

**DRUG ABUSE AND ITS INFLUENCE ON STUDENTS'  
LEARNING BEHAVIOUR:  
A STUDY OF SECONDARY SCHOOLS IN  
KERICHO DISTRICT**

**BY**

**DANIEL KIPKIRUNG'ENOH**

**A RESEARCH PROJECT SUBMITTED IN PARTIAL  
FULFILMENT FOR THE DEGREE OF MASTER OF  
EDUCATION IN EDUCATIONAL ADMINISTRATION AND  
PLANNING**

**UNIVERSITY OF NAIROBI**

**SEPTEMBER 2002**

## DECLARATION

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



\_\_\_\_\_

**Daniel Kipkirui Ng'eno**

This research project has been submitted for examination with my approval as university supervisor.



\_\_\_\_\_

**Dr. George N. Reche**

SENIOR LECTURER AND CHAIRMAN

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND PLANNING.

Faculty of Education

UNIVERSITY OF NAIROBI

## ACKNOWLEDGEMENTS

I thank Dr. George N. Reche, the Chairman of the Department of Educational Administration and Planning for his close counsel while serving as my supervisor in the writing of this project.

Notable appreciation goes to the University of Nairobi Senate and the Dean of the Faculty of Education, Dr. Gerald N. Kimani for being an eye opener by initiating and implementing Masters of Education School Based Programme. This has greatly assisted officers like headteachers who had no other time to go to school except during the holidays.

I thank the University of Nairobi College of Education and External Studies Library staff for their assistance and my lecturers for their tireless efforts in handling course units. My gratitude goes to Mr. Vincent Bett and Rev. Edwin Too for their valuable time and constructive ideas accorded to me while writing this project. Special thanks goes to Margaret Cheronno and Evelyne Sitonik for typesetting services. I am also grateful to the chairman Board of Governors, Mr. Paul Chirchir, Deputy Headteacher, Mr. John Langat and entire staff and students of Kaptebeswet Secondary School for their support and patience. I shall not forget to thank friends and relatives who gave me financial support and words of encouragement.

I wish to extend my special appreciation to my entire family for their love and prayer support at every stage of this research and especially my wife, Sarah, for her patience and perseverance throughout my Master of Education (M.Ed) course.

## **DEDICATION**

This project is dedicated in memory of my late mother, Mrs. Taptilei Chelangat Chumo who loved and guided me during my childhood and early youthful age. It is also to the tribute of my father, Mr. Johana Chelogoi Chumo, whose unfailing care proved an excellent mentoring to becoming a responsible person. To my loving wife Sarah and children Chepngetich, Chebet and Kipkoech for their patience and prayers that gave me strength and hope.

## ABSTRACT

The purpose of this study was to investigate drug abuse and its influence on students' learning behaviour in secondary schools in Kericho District. The study also sought to determine whether there is any significant relationship between drug abuse in secondary schools and students' learning behaviour. The study further sought to find out types, causes, effects, methods of detecting, rehabilitating and preventive measures to drug abuse in secondary schools. The study intended to provide useful information and recommendations for curbing drug abuse in secondary schools.

In this study a questionnaire and an interview schedule were used as research instruments. The questionnaire targeted secondary school headteachers, teachers and students. The interview schedule was formulated for headteachers only. The headteachers' questionnaire had three (3) parts:- Part A which was made up of six (6) items sought for the demographic information (background) of the respondent and his or her school, part B had eleven (11) open ended items and part C consisted of six (6) point Likert scale rating system statements with five multiple responses given as strongly agree, agree, undecided, disagree and strongly disagree. The headteachers' interview schedule was made up of seven intensive items, which were particularly administered personally by the researcher.

The teachers' questionnaire was made up of three parts:- Part A had six items that sought the background of both the respondent and the school; part B had eleven open ended items and part C had eight point likert scale rating system

statements. The students' questionnaire was also composed of three parts:- Part A carried eight demographic items aimed at seeking for the information of both the school and the respondent, Part B had eleven open ended items and Part C had seven statements presented in likert scale rating system form.

The design of the study was ex post facto. A pilot exercise was randomly conducted in four secondary schools (one boys boarding and three mixed day secondary schools) which were predominant schools in Kericho District (refer to table 6). This was done to test the validity and reliability of the instruments. The responses to the items in the piloting exercise assisted the researcher to modify the research instruments accordingly. Some items were dropped while others were rewarded. 20 headteachers, 101 teachers and complete population of students were met. The sample and sampling procedures applied in the research study were stratified. The main study was drawn from 20 headteachers, 101 teachers and 300 students.

When a country like Kenya is searching for direction in dealing with the nature, scope and extent of drug abuse that is growing at an alarming rate, serious reflection on the part of all Kenyans is required to resolve the problem. Preventive education and provision of information of programmes targeting the youth and the general public is one area that the NACADA should pursue. Families, communities and the government should enhance social responsibility and future prospects in controlling the abuse of drugs.

The concern that has been placed by Kenya and countries world wide in developing policies to prevent drug abuse is not misplaced and should not be derailed. Drug abuse as a problem require to be tackled in totality through multi – sectoral and disciplinary approaches that focused on the reduction of supplies,

tight control measures, promotion of preventive measures and improvement of treatment and rehabilitation. The maintenance of discipline in schools is not the responsibility of teachers alone. It must be a shared responsibility of all stakeholders including parents and teachers. Maintenance of discipline must therefore be collectively owned. Drug abuse as just a cause of indiscipline in secondary schools should be a shared concern for all

The ownership and sharing of the disciplinary process is especially critical when determining the type of punishment to be meted out on drug abusers. Empirical observations indicate that much progress has been achieved when students, teachers and parents participate in the disciplinary machinery.

Contemporary society is in flux. It is subject to impingement and bombardment by powerful forces for example the spread of illegal drugs which impact on the established institutions. The study established that some of the external forces which are escalating drug abuse are poverty and rising unemployment which generate a sense of despair on the part of the students. Behaviour change caused by drug abuse increase violence, lead to disregard for authority and moral decadence being motivated by the glorification of foreign norms and values.

The findings of this study were that drug abuse is a predisposing co-factor to the influences like stealing, bullying, riots/strikes, promiscuity, truancy, cheating, absenteeism from school, laziness, a don't caring spirit, rudeness to teachers and noise making

The study also established that the educational enterprise is being managed in an environment consisting of many dichotomies.

For example the students are expected to be disciplined in a systematic manner at school, yet discipline is sometimes lacking at home. The normative values prevailing in the school sometimes differ from those found at home, which cause confusion and indecisiveness among students.

The findings also showed that idleness, mass media influence, peer influence, frustrations and lack of parental care or absence of parents were the causes of drug abuse.

The behaviour by which indiscipline is expressed is not formed instantaneously when students come in contact with teachers. Such behaviour has developed over time and is a creation of parents and the broad social cultural environment. The school only provides an environment through which behaviours developed early in life are expressed. Headteachers and teachers should know that it is not consistent with logic to demand discipline when one is not disciplined. It is not logical to condemn drug abuse when one is an alcoholic. It is not logical to condemn erratic or irrational behaviour when one is unable to exercise self – control, or resist temptations to engage in destructive practices. One should live in an exemplary life that is worth emulating. In addition, discipline is maintained by regular reinforcement. This is done by instilling virtues such as hard work, care for others, respect of self, recognition of authority, love of ones society and country.

In order to inspire students, teachers must reclaim their roles as mentors. The mentor must train and guide by example (83.8%) and should be recognized as a source of authority, knowledge and moral guidance.



Parents too, must reclaim their roles, of guiding and counselling their children (70%) and not to assume that teachers can effectively play both roles of monitoring and teaching. Parents must re-assert themselves in the parenting process, since fundamentally, the home is the base of either discipline or indiscipline.

Drug abuse is a dangerous and harmful practice to human health and life. Educators, parents and agencies should be actively involved in applying all the necessary preventive measures that curb the spread of drug abuse in the institutions of learning. Drug abuse influences learning behaviour and destabilizes peace in secondary schools.

Youth (students) should be made aware of the dangers contained in the abuse of illicit drugs. Guidance and counseling is the best tool that should be used to stop the hazardous habit.

Dispensing corrective measures require proper training of counselors with a potential to identify needs and weaknesses among the students. It is not only with firm and steady hands that headteachers, teachers and counselors maintain discipline, but also with clear heads and loving sensitive hearts. There is need to conduct research on ways in which drugs are accessed or smuggled to schools, to educate headteachers, teachers and parents on how to detect drug abusers among students and to know how to assist them to refrain from this dangerous habit.

## TABLE OF CONTENTS

<b>CONTENT</b>	<b>PAGE</b>
Title	i
Declaration	ii
Acknowledgements	iii
Dedication	iv
Abstract	v
Table of contents	x
List of Tables	xiv
List of Photographs, Pictures and Chart	xix
List of abbreviations	xx

### CHAPTER ONE

#### INTRODUCTION

Background of the study	1
Statement of the problem	13
Purpose of the study	16
Objectives of the study	16
Research questions	17
Significance of the study	17
Limitations of the study	20
Delimitations of the study	20
Definitions of significant terms	20
Assumptions of the study	23
Organization of the study	23

**CHAPTER TWO**  
**LITERATURE REVIEW**

Introduction	25
Concepts of drug abuse	25
Sources of drugs	26
Types of illegal drugs	27
Causes of drug abuse in schools	29
Effects of drug abuse on students' learning behaviour	35
Methods of detecting drug abusers in secondary schools	38
Rehabilitative measures to drug abusers in secondary schools	39
Preventive measures to drug abuse in secondary schools	40
Summary of literature review	42
Recommendations	43

**CHAPTER THREE**  
**RESEARCH METHODOLOGY**

Introduction	47
Research design	47
Target population	48
Sample and sampling procedures	49
Research instruments	52
Reliability of the instruments	53
Validity of the instruments	55
Data collection procedures	56
Data analysis techniques	56

## **CHAPTER FOUR**

### **DATA ANALYSIS, INTERPRETATION AND DISCUSSION**

Introduction	57
Headteachers, teachers and students' questionnaires return rate	57
Types of commonly abused drugs in schools	67
Headteachers remedial and preventive measures on drug abuse	72
Causes of drugs as indicated by students	95
Effect of drugs as indicated by students	97
Methods of assessing and detecting drug abusers in schools	103
Preventive and rehabilitative measures to drug abuse in schools	104
Summary of data analysis	109

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

Summary of the study	110
Conclusions of the study	114
Recommendations of the study	119
Summary of recommendations	124
Suggestions for further research	125
<b>Photographs, Pictures and Chart</b>	127
<b>BIBLIOGRAPHY</b>	138
<b>APPENDICES</b>	
Appendix A -Headteachers' questionnaire	151

Appendix B – Headteachers’ Interview Schedule	155
Appendix C – Teachers’ questionnaire	156
Appendic D – Students’ questionnaire	160
Appendix E – Ministry of Education Science and Technology Research permit	165

## LIST OF TABLES

TABLE	PAGE
1. Arrests of crimes without victims 1981	3
2. Classification of illegal drugs used in many countries	6
3. Number of schools which experienced students' unrest in Kenya per province in the year 2000/2001	11
4. Distribution of drug abuse in Nairobi City in 1983	36
5. Distribution of drug abuse in Kyaume Sub-location in Machakos District	37
6. Category of secondary schools in Kericho District	48
7. Headteachers' gender	57
8. Headteachers' age	57
9. Headteachers' age in measures of central tendency and dispersion	58
10. Highest academic qualification of headteachers	58
11. Administrative experience of headteachers	58
12. Category of school	58
13. Size of school	59
14. Place where the school is located	60
15. Detected deviant behaviour	61
16. Teaching staff abusing drugs	62
17. Strikes, riots and other forms of indiscipline caused by drug abuse	62
18. Drug vendoring and peddling is an illegal business	63
19. Support staff as agents of bad behaviour	64

20. Is provincial administration doing good job to prevent drug abuse?	64
21. Parents are doing their part right	65
22. Seminars on how to detect drug abusers are necessary	66
23. Examples of commonly used drugs in schools	67
24. Serious cases referred to the headteachers	68
25. Experienced major causes of drug abuse in schools	69
26. Causes of reported cases in schools	70
27. Control measures taken to avert drugs	71
28. Active programs in schools	72
29. Forms of punishment administered to drug abusers in schools	73
30. Teachers' age in measures of central tendency and dispersion	75
31. Teachers' gender	75
32. Highest academic qualifications for teachers	75
33. Schools category	75
34. Number of streams per class	76
35. Location of schools	77
36. Existence of school disciplinary committee	77
37. Existence of school Guidance and Counselling Department	78
38. Existence of Peer Mediation Groups	78
39. Existence of operational departments	79
40. Encountered gross misconduct in school	79
41. Presumed influence of learning behaviour in schools	80
42. Means by which students get access to drugs in school	81

43. Factors that influence students to engage in drug abuse	82
44. Resource persons giving awareness on drug abuse through teaching in schools	83
45. Idleness, family breakdowns, peer influence, poor performance as causes of drug abuse	83
46. Arresting of drug vendors, peddlers and traffickers	84
47. Bad company spoils good morals	85
48. Cigarette and bhang smoking cause a feeling of sophistication among students	85
49. Teachers as role models	86
50. Parents and teachers to intervene and remedy situations	86
51. Students who are hooked in drug-taking should seek help from professional teacher-counsellors	87
52. Teachers-counsellors need training on how to detect and assess drug abusers	88
53. Students' gender	88
54. Students' age groups	89
55. Statistics of students' age in measures of central tendency and dispersion.	89
56. Category of school attended	89
57. Form/class of students	90
58. Responsibility of students in schools	90
59. Students' place of residence	90
60. Parent/guardians' occupation(s)	90



61. Family types	90
62. Number of brothers	91
63. Number of sisters	91
64. Statistics of brothers and sisters in measures of central tendency and dispersion	91
65. Awareness of drug abuse in schools	93
66. Students smoking in school	94
67. Drugs which are sold to students	95
68. What leads students to abuse drugs	95
69. Possible causes of drug abuse in schools	97
70. Truancy/sneaking among students in schools	97
71. Absenteeism of students in schools	97
72. Late coming of students to school	97
73. Theft among students in schools	97
74. Laxity among students in schools	98
75. Cheating among students in schools	98
76. Bullying among students in schools	98
77. Fighting among student in schools	98
78. Strikes/riots which have been experienced in schools	98
79. Promiscuity among students in schools	99
80. Slow response to bells among students	99
81. Students' rudeness to teachers in schools	99

82. Students coming to school in civilian clothes	99
83. Students who do not comb their hair in school	99
84. Noise making among students in the classroom	101
85. Observed effects of drug abuse among the drug-takers	102
86. How teachers detect drug abusers in their schools	103
87. Symptoms seen among drug abusers in schools	104
88. Ways of preventing drug abuse among students	105
89. What is done to students found in possession drugs?	106
90. Are drugs good for health?	106
91. Illegal drugs are bad for health	106
92. Are drugs sold in our schools?	107
93. Do workers bring illegal drugs to school?	107
94. Teachers knowledge on how to detect drug abusers	107
95. Do parents allow their children to take drugs?	107
96. Drug traffickers be arrested	103

## LIST OF PHOTOGRAPHS, PICTURES AND CHART

<b>PHOTOGRAPHS</b>	<b>PAGE</b>
1. A demonstration of violence in learning institutions	127
2. The physical look of miraa as grown in Meru District	127.
3. Drug concoctions spell doom	128
4. Students throwing stones to destroy their school	129
5. Students engage police in running battle	129
6. Destroyed administration block	130
7. Twisted items in a dormitory	130
8. Mother teaching her children the dangers of illegal drugs	131
9. Teenage girl smoking	132
10. Sample of illegal drug	132
11. Students almost kill their headmaster	133
 <b>PICTURES</b>	
1. Students racing after their headteacher	133
2. Young people get hooked into drugs.	134
3. Bhang smoking makes the user go mad	134
4. A woman peddling drugs to make ends meet	135
5. Drug abuse causes depression and impotency	135
6. Better say "NO" to dangerous drugs.	136
 <b>CHART: Guidance and Counselling Structure at school level</b>	 137

## LIST OF ABBREVIATIONS

- AMA – American Medical Association
- BOG - Board of Governors
- CBE – Curriculum Based Establishment
- CCEA- Christian Churches Educational Association
- CNS – Central Nervous System
- DDA – Dangerous Drugs Act
- DHT – Deputy Headteacher
- FBI – Federal Bureau of Investigation
- FDCSA – Food, Drugs and Chemical Substances Act
- GC – Guidance and Counseling
- HOD – Head of Department
- HT – Headteacher
- IPAR – Institute of Policy Analysis and Research
- KCSE – Kenya Certificate of Secondary Education
- KEMRI – Kenya Medical Research Institute
- KESI – Kenya Educational Staff Institute
- K.I.E – Kenya Institute of Education
- KMHA – Kenya Mental Health Association
- KNEC – Kenya National Examination Council
- KPA – Kenya Psychiatric Association
- KSSHA – Kenya Secondary School Heads Association
- LSD – Lysergic Acid Diethylamide
- MOEST – Ministry of Education Science and Technology

MOH – Ministry of Health

NACADA – National Agency for the Campaign Against Drug Abuse

NAL – New American Library

NCCCK – National Council of Churches of Kenya

NCST – National Council of Science and Technology

NGO- Non-Governmental Organisation

NIDA – National Institute of Drug Abuse

PHA – Public Health Act

PMG – Peer Mediation Groups

PTA – Parent –Teacher Association

TSC – Teachers Service Commission

UNDCP – United Nations Drug Control Programme

USDJ – United States Department of Justice

USHD – United States Home Department

UON – University of Nairobi

WHO – World Health Organization

## CHAPTER ONE

### INTRODUCTION

#### Background of the study

Since earliest times, herbs, roots, barks, leaves and plants have been used to relieve pain and help control disease. In and of itself, the use of legal drugs does not constitute a bad practice; drugs properly administered have been a societal medical blessing (Muyabo, 1996 p. 1). Muyabo (1996) added that, unfortunately, certain drugs produce enticing side effects, such as euphoria, a sense of feeling good, elation, serenity and power. What began as a means of relaxation evolved in time into a problem of dependence and abuse.

Lord (1984, p. 229) 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 abuse. Scarpitti (1974, p. 214) and Chevy (1969, p. 117) reported that a broad spectrum of the world community has demonstrated intense concern over the problem. The insidious long term effects of chronic drug abuse and its impact on the drug abuser, has brought about a state of confusion in learning institutions, families, communities and societies.

Brown (1999, p. 82), Winich (1974, p. 8) and Wetungu (1996, p. 2) have stated that areas of concern as a result of drug abuse include related increase in crime, drug related automobile accidents, drug related unrests in learning institutions, learning disabilities and other related mental health problems, interference with the normal reproductive functions and long term damage to the brain, heart and the lungs. Currently, considerable conflict exists within the American society on the misappropriation or misuse of drugs. The conflict arouse

when a section of the society promote the use of drugs which has manifested lack of consensus about the nature of the drug problem.

The scope of the narcotics problem today has begun to be realized. There is no longer any question to the social consequences of the wide spread of drug abuse. The evidence is everywhere that drug abuse is no longer considered a 'victimless' crime. It is a crime that imposes a staggering burden which no nation can afford to carry (Muyabo, 1996, p. 2 and Kigotho, 1980, p. 34). Muyabo (1996) added that illicit drug production, distribution and consumption has intimidated and corrupted public servants, and has even destabilized governments and learning institutions. Light and Keller (1985, p. 220) reported on crimes without victims by conceding that victimless crime include prostitution, illegal sexual acts among consenting adults, illegal drug use and alcoholism.

Table 1 displays arrest of crimes without victims in 1981 in the United States of America.

**Table 1. Arrests of crimes without victims 1981**

<b>Crime</b>	<b>Estimated number of Arrests</b>
Prostitution and commercial vice	103,000
Drug Abuse Violation	587,000
Illegal Gambling	41,000
Drunkenness	1,089,000
Curfew, Loitering (Juveniles)	91,000
Runaways Juvenile	145,000

**Source** Statistical Abstract of U.S.A 1982 – 1983, Washington D.C.:U.S. Dept. of Commerce, Bureau of the Census, 1983 p. 220.

Julian (1980, p. 15) and Ray (1972, p. 82) state that the laws that prohibit these behaviours are intended to regulate people's personal lives in a manner that is consistent with certain moral standards. Despite the proliferation of drug laws, drug abuse among young people and adults is widespread and increasing. The Criminal Justice System and Penal Institutions (C.J.S.P.I.) have been severely over burdened by the misuse of drugs and measures that should be taken to prevent its spread. In support of this, Bajerot (1970) quotes the Harrison Act of 1914 and the United States of America Comprehensive Drug Abuse Prevention and Control Act of 1970 which emphasises that the government has been on punishment rather than on prevention and treatment of the abuse. The Institute of Policy Analysis and Research (IPAR) which made a detailed study on the



legislation concerning drug abuse in Kenya found that the laws of Kenya Cap 245 does not adequately address all issues pertaining to drug abuse (Daily Nation, Blackboard, Essential Issues in Curriculum Reform. 2000, July 17, p. 20). Onyango(2002, Daily Nation, p.15) added that laws in Kenya for example the Public Health Act (PHA); Dangerous Drugs Act (DDA); Food, Drugs and Chemical Substances Act (FDCSA) should be strictly implemented and enforced to assist schools curb the spread of narcotic drugs.

The Koech Report (Republic of Kenya, 1998) suggests that the Board of Governors (B.O.G) of each educational institution needs to adopt a Code of Conduct for the learners after consultations with the parents and educators. The aim of this is to establish a disciplined and purposeful learning environment dedicated to the improvement and maintenance of quality learning process (Daily Nation, Blackboard, 2000, July 17, p. 17).

Weaver (1973) quoted the former U.S.A President Nixon who emphasized the fact that drug abuse is the nation's number one public enemy while Scarpitti (1974) reported on the National Commission of Marijuana and Drug Abuse, which was appointed by President Nixon and Congress to study the problem and make recommendations for policy formulation. In relations to this, Lloyd (1978) gave a report on a study which was taken in 1977 of high school students that 56 percent of students had used marijuana at least once and that 9 percent used it daily. He added that the National Institute on Drug Abuse (NIDA) estimated that 60 percent of students had tried the drug and that 28 percent smoked it frequently.

Blum (1969) asserts that there has been a great concern about the use of marijuana, narcotics and hallucinatory drugs by middle-class youth in United States. A report in the Daily Nation (2000, July 17, p. 18) revealed that students learning behaviour in the United States of America had deteriorated due to drug abuse. The study by Julian (1980) related drugs to judgements about human nature and behaviour, the role of social institutions and the responsibilities of social control; the rights of individuals and their obligations to society; the definitions of danger, safety, risk and total abuse. Geller and Boas (1969) and Good (1970) noted that in Central Asia, France, India and Middle East people have accepted that illegal drugs can make people loose control over their lives. They believe that abuse of drugs like marijuana and bhang could add on some people's social problems.

Merton and Nisbet (1971) noted that in Persia, Turkey, Russia and Germany, smoking of tobacco was punishable by death while in England efforts to stamp out the use of tobacco included penalties as extreme as splitting or cutting off the nose of the offender. The study conducted by the London School of Economics in 1980 on students' learning behaviour reveals that there was a relationship between drug abuse and poor academic results. Julian (1980) noted that drug abuse is a harmful habit because the abusers seek funds for the purchase of drugs by committing crimes such as shoplifting, burglary, pick-pocketing, larceny, robbery, and prostitution. Table 2 displays classification of illegal drugs that are used in many countries of the world.

**Table 2: Classification of illegal drugs used in many countries**

A. Sedatives	B Stimulants	C Narcotics	D Hallucinogens	E Marijuana
Alcohol	Caffeine	Opium	LSD	Hashish
Barbiturates	Cocaine	Opium derivatives	Peyote	Cannabis --
Tranquilizers	Nicotine	Sythetic	Mescaline	(bhang) tobacco
Barbituratelike tranquilizers	Amphetamines Anti-depressant drugs Amphetamine like	Narcotics methadone		Ganja

Source: H. Scarpitti, *Social Problem - Misuse of Drugs* p. 343 (1974)

According to Abdool (1990, p. 2), Africa has not been spared with the abuse of drugs. Youth and adults, rich and poor, rural and urban people abuse drugs. Abuse of dangerous drugs such as cocaine and heroin are increasing among young people. *Cannabis* (bhang, marijuana) is one of the most common illegal drug produced and abused in Africa. Nowlis (1975, p. 1) added that in 1972, a conference of UNESCO approved of a programme for action and research on prevention of drug abuse through education.

Otieno (1999) indicated that the United States Home Department charged with juvenile crimes argues that there are too many guns in the hands of young adults which is a habit caused by drug abuse and information technology (internet, television, video and computer) exposing students to violent movies. The most affected age group is between 12 to 18 years. This group of persons is still in the vulnerable age of growth and development.

He added that students of this age bracket usually suffer from confusion, uncertainties, psychological hopelessness and sexual crisis which are brought about by lack of understanding. Students of this age are usually emotionally moody, temperamental, opinionated, intolerant and very critical of adults. They, therefore, demand for a society in which they can fit with their peer groups who strive for security, privacy, love, sense of belonging, social esteem, self-fulfillment as well as the desire to know, understand and be understood (Otieno, 1999 p.5). Blandford (1998 p.5) noted that drug abuse has become a stumbling block to students learning behaviour which is an essential element in educational practice. The general public believes that there is a breakdown in school discipline and reacts to incidents that make the headlines in the daily press. Otieno (1999 p.4) asserted that a few individuals in the communities surrounding the schools go as far as selling narcotic drugs, cigarettes and alcohol to the students. Partaking of such illicit substance and other prohibited drugs is in itself a case of deviance and an indication of the road to indiscipline.

The act of indiscipline that occurred among students of Kings College in Lagos in March 1944 (Yonda, 1984), and that of Methodist Boys High School in Oron where window-panes were broken and car smashed (Fafunwa, 1971 p 5) were blamed to drug abuse and alcoholism. In 1998, Presidential Commission of Inquiry into Education and Training in Zimbabwe found that lack of morals and deteriorating learning standards in schools were caused by drug abuse and strikes (Daily Nation 2000, July 17 p. 18).

Amayo and Wangai (1994 p.24) noted that trafficking of hard drugs into developing countries has not spared Kenya and the drug consumption and dependence among secondary and college students has led to unrest and consequently wide ranging of life and property. They identified such drugs as heroine, cocaine, madrax to have influenced total learning behaviour of students in schools. Drug abuse has infiltrated schools and that some students and school workers, especially support staff and the suppliers of food stuffs and other goods to schools are the links in drug cartel (Balswick and Norland, 1994 p.96, Otieno; 1999 p.3). 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 was noted as a major transit point for drug traffickers in Africa (Onyango 2002, p 15).

It is not surprising that drug abuse has been blamed for many strikes, which have rocked many parts of Kenya in recent times. Varied types of drugs and narcotic substances are readily available in some localities where schools are situated. Such drugs and substances are bhang (marijuana) *Cannabis Sativa*, tobacco, 'changaa', 'kuber', glue, 'ganja', 'tulsi', *manikchand*, *chuk* as listed by the National Agency for the Campaign Against Drug Abuse (NACADA). The substances are sold to students with the knowledge of some parents. In Kisumu, the Report of the Task Force on Student Discipline and Unrest in secondary schools was informed that a substance by the trade name 'Kuber' was available in

the local supermarkets and kiosks within the Municipality and that 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 Student Discipline and Unrest in Secondary Schools, 2001 p. 63, and Clifford (1974, p. 145). The Minister for Education, Hon. Henry Kosgey, appointed and launched this Task Force vide his reference letter No C/191/Vol. 11/40 July 25<sup>th</sup> and August 7<sup>th</sup> 2001. Otieno (1999) added that according to a survey done in Mbeere District, it was noted that the abuse of drugs was rampant among the students of secondary schools.

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, p. 15) a study made by Professor David Ndeti (Psychiatrist at the University of Nairobi) reported that about 8.9 percent of the population are using cannabis in its pure form, while about five percent mix glue and petrol. Almost all the other drugs, including cocaine, heroine and mandrax are used combined with cannabis. Onyango added that there is a tendency for gradual graduation from one type of drug to another or a combination of various types. Children of ages ranging from one to nine years were reported to be first-time users of alcohol, tobacco, glue and cannabis. Youth aging 10 to 15 years were reported to have tasted cocaine, mandrax, amphetamines and heroin. At the age of 20 they get hooked on to every available drug with *cannabis sativa* being a permanent ingredient. This drug dependence and abuse has not spared the high cost schools in Kenya often leading to dropout and deteriorating of academic standards and performance.

Some (2001 p.7) stated that the environment that people live in today is the laboratory for the youth. He added that in Kisii, for example, the youth experiment the availability of bhang (Orisa Sativa) which has been noted to have been part and parcel of their life. The influence of drug abuse on students' learning behaviour has hampered the educational management in Kenyan secondary schools. Schools have been interfered by increased cases of student indiscipline caused by factors like drug and substance abuse, moral decay, role of mass media, devil worship, external school environment, cultural conflict, peer influence, poverty and disparity in resource distribution (Report of the Task Force on Students Discipline and Unrest in secondary schools, 2001 pp.56-77).

Otieno (1999), Report of the Task Force on Student Discipline and Unrest in Secondary Schools (Republic of Kenya, 2001 p.7) and Hargreaves (1982) stated that disturbances in secondary schools have been characterised by violence and destruction of property due to drug taking. The report further stated that between 1980's and 1990's, the numbers of schools which experienced students unrest had increased tremendously from 22 (0.9 percent) to 187 (7.2 percent). Table 3 shows the number of schools which experienced students unrest per province in the year 2000/2001 as a result of influence of drug abuse and administrative problems.

**Table 3: Number of schools which experienced students' unrest in Kenya per province in the year 2000/2001.**

Province	Existing number of secondary schools	Number of schools that experienced students unrest and indiscipline.	Percentage of schools going on strike	Gravity.
Central	630	85	13.5	Violence and destruction
Coast	151	4	2.6	Destruction of school property
Nyanza	680	7	1.0	Destruction of school property
Eastern	626	76	12.4	Destruction of school property and loss of human life.
Rift Valley	625	50	8.0	Violent destruction and rape
Western	408	19	4.7	Minor destruction of school property
Nairobi	93	2	0.02	Minor damage to school property
North Eastern	21	1	3.3	Destruction of school property.

**Source: Ministry of Education, Science and Technology: Report of the Task Force on Student Discipline and Unrest in Secondary Schools, p. 7**



In spite of the Ministry of Education, Science and Technology's effort to stem out the culture of students' misbehaviour in the schools, the very nature of the indiscipline took a dramatic turn for the worse. Not only were students violent and destructive but they premeditated and planned to cause maximum harm to human life (Report of the Task Force on student Discipline and Unrest in secondary schools, 2001). Mlama (2001 p.6) and Daily Nation (2000, July 17, p. 18) assert that secondary school students and more recently even primary school pupils, have joined the ranks of university students in venting their frustrations through riots, assaults on their teachers and destruction of schools premises. Mlama (2001) went on to report that the educational management in Kenya faces a critical challenge through uncontrolled misuse of drugs which has become a menace to students' learning behaviour in schools.

The nature of students' unrest took a new dimension as it happened at St. Kizito Mixed Secondary School on the 13<sup>th</sup> July 1991 when male students invaded girls' dormitory and violently raped 72 girls where 19 of them lost their lives (Some 2001 p.7, Griffins 1994 p.1 and the Report of the Task Force on Student's Discipline and Unrest in Secondary Schools, 2001 p.6). This sad case and other incidences were attributed to the influence of drug abuse. Cases of students' unrest intensified with more schools being burnt down, property destroyed and with more innocent lives being lost as happened in the arson attack in Kyanguli Secondary School in Machakos District in March 2001, where 68 students were burnt beyond recognition and others suffered injuries (Report of the Task Force on student Discipline and Unrest in Secondary Schools, 2001 and Wangai, 2001). Daily Nation (2000, July 17, p. 17) reported that in October 27,

1993, Malindi High School Students burnt a school van and injured their headteacher. On March 14, 1994, Kenyatta Boys High School students set their school on fire destroying property worth 3 million. On May 9<sup>th</sup> and June 2000, St. John's High School and Mazeras High School went on rampage, burnt their headteachers' houses and destroyed school property. In 1999, a prefect was attacked by a gang of colleagues at?, petrol-bombed his cubicle and was left with serious burns. All these have been attributed to the use of illegal drugs which have deterred the students learning behaviour. Headteachers who met at Kenyatta University during their annual Kenya Secondary Schools Headteachers Association (KHSSA) conference in 2000 observed empathetically that rising cases of drug abuse and dependence among the youth was a major contributory factor that influence their learning behaviour and easily cause strikes (East African Standard 2000, June 21, p. 30). The photographs on pages 128 and 131 show the aftermath of drug abuse in secondary school. Students destroy their administration block and aimed at killing their headteacher. Regarded as heroes by their peers for their obstinancy and recalcitrant behaviour, drug addicts are fast in influencing and convincing other students' behaviour to riot and disturb teaching/learning sessions at the slightest instigation. This great influence has also affected their academic performance and learning life pattern in several schools (Daily Nation, 2000, July 18, p. 19)

#### **Statement of the problem**

According to Wangai (2001. p 2), Makinde (1987 p.17) and Gitonga (1999, p. 10) adolescence stage is a delicate period when boys and girls are faced

with special needs and problems. When the needs of this age are not adequately provided for, problems of indecision, uncertainty, reading disabilities, conflicts and instability may surface and can easily resort to drug abuse and alcoholism.

Maritim (2001, p. 2), Wangai, (2001, p. 2 ) and Daily Nation (2002, March 4, p. 23) stated that students in secondary schools are being looked after by a population of about 43,000 teachers and their success lie entirely on them. Although many parents have blamed teachers for the irresponsible behaviour of their children, they should bear in mind that they have a key role to play in enforcing discipline and better learning behaviour for better academic performance among students in schools.

The behaviour formation and behaviour modification among the students are largely influenced by peer pressure and role modeling provided for by other students and teachers (Wangai,2001,p.2). Juma and Ngugi (1999 p.47) conceded that secondary schools have put in place a set of rules and regulations aimed at enforcing behaviour patterns in order to attain the desired objectives.

Today students display a breach of conduct through total disorder, demonstrations, destruction of property, raping and sadly murder. Juma and Ngugi (1999,p.45) went further to reveal that these actions which appear to be immature mindless and a manifestation of hysteria have ironically become very meaningful and popular among students. Students are becoming helpless and are rejecting the existing values through open rebellion due to engaging in cigarettes and bhang smoking, changaa, heroine, hashish and mandrax consumption (Balswick and Norland, 1994.p.54; Geller and Maxwell, 1989 p. 160).

The first nasty case was recorded in Nyeri District where students of Nyeri High School locked school prefects in the cubicles while they were asleep, used home-made replicas of petrol bombs and set them on fire killing four of them (Task Force Report on Students Discipline and Unrest in Secondary Schools, 2001,p.7 and Otieno,1999, p.1). Other incidents were recorded at Bombolulu Girls Secondary School where girls were burnt in a dormitory and in Kebiringo High School (1991) where students beat their headteacher to death (Some, 2001, Wangai, 2001 and Otieno, 1999). An example of such incident is shown in picture 4, page 122. Odalo (1998) reported of a strike encountered by the students of Mumbuni Mixed High School in Machakos District who burned an administration block by use of petrol thus causing damage estimated at 2 million shillings. A tragic incident occurred at Kericho High School (Daily Nation, 2000 October 12 p.7) where school boys raped our elderly female guidance and counselling teacher, destroyed window panes, smashed the school television sets, computers and reduced their book store to ashes. This was blamed on drug taking obtained from the surrounding slums. The latest report was revealed by Daily Nation (2002, February, 18 p.3) that the police arrested a suspect over dormitory arson at Kabianga High School in Kericho District. A drug addict boy bought paraffin and burnt property worth Kshs. 10,000 and 10 students were injured, admitted in a hospital, treated and discharged. Kipsigis Girls High School and Cheptenye High School in Kericho District were also reported to have destabilized their learning process by engaging in rampage due to disturbance in administration and drug influence (Daily Nation 2001, June 21<sup>st</sup> p. 17; Daily Nation 2000, Sept. 9<sup>th</sup> 14). There are several other similar cases that have gone unreported. Koech (1999, p.

17) said that as a society, we have to pause and ask, "What has become of our children? "What has led to this senseless violence in our schools? "Is it a sign of things to come?" Are we headed to the kind of incident that happened in April 1999 in which two teenage students of Columbine High School, Littleton, Colorado in USA decimated 12 fellow students and one teacher before they turned their guns on themselves?" Something should be done as soon as possible to remedy the situation.

### **Purpose of the study**

Drug abuse has been blamed for problems of indiscipline in schools at the moment. The purpose of this study was: to investigate drug abuse and its influence on students' learning behaviour. The study helped to determine whether there was a significant relationship between drug abuse in secondary schools and students' learning behaviour. It also aimed at finding out types of drugs, causes of drugs, effects of drug use, ways of detecting drug abusers, rehabilitating and preventive measures of drug abuse in secondary schools in Kericho District. The study has also provided useful information and recommendations for curbing drug abuse in secondary schools.

### **Objectives of the study**

The objectives of this study on drug abuse and its influence on students' learning behaviour in secondary schools Kericho District were:

- a) To identify types of prohibited drugs that have been abused by secondary school students in Kericho District.
- b) To determine the causes of drug abuse among secondary school students in Kericho District.

- c) To find out the effects of drug abuse on students learning behaviour in secondary schools in Kericho District.
- d) To determine methods of detecting and rehabilitating drug abusers in secondary schools in Kericho District.
- e) To establish measures that headteachers and teachers take to prevent drug abuse in schools.

### **Research questions**

The researcher focused investigation on the following research questions:-

- a. What are some of the prohibited drugs that have been abused by secondary schools in Kericho District?
- b. What are the causes of drug abuse in secondary schools in Kericho District?
- c. What are the effects of drug abuse among secondary school students in Kericho District?
- d. What are some of the methods of detecting drug abusers in secondary schools?
- e. What are some of the ways used to rehabilitate drug abusers?
- f. What measures can headteachers and teachers take to prevent drug abuse in secondary school in Kericho District?

### **Significance of the study**

The findings of this research may be useful to various educational institutions and their stakeholders, for example the students, teachers, headteachers, parents and Board of Governors. It may assist educational managers to know the dangers of

drug abuse among the Kenyan youth in secondary schools, colleges and universities.

The Government of Kenya in conjunction with the Ministry of Education, Science and Technology may use the findings of this study to impart knowledge to students on the dangers of drug abuse and might assist to set up a working party to search real causes of drug abuse in Kenyan institutions of learning.

It may also be very necessary that an intensive training and awareness programmes be administered among the stakeholders for example the education officials of schools (inspectors), the Boards of governor (BOG), the parents, teachers and the entire community on the dangers, causes and how to detect and control drug abuse in secondary schools.

The Ministry of Education in liaison with the Kenya Education Staff Institute (KESI) may organize and administer residential courses that enhance understanding on the influence of drug abuse on students' learning behaviour.

The National Agency for the Campaign Against Drug Abuse (NACADA), the provincial administration, for instance, the District Commissioners and Divisional Officers may understand the dangers of drug abuse and therefore participate in dealing with drug peddlers and drug traffickers.

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

Recommendations from the study may be forwarded to the Ministry of Education, Science and Technology (MOEST), Kenya Secondary Schools Heads

Association (KSSHA) for discussion conferences. By doing so, the influence of drug abuse on students' learning behaviour may be addressed.

The Kenya National Examinations Council (KNEC) may find it necessary to reinforce students to read on drug abuse by setting questions in KCSE that test knowledge on the abuse of drugs and their dangers to human health and life.

National bodies like the Universities, National Council of Science and Technology (NCST), Kenya Medical Research Institute (KEMRI), Kenya Mental Health Association (KMHA), the Kenya Psychiatric Association (KPA), and organizations like the Non-Governmental Organisations (NGO's), Christian Churches Educational Association (CCEA), National Council of Churches of Kenya (NCCCK) in conjunction with the Ministry Education's Department of Guidance and Counselling may use the findings of this research during their conferences and seminars to impart knowledge on drug abuse to Kenyans and may help the Ministry of Health to find ways of identifying drug abusers.

Classroom teachers, Heads of Departments (HOD's), Deputy Headteachers (DHMs) and Principals who have been blamed for all manner of problems in schools (Daily nation, March 2002 'Blackboard' by Mogambi, p.19) may learn to improve discipline in their schools by strengthening guidance and counseling (G/C) and peer mediation groups (PMG).

Tattum (1989) observed that Guidance and Councelling improves school administration in that it does not only deal with disruptive behaviour of students which interferes with the smooth running of the school by indulging in prohibited drugs, but also takes preventive measures against unpleasant situations which may



occur later (Gitonga, 1999 P.47). Becker in Scarpitti (1989), conceded that drug use in all its varieties, legal, semi-illegal and illegal, needs far more investigation on how it has caused indiscipline among the students in learning institutions (2002, March 4 Daily Nation 'Blackboard' p. 19).

#### **Limitations of the study**

This research study was conducted amongst headteachers, teachers and students of secondary schools in Kericho District in Rift Valley Province which is predominantly rural. The researcher was in a position to control the attitudes of the respondents they would offer answers only but to please the researcher as opinioned by Mulusa (1990).

It was not possible for the respondents to readily respond adequately to the research instruments due to mock and end of term examinations, which were taking place at the time the researcher was administering the instruments. Respondents lack of concentration in filling the questionnaires and responding to the interview schedule, therefore, delayed the collection and analysis of data.

#### **Delimitations of the study**

The research study only covered 20 schools in Kericho District which represented 60 schools in total on aspects of the influence of drug abuse on students' learning behaviour. The study was restricted to responses that were obtained from headteachers, teachers and students who were readily available to respond to the instruments.

#### **Definitions of significant terms**

There are recurring terms which were commonly used in this research study. The following are some of the definitions of significant terms:-

**Abuse** – refers to pathological use of a substance with impairment of social or occupational functioning. It may also mean physical or mental injury, exploitation or maltreatment of self.

**Addiction** – refers to any habitual or frequent use of drugs with or without dependence on it.

**Attitude** – refers to positive or negative predisposition to think, feel, perceive and behave in a certain way towards a given situation.

**Behaviour** – refers to reaction for example facial expressions, speech, physical actions and lack of concentration among the students.

**Bhang** – refers to a variety of *cannabis* composed of flowering tops, leaves, and resin of both male and female plants.

**Counselling** – refers to a process in which helper expresses care and concern towards a student or person with a problem so that his or her personal growth and positive change through self understanding may be noticed.

**Crime** – refers to any act that is illegal

**Deviance** – refers to any behaviour that the members of a social groups define as violating their norms.

**Discipline** – refers to self-restraint in individuals for the welfare organisation that controls someone's emotions and actions for the development of desirable attitudes according to acceptable and valued standards.

**Drug** – refers to any chemical substance, natural or synthetic, that affects bodily functions, mood, perceptions or consciousness.

**Drug abuse** – refers to taking of any psychoactive drug in any quantity not under medical auspices and/or for medical purposes. It alters the psychological state and causes harm.

**Drug Misuse** – refers to use of legitimately obtained drug in a manner of or amount other than the prescribed one in order to produce a certain psychological state. Excessive or inappropriate use of acceptable drugs which results to harm.

**Dependence** – refers to a condition that manifests itself by intense physical disturbance. It also refers to a state of psychic where compulsion to take drugs on a continuous periodic basis is noticed in order to experience its effects.

**Guidance** – refers to valuing each individual and creating opportunities for each student to learn about himself or herself in a planned way over a period of time by helping, guiding and giving information for self decision making.

**Habituation** – refers to a desire for drug taking without a tendency to increase dosage for personal detriment.

**Indiscipline** – refers to acts of lawlessness and disorder, individually or collectively, precipitated against established norms – that which does not move in keeping with the expectations and values of a society.

**Management** – refers to the creation and maintenance of an environment in which people work together towards the accomplishment of a common goal or objective.

**Performance** – refers to an effective and executive way of achieving a desired goal.

**Secondary School** – refers to a post primary school developed, equipped and provided for with staff from public funds.

**Stakeholders** – refers to persons who have and share same interest in a learning institution, for instance, Ministry of Education staff, T.S.C staff (teachers) rendering services in schools, parents, Board of Governors and students.

**Student** – refers to a person receiving learning instructions and guidance from an instructor (teacher) following a laid down curriculum.

**STP** – refers to a newly developed hallucinogenic drug supposedly fifty times as powerful as LSD.

#### **Assumptions of the study**

The researcher carried out the study with the following assumptions:-

- (a) It was assumed that drug abuse prevail in one way or another in every secondary school in Kericho District.
- (b) Drug abuse is a real hindrance to character building in schools among students.
- (c) Drug abuse influences students in their learning behaviour.
- (d) Secondary Schools with high standard of discipline have a strong management in guidance and counselling.

#### **Organization of the study**

The study is organized into five chapters: Chapter one covers the background of the study, statement of the problem, objectives of the study, research questions, limitations of the study, delimitations of the study, definition of the significant terms, basic assumptions of the study, and the organization of the study.

Chapter two constitutes the literature review. It is sub-divided into the following parts: concepts of drug abuse, types of illegal drugs, causes of drug

abuse, the effects of drug abuse on students' learning behaviour, methods of detecting and rehabilitating drug abusers and preventive measures to drug abuse.

Chapter three contains the research methodology which is sub-divided into:- research design, target population, sample and sampling procedures, research instruments, validity of the instruments, reliability of the instruments, data collection procedures and data analysis techniques.

Chapter four presents data analysis, interpretation of data, and discussion of the findings.

Chapter five entails the summary, conclusions, recommendations and suggestions for further studies.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **Introduction**

The purpose of this chapter was to review literature related to the influence of drug abuse on students learning behaviour in secondary schools in Kericho District. The chapter contains topics which are sub-divided into various sections as follows:- concepts of drug abuse, source and nature of illegal drugs, causes of drug abuse in schools, effects of drug abuse on students' learning behaviour, accessibility and methods of detecting (assessment) of drug abusers, rehabilitative measures of drug-taking victims and preventive measures to drug abuse.

#### **Concepts of drug abuse**

According to Nyasimi (2001, p. 1) a drug is defined as any substance, solid, liquid or gas that changes the functions or structures of the body in some way. The drugs of major concern are those that affect the central nervous system, and changes a person's way of thinking, feeling and behaviour. According to Kozikowski (1993, p.78), drug abuse means non-prescriptive use of psychoactive chemicals to alter the psychological state of individuals which results in altered functions. The World Health Organisation (W.H.O) defined a drug as any substance that when taken into the living organism, may modify one or more of its function. It is anything that alters the chemistry of the body or affects the mind (Welch and Wild, 1988, p. 30) while Nowlis (1975) and Dutta (1992, p. 598) defined drug abuse as a state psychic and sometimes physical, resulting from the interaction between a living organism and a drug, characterized by behaviour and other responses that always include a compulsion to take more

drugs in a continuous basis. It is a substance that by its chemical nature, affects the structure or function of the living organism. Lukoff in Yambo and Acuda (1983, p. 4) suggests that sociological theories which seek to explain drug abuse behaviour are usually inspired by theories of delinquency, criminality or deviant behaviour.

### **Source of drugs**

According to Pudo (1998, p.14) drugs are made from plants, for example opium, bhang; animals for instance snakes; mineral resources for instance petroleum and synthetic materials. Pudo (1998) and Kigotho (1980, p. 34) added that in some schools with big plantations of sugar cane, nappier grass, flower beds, maize and coffee farms, students plant or grow illegal drugs. Some drugs look like flowers in their nature and cannot be differentiated from other trees (Chevy, 1969). Pudo (1998) asserted that students bring illegal drugs from their homes after holiday or half term or when they are dispersed for fees collection. They get them from some of the subordinate staff, for example, cooks, groundsman, gardeners and watchmen. Students who commute daily bring drugs to school. Students obtain drugs from friends and relatives who come to school during parents' visiting or open days.

Juma and Ngugi (1999, p. 45) and Pudo (1998, p. 14 ) say that students buy drugs from drug barons, vendors and peddlers who extend them through the fences and dark corners. Pudo (1998, p. 15) brought forward a concern that students get access to drugs and alcohol through teachers who are addicted. Teachers send students to buy illegal drugs from the nearest shops and by so doing the students get a share without the teachers knowing.

Pudo added that canteen operators and shoe-makers give students glue to sniff. (refer to picture 3, p. 121). Lord (1984, p. 229) conceded that students obtain some of these drugs from their schools science laboratories because they are available and within their reach. Some schools which are located next to a forest get plants that produce illegal drugs be planted in such forest. When they are ripe, they just sneak to the forest and partake of them. Pudo (1998, p. 15) and Otsinde (1991, p. 32) added that students hide some illegal drugs inside their mattresses, in containers of juice, in loaves of bread dipped and soaked with alcohol. Some students hide them right inside their socks, pants, neckties, and even in their private parts.

### **Types of illegal drugs**

The literature has highlighted various types of drugs abused by the students in secondary schools. Pudo (1998, p. 14) identified common drugs that are abused to include: bhang, cocaine, hashish, marijuana, opium. Otsinde (1991, p. 32) added L.S.D., derivate and barbiturates, for example, caffeine, miraa, tobacco and alcohol.

Chege (2002 p. 12) has identified the following drugs:- cigarettes, alcohol (*chang'aa, busaa, kumi-kumi, kairasy*) bhang, cocaine, miraa, heroin, mandrax as drugs mainly abused by youngsters in schools while Clifford (1974) identified drugs like *dagga, bhang, rongory, takrouri, yamba, chanure, owi, muti ya mwana or marijuana* as some of the illicit drugs used by youth in Africa. An article in the Sunday Nation, page 16 of 21/7/68 described miraa, bhang and other drugs to be planted and sold in Kenya. Miraa was said to be a stringly green stalk produced mainly in Meru District around Nyambene Hills and that it was chewed for its



juice which had an intoxicating effect. The same paper claimed that police maintained that there were more bhang flowers and smokers today than there ever were and blamed the unemployment in the cities for spread of drug abuse.

A drug like hemp grows wildly in Nyanza Province and Western Province especially in Kakamega areas. Musyoka (1999, p.10) reported on the indiscipline of students in schools which are often accompanied by demonstrations wanton destruction of property and withdrawal of participation in school programmes. He added that in 1998 about 50% of Central Province population aged between 10 and 24 years and mostly boys have tried drug related substances during their school lives. According to Musyoka the most abused drugs were cocaine, *cannabis sativa* (bhanga), miraa, heroine, aphetamine, mechaqualone, marijuana, hashish, mandrax, roche 5 and *changaa* among others.

Bentel and Cornacchia (1973, p. 329) and Ostman (1976, p. 325) categorized drugs into depressants, medical drugs, stimulants, hallucinogens and volatile substances.

Nowlis (1975) and Moses (1974, p. 106) listed illegal drugs such as bhanga (*cannabis sativa*), heroin, cocaine, mandrax and opium to be in existence in high schools. Smith (1990), Richard (1969, p. 48) and Gannon (1971, p. 190) reported volatile substances, for example alcohol, to be widely used by students in various countries. Substances like alcohol, solvent like petrol and glue produce intoxication, dizziness and distortion in speech. Welch and Wild (1988, p. 32) reported that abuse of alcohol is a major problem in society and especially in the learning institutions at the moment. Photographs 2 and 3 on page 126 and 127

show children in the streets of Nairobi sniffing glue and how miraa looks like as grown in Meru District.

### **Causes of drug abuse in schools**

Makinde (1987, p. 17) stated that students in secondary schools have many problems. These are students with problems like alcoholism and drug abuse. Mworia (1993) and Rono (1989) asserted that many students in secondary schools indulge in drug abuse due to lack of parental love and care. In Meru Central District, there are rampant cases of school dropouts, frequent strikes, truancy due to alcoholism and drug abuse (Gitonga, 1999, p. 10). Aduda (Daily Nation of 1995, September 10 p. 17) reported that increasing school strikes and poor performance are caused by drug abuse and alcoholism while Mlama (2001, p. 32) conceded that many school going children are from poverty stricken families. Many of such children who indulge in drug abuse come from countries in sub-Saharan Africa. Countries of the world that participated in the World's Educational Forum in Dakar, Senegal in April 2000 brought forward drug abuse and alcoholism as destructive hazards to education. They got committed to improving all aspects of quality education in schools by ensuring excellence of all learners so that recognition and measurable teaching outcomes are achieved (UNICEF, 2001, p. 32). Ngatiari (1999, June 22, p. 7) reported that Kenya secondary schools have undergone a crucial time when escalating wave of violence amongst the students has resulted in turning against each other by burning themselves and destroying school property. Ngatiari added that touts have taken control over the quelling of students riots as happened in Eldoret

Polytechnic where they ended up beheading a student in full view of the police. Parents seem to have lost authority over their children in what they believe to be children's democratic rights and they talk ill of their children's teachers in the presence of the students themselves.

Ngatiari further reported that teachers have been blamed of getting involved in dangerous drug peddling. Rebellion against students in secondary schools, whether against themselves or against the administration has been a common occurrence since time immemorial. Newspaper headlines with both comic and tragic connotations and the mass media in general are full of news about strikes and sit-ins (Otieno, 1999). Although schools have put in place a set of rules and regulations aimed at enforcing behaviour patterns in order to attain the desired objectives, students have been aware that any break of such rules and regulations will lead to disciplinary action from the school authorities. This disciplinary action is aimed at reforming and deterring others from similar indiscipline problems (Juma and Ngugi, 1999). Today, however, the picture is that total disorder, demonstration, destruction of property, sadly murder and display of hysteria have ironically become popular among students. Students are becoming helpless and are rejecting the existing values through open rebellion. Photographs 1, 4 and 5 on pages 126, 128 and 131 show students demonstrating, destroying their school property and wanting to kill their headteacher.

Njamu (2001) stated major causes of drug abuse as:- the gradual emergence of status-ridden, "super-loving" parents who will not stoop to the indignity of punishment for their "super-class" children; the concomitant reduction of the age-old dignity and power of teachers and headteachers; the weak

collaborative spirit between teachers and parents in many secondary schools, the subordinate staff status restricted mandate of Board of Governors in the disciplinary field and the persistent, outdated belief in meeting irrelevant and culturally resented forms of punishment, for example, canning

Munavu (2000, p. 8) stated that most of the disciplinary problems encountered in learning institutions are rooted in actions or inactions of some of the education stakeholders. Munavu blamed lack of good conduct in schools on drug abuse which is caused by the style in which educational institutions are managed; the manner in which teachers perceive and express their roles in modelling and monitoring; the degree in which students participate in defining the learning environment and participating in the discipline process. Munavu added that misbehaviour is caused by the way in which students have been raised and parented; the degree to which students have been exposed and disposed to influence by their peers or by the global culture; the extent to which society defines its cultural norms and values and the degree to which the sense of hopelessness and despair in the contemporary society have permeated the learning process.

Pudo (1998, p. 7) and Ngetich (1999, p. 3) revealed more causes of drug abuse in secondary schools as:- peer groups influence that is curiosity arising by conforming to group behaviour (age mates and friends) who motivate others to take drugs. Midigo (2002, p. 5) conceded that young people are curious and like having fun. Therefore, some take drugs as a discovery of their effects. In addition, other youth take drugs to produce thrills that in their normal state could not do it. He added that the peer pressure plays a big role in luring young people into drug

abuse. The more peers talk about drugs the more the person is tempted to try to see whether it is true from what is being said. Mass media influence through advertisements in radio, television sets, newspapers and magazines on beer, cigarettes and spirits encourage the youth to indulge in drug abuse (Ngetich, 1999). Picture 2 on page 133 show a young man who smoke bhang as a fun and almost got mad. Pudo (1998) conceded 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. Midigo (2002, p. 5) conceded that attitudes of parents toward tobacco, alcohol and other drugs play a major role of children's behaviour. Young people learn from what they see by imitating what their parents, teachers and people in the community do. Parent neglect, separation or divorce of a spouse may lead children to resort to drug abuse.

Some parent peddle drugs to make ends meet and maintain their psychological state leaving their children unattended which gives them room to indulge in drug abuse and end up destroying their lives. Emotional problems portrayed by students who feel inadequate in the classroom and those of reserved nature (introverts) who cannot easily make friends or even those who come from unstable backgrounds would always tend to start on drug indulgence ( Glant, 1997, p. 332). Availability of illegal drugs through cheap and local suppliers encourage students, parents and teachers to indulgde in drug abuse (Smith, 1990, p. 60). According to Midigo (2002), Nyasimi (2001), Odawo (2001) and Mugambi (2002) most drugs are readily available in our society. Bhang is grown in secret places in our country and particularly in schools. In addition, different types of alcohol are available in bars, kiosks, and villages that surround schools.

Over protection of students by their parents when they were young stir up a tendency to involve in drug abuse when they grow up. Many of the students were not corrected while misbehaving during their formative years. Some students find school rules enforced on them to be too harsh for them to bear and hence they rebel and resort to drugs (Wabala 2000, p. 31).

Idleness and boredom due to lack of relevant leisure activities lead some students to take drugs as a leisure activity for passing time. They take beer (alcohol) and smoking bhang (Claridge, 1970, p. 266). According to Nation Reporter and Correspondent (2002, July 17 p. 18) students who get access to a lot of money are tempted to buy illegal drugs. Some abuse these drug because they think they make people brave or fearless. Many spiritual hungry people resort to drugs so as to fill that gap in their hearts (Canada Commission of Inquiry, 1970, p. 125; Abdool 1990). Environmental factors affect children and expose them to drug taking. There are slums where illicit brews like changaa are openly brewed and taken freely as normal drinks (Rono, 1995). Other cases of drug addiction come as a result of political and economic greedness. Greed for wealth by drug traffickers makes them to sell drugs, which causes social devastation (Goldberg and Hoffmeister, 1972, p. 244 and Bourne, 1989, p. 361).

High hardness of school administrators, harsh treatment, lack of freedom on the side of students, failure to have students' grievances listened to are said to be causes of drug abuse (East African standard, 1991 July 21, p. 8). Personal problems have been noted as a severe problem to the school management and can have a destructive effect on students. These personal problems can lead one to taking illegal drugs (Lytton and Craft, 1974, p. 49, and Hotmann, 1983, p. 329).

According to Mburu (2002), Waihenya (2002) and Mutuma (2002, p. 8) some advertisements encourage young people to take drugs. When popular commentators are used to advertise on TV or radio, teens believe that drugs must be the norm in the society.

According to Midigo (2002), Mwangira (2001), Thuku (1998, p. 23) and Baraza (2002, p. 2) frustration makes students to take drugs in order to escape the reality of life. Some of them are trying to relieve themselves from pain. Most of these young people feel hopeless in life. This hopelessness can lead them to physical and emotional illness. To the youth, drugs may offer them a powerful feeling. Due to the high rise of cases of drug abuse in the country, especially in secondary schools, parents, teachers, and the churches in the society should strive to combat the destructive habit. Parents should realize that the way a child is brought up is very important. Children who are brought up positively and in religious homes are mostly active in resisting drug abuse.

Muchiri (2002, p. 19); Siringi (1999, p. 20); Kamau (2002, p. 21) and Ruto (2002, p. 6) reported that students who perform well in schools are likely not to enter the drug world. This is because, they are mostly busy and their minds are occupied by something worthwhile. Many of the students who take drugs are those who are idle. Therefore, young people in schools and community should involve themselves in positive activities such as drama, sports, music, church activities, reading good books and magazines to avoid being lured into drugs in their idleness.

### **Effects of drug abuse on students' learning behaviour**

Drug abuse and its influence on students' learning behaviour is a true reflection as per the reviewed literature on the effects of drug-taking. Nyamu (2001, pp. 1-2) and Lodiaga (1995) clearly state that smoking or taking illegal drugs like *cannabis sativa* (bhang), marijuana, harshish, cocaine, alcohol, opium and heroin bring disorder in human body as follows:- euphoria, increased pulse rate, reduced motivation, impulse behaviour, anxiety, brain damage, and psychotic reactions. Commonwealth Secretariat (1993), Whitney (1970) and Wanjema (2002, p.6) conceded that indulgence in illegal drugs causes abnormal alertness, aggressiveness, loss of appetite, acute depression, sluggishness, faulty judgement, chronic intoxication and can easily cause death. Mwiti (1997) and Slyke (1957) reported that road accidents, malnutrition, health problems like mental disorders, lung cancer or heart failures are some of the general effects of drug abuse. The abuse of drugs as reported by Musyoka (1999, p. 11) collectively or individually invigorate the body or stimulate some other forms of hyper activity in the body systems which constitute anti-social activities. These anti-social activities, which are a departure from the norms and beliefs of society have infiltrated learning institutions with adverse effects on the youth.

McCaghy (1976) and Taylor (1984, p. 22) conceded that family quarrels leading to separation and/or divorce, poor upbringing of children hence affecting their life pattern and learning behaviour due to unstable background culminate in school dropout. McCaghy (1976) and Taylor (1984) added that social misfits in society for example, wife beating, delinquency and unruly behaviour lead to drug abuse. Pudo (1998, p. 53) concluded that drug abuse causes fear due to



hallucination, brain disorder and loss of self-esteem and as a result, one can easily commit suicide. Hafen (1978, p. 429) strongly states that drug abuse cause death in various ways like cancer, violent fights, suicide and accidents.

Wanjema, (2002, p 6) reiterated that the use of illicit drugs lead to broken families, separation and divorce (battering). Johnstone (2002, p 12) put emphasis on the fact that financially able people use their money by indulging in drug taking. In addition, drug abuse leads to indulgence to sexual immorality thus paving the way for HIV/AIDS and other sexually transmitted infections (STI) Abdool (1990, p 9) and Hofmann, (1972, p.15) reported that as a person moves into a regular pattern of drug abuse, the drug takes centre stage of the person's life. Drug taking becomes an emotional and social focus at the expense of other vital, and interesting activities. Karechio (1994) reported that drug abuse gradually leads to social, emotional, physical problems and mental disorders. Loss of control and breakdown of relationships lead to feelings of self-doubt, poor self-esteem, guilt, anxiety and sadness. Tolerance and dependence accompany this process of abnormality. The pictures 1, 2 and 4 on pages 131, 132 and 134 show that drug abuse cause self denial, depression, impotency and loss of control.

A study done by Yambo and Acuda (1983) in Nairobi City and Kyaume Sub-location, Matungulu Division, Machakos District revealed that students and non-students have indulged in drug and alcohol abuse. The type of drugs used by these two classes of people are listed as follows:

- |              |            |              |           |
|--------------|------------|--------------|-----------|
| 1. Alcohol   | 3. Bhang   | 5. Madrax    | 7. Opium  |
| 2. Marijuana | 4. Cocaine | 6. Cigarette | 8. Heroin |

Table 4 shows the distribution of drugs abused by students and non-students in Nairobi City.

**Table 4: Distribution of drug abuse in Nairobi City in 1983**

Drugs	1	2	3	4	5	6	7	8
Students	44 20.9%	18 8.5%	37 17.5%	8 3.8%	1 0.5%	8 3.8%	5 2.4%	5 2.4%
Non-students	100 49.5%	21 10.4%	101 50.0%	9 4.6%	1 0.5%	10 5.0%	11 5.4%	8 4.0%

Source: Yambo and Acuda (1983). Epidemiology of drug use and abuse (p. 53)

Table 5 displays illegal drugs that are recently taken by students in comparison to Non-students in Kyaume Sub-location, Matungulu Division, Machakos District.

**Table 5: Distribution of Drug Abuse- Kyaume Sub-location in Machakos District**

Drug	1	2	3	4	5	6	7	8
Full time students	6 8.8%	-	1 1.5%	-	-	2 3.0%	-	1 1.5%
Non students	15 36.6%	-	8 19.5%	-	-	-	-	-

Source: Yambo and Acuda (1990, p. 53) A study on Drug Abuse in Nairobi City and Kyaume sub-location of Matungulu Division in Machakos District

Table 4 and Table 5 suggest that while 50 percent of non-student youth participated in drug abuse in Nairobi City, 18 percent participated in drug abuse in

Kyaume sub-location. Fifty percent of students took illegal drugs in Nairobi City while 82 percent did not know anything about drugs in Kyaume sub-location.

### **Methods of Detecting Drug Abusers in Secondary Schools**

Muyabu (1997, p. 41) and Pudo (1998, p. 12) narrated ways of assessing or detecting drug abusers in schools as follows:- smelling smoke, drooping eyelids, constant headaches, runny nose due to snorting cocaine, burned or stained thumb-finger, and self neglect or poor hygiene especially among those who drink alcohol (changaa). Other symptoms are chronic cough, breath smell alcohol, tremors, restlessness, slurred speech, flushed face due to vasodilation and red raw nostril for sniffers. Fortson (1988, p. 303) added a few facts that drug abusers can be identified through staggering and stumbling movements among the alcoholists, drowsy appearance and frequent absenteeism or sneaking out of school at odd hours. According to Nyasimi (2001, p. 3) and Chege (2002, p. 12) parents should not go into shock and disbelief when they learn that their children are abusing drugs. Instead they should assess irregularities like cold clammy skin, type of new friends, frequent complains of headaches associated with loss of memory, poor concentration in class and day dreaming. Martin (1990, p. 19) reported that drug abusers spent a great deal of time with hitherto unknown persons, display excessive sweating, running noses or watery eyes, drowsiness and disoriented behaviour. Other methods of detecting drug abusers as reported by Cohen (1976, p. 12) are that they burst into laughter anyhow with loud speech; widely dilated eye pupil requiring dark glasses to prevent strong light, traces of white powder around the nostrils and scars on the inner arm.

Weinswig (1973, p. 135) and Shulman (1974) reported that marijuana abusers get their white of eyes appear irritated, needle track and black marks, thin, malnourished and appearing older than the actual age. Pathmanathan, Vankervisser and Brownlie (1991) and Kirkwood (1988) reiterated that behavioural clues of high school and college students who indulge in drug-taking may lead to panic, dry mouth, licking lips, motivational syndrome caused by apathy, appearing to be day dreaming, and falling asleep in class especially for those using LSD and 'bhang'. Drug abuse has an influence on students' learning behaviour. Work performance and response to discipline begin to deteriorate among those who take illegal drugs. Poor academic performance, loss of interest in learning/reading and lack of concentration are also noted. Pudo (1988) added that they also engage in sexual promiscuity hence high chances of getting or transmitting STDs and HIV/AIDS.

#### **Rehabilitative Measures to Drug Abuse in schools**

Muyabo (1997) Glatter (1988) and Graham (1988) stated that when a student is a victim of drug abuse, there is an urgent need for rehabilitation. The context and quality of relationship developed between the teacher/counsellor and the student is the key factor in determining the effectiveness of the counselling programme. The focus on the rehabilitation should be to explore the relationship between the drug taking and other areas of students' function. The teacher helping the addicted student should be effective, open-minded, positive, patient, realistic and compassionate. Moralistic and negative attitude prevent development of rapport or trust between the teacher and the student. Parents should no longer blame the teachers for the hampered behaviour of their children. Instead they

should come up and rally together with teachers to mould life of the youth. When teacher counsellors have done their part in school, parents should continue the act of counselling at home during the holidays (Daily Nation, 2002, March 4, p 23 and Daily Nation 2001, August 13, p. 17). Nyasimi (2001,p 5) advised that parents and teachers should to be calm when they discover that their children or students abuse drugs because over-reacting always makes the situation worse and makes fact finding more difficult. Nyasimi further advised that getting the right facts is a step to take to establish the type of drug that the child or student has taken, duration and quantity used. Parents, teachers and counsellors should retain their love but to create a clear distinction on the dislike to drug abuse. Anger, quarrelling, canning, fighting and argumentative confrontations will not solve the problem but rather seek professional help from other persons (referral making). Picture 6 on page 136 show a young man who has decided to do away with drugs and lead a constructive life.

#### **Preventive measures to drug abuse in secondary schools**

The headteacher, teachers, parents and other education stakeholders should take stern action against drug abuse in schools (Daily Nation: 2002, Feb 18 , p 3) Drug abuse and trafficking have reached a very alarming proportion not only in Kenya but also the world over. It is no longer the concern of the developing countries but also of the developed countries.

Osighembe (1998), Pudo (1988) and Muyabo (1997) conceded that the management of a student who has already begun to be dependant on drugs, require counselling or detoxification in order to discourage and prevent further abuse which can destroy body cells and behaviour. The primary prevention entails

creating awareness against drug and substance abuse through education and counselling. Another approach to encourage the youth not to begin abusing drugs. Teachers and parents should give special attention to children, lonely pupils and even parents who partake of these illegal drugs. There is need to enforce and establish laws to stop the vendors, peddlers and transportation of illegal drugs. The government arms like the Attorney General's Chambers, Customs Department, Import and Licensing Departments, Ministry of Health, Ministry of Education Guidance and Counselling Section, Children's Department, the relevant university departments and the provincial administration should be given full authority to control the spread of illegal drugs (Muyabo, 1997 p 47)

Pudo (1988, p. 21) added that variety of leisure activities and recreational activities should be strengthened in the learning institutions so that the students can avoid boredom and idleness. This will keep them occupied and help them not to involve in drug taking. Creation of self support by rehabilitated drug addicts should be encouraged by family members. Serious addicts can be given medical treatment so as to stop taking drugs. Programmes should be started where drug addicts visit counselling centres for advice for example Global Centre in Kisumu and Sagam Community Resources Centre. Activities that are drug free and offer healthy alternative should be promoted and at the same time promote respect for rules and regulations that prohibit harmful behaviour influenced by drug abuse

Griffith and Malcolm (1990, p 19) conceded that teachers must be ready to provide role models. In as much as adolescents act under peer influence, the long term outcome of their character and choice are affected by teachers' example, as in their development of value system, spiritualism and moral standards. Fuqua

(1978) added that teachers must occupy the total parental role including giving moral, spiritual guidance and information on the dangers of drug abuse. Children often know a lot more than most parents and any attempt by the teachers to tell exaggerated scaring stories receive opposite effects. Cockett (1971, p.166) conceded that the availability of teacher counsellors who discuss children's problems and concerns at any stage may prevent the fast spread of drug menace. Teacher-student relationship based on contact only during crisis often spells disaster. Students need to be told again and again, as well as shown in action that the teachers are there for them at all times.

#### **Summary of Literature Review**

School headteachers, teachers, parents and other stakeholders in education should ensure that students are of good conduct. Secondary school teachers need to help the youth to acquire skills of dealing with stress and develop positive attitude towards learning (Daily Nation, 2001 p. 19). Students should be made to realise that they have a key role to play in influencing the view of the public about their schools. It should also be realised that good behaviour enhances quality learning and by so doing schools are well marketed. If students have positive motivation, they generally do what is expected of them in schools and excel in both curricular and co-curricular activities. If students are not motivated to behave well that is, if they are left to be idle, they become indisciplined by engaging in drug-taking which automatically influences and affects their learning behaviour.

Wangai (2001, p. 5) stressed the need for proper nurturing of students and inculcating in them desirable habits and practice through guidance and counselling. Rono (2001, p. 6) conceded that a well established guidance and

counselling unit in a school is very essential as it provides a helping service to pupils from the first day a student joins a school to the last day he or she leaves school. Campbell, Corbally and Nystand (1983, p. 67), Duigman and Maicpherson (1992, p. 104) and Shape (1986) noted that quality education that engulfs good results is prompted by a high standard of character. When the headteachers' and teachers' concern is demonstrated through love and good leadership quality, good learning is likely to result. The goal of quality in teaching and learning is a high priority for all learners and educators. The value of learning and the process by which outcomes are achieved come as a result of teachers and administrators commitment and exercise of authority in promoting educational development and psychological well being of students. Houser and Richmond (1969) Pirt and Grant (1976) and Reid and Rogers (1996) noted that the behaviour formation and behaviour modification among the youths largely influence learning which also get influence by peer pressure as models. Educationists should learn to detect or assess learners behaviour and forward findings to the administration and counselling department.

### **Recommendations**

The then Minister for Education Science and Technology, Hon Kalonzo Musyoka, in a speech presented to the Kenya Secondary Schools Heads' Association emphasised that career guidance is important in secondary schools. Career guidance helps students to identify the courses of their interests to avoid idleness and to motivate them towards their future engagements. (Aduda, 1997 p. 21) Guidance and Counselling departments should be strengthened by giving



support to teacher counsellors and sending them to in-service courses. Guidance and counselling improves school administration in that it does not only deal on how to resolve disruptive behaviour of students which interfere with the smooth running of secondary schools but also takes preventive measures against unpleasant situations like drug abuse and alcoholism, (Gitonga, 1999, p 47).

Tattum (1986, p. 54) observes that guidance and counselling teachers recognise the situations in which individual students are likely to be disruptive in their behaviour and acts quickly to avert them.

Mwagira (2001, p. 19) emphasized the fact that guidance and counselling enhances effective administrative approaches by providing knowledge about the students, physical condition, medical history, family background, scholastic record, academic achievements and personal characteristics which help the teachers and headteachers to provide better instructions and advise to them.

The Ministry of Education should review the Education Act Cap. 211 on the discipline procedures by giving more mandate to the Board of Governors and give more support to schools in their recommendations for indiscipline cases.

Students who commit criminal offences, for example, those found bringing and selling illicit drugs or found drunk should be treated with no leniency.

Headteachers, teachers, chaplains, guidance and counselling teachers should be trained on how to detect, identify or get assess to cases of drug abuse. Juma and Ngugi (1999) in their study found out that drugs of addiction stimulate hyperactivity among students and at the same time make them to withdraw totally from positive involvement in school life. Stiff prosecution sentences should be given to drug peddlers among the students and reactivate the Police Drug and

Narcotic Departments to ruthlessly deal with peddlers of drugs. The Ministry of Education, Science and Technology should liaise with the Ministry of Health to formulate ways of screening the blood of students so as to know whether drug taking is existing in schools. Students should be encouraged to form anti-drug – taking clubs in their schools where discussions and lectures are given to students, teachers and headteachers by invited resource persons. School headteachers, teachers and parents and other responsible stakeholders in education should encourage students to be of good conduct, decent and polite, dutiful, industrious and respectful to their seniors. Students should maintain a high standard of education as a result of sound discipline, (Wangai, 2001, p. 5). They should also be made to understand that good discipline is obtained through abstaining from drug abuse and this leads to effective teaching and learning in secondary schools ( Maritim, 2001, p. 3). Students should be made to realise that they have a key role to play in influencing how the public views their schools.

For headteachers, teachers and parents to maintain confidence in the management of education in our society, every one should be committed to improving character building of our students by giving close supervision.

Drugs abuse must be uprooted in Kenyan learning institutions so as to better quality performance in character building and in academics (Wangai, 2001). The education stakeholders should provide proper education on drug abuse. This should be done frankly and openly through group discussion in a formal, informal or non formal forums. The facilitators should impart correct information on the effects of drug abuse to the youth. The Ministry of Education, teachers and parents should encourage good leisure activities like games and music (choir

participation) to avoid idleness. Parents, teachers and provincial administrators should assist in curbing drug peddlers, vendors and traffickers. Adults should be able to portray an exemplary life pattern to the young. Public meetings to listen to students demands should be set because they have a desire to know things, to understand and be understood. Refer to picture 4 on page 134 which shows a woman who has resorted to sell bhang to make ends meet.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **Introduction**

This chapter describes the research design undertaken for this study. It deals with the description of the research design. The target population, sample and sampling procedures, research instruments, validity of the instruments, reliability of the instruments, data collection procedures and data analysis techniques.

#### **Research design**

This study used ex-post facto design. An ex-post facto research was used to explore possible causes and effects of relationships among variables that cannot be manipulated by the researcher. According to Kerlinger (1973, p. 379) ex-post facto design is a system of empirical inquiry in which the scientists do not have direct control of independent variables because their manifestations have already occurred or because they are inherently not manipulable. Charles (1988, p. 18) added that ex-post facto does not have direct control of independent variables like age, sex and race. Many other circumstances which do not allow manipulation are date of birth, place of birth and culturally ingrained factors like language, values and customs.

According to Kothari (1985) descriptive research (ex-post facto) includes surveys and fact finding inquiries of different kinds. The major purpose of descriptive research was the description of the state of affairs as it exists at present. The main characteristic of this method showed that the researcher has no control over the variables. The researcher reported what had happened or what was happening.

Descriptive research studies what is concerned with describing the characteristics of a particular individual or of a group. Therefore, ex-post facto design was recommended for educational and social research since many research problems in social and educational research do not lead themselves to experimental inquiry. The design was adequate in finding out the influence of drug abuse on students' learning behaviour. It dealt with a behaviour acquired after indulging in drug abuse.

### **Target population**

The target population of this study consisted of fifty six (56) public and four (4) private secondary schools. Out of this number five (5) were boys' boarding secondary schools, nine (9) were girls' boarding secondary schools, thirty four (34) were mixed-day secondary schools, eight (8) were mixed-boarding secondary schools in Kericho District. A list of schools was obtained from the District Education Office, Kericho.

All these secondary schools had an enrolment of 12,500 students and the Curriculum Based Establishment (C.B.E) summed up to 785 teachers. Out of this number 30 were untrained teachers (U.T.S) while 755 were trained teachers of cardres from SI to M.Ed. Sixty out of 785 were headteachers and 11 out of 60 were females while 49 were male headteachers. As shown in Table 7, the researcher managed to visit 14 male headteachers and 6 females headteachers.

Table 6 shows the category of secondary schools in Kericho District and their students' enrolment.

**Table 6: Category of secondary schools in Kericho District**

Category of schools	Number of Mixed Boarding Secondary School	Number of Girls' sec. schools	Number of Boys' sec. schools	Number of mix-day sec. schools	Grand total
Public	8 (14.3%)	9 (16.07%)	5(8.92%)	34 (60.71%)	56 (100%)
Private	2 (50%)	2 (50%)	0	0	4 (100%)
Total	10 (16.76%)	11 (18.33%)	5 (8.33%)	34 (56.67%)	60 (100%)

**Source: District Education Statistics Office-Kericho**

### Sample and sampling procedure

To sample headteachers, teachers and students from the population of fifty six (56) public and four (4) private secondary schools stratified random sampling was appropriate. Stratified random sampling was used because the population was not homogenous in terms of certain required characteristics. Every member of the population had an equal chance of being selected in relation to their proportion within the total population (Mugenda and Mugenda, 1999, p. 47).

The researcher first categorized schools into: single sex secondary schools, mixed day secondary schools and mixed boarding secondary schools. The researcher then applied the Systematic Random Sampling. Systematic Random

Sampling involved drawing a sample by taking every 5<sup>th</sup> case from a list of the population.

The following formula was used to determine the sample size out of sixty (60) secondary schools as stated by Mugenda and Mugenda (1999, p. 43):-

$$n = \frac{Z^2 pq}{d^2}$$

where:

$n$  = the desired sample size (if the target population is greater than 10,000).

$z$  = the standard normal deviation at the required confidence level.

$p$  = the proportion in the target population estimated to have characteristics being measured.

$$q = 1-p$$

$d$  = the level of statistical significance set.

Therefore, the systematic random sampling procedure was applicable in the study which gave 300 as students sample. For teachers and headteachers the sample was calculated as follows:

$$n_f = \frac{n}{1+n)N}$$

where  $n_f$  = the desired sample size (when the population is less than 10,000).

$n$  = the desired sample size (when the population is more than 10,000).

$N$  = the estimate of the population size.

The formula gave a sample of 30 headteachers and 120 teachers.

The researcher managed to distribute questionnaires to 20 headteachers instead of 30 and 101 teachers instead of 120. The major reason that brought

about this short fall was that schools were busy doing mock examinations. Headteachers were out most of the time looking for apparatus for practical examinations while teachers were busy marking examination scripts.

The researcher used stratified random sampling so as to achieve desired representation from various subgroups in the population. Respondents were selected in such a way that the existing subgroups in the population were more or less reproduced in the sample. The sample consisted of sub-groups like single sex secondary schools, mixed day and mixed boarding secondary schools. The required number of cases were randomly selected from each population subgroups using the appropriate ratios. An appropriate number of respondents was selected using random numbers from each stratum. (Mugenda and Mugenda, 1999, p 48).

After applying the stratified random sampling to get the size of the population, systematic random sampling was also applied. For inclusion in the sample, every 5<sup>th</sup> case in the population frame was selected. To obtain a truly random sample using systematic random sampling, the researcher listed all then members in the sampling frame and randomized. After the population frame was randomized, the researcher then decided on the sampling interval which was the distance between the cases that were selected for the sample. The rule of thumb in deciding the sample interval was to divide the total population by the sample size. The researcher blindly selected random numbers, a process that continued until the required sample size was achieved. Out of this procedure, 30 headteachers from 30 schools, 120 teachers and 300 students were selected.



### **Research instruments**

The researcher used two types of questionnaires: open-ended and closed ended items. The Likert Scale Rating System was applied when collecting the data on behavioural learning. The face – to –face interview schedule was used to obtain the in-depth data which was not possible to get in an ordinary questionnaire among the headteachers.

The headteachers' questionnaire had 3 parts. Part A contained 6 items dealing with the demographic information of headteachers and their schools. Part B had 11(eleven) items dealing with types of drugs, causes and effects of drugs. Part C had 6 statements presented in the likert scale rating system. Appendix B contained 7 headteachers interview schedule items.

The teachers' questionnaire had 6 demographic characteristics, 11 items asking for the types of drugs causes, effects, methods of preventing drugs in schools. Teachers had 8 statements placed in the likert scale rating system. Students' questionnaire had 10 items seeking for the background information about the respondents and their schools. On part B, there were 13 items seeking answers to the objectives of their research and part C contained 7 statements placed in the likert scale rating system style and were seeking for the reaction and behaviour of respondents on illegal drugs. The open-ended items and the interview schedule for headteachers solicited in-depth information from the respondents. The researcher personally developed a questionnaire and an interview schedule since none elsewhere was found appropriate for the study. However, the items seeking for demographic information partly adopted from guidance and counselling instruments of Gitonga (1999). The instruments of this

study were examined and vetted by an expert university head of department and was further validated through a pilot study.

### **Reliability and validity of the instruments**

#### **Introduction**

The validity and the reliability of the research instruments was obtained through piloting. Schools that participated in the pilot study were conducted randomly from each strata to obtain 4 schools in total.

A headteacher, 4 teachers and 10 students in each school participated in the piloting exercise. (Mugenda and Mugenda, 1999, p. 46; Snedecor, 1967).

The purpose of piloting the instrument, according to Isaac and Michael (1981), was to find out whether the items in the instruments were clear to the respondents, precise and comprehensive to provide for the anticipated type of data and to determine whether the research objectives were being fulfilled.

#### **Reliability of the instruments**

Reliability is a very important ingredient in the validity of any research instrument through piloting. It enhances the dependability, accuracy and adequacy of the instruments since the responses from the respondents indicated whether the instruments measured what they purported to measure (Bennet, 1973). Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials. It is always influenced by random error in that as random error increases, reliability decreases (Mugenda and Mugenda, 1999). The researcher did not encounter any errors except the assessment of drug abuser was not clearly stated which did not reveal satisfactory responses.

Nachmias and Nachmias (1976, p. 67) in Gitonga (1999) stated that an instrument is reliable when it can measure a variable accurately and consistently and obtain the same results under the same conditions over a time.

To eliminate chance error due to differing test conditions, the researcher used a split-half technique. This technique of assessing reliability required only one testing session. The steps involved in this technique were that sample items from the domain of indicators that measure the variable were noted, a total test was administered to an appropriate group, odd-numbered items and even-numbered items were grouped differently. The scores of the two groups were calculated and correlated. To obtain the reliability of the instruments, the Pearson Product Moment Correlation Coefficient was used. The correlation coefficient obtained was 0.89.

After analysing the pilot study responses, it was found necessary to revise and modify the instruments. The modification included the re-framing of the items. The piloting of research instruments was done in four secondary schools. Respondents contacted during the pre – test or piloting phase were deliberately excluded during the final administration of the instruments. This helped to control the extraneous influence on the research findings due to their prior knowledge of the information required by the instrument.

Piloting was conducted to find the validity and reliability of the instrument and the procedures of administration. The questionnaires administered in the piloting stage were one for head teacher, four for teachers and ten for students in four schools and all were returned duly completed. The suggestions ensure reliability

of the study. The results from the pilot study showed that the questionnaire items were clear to the respondents.

### **Validity of the instruments**

Validity is the accuracy and meaningfulness of inferences which are based on research results. It is a degree to which results obtained from the analysis of the data actually represent the phenomenon under study (Mugenda and Mugenda, 1999 p. 99). The questionnaire and interview schedule were appraised by senior lecturer and head of department in the university and found to actually measure what they claimed to measure. After the piloting exercise many items were achieving the requirements of the objectives and research questions of the study.

The researcher omitted the items which appeared vague and inserted more items to improve the quality of the instruments. This proved great assistance as it reduced the possibility of misinterpretation of some items or unanswered questions. Though all the measures possible were taken to enhance instrument credibility in terms of validity, users of the research findings should be aware that psychological measuring instrument have validity and reliability problems. Scholars such as Gheselli (1955, p. 417 in Kariuki, 1998 p. 41) suggested that results from such studies should be used cautiously. Rating was viewed as a process involving personal estimates and subjective judgement. The rating instrument is widely used in industries and other sectors due to lack of more objective technique for measuring complex types of behaviour such as attitude to learning by students.

### **Data collection procedures**

The researcher sought permission and authority from the Ministry of Education, Science and Technology Office, Nairobi to conduct a research in Kericho District.

A research permit and a letter of permission were granted. The researcher visited the office of the District Commissioner to inform the office as instructed in the letter. The distribution of questionnaires and collecting raw data took two weeks. The questionnaires was self-administered to various respondents by the researcher after seeking permission from the relevant authorities. Research ethics were closely observed and the subjects were assured of confidentiality as part of the instruction. The researcher administered the questionnaires personally. He conducted interviews with headteachers in their offices and received a welcoming reception and positive responses.

### **Data analysis techniques**

The first step that the researcher took after collecting data was to code the findings so as to permit a quantitative analysis. Data was converted to numerical codes representing attributes or measurements of variables. The information that was collected from the questionnaires and interview schedule used descriptive data technique in relation to the ex-post facto design.

This descriptive research used frequencies, percentages, proportions, median, mode, mean and standard deviations. The data was cleaned and key punched into a computer and analyzed. The responses to open ended items were reported by descriptive narration. The results of the study were then compared and contrasted with the literature review.

## **CHAPTER FOUR**

### **DATA ANALYSIS, INTERPRETATION AND DISCUSSION**

#### **Introduction**

This chapter entails data analysis, interpretation and discussion. The main purpose of this chapter was to give evidence relevant to the research objectives as indicated in the introductory section; to identify types of prohibited drugs that have been abused by students; to determine the causes of drug abuse; to find out the effects of drug abuse on students learning behaviour; to determine methods of detecting, rehabilitating drug abusers and to establish measures that may be taken to prevent drug abuse in secondary schools in Kericho District.

Although the researcher had used tally coding scheme and a code sheet in analyzing data collected during the piloting of the research instruments, he had the opportunity to use a computer to analyse the data of the main study. The researcher applied the Statistical Package for Social Science (SPSS) to summarize the results and to make generalizations on the populations (Obure, 2002). The researcher has presented the descriptive statistics and results in forms of frequencies and percentages, means, medians, modes and standard deviations.

#### **Headteachers, teachers and students questionnaires Return Rate**

The researcher personally administered the research instruments to headteachers, teachers and students. The response was positive and the return rate was satisfactory. Out of the total target population, 20 headteachers (67%), 101 teachers (84%) and 300 students (100%) responded promptly. Ten headteachers (33%) and nineteen teachers (16%) did not respond because they were busy

administering and marking mock examinations. Twenty schools that were visited did not include four schools that were used in the pilot study. The 20 schools constituted 33.3% of secondary schools in Kericho District.

The demographic characteristics of respondents and the information about their schools are tabulated in Tables 7-13.

**Table 7: Headteachers' Gender**

Sex	Frequency	Percent
Male	14	70.0
Female	6	30.0
Total	20	100.0

**Table 8: Headteachers' age**

Age	Frequency	Percent
30-40 yrs	10	50.0
Over 50 yrs	2	10.0
Less than 30 yrs	1	5.0
41-50 yrs	1	5.0
Total	14	70.0
Missing System	6	30.0
Total	20	100.0

**Table 9: Headteachers age in measures of central tendency and dispersion**

Age		
N	Valid	14
	Missing	6
Mean		37.43
Median		34.50
Mode		33 <sup>a</sup>
Std. Deviation		7.44
Skewness		1.077
Std. Error of Skewness		.597
Kurtosis		.114
Std. Error of Kurtosis		1.154
Range		24
Minimum		28
Maximum		52

a. Multiple modes exist. The smallest value is shown

**Table 10: Highest academic qualifications of headteachers**

Qualification	Frequency	Percent
B.Ed	16	80.0
KCE/EACE/KCSE with S1	1	5.0
B.Sc with PGDE	1	5.0
Other (Degrees)	1	5.0
Total	19	95.0
Missing System	1	5.0
Total	20	100.0

**Table 11: Administrative experience of headteachers**

Experience	Frequency	Percent
1-5	8	40.0
6-10	8	40.0
11-15	1	5.0
16-20	1	5.0
21-25	1	5.0
Over 25 years	1	5.0
Total	20	100.0

**Table 12: Category of school**

Category	Frequency	Percent
Mixed day	9	45.0
Pure Girls boarding	5	25.0
Pure Boys boarding	3	15.0
Mixed boarding	2	10.0
Other (Mixed day & boarding)	1	5.0
Total	20	100.0

**Table 13: Size of school**

Size	Frequency	Percent
320-800	7	35.0
161-320	7	35.0
101-160	4	20.0
40-100	2	10.0
Total	20	100.0

The interpretation and discussion of the background information of headteachers and their schools is done herein.



Tables 7 to 13 indicate the gender, age, highest academic qualifications of headteachers, their administrative experiences, the type and size of schools they lead. It is generally observed from Tables 7 to Table 12 that male headteachers (70%) were heading especially mixed day secondary schools (45%), pure boys boarding schools (15%) and mixed boarding schools (10%). Female headteachers (30%) head girls secondary schools.

The demographic information in Tables 10 and 11 also showed that the majority of headteachers had the highest qualifications being Bachelor of Education (B.Ed) degree (80%) and that notable administrative experience ranged between one to five years (40%) and six to ten years (40%).

Other notable findings as per Tables 8 and 9 were that the majority of headteachers aged between 30 and 40 years (50%) and that their mean age was 37.43 and their median was at 34.50. It was also interesting and important to note that one headteacher was below 30 years (5.0%) and two were above 50 years (10%) which meant that the finding of the collected data captured a wide range of experience and also strengthened and validated the research study.

The statistical indications of the workings of Table 9 on headteachers' age showed the mode to be 33 each, standard deviation (7.44). The age grouping on Table 8 shows the relationship contained in the administrative experience of headteachers in Table 11 which proved to the researcher that the findings from headteachers who have led for up to 15 years (5.0%), 20 years (5.0%), 25 years (5.0%) and over 25 years (5.0%) were very rich in content and scores.

A general information noted from Table 13 was that the majority of headteachers were heading sizeable schools which had student enrolment ranging

from 320 to 800 (35.0%) and 161 to 320 (35.0%). This indicated the schools that were visited by the researcher were well established schools that had been in existence for a reasonable period of time. Other headteachers were heading schools with student enrolment from 101 to 160 (20%), and 40 to 100 (10%). Some of these schools were newly established or were started and did not grow steadily.

As part of the demographic characteristics of the headteachers' data, environment where the school is situated matters a lot especially pertaining to the character building of the student. Table 14 shows the number of schools situated in the urban and those founded in the rural area.

**Table 14: Place where the school is located**

Area	Frequency	Percent
Rural	12	60.0
Urban	8	40.0
Total	20	100.0

Table 14 indicates that a greater number of headteachers lead schools situated in the rural area (60%) while others head schools situated in an urban place (40%).

This study findings facilitated knowledge on the spread of drug abuse. They also support what Wangai (2000) wrote that many schools whose students have displayed a displeasing behaviour were situated in the rural area.

#### **Headteachers reaction to statements on accessing, detecting and preventing illicit drugs in secondary school.**

The type of statistics or indices presented in Tables 15 to 22 depend on the type of variables in the study items. The headteachers' response in these tables are presented in frequencies and percentages following the Likert Scale Rating System used by the researcher.

The information indicated in Table 15 show whether and how headteachers have detected deviant behaviour in their schools.

**Table 15: Detected deviant behaviour**

Behaviour	Frequency	Percent
Yes	12	60.0
No	8	40.0
Total	20	100.0

Table 15 indicates that the majority headteachers (60%) agreed that they have in one way or the other encountered or detected some kind of deviant behaviour in their schools. This agrees with what was contained in the Daily Nation (Aduda) that students choose to behave indifferently due to influence of others. This finding also supports what Juma and Ngugi (1997) that bad habits have been largely blamed on peer pressure and the environment. It was also noted as revealed in table 16 that some teachers participate in drug taking.

**Table 16: Teaching staff abusing drugs**

Response	Frequency	Percent
No	13	65.0
Yes	6	30.0
Total	19	95.0
Missing System	1	5.0
Total	20	100.0

Table 16 reveals that the majority of headteachers (65%) stated that their teaching staff had not been found abusing drugs. A few headteachers (30%) accepted the fact that some teachers participated in drug abuse. The result of the majority concurs with Griffith and Malcolm who conceded in the reviewed literature that teachers must be ready to provide role model. Teachers should live by what they teach the students and not the concept of "do as I say and not as I

do". They should live an exemplary life that is worthy of their service to the students.

According to Teachers Service Commission Code of Regulations for Teachers (Olembo, Wangai, Karagu, 1992, p. 166), it was well stated that any gross misconduct of a registered teacher is punishable. It expects a high level of conduct by teachers. This was supported by the report on the National Educational Objectives and Policies (Republic of Kenya, 1976) that all teachers should be role models to their students.

Table 17 gives respondents perceptions of strikes, riots and other forms of indiscipline caused by drug abuse as was stated in a statement in the Likert Rating Scale System.

**Table 17: Strikes, riots and other forms of indiscipline caused by drug abuse.**

Response	Frequency	Percent
Agree	13	65.0
Strongly agree	5	25.0
Undecided	2	10.0
Total	20	100.0

From the results in Table 17, it is clearly shown that the majority of headteachers (65.0%) agreed that riots, strikes and other forms of indiscipline are caused by drug abuse. It was also noted from the results of this research that a few headteachers (25%) strongly agreed that drug abuse has been a major cause of destruction of property, rape and lose of life through fire in schools. Pudo and Muyabo have advocated that drug indulgence in schools should be curbed in order to safe life and property. The steadfastness of learning has been interrupted by riots and go-slow strikes due to drugs which have been accessed to schools. The

idea that illegal drugs were availed to students by vendors and peddlers in and around the learning institutions was revealed in Table 18.

**Table 18: Drug vending and peddling is an illegal business**

Response	Frequency	Percent
Agree	11	55.0
Strongly agree	4	20.0
Undecided	2	10.0
Disagree	2	10.0
Strongly Disagree	1	5.0
Total	20	100.0

In table 18, the frequency of headteacher respondents who agreed that students get access to illegal drugs through vendors and peddlers were 55%. The data findings on Table 18 revealed that a sizeable proportion of headteachers (20%) strongly agreed to the fact that illegal drugs were availed in schools by drug peddlers. This is in agreement with what Osighembe (1998) revealed in his literature as discussed. It has necessitated the National Agency for the Campaign Against Drug Abuse (NACADA) to arrest this situation by enforcing the vendors to face the laws of the country using police, provincial administration, Immigration and Customs Department (Munywa 2002, p.7).

As earlier cited in Table 16, the statement that follows in Table 19 suggests that some support staff were agents of bad behaviour.

**Table 19: Support staff as agents of bad behaviour**

Response	Frequency	Percent
Agree	10	50.0
Disagree	6	30.0
Undecided	3	15.0
Strongly agree	1	5.0
Total	20	100.0

The information given in Table 19 indicated that the majority of headteachers (50%) agreed that the support staff in secondary schools were agents

of bad behaviour. They colluded with the students in availing the unwanted drugs in school. This was in support of Nyasimi (2001) as explained in the reviewed literature. The Board of Governors should at all times be vigilant when employing a support staff. It could be advisable to know their background and that they should be of sound character. Table 20 evaluates the respondents views on the role provincial administration in prevention of drug abuse.

**Table 20: Is provincial administration doing good work to prevent drug abuse?**

Response	Frequency	Percent
Disagree	8	40.0
Undecided	4	20.0
Strongly Disagree	4	20.0
Agree	2	10.0
Strongly agree	1	5.0
Total	19	95.0
Missing System	1	5.0
Total	20	100.0

The data findings in table 20 indicate that headteachers (40%) disagreed that Provincial administration and police were doing a good work in preventing drug abuse in schools while 20% of headteachers strongly disagreed with the statement. Are police and Chiefs mandated to crack down the trafficking and sale of illegal drugs? If the answer is yes, then they have not been delivering adequate services has was expected. This response reflected the literature of Juma and Ngugi (1999) that police should reactivate their responsibility on the arrest of drug menace.

While the provincial administration and police were not given any credit in preventing the distribution of drugs to learners, parents to some extend are doing their part right as displayed in Table 21.

**Table 21: Parents are doing their part right**

Response	Frequency	Percent
Agree	14	70.0
Disagree	3	15.0
Undecided	2	10.0
Strongly Disagree	1	5.0
Total	20	100.0

It is notable in Table 21 that the majority of headteachers (70%) agreed that parents are doing their part right in bringing awareness of drug abuse to their children. This finding contradicted what Pudo (1988) and Muyabo (1997) cited that parents do not rally with the teachers to mould the life of the youth in schools. Parents should take the responsibility of moulding and upbringing of their children than to blame on headteachers and teachers when wrong actions, like indulging in drug abuse, are done (Daily Nation, 2002, March 4, p. 23).

The last statement in this section that seminars to detect drug abusers is necessary evaluated in table 22.

**Table 22: Seminars on how to detect drug abusers are necessary**

Response	Frequency	Percent
Strongly agree	15	75.0
Agree	4	20.0
Undecided	1	5.0
Total	20	100.0

Table 22 clearly indicates that the majority of headteachers (75%) strongly agreed that seminars on how to detect drug abusers are necessary. Another group of headteachers (20%) supported the first group by agreeing that seminars are necessary. Through this data finding, it was noted by the researcher that teachers lack knowledge on detecting drug abuse in schools. People have not known how to detect the symptoms of a drug abuser. This results in giving a lot of time for the

abuser to continue practising the habit. At the same time the abuser get a chance to spread the vice to others. This finding supported what Fortson (1988), Martin (1990) and Weinswig (1973) that drug abusers display a noticeable behaviour change.

### Types of commonly abused drugs in schools

The section that comes up next contains tables of scores that have multiple response. Some of the commonly used drugs found are tabulated in Table 23.

**Table 23: Examples of commonly used drugs in schools**

Dichotomy label of drugs	Name	Count	Pct of Responses	Pct of Cases
Alcohol (changaa, busaa, kumi-kumi)	Q8H	11	28.9	78.6
Tobacco/Cigarette smoking	Q8D	10	26.3	71.4
Bhang/Marijuana smoking	Q8E	6	15.8	42.9
Kuber	Q8F	5	13.2	35.7
Miraa Chewing	Q8C	3	7.9	21.4
Madrax	Q8A	1	2.6	7.1
Cocaine	Q8B	1	2.6	7.1
Opium	Q8G	1	2.6	7.1
		-----	-----	-----
Total responses		38	100.0	271.4

Table 23 displays the availability of commonly abused drugs among students in secondary schools in Kericho District. The leading abused drug was alcohol (78.6%). This was so because alcohol which was availed in form of changaa, busaa, kumi kumi was cheap and readily obtainable. According to headteachers, tobacco/cigarette smoking (71.4%) closely follow alcohol. These two leading drugs were found to be misused even by small children for enjoyment



and for food in some homes. This was cited several time in the background of the study and literature review (Makinde 1987). Bhang, Marijuana (42.9%) and kuber (35.7%) were also reported as part of the leading drugs, miraa chewing (21.4%) mandrax (7.1%) cocaine (7.1%) and opium (7.1%). These drugs were used but not in large quantities. The Report of the Task Force on Students Discipline and Unrest in Secondary Schools (2001) asserted Kuber as a new drug available in the super market.

#### Cases suspected to be caused by drug abuse

According to headteachers' response, Table 23 indicates some of the serious cases referred to the headteachers office.

**Table 24: Serious cases referred to the headteachers**

Dichotomy label Reffered cases	Name	Count	Pct of Responses	Pct of Cases
Absenteesm	Q9A	12	19.0	60.0
Truancy (sneaking)	Q9B	12	19.0	60.0
rudeness	Q9C	12	19.0	60.0
Fighting	Q9F	11	17.5	55.0
Laxity	Q9D	9	14.3	45.0
Stealing	Q9E	7	11.1	35.0
		-----	-----	-----
	Total responses	63	100.0	315.0

As pertains to Table 23 absenteeism constituted (60%), truancy (60%), rudeness (60%) and fighting (55%). These were the leading cases referred to the headteachers' office. This item was raised to facilitate and validate facts displayed in table 17 that indiscipline of students was caused by drug abuse which deter their learning behaviour. The cases in Table 24 were found to be true. Other cases

were laxity (45%) and stealing (35%). These findings were supported by other studies mentioned earlier in the literature review (Juma and Ngugi, 1999).

The findings of Table 25 vividly revealed the major causes of drug abused as experienced by headteachers.

**Table 25: Experienced major causes of drug abuse in schools**

Dichotomy label of major causes	Name	Count	Pct of Responses	Pct of Cases
Bad company of students	Q11A	17	29.8	85.0
Availability of drugs	Q11E	14	24.6	70.0
Curiosity	Q11D	12	21.1	60.0
Frustration	Q11C	11	19.3	55.0
Pressure of work	Q11B	3	5.3	15.0
Total responses		57	100.0	285.0

The results of Table 25 showed that bad company of students (85.0%), availability of drugs (70.0%), curiosity (60.0%) and frustration (55.0%) were the leading causes of drug abuse among the students in secondary schools in Kericho District. The majority of contributors to the literature review for example Pudo (1998) Mwangira (2001) and Wangai (2001) cited these causes of drug abuse as in the forefront. Many young people face strong influence from friends who are already participating in drug-taking. They would always want to emulate their peers which automatically arouses curiosity. They cheat themselves that the best solution to frustration is the consumption of drugs availed by peddlers, vendors and school workers (refer tables 16,18 and 19).

Some of the discovered causes of reported cases were revealed in Table 26.

**Table 26: Causes of reported cases in schools**

Dichotomy label	Name	Count	Pct of Responses	Pct of Cases
Poor family background	Q10A	11	34.4	64.7
Poverty/financial problems	Q10B	10	31.3	58.8
Peer group influence	Q10C	8	25.0	47.1
Poor school administration	Q10E	2	6.3	11.8
Excess Pocket money	Q10D	1	3.1	5.9
		-----	-----	-----
	Total responses	32	100.0	188.2

Table 26 cited that poor family background (64.7%), poverty (58.8%) which caused by financial constraints and peer groups influence (47.1%) as referred to in Table 25 were the leading causes of reported cases especially in the literature review (Norland, 1994 and Otieno, 1999). The results in Table 26 also suggested poor school administration (11.8%) and excess pocket money (5.9%) that parents give to their children when going to school were cited as major causes of drug abuse.

#### **Headteachers suggestions on the control measures taken to avert drug abuse in schools**

The dichotomy labelled in Table 27 show the control measures taken to avert drug abuse.

**Table 27: Control measures taken to avert drug abuse.**

Dichotomy label of control measures	Name	Count	Pct of Responses	Pct of Cases
Counselling and guidance	Q12B	11	50.0	68.8
Strict discipline and rules adherence	Q12A	5	22.7	31.3
Inspection and search of dormitories and boxes	Q12C	4	18.2	25.0
Banning carrying foods/juices from outside	Q12D	2	9.1	12.5
		-----	-----	-----
	Total responses	22	100.0	137.5

Table 27 indicates that the majority of the headteachers pointed out that guidance and counselling (68.8%) was the most effective control measure that could be taken to avert drug abuse. This result supports the literature which was advanced by study by Mugenda and Mugenda (1999, p. 152) who stressed that counselling programme should be stressed in secondary schools to reduce the rate of drug abuse which causes student strikes or riots in Kenya. Guidance and Counselling should be done by a trained person. It should be done with patience and in love so as to achieve good results. From Table 31.3 percent of respondents argued that strick discipline and adherance to school rules could be one of the methods used to avert drug indulgence in secondary schools in Kericho District. This was in support of what Osighembe (1974) stressed that the importance of discipline as it relates to academic work should be effectively enforced as a means of creating an atmosphere conducive to teaching and learning. Disciplino is cultivated through systematic leadership exercised by the headteacher.

However, 25.0 percent respondents argued that inspection and search of boxes (25%) in the dormitories was necessary. Many students especially those from financially stable families bring a lot of money to school. They purchase soft drinks and if they were drug takers, they have been assumed to be mixing up drinks and illicit drugs and hiding them in their boxes at the halls of residents. Nevertheless, headteacher respondents (12.5%) did not indicate that carrying of foods and juices to school (12.5%) should be banned completely. Many headteachers have placed a check-point at the school entrance so as to prevent the inflow of illegal drugs, food and juices (12.5%).

#### **Headteachers remedial and preventive measures to drugs**

As discussed earlier under table 27, supportive programmes have been emphasized in table 28.

**Table 28: Active programmes in school**

Dichotomy label of programmes	Name	Count	Pct of Responses	Pct of Cases
Guidance and Counselling	Q13A	20	60.6	100.0
Peer mediation groups	Q13B	7	21.2	35.0
Career guidance	Q13C	6	18.2	30.0
Total responses		33	100.0	165.0

Table 28 shows that the majority of respondents (60.6%) further upholds that guidance and counselling (100%) was active in their schools. They expressed that guidance and counselling supports school policies and reinforcing students conformity to social standards or norms of behaviour. They added that

the programme also helps the entire school by aiding students in their choices on the basis of their aptitude and interests. This supported the contributions of Gitonga (1999) which were earlier cited in the literature review that through guidance and counselling programme, a school administrator was able to inculcate desirable values, attitudes and behaviour that enhances learning in school. However, other group of respondents (21.2%) reiterated that peer mediation groups (35%) exist in their schools. This is a modern methods where students are trained to assist other students. In other words, this is referred to as student to student counselling. The Christian Education Department of the Africa Gospel Church trains headteachers and do extension services to schools on peer mediation programme. Headteacher respondents (18.2%) argued that career guidance (30.0%) was active in their schools and that it was useful for future prospects of students.

Table 29 presents the types of punishment normally administered to students found in possession of illegal drugs in schools in Kericho District.

**Table 29: Forms of punishment administered to drug abusers in schools**

Dichotomy label	Name	Count	Pct of Responses	Pct of Cases
Referred to teacher counsellor	Q17F	12	31.6	75.0
Suspended from attending classes	Q17D	6	15.8	37.5
Given manual work	Q17C	6	15.8	37.5
Warned in writing	Q17A	5	13.2	31.3
Warned verbally	Q17B	5	13.2	31.3
Expelled or excluded	Q17E	4	10.5	25.0
		38	100.0	237.5
	Total responses	38	100.0	237.5

The findings of table 29 reveal that any student found in possession of illegal drugs and is a partaker of these drugs should be referred to the teacher counsellor (75.0%). Counselling makes students to feel closer to the teacher thereby establishing a friendly relationship. It enables the teacher counsellor to get to the root of the problem and therefore has a long lasting effect and the victim or client student has the freedom to talk and realizes the consequence of the problem. A trained teacher counsellor has access to manage disruptive students. In addition, teacher counsellor is good in maintaining the behaviour of students. Other forms of punishment as indicated in table 29, for instance, the giving of manual work (37.5%), suspension from school or classes (37.5%), warning through letterwriting (31.3%), warning students verbally (31.3%) and expulsion (25.0%) were still being applied in schools as shown in percentages though they may not be as effective as such. This supports what Gitonga (1999) stressed in her research work as earlier cited in the literature review that punishment has not been proven to improve learning or change behaviour. However, punishment should be used cautiously because of its negative effects.

#### **Teachers Questionnaire: Teachers Demographic Characteristics and the information about their schools**

The second groups of respondents visited by the researcher was teachers. Due to examinations that occupied most of the teachers time, the researcher managed to administer 120 questionnaires and got 101 returned in time. The data analysis of Tables 30 to 34 give results on the details of the respondents and their school.

**Table 30: Teachers' age shown in frequency statistics of measures of central tendency and dispersion**

Age		
N	Valid	98
	Missing	3
Mean		33.46
Median		32.00
Mode		30 <sup>a</sup>
Std. Deviation		6.93
Skewness		.707
Std. Error of Skewness		.244
Kurtosis		.228
Std. Error of Kurtosis		.483
Range		33
Minimum		20
Maximum		53

a. Multiple modes exist. The smallest value is shown

**Table 31: Teachers' Gender**

Sex	Frequency	Percent
Male	64	63.4
Female	37	36.6
Total	101	100.0

**Table 32: Highest academic qualifications of teachers**

Qualification	Frequency	Percent
B.Ed	60	59.4
KACE with Diploma	21	20.8
B.A with PGDE	7	6.9
B.Sc with PGDE	4	4.0
KCE/EACE/KCSE with SI	3	3.0
M.Ed	3	3.0
Total	98	97.0
Missing System	3	3.0
Total	101	100.0

**Table 33: Schools category**

Category	Frequency	Percent
Mixed day	58	57.4
Mixed boarding	19	18.8
Girls boarding	13	12.9
Other (Mixed Boarding and day)	9	8.9
Boys boarding	2	2.0
Total	101	100.0



**Table 34: Number of streams per class**

Streams	Frequency	Percent
Two	57	56.4
Three	24	23.8
One	16	15.8
Four	3	3.0
Five	1	1.0
Total	101	100.0

As far as their age groups were concern, the minimum (20) and the maximum (53) showed a big range (33). This finding alone enriches this research study in that a wide experience of teachers was covered. The mean (33.46) and the median (32.00) of teacher respondents age reveal the maturity and stability of their services. Males (63.4%) and females (36.6%) positively responded to the questionnaire. The majority (60) of the respondents (59.4%) were holders of Bachelor of Education B.ED degree and 20.8% were holders of a diploma certificate. Others had B.A with PGDE (6.9%), B.Sc with PGDE (4.0%), SI and MED, each had 3.0 percent.

The majority of teacher respondents were teaching in mixed day secondary schools (57.4%). The other teachers taught in mixed boarding secondary school (18.8). Only 2 boys boarding secondary schools (2.0%) and 13 girls boarding schools (12.9%) were visited. These were the predominant type of schools in the District.

The results also revealed that several schools had two streams (56.4%) per form. This cohort was followed by those with three streams (23.8%) and those with single stream (15.8%). As noted earlier in the headteachers responses, the majority of schools visited were rural situated (53.5%) while those situated in the

urban area were 46.5 %. This item was important because it showed how far drug abuse had spread to the interior parts of the District.

**Table 35: Location of schools**

Location	Frequency	Percent
Rural area	54	53.5
Urban area	47	46.5
Total	101	100.0

The findings of Table 35 shows a similarity to the findings headteachers respondents in Table 14 that the majority of schools visited were situated in the rural area (53.5%) and only 46.5% were located in the urban area as indicated by the teacher respondents. It was also important to learn that schools which were targeted had a composition of a disciplinary committee as shown in Table 36.

**Table 36: Existence of school disciplinary committee**

Response	Frequency	Percent
Yes	88	87.1
No	12	11.9
Total	100	99.0
Missing System	1	1.0
Total	101	100.0

The results that were realised in Table 36 clearly proved that the stations that were visited had established disciplinary committees. This was supported by 88 percent of the teacher respondents. A minority of the respondents mentioned that their schools had no disciplinary committee (12%).

This item was put across to teachers so as to assist the researcher to know whether a set up committee had ever handled a drug abuse case in their school. It was meant to know whether the problems like drug abuse encountered in schools that cause instability in teaching and learning were due to lack of a disciplinary

committee. The findings about guidance and counselling was tabulated in Table 37.

**Table 37: Existence of School Guidance and Counselling Department**

Response	Frequency	Percent
Yes	100	99.0
No	1	1.0
Total	101	100.0

It was noted in Table 37 that the teacher respondents supported what the headteacher respondents had mentioned earlier about guidance and counselling (99%) that it was necessary and have already been in place in schools. Teacher respondents emphasized that guidance and counselling department being manned by trained personnel acted as a character winner (Makinde p. 181 and Literature review of this project).

The most modern method of improving discipline in secondary schools is the introduction of peer mediation groups. This was clearly displayed in Table 38.

**Table 38: Existence of peer mediation groups**

Response	Frequency	Percent
Yes	57	56.4
No	43	42.6
Total	100	99.0
Missing System	1	1.0
Total	101	100.0

Table 38 reveals that the majority of teacher respondents indicated that peer mediation groups (56.4%) were in existence in their schools. A minority of respondents (42%) showed that peer mediation was not existing in their school. The researcher did not find this terminology being used in the literature review, peer counselling was used often. These two could mean the same but the approach

is different (refer to the ALARM document at the AGC Christian Education Library).

These two departments were operational in the visited institutions as revealed in Table 39.

**Table 39: Existence of operational departments**

Response	Frequency	Percent
Yes	78	77.2
No	15	14.9
Total	93	92.1
Missing System	8	7.9
Total	101	100.0

Table 39 indicated that the majority of respondents (77.2%) supported the fact that the departments of guidance and counselling and that of peer mediation groups were operational in their schools. Makinde and Pudo's literature was supported by this finding. This is a true measure that each school should take to reduce or avert indiscipline cases like the misuse of drugs. This is referred to in Table 40.

**Table 40: Encountered gross misconduct in schools**

Response	Frequency	Percent
Yes	66	65.3
No	34	33.7
Total	100	99.0
Missing System	1	1.0
Total	101	100.0

The majority of respondents (65.3%) as shown in Table 40 supported the concept that students engage in diverse gross misconducts in their schools. While this finding supported what Wangai and Nyasimi (2001) stressed in the literature review, 33.7% of the respondents noted that they had never encountered any kind

of misbehaviour (gross misconduct) in their schools. Other teachers (1%) indicated that gross misconduct was not existing amongst their students. It could be advisable to visit and interview such few peaceful schools so as to borrow a leaf on how to manage schools and avoid drug abusers.

The following frequency Tables from 41 to 52 display multiple statistical responses obtained from teacher respondents in their research instrument which was personally administered by the researcher with one research assistant who assisted in distributing and collecting the questionnaire.

As the title of the research reads the influence of drug abuse on students learning behaviour, Table 41 display a count of statistics which prove that some drugs have invaded secondary schools in Kericho District and have influenced the stability of learning procedure and behaviour.

**Table 41: Presumed influence of learning behaviour in schools**

Dichotomy label of influence	Name	Count	Pct of Responses	Pct of Cases
Tobacco/Cigarettes smoking	Q13A	57	30.3	71.3
Alcohol (Changaa/Busaa)	Q13D	51	27.1	63.8
Bhang smoking	Q13B	25	13.3	31.3
Kuber	Q13G	21	11.2	26.3
Miraa chewing	Q13C	19	10.1	23.8
Marijuana	Q13F	15	8.0	18.8
		-----	-----	-----
	Total responses	188	100.0	235.0

Table 41 reveals that tobacco (Cigarette smoking) (71.3%) was the leading abused drug with 30.3 percent responses. Alcohol (63.8%) which is available in

forms of changaa, kata, busaa, kumi-kumi was consumed by students. These two common abused drugs were readily available and sold cheaply by dealers either at their places of residents, kiosks/shops along the way to school or around the school surroundings (refer to literature review and headteachers responses). It was shocking to the researcher to note from Table 41 that substances and hard drugs like bhang (31.3%), kuber (26.3%), marijuana (18.8%) and miraa (23.8%) were already available in schools and had influenced their learning behaviour. This concept supported the report of the Ministry of Education Task Force to Inquire on the Unrest and Indiscipline of Students in Secondary Schools (2001) as referred to literature review. The preceding table is closely supported by the findings of Table 42 which displayed ways in which students get access to drugs.

**Table 42: Means in which students get access to drugs in schools**

Dichotomy label of means	Name	Count	Pct of Responses	Pct of Cases
Through friends	Q14B	72	38.9	84.7
Through drug peddlers	Q14A	35	18.9	41.2
From nearby kiosks	Q14E	35	18.9	41.2
From bushes/forest around school	Q14F	17	9.2	20.0
Through parents	Q14C	13	7.0	15.3
Through school workers	Q14D	13	7.0	15.3
Total responses		185	100.0	217.6

Table 42 shows that the majority of the teacher respondents noted that the leading way in which students access hard drugs to school was through friends (84.7%). The literature review and the headteachers responses supported the fact that drug abuse indulgence is caused by peer influence. The table showed a count

of 72 teachers out of 101 to have blamed peer influence (84.7%) as a main cause of access. Other ways of access to drug as portrayed by counts of responses were: drug peddlers, traffickers, vendors (41.2%), school farms, bushes and forests around the schools (20.0%), parents who partake of the same drugs (15.3%) and school workers (15.3%). These were discussed earlier in preceding tables and literature review especially by Moss, Good and Pudo (1999).

As it has been confirmed earlier by the findings that students have engaged in drug abuse and has influenced their learning behaviour, Table 43 display factors which make students to indulge in drugs as their statistical data by the teacher respondents show.

**Table 43: Factors that influence students to engage in drug abuse.**

Dichotomy label of factors	Name	Count	Pct of Responses	Pct of Cases
Peer influence	Q16D	80	50.3	84.2
Curiosity	Q16C	36	22.6	37.9
Availability of drugs	Q16B	25	15.7	26.3
Excess pocket money	Q16A	18	11.3	18.9
Total responses		159	100.0	167.4

The dichotomy label of peer influence (84.2%) has been proved with 80 counts in Table 43 as a leading factor that make students engage in drug abuse (refer to Table 42). Curiosity (37.9%) with 36 counts reveal that this factor also is a means to drug abuse. 25 counts of teachers mentioned the availability of drugs (26.3%) and excess pocket money (18.9%) as other factors that lead students to indulge in drug-taking. This finding support what Midigo, Pudo, and Ngetich (1999)

emphasized in the literature review. The contributors added that frustration and stress were active factors of concern as this practice has become a menace to learning in schools. Table 44 lists the one frequency of resource persons who conduct awareness teaching session in schools.

**Table 44: Resource persons giving awareness on drug abuse through teaching in schools.**

Response	Frequency	Percent
None	37	36.6
1-2 -	35	34.7
3-4	21	20.8
5-6	2	2.0
Total	95	94.1
Missing System	6	5.9
Total	101	100.0

The results of Table 44 revealed that no resource persons (36.6%) have been invited to give lessons on drugs of addiction. Teacher respondents who agreed that 1 to 2 resource persons (34.7%) visit their school to give awareness teaching on the dangers of drugs that are abused by students. Other group of teacher respondents (20.8%) showed that 3 to 4 persons visit their schools to assist students in getting knowledge about drugs that are destructive. It was noted from the literature review that schools being taught and counselled on the dangers of drug abuse had minimal indiscipline cases registered each year (Fungua, 1978).

The results obtained from Tables 45 to 52 were reactions and responses of teachers to statements in the Likert scale score section.



**Table 45: Idleness, family breakages, peer influence, poor performance as causes of drug abuse.**

Response	Frequency	Percent
Strongly agree	47	46.5
Agree	44	43.6
Undecided	5	5.0
Disagree	2	2.0
Total	98	97.0
Missing System	3	3.0
Total	101	100.0

Table 45 shows that the majority of the respondents (46.5%) strongly agreed that idleness, family breakage, level of economy, peer influence and poor performance in academics were obvious causes of drug abuse. This finding agrees with what Midigo, (2002) Pudo (1999) and headteachers response noted in their literature and previous tables, respectively. This was further agreed (43.6%) by teacher respondents that the above mentioned factors encourage students to involve in drugs. Table 26 of headteacher respondents supported that similar factors were causes of bad behaviour among students in secondary schools.

The statement in which results are revealed in Table 46 support the fact that teachers, parents, chiefs, police should work together to arrest drug vendors and peddlers

**Table 46: Arresting of drug vendors, peddlers and traffickers**

Response	Frequency	Percent
Strongly agree	70	69.3
Agree	30	29.7
Total	100	99.0
Missing System	1	1.0
Total	101	100.0

As was indicated in the headteachers responses in table 18, table 46 showed that out of 101 teacher respondents, 70 strongly agreed (69.3%) that teachers, parents, chiefs, and police should work together to stop or arrest drug vendors and

peddlers. This number/percentage received support by another 30% who agreed that drug dealers should be stopped from spreading the menace.

Peer influence has been mentioned several times in this research study and has been dealt with accordingly in the discussions. The next Table 47 gave a statement that bad company spoils good morals and this was reacted upon by the respondents as shown in the table.

**Table 47: Bad company spoils good morals.**

Response	Frequency	Percent
Strongly agree	60	59.4
Agree	37	36.6
Total	97	96.0
Missing System	4	4.0
Total	101	100.0

Table 47 revealed that the majority of teacher respondents (59.4% and 36.6%) strongly agreed and agreed, respectively, that bad company spoils good morals. This is a clear indication as stressed by several writers that the youth should be careful in choosing partners or comrades in secondary school. (Kago, 2002, January 14)

Cigarettes/ bhang smoking is seen by students as trendy habit that leads them to sophistication. This statement receives its reactions from respondents in Table 48.

**Table 48: Cigarette and bhang smoking cause a feeling of sophistication among students.**

Response	Frequency	Percent
Agree	53	52.5
Undecided	22	21.8
Strongly agree	18	17.8
Strongly disagree	4	4.0
Disagree	2	2.0
Total	99	98.0
Missing System	2	2.0
Total	101	100.0

The findings of Table 48 reveals that 53 teacher respondents agreed (52.5%) that in the Likert Scale correct. The statement that cigarettes or bhang smoking is seen by students as a trendy habit and lead them to sophistication is true that it has encouraged learners to engage in drugs. The innocent ones are motivated to practice the act so as to be like others.

The idea may not support Kago's literature that the innocent should stay away and keep their edge. It is important that the superior who may be the parents, teachers and other adults should act as role models. This statement receives reactions of respondents in table 49.

**Table 49: Teachers as role models**

Response	Frequency	percent
Strongly agree	83	82.2
Agree	16	15.8
Total	99	98.0
Missing System	2	2.0
Total	101	100.0

The research findings in table 49 revealed that the majority of respondents (82.2%) strongly agreed and 15.8% agreed that parents, teachers and other adults should act as role models so that the youth can emulate them. As a saying goes, 'action speaks louder than words' gets support from this statement. Gitonga's literature is supported by this finding that teachers should be good examples of their students. The headteacher respondents have a similar view on this statement and its findings.

The same parents and teachers should take a quick action to intervene if they learn that their children or students are drug abusers. This statement received its reactions from respondents in table 50.

**Table 50: Parents and teachers to intervene and remedy situations.**

Response	Frequency	Percent
Strongly agree	74	73.3
Agree	25	24.8
Total	99	98.0
Missing System	2	2.0
Total	101	100.0

Table 50 shows that the majority of respondents strongly agreed (73.3%) and others agreed (24.8%) that parents and teachers should take a stern action to intervene for any youth suspected to be a drug abuser. There was no any other respondent that had a different opinion. The reviewed literature of Muyabo (1997), Nyasimi (2001), Glatter (1988) and Graham (1988) were supported by the results of this statement in Table 50.

Another statement in the likert scale section of the questionnaire has its tabulation of results by the teacher respondents in Table 51.

**Table 51: Students who are hooked in drug-taking should seek help from professional teacher counsellors.**

Response	Frequency	Percent
Strongly agree	47	46.5
Agree	41	40.6
Disagree	5	5.0
Undecided	4	4.0
Strongly agree	1	1.0
Total	98	97.0
Missing System	3	3.0
Total	101	100.0

Table 51 had manifestations of frequency statistics that display that the majority of the respondents strongly agreed (46.5%) and those who were on the same trend by agreeing (40.6%) that any person hooked to illicit drugs be advised to seek help from a professionally trained teacher counselor. This factor finding closely supports what Kago (2002) in the magazine "Education and Training of January 1<sup>st</sup>", that if a person is already on drugs like bhang or any other hard drug,

he or she should know that he/she is not the only one with such a problem. e/she should be advised to seek help immediately from a teacher counsellor, pastor, friend, a parent or get in touch to any personnel of NACADA.

The last likert scale rating system statement that faced crucial scrutiny of the respondents received reactions in Table 52.

**Table 52: Teachers and counsellors need training on how to detect and assess drug abusers.**

Response	Frequency	Percent
Strongly agree	74	73.3
Agree	26	25.7
Total	100	99.0
Missing System	1	1.0
Total	101	100.0

The manifestations of Table 52 reveal that 74 respondents strongly agreed (73.3%) that teachers and counselors training on how to detect or assess drug abusers is necessary. 26 other respondents agreed (25.7%) on the same fact. This is an area that is still lacking in secondary schools. Teachers and headteachers have no skills to detect or notice any change in behaviour of students until the situation blasts and destroys lives and property. The literature of Aduda (1997), Hon Kalonzo Musyoka's speech (1999) and Gitonga (1999) received immense support by the findings of this research.

#### **Data Analysis of Students' Questionnaire**

Tables 53 to 64 are frequency tables showing the statistics found in the research study on student's gender, age, number of brothers, numbers of sisters, type of school family they belong, type of school they learn, form, responsibility, location of their homes and the occupation of student's parents or guardians.

Their interpretation and discussion of these eleven tables are shown after the tabulation of tables.

**Table 53: Students' gender**

Sex	Frequency	Percent
Male	223	74.3
Female	77	25.7
Total	300	100.0

**Table 54: Students' age groups**

Age	Frequency	Percent
16-18 yrs	208	69.3
13-15 yrs	69	23.0
19-21 yrs	18	6.0
22-24 yrs	2	0.7
Total	297	99.0
Missing System	3	1.0
Total	300	100.0

**Table 55: Statistics of students age in measures of central tendency and dispersion**

Age	Valid	Missing
N	298	2
Mean	16.61	
Median	17.00	
Mode	17	
Std. Deviation	1.51	
Skewness	.328	
Std. Error of Skewness	.141	
Kurtosis	.816	
Std. Error of Kurtosis	.281	
Range	10	
Minimum	13	
Maximum	23	

**Table 56: Category of school attended**

Category	Frequency	Percent
Boys boarding	133	44.3
Mixed day	106	35.3
Mixed boarding	38	12.7
Girls boarding	18	6.0
Total	295	98.3
Missing System	5	1.7
Total	300	100.0

**Table 57: Form/Class of students**

Form	Frequency	Percent
Form three	81	27.0
Form one	72	24.0
Form four	67	22.3
Form two	66	22.0
Total	286	95.3
Missing System	14	4.7
Total	300	100.0

**Table 58: Responsibility of students in schools**

Responsibility	Frequency	Percent
Peer counselor	63	21.0
Class monitor	58	19.3
Other	53	17.7
Captain	33	11.0
Headgirl	6	2.0
Headboy	4	1.3
Total	217	72.3
Missing System	83	27.7
Total	300	100.0

**Table 59: Students' place of residence**

Area	Frequency	Percent
Rural area	227	75.7
Urban area	72	24.0
Total	299	99.7
Missing System	1	0.3
Total	300	100.0

**Table 60: Parent/Guardians occupations**

Occupation	Frequency	Percent
Farmer	151	50.3
Employed	87	29.0
Businessperson	46	15.3
Preacher	12	4.0
Other	3	1.0
Total	299	99.7
Missing System	1	0.3
Total	300	100.0

**Table 61: Family types**

Types	Frequency	Percent
Nuclear	216	72.0
Extended	36	12.0
Polygamous	26	8.7
Single parent	21	7.0
Total	299	99.7
Missing System	1	0.3
Total	300	100.0

**Table 62: Number of brothers**

Brothers	Frequency	Percent
3-4	126	42.0
1-2	99	33.0
5-6	46	15.3
7-8	10	3.3
Nil	7	2.3
Over 10 brothers	3	1.0
9-10	2	0.7
Total	293	97.7
Missing System	7	2.3
Total	300	100.0

**Table 63: Number of sisters**

Sisters	Frequency	Percent
1-2	129	43.0
3-4	111	37.0
5-6	32	10.7
7-8	11	3.7
Nil	6	2.0
9-10	2	0.7
Over 10 sisters	2	0.7
Total	293	97.7
Missing System	7	2.3
Total	300	100.0

**Table 64: Statistics of brothers and sisters in measures of central tendency and dispersion**

		Number of brothers	Number of sisters
N	Valid	293	293
	Missing	7	7
Mean		3.37	3.02
Median		3.00	3.00
Mode		2	2
Std. Deviation		2.05	1.82
Skewness		2.542	1.452
Std. Error of Skewness		.142	.142
Kurtosis		15.545	3.431
Std. Error of Kurtosis		.284	.284
Range		20	12
Minimum		0	0
Maximum		20	12

Students' demographic characteristics and the information about their schools are summarized as follows: Table 53 shows that out of 300 student respondents, 223



were males (74.3%) and 77 were females (25.7%). The majority of student respondents (208) as shown by table 54 aged between 16 and 18 years (69.3%). This figure was followed by those who were 13 to 15 years of age (23.0%) and those who were above 19 years were 6.0%. Students age groups showed a mean of 16.61, a median of 17, a mode of 17, a standard deviation of 1.51. It also showed that their age had a range of 10, minimum age of 13 and maximum of 23.

The majority of student respondents as shown by table 61 came from the nuclear type of family (72.0%), extended family (12.0%) polygamous (8.7%) and lastly single parent family type (7%). This finding contributed a lot to the research study. It was assumed by the researcher that students from the polygamous and single parent families engage so much in drug abuse but this finding has proved it wrong. The majority of respondents in tables 62 and 63 had 3 to 4 brothers (42%) and 1 to 2 sisters (43%) while others had 1 to 2 brothers (33.0%) and 3 to 4 sisters (37.0%). Students with many brothers and sisters and are not well handled can easily engage in drugs.

Another very important characteristic was pointed out in table 56 that boys boarding schools (44.3%) and mixed day secondary schools (35.3%) were dominated the sampled schools. Table 57 shows that the majority of student respondents met were in Form 3 (27.0%), Form one (24.0%), Forms 2 (22%) and Form four had 22.3% each. Table 58 portrayed a few areas of responsibility held by the respondents in their schools and peer counsellors (21.0%), class monitors (19.3%), captains (11.0%) were the leading. This finding also assisted the researcher to know what students in authority had seen and heard others do and

say about the existence of illegal drugs in their schools. It was necessary to know the location of the respondents home.

Again the location of their homes of residence was shown by Table 59 that those who dwelled in town (urban) areas were 24.0 percent while those who came from the rural areas (75.7%) were the majority. This result also provides an enormous assistant to the study. It was also very essential to note the occupation of the respondents' parents or guardians. Table 61 proved that the majority of parents were farmers (50.3%), full time employees (29.0%) business persons (15.3%) and pastors/priests were 4%. This item would assist the researcher to know whether parents had lot of money to give to their children when going to school.

#### **Types of drugs as indicated by students**

The first objective of the study was to identify the types of prohibited drug that might have been abused by students in secondary schools. The researcher's presumption that students were aware of drugs being abused in their schools was statistically proved in the findings of Table 65.

**Table 65: Awareness of drug abuse in schools**

Response	Frequency	Percent
Yes	274	91.3
No	20	6.7
Total	294	98.0
Missing System	6	2.0
Total	300	100.0

Table 65 shows that the majority of student respondents (91.3%) conceded that they were aware of the mishandling of hard drugs in their school and only 6.7% noted that they did not know anything about the existence of drugs in their

schools. In support of those who accepted the fact that they were aware of drug abuse, Table 66 proves that some students have seen others participating in smoking hard drugs.

**Table 66: Students smoking in school**

Response	Frequency	Percent
Yes	155	51.7
No	109	36.3
Total	264	88.0
Missing System	36	12.0
Total	300	100.0

Table 66 reveals that the majority of student respondents (51.7%) supported the idea that students smoke in their schools and were closely followed by those who refused that they had not seen any student smoking (36.3%). 36 respondents were missing (12.0%). Table 67 culminates the requirements of the first objective that sought for the types of drugs abused in schools.

**Table 67: Drugs which are sold to students**

Dichotomy label of drugs	Name	Count	Pct of Responses	Pct of Cases
Cigarette smoking	Q18A	130	38.5	72.2
Alcohol	Q18D	122	36.1	67.8
Bhang (Cannabis sativa)	Q18B	42	12.4	23.3
Miraa	Q18C	42	12.4	23.3
Other	Q18E	2	.6	1.1
Total responses		338	100.0	187.8

The results of Table 67 reveals that the dichotomy label of cigarette smoking had 38.5% as per the percentage of responses but showed a percentage of 72.2% as a case on its own accord. This was closely followed by alcohol (36.1%) which had 67.8% as case that stands alone on its own accord. There was

a mutual agreement among Table 23 of headteachers' responses and teachers multiple responses on Table 41. These two tables support the student's results on table 67. In support of the literature of Abdool (1990) Moser(1993) and Otieno (1999) narcotic drugs like cigarettes and alcohol were sold cheaply and readily available to students. Other illicit drugs that were raised by student respondents in support of Nowlis (1975) were bhang (23.3%) and miraa (23.3%).

#### **Causes of drug abuse as indicated by students**

In response to the set objective on the causes of drug abuse in secondary schools, Table 68 clearly gave some factors that lead students to indulge in drug abuse.

**Table 68: What leads students to abuse drugs**

Dichotomy label of factors	Name	Count	Pct of Responses	Pct of Cases
Frustration	Q14E	222	40.4	75.0
Lack of proper parenting	Q14A	115	20.9	38.9
Boredom	Q14B	85	15.5	28.7
Broken families	Q14C	77	14.0	26.0
Too much work	Q14D	50	9.1	16.9
Total responses		549	100.0	185.5

Table 68 showed that a high count (222) of student respondents noted that frustration (75%) made students to engage in drug abuse. Lack of proper parenting (38.9%), boredom (28.7%) broken families (26.0%) and too much work/pressure of work (16.9%) were raised as causes of drug abuse. Table 69 of students responses shows more of possible causes of drug abuse.

**Table 69: Possible causes of drug abuse in schools.**

Dichotomy label of causes	Name	Count	Pct of Responses	Pct of Cases
Friends	Q21C	205	34.0	69.7
Frustration	Q21D	181	30.0	61.6
Curiosity	Q21B	123	20.4	41.8
Pocket money	Q21A	94	15.6	32.0
		-----	-----	-----
Total responses		603	100.0	205.1

Table 69 reveals that 205 count of respondents supported the fact that peer influence (69.7%) was a cause of drug abuse. This was in support of Mogoi (1998) that bad behaviour was caused by peer influence. Mogoi added that quite a number of students engage in drug abuse due to the influence of their friends. Students join bad company of other students who were not interested in learning and whose aim was to spoil other innocent students hence leading to disruption of smooth learning behaviour.

Frustration as cited earlier in 68 had 181 counts (61.6%) in Table 69. (32%) was another cause of drug abuse. This was in agreement with Blandford (1998) mentioned earlier that the economical strength of parents make children feel high when carrying with them large sums of money to school. Curiosity (41.8%) with 123 counts (2.4%) was part of what student respondents raised as a serious cause of drug abuse in schools. This was in support of what Thuku stressed in his literature that curiosity and frustration cause students to take drugs.

Tables 25 and 26 of headteachers responses and Tables 42 and 43 of teachers responses as earlier stated, cited pocket money, availability of drugs, curiosity, peer influence, pressure of work, frustration, poor family background,

lack of resources, poor administration of schools as major causes of drug abuse in secondary schools. Muchiri (2002) Siringi (1999) and Kamau (2002) literature were supported by these points.

### Effects of drug abuse as indicated by students

As cited earlier by headteacher respondents in Tables 17, 24, and teachers responses in Table 40, factors like strikes, riots, absenteeism, sneaking, rudeness, laxity, stealing, fighting were noted as effects of drug abuse.

Tables 70 to 84 give a summary of students responses on the effects of drug abuse in secondary schools in Kericho District.

**Table 70: Trauncy/Sneaking among students in schools**

Response	Frequency	Percent
Common	210	70.0
Rare	66	22.0
None	12	4.0
Total	288	96.0
Missing System	12	4.0
Total	300	100.0

**Table 71: Absenteeism of students in schools**

Response	Frequency	Percent
Common	132	44.0
Rare	121	40.3
None	29	9.7
Total	282	94.0
Missing System	18	6.0
Total	300	100.0

**Table 72: Late coming of students to school**

Response	Frequency	Percent
Common	121	40.3
Rare	113	37.7
None	47	15.7
Total	281	93.7
Missing System	19	6.3
Total	300	100.0

**Table 73: Theft among students in schools**

Response	Frequency	Percent
Common	198	66.0
Rare	70	23.3
None	18	6.0
Total	286	95.3
Missing System	14	4.7
Total	300	100.0

**Table 74: Laxity among students in schools**

Response	Frequency	Percent
Common	110	36.7
Rare	100	33.3
None	46	15.3
Total	256	85.3
Missing System	44	14.7
Total	300	100.0

**Table 75: Cheating among students in schools**

Response	Frequency	Percent
Common	169	56.0
Rare	79	26.3
None	33	11.0
Total	281	93.7
Missing System	19	6.3
Total	300	100.0

**Table 76: Bullying among students in schools**

Response	Frequency	Percent
Common	167	55.7
Rare	70	23.3
None	34	11.3
Total	271	90.3
Missing System	29	9.7
Total	300	100.0

**Table 77: Fighting among students in schools**

Response	Frequency	Percent
Common	212	70.7
Rare	48	16.0
None	27	9.0
Total	287	95.7
Missing System	13	4.3
Total	300	100.0

**Table 78: Strikes/riots which have been experienced in schools**

Response	Frequency	Percent
Common	198	66.0
Rare	47	15.7
None	39	13.0
Total	284	94.7
Missing System	16	5.3
Total	300	100.0

**Table 79: Promiscuity among students in schools**

Response	Frequency	Percent
Common	121	40.3
Rare	86	28.7
None	43	14.3
Total	250	83.3
Missing System	50	16.7
Total	300	100.0

**Table 80: Slow response to bells among students in schools**

Response	Frequency	Percent
Rare	114	38.0
Common	100	33.3
None	67	22.3
Total	281	93.7
Missing System	19	6.3
Total	300	100.0

**Table 81: Students' rudeness to teachers in schools**

Response	Frequency	Percent
Common	212	70.7
Rare	51	17.0
None	25	8.3
Total	288	96.0
Missing System	12	4.0
Total	300	100.0

**Table 82: Students coming to school in civilian clothes**

Response	Frequency	Percent
Rare	103	34.3
None	103	34.3
Common	75	25.0
Total	281	93.7
Missing System	19	6.3
Total	300	100.0



**Table 83: Students who do not comb their hair in school**

Response	Frequency	Percent
Common	137	45.7
Rare	92	30.7
None	55	18.3
Total	284	94.7
Missing System	16	5.3
Total	300	100.0

**Table 84: Noise making among students in the classroom**

Response	Frequency	Percent
Common	149	49.7
Rare	97	32.3
None	39	13.0
Total	285	95.0
Missing System	15	5.0
Total	300	100.0

The summary, interpretation and discussion obtained from Tables 70 to 84 revealed that the majority of respondents noted that truancy (70%), absenteeism (44%), late coming to school (40.3%), theft (66%), laxity (36.7%), cheating (56.3%), bullying (55.7%), fighting (70.7%), strike and riots (66.0%) were cited as effects of drugs. Some other behaviour characteristics that come as a result of drug abuse were promiscuity (40.3%), slow responses to bells (33.3%), rudeness to teachers (70.7%) uncombed hair (45.7%), wearing civilian clothes (25%), and noise making in school compound and classrooms (49.7%).

In the above listed tables, student respondents accepted that all the sorts of behaviour display were the aftermaths of drug abuse. Students decide to sneak so as to get time to smoke and sniff glue or chew miraa. They need freedom of time as stressed by McCaghy (1976) that students disrupt learning process and waywardly do other destructive things. Students normally decide not to come to school, especially in day schools without permission and for no good reason.

They talk of lame reasons like headache, sick parent, taking care of others at home, attended a wedding or a funeral. When a thorough discipline is imposed in them, a clear finding reveals that they were with friends drinking and smoking. This factor equalizes with late coming to school.

They waste time on the way because they fear assignments and pressure of work in class. Theft in the dormitories and breaking into lockers was rampant, because those taking 'changaa', 'busa', smoking and sniffing glue wanted money to purchase these substances in the surrounding communities. Some stole others text books to go and sell in exchange of alcohol and cigarettes. This finding and discussion agreed with the writings of Taylor and Hafen, 1997 and 1998, respectively, that unruly behaviour is normally caused by drug abuse. All these culminates to mismanagement of time which result in cheating in examinations, to avoid failing as referred in the literature by Whitney (1970).

Fighting and bullying led to riots due to drug taking. The students fight in school and get rude to teachers because they of being drunk. They fight changa brewers, if they demand for pay. They extend the fighting and exchanging of fists to school and when teachers and prefects try to control them, they are forced to turn against them in the pretext that they were drunk. Students revealed that promiscuity was common among students of opposite sex in mixed schools. They meet in dark corners and toilets to commit sexual immorality. They also got engaged to letter writing and enjoying glancing at albums during class hours. Those who were found to do these were those known by others to be smokers and drunkards.

Most students respond negatively to bells, either during break time, preps or games hours and when asked, they resort to fighting due to bhang as noted earlier. Uncombed hair was a clear indication of drunkenness and bhang smoking such students also were rude to teachers as indicated by many student respondents. This finding was earlier conceded by Wanjema (2002), Abdool (1990) and Mogoi (1998) in the literature review that rudeness to superiors and students fights were generated by trivial differences and drug abuse taken within the institutions especially during inter-class athletic competitions.

Some other cited effects of drug abuse were revealed in Table 85.

**Table 85: Observed effects of drug abuse among drug-takers**

Dichotomy label of effects	Name	Count	Pct of Responses	Pct of Cases
Fighting	Q20A	203	32.5	70.0
Shouting anyhow	Q20C	156	25.0	53.8
Increased heart beats	Q20D	142	22.7	49.0
Drowsiness	Q20B	124	19.8	42.8
		-----	-----	-----
Total responses		625	100.0	215.5

Table 85 reveal that the majority of respondents cited fighting (70%) as earlier stated in the preceding tables, shouting anyhow (53.8%) that is noise making as indicated in Table 84 was a result of drug abuse. Drug abusers release their tension through noise making and screaming. As was cited in the literature review, student respondents supported Slyke (1957) in putting across increased heart beats (49%) as a result of drug taking. Drowsiness (42.8%) is another physical effect of drug taking.

### Methods of assessing and detecting drug abusers in schools

The findings of headteacher respondents and those of teacher respondents agreed on methods that can be taken to detect drug abusers as displayed in table 86.

**Table 86: How teachers detect drug abusers in their schools**

Methods	Frequency	Percent
Using other students	105	35.0
Random search	96	32.0
Using prefects	76	25.3
Total	277	92.3
Missing System	23	7.7
Total	300	100.0

Table 86 revealed that the majority of respondents agreed that random search (32%) was an effective method that can be applied to detect drug abusers. This is normally done without awareness of students in the classroom and dormitories. Other respondents suggested that using prefects (25.3%) and using other students through interrogation (35.0%) were other measures taken to detect drug abusers. These findings were slightly similar to the comments extracted from the literature review. Pudo (1998) stressed on eyelids, mouth smell, headaches, running nose, breath tremors, restlessness and slurred speech. Table 87 agrees with Pudo's contributions on the detective measures taken to obtain drug abusers from among other students.

**Table 87: Symptoms seen among drug abusers in schools.**

Dichotomy label of symptoms	Name	Count	Pct of Responses	Pct of Cases
Red eyes	Q23D	221	43.2	86.0
Sleeping in class	Q23A	108	21.1	42.0
Rowdy	Q23B	104	20.3	40.5
Frequent headache	Q23C	78	15.2	30.4
Others	Q23E	1	.2	.4
Total responses		512	100.0	199.2

The results of Table 87 reveals that the majority of respondents conceded that red eyes (86%), sleeping in class (drowsiness) (42%), rowdiness (40.5%) and headache (30.4%) were some physical exhibits displayed by drug abusers. Pudo's contributions were upheld by these fact finding.

### **Preventive and Rehabilitative Measures to Drug Abuse in schools**

The next objective of this research study was to identify some rehabilitative measures to drug abusers in secondary schools. This objective was relatively matched with the preventive measures that headteachers and teachers should take to prevent drug abuse in schools. This objective has been dealt with by the results of table 88.

**Table 88: Means of preventing drug abuse among students**

Dichotomy label of prevention	Name	Count	Pct of Responses	Pct of Cases
Educating students on dangers of drug abuse	Q22A	252	33.3	85.4
Providing guidance and counselling	Q22C	224	29.6	75.9
Encouraging peer counselling	Q22D	134	17.7	45.4
Suggest any other method	Q22E	88	11.6	29.8
Punishing students found abusing drugs	Q22B	59	7.8	20.0
		-----	-----	-----
	Total responses	757	100.0	256.6

The findings of Table 88 reveals that the majority of student respondents (33.3%) dichotomized education (85.4%) as a major trend that should be taken to prevent

drug abuse. Other respondents emphasized that guidance and counselling (75.9%), peer mediation and counselling (45.4%) and punishing drug abusers (20%) were measures taken to avert drug abuse.

These student respondent findings concurred with what headteacher respondents raised in Table 27 and Table 28 where guidance and counselling and peer mediation were stressed. All these agreed with the fact finding in the literature of Mogoi (1998) that counselling was very important in schools. This department should be manned by a trained personnel. This is one among the best methods to help students to realize and know how to overcome social, economic and psychological problems and how to undergo adolescent period smoothly as stressed again by Otieno (1999) and National Council of Churches of Kenya (1992, p. 5). A campaign to educate students on dangers of drug abuse received the highest count (252) of respondents which was 85.4%. The Nacada under the leadership of Mr. Joseph Kaguthi is on the run to reach the unreached youth with the message about the dangers of drug abuse (Daily Nation, 2002 August 21<sup>st</sup>). Schools should administer training, teaching campaigns as was stressed in Table 22 of headteachers responses where 75% strongly agreed that teachers, students should be educated on drugs and their dangers.

As in Table 20 of headteachers responses, provincial administration and police should assist in curbing this menace. This was supported by the literature in the Daily Nation of September 4, 2002 p. 7 that the Rift Valley Provincial Commissioner, Mr. Raburu and Mr. Kaguthi's discourse on drugs resolved that this menace should be uprooted in society. A report released in May of 2002 by the Central Province Provincial Director of Education, Mr. Peter Macharia said

that drug abuse has become a culture in most schools hence the increased frequency of unrest in schools in the recent years (Nairobi School Magazine-2002 p. 40). Refer to photographs 8 and 9.

As other cases are punishable in secondary schools, table 89 shows methods of punishment applied to students found in possession of illegal drugs.

**Table 89: What is done to students found in possession of drugs**

Response	Frequency	Percent
Exclusion, Expulsion, Transfer	103	34.3
Suspension, Corporal punishment, Councelling	73	24.3
Suspension, Manual Work Councelling	66	22.0
Suspension, Exclusion, Councelling	34	11.3
Total	276	92.0
Missing System	24	8.0
Total	300	100.0

Table 90 reveals that the majority of student respondents reported that exclusion, expulsion and transfer (34.3%) is the leading type of punishment accorded to students found in possession of illegal drugs in school. Other respondents mentioned suspension, corporal, punishment counselling (24.3%). Suspension, manual work and counselling (22.0%) and lastly suspension, exclusion, and counselling (11.3%) as other methods discipline applied for students found in possession of illicit drugs.

Tables 90 to 97 display reactions of respondents to statements placed in the Likert rating scale on students questionnaire.

**Table 90: Are drugs good for health?**

Response	Frequency	Percent
Strongly disagree	178	59.3
Agree	40	13.3
Uncertain	28	9.3
Strongly agree	26	8.7
Disagree	18	6.0
Total	290	96.7
Missing System	10	3.3
Total	300	100.0

**Table 91: Illegal drugs are bad for health**

Response	Frequency	Percent
Strongly agree	221	73.7
Agree	36	12.0
Strongly disagree	29	9.7
Uncertain	2	0.7
Disagree	2	0.7
Total	290	96.7
Missing System	10	3.3
Total	300	100.0

**Table 92: Are drugs sold in our school**

Response	Frequency	Percent
Strongly disagree	174	58.0
Disagree	53	17.7
Uncertain	39	13.0
Agree	14	4.7
Strongly agree	12	4.0
Total	292	97.3
Missing System	8	2.7
Total	300	100.0

**Table 93: Do workers bring illegal drugs to school?**

Response	Frequency	Percent
Strongly disagree	150	50.0
Disagree	63	21.0
Uncertain	49	16.3
Agree	15	5.0
Strongly agree	14	4.7
Total	291	97.0
Missing System	9	3.0
Total	300	100.0

**Table 94: Teacher's knowledge on how to detect drug abusers**

Response	Frequency	Percent
Strongly disagree	109	36.3
Disagree	85	28.3
Uncertain	64	21.3
Agree	18	6.0
Strongly agree	14	4.7
Total	290	96.7
Missing System	10	3.3
Total	300	100.0



**Table 95: Do parents allow their children to take drugs?**

Response	Frequency	Percent
Strongly disagree	198	66.0
Disagree	52	17.3
Uncertain	22	7.3
Agree	14	4.7
Strongly agree	8	2.7
Total	294	98.0
Missing System	6	2.0
Total	300	100.0

**Table 96: Drug traffickers should be arrested**

Response	Frequency	Percent
Strongly agree	219	73.0
Agree	51	17.0
Strongly disagree	10	3.3
Disagree	8	2.7
Uncertain	5	1.7
Total	293	97.7
Missing System	7	2.3
Total	300	100.0

The interpretation and discussion of Tables 90 to 97 were done as follows

The revelations of Table 90 were that student respondents strongly disagreed (59.3%) that drugs were good for health. Student respondents strongly agreed that illegal drugs were bad for health (73.7%) which was a clear indication that students are aware of drugs and their danger to human consumption (refer also to Table 65 where 91.3% of students conceded that they were aware of drug abuse. Student respondents in Tables 93 to 96 strongly disagreed that drugs were sold in their schools (58%), workers bring illegal drugs to school (50%), teachers know how to detect drug abusers (36.3%) and that parents allow their children to take drugs (66%). These concepts were in partial agreement with what headteachers and teachers cited earlier in Tables 50 and 52 of teachers responses.

As earlier indicated in the headteachers responses (table 20), student respondents emphasized and strongly agreed (73%) that drug traffickers should be

arrested and students be urged to stop the habit of drug taking. The findings of Table 97 clearly reveals these frequency statistics. Headteachers responses in Table 20 and teachers response as displayed in Table 46 support this idea. Mr. Macharia's reported as recorded in Nairobi school's magazine (p.40) says that the provincial administration and police were blamed for failing to crack down on drug peddling in school, hence the declining standards of discipline.

### **Summary of data analysis**

To sum up this chapter, the researcher has analysed, interpreted and discussed data regarding drug abuse and it's influence to students learning behaviour. The questionnaire return rate of respondents, the demographic data on headteachers, teachers and students were dealt with accordingly. The perceptions and responses of respondents concerning descriptive questionnaire formulated in respect to research questions were critically followed. The problems and suggestions of respondents towards solving the problem of drug abuse were also given a concern. Type of drugs commonly misused:- bhang, tobacco, alcohol, glue, kuber, miraa, cocaine and heroin. Major causes indicated were:- pocket money, availability of drugs, curiosity, peer pressure, pressure of work, frustration, family background, stress, poverty and poor school administration where there is no clear communication. Major effects noted were: depression, riots, strikes, absenteeism from school, sneaking, rudeness, stealing laziness and fighting and shouting anyhow. Suggested remedies:- early detection of abusers, counselling therapy work to intensified. (Refer to photographs extracted from Kenya Times, 2002, October 14, pp. 10 and 11).

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **Introduction:**

This chapter presents a summary, conclusions and recommendations from the study that set out to establish the perceptions that the secondary school headteachers, teachers and students in Kericho District held towards the influence of drug abuse on students learning behaviour. The analysis of data and research findings assisted and interpret the research objectives successfully.

#### **Summary of the study**

The purpose of this study was to investigate drug abuse and its influence on students' learning behaviour. The study arrived at determining whether there was any significant relationship between drug abuse in secondary schools and students learning behaviour. It also focused at finding out the types, causes, effects, detecting, rehabilitating and preventive measures of drug abuse in Kericho District Secondary Schools.

The literature review which paved the way for this study provided guidelines and laid down the foundation for this research. Using the expost facto research, questions outlined in the introductory part as guides to a questionnaire for students, teachers and headteachers was formulated. Together with an interview scheduled for headteachers, the researcher successfully collected data from 20 headteachers, 101 teachers and 300 students. The data gathered was subjected to a split – half technique which was also applied in the reliability of the instrument during the piloting period. This is a technique that requires only one testing. In this, technique items from the domain of indicators that measure the variable and administer the total test to an appropriate group.

The findings arising from this study are highlighted herein.

The results related to the first research question that sought the types of prohibited drugs in secondary schools emerged as follows:-The headteachers listed mandrax, cocaine, miraa, tobacco (cigarette) bhang (marijuana), kuber, opium and alcohol as drugs being sold to students. Although the National Campaign Against Drug Abuse (NACADA) has not been mandated in its terms of reference to enforce law on drug abusers, (Munya, 2002, Kenya Times, September 13, p 7) a responsibility left for the police, provincial administration, immigration and customs department, the general public has a right to tip the law enforcers on any slight detection of drug peddling and trafficking. What is worrying headteachers, teachers and parents is the zeal with which tobacco manufacturers are marketing their products. They believe that the stock of smokers that include students must be replenished at any cost to avoid losing them. Students who are aware of drug abuse in Kericho District as per the data are 93.3 percent. The highest count of students (130) claimed that tobacco (72.2%) is being smoked by students. Tobacco manufacturers know very well that the majority of regular smokers begin before the age of 18 (93.3%). Maximillia's article of Kenya Times, 2002, September 4 claimed that tobacco manufacturers are going to the extent of giving out free cigarettes samples to consumers. Research found in literature has revealed that tobacco is already the biggest cause of premature deaths worldwide and the toll is projected to rise to 10 million per year before the year 2030.

Sosio (Kenya Times, 2002 August 28, p.7) supported that all drugs are dangerous to life. One hundred and one teachers supported this fact that drugs exist in schools. Onyango in the Sunday Nation of July 14 supported this finding

by stating that even glue is sniffed by student. 338 counts of student respondents upheld that these types of drugs (187.8%) were available in their schools.

To find out the effect of drug abuse on students' learning behaviour using the Statistical Package for Social Science (SPSS), the headteachers' respondents attributed the rising cases of indiscipline to short coming within the legal stucture in school administration. The Education Act (Cap 211 clearly states that corporal punishment may be inflicted only in cases of continued or grave neglect of work, indecency lying, bullying, gross misconduct, truancy and the like. The schools legal structure which spells out on punishing errant students lacked strengths after the banning of corporal punishment (canning). Taking the example of Namibia where canning has been abolished, the Ministry of Education in Kenya has believed that it is evident that discipline in schools can be maintained by using methods like guiding through words of advice (Sianya, 2002, Nairobi School magazine, p.33) but school heateachers respondents, in the interview conducted by the researcher complaint that they were often blamed for indiscipline and violence among students.

They added that outdated rules and the rising trend of illegal drugs were the major causes of indiscipline. Rono (Daily Nation,2000, July 17 p. 11) said that blame cannot be shifted from one quarter to another and rest thinking the cause of the problem has been found. Lack of indiscipline among students was a reflection of disorderliness. Koech (2000) supported the finding that strikes, riots and other forms of indiscipline were caused by drugs. The Republic of Kenya, Ministry of education Act stipulates that head teacher can only suspend an

indiscipline student for a maximum of two weeks. Thereafter the Board of Governors meeting be convened to review the case and make recommendations to the Director of Education for further action. There is no time frame within which the director should make a decision. Indiscipline in school especially the indulgence by students in drugs of abuse is a serious matter which needs quick resolution. Koech Education Commission Report of 1998 (Totally Intergrated Quality Education and Training- TIQUET) suggested that the Board of Governors of each educational institution should adopt a cord of conduct for the learners after consultations with the students themselves, parents and other educators. The aim is to establish a disciplined and purposeful learning environment dedicated to the improvement of learning process. It also provides the learner with an opportunity to be heard before disciplinary measures are taken against him or her. The Koech report added that a schools board of governors be give powers to deal with discipline cases, especially those of drug abuse, decisively. Character and behaviour change can be amicably achieved through suggestion of all the respondents that guidance and counseling is one plausible strategy that is effective at the moment.

Guidance and counselling, imparting education to students and strengthening peer mediation in secondary schools in Kericho District were mentioned by all respondents. Guidance and counselling received 100 percent scores in the headteachers' items while it got 75.9 percent in the students' items. The structuring of training and teaching programmes that offer awareness on the dangers of drug abuse attained 85.4 percent from students responses. Peer mediation or peer counselling grasped 65 percent from headteachers and 45.4

percent from students. These methods can serve as a solution to problems related to family background (64.7%) boredom (28.7%), pressure of work (15.0%), frustration (55%) curiosity (60%), peer influence (85%) idleness (1.96%) unemployment (1.73%), excess pocket money (5.9%)

According to the objective and research question that dealt with the causes of drug abuse, 84 percent of student respondents agreed that the availability of drugs in their schools was caused by peddlers, workers and excess money given to students. Many students got a greater influence through friends (84.7%) who use drugs and are possession of much money given by relatives and parents. It was also noted by the teacher respondents that idleness, family background and poor performance in academics were causes of drug taking. It was suggested by 38.9 percent respondents that parents should take keen interest in their children, guide and counsel them and that parents should unite with the teachers to safe the situation. As cited earlier, methods like peer counseling (mediation) and guidance and counseling where 99 percent of teacher respondents support can assist to rehabilitate and prevent spread in schools

### **Conclusions of the study**

The research findings revealed that secondary schools have been invaded by the drug menace. The respondents (93.2%) conceded that they were aware of drugs and that drugs were existing in their schools. It can be concluded that reheadteachers and teachers have not been sensitized on how to arrest this menace in schools.

Headteacher respondents (75%) supported the idea that training should be conducted to promote awareness and access methods of detecting and preventing

drug abuse. The research findings showed that drug abuse has really influence the learning behaviour of students. Students have engaged too much in drugs that it has overwhelmed the purpose of going to school. Headteachers should take the lead in campaigning for the crackdown of drug spread in schools. Aduda (Daily Nation, 1997, June 21, p.17) said the only cure for students indiscipline is the strengthening of guidance and counseling

In reference to the findings of this research the most basic questions we have to answer are: "How shall our schools (in particular reference to the secondary schools) of the future look like?" Secondly, "What kind of students shall we have to deal with" and thirdly "What kind of problems in our schools shall we have to contend with" in future?

Secondary schools are social systems and are part of a larger society. Munavu (2001, p. 9) conceded that the nature and set up of schools in any society is, therefore, determined by the level of stability and the degree of discipline. The needs and expectations of secondary schools are of a great concern to the stakeholders. In the modern times, schools enroll students who are exposed to different things in society. The social environments they come from are full of factors that influence behaviour. Drug abuse has been proved by the respondents of this study to be one of such factors that influence learning behaviour. Schools currently harbour students who are aware of illegal drugs as shown in table 66 (93.2%). Some of the drugs that students get access to are tobacco/cigarette (72.2%) alcohol (67.8%), bhang (23.3%) an others. These drugs get their doors open to school through friends (84.7%) workers, (15.3%), some teaching staff (31.6%) and peddlers (41.2%) students who are partakers of these drugs get



confused and cause chaos in schools (90%). They destroy school property by applying petrol, bombs to cause fire that destroy dormitories, administration blocks and libraries. While students advance in technology, headteachers and teachers should not be left behind.

In order to overcome the drug abuse hurdle headteachers (75%) need to update their management skills to be able to provide effective leadership in the management schools for a better future. For example, where there has never been any thought of securing insurance or fire extinguishers in schools, such issues will become relevant in the management of the schools of the future.

We live in a world that is increasingly becoming border-less economically, socially and technologically. The world is increasingly becoming a global village with a growing trend of uniformity in the management of world affairs. These changes have been brought about mainly by the dramatic improvements in communication and information technologies the World has witnessed in the last few decades of this century. The role of modern technology in bringing about change is evident in all aspects of life. For most of the 20<sup>th</sup> Century, technology in education centred on the print media. Paper, pens, books and chalk are still critical for communicating ideas, accessing information, and learning about the World today. As we enter into the 21<sup>st</sup> Century, the electronic media has begun to replace the print media. Word processing, E-mail, fax-modems, video, CD-ROMS, multimedia and the Internet have become the common tools for communicating ideas and accessing information. The computer is slowly replacing the blackboard as the medium for teaching and instruction. The head-teacher of today has to "re-engineer" himself or herself and learn about

these changes in technological developments and tap their benefits so as not to become irrelevant in the modern world. There is real danger when a student who is exposed to these modern systems becomes conversant with them before the teacher and in such a situation, we shall ask "who will teach who" about the new technologies as they relate to education. All teachers have to be change-friendly so as to keep abreast of the rapid technological changes, otherwise they will fall by the wayside or become extinct like the dinosaur. A famous writer John Maxwell defined a leader "as a person who knows the way, goes the way and shows the way" and this is what we expect head-teachers to be in all matters touching on education.

This is why headteachers and teachers should know how to detect drug abusers in their schools, study their bad intentions and be able to arrest them before they cause damage (Otieno, 1999).

The moment headteachers stop learning they stop leading. Headteachers as leaders have to be engaged in a continuous learning process not only to improve on their professional performance but also to sharpen their leadership abilities. A headteacher has to be, by specific training and not accident, fully equipped with modern management knowledge and skills. As a manager, a headteacher has to be a good planner, organizer an effective leader, able to guide, direct and control all the activities of his/her school towards the realization of the goals of the school. A school has to have specific goals as applicable to any other organization. Similarly, as a manager, a headteacher has to ensure the prudent management of the resources of a school.

The teacher deals with perhaps the most delicate human resource—the student. Most of the children of today are completely different from the children of yesteryears. They are living in a totally different environment from the one of some years ago. They are growing up in highly liberalized, less homogeneous and egalitarian world. They are more exposed and more aware of the world around them than some twenty or so years ago. Indeed, the challenge is how to deal with students who are much younger but yet more exposed in the present world with all its sophistication and negative influences. Headteachers and teachers have to refashion their upbringing of the youth accordingly to cope with the changing circumstances of life but to be careful that they may not entertain habits that destroy health and life.

The permissive influences creeping into our society through television, video, films, pervert literature and lewd music as contributing to this culture of violence encourage youth to indulge in drug abuse. Many problems facing the youths are caused by rampant drug abuse in the institutions of learning, lack of parental guidance and supervision (38.9%), strain and tension in family life (26%), coupled with the problems stated earlier. Whatever the cause of the rising trend of violence in our schools, the time to act is now. School managers cannot afford to rest on their laurels when they see the youth, the most precious heritage, wallow in decadence. The problem needs to be addressed by teachers, parents, the religious institutions and the state; all working together. However, by virtue of the special responsibility entrusted to them by the society, school administrators, including headteachers, need to provide the lead in addressing the problem of drug abuse. |

In addressing the problems facing our youth, including the discipline of students change on styles of approach and management techniques are needed. The formerly highly centralized and authoritarian school management system is out of step with the realities of today's world. It is better to talk to children and find out what is ailing them instead of issuing edicts and bullying them (87.5%). It is also better to encourage them to open up their hearts and tell us freely their fears, joys and anxieties. It is good to listen to them and understand them in order to shape them into what they ought to be. It is good also to understand that they yearn for recognition and identity. In the past cultural beliefs and practices held clear, discipline in the youth. It was the responsibility of the entire family, clan or community to take immediate corrective measures against any errant youth as bad behaviour reflected not just on the family, but also on society in general. Things have since then changed considerably with the teacher now being looked upon as the primary source of education.

#### **Recommendations of the study**

The combination of mischiefs amongst the students poor guidance on the part of parents and the desperation and diminished commitment on the part of teachers has bred this culture of violence that is common in many of our schools. The religious organizations that are sponsors to most of our schools should take keen interest and be concerned about deteriorating moral values and stop throwing blame to others. Secondary school ought to take serious the need for trained chaplains to assist students get uprooted from indulging in illicit drugs.

Parents should join hands with the school administration in moulding the character of the student and teachers should abstain from indulging in drug. The

society has entrusted the greater portion of the responsibility of moulding and shaping the behaviour of the youth to teachers. The society expects teachers to be role models and lead exemplary lives characterized by responsible behaviour and good conduct.

The headteachers should promote the importance of schools and their respective leadership in producing the youth who will not only possess good academic standards and requisite skills for the labour market, but also sound individuals who will have proper morals and acceptable social behaviour and conduct. The schools have a responsibility to inculcate attitudes, social and moral values to the youth at an early age when they can appreciate the sense of patriotism which extends to every corner of our nation. The schools, therefore, have a duty to teach the youth, guide them, advise them, nurture them and above all, encourage them to realize their full potential and make them aware that they are the hope of the future. This will enable the students to face the challenges they are encountering in the contemporary day with ease and confidence.

All education stakeholders should be foresighted and be innovative leaders in paramounting the importance of school management. Poor performance in many schools is not necessarily the result of lack of learning and teaching resources but the indulgence of students in drug abuse and other dependant substances. This has come as a result of lack of commitment among the headteachers and teachers in actual responsibility that they have been called to perform with professional sincerity and sense of purpose. School headteachers and teachers owe an important obligation to this country and to the parents for the physical, intellectual, moral and ethical development of the children placed under

their charge. Since the youth in schools constitute the most important human resource in any nation's development, they must be protected from any inherent dangers like illicit drugs which are likely to affect their educational, cultural and social well being.

As the government views drug taking and drug trafficking as a crime and is committed to stamping out the practice in this regard, it should expand and adequately equip the anti-narcotic unit of the police force to match the sophistication of the drug traffickers. At the same time, the researcher wishes to advise schools to intensify their Guidance and Counselling Programmes and sensitize teachers to various manifestations of drug taking among students. It is also important that schools authorities establish proper machinery of reeling visitors to the school. The use of relevant arm of the government in tackling the drug menace in our schools can also be put in place. The National Agency for the Campaign Against Drug Abuse can be approached to offer assistance in dealing with illegal drugs. The researcher recommends that headteachers and teacher-counsellors adopt the guidance and counselling structure displayed on page<sup>137</sup>. The structure takes care of all levels of stakeholders in school management.

Discussion with parents of students who have been involved in drug taking and other related deviant behaviour indicate that the student victims develop stress because of living with unresolved issues either at school or home. The school should help the students to acquire skills of dealing with stress by developing positive attitude, individual judgement, reflection and self-restraint.

The harm caused by drug abuse cannot be over emphasized. The NACADA Agency can only coordinate the activities of individuals and

organizations in the campaigns against drug abuse through public education in order to reduce the demand for drugs. This will in turn act as a reduction measure for the supply of harmful substances to students.

What is scaring parents, especially in Kericho District, is the fact that Kenya is a confirmed transit point of drugs and other psychotropic substances. When students are introduced to cigarette or bhang smoking, they are being prepared for worse substances. Drugs like tobacco acts as a catalyst or reinforcer for other stronger substances. It is for this reason that parents, headteachers, teachers, police, counsellors, provincial administrators, church leaders should take a firm stand to eliminate illicit drugs among the Kenyan population. It requires the participation of all. Parent's should take their time with their children and teach them more closely on the dangers of illegal drugs as seen on photograph 8 on page 131. Students with drug abuse problems come from all walks of life and have different needs. Treatment services thus must offer a range of approaches and should be tailored to each patient. The treatment and rehabilitation process should begin with the early detection of drug abuse. The process includes all stages leading to eventual reintegration into society.

The following steps are regarded as essential:

- Early detection and access to services needs to be facilitated for high-risk individuals. This is best accomplished through primary health-care settings.
- Outreach programmes are necessary to reach the many drug users who are not in contact with any medical or drug abuse treatment institutions.
- Flexible, unconventional approaches developed outside formal health and social environments and aimed at accessing, motivating and supporting drug

abusers can reach out-of-treatment drug users, increase drug treatment referrals and reduce illicit drug-use behaviour.

- Detoxification should be seen in the context of broader social and treatment interventions. Community-based, that is non residential detoxification, can be a particularly cost-effective approach, provided that there is a basic medical and social support infrastructure. Inpatient detoxification is essential for a small minority who are likely to experience severe withdrawal and associated medical complications.
- Psychosocial interventions are a vital part of drug abuse treatment. Drug abuse affects other psychosocial, economic and behavioural dimensions. It is useful to have a multi-disciplinary team composed of medical, social and counseling providers.
- Counseling is a very important component of treatment. It is also the first step towards rehabilitation and eventual social reintegration. Involvement of the family and mobilisation of the community contribute significantly to long-term treatment and rehabilitation efforts.
- Prescription of substitutes can be an important aspect of treatment for many patients. The prescription of methadone, buprenorphine or LAAM to people dependent on opiates can help them stabilise their lives and reduce illicit drug use.
- Social reintegration requires work with individuals, their families and communities. Marketable skills training and facilitating the re-entry of former abusers into the workforce are necessary components of rehabilitation programmes.



- Integration of treatment and rehabilitation services within existing health services or systems should take place wherever possible, without creating a separate drug treatment system. The quality of treatment dependent on the knowledge and experience of the teaching staff as quoted by the East African Standard, 2002 October 14, p. 6.

#### **Summary of recommendations**

- Offering public education to groups such as youths, students, and who are vulnerable to drugs abuse.
- There is need to enforce laws to stop transportation of illegal drugs.
- Variety of measure activities and recreational activities should be offered to the youths so as to avoid boredom and idleness. This will keep them occupied and help them not to involve in drug taking.
- Creation of self-help by family members to support rehabilitated drug abusers to have confidence in themselves.
- Treatment of serious drug addicts should be meted through medical services
- Programmes should be started where drug addicts visit counseling centers for advice
- All members of school community should encourage guidance and counseling. and parents should be given seminars on how to eradicate on drug abuse.
- Creation of awareness in drug abuse should be organized in schools.
- Random physical check should be carried out in schools.

- School managers and teacher counselors should attend seminars where they get educated on drugs and drug abuse.
- Peer groups counseling should be encouraged in the schools as it goes closer and deeper to the students.
- To organize video shows for parents and students on drug abuse.
- Competitions in schools for encouraging the stoppage of drug abuse and give attractive prizes should be organized.
- To discourage hawking around, near or inside the school.
- Monitor the visitors who come to visit the students in school.
- Head teacher should allow the professional counsellors to visit the institutions and advice the students on drug and drug abuse.
- Teachers should improve on their morals and prompt discipline; they should act as role models to the students.
- Provincial administration should be involved in fighting drug peddlers / traffickers.
- Teachers who also abuse drugs in school should stop and be good role models.

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

1. In order to get an overall perception on drug abuse and its influence on students' learning behaviour in secondary schools, there is need for a replication of this study using a larger sample and a wider scope of secondary schools in the country. This will assist to elicit a more accurate and rich national perspective on the influence of drug abuse.

2. To reinforce the findings of this study there is need to study and examine ways in which drugs are accessed or smuggled to schools.
3. In order to explore further on drug abuse, there is need to educate headteachers and parents on how to detect drug takers among students and how to assist them refrain from this dangerous behaviour.

# A DEMONSTRATION OF VIOLENCE

Photograph 1

## IN LEARNING INSTITUTIONS



SOURCE:- Daily Nation Monday July 17<sup>th</sup> 2000. Pg. 14.

This demonstration has been blamed on drug abuse.

2 Photograph 2

## THE PHYSICAL LOOK OF MIRAA

AS GROWN IN MERU DISTRICT

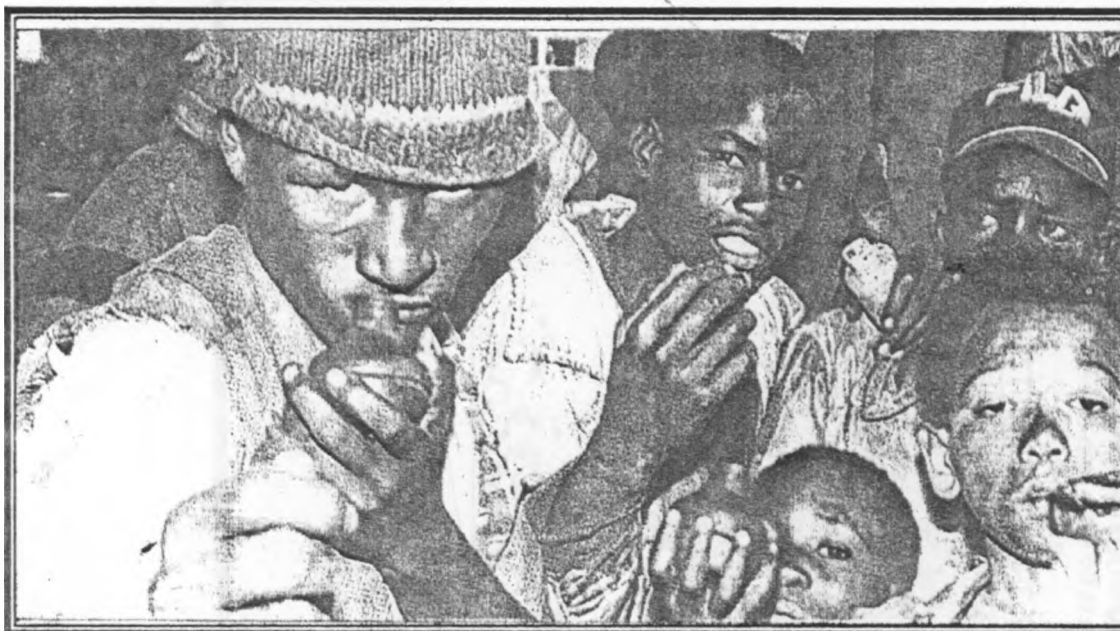


SOURCE:- Taifa Leo Julai 22<sup>nd</sup> 2002 Pg. 8

Miraa has been classified among the dangerous drugs that have been abused by students in high schools.

## DRUG CONCOCTIONS SPELL DO

Photograph 3



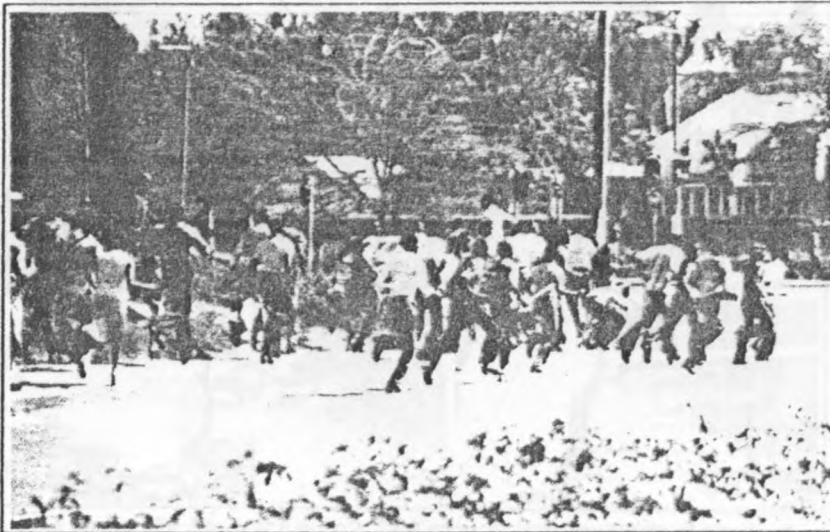
SOURCE:- Daily Nation July 14<sup>th</sup> 2002 Pg. 14.

The children sniffing glue in Nairobi. Many of the youngsters die before the substance goes on unabated and in public.



*Note the student second left wielding a rungu, ready to destroy what took years to nurture. The rest take off in different directions to do likewise.*

PHOTOGRAPH 5 - STUDENTS ENGAGE POLICE IN RUNNING BATTLE



*Everybody for himself. Students engage police in a running battle in Nairobi. Note the one picking up a stone.*

SOURCE: STUDENTS UNREST IN SCHOOLS BY NCKK  
(1992, P. 30)

PHOTOGRAPH 6 - DESTROYED ADMINISTRATION BLOCK



*This is not the result of a bomb explosion. It is the work of students who razed down this school administration block to the ground*

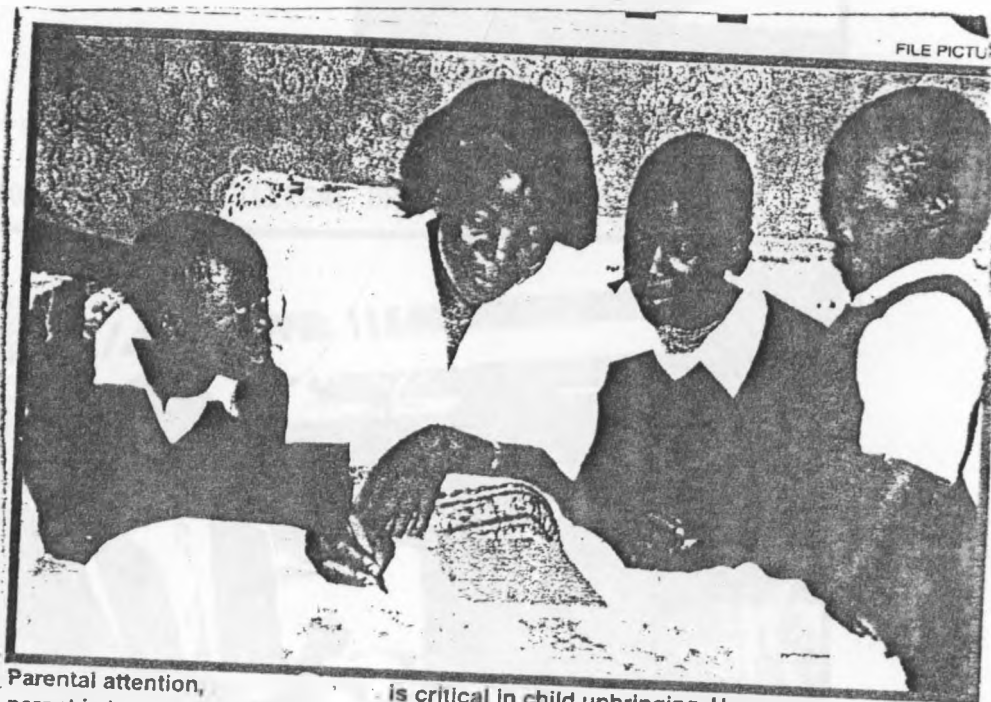
PHOTOGRAPH 7 - TWISTED ITEMS IN A DORMITORY



*Do we really have a future? The face of the bewildered student seems to ask after some of their colleagues invaded the dormitories in a fit of immature anger. They left everything in a twisted mess. Some deaths were reported in this case.*

PHOTOGRAPHS 6 AND 7 SHOW SCHOOL OFFICES AND DOMITORIES DESTROYED BY STUDENTS WHO WERE BELIEVED ABUSING ILLEGAL DRUGS

PHOTOGRAPH 8 - MOTHER TEACHING HER CHILDREN THE DANGER OF  
ILLEGAL DRUGS



Parental attention, is critical in child upbringing. However, the modern parent is too preoccupied with career issues to have time for children, which is where the danger lies.

Source: East African Standard, 2002 October 14th  
P. 7



PHOTOGRAPH 9 - TEENAGE GIRL SMOKING



— Adapted from Daily Mail

Researchers now say teenage girl smokers are at risk of contracting breast cancer.

PHOTOGRAPH 10 - SAMPLE OF ILLEGAL DRUGS DISPLAYED



NACADA boss Joseph Kaguthi (second right) shows samples of illegal drugs to reporters.

Source: East Africa Standard, 2002, P. 6

**Photograph 11: Students almost kill their headteacher.**

Riots, destruction and killings in secondary schools have been blamed on drug abuse. Photograph 11 and picture 1 show furious students racing after and fighting their headteacher with intentions to kill him.

Photograph 11



Picture 1: Students race after their headteacher

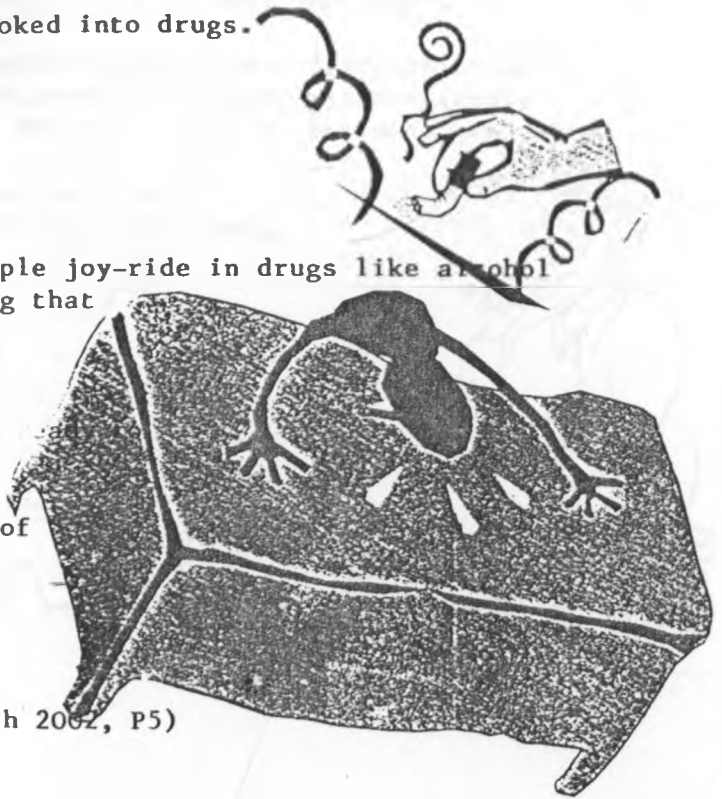


Source: Unrest and indiscipline in schools (1999) and today in Africa, (March 2002, P. 23)

**FINDINGS  
OF NCCK  
RESEARCH  
& STUDIES**

Picture 2: Young people get hooked into drugs.

Picture 2 shows that young people joy-ride in drugs like alcohol and tobacco for fun not knowing that these drugs are harmful. The truth is that many people feel good for a time but when they are addicted to drugs they are ready to do anything even killing. This picture shows a student who is completely out of his mind in his bedroom.

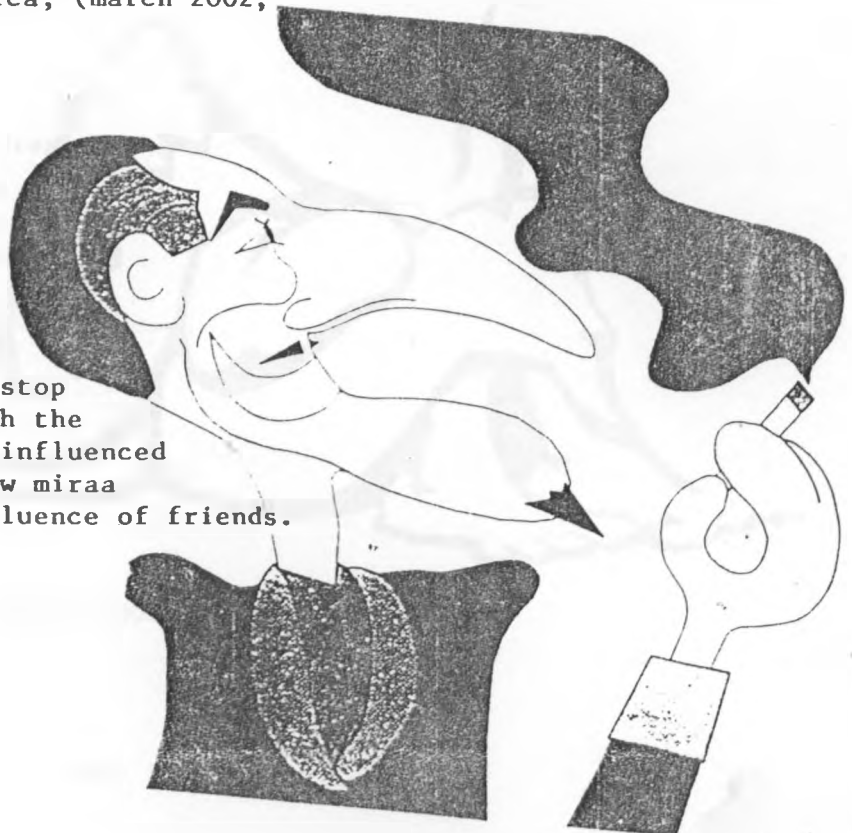


Source: today In Africa, (March 2002, P5)

Picture 3: Bhang smoking makes the user go mad.

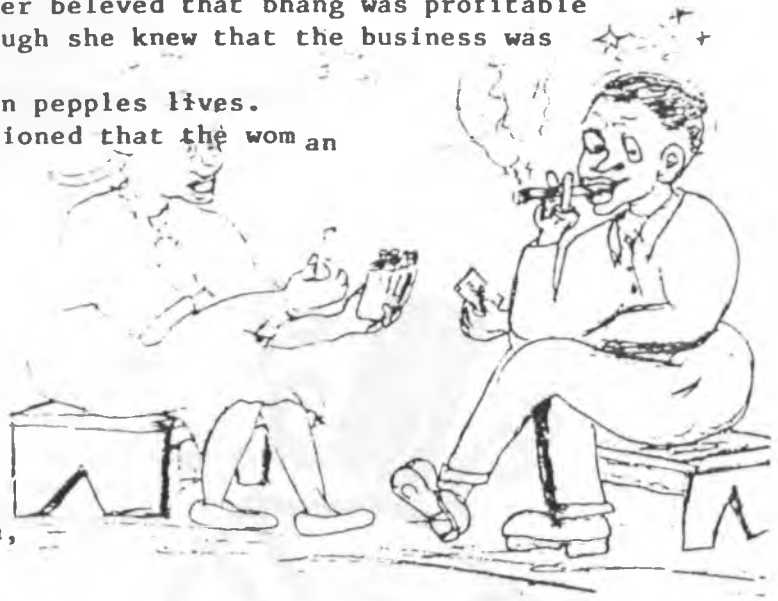
source: Today in Africa, (march 2002, P. 9)

Picture 3 shows a young man who almost went mad from smoking bhang. He managed to stop this habit only through the grace of God. He was influenced to smoke bhang and chew miraa (khat) through the influence of friends.



Picture 4: A woman peddling drugs to make ends meet.

Picture 4 shows a woman selling bhang and cigarette to make ends meet. The peddler believed that bhang was profitable and marketable. although she knew that the business was illegal, she did not mind the end result on pepples lives. The story teller mentioned that the wom an later received Gods s saving grace and felt guilty that she contributed to the to the ruining nad destroying others by selling harmful drugs to them.



Sorce: Today in Africa, March 2002, P.10

Picture 5 Drug abuse causes depression and impotency.

It shows that drug abuse is dangerous to health and life. It shows a young person who is totally impotent and depressed and the last resort is nothing but to part with life.



Source: Today in Africa, (March 2002, P. 12

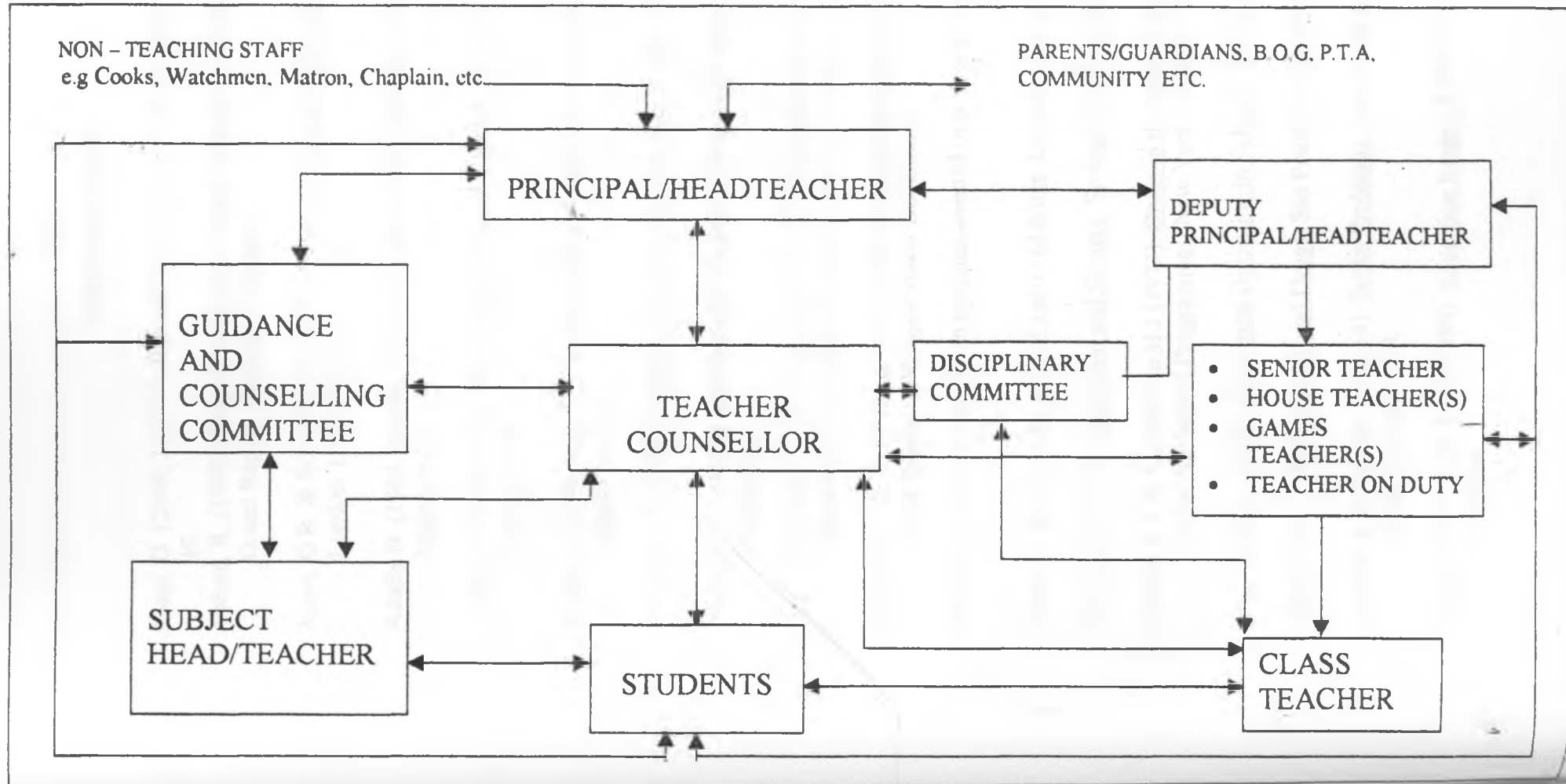
Picture 6: "Better say No to dangerous drugs!"

It shows young man who has realised the danger of illegal drugs to his life. He has decided to say 'No' by kicking away the alcohol, Cocaine, bhang, Miraa, Leroine and Cigarette. All these drugs are addictive and hazardous to human life. Bad company spoil good moral.  
1 Corinthisans 15:33



Source: Today in Africa. (March, 2002, P. 13)

**GUIDANCE AND COUNSELLING STRUCTURE AT SCHOOL LEVEL ( Source: Otiende, A (1999)Ukweli Pastoral Center – Kisumu.**



## BIBLIOGRAPHY

- Abagi, O. (2000, July 17). Essential issues in curriculum reform. Daily Nation, p. 19.
- Abdool, R. (1990). Drug Abuse Counselling: Drug abuse Counsellor's handbook. Grand Rapids, Michigan: Pegasus.
- Adam, G.R. & Schramareldt, J.D. (1965). Understanding Research methods. London: Longman Inc.
- Aduda, D. (1988, January 15). Rift Valley reigns Supreme in KCPE. Daily Nation, p. 15.
- Aduda, D. (2000, July 17). Curriculum load blamed for unrest in schools. Daily Nation, p. 19.
- Akala, J. (2000, July 17). A long history of pupils discontent and strikes. Daily Nation, p. 18.
- Anderson, G. (1990). Fundamental Education Research. New York: Falmer press.
- Armond, J.G. (1965). Interpreting Educational Research. London: WMC Brown Company.
- Ary, D., Jacobs, L.C. & Rozerview, A. (1972). Introduction to Research in Education. New York: Harper and Row publishers.
- Balswick, J.O. & Norland, J.N. (1994). Social Problems: Use of Illegal Drugs. Grand Rapids, Michigan: Baker Bookhouse.
- Barasa, L. (2001, June 3) Ten students arrested over school fire. Daily Nation, p. 2
- Beam, P. (1974). The social Control of drugs. London: Martin Robertson.
- Bejerot, N. (1970). Addiction and Society. Springfield, Illinois: Charles C. Thomas.
- Bentel, D.J. & Cornacchin, H.J. (1973). Drugs in the Classroom: A Conceptual Model for School Programmes. New York: Mcgran Publishers.
- Blandford, S. (1998). Managing Discipline in Schools. London: Routledge.
- Blum, R.H., (1969). Society and Drugs. San Francisco: Jossy Bass.
- Bonker, L. & Zastron, C. (1984). Social Problems: issues and solutions. Chicago: Nelson Hall.
- Borg, W.R. & Gall, D.M. (1989). Education Research (5<sup>th</sup> Ed.) New York: Longman.

- Bosire, J. (1998, October 5). Sisters love to combat bullying. Daily Nation. p. 23
- Bourne, P.G.(1976). Acute Drug Abuse Emergencies: A treatment Manual: New York: Academic Press.
- Breckon, W.(1978). Your Everyday Drugs. London: Routledge.
- Breisch, F.D & Busby, D.(1970). Facing Today's Problems: Illinois: Scripture press pub.
- Brooksbank, K. & Anderson, K. (1989). Educational Administration. London: Longman Group.
- Brown, S.(1999). Understanding Youth Crime. Philadelphia: Open University Press.
- Campbell, R., Corbally, J.& Nystrand, R.(1983). Introduction to Educational Administration. Boston. Allyn and Bacon.
- Canada Commission of Inquiry into the Non- Medical use of Drugs and Treatment (1970). A report delivered in Ottawa Queens, Printer, July 17.
- Chaldton, T. & Kenneth, D.(1993). Managing Behaviour in Schools. New York: Routledge.
- Chandran, E. (1998). Nairobi Youth Survey. Nairobi: Daystar University.
- Charles, C.M. (1988). Introduction to Educational Research. New York: Longman
- Chayet, N. L. (1969). Legal Aspects of Drug Abuse. Springfield, Illinois: Charles C.Thomas.
- Chege, K. (2002, March issue). Commonly abused drugs and their effects. Today in Africa, p. 12.
- Chevy, C.(1969). Resource Book for Drug Abuse Education. Washington D.C: U.S. Government Press.
- Chirchir, A.K.(1999). Challenges likely to be faced by headteachers in the next decade and beyond (Lecture presented during Kenya District Secondary Schools Headteachers Association (KDSSHA) workshop at Midwest Hotel, Oct, 5<sup>th</sup> .
- Claridge, G.S.(1970). Drugs and Human Behaviour. New York: Praeger Publications.
- Clifford, W.(1974). An introduction to African Criminology. Nairobi: Oxford University Press.



- Cockett, R.C. (1971). Drug abuse and personality in young offenders. London: Butterworths.
- Cohen, L. & Manion, L. (1980). Research Methods in Education: London: CrooHelm.
- Cohen, S. (1976). The Drug Dilemma. New York: McGrawth Hills.
- Comber, L.C. & Whiffield, R.C. (1978). Action on Indiscipline. London: CrooHelm.
- Commonwealth Secretariat (1993). Better Schools: Resource Materials for School Heads Modules 1-7. Nairobi: Kenya Literature Bureau.
- Dennison, W.F. (1987). Challenges in Educational Management. London: CrooHelm.
- Docking, J.W. (1980). Control and Discipline in Schools. London: Harper and Row.
- Dutta, S.N. & Pradhan, S.N. (1992). Drug Abuse: Clinical and Basic Aspects. Illinois: Mosby.
- Dunnel, J.A. & Ball, J.C. (1996). Narcotic Addiction. New York: Harper and Row.
- Evetts, J. (1994). Becoming a secondary Headteacher. London: Redwood Books.
- Fafunwa, A.B. (1971). Roots of indiscipline in school and society. Nigeria; Lagos Kaduna Publications.
- Fisher, R. A. and Yates, F. (1978). Statistical Tables for Biological, Agriculture and Medical Research. London: Longman Group Ltd.
- Fortson, R. (1988). The Law on the Misuse of Drugs. London: Sweet & Maxwell.
- Fugua, P. Q. (1978). Drug Abuse: An investigation and control. New York: MacGraw Hills.
- Gannon, F. (1971). Drugs: What they are, how they look, what they do. New York: Third Press.
- Geller, A. and Maxwell, D. (1969). The Drug Beat. New York: McGraw Hill Book Company.
- Gitonga, P.K. (1999). A study of Secondary School Headteachers Attitudes towards Guidance and Counselling Programme. Nairobi: University of Nairobi: Unpublished Master of Education Thesis.

- Glatt, M.M. (1977). Drug Dependence: Current problems and issues. Lancaster: MTP Printing.
- Glatter, R. (1988). Understanding School Management. Milton Keynes: Open University Press.
- Golberg, L. and Hoffmeister, F. (1972). Bayer. Symposium, 4<sup>th</sup> Grosse Ledder: Psychic Dependence: Assessment in Animal and man. Berlin: Springer. Oct.27.
- Good, E. (1970). The Marijuana smoker. New York: Basic Books.
- Graham, J. (1988). Schools Disruptive Behaviour and Delinquency: A review of Research. London: Routledge.
- Gray, P. (1994). Challenging Behaviour in schools. London: Routledge.
- Griffith, E. and Malcolm, L. (1990). The Nature of Drug Dependence. New York Oxford University Press.
- Griffin, G.W. (1996). School Mastery: Straight talk about boarding school management (2<sup>nd</sup> Ed.) Nairobi: Lectern Pub. Ltd.
- Hafen, B.R. (1978). Medicine and Drugs: Problems of risks: use and abuse of drugs (2<sup>nd</sup> Ed.) Philadelphia: Lee and Febiger publishers.
- Hargreaves, D.H. (1982). The Challenge of Comprehensive School. New York: Routledge & Kegan Paul.
- Hofmann, B.K. (1972). United States Bureau of Narcotics and Dangerous Drugs: Drugs of abuse. Washington D.C.: United States of America Government Press.
- Hotmann, F.G. (1983). A handbook on drug and alcohol abuse (2<sup>nd</sup> Ed). New York: Oxford University Press.
- Houser, N.W. & Richmond, J.B. (1969). Drugs: Facts on their use and Abuse. New York: Lothrop, lee and Shepard.
- Hughes, P.M. (1985). Guidance and Counselling in Schools. New York: Longman
- Isaac, S. (1979). Handbook in Research Evaluation. New York: Longman.
- Johnstone, T. (2000). Drug abuse: Adolescent drug Abuse in Kenya. Nairobi: Pathfinder International.

- Jones, J.J., Salisbury, C.J., and Spencer, R.L.(1989). Secondary School Administration. New York: McGraw-Hill Company.
- Jones, N. (1989). School Management and Pupil Behaviour (2<sup>nd</sup> Ed). London: Falmer Press.
- Juma, G.M. & Ngugi N. (1999). Discipline and Indiscipline in Schools: (Lecturers delivered at Aga Khan Centre, 22<sup>nd</sup> June) Mombasa: Kenya Secondary Schools Heads Association.
- Julian, J. (1980). Social Problems: Englewood Cliffs, New Jersey: Prentice-Hall.
- Kago, G.K. (2002, January 24). Ten Tips to help Teenagers stay Drug-free. Education and Training Magazine. p.25
- Kaguthi, J. (2002, July 14). New drug concoctions spell doom. Daily Nation. p. 15.
- Kalai, J.M. (1998). Kenya Education Staff Institute (KESI) In-Service Programmes as perceived by secondary school Headteachers: A study of Kitui District.M.ED Thesis- pp.140-141
- Kamau, G. (2002, June 3) It's time to eliminate violence in schools. Daily Nation, p 21
- Kamau, K. (2001, March 23). Deschooled for closing with someone. East African Standard, p. iv.
- Kamotho, K. (2000, July 13). Heads say no to Musyoka. East African Standard. p. 30.
- Karechio, B. (1994). Drug Abuse in Kenya. Nairobi: Uzima Press.
- Kariuki, C.W. (1998). Teachers perceptives of the leadership behaviour of women headteachers of secondary schools in Kiambu District. M.Ed Thesis: Nairobi: University of Nairobi
- Kemp, R. & Nathan, M. (1998). Middle Management in Schools. England: Black Well.
- Kerlinger, F.N. (1979). Foundation of Behavioural Research. New York: Falmer Press.
- Kiarie, J. (2000, July 17). Learners denied chance to engage in out-of-class activities. Daily Nation. p. 22.

- Kigotho, W K. (1980). Evaluation of the extent, effects, reasons, ways and means of trying to control drug misuse in Kenya: Master of Arts Thesis University of Nairobi. Nairobi: Uzima press.
- Kimani, J. (2000, December 30). The missing link in School management. East African Standard, p. 14.
- Kimani, P. (2002, March 4). Parents have a key role to play in enforcing discipline in schools. Daily Nation, p. 23.
- Kimemia, M. (2000, July 17). Risk of dropping the rod of drug abuse Daily Nation, p. 17.
- Kinyanjui, G (2002, March issue). Arresting schools unrest. Today in Africa, p 22
- Kirkwood, B. (1988). Essentials of Medical Statistics. Oxford Black Well Scientific Publications.
- Kotari, C R. (1985). Research methodology: Methods and Techniques. New Dehli: New Dehli Publications
- Kounin, J. (1970). Discipline and Group Management in schools. New York: Holt, Rinehart and Winston, Inc.
- Kozikowski, A. P. (1993). Drug design for neuroscience. New York: Raven Press.
- Krejcie, R. & Morgan, D. (1970). Determining Sample Size for Research Activities: Educational and Psychological Measurement. pp 30 -33.
- Kwama, K. (2002, August 1). Yes to sport, No to drugs. East African Standard, p 1
- Lehmann, J.L. & Mehrens, A. W (1971) Education Research: Rendering in Focus. Hult: Reinhart and Winston Inc
- Light, D. & Keller, S. (1985). Sociology (4<sup>th</sup> Ed). New York: Alfred A Knopf publishers.
- Lodiaga, J. (1995). Challenges facing headteachers this decade and beyond (Keynote address at Fairview Hotel, July 12) Busia Kenya Secondary Schools Heads Association.
- Lord, R. (1984) Controlled Drug Law and Practise. London: Butter Worths.
- Lyoyd, B J., (1978). Drug use among American High School Students Rockrille: Macmillan.
- Makala, D. (2001, December 28). Cases of Examination Cheating Daily Nation, p.2.

- Makinde, O. (1984). Fundamentals of Guidance and Counselling. Hongkong: Macmillan Education Ltd.
- Maritim, E. (2001). Strengthening Academic Performance. (A Keynote address delivered to Kericho, Buret, and Bomet District secondary schools headteachers during a general conference held at MidWest Hotel, May 10): Njoro: Egerton University.
- Martin, W.A. & Cowan A. (1990). Testing and Evaluating of Drugs Abuse. London: Wiley-Liss Publishers.
- Mbugua, J.M. (1998). A study of motivational needs and job satisfaction on secondary school business studies teachers in Nairobi Province. M.Ed Thesis: University of Nairobi. Nairobi: University Press.
- McCaghy, C.H. (1976). Deviant Behaviour: Crime Conflict and Interest groups. New York: Macmillan.
- McGrath, J.H. & Scarpitti, F. R. (1970). Youth and Drugs: Perspective on a social problem. Illinois: Scott, Foresman.
- Merton, K. & Nisbet, R. (1971). Contemporary Social Problems. (3<sup>rd</sup> ed). New York: Harcourt Brace Jo vanovich.
- Midigo, A. (2002, March Issue). Why young people are hooked into drugs. Today in Africa, p. 5-14.
- Ministry of Education, Science and Technology (2001). Report of the Task Force on Student Discipline and Unrest in Secondary Schools. Nairobi: The Jomo Kenyatta Foundation.
- Mlama, P. (2001). The Education of Girls and Women in Africa (Vol.9 No 1 p.6). Nairobi Fawe News. p 4-5.
- Mohammed, M.A. (2002, August 1). What narcotics do to abusers and society. East African Standard, p. 11
- Moser, J. (1974). Problems and Programmes related to alcohol and drug dependence in 33 countries. Geneva World Health Organisation: Geneva: July 27.
- Moss, G. (1995). Making assertions about discipline: managing schools today. London: Routledge.
- Mogambi, H. (2002, March 4). Profession wrongly Criticised. Daily Nation, p. 19.

- Muchiri, M.K. (2002, May 27). High costs taking toll on education for all target. Daily Nation, p. 19.
- Muga, W. (2001, August 6). Counselling, a duty for all teachers. Daily Nation p. 19.
- Mugenda, O.M & Mugenda, A.G. (1999). Research Methods. Nairobi: Acts Press.
- Mulusa, T. (1990). Evaluation Research for Beginner: A practical study Guide: Bonn: Federal Education, Science and documentation Centre.
- Munyao, A.K. (2002, September 7). Tobacco is a poisonous drug. Kenya Times, p.7
- Musa, P. (2002, December 30). Missing link in school management. East African Standard, p. 14.
- Mutuma, M. (2002, March issue). Almost mad from smoking bhang. Today in Africa, p. 8.
- Munavu, R.M. (2001). School Discipline in Education Management of Crossroads. (Paper delivered to K.S.S.H.A Annual Conference at Moi University), Eldoret. June 18-22.
- Mutua, R.W. (1975). Development of Education in Kenya. Nairobi: E.A. Literature Bureau.
- Musa, P. (1991, July 21). St. Kizito tragedy. East African Standard, p.8.
- Muyabo, M.W.W. (1996). Drug Abuse. Nairobi: Uzima Press.
- Mwagira, L. (2001, August 13). Parents support vital for Discipline. Daily Nation, p.17.
- Mwagira, L. (2002, June 3). Vital tips to curb unrest in schools. Daily Nation, p.22.
- Mwaniki, M. (1995, September 10). School strikes and poor performance. Daily Nation, p.17.
- Mwaniki, M. (2001, August 13). School probe team begins work today. Daily Nation, p.20.
- Mwaniki, M. (2002, March 4). Profession wrongly criticised. Daily Nation, p.19.
- Mwaniki, M. (2002, August 1). Drug abuse soars in schools. Daily Nation, p. 48

- Mwiti, G. (1997). Young Lives at Risk. Nairobi, Acts Press
- Nation Reporter, (2001, August 13). Schools probe team begins work today. Daily Nation, p. 20.
- Nation Correspondent, (1999, May 20) Possible solutions to crisis. Daily Nation, p 8.
- National Council of Churches of Kenya (1992). Student Unrest in School and Colleges. Nairobi: Access Services
- Ndeke, J. (2002, March Issue). Guilty of peddling Drugs. Today in Africa, pp. 5-14
- Nduhi, D. (1998, March 14). Poverty to blame for boys high drop out in Mbeere. Daily Nation, p.5.
- Ngetich, C. (1999). Addressing Social Issue in school and society (Lecture delivered during a re-engineering seminar on school management, MidWest Hotel, Kericho, 4-7 October). Litein: Kaplong Girls High School.
- Njamu, H.J.(2001). Reviving Discipline. Viewpoint 3-5 Nairobi: Edward Arnold Publishers.
- Nowlis, H.H.(1975). Drug demistified: Drug education. Paris: Unesco printing.
- Nyasimi, F.M. (2001, March 1). Guidance and Counselling seminar for secondary teacher counsellors. (Paper delivered to Buret and Kericho headteachers at Kericho Day Secondary School, Kericho, pp. 1-5).
- Odalo, B. (1998, March 16). School closed as students riot. Daily Nation p 8
- Odawo, O. (2001, December 12). Mediocrity penetrates the media in Kenya. Kenya Times, p. 12.
- Ochuodho, Z. (1998, April 18). Strikes not solution to crisis. Daily Nation p.5.
- Olembo, J.O.; Wangai, P.E.; Karagu, N.M. (1992). Management in Education. Nairobi: Education Research and Publications.
- Ombeo, M.R. (1998, p.15). Causes of deviant behaviour in secondary schools in Sameta Division. PGDE Programme. Njoro: Egerton University.
- Onyango, D. (2002, July 14). A case of good Laws not effected. Daily Nation, p. 15.

- Onyango, D. (2002, July 14). What hampers the war against the drug menace  
Sunday Nation, p. 14
- Osighembe, T.A.(1974). School discipline and Academic Standards Educational Journal 2(1) pp19-22
- Ostman, R.E.(1976). Communication Research and Drug Education. Beverly Hills: Sage publications.
- Otieno,L.O.(1991). Students Unrest in Kenyan Secondary Schools (Keynote address delivered at Ukweli Catholic Pastoral and Development Centre, 12 August) Nairobi: Christian Churches Educational Association.
- Otsinde, M.C.(1991). In search of Peace with God. Nairobi: Shirikon publishers.
- Pathmanathan, J., vankervisser, H. & Brownlie, D.(1991). Health System Research Training. Package 2. IDRC & World Health Organisation.
- Peters, J J. (1982). In Search of Excellence. New York: Harper and Row. Publishing Inc.
- Pirtle, W.G & Grant, J.J.(1976). Social Problems: As Human Concerns. San Francisco: Boyd and Fraser Publishing company.
- Plant, M A (1981). Drugs in perspective. London: Holder.
- Priest, R.(1997). Discipline Policy. Bristol: St. George's Community school.
- Pudo, M.W. (1998). Let's Talk about Drugs and Drug Abuse. Kisumu: Global Bookman Pub.
- Ray, O.S. (1972). Drugs, Society and Human Behaviour. St. Lonis: C.V. Mosby.
- Reid, K. (1989). Discipline. London: Falmer Press.
- Republic of Kenya (1976). Report of the National Committee on Educational Objective and Policies. Nairobi: Government Printers.
- Republic of Kenya (1986). Teachers Service Commission Code of Regulations for Teachers. Nairobi: Government Printers.
- Republic of Kenya (1988). Report of Presidential Working Party on Education and Manpower Training for the next Decade and Beyond. Nairobi: Government Printers.
- Republic of Kenya (1997). Master Plan on Education and training, 1997-2010. Nairobi: Government Printers.



- Republic of Kenya (1999). A Report of Inquiry into the Education System in Kenya. Nairobi: Government Printers.
- Richardson, J.B. & Houser, N.W (1969). Drugs Facts on their use and abuse. New York: Lee & Shepard.
- Richardson, J. (1979). Objectives to personal counselling. British Journal of Guidance and Counselling 7 (2) 112-114
- Rono, D.K. (2001). Effective Management Curriculum: (A paper presented during headteachers conference for Rift Valley Province at Kitale Technical College, May 24) Nairobi: Ministry of Education Science and Technology.
- Rono, K.A.P. (1995). Research and Evaluation Techniques: Nairobi: H. Nyongesa and company.
- Roscoe, J.J. (1969). Fundamental Research Statistics for Behavioural Science. New York: Holt, Rinehart and Whiston Inc.
- Scarpitti, F.R. (1974). Social Problems: Misuse of Drugs. New York: Holt, Rinehart and Winston, Inc.
- Sessional paper No. 5 (1978). Educational Objectives and Policies. Nairobi: Kenya Literature Bureau.
- Sessional Paper No.6 (1988). Education Management and Manpower Training for the Next Decade and Beyond. Nairobi Jomo Kenyatta Foundation.
- Shertzar, B. & Stone, S.C. (1981). Fundamentals of Counselling (4<sup>th</sup> Ed.). Boston: Houghton Mifflin Co.
- Shulman, (1974). A Guide to Drugs: Use, Abuse and Effects. London: Davis Polynter.
- Siringi, S. (1999, March 4). Police arrest suspect over dormitory arson. Daily Nation. p.18.
- Slyke, D.C.V. (1957). The Wail of a Drug Addict. Grand Rapids, Michigan: W.M. B. Eerdmans.
- Smith, A.M. (1990). All about drink and drug abuse. London: Macmillan
- Snedecor, G.W. & Cochran, W.G. (1967). Statistical Methods (6<sup>th</sup> Ed.). Iowa: Iowa State University Press.

- Some, D. (2001). Challenger of Educational Management in a dynamic society. (Keynote address delivered at Kitale Technical Training Institute, May 25). pp. 1-5.
- Sosio, S. (2002, August 28). All hard drugs are dangerous to life. Kenya Times, p.7
- Stefflie, B. (Ed). (1965). Theories of Counselling. New York: Mc GrawHill.
- Tattum, D. (1989). Alternative approaches to disruptive behaviour. In Jones, N. (1989) School Management and Pupil behaviour. London: Falmer Press.
- Taylor, P. (1984). The Smoke Ring: Tobacco, money and multinational politics. London: Sphere Books Ltd.
- The Editor, (2002). The Nairobi School peer counsellors. School Magazine, pp 40-41.
- Thuku, W. (1998, October 5). Students counselling initiative takes root. Daily Nation, p.23.
- Thuku, W. (2000, July 17). A chronology of recent violence in learning insitutions. Daily Nation p.17)
- Thuku, W. (2002, April 29). The Standard of academics are declining in Kisii due to class politics and drug abuse. Daily Nation, p.vii.
- Thuku, W. (2001, August 13). Teachers to train on imparting health knowledge. Daily Nation, p.17.
- Tourline, A. (1974). Academic System in American Society. New York: McGraw Hill
- U.N.I.C.E.F. (2000). Dakar Framework of Activities: The State of World's Children: World Education Forum (Dakar, Senegal, April 12)
- Wabala, D. (2000, June 21). Don't blame teachers. East African Standard, p.31.
- Wabala, D. (2000, August 21). Drug abuse fanning spread of HIV/AIDS. East African Standard, p.II.
- Wangai, N.W. (2001). Maintaining Public Confidence in the Management of Education. (A paper presented to Kenya Secondary School Headteachers at Moi University, Eldoret, June 21). Nairobi: Ministry of Education Science and Technology.

- Waihenya, K. (2000, July 17). New bid to curb strikes in schools. Daily Nation. p.17.
- Warters, J. (1964). Techniques of Counselling. New York: McGrawHill
- Weaver, W. (1973). U.S. Drug Study: Stresses treatment, Not penalties. New York: Times. March 23
- Westman, W.C. (1970). The Drug Epidemic: What it means and How to combat it. New York: Dial Publishers.
- Weinswig, M.H. (1973). Use and Misuse of Drugs: subject to Abuse. New York: Pegasus
- Weisman, T. (1972). Drug Abuse and Drug Counselling. Cleveland: Western University
- Welch, E. and Wild, J. (1988). God's People: A Secondary Christian Religious Education (CRE) Course. Nairobi: Oxford University Press
- Whitney, E. D. (1970). World dialogue on Alcohol and Drug Dependence. Boston: Beacon.
- Winnich, C. (1974). The Sociological Aspects of drug dependence. Cleveland: CRC press.
- Witterborn, J R. (1970). Drugs and Youth: Proceedings of the Rutgers Symposium on Drug Abuse. Illinois: Springfield Publications.
- Yambo, M. and Acuda, S W. (1983). Epidemology of drug use and abuse: Final report of pilot study of Nairobi City and Kyaume Division: Kenya. Nairobi: University of Nairobi.
- Yonda K. (1974). The King's College Strike. (Lagos. July 20). Nigeria: City Publishers.
- Youcha, G (1989). Drugs, Alcohol, and our children: How to keep your family substance free. New York: Crown Pub.

**APPENDIX A**  
**HEADTEACHER'S QUESTIONNAIRE**

This questionnaire is designed to gather general information about yourself and your school for use in the research study of drug abuse and its influence on students' learning behaviour in secondary schools in Kericho District. Confidentiality will be maintained in dealing with your responses. Please indicate the correct option as honestly and correctly as possible by putting a tick (✓) on any of the provided options. For the item that requires your opinion, please fill in the blank spaces provided (-----). You are kindly requested to attempt all the items.

**PART A (Background)**

1. Indicate your gender
  - a) Male (     )
  - b) Female (     )
  
2. Indicate your age in years \_\_\_\_\_
  
3. Indicate your highest academic qualifications.
  - a) KCE/EACE/KCSE with SI
  - b) KACE with Diploma
  - c) B.A with PGDE
  - d) B.Sc with PGDE
  - e) B. Ed
  - f) M. Ed
  - g) M.Sc
  - h) M.A
  - i) Other, please specify \_\_\_\_\_

4. Indicate your administrative experience in years \_\_\_\_\_
- a) 1-5 ( )
- b) 6-10 ( )
- c) 11-15 ( )
- d) 15-20 ( )
- e) 21-25 ( )
- f) Over 25 year ( )
5. What type of school do you lead?
- a) Boys' Boarding ( )
- b) Girls' Boarding ( )
- c) Mixed Boarding ( )
- d) Mixed Day ( )
- e) Any other, specify \_\_\_\_\_
6. Size of your school as per students enrolment
- a) 40-100 ( )
- b) 101-160 ( )
- c) 161- 320 ( )
- d) 320-800 ( )

### PART B (HEADTEACHERS)

7. Have you ever detected any deviant behaviour in your school that might have been caused by drug abuse?
- Yes ( )
- No ( )
8. Give examples of commonly used drugs that you have arrested in your school?
- a) Madrax ( )
- b) Cocaine ( )
- c) Miraa chewing ( )
- d) Tobacco/ Cigarette smoking ( )

- e) Bhang/ Marijuana smoking (     )
- f) Kuber (     )
- g) Opium (     )
- h) Alcohol (     )
9. What are some of the serious cases referred to your office?
- a) Absenteeism (     )
- b) Truancy (sneaking) (     )
- c) Rudeness (     )
- d) Laxity (     )
- e) Stealing (     )
- f) Fighting (     )
10. What did you discover as causes of these reported cases?
- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_
11. What have you learnt from experience as the major causes of drug abuse?
- a) Bad company of students (     )
- b) Pressure of work (     )
- c) Frustration (     )
- d) Curiosity (     )
- e) Availability of drugs (     )
12. What control measures have you taken to avert drug abuse in your school?
- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_
13. Which one of the following is active in your school?
- a) Guidance and Counselling (     )
- b) Peer mediation groups (     )
- c) Career guidance (     )

e) Any other, specify \_\_\_\_\_

14. Place where your school is located

a) Urban ( )

b) Rural ( )

15. Is there teaching staff or non – teaching staff who is a drug abuser in your school?

Yes ( ) No ( )

16. If number 15 is “yes”, state any legal action that has been taken against him or her.

17. What type of punishment do you normally administer to students who are found abusing drugs?

a) warn in writing ( ) d) Suspend from attending classes ( )

b) warn verbally ( ) e) Expel or exclude from others ( )

c) given manual work ( ) f) Refer to teacher-counsellor ( )

### PART C (HEADTEACHER)

For each of the following statements, tick (✓) one alternative which describes your opinion or feeling more closely – KEY: SA – Strongly Agree, A – Agree, UD – Undecided, SD – Strongly Disagree, D- Disagree

Statement	Response				
	SA	A	UD	D	SD
18. Strikes, riots, and other forms of indiscipline are mainly caused by drug abuse					
19. There are illegal drug vendors or peddlers in and around secondary schools.					
20. Some teachers and support staff can be agents of this bad act.					
21. Provincial administrators and police are doing a good job in preventing drug abuse.					
22. Parents, to some extent, are doing their part right.					
23. Seminar on how to detect drug abusers is necessary.					

**APPENDIX B**  
**HEADTEACHERS INTERVIEW SCHEDULE**

1. What do you think are some of the easy methods of detecting drug abusers?

---

---

2. What are some of the factors that lead students to indulge in drug abuse?

---

---

3. Explain some of the behaviour reactions or display of character of students who are drug abusers.

---

---

4. What are some of the appropriate forms of punishment which can be administered to drug abusers?

---

---

5. What are some of the rehabilitation methods normally used to assist drug abusers to get out of the habit?

---

---

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

---

---

7. What are some of the preventive measures taken against drug abusers in your school?

---

---

---

---



**APPENDIX C**  
**TEACHERS' QUESTIONNAIRE**

This questionnaire is designed to gather general information about yourself and your school. This will be used to source facts about drug abuse and its influence on students' learning behaviour in secondary school in Kericho District.

You are assured that your responses will certainly be treated confidentially. It is not necessary that you indicate neither your name nor the name of your school. Please indicate the correct option by putting a tick (✓) and fill in the blank spaces where necessary.

**PART A (Background)**

1. Indicate your sex  
a) Male (     )     b) Female (     )
2. Indicate your age in years \_\_\_\_\_
3. Indicate your highest academic qualifications
  - a) KCE/EACE/KCSE with SI
  - b) KACE with Diploma
  - c) B.A with PGDE
  - d) B.Sc with PGDE
  - e) B. Ed
  - f) M. Ed
  - g) M.Sc
  - h) M.A
  - i) Other, specify \_\_\_\_\_
4. What is your School category
  - a) Mixed Day
  - b) Mixed Boarding
  - c) Boys Boarding
  - d) Girls Boarding
  - e) Any other, specify \_\_\_\_\_

5. How many streams does each class in your school has?

- |          |        |              |        |
|----------|--------|--------------|--------|
| a) One   | (    ) | b) Two       | (    ) |
| c) Three | (    ) | d) Four      | (    ) |
| e) Five  | (    ) | f) Over five | (    ) |

6. Where is your school located?

- |                |        |                |        |
|----------------|--------|----------------|--------|
| a). urban area | (    ) | b). rural area | (    ) |
|----------------|--------|----------------|--------|

### PART B (TEACHERS)

7. Do you have Disciplinary committee in your school?

- |     |        |    |        |
|-----|--------|----|--------|
| Yes | (    ) | No | (    ) |
|-----|--------|----|--------|

8. Do you have Guidance and Counselling Department in your school?

- |     |        |    |        |
|-----|--------|----|--------|
| Yes | (    ) | No | (    ) |
|-----|--------|----|--------|

9. Do you have Peer Mediation Groups in your school?

- |     |        |    |        |
|-----|--------|----|--------|
| Yes | (    ) | No | (    ) |
|-----|--------|----|--------|

10. If numbers 7,8 and 9 are "yes", are they operational with actively committed teachers?

- |     |        |    |        |
|-----|--------|----|--------|
| Yes | (    ) | No | (    ) |
|-----|--------|----|--------|

11. Have you ever encountered any gross misconduct among students in your school?

- |     |        |    |        |
|-----|--------|----|--------|
| Yes | (    ) | No | (    ) |
|-----|--------|----|--------|

12. What were recorded as causes of such misbehaviour?

- a) \_\_\_\_\_
- b) \_\_\_\_\_

13. Which of the following do you presume as an influence of learning behavior in your school?

- a) Tobacco/Cigarette smoking (     )
- b) Bhang smoking (     )
- c) Miraa chewing (     )
- d) Alcohol (*changaa, busaa*) (     )
- f) Marijuana (     )
- g) Kuber (     )
- h) Any other, specify  
\_\_\_\_\_

14. List a few ways in which students get access to these drugs

- a) through drug peddlers. (     )
- b) through friends (     )
- c) through parents (     )
- d) through school workers (     )
- e) from nearest kiosks (     )
- f) from bushes/forests around the school. (     )

15. What steps have been taken to reduce the availability of illegal drugs in your school?

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_

16. Identify factors which may make students in your school to engage in drug abuse.

- a. Excess pocket money (     )
- b. Availability of drugs (     )
- c. Curiosity (     )
- d. Peer influence (     )

17. How often do you receive resource persons who visit to give awareness teaching seminar on the dangers of drug abuse?

- a. 1-2 persons ( )      b. 3-4 persons ( )  
 c. 5-6 persons ( )      d. None ( )

### PART C – TEACHERS

KEY: SA – Strongly Agree, A- Agree, UD – Undecided, D- Disagree, SD- Strongly Disagree (tick the appropriate)

	Statement	Response				
		SA	A	UD	D	SD
18.	Idleness, family breakdowns, peer influence, poor performance in academics are causes of drug abuse					
19.	Teachers, parents, chiefs, police should work together to stop drug venders and peddlers					
20.	Bad company spoils good morals					
21.	Cigarette or bhong smoking is seen by students as a trendy habit that leads them to sophistication.					
22.	Parents, teachers and other adults, should act as role models					
23.	Parents and teachers should immediately intervene if they suspect that their youth are abusing drugs.					
24.	Any person who has been hooked into dangerous drugs should seek help from professional teacher counsellors, pastor or psychiatrist					
25.	Teachers and counsellors should be given training on how to detect or assess drug abusers among students					

**APPENDIX D**  
**STUDENT'S QUESTIONNAIRE**

The researcher wishes to carry out an investigation on drug abuse and its influence to students' learning behaviour in secondary schools in Kericho District. Students are requested to fill this questionnaire with full honesty and accuracy. You are assured that your answers or responses will be kept confidential. Please tick (✓) or fill any provided space with your suitable answer or alternative or feeling.

**PART A (Background)**

1. Indicate your sex \_\_\_\_\_
2. Indicate your age \_\_\_\_\_
3. What is the name of your school \_\_\_\_\_
4. What type of school do you attend? \_\_\_\_\_
  - a) Boys' Boarding ( )      b) Girls Boarding ( )
  - c) Mixed Day ( )
  - d) Mixed Boarding ( )
5. Indicate your Form/Class \_\_\_\_\_
6. Indicate your responsibility in your school
  - a. Class monitor ( )
  - b. Peer Counsellor ( )
  - c. Captain ( )
  - d. Headboy ( )
  - e. Headgirl ( )
  - f. Any other, specify \_\_\_\_\_
7. Where is your home located?
  - a) Urban area ( )      b) Rural area ( )
8. What is the occupation (work) of your parent or guardian?
  - a. Farmer ( )
  - b. Preacher ( )

- c. Business person ( )
- d. Employed ( )
- e. Any other, specify \_\_\_\_\_

9. Indicate your family type.

- a. Nuclear. ( )
- b. Extended ( )
- c. Polygamous ( )
- d. Single parent ( )

10. How many brothers and sisters do you have? 1. Brothers \_\_\_\_\_

2. Sisters \_\_\_\_\_

#### PART B (STUDENTS)

11. Are you aware of drug abuse?

- a) Yes ( )      b) No ( )

12. Have you seen any student smoking? a) Yes ( )      b) No ( )

13. If 'yes', please identify some of the drugs you have come across.

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_

14. What leads students to abuse drugs?

- a. Lack of parenting ( )
- b. boredom ( )
- c. broken families ( )
- d. too much work ( )
- e. frustration ( )

15. Which ones of the following behaviours are caused particularly by drug abuse?

Tick where appropriate

Case	Common	Rare	None
Trauncy/sneaking			
Absenteeism			
Late coming			
Theft			
Laxity			
Cheating			
Bullying			
Fighting			
Strikes/riots			
Promiscuity			
Slow response to bells			
Rudeness to teachers			
No uniform			
Uncombed hair			
Noise making			

16. What has been done to a student found in possession of drugs in your school?

- a) Suspension, manual work, counselling (     )
- b) Suspension, corporal punishment, counselling (     )
- c) Suspension, exclusion, counselling (     )
- d) Exclusion, expulsion, transfer (     )

17 How do teachers detect drug abusers in your school?

- a. Random search
- b. Using prefects
- c. Using other students

18. Which of the following has been sold to your schoolmates?

- a) Cigarette smoking ( )
  - b) Bhang (*Cannabis sativa*) ( )
  - c) Miraa ( )
  - d) Alcohol ( )
  - a) Any other, specify
- 

19. What lead students to take these drugs?

---

---

20. Name a few effects of drug abuse

- a. Fighting ( )
- b. Drowsiness ( )
- c. Shouting anyhow ( )
- d. Increased heart beats ( )

21. What are some of the possible causes of drug abuse?

- a. Pocket money ( )
- b. Curiosity ( )
- c. Friends ( )
- d. Frustrations ( )

22. Identify ways of preventing drug abuse among students.

- a. Educating students on dangers of drug abuse ( )
- b. Punishing students found abusing drugs ( )
- c. Providing guidance and counselling ( )
- d. Encouraging peer counselling ( )
- e. Suggest any other method \_\_\_\_\_



23. List according to strength of merit some of the physical symptoms or sight effects of a drug abuse

- a) Sleeping in class (     )
- b) Rowdy (     )
- c) Frequent headache (     )
- d) Red eyes (     )
- e) Other \_\_\_\_\_

### PART C (STUDENT)

KEY: Tick your correct answer

SA – Strongly Agree, A- Agree, UN – Uncertain, SD- Strongly Disagree, D- Disagree

#### Statement

#### Response

	SA	A	UN	SD	D
24. Drugs are good for health					
25. Illegal Drugs are bad for health					
26. Drugs are sold in our school					
27. Workers bring illegal drugs to schools					
28. Teachers do not know how to detect drug abuser					
29. Parents allow their children to take illegal drugs					
30. Drug traffickers should be arrested and students should refrain from taking drugs.					

## MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

Telegrams: "EDUCATION", Nairobi

Telephone: Nairobi 33411

When replying please quote

Ref. No. MOEST 13/001/32C 171/2  
and dateJOGOO HOUSE "B"  
HARAMBEE AVENUE  
P.O. Box 30040  
NAIROBI

29th August

....., 20...02

Daniel Kipkrui Ng'eno  
Nairobi University  
P.O. BOX 30197  
NAIROBI

Dear Sir

RE: RESEARCH AUTHORISATION

Please refer to your application for authority to conduct research on 'Drug Abuse and its influence on students learning Behaviour'. A study of Secondary Schools in Kericho District, I am pleased to inform you that you have been authorised to conduct research in Kericho District for a period ending 30th October, 2002.

You are advised to report to the District Commissioner and the District Education Officer, Kericho District before embarking on your research project.

You are further expected to deposit two copies of your research report to this Office upon completion of your study.

Your faithfully

  
A. G. KAARIA  
FOR: PERMANENT SECRETARY/EDUCATION

CC  
The District Commissioner  
KERICHOThe District Education Officer  
KERICHO