INFLUENCE OF DRUG ABUSE ON STUDENTS PERFORMANCE IN KENYA CERTIFICATE OF SECONDARY EXAMINATIONS IN PUBLIC SCHOOLS IN TETU SUB-COUNTY,NYERI COUNTY,KENYA

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DEDICATION

This work is dedicated to my lovely siblings Sammy, Henry, Anto, Abby and Vivvy for their continued love. To my parents Stanley and Anne who instilled in me the value and power of education at an early age. To my dear friend Sylvia, your confidence was a beacon for me each step of the way.

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ABBREVIATIONS AND ACRONYMS

ADA　　　　　Alcohol and Drug Abuse

DCC　　　　　Drug Control Commission

INCB　　　　　International Narcotics Control Board

KCSE　　　　　Kenya Certificate of Secondary Examinations

MOE　　　　　Ministry of Education

NACADA　　　National Authority for Campaign against Alcohol and Drug Abuse

NACOSTI　　　National Commission for Science Technology and Innovation

SPSS　　　　　Statistical Package for Social Sciences

UN　　　　　United Nations

UNDCP　　　　United Nations Drug Control Programme

WHO　　　　　World Health Organization

ABSTRACT

The study was on influence of drug abuse on students' performance in Kenya Certificate of Secondary Examination (KCSE) in public secondary schools in Tetu Sub-county, Nyeri County, Kenya. Students' performance in KCSE has been influenced by abuse of various drugs which include alcohol, marijuana, tobacco and miraa. The study was guided by the following objectives; to determine how alcohol,miraa, marijuana, and tobacco influence students' performance.

The study was based on Skinner's operant conditioning theory/principles which states that organisms behave but they do not behave haphazardly, and that behavior is influenced by its outcome. The study used descriptive survey research design because it administered questionnaire and interview schedule to collect data. The targeted population was 31 public secondary schools consisting of 31 principals, 465 teachers and 940 students. Stratified sampling was used to select ninety three teachers, ninety four students and nine principals for the sample. Data was analyzed by use of qualitative and quantitative techniques. The study used Statistical Package for Social Sciences (SPSS) IBM version 20 to analyze data. The analyzed data was then presented through tabular representation of frequency tables. The major findings show that majority of the students had been influenced by drug abuse. The commonly abused drug was alcohol as reported by all respondents sampled for the study.The principals indicated that kuber was commonly abused drug in the study locale. The findings revealed that drug abuse was an issue in secondary schools since all the respondents indicated that drugs had an influence on students' performance. The study made recommendations that should be put in place in order to improve students' performance in the Sub-County. These were: Guidance and counseling sessions to be increased and strengthened in schools in order to eradicate or reduce drug abuse among students and be encouraged to concentrate in their academic pursuits. The county government in conjunction with school administration to reinforce law regarding drug and substance abuse

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Education has been regarded as a vehicle for economic, social and political development. There has also been growing commitment to education by government, individual communities and missionary bodies (Bettinger and Slonin, 2007). This commitment on the part of the government and other non-state actors has ensured that students are properly groomed and tutored on how best to effectively manage themselves in an ever-changing world. These changes have tempted some students to believe that for them to be able to maintain academic expectations they need to involve in the use of hard drugs.

Musto (2008) says that substance abuse is the use of drugs that can cause disorder characterized by the use of mood or behavior altering substance in a maladaptive pattern resulting in significant impairment or distress, such as failure to fulfill social or occupational obligations or recurrent use in situations in which it is physically dangerous to do so or which end in legal problems. What this connotes is that it modifies behavior. Rassool (2008) points out that drugs and substance abuse refers to the use of illegal drugs or the inappropriate use of legal drugs.

In USA, a study on alcohol consumption, amount of sleep and academic performance concluded that students who drink more alcohol maintain poor sleep

patterns, which negatively affects academic performance. Tobacco is also associated with other risk behaviors that affect academic achievement. Teens who smoke are much likely to try much stronger drugs.

In Singapore new reports indicate that drug arrests and drug abuse are increasing, especially among young people. The Central Narcotics Bureau 2015 (CNB) reported that the first half of 2015 saw an increase in the number of new drug abusers and arrests on drug charges compared to the same period in 2014. In Western Australia in 2006, alcohol was responsible for 2.85% of the total attributable burden of disease and injury (Hoad, et al 2010). Africa and Asia account for 70% of global population using opium and its derivatives (UNODC, 2012).Despite eradication efforts of these drugs in countries in Africa, the region still remains a major supplier of some drugs such as cannabis, which is one of the most widely abused. South African study found an alcohol use prevalence rate of 39.1% and a cigarette use prevalence rate of 10.6% among high school adolescents. Other drugs that are commonly used in these settings include cannabis, inhalants, tranquilizers, heroin and cocaine, among others.

In Nigeria, drug abuse is a matter of grave concern to educational stakeholders, medical practitioners, sociologists, religious leaders, counselors and parents. Students as a subset of youth population, consume large quantities of alcohol, tobacco and other drugs. Ajayi and Ekundayo (2010) equally confirmed that drug abuse has been identified as a serious constraint to effective teaching and learning

process in the Nigerian educational system. Abianwi (2005) confirmed that cannabis is by far the most commonly used illicit drug with usage of 4% of the world population compared to 1% of all other drugs combined. Oshondi, Aina and Onajole (2010) also explained in their study that marijuana is the most commonly used substance followed by tobacco. They further stressed that in the United Kingdom, cross-sectional studies have shown that among students aged 15-16 years, at least 40% had used illicit drugs, mainly cannabis, at some time during their lives. Oshodi, Aina and Onajole (2010) also discovered that alcohol hypo-sedatives, tobacco and psycho stimulants were commonly abused substances with varying prevalence rates of substance use among secondary and university students were found to vary between 1.5% for tobacco and 47% for psycho stimulants in Ilorin, Krara State of Nigeria. Furthermore, Chikere and Mayowa (2011) found that in a number of school and college surveys in Nigeria, alcohol use is most common among students, with many drinking students having had their first drink in family settings. They also discovered that the majority of the students affected were initiated into the use of alcohol at a tender age of 16-20 years.

Tanzania is the second country after Kenya in East Africa with an increasing number of drug users mainly being school going teenagers. The Drug Control Commission (DCC) Report (2011) states that the actual number of drug addicts in general are estimated to be at between 150,000 and 500,000 nationwide. Drug abuse among teens has a detrimental effect on students' academic performance

alongside other factors which is evidence in the national examination results of Tetu Sub-County. Students have been caught in possession of drugs during the class session hence calls for an immediate action from education stakeholders (Montazi, 2010). It is important for parents and students to learn the risks of drug abuse and take action as soon as concerns are raised to avoid serious problems in school and in the society. Substance abuse can seriously affect academic performance whereby apart from long-term addiction; it can cause grades to plummet.

Kenya is one of the developing countries in Africa that has lately been experiencing rapid increase in production, distribution and consumption of multiple drugs of dependence. Nairobi has been named as a major conduit in the global drug business with traffickers resorting to using women to arouse less suspicion. The Health Organization reported that in the face of challenges, a broad spectrum of the world community has demonstrated intense concern about the problem. It is in the best interests of every nation, including Kenya, to take a firm stand in combating all aspects of drug abuse. In 1990, the United Nations General Assembly created the United Nations Drug Control Programme (UNDCP) which was based on the recognition of the need for an organization that would foster concerted international action against illicit drug production, trafficking and abuse. The situation persists and that's why NACADA chairman John Muthutho is trying to enact very strict rules in order to save our young generation and families.

The Kenyan government has ratified two major UN conventions on narcotic drugs and psychotropic substances in its quest to protect its citizens from the ravages of the global drug abuse menace. These include the Single Convention on Narcotic Drugs of 1961 and the Convention against Illicit Trafficking on Narcotic Drugs and Psychotropic Substances. In 1994, the government also enacted a new anti-drug law, the Narcotics and Psychotropic Substances Control Act, as well as forming the Kenya Anti-Narcotic Unit. A countrywide survey conducted by NACADA (2012) among students and school leavers revealed that substances of abuse, both licit and illicit were forming a sub-culture among Kenyan youth. Drug abuse among the youth in secondary schools has endangered their lives and academic performance. Drugs such as alcohol, marijuana, tobacco and miraa are commonly abused by students in secondary schools. The researcher sought to investigate the influence of these drugs on KCSE performance in Tetu Sub-County.

Table 1.1 KCSE performance of Tetu Sub-County and her neighbouring Sub-Counties

Year	2010	2011	2012	2013	2014	Average
Tetu	**4.457**	**4.55**	**4.629**	**3.755**	**4.772**	**4.432**
Nyeri Central	5.968	6.125	6.488	6.155	6.092	6.106
Kieni East	4.808	4.828	4.969	4.694	4.764	4.813
Kieni West	4.756	4.734	4.851	3.888	4.714	4.589
Mathira East	5.211	5.094	5.203	5.055	5.185	5.150
Mathira West	5.509	5.674	5.521	5.179	5.333	5.443
Mukurweini	4.533	4.672	4.711	4.100	4.702	4.544
Nyeri South	5.771	5.926	6.044	5.873	5.932	5.909

Source: County Directors Office, Nyeri County 2016

Nyeri County has eight Sub-Counties as shown in Table 1.1. Tetu Sub-County performs poorly in KCSE as compared to her neighbouring Sub-Counties. The table above shows that from 2010-2013; Tetu has continued to register fluctuating performance. This is an issue of concern hence a need to investigate.

1.2   Statement of the problem

Drugs and substance abuse is a problem that has raised concern all over the world. It affects people at all levels of human development. The abuse of drugs has become a national hazard because the education of a nation is negatively affected

due to the abuse (Acuda, 2009). A survey conducted on alcohol and substance abuse in Kenyan schools in 2009 and 2010 by NACADA revealed that the problem of drugs among students is common in both primary and secondary schools.

In August 2015, 45 students were arrested in Nyeri as they were travelling in a matatu using bhang, alcohol and cigarettes. Kenya Red Cross Society has raised the alarm over the growing suicide cases among the youth in Nyeri. The agency's manager in charge of Nyeri and Laikipia, said that 28 youths committed suicide in Nyeri in 2014. Tetu Sub-County was leading with 13 deaths which are attributed to rampant drug abuse among young people(Kariuki, 2014).The government and its agencies like NACADA have put a lot of effort in addressing this problem but many cases are still reported in Tetu Sub-county on students misusing drugs, hence a need to carry this research.

1.3   Purpose of the study

The purpose of the study was to investigate the influence of drug abuse on performance of students in Kenya Certificate of Secondary Examinations (KCSE) in Tetu Sub-County, Nyeri County.

1.4   Objectives of the study

The study was guided by the following objectives:

i.   To determine how alcohol abuse influence students' KCSE performance in Tetu Sub-county.

ii.   To examine how marijuana abuse influence students' performance in Tetu Sub-county.

iii. To establish how tobacco abuse influence students' academic performance in Tetu Sub-county.

iv.   To establish how miraa/ khat abuse influence students' academic performance in KCSE in Tetu Sub-county.

1.5   Research questions

The study attempted to answer the following questions:

i.   How does alcohol abuse influence students' performance in KCSE in Tetu Sub-county?

ii.   How does marijuana abuse influence students' performance in Tetu Sub-county?

iii.   In what ways does tobacco abuse influence students' academic performance in Tetu Sub-county?

iv.   How does the use of miraa/khat influence students' KCSE performance in Tetu Sub-county?

1.6   Significance of the study

The finding of this study provides important information to curriculum designers on lacking content about drug abuse education. The Ministry of Education (MOE) and other education stakeholders may use the findings of this study to evaluate the content taught to degree and diploma secondary school teachers concerning drug abuse in schools and strategies used.

The research is useful in educating students on the risks of drug consumption. This study plays an important role in reducing high rates of drug abuse especially in secondary schools among the students. This may help in promoting a drug-free school environment and better academic performance, thus improving the standards of education in the country. The outcome of this study may help future researchers who wish to carry out a further study in the same field through its recommendations.

1.7   Limitations of the study

Considering the sensitivity of the topic on drug abuse among secondary school students, some of the respondents especially the students were not willing to give vital information for fear of victimization.   However, the researcher

assured the respondents that their identities would be treated in confidence and that the information provided would be used for research purposes only.

1.8 Delimitations of the study

The researcher focused on four types of drugs namely: Alcohol, marijuana, tobacco and miraa and how they influence KCSE performance. The selection of these drugs was on the basis that they are mostly abused by students. The scope of this study was limited to Tetu Sub-County; the respondents were form three and form four students, teachers and principals. Therefore its findings may not be generalized to any other population unless it has similar characteristics as those in the study population.

1.9 Assumptions of the study

The study was based on the following assumptions:

i. That there is existence of drug and substance abuse among secondary school students.

ii. Drugs and substance abuse influence KCSE performance in secondary schools.

iii. Students were aware of the extent to which drugs are abused in their schools.

1.10 Definition of significant terms

The following are terms and their related meaning as have been used in this project;

Alcohol refers to an organic chemical compound known as ethyl or ethanol which is the compound found in alcoholic beverage.

Drug trafficking refers to moving drugs from town to town, market to market and school to school.

Drug/substance abuse refers to a situation or chemical substance meant for a medical cure or other purpose is taken outside its purpose, or in excess, for personal enjoyment or for avoidance, without medical reason or guidance.

Illegal drug refers to any drug that is potentially dangerous and has been outlawed by the government, drugs like marijuana, heroin, and ecstasy fall in this category.

Influence refers to the capacity to have an effect on character, development or behavior of someone or something, or the effect of itself.

Performance refers to examination attainment at the end of form four or standard eight.

Secondary Education refers to education received after primary education cycle to form four.

1.11 Organization of the study

The study is organized into five chapters. The first chapter deals with introduction to the study which comprises of the background to the study,

statement of the problem, research questions, significance of the study, limitation of the study, delimitation of the study, definition of significant terms and finally the organization of the study. Chapter two covers literature review related to the study covering theoretical framework and conceptual framework. Chapter three covers research methodology which includes the research design, target population, sample size and sampling procedures, research instruments, data collection procedures, data analysis techniques and ethical considerations. Chapter four covers data analysis, interpretation and discussion of findings. Chapter five contains a summary of the findings, the conclusion and recommendations. Suggestions for further study have also been presented.

CHAPTER TWO

LITERATURE REVIEW

2.1   Introduction

Kombo and Tromp (2006) observe that literature review refers to the works the researcher consulted in order to understand and investigate the research problem. The literature review will be discussed in the following sub-topics; namely concept of drug and Substance abuse, effects of drug abuse on academic performance, alcohol abuse and academic performance, marijuana use and academic performance, tobacco use and academic performance and miraa/khat use and academic performance. The section also presents the theoretical framework and conceptual framework of the study and finally summary of literature review.

2.2   The concept of drug and substance abuse

Lewinsohn (2007) defines a drug as any product other than food or water that affects the way people feel, think, see and behave. Hornsby (2006) defines drug as a substance used for medical purpose either alone or in mixture. Hornsby adds that drugs are chemicals that influence or modify the action of body's own chemistry.

 A drug is any substance which when introduced into the body will alter the normal biological and psychological functioning of the body especially the central

nervous system (Escandon & Galvez, 2006). The term drug in general sense will include all the substances that will alter the brain functions and create dependence. Different drugs and substances abused produce adverse negative effects within the body. Ajake, Isangedihi and Bisong (2009) posited that pre-marital sexual practices and drug abuse constitute social ills that have been long age-long problems in the secondary school system. Bayer, as cited in Egbochuku and Akerele (2007), saw stimulants, which are substances that cause and increase in the activity of an organ in the body, as chemicals that excite certain activities of the central nervous system. Ajayi and Ekundayo (2010) saw drug abuse as over-dependence and misuse of one particular drug with or without a prior medical diagnosis from qualified health practdioners. They further identified dangerous drugs like cocaine, Indian hemp (marijuana), morphine, heroin, tobacco ephedrine, valium five and Chinese capsules as few among the drugs commonly abused by youths.

2.3   Rationale for Students Abuse of Drugs in Secondary Schools

There are many contributing factors to drug and substance abuse among young people including students. The most influential factors include the family, peer association, school performance and social membership. Chesang (2013) associates delinquency, for example alcohol and marijuana abuse with lax, inconsistent or abusive parental discipline. Maithya (2012) and Muchemi (2013), indicate that a child gains his/her first standards of behavior from the teaching of

parents and other grown-up persons around them. They further argue that if the child observes a disjuncture between the parents' teaching and practice, it creates doubt, which is carried into adolescence giving rise to deviant behavior.

Across the globe, alcohol and drug abuse is a major challenge to young people. Indeed, use of alcohol and drugs continues to emerge as a strategy for most young people to cope with their prevailing problems such as unemployment, neglect, violence, sexual abuse and poor academic performance (NACADA, 2012). Students use drugs to get variety of desired effects such as pleasure, relaxation, excitation, and relief from negative emotional state and enhancement of positive emotional state. Field, (2010) for instance argued that heroine and morphine were used to kill pain, numb, shut down the world including the world of academic hence creating problems in learning institutions either in behaviour or poor academic performance. Unfortunately, continued drug abuse created a negative cycle of abuse dependence and addiction. According to Obot (2010) drug use was not a random phenomenon, but it's a purposeful attempt by the users to assuage painful affective state and manage psychological problems and disorders. The response of students as to why they took drug according to Kaguthi (2006) was that they were bored. When a student is idle, his mind goes miles away leading him to do wrong things..

 Ngesu, (2008) explained that young people abused drugs for various reasons. One of them was that drugs were easily available in most neighborhoods' of the

schools. This made the students to go and buy drugs and use them within the school premises and with the myths that it can help them study for long hours without considering the effects. Availability and cost of drugs was associated with drug abuse. According to Kaguthi, the NACADA director in 2004, availability of illegal drugs such as heroin, cocaine and mandrax, together with availability of legal substances such as cigarettes and alcohol lead to drug abuse. This appears to be the most common cause of the prevalence of substance use and abuse amongst Kenyan youth, of which they are produced and grown in the country. Bhang is grown in secret places because it is illegal and khat is cultivated, used and exported openly because Kenya legalized it in 1997. Other drugs easily available are heroin, cocaine and mandrax which find their way into Kenya because the country is a major international entry points - Nairobi and Mombasa are on transit routes for traffic for illegal substances, some of which find their way into the country, and consequently, to students and youth in general (Kiiru,2004).

 Another reason is peer pressure where each student wanted to associate himself or herself with the colleagues who used drugs. According to the United Nations (1992) drug users, like other people seek approval for their behavior from their peers whom they attempt to convince to join them in their habit as a way of seeking acceptance. Whether peer pressure had a positive or negative impact depends on the quality of the peer group (Gatonye, 2006).Unfortunately, the same peer pressure that acted to keep a group within an accepted code of behavior could also push a susceptible individual down the wrong path.

Oshodi, Aina and Onajole (2010) reported that, despite worldwide concern and education about psychoactive substances, many adolescents have limited awareness of their adverse consequences. They further explained that curiosity, social pressure and peer group influence are noted to be primary reasons for substance misuse. In an attempt to control sleep or energize themselves, most adolescents and young ones start experimenting with tobacco, alcohol, ephedrine and other caffeinated substances such as nescafe and red bull. Some of the reasons for drug abuse, as identified by Ajayi and Ekundayo (2007), are to reduce pain, anxiety and tension, ignorance and misinformation, parental background, urge to commit crimes, peer group influence, isolation and loneliness. Linhadt (2001) also noted that students see the use of stimulants in positive terms for relief from pain and problems, elevation of mood, wakefulness, increased confidence, feeling and psychomotor activities and athletics, and feeling of euphoria. McCrystal, Higgins and Perey (2007) confirmed that for many adolescents, drug abuse has now become a part of their lives and perhaps may have now contributed to their academic failure. Zullig, Huebuer, Patton and Murray (2009) also reported that university students who witnessed dissatisfaction with life due to anger, frustration and boredom, consume alcohol to fit in. The reasons individuals, including students, often give as a reason for stimulant usage include the need to belong, expectancy, mental set, sex certain drives, integrative use, ceremonial use, hedonistic use, utilitarian use and disintegrative use (Rathod, as cited in Egbochukur, Aluede and Oizimende, 2009). Oshodi, Aina and Onajole (2010)

also confirmed that students use drugs for relief of stress and for self-medication at night in order to study.

A study carried out by Wikipedia (2010) in Nairobi secondary schools indicated that the majority of drug users had friends who used drugs, and even in school they gang together to plan how to get the drugs. This took most of their time for study since all these are done in secret usually during prep time. The age factors also contributed to the abuse of the drugs. This is because the adolescent stage is where the young people are in search of their identity and they want to discover about themselves and their growth. Young people also abused drugs for curiosity which lead them to have strong drive to see what happens if they used drugs or rather to feel the effects. For instance seeing a drunkard person staggering on the road created curiosity for a youth to go and try beer so as to feel the same effects (Walter, 2011).A number of students claimed that their parents either smoke or drink alcohol hence this motivated them to copy the behavior of their parents, to the point that some have become worse than their parents. Darcis (2012) carried out a Rapid Situation Analysis study in Nigeria and found that being male in an unstable family was associated with high risk for substance abuse. There was support for this argument from clinical findings in Nigeria, which showed that cannabis abusers tend to be young men, including students, who had been deprived of parental supervision and warmth when they were young (Obot,2010). A survey report by NACADA in Kenya in 2004 said that, young people between 10 and 24 years, whose parents used or sold alcohol and other drugs, they were

likely to abuse these substances. At times youth, including students, who sell on behalf of parents, are themselves exposed to substance abuse in due course (Field, 2010).Boarding school students admitted that they were given a lot of pocket money hence they didn't know how to use it properly and they end up buying alcohol or other drugs.

2.4   Extent of drug and substance abuse among secondary school students

Although it is difficult to authenticate the actual extent and nature of drug and substance abuse in secondary schools, research indicates that most students, experiment with and abuse alcohol and other drugs. A report by Chesang (2013) indicates that by the age of 15 years 34% of this age group had used tobacco, 18% cannabis sativa, 32% had abused khat and 5% cocaine; with the age group at most risk put at between 16 and 18 years. Substance abuse among the young people in learning institutions has endangered their lives. A report by NACADA, 2012 indicates that the majority of the students in all levels of education still abuse substances and are likely to destroy their lives before they become adults or even drop out of school. This is causing a lot of concern as the vice, indeed , has been identified as a major cause of some of the problems experienced in learning institutions in Kenya in the recent past (Maithya,2012 & Muchemi,2013). According to a study by Siringi (2003) on drug abuse, 22% of secondary school students were on drugs and males had a higher exposure to miraa and inhalants. In addition, the study also found out that the prevalence of drug abuse increased

from primary to tertiary institutions. Alcohol was the most frequently abused drug followed by miraa, tobacco and bhang. The students staying with friends were most at risk followed by those staying with either a sister or a brother (Motanzi, 2010). Students staying in towns were also reported of having abused drugs such as alcohol, tobacco, miraa, bhang and inhalants compared to their counterparts in rural areas (Otieno, 2009). The Ministry of Health in 2006, estimated that Kenyans smoke about 10 million cigarettes a year. This showed that smoking prevalence rates among children below 15 years are between 13 and 75%. A study by Otieno (2009), found that 58% of the secondary school students in Kisumu District had consumed alcohol at some point in their lives. The study interviewed 458 students from nine secondary schools in Kisumu and concluded that use of drugs including alcohol, tobacco, khat, cannabis and cocaine had risen drastically in the recent decade. By age 15, according to the study, some students were found to have already started using drugs and by the time they are 19, 33% males and females had already become drug abusers.

2.5   Drug abuse and students' academic performance

A large number of studies tried to identify whether there are direct and/ or indirect causal links between consumption of addictive substances and poor educational attainment. Most intuitively, alcohol and drug consumption may have some detrimental effects on pupils' cognitive abilities, for instance by decreasing their ability to concentrate. Some studies provide evidence that heavy drinking and

drug consumption lead to a lower schooling performance. DeSimone and Wolaver (2005) find that by introducing a large vector of covariates which control for heterogeneity between alcohol consumers and non-consumers, the negative causal relation between alcohol use and academic performance remains significant for heavy drinking.

In Kenya today, drug use has become prevalent than any other times, NACADA (2010). Majority of the users are students in secondary schools, tertiary colleges and universities. Reports on the impact of drug abuse on academic activities indicate that it interferes with physiological and emotional functioning. Among the problems recorded are impaired memory and other intellectual faculties, and tracking inability in sensory and perceptual functions (Agrawal & Dick, 2008). Reduced cognitive efficiency leads to poor academic performance and thus resulting to decreased self-esteem. Continued use of drugs may lead to addiction, a condition in which the abusers must take drugs in order to feel normal (Winkel, 2010). Other studies have expounded that it is not only those who abuse substances that are affected. Students who abstain frequently suffer the second hand effects from the behavior of other students who abuse psychoactive substances (INCB, 2006).

In Vihiga County, it was confirmed from records at the County Education offices that 4 form two and 7 form three students were suspended from one of the boys' school in the County, while 4 form four students from the same school did their

KCSE examinations from outside the school due to the students having been found to be abusing drugs (Limo, 2012).

2.6   Alcohol abuse and students' academic performance

Alcohol use could conceivably affect a student's quality of learning and academic performance regardless of its impact on school completion. This possibility is suggested by Renna (2008). Drinking could affect learning through a variety of mechanisms. Recent neurological research suggests that underage drinking can impair learning directly by causing alterations in structure and function of the developing brain with consequences reaching far beyond adolescence (Brown et al, 2000 ; White and Swartzwelder , 2004). Alcohol use could also affect academic performance by reducing the number of hours committed to studying, completing homework assignments and attending school. Singleton and Wolfston (2009) examined alcohol consumption, amount of sleep and academic performance. They concluded that students who drink more alcohol maintain poor sleep patterns, which negatively affects academic performance.

According to Attwood et al, (2009) the associated consequences of alcohol consumption vary and include academic difficulties, psychosocial problems, antisocial behaviors, injuries and other risk taking behaviors. Other educational difficulties and academic consequences associated with alcohol use include missing a class and getting behind in school work (Wechsler & Nelson, 2008); performing poorly on a test or project (Perkins, 2002) and experiencing a lower

grade point average (Singleton, 2007). Butler et al. (2011) examined the relationship between drinking and academic demands among college students and found out that students drank 38% less when they had an exam due the next day. This may indicate that alcohol consumption may be a major social issue among college students. Scientists argue that alcohol problems are tied to lower grades, poor attendance and increases in dropout rates. The 2000 National Household Survey on Drug Abuse (NHSDA- now known as the National Survey on Drug use and Health), a federal study, found that as rates of alcohol use by 12 to 17 year olds increase, grade point averages decrease. According to a study by Washington Kids count 2003; middle school students whose peers avoid using alcohol and other drugs score higher on state reading and math tests than other students. In any given age group, heavy and binge drinkers are 4-6 times more likely than nondrinkers to say they cut classes or skipped school. They are twice as likely as nondrinkers to say that their school work is poor, and they report more frequently that they are disobedient at school (Greenblatt, 2000).

2.7   Marijuana abuse and students' academic performance

Research has shown that marijuana's negative effects on attention, memory and learning can last for days or weeks after the acute effects of the drug wear off, depending on the user's history with the drug (Brown, 2008). Consequently, someone who smokes marijuana daily may be functioning at a reduced intellectual level most or all the time. Considerable evidence suggests that

students who smoke marijuana have poorer educational outcomes than their nonsmoking peers. For example, a review of 48 relevant studies found marijuana use to be associated with reduced educational attainment (Macleod, 2004). Studies in Australia and New Zealand found that adolescents who used marijuana regularly were significantly less likely than their non-using peers to finish high school or obtain a degree. They also had a much higher chance of later developing dependence, using other drugs and attempting suicide (Silins et al, 2014).

Continued use of a drug over a long period of time often leads to drug tolerance, physiological reaction in which the body requires larger and larger doses in order to experience the same effects. In some cases, tolerance for one drug increases tolerance for another; this is known as cross-tolerance. Having realized that majority of marijuana use start during the adolescence stage especially so for 'gateway' drugs, alcohol and cigarettes are described as 'gateway' because they are usually the first drugs that are used before other drugs are tried out (Indiana Preventive Resource Centre, 2003). Drug abuse by students can lead to sharp decline in their academic performance, increased reports of truancy and expulsion from school. It can also lead to addiction, increased desire for drugs without which normal life processes are disturbed and increased appetite and libido. Other vices such as stealing, fighting and gambling may also be caused by drug abuse as a result of alteration in the brain chemistry of the abusers. According to Siringi (2003) Lenana and Nairobi schools for instance, have had their reputations tainted by many cases of drug abuse in the schools. Students from the schools have

argued that they take bhang and miraa (khat) because of academic pressure, and the belief that drugs will enhance their academic prowess.

2.8   Tobacco smoking and students' academic performance

Tobacco smoking is a threat to the economic development of many societies and a preventable cause of illness and death for millions. 1.8 billion young people, ages 10 to 24, smoke cigarettes (WHO, 2013). Most tobacco related deaths are in developed countries. This trend is expected to switch by the year 2030 when 80% of tobacco related deaths will be in developing world (WHO, 2013). This prediction is based upon declining cigarette consumption in developed countries and rapidly rising in consumption in developing countries. The estimated number of smokers who die each year from smoking –related diseases in Jordan are as follows: chronic disease accumulated for more than 50% of annual deaths (Jordan Ministry of Health, 2009); heart disease and stroke was responsible for a third of all deaths; malignant neoplasm was responsible for about 13% of deaths, with lung cancer being the leading cause of cancer death ("Experts Tackle Religious," 2002). Furthermore, tobacco use costs smokers in Jordan 250 million JD each year (Dhavan, et al, 2010). Smoking among Jordanian school students rose from 13% in 2004 to 20% in 2007. Numerous studies have indicated an alarming increase in water pipe smoking (Eissenberg T., Shihadeh A, 2009). Water pipes are known by different names on the region of the world. These include, but not limited to, hooker, narghile, arghile, shisha, and hubble-bubble. Research has

established that water pipe tobacco smoke contains and produces toxic substances similar to those produced by cigarette smoke, including carcinogenic polycyclic aromatic volatile aldehydes, hydrocarbons, carbon monoxide and nicotine. Eissenberg and Shihadeh (2009) reported that a single water pipe tobacco smoking session may involve the inhalation of 50 to 100 times the smoke volume inhaled from a single cigarette. Water pipe smokers who smoke once a day were found to have the same plasma nicotine concentration as cigarette smokers who smoke 10 cigarettes a day. Evidence also suggests that water pipe smoking is associated with negative health outcomes similar to those of cigarette smoking and poor concentration levels due to its hallucinogen properties since it contains the harmala alkaloids, harman and narhaman , which are hallucinogens. Over the years, researchers have identified the association between water pipe tobacco and lung cancer, respiratory illness, low birth-weight, blood pressure and heart rate increase, and poor academic performance.

According to Eneh and Stanley (2004) the signs range from physical, behavioral, and psychological signs of drug abuse. They include sudden weight loss or gain, disorderly conduct, unusual smell or breath on body and clothing, unexplained need for money, engaging in secretive or suspicious behavior, sudden change in friends, favourite hang-outs and hobbies, sudden mood swings, irreparability anger outburst and unexplained change of personality.

However, there is scarcity of studies that addressed smoking and academic achievement among Jordanians. Data presented from the 2009 National Youth Behavior Survey (YRBS) show a negative association between tobacco use and academic achievement after controlling for sex, race/ethnicity, and grade level. This means that students with higher grades are less likely to engage in tobacco use behaviors than their classmates with lower grades, and students who do not engage in tobacco use behaviors receive higher grades than their classmates who do not engage in tobacco use behaviors. Tobacco is associated with other risk behaviors that affect academic achievement. Teens who smoke are more likely to try much stronger drugs. Youth who are daily smokers are more likely than nonsmokers to suffer from symptoms of depression and anxiety which threaten academic achievement. Children reporting depression and anxiety are 3 times more likely to score at or below the lowest 25th percentile on national standardized tests measuring basic math and reading skills (Lalongo, 2007). Adolescent smokers were found to have impairments in verbal learning, sustained attention, and memory when compared to non-smokers in their age group (Jacobsen et al, 2005). These associations do not prove causation. Further research is needed to determine whether low grades lead to tobacco use, tobacco use leads to low grades or some other factors lead to both of these problems. Yale (2005) compared school student daily smokers with non-smokers and found that those who smoked tobacco experienced impaired cognitive functions, inattentiveness and distractibility, influence memory, difficulty manipulating

information, and school achievement. Children who smoked had easily lost information from their minds and manipulated information with difficulty. They also found impairment with verbal learning and with the ability to pay attention (Yale, 2005). Other studies found that students who smoke more do unsuccessfully at school compared with others; in addition, development in the smoking uptake continuum influenced the worsening of the school achievement over time (Pennanen, Haukkala, Vries, & Vartiainen, 2011). Likewise, Martinez-Mantilla and his colleagues (2008) found that daily cigarette smoking was associated poor academic achievement. Doku et al (2010) found that students who had poorer scores than the average school achievement smoked 5.4 times greater than students with much better average school achievement. High family income was also associated with good academic achievement and smoking among children. This differs with Laakson and his colleagues (2005) who found that those with low income more often smoke than those with higher incomes. The children with high family income are more likely to afford cigarettes than children with low income.

2.9   Khat / miraa and students' academic performance

The habit of chewing khat (Catha edulis) is highly prevalent in East Africa and Southwestern Arabian Peninsula. The fresh leaves and twigs of the khat shrub have a stimulating amphetamine- like and euphoric effect when chewed (Nezar et al 2005). Khat consumption has substantially increased in decades. This is

reflected in the recent issue of the World Drug Report (2001) which reported an increase of khat chewing in five countries.

The habit of chewing khat is spreading at an alarming rate among the youngster generation, especially in high schools and higher institutions, where academic activity is intense. Students in colleges and universities usually use khat, claiming that it improves their academic performance although studies have significant difference between the mean Cumulative Grade Point Average (CGPA) of khat users and those who do not chew khat in favor of the later. This indicates that khat chewing may not improve academic performance (Ayana et al, 2004).

In Tigania Sub-county, miraa chewing had formed a counter within the school with both teachers and students being habitual chewers of the (miraa) khat. This hinders them from improving their academic performance (Wanja, 2010). Common drug use has the effects on the brain that impact academic learning which includes; difficulty in concentrating; inability to process information and problem with working memory. Getting intoxicated can have negative impact on cognitive function; that is, concentration, and memory attention for forty eight hours. This means that the ability to study is impaired hence could give negative impact on the ability to perform in exams (Kinyua, 2011).

Because of its stimulating effect, it has been traditionally used as a medicine by students preparing for examinations. The prevalence rates of khat chewing among college and secondary schools both male and female revealed that 37.7% of boys

and 3.7% of girls are current khat users (Milaat, et al, 2006). But no study has been done in the region and the possible academic effect on students.

2.10   Summary of Literature Review

As the literature has indicated there are many studies conducted by different researchers on the influence of drug and substance abuse on academic performance. Ajayi and Ekundayo defined drug abuse as over-dependence and misuse of one particular drug with or without a prior medical diagnosis from qualified health practioners. There are many reasons why students abuse drugs. Chesang (2013) associates alcohol and marijuana abuse with lax, inconsistent or abusive parental discipline. Maithya (2012) and Muchemi (2013), indicate that a child gains his/her standards of behavior from the teaching of parents and other grown-up persons around them. Young people also abused drugs for curiosity which lead them to have strong drive to see what happens if they used drugs or rather to feel the effects. For instance seeing a drunkard person staggering on the road created curiosity for a youth to go and try beer so as to feel the same effects (Walter, 2011).

Alcohol use could conceivably affect a student's quality of learning and academic performance regardless of its impact on school completion (Renna, 2008). Considerable evidence suggests that students who smoke marijuana have poorer educational outcomes than their non-smoking peers. They also had a much higher chance of later developing dependence, using other drugs and attempting suicide

(Silins et al, 2014). Data presented from the 2009 National Youth Behavior Survey (YRBS) show a negative association between tobacco use and academic achievement. This means that students with higher grades are less likely to engage in tobacco use behaviors than their classmates with lower grades. In Tigania Sub-County, miraa chewing had formed a counter within the school with both teachers and students being habitual chewers. This hinders them from improving their academic performance (Wanja, 2010).

A study by (Ngesu, 2008) showed that drug abuse is rampant in secondary schools but leaves the gap of explaining what is done on the ground to curb the menace and better academic performance. Agrawal & Dick, 2008 say that drugs interferes with physiological and emotional functioning causing problems such as impaired memory and other intellectual faculties which impact on academic activities. Singleton and Wolfstone (2009) examined alcohol consumption, amount of sleep and academic performance and concluded that students who drink more alcohol maintain poor sleep patterns, which negatively affects academic performance. Alcohol use could also affect academic performance by reducing the number of hours committed to studying, completing assignments and attending school.

2.11   Theoretical Framework

This study is based on Skinner's operant conditioning theory/principles (1953). According to this theory, behavior is influenced by its outcome. If the occurrence

of an operant is followed by the presentation of a reinforcing stimulus, the strength of the operant response is increased. Based on this theory, responses that are rewarded in a particular situation tend to come under the control of stimuli present in that situation. The stimulus, which follows a response, determines whether or not it will be repeated, if unpleasant it is avoided. According to operant theory, organisms behave but they do not behave haphazardly. There is some property of the organism, which guides it into action and guides the course of action (Skinner, 1953).

Based on this theory it can be deduced that drug abuse might be based on some search and "hunger" to fill a vacuum in the abuser's life. This search is temporarily supported through reinforcement schedules within the environment. It is possible that there may be a need among many youths that is not fully addressed by the family and society and therefore, drug taking becomes an alternative. This may be so considering that drug abuse is acquired through learning and it is not random. The abusers have preferences whether to take alcohol, bhang, miraa which are presumed to be consequences of their motivational states. They believe in taking drugs that will bring about certain outcomes and avoid others. In order to do this, they must consistently make different responses to different stimuli in their environment. They discriminate or make discriminations among stimuli preferences and discriminations. This may be a fundamental concept in the study of drug abuse.

However, operant behavior can be controlled. Even though the rat gets food by pressing the lever, it does not do this if it is not hungry. Skinner's theory is applicable in this study in that in order to curb drug abuse among the youths in Kenya, society may have to look for ways of not making the youths "hungry" for drugs. In addition to this, when reinforcing is no longer forthcoming, a response becomes less frequent therefore, when youths engage in behaviors that boost their self-esteem, it helps them avoid idleness and know the danger of the drugs, they may be less inclined to abuse drugs. It is possible that the reversibility of drug abuse among the youth in Kenya may lie in the reversibility of the reinforcement relation since reinforcement increases the probability of the preceding response. This study will help education stakeholders find out whether youths take on drugs because they find the consequences pleasant and satisfying or whether drug taking helps reduce some state of deprivation.

2.12   Conceptual Framework

Conceptual frame shows independent variables and dependent variables and how they are related or influences one another (Mugenda & Mugenda, 2003).

Alcohol abuse
- Indiscipline
- Poor concentration
- Absenteeism
- strikes

Marijuana abuse
- Complaints from teachers
- Failure to complete assignments

Tobacco smoking
- Poor health
- Personal negligence

Miraa chewing
- Cheating
- Stealing

Teaching/ Learning process

Students' performance in KCSE
- High
- Average
- Low
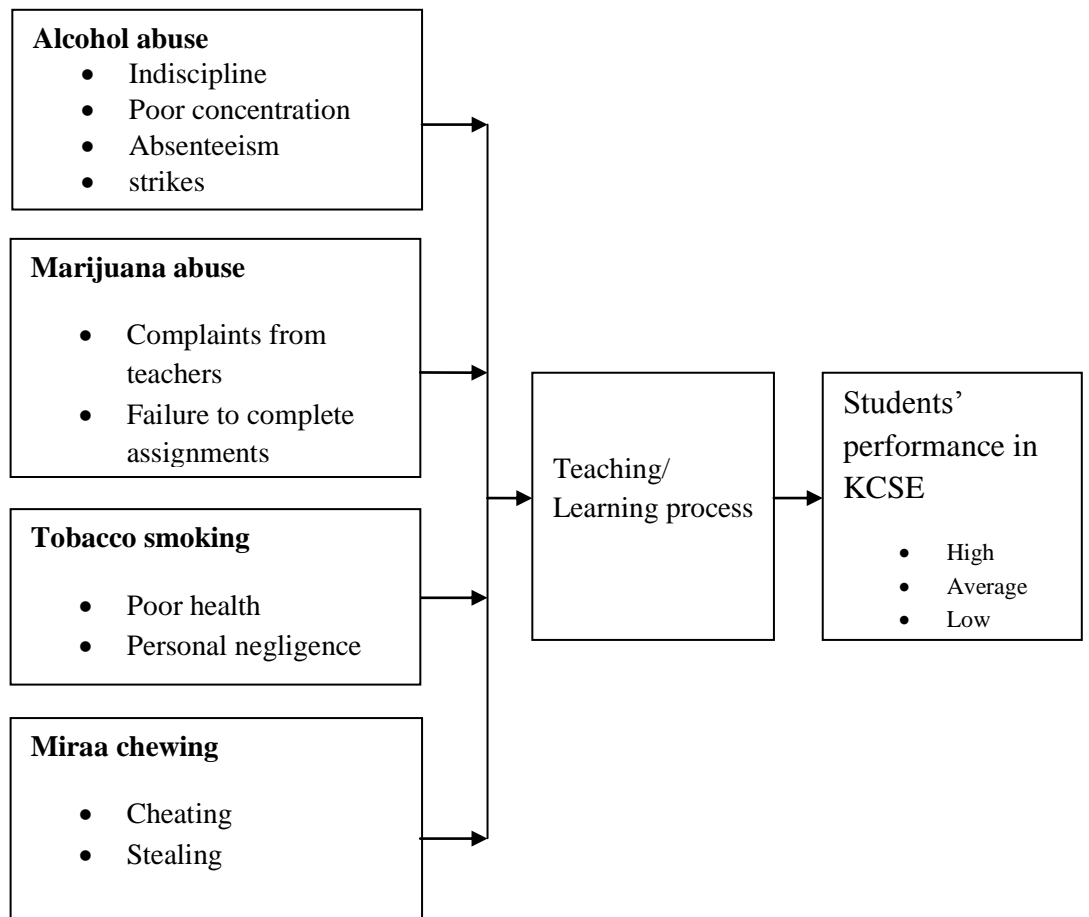
Figure 2.1 Influence of drug abuse on teaching/learning process

Figure 2.1 shows the interrelationship between independent variable (Drug and substance abuse), and the dependent variable (Students' performance). Students

who may be involved in drugs are likely to be absent from school, are likely to be indiscipline, may cause riots in school which might influence their performance in their final examinations (KCSE).

CHAPTER THREE

RESEARCH METHODOLOGY

3.1   Introduction

This chapter focuses on the research design, target population, sample size and sampling procedures, research instruments, data collection procedures, data analysis techniques and ethical considerations.

3.2   Research Design

The researcher used descriptive survey research design as it is deemed appropriate by this study(Pearson, 2010). Kombo (2006) argues that before much progress is made in solving educational problems, descriptive phenomena must be obtained by means of descriptive research. This approach was appropriate because the study involved fact finding and inquiries of the influence of drug and substance abuse on KCSE performance in public secondary schools in Tetu Sub-County.

3.3   Target population

A population can be defined as the complete set of subjects that can be studied (Kombo and Tromp, 2006). This study targeted a population of 31 public secondary schools, 31 principals, 465 teachers and 940 students from form three and forms four.

Source: (Tetu Sub-county Education Office 2016).

3.4   Sample size and sampling procedures

The researcher sampled 93 teachers through stratified random sampling by gender and strata using teachers' attendance register which is 20% of the target population as suggested by Mugenda and Mugenda (2003) where the sample is 10%-30%. Proportionate stratified sampling was used to select 10 teachers per school. The researcher sampled 10% of the students using stratified random sampling technique which yielded 94 students. Sampling makes it possible to draw valid inferences or generalizations on the basis of careful observation of variables with a relatively small proportion of the population (Best and Khan, 2008). Stratified sampling was used to select 9 schools (30%) as indicated by Mugenda and Mugenda (2003).

3.5   Research instruments

Questionnaires for teachers and students and interview schedule for principals were developed and used by the researcher. The questionnaires comprised both close-ended and open ended items. The questionnaires were designed to capture demographic information and others as driven by study objectives. Orodho (2009) points out that questionnaires are advantageous in that it is cheap to administer to respondents scattered over a large area. Also respondents feel free to give frank answers to sensitive and embarrassing questions especially if they are not required to disclose their identity. The interview for the principles focused on the various sections as guided by the study objectives. The interview schedule allowed for

gathering information from key informants. It also ensured that there was clarification of issues in the collection of primary data.

3.6   Validity of the instruments

Validity is the degree to which the measure or several measures of the concept, accurately measure the concept. It is the degree to which results obtained from the analysis of the data actually represent the phenomena under study (Mugenda&Mugenda, 2003). The researcher sought assistance from the supervisors for help to enhance content validity of the instruments. This was done by presenting the items in the questionnaires to the supervisor for assessment of the relevance of the contents to be used in the instrument. The pilot study was conducted in one school, about 10 percent of the sample size as recommended by Mugenda and Mugenda (2003). The school that participated in the pilot study was not sampled in the main study. The number of respondents were therefore 19 (one principal, nine teachers and nine students). The aim of piloting was to gauge the clarity of the instrument. Those items found to be inadequate for measuring variables were modified to improve the quality of the research instruments.

3.7   Reliability of the instrument

Reliability is the measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda and Mugenda, 2003). To ensure reliability of the instrument, the researcher used the test-retest technique of assessing the reliability of the instrument. The technique involves administering

the same instrument to the same respondents twice. This was administered at an interval of two weeks. It is important that the period of time between the test is not too long because the outcomes could be affected by maturation, an extraneous variable caused by time. According to Mugenda and Mugenda (2003) a reliability coefficient of 0.7 to 1.00 is considered acceptable. After the two tests, the Pearson's product moment correlation was computed to determine Correlation Coefficient. The reliability coefficient was computed using Pearson's product-moment Correlation Coefficient.

$$\text{Correlation } (r) = \frac{N\Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{([N\Sigma x^2 - (\Sigma x)^2[N\Sigma y^2 - (\Sigma y)^2])}}$$

Where: **N** = Number of scores Σ**x**= Sum of the first set of scores

      x = First set of scores Σ**y**= Sum of second set of scores

      y = Second set of scores Σx^2=Sum of square of first set of scores

      Σ**xy**= Sum of the product of first and second scores

      Σy^2= Sum of square of second set of scores

The test-retest exercise obtained a coefficient correlation of 0.85. This means that the research instruments for the study were reliable.

3.8   Data collection procedures

The researcher sought a research permit from the National Commission for Science Technology and Innovation (NACOSTI). The researcher then reported to the District Education Officer Tetu Sub-county and thereafter visited schools and familiarized himself with them and booked an appointment with the sampled schools through the principals to visit and administer the questionnaires. The filled questionnaires were then collected the next day. Interview to the principals was conducted on the same day the questionnaires were administered. After collection of filled instruments, it was examined for completeness, comprehensiveness, consistency and reliability.

3.9   Data Analysis Techniques

Data processing and analysis seek to provide answers to research questions and fulfill research objectives. It involves examining what has been collected and making deductions and inferences (Kombo&Tromp, 2006). Data analysis entailed both quantitative and qualitative procedures. Qualitative data was transcribed and categorized into various themes based on the study objectives. Quantitative data was analysed using descriptive statistics in the form of frequency distribution tables and percentages with the aid of Statistical Package for Social Sciences (SPSS Version 20). The information was then presented in form of tables.

3.10 Ethical considerations

Ethical issues are an integral part of the research planning and implementation process. Ethics in research refers to a code of conduct or expected social norm of behavior while conducting research. To collect data, the researcher sought a research permit from NACOSTI. The researcher in this case treated people with respect, ensured that the procedures are reasonable and fairly administered. Full informed consent was obtained and privacy and confidentiality of the research participants were guarded. The researcher explained the real purpose and the use of the research to participants. The information gathered from the subjects were treated as confidential and used only for the purpose of compiling this report.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1   Introduction

This chapter focuses on data analysis, presentation and interpretation of findings. The data presented in this chapter were processed using Statistical Package for Social Sciences. All themes discussing the same research questions were presented and analysed together. The analysis of data was presented by use of frequency distribution tables.

4.2   Questionnaire return rate

Questionnaire return rate is the proportion of questionnaires returned after they have been issued to the respondents. The questionnaire return rate by the teachers and students sampled in the study is indicated in the table 4.1

Table 4.1 Questionnaire return rate

Respondents	Number issued	Number returned	% return rate
Teachers	93	85	91.4
Students	94	90	95.7
Total	187	175	93.6

The response can be interpreted to show a willing participation from the sampled respondents owing to the fact that 91.4% of the teachers filled and returned the questionnaires while 95.7% of the students filled and returned the questionnaires. This response rate was excellent for statistical inference as it conforms to

Mugenda and Mugenda (2003) stipulation that a response of 70 percent and above is excellent for data analysis and reporting.

4.2.1 Demographic data of respondents

The demographic information of the respondents was based on gender, age, highest academic qualification and their professional qualification.

Table 4.2   Distribution of respondents by gender

	Students		Teachers		Principals	
Gender	Frequency	%	Frequency	%	Frequency	%
Male	46	48.9	52	55.9	5	55.6
Female	48	51.1	41	44.1	4	44.4
Total	94	100.0	93	100.0	9	100.0

Table 4.2 show that majority (51.1%) of the students respondents were female while the male percentage is 48.9%. This indicated that most of the schools which are mixed day in the region are dominated by female population. Majority (55.9%) of the teachers are male while the female teachers are represented by 44.1%. The findings of this study further reveals that majority 55.6% of the schools are headed by male teachers while 44.4% represents the schools headed by female principals.

The findings agree with those of Ellis, Cutura, Dione, Gillson, Manuel &Thongori (2007), which noted that in spite women being major actors in Kenya's economy,

and notably in agriculture and the informal business sector, men dominate in the formal sector.

Table 4.3   Distribution of teachers according to age

The study sought to establish the age of the teachers. The findings were presented in the table 4.3

Age bracket	Frequency	%
21-25 years	26	28.0
26-30 years	21	22.6
31-35 years	14	15.1
36-40 years	10	10.8
Over 40 years	22	23.7
Total	93	100.0

As illustrated in table 4.3, the findings revealed that many of the respondents are 21-25 years, representing 28%, followed by those who were over 40 years. 15.1% ranged 31-35 years. The least respondents were aged 36-40 years representing 10.8%. The study implies that majority of the teachers were young and probably had just began their career.

Table 4.4   Teachers' professional qualification

Professional qualification	Frequency	%
Diploma	24	25.8
BED	65	69.9
PGDE	4	4.3
Total	93	100.0

Table 4.4 shows that majority (69.9%) of the teachers had qualified with Bachelor's degree, 25.8% of the teachers were diploma holders and minority of the respondents had qualified with Post Graduate Diploma in Education (PGDE). This means that all the teachers were qualified to handle the learners at secondary school level since the minimum qualification to teach at secondary school is diploma.

The principals were asked to indicate the length of service in the current school and the findings are presented in the table 4.6

Table 4.5   Length of service as a principal in the current school

Length of service	Frequency	%
Less than 1 year	1	11.1
1-5 years	5	55.6
6-10 years	1	11.1
Over 10 years	2	22.2
Total	9	100.0

The table 4.5 shows that majority of the principals 55.6% had served for a period of 1-5 years in the current school, 22.2% had served for over 10 years, 11.1% had served for less than year and another 11.1% had been a principal in their current schools for 6-10 years. The finding implies that since majority of them had stayed for more than four years in their schools, they understood the behaviour of students well for easy management of the school.

Table 4.6   Distribution of students by age

The researcher was interested in finding out the age of the students. Data obtained from the field regarding the ages were analysed and presented in table 4.7

Age bracket	Frequency	%
15-16 years	24	27.8
17-18 years	44	48.9
19-20 years	15	14.4
Over 20 years	10	8.9
Total	94	100.0

The researcher found that 48.9% of the students (17-18 years) are in the peak of their adolescent age and the teachers have to be very careful when handling the students at this stage. Eisenstein (2005) says it's the stage when they are discovering themselves and also exploring the facts of life hence majority end up experimenting with drugs without considering the influence it has on their

academics. 27.8% of the students were aged 15-16 years, 14.4% of the students were 19-20 years and the minority of the students representing 8.9% were over 20 years. Data of the age of the students was important to ensure that they were within the age of secondary school students which was the target population.

Table 4.7   Number of students who had ever used drugs

Ever used drugs	Frequency	%
Yes	26	27.8
No	64	70.0
Undecided	4	2.2
Total	94	100.0

The magnitude of the problem was measured by establishing the number of students involved in drug abuse. Majority of the respondents 70.0% said they had never used drugs while 27.8% of the students reported to have ever used drugs. This concurs with the findings of Maundu (2013) which indicated that among those who were sampled a few of them had used drugs but the problem persists in schools. The students were asked to indicate the reasons for drug use. Their responses are indicated in the table 4.8

Table 4.8   Reasons for drug use according to students

Reasons for drug use	Frequency	%
To increase intelligence	18	18.9
To be accepted by friends	24	25.6
Out of curiosity	20	21.6
Teachers/parents influence	17	17.8
Availability of drugs	15	16.7
Total	94	100.0

Table 4.8 shows that the most commonly perceived reason for drug use was to be accepted by friends represented by 25.6%, followed by out of curiosity (21.6%) then teachers/parents influence 17.8% and finally due to the availability of drugs representing 16.7%. The finding differs with that of Chesang (2013) which associates drug abuse with parental influence.

The researcher was also interested to know the commonly abused drugs by students in the area of study. This was necessary in order to device appropriate intervention measures.

Table 4.9 Drugs commonly abused by students according to students and principals

	Students		Principals	
Drug	Frequency	%	Frequency	%
Alcohol	52	56.7	3	33.3
Marijuana	14	14.4	2	22.2
Miraa	15	15.6	0	0.0
Tobacco	9	8.9	0	0.0
Others (kuber)	4	4.4	4	44.4
Total	94	100.0	9	100.0

The findings of this study indicates that alcohol is the most frequently abused drug with a response of 56.7% followed by miraa 15.6%, marijuana 14.4% and tobacco 8.9%. Students reported to use other drugs such as kuber formed 4.4%. The findings from the principals indicate Kuber 44.4% to be abused most frequently. Alcohol was second with 33.3% and marijuana was the least abused drug represented by 22.2%. The findings of this study concurs with that of National Institute of Drug Abuse (NIDA, 2011) which found out that alcohol was the most commonly abused drug followed by tobacco and marijuana. The findings agree with NACADA survey (2012) in Nairobi which showed that alcohol was ranked as the most commonly abused drug in schools reported by 74.4% of the students interviewed.

4.3   Alcohol abuse and students' academic performance

The researcher was interested to know the extent to which alcohol influences students' academic performance in public secondary schools. The findings were presented in tables below.

Table 4.10   Extent to which alcohol abuse influences students' academic performance

	Students		Teachers	
Extent	Frequency	%	Frequency	%
No extent	10	10.0	3	4.3
Little extent	21	22.2	15	16.0
Average extent	31	33.3	27	28.7
Great extent	18	18.9	31	33.0
Very great extent	14	15.6	17	18.1
Total	24	100.0	93	100.0

Most of the students 33.3% indicated that alcohol drinking influences their academic performance to an average extent while 22.2% of the students indicated little extent of alcohol influence in their academics. Very few students 10% indicated that alcohol drinking had no influence on performance while 18.9% indicated that alcohol had influenced academic performance to a great extent and 15.6% of the students indicated that alcohol had influenced their academic

performance to a very great extent. According to the teachers' responses, majority 33.0% indicated that alcohol had influenced students' performance to a great extent while 28.7% indicated that alcohol had to an average extent influenced academic performance. 18.1% said that alcohol had to a very great extent influenced performance, 16.0% indicated a little extent of influence and the minority 4.3% indicated that alcohol had no influence on performance.

4.4   Marijuana abuse and students' academic performance

The researcher was interested to know the extent to which marijuana influences students' academic performance in public secondary schools. The findings were presented in table 4.11

Table 4.11   Extent to which marijuana abuse influences students' academic performance

	Students		Teachers	
Extent	Frequency	%	Frequency	%
No extent	15	16.7	10	11.7
Little extent	27	30.0	50	53.2
Average extent	34	37.8	22	23.4
Great extent	8	6.7	8	8.5
Very great extent	6	6.7	3	3.2
Total	90	100.0	93	100.0

The findings show that 37.8% indicated that Marijuana influenced their academic performance to an average extent while 30.0% of the students indicated little extent of marijuana influence in their academics. Some students 16.7% indicated that marijuana had no influence on performance while 6.7% indicated that marijuana had influenced academic performance to a great extent and 6.7% of the students indicated that marijuana had influenced their academic performance to a very great extent. According to the teachers' responses, majority 53.2% indicated that marijuana had little influence on students' performance while 23.4% indicated that marijuana had to an average extent influenced academic performance. Some teachers 11.7% indicated that marijuana had no influence on academic performance of students while 3.2% who are the minority indicated that marijuana had influenced students' performance to a very great extent.

4.5   Tobacco abuse and students' academic performance

The researcher was interested to know the extent to which tobacco influences students' academic performance in public secondary schools. The findings were presented in table 4.12.

Table 4.12   Extent to which Tobacco abuse influences students' academic performance

| | Students | | | Teachers | |
Extent	Frequency	%		Frequency	%
No extent	26	28.9		13	13.8
Little extent	34	37.8		44	47.9
Average extent	15	16.7		22	23.4
Great extent	6	6.7		10	10.6
Very great	9	10.0		4	4.3
extent					
Total	90	100.0		93	100.0

Table 4.12 shows that 37.8% indicated little extent of influence of tobacco on academic performance, 28.9% said that tobacco had no influence on academic performance, 16.7% indicated that tobacco had influenced academic performance to and average extent while 10% of the students indicated that tobacco had to a great extent influenced their academic performance and minority of the students indicated that tobacco had to a very great extent influenced their academic performance. The responses from teachers show that majority of them 47.9% said that tobacco had little influence on students' academic performance, 23.4% indicating average extent while 13.8% indicating that tobacco had to no extent influenced academic performance. 10.6% of the teachers indicated that tobacco

had influenced students' performance to a great extent while 4.3% of the teachers indicated that tobacco had influenced students' academic performance to a very great extent.

4.6   Miraa abuse and students' academic performance

The researcher was interested to know the extent to which miraa influences students' academic performance in public secondary schools. The findings were presented in table 4.13.

Table 4.13   Extent to which Miraa abuse influences students' academic performance

	Students		Teachers	
Extent	Frequency	%	Frequency	%
No extent	17	18.9	26	28.7
Little extent	31	34.4	58	61.7
Average extent	22	24.4	6	6.4
Great extent	12	13.3	3	3.2
Very great extent	8	8.9	0.0	0.0
Total	90	100.0	93	100.0

Table 4.13 shows that 34.4% of the students indicated that miraa had to a little extent influenced their academic performance while 24.4% indicated an average extent of miraa abuse on academic performance. Some students 18.9% said that

miraa had to no extent influenced their academic performance, 13.3% of the students' said that miraa had to a great extent influence on performance while the least 8.9% indicated that miraa had to a very great extent influenced students' academic performance. According to the teachers responses, majority of the teachers 61.7% said that miraa had to a little extent influenced the students' performance while 28.7% indicated that miraa had to no extent influenced the students' academic performance. 6.4% of the teachers indicated that miraa had an average influence on performance of students while very few teachers 3.2% indicated that miraa had to a great extent influenced students' academic performance.

Table 4.14   Extent of drug abuse in schools according to principals

Extent	Frequency	%
Little extent	8	88.9
Great extent	1	11.1
Total	9	100.0

The findings of this study indicates that there is little extent of drug abuse in secondary schools that is 88.9% while the minority 11.1% indicated a great extent of drug abuse in secondary schools. This therefore implies that the magnitude of the problem of drug abuse is not so rampant in schools but a few schools still experience the problem.

4.7   Drug abuse and classroom participation

This section sought to find the ways in which drug abuse has influenced classroom participation.

Table 4.15   Extent to which drug abuse has resulted to poor grades as reported by students

Extent	Frequency	%
No extent	4	3.3
Little extent	12	12.2
Average extent	14	14.4
Great extent	30	32.2
Very great extent	34	37.8
Total	94	100.0

Table 4.15 shows that 37.8% of the respondents attributed poor grades to the influence of drugs while 32.2% of the respondents said that drug abuse has to a great extent resulted to poor grades, 14.4% indicating an average extent to which drug abuse has resulted to poor grades, 12.2% said that drug abuse has little influence on performance while the minority of the respondents 3.3% said that drug abuse had to no extent resulted to poor grades.

Table 4.16   Extent to which drug abuse resulted to class repetition

Extent	Frequency	%
No extent	45	48.9
Little extent	22	23.3
Average extent	16	16.7
Great extent	4	3.3
Very great extent	7	7.8
Total	94	100.0

Table 4.16 shows that majority of the respondents 48.9% indicating that drug abuse does not influence students to repeat a class, 23.3% indicating that to a little extent may influence students to repeat a class while 16.7% indicated that it influences a students to repeat a class to an average extent. 7.8% of the students reported that to a very great extent drug abuse influences students to repeat while very few students 3.3% indicated that to a great extent drugs influences students to repeat a class.

Table 4.17   Extent to which drug abuse influence class attendance

Extent	Frequency	%
No extent	23	24.4
Little extent	37	40.0
Average extent	18	18.9
Great extent	7	6.7
Very great extent	9	10.0
Total	94	100.0

The table 4.17 indicates that many students 40.0% reported that drug abuse had to a little extent influenced classroom attendance, 24.4% indicated that to no extent has drug abuse influence classroom attendance while 18.7% of the respondents indicated an average extent of influence of drug abuse on classroom attendance. 10.0% of the respondents indicated that drug abuse has to a very great extent influenced students' classroom attendance while 6.7% of the respondents indicated that drug abuse had to a great extent influenced students' classroom attendance.

Table 4.18   Extent to which drug abuse has resulted to suspension from school

Extent	Frequency	%
No extent	11	11.1
Little extent	26	27.8
Average extent	27	28.9
Great extent	10	10.0
Very great extent	20	22.2
Total	94	100.0

Table 4.18 shows that some respondents 28.9% cited that drug abuse to an average extent resulted to students being suspended from school, 27.8% indicating that drug abuse has to a little extent influenced students suspension from school while 22.2% of the respondents indicated that drug abuse had to a very great extent influenced students to be suspended from school. 11.1% and 10.0% of the students indicated no extent and great extent respectively of influence of drugs on suspension from school.

Table 4.19   Extent to which drug abuse has influenced concentration in class

Extent	Frequency	%
No extent	9	8.9
Little extent	7	6.7
Average extent	9	8.9
Great extent	21	23.3
Very great extent	47	52.2
Total	94	100.0

Table 4.19 shows that the majority of the respondents 52.2% indicated that drug abuse influences students concentration to a very great extent, 23.3% indicated that drugs influences students' concentration to a great extent while 8.9% cited that drugs influence concentration to an average extent. Another 8.9% of the population indicated that drugs had no influence on concentration and finally 6.7% of the respondents indicated that drug abuse had influenced the students' concentration to a little extent.

4.8   How students access drugs and other substances of abuse

Findings showed that alcohol and drugs were mostly abused when students were on their way home, during weekends at school, during school outings, during school trips and during dinner and school competitions. These are times when they were least supervised.

4.9   Measures put in place to address the drug issue in schools

Suggestions from respondents were considered important because they helped the researcher to broaden the understanding of various prevention and intervention approaches, needed to address drug abuse in schools. Through the interview with the principals, majority suggested that parents should find time at home and talk to their children on general conduct including the dangers of drug abuse. Suggestions were made for schools to sensitize students on drug and substance abuse through agencies such as NACADA. Placement of posters around the school on effects of drugs will play a role, to constantly remind the student the consequences that come with drug abuse. The respondents also cited guidance and counselling sessions as important in dealing with the drug menace in schools. The respondents suggested that schools should form anti-drug clubs in schools to campaign against drug abuse through discussions, debates and peer counselling. The respondents had an advice to teachers to be good role models to the learners and to teach abstinence from the use of drugs.

4.10   Main sources of abused drugs

The respondents were asked to comment on the main sources of commonly abused drugs. This was considered relevant in order to provide information to drug supply reduction agencies on the best ways of targeting the suppliers. The home is said to be the primary source of alcohol and other drugs. The research reveals that the distribution of drugs has now changed from bars and now to kiosks and family members.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION

5.1   Introduction

The purpose of this study was to investigate the influence of drug abuse on students' performance in Kenya Certificate of Secondary Examinations (KCSE) in Tetu Sub-county Nyeri County. This chapter presents the summary, conclusions and recommendations. The chapter also presents suggestions for further research.

5.2   Summary of the study

This study had four research objectives which sought to: determine how alcohol abuse influences students' KCSE performance, to examine how marijuana abuse influences students' academic performance, to establish how tobacco abuse influences students' academic performance and the last objective was to establish how miraa abuse influences students' performance. The study employed descriptive survey research design. The study targeted 31 public secondary schools in Tetu Sub-County. For this study, the target population consists of 31 principals, 465 teachers and 940 students. The sample of the study comprised of 9 principals, 93 teachers and 94 students. Data was collected by use of questionnaires and interview schedule to determine the influence of drugs on students' academic performance. Pre-testing was done to gauge the clarity and relevance of instrument items. The instruments were also validated and tested for reliability.

The study used Statistical Package for Social Sciences (SPSS) IBM version 20 to analyse data. The data was analysed both qualitatively and quantitatively. Descriptive statistics was used in describing the sample data in such a way as to portray the typical respondent and to reveal the general response pattern. The analysed data was then presented in form of tables.

5.3 Summary of the findings

5.3.1 Influence of alcohol abuse on students' performance

Findings on the influence of alcohol abuse on students' performance in KCSE revealed that many students 33.3% are influenced by alcohol abuse to an average extent. The students (18.9%) revealed that alcohol had a great influence on students' academic performance, while 15.6% indicated that alcohol had influenced their academic performance to a very great extent. Only a few students 10.0% indicated that alcohol had no influence on academic performance. Majority of the teachers 33.3% indicated that alcohol had influenced students' performance to a great extent while 18.1% said that alcohol said that alcohol had to a very great extent influenced students' performance. Some teachers 28.7% indicated that alcohol had to an average extent influenced students' academic performance, 16.0% indicated a little extent while very few teachers 4.3% indicated that alcohol had no influence on students' academic performance.

5.3.2 Influence of marijuana abuse on students' performance

Findings on the influence of marijuana abuse on students' academic performance 37.8% indicated that marijuana influenced their academic performance to an

average extent. It was revealed, that very few students 6.7% indicated that marijuana had to a very great extent influenced students' academic performance. Majority of teachers 47.9% said that tobacco had little influence on students' academic performance, 23.4% indicating average extent while 13.8% indicating that tobacco had to no extent influenced academic performance. 10.6% of the teachers indicated that tobacco had influenced students' performance to a great extent while 4.3% of the teachers indicated that tobacco had influenced students' academic performance to a very great extent. This shows that marijuana abuse has little influence on academic performance, as many respondents reported its rare availability.

5.3.3   Influence of tobacco abuse on students' performance

Findings on the influence of tobacco abuse on students' academic performance indicate that   37.8% has little extent of influence on academic performance, 28.9% said that tobacco had no influence on academic performance, 16.7% indicated that tobacco had influenced academic performance to and average extent while 10% of the students indicated that tobacco had to a great extent influenced their academic performance and minority of the students indicated that tobacco had to a very great extent influenced their academic performance. The responses from teachers show that many of them 47.9% said that tobacco had little influence on students' academic performance, 23.4% indicated average extent while 13.8% indicated that tobacco had to no extent influenced academic performance. 10.6% of the teachers indicated that tobacco had influenced

students' performance to a great extent while 4.3% of the teachers indicated that tobacco had influenced students' academic performance to a very great extent.

5.3.4   Influence of miraa chewing on students' performance

Findings on the influence of miraa chewing on students' academic performance revealed that   34.4% of the students who are the majority indicated that miraa had to a little extent 24.4% indicated an average extent of miraa abuse on academic performance. Some students 18.9% said that miraa had to no extent influenced their academic performance, 13.3% of the students' said that miraa had to a great extent influenced their academic performance while the least 8.9% indicated that miraa had to a very great extent influenced their academic performance. According to the teachers' responses, majority of 61.7% said that miraa had to a little extent influenced the students' performance while 28.7% indicated that miraa had to no extent influenced the students' academic performance. 6.4% of the teachers indicated that miraa had an average influence on academic performance of students while very few teachers 3.2% indicated that miraa had to a great extent influenced students' academic performance.

It is also evident from the findings of this study that the commonly abused drugs are: alcohol 56.7% and 33.3% as indicated by students and principals respectively.

Other drugs such as miraa 15.6%, marijuana 14.4% and tobacco 8.9% was of minimal abuse. Students reported to use other drugs such as kuber formed 4.4%.

The findings from the principals indicate Kuber 44.4% to be abused most frequently. Alcohol was second with 33.3% and marijuana was the least abused drug represented by 22.2%.

5.4   Conclusions

Based on the study findings, the following conclusions were made:

A significant number of students abuse drugs and substances. A greater percentage of students who abuse drugs and substances perform poorly in their KCSE exams. Majority of the teachers in Tetu sub-County were highly qualified to guide the students on the influence of drugs and substance abuse.

The drugs which were commonly abused were alcohol and kuber. The influence of drug abuse on the students' behaviour was detrimental to their academic progress

5.5   Recommendations

Based on the findings, the study made the following recommendations:

i. More focus should be accorded to alcohol and drug abuse programs in schools through the school administration. This can be done in conjunction with the guidance and counselling department in schools, to sensitize the students on the dangers of alcohol consumption on their health and academic performance.

ii. This study suggests that schools should come up with policies aiming at increasing students' schooling performance focusing on reducing tobacco consumption among students.

iii. The government through the MOE should ensure that teachers in secondary schools are professionally and academically qualified and are well equipped with relevant skills to handle learners who are involved in drugs such as miraa chewing. This can be done by inviting teachers to attend seminars organized by relevant agencies like NACADA to be sensitized on how to handle learners involved in drug abuse.

iv. The schools management should strive to create an atmosphere that minimises availability of and access to drugs such as marijuana by students since availability and access is associated with drug abuse. Close supervision of students should be done especially during the lax periods in schools. The schools management should invest more on extra-curricular activities like sports to avoid idleness among the students, who might be tempted to try drugs.

5.6   Recommendations for further research

Based on the findings and recommendations of the study, the researcher recommends the following studies to be carried out:

i.   Family systems role in curbing drug abuse.

ii.   Factors influencing the effectiveness of the information given on drugs and substance abuse on the students.

iii.   A research could also be carried out on students' perception towards strategies used by secondary school principals in curbing drug abuse.

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APPENDICES

Appendix I: Letter of introduction

University of Nairobi

P. O .Box 30197

Nairobi

Date   /   /2016

To Principals

Public Secondary Schools

Tetu Sub-County

Dear sir/madam,

RE: PERMISSION TO ADMINISTER QUESTIONNAIRES

I am a post graduate student at the University of Nairobi department of educational Administration and planning pursuing a Master of Education degree. I am carrying out research on **'Influence of Drug abuse on Students Performance in Kenya Certificate of Secondary Examinations in Tetu Sub-County, Nyeri County, Kenya'.** The aim of the study is purely an academic purpose. In this regard, I request for your permission and support in carrying out this study in your school. The information given will be used for purposes of this study and your identity will remain confidential.

Yours faithfully,

Toroitich Andrew Kiprop

Appendix II: Questionnaire for students

Kindly complete each section by providing the information requested for. The information you provide will be confidential and used for the purpose of this study. Please do not write your name or that of your school in this questionnaire.

Please tick (√) appropriately or write your answer in the provided space.

1. Gender

    Male   [ ]

    Female   [ ]

2. What is your age bracket?

    15-16 years   [ ]

    17-18years   [ ]

    19-20years   [ ]

    Over 20 years   [ ]

3. Have you ever used drugs other than for medicinal purpose

    Yes   [ ]

    No   [ ]

    If yes, for how long..

4. Why do students use drugs? You can tick more than one.

To increase intelligence	
To be accepted by friends	
Out of curiosity	
Teachers/parents influence	
Availability of drugs	
Others: Specify	

5. In your opinion, which drugs are commonly abused by students in your school? You can tick more than one.

Alcohol	
Marijuana	
Miraa	
Tobacco	
Sedatives	
Others: Specify	

6. To what extent has the following drugs affected the students' performance in your school.

Drug	No extent	Little extent	Average extent	Great extent	Very great extent
Alcohol					
Marijuana					
Miraa					
Tobacco					
Sedatives					
Other(specify)					

7. Indicate the extent to which drug abuse has affected classroom participation your in school.

Students performance	No extent	Little extent	Average extent	Great extent	Very great extent
Poor grades in school					
Repetition in classes and exams					
Class attendance					
Suspension					
Low concentration in class					
Other(specify)					

8. In your opinion, which are the main sources of abused drugs?

……………………………………………………………………………
………

…………………………………………………………………………

9. What measures have been put in place to curb drug abuse in your school?

…………………………………………………………………………

…

Thank you for your cooperation

Appendix III: Questionnaire for Teachers

This questionnaire is designed to seek information on the influence of drugs and substance abuse on KCSE performance in public secondary schools in Tetu Sub-County. You are kindly requested to answer the questions honestly. The information you give will be treated with confidentiality and be used only for compiling the report of this study.

SECTION A: General information

Please put a tick (√) or write your answer in the provided space.

1. Gender

    Male   [   ]

    Female   [   ]

2. What is your age bracket?

    21-25 years   [   ]

    26-30 years   [   ]

    31-35 years   [   ]

    36-40 years   [   ]

    Over 40 years   [   ]

3. What is your highest academic qualification?

    KCSE   [   ]

    Diploma   [   ]

    Bachelors' Degree   [   ]

    Master Degree   [   ]

4. What is your professional qualification?

Untrained   [   ]

Diploma   [   ]

B.ED   [   ]

PGDE   [   ]

MED   [   ]

SECTION B

Alcohol abuse and students' academic performance

5. Are there students in your class who are involved in alcohol abuse?

Yes   [   ]

No   [   ]

Explain   your

answer…………………………………………………………

……………………………………………………………………………

6. What is the influence of alcohol abuse on the performance of students in

your   class?

……………………………………………………………………………

Marijuana abuse and students' academic performance

7. Are there students in your class who are involved in marijuana abuse?

Yes   [   ]

No   [   ]

If yes, what are the

reasons……………………………………………………………

……………………………………………………………………………

8. What is the influence of marijuana abuse on the performance of students

in your class?

……………………………………………………………………….

……………………………………………………………………………

………

Tobacco and students' academic performance

9. Are there students in your class who are involved in tobacco smoking?

Yes   [ ]

No   [ ]

If yes, justify…………………………………………………………

……………………………………………………………………….

10. What is the influence of tobacco smoking on the performance of students

in your class?

……………………………………………………………………………

………

Miraa and students' academic performance

11. Are there students in your class who are involved in miraa chewing?

Yes   [ ]

No   [ ]

If yes, what are the reasons …………………………

12. What is the influence of miraa chewing on the performance of students in

your

class?……………………………………………………………………

………………………………………………………………………

13. To what extent has the following drugs affected the students' performance

in your school.

Drug	No extent	Little extent	Average extent	Great extent	Very great extent
Alcohol					
Marijuana					
Miraa					
Tobacco					
Sedatives					
Other(specify)					

14. What measures have been put in place to curb drug abuse in your school?

………………………………………………………………………

………………………………………………………………………

Thank you for your cooperation

Appendix IV: Interview schedule for Principals on drug abuse among students

The purpose of this interview is to gather information on influence of drugs among students. The researcher is a student at the University of Nairobi, pursuing Master Degree in Curriculum studies. You are kindly requested to provide accurate information to accomplish this task.

1) For how long have you served this school as a Principal?

2) What is the extent of drug and substance abuse in your school?

3) Which drugs and substances do students normally abuse?

4) How do students in your school access drugs and other substances of abuse?

5) What effects do drug and substance abuse have on students' performance?

6) How does your office attempt to minimize cases of drug and substance abuse in this school?

7) What measures have already been put in place to address the drug issue in your school?

8) What advice would you give to the teachers, teacher-counselors, parents and students in order to deal with the problem of drug and substance abuse in secondary schools?

Appendix VI: Research Authorization letter from NACOSTI

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone:+254-20-2213471,
2241349,3310571,2219420
Fax:+254-20-318245,318249
Email:dg@nacosti.go.ke
Website: www.nacosti.go.ke
when replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.

Date:
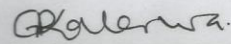
NACOSTI/P/16/90394/11981

5th July, 2016

Andrew Kiprop Toroitich
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Influence of drug abuse on students performance in Kenya Certificate of Secondary Examinations in public schools in Tetu Sub-County, Nyeri County, Kenya,"* I am pleased to inform you that you have been authorized to undertake research in **Nyeri County** for the period ending **4th July, 2017.**

You are advised to report to **the County Commissioner and the County Director of Education, Nyeri County** before embarking on the research project.

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

GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Nyeri County.

The County Director of Education
Nyeri County.

Appendix VII: Research Authorization letter from County Commissioner

THE PRESIDENCY
MINISTRY OF INTERIOR AND CO-ORDINATION OF NATIONAL GOVERNMENT

E-mail: nyericountycommissioner@yahoo.com
Telephone: 061 2030619/20
Fax: 061 2032089
When replying please quote

NYERI COUNTY COMMISSIONER
P.O. BOX 33-10100
NYERI

Ref. No. NYC/ADM 1/57 VOL.IV/120   12th July, 2016

Andrew Kiprop Toroitich
University of Nairobi
P.O. Box 30197-00100
NAIROBI

RE: **RESEARCH AUTHORIZATION**

Reference is made to your letter dated 12th July 2016 on the above subject.

Approval is hereby granted to carry out research on "Influence of drug abuse on students performance in Kenya certificate of Secondary Examination in public schools in Tetu Sub County – Nyeri County."

Research period ends on 4th July 2017.

L.M. RUKWARO
FOR: COUNTY COMMISSIONER
NYERI COUNTY

Appendix VIII: Research Authorization letter from Tetu Sub-County

MINISTRY OF EDUCATION SCIENCE & TECHNOLOGY
STATE DEPARTMENT OF EDUCATION

E-Mail –centralpde@gmail.com
Telephone: Nyeri (061) 2030619
When replying please quote

REPUBLIC OF KENYA

OFFICE OF THE COUNTY
DIRECTOR OF EDUCATION
P.O. Box 80 - 10100,
NYERI

CDE/NYI/GEN/23/VOL.II/80

17th June, 2016

The Sub county Director of Education
TETU SUB-COUNTY

RE: RESEARCH AUTHORIZATION

Reference is made to Secretary National Commission for Science, Technology and Innovation letter Ref. No. NACOSTI/P/16/90394/11981 dated 5th July, 2016 on the above subject.

Please note that **Andrew Kiprop Toroitich** of **University of Nairobi** has been authorized to carry out research on "*Influence of drug abuse on students performance in Kenya Certificate of Secondary Examinations in public schools, Nyeri County*". He has been authorized to undertake the research in Nyeri County for a period ending **4th July, 2017.**

Kindly accord her the necessary assistance.

KABORA I. M.
FOR: COUNTY DIRECTOR OF EDUCATION
NYERI COUNTY

C. C.
The Principal Secretary,
Ministry of Education, Science & Technology,
State Department of Education,
NAIROBI.

The Secretary,
National Commission for Science, Technology & Innovation,
P.O. Box 30623-00100,
NAIROBI.

Andrew Kiprop Toroitich
UNIVERSITY OF NAIROBI

Appendix IX: Research Permit

THIS IS TO CERTIFY THAT:
MR. ANDREW KIPROP TOROITICH
of **UNIVERSITY OF NAIROBI,**
12578-10100 NYERI,has been permitted
to conduct research in *Nyeri* County

on the topic: *INFLUENCE OF DRUG*
ABUSE ON STUDENTS PERFORMANCE IN
KENYA CERTIFICATE OF SECONDARY
EXAMINATIONS IN PUBLIC SCHOOLS IN
TETU SUB-COUNTY,NYERI
COUNTY,KENYA

for the period ending:
5th July,2017

Permit No : NACOSTI/P/16/90394/11981
Date Of Issue : 5th July,2016
Fee Recieved :Ksh 1000

Applicant's
Signature

Director General
National Commission for Science,
Technology & Innovation

CONDITIONS

1. **You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit**
2. **Government Officers will not be interviewed without prior appointment.**
3. **No questionnaire will be used unless it has been approved.**
4. **Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
5. **You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.**
6. **The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice**

REPUBLIC OF KENYA

NACOSTI

National Commission for Science,
Technology and Innovation

RESEARCH CLEARANCE
PERMIT

Serial No. A 9903

CONDITIONS: see back page

Appendix X: Map of area of study