

**EFFECTS OF DRUG AND SUBSTANCE ABUSE ON STUDENTS' DISCIPLINE IN
PUBLIC DAY SECONDARY SCHOOLS IN NAKURU MUNICIPALITY, NAKURU
COUNTY, KENYA**

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DECLARATION

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

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DEDICATION

To my family for supporting me throughout my education and making it possible for me to climb this far. To my dear wife for giving me moral support. To our children; for being understanding and welcoming my absence

May God bless you all

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I also acknowledge the principals of the public day schools in Nakuru Municipality who allowed me to collect data from their teachers and students. Without their co-operation, data collection would not have materialized. Thanks to all the respondents for accepting to participate in the study.

May God bless you all.

ABSTRACT

The aim of this study was to investigate on the effects of drug and substance abuse on students' discipline in public day secondary schools in Nakuru Municipality, Nakuru County, Kenya. The study was guided by the following objectives; to identify the types of drugs and substance abused by students in public day secondary schools in Nakuru Municipality, to establish the level of the students' discipline in public day secondary schools in Nakuru Municipality, to determine the extent to which drug and substance-abusing parents influence students' discipline in public day secondary schools in Nakuru Municipality and to establish the influence of students' perceptions of the effects of drug and substance abuse on students' discipline in public day secondary schools in Nakuru Municipality. This study employed a descriptive survey research design. The target population for this study consisted of all 18 public day secondary school comprising of 18 guidance and counseling teachers, 10,571 students. Stratified random sampling method was used to select schools and then simple random sampling method was used to select respondents from various strata. The sample size was 380 respondents which comprised of 9 guidance and counseling teachers and 371 students. Data collection tool for this study was the questionnaires. Pilot study was conducted to assess the validity and reliability of the research instruments. The data was analyzed quantitatively guided by the study objectives. The researcher used Statistical Package for Social Sciences (SPSS) to analyze the data. Results were presented as per the research question. The study established that, students abused cigarette, miraa and alcohol to a large extent, teachers experienced students' indiscipline due to drugs and substance abuse in their school, students whose parents use drugs and other substances also learn the behavior and use drugs too and drug and substance abusing students always disobey school rules and regulations. The study recommends that; the government should put in place measures of limiting easy access to drugs and substances; there is need for affirmative policy formulation to provide/encourage use of student friendly disciplinary measures like guidance and counseling by professional teacher counselor. Secondary schools should have qualified guidance and counselling teachers to help students struggling with drugs, Teachers training curriculum should be modified to incorporate school discipline studies particularly drug abuse and the Ministry of Education Science and Technology should expand its spheres of coverage to incorporate school principals in addressing the challenges faced in enhancing student discipline. iv. Guiding and counseling should be emphasized when enhancing student discipline by sensitizing the teachers and students on the importance of counseling. More and more teacher counselors should be trained in guidance and counseling. Democratically elected student council should be empowered to coach other students on schools norms and values hence strengthening peer counseling.

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LIST OF ABBREVIATIONS AND ACRONYMS

ADF	Australian Drug Foundation
CASA	Centre on Addiction and Substance Abuse
D.E.O	District Education Officer
MoE	Ministry of Education
MOEST	Ministry of Education and Science & Technology
NACADA	National Authority for Campaign against Alcohol and Drug Abuse
NIAAA	National Institute on Alcohol Abuse and Alcoholism
UK	United Kingdom
UNDCP	United Nations Drug Control Programme
UNODC	United Nations Office on Drugs and Crime
US	United States
USA	United States of America
WHO	World Health Organization
NACOSTI	National Commission for Science, Technology and Innovation

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

A drug is any substance which, when introduced into the body will alter the normal biological and psychological functioning of the body especially the central nervous system (Myers, 2006). Drugs, properly administered, have been medical blessings (Maithya, 2009). Drug and Substance abuse has been considered a global epidemic, (McCabe, Boyd & Teter, 2009). Studies and statistics show that globally more preadolescence and teenage children are using drugs and alcohol (ADF, 1999). Drug and Substance abuse most often begins in early adolescence because of social economic problems and cultural practices of this age group (Kandel & Chen, 1995).

According to a United Nations Office on Drugs and Crime (UNODC) report (2005), some 200 million people, or 5 percent of the total world's population aged 15 – 64 have used drugs at least once in the 12 months an implied, 15 million people more than the 2004 estimate (Maithya, 2009). Drug abuse affect people at all levels of development; has a negative impact on the education of students; overall health of the abuser is affected and negative behavior associated with the vice predisposes the abuser to crime (Kyalo & Mbugua, 2011).

In Australia young people use drugs for the same reasons as adults and youth in other parts of the world. They use drugs for relaxation and fun; dealing with inhibition; coping with pressure and frustration; to relieve stress and anxiety or pain; and to overcome boredom. Some of the drugs are perceived as acceptable norms in society (Australian Drug Foundation, 2000). The experimentation or beginning of drug use starts at the ages 12-14 years; progresses into the 15-17 years age group and become problematic between the ages 18 -24 years. Australian children and young people experiment with a range of drugs ranging from tobacco to heroin (Nielsen, 2009).

In South Africa it is estimated that approximately 5.8 percent of the population over the age of 15 is dependent on alcohol and that there are indications of an increase in the abuse of illicit drugs and other substances. Children and young people are introduced into drugs in a number of ways. The youth, sexually active young girls and street children are some of the most vulnerable and high-risk groups when it comes to drug and substance abuse (Peltzer & Phaswana, 2009). Kabandize (2004) observe that drug abuse among students has also been stated as one of the causes of indiscipline in schools within the country. The pressure to excel was cited as one of the foremost reasons why students have turned to drugs. Mphahlele (2004) noted that some methods of punishments are degrading and crush self-esteem and the creativity of children.

Ngesu & Masese (2008) report on the acts of indiscipline among students in the Nigerian educational institutions which were blamed on the use and abuse of drugs. Similar associations were also reported by the 1998 presidential commission of inquiry into education and training in Zimbabwe. The findings of the commission showed that lack of morals and deteriorating learning standards and strikes in school were caused by drug abuse by students (Ngesu & Masese, 2008). Kiumi et al., (2009) underscores the importance of student discipline, arguing that it is critical to the attainment of positive school outcomes. They also report that the condition of students' discipline in secondary schools in Kenya is disheartening. Students' indiscipline has been linked to the use of alcohol, drugs and other substance misuse (Oteyo and Kariuki, 2009).

Empirical evidence show that 92% of youths aged between 16 and 23 years have experimented with drugs as they grew up with about 90% of the respondents taking beer, spirits, cigarettes, local brews and bhang (Siringi and Waihenya, 2003). About 40,000 students in secondary schools in Kenya were addicted to drugs and out of this number, 16,000 are girls and the rest are

boys. The frequency, as well as the type of substance abused, varies from province to province. When it came to alcohol, the prevalence among students is highest in western Kenya (43.3%), followed by Nairobi (40.9%), Nyanza (26.8%), Central (26.3%), Rift Valley (21.9%), Coast, Eastern and North Eastern at 21.3%, 17.2% and 1.6% respectively (Siringi & Waihenya, 2003). According to Gikonyo (2005) drug abuse among the youth in secondary schools has endangered their lives. This is causing a lot of concern as the vice, indeed, has been identified as a major cause of some of the problems experienced in secondary schools in Kenya.

In Kenya, the 21st century saw an increase in insecurity in secondary schools where students have exhibited excessive unbecoming conducts (MOEST, 2001). In spite of the imperatives of disciplined behavior in the overall school outcomes, the condition of students' discipline in Kenya's secondary schools has been disheartening. For instance, hardly a school term goes by without incidence of violent behavior being reported in the mass media. In 2007 alone, 300 secondary schools were closed after students went on the rampage destroying property and a number of them lost their lives (Kiumi, Bosire and Sang, 2009). The generally documented causes of students' indiscipline in Kenya include drug abuse by students, poor parenting, negative influence by the mass media and politics (Ruto-Korir, 2003).

Various studies by Ngesu & Masese (2008), Otieno and Wafula (2009) and Kiumi, Bosire and Sang, 2009 (2011) have shown that drug abuse is among the major causes of discipline problems among students. Drug abuse is usually associated with aggressive behavior, irritability and over excitement among other anti-social behaviours; this leads to violence and destruction of property in secondary schools. The most commonly abused drugs are alcohol, cigarettes, bhang and Khat (Miraa) (Kirui, Mbugua and Sang, 2011).

Reports from the education officials in Nakuru Municipality indicate that students are particularly abusing alcohol and tobacco related products at a rate which is causing concern to teachers and the community around the schools. In the shopping centres and informal settlements, youth who have dropped from school due to drug abuse are found idling and also get involved in some form of criminal activities. There was therefore an urgent need to assess the effects of drug and substance abuse on students' discipline in public day secondary schools in Nakuru Municipality, Nakuru County, Kenya.

1.2 Statement of the Problem

The Government of Kenya recognizes the dangers/problems of a society that large number of its population is drug abusers. It is for this reason that the government in collaboration with other agencies has initiated initiatives aimed at addressing drug abuse and among adolescents in and out of school. The policy of the Ministry of Education (MoE) is to make all learning institutions drug free areas and limit dependency on drugs by students despite the national campaign against drug abuse. NACADA (2007) reported that drug abuse either illicit or licit is forming a sub-culture among the students. Other studies done by NACADA have revealed lifetime use of alcohol and cigarettes by students where 21.6% and 6.1% of students reported lifer time users of alcohol and cigarettes respectively. This prevalence of alcohol and cigarette use has caused concern, the affected students may not reach their full potential and are at risk to abuse drugs later.

School indiscipline has been, regrettably on unprecedented rise in Kenyan secondary schools. It has become a huge concern among educators, policy makers and the public in general, owing to the manifestation of aggressive behaviuor among peers, violence and vandalism, as well. Nakuru

Municipality, being an urban district, has almost all the public secondary schools, 95% being day schools, concentrated right at the periphery of the town centre. School discipline records available at the District Education Officer's (D.E.O's) office – Nakuru Municipality indicate that 65% of students' disciplinary cases relate to drug and alcohol use by students (DEO – Nakuru, 2012).

The rising level of students abusing drugs is making stakeholders in education, parents, religious leaders and the mass media quite uncomfortable. This indicates that the efforts that the schools have been putting in place to eliminate drug and substance abuse have not been working effectively. Consequently drug and substance abuse has led to increase in cases of indiscipline as reflected through strikes, theft, truancy, sneaking out of school, disobedience to teachers and general indiscipline. It is on this premise that this study sought to investigate the effects of drug and substance abuse on students' discipline in public day secondary schools in Nakuru Municipality, Nakuru County, Kenya.

1.3 Purpose of the Study

The purpose of the study was to investigate the effects of drugs and substance abuse on students' discipline in public day secondary schools in Nakuru Municipality, Nakuru County, Kenya.

1.4 Objectives of the Study

The following objectives guided the study:-

- i. To identify the types of drugs and substance abused by students in public day secondary schools in Nakuru Municipality.
- ii. To establish the level of the students' discipline in public day secondary schools in Nakuru Municipality.

- iii. To determine the extent to which drug and substance-abusing parents influence students' discipline in public day secondary schools in Nakuru Municipality.
- iv. To establish the influence of students' perceptions of the effects of drug and substance abuse on students' discipline in public day secondary schools in Nakuru Municipality.

1.5 Research Questions

The following were the research questions:-

- i. What are the types of drugs and substance abused by students in public day secondary schools in Nakuru Municipality?
- ii. What is the level of the students' discipline in public day secondary schools in Nakuru Municipality?
- iii. To what extent do drug and substance-abusing parents influence students' discipline in public day secondary schools in Nakuru Municipality?
- v. To what extent do students' perceptions of the effects of drug and substance abuse on students' discipline in public day secondary schools in Nakuru Municipality.

1.6 Significance of the Study

The findings of the proposed study will be useful to the Ministry of Education (MoE) and other policy makers in improving/enhancing the already existing policies related to students' discipline in secondary schools. Consideration will take into account the drug and substance abuse as a cause of students' indiscipline and design interventions that will aim to address and avert such influence.

The study findings will provide a basis for the school management to enhance and devise complementary disciplinary measures that would forestall students' indiscipline in public

secondary schools thus improve the students' academic performance. The findings of the study will be useful in informing parents of the students to adjust their parental responsibilities and their children's behaviour towards the achievement of the noble objectives of the educational process.

Finally, the findings of the study will be relevant to parents, educators and all stakeholders who regularly have to deal with violence related crisis, not in judging educators for the lack of discipline in their schools, but rather to contribute to an understanding of the causes of discipline problems. Hopefully, the stakeholders will critically analyze the systems and disciplinary procedures at the schools in order to improve discipline, and shape learning environments in which violence is less likely to take root. Findings could also be a source of knowledge to scholars in related areas. In addition, it could form a basis on which other researchers can make a reference.

1.7 Delimitation of the Study

The study was carried out in 18 public day secondary schools in Nakuru Municipality. The target population was guidance and counseling teachers and students. Data was collected using questionnaires for all the respondents.

1.8 Limitations of the Study

The respondents were providing information touching on their own behavior; therefore their accuracy and honesty were affected. In addition, study involved intensive travelling to cover the distance in reaching the sampled schools, with huge financial implications.

1.9 Assumptions of the Study

The study was based on the following assumptions:-

- i. That the respondents will cooperate throughout the study by responding positively and truthfully to the research instruments.
- ii. That the school management play their management roles effectively in averting discipline problems in public secondary schools.

1.10 Definition of Significant Terms

Influence	Refers to the capacity to have an effect on the character, development, or behaviour of someone or something, or the effect itself.
Drug/substance abuse	Refers to a situation in which a drug or chemical substance meant for a medical cure or other purpose is taken outside its purpose, or in excess, for personal enjoyment or for avoidance, without medical reason or guidance.
Discipline	Refer to the action taken by the management to enforce organizations standards thus, doing the right thing, at the right manner and at the right place.
Indiscipline	Refers to the state of physical or mental disorderliness within a learner which makes him erratic, temperamental, emotional and casual in his dispensation of duties.
Drugs addict	Refer to a student/someone who has used a drug repeatedly and has developed a strong attachment to it.

1.11 Organization of the Study

This study was organized in three chapters. Chapter one comprised of the background to the study, research problem, objectives of the study, purpose of the study, research questions,

hypothesis of the study, significance of the study, delimitation of the study, limitation of the study. Chapter two was based on the review of related literature on the influence of drug and substance abuse among secondary school students. Chapter three comprised of the research methodology. That is, research design, location of the study, target population, sampling and sample size, research instruments, pilot study, data collection techniques and method of data analysis.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

Kombo & Tromp (2006) observe that literature review refers to the works the researcher consulted in order to understand and investigate the research problem. This chapter deals with the drug and substance abuse and discipline in schools, types of drugs and substance abused by students, effects of drug abuse on academic and social skills, drug and substance-abusing parents and students' discipline, perceived positive effects of drugs and substance abuse and students' discipline, drug and substance abuse and level of students' discipline, theoretical framework of the study, conceptual framework and summary of the literature review

2.2 Drug and Substance Abuse and Discipline in Schools

A report released by the United Nations Drug Control Programme (UNDCP) in 2004 estimated that 3.3 to 4.1 percent of the global population consumes drugs, but more worrisome is that according to the UNDCP executive director, those are hooked are younger and younger every year. The National Centre on Addiction and Substance Abuse (CASA), at Columbia University, for instance, found out that College students had higher rates of drug addiction compared to the general public. The study revealed that 22.9% of students met the medical definition of drug abuse or dependence which is a compulsive use of substance despite consequences. It was further revealed that 33.3% of the students abused marijuana, 5.7% cocaine, 5.0% hallucinogens, 1.8% inhalants and 0.5% heroin. Nearly 50% of the students surveyed by CASA admitted that they drunk and used drugs to relax, reduce stress or to forget about problems (WHO, 2003).

The Texas Department of Health Services, in conjunction with the Public Policy Research Institute at Texas A and M University, United States of America (USA), found out that alcohol

continued to be the most abused substance by secondary school students (63%), followed by tobacco (30%), marijuana (25%), inhalants (9.3%), cocaine (6.8%), hallucinogens (4.4%), ecstasy (5.1%), methamphetamine (3.5%), steroids (1.5%) and heroin at 1.4%. (United Nations. 2007).

In Pakistan for example, it was reported that the share of those who started heroine use at 15 – 20 years has doubled to almost 24 percent of those surveyed, in China, it was reported that drug use is going up while the age of new users is going down. A survey in the Czech Republic showed that 37 percent of new drug users were teenagers between 15 and 19 years old (NIAAA, 2002).

A survey conducted in Nigeria on senior secondary school students by Nakpocha (2010). revealed that the most commonly abused drugs according to their rates were; salicylate (20.9%), antibiotics (16.6%), alcohol (13.4%), hypnosedatives (8.9%) and tobacco (3.0%). Alfred, Adeyemo (2005) carried out a study among medical students in the University of Illorin in Nigeria and found out that the most abused substances in their order were; mild stimulants (33.3%), alcohol (13.6%), sedatives (7.3%) and tobacco (3.3%). Alcohol and tobacco acted as “gate way drugs” to the use of other substances like cocaine, heroine, inhalants and hallucinogens. He further, found out that there was high prevalence of marijuana smoking in secondary school students in Zaria Local Government are of Kaduma state in Nigeria.

Amayo (1994) drug use, in particular heroin is becoming a serious problem in Egypt, where around 6 percent of a sample of secondary school students admitted to having experimented with drugs. Cannabis accounted for 8 percent of use and opium for 10 percent, as reported by UNDCP. According to Mpaata (2008) substance abuse is the leading cause of school dropout by students in Uganda (80%) between the ages of 18 to 23 years. alcohol being the most abused.

The study by Ugandan Youth Development Link (2008) established that 71% of the students had used drugs with alcohol and cannabis taking the lead. The Global school based students health survey carried out in Tanzania revealed that alcohol was the most abused drug among students (Gelinas, 2006).

A study by the Global School Based Students Health Survey in Kenya, indicate that 14.6% of the students admitted drinking alcohol on one or more days in a month; 205 testified to have drunk at least once in their life; 13.9% smoked cigarettes while 135 had used drugs such as bhang one or more times (WHO, 2003). A survey conducted by NACADA (2004) on the extent of drug and substance abuse among students in tertiary institutions in Kenya, revealed that the trend for drug and substance abuse was on the increase. Key substances abused were; alcohol, tobacco, miraa, bhang, inhalants and prescription drugs. It was noted that learning institutions had become a hub for drug sale and consumption with both licit and illicit substance dealers targeting students for recruitment into the business.

Winga (2005), carried out a study on the extent, correlates and reasons for and against substance use among Maseno University students and found out that alcohol was the most abused (41%), followed by cigarettes and tobacco (12%), Miraa (11%) and Marijuana (7%). A report by NACADA (2004) indicated that bhang and miraa are too widely used substances.

2.3 Types of Drugs and Substance Abused by Students

According to the United States Department of Health and Human Services (2000) alcohol is the most abused psychoactive drug in the United States. About 90% of the students use it before they leave high school. In Kenya a report by NACADA (2008) indicated that alcohol is the most commonly abused drug by about 61% of the population. The same report indicated that 40.9% of

the students were abusing alcohol in Nairobi Province and 26.3% in Central Province. These percentages indicate that students are abusing drugs and it is important to address this issue with the seriousness it deserves.

Perkinson (2002) explains that alcohol is basically a central nervous system depressant and dulls the brain making learning a difficult task. When students get to the behaviour of abusing alcohol their reasoning get impaired and education becomes of less priority in the student's life. A survey by NACADA (2004) indicates 35% of the students from Central Province were abusing tobacco related products. The availability of tobacco products is prevalent within the province. Only to be made readily available to the consumers. A Research that was done in Australia revealed that bhang smoking leads to trying other harder drugs due to its reinforcing influence. In central province a study by NACADA (2004) showed 5.3% of the students were abusing bhang.

2.4 Effects of Drug Abuse on Academic and Social Skills

Drugs abused affect the brain, this results in major decline in the functions carried out by the brain (Sternberg, 2003). Drugs affect the students concentration span, which is drastically reduced and boredom sets in much faster than for non drugs and substance abusers. The student will lose interest in school work including extra curriculum activities. Due to this in school work there's absenteeism in school resulting into one taking too long to complete studies. Most of the psychoactive drugs affect the decision making process of the students, creative thinking and the development of the necessary life and social skills are stunted. They also interfere with the awareness of an individual's unique potential and interest thus affecting their career development (Louw, 2001). Core values to live by such as honesty, tolerance, peace, responsibility are lacking, this affects their social skills development. Since most of the students are in their

adolescence stage of development if they engage in drug abuse they also lose their identity (Kyalo & Mbugua, 2011).

2.5 Drug and Substance-Abusing Parents and Students' Discipline

Experiencing violence and living in dysfunctional households (e.g where illicit drugs are consumed amongst household members) during childhood is associated with drug use in later life (Frolenzano et al., 2002). Theoretically, family and peer relationships are important for adolescent drug use because both are primary groups where attitudes and behaviours are learned. According to social learning theory, an individual learns to take drugs in small, informal groups (Baron, 2003). It is in these intimate settings that people are taught, through imitation and reinforcement, to hold attitudes that are favorable or unfavorable to drug use. Within families where alcohol is used, adolescents may observe alcohol use, acquire favorable attitudes toward alcohol use, and begin using alcohol themselves. Similarly, if their friends drink alcohol, adolescents are likely to receive positive social reinforcement from their friends for drinking (Kandel & Chen, 1995).

Children of addicted parents are the highest risk group of children to become alcohol and drug abusers due to both genetic and family environment factors (Banda, 2004). The influence of parental attitudes on a child's drug taking behaviours may be as important as actual abuse by the parents (Bachman et al., 2000). An adolescent who perceives that a parent is permissive about the use of drugs is more likely to use drugs (McDermott, 1984). Families affected by alcoholism report higher levels of conflict than do families with no alcoholism. Drinking is the primary factor in family disruption. Research on behavioural problems demonstrated by children of alcoholics has revealed some of the following traits: lack of empathy for other persons;

decreased social adequacy and interpersonal adaptability; low self-esteem; and lack of control over the environment (Jones, 1968).

Children of addicted parents demonstrate behavioural characteristics and a temperament style that predispose them to future maladjustment. In general, children of alcoholic parents do less on academic measures. These children also have higher rates of school absenteeism and are more likely to leave school, be retained, or be referred to the school psychologist than are children of nonalcoholic parents (Sher, 1997). Exposure to violence in family settings influences adolescents to become violent in their behaviours.

Young people who have experienced or witnessed violence have been found to be more likely to use cannabis and hard drugs than those who have not experienced violence (Bachman et al., 2000). Aggression and violence may be learned and transmitted within violent and illicit drug using families. A north American study found that children raised in households where crack is sold and used, routinely learn aggressive and violent behaviours through observation and interaction with their drug using parents and other kin. Exposure to family deviance and drug use are both risk factors for violence perpetration and illicit drug use (Sher, 1997).

2.6 Perceived Positive Effects of Drugs and Substance Abuse and Students' Discipline

2.6.1 Personality Enhancement

Research has shown that individual beliefs and expectations of the effects of drugs (e.g increased confidence and aggression) may lead students into usage of some drugs in preparation for involvement in violent behavior (Kithi, 2007). Students most often report using cigarettes, alcohol and marijuana for recreational and social reasons, followed by coping reasons (to reduce or avoid negative moods or feeling about self) and enhancement reasons (to produce euphoria or

heighten positive emotions. While drinking for recreation and social purposes may be the most common reason for alcohol use among students, problem or binge drinking appear to result more from impulsive or sensation-seeking tendencies and from drinking as a means of coping with stress or problems (Read, 2003).

Other research shows that while impulsivity, sensation seeking and the belief that alcohol will lead to greater social ease are associated with higher levels of alcohol use, negative emotions and the belief that alcohol will lead to the reduction of tension are associated with higher levels of alcohol abuse in students. Still other research suggests that students with different personalities may use alcohol for different purposes: extraverted students use alcohol for the purpose of social affiliation and mood enhancement whereas neurotic students use alcohol to cope with negative emotions. Students who use alcohol for coping reasons also drink up to twice as much as those who do not drink to cope and experience significantly more negative alcohol related consequences such as unplanned sexual activity, trouble with the law and injury (Kithi, 2007).

Students who drink are significantly likelier than those who do not drink to have positive expectations for the effects of alcohol, including tension reduction and increased social comfort (Park & Levenson, 2002). Students holding more positive alcohol expectations are at greater risk for problem drinking. One study of college students found that problem drinkers are more likely than non-problem drinkers to believe that alcohol will create an overall positive feeling, will make them more aggressive, improve cognitive and motor function, increase sociability and social assertion and reduce tension (Ham and Hope, 2003). One common alcohol expectancy that students hold is that alcohol will make them more comfortable in social settings (Park & Levenson, 2002).

Students who believe that they are under pressure to make a good impression but who doubt their ability to do so may increase their drinking if they believe that alcohol will reduce their anxiety and if they doubt their ability to cope without using it (Burke and Stephens, 1999). However, a number of research has shown that the effects of some drugs, including crack/cocaine, amphetamines and benzodiazepines have been found to increase aggressive and violent behavior (Kuhns, 2005). Whilst cannabis and heroin use can reduce the likelihood of violence during intoxication, some studies suggest that withdrawal from long term use is associated with aggression (United Nations Office, 2007).

2.6.2 Drug and Substance Abuse, Emotional Coping and Students' Discipline

Substance use among students is attributed in part to attempts at stress reduction, self-medication and coping (Flynn, 2000). Some students drink alcohol to cope with problems by escaping or avoiding thinking about them or by helping to boost a negative mood (Cooper et al, 1995). Moreover, drugs are used as a coping mechanism to deal with the distress associated with being a victim of violence (Moran, Vuchinich and Hall, 2004; Clark, 2001). Exposure to unsafe environment in which drug use occurs increases an individual's risk of violent victimization (Advisory Council on the Misuse of Drugs, 2003).

Over 40 percent of students report drinking to cope (Park et al., 2002). Drinking to cope with problems or negative feelings has been associated with both depression and substance abuse in students (Read et al., 2003). Although they do not necessarily consume more alcohol than other students, students with higher levels of depression and anxiety and lower self-esteem are likelier to drink to escape negative moods and have a greater chance of experiencing alcohol-related problems (Weinberger and Bartholomew, 1996). Drinking to cope is associated with increased

alcohol-related consequences in students, such as binge drinking and its consequences including nausea, memory loss and academic problems (Ichiyama and Kruse, 1998).

Drinking to cope in students also is associated with engaging in unplanned sexual activity, being injured, damaging property and getting into trouble with school authorities (Park et al., 2002). Negative expectations about one's own ability to cope with negative feelings strongly contribute to problem drinking behavior (Kassel, Jackson and Unrod, 2000). That is, students who are not confident in their own ability to deal with their negative feelings are more likely to exhibit alcohol use problems. Additionally, both depression and anxiety are related to a lack of confidence in one's ability to successfully deal with negative emotions as well as with problem drinking behavior.

2.7 Drug and Substance Abuse and Level of Students' Discipline

One of the major indicators of students' discipline problem is bullying. Bullying can be either overt or covert. According to Shariff (2004), overt bullying involves physical aggression, such as beating, kicking, shoving and sexual touching which could be accompanied by overt bullying, in which victims are excluded from peer groups, stalked, stared at, gossiped about, verbally threatened, or harassed. Covert bullying can also be random or discriminatory, racial, sexual, homophobic or based on social class, abilities, or disabilities. Gale et al (2004) warn that intimidation and bullying could cause psychological harm, not only to victims but also to bystanders.

2.8 Theoretical Framework of the Study

This study was guided by social cognitive learning theory by Albert Bandura (1986). According to this theory behaviour is determined by the persons thought processes, the environment and

behaviour itself. This means that individuals determine their own behavior while being influenced by the environmental factors and their own behaviour. The theory emphasizes social cognition and not simply coping. Bandura's social cognitive learning theory tends to focus more on cognitive expectancies, vicarious learning and self regulations as explanatory mechanism of drugs and substance abuser. For example individuals who believe that alcohol will make them more attractive, less inhibited better lovers and more fun to be around, will be more prone to use alcohol. Bandura (1986) contends that behaviour is largely regulated by cognitive factors such as perception of an issue and the pattern within the environment. Social cognitive theory emphasizes the role of observational learning with regard to the presence and influence of models.

Social cognitive learning theory postulates that role modelling does not only affect behaviours but also leads to the development of thoughts and emotions that shape behaviour. Students who get engaged in the behaviour of drugs and substance abuse, they have most likely learnt the behaviour from their environment. The violent attitudes and behavior displayed by adults and teachers are learned by students through imitation. Adults and teachers are role models for students to emulate. Using socialization methods leads to reduction of aggression and violence in the society. Aggression and violence are learned responses. Perpetrators of aggression and violence such as bullying may have learned from witnessing violence in their environment. According to Bandura (1986) the environment influences one's behavior and at the same time behavior influences the environment. This theory is therefore relevant to the proposed study as it forms a basis for studying the factors that determine development of behavior among secondary school students. The social cognitive theory indicates to what extent substance abuse among students could be influenced by their gender, age and the social pressure they could be

experiencing as they interact in the secondary schools. The aspect of interaction indicates that students choose to engage in activities that are risky making them vulnerable to substance abuse. Students may have knowledge about the altering moods and behaviour by drugs, yet they go ahead abusing them.

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

2.9 Summary of the Literature Review

The literature review shows that the problem of drug and substance abuse has attracted the attention of quite a number of scholars in Kenya and elsewhere. These studies focused on drug and substance abuse as an historical problem. Secondary school students are the most prone age group to experiment with and later abuse drugs and the dangers of drug abuse in Kenya (NACADA, 2007). None of these studies however focused on the influence of drug and substance abuse on students' discipline in public day secondary schools.

Alcohol and drug abuse among the youth are implicated in a range of social and economic problems. There is need for a study to evaluate the factors influencing drug and substance abuse on student's discipline and how drug abuse prevention measures can be improved, as well as how ineffective ones can be weeded out. Knowledge of the nature and extent of drug abuse is

important in the development and implementation of intervention strategies to curb the problem amongst the youth in schools. It is due to this regard that this study investigated on the factors influencing drug and substance abuse on student’s discipline in public day secondary schools in Nakuru Municipality, Nakuru County, Kenya.

2.10 Conceptual Framework of the Study

Conceptual framework refers to how a researcher conceptualizes relationship between variables in a study and shows them graphically or diagrammatically. It shows independent variables and dependent variables and how they are related or influences one another (Mugenda, 2003).

Figure 2.1: Conceptual Framework

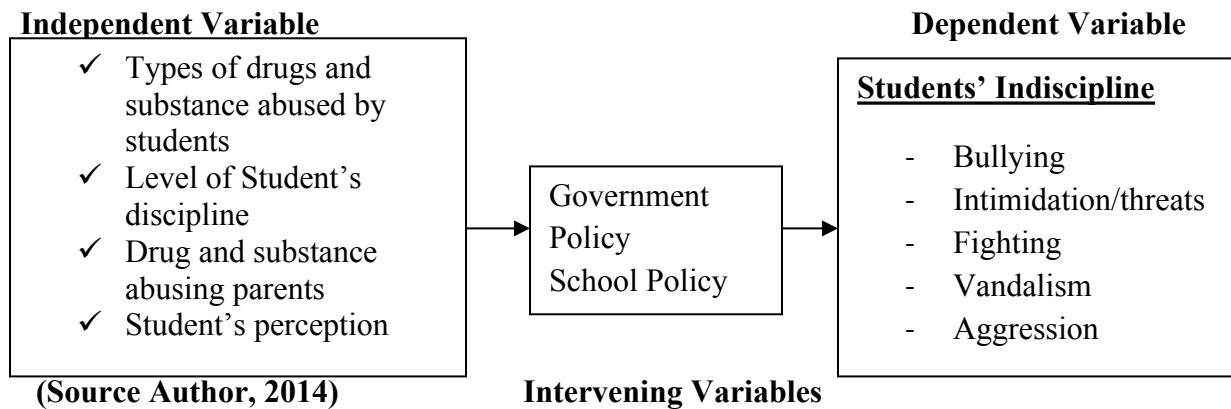


Figure 2.1 shows the interrelationship between independent variable (Drug and substance abuse), and the dependent variable (students’ discipline). The independent variable has been broken into sub-variables namely; drug and substance-abusing parents; academic problems; personality enhancement and emotional coping and the dependent variable which is the student’s indiscipline resulting to bullying, intimidation/threats, fighting, vandalism, aggression etc.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter comprises of the research design, location of the study, target population, sampling procedure and sample size, research instruments, pilot study, data collection technique, method of data analysis.

3.2 Research Design

This study employed a descriptive survey research design to determine the influence of drug and substance abuse on students' discipline in public day secondary schools in Nakuru Municipality. The purpose of descriptive research is to describe facts and characteristics concerning an individual, group or situation (Kothari, 2006). This design did only offer descriptions and explanations, but also identified and predicted relationships in and between the variables of the study. The design seeks to find out factors associated with certain occurrences, outcomes and conditions of behavior (Best and Khan, 1993). The design was appropriate for the study location, the population and fitted into the limitations of time and financial resources of the study.

3.3 Target Population

This study was carried out in Nakuru Municipality, Nakuru County. Nakuru Municipality borders Naivasha Municipality to the west, Molo town to the North and Gilgil Town to the East. Singleton (1993) advises that the ideal setting for any study should be easily accessible to the researcher and should be that which permits instant rapport with the informants. Nakuru Municipality was chosen because it is within the reach of the researcher and has the most number of public day secondary schools.

Orodho (2002) defines target population as a large population from whom a sample population is selected. The target population for this study consisted of all 18 public day secondary schools comprising of 18 guidance and counseling teachers, 10,571 students. Therefore the target population was 10589 respondents.

3.4 Sampling Procedure and Sample Size

3.4.1 Sampling Procedure

According to Kombo & Tromp (2006), sampling procedures refers to how cases are to be selected for observation. It provides a detailed explanation of the subjects to be involved in investigation and how these are to be selected from the target group. According to Gay (2002) a researcher selects a sample due to various limitations that may not allow researching the whole population. Kombo & Tromp (2006) says that sampling procedures and sample size are important to establish the representativeness of the sample for generalization.

Stratified random sampling method was used to select schools to ensure that all different subgroups are adequately represented in the sample, and then simple random sampling method was used to select respondents (students) from various strata. Gay (2002) identifies random sampling as the best form of sampling as it allows all members of population to have an equal and unbiased chance of appearing in the sample. The researcher used purposive sampling to sample guidance and counseling teachers.

3.4.2 Sample Size

A sample size is a definite plan determined before data are actually collected for obtaining a sample from a given population (Orodho, 2005). In a descriptive research, a sample size of 10-50% is accepted (Mugenda and Mugenda, 2003). The sample size of schools to be studied was 9

public day secondary schools which comprised of 9 guidance and counseling teachers and 371 students, which represented a 50% of the study sample. Therefore, the sample size was 380 respondents.

3.5 Research Instruments

The main data collection tool for this study was questionnaires for the guidance/counseling teachers and students.

3.5.1 Questionnaires

The questionnaires were used for data collection because it offers considerable advantages in the administration. Gay (1992) maintains that questionnaires give respondents freedom to express their views or opinion and also to make suggestions. The questionnaires were divided into three sections; Section A collected demographic data of the respondents, Section B collected data on the influence of drug and substance abuse on students' discipline and Section C collected data on measures of dependent variables (Student Indiscipline). A separate questionnaire for students and another one for counselling teachers were used to collect data.

3.6 Pilot Study

Pilot study is a distinct preliminary investigation conducted before embarking on the main study (Mugenda and Mugenda, 2003). Before commencing on the study, a pre-testing of the questionnaires was conducted. The aim of pre-testing was to assist in determining accuracy, clarity and suitability of the research instruments and to check their validity and reliability. The pilot study was conducted in two public day secondary schools from the neighboring district.

3.6.1 Validity of the Instruments

Validity is the degree to which the research instruments will appropriately and accurately measure what they are supposed to measure (Orodho, 2005). Based on the analysis of the piloting, modification and removal of ambiguous or unclear items such as questions, inaccurate responses or indicated weaknesses was done to attract appropriate responses from the respondents. Borg and Gall (1989) assert that content validity of an instrument is improved through expert judgment and as such the researcher sought assistance of the university supervisors to find out whether the instruments will measure what it intends to measure. Also To enhance validity, piloting was carried out to help the researcher in identifying items in the research instruments that were ambiguous in eliciting relevant information, modifications of the instrument were then made where necessary.

3.6.2 Reliability of the Instruments

Mugenda and Mugenda (2003) refer reliability as a measure of the degree to which a research instrument yields same results on repeated trials. Reliability in research is influenced by random error, which is deviation from a true measurement. Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Orodho, 2005). To ensure reliability of the study, the test retest method will be applied. This will involve administering the same questionnaires at an interval of one week to the same group and comparing the two results/scores. A comparison will be made between the results/scores for the two responses. A Pearson's product moment formula for (test-retest) will be employed to compute the correlation coefficient in order to establish the extent to which the contents of the questionnaire were consisted in eliciting the same responses every time the instrument will be

administered. This determined if the results were consistent to determine the reliability of the instruments.

3.7 Data Collection Procedure

Approval letter from the University of Nairobi School of Post graduate studies was sought. A research permit was then be secured from the National Commission for Science, Technology and Innovation (NACOSTI). Permission to collect data from the sampled schools was then sought from the District Education Office (DEO) in Nakuru District after which the respective school principals were called on to allow data collection from their schools. The researcher personally administered the research instruments. The respondents were given about one week to fill in the questionnaires after which the filled-in questionnaires were collected. Ethical considerations required the researcher to honestly explain to respondents the purpose of the study and requested for their willingness to participate in the study.

3.8 Data Analysis Techniques

Data analysis is the process of bringing meaning to raw data collected (Mugenda and Mugenda, 2003). Data was organized and coded to ease identification and interpretation; a series of indices will be developed to categorize the questionnaire in terms of types of information sought. The data was analyzed quantitatively guided by the study objectives. Quantitative analysis used frequency tables, absolute percentages, mean and standard deviation. The researcher used Statistical Package for Social Sciences (SPSS) to analyze the data. Results were presented per research objective.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

This chapter presents the study's findings based on analysis of its primary data. The general objective of the study was to investigate on the effects of Drug and Substance Abuse on Students Discipline in Public Day Secondary Schools in Nakuru Municipality, Nakuru County, Kenya. To facilitate ease of dissemination and understanding for the target audience, presentation of findings was done using tables, charts and figures.

The findings of the research were presented based on the following four specific research objectives:

- i. To identify the types of drugs and substance abused by students in public day secondary schools in Nakuru Municipality.
- ii. To establish the level of the students' discipline in public day secondary schools in Nakuru Municipality.
- iii. To determine the extent to which drug and substance-abusing parents influence students' discipline in public day secondary schools in Nakuru Municipality.
- iv. To establish the influence of students' perceptions on the effects of drug and substance abuse on students' discipline in public day secondary schools in Nakuru Municipality.

Data was analysed using Statistical Package for Social Sciences (SPSS) for quantitative data.

The response rate on the research instrument is given first, followed by demographic data of the respondents, analysis and discussion of findings on each of the four research objectives.

4.2 Response Rate

From the sample size of 380 respondents who were all drawn from the nine (9) public secondary schools. A total of 375 responded. This added up to a response rate of 98.7% which was considerably sufficient to guarantee representative findings. This is in line with Berg (2004) who indicated that, a response rate of 60% and above is adequate to permit data analysis. Table 4.1 shows the contributive proportions of responses obtained from the respondents.

Table 4.1: Response Rate

Category	Administered	Responded	Percentage
Teachers	9	9	100
Students	371	366	98.7
Total	380	375	98.7

Furthermore table 4.1 indicates that responses that were attained from all the targeted entities reflected a highly anticipated representativeness.

4.3 Background Information

4.3.1 Teachers

On the background information of the teachers, the researcher was interested in knowing the gender, age, education level, teaching experience, number of years they had worked for in the current school, and whether they had been trained as a drug addiction counsellor.

4.3.1.1 Gender

The gender of the respondents was analysed in order to establish the representation of respondents in terms of gender in the public day secondary schools. This is shown in figure 4.1

Figure 1Figure 4.1: Respondents' Gender

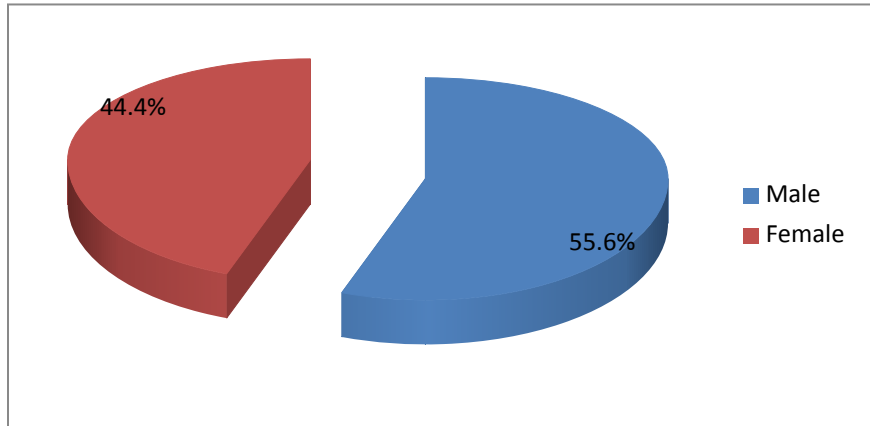


Figure 4.1 indicate that majority 5(55.6%) of the teachers in were male and 4(44.4%) were female. This is an indication that both genders were involved in this study and thus the finding of the study did not suffer from gender bias.

4.3.1.2 Age

Table 4.2: Respondents' Age

Years	Frequency	Percentage
20 – 29	0	0.0
30 – 39	1	11.1
40 – 49	5	55.6
50 +	3	33.3
Total	9	100

Table 4.2 indicates that majority 5(55.6%) of the teachers were aged between 40 and 49 years, 3(33.3%) were aged 50 years and above, 1(11.1%) were aged between 30 and 39 years. From these findings we can deduce that majority of the teachers of guidance and counseling were aged above average and could deal with the issues on the students' drug and substance abuse appropriately.

4.3.1.3 Education Level

Training is essential in enabling the teachers to acquire necessary skills and thereby implement school programmes competently. Figure 4.2 indicates the teachers' level of education.

Figure 4.2: Respondents Level of Education

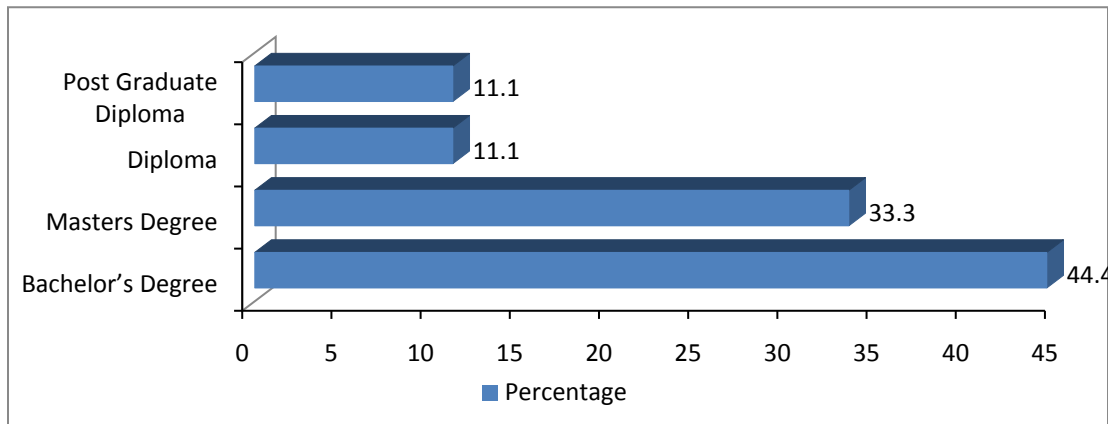


Figure 4.2 shows that majority 4(44.4%) had attained a Bachelor Degree, 3(33.3%) had a Master's Degree, 1(11.1%) had Diploma and Post Graduate Diploma certificates. Teachers need various skills in order to cope with the demands of their school management and job tasks. Such skills can be attained through formal training, and it is encouraging to note that majority of the teachers of guidance and counselling had Bachelor Degree and even some had attained a Master's level of education. This is an indicator that the respondents had the necessary skills to deal with the effects of drug and substance abuse in secondary schools.

4.3.1.4 Teaching Experience

Work experience is the period of time an individual performs an activity in a work setting (whether paid or voluntary) to the programme of study. The teachers of guidance and counseling were asked to indicate their teaching experience, to which they responded as shown in table 4.3

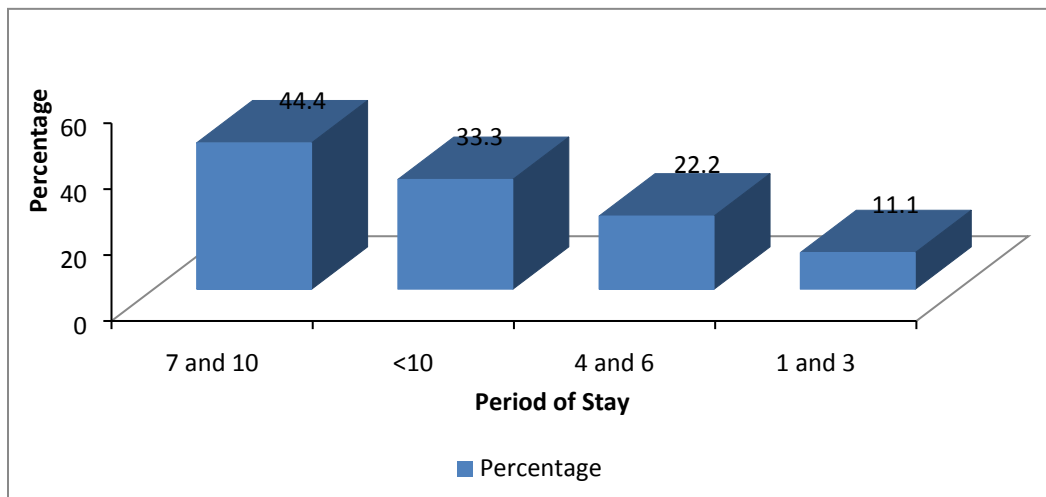
Table 4.3: Respondents' Teaching Experience

Years	Frequency	Percentage
1 - 3	0	0.0
4 – 6	1	11.1
7 – 10	2	22.2
<10	6	66.7
Total	9	100

Furthermore, table 4.3 shows that majority 6(66.7%) had worked for over 10 years, 2(22.2%) had worked for a period between 7 and 10 years, 1(11.1%) had worked for a period of between 4 and 6 years. From the findings, all the teachers of guidance and counseling had stayed in the teaching profession for a period of more than four years. This is indicator that all the teachers had a vast experience in to deal with issues of students' drug and substance abuse in secondary schools.

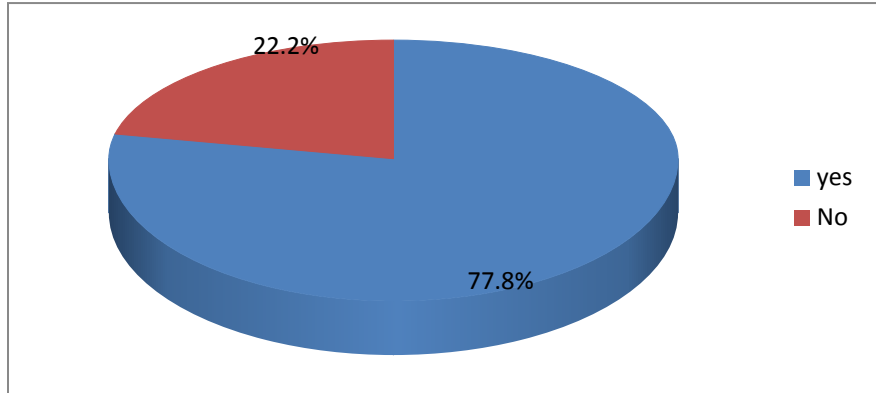
The researcher further sought to establish the period of stay of the teachers in the current school, to which the respondents indicated as shown in figure 4.3.

Figure 4.3: Length of Stay in the Current School



4.3.1.5 Skills as a Drug Addiction Counselor

Figure 4.4: Training as a Drug and Addiction Counselor



Majority 7(77.8%) of the teachers agreed that they had trained as a drug addiction counselor while 2(22.2%) had not. Pelt (1988) explains that training of peer counsellors is vital in order for them to acquire knowledge on how to assist fellow students face and cope with various challenges and situations in life.

4.4.1 Students

The background information of the students was based on the age, gender and parent's marital status.

4.4.1.1 Age

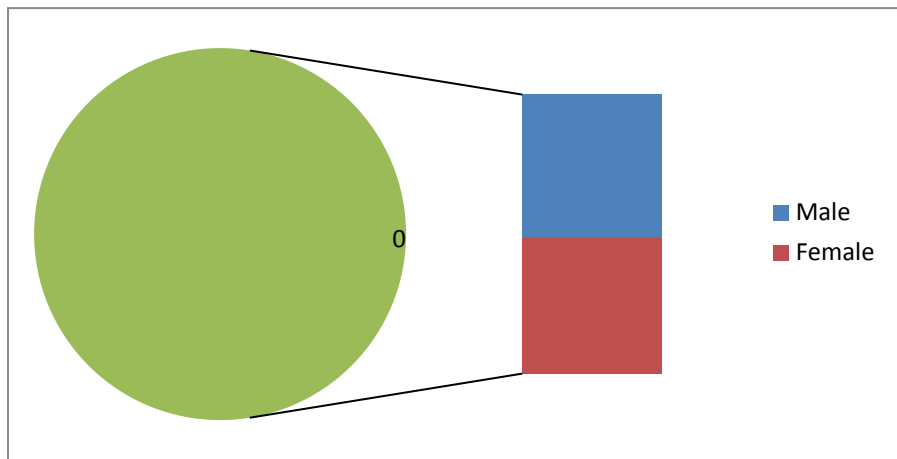
Table 4.4: Distribution of Students by Age

Years	Frequency	Percentage
13 – 15	171	45.6
16 – 18	151	40.3
19 - 21	32	8.5
<21+	21	5.6
Total	375	100

Table 4.4 shows that majority 171(45.6%) of the students were aged between 13 and 15 years, 151(40.3%) aged between 16 and 18 years, 32(8.5%) aged between 19 and 21 years and 21(5.6%) students were aged above 21 years old. This means that majority of the students are adolescents hence may be influenced by their peers to drug abuse.

4.4.1.2 Gender

Figure 4.5: Students' Gender



Majority 191(50.9%) of the students were male and 184(49.1%) were female. This shows that the gender representativeness was appropriate.

4.4.1.3 Parent's Marital Status

Table 4.5: Parent's Marital Status of the Students

Status	Frequency	Percentage
Single	73	19.5
Married	219	58.4
Divorced	11	29.3
Separated	31	8.3
Widow (er)	41	10.9
Total	375	100

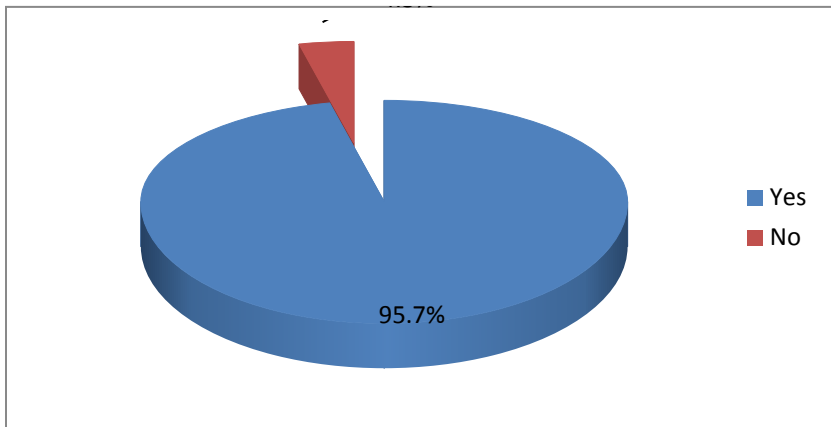
Table 4.5 shows that majority 219(58.4%) of the students indicated that their parents were married, 73(19.5%) single, 41(10.9%) widowed, 31(8.3%) separated and 11(29.3%) divorced.

4.5 Effects Of Drug And Substance Abuse On Students Discipline

4.5.1 Types of Drugs and Substance Abused By Students

The first research objective sought to identify the types of drugs and substance abused by students in public day secondary schools in Nakuru Municipality. The researcher sought to establish from the respondents whether they were aware of the drugs abused by students in in public secondary schools. This is shown in figure 4.6.

Figure 4.6: Awareness on Drug/Substance Abused



Majority 359(95.7%) of the respondents were aware of the drug and substance abused by the students while 16(4.3%) indicated that they were not aware. This prompted the researcher to ask the respondents to indicate the type of drugs abused by the students.

To establish this, the teachers of guidance and counseling and students were given a list of items in a table regarding the the types of drugs and substance abused by students. They were required to indicate the extent of drug abuse ranging from Not at all to a great extent. The frequencies and mean are presented in table 4.6.

Table 4.6: Type of Drug and Substance abused by Students

	NA	ME	LE	GE	
Statement	f (%)	f (%)	f (%)	f (%)	M
Smoking Cigarette	2(0.5)	100(26.7)	119(31.7)	154(41.1)	3.95
Smoking Bhang	9(2.4)	175(46.7)	101(26.9)	91(24.3)	3.79
Kuber	15(4.0)	209(55.7)	81(21.6)	70(18.7)	3.21
Chewing Miraa	0(0.0)	36(9.7)	264(70.4)	75(20.0)	3.03
Alcohol	0(0.0)	63(16.8)	157(41.9)	155(41.3)	3.03

Key: **NA** – Not at All; **LE** – Limited Extent; **ME** – Moderate Extent; **GE:** Great Extent; **M** – Mean; **f** – Frequency

Furthermore, table 4.6 shows that students abused cigarette to a great extent 154(41.1%), smoked bhang to a moderate extent 175(46.7%), Kuber to a moderate extent 209(55.7%), chewing of miraa to large extent 264(70.4%) and alcohol to a large extent 157(41.9%). The mean ranged from 3.95 to 30.3. These findings are in line with a study carried out by Kaguthi (2005) who observed that students abuse drugs such as alcohol, cigarettes, bhang, khat and industrial solvents more than prescription drugs. The findings also agree with those of NACADA (2007) who found that alcohol, khat and tobacco were the commonly abused drugs. This possibly reflects the overall current situation of drug abuse among the youth in the country. Use of drugs such as alcohol, khat and tobacco is culturally, socially and legally acceptable in Kenya and these drugs are locally produced. Such factors have compounded the problem of substance abuse and dependence among the youth including students. From the findings, the researcher observes that the students are abusing more than one drug at the same time and this could affect their physical and mental health thus result to students indiscipline as Were (2003) found that drugs contribute to poor health, and lower the body's natural immunity against infections.

4.5.2 Level of the Students' Discipline

The second research objective sought to establish the level of the students' discipline in public day secondary schools in Nakuru Municipality. The teachers of guidance and counseling and students were asked whether they experienced students' indiscipline due to drugs and substance abuse in your school, to which majority 354(94.4%) agreed and 21(5.6%) disagreed. This prompted the researcher to seek the level of students' discipline in public day secondary schools in Nakuru Municipality as shown in figure 4.7

Figure 4.7: Level of Students' Discipline

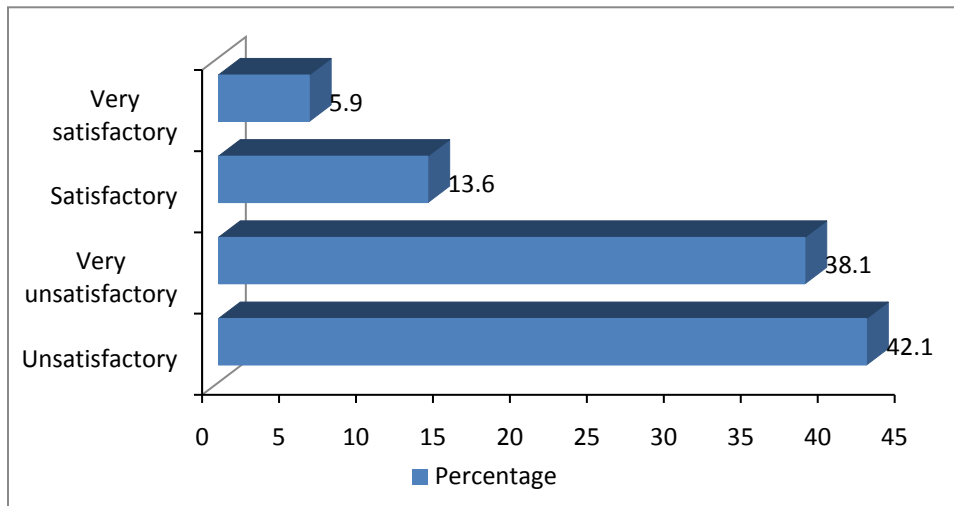


Figure 4.7 shows that majority 158(42.1%) indicated that students discipline was unsatisfactory, 143(38.1%) very unsatisfactory, 52(13.6%) satisfactory and the least 22(5.9%) very satisfactory. The results agree with Republic of Kenya (2001) which noted that drug abuse contributes to loss of interest in academic work and indiscipline among students. Drug abuse contributes to loss of interest in academic work and indiscipline among students (GOK, 2001). This is because drugs affect the biochemical processes in the brain which often affects the behaviour of the abuser. Drugs are very expensive; this makes those who abuse drugs engage in undesirable and shameful

habits e.g. cheating, stealing, prostitution and doing odd jobs in order to obtain money to buy drugs.

4.5.3 Drug and Substance-Abusing Parents Influence on Students' Discipline

The third research objective sought to determine the extent to which drug and substance-abusing parents influence students' discipline in public day secondary schools in Nakuru Municipality. To establish this, the teachers and students were given a list of items in a table regarding the drug and substance-abusing parents influence students' discipline. They were required to rate their agreement levels with the items on a five-point Likert scale ranging from strongly agree to strongly disagree. The frequencies and mean are presented in table 4.7.

Table 4.7: Drug and Substance-Abusing Parents Influence Students' Discipline

Statement	A	U	D	M
	f (%)	f (%)	f (%)	
Students whose parents use drugs and other substances also learn the behavior and use drugs too	244(65.1)	10(2.7)	121(32.3)	4.45
Students whose parents use drugs and other substances also show signs of stress at school	225(60.0)	35(9.3)	115(30.7)	4.33
Students whose parents use drugs and other substances usually show violent behavior in school	179(47.7)	24(6.4)	176(46.9)	4.19
Students whose parents use drugs and other substances usually use abusive language	154(41.1)	39(10.4)	182(48.5)	4.11
Most Students peers associated drug and substance abuse are formed by students whose parents use drugs and other substances	231(29.2)	16(16.7)	128(34.1)	4.08

Key: A – Agree; U – Undecided; D – Disagree; M – Mean; f – Frequency

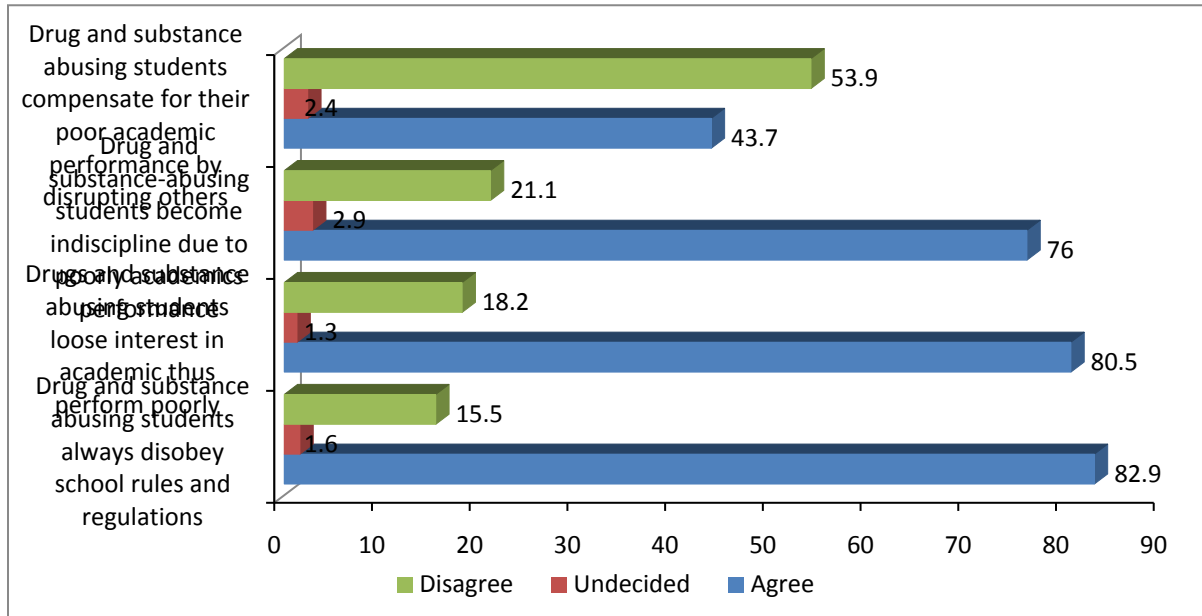
From table 4.7 the mean ranged from 4.45 to 4.08. The teachers of guidance and counseling and students scored high on the statement that Students whose parents use drugs and other substances also learn the behavior and use drugs too. On the other hand, the respondents scored low on the

statement that students whose parents use drugs and other substances usually use abusive language. The researcher observes that family members can influence the youth into abusing drugs. These findings agree with Papalia (1999) who noted that family influence ranges from genetic predisposition to alcohol and parental use and acceptance of drugs.

4.5.4 Students' perceptions on the effects of drug and substance abuse on students' discipline

The fourth research objective sought to establish the influence of students' perceptions on the effects of drug and substance abuse on students' discipline in public day secondary schools in Nakuru Municipality. To establish this, the teachers and students were given a list of items in a table regarding the students' perceptions on the effects of drug and substance abuse on students' discipline. They were required to rate their agreement levels with the items on a five-point Likert scale ranging from strongly agree to strongly disagree. The frequencies and mean are presented in figure 4.8.

Figure 4.8: Students’ perceptions on the effects of drug and substance abuse on students’ discipline



From figure 4.8 the teachers and students scored high on the statement that; drug and substance abusing students always disobey school rules and regulations 311(82.9%). On the other hand, the respondents scored low on the statement that; Drug and substance abusing students compensate for their poor academic performance by disrupting others 202(53.9%). These results agree with Santrock (2001) who noted that for the students to get along with other students, some students indulge in drugs to assist them to get along better in their world. The results also concur with Papalia (1999) who said that students association with people who glorify drugs also makes the adolescents try on drugs. Factors influencing students to drug use have been identified among them parental influence: children from homes where parents take drugs tend to imitate their parents’ behaviour and by modelling they also start using drugs (Ngesu, Ndiku and Masese, 2008).

Children are more likely to start abusing drugs in a family if there is: lack of mutual attachment and nurturing by parents or caregivers; ineffective parenting; a chaotic home environment; lack of a significant relationship with a caring adult; and a caregiver who abuses substances, suffers from mental illness, or engages in criminal behaviour (Elizabeth, et al., 2003). The abuse of drugs and other substances by parents and other caregivers can impede bonding to the family and threaten feelings of security that children need for healthy development (Gerstein and Green 1993).

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The chapter presents the summary of the study's findings, conclusions, recommendations, and suggestions for further studies.

5.2 Study Summary

The general objective of the study was to investigate on the effects of Drug and Substance Abuse on Students Discipline in Public Day Secondary Schools in Nakuru Municipality, Nakuru County, Kenya. 380 respondents participated in the study comprising of 9 Teachers and 371 students. Given below is a summary of the key study findings.

5.2.1 Types of Drugs and Substance Abused By Students

The study revealed that Majority 359(95.7%) of the respondents were aware of the drug and substance abused by the students while 16(4.3%) indicated that they were not aware. Furthermore, students abused cigarette to a great extent 154(41.1%), smoked bhang to a moderate extent 175(46.7%), Kuber to a moderate extent 209(55.7%), chewing of miraa to large extent 264(70.4%) and alcohol to a large extent 157(41.9%). The mean ranged from 3.95 to 30.3.

5.2.2 Level of the Students' Discipline

Majority 354(94.4%) agreed they experienced students' indiscipline due to drugs and substance abuse in their school majority and 21(5.6%) disagreed. On the other hand, majority 158(42.1%) indicated that students discipline was unsatisfactory, 143(38.1%) very unsatisfactory, 52(13.6%) satisfactory and the least 22(5.9%) very satisfactory.

5.2.3 Drug and Substance-Abusing Parents Influence on Students' Discipline

The mean ranged from 4.45 to 4.08. The teachers of guidance and counseling and students scored high on the statement that Students whose parents use drugs and other substances also learn the behavior and use drugs too. On the other hand, the respondents scored low on the statement that students whose parents use drugs and other substances usually use abusive language.

5.2.4 Students' perceptions on the effects of drug and substance abuse on students' discipline

Teachers and students scored high on the statement that; drug and substance abusing students always disobey school rules and regulations 311(82.9%). On the other hand, the respondents scored low on the statement that; Drug and substance abusing students compensate for their poor academic performance by disrupting others 202(53.9%).

5.3 Conclusion

From the study findings, the researcher concludes that:-

On the types of drugs and substance abused by students in public day secondary schools in Nakuru Municipality, the most abused drugs are cigarettes, miraa and alcohol. This indicates that drug abuse has been prevalent in secondary schools resulting to problems that affect discipline among students in Nakuu Municipality.

The level of student discipline in public day secondary schools in Nakuru Municipality is unsatisfactory. This has made teachers experience students' indiscipline due to drugs and substance abuse in your school. Therefore, from the study it was concluded that drug abuse leads to indiscipline cases among students.

Since discipline is both preventive and corrective, the main purpose of student discipline is to create conducive environment for Learning /teaching while reducing the number of misbehaving students by punishing them and making the parents aware of their children misconduct in schools. The causes of student indiscipline in schools are varied and may be influenced by the environment. More so, it can be concluded that students are more likely to start abusing drugs in a family if there is: lack of mutual attachment and nurturing by parents or caregivers; ineffective parenting; a chaotic home environment; lack of a significant relationship with a caring adult; and a caregiver who abuses substances

Factors that contributed to drug abuse as revealed by the study were social reasons such as peer pressure, socialization, role models, family members and close friends. This shows that majority of the students abused drugs in order to be accepted among their peers. This leads to negative change in behavior in the school.

5.4 Recommendations

Based on the research findings, it is recommended that:-

- i. The government should put in place measures of limiting easy access to drugs such as alcohol, cigarettes, khat and sleeping pills.
- ii. There is need for affirmative policy formulation to provide/encourage use of student friendly disciplinary measures like guidance and counseling by professional teacher counselor. Secondary schools should have qualified guidance and counselling teachers to help students struggling with drugs.
- iii. Teachers training curriculum should be modified to incorporate school discipline studies particularly drug abuse and the Ministry of Education Science and Technology should

expand its spheres of coverage to incorporate school principals in addressing the challenges faced in enhancing student discipline.

- iv. Guiding and counseling should be emphasized when enhancing student discipline by sensitizing the teachers and students on the importance of counseling. More and more teacher counselors should be trained in guidance and counseling. Democratically elected student council should be empowered to coach other students on schools norms and values hence strengthening peer counseling.

5.5 Suggestions for further studies

Further studies should be carried out to investigate on the collaboration among all stakeholders in education on how student discipline should be determined and how the environment and introduction of new technology are posing challenge in the management student discipline in secondary schools.

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APPENDICES

Appendix I: Work Plan

ACTIVITY	PERIOD
Development of research instrument	15 th March – 27 th March, 2014
Administering of questionnaires	5 th April – 29 th April, 2014
Scoring and Interpretation	3 rd May – 5 th May, 2014
Data Analysis	6 th May– 11 th May 2014
Binding of proposal	14 th May, 2014
Submission of the final draft	17 th May, 2014

Appendix II: Budget

OVERHEAD	COST
Transport	1,500.00
Stationery	2,000.00
Typing and printing	2,000.00
Data analysis	1,000.00
Phone calls	1,000.00
Binding	1,000.00
Miscellaneous	2,000.00
Total	12,500.00

Appendix III: A Letter of Transmittal

James Nyaga

P.o Box

Nakuru

The District Commissioner

Nakuru District

P.o Box 81

Nakuru

Dear Sir/Madam,

Re: Research Study

I am student of the University of Nairobi, Pursuing a Master's Degree in Education Management. Currently, I am in the process of undertaking research on the *Influence of Drug and Substance Abuse on Students Discipline in Public Secondary Schools in Nakuru District*.

I therefore request to be granted permission to carry out the study in the attached list of selected secondary schools in Nakuru District.

Yours Faithfully

James Nyaga Njagi

Appendix IV: Questionnaires for Guidance and Counseling Teachers

This research is meant for academic purpose. It will try to find out the *effects of Drug and Substance Abuse on Students Discipline in Public Secondary Schools in Nakuru Municipality, Nakuru County, Kenya*. Kindly you are requested to provide answers to these questions as honestly and precisely as possible. Responses to these questions will be treated as confidential. Please do not write your name or that of your school anywhere on this questionnaire.

Please tick [] where appropriate or fill in the required information on the spaces provided.

Section A: Demographic Data

1. Your gender: Male Female
2. Your age (in years)
 20-29 40-49
 30-39 50 plus
3. Level of education
 Bachelor's Degree Diploma
 Masters Degree Post Graduate Diploma
4. For how long have you been a teacher?
 1 – 3 years [] 4 – 6 years []
 7 – 10 years [] Over 10 years []
5. For how long have you been a teacher in the current station?
 1 – 3 years [] 4 – 6 years []
 7 – 10 years [] Over 10 years []
6. Are you trained as a drug addiction counsellor? Yes [] No []

Section B: Types of Drugs and Substance Abused By Students

7. Are you aware of the drug and substance abused by the students? Yes [] No []
8. To what extent do students in your school use the following drugs/substance?

Key 1- Not at all **2-** To Limited extend **3-** to a moderate extent **4 -**To a great extent

Type of Drug/Substance	1	2	3	4
Smoking Cigarette				

Smoking Bhang				
Kuber				
Chewing Miraa				
Alcohol				

Section C: Level of the Students’ Discipline

9. Do you experience students’ indiscipline due to drugs and substance abuse in your school? Yes [] No []

10. Please rate the current state of student discipline in your school.

Very satisfactory []

Satisfactory []

Unsatisfactory []

Very unsatisfactory []

Section D: Drug and Substance-Abusing Parents Influence on Students’ Discipline

11. In table below indicate the extent to which drug and substance-abusing parents influence students’ discipline.

Key: Strongly agree(SA)=5, Agree(A)=4, Undecided(U)=3, Disagree(D)=2, and Strongly Disagree(SD)=1.

Factors	5	4	3	2	1
Students whose parents use drugs and other substances also learn the behavior and use drugs too					
Students whose parents use drugs and other substances also show signs of stress at school					
Students whose parents use drugs and other substances usually show violent behavior in school					
Students whose parents use drugs and other substances usually use abusive language					
Most Students peers associated drug and substance abuse are formed by students whose parents use drugs and other substances.					

Section E: Students’ Perceptions on the Effects of Drug and Substance Abuse on Discipline

12. To what extent do you agree with the following statements on students’ perceptions on the effects of drug and substance abuse on students’ discipline?

Key: Strongly agree(SA)=5, Agree(A)=4, Undecided(U)=3, Disagree(D)=2, and Strongly Disagree(SD)=1.

Statement	5	4	3	2	1
Drugs and substance abusing students loose interest in academic thus perform poorly					
Drug and substance-abusing students become indisciplined due to poor academic performance					
Drug and substance abusing students compensate for their poor academic performance by disrupting others					
Drug and substance abusing students always disobey school rules and regulations					

The End

Thank you for your Participation

Appendix V: Questionnaires for Students

This research is meant for academic purpose. It will try to find out the *effects of Drug and Substance Abuse on Students Discipline in Public Secondary Schools in Nakuru Municipality, Nakuru County, Kenya*. Kindly you are requested to provide answers to these questions as honestly and precisely as possible. Responses to these questions will be treated as confidential. Please do not write your name or that of your school anywhere on this questionnaire. Please tick [√] where appropriate or fill in the required information on the spaces provided.

Section A: Demographic Data

1. Please indicate your age
13 – 15 years [] 16 – 18 years []
19 – 21 years [] 21 years and above []
2. State your gender: Male [] Female []
3. Indicate the category of your school: Boys [] Girls [] Mixed []
4. Indicate your class: Form 1 [] Form 2 [] Form 3 [] Form 4 []
5. What is your Parents' marital status? (in relation to each other)
Single [] Married [] Divorced []
Separated [] Widow (er) []

Section B: Types of Drugs and Substance Abused By Students

1. Are you aware of the drug and substance abused by the students? Yes [] No []
2. To what extent do students in your school use the following drugs/substance?
Key 1- Not at all **2-** To Limited extend **3-** to a moderate extent **4 -**To a great extent

Type of Drug/Substance	1	2	3	4
Smoking Cigarette				
Smoking Bhang				
Kuber				
Chewing Miraa				
Alcohol				

Section C: Level of the students' discipline

3. Do you experience students' indiscipline due to drugs and substance abuse in your school? Yes [] No []

4. Please rate the current state of student discipline in your school.

- Very satisfactory []
 Satisfactory []
 Unsatisfactory []
 Very unsatisfactory []

Section D: Drug and Substance-Abusing Parents Influence on Students' Discipline

5. In table below indicate the extent to which drug and substance-abusing parents influence students' discipline.

Key: Strongly agree(SA)=5, Agree(A)=4, Undecided(U)=3, Disagree(D)=2, and Strongly Disagree(SD)=1.

Factors	5	4	3	2	1
Students whose parents use drugs and other substances also learn the behavior and use drugs too					
Students whose parents use drugs and other substances also show signs of stress at school					
Students whose parents use drugs and other substances usually show violent behavior in school					
Students whose parents use drugs and other substances usually use abusive language					
Most Students peers associated drug and substance abuse are formed by students whose parents use drugs and other substances.					

Section E: Students' Perceptions on the Effects of Drug and Substance Abuse on Discipline

6. To what extent do you agree with the following statements on students' perceptions on the effects of drug and substance abuse on students' discipline?

Key: Strongly agree(SA)=5, Agree(A)=4, Undecided(U)=3, Disagree(D)=2, and Strongly Disagree(SD)=1.

Statement	5	4	3	2	1
Drugs and substance abusing students loose interest in academic thus perform poorly					
Drug and substance-abusing students become indiscipline due to poorly academics performance					
Drug and substance abusing students compensate for their poor academic performance by disrupting others					
Drug and substance abusing students always disobey school rules and regulations					