

**INFLUENCE OF KHAT FARMING ON PUPILS' DISCIPLINE  
IN PUBLIC PRIMARY SCHOOLS IN MUTUATI DIVISION,  
IGEMBE NORTH DISTRICT, KENYA**

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**A Research Project submitted in partial fulfillment for the Requirements of  
the Award of the Degree of Master of Education in Educational  
Administration**

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## **DECLARATION**

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

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## **DEDICATION**

This work is a special dedication to my loving husband Fransisco Mwenda and to my young daughter Christabel Kendi.

To my dear parents Dominic Irura and Joyce Kagwiria Irura and in memory of my late grandfather Naman M' Kailibi.

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## LIST OF ABBREVIATIONS AND ACRONYMS

<b>AEO</b>	Area Education Officer
<b>AFP</b>	Agence France Presse
<b>DEO</b>	District Education Officer
<b>FAO</b>	Food and Agriculture Organization
<b>FPE</b>	Free Primary Education
<b>GoK</b>	Government of Kenya
<b>ILO</b>	International Labour Organization
<b>KADDO</b>	Kenya Drug Abuse and Juvenile Delinquency Organization
<b>KIE</b>	Kenya Institute of Education
<b>MoE</b>	Ministry of Education
<b>MOEST</b>	Ministry of Education and Science and Technology
<b>MP</b>	Member of Parliament
<b>NACADA</b>	National Agency Against Drug Abuse
<b>OFADAT</b>	Organization Fighting Against Drug Abuse and Trafficking in Kenya
<b>SPSS</b>	Statistical Packages for Social Sciences.
<b>UK</b>	United Kingdom
<b>UN</b>	United Nations
<b>UNDCP</b>	United Nation Drug control Programme
<b>UNDFDAC</b>	United Nations Fund for Drug Abuse
<b>USIU</b>	United States International University
<b>WHO</b>	World Health Organization
<b>NIDA</b>	National Institute on Drug Abuse

## ABSTRACT

The purpose of the study was to investigate the influence of miraa farming on learners' discipline in public primary schools in Mutuati division, Igembe North district and establish the strategies that can be used to address the problem. The study was guided by the following research question; to identify the extent to which parental socio-economic factors influence learners' discipline, to establish the extent to which peer influence/pressure among pupils affect learners' discipline, to find out the extent to which miraa harvesting/sales influence learners' discipline, to find out the influence of using miraa as a drug on learners' discipline and finally the strategies that can be used to enhance learners' discipline among pupils, strategies to be used to address cases of indiscipline as a result of miraa abuse. The study adopted the social learning theory by Albert Bandura. The theory asserts that people learn through observing others' behaviours.

The study adopted the descriptive survey research design whose purpose is to describe the state of affairs and involves a method of collecting data by interviewing or administering questionnaires to a sample of individuals. The target population consisted of all the public primary schools in Mutuati division, Igembe North district. Random sampling was used to sample 8 head teachers, 26 class teachers and 134 pupils. Field survey method was adopted to collect data using questionnaires that were in three sets; head teachers', teachers' and class eight pupils' questionnaires. The questionnaires contained both open-ended and closed-ended questions. Instrument validity was determined during a pilot study while the reliability was determined using internal consistency. The three sets of questionnaire were considered reliable since they had a high coefficient value of 0.7.

The researcher sought a research permit from the Ministry of Education in the Department of National Council for Science and Technology before embarking on the field study. Upon obtaining the research permit, the researcher took copies of the permit to the DEO and DC Igembe North District. The researcher then administered the questionnaires personally. Descriptive statistics was used to analyze quantitative data in form of frequencies, percentages, average tables, charts and graphs. Qualitative data was arranged into themes as per the objectives and research questions. The analysis of structures items was mainly done using the statistical package for social science (SPSS)

The key study findings from the study were that the main parental socio-economic was miraa farming and the livelihood of the community despite the high earnings from miraa was below average. Involvement of learners with miraa farming has highly contributed to high indiscipline cases in schools. This was because pupils sneak out of schools to go earn easy money from miraa business. Miraa chewing was also established to cause serious health implications on users.



The study came up with the following recommendation; the government should enforce the law on EFA policies and child labour should be abolished and strictly dealt with. Educational activists should organize forums to create community awareness on the importance of education to learners and its impact on the community as a whole. The head teachers should facilitate working in collaboration with the parents and other stakeholders so that discipline can be cultivated and enhanced among learners. This can also help in curbing miraa abuse and generally abuse of other drugs. Schools should have drug education programmes conducted regularly by teachers and also inviting guest speakers to create awareness to the pupils on the dangers on drug abuse. The government should provide enough teachers to schools so that the teaching load could be minimized hence enabling teachers who conduct guidance and counseling to find sufficient time to guide and counsel pupils. The government should either raise a ban on miraa trade or enact a law to regulate miraa trade through legislation. The government through the Ministry of Education should facilitate seminars and workshops for teachers to sensitize them on careers guidance and counseling to boost their effectiveness. The government should enforce the law on some bias cultural practices like early marriages and ensure that every child goes to school in response to the FPE which is free and compulsory. Agriculturalists should introduce other forms of drought resistant crops that would benefit the lives of the people of Mutuati other than miraa.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the study**

Drug and substance abuse is a global phenomenon and an ever expanding invasive problem in the world today. 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. A report released by the United Nation Drug Control Programme (UNDCP) in 2004 estimated that 3.3 to 4.1 percent of the global population consumes drugs, but the fear is that according to the UNDCP (2004), those involved are the young people. The National Agency for Campaign Against Drug Abuse (NACADA) revealed that alcohol, tobacco, bhang and miraa are the substances mostly abused in that order of prevalence (NACADA, 2009; Gacicio, 2003). Miraa farming is the main economic activity in Igembe North district. It has been perceived to be a major cause of learners' poor participation in education (Beckerleg, 2006).

Miraa originated from Ethiopia and spread throughout other countries including Kenya, Somalia, Uganda, Tanzania, Zimbabwe, Zambia, South Africa and Yemen (Kimathi, 2009). Miraa is a plant whose fresh leaves and soft twigs are chewed to release a juice containing cathine and cathenon, the active chemicals that alter the mood of the user. The shoots and young twigs are plucked from a miraa tree,

which may also grow wild to a height of between 1 – 5 and 15 metres; and it is cultivated in form of a tree or a shrub. The tree is native to the East Africa and the Arabian Peninsula. It is known by other names such as Khat, Chat, tschad, veve, mairungi, muguka among others. The botanical name for Miraa is *Katha edulis* (Dale 2002, NACADA 2009). Worldwide, it is estimated that 10 million people consume khat National Institute on Drug Abuse (NIDA, 2007). Penning (2008) and Stefan & Mathew (2005) asserts that about 10 million people chew khat daily worldwide. Studies show that khat use differs by age, sex and occupation. For instance a large study in Yemen showed that 82% men and 43% women reported one lifetime use of khat (NIDA, 2007). Another study in Ethiopia showed that the prevalence of khat use was 50% (Belewe, 2000). Ihunwo (2004) in a study conducted in South Western Uganda showed that khat use was highest among law enforcement officials (97.1%) followed by transporters (9.2%) and students (8.8%).

A Report on Miraa Trade (2009) indicates that possession or use of Khat is restricted in United States but not presently restricted in the United Kingdom, Yemen, Somalia, Ethiopia, Djibout, Sudan, Israel, Madagascar, South Arabia and South Africa. This is an important factor that determines the destination of export of Kenyan Miraa. In Kenya khat has semi-legal status and is classified as an addictive drug (NACADA, 2006) According to Agriculture Act (1998), Miraa is classified as a horticultural crop and therefore it is legally grown and traded in

Kenya; with Nyambene hills being the main growing area. Other areas where Miraa is grown in the country include Embu, Chylu hills in Kajiado, Marsabit, Moyale and Bugoma (Beckerleg, 2006).

Beckerleg (2006), Kalix & Khan (1984) assert that miraa has adverse socio-economic and health hazards. This is also supported by Sikir and Babu (2009) who estimated that about one third of all wages were spent on khat by miraa users as many men secure their daily portion of khat at the expense of vital needs, indicating dependence. Kalix & Khan (1984) adds that family life is harmed because of neglect, dissipation of the family income and inappropriate behavior which in many cases leads to divorce. Acquisition of funds to pay for khat may lead to criminal behavior and even prostitution (Elmi, 1983). Further Carrier (2008), notes that ‘perceptions are colored by various local and global discourses and it is argued that of great importance is war on drug rhetoric, which allows the conflation of miraa with other substances also termed drug’. This is supported by the United Nations Report (UN Report, 2003) regarding miraa trade, miraa has been associated with traffic in contraband, including illicit drugs and arms. The report concludes that the millions earned by the warlords from miraa were being used to fuel the war in Somalia.

According to Carrier (2005), Christians have persistently been condemning miraa due to its negative social impact on the community. These socio-economic

adverse impacts are supported by Stevenson (1996), who noted that attitudes to khat reflected regional, religious and gender based differences in a longer debate about khat consumption. In Stevenson's work on solving conflicts were voices of East African women with range of opinions expressing and reflecting khat's multiple symbolic meanings associated with gender role, status, consumption, tradition and modernity. Stevenson (1996) also noted that the social meaning of khat was changing as were the gender roles for men and women through the experience of migration.

According to Mbugua of Kenya publications (2006) and Fischer (2000), miraa has bore a culture of violence. This is evidenced by an attack by a young boy who restrained a farmer from marketing his khat in Nairobi and the two women's group in Wajir (Miraa women group and Maendeleo women group) were caught in conflict over the access and control of the miraa business respectively (Fischer, 2000). The effects of miraa, Waikenda (2010) says that the presence of cartels in miraa industry has made farmers poor and has caused others ills like high school drop out rates, broken families as men and youth go to far away towns to search for better prices, increased infections with HIV/AIDS and prostitution, besides exposing women and children to insecurity.

A research conducted by the World Health Organization (WHO, 2006) says that miraa plant contains amphetamine-like substance which affects the cardiovascular

system, gastrointestinal system and nervous system. Further the findings of a research conducted by Mwenda, Arimi, Kyamia and Langat (2003) on the effects of Khat consumption on the reproductive functions, the khat chewing lowers libido in human beings and they also lead to sexual impotence. In pregnant women, consumption of khat affects growth of the foetus by impairing uteri-placenta thus inhibiting blood flow. The research concludes that khat use has negative impact on reproductive health. This is supported by Stevenson (1993,1996) who conducted a research on impact of khat in Somalia society. The study concluded that consumption of khat has a negative social and health implications.

A study conducted by Kaimenyi and Jorgensen (1990) on the health hazards associated with miraa consumption found that majority of the respondents were miraa chewers. The study also found out that majority of miraa chewers suffered from gingivitis, loss of attachment and oral hygiene status of miraa chewers was generally better than that of non-miraa chewers and there was no evidence to show that chewing miraa is detrimental to periodontal health. Kennedy (1983) adds that the alleged health problems include decayed teeth, constipation, appendicitis, dilated eyes, sleeplessness, hallucinations and in the long term impotence and psychosis.

Miraa business is controlled by prominent African and Somalia businessmen and politicians (Andere, 1996). This also supported by Kimathi (2009) who says that miraa trade is free or survival for the fittest, basis as the government does not intervene in the industry at all. Another report by Miraa Trade Report (2009) adds that producers and traders of the controversial stimulant are now using mobile phone and internet technology to check the market price of the plant in order to tackle the large commissions taken by middlemen. According to a report by Peter Thatia (standard online 20<sup>th</sup> January, 2010), there are two Cartels in miraa trade namely people who buy miraa from the miraa farms and the financiers. A report by Miraa Trade Report (2008), states that miraa has improved life of some people as well as enables the government of Kenya to accumulate a lot of foreign exchange earnings through the export tax.

According to Kimathi (2009), Meru and Somalia culture associates miraa with men. The findings of a survey conducted on drug abuse in Kenya by NACADA (2004) were that 4.2% and 13.3% of women and men interviewed respectively were found to be consumers of miraa. The NACADA survey also found out that males are more exposed to khat and inhalants. The survey recommended miraa to be classified as an illegal drug.

According to Nyambere Miraa Trade Association Report (NYAMITA), in Kenya miraa was first domesticated in Meru and was used by elderly people for cultural

purposes such as paying for dowry and other engagements like inter-community raids, going to graze cattle, social gatherings for elderly men (Kimathi, 2009). He adds that miraa is linked strongly to Tigania and Igembe ancestors and its consumption is said to have been once restricted to the elderly men only.

In Mutuati division, miraa farming is the economic mainstay of the people and most rely on it for livelihood. It is more than a successful commodity (Carrier, 2005). Miraa farming contributes more than 80% to the local economy. However despite the economic importance attached to the crop it has had negative impact on education especially on students' discipline. This study was to investigate the influence of miraa farming on learners' discipline in public primary schools in Mutuati Division, Igembe North District. Miraa traders use children to pick and pack miraa since they are less expensive to pay for their labour than grown-ups. The children are also used to transport miraa to the buying centres. This has led to high dropout rates and truancy in schools. (AEO, Mutuati Division Office, 2013). School enrolment in Mutuati are shown in Table 1.1



**Table 1.1 School enrolment of pupils in Mutuati division from January 2009 to November 2012**

STD	2009		2010		2011		2012	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1	1300	1180	1090	1420	1803	1553	1633	1545
2	1171	1060	1279	1174	1044	1416	1520	1588
3	1096	1010	1112	1054	1260	1092	1018	1407
4	981	982	1013	1005	1092	1042	1220	1089
5	858	961	901	971	1003	1000	1040	1005
6	779	852	771	862	896	843	898	974
7	617	632	694	714	720	840	779	778
8	446	421	390	504	631	666	698	621

**Source: AOE office Mutuati (2013)**

According to the trend shown from the data above, there is much bigger gap in deviation in numbers of boys and girls who drop out of school in class 5-8 than in classes 1-4. The deviation from class 5-8 is shown in the Table 1.2.

**Table 1.2: Deviation from class four to eight**

STD	2010		2011		2012	
	Boys	Girls	Boys	Girls	Boys	Girls
4	-82	-11	-20	-12	-40	-3
5	-86	-11	-10	-5	-32	-37
6	-87	-128	-128	-140	-105	-26
7	-85	-138	-51	-22	G -118	-65
8	-227	-128	-63	-48	-142	-78

**Source AEO Mutuati (2013)**

This negative deviation from class 5-6 is alarming. The problem has to unearth the causes of the same. Miraa is perceived to be one of the causes of this downward trend, hence the need for this study (DEO's Office Igembe North district, 2013).

**1.2 Statement of the problem**

The government of Kenya and many organizations have committed a lot of money and effort towards the control and fight against drugs and substance abuse in schools as a form of indiscipline. Such organizations include United Nations Fund for Drug Abuse and Control (UNFDAC), the Kenya Drug Abuse and

juvenile Delinquency Organization (KADDO) and Organization Fighting Against Drug Abuse and Trafficking (OFADAT) in Kenya.

The Ministry of Education (MoE) (2001), reported that indiscipline attributed to drugs in schools, continue to be a major concern to educators, policy makers, policy implementers and the community. The Government of Kenya (GoK) in collaboration with the Ministry of Education Science and Technology (MoEST), has implemented several measures aimed at curbing the various cases of indiscipline in learning institutions particularly use of guidance and counseling in schools (MoEST, 2005).

According to MoEST (2005), indiscipline cases in schools include absenteeism, truancy, rudeness, bullying, noise making, verbal assault, boycotts/strikes, disrespect to teachers and prefects, high drop out rates, theft, drug and substance abuse, failure to do and complete assignments. Despite the improved access to education through FPE and other government strategies, indiscipline cases characterized by high drop out rates, truancy, drug and substance abuse, bullying, rudeness, and poor school attendance are on the rise in Mutuati division. Miraa farming has been perceived as one of the causes of indiscipline among pupils in schools. It is on the basis of these factors that the researcher sought to investigate the influence of miraa farming on learners discipline in public primary schools in Mutuati Division, Igembe North District, Meru County. This study is timely as it

will help to curb the negative influences of miraa and promote discipline among learners.

### **1.3 Purpose of the study**

The purpose of this study was to investigate the influence of khat farming on learners' discipline in public primary schools in Mutuati Division, Igembe North District, Meru County, Kenya.

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

The study was guided by the following specific objectives;

- i. To establish the extent to which parental socio-economic status in miraa growing areas influences learners' discipline in public primary schools in Mutuati Division, Meru County.
- ii. To establish the extent to which peer influence in miraa growing areas influence learners' discipline in public primary schools in Mutuati Division , Meru County.
- iii. To establish the extent to which miraa business/sales influence learners' discipline in public primary schools in Mutuati Division, Meru County.
- iv. To establish the influence of using miraa as a drug on learners' discipline in public primary schools in Mutuati Division, Meru County.
- v. To establish the strategies that should be used to enhance learners' discipline in public primary schools in Mutuati Division, Meru County.

### **1.5 Research Questions**

The study attempted to answer the following questions;

- i. To what extent does parental socio-economic status in miraa growing areas influence learners' discipline in public primary schools in Mutuati Division, Meru County?
- ii. How does peer influence in miraa growing areas influence learners' discipline in public primary schools in Mutuati Division, Meru County?
- iii. To what extent does miraa business/sales influence learners' discipline in public primary schools in Mutuati Division, Meru County?
- iv. To what extent does using miraa as a drug influence learners' discipline in public primary schools in Mutuati Division, Meru County?
- v. What strategies should be used to enhance learners' discipline in public primary schools in Mutuati Division, Meru County?

### **1.6 Significance of the study**

The findings from this study may help the Ministry of Education (MoE) to lay strategies to address negative influence of miraa farming as an issue hindering learners' discipline. The ministry may see the need of strengthening the department of guidance and counseling in primary schools by appointing trained and qualified counselors to head the departments. Policy makers as well may find the findings important to enable them identify a gap in policy formulation as far as miraa farming is concerned and then design a policy on dangers of miraa to

curb its negative influence on learners' discipline. Organizations that deal with drug control issues such as NACADA and UNDCP may use the findings to expose the current situation on miraa farming and its negative influence on learners' discipline hence address such issues in their programmes. Head teachers, teachers and parents may use the findings to address the issues that may pre-dispose the pupils to miraa abuse. Parents may realize that miraa though of major economic importance has negative repercussions on their children's education hence help reduce its abuse and curb other negative effects. The findings may enable the pupils develop understanding of the effects of miraa on discipline and academic performance. The data may be used by future researchers interested in conducting further research in miraa.

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

Over-dependence on miraa made any information very sensitive because it is major source of livelihood since Mutuati Division is part of the hub of the miraa growing region. As such, the people of the area have a strong attachment towards the crop. A major limitation was a bias by respondents in favour of miraa when responding to questions that appeared to portray the crop negatively. However, the respondents were assured of confidentiality and that the information they provided was to be used for the purpose of the study only.

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

The study was particularly confined to public primary schools in Mutuati Division, Meru County, Kenya. The study was restricted to responses obtained from class eight pupils, class teachers and head teachers only. Class eight pupils were used for the study since they had been in the schools for long and could read and understand the language used in the questionnaires.

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

The study was based on the following assumptions;

- i. That the respondents in the study gave accurate responses to the research instruments used for the study.
- ii. That the head teachers in public primary schools in Mutuati Division were competent on issues regarding discipline.
- iii. That teachers are aware of their role in the maintenance of learners' discipline.
- iv. That the sample population represented the entire population.

### **1.10 Definition of significant terms**

**Addict** refers to a drug user who suffers from serious physical, social or psychological problems.

**Addiction** refers to a state of periodic or chronic intoxication produced by the repeated consumption of a drug (natural or synthetic).

**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.

**Drug** refers to any product other than food or water that affects the way people feel, think, see and behave.

**Drug abuse** refers to misuse of any psychotropic substance resulting in changes in body functions; thus affecting the individual in a negative way socially, cognitively or physically.

**Effects** refer to the change that occurs amongst individuals who constantly abuse drugs and substances and the notable negative and positive changes in their behavior and characteristics.

**Illegal drugs** refers to substances that the government labels as harmful to the mental and physical wellbeing of citizens and thus outlaws their use

**Indiscipline** refers to acts of lawlessness and disorder individually or collectively perpetuated against established authority

**Legal drugs** refer to any drug that is potentially dangerous but the government allows its use. These include alcoholic beverages, tobacco and miraa

**Miraa** refers to a common name used in Kenya to refer to the leaves of a stimulant *katha edulis*, a tree indigenous to much of East Africa Arabian Peninsula, and cultivated in form of a tree or shrub. Other names include Khat, gat, chat, muguka, mairungi among others.



**Miraa harvesting** refers to picking or plucking of the shoots or young twigs of the miraa crop.

**Miraa business/sales** refer to the act of selling plucked miraa. It includes payments from harvesting, packing and transporting miraa to the buying centres.

**Peer influence** refers to pupils of the same age getting together to do a certain vice or virtue.

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

The study is organized in five chapters. Chapter one provides details about the background to the study, statement of the problem, objectives of the study, research questions, limitations of the study, delimitation of the study, basic assumptions of the study, definition of significant terms in the study and finally the organization of the study. Chapter two presents literature review which includes an overview of the concept of discipline in general and the influence of miraa farming on learners' discipline, theoretical and conceptual framework. Chapter three presents the research methodology; research design, the target population, sample size and sampling procedures, research instruments, instrument validity, instrument reliability, data collection procedure and data analysis techniques. Chapter four presents data analysis, interpretation and discussion. Finally chapter five comprises the summary of the study, research findings, conclusions, recommendations and suggestions for further study.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter reviewed literature related to the topic under the following subheadings; general overview on school discipline, peer influence in miraa farming areas and learners' discipline, parental socio-economic background and learners' discipline, influence of using miraa as a drug on learners' discipline, strategies which should be used to enhance discipline in miraa growing areas, theoretical and conceptual framework and summary.

#### **2.2 The concept of school discipline**

Discipline is paramount in all areas of life. Education ceases to be meaningful if there is no observation of personal and collective responsibility in discipline. Mbiti (1988) defined discipline as a system of guiding the individual to make reasonable decisions responsibly. In the classroom, it means the control of a class to achieve desirable behavior. It implies responsibility, order and regularity. Ideally discipline should mean more than rules and control.

According to Varkey (1979), discipline implies sincere love to one being disciplined. It means the ability to discern what is right and the facilities to do so. This should occur in an atmosphere devoid of fear or resentment and handled

politely but firmly with understanding. The main goal of discipline in schools is to produce young persons who will be responsible people when they become adults able to make good decisions and accept consequences of their decisions. Discipline is therefore necessary for achieving high academic standards (Waithaka, 2001 and Mbiti, 1974).

Varkey (1979) asserts that indiscipline is the breaking of rules and regulations of the school, implying that discipline is adherence to rules and regulations. Individuals willingly and unwillingly violate laid down rules of an institution hampering the smooth running of these institutions. According to Griffins, (1996), the paramount aim of school discipline should be able to endow each learner with such habits as self-respect and proper pride in his own integrity that he will observe in the norms of good conduct when not under compulsion or supervision and will eventually carry them into his adult life. Sound discipline is an essential ingredient in the creation of a happy and industrial school community performing properly its function of training the citizens of tomorrow.

Eshiwani (1993) & Griffins (1996) say that schools' discipline must be maintained at all times because it is only when there is discipline that proper learning can be expected to take place. Discipline is the pillar for the entire school programmes, success and excellent performance. Discipline is essential for schools to do well. This is because discipline and academic performance are

closely related. Where there is discipline there is improved academic performance, (Ayieko, 1988).

According to Mbiti (1974), discipline has to do with the unquestionable recognition of authority, the readiness to obey instructions and uphold the code of regulations as laid down by the governing authority. Okumbe (1999) adds that there are two types of discipline; namely preventive and corrective discipline. School discipline is for modifying students' behavior and discouraging others from involvement in the same. Once the undesirable behavior is corrected, a high standard of desirable behavior is maintained hence effective curriculum implementation and excellent performance in examinations, (Ukeje, Akobogu and Ndu, 1992).

### **2.3 parental socio-economic background and learners' discipline**

Graetz (1995) carried out a study on socio-economic status in education research and policy and found out that socio-economic background remains one of the major sources of educational inequality and adds that one's educational success depends very strongly on the socio-economic status of one's parent. The socio-economic factors such as wealth, poverty levels, income type of employment of parents and the economic activities a family engages in could influence education and learners' discipline in general. According to Obanya & Ezelvu (1988), the higher the status of a family the better. Heyman (1980) emphasized the

importance of family income and occupation that children born and reared from wealthier families do better in all aspects of life and have high moral reasoning and good performance unlike those from poor socio-economic background who may engage in dubious activities.

According to the MOE (2007), 58% of the Kenyan population is living below the poverty line. This leads to inability of the poor to meet education cost for their children. Consequently this becomes a barrier to children's education who withdraw from school to engage in domestic work and family chores to help their families.

Poverty could be addressed as the inability to meet the direct educational costs. This could include the school fees and the school related materials, uniform, transport to and from school as well as food. Studies have been done in Malawi, Ghana, Mali, Ethiopia, Tanzania and Zambia indicating that in most of the African countries, children are hindered from being retained in the school due to family inability to afford school costs (Kasonde-Nagndu, 1999; Kadzamira, 1999, Tembon, 1997 & Kelly, 1999). The inability to afford the direct cost of education leads to dropout, child labour and low performance. Learners from a poor background suffer economic hardships and are less aware of the value of education. They receive little encouragement from home to study as they are

always preoccupied with problems of daily survival, unlike those from wealthier families who receive motivation and support to continue schooling.

According to Simmons (1980) educational investment enhances the power of those who already have the social and economic advantages far more than it enhances the power or the position of the have-nots. He asserts that home background or parental socio-economic status has a lot of influence on the pupils' discipline and this in turn affects performance at school. Domestication obligation that costs pupils learning time like picking, packing and transporting miraa might influence learners' education leading to poor participation and poor performance and in many cases drop out before completion.

Agence France Presse (AFP) (2011) reported that miraa in Kenya makes middlemen rich not the growers or the boys who pick and pack miraa. Although several million Euros worth of miraa leaves Igembe North each year, it is a business that has little impact on the villagers' standard of living. Despite the high earnings from the crop, poverty is written all over the area. The money earned does not trickle down into the households' budget mainly because the farmers have no control over miraa prices which are fixed by a handful of wealthy Kenyans and mostly Somali tycoons. Due to rising poverty in Mutuati division, learners especially young boys absent themselves from school and finally drop out to earn a living. Even the girls are not spared as they drop out of school

because rich uneducated miraa businessmen lure them with money from miraa business and marry them at very tender ages.

#### **2.4 Peer influence and learners' discipline**

Hopkins (1983) acknowledged that drug use among peers played the strongest part in adolescent drug use. Conger & Peterson (1984) reported that in a national survey conducted in 1981 in the United States, most youngsters said that they used drugs due to peer pressure especially those aged between 13 to 18 years. Karechio (1994) also agrees that a young person will be encouraged by his friends to take drug when the rest of the group is doing so. Thus the drug users seek approval from their peer and then often convince others to join them in the habit as way of seeking acceptance. Ndirangu (2001) asserts that young people may try to imitate their friends especially when they laugh and scoff at one another for being 'inexperienced' 'tough' or 'cowards'.

A study done in Ethiopia's Jimma University College on the prevalence of khat showed that chewers were adolescents belonging to the age group of 21-25 years implying that when they are free from family supervision they are susceptible to be easily hooked with drugs (Gorfu, 2010). The same study also noted that habitual khat chewers started khat chewing to overcome stressful work whereas the rest said that they were mostly using khat so as to enjoy with their friends and to be free from anxiety respectively (Gorfu, 2010).

According to Trocaire Report (2012), one women's group felt that an important difference in their community over the past two years was the increased crime among the youth and causing them to be absent from school. They described the use of khat in their area as rampant. Verification of the impact statement during plenary briefing confirmed that this was probably due to increased access by young boys to the drug whom they described as 'idle' peers in their community and who should be at school. Sales of miraa is done openly and mostly by young boys who use it. The women understand this dilemma as the sale of miraa is good business but production is increasing due to the low input costs and relatively high profits. In the report, the community noted that they do not know how to handle the issue given that it is a legal substance in Kenya, a means of livelihood and a serious problem. They are in real dilemma as the people taking it are often too young to take responsibility for it (Trocaire Report, 2012).

### **2.5 Miraa business/sales and learners' discipline**

Miraa being a cultural plant has acquired a big commercial angle beyond the traditional and social importance. All families where it is grown depend on its economic value because besides chewing as a livelihood, the money gotten from miraa is used in buying food, as school fees and other school levies, school uniform and clothing and meeting other family needs. Miraa is a multi-billion shilling drug industry. Millions of shillings are earned from miraa exports monthly. The crop's importance locally, nationally and internationally cannot



therefore be over-emphasized. It is more than a successful commodity (Carrier, 2005). Currently Kenya exports more than 150 tones of miraa every week mostly to Somalia, the UK and Netherlands. Hundreds more tones are consumed locally mostly in North Eastern and most other urban areas of the country (Kimani, 2006). Kimathi (2009) asserts that Kenya produces what is rated as the best quality miraa world wide, mostly from Nyambene region. She exports about 5 tones to Amsterdam, 7 tones to London and 20 to Somalia on a daily basis. Still over 40 tones are consumed locally and within the region. Kimathi (2009) adds that all these are not recorded anywhere in the government's foreign exchange earnings and the miraa industry here is on free flow or survival for the fittest basis as the government does not intervene in the industry at all.

Miraa trade has attracted ancillary business services such as coffee and soda which go well with the twig sellers who operate 24 hours to service consumers who chew throughout the night. All other sectors depend on it as the main source of livelihood. Businesses collapse when miraa prices are low. People employed in miraa generated businesses become idle and rate of crime increase. In Mutuati Division boys drop out of school and join miraa trade. Girls are lured to early marriages by miraa tycoons who give them money hence they drop out of school, thus affects discipline and education in general.

## **2.6 Influence of using miraa as a drug on learners' discipline**

### **2.6.1 Health problems**

Kimathi (2009) asserts that today miraa use and production have acquired commercial and social angle beyond the traditional controls. This phenomenon has resulted into miraa abuse leading to health, social, economic and educational problems. Further the health problems experienced are not as a result of using miraa per-se but due to the accompaniments some people introduce into the chewing such include raw sugar, raw cloves, chewing gums and sweets, strong coffee, alcohol, sweetened drinks among others.

The health problems manifesting themselves among the miraa users range from decayed and brown teeth, constipation, appendicitis, dilated eyes, sleeplessness, hallucinations, mouth and stomach ulcers and in the long-run, psychosis. It must be noted however, that those who have been known to experience very adverse health problems were also prone to using miraa alongside some proven hard drugs like bhang or cocaine. According to Edwards & Arif (1980) Khat does not cause physical dependence but causes psychological dependence. It also affects the digestive system by causing constipation, stomatitis, dyspepsia and gastritis problem.

Kimathi (2009) noted that some farmers have often taken advantage of the lack of government regulation on miraa industry and apply dangerous pesticides on their

miraa to make it sprout faster. This has caused stomach problems among the users of such miraa.

### **2.6.2 Rising school drop-out rates**

The Daily Nation (2005), reported that about 2000 residents of Runyenjes Division in Embu District demonstrated against what they called increasing chewing of miraa. The protest had been organized by the St. John Ambulance who were joined by the church leaders. The protesters included parents, teachers and pupils who said that chewing of miraa was the cause of the rising school drop-out rate. According to AFP, (2011), even young children are not spared as they drop out of school to pick miraa because they make easy money and therefore wonder why they should waste time in school. The report claims that the money earned from miraa picking in the morning is normally gone by evening and judging by the levels of malnutrition in the region it does not make its way into the household food budget. Lavish spending is therefore the order of the day and applies to all age brackets and farmers.

In the Star (2010), a University of Nairobi (UoN) lecturer – Mwiandi Ciombaka while speaking during a school prize giving day in Igembe South said that the high rate at which boys were dropping out of primary school to work in the miraa farms was worrying and was most likely to further lower education standards in Meru North District. The scholar also mentioned the high drop out rate of school girls who were being forced into early marriages in the region.

### **2.6.3 Child labour**

Child labour is defined by the International Labour Organization (1973) Convention No. 138 on minimum age and the ILO (1999) convention No. 182 on worst forms of child labour as work that harms children's well being and hinders their education, development and future livelihoods. When children are forced to work for long hours in the fields, their ability to attend schools or acquire skill training is limited preventing them from gaining education that could help lift them out of poverty in the future. Girls are particularly disadvantaged as they often undertake household chores following workers in the fields (World Day Against Child Labour, 2007).

According to the republic of Kenya – Totally Integrated Quality Education and Training (TIQUET), Koech Report (Republic of Kenya, 1998), child labour is a rampant practice that continues to keep children out of school in the prevailing situation of poverty at the household level. Children in different parts of the country are involved in activities such as fishing, picking of tea and miraa, coffee harvesting and petty trading for example selling of sweets and roasted maize. In addition, many school-aged boys are employed as houseboys, herd boys and shamba boys in urban and rural areas. In arid and semi arid districts, boys are expected to take care of herding, which is an important role in pastoralist economy. Such children do not attend formal education classes as presently organized. Work prevents many children from gaining or benefiting from

education, while at the same time education system fails to take into account the special circumstance of working children. All these forms of labour, whether paid or unpaid, interfere with children's participation in education either by denying them access or reducing effective participation thus causing drop-out and absenteeism from school. The male child is the worst hit in Mutuati Division; male drop-outs are quickly absorbed as labourers in the thriving miraa plantations to pick and pack miraa as well as transport it to the buying centres.

## **2.7 Strategies to be used to enhance learners' discipline**

### **2.7.1 Suggestions to ban miraa consumption**

The greatest controversy in Kenya and the world at large is how to deal with miraa as a drug despite the economic importance attached to it. Carrier (2008) argues that the greatest war is how to categorize miraa which allow the confrontation of miraa with other substances also termed as drugs. Much of the Kenyan miraa should be labeled a 'drug'. The growing economic importance of miraa has engendered a heated national debate concerning the legal status of the plant. Opponents contend that miraa is a health hazard with deleterious socio-economic consequences and seek a complete ban to curb its evil influence on the country's children future. Others oppose any policy that ignores miraa's micro and macro economic benefits (Abudulahi, 1983). The young people in Nyambene see miraa as a successful commodity which is linked to their heritage and is regarded as 'Poa' (cool) by many of their peers in other parts of the country as it

helps forge their identity as modern and young men (MoA Igembe South District, 2009).

The Kenya Times (2008), featured a story where the then Deputy National Assembly speaker, Farah Maalim had proposed a ban on the production and consumption of miraa and also suggested for it to be classified as a drug. Further the legislator observed that the use of the commodity had adversely affected education standards in the miraa growing zones of Meru North District and North Eastern province where miraa was consumed in large quantities.

The daily Nation (2009), featured M.P.s from Northern Kenya, led by the then Minister of the area, Mohamed Elmi, vowing to push for a law barring people under 18 years from chewing miraa. The limit, they said was aimed at protecting young school children from the rampant addition to the substance, which had a profound impact on education. They warned that if the government did not take urgent action to end the menace from these ill-effects of miraa, the region would face a major catastrophe especially education-wise. Anderson (2007) in his book “The Khat Controversy” asserts that in Kenya consumers spoke of the ill effects that miraa use had on their lives in ways that point to both physical and psychological dependence. As Anderson observed, they are among the ranks of khat consumers who can chew while calling for a ban on their drug of choice. Critics of the chewers claim that expenditure on miraa had caused misery to

household and even contributed to bankruptcy. Other male consumers had been heard saying that Khat chewing has led to breakdown of their marriages, an echo of the complaints of UK based Somali women who campaign against khat consumption in the UK.

### **2.7.2 Safeguarding children's Rights**

There is a strong and sustained global effort to eliminate child labour in Agriculture and other areas especially hazardous child labour in which both International Labour Organization (ILO) and Food and Agriculture organization (FAO) are playing leading roles. Worldwide agriculture in the sector where by far the largest share of working children is found nearby 70 percent, over 132 million girls and boys aged 4 to 14 years old work in crop and livestock production (World economic survey, 2006).

The Government of Kenya National Development Plan (1997 – 2001) indicated that the pupils enrolling in standard one, only 79 percent of boys and 80 percent of girls reach standard four while 55 percent of boys and 35 percent of girls reach standard eight to sit for final examination. The children Act (2001) Republic of Kenya states that every child shall be protected from economic exploitation and work that is likely to be hazardous or interfere with the Child's education to be harmful to the child's health or physical mental or spiritual moral or social development (GoK, Kenya Children Act, 2001).

### **2.7.3 The role of the National Agency for the Campaign Against Drug Abuse (NACADA)**

In March 26<sup>th</sup> 2001, NACADA was started by the government as a response to the problems of drug abuse that was escalating in the country. Its term of reference was to initiate public education on campaign against drug abuse in the country to develop an action plan aimed at curbing drug abuse by the youth in schools and other institutions of learning and sensitize the parents on the abuse of drugs and its drug dependent persons (NACADA, 2003). According to the 2003 annual report, the campaign was undertaken to initiate the various activities to fight drug abuse among the young in learning institutions. The report explains that in the year 2003, the campaign focused on two critical aspects in learning institutions namely: preventive education activities and public empowerment, students' barazas during joint secondary schools meeting held at venues convenient to all. The Kenya Institute of Education (KIE) in collaboration with the National Agency for the Campaign Against Drug Abuse (NACADA) have played a big role in curbing drug abuse in the country.



#### **2.7.4 Guidance and counseling programmes as a basis for enforcing discipline**

The report of the task force on students' discipline and unrest emphasized on guidance and counseling as a means of promoting positive behavior (GoK, 2001).

The guidance and counseling programme is also geared towards providing help to pupils who have personal problems that hinder conformity to good discipline and school attendance. Sindabi (1992) noted that failure to provide guidance and counseling programmes in school will result in a waste of investment and human resource development especially where high level of drop-out and discipline which are key elements in academics performance is not availed. In addition Makende (1984) observed that leaving young in a vacuum to develop for themselves independence, self understanding, self direction and problem saving skills without proper guidance from trained teachers will yield to lasting results.

Students should be guided and counseled on the dangers of drug and substance abuse. Counseling involves the addict visiting a psychiatrist or other experiences personnel for personal guidance on how to stop the habit. However there should be a strong conviction on the part of the way to stop taking drugs. Counseling substance abuse victims can be quite strenuous. It is the duty of the counselor to deal with situation in a calm rational manner. It would help to know the background of the drug user. The counselor should avoid telling the drug user what to do, rather ask then how they may be supported. This entails being

available for them and talking about shared fears and worries. Encourage them to find constructive alternatives such as hobbies or pastimes. Avoid suggesting obstructive impractical solutions (Mwenesi, 1996).

## **2.8 Summary of the literature review**

This literature review started with the concept of school discipline as a key for educational development. It has further reviewed literature on parental socio-economic status and learners' discipline, peer influence and learners' discipline, miraa business/sales and learners' discipline, influence of using miraa as a drug on learners' discipline and strategies that can be used to enhance learners' discipline.

The section was able to identify studies that have been done on miraa by other researchers. One such work was done by GoK in 1996 which was a detailed review focusing on chemistry of miraa, health implications, economic, legal, social, cultural, religious and its moral values. Other researches on miraa include the effects of commercialization of miraa as a crop (Mailutha, 2005), child labour in miraa industry (Mwarania, 2007), influence of miraa on pupils' participation in primary schools (Kirikua, 2010) among others.

This study did not come across any scholarly studies or academic scholarships that have investigated the influence of miraa on learners' discipline in primary schools. This study therefore identified an academic research gap which it endeavored to fill.

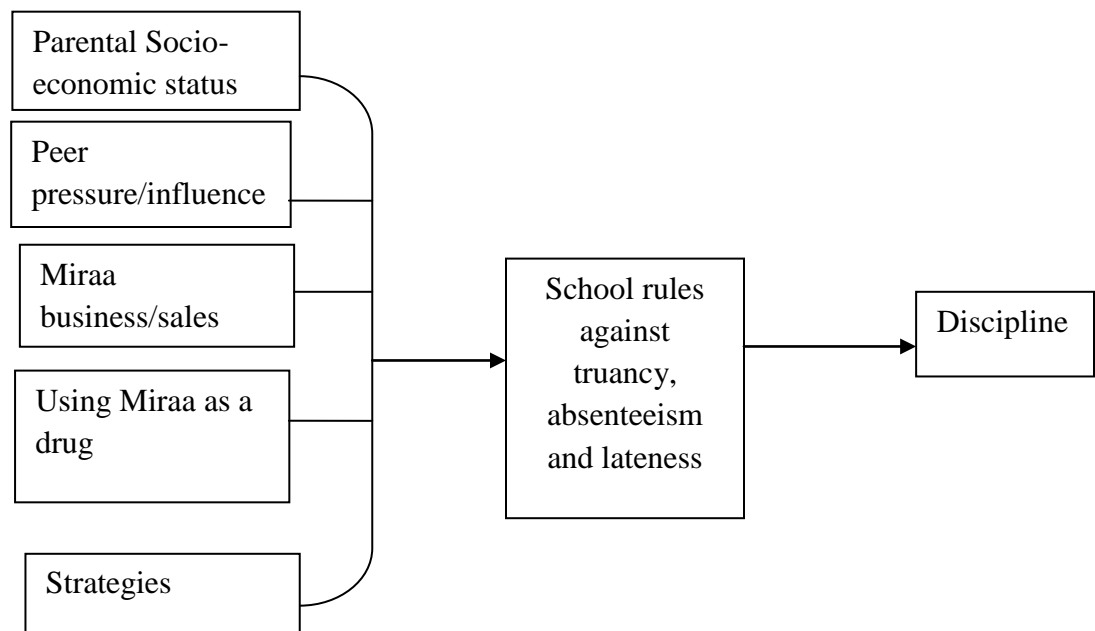
## **2.9 Theoretical framework**

The study adopted the social learning theory which was advocated by Albert Bandura in 1986. According to him people learn through observing others' behavior, attitudes and outcomes of those behaviour. Most human behavior is learned observationally through modeling from observing others; one forms an idea of how new behaviour are performed, and on later occasions this coded information serves as a guide for action. Bandura believed in reciprocal determinism, that is the world and a person's behavior cause each other. He assumed that adolescents acquire their beliefs about substance use and other delinquent behaviour from their role models, friends and parents. From this perspective, it is important to provide adolescents with positive role models and to teach them refusal skills and the belief that they can resist drugs. This further establishes that the surroundings that the pupils live in, community that they come from and the people that they interact with had either influenced them into taking or not taking drugs. Prevalence of miraa in the area of study had an impact on the knowledge, attitude and practices of the pupils. This theory will be applicable to this study on the influence of miraa on learners' discipline because the

environment in which the students interact to a great extent, influence their behavior. Miraa being the economic mainstay of the people in the area of study is grown by almost all the households. Therefore parental influence, peer pressure and availability of miraa all operate in a given environment, which in turn influences learners' discipline as they drop out of school and join miraa industry.

## 2.10 Conceptual framework

**Figure 2.1 Influence of miraa farming on learners' discipline**



**Source: Author (2013)**

The conceptual framework shows the influence of miraa farming on learners' discipline. Miraa hampers the teaching and learning process due to the wastage of learners' study time in miraa industry. The study perceives that parental socio-economic status, peer influence, miraa business/sales, using miraa as a drug are the factors that influence learners discipline. Government policies on miraa trade, School rules, guidance and counseling and community involvement against learners' involvement in miraa farming could be used to curb indiscipline cases in schools.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

The main focus of the chapter is to describe the methodology which was used in carrying out the study. It is organized along the following subheadings; research design, target population, sample and sampling procedures, research instruments, instrument validity, instrument reliability, data collection procedures and data analysis techniques.

#### **3.2 Research design**

The researcher used descriptive survey in this study. Descriptive survey is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals (Orodho, 2003). Kombo and Trump (2006) say that the major purpose of descriptive research is to describe the state of affairs as it exists and involves a method of collecting information by interviewing or administering questionnaires to a sample of individuals. The research was aimed at gaining insight on influence of Khat farming on pupils' discipline in public primary schools in Mutuati Division Igembe North District.

#### **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 & Gall, 1989). Mutuati division has 28 public primary schools, 28 head teachers 400 teachers and 29,327 pupils. The target population included 28 head teachers, 256 class teachers and 1338 standard eight pupils.

### 3.4 Sample size and sampling procedure

A sample is a small proportion of a population selected for observation and analysis (Best & Khan, 2002). Simple random sampling was used by the researcher to select the sample. According to Mugenda & Mugenda (2003) ten percent to thirty percent (10% to 30%) of the population can be picked from a large population.

The sample size for the study consisted of a total of 167 respondents; 8 head teachers, 26 class teachers and 134 pupils in standard eight.

**Table 3.1 Sampling procedure**

<b>Respondents</b>	<b>Target</b>	<b>Sample</b>
Head teachers	28	8
Class teacher	256	26
Pupils	134	134
<b>Total</b>	<b>418</b>	<b>168</b>

### **3.5 Research instrument**

This study employed the use of questionnaires as a tool for data collection. There were three sets of questionnaires; head teachers, class teachers and pupils. Questionnaire for the head teachers was divided into two sections; A and B. section A consisted of questions meant to capture demographic information of the head teachers. Section B sought general information about the influence of miraa farming on learners' discipline and the strategies the head teachers would use to alleviate the problem to enhance discipline. Questionnaires for class teachers were divided into two sections, A and B. Section A consisted of questions meant to capture demographic and background information of class teachers. Section B consisted of questions on the influence of miraa on learners' discipline and strategies to alleviate the problem. Questionnaire for pupils was divided into two sections. Section A consisted of demographic information and section B consisted of questions that captured information on miraa and learners' discipline as well as strategies to enhance discipline. All the three sets of questionnaires were found to be reliable since they had a high coefficient value of above 0.7. This implied that items correlated highly among themselves meaning that there was consistency among the items in measuring the concept of interest .The instrument were then considered reliable and hence used in the collection of data for the study.



### **3.6 Instruments validity**

Validity of an instrument refers to the ability of that instrument to measure what it is supposed to measure (Borg & Gall, 1989). The researcher tested both construct and content validity of the questionnaire. According to Wilkinson (1991) pre-testing a survey is a good way to increase the likelihood of face validity. A pilot study was used to a check on errors and ambiguity to increase face validity. The pilot study was carried out in two public primary school in Mutuati Division. Expert opinions, literature searches and pre-testing of open-ended questions were help to establish content validity (Wilkinson, 1991). The researcher prepared the instruments in close consultation with the supervisors in order to ensure that the items in the questionnaires cover all the areas under investigation.

### **3.7 Instrument reliability**

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda & Mugenda, 2003). To establish the reliability of the instrument, the measures should give consistent results from the test. The researcher used test-retest technique to ascertain the instrument reliability during pre testing of instrument. This involved administering the same instrument twice to the same group of respondents, allowing one week between the first and the second test. The scores from both testing periods were then be correlated to determine correlation coefficient using the Pearson Product moment formula indicated below:

$$r = \frac{\sum xy - \frac{\sum x \sum y}{N}}{\sqrt{(\sum X^2 - \frac{(\sum x)^2}{N})(\sum y^2 - \frac{(\sum y)^2}{N})}}$$

Where N = Number of respondents

X = Scores from test one

Y = Scores from test two

A correlation coefficient, which may range from -1.00 to +1.00, shows the size and direction of a relationship between two sets of scores. The larger the absolute value of the number, the stronger the relationship whether it be positive or negative Best & Kahn (1989). The correlation coefficient value was 0.7 therefore, the higher the correlation coefficient the higher the test-retest reliability.

### **3.8 Data collection procedures**

A research permit was obtained from the National Council for Science and Technology. The researcher also reported to the District Commissioner (D.C), Meru North District and to the District Education Officer (DEO) Igembe North District to obtain authorization to conduct the study. The researcher also obtained permission from each head teacher to conduct the research in the schools. Questionnaires were administered directly to the respondents by the researcher and collected immediately after they were filled. The respondents were assured that confidentiality was to be maintained in dealing with their responses.

### **3.9 Data analysis techniques**

The study generated both qualitative and quantitative data. Descriptive statistics were used to analyze quantitative data. The researcher presented the data in frequencies, percentages, averages, tables, charts and graphs. Qualitative data was arranged into themes as per the objectives and research questions. The Statistical Package for Social Sciences (SPSS) for windows versions 18.0 was used to generate frequency distributions using descriptive statistics in order to examine the patterns of the responses.

## **CHAPTER FOUR**

### **DATA ANALYSIS, PRESENTATION AND INTERPRETATION**

#### **4.1 Introduction**

This chapter presents and discusses the findings of the study. The study was to investigate the influence of khat farming on pupils' discipline in public primary schools in Mutuati division, Igembe North district. Data was collected from a sample of 168 respondents who comprised of head teachers, class teachers and class eight pupils. Collected data on respondents' demographic information and information on miraa farming and pupils' discipline was compiled into frequencies, percentages and presented in tables, graphs and pie charts. The data was then interpreted in relation to the following objectives; parental socio-economic status in miraa growing areas, peer influence in miraa growing areas, miraa business/sales, using miraa as a drug on learners' discipline in public primary schools in Mutuati Division and the strategies that should be used to enhance learners' discipline in public primary schools in Mutuati Division, Meru County.

#### **4.2 Instrument return rate**

The researcher targeted 8 public primary school head teachers, 26 class teachers and 134 class eight pupils for the study. Therefore, 168 questionnaires were administered. All head teachers', 124 pupils' questionnaires were returned and 22

of the teachers' thus a total of 154 questionnaires (representing 91.7%) were returned. This response was considered satisfactory for the purpose of the study.

### 4.3 Respondents' demographic information

Mbiti (1974), discipline has to do with the unquestionable recognition of authority, the readiness to obey instructions and uphold the code of regulations as laid down by the governing authority. The researcher sought to know the respondents' personal data that comprised of gender, age bracket, level of academic qualification and the teaching experience. This information would try to show whether the personality of the respondents had any influence on the enhancement of discipline in schools. The findings were presented in tables below.

The researcher sought to identify respondents' gender. Their responses were as shown on Table 4.1.

**Table 4.1 Respondents' gender**

Gender	Head teachers		Teachers	
	Frequency	Percentage	Frequency	Percentage
Male	6	75.0	10	45.5
Female	2	25.0	12	54.5
<b>Total</b>	<b>8</b>	<b>100.0</b>	<b>22</b>	<b>100.0</b>

From the findings majority of the schools are headed by male teachers. Though the female teacher population was higher than that of male teachers.

The researcher then sought to know the age bracket of the respondents and presented the findings in Table 4.2.

**Table 4.2 Respondents age bracket**

Age	Head teachers		Teachers	
	Frequency	Percentage	Frequency	Percentage
Below 25 years	-	-	1	4.5
26 – 35 years	-	-	9	40.9
36 – 45 years	5	62.5	9	40.9
46 – 60 years	3	37.5	3	13.7
<b>Total</b>	<b>8</b>	<b>100.0</b>	<b>22</b>	<b>100.0</b>

The head teachers and teachers were asked to indicate their ages because according to Hughees (1994) age affects the efficiency and performance of an individual. Thus, the research findings show that the head teachers were all over 36 years. This shows that school administrative role need professional maturity as a key to success. These findings triggered the researcher to find out if academic and professional qualification also affected appointments into leadership.

Professional qualification is determined by the highest academic level and essential for job effectiveness. The findings were presented in Table 4.3.

**Table 4.3 Respondents' highest academic/professional qualifications**

Qualifications	Head teachers		Teachers	
	Frequency	%	Frequency	%
Masters Degree	1	12.5	1	4.5
B. Ed	2	25.0	5	22.7
Diploma	3	37.5	11	50.0
P1	2	25.0	5	22.7
<b>Total</b>	<b>8</b>	<b>100.0</b>	<b>22</b>	<b>100.0</b>

From the findings, Table 4.3 shows that the head teachers' academic qualification was relatively below average. There were head teachers who indicated that P1 certificate was their highest qualification level, this clearly outlining that their appointments were based on experience rather than academic qualification.

Head teachers' administrative role is essential in the school, though personal competence is built on familiarization with the ground. Further the researcher sought to know the duration of time respondents had stayed in one station and the findings were tabulated Table 4.4.

**Table 4.4 Respondents' length of stay in current station**

<b>No. of years</b>	<b>Head teachers</b>		<b>Teachers</b>	
	<b>Frequency</b>	<b>%</b>	<b>Frequency</b>	<b>%</b>
1 – 5 year	1	12.5	10	45.5
6 – 10 years	-	-	8	36.4
11 – 15 years	1	12.5	1	36.4
Over 16 years	6	75.0	3	13.7
<b>Total</b>	<b>8</b>	<b>100.0</b>	<b>22</b>	<b>100.0</b>

Table 4.4 reveals that majority of head teachers had stayed in their current stations for over 16 years. This length of stay was deemed satisfactory for the head teachers' competence in school rules and regulations implementation. Majority of the teachers also indicated that they had stayed in their current stations for less than 10 years. This duration was alarmingly low since this length of stay was not very effective in instilling discipline in schools.

The researcher sought to know the pupils' personal information which was deemed relevant to reveal the behaviour of the pupils as shown in Table 4.5.



**Table 4.5 Pupils' age**

<b>Year</b>	<b>Frequency</b>	<b>Percentage</b>
12 years	2	1.6
13 years	21	16.9
14 years	24	19.4
15 years	63	50.8
16 years	14	11.3
<b>Total</b>	<b>124</b>	<b>100.0</b>

Children reach class eight at an average age of 12 to 13 years. From the study findings majority of the pupils (62.1%) were aged between 15 and 16 years, these ages are deemed to contribute to cases of indiscipline like rudeness to teachers, chewing of miraa in school and bullying of other pupils. Their ages were deemed adequate to give information on miraa and discipline. Maganda (2008), noted that there are now perpetually available to the youth and mainly students. Drug abuse has led to the problem that mainly affect the youth through peer influence, media adverts and other social grounds. School boys and girls have caused indiscipline

cases in schools as some drop out of schools due to early pregnancies, HIV/AIDS infections and destruction of institutional property.

The availability of miraa within the pupils reach highly influence their engagement in the vices associated with it. Also the school environment acts as a rehabilitation centre for moral values among pupils. The researcher sought to know from the head teachers if their schools owned miraa plantations. The findings were presented in Table 4.6.

**Table 4.6 Head teachers’ response on whether their school owned miraa plantations**

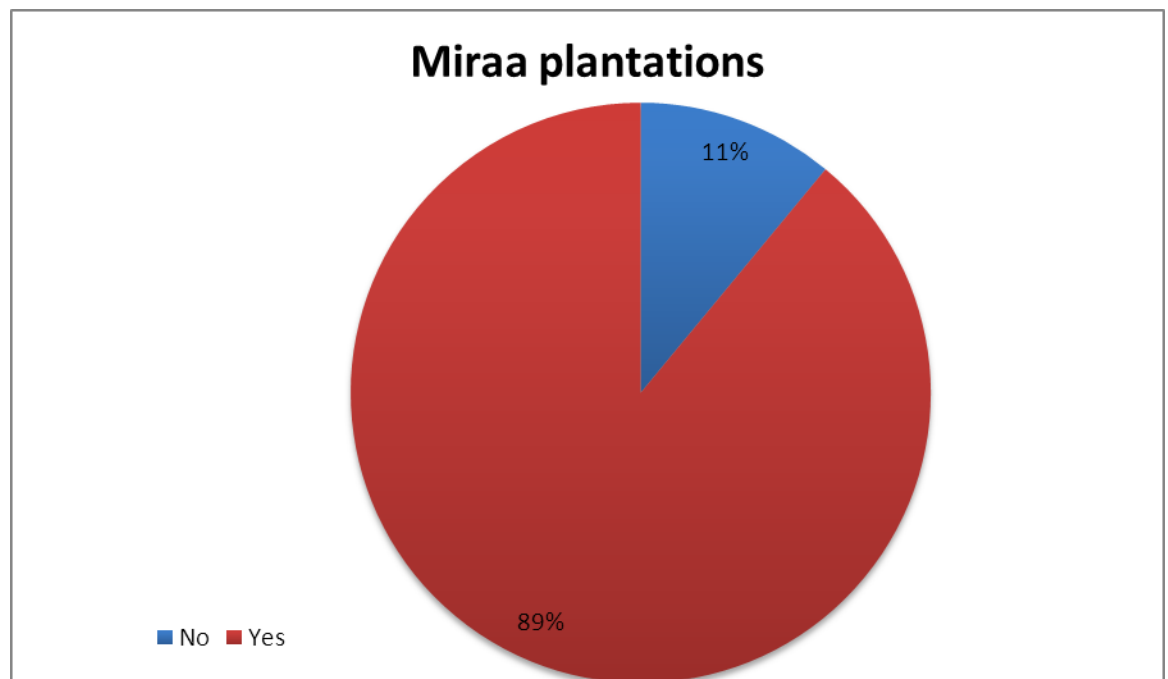
<b>Response</b>	<b>Frequency</b>	<b>percentage</b>
Yes	8	100.0
No	0	0.0
<b>Total</b>	<b>8</b>	<b>100.0</b>

From the study findings the head teachers indicated that their schools owned miraa plantations. These findings were to raise questions on miraa availability. This suggests that, pupils can easily access miraa because it is available , we can

therefore confirm the arguments by Mwenesi (1996), that drug abuse is highly influenced by easy access to drugs among abusers who include students.

The researcher sought to know from the pupils whether their families owned miraa plantations. These findings were presented Figure 4.1.

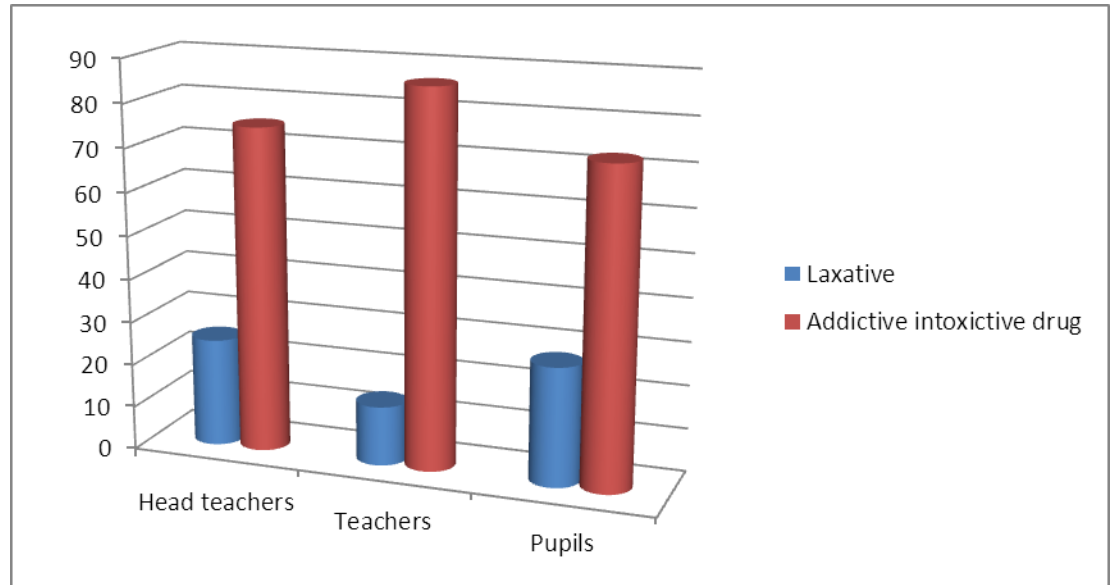
**Figure 4.1** Pupils responses on whether they had miraa farms at home.



These findings were to confirm the availability of miraa for easy consumption.

Further the researcher sought to identify the respondents' perception on miraa and tabulated the findings as shown in Figure 4.2.

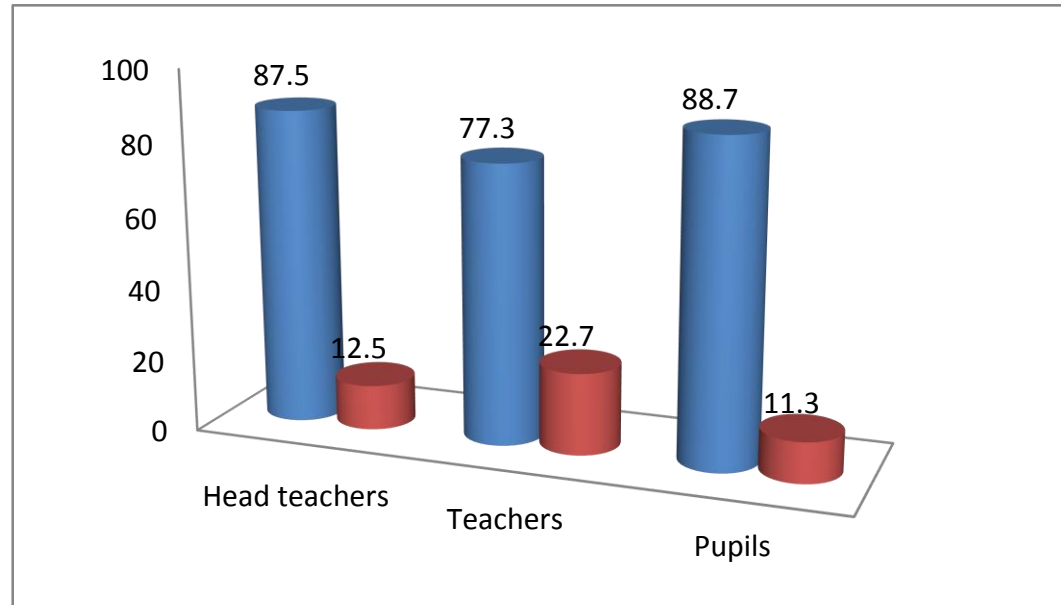
**Figure 4.2 Respondents' perceptions on miraa consumption**



Majority of the head teachers (87.5%), teachers (77.3%) and pupils (88.7%) felt that miraa is more of an addictive intoxicating drug than a laxative. These findings show that despite the community's involvement in the trade, they were aware of the dangers posed by the crop. These findings concur with Kimathi (2009) who states that the health problems manifesting themselves among the miraa users range from decayed and brown teeth, constipation, appendicitis, dilated eyes, sleeplessness, hallucinations, mouth and stomach ulcers and in the long-run, psychosis.

The researcher sought to find out whether miraa chewing causes indiscipline cases among learners. The findings were presented in the Figure 4.3.

**Figure 4.3 Respondents responses on miraa causes of indiscipline**



Majority of the respondents were in agreement that miraa is a cause of indiscipline cases among learners. These findings concur with Hopkins (1983), points out that drugs influence discipline in that pupils under the influence of drugs are difficult to deal with. They are discipline, do not pay attention in the class display poor academic performance, engage in risky sexual behavior and become delinquent according to an observation by some head teachers institutions.

Further the researcher sought to know the indiscipline cases caused by engagement of learners in miraa trade. Indiscipline cases occur as a result of

failing to follow school rules and regulations. The responses were tabulated in Table 4.7.

**Table 4.7 Indiscipline cases caused by miraa chewing**

Cases	Head teachers		Teachers		Pupils	
	Freq	%	Freq	%	Freq	%
Noise making	1	12.5	3	36.4	6	4.8
Absenteeism	3	37.5	12	50.0	64	51.6
Sneaking	2	25.0	4	18.2	26	21.0
Fights among pupils	1	12.5	1	4.5	9	7.3
Verbal assaults	1	12.5	2	9.1	15	12.1
<b>Total</b>	<b>8</b>	<b>100.0</b>	<b>22</b>	<b>100.0</b>	<b>124</b>	<b>100.0</b>

The study findings revealed that sneaking out of school, absenteeism and verbal assault are among the indiscipline cases largely caused by learners' engagement in miraa trade. This was due to the fact that majority of the respondents (51.6%, 50.0% and 37.5%) pupils, teachers and head teachers respectively were in agreement with the notion that miraa chewing causes indiscipline cases. These findings are in line with Mwenesi (1996), who states that drug abuse causes indiscipline among learners.

#### 4.4 Parental socio-economic status and learners' discipline

Heyman (1980) emphasized the importance of family income and occupation that children born and reared from wealthier families do better in all aspects of life and have high moral reasoning and good performance unlike those from poor socio-economic background who may engage in dubious activities.

Mutuati community is perceived to largely depend on miraa as a source of livelihood. Therefore the researcher sought to know the source of livelihood of the parents. The findings were tabulated in the Figure 4.4.

**Figure 4.4 Parental source of livelihood**



From the study findings more than 75% of the head teachers, 90.9% teachers and 82.3% pupils indicated that miraa is the prime source of livelihood to the community within the study area.

The researcher sought to know from the teachers the rating of the parents' economic status. The results were presented as Table 4.8.

**Table 4.8 Teachers rating of parents' economic status**

<b>Rate</b>	<b>Frequency</b>	<b>Percentage</b>
Medium	17	77.3
Low	5	22.7
<b>Total</b>	<b>22</b>	<b>100.0</b>

Despite the involvement in the miraa trade majority of the teachers (77.3%) indicated that parents were at a medium economic status.

These findings further tried to identify if the involvement in miraa trade as a form of livelihood was beneficial and sought to find out if they encountered financial constraints in payment of school levies and provision of other basic needs. The findings were tabulated in Table 4.9.



**Table 4.9 Head teachers' responses on whether parents experienced difficulties in paying school levies**

<b>Response</b>	<b>Frequency</b>	<b>percentage</b>
Yes	6	75.0
No	2	25.0
<b>Total</b>	<b>8</b>	<b>100.0</b>

From these findings the study showed that majority of the parents faced difficulties in paying school levies charged and provision of basic needs. These findings triggered the researcher to seek the causes of these challenges. Parents are usually the primary role models in inspiring their children into greater heights in educational achievement. The results were tabulated in Table 4.10.

**Table 4.10 Causes of parental strains in contribution towards school levies**

<b>Causes</b>	<b>Frequency</b>	<b>Percentage</b>
Poverty	5	62.5
Parental irresponsibility	1	12.5
Cultural practices	2	25.0
<b>Total</b>	<b>8</b>	<b>100.0</b>

The study areas relatively displayed a high level of illiteracy in the community. Parents lacked interest in their children’s education due to the high level of poverty and illiteracy reported in the area. Therefore learners abscond from learning to source for their own necessities. The study also revealed that some cultural practices in the community affect learning.

The researcher sought to find out from the head teachers the influence of parental socio-economic factors on learners’ discipline. The results were tabulated as in Table 4.11.

**Table 4.11 Head teachers’ responses on parental socio-economic factors**

<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>SD</b>	<b>D</b>	<b>U</b>
Learners are forced to drop out of school to earn a living for their family	12.5	75.0	0.0	12.5	0.0
Learners from miraa growing families are less likely to complete their studies	12.5	62.5	0.0	25.0	0.0
Educating children is not a priority in families growing miraa	37.5	25.0	25.0	12.5	0.0

N = 8

Majority of the head teachers had a strong agreement to the statement that learners are forced to drop out of school, followed the statement that requested whether learners from miraa growing families are less likely to complete their

studies with the argument that they were likely to abscond from school to earn easy money from miraa trade. Teachers' responses were presented in Table 4.12.

**Table 4.12 Teachers' responses on parental socio-economic factors**

<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>SD</b>	<b>D</b>	<b>U</b>
Learners are forced to drop out of school to earn a living for their family	9.1	27.3	27.3	36.4	0
Learners from miraa growing families are less likely to complete their studies	18.2	45.5	13.6	22.7	0
Educating children is not a priority in families	4.5	27.3	36.4	22.7	9.1

N = 22

The teachers concurred with the head teachers' responses on the parental socio-economic factors that affect learners' retention rates in schools. Pupils' responses were presented in table 4.13.

**Table 4.13 Pupil s’ responses on parental socio-economic factors**

<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>SD</b>	<b>D</b>	<b>U</b>
Learners are forced to drop out of school to earn a living for their families	12.1	43.5	31.5	7.3	5.6
Learners from miraa growing families are less likely to complete their studies	10.5	58.9	16.9	9.7	4.0
Educating children is not a priority in families	10.5	27.4	5.6	49.2	7.3

N = 134

The learner respondents agreed with both their teachers and head teachers on the first two statements but differed on the fact that education is not a priority in families since majority of the learners disagreed with the statement.

#### **4.5 Peer influence on miraa use and learners discipline**

Karechio (1994), argues that a young person will be encouraged by his friends to take drug when the rest of the group is doing so Youngsters are said to engage in irresponsible behaviour as a result of peer pressure. These young ones will be influenced by their friends to engage in miraa trade. Thus they seek approval from their peers and then often convince others to join in the habit as a way of seeking acceptance.

The researcher sought to know from the pupils why they chew miraa. Their responses were presented as shown in Table 4.14.

**Table 4.14 Pupils reasons for chewing miraa**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
To feel highly and cool	44	35.5
Availability of miraa	13	10.5
Influence from friends	62	50.0
To stay awake & study	5	4.0
<b>Total</b>	<b>124</b>	<b>100.0</b>

Pupils in the area of study are mainly dragged by their peers into vices that disorient them from normal school activities. From the study findings majority of the pupils (50%) chew miraa because their friends chew. Miraa is highly regarded for youngsters to feel highly and cool (35.5%). Others believe that chewing miraa would keep them awake for long hours. Though a relative percentage of the pupils indicated that the availability of miraa prompted them to chewing it.

Further, the researcher sought to find out how pupils obtained miraa for chewing. Their responses were presented in Table 4.15.

**Table 4.15 Pupils responses on how they obtained miraa for chewing**

<b>Response</b>	<b>Frequency</b>	<b>percentage</b>
Our shamba	36	29.0
My friend	76	61.3
Buying from the market	12	9.7
<b>Total</b>	<b>124</b>	<b>100.0</b>

From table 4.13 it was evident that majority of the pupils (61.3%) carried miraa to school for chewing and distributed it to their peers.

The researcher sought to find out from the head teachers the influence of peer pressure on learners' discipline by providing them three statements. The results were tabulated in Table 4.16.

**Table 4.16 Head teachers' responses on peer influence and miraa trade**

<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>SD</b>	<b>D</b>	<b>U</b>
Girls drop out of school to get married to miraa tycoons	25.0	75.0	0	0	0
Learners are easily influenced by their peers to join miraa trade	62.5	37.5	0	0	0
Learners sneak out of school in groups to go harvest miraa	37.5	50.0	12.5	0	0

N = 8

Majority of the head teachers strongly agreed that learners are forced to drop out of school, they also agreed to the statement that requested whether learners are easily influenced by their peers to join miraa trade by providing them with three statements. Teachers' responses were presented in Table 4.17.

**Table 4.17 Teachers' responses on peer influence and miraa trade**

<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>SD</b>	<b>D</b>	<b>U</b>
Girls drop out of school to get married to miraa tycoons	40.9	50.0	9.1	0	0
Learners are easily influenced by their peers to join miraa trade	72.7	27.3	0	0	0
Learners sneak out of school in groups to go harvest miraa	54.5	31.8	0	13.6	0
N = 22					

Majority of the teachers strongly agreed that learners are forced to drop out of school, they also agreed to the statement that requested whether learners are easily influenced by their peers to join miraa trade by providing them with three statements. Pupils' responses were presented in Table 4.18.

**Table 4.18 Pupils' responses on peer influence and miraa trade**

<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>SD</b>	<b>D</b>	<b>U</b>
Girls drop out of school to get married to miraa tycoons	39.5	27.4	17.7	11.3	4.0
Learners are easily influenced by their peers to join miraa trade	43.5	27.4	16.1	4.8	8.1
Learners sneak out of school in groups to go harvest miraa	36.3	33.1	20.2	4.8	5.6

N =8

The study findings revealed that majority of the pupils were in agreement to the three statements. Statement two on learners influencing each other to join miraa trade scored the highest. This was a clear indication that peer influence had a great impact on the learners' discipline which was strongly supported by the argument that learners sneaked out of school in groups to go to harvest miraa. Girls also influenced each other to get married to miraa tycoons.

#### **4.6 Miraa business/sales and learners' discipline**

Miraa being a cultural plant has acquired a big commercial angle beyond the traditional and social importance. All families where it is grown depend on its economic value because besides chewing as a livelihood, the money gotten from miraa is used in buying food, as school fees and other school levies, school



uniform 4 and meeting other family needs. The study then sought to know whether girls chewed miraa in school. The responses were tabulated in Table 4.19.

**Table 4.19 Chewing of miraa by girls**

<b>Responses</b>	<b>Freq</b>	<b>%</b>	<b>Freq</b>	<b>%</b>	<b>Freq</b>	<b>%</b>
Yes	1	12.5	2	9.1	14	11.3
No	7	87.5	20	90.9	110	88.7
<b>Total</b>	<b>8</b>	<b>100.0</b>	<b>22</b>	<b>100.0</b>	<b>124</b>	<b>100.0</b>

A relative high percentage of the head teachers and teachers indicated that girls did not chew miraa. This was clear indication that though girls do not chew miraa they are affected by other forms of miraa trade.

Then the researcher sought to know why girls drop out of school. The responses were tabulated as Table 4.20.

**Table 4.20 Reasons why girls drop out of school**

<b>Reason</b>	<b>Frequency</b>	<b>percentage</b>
Marriage to tycoons	6	75.0
Miraa trade	1	12.5
Domestic chores	1	12.5
<b>Total</b>	<b>8</b>	<b>100.0</b>

From the study findings majority of the girls dropped out of school to get married to the miraa tycoons. They were lured with money and either tricked into married or they were sexually abused. This trend was deemed to cause high spread of HIV and AIDS. A minority few of the girls were indicated to drop out of school to join the miraa trade while a smaller percentage were engaged with domestic chores. These findings are in line with Elmi (1993), and Waikenda (2010), who asserts that acquisition of funds from Khat may lead to criminal behaviour, prostitution and HIV AIDS.

The researcher sought to know the average amount of money earned by children per day from miraa trade. The findings were presented in Table 4.21.

**Table 4.21 Average earning of pupils per day**

<b>Amount</b>	<b>Frequency</b>	<b>Percentage</b>
100 – 500 Shillings	16	12.9
600 – 1000 shillings	33	26.6
100 – 1500 shillings	66	53.2
Over 1500 shillings	9	7.3
<b>Total</b>	<b>124</b>	<b>100.0</b>

Pupils indicated that they earned a lot of money from the miraa trade with the majority of them indicating that they earned between one thousand and one thousand five hundred in a day. These findings triggered the researcher to source for the way they spent the money earned. The findings were presented in Table 4.22.

**Table 4.22 How pupils spend money earned from miraa**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Buying uniform, books and pens	13	10.5
Paying school levies	3	2.4
Buying food	5	4.0
Enjoying with friends	103	83.1
Saving the money	0	0.0
<b>Total</b>	<b>124</b>	<b>100.0</b>

Money earned by children from miraa trade was not at all saved, it was spent on luxuries with only a minority few of the pupils contributed to their school basic needs. This explained the high poverty level as the money earned from miraa trade doesn't enter into the family budget. Kimathi (2009), asserts that all these are not recorded anywhere in the government's foreign exchange earnings and the miraa industry here is on free flow or survival for the fittest basis as the government does not intervene in the industry at all.

The researcher sought to find out from the respondents on the miraa trade/sale factors that influence miraa farming on learners' discipline. The results were tabulated in Table 4.23.

**Table 4.23 Head teachers' responses on effects of miraa trade/sales on learners discipline**

<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>SD</b>	<b>D</b>	<b>U</b>
Learners transport miraa into trading centres	25.0	50.0	12.5	12.5	0
Learners prefer working for money in miraa trade that being in school	37.5	50.0	0	12.5	0
Miraa is readily available to the learners for consumption	0	12.5	50.0	37.5	0
<b>N = 8</b>					

The study findings revealed that majority of the head teachers indicated that miraa trade was flooded with school-aged child labourers. This was due to the strong agreement that learners transport miraa to the trading centers and they preferred working for money in miraa trade than being in school, though they disagreed that miraa was readily available to the learners for consumption. Table 4.24 shows the teachers responses.

**Table 4.24 Teachers' responses on effects of miraa trade/sales on learners discipline**

<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>SD</b>	<b>D</b>	<b>U</b>
Learners transport miraa into trading centres	22.7	50.0	4.5	22.7	0
Learners prefer working for money in miraa trade that being in school	40.9	50.0	0	9.1	0
Miraa is readily available to the learners for consumption	4.5	18.2	40.9	36.4	0

N=22

The study findings showed that majority of the teachers indicated that miraa trade was flooded with school- aged child labourers. This was due to the strong agreement that learners transport miraa to the trading centers and they preferred earning from miraa trade than being in school, though they disagreed that miraa was readily available to the learners for consumption. Table 4.25 shows the pupils responses.

**Table 4.25 Pupils' responses on effects of miraa trade/sales on learners**

**discipline**

<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>SD</b>	<b>D</b>	<b>U</b>
Learners transport miraa into trading centres	11.3	61.3	16.9	6.5	4.5
Learners prefer working for money in miraa trade that being in school	36.3	33.1	20.2	4.8	5.6
Miraa is readily available to the learners for Consumption	16.1	25.8	20.2	31.5	6.5

N = 134

Majority of the pupils concurred with both the head teachers and teachers that miraa trade was flooded with school-aged child labourers. This was due to the strong agreement that learners transport miraa to the trading centers and they preferred earning from miraa trade than being in school, though they disagreed that miraa was readily available to the learners for consumption.

**4.7 Effects of using miraa as a drug and learners' discipline**

Miraa abuse leads to health, social, economic and educational problems. The study sought to know health implication resulting from miraa consumption. The responses were tabulated in Table 4.26.

**Table 4.26 Head teachers' responses on health implication on miraa chewers**

Response	Head teachers		Teachers	
	Freq	%	Freq	%
Strongly agree	1	12.5	9	40.9
Agree	6	75.0	11	50.0
Strongly disagree	1	12.5	2	9.1
<b>Total</b>	<b>8</b>	<b>100.0</b>	<b>22</b>	<b>100.0</b>

Majority of the head teachers 87.5% and teachers 90.9% were in agreement that miraa chewing cause health implication on chewers. The study findings concurs with Kimathi(2010), who states that health problems that manifest among the miraa users range from decayed and brown teeth, constipation, appendicitis, dilated eyes, sleeplessness, hallucinations, mouth and stomach ulcers and in the long-run, psychosis. Khat does not cause physical dependence but causes psychological dependence.

The researcher sought to find out from the head teachers on the use of miraa as a drug influence on miraa farming and learners' discipline. The results were tabulated Table 4.27.



**Table 4.27**Head teachers’ responses on effects of using miraa as a drug on learners’ discipline

<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>SD</b>	<b>D</b>	<b>U</b>
Miraa is an addictive drug	12.5	87.5	0	0	0
Miraa chewing has health implication on Chewers	12.5	75.0	0	12.5	0
Miraa chewing causes indiscipline cases among learners	37.5	62.5	0	0	0

N = 8

Majority of the head teachers agreed to a great extent that miraa is an addictive drug and causes health implications on chewers. The statement miraa causes indiscipline cases among chewers scored the highest agreement from the respondents while they strongly disagreed that their schools were conducive environment for miraa consumption.

**Table 4.28**Teachers’ responses on effects of using miraa as a drug on learners discipline

N = 22

<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>SD</b>	<b>D</b>	<b>U</b>
Miraa is an addictive drug	72.7	18.2	0	9.1	0
Miraa chewing has health implication on chewers	31.8	36.4	9.1	22.7	0
Miraa chewing causes indiscipline cases among learners	63.6	27.3	4.5	4.5	0

Majority of the teachers agreed that miraa is an addictive drug and causes health implications on chewers. The statement that miraa causes indiscipline cases among chewers scored the highest agreement from the respondents while they strongly disagreed that their schools were conducive environment for miraa consumption.

#### **4.8 Suggested strategies to be used in miraa growing area to enhance discipline**

The world has to adopt measures to deal with miraa as a drug despite the economic importance attached to it. Children should be protected from economics exploitation and hazardous work that interfere with their education to harm their health, physical mental, spiritual moral or social development. Various activities to fight drug abuse among the young in learning institution that include preventive education activities and public empowerment, learners' awareness forums in curbing drug abuse in schools should be encouraged. Therefore the researcher sought to know the strategies adopted by schools to promote learners' discipline. The findings were presented in Tables 4.29.

**Table 4.29 Respondents' responses on measures taken to fight miraa related indiscipline cases in school**

Measures	Head teacher		Teacher	
	Frequency	%	Frequency	%
Heavy punishment	3	37.5	9	40.9
Suspension	2	25.0	5	22.7
Guidance and counseling	1	12.5	3	13.6
Asking parent to come to school	2	25.0	5	22.7
<b>Total</b>	<b>8</b>	<b>100.0</b>	<b>22</b>	<b>100.0</b>

The study findings revealed that heavy punishment was oftenly used to curb indiscipline cases in schools and at times learners were asked to come with their parents to school due to indiscipline cases. A minority few of the respondents indicated that guidance and counseling was used for pupils who chewed miraa to solve indiscipline cases in school.

The researcher also sought to find out if the measures taken to fight miraa related indiscipline cases were effective. The results were tabulated in Table 4.30.

**Table 4.30 Effectiveness of measures to fight miraa related indiscipline cases**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	7	87.5
No	1	12.5
<b>Total</b>	<b>22</b>	<b>100.0</b>

Majority of the teachers indicated that measures taken by schools to curb miraa related indiscipline cases were not effective. Further the researcher sought the find out suggestions from teachers on better ways to eradicate miraa abuse to enhance learners' discipline in school, the findings were presented in Table 4.31.

**Table 4.31 Suggestions to eradicate miraa abuse to enhance learners' discipline**

<b>Suggestion</b>	<b>Frequency</b>	<b>Percentage</b>
Peer counseling	2	25.0
Guidance and counseling	4	50.0
Strict school regulation	1	12.5
Guest speakers on drug use	1	12.5
<b>Total</b>	<b>8</b>	<b>100.0</b>

Majority of the head teachers indicated that enhanced guidance and counseling and also peer counseling were better ways to eradicate miraa abuse among learners since learners were enlightened on the dangers related to miraa use. In addition the two suggestions posed better ways since they were learner friendly, though enforcement of strict school rules was suggested by a minority of the respondents it was not seen to be best to instill learners discipline because they only avoid miraa abuse on surveillance but will still continue with the vices in the absence of the enforcers.

From the study findings, the respondents disagreed that teachers do not discourage miraa chewing in school, while majority of them agreed that schools lacked effective guidance and counseling for learners. The head teachers and teachers felt that the government should regulate miraa trade through legislation so as to limit the age of participants in the trade. Enhancement of strict school rules and regulations scored the lowest agreement from the teachers and head teachers.

## **CHAPTER FIVE**

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

#### **5.1 Introduction**

This chapter presents the summary of the findings, conclusions and recommendations generated from the research findings of the study. The chapter also presents suggestions for further study.

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

The purpose of this study was to investigate the influence of miraa farming on pupils discipline in public primary school in Mutuati division, Igembe North district. The study was guided by the following objectives; parental socio-economic factors, peer influence, miraa business/sales, miraa as a drug on learners discipline and strategies to enhance pupils discipline. The study adopted the social learning theory by Albert Bandura, which asserts that people learn through observing others' behaviour.

The study adopted the descriptive survey research design. It targeted 28 public primary school head teacher, 256 class teachers and 1338 class eight pupils. Simple random sampling was used to sample 8 head teachers, 26 class teacher and 134 standard eight pupils. Data was collected using self administered questionnaires that comprised of head teachers' class teachers' and pupils

questionnaire. To ensure instruments validity and reliability, a pilot study was carried out using the test-retest technique. Descriptive statistics was used to analyze data to give the percentage, frequencies and means. Computer software that uses statistical package for social sciences (SPSS) was used for analysis.

In terms of the respondents' demography the study established that majority of the teacher population (54.5%) were female teachers, though majority of the head teachers (75%) were male. There was a gender imbalance hence showing the community's perception on female leadership. Professional/academic qualification of the head teachers was noted to be below average (72.7 percent) thus promotion was based on merit. This was due to the relative 22.7 percentage of head teachers who indicated that P1 certificate was their highest level of professional education. Teacher's familiarization with the ground are bound to determine the effectiveness of instilling discipline and implementation of the school's rules and regulations due to their past experience, thus promoting the learners discipline. The study showed that 87.5 percent of head teachers had stayed in one station for over 16 years. This showed that they were very familiar with the learners, community and were in better position to instill discipline in schools.



The first objective was to establish the extent to which parental socio-economic factors influence learners' discipline. The study findings revealed that miraa farming is the source of livelihood in Mutuati division. There is a high level of poverty and illiteracy thus the parents fail to take keen emphasis on their children's education, prompting them to absent themselves from school to earn a livelihood from picking, packing and selling miraa. The pupils sneak out of school and absent themselves to engage in miraa trade in order to meet their basic needs.

The second objective was to establish the extent to which peer influence in miraa growing areas influence on learners discipline. Youngsters of the same age group tend to influence each other into doing things together. This could be demoralizing behaviours. Majority of the pupils in Mutuati division indicated that they chew miraa because their friends chew. Peer influence prompts learners to engage in vices so as to fit in the peer groups. Further the pupils indicated that girls influence each other to get married to miraa tycoons and in most cases end up in prostitution when the tycoons are not willing to marry them but only to molest them sexually. Boys sneak out of school in groups to go and pick, pack and transport miraa to the buying centres.

The third objective was to establish the extent to which miraa business/sales influence learners' discipline. It shows that miraa trader use school children for

either picking, packing or transportation of miraa to the buying centres. The study findings showed that miraa traders ( 75%) preferred children labourers since they were paid cheaply and they were ready available. The money earned by children in miraa trade was spent on luxuries. The study also showed that (80%) miraa farmers remained poor despite the high earnings from miraa trade due to oppression from the middle men. Pupils sneak out of school to go harvest and sell miraa. These children eventually drop out of school since they find no need of wasting time in school while they can make easy money from miraa trade.

The fourth objective was to establish the use of miraa as a drug on learners' discipline. The study showed that miraa consumption is addictive. Learners indicated that they chewed miraa to feel highly and cool which was a clear indication that miraa is an intoxicating drug. Majority of the head teachers (67.8%) agreed with the researcher's argument that miraa consumption causes health implications such as decay and staining of teeth, indigestion, sleeplessness, mouth and stomach ulcers on chewers. Majority of the teachers (59.8%) indicated that miraa chewing in pupils causes rudeness, fights, theft, noise making, verbal assaults and disrespect to teachers and prefects. This is because miraa being an addictive drug stimulates the brain leading to misbehavior.

Finally the fifth objective was to establish strategies that schools should use to curb miraa related indiscipline cases. The study findings showed that punishment

was given to indisciplined pupils. Though, with the rise in the indiscipline cases very few pupils were suspended from school. Teachers indicated that the two strategies used above were not successful since when heavy punishment or suspension was administered to learners, they abscond from school increasing drop out.

Majority of teachers (63.5%) indicated that the use of guidance and counseling was the most appropriate to solve most of the indiscipline cases among learners as learners were not intimidated on their wrong doing but were guided on better ways to behave in school. Teachers indicated that strengthening of the guidance and counseling department would improve and promote good learning atmosphere.

A minority 15.4 percent of the teachers showed that summoning parents to come to school to follow-up indiscipline cases did not seem to work in the study area due to ignorance.

### **5.3 Conclusion**

For academic excellence to be achieved learners' discipline should be a key to this success. Disciplined pupils are at peace with the school administration thus promoting the learning atmosphere. In relation to the findings it can be concluded that miraa farming is a hindrance to learners' discipline in public in public

primary schools in Mutuati Division. Parental socio-economic status affected learners' discipline. Even though miraa farming provided income to households, this income was not enough to meet all the family needs. The economic status of majority of the parents was medium. They had difficulties in paying school levies and meeting other basic needs like clothing and food. Pupils absent themselves from school and join miraa trade. Peer pressure affect learners' discipline as the youth who work in the miraa business influence the children going to school to join mira trade. This was a clear indication that peer pressure influence learners' discipline. In regard to miraa business/sales, miraa farming and related trade activities were the main factors that contributed to indiscipline in schools. This accounts for the largest percentage of child-labour activities like miraa picking, packing, transporting miraa to the buying centres as well as selling it.

Miraa has health implications on the users, majority of the head teachers and pupils agreed that miraa is an additive intoxicating drug through a few disagrees with this.

In regard to strategies used to enhance discipline majority of the respondents felt that guidance and counseling was the most appropriate to deal with most of the indiscipline cases. Indiscipline behavior experience in schools in the division as

a result of miraa growing include theft, noise making, sneaking out of school , absenteeism, disrespect to teachers and prefects, verbal assaults and fights among pupils, The measures taken by the school administration to address the cases of indiscipline as a result of miraa are moderately effective. Though miraa farming contributed to indiscipline cases in schools in Mutuati division, respondents argued that it was through this economic activity that parents were able to raise school fees to educate their children and aslo meet other financial obligation.

#### **5.4 Recommendations of the Study**

The following recommendations were made based on the literature review and the empirical investigations in the study:

- i. The government should either raise a ban on miraa trade or enact a law to regulate miraa trade through legislation. It should seruiously consider banning the chewing of miraa for people below the age of 18. The government agencies like NACADA should set up suitable programmes that can be used to educate the youths against, the use of illicit drugs and substances. The government should enforce the law on some cultural practices like early marriages and ensure that every child goes to school in response to the FPE which is free and compulsory.

- ii. The Ministry of Education should enforce the law on EFA policies and child labour should be abolished and strictly dealt with. The Ministry of Education through the Teachers' Service Commission should provide enough teachers to schools so that the teaching load could be minimized hence enabling teachers who conduct guidance and counseling to find sufficient time to guide and counsel pupils. The Ministry of Education should facilitate seminars and workshops for teachers to sensitize them on career guidance and counseling to boost their effectiveness. The Ministry of Trade should establish a control and regulation mechanism in the production and consumption of miraa.
- iii. Agriculturalists should encourage the residents in miraa growing areas to diversify from miraa farming. They can rear cattle, raise poultry, bee keeping, other forms of low lying crops such as beans, English potatoes, sweet potatoes, butternuts which co-exist well with miraa can be planted under the miraa trees.
- iv. The County Directors should aim at protecting the pupils from unresponsive miraa business parents who use children in miraa trade or neglect their children while searching for miraa market.
- v. The head teachers should have drug education programmes conducted regularly by teachers and also inviting guest speakers to create awareness to the pupils of the dangers of drug abuse. They should also work in collaboration with the parents and other stakeholders so that discipline can

be cultivated and enhanced among learners. This can also help in curbing miraa abuse and generally abuse of other drugs.

### **5.5 Suggestions for Further Study**

The researcher proposes further research in the following areas:

- i. To obtain a better general picture of miraa, similar studies should be carried out among other division of the population including other student groups, non student groups, youths artisans, civil servants and law enforcement agents.
- ii. A study should be carried out to investigate the long term effects of miraa in the same location.
- iii. Further study should also be carried out on involvement of learners in miraa farming and academic performance
- iv. A study should be carried out to investigate the influence of women participation in miraa farming on learners performance.

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**APPENDIX I**  
**LETTER OF INTRODUCTION**

University of Nairobi,  
P.O. Box 30197,  
Nairobi.  
March 2013.

**To**

The Head teachers,  
Public Primary Schools,  
Mutuati Division.

Dear Sir/ Madam,

**RE: PERMISSION TO CONDUCT RESEARCH IN YOUR SCHOOL**

I am a post graduate student at the University of Nairobi pursuing a Master of Education Degree in the Department of Educational Administration and Planning.

I am conducting a research on **‘Influence of Khat farming on pupils’ discipline in public primary schools in Mutuati Division, Igembe North District, Meru County’**

I kindly request for information that will facilitate the study. The information you will provide will be used for the purpose of this study only and your identity will be treated with utmost confidentiality.

Thank you.

Yours Faithfully,

Irura Agnes Kanario.

**APPENDIX II**

**HEADTEACHERS' QUESTIONNAIRE**

Kindly tick (✓) the appropriate response or respond as indicated. **DO NOT WRITE YOUR NAME OR THE NAME OF YOUR SCHOOL.**

**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 [    ]	P1 [    ]
------------	-------------	-------------	----------------	-----------

Any other (specify).....
  
4. For how long have you been a headteacher in your current station?  

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

**MIRAA FARMING AND LEARNERS' DISCIPLINE**

5. Does your school own a miraa plantation?        Yes [    ]        No [    ]
  
6. a. How do parents with children in your school pay fees and meet other school demands?



Income from miraa [ ] Other businesses [ ]

Income from other crops [ ] All of the above [ ]

b. What is the livelihood of majority of the parents?

Coffee [ ] Miraa [ ] Tea [ ] other crop [ ]

c. Do they have difficulties in payment of any school levies/fees charged?

Yes [ ] No [ ]

7. What economic activities prevent children from attending school in your area?

Plucking, packing and selling miraa [ ]

Other forms of farming [ ]

Trading in other goods [ ]

b. If any of the above, please briefly explain.....

8. What other obstacles other than miraa picking/trade in your area make children leave school? .....

9. a. What do you think about miraa?

A laxative [ ] An addictive, intoxicating drug [ ]

b. Do you recommend miraa chewing for people under 18 years?

Yes [ ] No [ ]

10. The following are statements on various issues influencing learners discipline in miraa farming in Mutuati division. Kindly indicate the extent to which you agree with each statement. Key: SA Strongly Agree, A: Agree, SD: Strongly Disagree, D:Disagree, U: Undecided

STATEMENT	SA	A	SD	D	U
<p><b>Parental socio-economic factors</b></p> <p>Learners are forced to drop out of school to earn a living for their family</p> <p>Learners from miraa growing families are less likely to complete their studies</p> <p>Educating children is not a priority in families growing miraa</p> <p><b>Peer influence</b></p> <p>Girls drop out of school to get married to miraa tycoons</p> <p>Learners are easily influenced by their peers to join miraa trade</p> <p>Learners sneak out of school in groups to go harvest miraa</p> <p><b>Business/sales</b></p> <p>Learners transport miraa into trading centres</p> <p>Learners prefer working for money in miraa trade that being in school</p> <p>Miraa is readily available to the learners for consumption</p>					

**Miraa as a drug**

Miraa is an addictive drug

Miraa chewing has health implication on chewers

Miraa chewing causes indiscipline cases among learners

**Strategies**

Teachers do not discourage miraa chewing in school

Lack of guidance and counseling affect learners discipline

Government should regulate miraaa trade legislation

Enhancement of rules & regulation aganist absenteeism

11. Are there cultural/religious activities related to miraa that prevent children from attending school? Yes [ ] No [ ]

b. if yes, which ones? .....

12. Are there children in your school who pluck, pack and sell miraa? Yes [ ] No [ ]

b. Do they leave school to pick and pack miraa for miraa traders? Yes [ ] No [ ]

c. Do children leave school for other reasons other than those related to miraa? Yes [ ]No[ ]

d. If yes, what other reasons? .....

13. Do girls leave school to go pick, and pack miraa? Yes [ ] No [ ]

b. If not what makes girls leave or drop from school? .....

14. Has your school experience cases of indiscipline as a result of miraa farming

Yes ( ) No ( )

b. 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

Cases	GE	SE	R	NO
Stealing form other pupils				
Noise making				
Disrespect for teacher				
Disrespect for teacher				
Absenteeism				
Sneaking out of school				
Bullying other pupils				
Fights among pupils				
Verbal assaults				

15. How frequently are the measures used below taken to fight miraa related indiscipline cases in your institution? VO – Very Often, O – Often, No – Not Often, NA – Not at All

Measures	VO	O	NO	NA
Heavy punishment				
Suspension				
Guidance and counseling				
Ask parent to come to school				

16. Do you think the measures taken by the school to fight miraa related indiscipline cases are effective? Yes ( ) No ( )

17. As a head teacher suggest the effective approach that can be used in schools to curb negative influence of miraa to enhance discipline in schools.....  
 .....

18. Suggest ways to eradicating miraa abuse in your schools to enhance discipline. Tick where appropriate, you can tick more than one option.

Guidance and counseling				
Peer counseling				
Strict school regulation				
Inviting guest speakers on dangers of miraa				

Others (specify)

.....  
.....

19. In your own opinion explain how miraa farming influences pupils' discipline in schools .....

20. What should the government do about miraa crop and miraa trade to enhance learners' discipline in schools? .....

**Thank you for your co-operation.**

### Appendix III

#### Class teachers' Questionnaire

Kindly tick (✓) the appropriate response or respond as indicated. **DO NOT WRITE YOUR NAME OR THE NAME OF YOUR SCHOOL.**

#### SECTION A: Demographic Information

1. What is your gender?    Male [       ]                      Female [       ]
  
2. What is your age?  
21 – 25 years    [   ]                      26 – 30 years [   ]                      41 – 45 years [   ]  
31 – 35 years    [   ]                      36 – 40 years [   ]                      46 – 50 years [   ]  
51 – 55 years    [   ]                      56 – 60 years [   ]
  
3. What is your highest professional qualification  
PhD [       ]    M.Ed [       ]    B.Ed [       ]    Diploma [       ]    P1 [       ]  
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. What is the total number of pupils in your class? Male [       ]  
Female [       ]

#### SECTION B: MIRAA FARMING AND LEARNERS' DISCIPLINE

6. How many pupils have left your class in the last one year? .....
  
7. How would you rate the Daily attendance of pupils I your class?

Very good [ ] Good [ ] Satisfactory [ ] Poor [ ]

b. if satisfactory or poor, what is the cause of your low attendance?

.....

8. How would you rate economic status of majority of the parents?

High [ ] Medium [ ] Low [ ]

9. What is the source of their livelihood? .....

Do they have difficulties in payment of any school levies/fees charged?

Yes [ ] No [ ]

10. How many pupils have left your class this year?

.....

b. what would you say is the cause of their dropping out of school?

.....

11. What economic activities prevent children from attending school in your area?

Plucking, packing and selling miraa [ ]

Trading other goods [ ]

Other forms of farming [ ]

12. a. Are there cultural/religious activities related to miraa that prevent children from attending school? Yes [ ] No [ ]

b. If yes, which ones? .....

13. a. Do you know how much they are paid for the above job per day? Yes [ ]

No [ ]

b. If yes, how much are they paid? .....



14. What other obstacles other than miraa picking, packing/trade make children miss school in your area? .....
15. a. Do girls leave school to go pick, pack and sell miraa Yes [ ] No [ ]  
 b. If not what makes girls leave or drop out of school? .....
16. What do you think the government should do about miraa crop and trade to enhance learners' discipline in schools?.....  
 .....
17. The following are statements on various issues influencing learners discipline in miraa farming Mutuati division. Kindly indicate the extent to which you agree with each statements. Key: SA Strongly Agree, A: Agree, SD: Strongly Disagree, D:Disagree, U: Undecided

STATEMENT	SA	A	SD	D	U
<b>Parental socio-economic factors</b>					
Learners are forced to drop out of school to earn a living for their family					
Learners from miraa growing families are less likely to complete their studies					
Educating children is not a priority in families growing miraa					
<b>Peer influence</b>					

Girls drop out of school to get married to miraa tycoons

Learners are easily influenced by their peers to join miraa trade

Learners sneak out of school in groups to go harvest miraa

**Business/sales**

Learners transport miraa into trading centres

Learners prefer working for money in miraa trade that being in school

Miraa is readily available to the learners for consumption

**Miraa as a drug**

Miraa is an addictive drug

Miraa chewing has health implication on chewers

Miraa chewing causes indiscipline cases among learners

Your school is conducive environment for miraa consumption

Strategies					
Teachers do not discourage miraa chewing in school					
Lack of guidance and counseling affect learners discipline					
Government should regulate miraaa trade legislation					
Enhancement of rules & regulation aganist absenteeism					

18. Has your school experience cases of indiscipline as a result of miraa farming

Yes ( )

No ( )

b. 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

Cases	GE	SE	R	NO
Stealing form other pupils				
Noise making				
Disrespect for teacher				
Disrespect for teacher				
Absenteeism				

Sneaking out of school				
Bullying other pupils				
Fights among pupils				
Verbal assaults				
Others (specify) .....				

19. How frequently are the measures used below taken to fight miraa related indiscipline cases in your institution? VO – Very Often, O – Often, No – Not Often, NA – Not at All

Measures	VO	O	NO	NA
Heavy punishment				
Suspension				
Guidance and counseling				
Ask parent to come to school				

20. Do you think the measures taken by the school to fight miraa related indiscipline cases are effective? Yes ( ) No ( )

21. Suggest ways to eradicating miraa abuse in your schools to enhance discipline. Tick where appropriate, you can tick more than one option.

Guidance and counseling				
Peer counseling				
Strict school regulation				
Inviting guest speakers on dangers of miraa				

Others (specify)

.....

In your own words explain how miraa influence pupils discipline in schools.

.....

**Thank you for your co-operation.**

**APPENDIX IV**  
**QUESTIONNAIRES FOR STD 8 PUPILS**

**SECTION A**

1. What is your gender?                      Male [    ]                      Female [    ]
2. What is your age? .....

**SECTION B: MIRAA FARMING AND PUPILS' DISCIPLINE**

3. Does your family own a miraa plantation?              Yes [    ]              No [    ]
4. Who controls your family's miraa plantation?  
My father [    ]              My mother [    ]              Myself [    ]              Both parents [    ]
5. Who pays your school fees/levies and your other school needs?  
My father [    ]              My mother [    ]              Myself [    ]              Both parents [    ]
6. What is your family's main source of income?  
Miraa [    ]                      Other sources [    ]
7. Are there pupils that drop out of school in your school? Yes [    ]    No [    ]
8. What would you say is the cause of their dropping out of school?  
.....
9. What economic activities prevent children from attending school in your area?  
Plucking, packing and selling miraa              [    ]  
Other forms of farming                                      [    ]  
Trading other goods    [    ]

10. Do you sometimes earn some money for yourself by harvesting, packing and selling miraa?    Yes [  ]                      No [  ]

b. If yes, what is the highest amount of money you can earn in a day from harvesting, packing and selling miraa? Kshs .....

c. How do you spend this money?

Buying uniform, books and pens                      [  ]

Paying school fees/levies                                      [  ]

Buying food for yourself                                      [  ]

Enjoying the money with your friends                      [  ]

Saving your money    [  ]

11. Are there cultural/religious activities related to miraa that prevent children from attending school?    Yes [  ]                      No [  ]

If yes, which ones? .....

12. Do children in your school chew miraa either at school or outside?    Yes [  ]    No [  ]

b. If yes, where do they obtain it from?

Our shamba [  ]    My friends [  ]    Buying it from the market [  ]

c. Do they leave school to go pick and pack miraa for miraa traders?

Yes [  ]                      No [  ]

13. Why do you chew miraa?

To stay awake and alert so that I can study                      [  ]

Because my friends and parents also chew                      [  ]

To feel high and cool [ ]

Availability of miraa [ ]

14. Do you miss school for other reasons other than those related to miraa?

Yes [ ] No [ ]

b. I yes, what is usually the reason?

Oversleeping after chewing miraa [ ]

To go and harvest miraa for an income [ ]

Sickness [ ]

Conflict at home [ ]

15. Do girls leave school to go pick and pack miraa? Yes [ ] No [ ]

b. If not what makes girls leave or drop out of school? .....

.....

16. What do you think about miraa?

A laxative [ ] An addictive, intoxicating drug [ ]

Do you recommend miraa chewing for people under 18 years?

Yes [ ] No [ ]

17. What should the government do about miraa farming and trade to enhance discipline in school?

Let the trade carry on as it is presently [ ]

Regulate miraa trade through registration [ ]

Ban miraa crop and its trade [ ]



18. The following are statements on various factors influencing learners discipline in miraa farming Mutuati division. Kindly indicate the extent to which you agree with each statements. Key: SA Strongly Agree, A: Agree, SD: Strongly Disagree, D:Disagree, U: Undecided

STATEMENT	SA	A	SD	D	U
<b>Parental socio-economic factors</b>					
Learners are forced to drop out of school to earn a living for their family					
Learners from miraa growing families are less likely to complete their studies					
Educating children is not a priority in families growing miraa					
<b>Peer influence</b>					
Girls drop out of school to get married to miraa tycoons					
Learners are easily influenced by their peers to join miraa trade					
Learners sneak out of school in groups to go harvest miraa					

**Business/sales**

Learners transport miraa into trading centres

Learners prefer working for money in miraa trade that being in school

Miraa is readily available to the learners for consumption

**Miraa as a drug**

Miraa is an addictive drug

Miraa chewing has health implication on chewers

Miraa chewing causes indiscipline cases among learners

Your school is conducive environment for miraa consumption

**Strategies**

Teachers do not discourage miraa chewing in school

Lack of guidance and counseling affect learners discipline

Government should regulate miraaa trade legislation

19. To what extent does miraa influence the following indiscipline cases?

(Tick in the grid of your choice) indicate GE – Great Extent, SE – Some

Extent, R – Rarely and NO – No Opinion

Cases	GE	SE	R	NO
Stealing form other pupils				
Noise making				
Disrespect for teacher				
Disrespect for teacher				
Absenteeism				
Sneaking out of school				
Bullying other pupils				
Fights among pupils				
Verbal assaults				

20. What do you think the government should do about miraa crop and trade to enhance learners' discipline in schools?

.....

**Thank you for your co-operation.**

**Appendix V:**  
**Authorization letter**

**Appendix VI**  
**Research permit**