

**DRUGS AND SUBSTANCE ABUSE AMONG SECONDARY SCHOOL  
STUDENTS IN KENYA: PREVALENCE, EFFECTS AND MANAGEMENT  
STRATEGIES A CASE OF ELDORET TOWN.**

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INSTRUCTION AND EDUCATIONAL MEDIA**

**OCTOBER, 2017**

## DECLARATION

### Declaration by the Candidate

This research thesis is my original work and has not been presented for a degree in any other University. No part of this thesis may be reproduced without the prior written permission of the author and Moi University.

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## **DEDICATION**

This work is dedicated to my beloved children Olive, Kristina and Ken. Their support was invaluable.

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I thank God for His grace and provision in bringing me to this point, had He not been on my side, I would not have made it.

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## ABSTRACT

Managing of drugs and substance abuse among students in secondary school is vital as one of the national goals of education in Kenya is to provide for the development of knowledge, skills and attitudes that will enhance acquisition of sound moral values and help children grow-up into self-disciplined, self reliant and integrated citizens. The study identified the types of drugs and substances commonly abused, the reasons and effects for abuse and the strategies being used to manage the menace. The study was guided by the Social cognitive learning theory by Albert Bandura, which states that behavior is determined by the environment and a person's thought processes and pattern of actions. The study utilized descriptive research design and both probability and non probability sampling techniques were used. Stratified sampling technique was applied to get eight different schools from the area of study; purposive sampling was used to select eight Principals, eight teachers of Guidance and Counseling, while both purposive and simple random sampling was used to select two hundred and twenty four students studying Christian Religious Education and sixteen teachers of Christian Religious Education to participate in the study. Data was collected by use of questionnaires and interview schedules. Descriptive statistics was utilized to analyze quantitative data; while qualitative data was classified into themes based on the objectives of the study. The results indicated that there is a high prevalence of drug and substance abuse among students in Secondary Schools in Eldoret town and its environs. Various Strategies have been put in place to manage it and are effective to some degree. A combination of all strategies and consistent application of those strategies is what is required to drastically reduce the menace of drugs and substance abuse among students in secondary schools.

## TABLE OF CONTENTS

DECLARATION.....	ii
DEDICATION .....	iii
ACKNOWLEDGEMENT .....	iv
ABSTRACT.....	v
TABLE OF CONTENTS .....	vi
LIST OF TABLES .....	x
LIST OF FIGURES .....	xi
LIST OF ABBREVIATIONS .....	xii
<b>CHAPTER ONE .....</b>	<b>1</b>
<b>INTRODUCTION TO THE STUDY .....</b>	<b>1</b>
1.1 Background of the Study .....	1
1.2 Statement of the Problem.....	5
1.3 Purpose of the Study .....	7
1.4 Specific objectives of the study .....	7
1.5 Research Questions.....	8
1.6 Justification of the Study .....	8
1.7 Significance of the Study .....	9
1.8 Scope and Limitation of the Study.....	10
1.8.1 Scope of the study.....	10
1.8.2 Limitations of the study .....	10
1.9 Assumptions of the Study .....	11
1.10 Theoretical Framework.....	12
1.11 Conceptual Framework .....	14
1.12 Operational Definition of Key Terms .....	15
<b>CHAPTER TWO .....</b>	<b>17</b>
<b>LITERATURE REVIEW .....</b>	<b>17</b>
2.1 Global perspective on Drugs and Substance Abuse.....	17
2.2 Drug and Substance Abuse in Sub-Saharan Africa.....	21
2.3 Drug and Substance Abuse in Kenya .....	23
2.4 National Policy on Drug Abuse .....	25
2.5 Religion and Community on Substance Abuse.....	28
2.6 Reasons for Drug and Substance Abuse .....	29

2.6.1 Easy availability of drugs.....	29
2.6.2 Peer group pressure.....	30
2.6.3 The age factors.....	31
2.6.4 Parental influence.....	31
2.6.5 Availability of cash.....	31
2.6.6 School administration.....	32
2.7 Effects of Drugs and Substance Abuse on Students' Academic work.....	32
2.8 Strategies for Managing Drugs and Substance Abuse.....	33
2.9 Summary and Knowledge Gap.....	37
<b>CHAPTER THREE.....</b>	<b>39</b>
<b>RESEARCH DESIGN AND METHODOLOGY.....</b>	<b>39</b>
3.1 Introduction.....	39
3.2 Area of Study.....	39
3.3 Research Design.....	39
3.4 Target Population.....	41
3.5 Sample Size and Sampling Procedures.....	41
3.6 Research Instruments.....	44
3.6.1 Questionnaire.....	44
3.6.2 Reliability of the Instruments.....	45
3.6.3 Validity of the Instruments.....	48
3.7 Data Collection Procedures.....	48
3.8 Data Analysis Techniques.....	49
3.9 Ethical Considerations.....	49
<b>CHAPTER FOUR.....</b>	<b>50</b>
<b>DATA ANALYSIS, PRESENTATION, INTERPRETATION AND</b>	
<b>DISCUSSION.....</b>	<b>50</b>
4.1 Introduction.....	50
4.2 Demographic Information.....	50
4.2.1 Gender, Age and Religion of the Respondents.....	51
4.2.2 Length of service in years.....	52
4.3 Types of Drugs and Substances Commonly Abused by Secondary School Students in Eldoret town and its environs.....	53
4.3.1 Sources of drugs and substances.....	57
4.4 Reasons for Drug and Substance Abuse among Students in Secondary Schools..	58

4.5 Effects of Drug and Substance Abuse on Student’s Academic Performance .....	61
4.6 The Strategies being applied by the School Administration to manage Drug abuse in schools. ....	65
4.7 Degree of effectiveness of the strategies in curbing drugs and substance abuse among students in secondary schools .....	67
4.8 Role of Christian Religious Education as a Strategy to Manage Drugs and Substance Abuse among Students in Secondary Schools. ....	68
4.9 Areas / content on drug and substance abuse that is taught in the CRE syllabus ..	69
4.10 Whether the content taught is sufficient. ....	70
4.11 Method/Activities teachers use to teach drug content in C.R.E.....	71
4.12 Teachers’ perception on the effective method in teaching drugs and substance abuse .....	73
4.12.1 When should the content on drugs and substance be taught in secondary schools?.....	74
4.12.2 Use of life approach in teaching of drug and substance abuse-to change figure .....	75
4.12.3 Resources available for the use in teaching on drug and substance abuse. ...	76
4.13 Teachers Opinion on Resources effective in teaching the topic on Drug and Substance Abuse. ....	77
4.13.1 The Role of Teaching Christian Religious Education in Reducing the Problem of Drug and Substance Abuse .....	78
4.13.2 Teachers’ perception towards making C.R.E compulsory-change figure .....	79
<b>CHAPTER FIVE .....</b>	<b>82</b>
<b>SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS .</b>	<b>82</b>
5.1 Introduction.....	82
5.2 Summary of Findings.....	82
5.2.1 Types of drugs abused.....	82
5.2.2 Reasons for drug and substance abuse.....	82
5.2.3 Effects of drugs and substance abuse on students academic work .....	83
5.2.4 Strategies used by school administration to manage drug and substance abuse .....	83
5.2.5 Effectiveness of the Strategies used to manage drug and substance abuse .....	83
5.2.6 The role of Christian Religious Education as a strategy to manage drug and substance abuse.....	84

5.3 Conclusion.....	84
5.4 Recommendations .....	85
5.5 Recommendations for Further Research .....	88
REFERENCES .....	89
APPENDICES .....	95
Appendix 1: Letter of Introduction .....	95
Appendix 2(A): Questionnaire for Guidance & Counselling Teachers .....	96
Appendix 2 (B): Questionnaire for Teachers of Christian Religious Education In Secondary Schools. ....	103
Appendix 2 (C): Questionnaire for Students.....	110
Appendix 2 (D): Interview Schedule for the Head Teachers / Principals .....	120
Appendix 3 (A): Research Permit .....	122
Appendix 3 (B): Research Permit .....	123
Appendix 4: Area of Study.....	124

## LIST OF TABLES

Table 3.1: Sampling Frame .....	42
Table 3.2: Cronbach's Alpha for the variables .....	47
Table 4.1: Gender, Age and Religion of the respondents.....	51
Table 4.2: Length of service.....	52
Table 4.3: Types of drugs abused.....	54
Table 4.4: Source of drugs .....	57
Table 4.5: Reasons for abuse of drugs and substance abuse.....	58
Table 4.6: Effects of Drug and Substance on students' academic performance .....	62
Table 4.8: Whether the content of drugs and substance is taught in C.R.E in secondary schools.....	68
Table 4.9: Sub-topics on drug and substance in C.R.E syllabus.....	69
Table 4.10: Method/Activities Teachers use to teach drug content in C.R.E.....	71
Table 4.11: Effective methods of teaching drugs and substance abuse .....	73
Table 4.13: Resources available for use in teaching on drug and substance abuse .....	76
Table 4. 14: Teachers Opinion on Resources effective in teaching the topic on drug and substance abuse .....	77

## LIST OF FIGURES

Figure 1: Relationship among the independent, dependent and moderating variables	14
Figure 2: Principals' and Guidance and counselors' view on type of drugs abused ....	55
Figure 3: Strategies being applied by the school administration to deal with Drug abuse in secondary schools in Eldoret town.....	65
Figure 4: Whether the content taught is sufficient. ....	70
Figure 5: Use of life approach in teaching of drug and substance abuse.....	75
Figure 6 : The role of teaching Christian Religious Education in reducing drug and substance abuse .....	78
Figure 7: Teachers' perception towards making C.R.E compulsory.....	79

**LIST OF ABBREVIATIONS**

AA	-	Alcoholic Anonymous
ACP	-	African Convention of Principals
AUMCDC	-	Africa Union Ministerial Conference on Drug Control
C.R.E	-	Christian Religious Education
D.S.A	-	Drug and Substance Abuse
G & C	-	Guiding and Counseling
INCB	-	International Narcotics Control Board
MDMA	-	Methylene dioxymethamphetamin (Estacy)
NA	-	Narcotics Anonymous
NACADA	-	National Agency for the Campaign Against Drug Abuse.
NACOSTI	-	National Commission for Science, Technology and Innovation
ORSTOM	-	Office de la recherché scientifique et technique outremer
P T A	-	Parents Teachers Association
UNDCP	-	United Nations Drug Control Program
UNODC	-	United Nations Office of Drugs and Crime
VOA	-	Voice of Africa
WHO	-	World Health Organization

## **CHAPTER ONE**

### **INTRODUCTION TO THE STUDY**

This chapter presents an overview of the study; it examines the background information to the study, the statement of the problem, the purpose of the study, the objectives of the study, the research questions and the assumptions of the study. It also presents the significance, rationale, scope and limitations of the study, the theoretical framework and operating definition of terms.

#### **1.1 Background of the Study**

The World Health Organization on drug report (2005) defines substance as the harmful or hazardous use of psychoactive substances, including alcohol and illicit drugs. It includes psychoactive substances that can lead to dependence syndrome - a cluster of behavioral, cognitive, and physiological phenomena that develop after repeated substance use and that typically include a strong desire to take the drug, difficulties in controlling its use, persisting in its use despite harmful consequences, a higher priority given to drug use than to other activities and obligations, increased tolerance, and sometimes a physical withdrawal state (WHO, 2005). Moreover, recent surveys from the World Health Organization estimates are that in 2008, over 155 to 250 million people, or 3.5% to 5.7% of the world's population aged 15-64, used other psychoactive substances, such as cannabis, amphetamines, cocaine, opioids, and non-prescribed psychoactive prescription medication. Globally, cannabis is the most commonly used (129-190 million people), followed by amphetamine type stimulants, then cocaine and opioids (UNODC, 2013).

According to United Nations Office on drugs and crime (2013), the global drug use situation has remained stable. While there has been some increase in the estimated total number of users of any illicit substance, estimates show that the number of drug users with dependence or drug use disorders has remained stable. The increase in the annually estimated number of users is, to a large extent, a reflection of an increase in the world population. The use of psychoactive substances causes significant health and social problems for the people who use them, and also for others in their families and communities. WHO (2005) estimated that 0.7% of the global burden of disease in 2004 was due to cocaine and opioid use, with the social cost of illicit substance use being in the region of 2% of Gross Domestic Product in those countries which have measured it.

The abuse of drugs and substances and use of other illegal drugs can be detrimental to the health of the user. Further, the use of drugs and alcohol is not conducive to an academic atmosphere. Drug use can impede the learning process and can cause disruption for other students and disturb their academic interests. The use of alcohol or drugs in the workplace may also impede the employee's ability to perform in a safe and effective manner, and may result in injuries to others (UNODC, 2013). Furthermore, case studies around the world have reported on the problem of drug abuse among adolescents and the youth. The risk of moving to hard drugs has been found to be more than hundred times higher for persons who have smoked marijuana at least once in their lives than those who have not (United States Department of Health and Human Services, 2005; 2009).

An anonymous self-administered questionnaire on psychotropic drugs, completed by 3,212 secondary school students in Canada, showed that some proportion of personality

problems were related to the use of drugs (13.3 per cent among drug users, compared with 3.8 per cent among those who consumed alcohol only). Whether personality problems had been induced by the effects of the drugs, or whether such problems already existed thereby contributing to the vulnerability that opened the way for drug abuse, remains difficult to evaluate (Cousineau, 2005). In United Kingdom of Great Britain and Northern Ireland, the use of MDMA, also known as ecstasy was investigated and it was found that its use had increased from 16% to 24% over a period of 10 years (Cuomo et al., 2010).

In Kenya, more than 22.7 % of primary and secondary children have taken alcohol, a figure that rises to about 68% for University students (Siringi, 2003). A large number of students across all age groups have been exposed to alcohol, tobacco, miraa, glue sniffing, bhang and even hard drugs such as heroin and cocaine. The National Baseline survey on drug and substance abuse among the youth in Kenya shows that up to 30% of the university students chew miraa (Siringi, 2003).

In a speech delivered during the official closing of African Convention of Principals (ACP) in Kenya on 27th August 2004, the then Minister for Education, the late Honorable George Saitoti noted that, one of the root causes of some indiscipline cases in institutions could be traced to drug and substance abuse. For this reason, the war against drugs and substance abuse was one that Kenya could not afford to lose because failure to address this problem, could lead to the destruction of Kenyan youth and thus the future of this country (ACP, 2004). He appealed to all to join to fight this menace.

Findings of a study undertaken by the Child Welfare Association released in March 2002 revealed that one in every 15 Kenyan students was on drugs. Youngsters are most often introduced into drugs by their peers, either through, persuasion, coercion, or

threats. Others get into the habit due to family pressure and instability (Ngesu, 2008). Disillusionment encourages student to seek an escape route through drugs. Students whose parents are divorced or separated are vulnerable. However, drug abuse is like a two edged sword, which cuts both the haves and have-nots. For instance, some students from wealthy families have easy access to money with which they buy drugs. On the other hand, students from poor families take drugs due to frustrations (Ngesu, 2008)

Factors leading to initial drug use in secondary school students include curiosity, enjoyment, peer group pressure, conflict with parents, academic pressure, loneliness, and to a minor extent fatigue. The periods from 10 to 17 years of age are extremely important in adolescent psychology. These are the same periods that children make a transition from primary to secondary education, and from secondary to post-secondary institutions, and consequently have anxieties of academic success because they are exposed to extreme pressure from peers and parents, thus making them vulnerable to taking drugs.

Alcohol and drug abuse are a major public health problem in our secondary schools and this study is undertaken, to find out what schools administration are doing to reduce drug and substance abuse and, hence reveal what else needs to be done to save the youth in secondary schools. It is true that while substance abuse is a problem that affects academic, personal and professional life seriously, it is also a treatable problem that is why there is need to reassess our strategies and keep improving on them.

From this background, it is obvious that drug and substance abuse is an old problem in Kenya, but there is need to double the efforts of controlling it among secondary school students since time is running out for the attainment of the millennium development goals.

## 1.2 Statement of the Problem

As Kenya strives to be a Middle income economy by the year 2030, there is need for the youth population, to be well equipped with knowledge and life skills to achieve this dream. According to the Alliance for Excellent Education (2003), it was revealed that 42.3% of the population of Kenya was aged between 11 and 14. This group of youth has not finished maturing physically and emotionally and often faces the challenging transition to independent living and adulthood without the benefit of adult guidance, support systems, or services. As a result, they are more likely to face poor job prospects, experience lifelong dependence on social service systems, use illicit drugs, become involved in the underage justice system, and become teen parents (Alliance for Excellent Education, 2003).

Youthfulness presents some very special problems and considerations. This is the period of adolescence which is full of many challenges such as stress of physiological and physical change, competition in school and life in general, generation gap, unjust and cruel world among other problems. Psychologically, the adolescents have serious developmental tasks to handle such as peer identification and individualization from their family. Sexual identification, societal and vocational role identification and negotiating issues of authority, power and independence are primary (Oketch, 2008). Therefore, there is need for more of the youth to complete their education by being drug-abuse free.

A study by Oketch (2008) revealed that drug abuse causes poor performance as 30% agreed that their colleagues who abuse drugs develop hostile behavior, hence affects their overall academic work .

The results imply that drug abuse to students is tantamount to poor performance as the objectives of education to students are over run by aggressive behavior, violence and withdrawal. It becomes impossible for such students to concentrate on studies or even interact with fellow students or teachers and grow to contribute to the community, family and economy at one hundred percent. Support for prevention programs from educators and tax payers alike might be forth coming if they realized that prevention programs also contribute to academic achievement hence the need to carry an assessment on the strategies being used to manage drug and substance abuse among students in secondary schools in Kenya.

Though studies have noted the alarming and disturbing drugs and abuse trends over the past decade in Kenya, Siringi and Waihenya (2003) state that students at the university or other tertiary learning institutions in Kenya mainly take alcohol, followed by Tobacco (cigarette smoking). The study also revealed that a fifth (22.7%) of these students have been exposed to miraa (khat), glue sniffing, bhang (marijuana) and even hard drugs such as heroin and cocaine.

Ngesu, Nikon and Masese (2008) researched on behaviors that students may emulate from the parents and its effects to drug and substance abuse, and noted that parents have major influence in their children's' future in regards as to the uptake of drug abuse. Imbosa (2002) focused on the strategies and programmes used in the schools to increase drug awareness and curb their use and abuse from the students' and teachers' perspective. The study by Imbosa (2002) focused on the types of strategies employed; however, this will assess how effective those strategies are in managing drugs and substance abuse by students in secondary schools.

Some of these strategies have been implemented by the Ministry of Education. There

is infusion of content on emerging social issues such as drugs and substance abuse in various subjects including Christian Religious Education in the school curriculum. But since the problem of drug abuse continues to be a menace in our society, it is necessary to find out to what extent these strategies, including the teaching of Christian Religious Education in anyway helps to modify the behavior of the youth in a positive way so as to reduce the problem of drugs and substance abuse.

It is evident that the impact of drug and substance abuse on the academic performance of students in secondary school has not been fully addressed and the strategies to help rehabilitate students need to be enhanced.

### **1.3 Purpose of the Study**

The study assessed the prevalence, effects of drugs and substance abuse among students in secondary schools in Eldoret town and strategies being used to manage it.

### **1.4 Specific objectives of the study**

- 1 To identify the types of drugs and substances commonly abused by students in secondary schools in Eldoret town and its environs.
- 2 To determine the reasons for drug and substance abuse among students in secondary schools in Eldoret town.
- 3 To establish the effects of drugs and substance abuse on students' academic work.
- 4 To identify the type of strategies being used by school administrators to manage drug and substance abuse among students.
- 5 To analyze to what extent the strategies used to manage drugs and substance

abuse are effective.

- 6 To assess the role of Christian Religious Education as a strategy to manage drugs and substance abuse among students in Secondary schools in Eldoret Town and its environs.

### **1.5 Research Questions**

1. What types of drugs and substances are commonly abused by students in secondary schools in Eldoret town and its environs?
2. What are the reasons for drug and substance abuse among students in secondary schools in Eldoret town and its environs?
3. What are the effects of drug and substance abuse on students' academic work?
4. What strategies are being used by school administrators to manage drug and substance abuse in their schools?
5. How effective are these strategies used by school administration in dealing with drug and substances abuse among students?
6. What role does Christian Religious Education play as a strategy of managing drug and substance abuse among students?

### **1.6 Justification of the Study**

Kenya like many other developing countries has limited resources to cover the basic needs for her people. Abuse of drugs among the youth not only drains the economy (through trying to control the supply and demand) but also deals a blow to the country as her youth become less productive. The overall picture on drug abuse shows a steady upward trend in drug peddling as attested by seizure statistics (Otieno, 2009).

The media have also been highlighting the problem of drug abuse by exposing both the users and traffickers of drugs. The print media has on several occasions linked strikes in schools to the drug use problems without concrete evidence because of the absence of sufficient, readily available and reliable body of data from which decisions can be derived.

The system of Education is a tool meant to shape the youth of this country to be whole and productive. The Objective of preventive education is to reduce or delay the likelihood of experimentation with drugs by providing information about the dangers of their use and misuse, as well as to reduce the stigma attached to alcohol and drug abuse, and encourage those who are experiencing problems to get the help they need.

Drug education should ensure that pupils acquire age and context-appropriate knowledge and skills in order for them to adopt and maintain life skills and behavior that will protect them from drug abuse and dependency.

### **1.7 Significance of the Study**

The findings of the study will be useful in guiding the Educators in reviewing the secondary school curriculum so as to integrate and infuse information on drug and substance abuse at the appropriate levels. The content is currently taught in form four in some subjects, when it is too late to help the students.

The information obtained will help teachers of Christian Religious Education in secondary schools to refocus on the affective domain during their teaching. They need to teach the subject using methods and approaches that will enhance both the cognitive and affective domains. Presently, most teachers concentrate on the cognitive domain, hence the knowledge acquired does not help the students to think critically and make

appropriate moral decisions.

The Church and Non-governmental organizations and or individuals that are interested in helping students who abuse drugs substances can use the information obtained in order to plan, strategize and deal with the problem where possible. In conclusion, this study will offer future researchers with the baseline information for further research in reducing the problem of drug and substance abuse among the youth in the nation of Kenya.

## **1.8 Scope and Limitation of the Study**

### **1.8.1 Scope of the study**

The study was only limited to form four students in the year 2015 in sampled schools for purposes of management. The study was limited to schools within Eldoret town and its environs. Types of drugs and substance commonly abused as well as reasons for abuse of drugs and substances, the effects of the drugs and substances on the students' academic work in secondary schools were investigated. Moreover, assessment of the strategies used by school administration to manage drug and substance abuse was also done.

The researcher chose to use Eldoret town because drug and substance abuse is on the increase and the worst affected schools are those in big towns (Kaguthi, 2004) hence Eldoret which is fifth big town in Kenya.

### **1.8.2 Limitations of the study**

Limitations are those conditions beyond the control of the researcher that may put restrictions on the conclusions of the study and their applications to other situations (Best and Kahn, 2007).

In this study, most of the schools used are day schools, and this could have made the respondents delay with information. To resolve this, there was a cover letter addressed to the Heads of the institutions, copied to the guidance and counseling teachers and teachers of CRE in the targeted schools who were useful in following up the respondents for effective collection of the data. Another limitation being that the research findings may not be generalized to all secondary school students as the situation in the rural setting may be different. The schools used in this study are urbanized.

The study also focused on students studying Christian religious education, leaving out other students who learn about drug and substance abuse in other subjects such as Biology.

### **1.9 Assumptions of the Study**

There were various assumptions to this study:

1. That information would to be collected from the various school records on cases of drug abuse, or that there are some incidences that have occurred in the schools that were suspected to be related to drug abuse.
2. That the teachers of Christian Religious Education and guidance and counseling teachers had information on students who abuse drugs and that they would be willing to share this.
3. That all victims of drug and substance abuse among the sampled students would be willing to share necessary information, without reservations.

### **1.10 Theoretical Framework**

The study was be guided by the Social cognitive subcategory of cognitive theory that focuses on the effects that others have on behavior by Bandura (1994). Bandura (2001) notes that any factor that influences choice behavior can profoundly affect the direction of personal development. This is because the social influences operating in selected environments continue to promote certain competencies, values, and interests long after the decisional determinant has rendered its inaugurating effect (Bandura, 2009).

According to Abrams (2008), who supports the social cognitive theory states that the theory originates from the existence of biological initial stages which attract human beings to the search for immediate pleasure and avoidance of situations which deprive them from the satisfaction or impose suffering. Moreover, he suggests that displeasure influenced behavior from daily rewards (social networks, peer, and leisure). However, Abrams (2008) also states that the theory would discredit the technique of seeking pleasant activities in simple things and rewarding activities that they perceive to obtain from repeating these activities in respect to their peers.

The other key personal elements of the social cognitive theory are self-efficiency and self-regulation. The “Two principles of human functioning relate to student learning and involve the process of self-efficiency (can this be done? Can I do it and self-regulation (goals, plans, perseverance)” (Huitt, 2006). The conative process takes up for these two principles, in which conation means the connection of knowledge and its effect on behavior and is associated with the issue of ‘why’” (Huitt, 2006). These two principles are choices youth will plan and make, based on their social influences and these influences are evolving with technology.

Bandura (2001) states that, “The rapid speed of informational, social, and technological dynamism is placing a premium on personal efficacy for self-development and self-renewal throughout the life course”. These informational, social and technological changes provide motivation and drive the desire to learn in people. Efficacy beliefs are the foundation of human agency. Unless people believe they can produce desired results and forestall detrimental ones by their actions, they have little incentive to act or to persevere in the face of difficulties (Bandura, 2009).

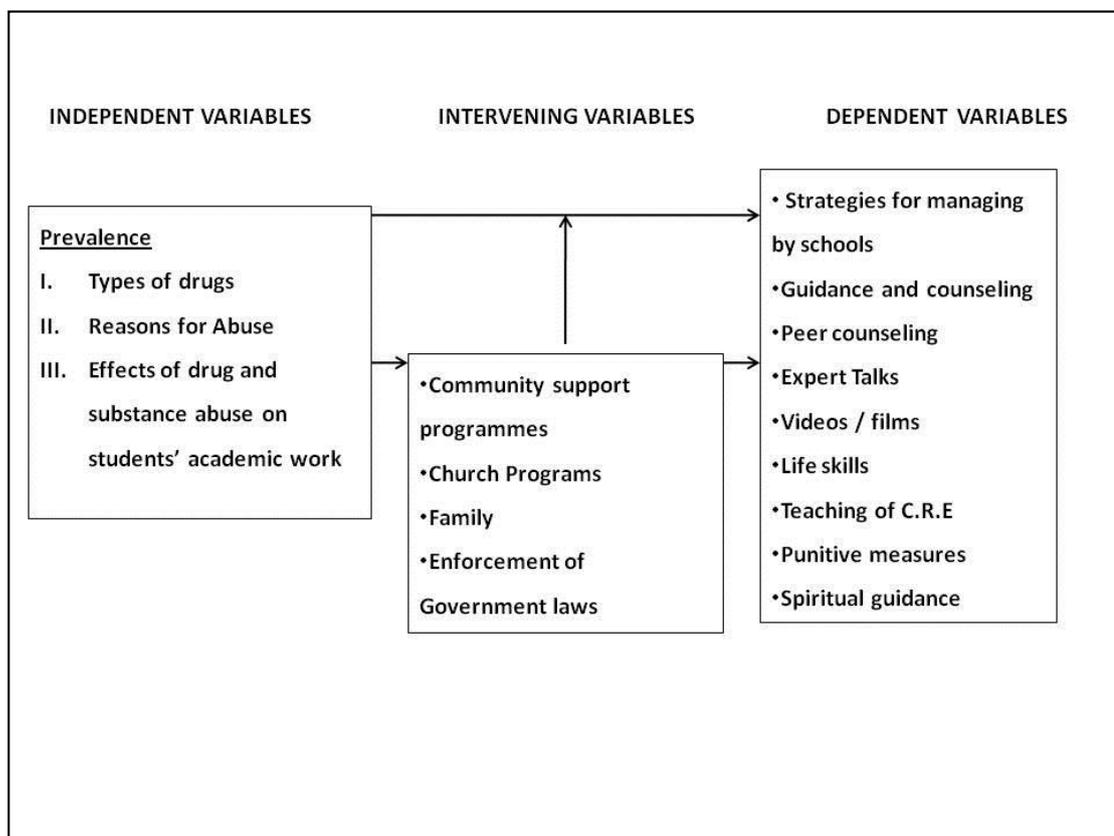
Instrumental learners are also a form of learning theory. This theory is based on the following principles, which can be used to define social cognitive theory. Firstly, that people learn by observing others, a process known as vicarious learning, not only through their own direct experiences. Secondly, that although learning can modify behavior, people do not always apply what they have learned. Individual choice is based on perceived or actual consequences of behavior. Thirdly, that people are more likely to follow the behaviors modeled by someone with whom they can identify. The more perceived commonalities and/or emotional attachments between the observer and the model, the more likely the observer will learn from the model. Finally, the degree of self-efficacy that a learner possesses directly affects his or her ability to learn. Self-efficacy is a fundamental belief in one’s ability to achieve a goal.

It was therefore important to adopt the social cognitive theory because it captures the need for individual independence and growth, notwithstanding the environmental factors that may obstruct their objectives. Thus the need to assess the prevalence, effects and strategies used to manage drugs and substance abuse among students in Secondary schools so as to help the youth to develop strong positive characters.

## 1.11 Conceptual Framework

The conceptual framework is a concise description of the phenomenon under study, accompanied by a graphic depiction of the major variables of the study (Mugenda, 2008).

It is the perspective through which the researcher views the problem. In this case, the prevalence of drug abuse (types, causes, effects of drug abuse on students academic work) are the independent variables and the dependent variables are the strategies put in place by the school administration to curb the vice as shown in figure 1.



**Figure 1: Relationship among the independent, dependent and moderating variables**

### 1.12 Operational Definition of Key Terms

**Curb;** to check or restrain a person from doing something especially what is wrong

**Drug abuse;** It refers to misuse of any psychotropic substances resulting in changes in bodily functions, thus affecting the individual in a negative way socially, cognitively or physically.

**Effects;** refer to the impact of or the end result of engaging in a certain activity.

**Management Strategies - refers** to intervention measures used to curb problems /challenges arising from a certain phenomenon.

**Prevalence:** How widespread a certain phenomenon or problem is

**Prevention Measures -** Primary prevention of substance abuse is preventing the initiation of psychoactive substance use or delaying the age at which use begins (WHO, 2000). Secondary prevention is the intervention aimed at individuals in the early stages of psychoactive substance use. Tertiary prevention aims at ending dependence and minimizing problems resulting from use/abuse. For the purposes of this study, prevention refers to educational activities, programs or policies aimed at enabling young people to stay healthy and inhabit an environment free from drug abuse.

**School administration policy:** A brief statement outlining a school's stand or position on procedures for dealing with a certain issue.

**Substance abuse:** Refers to the use of all chemicals, drugs and industrial solvents that produce dependence (psychological and physical) in a percentage of individuals who take them.

**Youth:** Refers to young people between 13 and 25 years or their activities and their characteristics. The majority of students in Kenyan secondary schools are between 13 and 19 years, a stage referred to as adolescence. The term youth therefore includes this age bracket of students.

## CHAPTER TWO

### LITERATURE REVIEW

The literature related to this study is reviewed focusing on the problem of drug abuse worldwide and the researches that have been undertaken in this area; to establish the causes; who is affected; the drugs abused and their effects on humankind.

#### **2.1 Global perspective on Drugs and Substance Abuse**

Over the past few decades, the use of illegal drugs and substances has spread at an unparalleled rate and has reached every part of the world. According to a United Nations Office on Drugs and Crime (UNODC) report (2005), out of some 200 million people, or 5 percent of the total world's population aged 15 - 64 have used drugs at least once in the last 12 months (during that period) an estimated 15 million people more than the 2004 estimate. The report also stated that, both the developed and developing nations have been immune to the devastating effects of drug abuse.

According to the World Drug Report (2005), the use of illicit drugs has increased throughout the world in recent years. The report further states that a major world trend is the increasing availability of many kinds of drugs to an ever widening socio-economic spectrum of consumers. The report argues that the main problem drugs at global level continue to be opiates (notably heroine) followed by cocaine. For example, for most of Europe and Asia, opiates continued to be the main problem drugs, accounting for 62 percent of all treatment in 2003. Reports from a total of 95 countries indicated that drug seizures increased four-fold in 2003, and more than half of these were of cannabis.

A report by the World Drug Report in 2004, estimated that 3.3 to 4.1 percent of the global population consumes drugs, but those who get addicted are younger and younger every year. In Pakistan for example, it was reported that the share of those who started heroin use at 15 - 20 years has doubled to almost 24 percent of those surveyed. In China it was reported that drug use is going up while the age of new users is going down.

A survey in the Czech Republic showed that 37 percent of new drug users were teenagers between 15 and 19 years old. Drug use- in particular heroin - is becoming a serious problem in Egypt, where around 6 percent of a sample of secondary school students admitted to having experimented with drugs. Cannabis accounted for 85 percent of use and opium for 10 percent, as reported by World Drug Report (2005).

Every country in the world, developed or developing, incurs substantial costs as a result of damages caused by substance abuse (World Drug Report, 2005). The World Health Organization (WHO) estimates that 1.1 billion people, representing a third of the world population above the age of 15 years, use tobacco, principally in the form of the cigarettes. Of these smokers, 700 million of them males live in developing countries (WHO, 2005). According to the UNODC report (2005), at least 16 countries in Africa have reported abuse of opiates, with rates ranging from 0.01 to 0.8 percent for the population aged 15 years and above. Twelve of the countries reported cocaine abuse with prevalence ranging from 0.01 to 1.1 percent for this age bracket (UNODC, 2005). According to a report by the International Narcotics Control Board (INCB, 2001), the East African region has become the fallback for drug dealers following increased control of traditional routes through the Netherlands and Spain.

The warning followed the discovery of cocaine worth 6.4 billion Kenya shillings in Malindi and Nairobi on December 14, 2004 (NACADA, 2004). Abuse of drugs not

only holds back the economy because control of supply and reduction of demand are expensive undertakings, but is also a blow to the country as its youth become less productive. According to the Ministerial Council on Drug Strategy (2005), drug abuse, including smoking and drinking alcohol, imposes substantial costs on users and their families, taxpayers, on the national economy and the community as a whole.

International studies show that half of the long-term smokers will die prematurely, half of these in middle age (Doll, 2004). The studies also argue that, smokers are four times more likely than non-smokers to suffer from a heart attack before age 40 (Mahonen, 2004). In addition, the earlier young people start smoking, and the more they smoke over their lifetime, the more likely they are to suffer from smoking-related diseases.

In America a policy was formulated to expand prevention programs to rescue young adults. In that report they stress that school systems are not responsible for meeting every need of their students; but when the need directly affects the learning, the school must meet the challenge. It is evident that a variety of psychological and physical health problems affect learning in profound ways (Adelman and Taylor, 2003). They also noted that substance abuse, violence and emotional disorders interfere with the ability of children to learn and the ability of a school to educate. Students who are under the influence of alcohol or other drugs or battling emotional problems are not going to be able to learn as well as students who devote their full attention to education. Chaotic and insecure school environment also interfere with the academic success of students who are willing to learn. A review of the literature by the Massachusetts department of Education concluded that 'Drug use, alcohol use, pregnancy, poor nutrition and physical inactivity are all related to diminished school performance (Manis and Sorenson, 2000). A major study in Washington State concluded that students with even

moderate involvement in substance use have dramatically lower academic achievement than students with little or no involvement in these behaviors (Washington Kids Count, 2002).

Educators are therefore challenged to make the facts of drug abuse meaningful to children and adolescents without enticing them to try drugs. There are many curricula designed for school use that have proven to be effective and are delivered to students in ways that are interesting, interactive and developmentally appropriate. (American Academy of Pediatrics, 2007). The programs should focus on enhancing students' problem-solving skills or aiding them to evaluate the influence of the media, other programs help improve students' self-esteem, reduce stress and anxiety. These skills should be taught using a combination of methods including demonstration, practice, feedback and praise.

Another proven approach is life skills training designed to teach skills to confront a problem specific focus, emphasizing the application of drug refusal skills. Life skills has its basis in Bandura social learning theory (Bandura, 2009) which assumes that drug use is functional, that it is socially learned through modeling, imitation and reinforcement.

So if the learners are taught life skills they would use them to resist or critically evaluate the dangers of engaging in drug and substance abuse, hence problem solving. This training with booster session that follows is most effective.

Many effective curricula and drug prevention programs use interactive materials and maximize group interactions with organized activities. It is necessary to have effective pedagogy as the core of effective school along education. This is whereby students

engage in meaningful learning activities that develop their capacities and skills to make informed decisions that minimize drug related harm for themselves and others. The ability of prevention programs to reduce risk behavior and promote academic success provide a strong argument that those programs are not 'add-ons' but intrinsic to the basic mission of a school. (Northrop Grumman, 2002).

The major concepts highlighted in the Principles of Education are that drug education should have timely programs within the curriculum, programs that are delivered by teachers, use of interactive strategies, skills development, credible and meaningful learning. Drug education needs to be based on what works (Ballard et al., 1999). Evidence – based practice within a school involves staff using current theory and research to determine programs that are appropriate to their students, staying informed about effective curriculum practice, applying professional judgment to implement and monitor programs and evaluating outcomes to determine their impact. Regular evaluation of the schools drug education process and outcomes is critical, providing evidence of the value of activities and informing future school practice. Munro (1997) suggests that drug education has been critiqued as unsuccessful due to unrealistic expectations and suggests that schools seek to prepare students for living effectively in a drug community and focus drug education programs on achieving educational outcomes.

## **2.2 Drug and Substance Abuse in Sub-Saharan Africa**

In an annual report, published in February 2001 by the International Narcotics Control Board (INCB) on the situation of sub-Saharan Africa: "Western African syndicates, with their experience in smuggling cannabis and heroin, are actively looking for new connections in Latin America and are bringing cocaine trafficking to all parts of sub-

Saharan Africa." Although the term "syndicate" seems a highly exaggerated way to characterize drug-related African criminal organizations, this paper shows that the African continent is no longer an exception in the field of international drug trafficking (INCB, 2001).

The drug problem is part of the larger social problem that affects sub-Saharan African Nations which have been transformed from transit points to consumer countries. Many African nations are unable to deal decisively with the problem due to rampant corruption and involvement of organized cartels in drug trade (Odejide, 2006).

According to the UNIDCP, there are more than 25 million annual reported sales of the marijuana across the continent, with a majority, being the younger population (International Narcotics Control Board, 2001). Synthetic drugs are in second place (disregarding traditional or industrial alcoholic beverages which, in Africa, as in most developed countries, represent the biggest problems from a public health standpoint). These drugs, which are often taken in association with alcohol or marijuana, include Mandrax in Southern Africa, a drug manufactured from methaqualone and imported from India, or, in recent years, produced in local laboratories, or misappropriated psychotropic drugs such as amphetamine or barbiturate derivatives. It is all the easier to misappropriate these drugs since they are sold on the streets and in the markets of the cities, without any state control (INCB, 2001). Simultaneously with these types of uses, which are specific to Africa, others similar to those encountered in the developed countries are beginning to appear in the major urban centers (International Narcotics Control Board, 2001).

Heroin (brown sugar) and cocaine (most often in the form of crack), which appeared in the West African market in the early 1980s, are now in very widespread use, although

that use is difficult to quantify, in the capitals of the sub-region (mainly in the major cities of the Gulf of Guinea (Liberia, Ivory Coast, Ghana, Togo, Benin and Nigeria). Fatoye (2002) in his study of substance use among youths in rural and urban communities in South western Nigeria on 567 respondents, found that the most commonly used drugs and their prevalence were analgesics (48.7%), stimulants (20.9%), antibiotics (16.6%), alcohol (13.4%), hypnotic sedatives (8.9%) and tobacco (3%). Recent data on prevalence of drug use in Uganda is limited.

It was noted that among the youth, 19% of the secondary students and about 35% of the students in tertiary institutions including the medical school, smoke cigarettes (Kanyesigye et al., 1997).

### **2.3 Drug and Substance Abuse in Kenya**

Kenya like many other developing countries is faced with the problem of drug and substance abuse. The challenge to the government is that the percentage of drug abusers especially the youth increases yearly despite government efforts to tame the problem.

It is known that drug abuse is rampant in schools as per media reports and studies carried out in Kenya. In a speech delivered during the official closing of African convention of Principals (ACP), on 27<sup>th</sup> August 2004, the then minister for education Honorable George Saitoti noted that one of the root causes of indiscipline cases in learning institutions could be traced to drug and substance abuse. He said that the war against drugs and substance abuse was one that Kenya could not afford to lose because failure to address this problem could lead to destruction of Kenya youth and thus the future of the country (ACP, 2004). He appealed to all to join to fight this menace.

Earlier on, the Government of Kenya had declared war against drug and substance abuse in the 1990's by establishing the anti-narcotics policy and strict laws were put in place to counter trade and consumption of illicit drugs .This was after reports from Mathari Mental Hospital indicated that drug abuse was one of mental illness among the youth and the population of secondary schools students in rehabilitation centers was increasing (Ngigi, 2010).

The government introduced self-help groups called alcoholic anonymous (A A) and Narcotics Anonymous (N A) where individual drug addicts could seek help without fear of victimization. These groups have been useful in supporting addiction and recovery victims in all parts of the country.

In 2011 the minister for education Professor Sam Ongeru directed the establishment of a unit to help curb drug abuse in schools .The unit was to incorporate assistance from anti narcotics unit – the police unit in dealing with Drug and Substance abuse in schools (Daily Nation Jan 11<sup>th</sup>, 2011).

With all these media reports and the efforts of the government to curb the vice, it is clear that war on drug and substance abuse is far from ending in Kenya. The Star (2014) captured a report, where a form two student was admitted to the St Mary Immaculate Hospital in Nyeri County after taking illicit brew. Speaking from the hospital, Samuel Ndang'ui – student, said he drunk the brew in Ruiru area on a Sunday evening and became unconscious but was with company of his friend, who gave him the drink in a juice bottle. Police in Eldoret recently arrested 550 students where they had been on a hedonistic rampage of drugs with majority (500) of them being below 18 years of age (Daily Nation, October 5, 2015).

The VOA (2014), in a survey of drug and substance abuse, noted that most students had formed a drinking culture. VOA's director Mr. Njeru, said that, "People in schools are so focused on passing exams that they have actually missed out on so many other things that they can do, that can make their life rich in school," said Njeru. "If you ask a high school kid today whether he knows any art gallery in Nairobi, he'll tell you he doesn't know. But he knows all the pubs, all the leading pubs, he can count for you, there are 20, 30, 40 different pubs in the city and tell you the best days and times even on weekdays to visit.

According to The Standard (2014), while addressing a group of secondary school students on an educational tour in Naivasha at a meeting in regards to recent deaths of illicit brew drinkers, Mr. Mututho revealed that students were increasingly developing devious means to peddle and use drugs in schools. He cited a case of a school in Murang'a where dealers cleverly send students drugs across a river that passes by the institution and in Kirinyaga, the chairman of the National Campaign Against Drug Abuse (NACADA) John Mututho, wanted a liquor outlet that sold alcohol to students in Kirinyaga County shutdown as according to reports, four schools girls went to the Wines and Spirits outlet, bought alcohol and started to drink. Mututho ordered for the arrest and prosecution of the owner of the business for breaching the alcohol rule (The Standard, 2014).

#### **2.4 National Policy on Drug Abuse**

In Kenya, drug abuse has threatened the lives of the youth of 29 years and below. While addressing the opening of the Narcotics Drugs and Psychotropic Substance Control Seminar, Wako (2001), said that 60 per cent of drug abusers are youth less than 18 years of age and recommended that drug users should be made to realize the dangers of drug

abuse. The Office of the National agency for the Campaign against Drug Abuse (NACADA) in Kenya was created in March 2001. NACADA's mission is to provide leadership on policy development, education, regulation, management, program implementation and research coordination on matters pertaining to drug and substance abuse in Kenya (NACADA, 2012).

Moreover, it has the following additional responsibilities within the NACADA Act:

1. Licensing and regulating operations of rehabilitation facilities;
2. Facilitating the development and operation of rehabilitation facilities, and ensure that quality services are provided to persons suffering from substance use disorders;
3. Preparing, publishing and submitting an alcohol and drug abuse control status report bi-annually to both Houses of Parliament through the Cabinet Secretary.
4. Assisting and support County Governments in developing and implementing policies, laws and plans of action on control of drug abuse.

NACADA commissioned the first ever national baseline survey on the abuse of alcohol and drugs in Kenya. The study targeted Kenyan youth aged between 10 and 24 years. The summary of the unedited report, which was released in 2002, revealed that substances of abuse, both illicit and licit were forming a sub-culture amongst Kenyan youth. Contrary to common assumption, the survey demonstrated that substance abuse was wide spread and it affected the youth mostly and cut across all social groups (NACADA, 2004).

Overall, most commonly abused drugs were found to be alcohol, tobacco, Khat and cannabis. In addition, the youth were also abusing imported illegal substances such as

heroin, cocaine and mandrax. Although non-students engaged extensively in substance abuse, most youth use was in secondary school and universities. The report concluded that substance abuse often begins at a very young age: for example, for students and non-students, it starts when they are in primary or secondary school Republic of Kenya (2006). Another countrywide survey conducted in 2004 by NACADA among students and school-leavers found that hard drugs like heroin, ecstasy, cocaine and mandrax were widely abused in schools by children as young as ten years. The survey revealed that some legal substances such as alcohol, tobacco and Khat were commonly abused leading to high incidence of violence in schools (NACADA, 2004). Forty-three per cent of students from Western-Kenya confessed to alcohol abuse, 41 per cent in Eastern province. Nairobi students led in cigarette smoking followed by Central, Coast, North-Eastern and Rift Valley provinces (NACADA, 2004).

The Ministry of Health estimated that Kenyans Smoke about 10 million cigarettes a year. Ministry statistics also show that smoking prevalence rates among children below 15 years are between 13 and 15 percent. Among young people aged between 18 and 29, the rate is estimated to be at 44.8 percent, and 52 percent among college and university students (Maithya, 2009). On the same note, the then Minister for Health, Hon. Charity Ngilu warned that the number of smokers in Kenya is increasing, saying that 1.1 million under age Kenyans were addicted to tobacco (International Commission of Prevention of Alcoholism, 2006).

A study by the Great Lakes University, Kisumu found in 2009 that 58% of secondary school students in Kisumu District had consumed alcohol at some point in their lives (Otieno, 2009). The study interviewed 458 students from nine secondary schools in Kisumu and concluded that use of drugs including alcohol, tobacco, khat, cannabis and

cocaine had risen drastically in the previous decade. By age 15, according to the study, some students were found to have already started using drugs and by the time they were 19, 33% males and females had already become drug abusers. From the foregoing, it can be seen that drug abuse is a reality among the youth especially in Kenya. If the rate at which young people have indulged in drug abuse is anything to go by, then the future of the society is uncertain and something must be done urgently to address the problem. There is need for a study to evaluate the effectiveness of drug abuse prevention initiatives aimed at reducing demand for drugs among students, and how drug abuse measures can be improved, as well as how ineffective ones can be weeded out. The ability of prevention programs to reduce risk behavior and promote academic success provides a strong argument that those programs are not “adds-on” but are intrinsic to the success of the basic mission of a school; providing an effective education to all children.

## **2.5 Religion and Community on Substance Abuse**

Religion and spirituality can be important, sometimes determinative, comparisons to the treatment and recovery process. Many recovering alcoholics and addicts attribute their motivation to seek treatment and their ability to maintain sobriety to their religious beliefs and the support of a community of believers. Individuals, who attend spiritually based 12-step programs such as Alcoholics Anonymous and Narcotics Anonymous, in addition to receiving treatment, are likelier to maintain sobriety. Individuals in successful recovery commonly display greater levels of faith and spirituality than those who relapse (American Press, 2014).

Moreover, in the study by the WHO (2005), it was noted that there are two profound disconnects: one, between the extent to which clergy see substance abuse as a problem

among congregations they serve and their lack of knowledge and training in the area; the other, between the importance of God, religion and spirituality to effective treatment and the medical profession's failure to tap into this resource when treating substance abusers and addicts. Substance use and abuse by young people, and problems associated with this behavior have been part of human history for a long time.

What is different today is increased availability of a wide variety of substances and the declining age at which experimentation with these substances take place (WHO, 2005). However it is important to note that all drugs are dangerous and that the deliberate ingestion of drugs is harmful to the individual, the family, the community and society as whole. No consensus exists about the specific root causes of drug abuse and addiction for particular individuals. The reasons why people turn to narcotics are as varied as the types of people who abuse them. The factors associated with drug abuse are many and varied, and include individual predispositions, family characteristics and complex social and environmental determinants. A number of authors and researchers have shown that there are many contributing factors to drug abuse among students.

Shoemaker (1984) argued that drug abuse is caused by a combination of environmental, biological and psychological, environmental factors; the most influential include the family, peer association, school performance and social class membership and this has also been supported by Maithya (2009).

## **2.6 Reasons for Drug and Substance Abuse**

Several reasons have been cited to influence drug abuse in the society.

### **2.6.1 Easy availability of drugs**

A report by NACADA (2004) shows that although preventative measures are taken in

schools and communities, teenagers and young adults are still abusing drugs and drinking alcohol at an early age. The recent rise in adolescent alcohol and drug abuse has forced the issue back into the limelight as authorities realize that the problem has not diminished over the years (NACADA, 2004).

Teenagers can get their hands on Marijuana and prescription drugs more rapidly and easily, according to a new study by NACADA (2012) with its uptake at 1.2 percent nationwide. Nevertheless, greater drug availability has not yet translated into greater drug abuse in the group-marijuana use among teens continues to decline. However, teenagers can easily take the drink or find those who are willing to purchase the alcohol and are old enough for the purchase (NADACA, 2012). The growing trend in certain substances is related to the ease of obtaining those drugs. When it is easy to find the drugs and it does not present a major risk, teenagers are most likely to try the substance.

### **2.6.2 Peer group pressure**

In a study carried out by United Nations Office on Drugs and Crimes (2003), peer pressure only occurred among adolescents living in homes without fathers and step-fathers. The strong relations between peer variables and the frequency of drug use found within this study replicated the findings of previous studies that have found peer variables to be among the strongest predictors of adolescents' drug use. Moreover, the idea is that young people will not really want to take drugs but that their friends and people around them will put pressure on them to do so by excluding them from their group, making fun of them. Most young people use drugs because they have decided that they want to even if they are influenced by what people around them think and do (UNODC, 2002).

### **2.6.3 The age factors**

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 because it is described as period of “storm” and “stress” a time of self-discovery and assertion. This is the stage youth try drugs and substances to their pleasure (Oketch, 2008).

### **2.6.4 Parental influence**

Kikuvi (2009) associates delinquency, for example alcohol and marijuana abuse with lax, inconsistent or abusive parental discipline. Furthermore, a parent with drug problem increases the chances of developing the same problem occurring in the offspring. A survey report by NACADA in Kenya in 2004 says that, young people between 10 and 24 years, whose parents use or sell alcohol and other drugs, are likely to abuse these substances. At times youth, including students, who sell on behalf of parents, are themselves exposed to substance abuse in due course (NACADA, 2004).

### **2.6.5 Availability of cash**

The availability of cash to the youth as pocket money and travel allowance especially if excessive can be redirected into purchasing of drugs. The money is usually not put into proper use and when opportunities arise they team up with friends, taste drugs and eventually become drug addicts. Apart from the above factors, Kiiru (2004) argues that there is official ambivalence towards substance abuse in Kenya. Alcohol and tobacco are a cause of ill health, yet they have been legalized. Paradoxically, affluence is a cause of substance abuse among the youth because they can afford them, while some from the poor families abuse cheap substances due to frustrations. In addition, frustrations

arising from lack of school fees and other basic needs may lead students to abuse drugs based on the false belief that use or abuse of substances will make one forget one's problems (Kiiru, 2004).

#### **2.6.6 School administration**

School administration factors will refer to how those who are charged with the management of student's affairs are prepared and equipped to plan, mobilize, allocate and instill the necessary control of the attainment of the institutional goals. High handedness of school administration, harsh treatment, lack of freedom, and student's failure to have their grievances addressed creates stress which can lead to the abuse of drugs (Kindiki, 2009). A report in the Daily Nation (June 2, 2009) revealed that in some Nairobi secondary schools, some students were working in cahoots with watchmen, cooks, and cleaners in peddling drugs into the institution.

A study by the Great Lakes University (Kisumu, Kenya), found that in 2009, 58% of the secondary school students in Kisumu District had consumed alcohol at some point in their lives (Daily Nation, June 2, 2009). It also noted that a quarter (25.4%) of all Kenyan adolescents and young adults (16 – 26 years) report (previous and current) were on regular use of drugs, and that the most prevalent drugs used are cigarettes and alcohol (commercial beer and spirits). These account for 87.6% of all regular users.

#### **2.7 Effects of Drugs and Substance Abuse on Students' Academic work**

Drugs produce many effects including distortion of memory perceptions and sensation (U.S Department of education, 2015) for example, cocaine and amphetamines give of false sense of performing at a high level when on the drug. Moreover, frequent drug users skip school or arrive late to class (Wagner, 2007). Regular marijuana users are

twice as likely as their classmates to receive low grades(U S Department of Education, 2015) continued use of marijuana users can cause memory gaps and also lead to decreased physical endurance (Wagner, 2007). Negative effects attributed to substance abuse include medical problems, engaging in unprotected sex, fights, quarrels, loss and damage to property medical problem and poor performance (Atwoli et. al, 2011).

Students under the influence of drugs and substance abuse are not ready to learn and are at the risk of long term impairment of cognitive ability and memory. Substance use is frequently associated with a lack of motivation and self-discipline as well as reduced school attendance (American Academy of Pediatrics, 2007). In addition, substance abuse is corrected with anti-social and violent behavior such as bringing guns and knives to school. According to this policy statement, it was revealed that schools are well situated to identify students with signs and symptoms of drug abuse. Poor school performance, under achievement and truancy are manifestation of drugs and substance abuse.

The abuse of alcohol and other drugs lead to emotional distress and fear among the abusers. Such children and adolescent fear they will not succeed in school. In addition to the cognitive impact of drugs, alcohol and emotional distress, these behaviors result in increased absenteeism, which also have an impact on a student's academic performance. A school in which teachers spend much of their time enforcing discipline rather than teaching is not an environment in which most children will learn.

## **2.8 Strategies for Managing Drugs and Substance Abuse**

There are various strategies that the government has put in place to help reduce the menace of drugs and substance abuse among students in secondary schools. In Kenya, through the Kenya Institute of curriculum development, content on drugs and substance

abuse has been incorporated in various subjects such as Science, Christian Religious Education, and Social Studies since 2002, so as to enhance awareness on effects of drugs to the youth.

Moreover, a multi-faced approach has been used to handle drug and substance abuse content in the school curriculum. The Kenya Institute of Education managed to develop the life skills syllabus with an objective of equipping learners with knowledge, skills and attitudes to cope with social pressure and be able to relate well with other members of the society (KIE, 2008). Drug abuse is merely mentioned as a sub-topic in the main syllabus topics such as self esteem, anxiety and violence (KIE, 2008). The Form four Religious education syllabus, alcohol, other drugs and their effects are covered as a sub-topic under the topic 'Christian approaches to leisure' (KIE, 2002) while in biology, the effects of drugs on the brain is mentioned in Form four under the topic 'coordination, response and irritability'.

Guidance and counseling has been re-introduced in many school and teachers of Christian Religious Education vested with the responsibility of being counselors. The teachers are expected to train peer counselors among the students so as to effectively access the services to students at class or dormitory levels. Administrations of schools are at times forced to use other disciplinary measures such as suspension and expulsion as a way of warning the students against abusing drugs. Moreover, Teachers are to be equipped with the tools to stimulate objective talks with the students as its more productive in an atmosphere of tolerance for all perspectives, free of moralizing and shock reactions (Wanja, 2010).

The social influence model is one that is focused on adolescent drug-use and resistance skills has shown that Drug and Substance Abuse can be tackled successfully using

guidance and counseling (Botvin, 2000). Many secondary schools in Kenya also have chaplains / Religious leaders who give pastoral or spiritual guidance and this is meant to shape the behavior of students to become better members of the society. Schools also organize seminars / talks on drugs and substance abuse whereby they invite officers from NACADA to spread the awareness of the dangers of drug abuse. A study by Kin'gendo (2007) found that peer counseling by their fellow trained student and rehabilitated youth was effective in some schools. Other programs such as role-playing, group feedback, peer counselling, and mentoring to reshape adolescent attitudes about drug use (Botvin, 2000; and Republic of Kenya, 2008).

Strategies to prevent and control drug/substance abuse as adopted suggested in an ACP stakeholders conference in 2007 included the following;

- Offering of guidance and counseling to youth,
- Creating awareness on the effects of drug and substance abuse,
- Forming forums and anti-drug campaigns,
- Imposing law enforcements on drug/substances,
- Empowering youth to create self-help youth groups and also,
- Enforce bans on misleading slogans or adverts on drugs/substances among others. The above strategies focused generally on the youths, in and out of school.

According to Ekpennyong (2013), there is need for policy and strategy formulation depending with the youths' environment. He suggested the following strategies;

- a) Behavior modification techniques: These deal with interventionist approaches, which though reactive, respond to issues as they arise;
- b) Preventive methods: They aim at developing structures and approaches geared towards reducing problems since they anticipate crisis within the school itself as one of the reasons for disaffection in secondary schools is the abject failure of pastoral care – students' needs are not met on time thus increasing disaffection leading to misbehavior especially drugs use.
- c) Research programs need to be comprehensive and have sufficient intensity to reasonably expect that skills can be taught. Content areas that are necessary include normative education, social skills, social influence, protective factors, and refusal skills.
- d) Educational program interventions: Drug prevention programs known as life skills training which is based on findings that most adolescent's first use drugs in social situations and that their decisions are influenced not just by one factor but a variety.
- e) Effective programs: focus on enhancing problem solving skills and aiding students to evaluate the influence of the media. Effective programs help improve self-esteem, and reduce stress and anxiety. These skills are taught using a combination of methods including demonstration, practice, feedback and praise. Another proven approach is training designed to teach skills to confront a problem-specific focus, emphasizing the application of skills directly to the problem of substance abuse (American Academy of Pediatrics, 2007).

- f) **Role of the community:** Communities can be active in changing and supporting non-use norms and reinforcing messages given at school. Communities can send a clear and consistent message by developing and implementing a broad, comprehensive approach to dealing with substance abuse.
  
- g) **Punitive methods:** These methods are associated with crisis management approaches which are reactive in their policies and locate the problem in students. The purpose of punishment should be communicated, understood and accepted if it is to be effective in enforcing student discipline. Obviously, however, drug abusers cannot be rehabilitated through punishment alone.

Maithya (2009) explained that although various strategies had been put in place, they recommended that effectiveness of the strategies should be strengthened in life skills; teaching on drug use and abuse as a subject, organizing seminars and debate within the school. It is therefore necessary to assess the effectiveness of the strategies employed by both the government and school administration in the fight against drug abuse, and suggest how the less effective strategies can be improved.

## **2.9 Summary and Knowledge Gap**

The literature has indicated there are many studies conducted by different researchers. The studies discussed factors contributing to drug abuse and effects of drugs to students in specific parts of the world. Most of the researches have been conducted in schools both public and private. None has been carried out on the effectiveness of the various strategies used by secondary school to curb the drugs and substance abuse in Kenya and specifically in Eldoret town and its environs.

Studies by (Ngesu, 2000, Maithya, 2009) showed drug abuse is unchecked in secondary schools but leaves the gap of clearing up what is done on the ground to help curb the menace, improve the overall lives of the students and better academic performance. Studies by Cheloti (2013) surveyed on the effectiveness of the school curriculum as a strategy to manage drug and substance abuse among students in general, while this study focused on a specific subject of Christian Religious Education as a strategy to manage drug and substance abuse among students in secondary schools in Eldoret town.

Therefore the literature review leaves some questions unanswered particularly in regards to drug abuse in secondary schools, and whether the strategies used in schools as well as the teaching of Christian Religious Education are helping in any way to reduce the problem. If the rate at which young people have indulged in drug abuse is anything to go by as revealed in the print media then the future of the society is uncertain and something must be done urgently to address the problem, it is therefore necessary to assess the effectiveness of the strategies used so as to reduce the criminality and social dysfunction that tends to accompany drug abuse at all social levels, so as to produce self-disciplined, self-reliant and integrated citizens who can help in developing the various needs of the country.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 Introduction**

This section presents the research design, area of study, study population, sample and sampling techniques, data collection instruments, data collection procedures and methods of data analysis.

#### **3.2 Area of Study**

This study was carried out in secondary schools within Eldoret Town and its environs. Eldoret is located 330 km to the Northwest of Nairobi, and Kenya's capital city, with an altitude of 2,085 meters above sea level, and is the 2nd largest urban town in Midwestern Kenya after Nakuru, and the 5th largest urban town in Kenya. The area is selected because of the diversity of schools which range from boarding only to day schools as illustrated in Appendix 4.

The study covered boys and girls boarding schools; secondary schools that have mixed population of boys and girls and day secondary (boarding, day, girls only, and mixed boys and girls), who provided information that can be generally applied to all secondary students in Kenya.

#### **3.3 Research Design**

Research design can be defined as the structure of the research or the glue that holds all elements in a research project together (Kombo and Tromp, 2006).

The research design was descriptive in nature. A descriptive research design determines and reports the way things are. It is used when data is collected to describe persons, organizations, settings or phenomena. Descriptive research was ideal as the study was carried out within a limited geographical scope hence it was logistically easier and simpler to conduct. This is in agreement with Kothari (2008). The design also provided enough protection against biasness and helped maximize reliability.

The study was both qualitative and quantitative data. Quantitative research is linked to interpretive paradigm. It enables the researcher to describe a distribution of scores or measurements using a few statistics. The researcher chose to use qualitative research in situations where it was felt that qualitative measures could not adequately describe or interpret a situation in relation to drug abuse among students. Interpretive approaches to research have the intention of understanding the world of human experience (Cohen, 1994), suggesting that “reality is socially constructed” (Martens, 2005). The interpretive researcher tends to rely upon the participants views of the situation being studied (Creswell, 2003).

Quantitative research is linked to positivism whereby reality is seen as “stable, observable and measurable” (Creswell, 2003). Quantitative research seeks causal determination, prediction, and generalization of findings. It focuses on collecting numeric data which is then analyzed statistically. Some researchers believe that qualitative and quantitative research approaches can be effectively combined in the same research project (Strauss and Corbin, 1990; Patton, 1990). Russek and Weinberg (1993) claim that using both quantitative and qualitative data can give insights that neither type of analysis could provide alone. Quantitative data may be utilized in a way which supports or expands upon qualitative data and effectively deepens understanding.

The purpose of using quantitative methods in this study was to describe, explain and predict the phenomenon of drug abuse by establishing its causes and its effects on students' academic performance assess the strategies that are effective in managing drugs and substance abuse among secondary school students.

### **3.4 Target Population**

The Target population comprised of Principals, Guidance and counseling teachers, teachers of Christian Religious Education and all secondary School students within Eldoret town and its environs.

According to the Uasin Gishu county education office, an estimated of 6900 secondary school students (3600 boys and 3400 girls), with twenty five (25) registered secondary schools. They are 17 public secondary and 8 are private. From these 17 are public secondary schools, 5 are girls' boarding, 4 are boys' boarding, 6 are mixed boys and girls-day schools and two are mixed boarding. In the private school category, out of the 8 registered schools, 4 are girls boarding and 4 are boarding. There are no mixed schools that are private.

### **3.5 Sample Size and Sampling Procedures**

Best and Kahn (2007), defines a sample as a small proportion selected for observation or analysis

For the purposes of getting a representative sample, the researcher stratified schools into school types (public and private) and also into boarding, day, single-sex and co-educational (Mixed boys and girls) as shown on table 3.1.

**Table 3.1: Sampling Frame**

School category		Type of school	No.	Sample (30%)	Sample (30%)	Target population CRE Students	Student population
Public	Girls only	Boarding	5	2	2	172	60
		Day	0	0			
	Boys only	Boarding	4	1.2	1	94	30
		Day	0	0			
	Co-educational	Boarding	0	0	0		
		Day	6	1.8	2	166	60
	Boarding & Day	2	1	1	80	30	
Private	Girls only	Boarding	4	1.2	1	65	20
		Day	0	0			
	Boys Only	Boarding	4	1.2	1	64	20
		Day	0				
<b>TOTAL</b>			<b>25</b>	<b>8</b>	<b>641</b>	<b>220</b>	

A stratified random sample is useful blend of randomization and categorization, which enables both quantitative and qualitative process of research to be undertaken (Cohen, 1994). The advantage in stratified random sampling is that it ensures inclusion, in the sample of subgroups, which otherwise would be omitted entirely by other sampling methods because of their small numbers in population. Gupta (2002) proposes the use of stratified sampling in a population that is not homogenous. Eight out of the twenty five schools in Eldoret town and its environs were selected for participation in this study. All Principals of the eight schools automatically qualified to be part of the

sample, all 8 Heads of the Guidance and Counseling Departments also qualified to participate in the study.

To arrive at the sample population, the public and private secondary schools were stratified in to co-educational single-sex boarding and day schools as shown in Table 3.1.

Then, each school was assigned a number and the numbers placed in a basket. The number that was picked randomly, without replacement represented the school where the study was carried out. This ensured that all the schools in the town and its environs had equal chances of being selected for the study. This is supported by Orodho (2005) who asserts that a sample should be selected in such a way that one is assured that certain sub-groups in the population will be represented in the sample in proportion to their numbers and the population itself. Table 3.1 shows the sampling frame that was used. From it, out of the public girls' boarding schools, only 2 were selected. Out of the 4 public boys' boarding schools, only 1 was selected. In the Co-educational (mixed boys and girls) out of the six day schools, only 2 were selected and in the half boarding and day school category, out of the two schools, 1 was selected.

In the private school category, there were 4 boarding schools for girls and 4 boarding schools for boys. Through random selection, one school per category was selected. In total, eight schools out of the twenty five registered secondary schools were selected for the study. The schools selected were Cheplasgei secondary schools, Eldoret central secondary school, Moi Barracks Secondary School, Uasin Gishu High School, Wareng High School, Kaplaigich Sec School, Koitoror Sec School and Plateau Girls Sec School.

Both purposive and simple random sampling techniques were used to select sixteen teachers of Christian Religious Education out of a target population of 128 in the 8 schools, and also to select 220 form four students studying Christian religious education out of a target population of 641 in the 8 schools.

### **3.6 Research Instruments**

Data was collected with the use of questionnaires and interview schedules. The questionnaires had matrix questions so that the respondents who may be victims may not be put off and it would also be easy to compare the responses given to different items. Likert scale was necessary when evaluating the effectiveness of the strategies with regard to their contribution to the fight against drug and substance abuse in secondary schools. Interview schedules were organized with the heads of the institutions (Principals).

#### **3.6.1 Questionnaire**

Questionnaires were used to collect data from students, Heads of Guidance and Counseling departments and teachers of Christian Religious Education. Questionnaires are useful instruments of collecting the primary data since the respondents can read and then give responses to each item and also they can reach a large number of subjects (Orodho, 2005). There were three sets of questionnaires; for the Guiding and Counselors questionnaire, for C.R.E teachers and for the students'. The questionnaires for the Guidance and counselors had two sections. Sections A sought for general background information. Section B captured information related to issues relating to drug and substance abuse (Questions 8 -12), Section C comprised of questions in relation to the strategies used (Questions 14 – 15). The questionnaires for C.R.E

teachers consisted of section A which sought background information (Question 1-5) and section B focused on the issues relating to drug and substance captured; content, methods of teaching utilized, use of Life Approach and available resources (Question 6 -11). Section C assessed the role of Christian Religious Education as a strategy to manage drugs and substance abuse. Questionnaires for the students had three sections. Section A sought background information (Question 1 -5). Section B consisted of questions seeking information related to issues on drug and substance abuse (Question 6 -9), and Section C consisted of questions capturing the issues relating to strategies used to manage drug and substance (Question 10 – 12). Interview Schedule

The interview schedule was administered to the Head teachers / Principals. The interview schedules make it possible to obtain data required to meet specific objectives of the study (Mugenda and Mugenda, 2003). It also helps to standardize the interview such that the interviewer can ask the same questions in the same manner to different respondents. This instrument was found suitable for the researcher to gain a detailed understanding of the topic under study and collect any information considered sensitive or confidential.

### **3.6.2 Reliability of the Instruments**

Mugenda & Mugenda (2003) states that, reliability is the measure of the degree to which the research instrument yields the same results of data, after repeated trials. To minimize errors the researcher used test and retest method in order to test reliability of the research instruments.

A pilot study is an abbreviated version of research project in which the researcher practices or tests the procedures to be used in subsequent full-scale project (Dane,

1990). The pilot study is a preliminary or “trail run” investigation using similar questions and similar subjects as in the final survey.

According to Kidder and Judd (1986) the basic purpose of a pilot study is to determine how the design of the subsequent study can be improved and to identify flaws in the measuring instrument. A pilot study gives the researcher an idea of what the method will actually look like in operation and what effects (intended or not) it is likely to have. In other words, by generating many of the practical problems that will ultimately arise, a pilot study enables the researcher to advert these problems by changing procedures, instructions and questions.

The number of participants in the pilot study or group is normally smaller than the number scheduled to take part in the final survey. Participants in the pilot study and the sample for the final study must be selected from the target population. For the purpose of this study the researcher conducted a pilot run on a single school per category in Nandi County, thus added up to five schools. The Schools were in Kapsabet Town and its environs. Five Schools were use in total. These are Kapsabet Boys and Girls boarding schools, Namgoi Mixed Sec School, Chemuundu sec school and St Peters Sec. School.

The consistency of questionnaire was established through test re-test method where research tools were administered twice to the same people under identical conditions. This procedure reveals the questions that are vague that can lead to respondents interpreting them differently hence adjustments accordingly. A pilot study was conducted using the questionnaires which were administered to respondents from the selected secondary schools. The questions that were not clear were revised so as to collect the desired information. After piloting, the internal consistence procedure was

used to determine the reliability of the instruments. This was determined from scores obtained from a single test administered to a sample of subjects. A score obtained in one item was correlated with scores obtained from other items in the instrument. Finally, Cronbach Alpha Reliability coefficient value was computed which yielded an alpha above 0.65.

According to Mugenda and Mugenda (2003), Cronbach's Alpha is a general form of the Kuder – Richardson (K-R) 20 Formula. The use of this formula reduces the time required to compute a reliability coefficient in other methods. Its application also results in a more conservative estimate of reliability. According to (Waithaka et al., 2014), the general reliability coefficients around 0.9, are considered excellent, values around 0.8 as very good and values around 0.6 as adequate. Results of the reliability tests are shown in table 3.2.

**Table 3. 2: Cronbach's Alpha for the variables**

Variables	Cronbach's Alpha	Cronbach's Alpha (STD)	Number of items
Types of drugs & substances	0.720	0.726	1
Reasons for drug & substance abuse	0.688	0682	1
Effects of drug & substance abuse	0.620	0.610	1
Strategies used by School administration	0.600	0.604	2
Effectiveness of the Strategies	0.624	0.636	1
Role of C.R.E as a strategy	0.642	0.648	7

On the basis of the results of piloting process, the instruments were then be retained or duly modified to meet performance standards before being used for data collection.

### **3.6.3 Validity of the Instruments**

The validity of an instrument is crucial in that it ensures that an instrument actually measures what it is supposed to measure (Babbie, 2008; Fowler, 2002). Content validity is the degree to which the sample of survey items represents the content that the survey intends to measure. Construct validity is the extent to which a particular survey measures a hypothetical construct, and interpretive validity is the degree to which a survey appears to measure what it purports to measure (Fowler, 2002).

Both face Validity and content validity were checked. Face validity refers to the possibility that a question would be misunderstood or misinterpreted. The researcher prepared the document in close consultation with the supervisors. Borg and Gall (1985) points out that validity of an instrument is improved through expert judgment. The examiners during proposal defense and the supervisors therefore gave expert judgment which helped to improve content validity. The necessary adjustments were then made on the instruments to enhance their validity.

### **3.6 Data Collection Procedures**

The researcher sought for a research permit and research authorization letter from the National commission for the Science Technology and Innovation. She wrote a letter of introduction (Cover Letter) to the Principals of the selected schools to get permission from them to carry out the Study.

The Researcher met and discussed with the Principals, the heads of guidance and counseling, the teachers of CRE and the Form Four Students in each school on the purpose of the study.

After the brief, the instruments were administered to the heads of guidance and

counseling department and the selected teachers of CRE in each school were requested to collect the questionnaires from their students after one week.

The researcher later visited schools to collect the instruments for coding and analysis.

Interviews were held with individual Principals on different days that were appropriate to them.

### **3.7 Data Analysis Techniques**

Data was analyzed quantitatively and qualitatively. Quantitative data was analyzed by frequency tables and percentages, means and standard deviation by using Statistical Program for Social Scientists (SPSS) for windows version 19.0. Frequency tables represent the most commonly used method in presenting data in descriptive research (Kathuri and Pals, 1993). Qualitative data was collected using interview schedules, classified into logical thematic categories and discussed based on the research objectives.

### **3.8 Ethical Considerations**

The interviewer explained the aim and objective of the study in order to remove doubt hence avoid any misconception and poor attitude among respondents. It was also prudent to assure the respondents of total confidentiality of information sought. In this case the names of the respondents were not necessary; they remained anonymous. The

## **CHAPTER FOUR**

### **DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION**

#### **4.1 Introduction**

This chapter presents the analysis and discussion of the findings to the study. The data is presented in form of charts. Where data could not be quantified, it is explained. Presentation of findings has been organized in accordance with the study objectives; to identify the types of drugs and substances commonly abused by secondary school students in Eldoret Town and its environs, to determine the reasons for drug and substance abuse among students in secondary schools in Eldoret Town and its environs, to establish the effects of drugs and substance abuse on students' academic performance, assess the effectiveness of the strategies used to manage drug and substance abuse and the impact of teaching Christian Religious Education as a strategy of moulding moral behavior.

#### **4.2 Demographic Information**

Before embarking on the main objectives of the study, it was important to find out the background information of the respondents. This was ascertained by looking at the gender of the respondents, age, education level, period of stay in the current station the schools category as well as religion. Background information was important as it lays a basic foundation on which interpretation of the study is based. Furthermore, background information of the respondents enables both the researcher and the readers to have confidence in the study.

#### 4.2.1 Gender, Age and Religion of the Respondents

Data was collected on gender, age and religion of the respondents. The analysis is presented in table 4.1

**Table 4. 1: Gender, Age and Religion of the respondents**

	Principals		Guiding & counseling		C.R.E teachers		Students	
	Fre	%	Fre	%	Fre	%	Fre	%
Gender								
Male	5	62.5	4	50.0	6	37.5	83	37.7
Female	3	37.5	4	50.0	10	62.5	137	62.3
Total	8	100	8	100	16	100.0	220	100
Age								
14-16 years	0	0	0	0	0	0	0	0
17-19 years	0	0	0	0	0	0	220	100
20-25 years	0	0	0	0	5	31.25	0	0
26-30 years	0	0	0	0	3	18.75	0	0
31-35 years	2	22.2	3	33.3	7	43.75	0	0
40 >	6	77.8	5	66.7	1	6.25	0	0
Total	8	100	8	100	16	100	220	100
Religion								
Christian	8	100	8	100	16	100.0	220	100
Muslim	0	0	0	0	0	0	0	0
Hindu	0	0	0	0	0	0	0	0
Total	8	100	8	100	16	100	220	100

From the demographic characteristics in table 4:1, it is indicated that 6(37.5%) of the CRE teachers were males while 10(62.5%) were females. There were 5 (62.5 %) males and 3 (37.5%) were females of the Principals that participated in the study. The table also shows 4(50.0%) of the Guiding and Counseling teachers were Males while 4(50.0%) were females. Students consisted of 83(37.7%) males and 137(62.3%) were females.

Looking at age, all the 220 students were of age between 17 and 19 years. These were from four students. Then on the age of CRE teachers, majority of teachers 6 (37.5%) were between 31 – 35 years old, 4(25%) between 26 – 30 years, 3(18.7%) between 20 – 25 years while 3(18.7%) above 40 years old. All Principals were 31 years and above thus mature to manage schools. Religion of respondents was looked at and from table 4 it is indicated that all the CRE teachers, the Principals and students used in this study were Christians.

#### 4.2.2 Length of service in years

Data was collected on how long the respondents have been serving in Secondary schools within the town and its environs and the analysis is presented in table 4.2.

**Table 4. 2: Length of service**

Length of service in years	CRE teachers		Principals		G&C teachers	
	fre	%	fre	%	fre	%
Less than a year	4	25.0	0	0	1	12.5
1-5 years	6	37.5	2	25.0	3	37.5
6-10 years	3	18.7	6	75.0	4	50.0
16-25 years	3	18.7	0	00.0	0	0
Total	16	100.0	8	100	8	100

As illustrated in the table 4.2 it is evident that over 6(37.5%) of the respondents have worked as CRE teachers for 1 – 5 years, 4(25.0%) of the C.R.E teachers have worked for less than a year, while 3(18.7%) have worked for 6-10 years and also 16 – 25 years. These results indicate that most of the CRE teachers have taught in secondary schools for more than 5 years.

Looking at length of stay of Principals at their current stations it is seen that most of the Principals 6(75 %) had been in their current stations for 6-10 years, 2(25.0%) for 1-5 years. For Guiding and counseling teachers 4 (50.0 %) had been in their schools between 6-10 years, 3(37.5%) had served between 1 – 5 years and 1 (12.5%) had served for less than one year.

#### **4.3 Types of Drugs and Substances Commonly Abused by Secondary School Students in Eldoret town and its environs**

Objective one of the study sought to identify the types of drugs and substances commonly abused by secondary school students in Eldoret town and its environs, to achieve this several variables were looked at as illustrated in table 4.3.

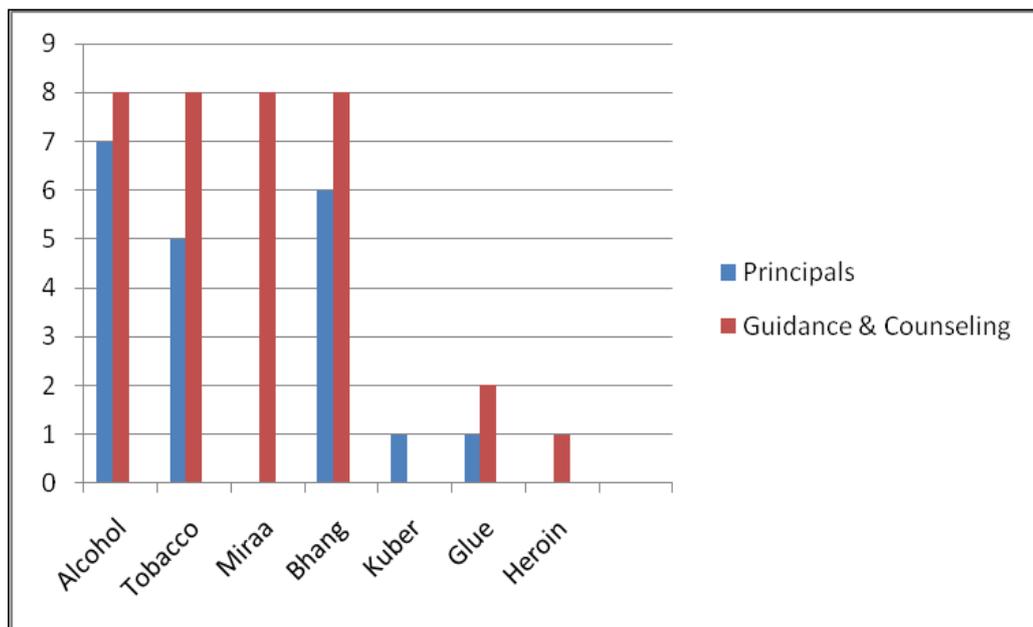
**Table 4. 3: Types of drugs abused**

	Very Often		Often		Not Often		Not all	
	fre	%	Fre	%	fre	%	Fre	%
Alcohol(Beer)	40	18.2	22	7.7	0	0	158	74.1
Tobacco	8	2.7	0	0	161	79.1	40	18.2
Narcotics	5	3.3	0	0	0	0	215	97.7
Cannabis	20	9.1	0	0	0	0	200	90.9
Heroin	0	0	0	0	0	0	220	100
Mandrax	0	0	0	0	0	0	220	100
Miraa	0	0	8	2.7	0	0	212	97.3
Inhalants glue, sprays	0	0	0	0	0	0	220	100
Hallucinogens (Mescaline)	0	0	0	0	0	0	220	100
Ecstasy	0	0	0	0	0	0	220	100

The results in table 4.3 depict the type of drugs that students abuse in schools. Alcohol/(beer)is abused very often as indicated by 18.2% of the respondents, 7.7% said its often abused while majority 74.1% said alcohol is not often abused. Tobacco seems to be rarely abused; only 2.7% use it very often, 79.1% not often while 18.2% do not use it all. Not commonly abused are narcotics (opium, morphine, cocaine). 215 (97.7%) of the sample population has not abused any though a small sample of 5 (3.3%) uses narcotics very often. However, cannabis (charas, bhang, marijuana, hashish) is rarely abused with 200 (90.9%) of the sample population having not abused it at all. 8.2% used very often while 0.5% often abused cannabis.

It seems heroine and mandrax; the hard drugs are yet to find themselves in schools. 100% of the sample population said they have not all abused heroine or mandrax. Stimulants like miraa are abused by students though at a small scale, 8 (2.7%) said they often use it, 212 (97.3%) have never used it at all. Inhalants (glue, aerosol, gasoline, petrol sprays) are yet to enter schools, together with mescaline, hallucinogens (I.S.D.P.C.P) Mescaline, barbiturates, mescaline and ecstasy and all respondents claimed they are not abused at all.

From the students responses, the researcher found out that alcohol is the most commonly abused drug, followed by cannabis (bhang, marijuana). What was unexpected was their response on tobacco, which is commonly abused in the society yet the students seem not to abuse it often; Only 8 students representing 2.7% said their students abuse tobacco very often from the responses. Inhalants, hallucinogens and ecstasy are not abused at all by students; for they recorded 100%.



**Figure 2: Principals' and Guidance and counselors' view on type of drugs abused**

All the Guiding and Counseling teachers' agreed that students commonly abuse alcohol, tobacco, bhang, miraa and one mentioned that a hard drug, Heroin is frequently abused as illustrated in figure 2. One teacher of Guidance and Counseling indicated that Kuber and heroine are also abused. Two heads of Guidance and counseling also stated that students sniff glue.

From the interviews with the head teachers / Principals all indicated that students abuse alcohol 8 (100%), 5 indicated that students abused cigarettes, 6 (62.5%) indicated that Bhang is also commonly abused (67.5%), 4(50%) indicated that miraa is chewed by students and 1 (12.5%) indicated that students take kuber and sniff glue. The results show that the most commonly abused drugs are alcohol, cigarettes and bhang.

Therefore from the findings from all the Principals and the heads of guidance and counseling and the students, the most commonly abused drugs by students are alcohol, tobacco, chewing miraa (KHAT), Bhang, Kuber and even hard drugs such as heroin. The researcher concluded that the students did not give a true picture of the situation because those among them who abuse drugs do so discreetly or during holidays or when they have outings from school. Principals and heads of guidance and counseling may have the true picture because they are the ones who eventually handle cases brought to them for counseling or disciplinary action.

According to a countrywide survey based on students and school leavers conducted by NACADA in 2004, it was found that hard drugs like heroine, ecstasy, cocaine were widely abused by students in Kenya. The survey also revealed that substances such as alcohol, tobacco and khat were commonly abused by high school students (NACADA, 2004).

However, this study that was carried out in Eldoret Town and its environs reveals that the hard drugs are not commonly abused by students; stimulants such as cocaine and miraa are abused however at an insignificant scale of 2.7%. The study also found that most students abuse alcohol and tobacco. A few also abuse cannabis (charas, bhang, marijuana and hashish). This indicates that there is a shift in what is purchased by the students. This may be resulting from the penalties that are attached to those found with hard drugs, thus decline in their purchases.

#### 4.3.1 Sources of drugs and substances

Further the researcher, sought to gather information on the source from which the students purchase drugs and other substances. Results are summarized in table 4.4.

**Table 4. 4: Source of drugs**

Source	Fre	%
Friends	160	72.7
Teachers	0	0
Non teaching staff	15	6.6
Kiosks / shops	40	18.1
Family	5	2.6
Total	220	100

Out of interest, the researcher investigated the sources or where these drugs and other substances are obtained from. The results were that students mainly get drugs from friends 160 (72.7%). 15 (6.6%) stated that students purchase from non teaching staff members, 40 (18.1%) stated that students buy drugs from shops / kiosks, while 5 (2.6%) stated that family members are the main source of drugs. The findings indicate that drugs and substance abuse is carried out discretely among the students. They do it out

of the home where parents are. It should also be noted that cigarette smoking and drinking alcohol is common in many homes in Kenya; but the parents who do this seem to prohibit their children from engaging in the habit, which is a defeatist approach because according to Bandura, habits are acquired through imitation or environment one finds himself / herself in.

#### 4.4 Reasons for Drug and Substance Abuse among Students in Secondary Schools

Objective two of the study sought to find out the reasons why students in secondary schools in Eldoret Town and its environs abuse drugs and other substances. The responses from students alone are illustrated in table 4.5.

**Table 4. 5: Reasons for abuse of drugs and substance abuse**

Response	Strongly Agree	Agree	Do not know	Disagree	Strongly Disagree
Curiosity	55(25%)	165(75%)	0	0	0
Drugs are easy to get	17 (8.0%)	158(72%)	45 (20%)	0	0
To perform better	24 (10.9%)	2 (0.5%)	5(2.2%)	176(80%)	13(5.5%)
Peer pressure	202(91.8%)	18(8.2%)	0	0	0
Ignorance	20(9.01%)	40(18.2%)	0	60(27.3%)	100(45.4%)
Poverty	36(16.4%)	24(10.9%)	10(5.6%)	52(23.6%)	98(44.5%)
Alot of pocket money	40(18.2%)	80(36.4%)	15(6.8%)	70(31.8%)	15(6.8%)
Stress/Frustration	30(13.7%)	60(27.3%)	0	80(36.3%)	50(22.7%)
Family Background	60(27.3%)	70(31.8%)	20(9.01%)	75(34.1%)	15(6.8%)

From table 4.5, the researcher found that most students abuse drugs due to peer pressure (202) 91.8% of the students agreed to this. All the Guiding and Counseling teachers also said that peer pressure plays a major role in drug abuse. The company one keeps determines whether they will abuse drugs or not. Principals were all of the view that peer pressure plays a significant role in pushing 8 (100%)

Curiosity: Out of the 220 students, 165 (75%) agreed that some students abuse drugs just out of curiosity, while 55(25%) strongly agreed to this. This was also supported by the Guidance and Counseling teachers who 6 (66.3%) agreed that students experiment on drugs due to curiosity while 2(33.7%) strongly agreed that students abuse drugs out of curiosity. Only three (37.5) Principals strongly agreed that curiosity led to experimentation with drugs. Five of the Principals (63.5%) said that curiosity may not be the real cause.

Drugs and substance availability: 158 (72%) of the students agreed that drugs are easy to get in kiosks and shops and are also cheap, while 45 (20%) were undecided on this and 17(8%) strongly agreed that drugs are available and also cheap. 5(62.5%) of the Guidance and counseling teachers agreed that drugs are easy to get, 1(12.5%) strongly agreed, 1(12.5%) was undecided and 1(12.5%) strongly disagreed that the drugs are easily available to students. All the Principals 8 (100%) said that drugs and other substance are available in kiosks and shops, including chemists where student buy.

To improve academic performance: On whether students abuse drugs in order to stimulate their minds so as to perform better in school, this reason was strongly disputed by 176 (80%) of the students with another 13(5.5%) just disagreeing. 24 (10.9%) of the respondents agreed that by using drugs students perform well in schools. They are supported by 2 (0.5%) of the students respondents who believe drugs help learners to

achieve good grades. All the Guidance and Counseling teachers strongly disagreed that students abuse drugs to improve their grades.

Other reasons why drugs and substance abuse is common among students is the family background. This was supported by about 60 (27.3%) students who strongly agreed and 70(31.8%) students who agreed that the family one comes from influences are to engage in drug and substance. All guidance and counseling teachers (100%) and Principals (100%) also agreed to this.

Some students have been exposed to various substances because either their parents or older siblings smoke and drink. This is true because in some families, parents have been known to send their children right from primary schools to buy for them cigarettes. The researcher therefore concludes that Bandura's theory (2009) of learning a behavior through continuous exposure /conditions or imitation and therefore is true. This therefore calls for parents or members of the family to be role models, for this would reduce the children's exposure to the vice.

Another cause of drug and substance abuse is giving students a lot of pocket money 80(36.4%) students agreed to this and 40(18.2%) strongly agreed. All the Principals and 4(50%) Guidance and Counseling teachers agreed that availability of money was a reason though it applies to a small fraction of the student's population.

In various studies carried out in the past that focused on the reasons or drug and substance abuse among the youth and students, it was found by NACADA (2012) that the increase in drug abuse was related to the ease of obtaining the drugs and substances. Peer pressure was also found to be a key driver to adolescents to abusing drugs (United Nations Office on Drugs and Crimes, 2003). Parental influence also contributed to

youth engaging in the vice (NACADA, 2004). The report stated that young people whose parents use or sell alcohol and other drugs are likely to abuse these substances.

According to the finding from this study, the main reasons for drug abuse among students are; peer pressure, curiosity and availability of drugs and substances in kiosks and shops. Other minor causes are stress and frustration, poverty and giving students a lot of pocket money. It therefore shows that as students socialize and move away from the protection of their parents, they become easy targets of their friends. It also reveals that the students do not have the life skills that can help them make informed decisions so that they cannot succumb to the pressure from their friends. The study also reveals that students do not expect to improve their academic performance by engaging in drug abuse. So they are aware that it is a vice.

#### **4.5 Effects of Drug and Substance Abuse on Student's Academic Performance**

Objective three of the study was to determine the effects of drug and substance abuse on the academic work of the students who abuse them. The responses from the heads of guidance and counseling departments and from students are indicated in table 4.6.

**Table 4. 6: Effects of Drug and Substance on students' academic performance**

Effects of	Strongly		Agreed		Undecided		Disagreed		Strongly	
	Agreed		disagreed							
abusing drugs	G&C	Stu	G&C	Stu	G&C	Stu	G&C	Stu	G&C	Stu
	F (%)	F (%)	F (%)	F (%)	F (%)	F (%)	F (%)	F (%)	F (%)	F (%)
Absenteeism	5(62.5)	55(25)	1(12.5)	165(75)	0	0	1(12.5)	0	1(12.5)	0
Violence /fights	4(50)	0	2(25)	165(75)	0	40(18.2)	1(12.5)	0	1(12.5)	15(6.8)
Lose interest in learning	6 (75)	22(100)	2(25)	176(80)	0	0	0	22(10)	0	0
Poor performance	6(75)	176(80)	2(25)	44(20)	0	0	0	0	0	0
Withdrawal	1(12.5)	40(18)	6(75)	55(25)	40(18)	0	1(12.5)	70(31)	0	5(6.6)
Indiscipline	6(75)	2(25)	0	0	8	0	0	0	0	0

The researcher found out the following as the effect of drug and substance abuse on students academic work.

Loss of interest in learning: The results in table 4.6 indicate that 176 (80%) of students agreed that drug abuse makes those involved to lose interest in learning whereas 22 (10%) strongly agreed to the same outcome but 22 (10%) were undecided. 6(75%) of Guidance and Counseling teachers strongly agreed that drug abuse cause the abusers to lose interest in learning while 2(25%) agreed to the same.

Poor performance: 176(80%) of students agreed that drug abuse leads to poor academic performance, 44(20%) agreed that those who abuse drugs perform poorly in their academics. 6(75%) of Guidance and Counselors' strongly agreed that drug abuse leads to poor performance while 2(25%) agreed that those who abuse drugs perform poorly.

Absenteeism: Absenteeism contributes to poor academic performance and from this study, 5(62.5%) heads of guidance and counseling strongly agreed that those who abuse drugs become truant / miss school, while 165 (75%) of the students agreed that absenteeism is common among those who abuse drugs. 55(25%) of students strongly agreed that absenteeism is a major outcome among those who abuse drugs.

The researcher sought views of Principals on the main effect of drugs and substance abuse on the performance of the students and based on their responses 6(75%) stated that use of drugs and substance leads to rowdiness of students 2(25%) mentioned poor performance.

According to the heads of Guidance and Counseling, drug and substance abuse leads to indiscipline which affects the teaching and learning environment in the schools. 6 (75%) strongly agreed that those who abuse drugs show lack of respect for the teachers

and fellow students, they bully other students, become too arrogant and difficult to handle; 2(25%) of the counselors agreed that those who abuse drugs become indisciplined which affects their academic work. A study by Kimori (2010) found out that students who abuse drugs become mentally ill hence lose concentration in their studies. In this study, the researcher found out that students who abuse drugs also withdraw from others, are solitary and avoid teachers. 6(75%) of heads of guidance and counseling agreed to this.

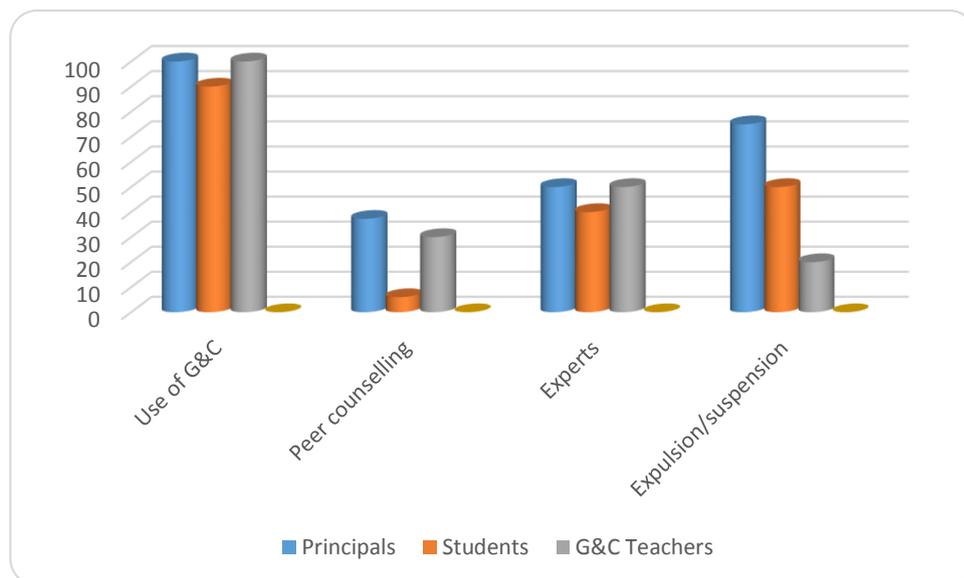
The Head teacher of a well-known mixed boys/girls high school said that most students who abuse drugs perform poorly academically, are not disciplined and drop out of school. In addition, with indisciplined behavior in a school environment, no effective teaching / learning can take place.

According to various studies on the effects of drugs and substance abuse on students, it was found that such abusers engage in unprotected sex, fights, quarrels and poor performance in their studies (Atwoli et al., 2011). The U.S department of Education (2015) also disclosed that drug abuse leads to distortion of memory perception and sensation while a study by Wagner (2007) revealed that frequent drug abusers skip school or arrive late.

Therefore, from this study, the most common effects of drug and substance abuse includes; loss of interest in learning, poor performance in academics, absenteeism and indisciplined among the students. This outcome supports previous studies that caution that as long as students are engaged in drug abuse, the society cannot expect to have well-adjusted persons graduating from school, which therefore is a great loss to the socio-economic development of the society.

#### 4.6 The Strategies being applied by the School Administration to manage Drug abuse in schools.

Objective four of the study sought to find out Strategies being applied in schools to prevent or minimize drug abuse in secondary schools in Eldoret town and its environs, results findings from the Principals, students and heads of guidance and counseling are illustrated in the figure 3.



**Figure 3: Strategies being applied by the school administration to deal with Drug abuse in secondary schools in Eldoret town**

From the students responses the researcher found out that the strategies being used by school administrators to manage drug and substance abuse are guidance and counseling, peer counseling, talks from experts, suspension and expulsion. 198(90%) Students indicated that guidance and counseling is the most common strategy 8(100%) Principals strongly rely on the same strategy, and all the heads of guidance and counseling (100%).

Peer Counseling is another common strategy with 3(37.5) Principals who said they have peer counselors to assist in their schools while 110(50%) students also said they abusers are normally counseled by peers or friends to desist from the behavior and 3(37.5) Guidance and Counseling teachers said that they are assisted by peer counselors. The researchers found out that the peer counselors are not necessarily trained but are student leaders or the committed Christians students who take the initiative to help students who are abusing drugs.

Expulsion and suspension is also commonly used to deter the habit of drug and substance abuse. 6(75%) of Principals said they have ever suspended students who had abused drugs. They argued that this makes the rest of the students to fear engaging in the vice. 2(25%) of the Guidance counselors said that they recommend expulsion or suspension while 6(75%) counselors said that they don't recommend such a strategy because it does not reform the student abusing drugs. 110(50%) of students said that they are aware of cases who are expelled or suspended due to drug-abuse.

Use of guest speakers or experts to talk to students on dangers of drug abuse is another strategy though not so common. Only 4 (50%) Principals and 4(50%) heads of guidance and counseling said that they have ever used experts from NACADA to talk to students 90(40%). Students said that they have seen or been talked to by experts from NACADA on dangers of drug and substance abuse.

Other Strategies being used by administrators are spiritual guidance with 2(25%) Principals who said that they believe the teachings students get from church help to modify the behavior in general while 6(75%) were not committed saying that they don't rely on church going as a strategy to fight drug and substance abuse.

Four Principals (50%) have ever shown videos/film to students on dangers of drug and abuse and also place posters and charts on notice boards to warn students against the vice. But from the student responses 120(54.5) said that they have never seen a video/film but 200(81.8) said they have seen posters warning on dangers of drugs abuse .On the Strategy of spiritual guidance 90(40.1) students said it is a strategy being used but 120(54.5) were of the opinion that going to church is not a strategy while 10(4.5%) were not aware of spiritual guidance. From all these responses the researcher therefore concludes that there are various strategies put in place to manage drug and substance abuse in secondary schools in Eldoret town and its environs.

#### **4.7 Degree of effectiveness of the strategies in curbing drugs and substance abuse among students in secondary schools**

Objective five of the study was to find out the respondents' perception on whether the strategies being used by school administration were effective in curbing or reducing drug and substance abuse.

From the interview with Principals, guiding and counseling is very effective. Students who are counseled have a transformation in their behavior. Such students eventually minimize on drug taking, become regular in attending classes' hence improved academic performance. 4(50%) of the Principals also said that peer counseling is effective because the students keep a check on their colleagues and encourage them to overcome the habit. Moreover, 4(50%) also stated that talks from guest speakers are very effective as these people come with films and samples of drugs and show the after-effect of abusing drugs and substance, hence giving sufficient information on the dangers of drugs.

#### **4.8 Role of Christian Religious Education as a Strategy to Manage Drugs and Substance Abuse among Students in Secondary Schools.**

Objective six of the study was to assess the role of Christian Religious Education as a strategy to manage drugs and substance abuse among students in Secondary schools in Eldoret town and its environs. It was necessary to find out mainly from the teachers of C.R.E whether the content on drugs and substance abuse is taught in Christian Religious Education in secondary schools. The results are illustrated in table 4.8.

**Table 4. 7: Whether the content of drugs and substance is taught in C.R.E in secondary schools.**

	Frequency	Percent
Yes	6	37.5
No	10	62.5
Total	16	100.0

The results reveal that majority of teachers 10(62.5%) have not taught the content of drugs and substance abuse while 6(37.5%) have taught revealing that schools results implies that most of schools in Eldoret town and its environs do not teach contents of drug and substance abuse in schools. The teachers who may not have taught the content could be handling Form 1 – 3 students, because the content on drug and substance abuse is taught in Form Four.

#### 4.9 Areas / content on drug and substance abuse that is taught in the CRE syllabus

The researcher went ahead to explore from the CRE teachers and the students the sub-topics that are taught on the topic of on drug and substance abuse. Results are shown in the table 4.9.

**Table 4. 8: Sub-topics on drug and substance in C.R.E syllabus**

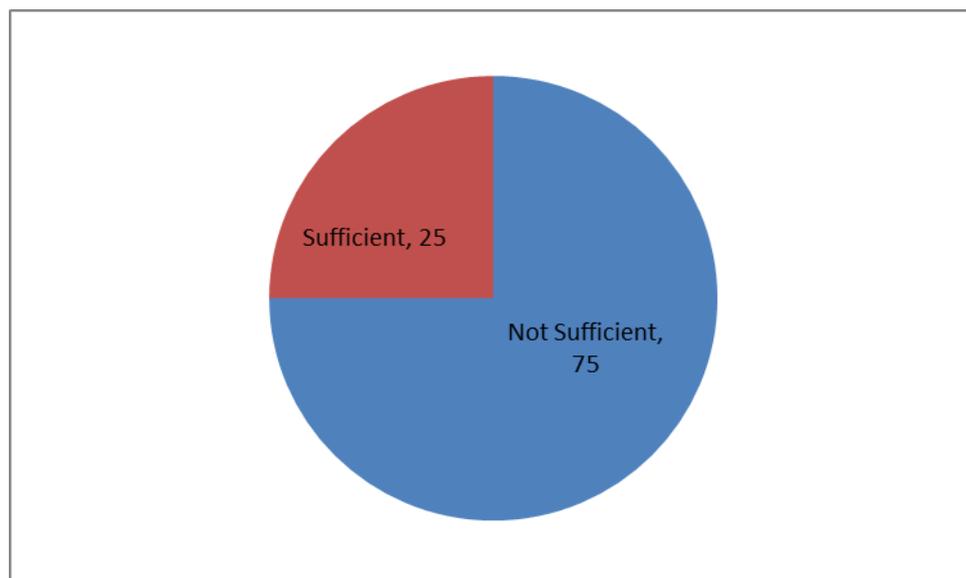
	Teachers of C.R.E		Students	
	Frequency	Percent	Frequency	Percent
Types of drugs and substances abused	16	100	220	100
Causes of drugs and substances abuse	16	100	220	100
Effects of drugs and substances abuse	16	100	220	100
Ways of overcoming drugs and substances abuse	4	25	120	54.5

Results in table 4.9 indicate that 6(100) said that, they have seen the types of drugs and substance abused.6 (33.3%) respondents said that causes of drugs and substance abuse were covered 6(33.3%) of the respondents said the effects of drugs and substance abuse was taught. The respondents being teachers of C.R.E all indicated that ways of overcoming drug and substance abuse is not in the syllabus, although 4(50%) said that they discuss with students on how to overcome drug and substance abuse. As a strategy

to curb drug and substance abuse, ways of overcoming temptations to abuse drugs should be added in the Christian religious syllabus. From the students' responses, they indicated that they are taught the types, causes and effects of drug abuse but not ways of overcoming the problem.

#### **4.10 Whether the content taught is sufficient.**

The researcher further investigated to find out whether the content taught on drugs and substance abuse is sufficient. The results are shown in the figure 4.



**Figure 4: Whether the content taught is sufficient.**

Figure 4 indicates that 12(75%) of the respondents stated that the content taught on drug and substance is not sufficient while 4 (25%) said that the content is sufficient for the level. From the students' responses on what else they would wish to be taught in the topic of drug and substance abuse, they indicated that the ways of overcoming or helping those who abuse drugs should be added in the syllabus. This to me as the researcher is true because some teachers cannot apply information or teach something extra unless they see it in the syllabus. So there are those four (66%) teachers who take

the initiative to discuss how Christians can overcome drug and substance out of their own keenness while others ignore it altogether.

#### 4.11 Method/Activities teachers use to teach drug content in C.R.E

The study sought to find out from respondents other methods/activities teachers use to teach content on drugs and substance abuse in secondary schools in Eldoret town and its environs, results are shown in table 4.10.

**Table 4. 9: Method/Activities Teachers use to teach drug content in C.R.E**

<b>Method/Activities Teachers Use To Teach Drug Content</b>				
	<b>Teachers</b>		<b>Students</b>	
<b>Question and answer</b>				
Rarely	10	62.5	0	0
Frequent	6	37.5	220	100
<b>Discussion</b>				
Rarely	10	62.5	0	0
Frequent	6	37.5	220	100
<b>Story Telling</b>				
Rarely	10	62.5	120	54.5
Frequent	6	37.5	100	45.5
Total	16	100	220	100
<b>Project</b>				
Rarely	12	75	200	92
Frequent	4	25	20	8
Total	16	100.0	220	100
<b>Role-play /drama</b>				
Rarely	10	62.5	180	81.8
Frequent	6	37.5	40	18.2

Total	16	100.0	220	100
<b>Demonstration</b>				
Rarely	12	75	60	27.3
Frequent	4	25	160	72.7
Total	16	100.0	220	100
<b>Recitation</b>				
Rarely	14	87.5	220	100
Frequent	2	12.5	0	0
Total	16	100	220	100
<b>Debate</b>				
Frequent	6	37.5	100	54.6
Rarely	10	62.5	120	45.4
<b>Singing</b>				
Frequent	12	75	15	6.9
Rarely	4	25	205	93.1

Table 4.10 shows that there are various teaching methods or activities that are commonly used by teachers of C.R.E to teach the topic on drug and substance abuse. Question and answer, Role play and debate and discussion are the most popular methods used with at least 37.5% of the teachers using the said methods, while storytelling, project, demonstration and singing are also used by about 25% of the teachers. Recitation is the least method used to teach this topic as only 2 (12.5%) teachers use it. From the students' responses, the teachers mainly use question and answer, discussion, storytelling, demonstration and debate to teach this topic on drug and substance abuse. A variety of activities can help to provoke imagination, thinking and enhance life skills like assertiveness, creative thinking, critical thinking and conflict resolution, which are also vital in students day to day relationships. Such activities can help open their understanding on the dangers of drug and substance abuse, make them resist peer pressure and curiosity that pushes them into experimenting with drugs and other substances.

#### 4.12 Teachers' perception on the effective method in teaching drugs and substance abuse

The study sought to find out from the CRE teachers the methods they would recommend as the most effective in teaching the topic of drug and substance abuse in secondary schools. Results are shown in the table 4.11

**Table 4. 10: Effective methods of teaching drugs and substance abuse**

<b>Methods adopted</b>	<b>Mean</b>
Question and answer	2.834
Demonstration.	2.621
Role play /drama	2.453
Project	1.009
Demonstration	2.500
Singing	1.009
Story-telling	2.621
Recitation	1.000

From the results in table 4.11, the respondents indicated that Question and answer, discussion / debate, Demonstration, and storytelling, role-play were effective in teaching the topic of drug and substance abuse, as expressed with mean of 2.834 and 2.621, 2.500 and 2.453 respectively. The respondents indicated that use of projects,

singing and recitation are not effective in teaching the topic as expressed by mean of 1.009 and 1.000. From the students' responses regarding the most effective methods they would want teachers to use while teaching on drug and substance, majority 210 (96%) identified Question and answer 205 (91%) discussion and 180 (81.8%) indicated storytelling.

#### **4.12.1 When should the content on drugs and substance be taught in secondary schools?**

The researcher sought to find out from the teachers of C.R.E and students when the topic of drug and substance abuse should be taught in secondary school.

Table 4. 11: When should the content on drugs and substance be taught in secondary school.

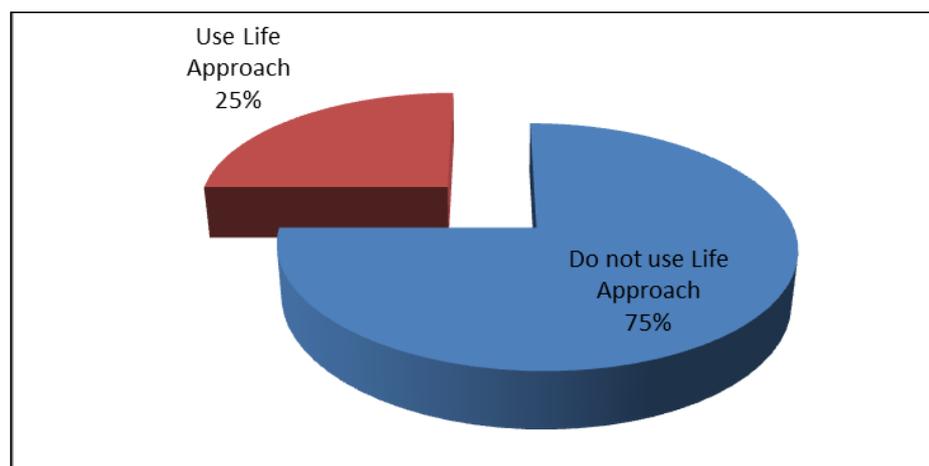
Level	Students		Teachers	
	Frequency	Percentage	Frequency	Percent
Form One	185	84.1	10	62.5
Form Two	35	15.9	6	37.5
<b>Total</b>	<b>220</b>	<b>100</b>	<b>16</b>	<b>100.0</b>

Table 4.12 indicates that drug and substance abuse should be introduced in both form one 10 (62.5%) and form two 6 (37.5%), implying that the topic should be taught in early years of secondary school. From the students' responses, majority indicated that it is better for the topic to be taught early in Form one so that by the time the students

get to Form two, they already have the knowledge. Form two stage is normally associated with rebellion / indiscipline and this is when students can easily try on many things including drug abuse.

#### 4.12.2 Use of life approach in teaching of drug and substance abuse-to change figure

The study sought to find out whether teachers use life approach when teaching on drug and substance abuse. Their opinions are shown in figure 5.



**Figure 5: Use of life approach in teaching of drug and substance abuse**

It is evident from figure 5 that 12(75%) of CRE teachers do not use life approach while only 4(25%) used the approach. Results show that life approach as recommended by the Ministry of Education for teaching Christian Religious Education in schools is not frequently used by the teachers. The use of life-approach is critical in teaching this topic, because it is learner centered. Teachers should explore learners' experiences and in step three apply content to the lives of the learners. This would help students feel concerned and make appropriate decisions in their lives.

#### 4.12.3 Resources available for the use in teaching on drug and substance abuse.

The study sought to find out the resources available in schools for teaching on drugs and substance abuse and the results from the teachers of C.R.E are indicated in table 4.13.

**Table 4. 12: Resources available for use in teaching on drug and substance abuse**

<b>Resources Available</b>	<b>Mean</b>
Pictures	4.391
Video /Films	4.002
Bible	3.873
C.R.E Textbook	3.677
Realia/Real	3.217
Journals/magazines	2.717

From the table 4.13, teachers of C.R.E agreed that pictures, videos /films and Bibles were available for teaching the topic on drug and substance abuse (readily available) as expressed by a mean of 4.391, 4.002 and 3.873 respectively.

The respondents stated that Realia and Journals / magazines were not readily available as expressed by a mean of 3.217 and 2.717 respectively in teaching the topic on drugs and substance abuse. Most students on the other hand rely on the C.R.E textbooks to get information on drug and substance abuse. All the 220 (100%) use the C.R.E

textbooks, while 210 (96%) indicated they have seen pictures and 200 (92%) have seen videos and films on drug and substance abuse.

#### **4.13 Teachers Opinion on Resources effective in teaching the topic on Drug and Substance Abuse.**

The study sought to find out from the teachers of C.R.E what resources are effective in teaching the topic of drug and substance abuse. Their responses are indicated in table 4.14.

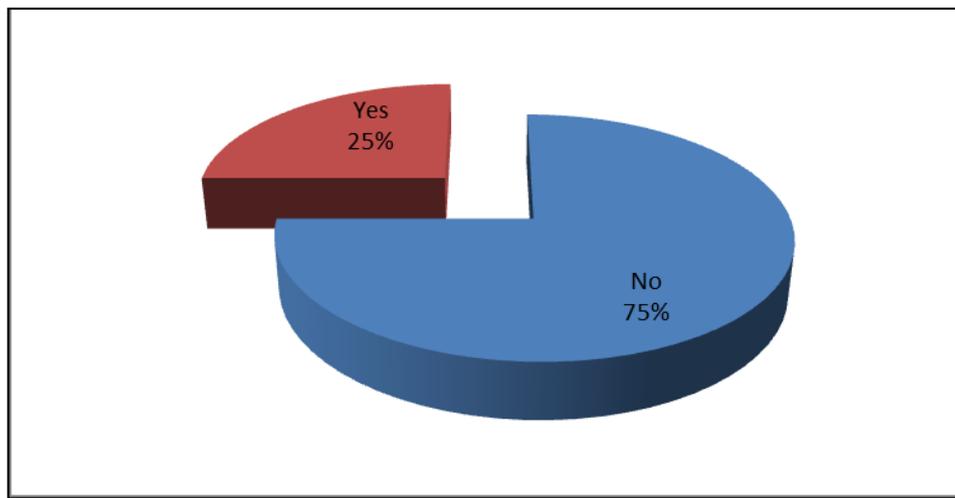
**Table 4. 13: Teachers Opinion on Resources effective in teaching the topic on drug and substance abuse**

<b>Resources</b>	<b>Frequency</b>	<b>Percent</b>
Videos/films	10	62.5%
C.R.E Textbooks	6	37.5%
<b>Total</b>	<b>16</b>	<b>100</b>

From table 4.8.6.1, CRE teachers had the opinion that videos/films 10 (62.5%) are very effective in teaching of drug and substance abuse while 6(37.5%) were of the opinion that the C.R.E text books are very effective. From the students' responses, 215 (97.8%) indicated that they would want teachers to use films and 180 (81.8%) indicated they would want teachers to use realia.

#### 4.13.1 The Role of Teaching Christian Religious Education in Reducing the Problem of Drug and Substance Abuse

The study investigated the role of the Christian Religious Education in secondary schools, as a strategy in reducing the problem of drugs and substance abuse among students. The results are shown in figure 6.

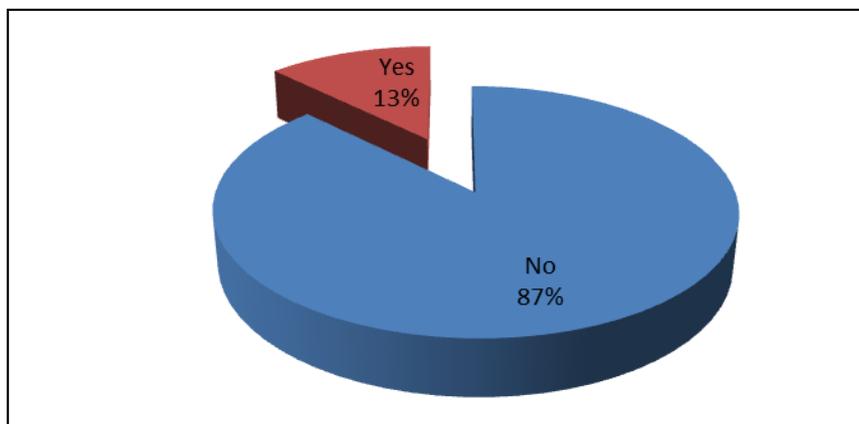


**Figure 6 : The role of teaching Christian Religious Education in reducing drug and substance abuse**

It is evident from figure 6 that teaching of CRE in secondary does not help in reducing the problem of drug and substance abuse 12(75%) while only 4(25%) said that it helps. Therefore the teaching of the subject does not help in reducing drug and substance abuse in secondary schools in Eldoret town and its environs. This means that curriculum development developers and Ministry of Education through their quality assurance officers should re-strategize on the use of this subject to fight vices in society.

#### 4.13.2 Teachers' perception towards making C.R.E compulsory-change figure

The researcher found it necessary to establish from teachers of CRE whether the subject should be made compulsory. Their opinions are reflected in figure 7.



**Figure 7: Teachers' perception towards making C.R.E compulsory**

Based on the respondents in figure 8, CRE teachers representing 14(87.5%) of entire sample stated that CRE should not be made compulsory while 2(12.5%) were of the opinion that it should be made compulsory, this means that the teaching of C.R.E as a strategy to manage drug and substance abuse is not effective.

The verdict from teachers of CRE that the subject should not be made compulsory is an indicator that even those teachers are not realizing the importance of the subject in terms of behavior modification. If they know the significant role that subject is meant to contribute to the lives of the students, they would instead work at being creative and using methods or activities that help the students to feel concerned ,make informed decisions regarding various aspects they are taught.

Christian Religious Education as a subject carries the life skills that students need to overcome peer pressure and other factors that push them into drug substance and abuse.

So it is unfortunate that the teachers of C.R.E underestimate the value of this subject; maybe they are not well versed in the general objectives of teaching this subject in school. They should be the ones on the forefront to agitate for the subject to be made compulsory so as to help shape the spiritual and moral lives of students.

A study in Washington State concluded that students with moderate involvement in substance abuse have lower academic achievement (Washington Kids Count, 2002). They recommended that educators should make facts of drug abuse meaningful to students without enticing them to try them out. They also suggested for the curricula designed on drug abuse to be implemented in ways that are interesting and interactive (American Academy of Pediatrics, 2007). Moreover, the drug education should be imparted to students and provided by well supported and resourced teachers (Ballard et al., 1994).

Based on these views, this study had sought to ascertain how the content on drugs and substance abuse is being implemented through Christian Religious Education, which is a subject vested with the role of shaping behavior. However, the findings were disheartening because although the content on drug and substance abuse is taught in form four, the students still engage in drug abuse as early as Form one and two. The teachers are mainly concerned with the cognitive domain hence do not use approaches, methods or resources that would shape the behavior of the learners.

According to the respondents, teachers of C.R.E do not use the approved approaches of teaching. For instance life-approach. This approach is learner centered and when used effectively, the learner is made to understand feel concerned and make appropriate decisions which lead to positive change in behavior. Moreover, most teachers just use the Bible and C.R.E textbooks, neglecting other resources such as audio-visual and

realia (example of drugs). The teachers do not vary teaching methods to make lessons interesting, hence the role of Christian Religious Education as a strategy to minimize the abuse of drug and substance is far from being achieved. From the findings as to whether the subject is helpful and therefore be made compulsory, most of the respondents (77.8%) said that the subject does not help in changing the attitude of the learners towards drug and substance abuse yet this is a subject based on the word of God, hence it is meant to develop the spiritual and moral lives of both the teachers and students. According to a study that was carried on the recovery of alcoholics, it was found that many recovering alcoholics and addicts attribute their motivation to seek treatment and maintain sobriety to their religious beliefs and the support from the community of believers.

Individuals in successful recovery commonly display greater levels of faith and spirituality than those who relapse (American Press, 2014).

This therefore implies that the topic on drugs and substance abuse in Christian Religious Education in secondary schools is not taught in a way that appeals to the students to change their attitudes and acquire moral values that can help them overcome the problem of drug and substance abuse.

## CHAPTER FIVE

### SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter presents a summary of the whole study and a summary of findings. In addition, the implications and policy recommendations derived from the study are also stated together with suggestions for further research on assessment of the strategies for managing drugs and substances abuse among secondary school students.

#### 5.2 Summary of Findings

This study sought to determine the prevalence, effects of drug or substance abuse, and the strategies of managing the vice among students in secondary schools within Eldoret town and its environs.

##### 5.2.1 Types of drugs abused

The researcher found out that the most commonly abused drugs and substances by students are alcohol and tobacco. Stimulants such as miraa are also experimented on. Other drugs such as bhang, kuber and even heroin are abused.

##### 5.2.2 Reasons for drug and substance abuse

The study found out that the main reasons why students abuse drugs is mainly contributed by peer pressure. Further reasons are that the drugs and substances are easily found in the environment, and also curiosity. Majority of the students' abuse drugs away from their parents care.

### **5.2.3 Effects of drugs and substance abuse on students academic work**

This study established that those students who abuse drugs absent themselves from school sessions. They also become violent and fight with others. Moreover, they lose interest in learning, hence perform poorly and also withdraw from others – lead solitary lives.

### **5.2.4 Strategies used by school administration to manage drug and substance abuse**

Most of the school administrators rely on teachers of guidance and counseling to help students who abuse drugs and substances. They also make use of the talks on from experts/ NACADA to create awareness on the dangers of taking drugs and substances. There is also peer counseling whereby fellow students are used to counsel their colleagues. Other strategies are spiritual guidance, use of suspension/expulsion, showing films/videos, using poster charts, pictures and charts pinned on notice boards.

### **5.2.5 Effectiveness of the Strategies used to manage drug and substance abuse**

The most effective strategy for managing drug and substance abuse is guidance and counseling, since it helps to reform the abuses. Other effective strategies are peer counseling and spiritual guidance. Punitive measures taken by the school administrators against those who abuse drugs and other substances also help to some extent to curb drug and substance abuse for they instill fear in the students.

### **5.2.6 The role of Christian Religious Education as a strategy to manage drug and substance abuse**

Christian Religious Education as a subject in secondary schools is not very helpful. This is because the content on drugs and substance abuse is taught late in form four. The teachers do not employ a variety of teaching methods to present the information in a way that can dissuade the abusers to stop. The teachers are also ill equipped in terms of availability of resources. Majority depend on information in the approved textbooks of C.R.E and the Bible.

The use of Life Approach which is meant to focus on the learner, help them to respond positively and make informed decisions in life is rarely used. The teachers mainly concentrate in preparing candidates for examinations and are not keen on changing their attitude.

### **5.3 Conclusion**

- 1.) Drug and substance abuse is a problem among students in secondary schools in Eldoret Town and its environs. From the findings of this study, most students are involved in abusing drugs and substances. They commonly abuse alcohol, tobacco and stimulants such as miraa.
- 2.) The students are mostly influenced by their peers to abuse drugs, while others out of curiosity experiment on the drugs and then get addicted to the habit .The availability of drugs and substances in shops /kiosks/bus tops are also a major reason why students get involved in the vice.
- 3.) The students who are involved in drug and substances miss out on their lessons, skip school or engage in violent fights with others. They eventually lose interest

in learning hence perform poorly in their academics.

- 4.) School administrations are doing their best to help students involved in drug abuse. Although few expel such students, most of them rely on guiding and peer counseling and generally create awareness on the dangers of drugs and substance abuse on assemblies or invite guest speakers to create awareness.
- 5.) The Strategies being used to manage drug and substance are in place and are effective to some degree. Guidance and Counseling is most common and most effective of all strategies. However combination of all the strategies is what can lead to a reduction of drug and substance abuse; moreover, the strategies should be consistently applied whether there are cases of drug abuse or not.
- 6.) The role of Christian Religious Education as a strategy to manage drug and substance among students has very little impact on the lives of the students due to the timing of the topic, the resources available, the approaches and methods used by the teachers while teaching this topic on drug and substance abuse.

#### **5.4 Recommendations**

Based on the conclusions of this study, the following recommendations are made by the researcher.

- 1.) NACADA should take a lead in ensuring that policies on drug and substance abuse are made robust to focus on youths. For example, the advertisements regarding alcohol, wines, or whisky should be abolished from media. The fact that such adverts are still in the media like television, videos and films, make the young people to assume that they are accepted and non-harmful. There should be strict laws and penalties for those who allow school going children in their

recreation places such as pubs, bars or who sell alcohol or cigarettes to them. This should be enforced by existing Legislative, Executive and Judiciary as arms of the government.

- 1.) Teachers should impart life skills to the learners so that students are able to know how to live with themselves (skills of knowing oneself) acquire skills of leaving with other people and also skills of making effective decisions hence resist peer pressure or be responsible for the decisions they make. Those life skills can also be imparted through community based seminars and church programs that target the youth. This will reduce the factors that push students into abusing drugs.
- 2.) School administrators, counselors in collaboration with parents should provide counseling to students suspected or found abusing drugs, rather than using extreme punitive measures such as suspension or expulsion from school or being taken to police stations. Teachers in secondary schools should also be keen when teaching students and have an interest in those who frequently absent themselves from school, or who's continuous assessment performance reveal a downward trend. By doing so, they help to identify early enough those engaged in drug substance and abuse so as to help rehabilitate them, hence minimize on the menace of drug abuse.
- 3.) Guidance and Counseling as a department should be strengthened in learning institutions .The Ministry of Education, Teachers service commission should motivate teachers who offer counseling to students. Schools should also identify and train students who can offer peer counseling to fellow students, for those are able to follow up their colleagues even outside school. NACADA should send experts to different schools in the country on a termly basis and cater for the costs

so that these experts can sensitize students on dangers of drug abuse. School Principals should desist from using punitive measures for this does not necessarily reform those abusing drugs.

- 4.) School Administrators should combine all the available strategies for managing drug and substance abuse. There is no one standalone strategy that is effective. For these strategies to yield [positive results, they need to consistently use them ,that is, invite guests speakers or experts from NACADA termly, show videos or films on the dangers of drug and substance abuse; use sports, music as venues for passing messages on drug and substance abuse. They should use the PTA associations to sensitize parents on they need to be role models to their children/practice responsible parenthood.
- 5.) Kenya Institute of Curriculum Development should review the Christian Religious Education syllabus with a view of making it a robust subject, change the timing when the content on drugs and substance abuse is taught from form four to form one. The Ministry of Education through the Quality Assurance Officers should supervise and give advice to teachers of Christian Religious Education, on the approaches and methods of teaching the subject, encourage school administrators to buy, prepare or improvise on various resource materials which can be used to present information on drugs and substance abuse in an appealing manner and at the same time cause students to desist from abusing drugs and other substances.
- 6.) The teachers of C.R.E should inculcate life skills to learners, be themselves role models to be able to mentor their students to be morally upright persons in the society.

### **5.5 Recommendations for Further Research**

- 1) A similar research should be done at primary and secondary levels to find out what strategies are being used to manage drug and substance abuse and how effective they are.
  
- 2) A research on mechanisms put in place in secondary schools outside of Eldoret Town and its environs on Managing drug and substance abuse among students at any level.

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**APPENDICES**

**Appendix 1: Letter of Introduction**

**Moi University,  
Department of C.I.E.M.,  
P.O BOX 3900,  
Eldoret.**

The Principal,  
.....  
.....  
.....

Dear Sir/Madam,

**RE: PERMISSION TO COLLECT RESEARCH DATA FROM YOUR SCHOOL.**

I am a post graduate student undertaking a Master of Philosophy degree at Moi University. I am currently conducting a research on Drugs and substance abuse, prevalence and management strategies in secondary schools in Eldoret town and its environs in Uasin Gishu County.

Your school has been selected to participate in the study. My respondents will be sampled from Form four (C.R.E group), the head of Guidance and counseling department, teachers of Christian Religious Education and the School Principal. The data collected will be strictly used for academic purposes only and the identities of the respondents will remain confidential.

Thank you for your assistance.

Yours Faithfully,

Jane Minishi Etsula

PGCM/1066/10

## Appendix 2(A): Questionnaire for Guidance & Counselling Teachers

The purpose of this questionnaire is to collect data on drugs and substance abuse, its prevalence and strategies used to manage drugs in secondary schools in Eldoret town and its environs. Your school has been sampled to take part in the survey.

### *Instructions*

- a) Please do not write your name on the questionnaire.
- b) The information you give will be treated with confidentiality
- c) Kindly provide answers to the questions as honestly and precisely as possible.
- d) Indicate your choice by use of a tick (✓)
- e) Kindly answer all the questions

### **SECTION A: Background Information**

1) Please indicate your gender

- (a) Male  (b) Female

2) Religion by a tick (✓) your age bracket:

- (a) 20 – 25 years  (b) 26 – 30 years   
 (c) 31 – 35 years  (d) 36 – 40 years   
 (e) 40 and above

3) Denomination (Tick ONE):

- (a) Christian  (b) Muslim   
 (c) Hindu  (d) Any Other

4) Indicate with a tick (√) the type of your school

- |                            |                          |                    |                          |
|----------------------------|--------------------------|--------------------|--------------------------|
| (a) Girls' boarding        | <input type="checkbox"/> | (b) Boys' boarding | <input type="checkbox"/> |
| (c) Mixed day and boarding | <input type="checkbox"/> | (d) Mixed day      | <input type="checkbox"/> |

5) What training do you have in Guidance and counseling?

- |                          |                          |
|--------------------------|--------------------------|
| (a) Professional         | <input type="checkbox"/> |
| (b) Seminar / Workshop   | <input type="checkbox"/> |
| (c) Self-acquired skills | <input type="checkbox"/> |
| (d) Other                | <input type="checkbox"/> |

6) Describe the category of Guidance and counseling that you are trained on or practice

- |  |                          |
|--|--------------------------|
| (a) Pastoral care team members               | <input type="checkbox"/> |
| (b) Academic counseling                      | <input type="checkbox"/> |
| (c) Family/ social / relationship counseling | <input type="checkbox"/> |
| (d) Any other                                | <input type="checkbox"/> |

7) For how long have you done guidance and counseling among students? (In years)

- |                        |                          |
|------------------------|--------------------------|
| (a) Less than a year   | <input type="checkbox"/> |
| (b) 1 - 5 years        | <input type="checkbox"/> |
| (c) 6 – 10years        | <input type="checkbox"/> |
| (d) 11- 15 years       | <input type="checkbox"/> |
| (e) 16 years and above | <input type="checkbox"/> |

## SECTION B: Issues related to drug and substance abuse

### 8) Type of drugs abused by students in school

Please indicate your view by use of a tick (√) the drugs and substances abused by students in your school.

	Not at all (1)	Occasionally (2)	Frequently (3)	Very Frequently (4)
Alcohol (beer)				
Tobacco				
Narcotics (Opium morphine)				
Cannabis (charas, bhang, marijuana, hashish)				
Heroine				
Mandarx				
Stimulants (Cocaine Miraa)				
Inhalants (Glue, Aerosol, gasoline, petrol sprays)				
Hallucinogens (L.S.D.P.C.P, Mescaline, barbiturates)				
Mescaline				
Ecstasy				

9) How do you as a counselor identify students who are abusing drugs?

i).....

ii).....

iii).....

10) Why do students abuse drugs and substances?

Please choose as many responses as possible by use of a tick (√)

	Strongly Agree (5)	Agree (4)	Undecided (3)	Disagree (2)	Strongly disagree (1)
(a). Curiosity					
(b). They are easy to get / Cheap (available)					
(c). Students do not know the dangers/ignorance					
(d). They help one to perform better					
(e). They help one get along with friends/peer pressure					
(f) Poverty					
(g) Large amounts of pocket money(Wealth)					
(h) Stress/Frustration					

11) Apart from the causes listed above, state any other causes that lead to drug and substance abuse among students.

a).....

b).....

c).....

12 From your observation, what are the effects of abuse of drugs and substances on the students? Please choose as many responses as possible

	Not at all (1)	Common (2)	Very common (3)
(a) Absenteeism (Truancy)			
(b) Fighting/Bullying			
(c) Stealing			
(d) Strikes/rebellion			
(e) Conflicts with teachers Rudeness			
(f) Destruction of properties			
(g) Criminal activities			
(h) Poor performance in exams			
(i) Withdrawal from school			
(j) Repetition of classes			
(k) Sickness			
(l) Death			

13) Please state if there are any other effects of drugs and substance abuse among students which are not mentioned in Question 12

a).....

b).....

**SECTION C: Strategies Used To Manage Drug and Substance Abuse**

14 a). Which of the following strategies do you use as a counselor to help the students who abuse drugs (indicate your view by use of a tick (√) to as many as possible).

	Rarely (1)	Often (2)	Common (3)
a) Invite guest speakers/experts			
b) Have one on one talk / guidance and counseling			
c) Pray for them/spiritual guidance			
d) work with peer counselors			
e) Refer them to hospital			
f) Report them to administration			
g) Use of Films or Videos			

14. Apart from the strategies, what others strategies do you use?

a. ....

b. ....

15. In your opinion, how effective are these strategies in reducing the problem of drug and substance abuse? Indicate by use of a tick (√)

	Very Effective	Effective	Fairly Effective	Least effective	Not effective
a) Guest speakers					
b) Have one on one talk (guidance and counseling)					
c) Prayer / spiritual guidance					
d) Use of posters / charts / charts on notice-boards					
e) Peer counseling					
f) Report them to administration					
g) Use of Films/Videos					

16. How would you rate the positive change in behavior of the students you counsel?

Please indicate your view by use of a tick (√)

a) There is no change in behavior

b) There is little change in behavior

c) There is a lot of change in behavior

d) They overcome / stop abusing drugs

**Thank you very much for your cooperation**

**Appendix 2 (B): Questionnaire for Teachers of Christian Religious Education in  
Secondary Schools.**

The purpose of this questionnaire is to collect data on drugs and substance abuse, its prevalence and strategies used to manage drugs in secondary schools in Eldoret town and its environs. Your school has been sampled to take part in the survey.

**Instructions**

- a) Please do not write your name on the questionnaire.
- b) The information you give will be treated with confidentiality
- c) Kindly provide answers to the questions as honestly and precisely as possible.
- d) Indicate your choice by use of a tick (✓)
- e) Kindly answer all the questions

**SECTION A: Background Information**

1) Please indicate your gender

- (a) Male
- (b) Female

2) Indicate by a tick (✓) your age bracket:

- (a) 20 – 25 years
- (b) 26 – 30 years
- (c) 31 – 35 years
- (d) 36 – 40 years
- (e) 40 and above

## 3) Religion

Please Tick ONE

- (a) Christian
- (b) Muslim
- (c) Hindu
- (d) Any other

## 4) Indicate with a tick (√) the type of your school

- (a) Girls' boarding
- (b) Boys' boarding
- (c) Mixed day and boarding
- (d) Mixed day

5) For how long have you taught Christian Religious Education in secondary schools?  
(in years)

- (a) Less than a year
- (b) 1 – 5 years
- (c) 6 - 10 years
- (d) 11 – 15 years
- (e) 16 – 25 years
- (f) More than 25 years

**SECTION B: Issues related to drug and substance abuse**

6) a. Have you ever taught the content of drugs and substance abuse to your students?

a) Yes

b) No

6) b. if yes, what areas are covered? Select from the subtopics below;

i. Types of drugs and substances abused

ii. Causes of drugs and substances abuse

iii. Effects of drugs and substances abuse

iv. Ways of overcoming drugs and substance abuse

7) (i) Do you think the content taught on drugs & substance abuse is sufficient?

a) Yes

b) No

(ii). If no what other content should be added?

a. ....

b. ....

8 a) What methods /activities do teachers frequently use to teach this content?

	Rarely	Frequent
Question and answer		
Discussion		
Story telling		
Project		
Role play /drama		
Demonstration		
Recitation		
Debate		
Singing		
Others		

b) Suggest two methods which in your opinion are the most effective in teaching this content of drugs and substance abuse

- i. ....
- ii. ....

c) What other methods/activities should be used?

- i. ....
- ii. ....

9 a) Do you use Life approach in teaching the content on drug and substance abuse?

a) Yes

b) No

b) State two advantages of using this approach to teach on drugs and substance abuse.

- i. ....
- ii. ....

c) How do you assess the change to positive behavior among the students after teaching them a lesson on drugs and substance abuse?

- i. ....
- ii. ....

10 a) what kind of resources are available for use in teaching the content? (Indicate by use of tick-choose as many as possible.

Resource	Availability
Pictures/photographs	
Charts/posters	
Videos/films	
Resource persons	
Realia/real drugs	
Journals/magazines/ pamphlets	
CRE text books	
Bible	
Others	

b. In your opinion what resources are most effective in teaching the topic on drugs and substance abuse?

- i. ....
- ii. ....
- iii. ....
- iv. ....

c. What other resources would you suggest to be used?

- i. ....
- ii. ....

11) a) In your opinion, when should the content on drugs and substance abuse be taught in secondary schools? Indicate by use of tick (√)

FORM	Response
One	
Two	
Three	
Four	

b) Give the reason for your choice .....

.....

.....

.....

**SECTION C: Assessment of C.R.E as A Strategy**

12) a) Do you think the teaching of Christian Religious Education helps in reducing the problem of drugs and substance abuse among students?

- (a) Yes
- (b) No

b) If yes, indicate your opinion by selecting one of the options below.

The subject is;

- (a) Very helpful
- (b) Helpful
- (c) Not helpful at all

c) If your response to the above question is (a), should the subject be made compulsory in secondary schools?

(a) Yes

(b) No

**Thank you very much.**

## Appendix 2 (C): Questionnaire for Students

The purpose of this questionnaire is to collect data on drugs and substance abuse, its prevalence and strategies used to manage drugs in secondary schools in Eldoret town and its environs. Your school has been sampled to take part in the survey.

### Instructions

- a) This is not a test but an attempt to understand problems connected with students involvement in drug and substance abuse.
- b) Please do not write your name in this questionnaire
- c) Indicate your choice by a tick (✓)
- d) For blank spaces fill in the correct answer according to your opinion
- e) Any information you give will be treated with confidentiality
- f) Kindly answer all the questions

### SECTION A: Background Information

1). State your gender

(a) Male

(b) Female

2). Age in Years

(a) 11-13

(b) 14-16

(c) 17-19

(d) Above 20

3). Religion (Tick ONE):

- (a) Christian
- (b) Muslim
- (c) Hinduism
- (d) Other

4). The type of your school;

- (a) National
- (b) County
- (c) Sub county

5). Category of your school;

- (a) Girls' boarding
- (b) Boys' boarding
- (c) Mixed day
- (d) Mixed day & boarding

**SECTION B: Issues related to type of drugs and substances abused**

6 a) Are there students in your school who abuse drugs and substances?

- (a) Yes
- (b) No

b) If yes to the question above, what type of drug and substances do students (or you) in your school abuse? Indicate your choice by a tick (√).

	Very Often	Often	Not Often	Not at all
Alcohol (beer)	1	2	3	4
Tobacco	1	2	3	4
Narcotics (Opium morphine)	1	2	3	4
Cannabis (charas, bhang, marijuana, hashish)	1	2	3	4
Heroin	1	2	3	4
Mandarx	1	2	3	4
Stimulants (Cocaine, Miraa)	1	2	3	4
Inhalants (Glue, Aerosol, gasoline, petrol sprays)	1	2	3	4
Hallucinogens (L.S.D.P.C.P, Mescaline, barbiturates)	1	2	3	4
Mescaline	1	2	3	4
Ecstasy	1	2	3	4

c) What other drugs or substances are abused by students?

- i. ....
- ii. ....

**SECTION B: Reasons for drug abuse**

7 a). According to you, where do these drugs come from?

	Very Rarely	Rarely	Occasionally	Frequently	Very Frequently
(a). Purchase myself					
(b). From Friends					
(c). From teaching staff					
(d). From non teaching staff					
(e). Kiosks/shops					
(f). From family members					
(g) Any other source					

7. b i) As far as you are concerned, why do students abuse drugs? (You can tick more than one)

	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
a) Peer Pressure					
(b). Curiosity					
(c). They are easy to get Available					
(d). Students do not know the dangers/ignorance					
(e). They help one to perform better					
(f). Poverty					
(g) Lots of pocket money with students.					
(h) Stress/frustration					

b ii) Apart from the reasons stated above, what other causes do you know of?

- i. ....
- ii. ....

8). What are the effects of drug and substance abuse on students' academic work?

	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
(a) Truancy (absent from school)					
(b) Become violent/ fight with others in school					
(c) Lose interest in learning					
(d) Perform poorly					
(e) Withdraw from others/solitary					
(f) Repeat classes					
(g) Drop from school					
(h) Get involved in criminal activities / stealing					
(i) Engage in strikes/rebellion					

**SECTION C: Strategies used to manage drug abuse among secondary school students**

9 a) What strategies are used in your school to address this issue of drug and substances in your school? Indicate your choice by a tick (√)

	Not at all	Sometimes	Commonly used	Very commonly used
a) Peer counseling				
b) Counseling by teacher				
c) Seminars/ talks by experts				
d) Talks on assembly/guidance				
e) Watch films/videos				
f) Spiritual guidance				
g) Suspension				
h) Expulsion				

b) What other strategies are used to manage drugs and substance abuse in the school?

- i. ....
- ii. ....

10. How effective are the above strategies in reducing and managing the problem of drug and substance abuse? Indicate your choice by a tick (√)

	Not effective	Least effective	Fairly effective	effective	Very Effective
a) Peer counseling					
b) Counseling by teacher					
c) Seminars					
d) Talks on assembly					
e) The topic is taught in certain subjects					
f) Spiritual guidance					
g) Suspension/expulsion					

11 a) Are you taught about drugs and substance abuse?

Yes

No

If yes, in which subjects?

a. ....

b. ....

c. ....

b) Indicate by use of tick (✓) on the content that is taught

I.	Reasons for drugs and substance abuse	
II.	Where drugs are found/bought from	
III.	Types of drugs and substance abused	
IV.	Effects of drugs and substance	
V.	How to help those abusing drugs	
VI.	How to prevent getting started on drug abuse	

c) What else would you wish should be taught about drugs and substance abuse?

.....

d) When is the topic on drug and substance abuse taught in C.R.E (indicate by use of tick (✓))

FORM	
One	
Two	
Three	
Four	

e) Is the timing of the topic appropriate (the form indicated above)?

Yes
No

If no when the topic should be taught?

.....

12 ai). What methods do teachers use to teach this topic?

<b>Method</b>	<b>Rarely</b>	<b>Frequently</b>
Questions and answers		
Discussion		
Story telling		
Project		
Drama/roleplay		
Demonstration		
Recitation		
Debate		
Singing		

aii) What methods in your opinion are the most effective?

- i. ....
- ii. ....

b) What resources are used in teaching the topics of drugs and substance abuse? (Please rank them from position 1-10) whereby position one is the best resource and also indicate whether the resources are available or not.

<b>RESOURCES</b>	<b>RANK</b>	<b>AVAILABLE</b>	<b>NOT AVAILABLE</b>
Bible			
CRE textbooks			
Charts/posters			
Videos/films			
Resource persons			
Realia			
Journals/magazines			
Pictures/photographs			
Others			

b) What other resources would you like the teachers to use while teaching the topic?

.....  
.....

**Thank you for your cooperation.**

### **Appendix 2 (D): Interview Schedule for the Head Teachers / Principals**

The purpose of this interview is to collect data on drugs and substance abuse, its prevalence and strategies used to manage drugs in secondary schools in Eldoret town and its environs. Your school has been sampled to take part in the survey. Feel free to respond to all the questions as the responses will be used only for purpose of the study.

1. How long have you served as the Principal in this School?.....  
.....
2. How would you describe the drug substance situation in your school?.....  
.....  
.....
3. What Kind of drugs and substances are commonly abused by the students?.....  
.....  
.....  
.....
4. a) What do you think are the reasons that makes students to engage in drug and substance abuse by students?.....  
.....  
.....  
.....
- b) How are you able to identify students who are abusing drugs?.....  
.....  
.....

5. What are the effects of drug and substance abuse on students' academic work?.....  
.....  
.....

6. Briefly state the kind of strategies you have put in place to manage drug and substance abuse in your school

i. ....

ii. ....

iii. ....

iv. ....

7. To what extent are these strategies in reducing the prevalence of drug and substance in your school? Please explain on each separately.

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

8. What is your opinion regarding Christian Religious Education as a strategy to manage drug and substance abuse among students in school?.....  
.....  
.....

9. Please suggest possible ways of addressing the problem of drug and substance abuse in your school that would help to drastically reduce the problem.....  
.....  
.....

**Thank you so much.**

### Appendix 3 (A): Research Permit



## NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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P.O. Box 30623-00100  
NAIROBI-KENYA

Ref: No.

Date:

28<sup>th</sup> May, 2015

**NACOSTI/P/15/8140/5845**

Jane Minishi Etsula  
Moi University  
P.O Box 3900-30100  
**ELDORET.**

#### RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Assessment of the strategies for managing drugs and substances abuse among secondary school students in Kenya: A case of Eldoret Municipality,”* I am pleased to inform you that you have been authorized to undertake research in **Uasin Gishu County** for a period ending **31<sup>st</sup> July, 2015.**

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

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

  
**DR. S. K. LANGAT, OGW**  
**FOR: DIRECTOR GENERAL/CEO**

Copy to:

The County Commissioner  
Uasin Gishu County.

The County Director of Education  
Uasin Gishu County.



**Appendix 3 (B): Research Permit**

**THIS IS TO CERTIFY THAT:**  
**MS. JANE MINISHI ETSULA**  
**of MOI UNIVERSITY, 100-30307**  
**MOSORIOT, has been permitted to**  
**conduct research in Uasin-Gishu**  
**County**

**on the topic: ASSESSMENT OF THE**  
**STRATEGIES FOR MANAGING DRUGS**  
**AND SUBSTANCES ABUSE AMONG**  
**SECONDARY SCHOOL STUDENTS IN**  
**KENYA: A CASE OF ELDORET**  
**MUNICIPALITY**

**for the period ending:**  
**31st July, 2015**

**Permit No : NA STI/P/15/8140/5845**  
**Date Of Issue : 28th May, 2015**  
**Fee Received :Ksh 1,000**



**Applicant's Signature**  
*Jane Minishi Etsula*

**for Director General**  
*[Signature]*  
**National Commission for Science, Technology & Innovation**

## Appendix 4: Area of Study

