

UNIVERSITY OF NAIROBI

FACULTY OF ARTS

DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK

THE CHALLENGES FACING SCHOOL COUNSELLORS IN
ELIMINATING USE OF DRUGS AMONG STUDENTS: A CASE OF
PUBLIC SECONDARY SCHOOLS IN RUIRU MUNICIPALITY

BY:

NJOROGE HENRY MAINA

C50/P8200/04

CSO 698: PROJECT PAPER

tiitnjp
0404939

A PROJECT SUBMITTED IN PARTIAL FULFILLMENT FOR THE
MASTER OF ARTS DEGREE IN SOCIOLOGY (COUNSELING)

OCTOBER 2007

jqvu f „ NVA-iTA m u m J ^
L|(3RAf?v

DECLARATION

This is my original work and has never been presented for a degree examination in any other University

Sign. 

Date.

Henry Maina Njoroge

This report has been submitted for examination with our approval as the University supervisors

Sign. 

Date, *Lihsl* T

Prof. Mburugu

Sign. 

Date. n a J) ^ J

Mr. Korongo

DEPARTMENT OF SOCIOLOGY

UNIVERSITY OF NAIROBI

DEDICATION

This work is dedicated to my wife Joyce Muthoni, my daughter Mercy Wambui and parents, Mr. Njoroge Gitau and Loise Wambui Njoroge.

ACKNOWLEDGEMENT

I acknowledge my appreciation to God for having taken me this far.

I am quite grateful to my supervisors Prof. Mburugu and Allan Korongo for their guidance in due course of writing this project.

I appreciated the contributions and support extended to me by my friends though out this study. To them all and particularly Mr. Robert Kuria and Mr. David Wachira I sy thank you.

My special thanks goes to professor George King'oria (Secretary, National Council for Science and Technology) for his support and encouragement during the course of the study.

Finally I thank the respondents for providing the data for this study.

ABSTRACT

The use of drugs among youth in Kenya is a main concern to the society and if measures are not taken to prevent the trend at which the usage is moving, there one can predict that, the future for the young people will be doomed. The government has formulated policies to minimize use of drugs which have not been very fruitful. Some of the measures put for the prevention are designed to restrict the youth from taking legalized drugs. For instance the government restrict bar operators from selling any form of liquor to the people under 18 years of age by demanding the youth to produce identity cards in case one is doubting the age of the person seeking to be served for beer.

In schools traditional methods have been used to discipline students who are deviant but it was realized that, such measures especially canning hardens the students which promotes more deviance. In an attempt to solve this problem, the government introduced guidance and counselling as a way of preparing them to be responsible future citizens. In response to this, this study was conducted to find out the effect of counselling in reducing use of drugs among students.

The study was guided by the following objectives namely;

To establish the factors that influence secondary school students to use drugs

To identify the type of interventions used by school counsellors to sensitize students against drug use

To find out the response of secondary school students to counselling in reducing use of drugs

To establish the constraints faced by school counsellors in their efforts to influence students to stop using drugs

Three theories were used to explain the study namely, observation learning theory, social exchange theory and deviant theory. The total number of respondents were 97 who included 38 girls, 53 girls, 2 male head teachers, 1 female head teacher two female counsellors and 1 male counselor.

The data was collected from the students and key informants who were head teachers and school counsellors. Data analysis was done by use of Microsoft office 2003.

Descriptive statistics was used to discuss the results of the study whereby the responses were tabulated by use of frequency tables and percentages. The researcher drew inferences where deductions were derived from statistical observations.

From the above objectives it was revealed that, the reasons why students indulge in drugs is due to peer influence, curiosity, relating with friends, easy availability of certain drugs, to concentrate in studies etc. It was also revealed that, due to high prevalent of drug use among students, schools have prioritized counseling focusing on drug use and therefore, counsellors have attempted to address the problem by using professional approaches that include, psychodrama, group counselling, bibliocounselling and individual counselling. There was an indication of positive response of students who had been found with drug related cases. The study revealed that, after being found with drug related cases, school administration refer students to counsellors who take them counselling process. However, counsellors face a lot of challenges in addressing the problem of drugs which include, lack of sufficient information on drugs, defensive parents, lack of proper guidelines from the Ministry of Education on how to conduct counselling and limited time for counselling due to academic workload.

>

Based on the findings, the researcher concluded that, the prevalent of drug use in secondary schools in still high. The government effort to address the problem through counselling has partially borne some fruits considering that, some students have changes their behaviour and abandoned drugs. However, it was also found that counselling tool has to be supplemented with the traditional methods of instilling discipline to students and especially canning. This is because the students also admitted that, before being taken to a counsellor for drug disciplinary cases they are either punished or canned and sometimes it was not possible to tell whether the effect for change of behaviour was as a result of counselling or other disciplinary measures the precede or supersede counselling.

This study recommended that, due to shortage of teachers and excessive workload for counsellors, the government should consider to engage full time counsellors instead of appointing teachers as counsellors. The Ministry of Education should also publish sufficient manuals with comprehensive coverage on wide range of topics based on the needs of the students including drug use.

TABLE OF CONTENT

Declaration	ii
Dedication	iii
Acknowledge	iv
Abstract	v
List of tables	xi
Abbreviations	xiii
CHAPTER ONE	1
1.0 Introduction	1
1.1 Background of the study	1
1.2 Problem statement	4
1.3 Research questions	6
1.4 Objectives of the study	6
1.5 Rationale	7
1.6 Scope	8
CHAPTER TWO	
2.0 Introduction	10
2.1 Literature review	10
2.2 The phenomenon of drug use	10
2.3 History of drugs	11
2.4 Teenage attitude towards use of drugs	12
2.5 Classification of drugs	15
2.6 Factor affecting drug use	16
2.6.1 Transport migrations and communication	16
2.6.2 Free markets and free trade	16
2.7 Sources of drugs in schools	17
2.8 The concept of counselling	18
2.8.1 Counselling an alternative to punishment in schools	19
2.8.2 The role of school counsellors	20
2.8.3 Principles of professional counselling	21
2.9 Theoretical framework	23
2.9.1 Observation learning theory	23

2.9.2 Social exchange theory	26
2.9.3 Deviant theory	27
CHAPTER THREE	29
3.0 Research methodology	29
3.1 Site description	29
3.2 Site justification	29
3.3 Target population	30
3.4 Sample frame	30
3.5 Units of analysis	30
3.6 Sampling design	30
3.7 Methods of data collection	33
3.7.1 Qualitative method	33
3.7.2 Quantitative method	33
3.8 Sources of data	34
3.8.1 Primary sources	34
3.8.2 Secondary sources	34
3.9 Data analysis	36
CHAPTER FOUR	37
4.0 Data presentation and analysis	37
4.1 Introduction	37
4.2 The social demographic characteristics of the respondents	37
4.3 Prevalence of drug use among students	40
4.4 Drugs information for schools	43
4.5 Relationship between drug use and class levels	49
4.6 Factors influencing students to use drugs	51
4.7 Counselling in secondary schools	55
4.8 Methods used by counsellors to minimize use of drugs	58
4.9 Student's' response to counselling and drug use	61
4.9.1 Alternative methods used by schools to deal with drugs	65

4.9.2 Constraints faced by counsellors in minimizing use of drugs	67
CHAPTER FIVE	70
5.0 Summary, Conclusion and Recommendations	70
5.1 Introduction	70
5.2 Summary and discussion	70
5.3 Conclusion	72
5.4 Recommendations for policy	74
Appendix I	77
Interview guide for head teachers	77
Appendix II	79
Interview guide for school counsellors	79
Appendix III	83
Questionnaires for students	83
Appendix IV	91
Bibliography	91

LIST OF TABLES

Table: 3-1 List of schools and corresponding population in Ruiru municipality	31
Table: 3-2 Schools selected, students population and proportionate samples	32
Table: 4-1 Percent distribution of the respondents according to sex	37
Table 4-2 percent distribution according to students' age	37
Table 4-3 Percent distribution according to fathers' occupation	39
Table 4.3.1 Percent distribution according mothers' occupation	39
Table 4.4 percent distribution according to whether they have radios TV or computers	40
Table 4-5 percent distribution according to students' religious affiliation	41
Table 4-6 Percent distribution of male and female according to when they knew about drugs	42
Table 4-7 percent distribution according of male and female according to how they knew about drugs	43
Table 4-8 Percent distribution according to drugs commonly used by students	45
Table 4-9 percent distribution of male and female according whether they have ever used drugs	46
Table 4-10 Percent distribution of male and female according to drugs/substances they have ever used	47
Table 4-11 Percent distribution of students according to whether they were ever found using drugs in school	47
Table 4-12 Percent distribution of student s according to the form of drugs/substances they were found using	48
Table 4-13 Percent distribution according to factors influencing drug use	50
Table 4-14 Percent distribution according to whether students voluntarily seek for counselling	61
Table 4-15 Percent distribution according to why students do not voluntarily seek for counselling	62
Table 4-16 Percent distribution according to topics emphasized by school Counsellors	63
Table 4-17 percent distribution according to students response on whether counselling methods have or have no positive impact on reducing drug use	65

ABBREVIATIONS

UNINCIB	United Nations International Narcotics Control Board
UNDCP	United Nations Drug Control Programme
HIV	Human Immunodeficiency Virus
AIDS	Acquired Immunodeficiency Syndrome
NACADA	National Agency for Campaign against Drugs Abuse
NARC	National Rainbow Coalition
KIE	Kenya Institute of Education
WHO	World Health Organization
COMESA	Common Market for East and Southern Africa
EU	European Union

CHAPTER ONE

1.0 INTRODUCTION

This chapter contains the background information for the research, scope, rationale, research questions and the objectives of the study.

1.1 Background of the study

In Africa, drug abuse is a major concern since the youth, adults, rich, poor, rural and urban abuse drugs. The United Nations International Narcotics Control Board noted that the year 2005 was worrying about drug production, use and trafficking in the continent. The regional representative of the United Nations Office on Drugs and Crime, Carsten Hyttel noted that, Africa particularly Morocco, is a major source of cannabis which is found in illicit market. In the year 2004, there were several seizures of cocaine in West Africa; 600 kilograms was seized in Ghana, 450kg. off the coast of Togo and 200 kg in Cape Verde Tullis L (1991). The International Narcotics Control Board annual report (2004) indicated that, 60% of the world's seizures of Cannabis resin, commonly referred to as "hashish" comes from Morocco.

The major cities and ports of Africa are known to be transit points for global trafficking of heroine from the Far East and cocaine from Latin America. The Saturday Standard Newspaper, February 4th 2006 reported that, the port of Mombasa and Jomo Kenyatta international airport are known to be the exit and entry points for drugs destined for other countries especially in European and the Asian continents. The same paper reported that, the police had discovered a mandrax-manufacturing plant in Matasia near Ngong town, which was linked to a major syndicate in South Africa and Dubai. This will have to be passed through the same routes. The dealers intend to target lucrative markets abroad but some of it is consumed locally. An assessment undertaken by the Kenyan government and United Nations Drug Control Programme (UNDCP) in 1994 revealed that, although drug abuse has permeated all strata of the society the youth are the most vulnerable particularly the urban youth who are idle for most of the time due to high rate of unemployment.

The cultural values and discipline of African society prescribe the circumstances under which drugs and intoxicants can be obtained and consumed. As a result of the erosion of the power of censure and control at the family and community levels, less stigma is associated with the use of intoxicants especially alcohol and tobacco. This is because these drugs are legal and the government generates revenue through taxation. In addition alcohol is an acceptable liquor for traditional rites among the African societies.

The effects of drug are numerous. Yambo and Acuda (1983), in a pilot study on drug use and abuse in Nairobi and Kyaume sub location in Machakos district indicate that, drug use is harmful to personal health of the consumer, others and a burden to the society. The drug user may justify the use of drugs by claiming that, drugs brings a feeling of enjoyment or having fun, being accepted, a grown up or feel better. Sometimes users consider drugs to be good friends especially if people have betrayed them. In certain instances, students justify the use of drugs by claiming that, the behaviour could to a certain extent be a stimulant for doing studies for long hours and thus improved academic performance. Other health effects for drug use include chest infections, viral hepatitis, heart, spread of HIV/AIDS, kidney infections, hormonal changes leading to menstrual irregularities, poor impulse control and mental difficulties.

Drug use is also associated with accidents, suicide, family conflicts, crimes (KIE, 2004; Kramer and Cameron 1975; Aronoff et al. 1970). Other consequences of drug abuse include death, paranoia, depression, suicide, cause riots, fire, fights among students in schools and decline in academic performance among students (Commission for Higher Education 2003). The same report by the Commission for Higher Education says that, majority of those who commit suicide are in the 18-24-age bracket which to some extent can be attributed to drug factor. Although this age bracket may be beyond secondary school going age, the abuse could have originated at secondary school level.

In an attempt to deal with drug menace, policies have been put in place aimed at preventing and reducing illicit demand for drugs. The measures include, general law enforcement activities, education programmes, initiatives in the work place, civic Scion

and appropriation of general powers of the mass media (Tullis L.1991). The law enforcement measures are designed to promote order, safety, punishment, deterrence, control, protection and retribution.

In Kenya, the Narcotic Drugs and Psychoactive Substance Control Act. (1994) provides for severe penalties including 10 years imprisonment for drug offenders, forfeiture of land on which drug plants are cultivated and surrender to state the wealth acquired through trafficking. However, in some cases the conviction is at the discretion of the court since some dealers have been given stiffer sentences and higher fines. The Standard Newspaper dated 3rd July 2006 reported that, a drug dealer Mr. Kiragu was sentenced for 30 years or 20billion Kenya shillings in lieu of the sentence after he was found guilty of being in possession of 1200 kg of pure Cocaine with a market value of approximately 6.7 billion shillings. The Act also provides for the establishment of Anti Narcotic Police Units to deal with drug offences. The police officers in the unit are deployed at strategic points such as country borders and airports where drugs trafficking are suspected to be taking place.

In order to deal with the problems affecting students including drug use, the government through the Ministry of Education recommended for the establishment of the department of guidance and counselling in all secondary schools. This was implemented as a result of the recommendations of a taskforce that was set up in the year 2000 by the Ministry of Education whose main responsibility was to look into the causes of unrest in schools. The task force recommended for abolition of caning students and instead opted for counselling as an alternative way of dealing with students (Ngumi, (2000).

The recommendation was in line with children's Act 2001 that states that, 'No child shall be subjected to the ill treatment or punishment, unlawful arrest or deprivation of liberty' (Kenya Gazette Supplement No. 95 Act 8). Following this recommendation the government strengthened counselling activity in secondary schools by authorizing the school heads to set a counselling centre through a legal notice dated 2001 No. 56 which authorized all learning institutions to ban punishments and implementation of counselling services where a teacher was supposed to be assigned the role of a school counsellor

The main responsibility of the school counselor is to develop and articulate guidance and counselling programmes that will assist the students to develop their mental abilities, aptitude, interests and other personality dynamics. These services should also help the student to understand choices of action and consequently be able to modify undesirable behaviour where necessary (Ngumi, 2005:1). In case of issues related to drugs, the teacher counselor is responsible for creating awareness to students on how drugs would be harmful to their lives and that of others. This would to a certain extent influence them to make desirable choices in life including desisting from using drugs.

Other measures that are intended to address drug use in schools include sensitization by agencies like National Agency for Campaign Against Drugs (NACADA) that has been in the forefront in fighting the vice by making recommendations that are meant to have maximum influence to persuade the students from drug use. Some of these recommendations include declaring school compounds as non-smoking zones and placing of drug advertising billboards within the radius of 3 Km. from the school compounds (Amayo and Wangai Jr. 1994).

1.2 Problem Statement

Despite the government effort to deal with the problem of drugs through legal framework and public sensitization on the harm they would cause to humankind, use of drugs in schools is still prevalent; a phenomenon that is of great concern to the society. The Commission for Higher Education report (2003) shows that, the rate of drug use in secondary schools increases as students advance to higher levels. According to the report, those who will have tried tobacco will have increased from 58% in Form 1 to 70% in Form IV. Cannabis increases from 5% in Form 1 to 23% in Form III. Alcohol use increases from 58% in Form II to 70% in Form IV hence those joining post secondary institutions will therefore have been adulterated by drug abuse.

Studies focusing on the magnitude and impacts of drug abuse in secondary schools have been conducted and made recommendations that would guide the authorities on how to intervene and eliminate or minimize the behaviour. In a study by Yambo M. and Acuda

(1983: 22) which cited statistics from Owinol1982: 14 indicated that, out of 246 secondary students and 138 teacher trainees interviewed in Kajiado, Kiambu, Kisumu, Kakamega and Kericho districts, 32.4% of the students used alcohol at least three times a week, 20.6% regularly smoked cigarettes, 1.9 occasionally chewed miraa, and 2% had tried cannabis. These figures and facts reflect the escalation of drug consumption among the students. Nyaga Rosemary (2004) made a similar observation in her MA project paper and by quoting statistics from a survey conducted by National Agency for Campaign Against Drugs Abuse on alcohol consumption among primary school pupils which indicates that, more than 27% of the interviewed primary pupils take alcohol and the rate of use increases as they graduate to higher levels in school.

In another study, Omollo (2005) focused on the factors that either promote or discourage substance use among secondary school students in Nairobi. The results revealed that, the commonly used drugs by secondary school students within the area of his study are alcohol, khat, tobacco and bhang, in that order. It also revealed that, khat and bhang are commonly used by students in lower classes (Forms 1 and 2) while students in the upper classes commonly consumed alcohol. According to the report the factors that contribute to drug abuse among students include peer pressure, family background and the myth that, the use of drugs enhances intellectual ability to study for long hours and hence resulting in experimenting with various drugs. In order to prevent the problem Omollo suggests that, demand and supply models are most appropriate in that, by reducing the supply of drugs, the students will not have access to them while demand would entail discouraging or deter individuals from either using or desiring to use drugs.

Research done by Malulu (2004) on drug abuse in public schools in Nairobi articulates that, school administrators are in agreement that, the problem of drug abuse is in existence in their schools and the vice cannot be ignored. For instance, the Deputy Principal Upper Hill Secondary School readily admitted that, the problem is rampant among some of his students who fell into the prey in 1990's. According to the report 90% of indiscipline cases in secondary schools is associated with drug use. In the same study the researcher quoted the findings of a study commissioned by NACADA on prevalent of

drug use among students which revealed that, all categories of schools (boarding, day, mixed boys' or girls' schools) are at risk with gender variation in use whereby boys are more affected in relation to girls.

It is imperative to note that, much has been done on the magnitude of drug use with little done on preventive measures. As indicated in this report, there is unconvincing evidence of rampant use of drugs in secondary schools despite the recommendations made in previous research reports. With the recommendation of counselling as a tool for promoting discipline among students in secondary schools including minimizing use of drugs, this study was designed to find out how counsellors sensitize students to deviate from the behaviour and the challenges they encounter.

In trying to establish the challenges faced by school counsellors the study attempted was guided by the following research questions;

1.3 Research questions

- (a) Why is there high prevalence of drug use in secondary schools?
- (b) What approaches do school counselors use to minimize use of drugs among students?
- (c) How do secondary students respond to counselling intervention in minimizing drug?
- (d) What challenges do school counselors experience in minimizing drug use among students?

1.4 Objectives of the study

General objective

To investigate the challenges faced by school counsellors in eliminating use of drugs among students in public schools within Ruiru municipality

The specific objectives for this study will be:

- a) To establish the factors that influence secondary school students to use drugs
- b) To identify types of interventions used by school counselors to sensitize students against drug use.

- c) To find out the response of secondary school students to counselling in reducing use of drugs.
- d) To establish the constraints faced by school counsellors in their efforts to influence students to stop using drugs.

1.5 Rationale of the study

The contributions of young people in the society cannot be underestimated. The youth are the most energetic group and therefore forms the main source of labour in the economy. It is therefore necessary to study the problems affecting them since this is a critical stage in human development (Aronoff et al. 1970). The high rate of drug use among the youth is a major concern and can be a major cause of discontinuity in their personality development. Mathare Psychiatric Hospital emphasized this observation in a report published in the People Daily Correspondent (February 19th 2006:24), which pointed out that young people are at high risk of losing consciousness due to high risk of drug addiction.

The youth are also prepared to be future leaders and if the problem is not checked and as they (youth) grow older to be so, one might predict that there will be considerable change in society's attitudes towards the use of drugs. Most of the youth have however fallen into the trap of drug abuse and any study designed for trying to investigate on preventive measures on the practices which are likely to be an obstruction in achieving their desired aspirations like drug use and abuse is worth undertaking.

The role of the government in prioritizing policies affecting youth affairs is a testimony of commitment to their welfare. The implementation of the free primary education by the NARC government in 2003 was intended to facilitate young people to have access to knowledge. The government has also formed the Ministry of Youth Affairs to be responsible for focusing on policies that are intended to benefit the youth.

Schools are socialization institutions where the youth spend much of their lives. It is also in schools where the interaction of the youth is very high. In schools peer influence is

'Ovp
rampant and sometimes the young may influence each other to indulge in activities that are detrimental to their lives. It is in secondary schools that the young people start to experience a sense of maturity as most of them have undergone initiation for adulthood. It is at this stage that, a person starts acquiring personal freedom and as Eric Fromm observed, as man gains freedom, he feels increasing alone. Freedom therefore becomes a negative condition that he tries to escape and in doing so, he engages in self-destructive acts (Aronoff et al. 1976). The use of drugs by students is one of the destructive activities that is likely to distract students from normal behaviour. Therefore use of counselling intervention could help the students to stop from engaging in the use. Despite the presence of counsellors in schools, the problem of drug abuse is still prevalent and therefore, this study will primarily focus on this subject.

1.6 Scope

The research establish challenges faced by school counsellors in minimizing the problem of drugs use among students in secondary schools within Ruiru municipality. Within the municipality, there are public and private secondary schools but this research focused on counseling intervention as tool for minimizing drug use among students in public schools. In secondary schools drug abuse is of great concern to everybody and considering that, the government recommended for guidance and counseling in place of other forms of punishments especially canning, it is important to find out why school counsellors have not been able to eliminate the problem.

The study attempted to find out the factors behind high prevalent of drug use in secondary schools, the approaches school counselors use to sensitize students on the harmful effects of drug use with the intention of restraining potential users from starting and encouraging the users to stop consuming. The response of the students to counselling and finally the research sought to identify the problems experienced by the school counsellors in persuading the students to abandon drug use. Within the municipality there are four public secondary schools be namely:

- 1 .Murera mixed day.
- 2.Githunguri mixed day.

3.Ruiru boys' day.

4.Ruiru girls' day.

The schools have a population of 1046 students and 70 teachers. However, the data was collected from students of one boys' school, one girls' school and one mixed school, counselors and the head teachers from the three schools. Due to limitation of time and finances, it was not possible to collect information from all the students but a sample was selected for interviewing and the results used to generalize.

CHAPTER 2

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter contains literature that reviewed information that relates to drug use among students and the role of school counsellors in addressing the vice.

2.2 The phenomenon of drug use/ abuse

Drugs can be defined as a substances, which may be chemical, synthetic or natural which when taken in by a living organism may modify or affect one or more functions. It may be inhaled, snorted, sniffed, swallowed, injected into the body or externally as liquid, lotion, ointment or powder (KIE, 2003:115). Holt et. al. (1995: 138), says that, a drug is any substance that change mood, behaviour or consciousness. Many substances conform to this definition some of which are legal although the government has taken precaution to control their misuse either through policies or legislation. For instance it is recommended that, medical use of drugs is only allowed if it is prescribed by qualified physicians who would recommend the right dose based on the extent of infections.

Legislations are put in place to restrict the use of illegal drugs. Under the Licensing Act for instance it is an offence to sell alcohol to people who are under 18 years of age and anyone doing so would risk prosecution. The continued incorrect use of drugs with the intention of causing body changes or without doctor's prescription can contribute to drug abuse.

WHO expert Committee on Drugs (1993:3) states that, drug abuse is the repeated or episodic self-administration of drugs to the extent of experiencing harm from their effects or social economic consequences of the user. An individual is therefore said to be abusing the use of any drug if he or she becomes either psychologically or physically dependent on drug resulting in harm to either him /herself or society. The harm to the society is due to activities that users can engage themselves in an attempt to obtain drugs. The users may also engage themselves in dangerous activities when they are under the influence of drugs.

2.3 History of Drugs Use

Throughout antiquity, and for many centuries later, there was no marked difference between medicines and the substances known today as drugs. In Mesopotamia for instance, many drugs were used with an empirical-rational healing purpose as was the case of drugs extracted from poppy, cannabis, henbane, mandrake and belladonna Rafael et al (2005:16) quoting Martinez et. al. 1987. Opium has been used through out ages and it's usage and cultivation were known to Greeks and Egyptian civilization and it is believed that, Arab merchants took the needs to India and China. Rafael, (2005) citing Davenport-Hines 2002, indicates that, in the year 1550 B.C. Egyptian Physicians recommended the use of opium for treatment of some ailments. Apparently, a few ancient writers alluded to this drug including Homer, Hippocrates, Theophrastus (a disciple of Aristotle). Chinese were using cannabis for medicinal purposes at least 2,500 years before Christ. Historians believe that, famine, desperation, fear and curiosity led ancient men to use psychoactive drugs in addition to associating drugs with rituals and sacred value (ibid).

Holt (1995) traces the use of drugs since 4,000 years ago when Greeks Aztecs used to smoke opium and hallocigens. The use drugs is associated with man's civilization when plants were used for treating illness or relieving pains. For example (Mitchel, 1999) says that, foxyglove was known for treating certain heart diseases, poppy was known for relieving pain. Barbiturates came along in 1990 as a cure for insomnia, but became apparent that, patient got addicted and could not do without.

In the United States, the use of heroine and cocaine for non medical purpose was not prohibited until 1914 with the passage of Harrison Narcotics Act. During the later years of 1800, cocaine was found to be an ingredient of a variety of products, including Coca-Cola, cough medicines and nasal sprays(ibid). However due to increasing public awareness over the social consequences of drug abuse, including crimes related to the phenomenon, measures have been put in place intended to control use of drugs in every community including secondary schools.

Middle Ages and Renaissance

Throughout the Middle Ages, the rapid medical advances took place in the field of alchemy (half magical and half scientific). In the 13th Centuries as a result of the introduction of drugs in the realm of Christendom by the Arabs a new specialty pharmacy came into being which later split from medicine (Rafael et. al 2005). Alchemy practice reached climax during the period of Renaissance through the chemist and Physician Paracelsus (1493-1541). He and his followers contributed to a great extent in the introduction of psychoactive substances in the Western Pharmacopeia by defending opium as a panacea. It soon moved from being a "devilish" substance to being a "providential gift" (ibid).

Drugs in the Modern Age

Modern man resort to alcohol, tobacco and other forms of drugs to satisfy his passions and escape reality. It therefore implies that, the reasons for drug use has shifted from medical or religipus purposes to recreational use popularly known as "consumer model". By the beginning of the 19th century drugs were being used freely and medical use gave way to varied sociological motivations (Rafael et al. 2005). As for the working class use of alcohol was regarded as a refuge from pitiful exploitation and poverty resulting from Industrial Revolution. Since the 20th century the "traditional model" of drugs use is replaced by the "consumer model" an expression accepted by the World Health Organization (ibid). The traditional model was based on the production of drugs for personal consumption and their generally moderate use in limited settings. In this model the collective usage was of a ritual nature but subject to control. It was connected to religious, medical, magical and social customs (ibid). On the other hand, use under the consumer model, typical of modern and "advanced" societies tends to be essentially individual with permanent access to varied legal or illegal drugs that are widely available (ibid).

2.4 Teenage attitude towards use of drugs

Holt (1995) in reference to a survey conducted in Michigan University monitored changes in the attitudes of teenagers towards use of drugs . In 1979 marijuana use was at

the peak in the United States and only 42% of seniors interviewed believed that, regular use of marijuana was harmful and by 1991 had increased by 80%. In the late 1970's approximately 69% surveyed thought that, regular cocaine use is harmful with the figure raising to 92% in 1991. In 1975, more than 51% of the seniors interviewed believed that smoking one or two cigarettes packs a day is harmful to one's health with the figure increasing to 70% in 1991. Negative attitudes towards regular use of drugs such as heroine, cocaine and barbiturates have remained constant with disapproval ranging from 90% to 98%. Daily use of alcohol received around 90% negative response throughout the years of survey.

In Kenya studies have been conducted explaining people's attitudes towards certain categories of drugs. Yambo (1983), found out that the percentage household heads who strongly disapproved of youth under 18 years of age smoking one or two cigarettes occasionally ranges from 33% (among the high income earner) to 41% (among middle income heads). The figure for strong disapproval was also revealed while comparing occasional and regular use of khat by youth under 28 years. The percentages strongly disapproving of occasional use range from 43% among Nairobi's high income to 67% among Kyaume heads.

>

Drug Consumption among the Youth

Drug use among western teenagers are alarming. In the United States the phenomenon of drug use was very critical from 1995 to 1996 with a remarkable increase of marijuana observed among students in the first three years of high school (Porter, 1998). Rafael (2005) says that, in 1996 23.1% of students in the first year of high school had tried marijuana. Habitual use of marijuana went up in the fourth year of high school from 34.1% in 1995 to 39.9% in 1996. The current use of marijuana among second year students went up from 9.1% in 1995 to 11.3% in 1996, whereas those in fourth year showed an increase from 17.2% in 1995 to 11.3% in 1996. Meanwhile, teenagers finishing their secondary studies went on consuming the drug at a high rate (ibid). Spain is among the European countries where drug use among the youth is very high in the last

ten years. In 2000 1.1% of students from 14 and 18 years admitted to had been regular consumers of cocaine with the number of consumers increasing to 3.4% in 2004 (ibid).

The prevalence of drug use among students in Kenya

Kenya like any other country in Africa has been experiencing a rapid increase in production, distribution and consumption of multiple drugs of dependence. The Kenyan scene like any other country has been associated with the growing state of lawlessness particularly among the young people. The current state of unrest and undisciplined among the young people in schools and institutions of higher learning has been linked with the increase in the use of alcohol, bhang and experimentation with hard drugs like cocaine, heroine and mandrax which are imported to Kenya through illicit trafficking (Amayo and Wangai Jr. 1994).

Studies have indicated that, prevalence of use and their types vary from one country to another and between societies within the same country (Tot et al., 2004). Compared with adults, adolescence are more at risk of developing substance abuse more quickly due to the rapid changes they are experiencing in the society (Dosenbury and Botvin, 1990).

The progression of drug use from one type to another follows a logical sequence in that, people normally start experimenting with legal substances like alcohol and tobacco and later graduate to more illicit ones like marijuana, heroine and cocaine. Kuria (1996) did a comparative study of drug abuse between rural and urban schools, which covered 952 students. The findings showed that, alcohol and tobacco were commonly used in both rural and urban schools but use of 'hard' drugs was more prevalent the in rural schools than those in urban areas. Omollo M.O. (2005) citing a study by Odek-Ogunde and Pande- Leak (1999) indicated the commonly used drugs among the undergraduate students in Kenya and their prevalent rates as follows: alcohol (84.2%), tobacco (54.7%), cannabis (19.7%) and inhalants (7.2%). The reports revealed that, initiation of drug use usually begin in lower primary (less than 20%), upper primary school and secondary school (greater than 50%) and university (11%-25%). According to the study therefore

the students at upper primary and secondary school constitutes the highest percentage and this creates the need for intervention at the secondary school level.

2.5 Classification of Drugs

Curative Drugs

These are used to cure infections that include antibiotic and anti-malarial (Kramer and Cameron, 1975).

Depressants

These drugs have relaxing effects and suppress rapid eye movements during dreams, causing deep sleep though not necessary useful (KIE 2003:116). Other effects of depressants include, loss of learned behavioural control due to their depressant effects in the brain since they have the potential to induce changes in the nervous system. Examples of depressants include alcohol and madrax (ibid).

Volatile Inhalants

These drugs have depressant and anesthetic effect and also have the capability of producing perceptual disturbances. The drugs under this category include, anesthetic solvents in glues, lacquers and paint thinners (KIE, 2004; Matheson and Davison 1972).

Preventive Drugs

These are used to prevent the body from diseases, promotion of good health and help the body to maintain a good working order. These include vaccines and food supplements like vitamins and minerals (Kramer and Cameron, 1999 and Aronoff et al. 1970).

Narcotics

They cause depression of the central nervous system. They generally produce deep sleep and relief pain but excessive doses can cause coma, stupor (unconsciousness) and even death. They also induce false sensory impressions or hallucination (Matheson et al. 1972:5, KIE 2004:116). The drugs in this category include, heroine, marijuana, hashish and nicotine.

Stimulants

They are referred as stimulant since they alleviate mild degree of fatigue although they develop low levels of dependence. The withdrawal effects are limited to headache and fatigue. Examples of stimulants include tea, coffee, cocaine and Khat (KIE 2004).

Tranquilizers

These drugs alleviate pain, anxiety and have calming effect. Examples include Valium and Librium (ibid).

2.6 Factors affecting drug use

The World Health organization Twentieth Report (1993) has attributed the use of drugs due to the following reasons:

2.6.1 Transport, migration and communication.

The improvement of the transport system has brought into contact people of different customs and behaviour through tourism which has enabled people to experiment with psychoactive drugs that might not be available at home. The greatest increase in cross-cultural contact has been through the growth in long-distance communication and in particular by means of electronic media. Most of the television programmes, disseminate information that is likely to promote desires for unattainable lifestyles. For instance, drinking and drugs often dominate frequently and even if the tone could be disapproving, the dominant message received by the viewer may be the attractiveness of the lifestyles and behaviour portrayed (ibid).

2.6.2 Free markets and free trade

Many countries have advocated for free entrepreneurship and liberalization of the economy through privatization of the state firms. Privatization is advocated to serve as source of state finances but at the expense of public health. For instance the concept of individual entrepreneurship has been unofficially extended to illegal markets among economically marginalized populations, drug dealers with their affluent lifestyle has served as role models for many young people. Through the General Agreement on Tariffs

and Trade and through regional common markets like the Common Market for East and Southern Africa (COMESA) and European Union (EU) national trade barriers have been lowered and protection markets opened up. This has enabled legal drugs like tobacco and alcohol interests to enlist governments in forcing open markets for their products in other countries. Developing countries are more vulnerable to these pressures as their markets are volatile, their less experience in handling high powered advertisements and less restrictions for prevention explosive increases in drug use (ibid). This background broadly can also explain how drugs get into the country. Ngovi (2005) citing a report by NACADA indicates that, although substance abuse is widespread and affects all social groups, the youth are more and more abusing foreign illegal substances such as heroine, cocaine and mandrax. It therefore follows that, some of the drugs get into schools where students can have access.

2.7 Sources of drugs in schools

In a report prepared by NACADA (2004) indicates that, the main sources of drugs for students are slums, kiosks and supermarkets, black market like brewing dens, school workers and teachers, fellow students, school canteens, matatu touts to mention but a few.

f

Ngovi (2005) says that, in urban and semi urban areas it is not difficult to get drugs. The study indicated that, students with full uniform are usually found at kiosks along Nairobi River where they smoke bhang during their lunch break or after school hours. Drugs are also available in the estates where students are living. Ochieng (1996) says that, school boys in the estates are usually paid a small commission for placing peddlers in contact with prospective customers in school. Ochieng sites bus stations open air markets (shanties), shoe shiners, maize roasters, magazines and book venders. Ruiru municipality is a semi-urban and also very near Nairobi and the students from the schools covered in the study were day scholars. Two of the schools covered were situated in a un unplanned and congested estate (Gitambabya) and are therefore likely to be influenced by similar conditions as sited by Ngovi. In addition they could be having contact with students who go to school in Nairobi and this is likely to influence their lifestyle further.

2.8 The concept of counselling

In general guidance and counselling terms are interchangeably used to mean advice given to people in quest for solutions to the challenges of life. However guidance is broader as it incorporates the whole programme of any organization offering a number of services geared towards helping people to readjust to life issues, the services that incorporates counselling on the part of personnel especially trained in techniques and strategies of guidance(Amayo and Wangai; 1994).

KIE (2004: 29) quoting Mc Guinness (1998) defines counselling as a helping process that uses safety engendered by a special kind of relationship to help individuals to get access to greater part of their personal resources as a means of responding to the challenges of their life. A counsellor is therefore a person who has been trained and acquired specific skills and techniques to help people become more competent, contented and more creative. Apart from people with mental illness the services of a counselor are also useful to normal individuals facing difficulties in coping with their respective environment may it be domestic, work oriented and social life. It therefore focuses on helping people to grow in emotional fitness and health.

In the same report citing definitions from Tattum (1986:150) says that counselling is a helping process which depends on the development of a relationship between people which is sufficiently supportive to enable one of these people explore their aspects of life more freely and arrive possibly at a more adequate ways of coping.

Thuku (2005) citing Bond (1993:15) defines counselling as a process whereby a professional counselor relates and responds to people with problems with an aim of providing them with opportunities to explore, clarify and work towards living in a more satisfactory and resourceful way.

The above definitions show that, counselling is a process where a counselor and a counsellee interacts with former trying to guide the latter on how to solve a particular problem. It is also imperative that, a skilled counselor creates a conducive environment that promotes interactions in order to realize needs of the counsellee. On the other hand,

the counselee is viewed as a person who is experiencing certain challenges and requires guidance in order to make desirable decisions in his or her life. In order for this relationship to materialize, the relationship has to be based on trust. Ngumi (2005) found out that, successful counseling in secondary school can only be realized if the counselor treats the discussions between him/her and the student confidentially.

In learning institutions, learners are anti social and teachers are likely to label them as so. It is likely that, students may become defensive and hardly open up in an environment that is considered hostile (KIE, 2004). Herman et al. (1974) says that, the purpose of counselling services in schools can be seen against the fact that most students in one way or the other become concerned with uncertainties in their lives and view modern life as characterized by trauma and conflict. Counselling services in schools are intended for sensitizing students on how to abandon behaviour that can be detrimental to their lives including abandoning the use of drugs. The goals of counselling therefore are meant to bring about change of behaviour, beliefs and values and improvement of decision-making in order to get relieved from emotional distress (KIE, 2004). It is to the benefit of the society if young people are brought up as responsible future leaders and therefore, by engaging school counselors, the government intends to mould students to grow up as responsible.

-

For the purpose of this study, counselling stands for the programmes that are organized to help students to readjust to current issues and problems of drug dependence. In designing counselling programmes relating to drug use therefore school counsellors are supposed to focus on appropriate approaches that are likely to instill conscience amongst students in order to make desirable decisions, change their attitudes and abandon drugs or restrain potential users from starting. However this has not been achieved fully. This study will therefore attempt to establish the constraints that hinder the achievement of this goal.

2.8.1 Counselling as an alternative to punishment in schools

Punishment can be defined as penalty inflicted for wrongdoing and is inflicted to force the victim restore his or her discipline. In African setting the common forms of

punishments administered to the youth are canning, denying them some privileges, denying them food etc. Punishment as a method of choice to discipline offenders has many flaws and is unlikely to make the victim change his/her deviant behaviors. This is because in most cases it may be interpreted as misguided, primitive and with limited achievements (Mailu ed.; 2004).

In schools drug use is one of the deviant behaviour and students discovered to be using any form of psychoactive substance is liable for punishment as stipulated in the school regulations. However, Soet (2005) quoting Hyman (1994) argues that, unnecessary punitiveness especially corporal punishment is a factor for causing discipline problems in schools as it contributes to a climate of violence and fear among students. This is because students may perceive this form of punishment as excessive and unfair, therefore likely to cause temporary suppress of undesirable behaviour but create hostility in the long run (ibid). As an alternative option for traditional forms of punishments, the government recommended for introduction of counseling as an alternative tool which promotes dialogue between the students and the counselors. Through dialogue, students can disclose information about drug related activities and this can guide schools through the counsellors on designing programmes for sensitizing the students against use.

2.8.2 The role of school counsellors

Schools are socialization institutions where students interact in all aspects of life including sharing their own experiences with the others. In this regard, schools formulate rules in order to ensure students live in harmony. However, some are ignorant and prefer to behave in a manner that is not in line with the requirements of the school administration and therefore there is need for the administration to create an environment that can promote dialogue.

Chamwanda (2006) quoting Ireland says that, almost all pupils need to be disciplined from time to time; even the most docile and obliging, for discipline consists of ensuring that a reasonable request or instruction shall be obeyed. A head teacher's reasonable rules are binding upon pupils and their parents, and included in this are reasonable rules

introduced after a pupil has become a member of the school (ibid). In schools discipline is maximized if learners are guided and counseled. It is the responsibility of the school counselor therefore to develop well defined programmes focusing on problems affecting students in order to counter react such problems and help them back to normal life. Such programmes help the students to have a deeper understanding of the challenges they could be experiencing as drug users and help them to strategize and adopt ways of coping.

Ali (2006), summarised the role of school counsellors as follows: holding regular meetings with students to sensitize them on negative effects of taking drugs, the dangers of pre-marital sex, undesirable behaviour and misconduct, meeting individual students to give them counselling concerning their individual problems and conflicts with a view of shaping and correcting them, monitoring social adjustment, behaviour, conduct, academic performance and holding regular meetings to advise students especially those in upper classes on career choices as well as prospects for joining particular institutions.

2.8.3 Principles of professional counselling

KIE (2004) says that, in order for counselling to be successful, the following professional tenets have to be observed. /

Confidentiality. This is preservation of private, personal information concerning the client which is disclosed in the professional relationship. Confidentiality is one of the client's basic rights. Whenever the school counsellors discuss issues of drug use with students, this principle advocate that, such information should kept secret in order to avoid embarrassment to the client.

Acceptance. The counselor perceives and deals with the client as he really is. Students taking drugs might be perceived as failures and blamed for the problems they are experiencing. It is the responsibility of the counselor therefore to consider such students like others and keep in mind that, they are there to assist them on how best they can get out of drugs.

Client self-determination. The counselor should recognize the clients' rights and need to freedom in making his own choices and decisions in the counselling process. This promotes responsibility. In secondary schools students are ignorant and sometimes they consider themselves as people who cannot make decisions on their own. It is the responsibility of the school counselor to inform those who have undergone therapies on drugs that, their lives lie in their own hands and therefore unless they make decisions and abandon behaviour like drug taking, it is difficult to have their lives reconstructed to normal.

Phases of Counselling

K.I.E (2004) indicates that, counselling is a helping process consisting of three phases each with distinct objectives as follows.

(a) Exploration, Assessment and Planning.

The main object of this phase is to understand the client as a whole person, not as a complex of problems. In this phase the counselor is supposed to plan the intervention and agree with the client on how they can work together.

(b) Rehabilitation Counselling and Goal Attainment

This phase involves initiating and implementing the treatment plan in cooperation with the client.

©Termination and Evaluation: This is where the counselor concludes the treatment and discusses outcome with the client and works out an agreement on future action with the client.

While conducting counselling to students who use drugs, the three phases have to be observed in that, the counselor needs to understand the student by enquiring about his or her background and the probable reasons for engaging in drug use. It is at this stage that the counselor will be able to know the types of drugs the counsellee uses and the most appropriate approach to be employed. At the rehabilitation phase, the main goal of the counsellor is to make the student reform and live a drug-free life. The counselor would ask the student to cooperate and one way of doing so is to provide truthful information as requested. It is by providing vital information that the school counselor would be able to work out a treatment plan convenient for the affected. Finally after talking to the

student and advising on how to restrain from drug use, counsellors terminate the process and leave the student to implement what they have discussed. After terminating, the counselor is supposed to make follow up as an evaluation exercise to find out whether the intervention had an impact on the student.

2.9 Theoretical framework

2.9.1 Observation learning theory

Bandura (1977) discussing learning through modeling indicates that, learning is a function of observing the behaviour of others or symbolic model such as fiction characters in any media (either print or electronic). Usually people focus on models that are attractive to them and which are perceived to suit their need. It is only if one can retain some presentation of actions in memory can they perform similar actions at later times. The observed phenomenon can only have effects on the individual if they are put into actions.

Relevance of the observation learning theory

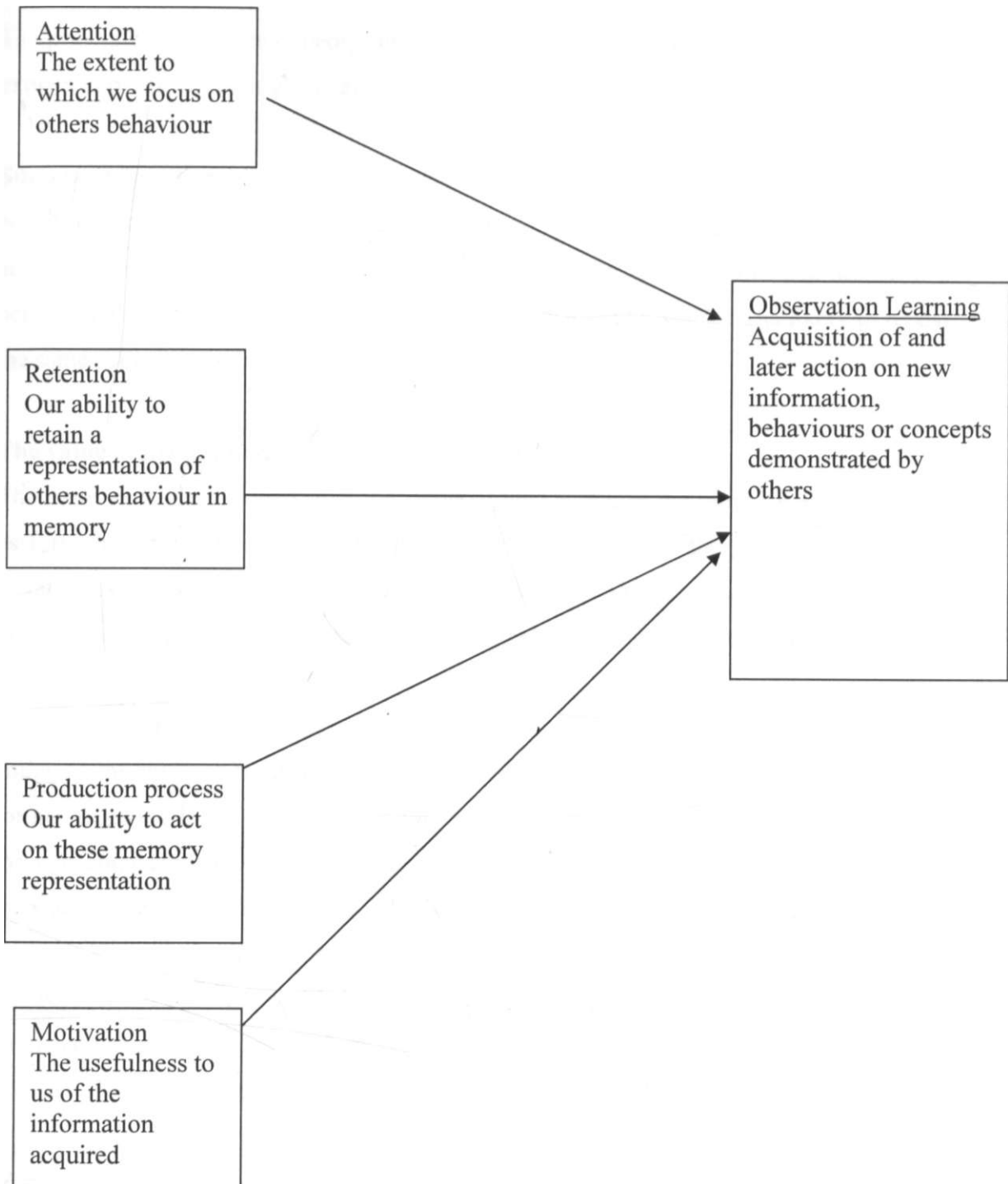
The effects of observation can be powerful and not only for the good. The theory explains the research problem because, drug use among students is to a great extent caused by imitating other peoples' behaviour that may have been observed and appreciated. In most cases favourite programmes for the students in the television are designed to promote some legal drugs like cigarettes and alcohol where presenters are depicted as people with status and this is likely to influence students to imitate them and use similar substances.

Observation Learning theory emphasizes on imitations of habits from other people whom an individual interacts with. One can learn a certain behaviour and also acquire imitation to perform or resist performing that behaviour depending on what is learnt in about behaviour. Through observation therefore, students may be acquainted by certain concepts and specific behaviour through 'intimate groups' and other contact with the mass media. In secondary schools the students' interactions is very high, a factor that is likely to influence some students to behave like the others. In the event where some students are drug users, the non-users may (out of curiosity) imitate the users'and

experiment similar dugs and especially if the users are looked upon as achievers in certain activities in the school.

Observation learning as a powerful tool for imitation was proved by Aloise Young, Graham and Hansen (1994) who did a study in the US assessing smoking habits of the students, whether the participants cared how their friends would react if they used drugs and if each student was a member of a social group. The students were in grade seven. A year later the same groups were interviewed. The results indicated that, the pupils who were not members of a social group were greatly influenced by the behaviour of their peers than those who were already in friendship group. The research concluded that, the outsiders were likely to have had emulated the behaviour of others and began smoking. The outsiders whose best friends smoked in grade seven were twice likely to begin smoking than outsiders whose friends did not smoke. In contrast, this peer influence was not evident among teens who were already in the part of a group (Baron 2003).

Key Factors in observation theory



Source: Baron 2003

2.9.2 Social Exchange Theory

The behavioural perspective according to George Homans.

The principles of exchange theory revolve around punishment and reward and this can be explained by the following concepts.

Success proposition.

According to this proposition, for action taken by a person, the more often a particular action of persons is rewarded, the more likely the person is to perform that action. If a person finds an action successful in the sense of generating reward, he is likely to repeat the same action expecting the same rewards.

The value of proposition.

The more valuable to a person is the result of his/her action the more likely he/she will perform the action. According to this proposition, an increase in the positive value of the reward makes it more likely that, a person will perform a particular act, and an increase in the negative value of the punishment makes it less likely that a person will do so.

Through sensitization against use of drugs among students, school counselors can enlighten the students on the effects of drugs and the likely benefits they are likely to reap for not engaging in the vice. The rewards could be realized in the long run. For instance through counseling the students would realize that, abandoning drugs would improve their academic standards and this will make them realize their long term rewards in the long run by achieving their future aspirations through career advancements. Focusing on this proposition, students are likely to be influenced to change their behaviour and deviate from habits including use of drugs that are likely to block them from achieving their goals.

Social exchange according to Blau.

The basic principles of social exchange theory as expounded by Blau are similar with those of Homans as he focuses on psychological perspective on behaviour at elementary level. According to him, social exchange theory is a voluntary action based on reciprocation whereby individuals are motivated by the returns they are expected to bring and typically those which one would bring from others. Social exchange is therefore triggered by two psychological processes i.e. the underlying feeling of attraction between individuals and their desires for various kinds of rewards (Francis Abraham; 2004).

The interaction between the school counselor and the students is a form of social exchange whereby the counsellor sensitizes how use of drugs would have disastrous effects to students. The students will reciprocate by adhering to the advise of their counselor and abandon drugs and that would result into long term rewards to the students through realization of their future aspirations. On the other hand, the strategies initiated by the school counselor against the use of drugs among students or the whole school community, which would benefit learning institutions by becoming drug free environment. This would be a motivation to counselor for successfully offering professional services to the school.

2.9.3 Deviant theory

Deviant theory explains how people violate norms which governs behaviour in a certain set up within societies. It is the society that determines which acts are considered deviant since what is deviant to a certain society may be considered normal in relation to others. For one to be labeled deviant his or her action must be known to the people. Deviance behaviour is much the same way that non deviant behaviour is learned - through interaction with others. However, in deviant behaviour the interaction is among individuals who are engaging in deviant acts in that, the values and norms being advocated are in contrast to the requirement of the society such individuals are living. The individual is socialized in acts that would lead to unacceptable behaviour.

Relevance of deviant theory to the study

This study is focusing on secondary school students where interaction rate among them is quite high and it is in the process of interacting that, students share ideas and give information to others on all aspects of behaviour including provision of information about drugs. Drug use in school is a deviant behaviour since it is in contrary to the school regulations.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Site description

The study was carried out in Ruiru municipality in Ruiru Division, Thika District in Central Province. The town is approximately 20 km. from Nairobi (capital city of Kenya). The districts bordering the municipality include, Gatundu in the North, Thika in the East, Kiambu in the West and Nairobi in the South. Although the town is cosmopolitan, the highest composition of the population constituted of the Kikuyu community. This is probably because, it situated within central province. However, considering that, it is an industrial town; other communities have been attracted to work in the industries. In the municipality, there are 4 public secondary schools and 6 private secondary schools (for details see section 1.6).

3.2 Site justification

The consideration for the site was worth in the sense that, a study of this nature had not been carried within the Ruiru before. The data collected will therefore help the schools in the municipality in designing measures of minimizing drug use among students. Secondly, the researcher resides in the municipality and therefore familiar with the area. This makes it possible to access the area and also reduces the cost for data collection. In addition, the researcher had on several occasions observed students with school uniforms using drugs and this prompted the researcher to design the study.

3.3 Target population

Target population is 'the whole or large population from which a sample is selected'. Therefore a sample can be seen as a small proportion of a population selected for observation and analysis. The target population for this study was composed of teachers (where the counselors were selected) and students from public secondary schools in Ruiru municipality, Thika District, Central province. The District Education Office in Thika District indicated that, there are one boys', one girls' and two mixed public secondary schools.

3.4 Sample frame

The sampling frame is the list of population members or units from which the sample is drawn (Bowling 1997: 164). Ideally it should contain a complete list of every element in the target population and every element should be included once.

The sample frame for this study consisted of the teachers where head teachers and counselors were selected and the students population. The district education office in Thika indicated that, the four public secondary schools in the municipality have a population of 1046 students and 70 teachers. The sample frame had a total population 1116 (see table 3-1).

3.5 Units of analysis

Singleton et al. (1988:69) says that, units of analysis is "what or who is to be described or analyzed." Schutt (1966:539) defines unit of analysis as "the level of social life on which research questions focus". Units of analysis could therefore be an individual, a group of people, objects, social role, positions held by people, relationships or any other phenomenon that an investigator could be interested to explore.

In this case, the units of analysis for this study was the challenges faced by school counsellors in eliminating use of drugs among students in public secondary schools. The area of study was Ruiru municipality. The units of observation were secondary school students from public schools in Ruiru municipality.

3.6 Sampling design.

Sample design is that part of research plan that indicates how cases are to be selected for observation (Singleton et al. 1988:137). Sampling is taking any portion of the population or universe as representative of that population or universe Kerlinger (1964:52). There are two types of sampling design; probability and non-probability sampling. In case of probability method, the cases in the study population have known or equal chance of being selected while non-probability sampling applies where the chance for case selection is unknown.

In this study, both probability and non-probability sampling methods were used as explained below:

This study applied stratified Sampling. This method caters for various strata of the population so that each is included in the sample in sufficient numbers depending on the focus of the study (Keya et al. 1989). It is used to guard against obtaining by chance a sample, which is either under or over representing certain groups of people. This was done to increase precision of the sample whereby the population was divided into strata and sample from every stratum drawn.

This study used stratified sampling by breaking the schools into the following stratum:

First stratum- One public day school for boys

Second stratum- One public day school for girls

Third stratum- One mixed day school

Considering that, there is one boys', one girls' and two mixed schools, each category of schools was included in the study. Therefore Ruiru boys' and Ruiru girls' represented the boys and girls respectively while Murera will represent mixed schools. The selection of Murera in place of Githunguri secondary school was based on the basis of population size where the former had higher population than the latter. It is also older and expected to have more information in drug use than Githunguri. Each school formed a stratum as indicated above. After selecting schools the classes (forms) from where students were selected was also done by using the same method (each class forming a stratum). The sample for students from every class was selected independently of the others in order to ensure equal representation of students from different classes.

After identifying the schools, students were selected by use of systematic sampling. This method of sampling involves starting to select the sample at a random point on the list of the cases to be selected for the sample and taking every k th element from then on to the end of the list (Keya et. al. 1989). In this study, a sample size 10% of the total population of the students was selected. The total student population from the three schools was 91

from a total population of 914 students and therefore 91 students were selected for the study (See table 3-2). The first case (student) from every class was selected randomly through class registers and subsequent selections were done after every 10th student. However, the selection of the first student from the list was based on simple random sampling which was followed by every 10th student on the list.

Since the students population for schools was not uniform, proportionate random sampling was used to determine the sample sizes (indicated in table 3-2) for individual schools as illustrated below.

Total No. of units in stratum x Target units

Total No. of units in universe

The same formula was used to select samples for boys and girls at Murera mixed secondary school.

Table: 3-1 List of schools and corresponding population in Ruiru municipality (Sample frame)

School	Nature	Students population	Teachers' population	TOTAL
Ruiru	Boys' day	323	22	346
Ruiru	Girls' day	278	23	302
Githunguri	Mixed day	132	10	143
Murera	Mixed day	313	15	329
Total Sample Frame	4 Schools	1046	70	1116

Table: 3-2 Schools selected, students population, percentages and proportionate sample Sizes.

Name of the school	Students population	% Selected	Sample Size
Ruiru Boys	323	35.33	32
Ruiru Girls	278	30.42	28
Murera Mixed	313	34.25	31
Total	914	100%	91

3.7 Methods of data collection

Both qualitative and quantitative methods were used as explained below.

3.7.1 Qualitative method

The data was obtained by use of interview guides from key informants. These are people who understand the information that is required for any study and who are glad to give it to the researcher (Bernard, 1995). The key informants for this study were the school counselors and the head teachers from the three schools.

3.7.2 Quantitative methods.

The researcher constructed a questionnaire administered to students where they were given a range of choices to select the most appropriate. However, they were also requested to include other relevant information which was not included in the choices. The questionnaire constituted of three sections. Section one seeks seek socio-demographic data on students, Section two comprised of questions on prevalence of drug use among secondary school students and section three sought information on students' response to counselling on use of drugs.

3.8 Sources of data

3.8.1 Primary source of data

Interviews were conducted by use of structured questionnaires where each of the 91 students were asked a series of questions with a limit set of choices. In addition, interview guides designed for six key informants (school counselors and the school administrators) were designed with sets of questions that would explain the objectives of the study.

3.8.2 Secondary data

Relevant literature relating to drug abuse and role counselors in secondary schools was reviewed from published and unpublished literature. The materials were sourced from libraries, documentation centers, media and relevant websites.

3.9 Data Analysis

The was analyzed and presentated by using descriptive statistics which included frequencies, tables and percentages. The data was coded manually and electronically processed by use of Microsoft Excel, a computer software package that was used to obtain frequencies and percentages for the purposes of interpreting and analyzing raw data. Descriptive statistics was used to summarize the data by use of tables and percentages. After processing the data the researcher made a summary for the study based on the objectives, drew conclusions finally made recommendations on how counselling can be strengthened to minimize use drugs among students in secondary schools.

Problems encountered in the field

In the course of the field work the researcher experienced some constraints. Due to the sensitivity of and the nature of the research, some the students were reluctant to disclose information about drugs. They also suspected that, the administration could use the information to track and victimize some suspected users. They also expressed the fear that, their school would be suspected to be having problems related to drug use. In order to address this problem, the researcher In order to have this problem solved, the researcher took some time with the students to explain to them about my status" (a

student) and the need for the data. After holding discussion with them, they relaxed and started to fill questionnaires.

It was not easy to conduct this research at my convenient time, due to interference of school learning programmes. This research was conducted towards the end of the term when students were doing examinations for the end of the term. In one of the schools the researcher organized with the school so as to be allowed to select the students for the interview and have them gathered in school over the weekend. Although this was granted, the students demanded that, that researcher had to buy them lunch equivalent to what they get when they go school activities like music festivals. This involved extra expenses which was unplanned for. However it also worked to the advantage of the researcher since there was sufficient time to interact with them during the interview.

UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION

CHAPTER FOUR

4.0 DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter deals with data analysis and interpretation of the results obtained from the field. Analysis is the ordering, breaking down of data into constituents parts in order obtain answers to research questions and test hypotheses (Kerlinger: 1964:603). The purpose of analyzing data is to explain the processed data since it is not easy to explain it in the raw form (ibid).

The findings of this study explain the challenges faced by school counsellors in providing solutions to drug use among secondary school students. These findings give the basis for making recommendations for strengthening counselling tool in addressing the problem of drug use among students.

The data collected from the field was organized to explain the socio demographic characteristics of the respondents, factors influencing drugs use among secondary school students, the types of interventions used by school counsellors, the response of the students and the constraints faced by the school counsellors to influence students to stop using drugs. In order to analyze the data, it was manually coded and organized using frequency tables and respective percentages. The conclusions and recommendations were derived from the findings.

4.2 The socio demographic characteristics of the respondents

Table: 4-1 Percent distribution of the respondents according to sex

Respondents	Male	Percentage	Female	Percentage	Overall	Total
Head teachers	2	67.7	1	33.3	3	100
Counsellors	1	33.3	2	67.3	3	100
Students	53	58.2	38	41.8	91	100
Total Respondents	56	57.7	41	42.3	97	100

In this study, the population of the students was 914 and where a sample of 91 (10% of the population) was selected. Out of these respondents 53 (58.2%) were boys while 38 (41.8%) were girls. On the other hand, there were 2 female and 1 male counselor(s) and 2 male and 1 female head teacher(s). The total number of responds was 97. Therefore there were 56 male (57.7%) and 41 female (42.3%) respondents. The number of head teachers and counsellors selected was based on assumption that, a school is supposed to have one counselor and one head teacher.

Table: 4-2 Percent distribution according to students' age

Age in years	Frequency	Percent
14-15	5	5.5
16-17	29	31.9
18-19	32	24.2
20 and above	11	12.1
No response	20	22
Spoilt	4	4.4
Total	91	100

As illustrated in table above the majority of the students from the area of study (31.9%) were between 16-17 years, 24.2% were aged between 18-19, 5.5% were between 14-15

years while 12.1% were 20 years and above. Quite a significant number (22%) did not respond to this question while 4.4% of the questionnaires were spoilt.

In the problem statement of this study it was mentioned that, the study was focusing on the youth (in reference to the students) and therefore it was necessary to find out whether the students who were units of observation are within the age of the youth. The age bracket for the youth is not well defined and in most cases, authors refer youth as young without specifying the age bracket within which people can be referred as youth. The Readers Digest Oxford Word finder (1993) defines youth as people who are between childhood and adulthood. It is therefore an early age of development where synonyms like boyhood, girlhood, young manhood, young womanhood, school child, teenager, minor, adolescents or young people are used to describe them. In all these explanations, it is not mentioned the age at which one would be considered as young but all indicates that, a young person is one who portrays the characteristics or behaviour of a person at an intermediary age between a child and a grown up. In Kenya a person is legally referred as an adult if he or she has attained the age of 18 years but such people are also considered to be youth. Therefore one can conclude that, the students interviewed for this study were within the youth bracket.

The difference in age among the students where this study was conducted is minimal and therefore are likely to relate closely in all matters including providing information about drugs and therefore likely to be influenced by the same factors that would drive young people to indulge in drug taking. In addition, they are likely to have similar attitudes towards drugs and intervention measures like counselling tool. In this case, the composition of the age gap is likely to cause hindrances to the counsellor in an effort to influence their attitude on matters of drug use.

Table 4-3 Percent distribution according to students' fathers occupation

Occupations	Frequencies	%
Employed	16	17.6
Self-employed	29	31.9
Unemployed	1	1.1
Deceased	2	2.2
No response	43	43.7
Total	91	100

Table: 4-3 Percent distribution according to students' mothers' occupation

Occupations	Frequencies	%
Employed	10	11
Self-employed	33	36.2
Unemployed	19	20.9
Deceased	0	0
No response	29	31.9
Total	91	100

The study found out that, most of the parents of* the students parents were in self employment (31.9%) for fathers and (36.2) for mothers respectively. This is probably due to high level of unemployment in the country and therefore most of them had not secured formal employment. In addition, Ruiru municipality is at the outskirts of the capital city (approximately 20 km. from Nairobi) and therefore, there was a possibility that, the parents exploit business opportunities in Nairobi.

The study revealed that, quite a significant number of the students (47.3%) did not indicate their fathers occupational status while 31.9% refused to indicate what their mothers do. This is probably because their parents may have been involved in activities that are in conflict with interests of the society especially those related to promotion of substances classified as drug like illicit brews. The other probable reason was that parents

could have been involved in immoral activities like prostitution. These reasons would make students shy or reluctant to disclose information about their parents.

4.3 Prevalence of drug use among students

Table: 4-4 Percent distribution according to whether their homes have radios, televisions or computers

Equipment available	Frequency	%
Radio	82	90.1
Television	72	79.1
Computers	7	7.7

In a study dealing with drugs, it was necessary to gather information whether respondents were living in an environment where equipment for promoting drugs were available.

This study revealed that, 90.1% of the respondents had radios in their families, 79.1% had television sets while 7.7% of the students had computers.

These are effective tools for advertising products including those classified as drugs. Secondary school students are at the stage where they are curious to experiment and discover how they would react towards certain stimuli. Advertisements could influence students to taste the drugs advertised through the media despite the warnings that follow like 'Cigarettes Smoking is Harmful to your Health'. This statement is mounted on cigarettes packets to warn smokers of the potential dangers they are likely to experience as a result of smoking. However, the government is reluctant to impose strict control measures against the production and promotion of legal drugs like alcohol and cigarettes due to the amount of revenue they generate through taxation.

Table 4-5 Percent distribution according to students' religious affiliation

Religion	Frequency	%
Christians	85	93.4
Muslims	4	4.4
Traditionalists	1	1.1
No response	1	1.1
Total	91	100

In Kenya, there is freedom of worship and every church has norms that regulate the beliefs and behaviour of the members. In this study, it was revealed that, 93.4% were Christians while Muslims and traditionalist constituted of 4.4 % and 1.1% respectively. 1.1% did not respond to this question. Religious factor was necessary to consider in a study focusing on drugs in that, some sects advocate for norms that could directly or indirectly promote the use of certain psychoactive substances. For instance, in the case of Rastafarian use of Marijuana is an accepted practice as part of their norms. The Rastafarian does so in imitation to Reggae star Bob Marley who advocated use of Cannabis for religious and recreational purposes.

Thus students who have deep affection for artists like Bob Marley (who openly admits drug use) may give them expectations and misconceptions about drug and get influenced to experiment and finally continued abuse. This is in contrast from those who belong to protestant faith that prohibit the use of any form of drugs. The same case applies to the conservatives like Muslims who prohibit the use of alcohol and the students who are from Muslim families might be restricted by their religion due to fear of isolation and excommunication. As indicated later in this study, only a few students indicated to had ever used drugs and it was probably due to the religious factor in that majority were Christians and most of the Christian denominations restrict their adherents to use psychoactive substances.

Table: 4-6 Percent distribution of male and female students according to when they knew about drugs.

Responses	Sex of the students					
	Male		Female		Total	
	Freq.	Percent	Freq.	Percent	Freq.	Percent
Before joining primary school	20	22	7	7.7	27	29.7
At primary school	17	18.7	9	9.9	26	28.6
At secondary school	10	11	8	8.8	18	19.8
Do not know	2	2.2	10	11	12	13.2
No response	4	4.4	4	4.4	8	8.8
Total	53	58.2	38	41.8	91	100

The majority of the students (29.7%) indicated that, they had known the existence of drugs before they had joined primary schools. This is probably because their parents were likely to have been using psychoactive substances like cigarettes or alcohol while they still at tender age. 28.6% knew about drugs while at primary schools, 19.8% at secondary school, 13.2 did not know while 8.8% did not respond. From the same results, it is evident that, most of the boys (22%) knew about dftigs before they joined primary school while the majority of the girls (9.9%) while they were at primary school. It is evident that, many students had known about drugs when they were joining secondary schools and one can infer that, they were likely to experiment use. This is in agreement with Michieka (2006) who found out that, pupils in primary schools have knowledge about drugs

Table: 4-7 Percent distribution of male and female according to how they knew about drugs

Source	Sex of students					
	Male		Female		Total	
	Freq.	Percent	Freq.	Percent	Freq.	Percent
Media	26	28.6	11	12.1	37	40.7
Relatives	40	44.4	12	13.2	52	57.4
School counsellor	9	9.9	18	19.8	27	29.7
Class lessons	7	7.7	11	12.1	18	19.8

^{Ovp}
The table above summarizes the respondents (students) knowledge about drugs and how they first knew about certain categories of drugs. The study revealed that, the majority of the students (57.4%) got to know about drugs from their relatives. 40.7% and 19.8% got to know about drugs through the media and class lessons respectively. It is likely that, the government realized the level at which students are involved in drugs and therefore incorporated topics on drugs into the school curriculum in order to use classroom as platform for sensitizing students against use of drugs. The study also revealed that, knowledge of drugs from relatives was the highest for both boys and girls.

4.4 Drugs information for schools

In secondary schools, it is not easy for the students to volunteer information about drugs since students fear intimidation from users and particularly so since prevalent of use is higher among students at higher levels than lower classes as indicated later in this study. However, learning institutions including secondary schools are governed by regulations that guide students on day to day life in order to check their deviant behaviour including use of drugs. In this regard students take precautions when they are using drugs and would do so in hidden places like the in the toilets, in the bush, outside the school compound or any other place where they feel secure. It is therefore very difficult for'the

administration to get them consuming. However, the head teachers have designed ways of obtaining information as explained below:

It was revealed that, prefects and members of staff (including support staff like watchmen, cooks, grounds men etc.) are the main informers for drug consumption and related behaviour to school administration. Prefects act as intermediaries between the administration and the students and are therefore involved in the discussions that can help schools improve discipline among students. This is also due to the fact that, schools appoint prefects from students population who are suspected to be disciplined and willing to volunteer information about other students. They are also expected to view students' grievances to the administration for action. The information about drugs is disclosed through various channels as explained below.

In one of the schools where this study was conducted, the administration encourages students to disclose information through "school suggestion box". This is mounted in the notice board where students reveal information affecting the school. Through this approach students write secretive messages without disclosing their names and communicate detailed information to the office for action. In one of the occasions a form three student wrote a message disclosing information about drug use and dropped the message to box. In response to this, the school administration intervened by designing a questionnaire asking relevant questions relating to drug use like extent of use, the types of drugs mostly used by students, names of the users, when they use them and possible sources. Later an impromptu visit was made to the affected class by the deputy head teacher, where students were scattered, distributed the questionnaires and gave instructions on how to provide the information. The students gave a lot of information where five common students were mentioned as users and identified kuber as commonly drug used in that school. In our discussion the researcher inquired about action that was taken against the students and informed that, those mentioned were suspended for two weeks and instructed to report back with their parents. After reporting they were punished and later referred to the office of the school counselor for therapy. It was indicated that, one of the students disappeared from school (the school did not have information about

the student during the interview for this study), one did not change the behaviour and later expelled while three compiled and started to show signs of positive response.

The dumping sites in schools. In schools there are areas like pits/dust bins where students are supposed to dump litters. This study found out that, these spots are crucial spots in providing clues about use of drugs in secondary schools. This is because, students throw drug remnants into these places through which the administration get to know the type of drugs used in schools. In one of the schools where this research was conducted, the administration found sachets that are used to seal hashish. This prompted the administration to conduct investigations and was discovered that, the drug was highly used by students.

Table: 4-8 Percent distribution according to drugs commonly used by secondary school students

Types of drugs/substance abused	Frequency	%
Cigarettes	68	74.7
Bhang	34	37.4
Alcohol	55	69.2
Khat	34	37.4
Tobacco sniffing	13	3.3
Heroine	3	2.2
Cocaine	2	14.3

¹⁰
This data was obtained from the students. It was revealed that, cigarettes are the ones mostly used (74.7%) by secondary school students followed by alcohol (69.2%). Others include khat (37.4%), bhang (37.4) tobacco sniffing (14.3), heroine (3.3%) and cocaine (2.2%). It can be observed that, legal drugs are the ones that are commonly used in comparison with other substances. This can be attributed to other factors like persuasion for use through advertisement by the manufacturers and also less restrictions from the government due to revenue they generate through taxation. This study found out that use

of hard drugs like heroine and cocaine is not common. This is probably because, students are at the age where they could still be experimental stage and may not have graduated to the hard drugs. Cost implications could also be a factor in that, hard drugs are expensive and most students cannot afford to buy them. The other reason is that, hard drugs like heroine and cocaine are not easily accessible to students.

Table: 4-9 Percent distribution of male and female students according to whether they have ever used drugs

Responses	Sex of student				Total	
	Male		Female			
	Freq.	Percent	Freq.	Percent	Freq.	Percent
Yes	19	20.9	5	5.5	24	26.4
No	31	34.1	28	30.8	59	64.9
No response	3	3.3	5	5.5	8	8.8
Total	53	58.2	38	41.8	91	100

This information was gathered from the students. It was not easy for students to admit to this request for fear of being reported to the administration. However, the researcher explained to them the purpose of the data and assured them that information obtained from them would not be disclosed to the administration or any other authority. In order to assure them that confidentiality would be observed, they were instructed not to indicate their names or admission numbers on the questionnaires.

In this response, 26.4% indicated to have used, 64.9% revealed to have never used while 8.8 did not respond. It was also revealed that, more boys (20.9%) revealed to have used drugs in relation to girls (5.5). The probable reason was that, in African culture, boys gain freedom from their parents earlier than girls and particularly after joining secondary school. In some cases, the students may misuse their freedom by engaging in certain behaviour that which is likely to be destructive like use of drugs.

Table: 4-10 Percent distribution of male and female students according to drugs/substance they ever used

Drugs ever used by students	Sex of students				Total	
	Male		Female			
	Freq.	Percent	Freq.	Percent	Freq.	Percent
Cigarettes	5	5.5	3	3.3	8	8.8
Alcohol	5	5.5	4	4.4	9	9.9
Khat	2	2.2	4	4.4	6	6.6
Bhang	1	1.1	0	0	1	1.1

The study found out that, students admitted to have mostly used legalized drugs like alcohol (9.9%) cigarettes (8.8%) and khat (6.6%). This is in relation to hard like bhang where 1.1% admitted to had ever used. It also appeared that, none of the respondents indicated to have ever used other hard drugs like heroine, cocaine, mandrax etc. The likely reason is that, although there are reported cases of use for these drugs (through the media) in secondary schools, none of the selected students in this study may have ever used such drugs. In addition, many secondary school students could be at the experimental level and might not have graduated to hard drugs, the cost of hard drugs and lack of accessibility. As shown in the above table (4-9) the substance commonly used by both boys was alcohol (4.4%) while most girls (4.4) admitted to have used khat. The least used is bhang where only 1 boy (1.1%) admitted to have ever used.

Table: 4-11 Percent distribution of students according to whether they were ever found using drugs in school

Responses	Frequencies	Percentages
Yes	12	13.1
No	69	75.8
No response	10	11
Total	91	100

The study revealed that 75.8.1% of the respondents indicated to have not been caught with drug cases school while 13.1% admitted to have had cases of drugs and 11% did not respond.

Table: 4-12 Percent distribution of students' according to form of drugs/substances they were found using

Types of drugs	Frequencies	Percentages
Cigarettes	5	5.5
Beer	2	2.2

This data was obtained from the entire students population who were selected for the study. It was revealed that, students admitted to have been found using legal drugs i.e. cigarettes (5.5%) and beer (2.2%).

Students' response to whether they were referred to the school counsellor

Out of the 24 students who admitted (see table 4-8) to have used drugs 8 indicated to have been referred to the school counsellor. Those referred to counselling indicated that they were first punished. However, 2 admitted that, the advise given by the school counselor was helpful since they were convinced why they should refrain from smoking. 3 indicated that, although the counsellor gave them good advise, the punishment they got before counselling was so severe that, it was not easy to tell whether it was counselling that would make them change or the punishment. 3 did not respond. This is an indication that, although the need for counselling services has been has been emphasized, it is not possible for teachers to deviate from the traditional methods of punishing students.

Common behaviour of drug users

A person's behaviour is the way one conducts oneself. Wordfinder (1996) says that in psychological terms, it is a response of a person or an animal to a stimulus. It was indicated earlier in this report that, drugs modifies or affect one or more functions of the person who has taken it as it influences one to change behaviour, mood or consciousness.

The head teachers from whom this data was obtained indicated that, the behaviour exhibited by students known to be drug users are diverse.

It was revealed that, those who use drugs are known to be violent and rude to the teachers and other student. Related to this characteristic is that, such students get irritated by small issues and sometimes may overreact whenever they are slightly provoked. One of the schools revealed that, such students hate to be questioned by their behaviour and they also bully students who are inquisitive about their private lives. This can be the case considering that, students drug use is mostly manifested by senior students.

It was also revealed that, the students who use drugs show poor performance in their examinations and in most cases, it (performance) is always declining after every other test offered in school. In one of the schools the head teacher revealed that, such students are usually disinterested in their academic work indicated by failing to do their assignments on time, lack of concentration in class and always absent from school without an explanation.

4.5 Relationship between drug use and class levels

The study found out that, use of drugs among in secondary school manifest in higher classes than in lower classes. The categorization of students in terms of class levels was based on the form/classes in which they were during the time of carrying out this research. The lower level is considered to be forms one and two while the higher level is taken to mean forms three and four. The categorization of the level at which the student is in is not based on the age of the students in the sense that, there are instances when students at lower levels are likely to be older than those in higher forms. This is based on the fact that, in secondary schools there are four classes and one is expected to spend one year in every class.

The main idea of categorizing the students in terms classes/forms was to find out whether the number of years one has stayed in secondary school has an effect in the use drugs than those who have spent fewer years (on assumption that, none of the

respondents had repeated in any class). Peer influence amongst secondary school students is a major factor (as indicated earlier in this study) that influence drug use among youth and that probably explains why the rate of use is more prevalent at upper forms than in lower forms.

Relationship between drug use and social economic background of the students

This data was generated from the head teachers. By establishing the social economic background of the students, the researcher wanted to find out whether different home environments could expose students to various drugs and influence them to use them. The head teachers indicated that, although students are requested to indicate the occupation of their parents, sometimes it may not be possible to relate this and use of drugs. They also indicated that, there were no students who were from extremely rich families although there were variations in their parents' income. This is true to a certain extent considering that, the schools covered were day schools whose fees are subsidized. However, it revealed that, students who had been disciplined for drug related cases were from slums or areas of low income earners. This particularly for those who had been suspected of using illicit brew.

4.6 Factors influencing students to use drugs

Table: 4-13 Percent distribution of students according to factors influencing drug use

Factors	Frequency	%
Peer Pressure	80	87.9
Relate with friends	47	51.7
Curiosity	39	42.9
To relax	39	42.9
Easy accessibility	33	36.3
Concentrate with studies	23	25.3
Parental influence	2	2.2

This information was gathered from students where the researcher questionnaires with a range of choices for students to select from. However, they also availed more information by including other factors that were not listed in the questionnaire. This broadened the knowledge about drug use in schools as summarized below.

Parental influence

Although the response for parental influence was low (2.2%) in relation to other factors, it is a very important factor in the sense that man is enmeshed in social institutions that constitute his environment. These institutions include homes, schools, churches, etc. However, amongst these institutions, homes constitute an almost totally programmed environment in which ones personality and ideology are formed (Aronoff 1970). Within family institutions parents who do not take drugs are likely to be negative towards drugs and are therefore likely to influence their children against their use. Likewise, if students are from families whose parents or one of the parents use certain psycho active substance there is a likelihood of the students to imitate the parents and experiment similar drugs.

This study focused on institutions in that apart from schools the students have homes where they come from and either or both of these can influence students to use drugs. While conducting counseling against drugs, school counsellor need to take into

consideration that, students are from different background and their drug use behaviour be influenced by their family background.

Peer Pressure

In this study the respondent revealed that, the majority of the students (87.9%) use drugs due to peer influence. Adolescents are victims of developmental conflicts and which one endeavours to achieve identity despite of separation anxieties from their controlled past (Ombima, 2005 citing Freeman, 1972). A secondary school student will therefore experience such anxieties from their families and tend to seek comfort, protection and identity in the group that define their goals and behaviour pattern for its membership. If a student joins a drug-oriented subculture, it becomes inevitable for the student to embrace such cultures in order to enjoy the group recognition and identity for fear of isolation. The students indicated that, some members of such groups could be sources of information about the availability, mode of use and the alleged effects of drugs. It is therefore likely that they would build attitudes and behaviours that would justify use. The influence of peer in relation to drug use was also in concurrent with Haji (1975) who observed that, 80% of Khat chewers in Garissa are usually in groups. While trying to establish why they use Khat, 68% of those interviewed admitted that, friends and the society at large influenced them.

Easy Accessibility

In instances where certain drugs can be obtained with great difficulty, the users of such drugs are fewer and vice versa. In this study 36.3% of the respondents indicated that, use of drugs among students is influence by easy accessibility. For instance fresh Khat and Cocoa leaves are widely available and used in certain limited regions but are essentially lacking elsewhere (Kramer and Cameron, 1975). In Ruiru where this study was carried out, geographical factors for growth of plants like khat is not favourable. However due to improved transport system, the drug can easily be transported available from Mount Kenya region (where khat is widely) to Ruiru. Legalized drugs like cigarettes and alcohol are readily available in the local shops, pubs, kiosks and on the roadside (through hawking) and that is probably why they are highly consumed.

Haji (1975) found out that easy accessibility of khat is a major reason why it is highly consumed in Garissa. In designing counselling programmes it is necessary for school counsellors to understand whether pattern of use for a particular drug is determined by such geographical factors.

Curiosity

Curiosity is a desire to know more about something. NACADA in a survey on preventive Health Education Against Drug Abuse (1993) indicated that children's urge to satisfy the curiosity about the effects of substance abuse is aroused by commercial advertisements, magazines and examples from parental influence.

The knowledge about the existence of drugs is promoted by the media and this has created awareness about the drugs available and mode of use. In this study it was indicated that, families from where majority of the students come from have radio or television sets. Therefore they would imitate what they view from advertisements, read from papers and what they observe from their relatives including parents. This is probably why 42.9% of the students indicated that, use of drugs is influenced by this factor.

To Relate with Friends

In this study, 51.7% revealed that, the wish for students to relate with friends influence them to experiment and continue to use drugs. Soet (2005), citing Hyde 1981, explained that, adolescence hate to be lonely and look for opportunities to associate with their close friends. Most young people would therefore use drugs not because they are forced by the drug dealer or due to mental illness but because conversations on drugs are a common topic of discussion among them. This can influence students considering that, schools are socialization institutions since the age gap among students is minimal and therefore there is likelihood for the students to form close associations among themselves and share conversations which relate to drugs. In attempt to dissuade students from taking drugs, counsellors should find out who the students are associating and advise them accordingly.

To relax

Students admitted that, they experience a lot of stress in lives. Asked by the researcher about the cause for stress they cited factors like frustrations in their homes and especially where they feel isolated from parents. They also indicated that, stress can be caused by academic over load and especially so if they do not reach the level at which they expect to attain or what their parents expect of them. The respondents indicated that, 42.9% of the respondents indicated that, use of drugs is attributed by the desire to relax and keep away such frustrations. This is attributed by the fact that, by the feelings of human being to progress and strive for improvement. If those desires become a constraint they can be a cause for mental anguish and seek for alternative ways relaxation like indulging in drugs.

Concentrate with studies

Although 25.3% of the students attributed use of drugs as a drive to concentrate in their studies, this is a misconception to justify use. This is because, according to World Health Organization Twenty-Eighth report (1993), the use of psychoactive substances causes damage to health, either mental or physical. This means that, a drug user is an unhealthy whose concentration in academic activities is minimal in comparison with none users.

4.7 Counselling in secondary school.

The study revealed that, the schools covered in the study had teachers responsible for guidance and counseling. These counsellors are responsible for assisting students with psychological needs in addition to guiding students on future career. One of the major tasks of the counselor is to attempt to create an incentive for change. In addressing the problem of drug use among students, counsellors endeavour to make them understand the effects of drugs by providing more information about their effects in order to make them abandon use or help the potential users to restrain from starting. This can be achieved by creating confidence and hope to the users that, they have ability to change although they may not have the confidence to do so. This is because, in some instances users believe that, drugs are too powerful in their lifestyles and therefore are victims of powers beyond their control. The counsellor would therefore initiate discussions and through communication with students, they (counsellors) may realize the strength that the students had in the past and therefore build on this strategy to encourage them to abandon undesirable behaviour and achieve positive changes in their lifestyles including abandoning drugs.

Availability of counselling centres in secondary schools

In order to successfully conduct counseling sessions, provision of conducive environment is a pre-requisite for school counsellors. After introduction of counselling as an alternative for physical punishments, it was imperative for schools to establish counselling centers where students would be referred for help. Counselling centres should have adequate space, equipment appropriate for counselling like videos, posters, microfiche readers, projectors to mention but a few. These equipment like are necessary since counsellors can demonstrate to students the consequences of certain behaviour including how drug use can be disastrous to their lives. The provision for an office dedicated for a counselor in a school is also one way of guaranteeing confidentiality.

From the data collected from the head teachers, the study revealed that, two out of three public secondary schools where this study was conducted had offices/centers for a counselor. However, in one out of the schools the teacher responsible for counseling has

no office but stay with others in the staff room. This is probably due to limited resources and considering that, this school and the others covered in the study were public schools which could have been constrained financially. Whenever there is a case requiring the attention of a counselor, both the counselor and the counsellee (student) relocate to the science laboratory room if it was not in use. This makes individual counselling unpopular since the counsellee would fear to seek for counselling services for fear of being suspected by other students/school community of having psychological problems.

In our discussion with head teachers, the researcher enquired whether the schools have equipment for audio visual shows which could be used to demonstrating to students how drug use can disastrously affect them. It was found out that, only one school had a video and cassettes for drug use. The other two head teachers informed the researcher that, whenever they need them, they hire them at a fee. These facilities can influence the behaviour of the students and probably determine impact of counselling minimizing drug use since they provide adequate supplementary information (through video shows) to students, encourage for help seeking behaviour and would be conducted at a time convenient to both the teacher counselor and the students. The availability of such equipment can ease the work of the counsellor and especially in a situation whereby he or she may wish to demonstrate certain behaviour related to drug use. Lack of these facilities can be a major hindrance to counselling and cause a big challenge to counsellors.

School counsellors response to their experience

This study found out that, by the time of conducting this research, one counsellor had served for nine years while the other two had served for three years as counsellors. The duration that one has served in a particular profession explain the experience gained in that particular field. This is one way of determining efficiency in performing tasks that relate to that particular duty. The period that counsellors had served could be considered adequate in that, ideally the scheme of service for teachers requires them to serve for a minimum of 3 years for one to qualify for promotion to the next grade. In secondary schools, a school counselor is also a professional teacher and one is considered for t'fpost

of a counselor on promotion. Having served for a minimum period prescribed in the scheme of service, counsellors from the schools where this was carried would be considered credible to conduct successful counselling intervention and influence students to abandon drugs.

Counsellors' professional training

Counsellors indicated that, they had acquired professional training as teachers up to university level (Bachelor of Education). It was revealed that, counselling psychology unit is widely covered within the course of Bachelor of Education programme and the knowledge acquired at this level is considered adequate to appoint one for the post of a school counsellor. However, it was revealed that, further training in this field is an added advantage as it would broaden their skills in addressing the challenges facing students. In addition of being professional teachers, 1 school counsellor had Masters in counselling psychology, 1 had undergone short courses covering different areas of counselling while 1 had no formal training apart from being a professional teacher.

Prioritization of Counselling on Drugs Use

This data was gathered from the head teachers who indicated that, drug use among the students is a major problem and therefore school counsellors have been advised to focus on issues relating to ways of minimizing use. They indicated that, many disciplinary cases affecting students like school riots, anti social behaviour, poor academic performance etc. are associated with use of drugs.

4.8 Methods used by school counsellors to minimize drug use

The methods used by school counselors in minimizing drug use are diverse and mostly dependent on individual schools. In all the approaches schools counsellors enlighten students on the subject under discussion. The school counsellors indicated to have been using the following approaches.

One to one Approach

One to one approach in counseling is very popular and the response indicated that, all the respondents (counselors) from the schools covered in this study use this approach. It involves attending students individually whenever they are suspected or found using drugs.

Group Counselling

Group counselling focuses on goals of fostering personal growth through clients increased understanding of their own behaviour and increased honesty and openness in personal relations. During the counselling sessions school counsellors provide information about drug and their effects and also encourage students to open up and participate in providing information about drugs.

>

In group counseling, students are encouraged to talk about the problems they encounter. The reactions they get from other members help them to understand their responses to these problems. The counsellors indicated that, this method is appropriate in that, it acts as an information platform where students are advised as a group. Therefore, those who are shy to attend counselling as individuals would get a chance of receiving information about drugs and can probably change their behaviour after listening to the experiences shared with other students. Gazda (1976) argues that, group counselling is effective since it is preventive, growth engendering and remedial. It is preventive in that, one has access to accurate information that can be used to make wise decisions, growth engendering to the extent that, the person's potential can be realized through greater understanding and self-acceptance and it is remedial since it modifies a person's inappropriate habits and attitudes.

Drug education programmes

The prevention of drug use among students can be achieved by organizing activities that are geared towards sensitization programmes against the vice. This study revealed that, such programmes are periodically organized especially during school events like the closing ceremonies, music and drama festivals. The counselor organizes and invite experts who are conversant with drugs or people who have had been victims of drug addict to address students and inspire them through speeches. Those who have been victims are able to talk about their experiences in relation to how one would get hooked into drug use, the experience as a user and how one can get out of the hook and lead normal life. The talented students are used as powerful agents for prevention and creating drug free lifestyle through guidance by their counsellors. During these activities school counsellors guide students on how to prepare relevant verses, poems, posters and essays which can touch the souls of the students and probably make an impact to others. The programmes against drug use in schools are prepared in order for the young people to search for truth about the effects of using drugs to humankind and the society.

Related to group counselling technique is psychodrama where members act their problems in front of others on the actual stage. The actors can benefit the audience by promoting information sharing with one another where the members make suggestions to others on how to cope with specific problems and insight into these problems, gives other members a chance to offer others help, boost their self-esteem and finally offer supportive environment in which to practice basic social skills.

The counsellors indicated that, this approach is time involving and also requires a talented (in dramatizing) and committed school counsellor who would spend a lot of time with the students and also one has to be a good actor. The other limitation of this approach is that, in charge of counselling may not necessarily be the one responsible for music and drama.

Peer counseling.

This study revealed that, two counsellors use this approach to influence students to abandon drugs. This is based on the counsellors's understanding that, students are vulnerable to peer influence whereby innocent ones are likely to imitate those who use drugs and become victims as well. This is an important area to focus on considering that, 87.9% of the students who responded in this study indicated that, peer pressure is a factor for influencing students to use drugs.

Biblio-counselling

Biblio-counselling is conducted based on Christian virtues and beliefs. This is done by offering prayers for the client, use the scripture and Christian literature in addition to other materials to help students solve their problems. The only limitation to this approach is that, both the counsellor and the counsellee must be Christians. Christians approach the psychology of man with an assumption that, man was created in the image of God (Genesis 1-3) and though fallen, he bears that divine image. The Book of Deuteronomy 21:20 says, "Our son is stubborn and rebellious and refuses to obey us, he wastes money and is a drunkard". Counsellors understand that, man is rational and has the ability to make rational choices, set goals and pursue them. In Ruiru municipality where this study was conducted this method is not popular in that, only one of the three counsellors indicated to have been used this approach. Biblio-counselling can be an effective approach considering that the majority of the students (85%) within the area of study were Christians.

4.9 Students' response to counseling and drug use

Frequency at which schools conduct counselling

The frequency at which counselling is conducted can determine impact of counsellors since students will be continuously reminded of the need for living desirable lifestyle. Ali (2006) recommends that, guidance and counselling services should be increased in order to detect problems affecting students early.

This study revealed that, the Ministry of Education has not prepared an official programme to guide schools on how to conduct counselling to students and therefore not accommodated in the school timetable. Counselling to students is therefore conducted as need arises. In one of the schools indicated that, apart from drug use there are many problems that affect students and therefore the school counsellor conduct therapies daily to individuals (one to one method). One school informed me that, they organize counselling sessions once in week apart from when school exams are in session. The third school indicated that, although there is a school counsellor, the administration has not set specific programme for counselling.

Table: 4-14 Percent distribution according to whether students voluntarily seek for counselling

>

Response	Frequency	Percentage
Yes	5	5.5
No	86	94.5
Total	91	100

Only 5.5% indicated to have voluntarily seek for counselling without being referred for one reason or another. This is an indication that, counselling is not very popular among students.

Table: 4-15 Percent distribution according to why students voluntarily seek for counselling

Responses	Frequency	Percentages
Couselling is boring	5	5.5
Counsellors do not explain issues well	4	4.4
Counsellors will tell the office and other teachers	60	65.9
My problems will be announced in parade	50	54.9
Other students will know my problems	55	60.4
I will be punished if my problem is related to discipline	39	42.9

From the responses indicated in the table 4-15 above, students indicated that, they find counselling unpopular because, after discussing their problems with school counsellor, there is likelihood for the counsellor to disclose the information to other people. This is an indication for lack of confidentiality from counsellors. 42.9% of the respondents said that, they get punished before counselling is conducted. This indicates that, counselling alone cannot be used to solve the problem of drug use among students without employing other methods like canning. 5.5% find counselling boring while 4.4% argued that, counselling may not have positive impact since the school counsellors do not explain issues well. One can therefore argue that, if confidentiality is observed then counselling could be an effective approach for sensitizing students against use of drugs.

Table: 4-16 Percent distribution according to topics emphasized by school counsellors

Topics emphasized	F	%
Drug abuse	48	52.7
HIV/AIDS	61	67
Sexuality	46	50.5
Career guidance	31	34

This data was generated from the students. Most of the respondents (67%) indicated that, the main emphasis of counselling in secondary schools is HIV/AIDS. The students informed the researcher that, discussions on sexuality and HIV/AIDS are usually discussed concurrently. However, they argued that, the topic of HIV/AIDS is wider as it evolves around how AIDS is contracted, measures for prevention and the socio-economic consequences related to the scourge. Other responses were drug abuse (52.7%) while the response for career guidance was 34%. This is an indication that, if counselling on drugs in schools is given much focus like HIV/AIDS, there is likelihood that, the extent of use would be minimized.

Counsellors' response to whether counselling has effect in reducing use of drugs

This study shows that, two counsellors had observed positive change from students after counselling on drugs. In one of the schools the counsellor informed the researcher that, three male students were referred for counselling and after taking them through therapeutic sessions, positive response was achieved for two students while the third one continued to use and became depressed. The school was left with no option but to expel the student. In another occasion, a female student was known to be a drug user and after counselling no positive response was observed. The student was suspended but later requested the school for readmission and promised to reform. When the researcher asked about the progress of the student after readmission, it was revealed that, she was referred to the school counsellor. According to the records of the counsellor, after undergoing

counselling, the student responded positively and had not been found using drugs thereafter.

Indicators for change

Improved discipline

Use of drugs is associated with lack of discipline in schools. The counsellors indicated that, drug users are the ones who usually incite others against the authority. This is in concurrent with Ochieng (1986) who revealed that, students who use drugs not only create problems but also try to drag innocent ones into the habits. Should other students disagree then they harass and molest them.

Improved academic performance

Drug users cannot concentrate in class due the effect of drugs and particularly if one has used hard drugs like bhang. The counsellors indicated that, if students go to class under the influence of drugs they will have been detached themselves from the real world to live in their fantastic world and therefore whatever information the teacher may be disseminating will go unheeded. One can therefore concur with the observation of the school counselors that, abstaining from drug use can-lead to improvement of student's academic performance.

Improved in social behaviour

NACADA (2004) says that use of drug among youth is associated with deviance from normal social life and is associated with criminal and social depravity. Substances abuse disrupts normal structures through misery, crime and violence. It is associated with social vandalism which is the act of destroying properties and anti-social behaviour such as causing bodily harm to others (Ngovi, 2005). In one of the schools where this study was conducted some girls were spotted while using drugs within the school compound. The deputy headmistress (in charge of discipline) was informed and when she confronted them they (students)they reacted violently. The school suspended them for 2 weeks and'

instructed to report back with their parents or guardians. After readmission they were punished and referred to the school counsellor. When the researcher enquired whether the counselor was able to influence the students to stop using drugs, the head teacher informed me that, they looked reformed and never found with mistakes related to drug use while in school.

Table: 4-17 Percent and distribution according to students response on whether counselling methods have/ have no positive impact in reducing drug use

Method	Has impact		Has no impact	
	F	%		
Psychodrama	61	67	30	33
Group counselling	64	70.3	27	27
Education programmes	49	53.9	42	46.2
Publications	49	53.9	42	46.2
Audio visual	47	51.6	44	48.4

The table above summarizes the response of the students on whether individual approach used by school counsellors have impact in influencing them to change their drug using behaviour. From the findings tabulated above, it was revealed that, group counselling has the greatest positive impact (70.3% response) in reducing use of drugs. Other responses were psychodrama (67%), education programmes (53.9%), use of publications (53.9%) and use of audio visual equipment (51.6%) respectively.

4.10 Alternative methods used by schools to minimize drug use

In response this question, the head teachers (from whom the data was gathered) indicated that, most of the discipline cases in secondary school are associated with of drug use among students. In The Daily Standard newspaper dated 8th August 2007, the permanent secretary in the Ministry of Education said that counselling has been enhanced in'the

teachers training colleges in order to equip trainees with skills for peer counselling as a way of preparing them for the task ahead as schools counsellors. This is one way of showing government commitment to counselling as a measure for solving disputes among students. However, head teachers indicated that, while administering discipline in learning institutions counselling cannot be effective in isolation with other methods.

The study revealed that, despite the ban of the cane, two headteachers admitted to have been using it to supplement counselling. The head teachers concurred that, students fear to be canned because they feel humiliated and the pain associated with the cane. In The Standard Newspaper dated 8th August, 2007 Kaloki an educationist believed that, discipline cannot prevail without canning. In another observation, Soet (2005: 46) quoting the late Dr. Graffins (after the government abolished canning) the former Director of Starehe Boys' Centre stated that, the standards of discipline in majority of schools were horrific already and are bound to get worse with the ban of the cane. This justifies why head teachers in secondary schools are still using the cane as a disciplinary measure.

The other alternative for counselling is suspension of the students for a period and instruct them to report back with their parents **op** guardians. The head teachers have observation that, most of the students use drugs without the knowledge of their parents and would fear to be send home due to drug related disciplinary cases. However, they also observed that, the main limitation to this approach is that, some (students) may regard suspensions as vacation to be absent from school. This is against the professional ethics which stipulates that, the teacher should endeavour to keep student in school.

Declaring schools as drug free areas. By declaring school compounds to be drug-free environment the head teachers intend to minimize the rate of use among members of school community (including teachers and support staff). This would limit students' imitations from the staff.

4.12 Constraints faced by school counsellors in minimizing drug use among students

It is evident that, the problem of drug use among students is still prevalent despite the government effort to promote discipline through counselling. The Director of Medical Services in The Daily Nation dated 8th August 2007, indicated that 13% of pupils (approximately 1 million minors) are addicted to tobacco smoking and may die before they reach the age of 40 years. This study revealed that, despite their efforts to sensitize students the goal achievement to minimize drug use the goal is unachievable due to the following reasons.

Students do not disclose information about drug use to the administration. Use of drugs is a vice in the community including secondary schools. School rules stipulate the consequences of using drugs among students and this makes them afraid to report users. In Ruiru municipality where this data was collected all students were day scholars where most of them were likely to be related, close friends or neighbours at home. In this case, non users would be reluctant report their close associates (users) to the administration about their drug taking behaviour.

In addition, students fear to be suspected to be drug users by the administration if they disclose information relating to drug use. This is a general weakness to human beings who are always afraid of having their ill behaviours or their close associates known and especially by somebody who would take action against the behaviour. This works against the principles of counseling which advocates that, for a counsellor to conduct successful psychotherapy, the counsellee must be willing to disclose the information relevant to the problem at hand. School counsellors are also teachers and even although they would guarantee students of confidentiality by treating the information shared as secret, students are always suspicious that the teacher (counsellor) is an agent to the administration.

Counselors are also teachers and are usually overloaded by academic work. In this study, the counsellors complained of heavy academic workload since they are not exempted from normal academic work. This is due to acute shortage of secondary school teachers

in the country. The Daily Nation dated June 28th indicated that, secondary schools had a deficit of 13,600 secondary school. This would make it difficult for school counsellors to have adequate time for conducting counselling. It therefore implies that, one has to schedule extra time to meet the clients (students) in addition to daily school schedules. This is probably because, counselling is not part of the school academic programme and counsellors can only organize for sessions at their convenient time.

Counsellors indicated that, some parents are usually uncooperative if they are informed about their childrens' drug taking behaviour. The school administration does this to make them aware and discuss the best strategy for solving the problem. Counsellors indicated that, some parents defend their children and sometimes complain that, teachers label their children as users out of to malice. Some parents do not understand that, the purpose of involving them is not to stigmatize the student or the parent but to make the parent aware of their behaviour so as to also monitor their children and observe their progress for recovery.

Students suppress symptoms of drugs effects. After taking drugs the evidence manifests through smell, physical symptoms like running nose (for heroine), dilated red eyes (for marijuana) etc. The counsellors indicated that, although it is easy to identify students who are drug users (through symptoms), the users suppress them by either chewing gums, use of mouthwash, eye drops, brushing teeth in order to make it difficult for the teachers to detect them.

Lack of guidelines from the Ministry of Education on how counselling should be conducted in schools. The guidelines are supposed to give directions on areas that need attention, the number of session that a school is supposed to hold in a specified period and appropriate reference materials that are relevant to specific therapy. In one of the schools the counselor indicated that, sometimes it difficult to prepare for topics because much of the available literature is foreign based and do not comply to Kenyan needs due to the differences in exposure to realities of life. This makes it difficult for the school counsellors to improve their counselling skills.

Controlling source of drugs. By the time of conducting this study the secondary schools within Ruiru municipality were days' schools and after students go home they live in an environment where school counsellors have no control. It is from this environment where they meet peddlers who are out to recruit more users in order to expand their market. They do so by encouraging potential users to start using and also show them the mode of use. Although school counsellors guide students on whom to associate with in order to limit the influence of taking drugs, it is difficult to achieve this considering that, some are deviant. In certain instances, some of the parents are engaged in activities that are likely to influence them to use certain drugs. For instance, counsellors revealed that, there are cases where students are known to be users of alcohol and smokers because they come from homes where parents sell illicit brews.

Counselling alone cannot be effective as a tool for reducing use of drugs in secondary school without other interventions like canning, suspending, expelling students, involving parents or guardians or other disciplinary measures like canning. It was revealed that, the process of expelling students is long since it is only the school board that has to approve and until such an approval is endorsed, the administration has no obligation to expel students. In some instances, the relatives of the affected students could be members of the board who would influence the decision of the other members. The directive of the Ministry of Education prohibiting canning as a form of punishment complicates the matter as it is illegal administer to so.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This Chapter summarises, draw conclusions and makes recommendations. The study was carried out in Ruiru public secondary schools. The respondents were the students, school counsellors and the head teachers.

5.2 Summary and discussion

Introduction

This study revealed that, Kenya is experiencing high prevalent of drug use with the youth being most vulnerable due to rapid changes they are experiencing in the society. It was discovered that, studies related to drug use and prevention have been carried out in the past and made recommendations on measures that can be taken to solve the problem. Soet, (2005), suggested that, education programmes and sensitization of students are key measures for reducing use. However, his findings were based on a study covering Nairobi province but this study was conducted in a semi-urban area which is a different environment. In addition to investigating the level of drug use among secondary school students, this study also focused on approach in reducing use and the challenges that are faced by the school counsellors in influencing students to abandon drugs. The recommendations from this study will therefore help policy makers in the education sector on how counselling can be strengthened and make it effective in addressing the problem of drugs in schools.

In this study there were 97 respondents whose composition was 91 students responded through questionnaires while 3 counsellors and 3 headteachers provided information from designed interview guides. The counsellors and the head teachers responded through interview guides while students responded to questionnaires. The frequencies and percentages were computed using Microsoft Excel software package.

'Ovp

In order to collect the data, the researcher used the sampling methods namely; stratified, systematic, proportionate and random sampling. Data collection was guided by the following objectives.

1. Factors that influence students to use drugs,
2. The interventions use by school counsellors to minimize drug use among students,
3. The response of the students to counselling interventions and
4. The constraints faced by counsellors in influencing students to minimize use of drugs.

Based on the above objectives the findings for the study were as follows:

In order for counsellors to influence students against drug use, it was necessary to understand the underlying factors that influence students into the behaviour. There is likelihood for students to have a misconception that, legal drugs like cigarettes and alcohol are not harmful since the government restriction to such drugs is low in relation to hard drugs. However, as indicated earlier in this report, people start by experimenting with legal drugs before they graduate to illicit ones. It is therefore the responsibility of the school counsellor to sensitize students on the dangers of abusing any substance classified as drugs.

t

In relation to the first objective it was found out that, 89.9% of the students who respond indicated that, peer influence is the main factors that influence secondary school students to engage in drug use. This is probably because most the students are in adolescence stage where most of their behaviour is driven by curiosity and imitation. It was also found that, the age difference among students is minimal and this is likely to make them share information related to their social life including drug use. Other factors include, in order to relate with their friends (51.7%) curiosity (42.9%), relaxation (40.7) easy accessibility (36.3%) and seeking for relaxation (42.9%).

In their attempts to influence students to minimize use of drugs, school counsellors use different approaches depending on the students needs. The ones that are commonly used includes include, one to one model, group counselling, Educating users, psycho dr[^]ma

and bibliocounselling (religious approach). This study found out that, group counselling approach is the most popular influencing students to abandon drugs.

In an attempt to establish the response of the students towards counselling, it was found out that, counselling is a very low process but it bears some positive results. The study illustrated that, only 5.5% of the students who responded to this study had sought for counselling voluntarily. Asked why they find ignore to initiate counselling considering the multiple problems they face including use of drugs, they indicated that, counsellors do not observe confidentiality. However, counsellors indicated that, after counselling some students changed their behaviour and stopped using drugs. This is indicated by improved character, social behaviour and academic performance from those who had undergone counselling and abandoned use of drugs.

The challenges faced by counsellors in controlling use of drugs include; lack of information on the extent of use. Students do not disclose information to the administration about drugs use. Other problems include insufficient time to conduct counselling due to academic workload, some parents/guardians are defensive to their children whenever they are informed of their deviant behaviour including use of drugs.

5.3 Conclusion

There is no doubt that, there is high prevalent of drug use among secondary school students. After knowing about the types of existing drugs and probably experiment use at the primary school level (Michieka, 2005), the usage is likely to be higher for soft drugs and probably start to use hard ones after joining secondary schools.

Guidance and counselling has been institutionalized in Kenyan secondary schools as one way of molding the students bahviour.

The initiative by the government through the Ministry of Education has born fruits since secondary schools have provision for guidance and counselling and most of the students are aware of it. However, counselling alone is not an effective tool without employing

other traditional methods of punishing students like canning, suspensions and even expelling those who are resistant to change.

The study showed that, majority of the boys (22%) knew about drugs while at primary school level. It was also indicated that, the majority (44%) knew about drugs from their relatives. This is in contrast with girls whereby the majority (22%) got to about drugs when they joined primary schools when most of them (18%) got to know from relatives. At primary school level, the relatives that students are likely to have been in contact are parents and this revelation is a reflection of parental influence in drug taking among students.

It was revealed that, although counselling is the recommended measure for dealing with discipline in secondary schools including drug use, other methods including canning cannot be ignored.

However based on the findings of this study, counsellors experience a lot of challenges in their effort to sensitize students about drug use and the providing solution to the problem. The problems are experienced both at the policy level and the institutional level. At the policy level, the government has not come up with appropriate programmes on how counselling should be implemented in schools.

There is also lack of sufficient reading materials that for in the field of guidance and counselling for the school counsellors to refer.

At the institutional level, schools have not provided enough time and space for the counsellors.

5.4 Recommendations for policy makers

The recommendations for this study were designed in order to make counseling more effective in reducing use of drugs among secondary school students. The government approach in strengthening counselling to minimize drug use may adopt the following recommendations:

1. Schools should design ways of educating parents about drug use. Teachers are more in touch with students than their parents for most of the time considering that, they are school for most of the time. The parents should be role models to their children who should reflect virtues that are in line with moulding children to live responsibly. In order to have this achieved schools should periodically organize education days or seminars for the parents where they should be discussing the problems facing the youth including use of drugs. This will create more awareness to the parents and could be in a position to assist their children (students).

2. The Ministry of Education should provide sufficient reference materials covering a wide range of counselling applications including drug use.

3. In addition, the Ministry should provide syllabus for counselling and ensure it is in the timetable. This is one area that has been ignored.

4. The government should offer high training to appointed school counselors in the field of guidance and counseling. The findings of the study showed that it is only one school where a counselor who had masters in counseling psychology, one had undergone short courses while the other one had no specialized training in counselling apart from being a professional teacher. In order to achieve this, appointed counsellors should be offered full or partial scholarships for training as counsellors.

5. Schools should on occasions organize and invite experts in the areas of drugs and sensitize drug use among students. An organization like NACADA is always in the forefront in fighting against drug use. This is crucial because, school counselors are

teachers and in some cases students may have formed a negative attitude to the school counselor.

6. The government should allocate sufficient funds for enhancing counselling. Alternatively schools can be allowed to charge a small fee for strengthening counselling the same way they charge for other extra-curriculum activities like sports and drama. The resources for counselling can be utilized to meet the cost of reference materials, equipment and office for the counselor/ counselling centre.

7. Government need to enforce the need for schools to be declared drug free areas. The staff and visitors should not use any form of drug while they are within the school compound. This can be enhanced by mounting posters and bill boards within the compound. These posters should be mounted in places where they are visible to every one.

8. The schools through the initiative of the school counselor should be inviting former addicts who have been rehabilitated from drug addiction or those who have reformed due to counselling. These people will give their own experiences how people start to use drugs, their experiences as drug users and the stages that one can follow to abandon use.

9. The structures and the type of business carried out near the school compound should be controlled. Some structures like kiosks are known to be sources of drugs. In order to control students from interacting with people from such places, lunch for days callers should be provided in schools.

10. Parents should cooperate with teachers. It was revealed that, one of the problems faced by schools in minimizing drug is that, some parents defend their children whenever they are informed of their disciplinary trends including use of drugs.

11. The government should engage full time counsellors with counselling skills instead of involving teachers to double as counsellors.

Recommendations for further research

The researcher recommended that prospective researchers can attempt to conduct studies on;

1. Drugs and substance abuse in rural public boarding schools
2. Drug use and gender in secondary schools

Appendix I

INTERVIEW GUIDE FOR THE HEAD TEACHERS

1. For how long have you been to this school?

2. Are there reported cases of drug use among students in this school?

4. How do you obtain information about drug use among students in your school?

5. Do you have counseling center in the school?

6. When was counseling services started in this school?

7. How many counseling sessions does your school hold in one term?

9. Do you find these sessions sufficient in influencing students to change their behaviour including abandoning drugs?

9. IfNo how many sessions do you think are sufficient in a term?

10. Is counseling relating to drugs given priority?

11. Apart from counseling how else does the school deal with students who are suspected to be drug users?

12. How would you compare counseling and other methods of dealing with suspected drug users in terms of effectiveness?

13. What are the characteristic behaviour of the students who use drugs?

i

Appendix II

INTERVIEW GUIDE FOR SCHOOL COUNSELLORS

(COUNSELLING METHODS AND CONSTRAINTS FACED BY SCHOOL COUNSELLORS)

1. For how long have you been a teacher?

I have been informed by the administration that, in addition to your normal duties as a teacher you are also responsible for guidance and counselling.

2. For how long have you been a school counsellor in this school?

3. If you ever taught in another school had you served as a school counsellor?

4. If so for how long?

5. Apart from being a professional teacher have you undergone any training in counselling?

6. At what level?

7. What is the recommended number of sessions that a school is supposed to conduct counselling in a term?

8. Do you comply with this requirement?

9. If No, why?

10. How do you rate the use of drugs in this school?

11. Do you organize sessions on drugs?

12. What are the most appropriate counseling methods /approaches designed for minimizing use of drugs to students?

13. Do you think these methods/approaches have an impact in influencing students' attitudes towards the use of drugs?

14. Do you make follow ups to your students to check whether they stop to take drugs after undergoing counseling?

15. How do they respond?

16. What are the indicators for positive or no response?

17. What is the relationship between the use of drugs and student's seniority in your school?

18. Do students socio economic background a constraint to successful counseling?

19. If so how?

20. Apart from counselling what other interventions has the school adopted to minimize drug use?

21. What constraints do you face as a counsellor in addressing drug problem in this school?

22. What measures would you recommend for improving counseling against use of drugs in schools?

Appendix 111

Questionnaires for the students

SOCIAL DEMOGRAPHIC DATA FOR THE STUDENTS

1. What is your date of birth?

2. Sex
 - (a) Male
 - (b) Female

3. What is your tribe?
 - (a) Kikuyu
 - (b) Luo
 - (c) Luyia
 - (d) Kamba
 - (e) Taita
 - (f) Others specify

4. What is the occupation of your parents? »
 - (a) Father
 - (b) Mother

PREVALENCE OF DRUG USE AMONGST STUDENTS

5. Do you know any form of drug?
 - (a) Yes
 - (b) No

6. When did you know about drugs?
 - (a) Before joining primary school
 - (b) At primary school
 - © At secondary school
 - (d) If not in (a), (b) or (c) above please specify

7. If yes, which ones do you know?

- (a) Cigarettes
- (b) Alcohol
- (c) Khat
- (d) Heroine
- (e) Cocaine
- (f) Others.

Specify

8. How did you know about these drugs?

- (a) I have read about them in class
- (b) Through advertisements
- (c) Through friends
- (d) Through relatives
- (e) Others

(Specify)

9. Are there electronic gadgets in your home?

- (a) Yes
- (b) No

10. If Yes, which ones?

- (a) Radio
- (b) Television
- (c) Computer
- (d) Others

(Specify)

11. Do you find forms of drugs advertised through these equipment?

Yes No

12. .If Yes, which ones?

(a) Cigarettes

(b) Alcohol

(c) Khat

(d) Others

(Specify)

13. Do you think these advertisements can influence a person to take similar drugs?

Yes No

14 .If Yes, how?

(a) One would wish to be like them

(b) The portray positive image of the presenters

(c) Others (specify)

15. What is your religion?

16. Does your religion restrict the members of the congregation to take any form of drug?

Yes No

17. If yes, which ones do they restrict most?

18. What actions would be taken against those who are suspected to be taking any form of drug?

- (a) Excommunicate
- (b) Suspension
- (c) Receive warnings from the church officials
- (d) Others
(Specify)

19. Why do you think young people especially secondary school students take drugs?

- (a) Out of curiosity
- (b) Easy accessibility
- (c) To concentrate in their studies ,
- (d) As a way of relaxation
- (e) In order to relate with their friends
- (f) Out of curiosity
- (g) Peer influence
- (h) Others
(Specify)

20. Which drugs do students use most?

STUDENTS' RESPONSE TO COUNSELLING AGAINST USE OF DRUGS

21. Do you voluntarily go for counseling services at the center?

Yes No

22. If No why?

(a) Counselling is not effective as a disciplinary method

(b) Students do take it seriously

(c) Our teacher does not explain issues well

(d) Others

(specify)

23. What topics does the school counselor emphasizes on?

(a) Drug abuse

(b) HIV/AIDS

(c) Sexuality

(d) Emotional problems

(e) All

(f) Others

(Specify)

24. Have ever used drugs?

Yes No

25. If yes, which ones?

(a) cigarettes

(b) Alcohol

(c) Khat

(d) Others
(Specify)

26. Do you still take?

Yes No

27. Did you ever use and stopped?

Yes No

28. Why did you start and continued to use?

- (a) As a way of relaxation
- (b) In order to contrite with my studies
- (c) In order to relate well with my friends
- (d) Peer influence
- (e) My culture allows
- (f) The drugs I used are readily available in my community
- (g) Out of curiosity
- (h) Others (Specify)

29. If not do you know students who ever used drugs?

Yes No

30. If yes, which drugs do they take?

- (a) Cigarettes
- (b) Alcohol
- (c) Cocaine
- (d) Khat
- (e) Heroine
- (f) Others
(Specify).

Methods	Responses	
	Has positive impact	Has no positive impact
Psychodrama		
Group counselling		
Use of seminars		
Use of publications		

37. If they have positive impact what indicate these impacts?

- (a) Many students have confessed to have benefited from the sessions
- (b) Drug use has tremendously been reduced in our school
- (c) The level of discipline has improved
- (d) Many students have been going to the counseling centre for assistance
- (e) Others specify

38. Other than counseling what other methods does the school administration use to minimize drug use in this school?

- (a) Suspending students »
- (b) Expelling students
- (c) Discourage other members of the school community to use any from of drug within the school compound
- (d) Declaring schools through posters as drug free areas
- (e) Involving parents or guardians while dealing with students suspected to be using drugs
- (f) Others
(specify)

APENDIX IV
BIBLIOGRAPHY

1. Ali, Yunis Hawa (2006). Students' attitudes and perceptions of guidance and counselling services in secondary schools in Kajiado Central Division, Kajiado District, Kenya. Unpublished M.ED research report, Kenyatta University Nairobi, Kenya.
2. Amayo G.N. and Wangai Paul Jr, edits. (1994). A handbook for primary and secondary teacher's guidelines in drug dependence preventive education. Kenya National Committee for the prevention of Alcoholism and Drug Dependency. Nairobi, Kenya.
3. Chamwanda, Ambinayo Ombuya (2006). Investigation of the guidance and counselling of primary school pupils of Chavakali division, Vihiga, Kenya. Unpublished M.ED research report, Kenyatta University, Kenya
4. Commission for Higher Education (2003). Symposium report on Re-Engineering university education for national development. Commission for Higher Education. Nairobi, Kenya.
5. Drug Counsellor's handbook. A practical guide for everyday use.
6. Gazda G.M. Edit. (1976). Theories and methods of group counselling in schools. Charles C. Thomas Publisher Springfield, Illinois, USA.
7. Gitonga G.K. (1999). A study of secondary school headteachers' attitude towards guidance and counselling programme in Meru Central District. Unpublished M.A.Thesis.
8. Glick, L. and Hebbing, D.E; (1980). Introduction to social problems. Reading; Adison-Westly Publishing House
9. Haji A.R.J. (1985). The socio-economic factors related to khat use and abuse in Kenya (Garissa). Unpublished Thesis, University of Nairobi.
10. Hatton L.C.; Valente S.M. and Alice Rink. Suicide: Assessment and intervention. Appleton-Century-Crofts/ New York USA.
11. Kenya institute of Education, (2004). Guidance and counselling, teachers handbook. Kenya Institute of Education, Nairobi Kenya.

12. Keringer (1964). Foundation of behaviuoral research (2nd edition). Indian reprint (1983): New Delhi S.S Chabraa.
13. Keya S.O; Makau B.F. Mani J. and Omari I.M (Edits.) (1989) Guidelines for the formulation of research project proposals. National Council for Science and Technology. Nairobi, Kenya.
14. Kramer J.F. and Cameron D.C. (edits.). 91975). A manual on drug dependence. World Health Organization, Geneva.
15. Makokha John (2005). The response of counselor training programmes to the changing social environment. A case study of the counselling programme at the department of sociology, University of Nairobi. Unpublished research report, University of Nairobi.
16. Matherson D.W. and Davison A.M. (1972). The behavioural effects of drugs. Holt, Rinehart and Winston, Inc. New York USA.
17. Munene E. Miano, (1999). Abuse of Cannabis Sativa among secondary school students in Gichugu Division Kirinyaga District. Unpublished M.A. Project. University of Nairobi.
18. Mutie O.M. (2003). Attitude of secondary school headteachers towards guidance and counselling as a disciplinary tool. Acase study of Central Division, Machakos District. M.A. unpublished project.
19. Muzaffer S. and Carolyn W.S. (1956). An outline of social Psychology (Revised Edition). New York: Harper and Brothers.
20. Ngovi, Mary Mbii (2005). The role of parents in drug use prevention in public secondary schools, Nairobi province-Eastlands area. Unpublished M.ED research report, University of Nairobi, Kenya.
21. Ngumi C.N. (2005). Confidentiality and it's implications on counselling intervention in public secondary schools in Kikuyu Division. Unpublished M.A. Research Report, university of Nairobi, Kenya.
22. Njiru L. (1996). Astudy of drug problem in secondary schools in Runyenjes District in Embu. Unpublished M.A. Project. Kenyatta University, Kenya.
23. Norman K. Denzin and Yonna S. Lincoln (1994) (edits). Handbook of qualitative research. International educational and professional publisher. London, U.K. -

24. Nwecomb N.M., Turner R.H. and Converse P.E. (1956). Social Psychology. The study of human interaction. New York: Holt, Rinehart and Winston, INC.
25. Nyaga, Rosemary Njura (2004). Challenges facing headteachers in enhancing pupil discipline in primary schools in Kibera slum, Nairobi, Kenya. Un published research report. University of Nairobi.
26. Ombima Willis Ayub (2005). Factors influencing drug use in secondary schools in Bahari Division, Kilifi District, Kenya, unpublished M.A Project. Kenyatta University, Kenya.
27. Omollo J.O.M. (2005). Prevention of substance abuse among secondary school students in Nairobi, Kenya. Unpublished report.
28. Parry Charles DH and Bennettes Anna L. (1998). Alcohol policy and public health in South Africa. Oxford University Press, Cape Town, South Africa.
29. Raphael Escand'on and Cesar Ga'lvez, (2005). Free from Drugs and Addictions. Pradillo, 6-Pol. Ind. La Mina
30. Schutt, Rusell (1996). Investigating social world. New York: Oxford University Press.
31. Soet Moses Sichei (2005) Perceptions of the causes of indiscipline among students in Mount Elgon District. Unpublished report.
32. Soet, Moses Sichei (2005). Perceptions of the causes of indiscipline among secondary school students in Mount Elgon district. Un published M.ED research report, University of Eastern Africa, Baraton, Kenya
33. The Daily Standard, August 8, 2007
34. The Daily Standard, Saturday, February 4, 2006.
35. The People Daily, Sunday, February 19, 2006.
36. Yambo Mauri and Acuda S.W. (1983). Epidemiology of drug use and abuse: Final report of a pilot study of Nairobi city and Kyaume, Kenya. Unpublished report.