of drugs is not the norm for teenagers. Students generally over-estimate the proportion of their peers actively involved in drugs hence, it is easier to be pressured by the myth that “everybody is doing it”.

2.7.2 Social Skills

Improving verbal skills may help students increase their ease in handling social situations. Decision making, communication skills and assertiveness skills are particularly important during the late primary and secondary school years when puberty changes social dynamics between young people themselves as well as with the adults.

2.7.3 Social Influence

This helps students recognize external pressure (e.g. advertising role models, peer attitudes) to use drugs and to develop the cognitive skills to resist such pressures.

2.7.4 Protective Factors

These support and encourage the development of positive aspects of life such as helping, caring, goal setting challenging students to live up to their potential and facilitating affiliations with positive peers (Hawkins, Catalano & Miller, 1992).

2.7.5 Refusal Skills

Learning ways to refuse drug effectively and still maintain friendships was a strategy heavily relied on in many early curricula. Recent research indicate that it is most relevant in supporting teens who do not want to use drugs and in conjunction with other activities such as social influence as normative education.

2.8 Educational Programmes Interventions

Drug prevention programmes referred to as life skill training have been found to be successful with young adolescents. Life skill training is based on finding that most adolescents first use drug in social situations and their decisions are influenced not just by one factor but a variety; attitudes, personalities, cognitive maturity and the particular social situations in which they find themselves. The aim of life skill training is to help students develop skill to reduce student motivation for using drugs and to teach assertiveness skills of saying “no” to peer pressure (Botvin & Torto, 1998).

2.9 Role of the Community

Because of the complexity of the problem, coordination of prevention messages and activities with other institutions in a student’s life is essential. The community, not the school, is where most students’ drug use occurs. Communities can be active in changing and supporting non-use norms and reinforcing messages given at school. Many curricula have suggestions for integrating activities and information sharing (Aguire-Molina & Gorman, 1996).

2.10 Punitive Methods

Tobler & Stralton (1997) states that although the research is far from conclusive, there is evidence that some strategies are ineffective. Scare tactics, punishments and didactic presentation of material have not been shown to be particularly effective in the prevention of drug use among students. These methods are basically associated with the crisis management approach which is reactive in its policy and locates the problem in students (Taltum, 1989). Punitive methods rely on the infliction of punishment with the aim of deterring the student from committing the crime. Jones (1989) explains that the purpose of punishment should be communicated, understood and accepted if it is to be effective in enforcing student discipline. But obviously drug abusers cannot be rehabilitated through punishment.

2.11 Theoretical framework

In understanding the ubiquity of this problem, the researcher used two theories to explain the genesis, growth and maintenance of drug abuse behaviour. The theories concerned include the social learning theory and the psychosocial theory.

2.11.1 The Social Learning Theory

This theory, credited to Bandura (1969 & 1977) puts emphasis on the importance of the interaction between individuals and the society through models from whom they learn vicariously. Through social modeling people can draw vast sources of information exhibited and authored by others for expanding their knowledge and skills. The power of television viewing is a typical experience of how we can learn about life vicariously of significant others in the society. Seeing modeled behaviour of others succeed increases the tendency to behave in a similar way. The potential drug user imitates the models in the environment who are significant others in his/her life. Such models may include one's parents, relatives, teachers and friends.

Through observation and internalization of what the role models are experiencing, young people learn to take or not to take drugs. If one observes another taking drug, she or he will be motivated to imitate the behaviour especially when the behaviour is positively reinforced. The impact of observed consequences depends on observers' influences that they would experience similar or dissimilar outcomes for engaging in the modeled activities. In that case, if the model (drug abuser) appears excited, sociable or aggressive, the potential drug user is likely to imitate the behaviour. When the behaviour is punished, like one becoming sick or losing friends or missing gifts from parents and significant others, it will not be imitated and therefore stops.

Bandura (1973) has suggested four steps that might be taken to change current practices of the television industry. First, an appeal to government agencies to control the commercial marketing of drug use. Second, could rely on the industry's system of self-regulation. This method is not very successful either because profits dictate content and violent shows have proven to be extremely popular among viewers and sponsors. Third,

create a public drug monitoring service that would periodically conduct systematic analyses of what was available on television. Finally, and most constructively, is to encourage and reward desirable practices in the television industry.

Bandura's work has been criticized, however for its emphasis on overt behaviors, in spite of covert factors, and for its excessive bias against psychoanalysis, which leads him to ignore distinctly human problems such as conflict and unconscious motivation. Learning and behavior theories tend to limit the kinds of phenomena sociologists can study and the way in which they can investigate the phenomena.

According to Bandura, human behavior is due to a reciprocal determinism that involves behavioral, cognitive, and environmental factors. Their relative influence varies in different individuals and in different situations. Bandura believes that most human behavior is learnt through the process of observational learning by following a model.

2.11.2 The Psychosocial Theory

This theory, credited to Erik Erikson, emphasizes the importance of the social environment in developing a stable ego. It divides the lifelong developmental process into stages based on epigenetic principle of motivation in which at every stage, the society is structured to meet the psychological readiness and help the individual realize the potentialities of that stage failure of which causes an individual's maladaptation to the social environment (Smith and Vetter, 1982: 63).

An individual is viewed to be in active interaction with the social environment, represented at the initial stage by the family, which is the matrix of identity (Minuchini, 1974: 47). At each of the developmental stages up to the adolescence, appropriate conflict resolution helps an individual develop feelings of hope, self restraint, courage, self confidence and self identity which enables them deal with their feelings of conflict, indecisiveness, loneliness and anxiety that makes them confused and unpredictable.

During adolescence the conflict is that of identity crisis and if the adolescents resolve the crisis adequately, they develop fidelity which is a clear sense of self identity that helps them to develop the ability to understand and abide by standards and norms of the society, but failure to realize full resolution or adequate resolution will lead into the (student adolescents developing) "totalism" which is the belief that they know what is absolutely and undeniably right (Smith and Vetter, 1982: 65).

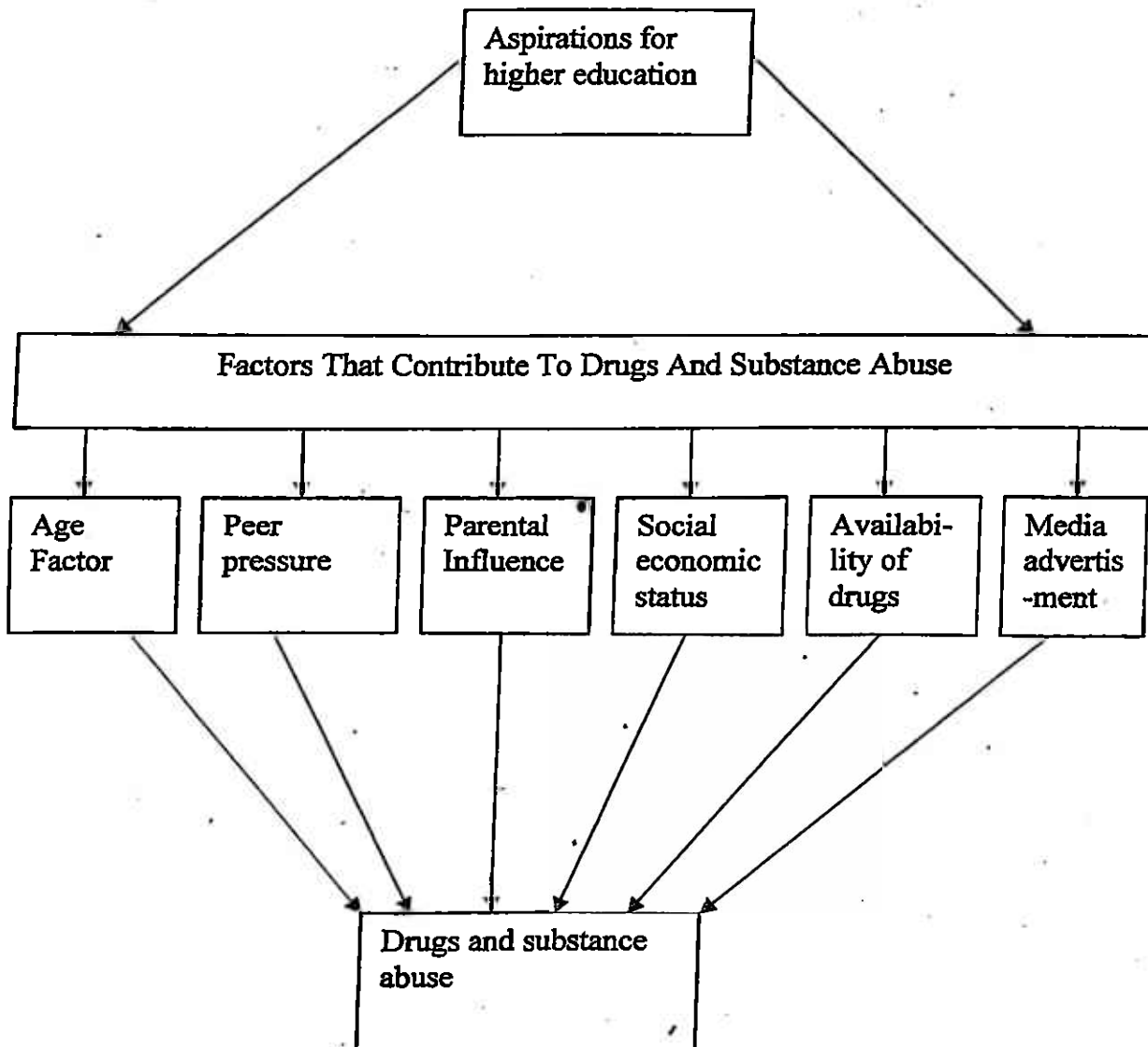
The development of totalism at this stage, therefore, makes this theory relevant to the study of students' drug abuse behaviour due to its implication in shaping adolescent behaviour, as well as due to increase in drug abuse among students, a situation that makes us be interested in the ritualization process in order to be able to understand further the causal factors to the drug abuse problem.

Erickson has greatly enriched our understanding of adolescence and the adult years. The primary duality adolescence (twelve to eighteen) is that of ego identity, versus role confusion. The process of forming an ego identity requires that one compares how one sees oneself with how significant others appear to expect one to be. Adolescents must answer the question 'who am I?' satisfactorily. If they fail to do so, they will suffer role confusion. The adolescent who cannot find a meaningful adult role runs the risk of an identity crisis, a transitory failure to establish a stable identity.

Some young people may drop out of society for a short period, others may adopt a negative identity, one that is opposed to the dominant values of their upbringing. Where support has not been favorite to the development of inner resources, a negative identity may provide the only way of demonstrating mastery and free choice in ones culture. It is virtually important that a society present its young people with ideas they can share enthusiastically. The ego or virtue strength developed at this time is fidelity. Without fidelity, the young person will either have a weak ego or suffer a 'confusion of values' or search for a deviant group to be loyal to e.g. peer group pressure.

2.12 Conceptual Framework

Figure 2.1



Drugs and substance abuse among students in Kenyan public secondary schools is a problem that has caused concern among the policy makers of the education system. Drug abuse has been linked to poor academic performance, school drop outs, sexually transmitted infections and unwanted pregnancies of students in secondary schools (NACADA). It is therefore important to call for a concerted effort to curb this problem of drug infiltration to our schools and have everybody participate in order to wipe out the menace.

2.13 Operationalization of Variables

For a researcher, the independent variable is the presumed cause and the dependent variable is the presumed effect (Singleton, R. et al., 1988).

2.12.1 Variable Indicators

Table 2.3

Independent Variables	Indicators
Drug Abuse	<ul style="list-style-type: none"> • Availability of the Drug • Peer Group Pressure • Influence of Mass Media and Advertising • Family Negligence/Parental Influence • The Age Factor • Lack of Parental Counselling • Lack of Aspiration for Higher Education • False Ideas and Perceptions
Dependent Variable	EFFECTS
Types of drugs	<p>Students who abuse the following types of drugs have maladaptive behaviour. This is manifested by their actions, utterances and physis</p> <ul style="list-style-type: none"> • Depressants (barbiturates, valium, mandrax, glue, gasoline, alcohol, thinner, etc) Effects: slurred speech, decreased alertness, impaired coordination and altered perception. • Stimulants (miraa, cigarettes, cocaine, caffeine and amphetamines) Effects: dilated pupils, elevated heart rate, blood pressure, dizziness, breathing rate and paranoia. • Hallucinogens (bhang, peyote, mescaline, etc) Effects: mood disorders, depression, anxiety and violent behaviour. • Narcotics (opium, mandrax, morphine,

methadone, heroine and cocaine)

Effects: nausea, drowsiness, vomiting, watery eyes and itching.

- **Tobacco (cigarettes, cigars, snuff, snuff, etc)**

Effects: Increased blood pressure and heart rate, breathing problems, can cause lung and mouth cancer

CHAPTER THREE

3.0 RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter presents the procedures that was used in conducting the study. It is organized into the following sub-headings: research design, site selection and description, target populations, sample selection procedures, sample size, research instrument, data collection procedures and sources, data analysis techniques and conclusion.

3.2 Research Design

This chapter also presented the structure of the research. According to Yin, (1990: 29) the main purpose of the design is to help avoid a situation where evidence does not address the initial research questions. The research design used in this research was survey and was descriptive in nature.

The study used an ex-post facto to design. According to Kerlinger (1979) this is a systematic empirical enquiry in which the scientist does not have direct control of the independent variables because their manifestations have already occurred or because they are inherently not manipulatable. An ex-post facto design (descriptive research) was selected for the study because it was not be possible to manipulate the variables of the study. The variables like age, sex, academic qualifications, professional grade and experience of both head teacher and teachers and also the size of the school. In addition, the study investigated drugs abused problem, how students access them and factors that contribute to students' use and abuse drugs and substances.

Surveys are used to gather systematically factual information necessary for decision making. This is an efficient method of collecting descriptive data regarding current practices, conditions and preliminary information for generating research questions (Ogula, 1998: 58).

3.3 Site Selection and Description

The study was carried out in Imenti North (former Meru Central) District in Meru. The study focused on public secondary school students, teachers and head teachers.

3.3.1 Physical Aspects

Imenti North (Meru Central) is one of the thirteen districts that form the Eastern Province of the Republic of Kenya. The district lies to the east of Mt. Kenya whose peak cuts through the southwest border of the district. It shares borders with Laikipia District to the west, Nyeri and Kirinyaga districts to the southwest, Meru South district to the south, Tharaka district to the east and Meru North and Isiolo districts to the north. The district straddles the equator lying within latitude $0^{\circ} 3' 45''$ north and about $0^{\circ} 2' 30''$ south. It lies within longitudes 37° and 38° east (GOK, 2002: 4). The district comprises of ten administrative divisions and three parliamentary constituencies namely, Imenti North, Imenti Central and Imenti South.

Late last year (2006) these three constituencies were made districts. This is where Imenti North district was carved from (DEO, Imenti North district).

Miriga Meru West division is divided into five locations with a total of sixteen sub-locations. These locations are Ntima, Nthimbiri, Meru Municipality, Mulathankari and Ntakira. The division has a total area of 53.2 km² while the district has a total of 2,982 km² of which Mt. Kenya and Imenti forests cover 1,030 km² and the remaining 1,952 km² is under human settlement.

3.3.2 Physiographic and Natural Conditions

Mt Kenya is the second highest mountain in Africa and the single most important physical feature that has influence the natural conditions in the district. The forested upper zones of the district are the catchment areas of numerous rivers in the district. These rivers therefore supply adequate surface water, which can be harnessed for hydroelectric power supply, irrigation and domestic purposes. The district receives ample rainfall of between 1,250mm and 2,500mm annually. Rains come in two seasons

with the long rains occurring from mid March to May and short rains from October to December.

3.3.3 Demographic Aspects

The division is inhabited by the Ameru ethnic group which comprises over 98 per cent of the population. The division has a population of 62,539. It has the highest population in the district. The high population is mainly attributed to the population concentration within Meru Municipality and its environs (GOK 2001: 6). Miriga Mieru West is a densely populated division with 1,306 persons per square kilometer and holds 13.9 per cent of the total population in the district.

3.3.4 Socio-Cultural Aspects

The mainstream religion is Christianity and sizable Muslims population in Meru Municipality with a mosque in town. Catholic Church, Presbyterian Church of East Africa (PCEA), African Independent Pentecostal Church of East Africa (AIPCEA), and Methodist Church of Kenya (MCK) have the biggest congregations in the division. The most practiced culture in the rural Miriga Mieru West division is the traditional Kimeru customs. The Miriga Mieru West Township is a cosmopolitan urban area with a mixture of traditional and modern customs and also hosts the divisional education offices which are situated at the junction of the main roads to Nanyuki, Isiolo, Mikinduri, Katheri, Maua and Nairobi-Embu highway. As a result, there is a high level of human activity in the town. This may result in deviant behaviours like prostitution and other social vices like drug abuse.

The suitability of Miriga Mieru West division and specifically selected public secondary schools in this study is based on its accessibility and limitation of financial resources. It is the researcher's home area and therefore it will be convenient to carry out the study because the researcher is familiar with the area.

Secondly, the study of drug abuse in secondary schools involves touching on students (peoples) private lives. This means that in order for students to reveal such sensitive

information they need somebody they knew well either by fact that they descend from their place or have some kind of linkage. As such the researcher descends from the division and this was therefore an added advantage. It was only convenient to visit the selected public secondary schools before they break for their December holidays hence an advantage in terms of time, cost and energy saving.

Finally, since drug abuse among secondary school students is a national problem in Kenya, the researcher used the multi-stage random sample to select Miriga Mieru West division for convenience and because it could not have been possible to conduct research in all the public secondary schools in Kenya.

3.4 Target Population

Target population is defined as all the members of a real or hypothetical set of people, events or objects to which a researcher wishes to generate a research study (Borg and Gall, 1989). The target population in the study comprised of all teachers in the 24 secondary schools in Miriga Mieru West division. According to the Divisional Education Officer, there are 24 public secondary schools in Miriga Mieru West division, out of these there are 16 mixed schools and eight single sex schools. These are four boys' secondary schools and four girls secondary schools. Hence the target population consisted of 24 headteachers, 407 teachers and 3761 students.

3.5 Sample and Sampling Procedures

Wiersma (1985) defines sample as a small proportion of a target population selected using some systematic procedures for the study. He points out that an ideal sample should be large enough so that the researcher can be confident within specified limit, be certain that a different sample procedures can give approximately similar results. According to Mugenda and Mugenda (1999) descriptive research requires ten percent of accessible population which is adequate for a sample.

In the study, schools were stratified from a sample frame in terms of mixed day schools only, boys only and girls only secondary schools. There were 16 day mixed secondary

schools in Miriga Mieru West division, four boys' only secondary schools and four girls only secondary schools of the whole population of 24 registered public secondary schools. In the study all the boys only schools and all girls only schools were included in the sample using purposive sampling. For example, the mixed day category a sample of six (6) schools out of 16 schools in the mixed day category was selected. Therefore a total of 14 schools were selected for the actual study. The six (6) mixed secondary schools were selected using convenient sampling (Ogula, 1998: 64). The research used stratified sampling for teacher. The 14 headteachers were selected using purposive sampling.

Teachers were stratified into gender groups – female and male. This was because the population to be structured was not homogenous. It had both male and female teachers. The research then used simple random to get one female teacher and one male teacher per school (Ogula, 1998: 62). Small pieces of paper were used for male teachers. This gave a total of 28 teachers.

For single sex schools, the researcher used stratified sampling. The students were stratified into classes' simple random sampling. The researcher picked a student from each class. Pieces of paper written 'NO' and only one written 'YES' were included in the sample. This meant that schools with more than one stream per form had more students included in the sample. This gave a more representative sample of students from all schools.

The researcher used stratified sampling for the mixed day schools. The students were stratified into gender groups-female and male classes. Simple random sampling was then used to pick one student per class. Pieces of paper with 'NO' written on them and only one written 'YES' were put in a container. Students picked the pieces of paper alternating. If the first class girls picked, the next class the boys picked. All the students who picked 'YES' were included in the sample. This gave a total number of 168 students.

3.6 Sample Size

Table 3.1 Sampling procedure

Type of School	Total Student Population	Percentage of Total	Sample
Mixed day (6 schools)	549	15	25
Single sex (8 schools)	3212	85	143
Total	3761	100	168

The total student population in Miriga Mieru West division is 3,761. Out of this, 549 students are in mixed day secondary schools and the rest, 3,212 are in single sex (boys or girls) only secondary schools. The student population in single sex schools is 85 per cent of the total population while the mixed day schools are only 15 per cent of the total. The total sample size was therefore 210. This figure includes 168 students, 14 headteachers and 28 teachers.

Table 3.2: Sampled Public Secondary Schools

Name of school	Type of school	Day/Boarding
Kaaga Girls	Girls only	Boarding
Gikumane Girls	Girls only	Boarding
Kirige Girls	Girls only	Day
Ntakira Girls	Girls only	Day
Kaaga Boys	Boys only	Boarding
Meru School	Boys only	Boarding
Kirige Boys	Boys only	Boarding
Ng'onyi Secondary	Boys only	Day
Mweteria Secondary	Mixed	Day
Kinoru Secondary	Mixed	Day
CCC Township Secondary	Mixed	Day
Nthimbini Secondary	Mixed	Day
Mwithimwiru	Mixed	Day
Giantume Secondary	Mixed	Day

Source: DEO Imenti North District

3.7 Research Instrument/Tool

The researcher used questionnaire for all the respondents. According to Wiersma (1985), questionnaire studies are generally much less expensive and they do not consume a lot of

time in their administration. Briefly in a questionnaire also encourages response. The study employed three questionnaires one for the headteacher, another for teachers and the other for students. They were divided into 2 sections A and B. Section A sought and collected demographic data of the respondents. Section B will contained questions seeking to establish the drugs that students use and abuse, how they access them, why they abuse them and factors that contribute to drug among the students. Closed and open ended questions were used as a data collecting tool.

3.8 Data Collection Procedures

The researcher applied for a permit from the Ministry of Education Science and Technology. After obtaining the permit for ethical purposes, the researcher approached District Education Officer for an introductory letter to the schools where the research was carried out.

Questionnaires were used to collect data; Gay (1996) explains that descriptive data are usually collected using questionnaire. Ogula (1998) has also positively identified questionnaires as instruments of data collection in descriptive research. He asserts that the three methods of administering questionnaires are; self administering, interviews and telephone. The researcher chose to self administer the questionnaires. The choice of questionnaire was also made because they are useful in reaching a large group of respondents within a short time with little cost. Self completion questionnaire can be filled in the absence of the researcher hence limit biases resulting from personal characteristics of the researcher. This was most applicable for the case of the teachers. When this method was used, completion rate was high.

The researcher also used a research assistant (R.A) to assist in collection of the data from the field.

3.8.1 Data Sources

The study used multiple sources of information, both primary and secondary (referred as triangulation) to ensure construct validity and reliability of the data collected.

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3.8.2 Primary Data

Primary data is information gathered directly from respondents (Kombo and Tromp, 2000: 100). It was collected from:

- a) Selected public secondary school students and teachers from Miriga Mieru West division who were willing to give information voluntarily on the general view of the factors influencing the drug abuse. They were selected from samples drawn from selected public secondary school where finally stratified sampling was carried out. The questionnaires were administered to collect quantitative data.
- b) School head teachers. The researcher selected key informants purposively due to their knowledge of the topic under study and positions they hold in schools.

3.8.3 Secondary Data

The secondary data was collected through desk review by analyzing documents related to drugs and substance abuse in secondary school students. The researcher consulted the MOEST Resource Centre, NACADA, Kenya Institute of Education (K.I.E.) Jomo Kenyatta Memorial Library, Sociology Department Library, Institute of Developmental Studies (IDS) Education Department Library (Kikuyu) of University of Nairobi.

3.9 Unit of Observation

The unit of observation was selected secondary school students in Miriga Mieru West division, headteachers and teachers who provide service at schools.

3.10 Unit of Analysis

According to Babbie (1994:5) a unit of analysis is the object of attention. A unit of analysis is what or who is to be described or analyzed. The factors contributing to drug abuse in public secondary schools in Miriga Mieru West division was the unit of analysis of this study (Singleton, 1988).

3.11 Data Analysis

The data that was generated was quantitative in nature. After data collection, secondary data was analysed by use of descriptive statistics. The quantitative data was presented in form of bar graphs, tables and charts. The data was then interpreted and a report written from the findings.

3.12 Challenges Encountered During Study

Due to the sensitivity of the topic of the study, respondents especially the students were not willing to give information. Data collection was done during the national examination period, students were therefore reluctant to part with information therefore this delayed data collection for two weeks.

3.13 Conclusion

The researcher carried out data collection, analysis, conclusion and recommendations as outlined on the timeframe.

CHAPTER FOUR

4.0 DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

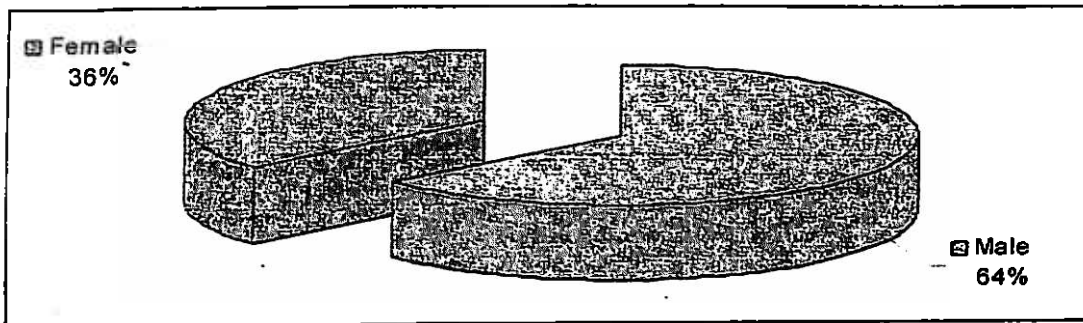
In this chapter data pertaining to identification of types of drugs abused by secondary school students, investigation of the role of teachers and non teaching staff in availing drugs to students, determination of the major factors that influence drug abuse among students, the extent to which media advertisement have contributed to drug abuse among students and the establishment of measures that headteachers and teachers should take to prevent drug abuse in schools is analyzed and interpreted.

A total of 210 headteachers, teachers and students were sampled. Every respondent was given a questionnaire out of which 198 responded by completing and returning the questionnaire. This gave a response rate of 94%. The collected data were edited and coded. Data analysis was done using frequencies, and percentages, which were then presented in bar graphs, tables and pie charts.

4.2 General information on the respondents

The respondents were first asked to provide information on: name of the school, gender, age bracket, school category, teaching experience, length of time in same station, the length of time been a head teacher, religion, whom they are living with, whether living in rural or urban area, the occupation of the parent and the level of education of the parent or guardian. See (Appendices I,II and III). It was apparent from the study that most of the headteachers were male (64%) and only 36 percent were female. This shows that there is disparity in terms of gender distribution in the secondary school heads (Fig. 4.1). This was also the same for the case of teachers analysis showed that 61 percent were male compared to 39 percent female.

Figure 4.1: Distribution of headteachers by gender.



Source: Primary data

The results of the analysis also revealed that majority (71%) of the respondent headteachers fell in the age bracket 41-50 years. The analysis further established that majority of the respondent teachers were (63%) in the middle age (31-40 years). The results showed that 73 percent of the respondents have a teaching experience of between 11 and 15 years as shown in Table 4.1.

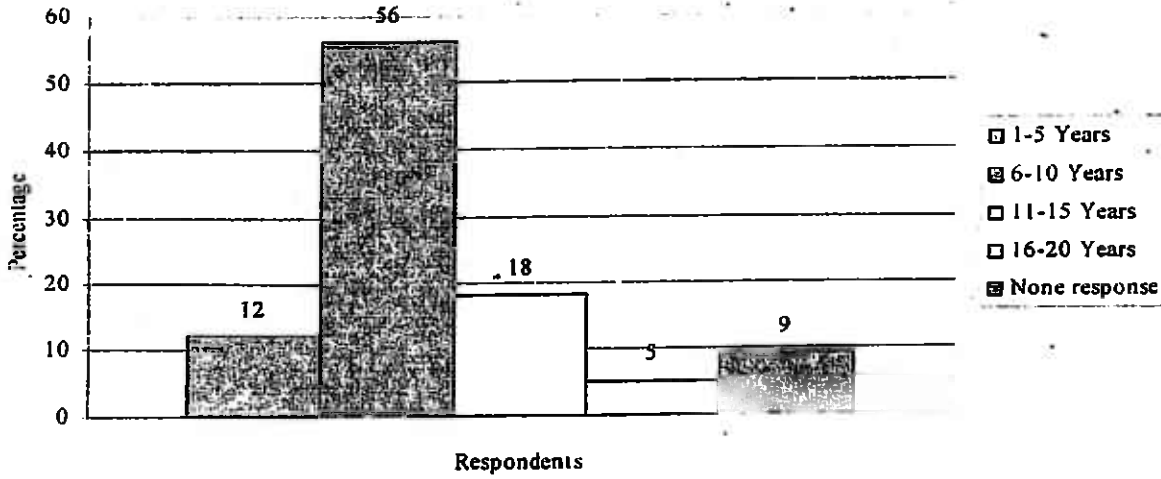
Table 4.1: Distribution of teachers by teaching experience

Teaching experience	Frequency	Percent
1-5 years	1	3
6-10 years	4	12
11-15 years	25	73
16-20 years	4	12
Total	34	100

Source: Primary data

The study sought to establish the number of years the respondent teachers and headteachers have been in the same station. The results of the analysis revealed that 56 percent of the respondents have been in the present station for between 6 and 10 years. Figure 4.2 below shows the findings of the analysis in this regard.

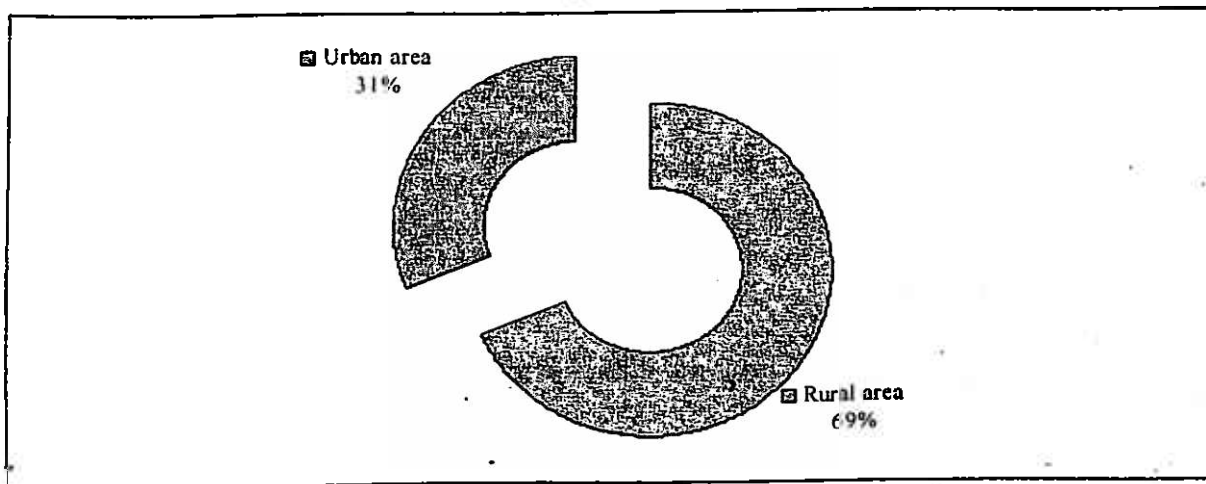
Figure 4.2: Distribution of teachers by length of stay in present position.



Source: Primary data

Concerning religion, the study established that majority of the respondents (89%) were Christians. But concerning the area of residence, the results of the analysis revealed that majority of the student respondents (69%) live in the rural area (see figure 4.3).

Figure 4.3: Distributions of students by area of residence



Source: Primary data

The study established that 81 percent of the student respondents lived with their parents. It was clear from the analysis that majority of the student respondents' parent/guardians (54%) have a secondary level of education (see table 4.2).

Table 4.2: Parent's/guardian's level of education

Level of education of parent/guardian	Frequency	Percent
Primary School	11	7
Secondary School	87	54
College	34	21
University	29	18
Total	162	100

Source: Primary data

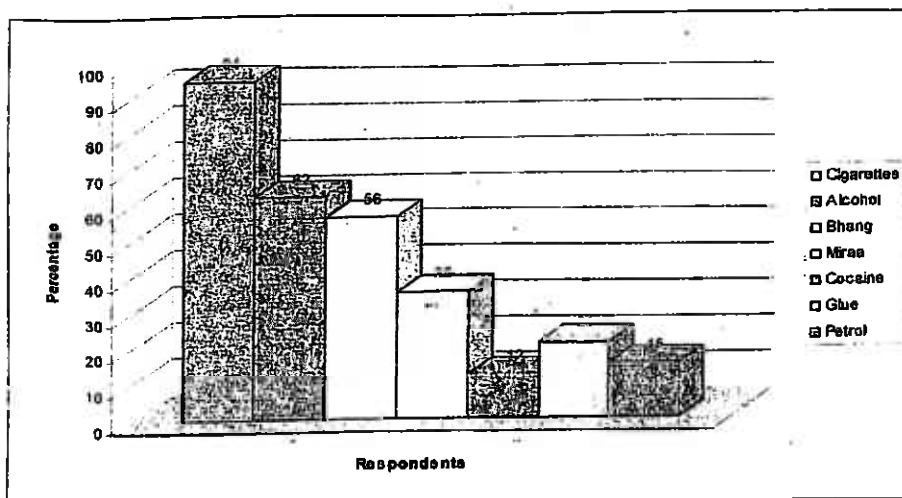
4.3 Type of drugs abused by secondary school students

The study sought to identify the types of drugs abused by secondary school students in Miriga Mieru West Division of Imeni North District. The findings of the analysis are presented forthwith.

4.3.1 Drugs commonly abused by students in schools

The study sought to establish the drugs commonly abused by students in schools. The results of the analysis are shown in figure 4.4 below.

Figure 4.4: Drugs commonly abused by students in schools



Source: Primary data

It was apparent from the result of the analysis that 94 percent of the respondents indicated that cigarette is the most commonly abused drug by the students. The analysis also shows that 62 percent of the respondents indicated that alcohol is equally abused by the students. Fifty five percent of the respondents indicated that bhang is the third commonly abused drug by students.

4.3.2 Drugs abused by friends

Respondents were asked to indicate the drug abused by their friends in same school, in other schools or even those not in school. The relevant responses are summarized in table 4.3

Table 4.3: Percent distribution of respondents according to drugs abused by friends

Abused drug	Total No. Respondents	Frequency	Percent
Local brew (beer, busaa, muratina, changaa).	162	123	76.0
Marijuana	162	41	25.3
Cigarettes	162	98	60.5
Cocaine	162	1	0.64
Miraa	162	56	35.0
Commercial beer (beer, whisky)	162	42	26.0

Source: Primary data

From the results of the analysis it is clear that 123 student respondents (76%) indicated that their friends abused local brews which included the likes of beer, busaa, muratina and changaa. The study also established that 98 respondents (60%) indicated that their friends abused cigarettes.

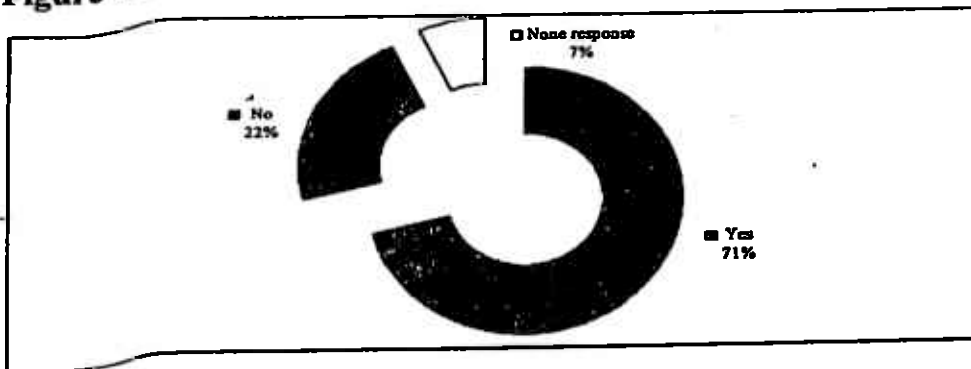
4.3.3 Signs that students use drugs

Respondents were asked to indicate the signs showing that the students use drugs. Twenty one percent of the respondents indicated that the students who used drugs showed signs of looking bored and depressed. The study also established that the students who use drugs are amused at any slight thing and laugh uncontrollably (19%). The results of the analysis also confirmed that these students are characterized by high levels of indiscipline (18%) and lack of stability and staggering while walking (16%).

4.3.4 The drug abuse problem in schools on the increase.

The study sought to establish from the respondents if the drug problem in schools is on the increase. Response to this question is shown below in Figure 4.5.

Figure 4.5: Percent response to whether drug abuse problem on the increase



Source: Primary data.

It is clear from the results of the analysis that 71 percent of the respondents indicated that there has been an increase in drug problems in the schools.

4.3.5 The reasons why drug abuse problem is on the increase in schools

Respondents were asked to give reasons why the drug problem is on the increase in schools. The table below shows the results of the analysis.

Table 4.4: Percent distribution according to reasons for increased drug abuse in schools

Reasons	Total No. of Respondent	Frequency	Percent
Lack of strict discipline in schools e.g ensuring that rules and regulations are obeyed.	34	15	44
Lack of close monitoring of student activity e.g conducting drug search and investigations regarding drug use.	34	9	26
Deteriorating parental responsibility e.g parental discipline and monitoring during holidays.	34	19	59
Media influence e.g adverts in the media promoting the use of a drug.	34	22	65
Lack of strict penalty for perpetrators e.g withdrawal of the use of canes to discipline students.	34	9	26
Lack of proper guidance and counseling e.g teaching on the effects of drug abuse and counseling drug addicts	34	19	59
None response	34	10	29

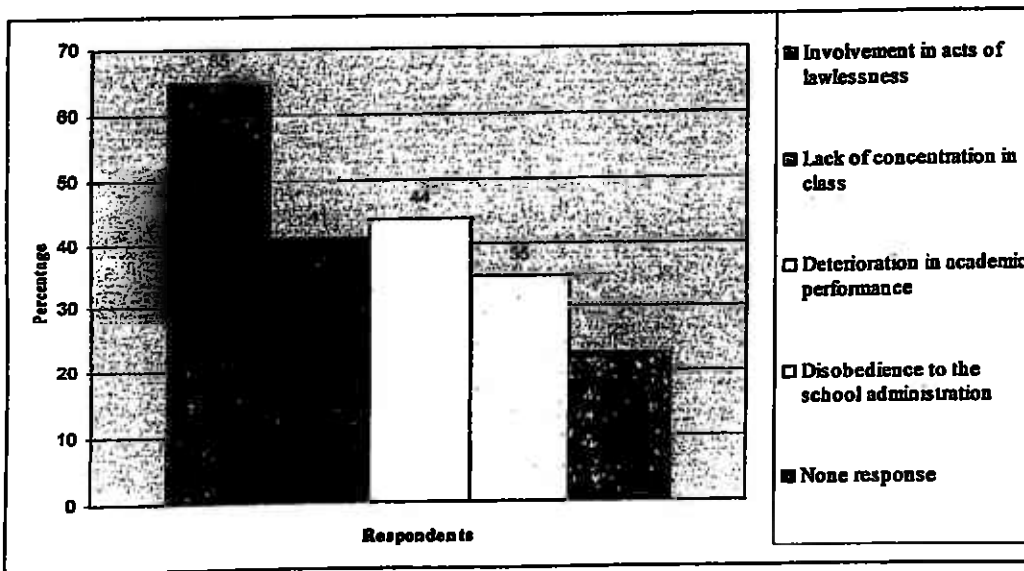
Source: Primary data

The results in table 4.4 show that 65 percent of the respondents indicated that media influence is the cause of increase in drug problems in schools. The results also show that 59 percent indicated it was due to deteriorating parental responsibility and lack of proper guidance and counselling.

4.3.6 Problems experienced by schools as a result of students abusing drugs.

The study sought to establish the problems that the schools face as a result of the students abusing drugs. The findings of the analysis are as shown below.

Figure 4.6: Problems experienced by schools as a result of students abusing drugs



Source: Primary data

Figure 4.6, above shows that 65 percent of the respondents indicated that students who abuse drugs involve in acts of lawlessness for example organizing and leading strikes in schools which leading to destruction of school property. It is further shown that 44 percent indicated that there is deterioration in academic performance for the students who use drugs. Other signs are lack of concentration in class (41%).

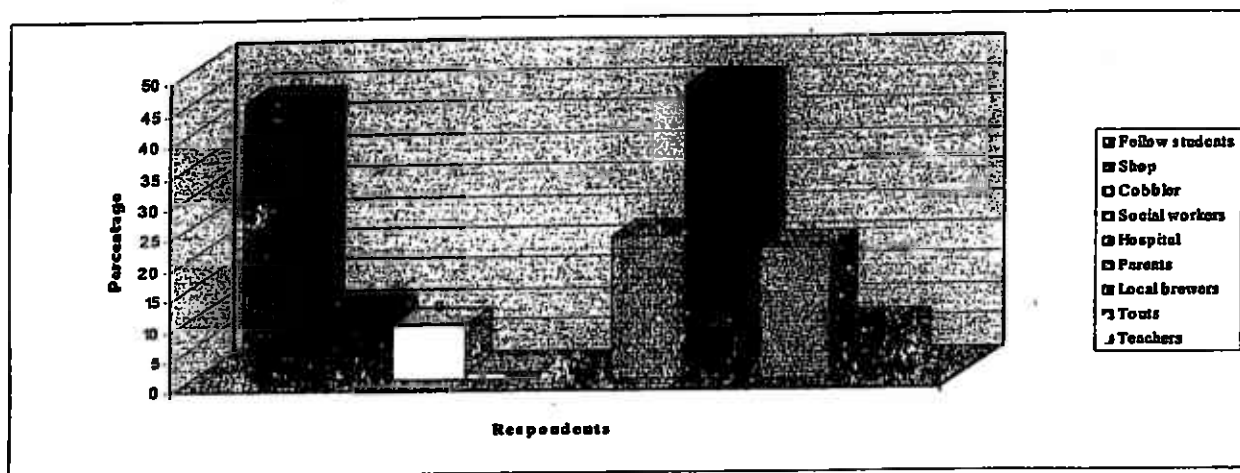
4.4 The role of teachers and non teaching staff in availing drugs to students

The study sought to establish the role played by the teachers and non teaching staff in availing the drugs to the students. The findings of the analysis are represented in the subsequent sections.

4.4.1 Sources of drugs abused by students

Figure 4.7 shows the sources from which the students obtain the drugs they abuse.

Figure 4.7: Source of drugs abused by students



Source: Primary data

The figure shows that 47 percent of the respondents indicated that local brewers are the suppliers of drugs to the students. It is further shown that 45 percent of the students who abused drugs get them from fellow students. Parents and touts are also sources of drugs to the students, (23% and 21% respectively). Only 8% of the respondents indicated that teachers are a source of drugs. This is a sign that to large extent neighborhood suppliers provide drugs to students.

4.5 Factors influencing drug abuse among secondary school students

The study also sought to determine the factors that influence drug abuse among the secondary school students. The results of the analysis are summarized below.

4.5.1 Reasons why students abuse drugs

Respondents were asked to indicate the reasons they believed lead students to abuse drugs. Table 4.5 shows how they responded to this question.

Table 4.5: Reasons why students abuse drugs

Reasons	Total No. of respondents	Frequency	Percent
Calm themselves down	162	25	15
Believed to make one pass examinations	162	58	39
Help have sense of belonging	162	67	41
Parents abuse drugs	162	23	14
Pressure from friends	162	99	61
Bad treatment at home	162	23	14
Brother/sister abuse drugs	162	12	7
Drugs readily available	162	31	19
Have money to buy drugs	162	19	12
Believe drugs are not dangerous	162	3	2
Not all drugs are harmful to health	162	4	2
For treatment	162	1	1

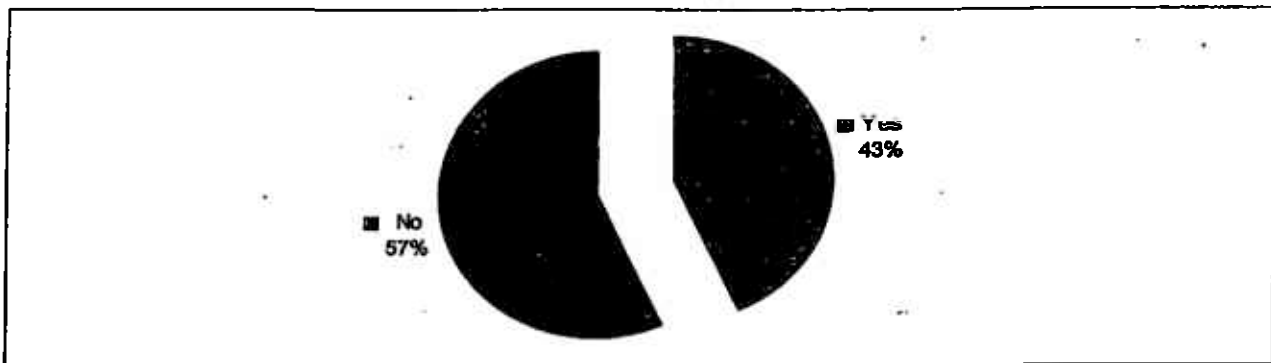
Source: Primary data

The results of the analysis show that 61 percent of the respondents indicated that students engage in drug abuse due to pressure from friends. The analysis revealed that 41 percent of the respondents believe that use of drugs helps the students to have a sense of belonging. The analysis further revealed that 39 percent of the respondents indicated that students are driven into use of drugs because it is believed it will make them pass examinations.

4.5.2 Abuse of drug by student

The study sought to find out if the respondents have tried drugs. This is shown below in figure 4.8

Figure 4.8: Have tried any drug



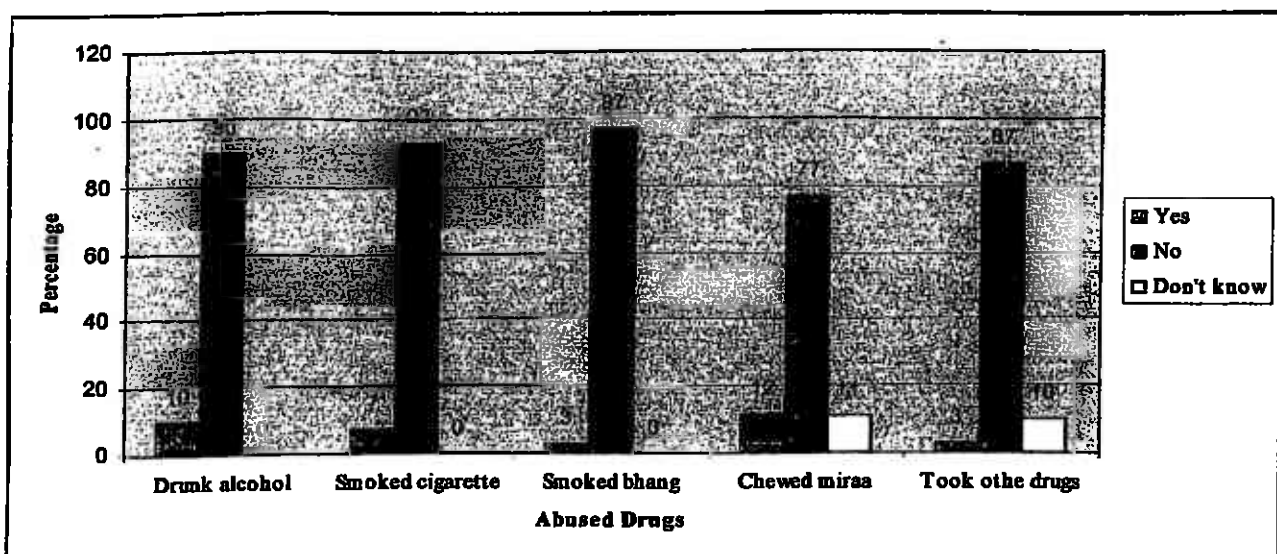
Source: Primary data

The analysis revealed that 57 percent of the respondents have never tried any drug while 43 percent indicated they have actually tried drugs. The study established that 78 percent of the students who tried drugs, tried alcoholic beverages, cigarettes smoking and bhong.

4.5.3 Parent/guardian approve of use of drug

Figure 4.9 shows distribution of the respondents according to whether parents or guardians would approve of the use of the listed drugs.

Figure 4.9: Parent/guardian approve of use of drug



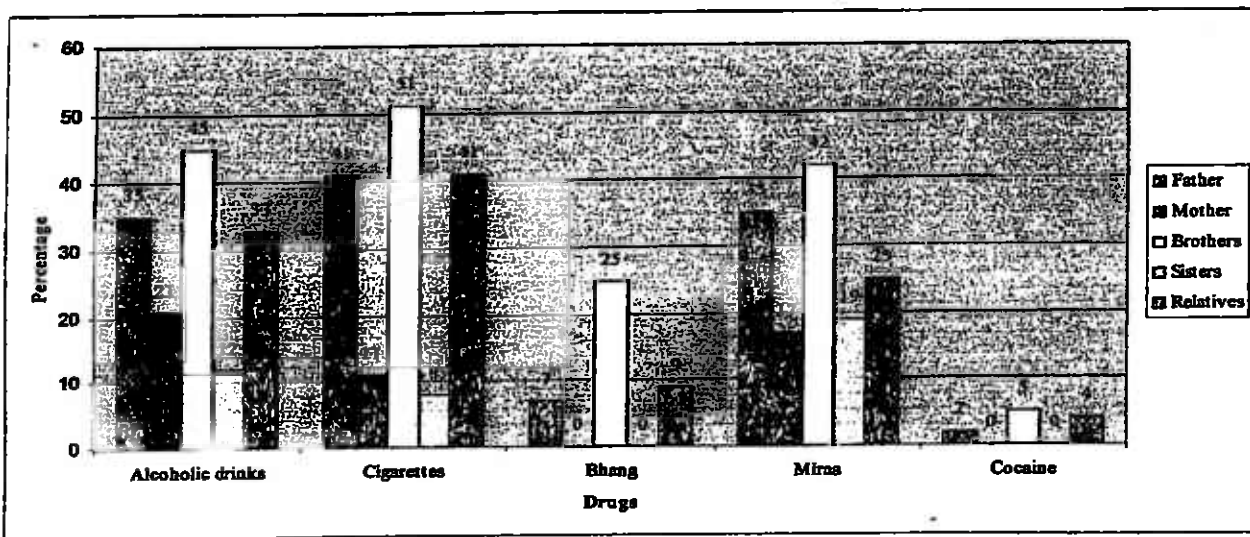
Source: Primary data

It is shown on the figure that parents and guardians would almost unanimously disapprove use of any drug by the students.

4.5.4 Drugs abused by family members

The study sought to establish the drug abusers in the respondents' family and the types of drugs they abuse. The relevant responses are presented in the figure below.

Figure 4.10: Drugs abused by family members



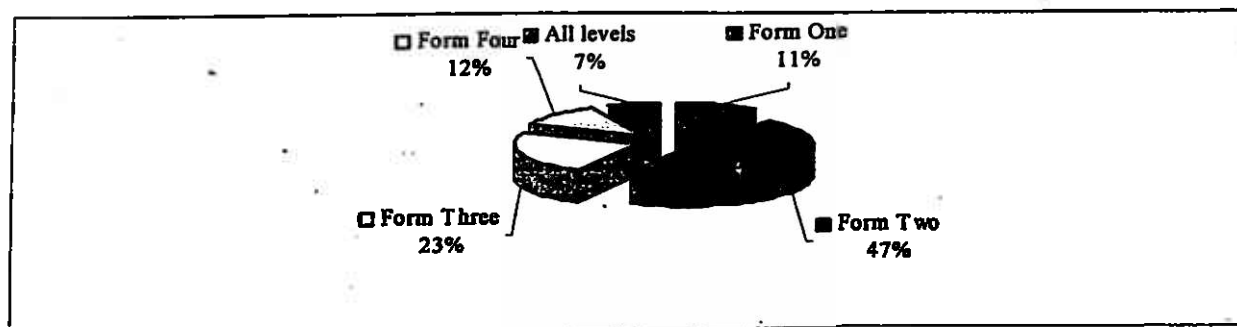
Source: Primary data

The results of analysis in the figure 4.10 show that brothers are the most abusers of alcoholic drinks (65%) and cigarettes (51%). Fathers and relatives also abuse cigarettes (41%). The brothers are again leading in the use of Khat, i.e. miraa (42%).

4.5.5 Level of education most likely to abuse drugs

Respondents were asked to indicate the level of education at which the students are more likely to abuse the drugs. Their responses are shown in figure 4.11.

Figure 4.11: Education level at which students are most likely to abuse drugs



Source: Primary data.

It is shown in figure 4.11 that 47 percent of the respondents believe it is at Form Two level of education where most students would abuse drugs. Twenty three percent indicated that Form Three is the level where students abuse drugs the most.

4.6 The extent to which media advertisements contribute to drug abuse

In this section the researcher sought to establish the extent to which the media advertisements contribute to drug abuse among the secondary school students. The findings of data analysis are presented in Table 4.6 below.

Table 4.6: Type of media advertisements contributing to drug abuse.

	Total No. of respondents	Frequency	Percent
Listening to radio programmes	34	18	53
Watching television programmes	34	24	71
Reading magazines and newspapers	34	15	44

Source: Primary data

The results in table 4.6 above show that the media advertisement and programmes significantly influenced drug abuse among students. Indeed 71 percent of the respondents indicated that watching television programs and advertisements influence one to abuse drugs. The study also established that listening to radio programs contribute (53%) to drug abuse among students.

4.7 Measures headteachers and teachers should take to prevent drug abuse.

In this section the study sought to establish measures that the school heads and teachers ought to take to prevent drug abuse in schools. The findings of the analysis are shown subsequently.

4.7.5 Methods used to discourage drug abuse in schools

The respondents were asked to indicate the methods used by their schools to discourage drug abuse among its students. The findings are shown in the Table 4.7 below.

Table 4.7: Methods used to discourage drug abuse in schools

	Total No. of respondents	Frequency	Percent
Verbal warning	34	21	61
Corporal punishment	34	13	39
Guidance and counselling	34	23	67
Explanation from parents	34	17	51
Arresting <u>and</u> arraigning students in court	34	6	17
Expelling those involved	34	8	23

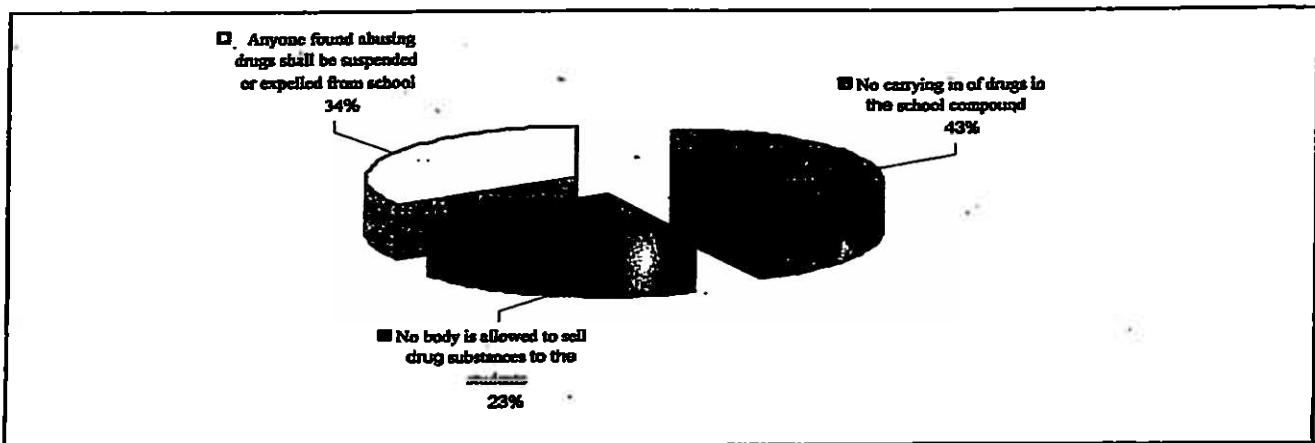
Source: Primary data

Table 4.7 shows that 23 respondents (67%) indicated that their schools mainly use guidance and counselling to discourage students from abusing drugs. The analysis also showed that 21 respondents (61%) indicated that their schools use verbal warnings to discourage students from abusing drugs. The analysis established that the various options pursued by the schools have yielded positive results as majority of the students take heed and have stopped abusing the drugs.

4.7.2 Rules and regulations on drug abuse

The study sought to establish the rules and regulations put in place by the schools to curb drug abuse among secondary school students. The relevant responses are presented in the figure below

Figure 4.12: Responses to what rules and regulations exist to curb on drug abuse



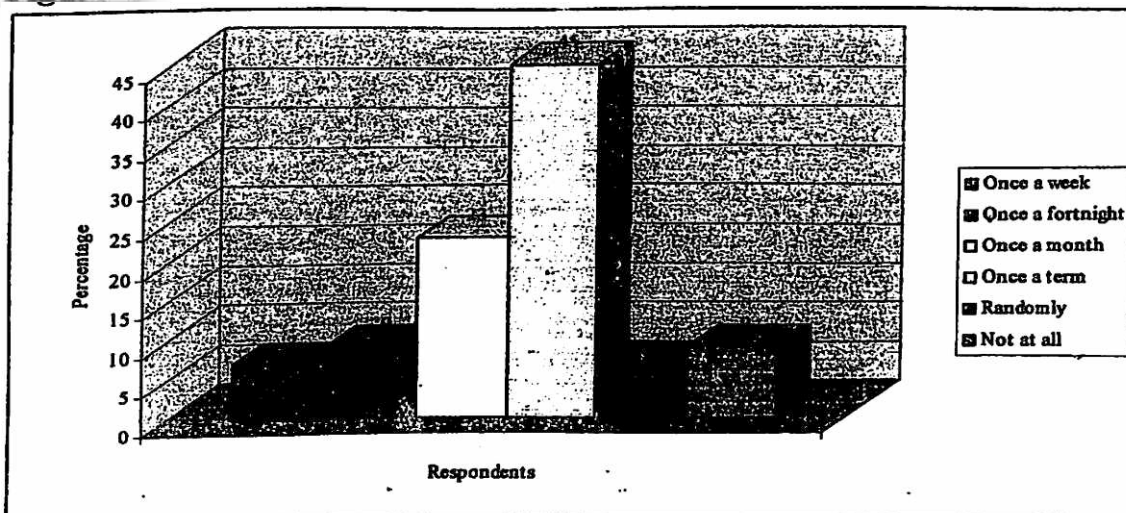
Source: Primary data

The results of data analysis in figure 4.12 show that 43 percent of the respondents indicated that one of the rules and regulations in their school is that there is no carrying of drugs into the school compound. Also 34 percent indicated that anyone found abusing drug shall be suspended of expelled from school.

4.7.3 Number of times students are allowed to leave the school compound

The study sought to establish the number of times students are allowed to go out of the school compound.

Figure 4.13: Number of times students are allowed to leave the school compound



Source: Primary data

Figure 4.13 shows that majority of the schools (45%) allow their students to get out of the school compound once a term.

4.7.4 Inspection of students when back to school

Respondents were asked to indicate whether the schools carried out inspections on students when they come back to school. It was observed that that 69 percent of the respondents indicated that their schools carry out inspections when the students come back to school. The other 31 percent indicated that the schools don't carry out inspections.

4.7.5 Number of times school administrations carry out impromptu searches on drugs.

Respondents were asked to indicate the number of times the school administration carry out impromptu searches on drugs and other cases of indiscipline. The relevant responses are summarized below.

Table 4.8: Number of times school administrations carry out impromptu searches.

	Frequency	Percent
Once a week	1	2
Once a fortnight	4	12
Once a month	8	26
Once a term	10	29
Irregularly	11	31
Not at all	0	0
Total	34	100

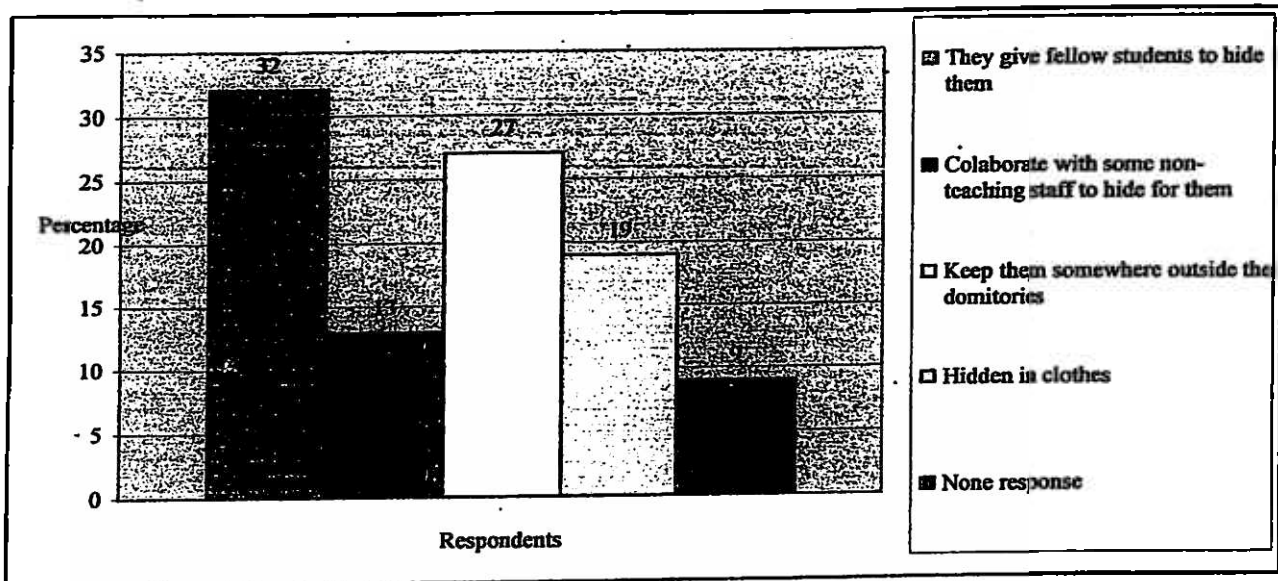
Source: Primary data

The analysis show clearly that 31 percent of the respondents indicated that impromptu searches on drugs are carried out irregularly. The other 29 percent indicated that the searches are carried out once a term.

4.7.6 Distribution according to where the students hide drugs

The study sought to establish where the students hide the drugs which they late use once in school. This is shown in the figure below

Figure 4.15: Where the students hide drugs



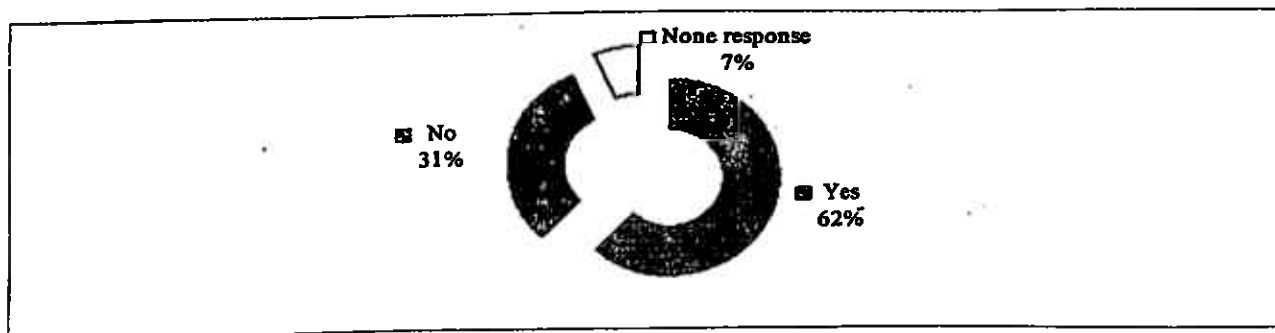
Source: Primary data

Figure 4.15 shows that 32 percent of the respondents indicated that the students give the drugs to their fellow students to hide. It is also shown that 27 percent of the respondents hide the drugs somewhere outside the dormitories.

4.7.6 Whether schools offer education on drugs

On whether schools offer education on drugs, the respondents answered as shown in Figure 4.16 below.

Figure 4.16 Whether schools offer education on drug abuse.



Source: Primary data

The analysis shows that 62 percent of the respondents indicated that their schools offered education on drugs. In 41 percent of the cases, the respondents indicated that teachers are mainly involved in the drug education programme. Invited guests also participate but only to a small extent (21%). Majority of the respondents (51%) indicated that the programme has been very effective as majority of the students who were involved in drug abuse had reformed.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter makes conclusions based on the main findings of the research project. The conclusions are based on solutions to the research questions. Finally, recommendations for management of the schools and other stakeholders, and suggestion for future study are presented.

5.2 Summary and Conclusions

The overall purpose of the study was to establish the factors that are contributing to drug abuse in selected public secondary schools in Miriga Mieru West Division, Imenti North (Meru Central) District. The first specific objective was to identify the type of drugs abused by secondary school students in Miriga Mieru West Division of Imenti North District. The second specific objective of the study was to investigate the role of teachers and non teaching staff in availing drugs to students. The third objective was to determine the major factors influencing drug abuse among school students. The fourth objective was to find out the extent to which media advertisement contribute to drug abuse and lastly to establish measures that head teachers and teachers should take to prevent drug abuse in schools. Out of the 210, students, head teachers and teachers that were sampled, 198 responded. This gave a response rate of 94%.

5.2.1 Prohibited drugs abused by public secondary school students in Miriga Mieru West Division

The study established that the drug that is mostly abused by the students is cigarette, (94%). The other drug abused by most students is alcohol, (62%). This could be due to the fact that it is readily available from the local brewers, (47% of the respondents indicated that they got the drugs from the local brewers). The study also established that 55 percent of the respondents abused bhang. The other drugs which are abused by the secondary school students included miraa. The study once again established that the

respondents' friends equally abused these drugs as alcohol and cigarette (76% and 60% respectively)

5.2.2 Sources of drugs availed to students

The study sought to establish the sources of drugs availed to students and possible role of teachers and the non-teaching staff in availing drugs to the students. The analysis revealed that 47 percent of the respondents indicated that local brewers are the suppliers of drugs to the students. The results of the analysis further showed that 45 percent indicated that students who abuse drugs mainly get the drugs from fellow students. Parents and touts are also a source of drugs to the students, (23% and 21% respectively). Only 8% of the respondents indicated that teachers are a source of drugs. The study therefore concludes that teachers and non teaching staff contributed marginally in availing drugs to the students. The major contributors being: the brewers (neighborhood), fellow students, parents and touts.

5.2.3 Factors influencing drug abuse among school students

Concerning the factors that influence the students to abuse drugs, the data analysis revealed that 61 percent of the respondents to indicated that abuse drug due to pressure from their friends. The study also established that 41 percent of the respondents believe that use of drugs give them a sense of belonging. In addition, 39% of the respondents believe that students are driven into use of drugs because it is believed it will make them pass examinations. The also study established that the students who had used drugs before had a likelihood of abusing it again. It was then observed that 57 percent of the respondents have never tried any drug while 43 percent indicated that they have actually tried drugs. It was lastly noted that that out of the 92 student respondents who have tried drugs, 43 percent had tried alcoholic beverages, 23 student respondents indicated that they have tried cigarette smoking and 17 indicated that they have tried bhang.

The study established that ore of the factors influencing students to abuse drugs is the fact that their brothers and sisters are themselves drug abusers, particularly the brothers who were shown to have abused alcohol drinks among 65% of the respondents

Easy availability of the drugs could was a major factor influencing drug abuse by the students as observed by 47 percent of the respondents who indicated that local brewers keep supplying drugs to students. This is besides the 45 percent who indicated that their fellow students are the major suppliers of drugs. Therefore the study can conclude that the students abuse drugs due to the fact that they are readily available, both in the neighbourhood and from fellow students. This is particularly among the students in form two level of education as was pointed out by 47 percent of the respondents.

5.2.4 The Extent to which media advertisements have contributed to drug abuse by secondary school students

The study established that the media, through advertisement, had to a large extent influenced the use of drugs among secondary school students in Miriga Mieru division. It was apparent that most of the respondents (71%) indicated that by watching television programmes, they get influenced in using drugs, while 53 percent of the respondents got into drug use by listening to radio programmes.

5.2.5 Measures taken by head teachers and teachers to prevent drug abuse in schools.

The study established that most of the schools have taken measures to prevent drug abuse in schools. It was shown that in 67 percent of the cases the schools use guidance and counselling to discourage students from abusing drugs. The school administrations have also used verbal warnings as a way of discouraging/warning the students against the use of drugs. The analysis established that the various options pursued by the schools have yielded positive results as majority of the students take heed and have stopped abusing the drugs. The study established that school administrations have rules and regulations against the use of drugs by the students. These rules and regulations include: prohibition of drugs into school compound (43%) and suspension or expulsion from school on evidence of drug use (34%).

Some other measures taken to curb drug use are inspections of students when they report back to school (69%), occasional impromptu searches on drugs (31%), and educational programmes on harmful effects of abuse of drugs (62%). Indeed 51 percent of the respondents indicate that the educational programmes in particular, were very effective in reforming students who had been involved in drug abuse.

5.3 Recommendations

The study recommends that the school administrations to establish the main cause of drug abuse by the students with an aim to put to an end drug abuse by the students and also to have strong career guidance and counselling office to guide students on the dangers of drugs.

The study further recommends that secondary school administration must ensure that no teaching or non-teaching staff, or even the students themselves, or still, an outsider, avails the drugs to the student.

All secondary schools must put in place strong rules and regulations against the use of drugs by the students. These rules and regulations must be followed so that those found abusing drugs are sanctioned. This should be with an aim of discouraging others from doing the same.

All television and radio programmes should be censored by the government in order to protect the students from the influence of drug abuse.

The government, through the Ministry of Education Science and Technology to come up with policies aimed at curbing drug abuse among secondary school students. These include stiffer penalties for the people found selling drugs to the students.

Lastly, the study recommends that all the stakeholders, for example the NGOs, churches, peer group counsellors and the school sponsors, to join the campaign against drug abuse by secondary school students.

5.4 Suggestions for further research

This study was done only on selected public secondary schools of Miriga Mieru West Division, Meru Central District in Kenya. The study therefore recommends that:

- i) A similar study be replicated in other parts of the country.
- ii) A similar study be carried out in institutions of higher learning such as the universities and tertiary colleges.

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APPENDICES

Name of School _____

Appendix I - Head of Institutions Questionnaires

Instructions

Please respond to each of question by ticking the appropriate response or by giving your honest opinion as trustfully as possible. Your responses will be completely confidential and will be used by the researcher for the purpose of this study only. Therefore, **DO NOT** write your name anywhere in this question. You are kindly requested to respond to all items applicable to you.

- (1) Sex
Male () Female ()

- (2) Age
25 – 30 Years () 31 – 40 Years () 41 – 50 Years ()

- (3) Category of school
Boys () Girls () Mixed Day ()

- (4) Teaching experience
1-5 Years () 6-10 Years () 11-15 Years () 16-20 Years ()

- (5) How many years have you been in the present station?
1-5 Years () 6-10 Years () 11-15 Years () 16-20 Years ()

- (6) How many years have you been the head teacher
1-5 Years () 6-10 Years () 11-15 Years () 16-20 Years ()

- (7) Are you aware of some students who abuse drugs in you school?
Yes () No ()

- (8) Name the drugs commonly used by students in this school.
.....
.....
.....

- (9) State the source from which students obtain the drugs they use.
Other students () The shop () The cobbler ()
Social workers () The hospital () Their parents ()
Local brewers () The touts () The teachers ()

Other sources (Please specify).....

(10) What are the signs of students who use drugs?

(11) At what level are such students in this school more likely to abuse drugs?
 Form I () Form II () Form III () Form IV ()
 All levels ()
 Other () Specify

(12) In your opinion, is the drug a problem in school on the increase?
 Yes () No ()

(13) Give reason for your answer above

(14) What problems have been experienced in your school as a result of drug use by students?

(15) What methods are used in discouraging drug abuse in your school?

Verbal warning	
Corporal punishment	
Guidance and counselling	
Explanation from parents	
Arresting and arraigning students in court	
Expelling those involved	
Others (specify)	

(16) What effects have these methods had on students?

(17) What challenges have you encountered while addressing drug related problems in your schools?

Opposition from students?	
Opposition from teachers?	
Opposition from parents?	
Opposition from B.O.G. / P.T.A.?	
Other (specify)	

(18) How many times does the school administration carry out impromptu searches / inspection on drug use and other cases of indiscipline?

Once a week	
Once a fortnight	
Once a month	
Once a term	
Randomly	
Not at all	
Other (Specify)	

(19) What are some of the rules and regulations the school has on drug abuse?

.....

(20) How many times are students allowed to get out of school within the term?

Once a week	
Once a fortnight	
Once a month	
Once a term	
Randomly	
Not at all	
Other (Specify)	

(21) Do you inspect them when they come back to school?
 Yes () No ()

(22) Where do you think students who abuse drugs hide these drugs?

.....

(23) Does your school offer any drug education programmes to students?
 Yes () No ()

(24) Who are the people involved in the drug education programmes?

Students	
Teachers	
Invited guests	
Once a term	
Members of BOG / P.T.A	
Other (Specify)	

(25) a. To what extent have the programmes been effective?

Very effective	
Fairly effective	
Not effective	

b. Explain how effective or why not effective

.....
.....

(26) Give suggestions on how best you think the schools in Kenya can address the problem of drug among students?

THANK YOU FOR YOUR COOPERATION.

Appendix II - Teachers Questionnaires

Name of School

Instructions

Please respond to each of question by ticking the appropriate response or by giving your honest opinion as trustfully as possible. Your responses will be completely confidential and will be used by the researcher for the purpose of this study only. Therefore, DO NOT write your name anywhere in this question. You are kindly requested to respond to all items applicable to you.

- (1) Sex
Male () Female ()

- (2) Age
25 – 30 Years () 31 – 40 Years () 41 – 50 Years ()

- (3) Category of school
Boys () Girls () Mixed Day ()

- (4) Teaching experience
1-5 Years () 6-10 Years () 11-15 Years () 16-20 Years ()

- (5) How many years have you been in the present station?
1-5 Years () 6-10 Years () 11-15 Years () 16-20 Years ()

- (6) Are you aware of some students who abuse drugs in you school?
Yes () No ()
(If “yes” continue. If “no” terminate interview)

- (7) Name the drugs commonly used by students
.....
.....
.....

- (8) State the source by which students obtain the drugs they abuse.
Other students () The shop () The cobbler ()
Social workers () The hospital () Their parents ()
Local brewers () The touts () The teachers ()

Other sources (Please specify).....
.....
.....

(9) What are the signs of students who use drugs?

(10) At what level are students in this school more likely to abuse drugs?
 Form I () Form II () Form III () Form IV ()
 All levels ()
 Other () Specify

(11) In your opinion, is the drug a problem in school on the increase?
 Yes () No ()

(12) What problems have been experienced in your school as a result of drug use by students?

(13) What methods are used in discouraging drug abuse in your school?

Verbal warning	
Corporal punishment	
Guidance and counseling	
Explanation from parents	
Arresting and arraigning students in court	
Expelling those involved	
Others (specify)	

(14) What effects have these methods had on students?

(15) What challenges have you encountered while addressing drug related problems in your school?

Opposition from students?	
Opposition from teachers?	
Opposition from parents?	
Opposition from B.O.G. / P.T.A.?	
Other (specify)	

(16) Where do you think students who abuse drugs hide these drugs?

.....
.....
.....

(17) Does your school offer any drug education programmes to students?

Yes () No. ()

(18) Who are the people involved in the drug education programmes?

Students	
Teachers	
Invited guests	
Once a term	
Members of BOG / P.T.A	
Other (Specify)	

(19) a. To what extent have the programmes been effective?

Very effective	
Fairly effective	
Not effective	

b. Explain how effective or why not effective

.....
.....

(20) Give suggestions on how best you think the school in Kenya can address the problem of drug among students?

THANK YOU FOR YOUR COOPERATION.

Appendix III - Students Questionnaire

Instructions

The questionnaire is part of a research required for a Master's degree. Please **DO NOT** write your name on this questionnaire. The information you give will be treated as confidential. Indicate your choice by use of a tick where applicable .

(a) Answer all questions

(b) Indicate your choice by use of a tick where applicable.

- (1) School.....
- (2) Age.....
- (3) Sex
Male () Female ()
- (4) Religion
Christian () Muslim () Hindu ()
Other (Specify)
- (5) Where do you live?
Rural area () Urban area ()
- (6) With whom do you live?
Father () Sister () Mother () Brother ()
Both parents () Guardian () Grandparents ()
Others (specify)
- (7) What is the current occupation of your parent (s) e.g. teacher, nurse, etc.
Father
Mother
- (8) What is your parents / guardians level of education?

Primary	
Secondary	
College	
University	
Other (Specify)	

1) Calm themselves down	
2) Believe that they will pass examinations	
3) To have a sense of belonging	
4) Their parents abuse drugs	
5) Their friends abuse drugs	
6) Bad treatment at home	
7) Their brothers/sisters abuse drugs	
8) Most drugs are readily available	
9) They have money to purchase them	
10) Belief that drugs are not as dangerous as people make them appear	
11) Not all drugs are harmful to ones health	
12) For treatment	
Other, specify	

(15) Have you ever tried any drug? Yes () No ()

(16) If your answer to question (15) above is "Yes", which of the following drugs did you try? Tick the appropriate.

	YES	NO
Alcoholic beverages		
Bhang		
Cigarettes		
Miraa		
Others (Specify)		

(17) How many of your close friends in this school abuse drugs?
None () 1-3 () 4-10 () All ()

(18) Which of the following drugs are abused by your friends?

KIND OF DRUG	YES	NO
Local brews (beer, busaa, muratina, chang'aa)		
Marijuana		
Cigarettes		
Cocaine		
Miraa		
Heroin		
Commercial beers (beer, whisky)		

(19) When you are together with your friends, which of the following makes you do something? (tick one)

- (i) You decide what you do and your friends are going to do ()
 (ii) You allow whatever your friends decide to do ()

(20) To what extent does watching, reading or listening to media advertisement influence students to abuse drugs?

	Large extent	No extent
Listening to radio programmes		
Watching television programmes		
Reading magazines and newspapers		

(21) Indicate the prices of the drugs commonly available within/around the school?

Kind of Drug	Cost of Drug (Kshs.)
Local brew (busaa, chang'aa)	
Commercial beers (beer, whisky)	
Marijuana	
Cigarettes	
Cocaine	
Miraa	
Heroin	

(22) How regular do you consume drugs?

Whenever I feel like	
Daily	
Once a week	
Once a Month	
Whenever I get them	
During school days only	
During the vacations only	
I cannot remember	
Others, specify	

(23) If you abuse drugs, for how long have you abused them?

1 year () 2 years () 3 years () Over 4 years ()

(24) The following are slang names commonly used for drugs. Tick the slang name for the appropriate drug.

Slang Name	Marijuana	Cigarettes	Alcohol
Grass			
Drags			
Pot			
Smokes			
Weed			
Fags			
Jane			
Booze			
Kaya			
Bhang			
Bhey			
Mtindi			
Downers			
Smak			
Barbs			
Horse			
Red devils			
Brown sugar			
Yellow			
Coke			
Seconal			
Snew			
Black tar			
White			
Lady			
Blow			

(25) Which of the following do you think should be done to a student found abusing drugs?

Warned by the head teacher	
Punished to work in the school compound	
Openly rebuked by the principal	
Sent home to bring parent/guardian	
Suspended for some time	
Expelled from school	
Others, specify	

(26) What help or assistance do you think can help somebody to stop abusing drugs?

.....

.....

.....

.....

(27) (i) Between boys and girls who would you say abuses drugs most?

Girls () Boys ()

(ii) If there exists a difference between the extent of drug abuse among girls and boys, what reasons would you attribute this to? Give your reasons.

.....

.....

.....

.....

(28) What would you recommend to be done to eradicate drug abuse among students in secondary schools in Kenya?

THANK YOU FOR YOUR COOPERATION.

