EFFECT OF DRUG AND SUBSTANCE ABUSE ON ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN MARSABIT COUNTY COUNTY, KENYA.

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A RESEARCH PROJECT SUBMITTEDTO THE SCHOOL OF EDUCATION IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF A DEGREE OF BACHELOR OF EDUCATION (ARTS) OF GRETSA UNIVERSITY
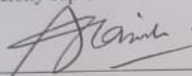
November 2024

DECLARATION

DECLARATION

I declare that this research project is my original work and has not been presented for the award of a degree in any other university.

Signature _____ Date 4/12/2024 _____

SHAABAN ADAN ABDULLAHI

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I confirm that this research project has been submitted for examination with my approval as the university supervisor.

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ABBREVIATIONS AND ACRONYMS

AIDS	–	Acquired Immunodeficiency Syndrome
CBOs	–	Community Based Organizations
ICPA	–	International Commission on Prevention of Alcoholism
MOE	–	Ministry of Education
NACADA	–	National Authority for Campaign against Alcohol and Drug Abuse
NIDA	–	National Institute on Drug Abuse
SAS	–	School of Arts & Social Sciences
UN	–	United Nations
UNODC	–	United Nations Office on Drugs and Crime
UNDCP	–	United Nations Drug Control Programme
W H O	–	World Health Organization

DEFINITION OF SIGNIFICANT TERMS

Academic performance -The extent to which a student has achieved his or her educational goals

Alcohol abuse - A pattern of drinking that result in harm to one's health, interpersonal relationships, or ability to work.

Barbiturates - They are drugs that act as central nervous system depressants. They produce effects ranging from mild sedation to total anesthesia. They include sleeping pills and mau.

Binge Drinking - drinking lots of alcohol in a short space of time or drinking to get drunk or feel the effects of alcohol

Drug - Any product other than food or water that affects the way people feel, think, see, and behave. A substance affects physical, mental and emotional functioning.

Drug abuse- The Use of drugs for purposes other than medical reasons, thus affecting the individual in a negative very socially, cognitively or physically.

Influence - the power to change or affect someone, the power to cause changes without directly forcing them to happen.

Marijuana Abuse - Preparation of the cannabis plant intended for use as a psychoactive drug.

Students -learners I public secondary schools in Marsabit county.

ABSTRACT

This research sought to examine the influence of drug abuse on students' academic performance in public secondary schools in Marsabit County. Specifically, the study established the effects of drugs as a contributing factor to poor performance by students in Marsabit County. Substance use among college and secondary students was predicted to contribute to substance-related problems in later life. Few studies on this phenomenon had been carried out in schools in rural areas, with most focusing on urban secondary school students. This study aimed to establish the prevalence and factors associated with drug use among secondary students in a rural area. The target population was 6000 respondents, consisting of secondary school administrators and 6000 students in Marsabit County. The sample size was 200 respondents, comprising 6 secondary school administrators and 200 students. Data was collected using questionnaires, interviews, and supplemented by personal interviews where necessary. Data analysis was done using descriptive statistics after data cleaning and coding. Quantitative data was analyzed using frequency counts, means, and percentages, while qualitative data was analyzed by tallying the numbers of similar responses. Results of data analysis were presented using frequency distribution tables and bar graphs.

CHAPTER ONE: INTRODUCTION

1.0 Introduction

The chapter discusses the background of the study, statement of the research, purpose of the study, conceptual framework, objectives of the study, research questions, hypotheses of the study, significance of the study, delimitations or scope of the study and limitations of the study.

1.1 Background of the Study

Drug abuse is the Use of drugs for purposes other than medical reasons, thus affecting the individual in a negative very socially, cognitively or physically Kuria (2016). Social effects may be reflected in an individual's enhanced tendency to engage in conflicts with friends, teachers, and school authorities. Cognitive effects relate to the individual's lack of concentration on academic work and memory loss. Lewinsohn (2014) defines a drug as any product other than food or water that affects the way people feel, think, see, and behave. It is a substance that due to its chemical nature affects physical, mental and emotional functioning. It can enter the body through chewing, inhaling, smoking, drinking, rubbing on the skin or injection.

Drug abuse amongst the global youth population has become a serious problem affecting everyone. Addiction leads many people, young people prominent amongst them, into downward spiral of hopelessness that in some cases ends fatal. They range from glue- sniffing street children and teenage ecstasy users, to hard-core heroin and cocaine addicts (Nacada, 2013). Drug abuse is responsible for lost wages, destruction of property in schools, soaring health care costs and broken families. It is a problem, which affects us all as parents, children, teachers, government officials, taxpayers and workers.

United States of America will be found to have citizens who were four times more likely to report using cocaine in their lifetime than the next closest country, New Zealand (16% vs. 4%), Marijuana use will be more widely reported worldwide, and the U.S. also had the highest rate of use at 42.4% compared with 41.9% of New Zealanders (Warner 2013-2016).The problem of alcohol and illicit drug use on secondary schools is significant. Among secondary students, specific problems identified include binge drinking, underage drinking, underage binge drinking, and drug use. Estimates of prevalence of these behaviours range from 25 to 44%. American researchers have identified an upward trend for these problems, with increased percentages of students self-reporting these behaviours between 1993 and 2012

(Mohler-Kuo et al., 2017).Abuse of substance is considered as one of the most critical problems in public health in the American colleges (Sullivan and Risler, 2014).

Pakistan had an approximately 25 to 44% of students reporting alcohol and/or illicit drug use, and prevalence rates on the incline, this problem is a significant concern for Pakistani colleges and secondary schools (Khattak, Iqbal and Ullah, 2012). Binge drinking, alcohol use, and illicit drug use is associated with a number of consequences for students. Sheffield et al. (2013) indicate that binge drinking is associated with significant consequences to students, including employment, educational, and relationship problems. In addition, Wechlser et al. (2014) indicate that, in comparing underage with legal age students, underage students who drink are more likely to experience consequences related to their alcohol use.

Researchers in Pakistan have identified an increasing prevalence of drinking and drug use among college students, an increasing trend of self-reported alcohol-related consequences, including arrests, has also been noted between 1993 and 2012 (Nicklin, 2011; Wechsler, Lee and Nelson 2014). In accordance with present research related to alcohol and drug use among college and secondary students, the currently proposed research seeks to examine the extent and nature of alcohol use and how their academic performance is being affected by it.

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. The drug problem in South Africa is extremely serious, with drug usage reported as being at twice the world norm. Over 15% of their population has a drug problem. Studies show that people who start drinking before the age of 15 are four times more likely to become alcoholics. School kids who use alcohol or drugs are three times more likely to get involved in violent crimes. Frighteningly the average age of drug dependency in South Africa is 12 years old and dropping (Peter Jordan, 2016).

Tanzania, is the second country after Kenya in Est 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 is estimated to be at between 150,000 and 500,000 nationwide. Statistics issued by Mirembe Hospital in Dodoma region that were incorporated in the DCC Report show that the number of young people who use drugs and attend clinics at the hospital increased from 290 in 2011 to 569 in 2013, equal to a 96.2 per cent increase. Kenya has reported high rates of substance use among students in Public secondary schools, (Odek-Ogunde et al., 2010) indicated rates as high as 84% for

alcohol use and 54.7% for tobacco. The rates would continue to rise among students in institutions of higher learning in the near future for instance, (Kuria MW., 2016) found alcohol use prevalence rates of up to 15% among secondary school students, while (Kwamanga et al., 2017) found lifetime cigarette smoking rates of 32%. In a study among students in Kenya, (Ogwell et al., 2017) found a lifetime cigarette smoking rate of 31%.

The county government in Marsabit County embarked on an aggressive campaign to fight drug and substance abuse (George kimani 2015, royal media services). Stakeholder established advisory committees and other mechanisms to help sensitize communities on the vice. The campaign, which targeted parents and students will be spearheaded by chiefs and their assistants at the grassroots level According to Njogu-ini location Chief Alex Mureithi, drug abuse will be becoming a disaster both in rural and urban settings, as barons target school children. In an interview, the Chief said the involvement of communities in the awareness campaigns had seen a reduction in cases of drug abuse by both parents and their children, hence increasing student enrolment and completion rates in schools. He said while drug and substance abuse had hit hard on the youthful population, the older people were also resorting to substance abuse through excessive intake of alcohol.

Creating awareness to the public on the dangers of drug abuse has become one of the key priorities in the County Government work schedule as public servants, through this effort it is hoped that there will be reduced cases of drug and substance abuse by a huge percentage The report emphasized that measures had been put in place to reduce the production and sale of illicit brews, stating that through area advisory committees established under the County Commissioner's office, they have managed to disband the illicit brew dens.

1.2 Statement of the Problem

Marsabit County has experienced rapid growth of population in recent years, the increasing demand for education has led to more Secondary schools being formed. Due to the rapid development, drug use has become common among students in secondary schools and is even affecting their performances in class. Despite the worldwide concern and education about the dangers of drug abuse, most of the students have limited knowledge of how dangerous the habit is (Ngesu, 2016).Many students have dropped out of school and others opted to engage in criminal activities thus endangering the lives of the people living in Marsabit County, The young generation no longer has role models since most of the young adults are unemployed and under the influence of these drugs.

Despite the government's concern and heightened campaigns against the vice among high school students, there exists a parallel accelerated rate of students who are illicit drug users. Although, students are expected to be aware of the effects of drug abuse and commit themselves to their studies, the habit still exist default of their prior expected awareness of its consequences. Although excessive use of illicit drugs is prevalent in all societies, students with no exception, none of critical studies on factors influencing its prevalence comparing in school to out of school youth has yet been conducted in Marsabit County Michael Shiundu (2014) . This has been established from a thorough search in the archives and libraries so as to ascertain originality of this study. This has been a green field of research that has greatly prompted the choice Marsabit County as the location of the study.

This study therefore, seeks to establish the correlation between poor academic performance and the use of drugs in Public secondary schools in Marsabit County in Kenya. The study will also assess the various reasons as to why students abuse drugs and the various types of drugs available to the students' population. Behaviour is a major aspect of life, after observing students behaviour when under the influence of this drugs this study will recommend ways of rehabilitating those already affected and ways of eradicating drug peddling business going on at our Secondary schools. The study will also propose policy recommendations to mainstream drug related projects to secure students' rights to education and the entire young generation.

1.3 Purpose of the Study

The purpose of this research will be to investigate on the effects of substance abuse on the academic performance among secondary school students in Moyale Sub-county in Marsabit, Kenya.

1.4 Conceptual Framework

Independent Variables   Dependent variable

Drug Abuse   Academic Performance

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┌─────────────────────────────┐                    ┌──────────────────────────────┐
│ ● Peer  Pressure  And  Drug │                    │                              │
│   Abuse                     │                    │  ● Midterm Exam              │
│ ● Poor Parenting            │───────────────────▶│                              │
│ ● Availability Of Drugs     │                    │  ● End Term Exam             │
│ ● Cost Of Drug Abuse        │                    │                              │
│                             │                    │  ● CATs                      │
│                             │                    │                              │
│                             │                    │  ● End Term Exam             │
│                             │                    │                              │
└─────────────────────────────┘                    └──────────────────────────────┘

                                      Intervening Variables

              ┌────────────────────────────────┐
              │ School culture                 │
              │ ➤ Guidance and counselling     │
              │                                │
              │                                │
              │                                │
              └────────────────────────────────┘
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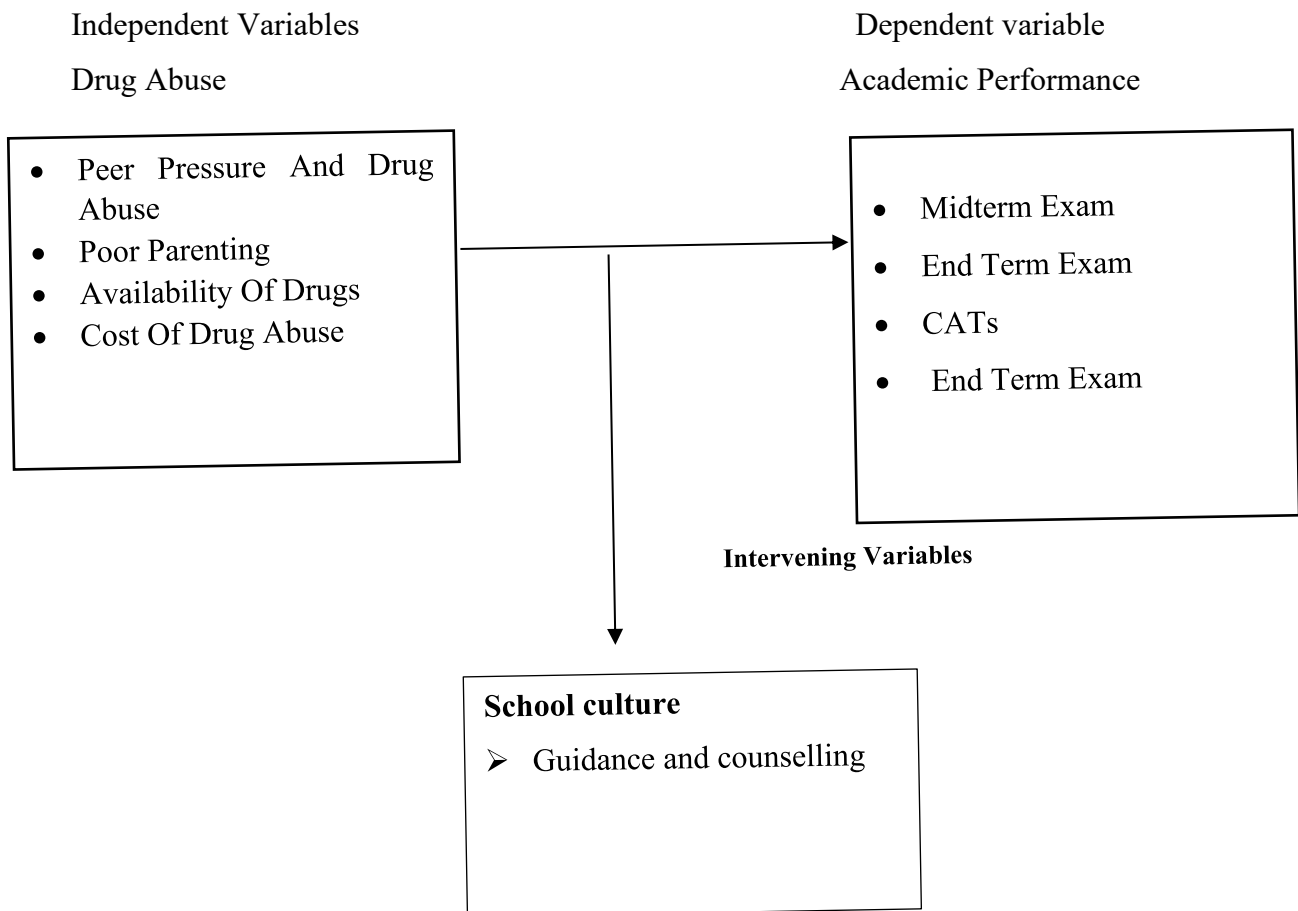
1.5 Research Questions

i.   How does students negative peer pressure lead to poor academic performance in secondary school in Moyale sub-county, in Marsabit county?

ii. How does poor parenting to students lead to poor to academic performance in secondary school students in Moyal sub-county in Marsabit county?

iii. How does the availability of drugs and substance abuse to students affects their performance in secondary schools in Moyale sub-county in Marsabit county?

iv. How does the cost of drugs and substance abuse influence poor academic performance in secondary school in Moyale sub-county, in Marsabit county?

1.6 Objectives of the Study

1.6.1 General Objective

To investigate the effects of substance abuse on student's academic performance among secondary school students in Moyale sub-county in Marsabit county, Kenya.

1.6.2 Specific Objectives

i. To examine how negative peer pressure influence student's academic performance in Moyale sub-county in Marsabit county

ii. To evaluate how poor parenting lead to student's poor performance in secondary schools in Moyale sub-county in Marsabit county

iii. To Examine how drug trafficking influence student's academic performance in secondary school students in Moyale sub-county.

iv. To examine how does the cost of drug and substance abuse influence the academic performance of secondary schools in Moyale sub-county in Marsabit county

1.7 Significance of the Study

A study examining the impact of substance abuse on students' academic performance holds immense significance on multiple fronts. It delves into a complex issue that has wide-ranging implications for students, parents, educators, policymakers, and society as a whole.

Foremost, this study addresses the pivotal concern of educational outcomes. It unveils the stark reality that substance abuse, whether in the form of alcohol, drugs, or other harmful substances, is a formidable adversary to students' scholastic achievements. By scrutinizing this intricate relationship, it empowers educators and school administrators with vital insights to comprehend the depth of the problem. Armed with this knowledge, they can craft precise interventions tailored to elevate the academic performance of students grappling with substance abuse.

Yet, the significance extends beyond the classroom. Substance abuse isn't confined to academic struggles alone; it endangers the physical and mental health of our youth. This study, therefore, casts a spotlight on the perilous health consequences entwined with substance abuse, underlining the urgent need for prevention and treatment programs that can mitigate this multifaceted harm.

Furthermore, it illuminates the broader societal and individual costs of this issue. Beyond the classroom, the repercussions ripple into adulthood, manifesting as reduced earning potential, escalated healthcare expenses, and higher rates of involvement in criminal activities.

Understanding the profound significance of this problem serves as a clarion call to policymakers to implement evidence-based measures that can not only save individuals but also curtail these substantial social and economic costs.

Early intervention emerges as a potent weapon in this battle. By identifying the factors that contribute to substance abuse and its corrosive impact on academic performance, this study paves the way for preemptive strategies. Such strategies can intercept students on the cusp of descending into the vicious cycle of substance abuse and academic underachievement.

Moreover, this research underscores the pivotal roles of parents and communities. It reminds them of their indispensable roles in the fight against substance abuse. Armed with knowledge from this study, parents and community leaders are more likely to engage proactively in substance abuse prevention and support efforts.

1.8 Delimitation or Scope of the Study

The study will be conducted only in Marsabit county secondary schools within Moyale sub-county. The topical subject will be influence of substance abuse on student's academic performance. The substances on focus were miraa (khat), Bhang, tobacco, alcohol. Participants were students, parents and administrators in Moyale sub-county.

1.9 Limitations of the Study

Exploring the possible confounds and conducting a thorough investigation into the construct validity of information given by respondents were difficult and would require additional research. This research perhaps assumed a qualitative nature, and might probe people's concepts about personality resilience, comprehensibility, manageability and so on. Interviews and panel discussions with people from the local community, local government and the administration may help but in spite getting a research permit and letters of introduction from relevant government authorities and schools, suspicion of the area of research will be likely to cause unnecessary delays. Drug abuse is sensitive and many people may withhold vital information.

CHAPTER TWO: LITERATURE REVIEW

2.1. Introduction

This section consists of review of related literature. The section covers introduction, literature on the causes of drug abuse amongst Students, Nature and extent of drug abuse by Students. Then literature is reviewed on the measures taken against drug abuse by the schools, local community as well as both local and county government, effects of drugs, levels of drug and substance prevention, policies against drug use in Kenya and social effects of drug abuse and poor academic performance.

2.2. Peer Pressure and Drug Abuse

Peers and social networks have a profound impact on substance use behaviors. Bahr et al. (2005) highlight the role of peer pressure in initiating and sustaining substance abuse. Individuals surrounded by peers who engage in substance use may be more likely to adopt similar behaviors. Promoting positive peer influences and healthy social networks is essential for prevention.Student performance in academic settings is influenced by a multitude of factors ranging from personal characteristics to learning styles. Academic performance is often linked to cognitive abilities and intelligence. Studies by Gottfredson (1997) and Neisser et al. (1996) suggest that students with higher cognitive abilities tend to excel academically. However, it is crucial to recognize diverse forms of intelligence and not solely rely on traditional measures.Motivation plays a vital role in academic achievement. Achievement goal theory, as outlined by Pintrich (2000), highlights the importance of students' motivation and goal orientation. Students who are intrinsically motivated and exhibit a mastery-oriented approach often perform better academically than those motivated solely by external factors.Students' learning styles and preferences contribute significantly to academic success. Gardner's theory of multiple intelligences (1983) suggests that students may have different strengths and learning preferences. Adapting teaching methods to accommodate various learning styles enhances overall academic performance.The ability to self-regulate, manage time effectively, and employ efficient study habits positively correlates with academic success. Research by Zimmerman (2002) emphasizes the importance of self-regulation strategies, including goal-setting and time management, in enhancing students' academic performance.Socioeconomic factors profoundly influence academic outcomes. Coleman's groundbreaking study (1966)

identified the impact of socioeconomic background on student achievement. Students from economically disadvantaged backgrounds may face challenges such as limited access to educational resources and increased stressors, affecting their academic performance. A study shows that when peers are around 12-16 years, old, they partake in double the amount of risky behavior while secondary students increase risk taking by 50% (Margo Garden).

2.3. Poor Parenting

The family environment plays a pivotal role in shaping individuals' attitudes towards substance use. According to Hawkins et al. (1992), family factors such as parental substance abuse, family conflict, and inadequate parental supervision contribute to an increased risk of substance abuse among children.

Cultural and societal norms play a significant role in shaping attitudes toward substance use. According to Chawla et al. (2010), communities with permissive attitudes towards substance use may experience higher rates of abuse. Culturally tailored prevention strategies and awareness campaigns are essential for challenging and changing normative behaviors.

Although parental guidance and approval remained the most important influence on the adolescent behavior in situations where poor parenting is the norm(will,Sandyand Yaeger 2001), peer guidance and approval become increasingly powerful and valued during the period of adolescence .

In a study of middle school students from the Birmingham Youth Violence study in Alabama, U.S.A, poor parenting practices was found to be strongly related to school level of alcohol and cigarettes use (Mrug et al,2010).

2.4. The Available of Drugs

The availability and accessibility of substances within a community contribute to substance abuse rates. The study by Galea et al. (2007) underscores the importance of neighborhood characteristics, such as the density of alcohol and tobacco outlets, in influencing substance use. Implementing zoning regulations and community-based intervention can help control substance accessibility. A meta-analysis by Gottfredson et al. (2005) emphasizes the effectiveness of evidence-based prevention programs in schools, highlighting the need for comprehensive initiatives that address risk factors and promote protective factors.schools that lack effective supervision and monitoring mechanisms create an environment conducive to substance abuse. Research by Arthur et al. (2002) suggests that increased levels of teacher

supervision and monitoring of student activities are associated with lower rates of substance use. Implementing strategies that enhance school supervision can be instrumental in preventing substance abuse.The ease of access to substances within or around the school premises is a critical factor influencing substance abuse. According to Lacey et al. (2011), schools located in areas with high substance availability may face increased challenges. Implementing strict security measures and collaborating with local communities can help limit substance accessibility.The overall school climate and the sense of connectedness students feel with their school community are significant predictors of substance abuse. Resnick et al. (1997) found that students who feel connected to their school are less likely to engage in substance abuse. Fostering a positive and supportive school climate can contribute to a sense of belonging and discourage substance use.

2.5 Cost of Drugs

The affordability and cost of drug impact the prevalence of substances abuse among secondary schools students .A study by kiptoo(20) suggest that the students from low income background may resort to drug use due to the perceived financial accessibility of substance.

The drugs are of low prices.Drugs are available and cheap within the institution proximity (Nyaboke) As by UNDCP, drugs are less costly that even the poor afford to get.

Kaguthi (2004), established that widely used substance are grown, manufactured and distributed ,they are openly exposed to the youth.Cheapand unclean alcohol like chang'aa is readily available among students from poor population.

2.6 Theoretical Framework

The theoretical framework for examining the effect of drug and substance abuse on academic performance in public secondary schools can be drawn from Social Learning Theory and Strain Theory. According to Social Learning Theory, students may engage in substance abuse by observing and imitating peers or family members, leading to impaired cognitive functions, lower self-esteem, and reduced academic motivation. Strain Theory, on the other hand, suggests that students facing academic or social pressures may turn to drugs as a coping mechanism, further hindering their academic performance. Both theories highlight the negative impact of drug abuse on students' ability to focus, perform, and succeed in school.

2.7 Summary of identified gaps in literature review

The identified gaps in the literature review on the effect of drug and substance abuse on academic performance in public secondary schools include limited research on the long-term effects of drug abuse on academic trajectories, especially in diverse cultural or socio-economic contexts. Many studies focus on short-term outcomes, neglecting the lasting impact on a student's educational attainment and future opportunities. Additionally, there is a lack of in-depth exploration into the role of school environment and teacher interventions in mitigating the effects of substance abuse on academic performance. Another gap is the limited understanding of how different types of substances (e.g., alcohol, marijuana, prescription drugs) uniquely affect various cognitive and academic functions, with much of the existing literature focusing on broad generalizations. Furthermore, research often overlooks the influence of family dynamics and community support systems in either exacerbating or alleviating the academic impact of substance abuse.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter comprises of the research design, target population and the samples under consideration, the research tools and instruments, data collection methods and data analysis. A combination of all these components will lead to the results upon which conclusions were made. Research methodology therefore provides a framework under which the study will be conducted.

3.2 Research Design

The study will adopt a descriptive survey. Descriptive survey design will be used in preliminary and exploratory studies to allow the researcher to gather information, summarize, present, and interpret it for the purpose of clarification. It will also allow the researcher to describe, record, analyze, and report conditions that exist or existed. This design will allow the researcher to generate both numerical and descriptive data that will be used in measuring the correlation between variables. Descriptive survey research will be intended to produce statistical information about the influence of drugs on students' academic performance. The field survey will imply the process of gaining insight into the general picture of a situation, without utilizing the entire population (Gall, Borg, and Gall, 2016: 28).

3.3 Target Population

Target population will be defined as all the members of a real or hypothetical set of people, events, or objects to which a researcher wishes to generalize the results of the research study (Borg & Gall, 2010). The target population for this study will consist of all students from public secondary schools in Marsabit County. Therefore, the total population for the study will be 6000 subjects, including administrative staff who will be 6. The study will use the Simple Random Sampling Technique to obtain the subjects of the study.

3.4 Sampling Technique

A sampling technique refers to the method used by researchers to select a subset (sample) from a larger population to collect data. The goal is to choose a sample that accurately represents the larger population, allowing for generalization of the findings to the whole group. Therefore the

research used simple random technique and non probability snow ball sampling to carry out his research.

3.4.1 Sample Size

Sampling means selecting a given number of subjects from a defined population as representative of that population. Any statements made about the sample should also be true of the population Orodho, (2014). It is however agreed that the larger the sample the smaller the sampling error. Gay (2012) recommends that when the target population is small (less than 1000 members), a minimum sample of 20% is adequate for educational research.

The survey used a sample size determined using the Sloven's formula Altares et al. (2017).

$$n = \frac{N}{1 + N(e^2)}$$ Where,

n = Sample Size

N= Total population (6000)

e= margin of error (5% or 0.05)

The study will be conducted in all the five Secondary schools in Moyale sub-county . From the 6000 students, the researcher used Non Probability snowball sampling to select 200 students who participated in the study. This will be from 23.5% of the target population, which will be in line with Gay's (2012) recommendation. Table 1 presents the sampling matrix.

Table 3.4: Sampling Matrix

Description	Student Population	Sample Size
Marsabit secondary	20	6
Total	6000	**200**

3.5 Research Instruments

This study will use questionnaires and observation guides to collect quantitative and qualitative data required for the study. Qualitative research will consist of detailed notation of behavior events and contexts surrounding the event and behavior. The researcher will use one dimension covertly with the full knowledge of those being observed or with only some of those being observed aware of the observation. The researcher will go through the questions with the

respondent from all secondary schools to ensure a common understanding of the questions and the ability to answer them correctly. They will be open and closed-ended.

3.5.1 Validity and Reliability

To enhance validity and reliability, a pilot study will be conducted in the same area through administering the instruments to randomly selected respondents. It will be further enhanced by making necessary adjustments to the questionnaire based on the pilot study. The reliability and validity of the research instruments for this study will be discussed below:

3.5.2 Validity of Instrument

Validity refers to the degree of congruence between the explanations of the phenomena and the realities of the world (Schumacher 2018) and it seeks to establish if the instrument measures what it is purported to measure. The researcher ensured that continuous refinement of the sampling and data collection techniques throughout the process. The expert opinion of a professional in research as well as the supervisor will be considered. To enhance validity convergent validity will be put to use. Convergent validity will be established when there will high degree of correlation between two different sources responding to the same measure.

3.5.3 Reliability of Instrument

The reliability of a measure is established by testing for both consistency and stability of a research instrument. Consistency indicates how well the items measuring a concept hang together as a set. Cronbach's alpha is a reliability coefficient that indicates how well the items in a set are positively correlated to one another Cronbach's alpha50.77; Bryant et al.(2011).

The researcher used split half coefficient technique. Since this reflects the correlations between two halves of a set of items, the coefficients obtained will be to vary depending on how scale is split. Sometimes split-half reliability will be obtained to test for consistency when more than one scale, dimension, or factor, were assessed. The items across each of the dimensions or factors were split, based on some predetermined logic. In almost every case, Cronbach's alpha is an adequate test of internal consistency reliability. Cronbach's alpha is computed in terms of the average inter-correlations among the items measuring the concept. The closer Cronbach's alpha is to 1, the higher the internal consistency reliability.

3.6 Data Collection Procedure

The researcher will request the secondary administration to allow him to administer

questionnaires to the students in the five secondary schools. Questionnaires and interview schedules designed will be used to collect primary data for the study. All questionnaires and interview schedules will be printed and administered by the research assistants to the respective respondents to obtain immediate feedback. Data collected will be assembled and stored in both hard copies and soft copies for further analysis. The data collection process will be estimated to take approximately four weeks.

3.7 Data Analysis

Once the data after fieldwork has been collected, the researcher will edit and counter check the completion of questions to identify items that will not have been appropriately responded to. Quantitative data will be coded manually, organized, and analyzed using percentages and frequencies. The results will be presented in tabulated form for easy interpretation. From the interviews, data will be sifted through, sorted, and coded. Qualitative data generated from questions will be organized into themes, categories, and patterns pertinent to the study. This will help to identify information that will be relevant to the research questions and objectives. After data is obtained through questionnaires and observation, editing will be done. Blank responses, if any, will be handled appropriately, the data will be coded, and a categorizing scheme will be set up. The data will then be keyed in, and a software program will be used to analyze. According to Abey (2012), data has to be edited, especially when it relates to responses to open-ended questions in interviews and questionnaires, or unstructured observations. In other words, information noted down by the observer or researcher in a hurry must be clearly deciphered so that it can be coded systematically in its entirety. Lack of clarity at this stage will result in confusion later.

The researcher will also be aware that not all respondents answer every item in the questionnaire. Answers may be left blank because the respondent does not understand the question, does not know the answer, is not willing to answer, or is simply indifferent to the need to respond to the entire questionnaire. According to Abay (2012), if 25% of the items in the questionnaire are left unanswered, it may be a good idea to discard the questionnaire and not include it in the data set for analysis. In this event, the researcher will mention the number of returned but unused responses. If, however, only two or three items are left blank in a questionnaire with, say, 30 or more items, the researcher will allow the computer to ignore the blank responses when the analyses are done.

The data will be directly coded from the questionnaires onto a code sheet, where at least 10%

of the coded questionnaires will be checked for coding accuracy. A systematic sampling procedure will be followed; that is, every fifth form coded will be verified for accuracy. If many errors are found in the sample, all items will be checked. It will also be easy to compute the new variables that have been categorized earlier, using the Compute dialog box, which opens when the Transform icon is chosen. Once the missing values, the recodes, and the computing of new variables are taken care of, the data will be ready for analysis.

3.8 Ethical Considerations

According to (Gakuu, 2010) 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 behaviour while conducting research. Researcher in this case will be to treat people with respect ensure that the procedures are reasonable and administered. Full informed consent will be 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.

CHAPTER FOUR: DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter present analysis and interpret analysis of key data findings. The findings were aimed to achieve the general objective of the study which was the effects of drug and substance abuse on academic performance in public secondary schools Moyale Sub-County, Marsabit County in Kenya.

In order to achieve general objective, the researchers used number of specific objectives such as :

   i.   To examine how negative peer pressure affects student's performance in Moyale sub-county I Marsabit county

   ii.   To examine how drug trafficking affects student's performance in Moyale sub-county in Marsabit county

   iii. To evaluate how poor parenting influence students' academic performance in Moyale sub-county in Marsabit county.

   iv.   To examine how cost of drug affects students 'performance in Moyale sub-county in Marsabit county

4.2 Questionnaire Response Rate

Response rate in research is normally the number of people approached or sampled. The Questionnaire were established and distributed to 200 respondents who were all students. All Questionnaire were taken by the researcher and were recorded at a response rate of 100%.The students were calm and cooperative.

Target response =200

Response rate =200

4.3 Gender of Respondents.

Gender distribution refers to the proportional representation of different genders within a given population, group, or study. It indicates how individuals are divided or distributed across various gender categories, such as male, female, non-binary, or other gender identities, depending on the context.

In research, gender distribution can be used to analyze trends, behaviors, or characteristics associated with each gender, often helping to identify differences or disparities between genders in areas such as education, health, employment, or social issues. For example, a study might present the gender distribution of students affected by substance abuse, showing the percentage of male and female students involved.

4.3.1 Gender Distribution

The research was done, out of the 200 participants the study showed that 120 respondents were male students and 80 were female student.

Table 4.1

Gender	Frequency	Percentage
Male	120	60%
Female	80	40%
Total	200	100%

4.3.2 Category of School.

The schools that are sampled are categorized into the following.

- Mixed school
- Boys school
- Girls school

The researchers carried out their research on 6 mixed school,7 boys' school and 3 Girls school. Boys school constituted 43.75%, mixed school constituted 37.50% and Girls school constituted 18.75% as shown by the table below.

Table 4.2

Type of school	Frequency	Percentage
Mixed school	6	37.50%
Girls school	3	18.75%
Boys school	7	43.75%
Total	16	100

4.4 Drug Usage

The research study targeted to find out if respondents who are students have ever used any kind of drugs which are Marijuana, Khat, Alcohol and Tobacco. The study was conducted and 150 students out of 200 have used drugs. Only 50 students out of 200 have never being engaged in the use of harmful drug substance.

Table4.3

Usage of illicit drugs	Frequency	Percentage
Yes	150	75%
No	50	25%
Total	200	100%

The research revealed that most of the students involved in drug and substance abuse were boys. Out of 200 respondents, 120 were boys and 80 were Girls. Out of 120 boys , 105 ever used drug and substance that constituted to 87.5% abuse while out of 80 girls 60 ever used drug substance which constituted to 75% as shown in the table below.

Table 4.4

Gender	Total response	Yes(ever used drug and substance buse	Percentage
Boys	120	105	87.5%
Girls	80	60	75%
Total	200	165	81.25%

4.5 reason for Drug Abuse.

The respondents who participated gave us different reason for their drug abuses. The reason they gave include :

    Negative peer pressure

    Poor parenting

    The available of drugs

    Cost of drugs

The research shows that some of the students are making experiment on drug and substance abuse on the proof how the drug would make them be by checking it in reality. The research showed that 60 respondents out of 150 users engaged in drug and substance abuse through

negative peer pressure. Many students insights each other's by imitating their celebrities and also regard the ones not using drugs to be "watiaji" meaning they were missing on something . The study also discovered that 40 respondents started using the drugs due to their availability. Moyale being at the border of Ethiopia made it easier to access. Many students therefore can acquire easily from Ethiopia where this drug like Bhang and Tobacco is imported without regulations at the border. Some of the soldiers at the border were corrupt and easily be bribed because they only want small amount of money for their security.

The study further discovered that 30 respondents started using the drug and substance abuse because cost of the drug . Some respondents told us that there is a roll of Marijuana that can even cost as cheap as 30 shilling and also alcoholic drink for 50 shilling .The students sometimes save their3 up keep just to buy the drug

The research also showed that 20 respondents out of 150 started using the drug and substance abuse because of poor parenting .The respondents told us that they have been taught by their parents how to chew the Miraa (khat), some of their parents were not giving them advice on the negative impacts of drugs rather they take drug like Miraa, Bhang and alcohol in front of them and also keeping in their houses where it can be easily accessed by their children.

The following table show the reasons why students (respondents)use drug and substance abuse

Table 4.5

Reason for drug and substance abuse	Number of students	Percentage
Negative peer pressure	60	40%
Cost of drugs	30	20%
Poor parenting	20	13.34%
The available ofdrugs	40	26.66%
Total	150	100%

4.6 Drug abuse and Academic Performance.

The study showed the extent to which drug abuse affected the academic performance of the students. These includes:

   i.   School drop out

   ii.   Indiscipline cases

   iii.   Poor class attendance

   iv.   Poor reasonings of the students

v.   Poor participation in discussion group

The research was further conducted on the performance of a respondents that have used drugs and compared to the one who never used drugs. 90 out of 150(60%) who used drugs scored low grades at end of first term exams while 45 students (30%) scored just aver grades only 15 students (10%) passed their exams as shown below.

Table4.7

Academic performance	Number of students	Percentage
Low	90	60%
Average	45	30%
High	15	10%
Total	150	100%

On the other hand, 50 respondents who never used drug or engaged in it performed better compared to the students that used drugs.

30 students out of 50 (60%) scored the highest grade while 15 of them (30%) scored average marks. Only 5 (10%)got low grades as shown in the table below.

Academic performance	Number of students	Percentage
Low	5	10%
Average	15	30%
High	30	60%
Total	50	100%

CHAPTER 5: SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION

5.1 Introduction

The study was aimed to determine effects of drug and substance abuse on the academic performance of students in Moyale sub- county in Marsabit county, Kenya. The study was based on the findings and coming to a conclusions and recommendation hence solution for the research problem.

5.2 Negative Peer Pressure

Peer and social networks have a profound impact on substance use behaviors. Individual surrounded by peers who engage in substance abuse may be more likely to adopt similar behaviors. some of the students may also find it difficult to avoid the drugs as they fear to be rejected by their colleagues. 60 out of 150 respondents are subjected to drug by negative peer pressure. This is 40%

5.3 Poor Parenting

The family environment plays a pivotal role in shaping individuals' attitudes towards substance abuse. Inadequate parental supervision contributes to an increased risk of substance abuse

among students. Family conflict also contribute to the students in engaging in drug and substance abuse to erase their psychological torture of which might end the students to become addict to feel relieved every time.

20 out of 150 respondents who used drug and substance abuse are as a result of poor parenting. which is 13.34%.

5.4 The Available of Drugs

The availability and accessibility of substance within a community contribute to substance abuse rate. The rate of drug trafficking is so high making it easier for the students to acquire easier even while at school. The drugs were being sold in every kiosks and mini shops in the community therefore students could access it any time.

40 out of 150 respondents who use drugs and substance abuse are as a result of the availability of drugs in the community.

5.4 Cost of Drugs

Individuals from lower socioeconomic background may face higher susceptibility to substance due to limited resources. The respondents told us that one can get a roll of Bhang at even as cheapest as 30 shilling and also Alcoholic drink at 50 shilling.

30 out of 150 respondents who used drug are as a result of the low cost of drugs purchase.

5.6 Recommendation of the study

To reduce drugs and substance abuse in schools the following recommendation were given

i. Implementing zoning regulations and community-based interventions to control substance accessibility.

ii. proper guidance and counseling to the students on the negative impacts of drugs and substance abuse and promoting positive peer influence and healthy social networks among the students.

iii. school should impose strict rules to the students found with drugs in school premises.

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Appendix II:

Questionnaire for Students

<u>**RE: INTRODUCTION**</u>

Dear Respondent, This questionnaire is aimed at gathering primary data on the influence of drugs on students' academic performance in Kenyan Public secondary schools. You are kindly requested to fill in the answers on the space provided. The information you provide will be treated with confidentiality and will be used for the purpose of accomplishing academic goals. Please do not include your name anywhere in the questionnaire. Note that there are no wrong or right answers.

Please respond to the following items by marking the correct or appropriate option with in front of the response to depict your opinion or providing answers to the questions as appropriate

PART I – GENERAL INFORMATION

1. Gender

Male   [   ]

Female   [   ]

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

Yes   [   ]   No   [   ]

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

1 – 2   [   ]

2 – 3 years   [   ]

3– 4 years   [   ]

More the 4   [   ]

4. Why do students use drugs? Indicate the right number in the box. You can tick more than one

a. To increase intelligence   [   ]

b. To be accepted by friends.   [   ]

c. Out of curiosity   [   ]

d. Teachers/parents take drugs   [   ]

e. Availability of drugs   [   ]

f. A lot of pocket money   [   ]

Other: Specify

PART II - Reasons why Students Engage in Substance Abuse

PART III - In your own opinion, which are the main sources of abused drugs? You can tick more than one.

Sources	✓
Kiosks /small shop	
Slum areas	
Fellow students	
Hospitals	
Watchman	
Nightclubs	
Others (please specify)	

PART V - Effects of drugs on students' academic Performance in Marsabit County.

Indicate extent to which drug abuse has affected the student's academic performance in Marsabit county	No Extent	Little Extent	Average Extent	Great Extent	Very Great Extent
Poor grades in school					
Repeating same class					
Class attendance					
Suspension					
Low concentration					
Other (specify)					

Appendix III:

QUESTIONNAIRE FOR ADMINISTRATORS

QUESTIONNAIRE FOR SCHOOL ADMINISTRATORS ON DRUG ABUSE AMONG SECONDARY STUDENTS IN MARSABIT COUNTY

Questionnaire number

The purpose for this questionnaire is to gain insight on substance abuse among students. Information gathered through this questionnaire will be made available to legitimate and interested stakeholders in order to establish partners for the development of problem solving strategies in relation to drug abuse. This questionnaire is not a test but merely an information exercise. Please answer the questions as honestly as possible. Remember that there is no right or wrong answers.

In order to help address the drug problem in schools, your contribution in this research is important. Therefore, you are kindly requested to provide the researcher with accurate information. Your responses will be processed by computer and will be treated as confidential. Please do not write your name on this paper. Also do not write the name of the institution.

1. Have you had any experience in dealing with drug problems in your School?

Yes

No

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

No

Yes

3. If increasing, what are the reasons for your answer? Tick one only.

a. Most drugs are available

b. School rules do not prohibit drug abuse

c. School administration is relaxed

d. Students are more stressed due to a wide curriculum

4. In your own opinion, which are the main sources of abused drugs? You can tick more than one.

a. Matatu touts b.   Shoe cobbles

c. Shops/Canteens d.   Slum areas

e. Fellow students f.   Hospitals

4.   Rank the following sources of drugs abused from the most common to the lest common

source. Indicate the appropriate number in the box.

Sources	Most common source	Common source	Moderately common source	Fairly common source	Not common source	Tick one
Matatu	1	2	3	4	5	
Shoe	1	2	3	4	5	
Shops	1	2	3	4	5	
Slum areas	1	2	3	4	5	
Fellow students	1	2	3	4	5	
Hospitals	1	2	3	4	5	

5. In your own opinion, why do students in your school take drugs? You can tick more than one.

a. Lack of role models at home b. Conflict with parents

c. Peer pressure

d. A lot of work in school (stress)

e. To enhance intellectual ability

6. What drugs do most students take? You can tick more than one.

a. Alcohol

b. Tobacco

c. Khat (miraa)

d. Marijuana

e. Barbiturates

7. Has your school ever experienced any problem due to drug abuse?

No

Yes

8. If yes, what kind of problems has the school experienced? You can tick more than one. a. Fighting amongst students

b. Stealing c. Strikes

d. Conflicts between lecturers and students

e. Disagreements among students f. Destruction of school property

g. Poor performance in examinations

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h.   Other: Specify …………………………….…………….

9. How does drug abuse affect the students' academic performance?

10. In your own opinion, what academic problems would be experienced in schools due to drug abuse among students? You can tick more than one.

a.   Poor performance by students b.   High rate of absenteeism

c.   Other: Specify …………………………………………

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

Yes

No

12. Suggest ways of eradicating drug abuse in our schools. You can tick more than one. a. Guidance and counseling department

b.   Peer counseling

c.   Inco-operate drug education to other subjects d.   Strict school regulations

e.   Invite guest speakers on danger of drug abuse

f.   Other: Specify ………………………………………….