

**EFFECTS OF DRUG ABUSE ON STUDENTS' DISCIPLINE IN PUBLIC
SECONDARY SCHOOLS IN MBEERE SOUTH DISTRICT, KENYA //**

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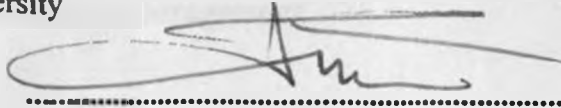
**A Research Project Submitted in Partial Fulfillment of the Requirement for
the Award of the Degree of Master of Education in Educational
Administration**

University of Nairobi

2011

DECLARATION

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



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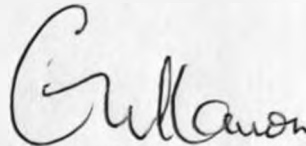
This research project has been submitted for examination with our approval as University Supervisors



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DEDICATION

This work is a special dedication to my spouse, Nancy Mutero, for her unfailing support and encouragement.

ACKNOWLEDGMENT

I wish to first of all thank the Almighty God for his grace and protection throughout the course.

I wish to sincerely appreciate the tireless effort of my supervisors: Dr. Ursulla Okoth and Mr. Edward Kanori. They provided invaluable advice and encouragement. My sons Lee, Moses and Joshua for moral support as I sat for long hours in my study.

Last but not least our school secretary, Mrs. Muchiri for typesetting the document.

To all of you I say thank you and God bless you.

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LIST OF ABBREVIATIONS AND ACRONYMS

BED	Bachelor of Education
KCSE	Kenya Certificate of Secondary Education
MED	Master of Education
MoE	Ministry of Education
NACADA	National Agency for Campaign Against Drug Abuse
PhD	Doctor of Philosophy
SPSS	Statistical Package for Social Sciences
WHO	World Health Organization

ABSTRACT

The purpose of the study was to establish the effects of drug abuse on student discipline in public secondary schools in Mbeere South district, and to analyze the strategies used to address the problem. The ultimate aim was to propose a programme for prevention and intervention. Research question one aimed to identify the factors contributing to drug abuse among students; Research question two aimed to establish the influence of drug abuse on secondary school students on strikes and boycotts. Research question three sought to examine the extent to which drug abuse among students in secondary schools contributes to bullying/harassment. Research question four sought to for the strategies to be used in secondary schools to address cases of indiscipline as a result of drug abuse. This study adopted the social interaction theory. Social interaction theory interprets aggressive behavior (or coercive actions) as social influence behavior, that is, an actor uses coercive actions to produce some change in the target's behavior.

The study was a descriptive survey, the target population consisted of all the public secondary schools in Mbeere South district. Random sampling to sample 9 head teachers, 16 teachers and 71 students in Mbeere South district. In view of this, the field survey method was adopted to collect quantitative data, using questionnaires. Instruments validity was determined during the pilot study while the reliability was determined using internal consistency. The three sets of questionnaires were considered reliable since they had a high coefficient value of

above 0.7. The researcher sought permit from the Ministry of Higher Education in the Department of National Council for Sciences and Technology before embarking on the field study. After obtaining the permit, the researcher took copies of the research permit to the DEO and DC Mbeere South District. The researcher then administered the questionnaires personally. Descriptive statistics was used in data analysis since the data was quantitative. The analysis of structured items was mainly done using the Statistical Package for Social Sciences (SPSS).

The key findings from the study were that majority of drug abusers are forms two and three students implying that majority of indiscipline cases as a result of drug abuse are experienced among forms two and three students and that the commonly abused drugs in the region are alcohol and khat. Both the school administrators and teachers face a number of challenges in an attempting to curb cases of indiscipline as a result drug abuse in schools.

Among other recommendations made, the study recommended that the government should provide enough teachers to schools so that the teaching load could be minimized hence enabling teachers who conduct counseling to find sufficient time to counsel students on issues of drugs and indiscipline.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

According to the World Drug Report (2005), the use of illicit drugs has increased throughout the world in recent years. The report further states that a major world trend is the increasing availability of many kinds of drugs to an ever widening socio-economic spectrum of consumers. The report argues that the main problem with drugs at global level continue to be opiates (notably heroine) followed by cocaine. For example, for most of Europe and Asia, opiates continued to be the main problem drugs, accounting for 62 percent of all treatment in 2003. Reports from a total of 95 countries indicated that drug seizures increased four-fold in 2003, and more than half of these were of cannabis.

A report released by the United Nations Drug Control programme (UNDCP) in 2004 estimated that 3.3 to 4.1 percent of the global population consumes drugs, but more worrisome is that according to the UNDCP executive director, those hooked are younger and younger every year. In Pakistan for example, it was reported that the share of those who started heroine use at 15 - 20 years has doubled to almost 24 percent of those surveyed. In China it was reported that drug use is going up while the age of new users is going down. A survey in the Czech Republic showed that 37 percent of new drug users were teenagers between 15

and 19 years old. Drug use - in particular heroin - is becoming a serious problem in Egypt, where around 6 percent of a sample of secondary school students admitted to having experimented with drugs. Cannabis accounted for 85 percent of use and opium for 10 percent, as reported by UNDCP.

Every country in the world, developed or developing, incur substantial costs as a result of damages caused by substance abuse (World Drug Report, 2005). The World Health Organization (WHO) estimates that 1.1 billion people, representing a third of the world population above the age of 15 years, use tobacco, principally in the form of the cigarettes. Of these smokers, 800 million, 700 million of them males, live in developing countries (WHO, 2004). While smoking rates have been declining in the developed world, they have increased in the developing countries by as much as 50 percent, especially in Asia and in the Pacific region, over the last decade. Addiction to tobacco is therefore a major problem in the developing countries. According to the same report, tobacco causes four million deaths annually, not including prenatal morbidity and mortality. This figure is projected to rise to 1.6 million by the year 2025, 70 percent of which will occur in the developing world if current trends continue (INCB, 2003).

Kenya is one of the developing countries in Africa that has lately been experiencing rapid increase in production, distribution and consumption of multiple drugs of dependence (Acuda and Yambo 1983; World Health Organization, 1995; Daily Nation, March 2, 2006). The world community has

demonstrated intense concern about the challenge of drug abuse. It is in the best interests of every nation, including Kenya, to take a firm stand in combating all aspects of drug abuse.

The issue of student discipline in secondary schools in Kenya is not just a fleeting concern of the last few months. The subject has long been debated and has featured repeatedly on school as well as national agendas both in Kenya and in other countries across the world. The Government of Kenya (GoK) is currently implementing several measures aimed at curbing the various cases of indiscipline in learning institutions particularly the use of guidance and counselling units in all secondary schools (MOEST, 2005). In spite of these efforts there have been several cases of student indiscipline reported in our daily newspapers while majority of the cases go unreported.

Studies show the effects of drugs on indiscipline for example Kindiki (2004) elaboratively quoted Onyango (2003) arguing that violence in schools in Kenya is common. There are many examples to qualify this statement. On the 13th July 1991 Saint Kizito Mixed Secondary School in Meru, Kenya boys went on rampage in the night raping and maiming female colleagues in a 1.00 am violent ordeal. 19 female students died and 71 received injuries (Kenya Times, 16 July, 1991 page1 Col. 7 p2 Col. 2 - 6). In May 1997, 57 students at Bombolulu Girls Secondary School perished in dormitory as a result of fire started by other

students. In 1999 four prefects were burnt in a dormitory in Nyeri High School (Onyango, 2003 in Kindiki, 2004).

In July 2001 Kyanguli Boys Secondary School in Machakos doused a dormitory with 20 litres petrol and set it ablaze in wee hours of the morning as boys slept. 67 students were burnt alive because students wanted to force school administration to close school earlier than was scheduled (East African Standard, Monday, April 2, 2001 in (Onyango, 2003 in Kindiki, 2004).

Students of Nairobi Ridgeways Academy were forced to sit in the cold after a fire razed their dormitory. The fire started at 3 am, after two groups of students engaged in an argument and could not settle their differences amicably (Mathenge, 2006). Students of Kithangaini Secondary School in Machakos locked the head teacher in the office and walked 25 Km to report their grievances to the Machakos District Commissioner's (DC's. The students complained of an alleged invasion of ghosts in their school and high handedness of the school principal who refused to listen to their grievances (Nzia, 2006).

A form four student from Upper Hill School in Nairobi went to court to contest his expulsion over alleged use of drugs and the court ruled that the student be re-admitted to the school unconditionally. The student had filed an application in court stating that both the board and the head teacher had failed to give him an opportunity to defend himself against the accusations. This was all despite the

student's own sworn affidavit of having 'misbehaved' after taking a soft drink laced with alcohol (Siele, 2007). Indiscipline cases are on the rise and this study will investigate the effects of drug abuse on discipline.

1.2 Statement of the problem

Drug abuse amongst the youth in Kenya has become a serious problem affecting all the people of the country. Addiction leads many people, young people prominent amongst them, into downward spiral of hopelessness that in some cases ends fatally. They range from glue-sniffing street children and teenage ecstasy users, to hardcore heroin and cocaine addicts (NACADA, 2005).

The issues of drugs and student discipline in secondary schools in Kenya are viewed by many as contemporary problems that may turn into a crisis if not checked. One significant issue of concern is that indiscipline and violence in schools does not discriminate; essentially transcending the boundaries of gender, class and race. The impact has vast implications for schools; teachers have less time to deliver teaching in order to effectively manage indiscipline cases, school property is destroyed and even lives are lost.

The problem of study focuses on Mbeere South district as an example of other districts in Kenya where cases of indiscipline have been noted as a result of drug abuse among students. While several research studies have been conducted on the

effects of drug abuse on students in Kenya, no study has been conducted in Mbeere South District on the effects of drug abuse on students' discipline.

1.3 Purpose of the study

The purpose of this study was to investigate the effects of drug abuse on students' discipline in secondary schools in Mbeere South District.

1.4 Objectives of the study

The specific objectives of the study were as follows.

- a) To identify the factors contributing to drug abuse among students.
- b) To establish the influence of drug abuse on secondary school students on strikes and boycotts.
- c) To examine the extent to which drug abuse among students in secondary schools contributes to bullying/harassment.
- d) To seek for the strategies to be used in secondary schools to address cases of indiscipline as a result of drug abuse.

1.5 Research questions

The study attempted to answer the following questions:

- a) What are the factors that contribute to drug abuse among secondary school students?

- b) What is the influence of drug abuse on students in secondary schools?
- c) To what extent does drug abuse among students in secondary schools contribute to bullying and harassment?
- d) What strategies should be used by secondary school head teachers to address indiscipline as a result of drug abuse in secondary schools?

1.6 Significance of the study

The proposed study may help the Ministry of Education (M.O.E.) to better understand the current situation and accordingly make changes to address the factors that contribute to drug abuse in secondary schools. The study may also help to make policy makers, administrators and teachers aware of the factors hindering the effectiveness of the approaches which attempt to curb drug abuse and, where possible, create opportunities to reduce the problem. The proposed programme would be useful in educating all Kenyans, youth and adults, on the risks of drug consumption.

1.7 Limitation of the study

The researcher was not in a position to control the attitudes of the respondents as they were responding to the research instruments, and this may have result to biasness. The respondents were free to respond to the research instruments. The information in the findings of the study could not be generalized to other areas.

1.8 Delimitations of the study

The study was only conducted in public secondary schools and therefore the findings generated should be with caution. Other schools such as private secondary schools did not take part in the study because they have different management orientation.

1.9 Assumptions of the study

The study was based on the following assumptions:

- 1) That secondary school students in Mbeere South District know dangers of abusing drugs.
- 2) That all respondents responded and gave accurate responses to the questionnaire items

1.10 Definition of significant terms.

Discipline refers to a mode of life in accordance with laid down rules of the society to which all members must conform, and the violation of which are questionable.

District refers an area represented by District Education Officer in terms of educational boundaries

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

Drug abuse refers to misuse of any psychotropic substances resulting in changes in bodily functions, thus affecting the individual in a negative way socially, cognitively or physically. Social effects may be reflected in an individual's enhanced tendency to engage in conflicts with friends, teachers, and school authorities.

Effect: a change or changed state occurring as a direct result of action by somebody or something else.

Performance refers to the students' or schools' academic level of achievement in KCSE examination.

1.11 Organization of the study

The study is organized in five chapters. Chapter one provides details about the background of the study, objectives of the study, research questions, limitations of the study, delimitations of the study, basic assumptions of the study, and definition of significant terms in the study and finally the organization of the study. Chapter Two presents literature review of publications on the extent and nature of drug abuse among students and the effects of drug abuse on students' discipline. Chapter Three describes the research methodology which include research design, target population, sample size and sampling procedure, research instruments, instruments validity, instruments reliability data collection procedures and data analysis techniques. Chapter four presents data analysis, interpretation and discussion. Finally chapter five deals with the summary of the study, research findings, conclusions recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter reviews literature on drug abuse among students generally and its effects on students discipline, both on global and regional level. Topics covered are: The use of recreational drugs among students; Socio-educational perspective on the causes of drug abuse amongst students; Nature and extent of drugs abused by students; Drug abuse and indiscipline among students; Finally, the theoretical and conceptual frameworks are discussed.

2.2 The use of recreational drugs among students

The incidence of substance use among students is high (Eneh & Stanley, 2004). Drug and substance abuse during adolescence is almost always a social experience and a learned behaviour (Swaid 1988). One of the important psychological phenomena observed during this period of adolescence is experimentation (Graham, Turk & Verhulst 1999). This behaviour has been found to lead to the trying out of new experiences such as drug and sex, sometimes with dire consequence for the adolescents.

One widely accepted definition of drugs states that drugs are compounds that, because of their chemical structure, change the functioning of biological systems (Levinthal, 1999). The biological systems include respiration, growth, excretion,

locomotion and reproduction. The effects may be beneficial as in the case when drugs commonly referred to as medicines (for example panadol, antibiotics, and cough mixture) are used as prescribed by the doctor. Some other drugs have been found to be capable of producing effects that are not beneficial but harmful (Oloyede, 1996). The term drug abuse, applies only to instances in which people take drugs purely to change their moods, and in which they experience impaired behaviour or social functioning as a result of doing so (Wallace & Fisher 1987).

Unfortunately, when people consume consciousness-altering drugs on a regular basis, they often develop dependence – they come to need the drug and cannot function without it. According to Odejide, Ohaeri, Adelekan and Ihuesan (1987), psychoactive drug use is a common problem among adolescents especially for the socially acceptable drugs like alcohol, hat and cigarettes. Having realized that majority of drug abuse start during the adolescence stage especially so for the ‘gateway’ drugs, alcohol, khat and cigarettes, the need to check this bad practice in the society is important.

2.3 Socio-educational perspective on the causes of drug abuse amongst students

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

However it is important to note that all drugs are dangerous and that the deliberate ingestion of drugs is harmful to the individual, the family, the community and society as whole. No consensus exists about the specific root causes of drug abuse and addiction for particular individuals. The reasons why people turn to narcotics are as varied as the types of people who abuse them. The factors associated with drug abuse are many and varied, and include individual predispositions, family characteristics and complex social and environmental determinants (Obot, 2005).

A number of authors and researchers have shown that there are many contributing factors to drug abuse among students. Rice (1981), states that in a school setting, drug abuse affects the children of the rich as well as those from poor families. Shoemaker (1984) argues that drug abuse is caused by a combination of environmental, biological, and psychological factors. The environmental factors; the most influential include the family, peer association, school environment and social class membership.

2.3.1 Peer Pressure and drug abuse

According to the United Nations (1992), drug users, like other people seek approval for their behaviour from their peers whom they attempt to convince to join them in their habit as a way of seeking acceptance. Whether peer pressure has a positive or negative impact depends on the quality of the peer group. Unfortunately, the same peer pressure that acts to keep a group within an accepted code of behaviour can also push a susceptible individual down the wrong path. A

study carried out by Kariuki (1988) in Nairobi secondary schools indicated that the majority of drug users had friends who used drugs.

Scholars such as Karugu and Olela (1993), Muthigani (1995) and Kamonjo (1997) who have conducted studies on the issue of drug use and abuse agree that there is a significant relationship between the subjects' drug using behaviour and the involvement of their friends in drugs. According to them, if an adolescent associates with other adolescents who use drugs, the risk of involvement with drugs is further increased. Another survey of youth in southern Nigeria, also found out that the source of drugs for drug using-students was friends in the same or neighbouring schools, and students who reported using drugs had more drug using than abstinent friends (Nevadomsky, 1982). Confirming this finding, Kiiru (2004) argues that peer pressure influences youth to use substances under the false impression that some drugs stimulate appetite for food, increase strength and give wisdom as well as courage to face life.

Although it is presumed that there are similarities in the prevalence of psychoactive substance use between young people in rural and urban areas, it is also generally assumed that, at least for some drugs, there are clear differences. For example, a Rapid Situation Analysis by Adelekan (1999) in Obot (2005) showed that the prevalence of cocaine and heroin use in rural youth populations was generally low. This is in large part due to difference in exposure. According to this study, young people in urban areas have more opportunity to try new drugs

and are exposed to more influences from peers and the media than rural youth. There is no conclusive evidence that for substances that are easily available in both rural and urban areas (e.g. cannabis and alcohol), there is any significant difference in the rate of use between young people in the different residential settings (Obot, 2005).

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

2.3.2 Family orientation

The concepts of family and self-identity are certainly closely related. According to Moore (1999), interactions within the family unit will play a major role in the adolescents' personality or self-concept formation. In addition, the exposure to

cultural norms through the family, as well as individual adaptations, lays the foundation for influential modeling and acceptance of social orientations. The family is often viewed as the basic source of strength, nurturing and supporting its members, as well as ensuring stability and generational continuity for the community and its culture (Kendel, 1973). From the traditional point of view, it is the duty of the family to protect and sustain both strong and weak members, helping them to deal with stress while nurturing its younger and more vulnerable members, the children.

Families can have a powerful influence on shaping the attitudes, values and behaviour of children. During socialization, parents and family members direct young people's conduct along desired channels, and enforce conformity to social norms. It is important to note that socialization is often not planned; children learn from watching and imitating what adults say and do. As they grow, they are likely to pick up both positive and negative habits from their parents. A report in the Sunday Nation (Gitahi and Mwangi in Sunday Nation April 8, 2007) indicated that the environment in which children grow up plays a great role in shaping their character. The claim is that children socialized in the bar culture by their parents during family entertainments will tend towards use of alcohol later in life. The report argues that this will impact negatively on the development of the children in the long term. It is difficult for parents to sensitize their children about the dangers of alcohol consumption when they spend long hours imbibing in the company of the very people whose character they are expected to mould.

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

Due to the diverse socialization agents such as the peer group, teachers, mass media, the Government and the Church and interaction with different people, individuals are acquiring values that go beyond those of their immediate localized culture. Since the family is less involved in socialization of the young, very little

is communicated to the young in the way of values and customs. As a result the traditional value system has been eroded leading to moral decadence. In school, children spend most of their time with the peer group. According to Blum (1972), peers have a high degree of influence only when parents have abdicated their traditional supervisory roles. Hence, active and involved parents may be able to limit the influence of peer groups on young people's attitudes towards drug use, and therefore have a crucial influence on children's behaviour.

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

2.3.4 The school environment

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

classroom teaching) and informal (e.g. peer group influence) processes of socialization. The school uses among other methods suspension, expulsion, official mention and rewards as modes of behaviour control (Datta 1987).

Due to rapid technological, social and economic changes, the child spends the major part of his/her most active hours in school. The implications for teachers are clear. They need to nurture the emotional and social needs of the children under their care, particularly when the family environment for certain children is lacking. The teacher thus has to take the role of parent and counselor, both in academic and social matters. The parents expect the teacher to guide the children on social norms and values in relation to society's expectations. This is based on the assumption that communication of knowledge, attitudes and skills will guide the child in the right direction. This is only possible if school discipline is maintained. The disruption of such discipline may lead to protests, demonstrations, strikes, riots and to some extent drug abuse (Datta 1987). It is important to realize that fostering responsible attitudes among students will bring about a greater sense of self-actualization and this can also be a check on drug abuse.

The school environment plays a part in deviant behavior including drug abuse. Kenkel (1980) argues that school activities are a focal point for adolescents' behavior. These activities include poor school performance and conflict between the school system and the values of lower class youth. Lower-class youth have

low performance expectations as compared to high and middle class youth. Shoemaker (1984) says that effects of low expectations on drug abuse cannot be ignored. Similarly, Karechio (1996) asserts that low performance in class may lead to misuse of drugs such as marijuana, which is believed to improve understanding and insight. This misconception is based on the belief that people who use or abuse substances will become bold, confident or courageous.

Availability and cost of drugs is associated with drug abuse. According to Kaguthi, the NACADA director in 2004, availability of illegal drugs such as heroin, cocaine and mandrax, together with availability of legal substances such as cigarettes and alcohol may lead to drug abuse. This encourages the use and the eventual abuse of substances by the youth. According to the report, the ready availability of most drugs appears to be the most important cause of the prevalence of substance use and abuse amongst Kenyan youth. The report also established that two widely used substances are grown in the country. They are bhang, which is grown in secret because it is illegal and khat, which is cultivated, used and exported openly because Kenya legalized it in 1997. Other drugs easily available are heroin, cocaine and mandrax which find their way into Kenya because the country's major international entry points - Nairobi and Mombasa - are on transit routes for traffic in illegal substances, some of which find their way into the country, and consequently, to students and youth in general.

Another risk factor associated with academic achievement among secondary school students is pressure to perform. Parents and other members of the family place high value on success in school and the competition can often be tough. Young people studying for examinations therefore report the use of central nervous stimulants to keep them awake and alert and this may lead to dependence on these substances (Oviasu, 1976; Ebie and Pela, 1981). Some of the drugs commonly used for this purpose include amphetamines and cannabis.

Other factors associated with drug abuse among students include school failure. Schools are supposed to be concerned with the full development of children including their moral and intellectual welfare (Uba, 1990). According to Hawkins (1988), some school-related factors exacerbate pre-existing problems and dispositions. Principal among these are a negative, disorderly, unsafe school climate and low teacher expectations of student achievement. In addition, lack of clear school policies on drug abuse may also contribute to drug abuse among students. In line with this, Karechio (1996) argues that students often buy and take drugs on school property, lending credibility to the myth promoted by drug users that everybody is doing it.

Schaefer (1996) concurs with this argument asserting that external pressures, especially the media, have an influence on substance abuse among the youth. According to him, the amount of time young people spend watching television has a negative influence on their behaviour. He goes on to say that pressure to use

alcohol and tobacco has greatly increased as young people are continually bombarded with the message that these drugs are the answer to all their problems.

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

Imbosa (2002) carried out a study in six boys' secondary schools in Nairobi with the aim of finding out the strategies and programmes used in the schools to increase drug awareness and curb their use and abuse. The study involved both students and teachers. It established that drug use and abuse occurs in the student population as result of a complex range of factors including parental engagement in substance abuse, depression, anxiety, learning difficulties and low self-esteem, all of which are beyond the scope of the programmes put in place by the schools to address the problem. Based on these findings, the researcher recommended that a comprehensive study of drug use and abuse should be carried out, after which a detailed drug policy should be developed encouraging smooth planning, implementation and evaluation of the prevention, intervention and action strategies. This recommendation formed the basis for the current study, which

attempts to come up with a programme for intervention and prevention of drug abuse among students in Kenyan schools.

Apart from the above factors, Kiiru (2004) argues that there is official ambivalence towards substance use in Kenya. Alcohol and tobacco are a cause of ill-health, but are legal with the two substances being a source of tax-income; the brewing and use of indigenous alcoholic drinks is mainly illegal, yet the production and use of alcoholic drinks on an industrial scale is extensive and legal. Khat is a drug whose abuse results in dependence, yet the government treats it as a valued export commodity competing with tea and coffee in importance. According to Kiiru, this is a contributing factor to drug abuse by Kenyan youth.

Paradoxically, affluence is a cause of substance abuse among the youth as well as poverty. According to Kiiru (2004), some youth from rich families abuse substances because they can afford them, while some from poor families, due to frustrations, abuse cheap drugs such as alcohol. In addition, frustrations arising from lack of school fees and other basic needs may lead students to abuse drugs based on the false believe that use or abuse of substances will make one forget ones problems.

2.4 Nature and extent of drugs abused by students

Drug abuse among young people is a global phenomenon and it affects almost every country. Although it is difficult to authenticate the actual extent and nature

of drug abuse amongst learners, research indicates that most adolescents experiment with alcohol or other drugs prior at school. It is estimated that about 25 percent of male adolescents and 10 percent of female adolescents abuse alcohol at least once a week (Gillis, 1996:107).

In Brazil, it is estimated that 36 million (22%) of the total population of 170 million inhabitants are adolescents between 10 and 24 years, 70 percent dropping out of school before completing the basic 8 years of their education. Drugs are an important feature of social imbalance in Brazil during the adolescent years, and are associated with the high mortality rates attributable to external causes like homicides, fatal injuries or firearms-related deaths.

In Kenya, drug abuse has threatened the lives of the youth of 29 years and below. While addressing the opening of the Narcotics Drugs and Psychotropic Substances Control Seminar, Wako (2001) said that 60 percent of drug abusers are youth less than 18 years of age and recommended that drug users should be made to realize the dangers of drug abuse.

2.5 Drug abuse and indiscipline among students

The extent of drug abuse in schools is reflected in media reports as indicated in this section. Siele (Daily Nation, July 18, 2005) maintains that the problem of drug abuse continues to affect most institutions of the learning in Kenya. According to his report, six students were hurt in a fight at a disco, at the Nakuru

Agricultural Society of Kenya showground. Some of the students appeared drunk. Despite of the existence of the school code of conduct, most schools worldwide continues to experience student discipline problems because punishment produces anger and rebellion in the students, and frustration and a feeling of inadequacy in the school administration. Punishment is often repeated without ever producing the desired result; that of correction and a change of heart in the students (Sushila, 2004).

According to Ogutu and Njogu (The Standard, May 17, 2005), some boys who were smoking in their room were believed to have dropped a cigarette butt suspected of sparking the blaze. On the same note, while giving an address on the International Day of the Family on 14 May 2005, the then sports minister Ochilo Ayako said that parents needed to play a more active role in the fight against drug abuse. He noted that many youths in Kenya were exposed to drugs through advertisements on television. According to him, the mass media were glorifying smoking and alcohol abuse as indicators of success and stardom (The Standard, May 17, 2005).

For centuries, violence has been a commonplace feature of school life with its causes embedded in the social context as well as drug abuse. The focus of violence can be individuals, objects or the school itself, and the nature of the damage can be psychological, physical or material. School violence emanates from a variety of sources; it can be perpetrated by teachers, by students, and even

by strangers to the school community (Rennison, 2003). The forms of violence experienced in secondary schools in Kenya as a result of drug abuse include: bullying; rioting; fighting; and sexual violence. Bullying as a disruptive behavior has been described as a sub-set of aggressive behavior that involves an intention to hurt another person by a variety of means.

It includes; physical and verbal assaults, and social exclusion (Santrock, 2005). Bullying infringes upon a child's right to human dignity, privacy, freedom and security. It also has a negative influence on both the victim's and the bully's physical, emotional, social and educational wellbeing. Every child has, however, the right to be protected from maltreatment, neglect, abuse or degradation. Studies in the 1990s showed that bullying was far from harmless and actually posed serious lasting effects. Victims of bullying suffered significant negative social and emotional development. Among the short term effects, victims suffered from low self-esteem, poor grades, few friends, and school attendance problems (Eliot and Cornell, 2009). Such emotional problems as depression and anxiety could also develop and last a lifetime. In addition, those doing the bullying often progressed to more serious aggressive behavior when not confronted about their actions.

2.6 Theoretical framework

This study adopted the social interaction theory. Social interaction theory (Tedeschi & Felson 1994) interprets aggressive behavior (or coercive actions) as social influence behavior, that is, an actor uses coercive actions to produce some

change in the target's behavior. Coercive actions can be used by an actor to obtain something of value (for example information, money, goods, sex, services, and safety), to exact retributive justice for perceived wrongs, or to bring about desired social and self identities (for example, toughness, competence). According to this theory, the actor is a decision-maker whose choices are directed by the expected rewards, costs, and probabilities of obtaining different outcomes.

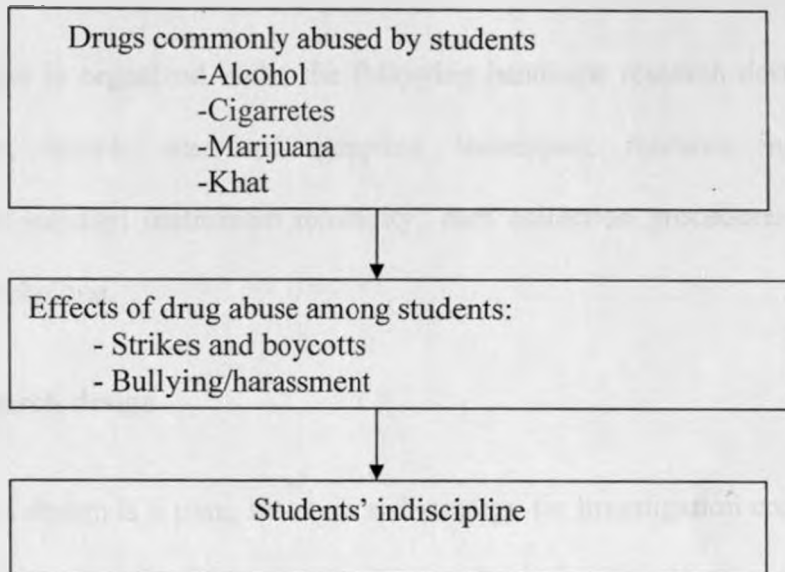
Social interaction theory provides an explanation of aggressive acts motivated by higher level (or ultimate) goals. Even hostile aggression might have some rational goal behind it, such as punishing the provocateur in order to reduce the likelihood of future provocations. This theory provides an excellent way to understand that indiscipline and aggression among students is often the result of threats to high self-esteem caused by drugs (Baumeister et al. 1996, Bushman & Baumeister 1998).

2.7 Conceptual Framework

The conceptual framework illustrates the drugs commonly abused by secondary school students which are the inputs of students' indiscipline. It also indicates the effects of drug abuse which include strikes and boycotts and bullying/ harassment.

FIGURE 2.1:

A framework of effects of drug abuse on students' discipline



CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter is organized under the following headings: research design, target population; sample size and sampling techniques; research instruments; instrument validity; instrument reliability; data collection procedures and data analysis technique.

3.2 Research design

A research design is a plan, structure and strategy for investigation conceived so as to obtain answers to research questions and to control variance, according to Cohen (1980). This study employs descriptive survey. Gay (1981) defines descriptive survey as a process of collecting data in order to answer questions concerning the current status of the subjects in the study. The field survey implies the process of gaining insight into the general picture of a situation, without utilizing the entire population (Borg and Gall, 1996). The research aimed at gaining insight on problem of drug abuse among secondary school students in Mbeere South District and establish the effects of student discipline.

3.3 Target population

Target population refers to all the members of a real or hypothetical set of people, events or subjects to which a researcher wishes to generalize the results of the study, (Borg and Gall, 1989). In this study, the target population consisted of all public secondary schools in Mbeere South District. The district had 39 public secondary schools that sat for KCSE examination by the year 2010, 39 head teachers, 267 teachers and 7119 students. The target population included; 39 head teachers, 156 class teachers and 710 forms three and four students in the entire Mbeere South district.

3.4 Sample size and sampling procedure

Best (1977) defines a sample as a small proportion of a target population selected from analysis. The sample size for the study consisted of a total of 96 respondents; 9 head teachers, 16 class teachers and 71 students. Head teachers in nine secondary schools in Mbeere South District took part in the study. The head teachers were chosen for study because they were the persons involved directly in day to day management and administration of the schools.

From each school, there were two class teachers participating in the study. The class teachers were purposively selected because they were in close contact with students and they were better placed to give information on students' discipline in the schools. In case of a school having more than one stream, simple random

sampling procedure was used to select one class teacher. The names of the teachers were written on a piece of paper, folded and placed in an empty container. One piece of paper was randomly drawn from the container bearing the name of the class teacher who participated in the study.

The sample for the students consisted of 10% of the students' population of 710 drawn from an accessible population of Forms 4 and 3 students in the public secondary schools in the district. Students were respondents of the study because they were the persons who abuse drugs and engage in indiscipline behaviors. Leedy and Ormrod (2001) suggest that a sample size of 10% would be adequate. The Form 4 and Form 3 students were purposively chosen because they had been learning in the secondary schools for almost 3 years and were likely to be fairly knowledgeable about the effects of drug abuse on students' academic discipline. Hence, from a target population of 710 students, 71 students formed the sample size. The numbers of students' respondents were appropriately proportioned in each school population as in Table 3.1.

Table 3.1**Sample Size of Students in each School by Type and Gender.**

Type	School	Boys	Girls	Total
Mixed Boarding	School 1	2	3	5
	School 2	3	2	5
	School 3	3	2	5
Mixed Day	School 4	4	6	10
	School 5	4	4	8
	School 6	4	3	7
	School 7	6	6	12
	School 8	4	7	11
	School 9	6	4	8
Total	9	34	37	71

Table 3.1 shows equal number of boys and girls that took part in the study. There were 34 boys and 37 girls making a total of 71 students. Each sample size of each school was selected from Forms 4 and 3 students. To sample out the number of students in the particular schools, simple random sampling procedure was used in the case of single sex schools. Students in each school were first listed in a consecutive manner. A table of a random numbers was used to select the desired number of subjects from each school.

3.5 Research instruments

The researcher employed self administered questionnaires to gather data for the study. There were two sets of questionnaires: teachers' and students'. Questionnaire for teachers was divided into two sections A and B. Section A consisted of questions meant to capture demographic and background information on the respondents. Section B consisted of questions sought to gather information on drugs and students' indiscipline. The questionnaire for the students was composed of two sections. Section A sought demographic and background information and Section B consisted of questions that sought to capture information on drug abuse and students' indiscipline.

3.6 Instruments validity

Nachimias and Nachimias (1976) indicate that the validity of items in research instruments can be determined by expert judgment. Hence, the researcher used content validity technique to validate the instruments. Research specialist in educational research and supervisors reviewed the instruments before the start of data collection. The instruments were pretested during the pilot study to check on errors and ambiguity. Adjustments will then be made to improve on the validity.

3.7 Instruments reliability

Reliability was done during the pilot study. Three public secondary schools were purposively selected for the pilot study in the district. To determine reliability of instruments, internal consistency technique was used. Reliability in this case was determined from scores obtained from a single test administered by the researcher to a sample of subjects. A score obtained in one item was correlated with scores obtained from other items. The reliability of the instruments was determined during the pilot study. The reliability was computed using Cronbach's Coefficient Alpha formula which is as follows:

$$KR_{20} = \frac{K(S^2 - \sum s^2)}{(S^2)(K - 1)}$$

Where KR_{20} = reliability coefficient of internal consistency

K = Number of items used to measure the concept

S^2 = Variance of all scores

s^2 = Variance of individual items

All the three sets of questionnaires were found to be reliable since they had a high coefficient value of above 0.7 (head teachers' 0.8534, class teachers' 0.7627 and students' 0.7931). This implied that items correlated highly among themselves meaning that there was consistency among the items in measuring the concept of

interest. The instruments were then considered to be reliable and hence used in the collection of data for the study.

3.8 Data collection procedures

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NAIROBI

The researcher sought permit from the Ministry of Higher Education in the Department of National Council for Sciences and Technology before embarking on the field study. After obtaining the permit, the researcher took copies of the research permit to the DEO and DC Mbeere South District. The researcher then visited the participating schools in order to introduce and book appointments when instruments would be administered. On the agreed dates, the researcher administered questionnaires to the head teachers, class teachers and students. The questionnaires were collected immediately after they were filled. The respondents were requested not to disclose their names or those of their schools and were assured that their identity would be confidential.

3.9 Data analysis techniques

After data collection, the researcher cross-examined the data to ascertain accuracy, completeness and uniformity. Descriptive statistics was used to analyze the quantitative data. The researcher presented the data in frequency and percentage tables, bar graphs and pie charts. The researcher applied the use of Statistical Package for Social Sciences (SPSS) computer software to analyze data.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

Presented in this chapter are the findings of the data analysis of the study together with their interpretations. The chapter begins with response rate, the demographic information of the respondents and is then followed by presentations, interpretation and discussions of research findings based on the research questions.

4.2 Questionnaire Completion Rate

Completion rate is the proportion of the sample that participated as intended in all the research procedures. All the 9 head teachers sampled returned the questionnaires; which was a 100% return rate. All the 16 class teachers returned the questionnaires; which was a 100% return rate. Out of 71 students sampled, 71 returned the questionnaires; which was 100% return rate. These return rates were deemed adequate for the study.

4.3 Demographic information of the respondents

The demographic information of the head teachers was based on their gender, age, academic qualifications, and duration as head teachers in the current school and duration of teaching for the teachers. The head teachers and teachers were asked to indicate their gender. The data is presented in Table 4.1.

Table 4.1

Gender of head teachers and teachers

Gender	Head teachers		Teachers	
	F	%	F	%
Male	8	89	9	56
Female	1	11	7	44
Total	9	100	16	100

Data on the gender of the head teachers indicated that majority (89%) were male while the 11% were female. Data on the teachers showed that 9 (56%) were male while 7 (44%) were female. This shows that there was an imbalance in terms of gender among the head teachers but there was gender balance among the teachers. Their gender distribution was deemed appropriate to give information about the effects of drug abuse on indiscipline in their schools.

Head teachers and teachers were also asked to indicate their ages. The data is tabulated in Table 4.2.

Table 4.2**Age Distribution of the head teachers and teachers**

Age category	Head teachers		Teachers	
	F	%	F	%
56-60 years	-	-	-	-
51-55 years	2	23	-	-
46-50 years	3	33	-	-
41 – 45 years	4	44	1	6.3
36 – 40 years	-	-	2	12.5
31 – 35 years	-	-	9	56.3
26 – 30 years	-	-	1	6.3
21 – 25 years	-	-	3	18.8
Total	9	100.0	16	100.0

Findings of the head teachers and teachers age revealed that all the head teachers were aged 36 years and above as indicated on Table 4.2. Among the teacher respondents, majority 9 (56.3%) were aged between 31 and 35 years. The rest were either below 31 or above 35 years. This shows that all the head teachers and most teachers were old enough to give information about drug abuse in their schools.

The head teachers and teachers were asked to indicate their highest academic qualifications. The data is presented in Table 4.3.

Table 4.3

Distribution of head teachers’ and teachers’ responses on academic qualifications.

Qualifications	Head teachers		Teachers	
	F	%	F	%
PhD	-		-	-
M.Ed	3	33.0	2	12.5
B.Ed	6	67.0	12	75.0
Diploma of Education	-	-	2	12.5
Total	9	100.0	16	100.0

Findings on table 4.3 revealed that majority of the head teachers 6(67.0%) had a Bachelor of Education degree while three had a Master of Education. Most teachers 12(75%) had a Bachelor of Education, 2(12.5%) had Master of Education Degree; while another 2(12.5%) had a Diploma of Education. These findings show that most head teachers and teachers were professionally qualified teachers.

Table 4.4 below presents the findings on head teachers’ and teachers experience in the teaching profession.

Table 4.4**Head teachers' and teachers' experience**

Years of experience	Head teachers		Teachers	
	F	%	F	%
25-30 years	-	-	-	-
20-25 years	2	23	-	-
16-20 years	3	33	2	12.5
11 – 15 years	4	44	3	18.8
6 – 10 years	-	-	9	56.2
1 – 5 years	-	-	2	12.5
Total	9	100.0	16	100.0

The researcher sought to establish the head teachers' and teachers' experience. The findings on Table 4.4 revealed that the highest proportion of head teachers 4(44%) have teaching experience of 11-15 years, majority of teachers 9(56.2%) had teaching experience of 1-5 years. Head teachers had taught for a longer time since to become a head teacher you must have had experience in teaching. Table 4.5 presents the duration the head teachers and teachers had taught in their respective schools.

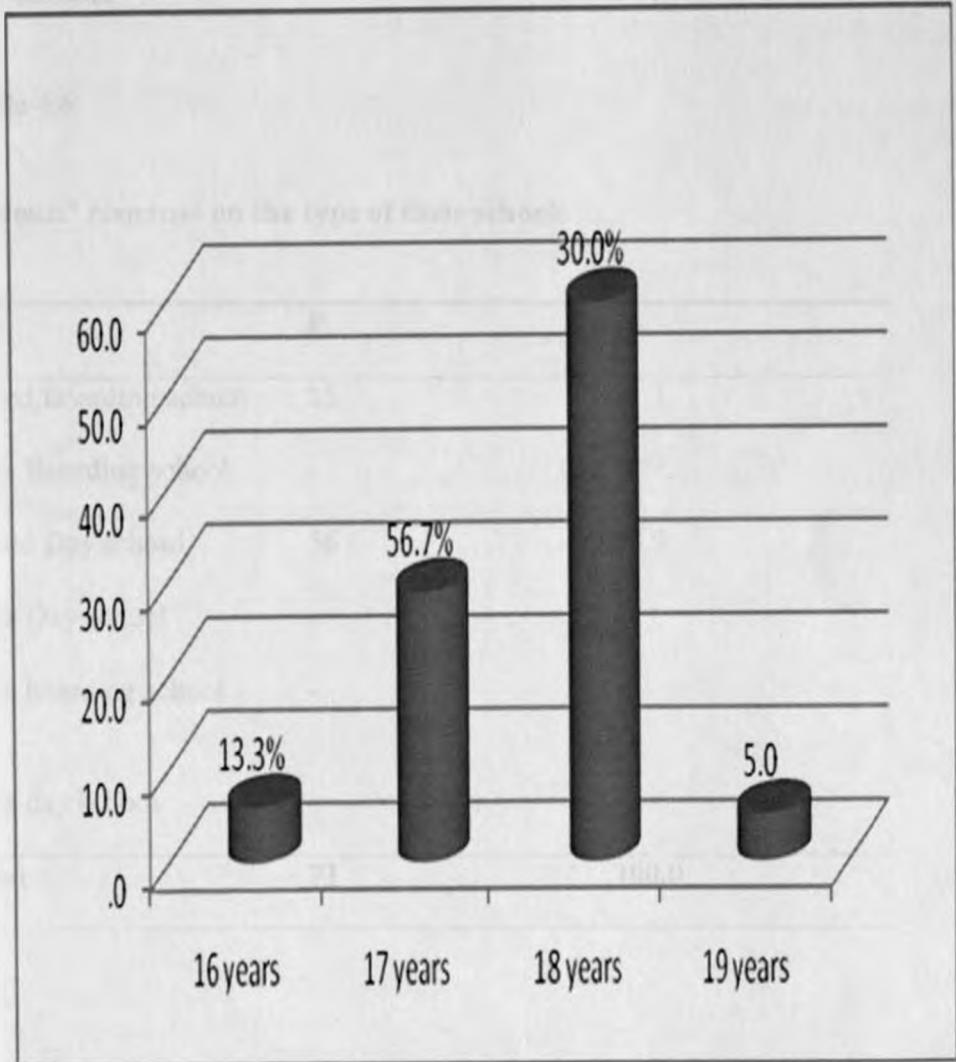
Table 4.5**Duration of teaching in the respective schools**

Duration	Head teachers		Teachers	
	F	%	F	%
25-30 years	-	-	-	-
20-25 years	-	-	-	-
16-20 years	-	-	3	18.8
11 – 15 years	4	44.5	3	18.8
6 – 10 years	3	33.3	8	50.0
1 – 5 years	2	22.2	2	12.4
Total	9	100.0	16	100.0

The findings on table 4.5 shows that the highest proportion of head teachers 4(44.5%) have taught in their respective schools for a duration of 11-15 years, majority of teachers 8(50%) however have taught in their respective schools for 6-10 years, this implies that both the head teachers and teachers selected for the study would provide accurate information on the effects of drug abuse on students' discipline in the schools as they have taught in the schools for sufficient time deemed reasonable for their understanding on the issue. Figure 4.2 presents the students' distribution by age.

Figure 4.2

Students' distribution by age



Students' distribution by age showed that the highest proportion 40(56.7%) were aged 18 years, 21(30%) were aged 17 years while 9(13.3)% were aged 16 years.

This shows that the students were in their right age as they ought to be in forms three and four. Their ages were deemed adequate to give information about drug abuse and indiscipline. Table 4.6 presents the students' response on the type of their schools.

Table 4.6

Students' response on the type of their schools

Size	F	%
Mixed Boarding school	15	21.1
Boys Boarding school	-	-
Mixed Day school	56	78.9
Boys Day school	-	-
Girls boarding school	-	-
Girls day school	-	-
Total	71	100.0

Findings on the type of school revealed that 56 (78.9%) were in mixed day schools, and 15 (21.1%) were from mixed boarding schools. This shows that all the schools were well represented in the sample. Their experiences in giving information on drug abuse were well distributed in terms of school category in the

sample. Table 4.7 presents’ teachers and head teachers’ responses on the cases of indiscipline as a result of drug abuse.

4.4 Factors contributing to drug abuse among students

The researcher sought to identify from students, teachers and head teachers’ o the factors that contribute to drug abuse among students. The findings are presented on Table 4.7 below.

Table 4.7

Cases of indiscipline as a result of drug abuse

Response	Head teachers		Teachers	
	F	%	F	%
Yes	7	77.8	13	81.3
No	2	22.2	3	18.7
Total	9	100	16	100

Majority of head teachers (77.8%) and teachers (81.3%) agreed that their schools have experienced cases of indiscipline. This shows that the incidences of indiscipline as a result of drug abuse in the schools within the district is high. Table 4.8 presents teachers’ responses on the number of hours spent in counseling.

Table 4.8

Teachers' response on the number of hours spent in counselling students

Hours	F	%
One hour	9	56.3
Two hours	5	31.3
Three hours	2	12.4
More than three hours	0	0
Total	16	100.0

Findings on table 4.8 reveal that teachers spend about one hour to counsel students as indicated by 56.3% of the teachers, this implies that the schools do not spend sufficient time to counsel students and as a result there is the high of drug abuse and students' indiscipline. Table 4.9 presents teachers' responses on other duties for counseling teachers.

Table 4.9

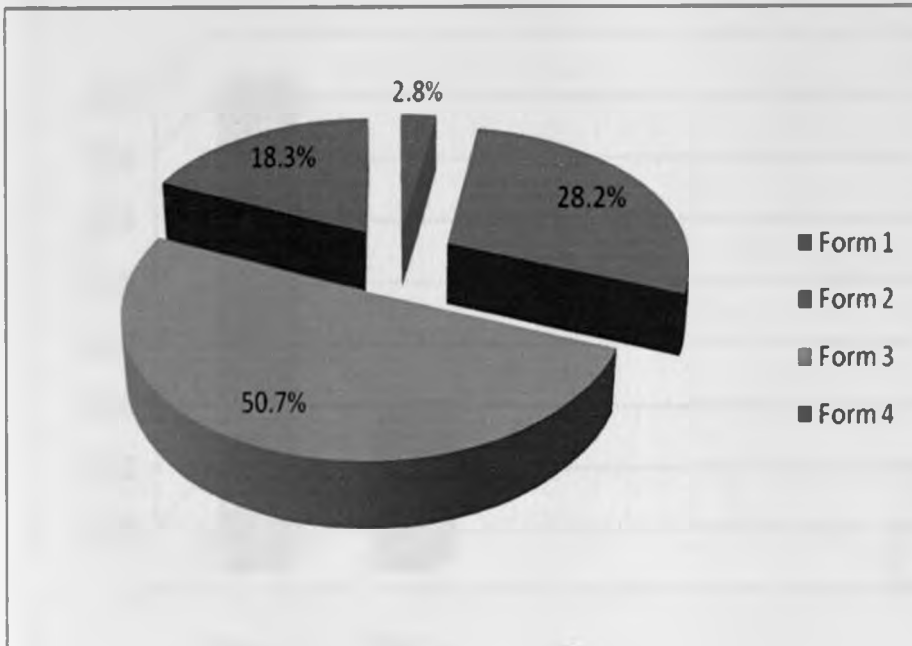
Teachers' response on other duties for counselling teachers

Duty	F	%
None	0	0
Teaching	10	62.5
Administration	6	37.5
Total	16	100.0

The researcher sought to identify the other duties performed by counseling teachers in the schools, from the findings on table 9, 62.5% indicated teaching while 37.5% indicated administrative duties this implies that the counseling teachers do not spent sufficient time counseling the students as they are assigned other duties in schools. Figure 4.3 presents the responses on the form abusing drugs most.

Figure 4.3

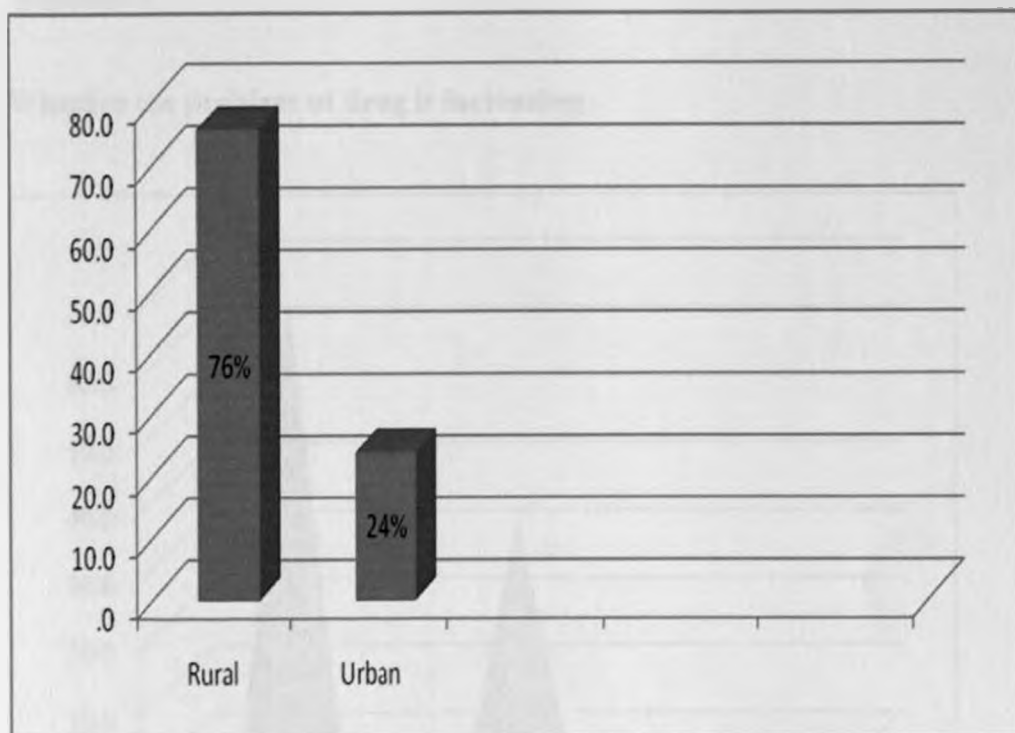
Form abusing drugs the most



The researcher sought to identify the form that abuse drugs the most, from the findings on figure 4.3, majority(50.7%) of drug abusers are form threes followed by form twos at 28.2%, the findings revealed that form ones abuse drugs the least. This implies that majority of indiscipline cases as a result of drug abuse are experienced among forms two and three students. Figure 4.4 presents responses on the residences of student abusing drugs

Figure 4.4

Residence of drug abusers

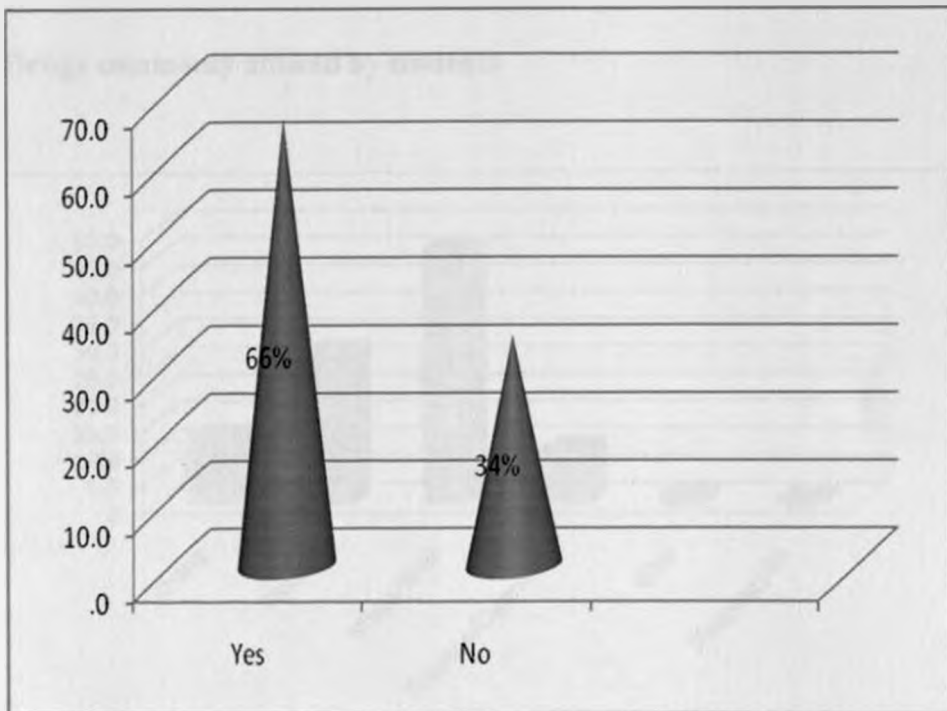


The researcher sought to establish residences of drug abusers, from the responses of head teachers, teachers and students, the findings revealed that the highest proportion 73(76%) of drug abusers come from rural or urban areas. This shows that drugs such as khat, bhang and alcohol are readily available in the rural areas and therefore students are exposed to them. This is in line to the findings of research done by Kombo (1997) in selected schools in Kenya which concluded that experimentation with common drugs was more frequently reported by Kenyan youth who have attended day mixed schools in rural areas rather than

urban areas. Figure 4.5 presents the responses on whether drug abuse among students is increasing in secondary schools.

Figure 4.5

Whether the problem of drug is increasing

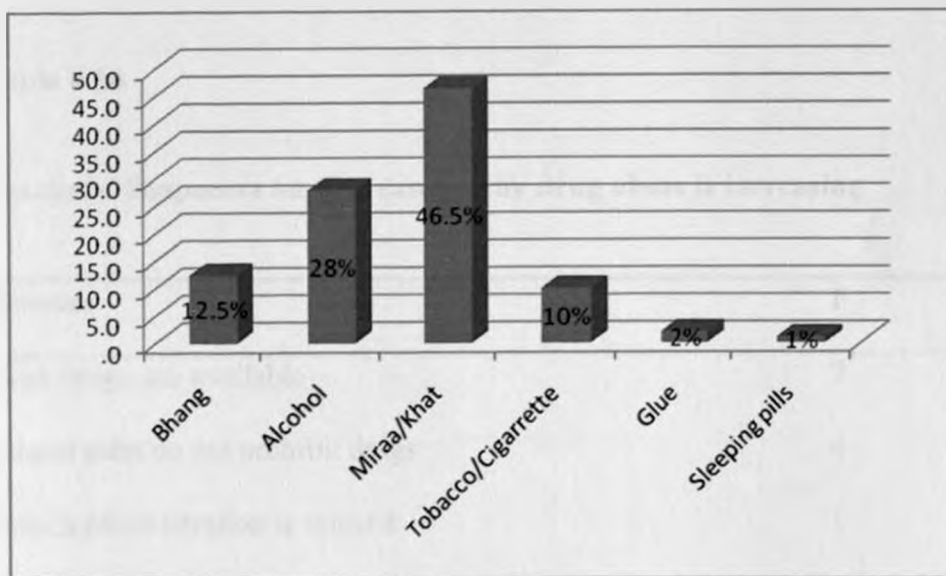


The researcher sought to establish from the head teachers and teachers whether the problem of drug abuse was increasing in their schools. The findings on figure 4.5 reveal that the problems are increasing with 17(66%) agreeing. This implies that the schools have not put in place effective measures to curb the problem of

drug abuse among students. Area of residence was considered pertinent to this study due to the variations in life style which are likely to influence the trend in drug abuse among the students (Adelekan, 1999 in Obot 2005).Figure 4.6 presents findings on the drugs commonly abused by students.

Figure 4.6

Drugs commonly abused by students



The study sought information on commonly abused drugs by students. Students, head teachers and teachers responded to the relevant questions through questionnaires. Based on responses from students, teachers and head teachers, the commonly abused drugs are alcohol 27(28%), khat 33(46.5%), tobacco 9(10%),

bhong 12(12.5%) and glue 2(2%). The least abused drug is sleeping pills at 1(1%). The findings concerning alcohol, khat and tobacco as the most commonly abused drugs possibly reflect the overall current situation of drug abuse among the youth in the country (NACADA, 2004; 2007). For example in 2009, NACADA reported that the national prevalence of substance misuse among the youth was 60% alcohol, 58% tobacco, 23% cannabis and 22% khat among others. Table 4.10 presents teachers' responses on the reasons why drug abuse is increasing.

Table 4.10

Teachers' Responses on the reasons why drug abuse is increasing

Reasons	F	%
Most drugs are available	7	43.8
School rules do not prohibit drugs	4	25.0
School administration is relaxed	1	6.3
Students are more stressed due to wide curriculum	1	6.3
Total	16	100.0

The researcher sought to establish from teachers the main reason why students abuse drugs, from the findings on table 9, 43.8% indicated that the reason to be the availability of most drugs. This suggests that students can easily access drugs as they are available and therefore they experiment with them. We can therefore

confirm the argument by Mwenesi (1995) that, drug abuse is highly influenced by easy access to drugs among the abusers who include students. The researcher can only speculate that the finding might be linked to the development phase of adolescence which is characterized by drug experimentation and peer influence as mentioned by Paglia (Paglia and Room, 1998). Table 4.11 presents students response on the reasons why students abuse drugs.

Table 4.11

Students' response on the reasons for drug abuse

Reasons	f	%
To increase intelligence	1	0.1
Too much pocket money	15	21.1
Availability of drugs	41	57.8
Teachers/parents take drugs	2	0.3
To be accepted by friends	12	17
Total	71	100.0

The findings on Table 4.11 reveal that most students abuse drugs because the drugs are available; this was indicated by 41(57.8%) of the students. However, 15 (21.1%) of the students indicated that students abuse drugs because of too much

pocket money. This shows that drugs are readily available to students. Table 4.12 presents findings on the cases of indiscipline as a result of drug abuse.

4.5 Influence of drug abuse on students indiscipline

The study sought to establish the influence of drug abuse on students' involvement in indiscipline behaviours such as bullying/harassment, strikes and boycotts, the findings are shown.

Table 4.12

Experience of cases of indiscipline as a result of drug abuse

Response	Head teachers		Teachers	
	F	%	F	%
Yes	8	89	14	87.7
No	1	11	2	12.5
Total	9	100	16	100

From the findings on table 4.12, 8(89%) of head teachers and 14(87.7%) of teachers indicated that they have experienced cases of indiscipline in their school as a result of drug abuse. This shows that most schools in the district are experiencing cases of indiscipline as a result of drug abuse. Table 4.13 presents findings on the extent of indiscipline behaviors among students a result of drug abuse.

Table 4.13**Experience of indiscipline behaviours**

Indiscipline behaviours	Great		Some		No		No Opinion	
	Extent		Extent		Influence			
	f	%	f	%	f	%	f	%
Stealing from other students	70	73	26	27	-	-	-	-
Noise making	81	84	15	16	-	-	-	-
Disrespect for prefects	90	94	6	6	-	-	-	-
Disrespect for teachers	88	92	8	8	-	-	-	-
Absenteeism	80	83	16	17	-	-	-	-
Boycotts/strike	60	63	26	27	10	10	-	-
Verbal assault	45	47	20	21	32	32	-	-
Bullying	73	76	23	24	-	-	-	-

N=96

The researcher sought to determine the extent of indiscipline behavior in the schools, from the findings on table 4.13, the indiscipline behaviors are experienced at a great extent: Stealing from other students 70(73%), noise making 81(84%), disrespect for prefects 90(94%), disrespect for teachers 88(92%), absenteeism 80(83%), boycotts/strike 60(63%), verbal assault 45(47%), and bullying 73(76%). This shows that the cases of indiscipline as a result of drug

abuse is very high. Table 4.14 presents teachers' responses on the problems encountered by schools in dealing with drug abuse.

Table 4.14

Teachers' response on the problem encountered by schools in dealing with drug abuse

Reasons	F	%
Parents do not support the school administration	14	87.5
Some teachers provide drugs to students	1	0.63
Some teachers take drugs	1	0.63
Teachers do not discourage drug abuse	4	25.0
Total	16	100.0

The researcher sought to establish the problems encountered by schools in dealing with drugs, the findings on table 4.14 reveal that parents do not support the schools' administration in fight against drug abuse, this was indicated by 14(87.5%) of teachers. However 4(25%) of the teachers indicated that teachers do not discourage drug abuse among students. This implies that the effort put in place by teachers and parents to fight drug abuse is not sufficient to curb the vice. Table 4.15 presents findings on the measures taken by school authorities to curb drug abuse.

4.6 Strategies curb drug abuse and address indiscipline in secondary schools

Table 4.15

Measures taken by school authorities to curb drug abuse

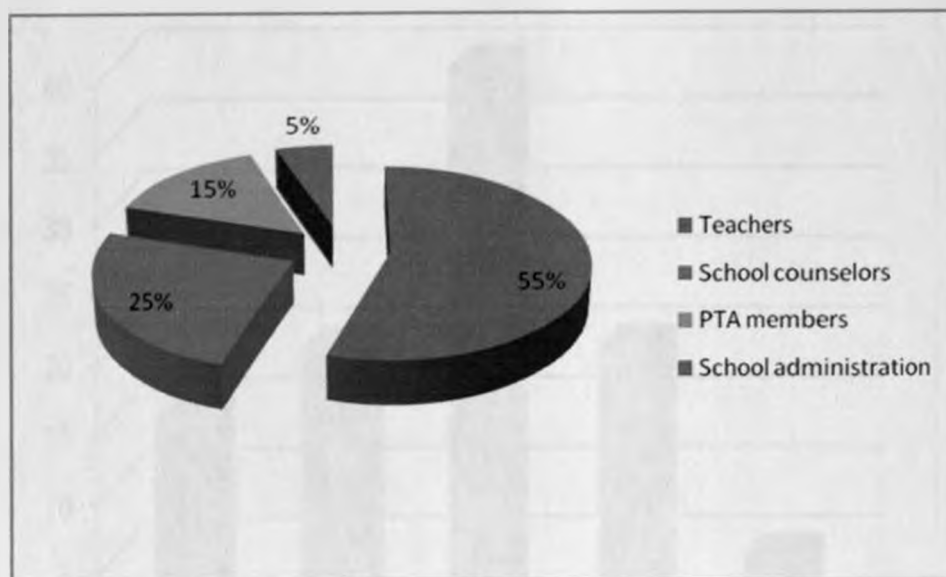
Measures	Very Often		Often		Not Often		Not at all	
	f	%	f	%	f	%	f	%
Expulsion	2	8	13	52	4	16	6	24
Suspension	18	72	7	28	-	-	-	-
Guidance and counselling	16	64	5	20	4	16	-	-
Asking parents to come to school	20	80	5	20	-	-	-	-
Heavy punishment	15	60	8	32	2	8	-	-

N=25

Table 4.15 shows the responses of head teachers and teachers on the measures that are taken by school authorities to curb drug abuse among students in the schools, from the findings, 13(52%) of the respondents indicated that students are often expelled, 18(72%) indicated that students are suspended very often, 16(64%) indicated that guidance and counseling is conducted often, 15(60%) however indicated that heavy punishment is used as an approach to curb the vice. Figure 4.7 presents the findings on stakeholders involved in drug education.

Figure 4.7

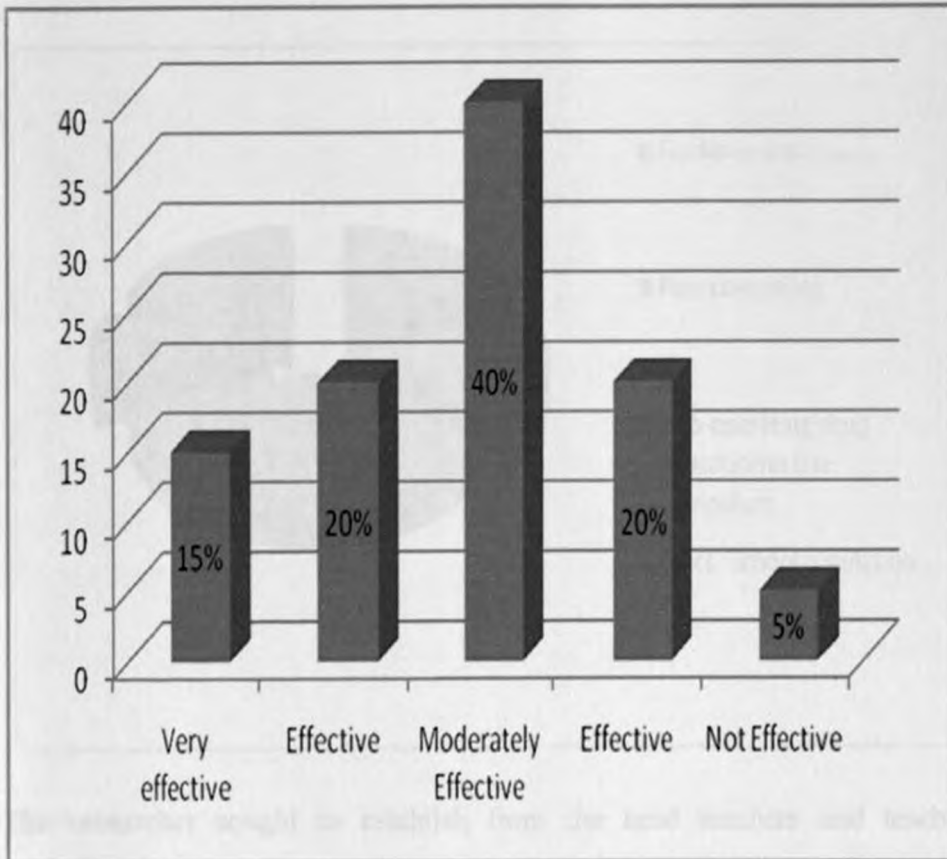
Stakeholders involved in drug education



Findings on figure 4.7 show that the teachers are mostly involved in drug education as indicated by 40(55%) of the respondents, 18(25%) indicated that school counselors are involved while 10(15%) indicated that PTA members are involved. This shows that the drug education provided to students is not adequate as teachers have various commitments in the schools hence spending little time educating students on drugs. Figure 4.8 presents the findings on the effectiveness of the measures taken to fight drug related indiscipline cases.

Figure 4.8

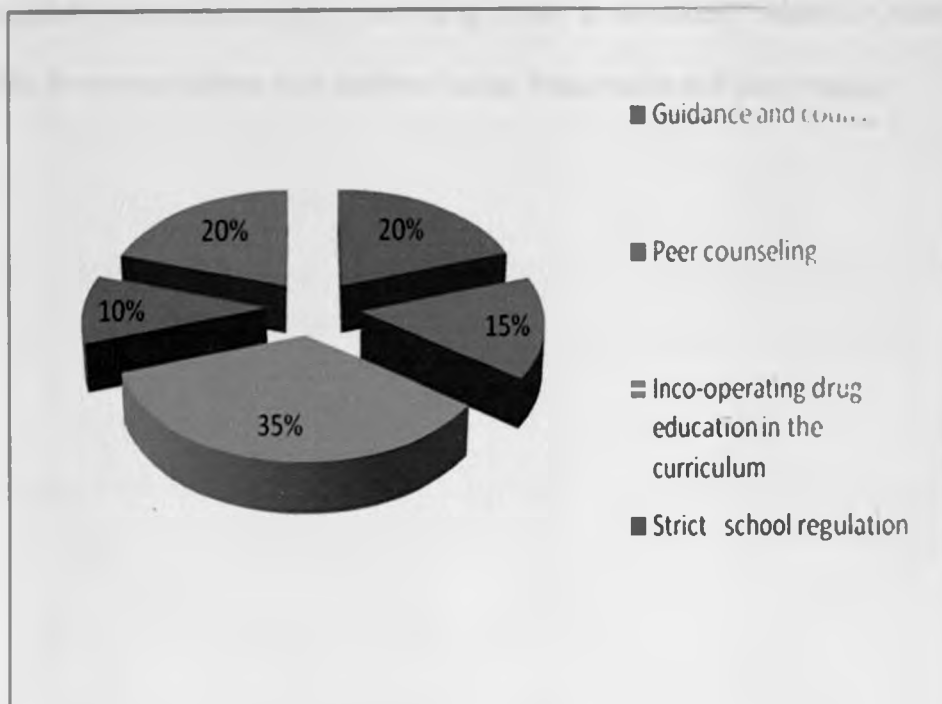
Effectiveness of the measures taken to fight drug related indiscipline cases



The researcher sought to establish the effectiveness of the method used to curb drug related indiscipline cases, the findings on figure shows the responses of head teachers and teachers, the findings reveal that the methods are effective as indicated by 28(40%) of the respondents. Figure 4.9 presents the findings on the effective approaches that can be used to curb drug abuse among students.

Figure 4.9

Effective approaches that can be used to curb drug abuse



The researcher sought to establish from the head teachers and teachers the effective approach that can be used in schools to eradicate drug and substance abuse in schools, from the findings on figure 4.9, highest proportion 24(35%) indicated that inco-operating drug education in the curriculum can be an effective approach to curb drug abuse among students in secondary schools.

4.7 Chapter Summary

This chapter has presented the data analysis and interpretation. In particular, the chapter looked at the extent of drug abuse among students, causes of drug abuse,

commonly abused drugs and their sources; effects of drug abuse among students as perceived by the respondents; strategies used to address drug abuse and their perceived effectiveness; challenges facing schools in addressing drug abuse and suggested strategies to help curb drug abuse in secondary schools. Quantitative data from respondents was analyzed using frequencies and percentages.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarized the findings of the study and presented conclusions, recommendations and suggestions for further research.

5.2 Summary of the study

Drug abuse is becoming an increasing problem in Kenya. A number of studies carried out in the country show that almost every Kenyan youth at one time or another experiment with drugs, especially beer, bhang, khat and cigarettes. The major cause of concern is that a significant proportion of these young people eventually get addicted posing a threat to discipline in schools, while creating difficulties for their families and the public at large.

The purpose of this study was to investigate the effects of drug abuse on students' discipline in secondary schools in Mbeere South District. Six research questions were formulated to guide the study. Research Question One sought to establish the factors that contribute to drug abuse among secondary school students, Research Question Two aimed at establishing the influence of drug abuse on students in secondary schools, Research Question Three sought to determine the extent does drug abuse among students in secondary schools contribute to bullying and harassment, Research Question Four sought to determine the

strategies that should be used by secondary schools to address indiscipline as a result of drug abuse in secondary .

This study employed descriptive survey. The target population included head teachers, class teachers and students in the entire Mbeere South District. The sample size consisted of a total of 96 respondents; 9 head teachers, 16 class teachers and 71 students. The researcher employed self administered questionnaires to gather data for the study. There were three sets of questionnaire: head teachers' questionnaire, class teachers' questionnaire and students' questionnaire. Findings revealed that;

The incidence of indiscipline as a result of drug abuse in the schools within the district is high for example 89% of the head teachers admitted that they experience cases of indiscipline as a result of drug abuse. The schools do not spend sufficient time to counsel students and as a result there is the high of drug abuse and students' indiscipline in the schools for example 56.3% of the teachers indicated that an average of one hour is spent to counsel student in the schools.

Majority of drug abusers are forms two and three students. This implies that majority of indiscipline cases as a result of drug abuse are experienced among forms two and three students, 76% of the respondents indicated that majority of drug abusers come from rural areas.

The commonly abused drugs are alcohol and khat. For example 28% of the respondents indicated alcohol as the widely abused drug while 46.5% indicated khat. Students have easy access to these drugs and that is the main reason why they abuse them.

The indiscipline behaviors experienced in schools in the district as a result of drug abuse include: theft, noise making, disrespect to teachers and prefects, absenteeism, boycotts/strikes, verbal assault and fights among students for example the respondents for example 63% of the respondents indicated as an indiscipline behaviour to a great extent among students abusing drugs. The measures taken by the schools' administration to address the cases of indiscipline as a result of drug abuse are moderately effective.

5.3 Conclusions

In relation to the findings of the study, it can be concluded that effects of drug abuse on student' discipline is still a major challenge in public secondary schools in Mbeere south district. The major factors that contribute to drug abuse among secondary schools in the district is the availability of drugs. Respondents were able to identify the perceived forms of indiscipline in secondary schools resulting from drug abuse. The forms of indiscipline included: bullying, fighting and rioting. Since indiscipline is probably the greatest source of distress among secondary school students today, a concerted effort from teachers and parents is required to address indiscipline in schools. Students engaged in drug abuse ought

to be identified and counseled. Improvement of law enforcement related to drug abuse and awareness promotion of the problem are very essential. In addition, ban on caning o students should be encouraged and proper communication channels ought to be established in order to maintain a tranquil environment in schools.

5.4 Recommendations

Based upon the literature review and the empirical investigation various recommendations for a prevention and intervention programme are proposed to help address drug abuse among students in Kenyan schools. The following are recommendations for effective programming to prevent and reduce substance use and abuse among school youth:

Schools should be provided with teachers having professional qualifications and experience in counseling in order to counsel students and reduce the incidences of drug abuse. The government could assist in the provision of the required personnel.

The government should provide enough teachers to schools so that the teaching load could be minimized hence enabling teachers who conduct counseling to find sufficient time to counsel students on issues of drugs and indiscipline. BOG in schools could also hire professional counselors in schools with inadequacy of counselors to supplement the government's effort.

The head teachers should facilitate working in corroboration with the parents and other stakeholders so that discipline can be cultivated among students. This could also help in curbing drug abuse and hence the adverse incidences of indiscipline such as strikes. The head teachers should also be in the front line in monitoring the behavior of students and making necessary interventions as far as discipline is concerned. This could curb the adverse effects of student indiscipline in schools.

Schools should have drug education programmes conducted by guidance and counseling teachers to educate the students on the dangers of drug abuse. The government and parents could assist in the provision of such education programmes.

5.5 Suggestions for further research

Drawing from the findings of the study, and building on existing research, it is suggested that further studies be carried out to address the following:

- a) More investigations are needed on the methods used to address drug abuse in schools in various parts of Kenya. This is because the methods used to address the problem may differ according to different circumstances.
- b) Apart from the commonly abused drugs noted in the district where the study was undertaken, others such as cocaine, heroin and hashish to mention a few should be investigated to determine the extent and frequency of their use among students especially in other districts.

- c) More studies are needed with respect to background, socio-economic and environmental factors with regard to drug abuse among students. This is because the current study did not determine the association of most of these factors and drug abuse.
- d) The effectiveness of guidance and counseling in addressing the problem of drug abuse and indiscipline should be investigated. Such studies would contribute towards strengthening guidance and counseling in schools.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION TO THE RESPONDENTS

MUTERO NDII-WA
University of Nairobi,
P.O. Box 30197,
Nairobi

THE HEAD TEACHER

Dear Sir/Madam,

RE: EDUCATIONAL RESEARCH

I am post-graduate student at the University of Nairobi, pursuing a Masters degree in education. This is a partial fulfilment of the Masters Degree requirements. I am conducting a study on the effects of drug abuse on students' indiscipline in secondary schools in Mbeere South District and your school has been selected to participate in the study. I therefore, request for your assistance and cooperation when collecting data in the school. The questionnaires are designed for this research only and therefore the responses shall be treated with strict confidentiality.

Thank you in advance.

Yours Sincerely,

Mutero Ndi-Wa

APPENDIX II: HEAD TEACHERS' QUESTIONNAIRE

This questionnaire is designed to gather data about yourself and your school to be used in the study of effects of drug abuse on students' discipline in secondary schools in Mbeere South district. You are kindly requested to tick (✓) the appropriate response or respond as indicated

SECTION A: Demographic Information

1. What is your gender?

Male Female

2. What is your age?

21 – 25 years 26 – 30 years

31 – 35 years 36 – 40 years

41 – 45 years 46 – 50 years

51 – 55 years 56- 60 years

3. What is your highest professional qualification?

PhD

M.Ed

B.Ed

Diploma

Any other (specify)

4. For how long have you been a head teacher in your teaching career?

1 – 5 years 6 – 10 years

11 – 15 years 16 – 20 years

20 – 25 years 25 - 30 years

5. For how long have you been a head teacher in your current station?

1 – 5 years

6 – 10 years

11 – 15 years

16 – 20 years

20 – 25 years

6. What is the size of your school?

Single stream

Double stream

Three streams

Four streams

SECTION B: Drug abuse and student indiscipline

7. Have you ever experienced cases indiscipline in the school as a result of drug abuse?

Yes No

8. If you are a school counselor, how many hours do you spend counseling students in a week?

One hour

Two hour

Three hours

More than three hours

9. Besides counseling, what other duties do you have in the school?

- None
- Teaching
- Administrative responsibility

10. Have you had problems dealing with drug problems in your school?

- Yes
- No

11. If your school is co-educational (mixed), what is the general distribution of known drugs in terms of gender?

- Boys are the main users
- Both boys and girls equally abuse drugs
- Girls are the main abusers

12. Which form is mostly involved in drug abuse?

- Form 1
- Form 2
- Form 3
- Form 4

13. Where does majority of drug abusers come from?

- Urban areas
- Rural areas

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

- Yes
- No

15. If increasing, what are the reasons for your answer?

- Most drugs are available
- School rules do not prohibit drug abuse
- School administration is relaxed
- Students are more stressed due to wide curriculum

16. What drugs do most students take?

- Alcohol
- Tobacco
- Khat (Miraa)
- Cannabis sativa (bhang)
- Glue
- Pills

17. Have your school experienced cases of indiscipline as a result of the use of drugs?

- Yes No

18. If yes, to what extent do you experience the following indiscipline issues in your school?

Tick (√) in the grid of your choice.

GE -Great Extent

SE -Some Extent

NI -No Influence

NO -No Opinion

	GE	SE	NI	NO
i. Stealing from other students				
ii. Noise making				
iii. Disrespect for prefects				
iv. Disrespect for teachers				
v. Absenteeism				
vi. Boycotts/strike				
vii. Verbal assault				
viii. Bullying				
ix. Fights among students				
x. Other (specify).....				

19. How does drug abuse affect the students who engage in the vice?

- They do not concentrate in class
- They steal from others
- They are always punished
- They break school rules
- They are cooperative
- They are usually absent
- Other (specify).....

20. What problems do the school authorities encounter in dealing with drug abuse in schools?

- Parents do not support the administration
- Some teachers provide drugs to students
- Some teachers take drug
- The teachers do not discourage drug abuse
- Other (specify).....

21. How frequently are the measures listed below taken to fight drug related indiscipline cases in your institution?

- a. VO - very often
- b. O -often
- c. NO - not often
- d. NA - not at all

Measures		VO	O	NO	NA
1	Expulsion				
2	Suspension				
3	Guidance and counseling				
4	Ask parents to come to school				
6	Heavy punishment				

22. Do you think the measures taken by the school to fight drug related indiscipline cases are effective?

- Yes
- No

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

- Yes No

24. If yes, are these programmes effective?

- Yes No

25. Which of the following people are involved in drug education in your institution?

- Teachers
- School counselors
- PTA members
- School administration
- Other (specify).....

25. What is your overall assessment on the methods used to curb drug related indiscipline cases in the school?

- Very effective
- Effective
- Moderately effective
- Not effective

26. As a head teacher, suggest the effective approach that can be used in schools to eradicate drug and substance abuse in schools.

- Guidance and counseling
- Peer counseling

- Inco-operate drug education to other subjects
- Strict school regulation
- Invite guest speakers on dangers of drug abuse
- Other (specify).....

THANK YOU FOR YOUR COOPERATION

APPENDIX III: TEACHERS' QUESTIONNAIRE

This questionnaire is designed to gather data about yourself and your school to be used in the study of effects of drug abuse on students' discipline in secondary schools in Mbeere South district. You are kindly requested to tick (✓) the appropriate response or respond as indicated.

SECTION A: Demographic Information

1. What is your gender?

- Male Female

2. What is your age?

- 21 – 25 years 26 – 30 years
 31 – 35 years 36 – 40 years
 41 – 45 years 46 – 50 years
 51 – 55 years 56- 60 years

3. What is your highest professional qualification?

- PhD M.Ed B.Ed Diploma

Any other specify

4. For how long have you been a teacher in the school?

- 1 – 5 years 6 – 10 years 11 – 15 years
 16 – 20 years 20 – 25 years 25 - 30 years

5. Please indicate whether you are one of the following

- Class teacher Counselor Both counselor and teacher

6. What is the size of your school?

Single stream Double stream

Three streams Four streams

SECTION B: Drug abuse and student indiscipline

7. Do you ever teach anything about drug abuse as you teach your subject?

Yes No

8. If you are a school counselor, how many hours do you spend counseling students in a week?

One hour Two hour

Three hours More than three hours

9. Besides counseling, what other duties do you have in the school?

None Teaching Administrative responsibility

10. Have you had problems dealing with drug problems in your school?

Yes No

11. If your school is co-educational (mixed), what is the general distribution of known drugs in terms of gender?

Boys are the main users

Both boys and girls equally abuse drugs

Girls are the main abusers

12. Which form is mostly involved in drug abuse?

Form 1 Form 2 Form 3 Form 4

13. Where des majority of drug abusers come from

- Urban areas Rural areas

14. If there is a drug problem in you school is it increasing?

- Yes No

15. If increasing, what are the reasons for your answer?

- Most drugs are available
 School rules do not prohibit drug abuse
 School administration is relaxed
 Students are more stressed due to wide curriculum

16. What drugs do most students take?

- Alcohol Tobacco
 Khat (Miraa) Cannabis sativa (bhang)
 Glue Pills

17. Have your school experienced cases of indiscipline as a result of the use of drugs?

- Yes No

19. To what extent does drug abuse affect the students who engage in the vice?

	GE	SE	NI	NO
i. They do not concentrate in class				
ii. They steal from others				
iii. They are always punished				
iv. They break school rules				
v. They are cooperative				
vi. They are usually absent				

20. What problems do the school authorities encounter in dealing with drug abuse in schools?

- Parents do not support the administration
- Some teachers provide drugs to students
- Some teachers take drug
- The teachers do not discourage drug abuse
- Other (specify).....

21. How frequently are the measures listed below taken to fight drug related indiscipline cases in your institution?

- a. VO - very often
- b. O -often
- c. NO - not often
- d. NA - not at all

Measures		VO	O	NO	NA
1	Expulsion				
2	Suspension				
3	Guidance and counseling				
4	Ask parents to come to school				
6	Heavy punishment				

22. Do you think the measures taken by the school to fight drug related indiscipline cases are effective?

Yes No

23. To what extent does drug and substance abuse influence the following discipline issues? Tick (✓) in the grid of your choice.

GE -Great Extent

SE -Some Extent

NI -No Influence

NO -No Opinion

	GE	SE	NI	NO
i. Stealing from other students				
ii. Noise making				
iii. Disrespect for prefects				
iv. Disrespect for teachers				
v. Absenteeism				
vi. Boycotts/strike				
vii. Verbal assault				

24. If yes, are these programmes effective?

Yes No

25. Which of the following people are involved in drug education in your institution?

Class teachers

Teachers of all subjects

School counselors

PTA members

School administration

Other (specify).....

25. What is your overall assessment on the methods used to curb drug related indiscipline cases in the school?

Very effective

Effective

Moderately effective Not effective

26. Suggest ways of eradicating drug abuse in our schools

Guidance and counseling

Peer counseling

Incooperate drug education to other subjects

Strict school regulation

Invite guest speakers on dangers of drug abuse

Other (specify)

THANK YOU FOR YOUR COOPERATION

APPENDIX IV: STUDENTS' QUESTIONNAIRE

This questionnaire is designed to gather data about yourself and your school to be used in the study of effects of drug abuse on students' discipline in secondary schools in Mbeere South district. You are kindly requested to tick (✓) the appropriate response or respond as indicated.

SECTION A: BACKGROUND DATA

1. Gender:

Male Female

2. Your age

3. How long have you been in the school.....

4. Type of school

Mixed Boarding school Boys boarding school

Girls Boarding school Mixed Day School

Girls Day school Boys Day school

5. Where do you live with your parent

Urban Rural

6. Religion:

Christian Muslim Hindu

Section B: Information on drug abuse and student indiscipline

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

Yes No

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

1-2 years

2-3 years

3-4 years

More than 4 years

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

Less than one year

More than a year

More than two years

10. Do you know of friends who use drugs in your school?

Yes No

11. Which classes abuse drugs most?

Form 1 Form 2 Form 3 Form 4

12. Why do students use drugs?

To increase intelligence

Out of curiosity

Too much pocket money

Availability of drugs

Teachers/ parents take drugs

To be accepted by friends

Other (specify).....

13. Which drug is commonly used by students in your school?

Bhang

Alcohol

Miraa

Tobacco/cigarrete

Sleeping pills

Glue

Other (specify).....

14. To what extent does drug and substance abuse influence the following discipline issues? Tick (✓) in the grid of your choice.

GE -Great Extent

SE -Some Extent

NI -No Influence

NO -No Opinion

	GE	SE	NI	NO
xi. Stealing from other students				
xii. Noise making				
xiii. Disrespect for prefects				
xiv. Disrespect for teachers				
xv. Absenteeism				
xvi. Boycotts/strike				
xvii. Verbal assault				
xviii. Bullying				

THANK YOU FOR YOUR COOPERATION

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APPENDIX V: PERMIT

PAGE 2

THIS IS TO CERTIFY THAT:

Prof./Dr./Mr./Mrs/Miss/Institution
Mutero Ndi Wa
of (Address) University of Nairobi
P.O BOX 30197, Nairobi

has been permitted to conduct research in

Mbeere South	Location
Eastern	District
	Province

on the topic: Effects of drug abuse on
students' discipline in public secondary
schools in Mbeere District, Kenya.

for a period ending 30th September 2011

PAGE 3

Research Permit No. NCST/RR/12/1/SS011/1171

Date of issue 10th August, 2011

Fee received KSHS.1,000



**Applicant's
Signature**

**Secretary
National Council
Science and Technology**

APPENDIX VI: RESEARCH AUTHORIZATION LETTER

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telegrams: "SCIENCETECH", Nairobi
Telephone: 254-020-241349, 2213102
254-020-310571, 2213123.
Fax: 254-020-2213215, 310245, 310249
When replying please quote

Our Ref: **NCST/RR1/12/1/SS-011/1171**

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Date:
10th August 2011

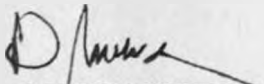
Mutero Ndii-Wa
University of Nairobi
P.O BOX 30197
NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Effects of drug abuse on students' discipline in public secondary schools in mbeere south district, Kenya*" I am pleased to inform you that you have been authorized to undertake research Mbeere South District, for a period ending *30th September 2011*

You are advised to report to **The District Commissioner and The District Education Officer, Mbeere South District** before embarking on the research project.

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


P.N. NYAKUNDI
FOR: SECRETARY

Copy to:

The District Commissioner
Mbeere South District

The District Education Officer
Mbeere South District

UNIVERSITY OF NAIROBI
NAIROBI
P.O. BOX 30197
NAIROBI