

**EFFECTS OF DRUG ABUSE ON ACADEMIC PERFORMANCE AMONG
SECONDARY SCHOOL STUDENTS IN THIKA SUB COUNTY, KIAMBU COUNTY,
KENYA**

**EVERLINE NEVI DALLUH
EDU-3-4148-22**

**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATION
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DIPLOMA IN
EDUCATION (ARTS) OF GREYSA UNIVERSITY**

DECEMBER 2024

DECLARATION

DECLARATION

This project is my original work and has not been presented forward of a degree or for similar purpose in any other institution.


Signature:  Date 10th Dec 2024

Elizabeth Migiro

EDU-G-4-1257-20

SUPERVISOR:

This project has been submitted with my approval as University supervisor

Signature:  Date 10/12/2024

Dr. Phoestine Naliaka, PhD

Lecturer, School of Education

Gretsa University

DEDICATION

This work is dedicated to my family members, classmates and supervisor.

ACKNOWLEDGEMENT

My foremost gratitude is to Almighty God that through His amazing Grace I was able to undertake and complete this study. To Him I give honour and glory

I would like to sincerely thank my supervisor for devoting her time for guidance and recommendations during and especially in the course of the preliminaries of research proposal.

Your patience, dedication and encouragement made it possible to complete this Project.

May the Almighty God bless and reward each one of you abundantly.

TABLE OF CONTENTS

DECLARATION.....	ii
DEDICATION.....	iii
ACKNOWLEDGEMENT.....	iv
LIST OF ABBREVIATIONS	ix
DEFINITION OF OPERATIONAL TERMS.....	x
ABSTRACT.....	xi
CHAPTER ONE: INTRODUCTION.....	1
1.1 Introduction.....	1
1.2 Background to the Study.....	1
1.3 Statement of the Problem.....	3
1.4 Purpose of the Study	4
1.5 Objectives of the Study.....	4
1.6 Research Questions	4
1.7 Importance of the Study.....	5
1.8 Limitations of the Study.....	5
1.9 Delimitation of the Study.....	5
1.10 Assumptions of the Study	5
CHAPTER TWO: LITERATURE REVIEW.....	6
2.0 Introduction.....	6
2.1 Commonly used Drugs.....	6
2.2 Causes of Drug Abuse	7
2.2.1 Peer Pressure.....	7
2.2.2 Parental or Family Influence and Drug Abuse among the Youth.....	7
2.2.3 Mass Media.....	8
2.2.4 Availability of the Drugs	9
2.2.4 Type of School.....	10
2.2.5 Age.....	11
2.2.6 Social Economic Factors	12
2.3 Effects of Drug Abuse on Academic Performance.....	13
2.5 Measures Taken to Curb Drug Abuse in Public Schools.....	15
2.6 Theoretical Framework.....	17
2.7 Conceptual Framework.....	17
CHAPTER THREE: RESEARCH METHODOLOGY	21
3.0 Introduction.....	21
3.1 Research Design.....	21
3.2 Target Population.....	21
3.3 Study Location.....	21
3.4 Sample Size and Sampling Procedure.....	21
3.4.1 Sample Size.....	21
3.4.2 Sampling Procedure	22
3.5 Research Instruments	23
3.6 Pilot Study.....	24
3.7 Validity and Reliability.....	24
3.7.1 Validity	24
3.7.2 Reliability	24
3.8 Data Analysis Techniques.....	24
3.9 Ethical Issues	25
CHAPTER FOUR: DATA ANALYSIS, INTERPRETATIONS AND DISCUSSIONS.....	26

4.1 Introduction.....	26
4.2 Response Rate	26
4.2.1 Demographic Characteristics of Respondents	26
4.2.2 Gender of Respondents	26
4.2.3 Age Brackets of the Students.....	27
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	42
5.1 Introduction.....	42
5.2 Summary of Findings.....	42
5.3 Conclusion	43
5.4 Recommendations.....	43
5.5 Suggestions for Further Research	44
REFERENCES.....	45
APPENDICES.....	49
APPENDIX I: QUESTIONNAIRE FOR STUDENTS	49
APPENDIX II: INTERVIEW SCHEDULE FOR GUIDANCE AND COUNSELING TEACHERS.....	52
APPENDIX III: INTERVIEW SCHEDULE FOR PRINCIPALS.....	53

LIST OF TABLES

Table 1.1 Summary of KCSE results of Thika Sub County (2011-2015)	3
Table 3.1 Sample size Determination	22
Table 3.2 Number of secondary schools in Thika sub county	23
Table 4.1 Gender of Respondents	26
Table 4.2 Age brackets of students	27
Table 4.3 Commonly abused drugs in schools	27
Table 4.4 Responses on whether students have ever used drugs	28
Table 4.5 Length of time students have taken drugs.....	29
Table 4.6 Knowledge of students taking drugs	30
Table 4.7 Frequency of abuse of drugs among the students	30
Table 4.8 Access to drug use among students	31
Table 4.9 Student's source to drug use in schools.....	32
Table 4.10 Prevalence of drug and substance abuse in schools.....	33
Table 4.11 Common types of drugs abused in schools according to schooladministrators	33
Table 4.12 Causes of drug abuse in secondary schools in Thika sub-county.....	34
Table 4.13 Effect of drug abuse on overall student academic performance	37
Table 4.14 Measures put in place to curb drug abuse in schools.....	40
Table 4.15 Measures taken on students taking drugs.....	41

LIST OF FIGURES

Figure 2.1 Effects of drug abuse on academic performance	19
Figure 4.1 Response on whether drugs are easy to get	32

LIST OF ABBREVIATIONS

AIDS	Acquired Immuno Deficiency Syndrome
HIV	Human Immunodeficiency Virus
KUCCPS	Kenya Universities and Colleges Central Placement Service (KUCCPS)
KCSE	Kenya Certificate of Secondary Education
MOEST	Ministry of Education Science and Technology
NACADA	National Agency for the Campaign Against Drugs
NACOSTI	National Council for Science, Technology and Innovations
SCDE	Sub County Director of Education
SPSS	Statistical Programme for Social Statistics
STI	Sexually Transmitted Infections
UK	United Kingdom
UN	United Nations
UNIDCP	United Nations International Drug Control Programme
USA	United States of America

DEFINITION OF OPERATIONAL TERMS

Alcohol: It has been used to refer to pure, rectified spirit, a volatile, intoxicating fermentation product contained in wine, beer, spirits or other distilled or fermented liquor.

Dropout: It has been used to refer to the premature withdrawal from school.

Drug: In this study it refers to any chemical substance which when taken into the body can affect one or more of the body's function.

Drug abuse: In this study it refers to a condition whereby drugs are taken for other motives other than the intended ones e.g. to produce unnatural feelings.

Impact: In this study it refers to the outcome of the interactions between two variables.

Poor performance: In this study it refers to non-participation in learning by the learners or decline in academic abilities.

Truancy: In this study it refers to the frequent absenteeism from school by learners.

ABSTRACT

This study aimed at investigating the effect of drug abuse on the academic performance of students in Thika Sub-County. The objectives of the study were to; determine the commonly abused drugs, establish the causes of drug abuse among students, determine the effects of drug abuse on academic performance and establish measures put in place to curb drug abuse in school. The study employed descriptive survey research design. Target population was 32 secondary schools in Thika sub-county. Simple random sampling technique was used to sample 11 secondary schools. Twelve form three students were sampled using class register from each of the 11 schools sampled. Eleven principals and 11 guidance and counseling teachers from each sampled school were also used as respondents. A total sample size of 154 respondents was used. The study used questionnaires and interview schedule to collect primary data. The data collected was analyzed using Statistical Package for Social Sciences (SPSS) software program and presented using descriptive methods such as frequencies, means, standard deviation and percentages and presented as tables and figures. The study established that alcohol, bhang and tobacco were the most abused drugs in secondary schools in Thika Sub-County. Sources of drugs identified were fellow students and small kiosks or shops in the schools' neighborhoods. Causes of drug abuse established were; peer influence, availability of money to buy drugs and the family background. The study concluded that drug and substance abuse among the students led to school drop outs, strained relationship with other students, lack of interest in studying, truancy, low concentration span and healthy problems such as anxiety, headaches, feeling sleepy and confusion leading to declining academic performance. Based on these findings, the researcher recommended that schools should develop a drug policy, to create awareness of the effect of drug abuse among students and liaise with all educational stakeholders so as to improve students' academic performance. Students who are identified as drug abusers should not be expelled from schools but should be accepted in the community and be helped through guidance and counselling. Although the Ministry of Education has integrated drug abuse in some subjects, it should also consider developing a curriculum on effects of drug abuse. This will ensure that all students are informed about consequences of drug abuse in order to make informed judgements. The study suggests that further studies should be carried out on involvement of teachers and parents in curbing drug abuse and student's perception on strategies used by school principals.

CHAPTER ONE: INTRODUCTION

1.1 Introduction

This chapter covers the background of the study, statement of the problem, purpose of the study, objectives, research questions and importance of the study. This chapter also points out the limitations and delimitations experienced by the researcher while carrying out the study and also the assumptions and definitions of operational terms used in this study.

1.2 Background to the Study

Since, time in memorial earliest times, herbs, roots, bark leaves have been used to relieve pain and help control diseases. History tells us that the Chinese used Opium as a cure of dysentery before the 18th century. European countries such as Britain and Holland were known to exchange opium growth in their colonies for tea and silk with China, United Nations, (1995). Unfortunately, certain drugs that initially produce effects such as sense of feeling good, elation, serenity and power have evolved into a problem of dependence and abuse.

Drug abuse is a global problem that poses a great danger to the lives of individuals, society, political and security in many countries United Nations, (2008). According to the United Nations, (2005), the use of illicit drugs has increased throughout the world and the world trend is the increasing availability of many kinds of drugs among ever widening spectrum of consumers. Of major concern is that children seem to be targeted as the new market for the drug industry globally. NACADA, (2012)

Africa has not been spared from the abuse of drugs by the youth. The continent, over recent years has experienced an upsurge in the production, distribution and consumption of drugs with the young youth and young adults being most affected. Africa has huge young and vulnerable populations which has become the target market for the illicit drug industry. This constitutes (56) percent of the population aged between 14 – 19 years, which constitutes secondary school students. In Ethiopia, it is reported that (82) percent of the street children in Addis Ababa use some kind of a drug, United Nations, (2013). According to the United Nations statistics (2013), 37,000 people in Africa die annually from diseases associated with drug abuse. The UN estimates that there are 28 million drug users in Africa.

An International Conference on drug abuse in Kampala, (2013) reported that young people in consumption countries were the most vulnerable section of the population, especially those in the period of early and late adolescence who are mostly unable to resist peer pressure and start experimenting with drugs in schools or even outside the school.

In Kenya, while conducting a study on the effects of drug and substance abuse on academic performance among secondary school students, Kathonzweni district, Makueni County, Muoti et al., (2014) reported that young people's lives were ruined by alcohol and drugs are rampant. In determination of juvenile delinquency development among pupils in Machakos rehabilitation schools, Kikuvi, (2009) observed that the youth, especially are vulnerable to the vice owing to peer pressure, media influence, poor guidance and role modeling. This has taken root in schools leading to the high school dropout and idleness. Studies by Oteyo and Kariuki, (2009), on the extent to which selected factors contributed to alcohol and cigarette use among day secondary schools male students observed that drug consumption and dependence among secondary students has led to unrest and consequently wide ranging destruction of life and property due to the unrest.

According to the National survey on the magnitude of alcohol and drug abuse conducted by National Campaign against Alcohol and Drug Abuse, NACADA (2012), the abuse of drugs in the country is worrying. The figures from this report indicate that (13%) of teenagers in the 10 to 11 years age bracket have used an intoxicating substance mostly alcohol followed by cigarettes. In the 15 to 24 years bracket, a worrying (11.7) percent are currently hooked in alcohol, while (6.2) percent are regular users of Tobacco products, of this group (4.7) percent chew miraa (Khat) while (1.5) percent smokes bhang. Regrettably this age bracket constitutes secondary school going age in Kenya.

A study carried out by Wanja, (2010) on challenges principals face in enhancing students discipline in secondary school in Tigania district, Kenya and a similar study conducted by Muchemi, (2013) on drug and substance abuse among youth in the informal settlements within Nairobi environments found out a clear and consistent association between substance abuse and school achievement. This practice is not only a determinant to school success and motivation but also on psychological and physical wellbeing among adolescents as noted by Abot, (2005) in his study on substance use among students and out of school youth in urban areas of Nigeria. The initiation into substance abuse in the early stage of early life of the adolescent is positively associated to increased risk of early school dropout and an involvement in deviant adolescent behaviors and behavioral problems into adulthood, which are a manifestation in learning among secondary school students Abot, (2005). Thika Sub County has posted declining results in Kenya Certificate for Secondary School Examinations, K.C.S.E (2011– 2015) as depicted in Table 1.1

Table 1.1 Summary of KCSE results of Thika Sub County (2011-2015)

YEAR	TOTAL NO. OF STUDENT CANDIDATES	STUDENTS ATTAINING GRADE A-C+	STUDENTS ATTAINING GRADE C-D+	STUDENTS ATTAINING GRADE D-E
2011	1511	101(7%)	665 (44%)	695 (46%)
2012	1607	98 (6%)	744 (46.3%)	750 (46.7%)
2013	1692	97 (5.7%)	760 (44.9%)	832 (49.2%)
2014	1766	99 (5.6%)	784 (44.4%)	874 (49.8%)
2015	1798	97 (5.4%)	775 (42.1%)	922 (51.3%)

Source: Thika Sub-county Educational records, (2015)

The expected maximum grade in K.C.S.E is A while the minimum grade is E, the official minimum entry requirement to University established by Kenya Universities and Colleges Central Placement Service (KUCCPS) is C+. Table 1.1 shows the percentage of students who qualify to University are few compared to those who do not qualify. It also shows that the number of students who scored C to D+ is skewed towards grade D to E. This shows that the number of students failing in the K.C.S.E examination is on the increase.

Among other factors that can be attributed to this trend is the problem of illicit drugs MOEST, (2015). Though the people of this region engage in economic activities like trading of Agricultural products to accumulate wealth for their life improvement, some households engage themselves in illicit liquor brewing as a mainstay to earn a livelihood, school going children in those households and the neighborhood get exposed and introduced to drug abuse at a very tender age. In some schools in Thika sub-county, it is not rare to find students nursing hangovers resulting from drinking sprees the previous night MOEST, (2015).

Data available at the Sub County Director of Education office at Thika Sub County show that in 2014 alone, 12 students from 5 secondary schools were an agenda for discussion in several Sub County Education Board meetings facing eminent expulsion for abusing drugs MOEST, (2015). It is against this backdrop that the current study seeks to investigate the effects of drug use on

academic performance among students in public secondary schools in Thika Sub-County, Kiambu County.

1.3 Statement of the Problem

Despite the overwhelming intervention strategies by the government, religious organizations, non-state actors and many other keen stakeholders to curb the problem of drugs and substance

abuse especially among the youth, the number of school going youth being involved in drug abuse seems to be escalating day by day. A consistently high rate of riots, fires and other violent disturbances in educational institutions have caused a great deal of public concern. The most common explanation for frequent occurrences of these problems has been associated with consumption of drugs and other substances. Drug and substance abuse threats tend to derail these noble studies by demotivating the students in learning and subsequently ruining these school going children that the government intends to rely on in driving the economy to the next level.

Thika Sub County like any other region in the country experiences internal inefficiencies in the school system such as declining academic performance, apathy in learning activities and subsequent dropout in schools. The fact that there are few studies that have ever sought to address the problem of drug abuse in secondary schools forms justification of the current study that seeks to investigate the effects of drug abuse on academic performance among secondary school students in Thika Sub County, Kiambu County, Kenya.

1.4 Purpose of the Study

The purpose of this study was to investigate the effects of drug use on academic performance among students in public secondary schools in Thika Sub-County, Kiambu County.

1.5 Objectives of the Study

The objectives of the study were to;

- i. Determine the commonly abused drugs by students in secondary schools in Thika Sub-County.
- ii. Establish the causes of drug abuse among students in Thika Sub-County.
- iii. Determine the effects of drug abuse on academic performance in Thika Sub-County.
- iv. Establish measures put in place to curb drug abuse in school in Thika Sub-County.

1.6 Research Questions

The study was guided by the following questions,

- i. What are the commonly abused drugs by students in secondary schools in Thika Sub-County?
- ii. What are the causes of drug abuse among secondary school students in Thika Sub-County?
- iii. What is the effect of drug abuse on the academic performance among students in Thika

Sub-County?

- iv. What measures have been put in place to curb drug abuse in Thika Sub-County Secondary Schools?

1.7 Importance of the Study

The findings of this study will be of benefit to Guidance and Counseling teachers by learning how to deal with students who abuse drugs. Policy makers in the Ministry of Education and other stakeholders will use this information on abuse of drugs in schools so as to form appropriate policy decisions in abetting this vice that has a negative effect on academic performance. Parents and guardians may benefit from this study by getting ideas on their children's intake of drugs so as to be better placed to ensure good upbringing of these children. Finally, the study will open new research gaps that may be useful for future research initiatives in this area of study by scholars.

1.8 Limitations of the Study

Drug and substance abuse involved powerful people in the society and some respondents especially the students were not ready to admit the drug use fearing being exposed. Since the questionnaires did not indicate names of respondents, I was able to get the information freely from the students. School principals might have withheld information about drug and substance abuse amongst the students since this would tarnish the reputation of their schools.

1.9 Delimitation of the Study

Delimitations are those characteristics selected by the researcher to define the boundaries of the study Dusick, (2011). They involved what to be included and those not to be included in the study. The study was carried out in selected public secondary schools in Thika Sub-county only. The respondents/participants were; principals, guidance and counseling teachers and form three students from public secondary schools in Thika Sub-County only. The form three students participated in the study because the researcher foresaw that they have been in school long enough so as to be influenced by the school environment and they could provide the required information.

1.10 Assumptions of the Study

The study made the following assumptions;

The targeted respondents provided information being sought by the researcher freely.

The responses received were a true reflection of their views on drugs and substance abuse.

The school administration co-operated with the researcher for the success of the exercise.

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

This section consists of review of related literature. The section covers literature on the reasons why students abuse drugs, measures taken to curb drug abuse, drugs abused by student and how drug use affects academic performance. The chapter also will look at the theoretical and conceptual framework.

2.1 Commonly used Drugs

In Kenya, concern over the possible increase of drug abuse, especially among the youth has led to few survey carried out to ascertain the type of drug used. A study carried out by Kyalo and Mbugua, (2011) on drug abuse by students in secondary schools in Murang'a County indicated that the use of tobacco and alcohol are more common than the use of other substances such as cannabis (bhang), Khat (miraa) and other illicit substances.

They use cough mixtures, tranquilizers, sedatives, sleeping pills, eye drops among others. They fake illness to access these drugs from either their school health facilities or hospitals. Use of inhalants such as glue and cigarette lighter fuels are also on the increase. In some cases illicit brew such as „changaa“ is also smuggled into the school Kyalo and Mbugua, (2011). A recent report states that the students are increasingly using a new drug called „Kuber“ which is a mixture of „tobacco“ and bhang“ Kikuvi, (2009).

Information gathered from teachers in some selected schools especially high cost schools indicate that children carry spirits sometimes mixed with fruit juices, sweets, glucose, ice, tea and other drugs to school. This is taken during their free time or in between lessons, hence a drunken student body MOEST, (2015).

A study carried out by Otieno, (2009) on drug abuse in Kisumu town interviewed 458 students in 9 secondary schools in Kisumu district and concluded that students used alcohol, tobacco, khat, cannabis and cocaine which had risen drastically in the previous 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 percent males and females had already become drug abusers.

From the above studies it is apparent that much has not been done to determine the commonly abused drugs among secondary school students. It is therefore essential to carry out this study and determine other unique drugs that maybe abused by secondary school students in Thika Sub County.

2.2 Causes of Drug Abuse

Some of the reasons why students abuse drugs are as follows:

2.2.1 Peer Pressure

Peer pressure where each student wants to associate self with the colleagues who use drugs. According to the United Nations, (2013), drug users like other people seek approval for their behaviour from the peers, whom they attempt to convince to join them in their habit as a way of seeking acceptance. While conducting an assessment on substance and drug abuse in Kenyan schools, Gatonye, (2006) observed that peer pressure has a negative or a positive impact depends on the quality of the peer group. Unfortunately, the same peer pressure that will act to keep a group within an accepted code of behavior can also push a susceptible individual down the wrong path. A study carried out by Kyalo and Mbugua, (2011), on narcotic drug problems in Murang'a South District of Kenya, a case study of drug abuse by students in secondary schools noted that a majority of the drug users have friends who use drugs, and even in school they gang together to plan how to get the drugs. This takes most of their time for study since all these are done in secret usually preps time.

Muma, (2008) conducted studies on the influence of drug abuse on discipline amongst students in secondary schools in Nakuru municipality and agreed that there is a significant relationship between the subjects drug using behavior and involvement of their friends in drugs. According to him, if an adolescent associates with other adolescent who use drugs, the risk of involvement with drugs is further increased.

Another survey of youth in Southern Nigeria, also found that the source of drug using students was drug using friends in the same or neighboring schools. An investigation into strategies used in addressing drug abuse problems, a case study of Nairobi provincial boys' secondary schools was also carried out by Imbosa, (2002) and observed that students who reported using drugs had more drug using than abstinent friends,. Confirming this findings, Kiiru, (2004) in his study on „youth in peril“; alcohol and drug abuse in Kenya, argues that peer pressure influences youths to use substances under the false impression that some drugs stimulates appetite for food, increase strength, and give wisdom as well as courage to face life.

2.2.2 Parental or Family Influence and Drug Abuse among the Youth.

A number of students are motivated to copy the behaviour of drug use from parents who either smoke or drink alcohol, to the point that some become worse than their parents; much has been said and written about the relationship between the home environment and drug use. The family

especially the parents are the child's basic socializing agents where they are moulded from the tender age. Muchemi, (2013) indicates that a child gains his or her first standard of behaviour from the teachings of

parents and other grownup persons around. He further argued that if the child observes a disjuncture between „parent's teachings and practices“ it creates doubts which is carried out into adolescence giving rise to a deviant behaviour. Shoemaker, (2004) carried out a study on theories of delinquency; an examination of explanation of delinquent behaviour in New York and associated delinquency for example alcohol and marijuana abuse with lax, inconsistent or abusive parental discipline. The nature of parent, child interaction and the general atmosphere within the home is consistently related to delinquency among the youth. Furthermore, having a parent with a drug problem increases the chances of developing the same problem in the offspring. Other studies looked at issues related to the family and use of drugs has related to the youths. Darcis, (2012) carried out a Rapid Situation Analysis(RSA) 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 on substance use among students and out of school youth in an urban areas of 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 2004 indicates that young people between 10 and 24 years whose parents used or sold alcohol and other drugs, they were likely to abuse these substances. According to Field, (2010), preventing poor children becoming poor adults; a report of the independent review on poverty and life chance notes that at times youth, including students who sell on behalf of parents, are themselves exposed to substance abuse in due course.

Kikuvi, (2009) asserts that adolescent with substance abusing parents experience a high rate of parental and family problems those adolescents whose parents do not abuse substance. This may cause poor parents- child attachment, which may in turn lead to lack of commitment to conventional activities thereby at times leading to adolescent drug taking. Imbosa, (2002) adds that youths with poor home support tends to seek support and understanding elsewhere. Many find affection, understanding and support in the life-style of a drug abuse sub-group.

2.2.3 Mass Media

Society is constantly bombarded with mass media messages by way of television, radio, newspapers and online. News outlets have limited space to dedicate to issues, but illicit drugs

are clearly newsworthy. In spite of the media being identified almost ten years ago as a “new battleground” for the alcohol and other drug sector, Oteyo and Kariuki, (2009), knowledge remains scant on the nature of news media reporting. How much space is devoted to drugs, how issues are framed, who speaks and who fails to speak. Even less is known about the impacts of news media on attitudes towards drugs, particularly on those who are most likely to use illicit drugs - youth. Other fields have demonstrated that media reporting related to violence, body image and tobacco smoking can have a potentially powerful and even dangerous influence upon attitudes and behaviour. We also know that, common assumptions aside, youth remain active consumers of traditional news media such as newspapers and television news. Social pressure from media and friends is a universal risk factor for substance abuse among adolescents in developed and developing countries Limo, (2012). This is especially common in urban areas where there is a wide spread exposure to advertising on radio, television, and billboards. Young people in urban areas are more exposed to images promoting tobacco and alcohol, than their counterparts in rural areas. Muma, (2008) concurs with this argument asserting that external pressures especially the media have an influence in substance abuse among the youths. According to him, the amount of time people spend watching television has a negative influence on their behavior.

2.2.4 Availability of the Drugs

Availability and cost of drugs is associated with drug abuse. In his baseline report on „youth in peril“; alcohol and drug abuse in Kenya, Kaguthi, (2004) noted that availability of illegal drugs such as heroine, cocaine and mandrax together with the availability of legal substances such as cigarettes and alcohol may lead to drug abuse. The ready availability of most drugs appears to be the most important cause of the prevalence substance use and abuse amongst the Kenyan youth. For instance medicines (drugs) are purchased from chemists even without a physician’s prescription. Kithi, (2007) on drug peddlers warned of citizen arrest in Nairobi areas, he supports this by stating that addicts are reported to visit chemists to get close of Roche – a drug that should be strictly sold on prescription in Lamu town. Kaguthi, (2004) established that widely used substances are grown, manufactured and distributed; they are openly exposed to the youths. Cheap and unclean alcohol like chang’aa is readily available among students from the poor population.

According to Masese et al., (2012) while conducting a study on the extent and panacea for drug abuse and indiscipline in Kenya, Kisumu County learning institutions, it was revealed that most

of the students who participated in the study used illegal drugs because of their availability. It also observed that availability of illegal drugs promoted the interests of those who are in a position to benefit financially from selling them. The researchers argued that if there is easy access of

drugs, a student may decide to abuse them despite the governing rules that prohibit the use of drugs.

A survey carried out by the National Agency for the Campaign Against Alcohol and Drug Abuse, NACADA, (2012) on rapid situation assessment of the status of the drug and substance abuse in Kenya noted that drug accessibility was found to be one of the major contributing factors of drug abuse in Kenya. Traditional liquor is the most easily available type of alcohol followed by wines and spirits and chang^{aa}.

Chang^{aa} was found to be easily accessible in Western Kenya, followed by Nyanza and the least accessible in Northern Eastern. Traditional liquor was found to be most accessible in Coast followed by Western and least accessible in North Eastern. Wines and spirits were found to be most accessible in Nairobi followed by Central and least accessible in North Eastern. Kuber was found to be easily accessible in Nyanza followed by Nairobi and least accessible in Central. Miraa (khat) was most accessible in Nairobi and least accessible in Nyanza. Bhang was found to be easily accessible in Nairobi and least accessible in North Eastern. Cocaine and heroine were most accessible in Coastal region and least accessible in North Eastern. Of major concern from NACADA, (2012) report is the decline in age at which the respondent revealed their initiation into drugs, the data for those aged 10

– 14 years old showed an increase from (0.3) per cent in 2007 to (1.1) percent in 2012 for those reporting ever using bhang. This was recorded among rural, male, in school and low economic status categories. In Bungoma East Sub-County, for instance NACADA, (2012) established that as many as (50) percent households are involved in brewing, buying and reselling of brews; thus increasing access to alcohol by children.

2.2.4 Type of School

A survey carried out by Johnson, (2000) in Nairobi schools established that the use of drugs was more wide spread among those students who attended day schools than boarding schools. The survey noted that the difference could be due to the fact that boarding school students were closely monitored while day scholars were exposed to the substance through their own neighborhood and communities.

A survey carried out by King'ala, (2000) in selected schools in Kenya showed that the type of schooling has an influence on drug use among students. According to him, experimentation with common drugs was more frequently reported by Kenyan youth who have attended day schools rather than boarding schools. The reasons he gave are; in boarding schools learners are more closely monitored while day school students are often exposed to drug abuse as they move to and from schools daily. Koech, (2006) on setting up a campaign to curb rising drug abuse. Koech, (2006) suggests that school closeness (connection to school activities, goals and objectives) was a major determinant to substance use. Those who are more connected to school are less prone to substance use. Research done by Wanja, (2009) on factors contributing to drug abuse among secondary school students in Central, Kirinyaga division, Kirinyaga District, Kenya showed that drug abuse is not just confined to day schools where students can access drugs easily because they are not confined within the school premises. Students in boarding school take alcohol just like their counterparts in day schools. Similarly, a study by Kombo, (2005) on sociology of education in Kenya concedes that the percentage of students in day schools who take alcohol is higher than those of boarding schools. This can be attributed to the fact that they are not confined within the school premises.

Maithya, (2009) in a study carried out to determine programs for prevention and intervention of drug abuse in Kenya; he asserts that there is a significant relationship between drug abuse and type of school a student attends. He asserted that mixed schools have more cases of drug abuse than girls or boys schools. He also found that mixed schools have internal problems that are related to substance abuse among students. Girls' schools did not show alarming drug abuse problems, but boys schools did. This implies that the peers influence among girls and boys was higher because they were in the same school.

2.2.5 Age

Ansary, (2009) on a study carried out on distress and academic achievement among adolescents of affluence; a study of externalizing and internalizing problem behaviors and school performance, he asserts that young people are individuals in development and change, he further goes on to say that during this period they experiment with newly discovered aspects of their physical and emotional selves. During this period the youth are likely to experiment with drugs and some will be addicted. An English psycho-Analyst Dr. Deret Miller, (2006) said that "adolescent is a period of adaptation. All adolescents are disturbed" sociologists and anthropologists as well as other people have defined the difficulties that adolescents find in a changing society. In many societies it's accepted and understood that adolescence is the period

when a youngster forms its own identity usually by meaningful conflict with his parents or the older generation. It has been said that adolescence is a period of health hostility on the part of the youngsters who confronting the adult stands and traditions is discovering himself. Dr. Miller, (2006) says that during this time the youngsters' hostile and deviant behavior may provide a solution for him

In the United States of America, the use of drugs commonly begins in adolescent and the age of initiation is decreasing averaging 13-15 years where the majority of the adult addicts start using drugs in their teens (Bachman *et al.*, 2000). King^{endo}, (2010) conducted a monitoring study tracking the preference of adolescent substance use among American eighteenth and grade students each year from the mid-1970s in to the 21st century. From this study, it was found that, in 2000 more than a half (54 per cent) of American high school seniors reported using some type illicit drug in their lifetimes.

According to the NACADA, (2012) survey on the rapid situation assessment of the status of drug and substance abuse in Kenya, it's of concern that there is a decline at the age of which respondents revealed their initiation into drugs, the data for those aged 10-14 years olds showed an increase from 0.3 per cent in 2007 to (1.1) per cent in 2012 for those reporting ever using bhang. This increase was recorded among rural, male in school and low economic status categories.

2.2.6 Social Economic Factors

Poverty tends to be a characteristic of social deviants including drug abusers. This is what comes to be called economic explanation of deviant's behaviour. Poor economic conditions are worsened when the youth do not see any hope of employment even with education. A sociologist defines this feeling when he states "Now with formal education everywhere, and for nearly everyone, the relationship between schooling and future work is at best not very direct and at worst completely incomprehensible." Slum areas in cities and towns are said to breed the youngster percentage of drug abusers. This can be cited in the Kenyan cities and towns particularly Nairobi where slums like Mathare, Kibera, Mkuru and Majengo are known to accommodate a large number of alcoholics and drug addicts Kaguthi, (2004) however, drug abuse is not continued to young people in certain geographical areas or from particular social economic background. It affects the nation as a whole both in urban and rural areas. The problem cuts across class. It is not only in slums or low income areas where people are poor and unhappy but also with families living under better controlled conditions where

children are better controlled. Children who come from well to do families and who materially lack nothing; take drugs for pleasure of it and more fun. According to Gikonyo, (2005) while conducting a study on drug abusers and parental knowledge on factors predisposing the youth to drug and substance abuse in Nairobi province, observed that when drugs are taken over a long period for fun and pleasure, addiction sets in.

From the literature reviewed in this section, it is noted that although studies have been carried out to find out the causes of drug abuse in Kenya, much has been done in urban and pre-urban areas thus little has been done in rural areas and specifically in Thika Sub County. It is therefore essential to carry out the study and establish the actual causes which may be unique in the Sub County.

2.3 Effects of Drug Abuse on Academic Performance

Drug abuse leads students to have behavioural problems such as fatigue, stress, anxiety, bullying and even committing murder Maithya, (2009). Students under the influence of drugs could even beat up their teachers, rape them or kill their colleagues Kyalo and Mbugua, (2011). In Tigania Sub County, Miraa chewing had formed a counter culture within the school with both teacher and students being habitual chewers of the (Miraa) Khat. This hinders them from improving their academic performance, Wanja (2009).

Declining grades, absenteeism from school and other activities, and increased potential for dropping out of school are problems associated with adolescent substance abuse. A study by Horwood et al., (2010) on cannabis use and educational achievement; findings from three Australasian cohort studies found that low level of commitment to education and higher truancy rates appear to be related to drug abuse among students. Again drugs abused affect the brain; these results in major decline in the functions carried out by the brain Abot, (2005).

Drugs affect the students' concentration span, which is drastically reduced and boredom sets in much faster than for non-drug and substance abusers. The students will lose concentration in school work including extra-curriculum activities. Most of the psychoactive drugs affects the decision making process of the students; creative thinking and the development of the necessary life and social skills are stunted. They also interfere with the awareness of an individual's unique potential and interest thus affects their career development Kikuvi, (2009) cognitive and behavioral problems experienced by drug using youths may interfere with their academic performance and also present obstacles to learning for their classmates United Nations, (2008). Drug abuse is associated with crime maintenance of an orderly and safe school

atmosphere conducive to learning. It leads to destruction of school property and classroom disorder.

Drug and substance abuse have far reaching ramifications for instance, according to the survey by NACADA,(2012) with a sample of 632 children, it was found out that (6) percent have engaged in sex while on drugs (7.3) per cent for boys and (4.4) per cent for girls) and the median age at sexual debut being estimated at 11 years. An assessment of the situation during the first sexual intercourse indicates the

(30) percent had sex unwillingly. Further, about (20) per cent were given incentives to lure them into sexual act, with a further (80) per cent reporting having taken drugs before their first sexual encounter. These early introduction into illicit sex goes a longway in impacting negatively on their self-esteem exposing them to dangers of early pregnancy, contracting STI's and AIDS, declining academic performance and ultimately dropping out of school all together Maithya, (2009). According to Desmone et al.,(2006) carried a study on drinking and academic performance in high schools found out that by introducing a large vector of covariates which control for heterogeneity between alcohol consumers and non-consumers; the negative causal relationship; between alcohol and academic performance remain significant for heavy drinking. In line with these results, Kariuki and Oteyo, (2009) report that heavy drinking has an impact on schooling achievements by reducing time spent studying.

Advanced brain scan imaging has proven that the human brain is not fully developed at puberty, as previously thought with maturation occurring as late as twenty four years as observed by Eisenstein, (2009) in his study on youth and drugs inBrazil. 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 United nations, (2013). Getting intoxicated can have negative impact on cognitive function; that is, concentration, memory, attention for forty eight hours. Another study conducted by Kinyua, (2011) on critical success in factors that influence student's academic performance in public secondary schools in Gatundu District, Kenya observed that the ability to study is impaired by drug and substance abuse hence could give negative impact on the ability to perform in exams. Heavy drinking by students lead to positive blood alcohol level affecting them whether they can get up for class and if they do the quality of how information is processed and ultimately stored. Sleeping of buzz, a common practice interferes with sleep cycle, resulting to increased anxiety jumpiness and irritability the next day Maithya, (2009). The use of Marijuana suppresses neural activity in the hippocampus resulting in

problem with attention, memory and concentration. It significantly increases heart rate, weakens the heart muscle and affects blood pressure (Ansary *et al.*, 2009).

Drug abuse has social and emotional implication; with multiple risk factors is more likely to lead to addiction and affect the academic standing. The people whom students associate with and how they behave are often visible indicators or risk trying drugs as well as possible signs of current drug use. Stealing, cutting off from school, cheating and general disregard for social norms are common behaviors bonding the members on drug abuse as noted by Goodman, (2009) in his social work with drug and substance users. Schooling is also impacted in that drug using parents value time commitment and resource availability for their child's education which may be much less than minimal.

According to Ndeti, (2004), in his study on the linkages between drug abuse, injecting drugs used and HIV/AIDS in Kenya, drug abuse affects a person's health as well as human behaviour. Implications of drug abuse among the learners include juvenile delinquency, poor performance, immorality, HIV infection, culture of violence, strikes, destruction among the users and country losing important human resources. Most of the studies done by different scholars in the country have majorly concentrated on drug abuse and how they affect the behaviors of the students in their schools. However, there are few studies that have ever sought to address the problem of drug abuse in secondary schools and therefore the current study seeks to investigate the effects of drug abuse on academic performance among secondary school students and mitigation measures to be put in place to curb this menace in Thika SubCounty, Kiambu County, Kenya.

2.5 Measures Taken to Curb Drug Abuse in Public Schools

Drug abuse is increasing day by day among the secondary school students and may have greatly contributed to poor performance in examinations as well as undermining academic ability and performance among students NACADA, (2006). A number of measures have been put in place by schools purposely to curb drug abuse. During the Heads of Secondary Schools meeting under the umbrella organization (KSSHA) in Nakuru in 2008, they recommended education and control measures that need to be put in place to get drug free environments.

Maithya, (2009) explained that the most commonly used methods in Kenya are guidance and counseling, summoning of parents or guardians to school, suspension, heavy punishment, expulsion, invitation of resource person and drug awareness campaigns. According to the study, he recommended that this should be strengthened in life skills, teaching on drug use and abuse

as a subject, organizing seminars and debates within the school.

A study by Wamuyu, (2004) in Starehe district among teachers and students on measures put in place to curb drugs and substance abuse in their schools; he found that some drug awareness campaigns were conducted in their respective schools, teachers confirmed that the guidance and counseling was being used to curb the problem and teachers reported that the most common way of dealing with drug cases was punishment. In most cases the punishment is suspension or expulsion for notorious cases. He further observed that there were impromptu searches in classes; dormitories and when the students are going back to school. A few schools used mass media as a way of passing information on drugs and substances abuse to students. Some obtain materials on drug use for the students while a few others invite the resource persons to talk to the students.

In a similar study carried out by Imbosa, (2002) in six secondary schools in Nairobi with the aim of finding out the strategies and programs used in schools to increase drug awareness and curb their use and abuse, the study involved both students and teachers and established that, drug use and abuse occurred in the student population as result of complex range of factors including parental engagement in substance abuse, depression, anxiety, learning difficulties and low self-esteem all which are beyond the scope of the programs in place by the schools to address the problem. Based on this findings , the researcher recommended that a comprehensive study of drug use and abuse should be carried out, after which a detailed drug policy should be developed encouraging smooth planning, implementation and evaluation of the prevention, intervention and action strategies.

According NACADA, (2006) it is possible and desirable for schools to be concerned with drug demand reduction, drug supply reduction and mitigating the real and social consequences of drug use with major focus on demand reduction. However, education authorities shouldn't accept the sole responsibility for changing students' healthy behaviour including drug abuse. Walter, (2011) conducted a study on the growth of youth gang problem in United States and concluded that the primary role of school is to teach skills, to impart knowledge, and establish a sound value base in relation to health and drug use, not to change the behaviour that may be determined by factors beyond the influence of the school and the academic performance.

It is noted that several studies have been carried out on drug and substance abuse in this country. These studies have shown that drug abuse is rampant in secondary schools. However, not much has been documented on explaining what is done on the ground to curb the menace. The proposed study will focus on measures put in place in

schools to curb the menace hence improve on academic performance and specifically in Thika Sub-County.

2.6 Theoretical Framework

This study is guided by Albert Bandura's social cognitive theory (1977). The theory puts emphasis on acquisition of social behaviors through observation of other people's behaviors in a social context. Therefore, behaviour change is influenced by mainly three things; environment, people and the behaviour. According to the theory, observing other people engage in behaviors that seem attractive leads to desire to engage in the same behaviour. This theory emphasis on cognitive process that promote learning of behaviour. Apart from cognitive processes acquisition of behaviour also depend on the environment and the behaviour itself. This means that people determine the behaviour they wish to acquire, but they are also influenced by the environmental factors.

The environment includes both physical and social environment. Social environment includes people that we frequently get into contact with daily. The social cognitive theory postulates that role modeling affects behaviour acquisition andshaping of the behaviors in the society. Pupils, who engage in drug abuse, most likely learn the behaviour from the environment. The teachers and adults in the society are the role models for pupils. In case, they get involved in drug abuse, the pupils may desire to engage in such behaviors. Social cognitive theory is relevant to the proposed study as it forms the basis for studying the factors that determine the development of behaviour among pupils. The behaviors could be influenced by their gender, age and social pressure from the peers they interact in the schools. Out of curiosity, pupils choose to do risky activities making them vulnerable to drug abuse. The theory also explains that the external influences affect behaviour through cognitive processes. Future humans' behaviour is guided by their capability to form symbols. As such, a person can model an observed behaviour. It is through understanding people's perception of reality and we can understand their behaviors and change them.

2.7 Conceptual Framework

A Conceptual framework shows the conceptualization of the relationship between variables in a study. The variables are known as independent and dependent variables. Dependent variables are variables whose effects depend on an independent variable. They are influenced by other variables. Independent variables are those which affect or influence another variable. Figure

2.1 shows the likely relationships of drug and substance abuse and participation in learning among students. There are various variables that have an effect on learners that abuse drug and related substance. Independent variables such as drug and drug related substances, school factors, student's characteristics and teacher characteristics. The independent variables and the intervening variables such as attitude towards drugs and teachers attitudes towards drug have an effect on participation in learning among students as manifested in delinquency, truancy, declining academic performance and school dropout which are the dependent variables.

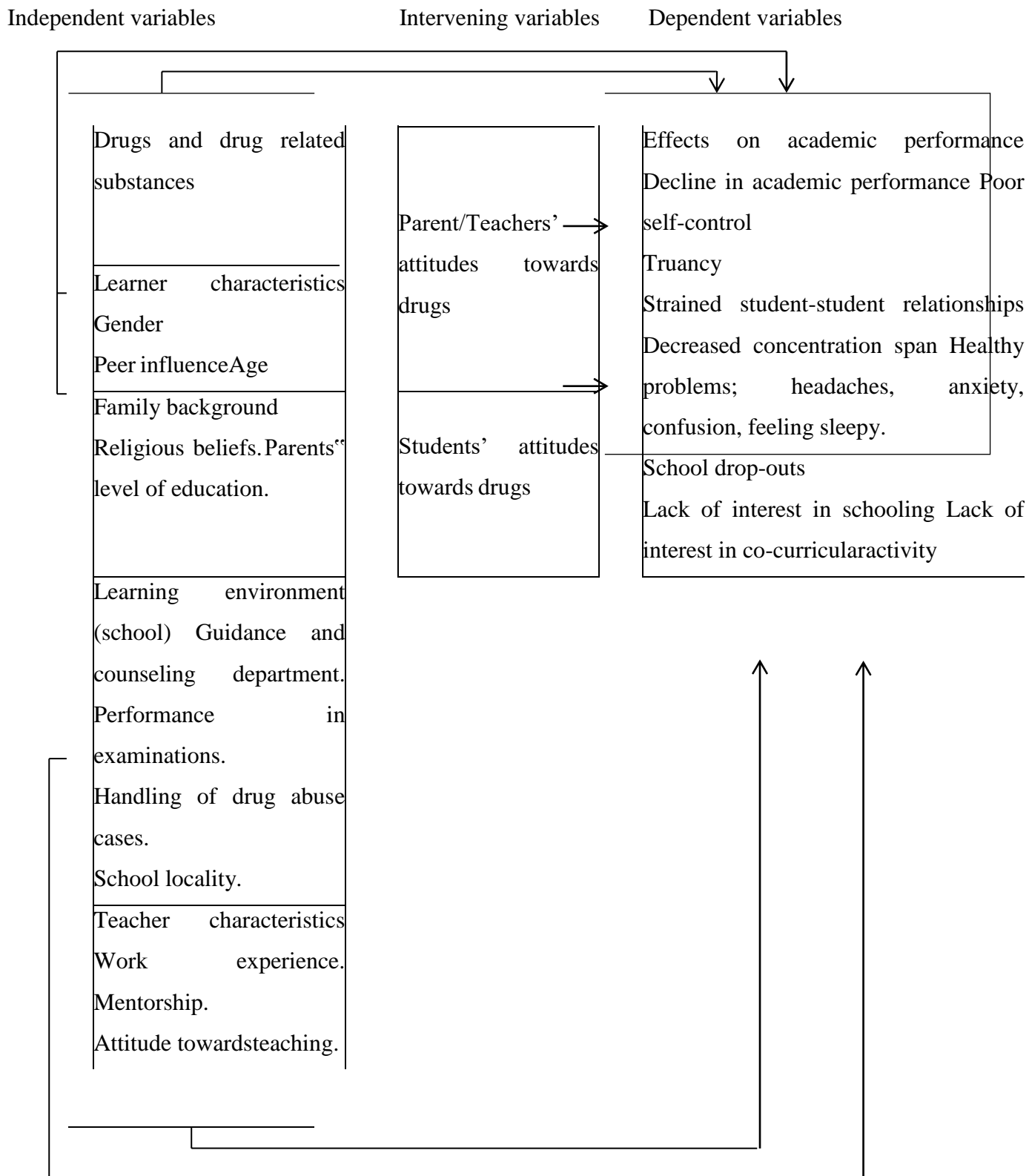


Figure 2.1 Effects of drug abuse on academic performance

Figure 2.1 shows the relationship between the dependent and independent variables of the study. The academic performance, which is the dependent variable, could be affected by drug

and substance abuse. If students abuse drugs such as alcohol, marijuana, tobacco and miraa, then this will directly impact negatively on their academic performance.

Excessive alcohol consumption, especially illicit brews are common in the county, therefore this is tied to students taking the habit from peers and parents and bonding with other drug users in the society. However, a student's attitude towards drug abuse, impacted by education and knowledge can contribute to them deciding not to or to take the drugs anyway. The effects of these variables on the academic performance in Thika Sub-County Secondary schools could also be influenced by factors, such as parental influence, mass media, peer group influence among many others.

CHAPTER THREE: RESEARCH METHODOLOGY

3.0 Introduction

This chapter comprises of the research design, target population, study location, sample and sampling procedures, research instruments, validity of the instruments, data collection procedures and data analysis techniques. A combination of all these components will lead to the results upon which conclusions will be made. Research methodology therefore provides a framework under which the study is conducted.

3.1 Research Design

According to Cooper and Schindler, (2006) a research design is a strategy for study and the plan by which the strategy is to be carried out specifying the methods and the procedure for the data collection, measurement, and analysis of data.

This study employed a descriptive survey design as a method of collecting information by interviewing and administering a questionnaire to a sample of individuals. This type of research design is useful when collecting information about people's attitudes, opinions, and habits Orodho, (2009). This therefore lay within the focus of this study.

3.2 Target Population

Target population is defined as all the members of a real or hypothetical set of people, events or objects from which a researcher wishes to generate the research study Creswell, (2005). The researcher targeted form three students, their respective guidance and counseling teachers and principals in the 32 public secondary schools in

Thika Sub-County. The form three students were targeted because they have been in school long enough so as to be influenced by the school environment and they could provide the required information. The form fours have stayed for long but they were being prepared for KCSE examinations and therefore not easy to get them.

3.3 Study Location

Thika is an industrial town and a major commerce hub in Kiambu County, Kenya, lying on the A2 road 42 kilometres (26 mi), Northeast of Nairobi, near the confluence of the Thika and Chania Rivers. Thika has a population of 279,429 (as of the 2019 National Census). The researcher chose to carry out this study in Thika Sub County since the area has been registering poor results in national examinations perennially.

3.4 Sample Size and Sampling Procedure

3.4.1 Sample Size

A sample is any group on which information is obtained (Frankel *et al.*, 2000). The student total

population was 1327 in the 32 sampled schools, 32 principals and 32 guidance and counseling teachers. Gay, (2009) recommends that the minimum sample of a small population is (30) percent while (10) percent can do for a big population; therefore, 10% of each target population was computed to give a total sample size of 154 respondents as shown in Table 3.1

Table 3.1 Sample size Determination

Study population	Target population	Target population (%)	Sample size
Students	1327	10	132
Principals	32	30	11
Guidance and counseling teachers	32	30	11
Total sample size			154

3.4.2 Sampling Procedure

Sampling technique refers to how cases are selected for observation Mugenda and Mugenda, (2009). It provides a detailed explanation of the subject to be involved in the investigation and how these are selected from the target group. Gay, (2009) recommends that the minimum sample of a small population is (30) percent while (10) percent can do for a big population. Orodho, (2009) notes that purposive sampling is hand-picking the cases to be included in the sample based on one's judgment of the typicality. There are 32 public secondary schools in Thika Sub-County; 1 boys boarding, 1 Girls boarding and 30 mixed day secondary schools with approximate population of 1,327 form three students MOEST, (2015). Eleven schools constituting (30) percent of the 32 secondary schools in Thika Sub County were sampled. The schools were chosen using the following criteria; one boys' boarding school, one girls' boarding school and nine mixed day schools were selected by random sampling. One guidance and counseling teacher and principal from the 11 schools were included in the study. From the 11 schools, with the help of guidance and counseling teacher, the researcher used random sampling to obtain students who participated in the study. In each school, 12 students were selected (6 girls and 6 boys from mixed schools). A total of 154 respondents constituting 132

form three students, 11 guidance and counseling teachers and 11 principals were used as respondents in the study. Therefore the sample size was 154 respondents. (Table 3.1) Orodho, (2009) notes that the use of random sampling is quite common in education and social science research where large populations are studied, when lists of the population members are available.

Table 3.2 Number of secondary schools in Thika sub county

No. of secondary schools	No. of principals	Total No. of form three students	No. of guidance and counseling teachers
32	32	1327	32

Source: Thika Sub-county Educational records, (2015)

3.5 Research Instruments

The researcher used questionnaires and interview scheduled in data collection. Questionnaires were administered to students while the interview schedule was administered on guidance and counseling teachers and principals. A questionnaire is a set of standardised questions administered to respondents and represent an even stimulus potentiality to large numbers of people simultaneously and provides the investigation with an easy accumulation of data Ogula, (2005). Questionnaires were used for data collection because they are able to collect a large amount of information in a reasonably quick space of time and respondents' „anonymity ensures that they gave honest answers. The questionnaire was divided into two sections; A and B. Section A consisted of demographic information. Section B consisted of both closed and open ended questions based on research objectives and questions.

An interview is an oral, in person and answer session between the researcher and the individual respondent Gay, (2009). According to Kombo, (2006), interviews are useful because they allow the researcher to have direct contact with the participants such that the interviewer can clarify the questions hence helping in getting relevant information. The interview schedule meant for guidance and counseling teachers and principals enabled them give their opinion based on research objectives and questions so as to get more information to beef up what was gotten from the questionnaires.

3.6 Pilot Study

Prior to visiting the schools for data collection, pre-testing of the questionnaires and interview schedule was conducted using three schools in Thika Sub-County but these schools were not included in the final sample. This was aimed at the establishment of clarity, accuracy and suitability of the research instruments thus enable correct and adjust the research instrument's validity and reliability.

3.7 Validity and Reliability

3.7.1 Validity

Validity is the degree to which results obtained from the analysis of data actually represent the phenomenon under study Mugenda and Mugenda, (2009). A pilot study was conducted on a population similar to target group Creswell, (2005). The objective was to assess the clarity of the instruments so that those found to be inadequate were discarded or modified to improve the quality of the instruments and hence improve validity. The researcher sought expert opinion from the university supervisor on the validity of the instruments used in this study.

3.7.2 Reliability

Reliability is defined as a measure of the degree to which a research instrument yields consistent results or data after repeated trials Mugenda and Mugenda, (2009). The study used test-retest technique to ascertain the reliability of the research instrument. The questionnaires and interview schedules were administered twice by the researcher to the same groups after two weeks in intervals.

3.8 Data Analysis Techniques

The study employed descriptive analysis by use of means, percentages, and frequencies. This method was useful in describing and documenting the state of affairs as they were.

Qualitative data that was obtained from the open-ended sections of the questionnaire and interviews were analyzed using the thematic approach. This is a form of recognizing patterns within the data where emerging themes become the categories for presentation and analysis Strauss and Corbin, (1990).

The researcher conducted in-depth interviews to gather opinions of the teachers about use of drugs in their schools and this information was used to beef up data collected using questionnaires. The data was then organized, tabulated and analysed in frequency tables; means, percentages and bar graphs with the help of the statistical package for social sciences (SPSS) software.

3.9 Ethical Issues

According to Gakuru, (2010) ethical issues are 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. The researcher in this case treated people with respect and ensured that the procedures are reasonable and fairly administered. The researcher explained the real purpose and the use of the research to the participants. Full informed consent was obtained and privacy and confidentiality of the research participants was guarded.

CHAPTER FOUR: DATA ANALYSIS, INTERPRETATIONS AND DISCUSSIONS

4.1 Introduction

This chapter presents the data, analyzes and interprets the findings of the study. The chapter also discusses the findings in light of earlier findings of empirical studies.

4.2 Response Rate

The study targeted 132 form three students, 11 school principals and 11 guidance and counselling teachers in eleven secondary schools in Masaba sub-county. However, only 9 Principals, 9 guidance and counselling teachers and 132 form three (3) students responded and returned their questionnaires yielding a response rate of 74.07%. According to Mugenda and Mugenda, (1999) a response rate of 50% is adequate for analysis and reporting; a rate of 60% is good and a response rate of 70% and over is excellent; therefore, this response rate was adequate for analysis.

4.2.1 Demographic Characteristics of Respondents

This section constitutes the respondents' demographic information including their age and gender.

4.2.2 Gender of Respondents

The study sought to determine the gender of the respondents and the results are summarized in Table 4.1

Table 4.1 Gender of Respondents

		Students		Principals		Counselling teachers	
		Freq.	%	Freq.	%	Freq.	%
Valid	Female	49	37.1	2	22.2	4	44.4
	Male	83	62.9	7	77.8	5	55.6
	Total	132	100.0	9	100.0	9	100.0

The respondents were requested to indicate their gender. The results found out that 49

(37.1%) of the students were females while 83 (62.9%) were males. Further, there were 2 (22.2%) female principals while 7 (77.8%) were males. The other respondents were guidance and counselling teachers; 4 (44.4%) were females while 5 (55.6%) were males.

4.2.3 Age Brackets of the Students

The study sought to determine the age bracket of the students and the results are as tabulated in Table 4.2

Table 4.2 Age brackets of students

Age		Frequency	Percent	Valid Percent	Cumulative Percent
	12-14yrs	0	0.0	0.0	0.0
Valid	15-17yrs	90	68.2	68.2	68.2
	18-19yrs	38	28.8	28.8	97.0
	20 yrs and above	4	3.0	3.0	100.0
	Total	132	100.0	100.0	

From the results obtained, none of the students was between 12-14years old. The majority (90) falls between 15-17 years and only 4 students were of age 20 years while 38 students were of 18-19years old.

Commonly Abused Drugs in Thika Secondary Schools

This study further sought to establish drugs that are commonly abused by students. The students were requested to indicate the commonly abused drugs in their schools and their responses were tabulated as shown in Table 4.3

Table 4.3 Commonly abused drugs in schools

Drug	Frequency	Percentage (%)
Alcohol (beer)	71	53.8
Tobacco	35	26.5
Bhang	63	47.7
Miraa	22	16.7
Glue	9	6.8
Opium	1	0.08
Cocaine	0	0.0
Gasoline	0	0.0
Heroine	0	0.0

According to the results in Table 4.3, alcohol was commonly used in the schools as indicated by a frequency of 71 (53.8%) followed closely by bhang with a frequency of 63 (47.7%). The respondents also indicated that tobacco, miraa, glue and opium were fairly commonly used as expressed by a frequency of 35 (26.5%) and 22 (16.7%), 9 (6.8%) and 1 (0.08%) respectively. In addition the respondents indicated that cocaine, gasoline and heroin were not used as expressed by a frequency of 0 (0%) respectively. Additionally, use of drugs such as alcohol, bhang and tobacco is legally, culturally and socially acceptable in Kenya and these drugs are locally produced thus it compounds this drug abuse menace.

These findings are in agreement with those of Odundo et al., (2014) who conducted a similar study on effects of drug and substance abuse on students' discipline in public day secondary schools in Nakuru municipality, Nakuru County, Kenya, and noted that the most commonly abused drugs were alcohol, cigarettes, bhang and Khat (Miraa). Similarly, a study carried out by Muoti et al., (2014) on effects of drug and substance abuse among students in Makueni County, Kenya, who found out that alcohol was commonly used in schools. These findings are also in agreement with NACADA, (2004; 2007) results that alcohol, bhang and tobacco are the most commonly abused drugs and reflect the overall current situation of drug abuse among the youth in the country. The national prevalence of substance misuse among the youth was 60% alcohol, 58% tobacco and 22% bhang NACADA, (2004). The current scenario could be attributed to the fact that Kenya has become a progressively significant transit point for drugs destined for other countries such as Europe and North America UN, (2005).

Responses on whether Students have ever used Drugs

The students were requested to indicate whether they have ever used drugs and the results are tabulated in Table 4.4

Table 4.4 Responses on whether students have ever used drugs

Valid		Students who Have ever taken drugs		Students who Have never taken drugs		Total	
		Frequency	Percent	Frequency	Percent	Frequency	Percent
	Yes	35	100.0	97	100	132	100
	Total	35	100.0	97	100.0	132	100.0

All the 35 (100%) students indicated that they have ever taken drugs while ninety seven students (100%) indicated that they have never taken drugs. This implies that quite a number of students have ever taken drugs. These findings are in agreement with those of NACADA, (2012), while carrying out a survey on effects of drug abuse in secondary schools in Bungoma

East Sub-County established that fifty percent (50%) of students have ever taken drugs which adversely affect their academic performance.

Length of Time Students have used Drugs

The study sought to determine the length of time students had used drugs and their responses were as summarized in Table 4.5

Table 4.5 Length of time students have taken drugs

Valid	Age	Male Students		Female students		Total	
	Years	Frequency	Percent	Frequency	Percent	Frequency	Percent
	1	4	12.1	1	50.0	5	15.2
	2	22	66.7	1	50.0	23	69.6
	3	4	12.1	0	0.0	4	12.1
	Over 3	3	9.1	0	0.0	3	9.1
	Total	33	100.0	2	100.0	35	100.0

The results indicate that 5 (15.2%) respondents comprising of 4 (12.1%) males and 1 (50%) female had been using drugs for 1 year. Twenty three (69.6) respondents comprising 22 (66.7%) males and 1(50%) female indicated that they had been abusing drugs for the past 2 years. Four (12.1%) male students indicated that they have been abusing drugs for three years while the remaining 3 (9.1%) male students indicated that they had used drugs for more than three years. The results revealed that majority of the form three students (90.9%) started indulging in drugs while in secondary school and only 9.1% abused drugs long before joining secondary school. This information is important since drug and substance abuse in the schools is becoming rampant and the students continue to abuse them despite efforts made on awareness of the dangers of using drug by young people and the effects on their academic performance. The findings contradict with those of Ngesu, (2008) and Maithya, (2009) who found out that majority of students abusing drugs have been taking it for more than two years.

Knowledge of Students Who Take Drugs

The study sought to determine whether the students had the knowledge of other students who take drugs and their responses were tabulated as shown in Table 4.6

Table 4.6 Knowledge of students taking drugs

Valid		Students who Have taken drugs		Students who Have not taken drugs		Total	
		Frequency	Percent	Frequency	Percent	Frequency	Percent
	Yes	35	100.0	39	40.2	74	56.1
	No	0	0.0	58	59.8	58	43.9
	Total	35	100.0	97	100.0	132	100.0

All the 35 (100%) students who were taking drugs indicated that they know other students who take drugs. Thirty nine students (40.2%) who have not taken drugs before indicated that they knew a student who take drugs while 58 (43.9%) did not know of a student who take drugs. Generally, the results indicate that 74 respondents (56.1%) had knowledge of a student taking drugs, implying that most students have an idea of drug use. This depicted that majority of the students were abusing drugs and the disparity between them is small. Maundu, (2013) is in agreement with these results as he also affirms that majority of students who abuse drugs are known to their friends and not to the school administration.

Frequency of Abuse of the Common Drugs in Secondary Schools in Thika Sub-County

This study further sought to establish the most frequently abused drugs by students. The students were requested to indicate how frequently the listed drugs were abused in their schools and their responses were tabulated as shown in Table 4.7

Table 4.7 Frequency of abuse of drugs among the students

	Not at All	Least frequent	Moderately frequent	Frequent	Very frequently	Sample	Weighted average
Alcohol (beer)	9	18	13	50	42	132	3.74
Tobacco	17	23	34	29	29	132	3.23
Bhang	11	24	33	48	16	132	3.26
Miraa	28	31	46	23	4	132	2.58
Glue	45	33	38	16	0	132	2.19
Opium	56	33	38	5	0	132	1.94
Cocaine	132	0	0	0	0	132	1.00
Gasoline	128	4	0	0	0	132	1.03
Heroin	132	0	0	0	0	132	1.00

This study found out that alcohol was frequently used in schools as indicated by a weighted average of 3.74. Based on these results, since alcohol was frequently used in the schools it has an effect on the performance of the students as it affects student participation and concentration in class. This study results agrees with those of Muoti et al., (2014) who found out that alcohol is frequently used in the schools and this can really affect the performance of the students especially the ones engaging in it because their concentration in class may be affected by the aftermaths of alcohol taking such as hangovers.

Access to Drug Use among the Students

The students were also asked whether these drugs are easy to get in school.

Their responses are as shown in Table 4.8

Table 4.8 Access to drug use among students

		Students who Have taken drugs		Students who Have not taken drugs		Total	
		Frequency	Percent	Frequency	Percent	Frequency	Percent
Valid	Easy to access	20	56	39	7.2	7	63
	Not easy to access	15	40	58	19.6	19	59.6
	Total	35	96	97	26.8	26	

These findings show that 20 (56%) of those who had taken drugs said that they easily access drugs in school compared to 58 (40%) who indicated that it is not easy to access drugs while in school. Amongst those who had not taken drugs, 7 (7.2%) indicated that it was easy to get drugs in school while 19 (19.6%) indicated that it was not easy to get drugs in school. The results indicated that majority of the respondents know that it is easier to access the drugs in school. Therefore, the findings agree with that of Ngesu, (2008) which states that student's abuse drug due to their availability. The students' responses on accessibility of drugs in schools were presented as shown in Figure 4.1

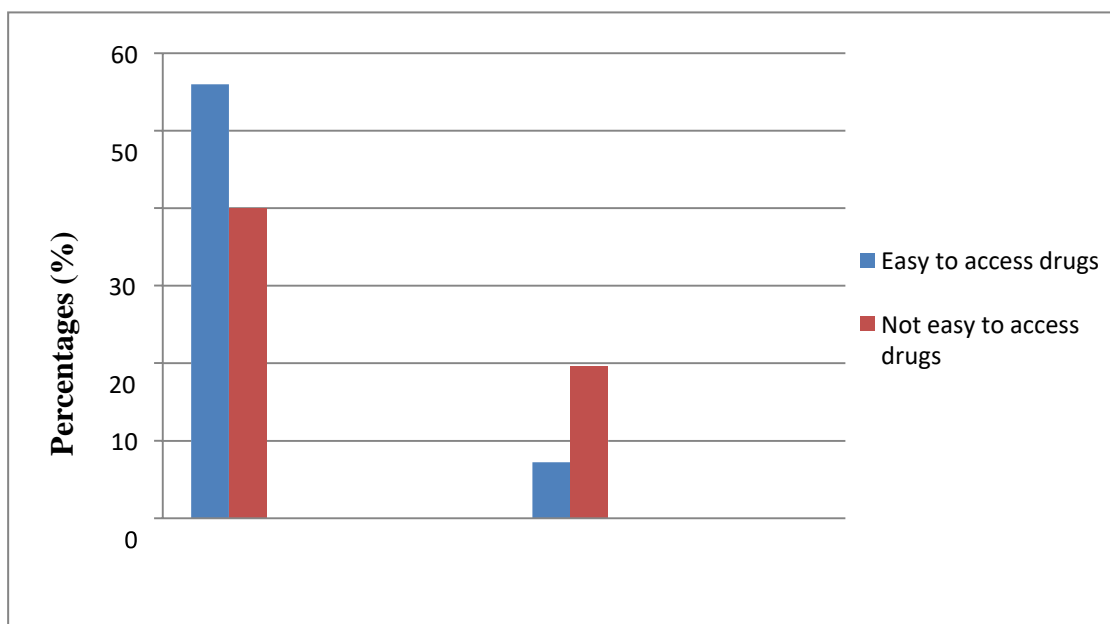


Figure 4.1 Response on whether drugs are easy to get

Students' Sources of Drugs in Schools

The respondents were requested to indicate their main sources of drugs and the result is summarized in Table 4.9

Table 4.9 Student's source to drug use in schools

Drug Source	Frequency	Percentage (%)
Villagers	62	47.0
Kiosks/small shops	83	62.9
Fellow students	88	66.7
Watchmen	21	18.2
Teachers	3	2.3

Fellow students were identified as the main source of drugs comprising of (66.7%) and most students sneak the drugs into the school and supply to others. The results depict that eighty three respondents (62.9%) identified small kiosks or shops as the source of drugs while 62 respondents (47%) identified villagers as the source of drugs in schools. Additionally, 18.2% of the respondents identified school watchmen as a source of drugs while only 2.3% identified teachers as a source of drugs. Having the knowledge on where drugs are sourced from by the users will assist in supply reduction agencies like the NACADA in developing appropriate mediation actions. Additionally, it can also provide information important in aiding formulation of surveillance strategies by the stake holders involved in reduction of supply and demand. This is vital since decrease in supply will lead to drug unavailability and hence reduction in abuse. The study is in tandem with Lee, (2012) who conducted a study on effects

of drug abuse among students in national and private schools in Kuala Lumpur, Selangor, and Negeri and observed that some youths are influenced to drug abuse because of peer influence towards conformity into their respective groups.

Principals' Guidance and Counselling Teachers' Interview Responses

Prevalence of Drug and Substance Abuse in Schools

The study sought to find out the prevalence of drug and substance abuse in schools. Information on this matter was provided by school principals and guidance and counselling teachers. The information on the frequency of drug abuse is contained in Table 4.10

Table 4.10 Prevalence of drug and substance abuse in schools

	Frequency	Percent
Yes	13	72.2
No	5	27.8
Total	18	100.0

The analysis on Table 4.10 indicates that thirteen respondents (72.2%) admitted that there is a drug problem in their respective schools and 5 (27.8%) said there was no problem. This indicated that drug abuse was considered a severe menace in schools. This is in agreement with findings of Muoti et al., (2014) which indicate that 75% of respondents were of the opinion that drug abuse is a great problem among students.

Common Type of Drugs Abused In Schools

The school principals and guidance and counselling teachers were interviewed on the common types of drugs abused in their schools and their responses recorded as shown in Table 4.11

Table 4.11 Common types of drugs abused in schools according to school administrators

	Frequency	Percentage (%)
Alcohol (beer)	18	100.0
Tobacco	10	55.5
Bhang	12	66.7
Miraa	2	11.1
Glue	0	0.0
Opium	1	5.6
Cocaine	0	0.0
Gasoline	0	0.0
Heroin	0	0.0

The principals and guidance and counselling teachers indicated that alcohol was the most used drug in Thika secondary schools. Twelve (66.7%) identified bhang as being abused by students. Ten administrators (55.5%) identified tobacco as being abused by students in Thika Sub-county. Miraa was identified by 11.1% of the administrators. These results concur with findings of NACADA, (2007), which reported that the national prevalence of substance misuse among the youth was 60% Alcohol, 58% Tobacco, 23% Cannabis and 22% Khat among others.

Causes of Drug Abuse in Secondary Schools in Thika SubCounty

The second objective sought to establish the causes of drug abuse among the students. The respondents were requested to indicate the extent to which various factors influence students to abuse drugs and their responses were summarised in Table 4.12

Table 4.12 Causes of drug abuse in secondary schools in Thika sub-county

	Strongly Disagree	Disagree	neutral	Agree	Strongly Agree	Σ	Σ
Availability of money to buy drugs	13	15	18	46	40	132	3.64
Availability of the Substance/Drugs	0	6	28	45	43	122	4.02
Peer Group Influence	0	3	11	33	85	132	4.52
Lack of parental care/supervision	35	44	35	9	9	132	2.34
Family background for example parent also drinks	11	18	21	44	38	132	3.61
The Need for Energy to read for Long Hours	79	18	9	16	10	132	1.94
Influence by mass media	5	21	26	56	24	132	3.57
Stress at home	11	13	40	35	33	132	3.50
Curiosity	22	27	25	35	23	132	3.08

These study findings as summarized in Table 4.12 indicate that peer influence, drug availability, availability of money to buy, family background such as parents who also drinks, influence of social media and stress at home and curiosity were influential to the students abuse of drugs as expressed by a mean of 4.52, 4.02, 3.64, 3.61, 3.57, 3.50 and 3.08 respectively. Through the availability of money to buy drugs as a precursor of drug abuse, 86 respondents (65.2%) agreed (score 4 and 5 on the scale) as compared to 28 (21.2%) who disagreed (score 1 and 2 on the scale). This is in agreement with studies conducted by Wanja, (2009), that availability of money to buy items is also influential to the students' abuse of drugs.

In addition, the respondents indicated that students' desire to always be awake so as to read for more hours was not influential to the students' abuse of drugs as expressed by a mean of 1.94. These findings suggest that on the average, majority of secondary school students were of the

opinion that having access to money can precipitate drug taking as shown by the weighted average of 3.64. This is in agreement with Kaguthi, (2004) who observes that poverty is a characteristic of social deviants including drug abusers. This is what comes to be called economic explanation of deviant's behaviour.

Based on easy accessibility of the drugs to students as a cause of drug abuse, 88 respondents (66.7%) agreed (score 4 and 5 on the scale) as compared to 6 (4.5%) who disagreed (score 1 and 2 on the scale). The weighted average value of 4.02 indicates that the respondents agreed that availability of drugs is associated with drug abuse. These findings are supported by Kaguthi, (2006) who noted that availability of illegal drugs may lead to drug abuse. The availability of most drugs appears to be the most important cause of drug use and abuse amongst the Kenyan youth. The survey carried out by the National Agency for the Campaign Against alcohol and Drug Abuse (NACADA 2012) on rapid situation assessment of the status of the drug and substance abuse in Kenya, also established similar results and noted that drug accessibility was one of the major contributing factors of drug abuse in Kenya.

In line with these findings, Masese et al., (2012) observed that a friend or peer group is likely to be the source of information for drug users about the availability of drugs and the alleged effects. Peer pressure and curiosity are the leading forces behind drug, substance abuse and peer subculture also facilitates the behaviour by making the substances available and by providing an appropriate setting and instructions as supported by NACADA, (2006) and UN, (1992). Peer pressure being a cause of drug abuse, 118 respondents (90%) agreed (score 4 and 5 on the scale) as compared to 3 representing 2.3% who disagreed (score 1 and 2 on the scale). The weighted average value of 4.52 obtained indicates that the respondents strongly agreed that peer pressure contributes greatly to drug abuse.

In most cases, the students who take drugs seek approval for their behaviour from the peers, whom they persuade to join them in their habit as a way of seeking company and acceptance. These findings are in tandem with those obtained by Kyalo and Mbugua, (2011) who established that the majority of the drug users had friends who used drugs, and even in school they gang together to plan how to get the drugs. Similar results were also recorded by Muma, (2008) who found out that there is a significant relationship between the drug use behavior and involvement with friends who take drugs. In support of these findings, similar results were obtained by Otieno and Ofulla, (2009) who noted that family influence has shown to have an influence on drug abuse among children. During this period also majority of students are adolescents, a stage of transition from childhood to adulthood. It is a momentous period of life

filled with changes, difficulties and special problems concentrates much on self-discovery and self-assertion and youth tend to explore and experiment a lot.

Lack of parental care/supervision precipitates drug abuse, 18 respondents (13.6%) agreed (score 4 and 5 on the scale) as compared to 79 (67.4%) who disagreed (score 1 and 2 on the scale). The weighted average value of 2.32 obtained indicates that the respondents disagreed that lack of parental care or supervision is a cause of drug abuse. These results contradict those of Imbosa, (2002) who established that youths with poor home support tends to seek support and understanding elsewhere with many finding affection, understanding and support in the life-style of a drug abuse sub-group. These findings also contradict findings by Obot, (2010) who established that youths from unstable families had high risk of substance abuse. For instance he established cannabis abusers tend to be young men, including students who had been deprived of parental supervision and warmth when they were young.

In this study, eighty two respondents (62.1%) agreed (score 4 and 5 on the scale) as compared to 29 (22%) who disagreed (score 1 and 2 on the scale) that family background was a cause of drug abuse among students in secondary schools. The weighted average value of 3.61 obtained indicates that the respondents agreed that family background is a cause of drug abuse. These findings are in agreement to those obtained by Otieno and Ofulla, (2009) who conducted a study on the role of family background on student's involvement in drug abuse in Kisumu town, Kenya, observed that students from low social economic class areas mainly slums of the town were more involved in drug abuse compared to those from high social economic class or urban areas of the town. Therefore family background can also be a pre-cursor to stress at home which was also identified as a major source of drug use amongst students as shown by a weighted average of 3.50 indicating „Agree“. The results are similar to findings by Muchemi, (2013) who asserted that a child gains his/her first standard of behaviour from the teachings of parents and other grownup persons around him/her. He further argued that if the child observes a disjuncture between

„parent's teachings and practices“ it creates doubts which is carried out into adolescence giving rise to a deviant behavior. The need to have the urge and strength to read for long hours being a cause of drug abuse, 26 respondents (19.7%) agreed (score 4 and 5 on the scale) as compared to 97 (73.5%) who disagreed (score 1 and 2 on the scale). The weighted average value of 1.94 obtained indicates that the respondents disagreed that students abuse drugs because of the need for energy to read for long hours.

Effects of Drug Abuse on Student Academic Performance in Secondary Schools in Thika Sub-County

The third objective sought to establish the effects of drug use on student overall performance. The Principals and guidance and counseling teachers were interviewed on the effects of drug abuse among students and were of the opinion that drug and substance abuse negatively affects the overall student academic performance and their responses are as summarized in Table 4.13. A key respondent said that drug and substance abuse strongly leads to reduced concentration span in learning thus decline in academic performance among students. Similarly, one key respondent observed that truancy, strained student-student relationships, dropping out of school were among the effects of drug and substance abuse among students.

Table 4.13 Effect of drug abuse on overall student academic performance

Drug effects	Strongly Disagree	Disagree	neutral	Agree	Strongly Agree	Σ	$\frac{\Sigma}{\Sigma}$
Truancy	1	4	2	7	4	18	3.50
Decreased ability to Concentrate	0	1	4	6	7	18	4.06
Poor self-control	8	3	0	2	5	18	2.61
Strained relationship with other students	2	4	3	7	2	18	3.17
Poor academic performance	3	3	2	5	5	18	3.33
Health problems such as headaches, sleepy, anxiety and confusion	1	1	1	4	11	18	4.28
School drop outs	2	3	1	5	7	18	3.67
Lack of interest in studying	1	2	2	6	7	18	3.89
Lack of interest in extra curriculum activities	4	5	3	4	2	18	2.72

Once drugs are taken through injecting, sniffing or chewing, they enter the blood stream and move straight to the brain. They affect the brain making it hard to perform its normal functions NACADA, (2006). This study found out that the use of drugs causes truancy amongst the students; Eleven respondents agreed (score 4 and 5 on the scale) in comparison with 5 who disagreed (score 1 and 2 on the scale). The weighted average value of 3.50 obtained reflects that the respondents agreed that drug abuse causes truancy amongst students. Thirteen respondents indicated that use of drugs decreases concentration ability in class (score 4 and 5 on the scale) compared to one who disagreed (score 1 and 2 on the scale).

Since drug use causes poor self-control amongst the students, 7 respondents were of the same opinion (score 4 and 5 on the scale) in comparison with 11 who were of different opinion (score 1 and 2 on the scale). The weighted average value of 2.61 obtained indicates that the respondents were indifferent that drug abuse results into poor self-control amongst the students. The student who abuses drugs is likely to lose interest in school work including extra curriculum activities. Thirteen respondents indicated that use of drugs leads to decreased ability to concentrate (score 4 and 5 on the scale) compared to one who disagreed (score 1 and 2 on the scale). These findings are in agreement with results found by Abot, (2005) who carried out a study on how drugs affect the students' concentration span, which is further drastically reduced, setting in boredom much faster than for non-drug and substance abusing students. Nine respondents indicated that drug use causes strained relationship with other students (score 4 and 5 on the scale) as compared to 6 who disagreed (score 1 and 2 on the scale). As pertains to poor academic performance, 10 respondents agreed (score 4 and 5 on the scale) as compared to 6 who disagreed (score 1 and 2 on the scale) which implies that drug use results into poor academic performance.

In relation to drug abuse causing health problems such as headaches, sleepy, anxiety and confusion, 15 respondents (score 4 and 5 on the scale) were of the opinion that drug abuse cause health problems as compared to 2 who had a different opinion (score 1 and 2 on the scale) which implies that the respondents strongly agreed that drug use causes a myriad of health problems to the students who use them. The use of drugs also results into school dropouts, 12 respondents agreed (score 4 and 5 on the scale) as compared to 5 who disagreed (score 1 and 2 on the scale) implying that the respondents agreed that drug use causes students to drop out of school.

The study revealed that drug use causes lack of interest in schooling, 13 respondents were of the same opinion (score 4 and 5 on the scale) as compared to 3 who were of different opinion (score 1 and 2 on the scale) implying more respondents agreed that drug use causes students who use them to lack interest in schooling. Drug and substance abuse can also lead to lack of interest in extra curriculum activities. In this case, 6 respondents agreed (score 4 and 5 on the scale) as compared to 9 who disagreed (score 1 and 2 on the scale) implying that the respondents disagreed that drug use causes students to lack interest in extra curriculum activities. In support of these findings, Abot, (2005) affirms that students who engage in drugs and substance abuse are likely to lose interest in schooling including co-curriculum activities. This study found out the effect of drugs abuse among students such as poor self-control of the students, strained relationship with other students and poor academic performance as expressed by a mean of 2.61, 3.17 and 3.33 respectively. Similar results were obtained by Muoti et al., (2014) while carrying out a study on effects of drugs abuse on participation in learning among students in schools.

These study findings reveal that the effects of drugs abuse on overall academic performance among students in the schools was alarming. This is in agreement with United Nations, (2005) view that cognitive and behavioral problems experienced by alcohol-and drug-using youth may interfere with their academic performance and also present obstacles to learning.

Measures Put In Place to Curb Drug Abuse in Thika Sub-County Secondary Schools

The fourth objective of the study sought to establish the measures put in place to curb drug abuse in Thika Sub-County secondary schools.

Measures Put In Place to Curb Drug Abuse in Thika Sub-County Secondary Schools

The principals and guidance and counseling teachers were interviewed on their level of agreement with the stated preventative strategies to drug abuse and their responses are shown in Table 4.14

Table 4.14 Measures put in place to curb drug abuse in schools

Preventive strategies	Strongly Disagree	Disagree	neutral	Agree	Strongly Agree	Mean
Awareness creation on the dangers of substance/drug abuse	12	17	33	111	7	3.67
Instituting early detection programmes in schools	7	11	26	83	53	3.91
Placing Ban on Over the Counter (OTC) sales of these substances/drug by government	31	20	43	45	41	3.25
People in the school neighbourhoods involved in the sale of these substances to students should be arrested and locked up	0	0	23	37	120	4.54
Students found dealing in drugs should be expelled from school instantly and those under the influence of these substance should not be permitted in the schools	0	3	21	29	127	4.56

The results in Table 4.14 showed that instant expulsion of students taking drugs from schools took the highest mean (4.56) followed closely by (4.54) with arrest of people in school neighborhood involved in selling of drugs to students. This rating is in line with an earlier finding of Muoti et al., (2014) which indicated that the school neighborhoods are the sources of illicit drugs in most schools. Instituting of early detection programs in schools had a mean of (3.91). This strategy is viewed to be helpful in finding out those being initiated into the act and prevented from doing so early enough. It was followed closely by strict monitoring of pharmaceutical shops or chemists near schools. Awareness creation on the dangers of substance/drug abuse rated at a mean of (3.67), this could be through mass media like radios and television or through public gatherings. It can also be noted that placing ban on over the counter (OTC) sales of these substances/drug by government was rated at mean of (3.25).

Measures Taken on Students found taking Drugs.

The students were asked to specify measures meted by the school authorities on students found taking drugs. They were asked to tick against the measures indicated and the results are summarized in table 4.15

Table 4.15 Measures taken on students taking drugs

Measures		Students
Refer for guidance and counseling	No	58
	Yes	74
Expulsion from school	No	64
	Yes	68
Suspension of student(s) from school	No	63
	Yes	69
Put into rehabilitation programs	No	76
	Yes	56
Summoning of parents or guardians to school	No	35
	Yes	97

The results indicates that eighty six (57.3%) of the students were caught abusing drugs based on guidance and counseling records. Seventy two (48%) indicated that those caught abusing drugs are expelled from school while 74 respondents (49%) indicated that those caught abusing drugs were suspended from schools. Sixty six respondents (44%) indicated that the students who abuse drugs are put into rehabilitation programs. Finally, 110 respondents, with a highest percentage (73.3%) said that for those caught abusing drugs, parents or guardians are summoned to their respective schools.

The study also found out that all the schools suspended students found taking drugs which concurs with finding obtained by Muoti et al., (2014) who noted that 65% of the schools suspended students found taking drugs, while 35% of them offered guidance and counselling to the students found taking drugs and referred students to counselling elsewhere. Expulsion of students taking drugs from school (49%) revealed that most of the students are absent from the class hence they miss the lessons. This indicates that when the time for exams comes, they perform poorly and the schools remain with low mean grade as supported by Maundu, (2013).

Therefore, proper communicating with adolescents who abuse drugs is of utmost importance, having close family ties, paying immediate attention to a child or teenager who is hurting emotionally, involvement in religious activities and assertiveness training will help alleviate drug abuse related cases among students.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary of study findings, the conclusion and recommendations that arose from the study. The research reviewed a wide range of secondary literature and collected primary data on which the conclusion and recommendations are based. The research endeavored to answer the following questions: In Thika Sub-County; What are the commonly abused drugs by students in secondary schools?, What are the causes of drug abuse among secondary school students?, What is the effect of drug abuse on the academic performance among secondary school students?, What measures have been put in place to curb drug abuse among students the secondary schools?.

5.2 Summary of Findings

The first objective of this study sought to find out the commonly abused drugs in schools in Thika. Alcohol was the most abused drug with a response of (53.8%), followed by bhang (47.7%) and tobacco, (26.5%). It was established that drug abuse was more prevalent amongst male students than in female students. It was found that majority of the form three students (90.9%) started taking drugs while in secondary school and only 9.1% abused drugs long before joining their respective secondary schools. The study findings indicate that 56.1% had knowledge of a student taking drugs. The major sources of these drugs in schools were identified as fellow students (66.7%) whereby most students sneak the drugs into their respective schools and supply to others and small kiosks or shops in schools' neighbourhoods (62.9%).

The second objective sought to establish the causes of drug abuse among students in Thika Sub-county. The study established that the major causes of drug abuse in secondary schools were peer influence which rated highest with a mean of 4.52, easy availability of money to buy drugs ranked second with a mean of 4.02; family background ranked third with a mean of 3.61 and mass media influence ranked fourth with a mean of 3.57. The least cause of drug abuse in schools was the need for energy to read for long hours which had a mean of 1.96.

The third objective also sought to establish the effect of drug abuse on the academic performance of students in Thika sub-county. These findings indicate that drug abuse caused truancy, decreased ability to concentrate, health problems, school dropouts and also lack of interest in schooling as expressed by a mean of 3.50, 4.06, 4.28, 3.67 and 3.89 respectively. The use of drugs also leads to poor self-control, strained relationship with other students, poor academic performance and lack of interest in extra curriculum activities amongst students.

The fourth objective of the study sought to establish measures put in place to curb drug abuse in schools in Thika Sub-County. The measures established include expelling students found dealing in drugs; arresting and locking up people in the school neighborhoods involved in the sale of the drugs to students; instituting early detection programs in schools to find out those being initiated into the act and prevented from doing so early enough; strict monitoring and inspection of pharmaceutical shops or chemist (s) around learning institutions and carrying out regular awareness campaigns on the dangers of drug abuse.

5.3 Conclusion

Based on research finding of the study, the researcher concluded that; Alcohol was found to be the most frequently abused drug in secondary schools in Thika Sub-County and the major source of these drugs in schools were from the fellow students; most students sneak the drugs into their respective schools and supply to others and small kiosks or shops in the schools' neighbourhoods.

Most factors such as peer pressure, stress at home especially due to lack of school fees, frustrations at home, family breakups, and conflict with parents; availability of the drugs, availability of money to buy; and family background for example the parent also drinks contributed to the students' abuse of drugs.

Drug abuse among the students caused dropping out of school, strained relationship with other students, lack of interest in schooling, low concentration span and declining grades hence abuse of drugs had a negative effect on the academic performance of the students in secondary schools in Thika sub- county. Administering punitive punishments such as expelling students caught abusing drugs, arresting, locking up and imposing heavy fines to individuals selling drugs would be helpful in reducing the drug menace.

The measures put in place to curb the effect of drug abuse contributed to poor academic performance. This is evident due to the effects they had on the student's general academic performance. The researcher further concluded that these measures were ineffective in helping to improve academic performance among the students. All the education stakeholders should take the initiative to save students and the society from drug abuse through awareness campaigns. Poor academic performance ruins the future of the youth hence cooperation is needed among all the parties involved.

5.4 Recommendations

The study recommends that:

Schools should set up guidance and counselling offices and recruit professionalsto counsel

students who indulge in drug abuse. This will help nurture the students with emotional needs that they wish to share in confidence but lack the platform to do so and in return end up turning into drug abuse.

Parents and teachers should monitor the students' peer in order to ensure they do not involve themselves with students or non-students who abuse drugs.

Substance or drug free clubs should be established in secondary schools to provide awareness to students about drugs and consequences of drug abuse.

The Government through the Ministry of Education should enforce the children Act (2001), legal notice No.8 (16). This is to ensure that students are protected from the use of hallucinogens, narcotic, alcohol, tobacco product drugs and from being involved in their production, trafficking or distribution. The government should tax heavily legal drugs (alcohol and tobacco), and enforce tight sales-to-minors laws. For this reason, increasing the price of legal drugs by tax hikes can reduce consumption, delay and in turn prevent the introduction of the young generation into drugs.

5.5 Suggestions for Further Research

Since the current study only covered Thika Sub-County, a similar study could be carried out in other counties to find out whether the same results will be obtained so as to allow for generalization of results. Since the current study was cross-sectional in nature, it is recommended that a study that is longitudinal in nature be carried out so as to obtain an in-depth analysis of the effect of drug use on the academic achievement of students in secondary schools.

The study further suggests that further studies should be carried out on involvement of teachers and parents in curbing drug abuse and students' perception on strategies used by school principals.

REFERENCES

- Abot, D. (2005). Substance use among students and out-of-school youth in urban areas of Nigeria. *Journal of Substance Use and Addiction*, 5(2), 32-47.
- Ansary, A. (2009). *Distress and academic achievement among adolescents of affluence: A study of externalizing and internalizing problem behaviors and school performance*.
- Bachman, J. G., et al. (2000). *The onset of drug use in adolescents and its correlation with later addiction*.
- Bandura, A. (1977). *Social cognitive theory*.
- Cooper, D. R., & Schindler, P. S. (2006). *Business research methods* (9th ed.). McGraw-Hill.
- Creswell, J. W. (2005). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (2nd ed.). Pearson.
- Darcis, S. (2012). *Rapid situation analysis (RSA) study on substance abuse in Nigeria*.
- Desmone, R., et al. (2006). *Drinking and academic performance in high schools*.
- Eisenstein, W. (2009). *Youth and drugs in Brazil*.
- Field, F. (2010). *Preventing poor children becoming poor adults: Report of the independent review on poverty and life chances*.
- Frankel, J. R., Wallen, N. E., & Hyun, H. H. (2000). *How to design and evaluate research in education* (4th ed.). McGraw-Hill.
- Gakuru, M. (2010). *Ethical issues in educational research*. Nairobi University Press.
- Gatonye, S. (2006). *Assessment on substance and drug abuse in Kenyan schools*.
- Gay, L. R. (2009). *Educational research: Competencies for analysis and application* (9th ed.). Pearson.
- Gikonyo, M. (2005). *Study on drug abusers and parental knowledge on factors predisposing youth to drug and substance abuse in Nairobi province*.
- Goodman, R. (2009). *Social work with drug and substance users*.

- Horwood, L. J., et al. (2010). *Cannabis use and educational achievement: Findings from three Australasian cohort studies.*
- Imbosa, A. (2002). *Strategies and programs used in schools to increase drug awareness and curb their use and abuse.*
- Imbosa, W. (2002). *Investigating strategies used in addressing drug abuse problems: A case study of Nairobi provincial boys' secondary schools.*
- Kaguthi, M. (2004). *Youth in peril: Alcohol and drug abuse in Kenya.*
- Kariuki, M., & Oteyo, S. (2009). *The impact of heavy drinking on schooling achievements by reducing time spent studying.*
- Kathonzweni, M., Muoti, S., et al. (2014). The effects of drug and substance abuse on academic performance among secondary school students in Kathonzweni district, Makueni County. *Journal of Educational Research*, 4(1), 10-25.
- Kiiru, G. (2004). *Youth in peril: Alcohol and drug abuse in Kenya.*
- Kikuvi, G. (2009). *Cognitive and behavioral problems in drug-using youth and their impact on academic performance.*
- Kikuvi, K. (2009). *Substance abuse among students in secondary schools in Kenya.*
- Kikuvi, M. (2009). Juvenile delinquency development among pupils in Machakos rehabilitation schools. *Kenya Journal of Youth Studies*, 7(3), 45-58.
- King'ala, M. (2000). *Survey on the influence of type of schooling on drug use among students in Kenya.*
- Kithi, S. (2007). *Drug peddlers and citizen arrest in Nairobi areas.*
- Koech, P., & Kibet, K. (2020). Unethical business practices and market performance: A comparative analysis of the Kenyan real estate market. *Journal of Comparative Economics*, 14(2), 167-181.

- Kombo, D. K. (2006). *Research methods: A guide for beginners*. Nairobi: Paulines Publications Africa.
- Kyalo, M., & Mbugua, M. (2011). *Narcotic drug problems in Murang'a South District of Kenya: A case study of drug abuse by students in secondary schools*.
- Limo, D. (2012). *Social pressure and substance abuse among adolescents in urban areas*.
- Masese, L., Mbogori, E., & Omondi, M. (2012). *The extent and panacea for drug abuse and indiscipline in Kenya: Kisumu County learning institutions*.
- Ministry of Education, Science, and Technology (MOEST). (2015). *Statistics of public secondary schools in Thika Sub-County*.
- Muchemi, A. (2013). Drug and substance abuse among youth in the informal settlements within Nairobi environments. *Journal of Social Problems and Development*, 9(2), 29-42.
- Muchemi, F. (2013). *The relationship between home environment and drug use among adolescents in Kenya*.
- Mugenda, O. M., & Mugenda, A. G. (2009). *Research methods: Quantitative and qualitative approaches*. Acts Press.
- Muma, J. (2008). *The influence of drug abuse on discipline amongst students in secondary schools in Nakuru municipality*.
- NACADA. (2004). *Survey on drug and alcohol use among youth in Kenya*.
- NACADA. (2012). A study on drug abuse and its impact in Kenya. *NACADA Report*.
- NACADA. (2012). National survey on the magnitude of alcohol and drug abuse. *National Campaign Against Alcohol and Drug Abuse Report*.
- NACADA. (2012). *Rapid situation assessment of the status of drug and substance abuse in Kenya*.

- Obot, I. (2010). *Clinical findings on substance use among students and out of school youth in urban Nigeria*.
- Ogula, P. A. (2005). *Research methods*. CUEA Publications.
- Orodho, A. J. (2009). *Essentials of educational and social science research methods*. Masola Publishers.
- Oteyo, A., & Kariuki, J. (2009). The extent to which selected factors contribute to alcohol and cigarette use among male students in day secondary schools. *Kenya Journal of Youth Studies*, 8(3), 73-87.
- Oteyo, F., & Kariuki, L. (2009). *Impact of news media on drug abuse attitudes and behaviors among youth*.
- Shoemaker, D. (2004). *Theories of delinquency: An examination of delinquent behavior in New York*.
- Strauss, A., & Corbin, J. (1990). *Basics of qualitative research: Grounded theory procedures and techniques*. Sage.
- Thika Sub-county Educational Records. (2015).
- United Nations. (1995). Opium trade in early colonial China. *United Nations Reports*.
- United Nations. (2005). Global drug trends and patterns. *United Nations Office on Drugs and Crime Report*.
- United Nations. (2008). The global drug problem: Issues, trends, and recommendations. *UNODC World Report*.
- United Nations. (2013). African youth and the emerging illicit drug market. *United Nations Office on Drugs and Crime Report*.
- United Nations. (2013). *Substance abuse and peer pressure among youth*.
- Wanja, R. (2010). Challenges faced by principals in enhancing student discipline in secondary schools in Tigania District, Kenya. *Educational Management Journal*, 6(3), 115-126.

APPENDICES

APPENDIX I: QUESTIONNAIRE FOR STUDENTS

Introduction

I, Everline Nevi Dalluh , a student at the Grets University pursuing a Diploma in Education Arts. I am conducting a research on effects of drug abuse on academic performance among secondary school students in Thika Sub-county, Kiambu County, Kenya. Your school has been selected to participate. I am kindly requesting for your cooperation in responding to this questions which will enable me accomplish the study. Your responses will be treated as confidential. Please do not write your name or your institutions on this paper. Kindly respond to each question by ticking [√] where appropriate.

PART A:

Gender of respondent

Female[] Male []

Age of respondent

Between 12 – 14 []

Between 15 – 17 []

Between 18 – 19 []

Above 20 []

PART B:

i) Have you ever used drugs YES [] NO []

If Yes, how long did you use them?

– 2 years []

– 3 years [] More than 3 years []

i) Do you know any of your friends who take drugs in your school?

YES [] NO []

ii) If yes, how many?

What are the most common drugs abused by students? List them

.....
.....
.....

Give reasons why Students engage in substance abuse

.....
.....
.....

10 What do you think should be done to students who abuse drugs?

.....
.....
.....

Effects of drugs on students' academic Performance in your school.

Indicate extent to which drug abuse has affected the students' academic performance in your school.	No Extent	Little Extent	Average Extent	Great Extent	Very Great Extent
Poor Grades in School					
Repeating same class/ Exams					
Class Attendance					
Suspension					
Low Concentration in Class					
Other (Specify)					

Name measures put in place by your school to curb drug abuse

.....

.....

.....

.....

Thank you.

APPENDIX II: INTERVIEW SCHEDULE FOR GUIDANCE AND COUNSELING TEACHERS.

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

Yes [] No []

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

No [] Yes []

If increasing, what are the reasons for your answer? [probe]

In your own opinion, which are the common drugs abused by students in yourschool?

In your own opinion, what are some of reasons why students abuse drugs in yourschool?

Has drug abuse affect academic performance in your school?

If yes, how has it affected the students' academic performance in yourschool?[probe]

As a guidance and counseling teacher, what are some of the measures that you have put in place to curb the problem of drug abuse in the school?

Among the measures employed in your school to curb drug abuse, which of them is more effective in enhancing academic performance?

What do you think the Ministry of Education should do to minimize drug abuse in schools?

Thank you

APPENDIX III: INTERVIEW SCHEDULE FOR PRINCIPALS.

a) Have you had any experience in dealing with drug abuse problems in school?

If yes, is it increasing?

If increasing, what are the reasons for your answer? [probe]

a) Are you aware of the commonly drugs abused by your students?

If yes, please name the commonly abused drugs

Why do you think the students of this school abuse drugs? [probe]

How do you identify those students who show signs of taking drugs?

a) As drug abuse affected academic performance in your school?

If yes, how has it affected the academic performance? [probe]

a) Is your school doing anything to curb the problem of drug abuse?

If yes, what are the measures that your school has put in place to curb the problem of drug abuse?

Among the measures employed to curb drug abuse in this school, which one is the most effective in enhancing academic performance?

What challenges do you encounter when students engage in drug abuse in your school?

Thank you.