

**SOCIAL DYNAMICS IN DRUG AND SUBSTANCE ABUSE IN PUBLIC  
SECONDARY SCHOOLS IN NANDI COUNTY, KENYA**

**BY**

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## DECLARATION

### Declaration by the Student

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**DEDICATION**

I dedicate the work to my beloved children: Keffa Kipng'etich, Faith Jerotich, Mercy Jepkoech, Valery Jebet, Oprah Jepkemboi, and Emmanuel Kiptoo who have shown interest and felt that this work is part of them and always encouraged me to go on and finish my studies on scheduled time.

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## ABSTRACT

The use of illicit drugs is a world-wide deadly phenomenon that has inflicted untold suffering on the youth of the world in their quest for identity, pleasure, socialization and easy good life. Kenyan youth has not been spared in this mayhem despite the fact that the Kenya government has injected a lot of resources into making students aware of the danger of drug abuse but schools still experience rampant usage of deadly drugs. This study was aimed at establishing networks that students utilized to infiltrate dangerous drugs in their schools that end up creating instability and harm to students and everyone else in public secondary schools. It also explored social dynamics in abuse of drugs and substance in public secondary schools. The unidentified social network has been so obscure to school administration and teachers and has led to the perpetual presence of harmful drugs in schools, regardless of several actions put in place to arrest the menace. This study's objectives were: investigate the social networking in schools environment that put in place the supply of drugs into schools, examine the activities used by teachers at school level to address the menace, establish the challenges faced by teachers and learners on social networking in attempt to curbing the vice in schools and come up with mitigations from teachers and students on measures to be undertaken on drug and substance abuse in secondary schools. This research employed descriptive survey design which permitted the researcher to investigate and describe the present phenomenon which is social dynamics in drug abuse within its context. The approach was equally important in leading the researcher to know the participants' opinions and attitudes on the social dynamics, abuse of drugs among learners in government secondary schools in Nandi County, Kenya. The field survey method was used to gather the qualitative and quantitative data. Nandi County has 235 secondary schools and an estimated population of 47,000 students. The institutions that participated in this study were selected from the strata using purposive sampling and unsystematic sampling methods. A sample of secondary schools was randomly selected for this study. The sampling matrix consisted of counselors, Deputy Principals, teachers handling Essential Life Skills subject and 1002 students. One hundred and twenty students participated in Focus Group Discussion. The total sample size was 1272 respondents. Data was collected using open and closed ended questionnaires. The data gathered was analyzed using descriptive statistics, tables, graphs, frequency, percentages and pie charts. The outcome of this study showed that abuse of drugs in schools was a challenge that required to be addressed by all stakeholders in education. Drug peddlers lived within the neighborhood of schools or came from far and were all connected to a section of school workers and students, outsiders who pose as hawkers and those that camouflage as students by putting on school uniforms to avoid being netted as they sold drugs to learners during celebrations like drama and music. The study further revealed that learners had links with outsiders who surreptitiously supplied drugs, in certain agreed points, for instance, along school fences. Teachers and officers in charge of security in most schools neglected the mandate to check on students' luggage on the onset of the opening and midterms, which provided a channel of sneaking in drugs into the institutions. In conclusion, drug and substance abuse is an ever-increasing challenge among students in Kenyan secondary schools. Most of these learners are cognizant of the consequences of Drug and Substance Abuse and yet they continue engaging themselves in it. Unearthing and addressing of Social networking behind drug abuse is required critically by every school in order to achieve a substantive decrease in drug and substance abuse among public secondary school students in Kenya. The study made the following recommendations: The head of secondary schools including teachers should be made vibrant and relevant through induction courses for effectiveness in the mitigation of abuse of substance and drugs in their places of learning. Security personnel to acquire enough training and offered with sniffer dogs that are able to detect the availability of drugs in school premises. The government should provide well trained guidance and counseling teachers that can attend to students' needs adequately. There is a need for comparative study of social dynamics in drug and substance abuse in day and boarding secondary schools to identify the extent of the vice.

## TABLE OF CONTENTS

DECLARATION .....	ii
DEDICATION .....	iii
ACKNOWLEDGEMENT .....	iv
ABSTRACT.....	vi
TABLE OF CONTENTS.....	vii
LIST OF TABLES .....	xii
LIST OF FIGURES .....	xiii
ACRONYMS AND ABBREVIATIONS .....	xiv
<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.....	11
1.3 Purpose of the Study .....	12
1.4 Objectives of the Study.....	12
1.5 Research Questions.....	13
1.6 Justification of the Study .....	13
1.7 Significance of the Research.....	14
1.8 Scope of the Study .....	14
1.9 Limitation of the Study .....	15
1.10 Assumptions of the Study .....	15
1.11 Theoretical Framework.....	16
1.12 Conceptual Framework.....	19
1.13 Operational Definition of Terms.....	23
<b>CHAPTER TWO .....</b>	<b>24</b>
<b>LITERATURE REVIEW .....</b>	<b>24</b>
2.1 Introduction.....	24
2.2 Social Networking in the School Environment and Supply of Drugs into Secondary Schools .....	24
2.2.1 The impact of social networks on drug abuse prevalence among the youth...37	37
2.3 Activities Used By Teachers to Address the Menace of Drug Abuse .....	43
2.3.1 The use of formal and informal curriculum to curbing drug and substance abuse in secondary schools .....	53

2.3.2 The need for peer counseling in schools .....	60
2.4 Challenges Faced by Teachers and Students in Curbing Drug Abuse in Secondary Schools .....	63
2.4.1 Social networking that attracts drug abuse among adolescence.....	70
2.5 Mitigations from Teachers and Students on Measures to be adopted on Drug Abuse at Secondary School level .....	85
2.6 Research Gap .....	94
2.7 Summary of Literature Reviewed.....	96
<b>CHAPTER THREE .....</b>	<b>97</b>
<b>RESEARCH METHODOLOGY .....</b>	<b>97</b>
3.1 Introduction.....	97
3.2 Location of Study.....	97
3.3 Research Paradigm.....	98
3.4 Research Design.....	100
3.5 Target Population.....	101
3.6 Sample Size and Sampling Procedure .....	102
3.7 Research Instruments .....	108
3.7.1 Development of research instruments .....	108
3.7.2 Questionnaires .....	108
3.7.3 Document analysis .....	110
3.7.4 Interviews .....	110
3.8 Pilot Study.....	110
3.9 Validity and Reliability of the Research Instruments .....	111
3.9.1 Reliability of the instruments .....	111
3.9.2 Validity of the Instruments.....	112
3.10 Data Collection Procedures.....	113
3.11 Data Analysis Techniques.....	113
3.12 Ethical Considerations .....	114
<b>CHAPTER FOUR.....</b>	<b>116</b>
<b>DATA PRESENTATION, ANALYSIS, INTERPRETATIONS AND DISCUSSIONS.....</b>	<b>116</b>
4.1 Introduction.....	116
4.2 Demographic Characteristics of the Respondents .....	116
4.2.1 Gender .....	116



4.2.2 Age distribution of the respondents.....	117
4.2.3 Discussion, interpretation and conclusion of the findings on age distribution of the respondents.....	118
4.3 Social Networking in the School Environment that put in Place Supply of Drugs to Secondary Schools .....	118
4.3.1 Category of schools .....	118
4.3.2 Discussion, interpretation and conclusion of the findings on category of schools.....	119
4.3.3 Status of the Schools .....	120
4.3.4 Whether Students Abuse Drugs in School.....	121
4.3.5 Discussion, interpretation and conclusion of the findings on whether students abuse drugs in school .....	122
4.3.6 Classes mostly affected in drug abuse.....	123
4.3.7 Discussion, interpretation and conclusion of the findings on classes mostly affected by drug abuse .....	123
4.3.8 The General Distribution of Known Drug Abusers .....	124
4.3.9 Discussion, interpretation and conclusion of the findings on general distribution of known drug abusers.....	125
4.3.10 Drugs commonly used by students in the public schools.....	125
4.3.11 Discussion, interpretation and conclusion of the findings on drugs commonly used by students in the public schools .....	126
4.3.12 Social networks that student use to infiltrate drugs in schools.....	127
4.3.13 Discussion, interpretation and conclusion of the findings on social networks that student use to infiltrate drugs in schools.....	129
4.3.14 Reasons why students abuse drugs in school .....	129
4.3.15 Discussion, interpretation and conclusion of the findings on reasons why students abuse drugs in school .....	130
4.3.16 Places where students obtain drugs in schools .....	131
4.3.17 Discussion, interpretation and conclusion of the findings on places where students obtain drugs in schools .....	132
4.3.18 Peak time when students use drugs .....	133
4.3.19 Discussion, interpretation and conclusion of the findings on peak time when students use drugs .....	134
4.3.20 Places Where Majority of the Drugs Abusers Come From .....	135

4.3.21 Discussion, interpretation and conclusion of the findings on places where majority of the drugs abusers come from .....	136
4.4 Activities Used by Teachers at Secondary Level to Address the Menace of Drug Abuse.....	137
4.4.1 Students' response on activities used by teachers in drug abuse .....	137
4.4.2 Discussion, interpretation and conclusion of the findings on student's response on activities used by teachers in drug abuse .....	138
4.4.3 Deputy Principals' response on activities used by teachers on drug abuse...	139
4.4.4 Discussion, interpretation and conclusion of the findings on deputy principals' response on activities used by teachers on drug abuse .....	140
4.4.5 Life skills teachers' response on activities used by teachers on drug abuse .	141
4.4.6 Discussion, interpretation and conclusion of the findings on life skills teachers' response on activities used by teachers on drug abuse.....	142
4.4.7 Counselors' response on activities used by teachers on drug abuse .....	143
4.4.8 Discussion, interpretation and conclusion of the findings on counselors' response on activities used by teachers on drug abuse .....	144
4.4.9 Focused group discussions responses on activities used by teachers on drug abuse .....	145
4.4.10 Discussion, interpretation and conclusion of the findings on focused group discussions responses on activities used by teachers on drug abuse .....	146
4.5 Challenges Faced by Teachers and Learners on Drug and Substance Abuse in Public Secondary Schools .....	147
4.5.1 Mitigations from teachers and students on measures to be adopted on drug abuse at secondary school level .....	152
4.5.2 Focused Group Discussions mitigations that should be adopted to reduce drug abuse in secondary schools .....	154
4.5.3 Guidance and Counseling mitigations that should be adopted to reduce drug abuse .....	156
4.5.4 Life skills teachers mitigations on what should be embraced to curb drug abuse in secondary schools .....	158
<b>CHAPTER FIVE .....</b>	<b>160</b>
<b>SUMMARIES, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH.....</b>	<b>160</b>
5.1 Introduction.....	160

5.2 Summary of the Findings.....	160
5.2.1 Social networking on drug abuse in secondary schools.....	164
5.2.2 Activities used by teachers on drug abuse.....	165
5.2.3 Challenges faced by teachers and students on drug abuse.....	166
5.2.4 Mitigations from teachers and students on the curbing of drug abuse.....	167
5.3 Conclusions.....	168
5.4 Recommendations.....	171
5.5 Suggestion for Further Research.....	173
REFERENCES .....	174
APPENDICES .....	185
Appendix A: Questionnaire for Students .....	185
Appendix B: Interview Schedule for Deputy Principal.....	190
Appendix C: Interview Schedule for Students Focus Group Discussions .....	193
Appendix D: Interview with School Counselor .....	196
Appendix E: Essential Life Skills Teachers Questionnaire.....	199
Appendix F: Research Permit - Moi University.....	204
Appendix G: Research Permit - NACOSTI .....	205
Appendix H: Research Authorization .....	206
Appendix I: Map of Nandi County.....	207

## LIST OF TABLES

Table 3.1: Distribution Table of Secondary Schools at Nandi County Level .....	102
Table 3.2: Sample Size Distribution .....	106
Table 3.3: A Summary of the Sampled Schools Showing Type and Category of Secondary Schools in Nandi County .....	106
Table 3.4: Sampled Schools in Nandi County .....	107
Table 3.5: Sample Student Responses of Nandi County Schools.....	108
Table 3.6: Summary of Reliability Results .....	112
Table 3.7: Overall Mode .....	112
Table 4.1: Gender Distributions of the Respondents .....	116
Table 4.2: Category of Schools.....	118
Table 4.3: Status of the Schools.....	120
Table 4.4: Class/Form of the Respondents in Secondary Schools.....	120
Table 4.5: Locality of the School.....	121
Table 4.6: Student's response on Activities used by teachers in drug abuse .....	138
Table 4.7: Deputy Principals' Response on Activities used by Teachers on Drug Abuse .....	140
Table 4.8: Life Skills Teachers' Response on Activities used by Teachers on Drug Abuse .....	142
Table 4.9: Counselors' Response on Activities used by Teachers on Drug Abuse...	144
Table 4.10: Focused Group Discussions Responses on Activities Used By Teachers on Drug Abuse .....	146
Table 4.11: Deputy Principals,' Focused Group Discussion and Guiding and Counseling Response on Challenges Faced by the School Administration in Handling Drug use among Students .....	148

## LIST OF FIGURES

Figure 1.1: Conceptual Framework .....	22
Figure 4.1 Age Distribution of Sampled Student Respondents .....	117
Figure 4.2: Whether Students Abuse Drugs in Schools.....	122
Figure 4.3: Classes mostly affected by Drug Abuse .....	123
Figure 4.4: General Distribution of known Drug Abusers .....	125
Figure 4.5: Drugs commonly used by Students in public schools.....	126
Figure 4.6 Social Networks that Students use to Infiltrate Drugs into the School ....	128
Figure 4.7 Reasons why Students Abuse Drugs in School .....	130
Figure 4.8: Areas in where Students get Drugs from in School .....	132
Figure 4.9 Time when students consume drugs in school .....	134
Figure 4.10: Places where Majority of the Drugs Abusers come from .....	136
Figure 4.11: Students' mitigations on measures that should be undertaken to reduce drug abuse.....	152
Figure 4.12: Measures to be adopted by Focused Group Discussions .....	155
Figure 4.13: Measures to be adopted by Guidance and Counseling.....	156
Figure 4.14: Measures to be adopted by Life Skills Teachers.....	158

**ACRONYMS AND ABBREVIATIONS**

<b>AOD</b>	Alcohol and Other Drugs
<b>AU</b>	African Union
<b>B C</b>	Before Christ
<b>CCTV</b>	Closed Circuit Television
<b>CEO</b>	Chief Education Officer
<b>CECM</b>	County Executive Committee
<b>CSAP</b>	Center for Substance Abuse Prevention
<b>CMC</b>	Crime Management Centre
<b>CRE</b>	Christian and Religious Education
<b>CTDCC</b>	Cape Town Drug Counseling Center
<b>DARE</b>	Drug Abuse Resistance Education
<b>DSA</b>	Drug and Substance Abuse
<b>FGD</b>	Focus Group Discussion
<b>GoK</b>	Government of Kenya
<b>HIV/AIDS</b>	Human Immune Virus/ Anti-Immune Deficiency Syndrome
<b>ICAA</b>	International Council on Alcohol and Drug Addictions
<b>ICAP</b>	International Center for Alcohol Policies
<b>IGOT</b>	International Organization of Good Templars
<b>KIE</b>	Kenya Institute of Education
<b>LSD</b>	Lysergic Acid Diethylamide
<b>LST</b>	Life Skills Training
<b>LST-MS</b>	Life Skills Training – Middle Schools
<b>M.ED</b>	Master of Education
<b>MOE</b>	Ministry of Education

<b>NA</b>	Anonymous Narcotics
<b>NACADA</b>	National Agency Campaign against Drug Abuse
<b>NHSDA:</b>	National Household Survey on Drug Abuse
<b>NIDA</b>	National Institute of Drug Abuse
<b>NISWEL</b>	National Information System for Social Welfare
<b>NSPD</b>	National Schools Policy on Drugs
<b>TND</b>	Towards No Drug Abuse
<b>PE</b>	Peer Education
<b>PC</b>	Peer Counseling
<b>PGDE</b>	Post Graduate Diploma in Education
<b>POPPETS</b>	Programs of Prevention through Stories
<b>RSA</b>	Republic of South Africa
<b>SA</b>	South Africa
<b>SAAPSA</b>	South African Prevention of Substance Abuse
<b>SAARPA</b>	South African Research Practitioner Organization
<b>SACENDU</b>	South Africa Community Epidemiology Network on Drug Abuse
<b>SAPS</b>	South Africa Police Service
<b>SDFP</b>	Safe and Drug Free Schools Program
<b>SEE</b>	Social Education and Ethics
<b>STD &amp; I</b>	Sexual Transmitted Diseases and Infections
<b>TADA</b>	Teenage Against Drug Abuse
<b>TNDT</b>	Transitional National Development Trust
<b>UNDCP</b>	United Nations Drug Control Program
<b>UNESCO</b>	United Nations Education, Science and Cultural Organization

<b>UNODC</b>	United Nations Office on Drug and Crime
<b>USAID</b>	United States Agency for International Development
<b>U.S.</b>	United States
<b>USB</b>	Universal Serial Bus
<b>W.H.O</b>	World Health Organization
<b>WHO/PSA</b>	World Health Organization/ Prevention of Substance Abuse
<b>YCC</b>	Young Caring Community



## CHAPTER ONE

### INTRODUCTION TO THE STUDY

#### 1.1 Background of the Study

Social dynamics refers to the manner of groups that arise from the relation of individual group affiliates and the study of the association between individual interactions and group level behaviors (Brock & Darluf, 2001). The fundamental impression of the field is, individuals, are influenced by one another's conduct.

Social dynamics are a multifaceted-faceted concept, and different people will focus on different facets. It looks at all things that can change a social group (Sterman, 2000).

In the study, the scholar seeks to establish the social networks that are within the school environment, that bring about Drug and Substance Abuse that have been a perennial challenge in public secondary schools and seem to have no immediate solution.

Numerous recorded events in the recent past have shown that, the present-day drug problem is not a new predicament to mankind. Drug and substance abuse dynamically has been evolving and taking different courses as new potent and harmful drug products have been introduced into the market clandestinely. In fact the difference between the past and the present drug problem is that, there is an escalation of the accessibility to a variety of substances and lowering of the age for the experimenting with such substances (World Drug Report, 2005). On the other hand, it is paramount to note that drugs used recklessly are harmful and dangerous to individuals, families, the community, and the entire society.

Drugs emanate from a variety of sources for example cocaine trace their origin to plants, while some are made from pure synthetic in the laboratories for instance

methamphetamines. Others are a combination of plants and laboratory products, for example morphine. Back street drugs carry an additional danger of being mixed with other substances to make them more potent leading to hybrids as “speedball” that are viewed as special in terms of their unique effects (Origins and History, 2005).

A world Drug Report (2005) observes that the consumption of dangerous drugs such as heroin and cocaine has tremendously and steadily spread across the entire globe of late, no nation spared. The report further expounds that there is a significant increase in the availability of a variety of deadly drugs to a broadening socio-economic spectrum of users. For instance, a total of ninety-five percent of countries showed that drug confiscations rose four times in 2003, and greater than half of these drugs were cannabis and marijuana.

With the realization of the emergence of reckless usage of drugs and substances globally, the United Nations General Assembly in 1990, established the United Nations Drug Control Program (UNDCP). The organization was to foster rigorous international action against the production and proliferation of harmful drugs. This was a positive gesture in the right direction taken by the governments of the globe working through the United Nations (UN) to stamp out this illicit transnational business.

The menace of drug and substance abuse has been viewed as a problem of the developed nations for many years (Tuck, 2009). For instance, in the US, the consumption of psychoactive drugs was first detected in 1942 (Mugford, 2004). Other subsequent studies carried out in the U.S manifest that the usage of tobacco, bhang, alcohol, and hard drugs (heroin and cocaine), have been an ever-tempting problem among the young people (Baldwin, 2003).

The intricate and overpowering nature of drug social dynamism as lucrative business venture has become so elusive to the security alert systems that it could pass undetected world over. Drug peddlers have found secretive avenues apart from airports and seaports and other obvious entry points. They have created hidden avenues across the borders, rivers, forests, underground tunnels and oceans to identify the destination. Drug barons are still at large due to their ability, to maneuver, manipulate or even control government authorities as they carry on with their illegal business successfully world-wide (Kenya Times, July 4<sup>th</sup>, 2003).

A recent report released by the United Nations Drug Control Program (UNDCP, 2005), show that drug trafficking and consumption is rising steadily all over the world and measures are undertaken to curb the evil have failed due to either lack of serious commitment from the governments or the sophisticated methods employed by drug barons presently. Many countries are getting entangled in this business at an alarming rate because of its lucrative and quick gains unlike ten years or so when drug deals were confined to a limited number of countries. Though the U.S has enacted many drug laws, drug and substance abuse is still high and keeps escalating among youth and adults across the entire nation.

Julian (1977) observes that, under strict guidelines, drug addicts can get methanol and heroine at minimal cost in Britain. In the U.S the Department of Health and Human Services has records that over half of all the teenagers and about sixty percent of schools going teens (especially high school teens) report drug use in their schools. The report further says these illicit drugs are kept and sold loosely in these schools. For instance, in Britain, a Scottish politician, Jason Allardyce pointed out a case where an eleven year was found in possession of heroin worth more than five hundred

pounds in the school in a Government Primary School. Julian only identified the drug problem in schools but did not establish procedures to curb the menace.

Recently, an upsurge in abuse of drugs and substances has been noted in U.S. Alcohol, nicotine, marijuana, and several drugs are being consumed by the youth in 8<sup>th</sup> through 12<sup>th</sup> graders. Evidence exists that abuse of substance is established from several aspects such as cognitive, attitudinal, social, pharmacological, and personality development factors. The most dominant aspect is the social factor which promotes the initiation of tobacco, alcohol and other drugs. Generally, one drug is a 'gateway' to other drugs. According to Kosterman, Hawkins, Guo (2000), the rate of conversion to drinking, rise quickly ranging from the age of 10 (i.e. Grades 4 and 5) and climax between ages 12 and 14 (i.e. Grades 8 and 9). At this point in time, more than 50% of adolescence shows having used alcohol in their entire life. However, any decrease in alcohol linked behavior has the assumption of leading to a subsequent reduction in alcohol linked challenges such as dependence, injuries or uncalculated aggression.

The assumption that drug-taking is a problem of the developed nations of the world does no longer hold. Recent studies have manifested rampant penetration of drug abuse in most developing countries. Davis (1992), observed, tobacco and cocaine abuse was a major problem among Brazilian youth. In Zambia, alcohol consumption was reported to be rampant across all age brackets (Haworth, 2007).

(Neil & Gernot (2002) observe that Africa is the new frontier in terms of counter-narcotics issue. It needs urgent attention to kick off drug and substance abuse. The entire Africa has changed into a hub of global drug trafficking of late. The wider world and Africa are required to act swiftly to mitigate the menace. But long history points out that Africa has been battling drug and substance abuse for centuries, for

instance, West Africa has been the enclave of world business in drugs and substances. It has been trading in mind-altering substances such as kola. Alcohol in form rum, brandy and gin were major items of trade and consumption along Atlantic Ocean routes from the 17<sup>th</sup> century.

Though African Countries endeavor to bring drug and substance abuse under control, the region has continued to be the key provider and disseminator of few drugs for instance Cannabis and Marijuana that are some of the highly-abused drugs in the continent. The continent as from the 1980s has been undergoing a rising trend the abuse of drugs and substance and trafficking (Abdool, 2004).

The research carried out into the menace of abuse of drugs, substance and alcohol began in the 1950s in Nigeria. Since then, the trends and forms of drugs and substances misused in the country have been detected and reported.

It has been found that there is a rise in female involvement in drug and substance abuse. Contributory factors to this changing trend are: Deficient family support, exposure to the western lifestyle, industrialization, peer pressure and rising advertisement of such in the mass media among others (Pela & Ebie, 1982).

According to Eastern Africa Drug Information System Global Assessment Program, the problem of the drug menace in the continent is quite alarming. It is documented that the African continent is ranked to be the second largest region for the production of cannabis, its consumption, and trafficking. (UNODC, 2005) records that Africa accounts for 26% of world seizures of Cannabis. The countries that are largely affected are Kenya, Republic of South Africa, Nigeria, and Morocco is known for the production of Cannabis resin.

According to (UNODC, 2005) East African Region is made up of 11 countries that include Kenya, Ethiopia, Djibouti, Eritrea, Uganda, Rwanda, Tanzania, Zanzibar, Mauritius, and Madagascar. East Africa is the largest producer of the Cannabis plant, also known as Marijuana and has turned out to be the fall back for dealers of drugs with the increased mitigation of ancient routes through the Netherlands and Spain among others.

Young people are individuals in their own right as they undergo growth and development that result in rapid changes in their adolescence stage. During this period, they go through a lot of temptations. They carry out trials with recently found aspects of their emotional egos, spiritual and physical selves quite often without putting into consideration the impact of such risk (Gillis, 1996). In this case, therefore they need strategic and bold attention from adults, parents and foremost teachers who spend much of their time with them while at school at this critical stage of adolescence. They are supposed to alert and update them on the subsequent perils of drug and substance abuse.

The backgrounds of the learners, especially the home environment have been identified to be another main factor of abuse of drugs (Karachi, 2004). Within the home, parents play the most important part in molding their children's behavior. Unfortunately, most parents have abandoned the role of guiding and counseling their children. They are pre-occupied by other peripheral issues such as studying, office work and extra financial activities. Hence, due to these commitments such parents have less contact to advise their siblings against the dangers that emanate from the abuse of perilous drugs.

Empirical research and law enforcement reports so far show that recently Kenya has had to focus on the rise of drug and substance abuse problems. It is noticed that drug and substance abuse is widening endemically to the rural areas such as Nyanza, Western and Central among other regions of Kenya. According to NACADA (2014), abuse of drugs and substances among high school learners in seventeen counties in Kenya is alarming and has put students' lives and education at stake. Many students are being recruited into the devastating drug world with no knowledge of its unbearable consequences. Mututho who was the chairperson of NACADA frantically and consistently confronted drug and substance abuse among high school students and hinted of moving an extra mile and utilize sniffer dogs, breathalyzers and any other available channel to address and bring the drug menace under control in public secondary schools in Kenya.

Research conducted by Mwenesi (1996), concluded that drug and substance abuse had spared no strata of Kenyan society, most affected are the youth that comprise primary pupils, secondary and university students. It was also noted that young adults who are supposed to be concentrating in nurturing and directing their families toward the right moral values are equally deeply rooted in drug and substance abuse. This is a dangerous move considering the fact that young people are the key drivers of the national economy in every part of the world. This, therefore, calls for focused and well-coordinated effort to be taken in order to establish, the chain link that is responsible for introduction and dissemination of drugs into schools and generate intervention measures that could be utilized to curtail the drug and substance abuse in Kenya's learning institutions and place it under control before it reaches catastrophic level.

According to Kaguthi (2004), the worst hit schools are in urban areas such as Nairobi, Mombasa and Kisumu. The report further expounded that the majority of government secondary schools in Nairobi are day schools and learners and drug dealers mix without restrictions daily hence the genesis of drug business between them. Students as well, access drugs during school outings such as games, drama and music festivals since they are left to socialize without restrictions with other students and even the surrounding community. This, therefore, calls for concerted effort to be taken by all stakeholders to curb the menace since it is noted as the main challenge faced in government secondary schools in Kenya (Gikonyo, 2005). The scenario beckons for immediate action to be taken to reverse and save the situation on time. It was therefore, the aim of this study to gather more data on social networking that involved drug entry into schools that were not identified by Kaguthi and establish the sources of these drugs which enabled the researcher to come up with strategies that would assist in scaling down the incident of drug abuse in Kenyan schools.

In Kenya, abuse of drugs has become a deep-rooted issue in the society hence causing great concern just like the other nations of the world. A national requirements assessment study carried out in 1994 by Kenyan government and the United Nations Drug Control Program (UNDCP) exposed that drug abuse has spread into all levels of ages of people globally- the young, the middle aged and the old. The most affected being the youth and young adults according to NACADA (1996). Significantly, more than 22 % of primary and secondary learners has taken alcohol in Kenya. Siringi et al (2001). A significant number among all ages have been exposed to miraa, alcohol, tobacco, bhang, sniffing of glue or even hard drugs e.g. heroin and cocaine.

The outcome of the research done by the Child Welfare Association (CWA) that was released in March 2002 showed that one in every 15 Kenyan learners was on drugs.



Young people are in most cases introduced into abuse of drugs by their age mates through persuasion, threats or coercion while others get trapped into the habit due to family pressure and instability Ngesu et al (2008).

From the background, it clearly spells out that drug and substance abuse is not a problem of yesterday, but something that has been with us for long in Kenya. This calls for the need to triple the efforts of managing it among secondary school learners since time is not on our side if we have to realize the millennium development goals.

Substance abuse is one of the major public health issues in public secondary schools and this research was undertaken to find out what social networks were being used by learners to infiltrate drugs in their schools so as to save them from the menace in good time.

Nandi County is the Twenty-ninth County in Kenya. Drug and substance abuse in the county has reached an alarming stage proportion which drags the County Government's agenda as it directly or indirectly affects everyone in the society irrespective of age, gender or race. The county government of Nandi is concerned about the dangers posed by drug and substances to the development agenda within the county, and has through the department of Trade and that of Social Welfare partnered with Mission of Hope Ministries, a multi-denomination group led by Seventh Day Adventist (SDA) Church to conduct a rehabilitation and training exercise for over 150 addicts at Kapsabet school for the deaf. Together they have launched a program called "Initiative" that seeks to reduce drug and alcohol menace within the county. This program is spearheaded by Salome Chebitok (County Government of Nandi, 2019).

Other organizations such as the Voluntary Service Organization (VSO) have partnered with the county department of Health and Sanitation in the measures against

abuse of drugs and substances amid the people of Nandi County. According to Ruth Koech the CECM for Health and Sanitation, abuse of substances has resulted into many social and health problems. This has become one of the major causes of mental health and suicide incidences. She called upon stakeholders to support the government in tackling abuse of drugs and substances majorly by young people, students not spared from this mayhem (County Government of Nandi 2019).

Nandi Governor, Sang warned students against indulging in drug abuse. Speaking at Kapsabet Boys School during a thanksgiving service for 2018 candidates, the Governor Said that drug abuse across the county is threatening the future generation. “Many of our youth have had their lives destroyed by drugs. This is why we must come together and fight the drug menace in the county because it is threatening the future of our youth” (County Government of Nandi 2018).

He disclosed that his administration has put in place elaborate plans to eradicate drugs within the county. He added that his administration conducted a fresh vetting of all alcohol outlets across the county in a bid to ensure that those that meet the minimum requirements were given licenses to open and operate the business (County Government of Nandi, 2019).

The governor called on Chiefs, Assistant Chiefs and Village Elders to be more serious and work with the police to ensure that villages in Nandi County are free from the preparation and sale of illicit brews and bhang among other drugs and substances that have ruined lives of many, secondary school students not spared from the mayhem, a big number has dropped from school (County Government of Nandi 2019).

## **1.2 Statement of the Problem**

Despite the fact that the Kenya Government has injected a lot of resources into making students aware and avoid the use of dangerous drugs in schools; the schools still experience rampant usage of deadly drugs. This unprecedented challenge is due to social net-workings that students have established and use them secretly to penetrate harmful drugs into schools without the knowledge of school administration and teachers that end up creating instability, chaos, destruction of property and harm to students and everyone else in public secondary schools. The latest program of "Essential life skills" established in 2009 and taught from form one to form four tends to penetrate into students through objectives and content under such topics as Benefits of Life Skills Education, Fundamental morals, rapport formation, self-esteem, dealing with feelings, self-awareness and maintenance, assertiveness, coping with stress, empathy, effective communication, negotiation skills, non-violent conflict resolution and effective decision making but unfortunately these strategies have not been helpful at all. Instead, the issue of drug and substance abuse has been on the rise each year with untold suffering and loss of lives of teachers, security personnel and that of students as witnessed in 2016 in most parts of Kenya. The coverage of drug and substance abuse in Essential Life Skills is so minimal that may not be able to bring out significant impact on the reduction of this vice at high school in Kenya. For this reason, it calls for thorough investigation to determine factors leading to drug and substance abuse escalation, yet there are well-articulated methods of combating it. It is, therefore, the aim of this study to carry out why the problem persists by investigating if there are intricate social net-workings that learners use to sneak in drugs without detection and establish strategies that can be utilized to minimize the problem for the overall good of students.

As the challenge of abuse of drug and substance is rising in Kenyan high schools, it therefore calls for the need to identify social net-works used by students to infiltrate harmful drugs into schools and device ways of breaking them for the good of students and invest in preventive measures before it is too late which will be quite costly for this nation. Intervention is a global, positive group effort established to assist individuals realizes that the use of mood-altering substances has changed their lives and that medical measures are within reach to assist them. Lives are saved through intervention including marriages, families, jobs, careers and more so students. Furthermore, there is inadequate data on trends of drug abuse. Equally important, the findings of drug addiction in Kenyan schools are largely unrecorded. The aim of this study is to gather information on drug abuse and investigate into the measures taken targeting at containing the ravaging threat of drug and substance abuse at Secondary School level in Kenya.

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

This study primarily was carried out to examine the social dynamics in drug and substance abuse in public secondary schools in Nandi County, Kenya.

### **1.4 Objectives of the Study**

The study objectives were:

- i) To investigate the social net-workings in the school environment that put in place the supply of drugs to secondary schools.
- ii) To examine the activities used by teachers at secondary school level to address the menace of drug and substance abuse.
- iii) To establish challenges faced by teachers and students on the social net-workings in attempt to curb drug and substance abuse in secondary schools.

- iv) To come up with mitigations from Teachers and Students on Measures to be adopted on Drug and Substance Abuse at Secondary School level.

### **1.5 Research Questions**

The following questions helped to guide the research process:

- i) What are the social net-workings in school environment that put in place the supply of drugs to secondary schools?
- ii) Which activities are used by teachers at secondary school level to address the menace of drug and substance abuse?
- iii) What are the challenges faced by teachers and students on the social networking in attempt to curb drug and substance in secondary schools?
- iv) What are the mitigations from teachers and students on measures that should be adopted in drug and substance abuse in secondary schools?

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

Justification of the research is based on Hawkins, Catalano, & Miller (2002), that abuse of alcohol and other substance limits the functioning, development and wellbeing of the teens on a daily basis.

It is on record that a good number of young people's behaviors for instance juvenile delinquency, failure at school and unwanted pregnancies are caused by regular utilization of alcohol and other illegal substances. In such situations it will not be possible for juveniles to perform in school if they are entangled in the up and down cycle of drug and substance abuse lifestyle. Majority of the adolescent alcohol and drug abusers perform poorly in school while some drop out of school and considerably change their trend toward a productive, quality and healthy adult life. This assumption by Catalano et al (2002) paved way for this study to investigate into

social networks that learners utilize clandestinely to supply drugs into their schools so that schools administration know and seal these loopholes and enable students to concentrate on their studies, pass their examinations, lead healthy lives and be responsible citizens of this great nation.

### **1.7 Significance of the Research**

The findings of this research is to shed light on several issues such as: the frequency of abuse of drugs, the social networking in institutions responsible for the proliferation of drug abuse and activities utilized by teachers to deal with the menace of drug abuse among others at secondary school level. They will be of great benefit to schools and parents in reducing abuse of drugs and substances among secondary school learners in Kenya. They will equip students with information on the danger of Drug and Substance Abuse. They will make students perform better in their studies and enhance discipline in schools. Absenteeism and truancy in schools would be minimized since students would no longer be lured to go and search for drugs from drug peddlers in their hide-outs. Rehabilitation of students in rehabilitation centers due to drug abuse would come to an end. Teachers, Education Officers and Teacher-Training colleges as well as universities will find this study a useful resource on the formal educational approaches utilized to eliminate abuse of drugs in secondary schools, especially Guidance and Counseling and Essential Life Skills that would be refined after establishing their weak points and initiating appropriate corrections that will make them relevant and applicable to the twenty-first century student.

### **1.8 Scope of the Study**

The research was undertaken in government sponsored secondary schools in County of Nandi. The period of study was January, 2018 to January, 2019. Particular focus

was on the research variables in Nandi County schools that were categorized as national, county or sub-county. This was because the researcher was not able to traverse the whole nation because of financial and logistic challenges. The other scope of this study was, it was not able to control the attitude of the respondents as they would give socially acceptable answers which could affect the validity of the responses. As well, teachers and school administration would want to protect the image of their institutions, hence giving false information regarding the state of abuse of drugs and substances in their schools. To guard against this limitation, the research utilized questionnaires and interview schedules that were anonymous.

### **1.9 Limitation of the Study**

The study confined itself to selected secondary school students from Form one to Form four in sponsored secondary schools in Nandi County. Deputy Principals, teachers teaching Essential Life Skills and Counseling teachers were chosen purposively. The study was limited to variables that were in line with teachers, students and the school curriculum only.

### **1.10 Assumptions of the Study**

The following are the primary assumptions of the study:

- i) Guidance and counseling teachers of Essential Life Skills were aware of drug abuse and were in a position of identifying students that engage in abuse of drugs and substance in their respective institutions.
- ii) That the institutions that were selected for the study had institutionalized non-formal, informal learning activities and the teaching of life skills counseling offices.

- iii) That the schools had put in place school policy that addresses the menace of Abuse of Drugs and Substance at secondary school level.

### **1.11 Theoretical Framework**

The study was centered on Social Learning Theory developed by Albert Bandura (1977) and Social Network Theory developed by Jacob Moreno in its initial stages, and it is among the most revered theories in Contemporary Sociology.

The Theory of Social Learning integrates behavioral and cognitive theories of learning in order to provide a tangible model that could account for the vast range of learning experiences that occur in the real world (Bandura, 1977).

The Social Learning Theory stresses that most human behavior is reinforced, and that individuals are inclined towards imitating the behavior if the latter realizes the former being reinforced for having shown a certain behavior (Bandura, 1977). For example, teachers are crucial to their students learning partly because they reinforce and punish students' bad behavior. Furthermore, the students identify with their teachers and even imitate their behavior. Students find themselves thinking, reasoning and acting as their teachers did even to the point of replicating their teachers' mistakes.

Students taught by teachers who are habitual drinkers are likely to become drinkers. Applied to the study, the Social Cognitive Theory depicts the length of drug and substance abuse among students could be influenced by their tutors and social pressure. According to Bandura (1977), individuals are the products and manufactures of their surroundings. The behavior of an individual is as a result of their surroundings. Deeply embedded with the idea of reciprocal determinism is the fact that an individual's behavior, surrounding, and personal attributes all interchangeably affect one another. For instance, a child who plays violent computer games will



mostly influence his/her age mates the same way which motivates the child to play quite often. This persistent action could make the child be prone to violence and this will likely affect child's behavior later in real life situation. The child is conditioned, meaning that he/she is not a free agent of his/her will. Applied to the study, the aspect of interaction shows that students opt to engage in risky activities making them vulnerable to drug abuse. Students may be informed about the negative effects on their moods and behavior, yet they proceed on abusing them. The aim of Bandura's Cognitive Social Theory is to highlight the change of learning behavior or action which is called abnormal behavior by the community. The proposed study used The Social Learning Theory to inform the decision to be undertaken in coming up with strategies for combating drug and substance abuse among high school students in Kenya.

From Bandura's Cognitive Social Learning Theory, the students were made aware that their negative behavior causes significant damage in their lives and that denial was preventing them from fully appreciating the damage the drug abuse was impacting their lives. Students through Perceptive Communal Learning Theory were informed that they would unlikely; ask for assistance on their own. The individuals close to them such as teachers, parents and peer groups can influence the environment by changing the inducing system-making it more likely that they will need assistance. According to Social Learning Theory, the sense of genuine concern and understanding brought about by the interventionist is the most significant factor in challenging the students to pursue assistance.

Cognitive Social Learning Theory informs us that anger and disciplinary measures taken on students, do not exist in mediations, since they elevate learners' self-

protective processes, resulting in many unlikely to seek help. The intervention is not a confrontation, but rather, a well-strategized expression of authentic apprehension for the students to save them from the disturbing outcomes of abuse of drugs. Eventually, this will lessen the feelings of anger and confusion, including frustration that can provide a sense of utter dejection among students hence the suitability of this theory to this study.

In this research the theory of Social Network was employed to help understand the abuse of drug and substance and unearth Social Networks that underlie drug and substance abuse in government sponsored secondary schools. Social Network theory refers to the study of how people, organizations or groups interact with others in their networks (Claywell, 2017). Therefore, the knowledge of the theory is easier when one examines the person's pieces starting with the biggest element that of network and working down to the smallest unit which is the actors. Any social network is made up of at least two basic types of elements, nodes and edges or actors and ties. Actors can be individuals, organizations or companies or specific knowledge while ties are the relationships between those nodes. Examples of ties include: friendship, family bond among others. Schools or student(s) would be nodes or actors inside the network. The theory will be used because of its applicability to the study. Abuse of drugs and substances among young individuals has been a real challenge to all of the world governments. The drug problem is one of the four global crises. Secondary school students have not been spared too from this devastating international phenomenon. Despite extensive effort to combat drug and substance abuse in the economic, social, cultural and even political spheres have resulted in vain and remained a perennial problem that grows in intensity each day. The government's

strategy in the fight against harmful drugs can be divided into three parts dealing with supply, entering treatment and harm reduction and prevention of addiction.

The theory was used in the accounts of the following strengths: The theory provides a platform on how issues are interlinked. Students in schools get hooked to one another, depending on bonding common interests like use and abuse of drugs. The Social Networks Theory is quite significant in the study of large groups such as that involves students and understanding how their members relate to others in the group, Schools are large institutions that accommodate the high numbers of students ranging from hundreds to thousands who come from diverse backgrounds whose interests vary a lot. This automatically leads to formations of social groups, of which one is that abuse of drug and substance. In addition, the theory provides insight into the nature and availability of harmful drugs in the market, where they can be found and transported to the customer in need.

According to Witkop, (2017), in Social Network Theory, there are far deeper complexities within social networking, including factors such as influence, cross-network links and concepts among others. The analysis of such relationships will lead to the discovery of other numerous features of social networking. For instance, a network may be waiting on a person who becomes increasingly prominent over others as the network grows. For example, drug abuse in schools starts with an individual student or a small group that is influential and well connected to the drug world and eventually influences other students in drug ingestion.

### **1.12 Conceptual Framework**

The Conceptual framework of this research is founded on social risks factors under the following headings as shown: 1) Social Networks such as Facebook, Instagram,

smartphones among others, 2) Societal factors such as marketing of alcohol, availability of drugs, music and movies, media and adverts, neighborhood violence, 3) School and peer factors for example, peer connectedness, indiscipline culture and climate of the school, 4) Family factor for instance, abuse and neglect, family values, family dysfunction and structure and friends and interests among others. It was, consequently, the purpose of this study to establish the chain linkages found in secondary schools that were responsible for the proliferation of drug and substance abuse among schoolchildren in the county of Nandi and come up with possible interventions to minimize the endemic problem.

The study as well was based on the MSSM (Modified Social Stress Model). It was designed by Rodes and Jason (1988) and is utilized to understand use and abuse of drugs. The Social Stress Model of abuse of drugs has been derived from several psychological models and theories. This model proposes that the probability of a person to engage in abuse of drugs is due to stress and the length to which it is offset by stress modifiers including social networks, social competence, and resources. The SSM offers a framework for detecting protective factors that may add to adolescent resilience when cornered with compelling influence to participate in abuse of drug and substance. With this model, in cases where the risk factors get dominantly available in the life of a person, chances of that individual to start using drugs are quite high and if he continues and intensifies their usage the outcome is drug abuse. Attachments with positive role models such as family members, Guidance and counseling, anti-drug campaigns and religious faith services, can help people avoid substance abuse.

The model, therefore, serves as a lead in this study to the development of intervention measures that could be used to reduce drug abuse among high schools in Kenya. Effective prevention program requires sound theoretical foundation of which in this case Social Stress Model is appropriate. The theory's basis is: Suppose many risk factors are dominant in someone's life, then they are more likely to start, deepen and continue with the drug use and experience related drug problems. This situation was reversed with the presence of more protective factors. Through SSM the researcher was enabled to develop appropriate information about abuse of drugs and established public resistance aptitudes that were to assist in the reduction of drug and substance abuse by high school students in Kenya. Effective prevention programs in schools are of paramount importance in schools' effort to combat drug and substance abuse. Some students were at a greater risk of developing permanent addiction due to individual, household, or environmental circumstances. The effect of drug and substance abuse in most cases was beyond the culprit to the family members, friends, colleagues, and the general society in entirety.

Rodes and Jason (1988) have tried to give authentic explanations as to why the youth in schools engage in drug taking or not but not exhaustive. There could be other particular endemic factors prevalent in families, schools, and communities that need to be unearthed. This therefore calls for expansive assessment for factors unique to Nandi County in Kenya where investigations were conducted. The theory was found to be appropriate and guided the study in search for the social net-workings responsible for drug entry into schools undetected in secondary schools and analyzing the strategies utilized to confront the problem with a view of coming up with alternative strategies to alleviate the prevailing threat of drug and substance abuse.

## Conceptual Framework

### Independent variables

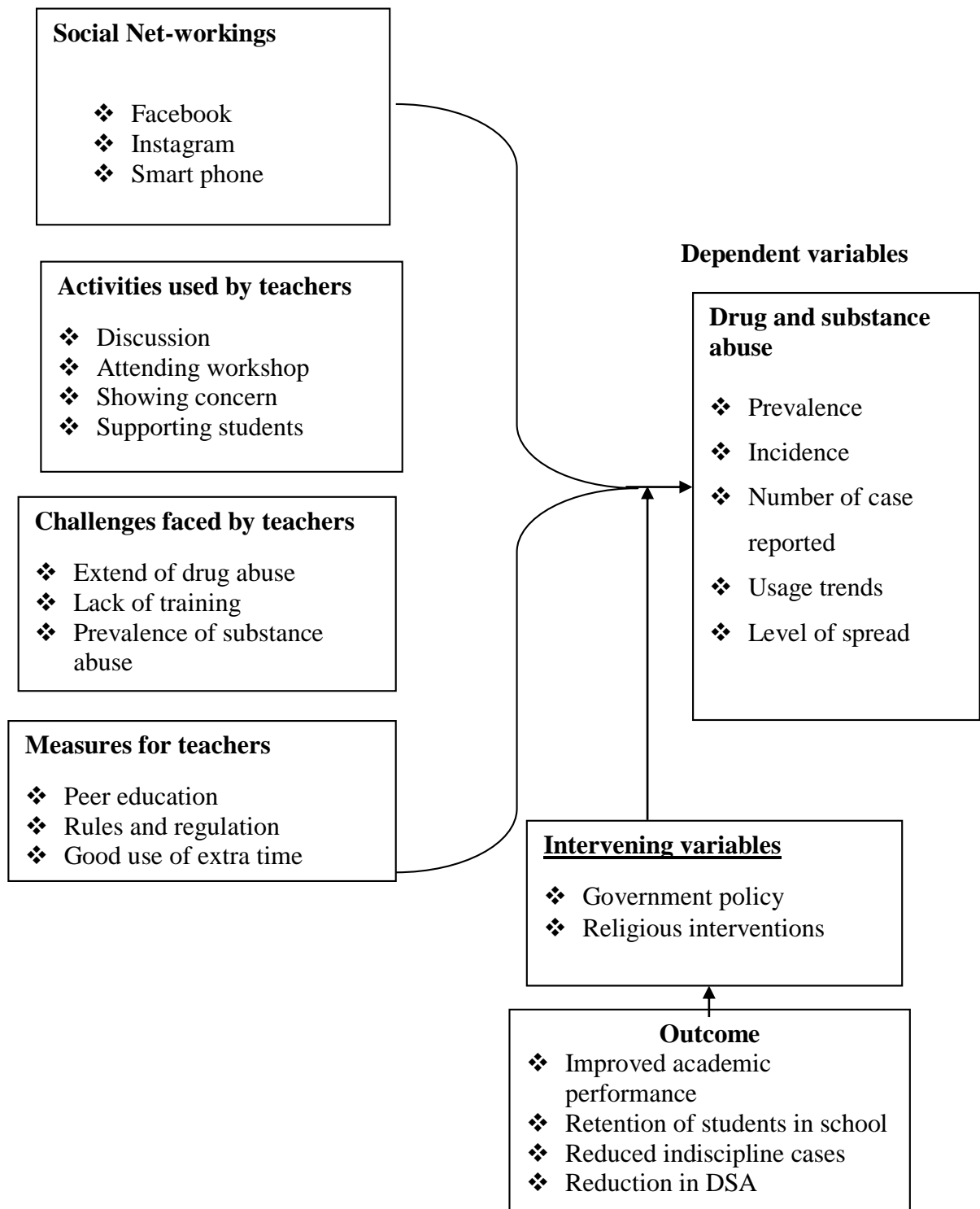


Figure 1.1: Conceptual Framework (2015)

### 1.13 Operational Definition of Terms

**Addiction:** Refers to the state of being mentally and physically dependent on a drug such as alcohol.

**Drug:** Refers to all substances that, in a certain quantity, alter the functioning of the brain by accelerating, decelerating, or causing mental disturbances among secondary school students.

**Drug Abuse and Substance Abuse:** It is the intentional use of chemical substances by secondary school students to bring about emotional psychological behavior.

**Formal Learning:** Refers to the process of getting knowledge on abuse during classroom instructions in a systematic manner in order to eradicate drug abuse among secondary school students.

**Informal Learning:** Refers to the process of obtaining knowledge on drug and substance abuse during; class meetings, school assemblies and clubs and societies in an effort to stamp out or avoid getting involved in drug abuse by high school learners.

**Non-Formal Learning:** Refers to the process of accessing knowledge and skills by high school learners through the co-curriculum activities in order to avoid getting involved in abuse of substances.

**Prevalence:** Denotes to the advance of drug abuse among high school learners

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter highlights the assessment of literature according to the research objectives which include; the social net-workings in the school set up that facilitate the supply of drugs to the high schools in the county of Nandi activities used by teachers at high school level to address the menace of abuse of drugs in Kenya, challenges faced by teachers and learners on the social net-workings of curbing drug abuse at high school in the county of Nandi, suggestions from teachers and learners on how to improve social net-workings in high schools to tame abuse of drugs in Nandi County and the summary of literature.

#### **2.2 Social Networking in the School Environment and Supply of Drugs into Secondary Schools**

Almost all the nations of the globalized economy use drugs as a form of medication, for leisure and as religious activities. Mayan Indians are famous for munching mushrooms with hallucinogens, having psilocybin, from the pre-Columbian Aztecs times. North American church participants have utilized the peyote cactus, comprising of mescaline for decades to provide exciting prophecies. The South American Indians have been chewing cocaine for many years. Smoking bhang is evident in writings from China, Greece and India, and. The Assyrians enjoyed lozenges made of opium. Romans also enjoyed in sweets containing hashish (Origins and history 2005).

Initial efforts to control several of such drugs date back to as early as 2200 B.C. Most of the ancient traditions have ancient texts of codes or rules implemented to manage utilization of a wide range of drugs in their communities. The earliest treatment of



habitual disorders like panic, anxiety, mood fluctuations, depression and psychosis was tested by attempting to influence or heal the body. Wizards and traditional doctors screamed and used invocations combined with concoctions extracted from plants and minerals to assist in curing individuals. In other instances demons were perceived as the cause of the disorders and as a result exorcisms accompanied by beatings, burnings, and long soaking water allayed such feelings and were believed to cast out the demons (Zilboog, & Henry, 1941).

According to the United Nations (Narcotic Drugs Division), there have never been any reported cases of adolescents and children engaging in drug abuse oblivious to the danger they pose to their health. International Convention 1961 for Narcotic Drugs and psychotropic substances of 1971 define drugs as substances and chemicals that should be utilized for scientific research functions only. When diverted for different purposes, they become illegal drugs.

Drug abuse continues to be fundamental universal health difficulty that adds immensely to injury and death rates throughout Canada, United States and the whole world. For centuries, substantial study efforts have been carried out in understanding the epidemiology and etiology of abuse of drugs and substances. The knowledge obtained provided insights into detecting and coming up with substantial preventive and treatment methods. The patterns of drug and substance abuse vary from one person to the other. Some people are faced with long-term addiction tussles, while on the other hand some go through life with no experimentation on any drugs or substances. From national datasets, the dominance of alcohol, tobacco, amongst other drugs, lead to utilization which rises sharply from a younger age to late teen years,

climaxing at the time of transition to young adulthood, and reduces through the rest of adulthood (Newcomb & Locke, 2005).

The spiraling trend of abuse of drugs among secondary school students has triggered a lot of concern to key players in the education sector in Kenya. This mayhem has led to the realization that special attention should be given to the establishment of drug preventive intervention programs. The government's input to eliminate the menace of drug abuse can be traced back to the early 1970s, when it spent a huge sum of money in creating Guidance and Counseling Departments in schools (Muya, 2009).

The government's effort to eradicate the abuse of drugs through the formal curriculum was further facilitated in 2003 when it directed the Kenya Institute of Education (KIE) to work out modalities of drug abuse curriculum. Hence, in 2004, a drug abuse syllabus was produced at Kenya Institute of Education (KIE). The objectives of the curriculum were to describe the structure and functions of the human body; define terms used in drug prevention education; identify the reasons that lead people to use addictive drugs; discuss the health consequences of drug abuse and to equip students with skills against drug abuse. Materials were developed for the teaching of the drug abuse curriculum. Unfortunately, this curriculum did not take off due to lack of adequate teaching materials, personnel and lack of proper guidelines about its teaching from the Ministry of Education (the Republic of Kenya, 2006).

In its tireless pursuit to bring drug abuse under control in Kenya Secondary Schools, the government introduced the Social Education and Ethics (SEE) Subject in the Secondary School Curriculum in 2006 with the broad aim of equipping students with social values that would enable them make independent decisions and act responsibly in the society (Shiundu and Omulando, 2002). Some of the topics covered in the

syllabus to facilitate the achievement of this aim were: human virtues, personality and behavior, leisure, drug use and abuse and dignity of work. The SEE curriculum encountered many hurdles during its implementation, for instance, lack of learning resources and negative attitude towards the subject. The subject witnessed its demise and was removed from the secondary school curriculum in 2005 (Republic of Kenya, 2005).

The Government of Kenya did not stop its role of molding its youth when SEE subject was removed from the curriculum. Instead the social values covered in the abandoned SEE Syllabus are taught as emerging issues in the curriculum. In addition to the topics covered in the defunct SEE curriculum, the themes of child abuse, gender issues, human rights and HIV/AIDS were introduced into various subjects such as Christian Religious Education (C.R.E), English Kiswahili, Computer Studies, Biology and Chemistry (the Republic of Kenya, 2005). The main objective of teaching the Knowledge on drug abuse is to equip and arm secondary school students with skills, attitudes and moral values that would enable them to avoid abuse of psychotic substances. Several teaching aids and learning resources (text books, posters, radio broadcasts and magazines) that cover the topics on drug abuse have been developed to facilitate the achievement of the above-mentioned objective.

Standard Newspaper Sunday, March 5<sup>th</sup>, 2017, the majority of students agreed that the school environments such as Dorms, fields, class, dining hall, toilet rooms among others gives opportunities for learners to start using alcohol and other substances of abuse.

Reports documented shows that more than 7 in ten percent, i.e. 73.3% of students acknowledged that they are probably able to start using and drug of abuse in school

and almost the same number of 61% concurred that learners had a part to take part in the supply chain of alcohol and drugs of abuse in school.

Worldwide upsurges in problems of outlawed substances contribute to international tensions. The worldwide fluctuations that have made people, goods, and money to move from nation to nation, freely and with ease have also had devastating results. They have made the variances and disproportions among families of nations more superficial and more objectionable. In most instances, the disparity between rich and poor nations has grown broader. In addition, a number of developing countries, majorly located Africa and some in South America and Asia have heavily failed to reap from the advantages of growths in global trade and investment. The lack of fiscal progress has put those countries in severe financial constraint and disables them from availing services to the most exposed parts of the society. This has led the under developing nations and its people to resort to trading in illicit drugs for their survival and continuity.

According to Burton L M., (2002). The crucial link of drug trafficking is between the production and consumption where it is increasingly the major lucrative phase in the process of its cultivation and processing of the illicit drugs to the stage of consumption. It appears to be a spillage along the several routes where the illicit drugs are channeled. This is partly due to the probability of traffickers to pay middlemen in kind. There is a consequential evidence of increase in abuse of drugs and consumption in several transit countries.

Frankly speaking, illicit trafficking of illegal drugs happens in most countries whether developed or under developed. Identification of the availability, importation, and dissemination of drugs and substances that constitute an illegal activity in most cases

involving non-nationals is politically less worrying than purely local illicit production and consumption. In fact, the association with foreigners in this matter makes smuggling of harmful drugs appear an external issue and less of a household phenomenon. Statistically, a small number of countries are free from illicit drug problems. Those countries considered being safe havens from drug abuse such as phenol, religious or an educational institution has fallen prey to drug abuse. For instance, prisons are now the fertile grounds for drug abuse because the majority of the inmates are drug addicts.

It is an established fact that individuals acting as middlemen in drug supply do not carry significant amounts of drugs; hence drug goons have focused on the establishment of superior drug cartel networks that control the routes of supply to drug destined regions. Ferrying patterns seem to depend on drug types and original sources. For example, cocaine smuggling starts in the Andean enclave, spreading northwards via Central America, Mexico and the Caribbean islands to destinations in North America, Europe and the rest of the world.

The measures employed to control and reduce supply of these harmful drugs are interception seizure. Drug dealers complicate detection processes by converting opium into morphine and heroin in or near the manufacturing area. This alteration process decreases the bulkiness of the goods in transit. It is also noted that refining stations built in deeper-remote areas to avoid detection from the authorities. Methods of keeping drugs secret are constantly altered to escape arrest and seizure of the forbidden drugs. Women in illegal drug producing zones are at the front in growing, tending, harvesting and processing of the drug crop. Women as well are getting more associated to drug smuggling and organized crime in defense of the lucrative drug business.

Various world governments have strengthened border controls for interception purposes. But due to increased trade between countries and free movements of goods in regional trade blocks, it has rendered the state of interception low estimations with national borders. It has been found when authorities take tough measures at a given point drug cartel divert their route elsewhere where they still access entry with ease. Securities operations at borders are made difficult and inconclusive because those who are arrested smuggling drugs are mostly low-level people that can easily be replaced with new ones that are standby for the job and conversant with the land terrain and are sure of hidden routes from the securities.

Although there is close surveillance, drug trafficking increases as long as the demand for and supply of the substance exist. Apparently for the dealers, the benefits are worth the risk. Nearly 2 million United States citizens have admitted to have abused cocaine in the prior month in 2008 following the statistics from the National Institute on Drug Abuse (NIDA). Pure cocaine costs roughly \$120 per gram, while cocaine that is mixed with other drugs, for example, crack cocaine goes for about \$60 to \$80 per gram. In 2010, a group of 5 students from Columbia University were caught by police who pretended to be ordinary civilians and were in need of cocaine. Drug barons according to the Mexican secretary for public and safety; make sixty four billion dollars annually from the sales within U.S making it the major user of cocaine world over (Latin American Herald Tribune, 2005).

According to Nancy Willard (2017), Teachers working with middle and secondary school learners are cognizant of the volatile interest and association of youth on social networking sites as My Space, Xanga, Facebook and Live Journal among others. These and similar sites are a new phenomenon referred to as "online social

networking." In these sites, youth register and set up profiles which offer private details and photos, then, they make relations or links with other parties with similar interests---so-called "friends." Members employ several forms of communication and share information such as purchase of drugs for abuse. Willard observes that there are problems associated with such places, but the locations themselves are not serious issues of concern.

A Report in the Standard Newspaper (2014), revealed shocking and heartbreaking information about substance abuse in Kenyan high schools. It stated that drug addiction in schools had dynamically skyrocketed to alarming levels. In as much as NACADA blasts alcohol dealers, inns, and eateries flouting licensing rules, the newspaper revealed that the danger to one's child could be within their close proximity. It could be their classmates, their teachers or even your favorite greengrocer. The paper further revealed that figures from the authority against drugs say, up to 43% of schoolchildren are aware of mates caught with cigarettes of which this could be a close friend of your child if not one of your own children. The newspaper moved an extra step in its investigation and found out that a parent, by the name Kenneth Wameyo was taken by the heart-breaking shock when he discovered that his favorite daughter abused drugs of every kind right from alcohol, cigarettes, and bhang. He even suspected she had graduated into harder drugs. This revelation emerged when his 14-year-old daughter was given two weeks suspension that she had been caught with other forbidden substances that were also found in the possession of several other learners and that the school was probing whether she was tangled in its distribution. The discovery left the parent bewildered and heartbroken. He could not believe his ears.

According to Star Newspaper, 28th November, 2017, Kenya has deported 30 people associated with smuggling of drugs within universities. The government had gotten a report that drug cartels were selling drugs openly in the universities. Dr. Fred. Mating, Education Cabinet Secretary, said some drug barons disguised as university students in many campuses in Kenya are utilizing students to sell drugs in campuses leading to upsurge in unrest cases in the universities. The Cabinet Secretary said "Let me not pretend... we have not been 100% successful in control. The traffickers think ahead of us in terms of how they move the drugs. We are facing a crisis... we have tried our best as a country. We have imposed serious responsibilities on our universities to ensure they create a favorable environment for learning and not for peddling drugs and we have been fairly ruthless in deporting international students who have either been caught selling drugs or part of cartels."

Schaefer (1996) and Bezuidenhout (2004) feel that there are several causes that direct young people to indulge in drug abuse. They say these include family networks, interactions and home environment. According to Bezuidenhout (2004), young people brought up by parents who abuse drugs undergo a bigger rate of parental or domestic challenges than children whose parents do not engage in abuse of drugs. This scenario may lead to, therefore, a parent-child connection which consequently leads to the subscription to acceptable norms and values and divert the youth to drug taking as a form of refuge. Schaefer (1996) further says that young people with unstable home support tend to look for affection elsewhere. The majority of younger people obtain this affection and support in the drug abuse behavior.

Nonetheless, it is paramount to consider that all drugs are a health threat and their intentional abuse is not only hazardous to the person, but to the family and the society as a whole. So far there has been no consensus reached about the specific root cause



of drug abuse at this point in time. Speculations have it that factors associated with drug abuse are numerous and varied. They include personal beliefs, family, and nature, multi-faceted elements in the society. (U.N Report, 1994).

Kenkel (1980) observes that the school set up plays a crucial role in controlling abnormal behaviors like abuse of drugs. He further maintains that school activities are a center of focus for teens' conduct. Among those actions are; poor academic performance, and tussle between the school organization and the morals of the lower class. Usually, young people on the lower class have a corresponding performance aspiration to their social status compared to their counterparts on the middle or high-class. Shoemaker (1984) further states that the effects of low expectation on abuse of drugs cannot be overlooked Karachi (1996), reinforces the shoemaker's observation that dismal performance in class may lead to misuse of drugs such as bhang, rubber, and alcohol among others which are mistaken for improvement and insight. This misconception is a poor calculation, believe that those that use or abuse drugs will become bright, brilliant, bold and courageous to face academic challenges with ease.

The school premises and the classroom set up are key factors impacting the effectiveness of education for curbing such conducts. Learners intermingle in classrooms hence promoting or curbing certain behaviors. Classrooms in schools provide conducive environment for many activities in the school premises. The environment of the school can influence mental well-being and mental states directly, as well as academic performance. A main shielding element against risky deeds in young people is a sense of belonging to their families and place of learning.

Hawkins, Catalano, and Arthur (2000) have summarized a range of common and individual risk elements for teenagers and student abuse of drugs and other problem behaviors categorically as follows:

Community-based risk factors: The community plays a key role in availing and supplying the risk factors to students. It acts as a store and source of the prevailing risk factors. The community facilitates the availability of drugs and firearms. It is a fertile ground for drug abuse, firearms and crime that are associated with the deviant students in schools. The community's laws and norms are too loose and create a leeway for student drug abuse as no action is taken to correct the affected students even if they are known to be drug abusers. They are left to their own fate. The media in the community also portrays, glorifies and perpetuates violence without offering answers to the prevailing menace of drug abuse in schools and society at large. Low neighborhood attachments and community disorganization have equally contributed to drug abuse among students since no one is bothered with what goes on around. Everyone is left to himself. In fact, the same community sells the very same illicit drugs to students. Extreme economic deprivation has led to the proliferation of drug abuse in students. Poverty in most communities has driven most students to engage in drug taking and drug trafficking for ends to meet in their lives. There are family risk factors such as the genetic history of the behavior, management, family conflict and favorable attitudes and involvement in the undesirable behavior among others.

According to Kiiru, D. (2004), some youths from wealth families abuse drugs for the simple reason that they can purchase them easily while those from the poor backgrounds abuse cheap and most dangerous drugs such as alcohol and Kuber due to frustrations arising from lack of school fees or shortage of food at home and other

family demands that have no immediate answers. These students abuse these drugs on the false and unfounded belief that their consumption will exonerate from the problems they are going through.

A study conducted by Kombo (1997), in identified schools in Kenya, manifest that the type of school one learns in has a bearing on drug and substance abuse among learners. From his investigation and findings, experimentation with the popular drugs is more prevalent with day scholars than boarders. The explanation for this difference is that learners in boarding schools are restricted and closely watched, while day scholars are in most cases exposed to this vice while commuting from home to school and vice versa. From this perspective, therefore, it is the purpose of this to establish the social networking that students utilize to infiltrate drugs into schools.

The literature reveals there are many studies carried out by different scholars in Kenya and elsewhere. Research carried out by Jane Munishi (2017) on drug abuse among secondary students in Kenya dealt with prevalence, effects and management strategies. The study was based in Eldoret Town. Kingendo (2006) carried out a study on the incidence and extent of substance abuse among secondary school students in Nairobi. None of these studies, however, touched on social networks that students utilize in supplying drugs to their schools despite the heavy presence of security checks in schools which in the case with the present study. It was the purpose of this study, therefore to investigate into social networks than students utilized in infiltrating drugs into the schools and come up with mitigations that could be put in place to reduce or bring to an end the use of drugs and associated harms amongst secondary school students in public secondary schools in Kenya.

The study carried out by Annabel Boys (2001) on the use of psychoactive substances depicted that 50% of young individuals ranging from the age 16 and 24 years have used an illicit drug on at least one occasion in their lives. The commonly abused drugs were: cannabis, amphetamine sulfate, LSD and ecstasy. The sample consisted of 364 young poly- substance users (205 males, i.e. 56/3%). The reasons advanced by the youth from using psychoactive substance were to: relax (96.4%) to become intoxicated (96.4%) keep awake at night while socializing (95.4%) enhance an activity (88.5%) and feel better (86.8%). The research was based on recognition of the functions fulfilled by substance use only. It did not delve into mitigations of drug use. It was therefore the purpose of this study to come with strategies that could be used to reduce the use of drugs and harms associated with it among secondary school students in public schools (Health Education Research, volume 16, issue 4 2001, pages 457-469).

As young persons graduate into adulthood, their social networks increase, and are thrown open to opportunities of other drug links that boosts their temptation to indulge in the substances. According to Johnson (2000) he notes that the pressure from the peers in several cases enhances abuse of drugs for the purpose of being considered a grown up and stylish person. This attitude is reinforced by the fact that as youths grow older they become more economically independent and can join other groups with ease. This gives them the chance to participate fully in drug abuse. The best reasons, usually given for engaging in drug-taking by the victims are: To copy role models, to avoid boredom, to maintain friendship and keep up with the crowd, which is always the case with young people and to develop the courage to be rebellious among other vices. According to the NHSDA (1999) Males tend to abuse drugs more than females. A survey by the Substance Abuse and mental health service

administration covering 25000 interviewees, 8.1% of males and 4.5 % of females older than age 12 used illegal drugs in the first month and this ratio persisted in the history of survey research that lasted 29 years.

The most universally abused drugs by adolescents are Alcohol and Tobacco, followed by bhang. Other substances differ from one age group to the other. The youth mostly prefer inhalant stuffs such as household cleaner's fumes, glues or pens; while their older counterparts prefer Synthetic Marijuana (NIDA, 2015).

### **2.2.1 The impact of social networks on drug abuse prevalence among the youth**

Social media platforms are channels that link people and allow them to exchange messages as they interact, they can change their thoughts and behaviors. The television and the global internet technology, over the years, have influenced and changed our perspectives of doing things. People at this point in time; communicate to one another through images such as photos and applications on smartphones, making information literally at their fingertips. Present day's utilization of social networks has immensely increased our access to information about what's happening around the world within a snap of a finger. The internet, specifically, has had an immense impact on generation Z (The Recovery Village, 2017).

Social media praised for its role in linking people and reducing the distance, but the less known information is that in a way or another it is part of the poison induced to young adults who are the future generation. Several researchers and scholars have done lengthy investigation concerning the influence of social media and have the opinion of an anti-drug link existing between social networks and illicit consumption of drugs among young people (The Recovery Village, 2017).

"The internet is almost the core platform for drug traffickers. For this reason utilizing the social media and smartphones to indulge in commercial activity is far simple and efficient in comparison to the traditional means. The exact similar privacy settings meant to safeguard the consumer privacy are also used by peddlers of drugs to hide their malicious deeds and pose as invisible within the billions of genuine Facebook pages and Groups. Facebook covers the link between the internet community and the offline life, to the level where placing an "order" through adults Facebook group can result in drugs to a consumer front door (Guide to Drugs on Social Media, 2017). These are risk factors to students since they use these networks to order for harmful drugs for their use secretly.

Similar to adults, teenagers will post their pictures as they engage in drugs on various sites and many of the pictures provide a platform for new converts that the feeling derived from drugs is fun and a thing to make them proud. The aspect that is disturbing is that drug consumption is perceived as a sign of freedom and maturity by a section of young adults on the media platforms. The platforms promote the consumption of drugs in an approach that even an individual who hate using the drugs is naturally lured into the urge to try. It becomes quite complex to limit the urge of drug consumption, especially when seen as a symbol of sophisticated cool lifestyle. (Secure Parental control, 2017).

Media celebrities are role models of the public with enormous charge on their shoulders as hundreds of thousands of individuals view them as their role models. Several of these celebrities are confident in sharing their pictures while taking drugs and this mainly influence the teens negatively since the next step is to give it try and copy them in real life situation. In an attempt to appear and feel cool and gain a

following in their social circle, then drug consumption is the option to engage in that level, it is disappointing that young adults who use drugs are seen as the cool guys in the school, and they often appear 'taller' among the rest. The game is usually rated in terms of the amount of likes, share, and comments including re-tweets. This is a perfect way to lure beautiful and charming girls. Therefore, when other young teens make lots of likes and re-tweets on their experiences with drugs, they are enticed into the lifestyle and fall prey to this poison. (Secure Parental Control 2017).

There are dire consequences of this trend of social media networking on drug abuse among the youth. The current body of knowledge on drug abuse and social media states that, there exists a strong relationship between social media networking and addiction among teens. A recent U.S. based survey showed that 75 percent of the youth accepted that they were tempted to utilize drugs after viewing their colleagues partying and consuming drugs. A survey carried out by the National Center on Addiction Abuse at Columbia University indicates that young adults who engage and take time in the media platforms are vulnerable to smoking, drug consumption and utilization of alcohol and Tran in his research on social networking platforms and abuse of drugs showed that 66% of the total number of teenagers selected confessed that drug-related items on internet stimulated overwhelming compulsion to try drugs (Secure Parental Control, 2017).

According to Bloomberg the intersection between social media and drugs is "a double whammy, "where the use of illegal of substances is normalized and glamorized in high definition photos and videos. Drug consumptions is not something that is hindering the media personalities and strangers but also family members can now send and receive pictures of row of small glasses, a joint of marijuana and more hard

deadly drugs has sent to several contacts just with the press of a button (Guide to Drugs on Social media, 2017).

Studies have shown that ninety two percent of individuals between the age of thirteen to seventeen years sign into the internet on a daily basis, 25% of whom can access the internet throughout. Additionally, the number of the youth with such mobile gadgets as tablets and smartphones has a daily upsurge of up to 94% (Recovery Village, 2017).

Because of the increasing connectivity in the internet, there has been a rapid upsurge in the abuse of drugs among young people. They are consuming drugs as early as middle school. Technological advancements have played a central role in making abuse of drugs easier than ever. Particularly, media platforms have no uncertain terms taken over the collective consciousness. Platforms such as Facebook, Instagram, Snap charts and Twitter enhances users to engage and exchange information through pictures, messages and discussion groups (Recovery Village, 2017).

Among the adolescents, the usage rate of social media is enormous as shown below:

- 71% are Facebook users
- 52% have an Instagram account.
- 41% have snapshot account.
- 33% have a twitter account

All these channels of social media networks are used in obtaining drugs that end in abuse among the teens across the globe Kenyan youth not spared. It has been verified that teens aged 15 and 17 years of age are more likely to use Facebook, snap chat, and Twitter while those aged between 13 and 14 years old are inclined to use Instagram more (Recovery Village, 2017).



The recent studies portray that 75% of young adults viewing photos on media platforms of other teenagers smoking marijuana or taking alcohol increases the urge to party on the same. Teens that have had contact with such pictures online are 4 times more likely to have smoked bhang and more than thrice more likely to have taken alcohol. Social media have also started desensitizing young children too. Approximately ninety percent of them saw such pictures of their peers on the internet before they were sixteen years old (The Recovery Village, 2017).

"Digital peer pressure" promotes the compulsion that the adolescents are already facing in tempestuous and excited years as they grow. Drug consumption, in the United States documents that 60% of students in high school say that their institution is infested with drugs and is becoming a way of life for adolescents. The learner's witness's drugs being moved around by friends' acquaintances and social media networking amplify and provides further validation that this behavior is the "cool" way to do things (Recovery Village, 2017).

Pro-drug social media posts also assist to cement what the young adults see in movies. Research shows that 22 % of movies and documentaries are scene involving drugs. Most of the movies provide electrifying feelings that excite the youth to engage in the use of harmful drugs that in the long run position them in the awkward place of abuse of drugs. People with the habits of watching R-rated movies are more prone to testing and eventually using bhang (The Recovery Village 2017).

The lifestyle of most people with drug abuse habits is typically chaotic with unemployment, and other financial challenges. The social networks where one interacts play an important role in establishing if the type of lifestyle they lead and the influence of the lifestyle on their health, and the extend of the drug use happening in

the social networks may also impact a person level of integrations in the substance utilization culture s exposure (The Recovery Village 2017).

In other cases, social media has also distorted the way young people perceive grave mental disorders, for example, psychosis and depression. There are entire channels on networking sites such as "Pretty thin," "The inspiration" "Pro-depression" among others that misinform young people by glorifying depression and other disorders. They are groups run by peers, for their peers. Studies carried out show that though teens glorify depression and other social disorders as heroic and conquest in a way, the outcome manifests the opposite effect. The studies found out that as Face book interactions interact, the self-esteem of those involved drops (The Recovery Village, 2017).

Many scholars have carried out research on areas such as, effects of drugs on students, prevalence of drugs in secondary school, causes of drug abuse but none has carried out research on social network that bring drugs on schools. Research carried out by J. Munishi (2017) on Drugs Abuse among secondary students in Kenya dealt with prevalence effects and management strategies. The study was based in Eldoret town. The study did not dealt into social networks that students utilize in infiltrating drugs into schools. It is therefore the purpose of this study to investigate into ways in which students get drugs into schools without the knowledge of school administration and yet there is security that man the school environment and school rules and regulations that guide the conduct of students while in school. It is therefore the purpose of this research to fill the gap by identifying the social links that are used to smuggle drugs into schools.

### **2.3 Activities Used By Teachers to Address the Menace of Drug Abuse**

For several years now learners have been taught about drugs in school with the hope of changing their behavior. There is a social consensus that drugs must be eliminated. Some teachers, conversely, doubt the change of behavior approach and recommend a more objective method to drug eradication in schools. It is worth noting that school is not about repairing all social, but is about repairing the evil of ignorance that may bring an end to drug abuse in schools. It goes without saying that schools have absolute power to completely eliminate smoking, drinking, sex or poor eating patterns. However, they can improve learners' knowledge and skills to encourage the development of strong principles (Wilson, B. 2008).

Students can act as strong ambassadors influencing change when they are motivated to engage in the anti-drug campaign. Teachers need to encourage and facilitate them to undertake anti-drug action either with the support from the institution, groups of students and clubs and societies or through actions such as writing to popular sporting teams and celebrities requesting them not to use drugs or endorse tobacco or alcohol products, writing to film, television and magazine producers and editors to object to tobacco and alcohol advertising and promotion, supporting non-smoking male and female role models and seek to create non-smoking as the normative behavior for most people, surveying local businesses that make inhalant products easily accessible to children and the youth, coming up with art work against drugs for presentation around the school, using school newsletters or magazine to communicate drug free messages, facilitating the review of the existing policies, taking part in local communal processions and festivals with drug-free messages, planning a culturally apt youth health day, designing and painting an anti-tobacco/ alcohol/drug mural in the school, backing up drug-free celebration, social and cultural events, dances and

festivities, providing active support for youth drug prevention campaign and strategies.

Teachers use sport to prevent youth drug abuse in schools. Many people believe that various attitudes and social skills for instance improved self-esteem and goal-setting can be developed through sport and can help in the fight against Drug Abuse. The world of sport presents numerous picks that can appeal to a variety of interests, and which can develop certain advantages or defensive elements in young people against drug abuse for instance:

- Team sports such as football or rugby may be predominantly good for mounting skills like communication, conflict management and teamwork;
- Individual sports, such as archery or table tennis, may be specifically suitable for developing self-reliance, self-discipline, and personal goal setting;
- Extreme sports such as white-water kayaking mountain climbing, can build self-reliance, and fill the need for adventure and a measure of risk that may serve as an alternative to drug use for some young people (UNODC, 2002).

According to the U.S Department of Education (1986), drug policy targets to make sure that all learners have access to education for drug abuse aversion programs and provisions for involvement, together with counseling and recommendation of professional assistance, throughout their time at school. The Department of Education Schools will:

- Implement for drug abuse prevention programs within appropriate curriculum areas, in accordance with the guiding principles for school-based education for drug abuse prevention.

- Incorporate statements in school plans about education for drug abuse prevention and intervention that include referral, counseling, and procedures for managing drug incidents at schools.
- Inform the school community about education for drug abuse prevention programs and procedures developed under the department of education drug policy.

Report on policy implementation and achievement of learning objectives that reduce health and social costs and consequences of drug abuse.

- Provide professional development opportunities that assist teachers to achieve drug related educational outcomes and the Department of education of Central Office will:
- Develop a policy for education for drug abuse prevention and intervention in schools
- Provide information and guidelines to assist schools in implementing the policy.

The U.S Department of Education (1986) recommends that school officials set up clear and consistently enforced drug use policies that specify offenses, consequences, and procedures including the notification of police. It further posits that security measures, be put in practice to eradicate drugs from the learning institutions and functions and comprehensive drug curriculum from kindergarten through grade 12 be put in place. Equally important is that teachers need to be considered for appropriate training in the program. Lachance (2005) notes that school systems broadly place together two approaches to deter drug abuse. One aspect stresses discipline in terms of what school personnel ought to do when drug abuse is found in the school. The other

aspect is education that is educating students on drugs and assisting them to generate skills and positive attitudes that will distance them from drugs.

War on drugs abuse in the U.S has not been left to the departments of education and health alone. The executive arm of the government has equally contributed to the eradication of drug abuse in American society, for instance in 1986 President Ronald Reagan started a novel fight against drugs. Mrs. Reagan facilitated a new abstinence program by asking people to "just say NO to drugs". An increasing worry of drug and substance abuse and the urge to implement tougher regulations on making, supply, and consumption of drugs changed. In 1988 the Anti-Drug Abuse Act banned the making, promotion, and ownership of substances that affect the central nervous system (White House 2009). A large portion of this law was of stronger emphasis on avoidance, sensitization, and management. It also established the Office of National Drug Control Policy (ONDCP) a ministry position with the mandate to create a strategy for all corners to combat drug abuse in the U.S. society (White House, 2009).

In 1989 President George Bush avowed additional combat on drugs and in his first public speaking as the president professed drugs as "the gravest domestic threat". In May of 1988, he said "the cheapest and safest way to eradicate narcotics is to destroy them at their source." The 1990 Anabolic Steroid Control Act banned anabolic steroids and regulated the production of such stuffs and strengthened penalties for unlawful production, circulation, import, and ownership of them (White House, 2002).

In 1993 the Clinton regime tried to tackle the reproach of the Reagan and Bush regimes that reduced preclusion and cure and shifted attention more to enforcement of regulations anti-smuggling undertakings. The new strategy is partially founded on the

recognition that jails and prisons have been congested with convicts of drug-related offenses while cases of hardcore drugs persistent. Clinton's approach ordered an increase in the presence of police at the communal level, a more allocation of funds and attention to management of addiction and reduction of demand for drugs. The regime realized that the drug problem affects all sectors of the nation's social and economic life (White House, 2003). It was recognizing this menace is a public health nurture family and to restructure health care. It also stated that it intended to capitalize on experimented approaches obtained from empirical research. The temporary approach established in 1993 in breaking the Cycle of Drug Abuse, suggested certain drug strategies recommending a hostile treatment strategy for hardcore drug use, making treatment a component of the primary health care package, sensitizing young people, and lowering drug use in the places of work (White House 2003).

Grenada, on the other hand, has established the National Schools Policy on Drugs (NSPD) that is to be enforced in the learning institutions. It is aimed at addressing abuse of drugs and alcohol as well as attendance issues. The policy has 4 principles: To foster healthy and drug-free lives among learners to avail a mechanism suitable for prompt identifying alcohol and other substances and timely intercession among learners, to offer firm reliable and reasonable corrective procedures concerning tobacco, alcohol, related or drug related violations and to provide support to learners with any of drug related challenges.

Grenada also has set up specific objectives for the NSPD as follows:

- To encourage students to make healthy responsible decisions related to alcohol and other drug use,

- To reduce consumption practice among students and to provide assistance to students who are harmfully affected by their own or others' use of alcohol or other drugs.

To meet these strategies a range of support services will be available to students that include:

- Intensifying drug prevention education programs in schools
- Drug prevention training of teachers and other appropriate personnel.
- Peer helping/ counseling programs
- Counseling through guidance officers, school-based support groups, referral to appropriate community agencies for assessment, education and counseling programmers

To support the implementation of these guidelines, principals, teachers, and staff will be provided with in-service training related to alcohol, tobacco and other drug use including their signs and symptoms.

Disciplinary, procedures stipulate that the use, possession, sale, and distribution of alcohol, tobacco products, hemp, controlled drugs or mood-altering substance in the school environment will not be tolerated and is a breach of school rules. All drug-related matters which involve students must be dealt with in a confidential manner.

The Ministry of Education (MOE), School personnel and all other parties who may be involved in dealing with these matters, must ensure that information about them is not disseminated to the general Public and the print media.

Records of students' drug-related offenses will be kept securely at the Ministry of Education (MOE) under the supervision of the Chief Education Officer (CEO). Permission to access these records by relevant authorities such as the police, school,



principal, medical personnel and the students' parents or guardians must be sought from the CEO. Such requests can be made verbally or in writing, with justification why these records are needed. The CEO reserves the right to deny access to these records if, he/she is not satisfied with the justification.

The MOE explicitly prohibits any form of use, sale, and distribution of drinks, tobacco products, any restricted drugs or any substances affecting the central nervous system at any school function.

Teachers and other staff should immediately report any suspicious incident about controlled drugs, alcohol, or any other outlawed substance the principal or deputy. Nigeria as well has formulated a comprehensive plan on drug abuse awareness and prevention that accommodates learners, teachers, parents and the general society (Odejide, 2006).

Among developmental issues contracted by teachers to combat drug abuse among students is resilience, which means the skill of avoiding negative outcome even with being exposed to risky surroundings. There has been an increasing interest in the notion of resilience in the past decade. Masten (2009) reviewed the longitudinal and cross-sectional research on resilience and identified ten protective factors that add up to resilience among students as follows:

Effective parenting, connection to significant others, appeal to other people, especially adults, good intellectual skills, areas of talent or accomplishment by self and others, self –efficacy, self-worth and hopefulness, religious faith or affiliations, socio-economic advantages, good schools and other community assets and good fortune.

Alcohol and Drug abuse among the youth is one of the major social problems in Kenya with identifiable manifestations in all strata of the socio-economic environment. Abuse of alcohol and drugs inhibits the attainment of the individual's full potential be it in school or at the workplace (NACADA, 2002).

In Kenya, alcohol is the most abused mind-altering substance with a national prevalence of 13 % among Kenyans of 15-65 years and sometimes starts as early as below 11 years. This implies that long before students enroll in secondary schools, they could be abusing alcohol and drugs. In Kenya, the National Committee on Educational Objectives and Policies states that education intends to empower young people to partake in a more operational role in the nation by teaching them necessary skills and knowledge and indoctrinating the correct approach (GOK, 1976).

According to NACADA (2002) prevention strategies for substance in school and colleges include informing students of the negative health effects of drinking and substance abuse which can help them make educated decisions regarding their alcohol consumption. By understanding what excessive alcohol and do to their bodies' students may choose to limit how much they drink. Also there is law and rule enforcement. Many laws already exist to limit underage drinking and dangerous substance abuse. Enforcing the legal drinking age has shown to be one of the most effective ways to reduce alcohol related problems. Retailers and school administrators can help cut down on the amount of alcohol related problems by enforcing laws governing drug abuse in learning institution. Thirdly restriction on bars one way to reduce excessive and underage drinking is through limiting the proximity of bars a liquor stores to each other and schools.

Studies have shown that, alcohol related incidents are more common in areas where drinking specials are highly advertised especially when targeting college students.

In Kenya, one major role of head of schools is to improve the relationship between the school and the surrounding community. The school-community relationship helps in obtaining useful information on drug abuse. They ensure proper educational systems and procedures are implemented and ensure the students welfare, deliver a conducive atmosphere for teaching and learning, (Mullins 2005). They amend the schools' vision and mission to be achieved and policies to be adhered to by individuals. Botvin (2000) observes that the head of schools should implement policies that will enlighten learners on threats of drug abuse and help them understand the risk of smoking, drinking, abusing drugs and involving in negative peer pressure. Odejide, (2006) expounded on the drug policies that are inclined towards formal control procedures may not inspire community involvement and suggested well-coordinated public society influence in the control of drug harms. In Kenya, in the 1980's efforts to curb drug misuse included training, inspiration of the public, regulation, and implementation of government system. This led to the founding of the Anti-Narcotics police unit accused with curbing manufacture and marketing of illicit medicines and psychoactive substances.

The unit mostly works on airports, defenseless boundary points, and towns with high rates of drug-related crimes (NACADA, 2002). The Alcoholic Drinks Control Act was announced in the year 2010 with the aim of contradicting the negative social, health and economic magnitudes of excessive intake of alcoholic drinks and tarnishing of local brews (Kenya Supplement No. 70 Alcohol Bill, 2010). The law limits the period of opening the Bars and Restaurants and mandates County Commissioners to shut down Bars and Restaurants that do not comply with the

Alcohol Control Act. As a participant of the African Union (AU) Kenya pledges to the Yaoundé Declaration and Plan of Action on medicine exploitation and illegal transferring control in Africa approved by Heads of States and Governments in 1996 (NACADA, 2002). Kenya also upholds an adjacent association with other intercontinental establishments like the World Health Organization (WHO) and UNDCP involved in fighting the drug abuse.

In an operation against drug exploitation in Kenya, there has been a movement towards prohibiting smoking in an open place. For instance, in numerous unrestricted workplaces, "No Smoking" symbols are importantly exhibited. Additionally, the Ministry of Health has suggested a different advertisement barring smoking in public. Permitting this projected notice, individuals who smoke in an open area would end up with a six months imprisonment, a fine or both (Health Minister, Hon. Ngilu, Daily Nation May 12, 2006); nevertheless, the bill is yet to be gazetted. Following the minister's statement, the best way of curbing drug abuse is by sensitizing the population about the risks posed by drugs to the individuals, their families and general society. Going by the Ministry of Education, the principal is at the center of making the regulations of conduct, punishments and the methodologies to be used in administering discipline to the learners. Nonetheless, these regulations and punishments have not been put clearly. This study seeks to find out the approaches being employed, the inherent snags and possible breakthroughs.

### **2.3.1 The use of formal and informal curriculum to curbing drug and substance abuse in secondary schools**

Learning institutions can take a central part in preventing drug abuse because the teachers and the management are often prompt in spotting indicators of possible drug concerns, like absenteeism and inconsistent academic performance.

Ideal curriculum in schools equip the young people with knowledge about resisting drugs through acquiring individual and life skills like critical thinking, handling stress, interpersonal communication skills and aggressiveness. Furthermore, they can boost awareness and skills of overcoming temptations. Learners realize that majority of their mates are not involved in drugs, and they learn to figure out inappropriate influence from their peers. With this enlightenment, the youth are empowered to face and overcome the vice (Office of Justice, 2000).

Early intercession and aversion actions should be included in institution's drug abuse strategies (Towers, 2007). The management should establish the penetration of the menace within their schools prior to introducing new intercession policies. This can be achieved by conducting a secret survey the learners in liaison with the law enforcers. It should also involve the parents, the community as well as the subordinate members to ensure fruitful results.

The main common approach to this problem's awareness entails establishing facts with students about drugs and the alcohol. Schools are the focus of most attempts to develop and test evidence-based approaches to adolescent drug abuse prevention. Efforts provided by the school are enough to offer access to a huge population of students. In addition, substances consumption is viewed as inconsistent with the objectives of educating the youth. On the other hand, several starts up attempts at

prevention were not effective since they focused entirely on lecturing, youth on the harmful and long-term health consequences of consumption of substances. Some program utilizes fear-arousal approaches twisted to dramatize the harmful effects of drug consumption and scares students into not consuming drugs followed by vivid portrayals of the hardest consequences of use of drugs. These initial attempts were not theory-based and failed to incorporate information about the developmental factors and social influences and other etiologic factors that contribute to adolescent substance use. These techniques used an easy cognitive conceptual design where individuals make decisions on the use of the substance of the information about the various effects involved. Over time, more efficient conventional strategies to aversion at the school level were created and put to test. The availed policies were borrowed from psychosocial theories on the etiology teenage abuse of drugs and concentrated primarily on the dangers and defensive elements that support the introduction and first phases of substance use (Newcomb & Locke, 2005).

The modern strategies to school-level avoidance of drug abuse can be classified into the following:

- i) Social resistance skills training;
- ii) Normative education; and
- iii) Competence enhancement skills training.

The strategies above can be combined in one intervention or implemented independently.

Social resistance skills are approaches that are modeled with the aim of enhancing adolescent's awareness of the social influences that strengthen substance use among students. The social resistance skills as well teach them special skills that effectively

make them resist both peer and media pressures to get trapped in drug abuse. Botvin, (2000). Resistance skills training programs impacts knowledge to adolescents on ways to recognize situations where they tend to experience peer pressure to smoke, drink, or use drugs. Students are taught ways to avoid or otherwise effectively deal with these high-risk situations. Participants are taught that they can effectively respond to direct pressure to engage in substance use by knowing what to say (i.e., the specific content of a refusal message) and how to deliver what they say in the most effective way possible. Resistance skills programs also typically contain content to increase students' knowledge of the approaches used by adverts in promotion of the sale of alcoholic drinks and tobacco products. Students are taught techniques for formulating counterarguments to the appealing but misleading messages used by advertisers.

Normative education methods entail the substantive content and actions to correct inappropriate insights about the high proliferation of drug abuse. Many teenagers overrate the prevalence of smoking, drinking making it a normative behavior. Enlightening them with the real rates of prevalence, which are usually lower than the apparent perception, can help lower perceptions surrounding the social tolerability of substance abuse. One way of presenting such set of facts collecting and finding out from a classroom, the whole institution, or immediate neighborhood study data that demonstrate real penetration of the vice in the nearby society. Else, this can be shown by the national surveys that usually present a lower rate than is believed by the adolescents perceive. Moreover, this approach seeks to dent common views that drug abuse is thought to be tolerable and not mostly risky. This is achieved using the general researches that paint strong traditions and mostly highly professed dangers of

substance abuse in the populace. Materials for this approach are often available at the programs for social resistance.

Competence-enhancement policies acknowledge the significance of communal learning in the initiation of the adolescents to abuse of drugs. Additionally, the policies identify that teenagers with poor interpersonal skills are more vulnerable to sways that encourage use of drugs. These young people might also be motivated to start using illegal substances as another way to adapt and cope with the environment (Botvin, 2000). Naturally these approaches promote the following pair of skills: general problem-solving and decision-making skills, general cognitive demonstration influences by the media, abilities to enhance self-control and self-esteem, adaptive coping strategies to relieve tension and worries using of cognitive skills for coping or behavioral relaxation techniques, general social skills and general assertive skills. Competence enhancement programs are meant to impart the sets of generic skills applicable in broader range of fields in the life of young individuals opposed to the drug-resistance skills that stresses on tasks. The most efficient of these approaches instill individual and communal skills and underscores the use of common abilities to circumstance associated with use of substances in addition to teaching the ways in which they are used in other significant circumstances. These very skills can be employed in handling encounters presented in the day-to-day life of an individual.

As part of social dynamics in drug abuse in schools, the Life Skills Training (LST) program was established and aims at influencing key social and psychological elements that support abuse of substances. Different programs have been established for basic education learners (third grade to sixth grade), intermediate or junior top students (sixth to eighth grades, or seventh to ninth grades), and high school learners



(ninth or tenth grades). This package has been examined comprehensively provides the focus for the following reviews: The LST-MS program is intended for eleven to fourteen-year-old learners and is delivered in 15<sup>th</sup> class periods (characteristically 40 to 45 minutes long) in the 1st year of middle or junior high school. Auxiliary involvements are imparted at the 10<sup>th</sup> in the 2<sup>nd</sup> year and 5 in the 3<sup>rd</sup> year of middle or junior high school. Voluntary violence aversion units are available for each year of the program. LST-MS can be trained once or multiple times a week until the syllabus is exhausted. Its details are conveyed by means of cognitive-behavioral skills training methods that encompass tutoring, illustrations, behavioral rehearsal (practice), response, social strengthening, and comprehensive drill in the form of behavioral take-home assignments.

Project to No Drug Abuse (TND) is a high school-based program intended to assist most vulnerable learners (fourteen to nineteen years old) battle this vicious. TND comprises of 12 courses running approximately forty to fifty-minutes per classes focusing on inspirational undertakings, social abilities, coaching, and components for proper methods of making decisions. This curriculum is conveyed in group discussions, during games, role-playing, among others. Project TND was originally created for highly vulnerable students attending substitute or continuance high schools. It has been enrolled by students attending classical high schools too. Project TND's lessons are presented over a four to six-week period.

The U.S. Department of Education (1986) additionally endorses that school officials institute policies that are unblemished, administered steadily stipulating the penalties (including notifying the police), and processes. Security procedures must be enhanced to eradicate drugs from learning institutions and environments. An exhaustive drug

curriculum from pre-school Playgroup through grade 12 should be established. Teachers must be equipped with the appropriate skills to partake in the program.

School structures largely employ both methods to avert abuse of drugs (Lachance, 2005). One stresses discipline –it details the approaches by which the staff should handle instances of drug peddling in the institutions. The next revolves around education and entails teaching the students about drugs and assisting them come up with appropriate skills and mentality to keep them away from the vice.

Popular programs in the 1960s and 1970s that concentrated only on lessons on drugs were found to be questionable (Lachance, 2005). Studies have shown that the two most auspicious aversive tactics are the communal influencing model that stresses individual and communal skills coaching (Botvin, 1986). This model imparts skills for overcoming the temptations to indulge in drug abuse. The individual and societal skills method inflates the social influence model to encompass problem-solving skills, decision making, assertiveness, and interpersonal communication skills. Both methods have caused a substantial diminution in cigarette smoking. Primary proof submits that method also work to lessen marijuana use and too much drinking.

"Saying No" is an example of such aversive programs that stress educating learners to fight peer pressure, establishing and knowing the reasons against taking drugs (Lachance, 2005). The method, targeted to 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> graders and uses techniques such as role playing, videoed exercise, and assertiveness teaching to aid learners understand how to decline drugs. The National Institute on Drug Abuse (NIDA) sponsors "Just Say No" clubs that offer booklets, pins, and T-shirts (Towers, 1987). Members find that the clubs give them a reason and a way to say no.

Dynamically, as teachers socialize and interact with students in a spectrum of school activities, they have the power, obligation, and weal to exert a huge influence on learners' attitudes, information, and thoughts for their good. They can supplement a school's drug abuse strategy by integrating drug abuse avoidance approaches into curriculum at a selected level (Towers, 2007). For example, teachers can configure activities that call for the learners' discretion in making a choice among several alternatives. This role playing will enhance the students' aptitude in choosing from real-life circumstances. The National Institute on Drug Abuse (1980) stipulates such ideas that can be combined with the present junior high school curricula. Towers (2007), outlines other in-class activities for all grade levels that can help in easing the dynamic drug challenges in schools.

Moreover, teachers must inform learners that they condemn drug abuse (Towers, 2007). Keeping quiet might imply that they approve or are not concerned with the menace. They should be warned about being told on and the resultant consequences upon being caught in possession of illegal substances and drugs. Any teacher that suspects a student abusing drugs should act promptly by reporting the case to the relevant authority for urgent action to be taken before the problem escalates. (Towers, 2007). Generally, there are signs that students exhibit. They include unusual red eyes, radically transformed appearance, such as undone, widened eye pupils, lowered enthusiasm, indistinct- speech, brief attention span, changes in school attendance, diminishing grades, and late submission of assignments (Towers, 2007; U.S. Department of Education, 1986; Wagner, 2004). The first step when suspecting drug abuse is to alert the appropriate school board if one exists. Otherwise, the teacher should show concern to the learner and to their parents, mentioning the noted

behaviors (Towers, 2007). School children who have been abusing drugs should be taken to professionals for assistance before the situation worsens.

Intervention policies must be backed by the school principal (Towers, 2007). They need to facilitate for teachers to meet in consultative forums about drug use and how they can battle it. They must inform students and parents that teachers have been authorized to communicate their concerns. They need to have professionals available to counsel students. Finally, principals should follow up with students and/or parents after school personnel have intervened.

### **2.3.2 The need for peer counseling in schools**

Peer counseling is an interactive process in terms of relationships within age groups targeted at influencing positive outcomes in behavior. Those who are peers, according to Mutie and Ndambuki (2009) are people who are of the same age, rank, status or ability and are in a position to discuss their problems in a friendly atmosphere without straying into bad behavior which eventually enables them to do well in school. The peers get together and discuss issues affecting them in their lives amicably without slipping into bad behavior. Consequently, the peers end up improving their academic performance. It is known across the globe, that students encounter a range of problems emanating from social, personal to academic at school and home environment. These problems include living in families torn apart for instance, where parents have separated or divorced or hailing from the dreaded HIV/AIDS disease which spells doom for children's future. Such situations place children in a constant state of uncertainty and fear and negatively affect their academic performance at school. In the light of these challenges, schools should be more vigilant and get heavily involved in conducting students' needs assessment and coming up with a

comprehensive program of Guidance and counseling (Kameen, Robinson, & Rotter, 1985).

Adolescents are people who are in transit in growth and development towards adulthood. They assert their independence in thinking and decision making as they shift closer to adulthood. However, they are still culpable and prone to the behavior-shaping influence of their age mates. According to Levant (1998), peer pressure refers to influence from others who are about the same age. He further says as kids move from childhood towards their teen years, fitting in becomes a major influence in their lives.

It has been taken and believed that the only causes of drug abuse are forces like peer pressure, idleness, curiosity and such like, but there could be other factors beyond our understanding at this point of time, such as students operating under demonic powers, religious doctrine e.g. Rastafarians who believe in the power of drugs to perform their concerts, illuminati, that could be contributing to drug abuse in schools. It is the purpose of this research to fill this gap by looking at what measures should be taken to eliminate such vices that act beyond the control of the student body.

According to Nziramanga (1999), many pressures heaped on the family, parents seem to have no time with their children the purpose for the purpose of giving them the necessary guidance or counseling depending on what is at stake. From this scenario, the parents expect schools to give solutions to their children's shortcomings in secondary schools. This is a scenario that has plagued African adults majorly.

UNESCO, (2002) observes that African adults have become more occupied with earning activities and less concerned with the traditional engagements that earlier on contributed to the nurturing of young people. Rapid sociological and economic

changes emerging from modernization and urbanization stress students to extreme limits. Increases in the divorce rate, the number of single-parent families across the globe, equally stress students (Yuk Yee & Brennan, 2004).

Such situation calls for Peer Counseling. Peer counseling occurs when students offer guidance and counseling to their age mates. School counselors should maximize the use of peer educators (PEs) (Chireshe, 2006). In the U.S. Peer Counseling (PC) is attained through coaching and training students. They are trained in basic listening and helping skills, problem-solving and decision making (Borders & Dury, 1999). PEs helps school counselors in orienting new students to the school environment and listening to peers that have a concern on outreach activities. The use of peer educators ensures that Peer Counseling services reach a wider audience (Chireshe, 2006).

According to UNESCO, (2002) PC in Botswana is based on the understanding that students tend to relate more to age mates with whom they are comfortable with. Chireshe (2006) observes that PEs helps in identifying students with problems and leads them to school counselors.

In the light of the many challenges faced by students, scholars feel that schools need to be more involved in carrying out students' needs assessments and coming up with comprehensive Guidance and counseling effective services. Scholars have expressed optimism that peer group interactions enable PEs and students experience increased self-esteem and higher ability to deal with adolescence problems such as drug abuse in secondary schools among others.

The rationale of peer group interactions is based on the assumption that those who share similar features, as well as age, tend to influence significantly each other's behavior. It is, therefore, recommendable that PCs' services be set up in all

educational institutions so as to motivate the youth to air their views on how to protect themselves against dangers such as indiscipline in schools and HIV/AIDS among others.

Teachers and the public are fighting against main social forces in their attempt to support the adolescent to navigate through puberty with the smallest use of drugs that can lead to damage. In the present world, the adolescents are growing up in a domain that allows a variety of drug consumption, medicinal and non-medical than any other period in the past of man. An extraordinary case of contact with several media shows that more adolescents are using a popular belief that allows and support drug use through social media. The powerful marketing of the alcohol and tobacco industries and their focus on the youth market add to this scenario. From what has been discussed, drug abuse among young people is a stark reality in Kenya. If the rate at which it is sweeping across the youth is not checked, their future is bleak. Something about it must be done now with no delay. This, therefore, calls for a study to evaluate the effectiveness of drug abuse programs aimed at minimizing the need for drugs and establish ways of stamping out social-net-works that are supplying dangerous drugs to secondary school students in Kenya.

#### **2.4 Challenges Faced by Teachers and Students in Curbing Drug Abuse in Secondary Schools**

Drug and alcohol are important problems that affect school-age youth at earlier ages than in the past. Young people frequently begin to experiment with alcohol, tobacco, and other drugs during the middle school years, with a smaller number starting during the middle school years, with a smaller number starting during elementary school. By the time students are in high school, rates of substance use are remarkably high. According to national survey data, about one in three twelfth graders reports being

drunk or binge drinking in the past thirty days; furthermore, almost half of high school students have reported ever using marijuana and more than one-fourth report using marijuana in the past thirty days in the U.S. (Gilbert, Keneth, & Leigh (2001).

Puberty is the period in time where most substance consumption begins. According to Bescher & Friedman (1979), young people consume drugs for a host of reasons and under a number of different circumstances and conditions. Drug use during adolescence is a social phenomenon that in most cases emerges as a group experience with peers. It is viewed by the majority of young people as a way of maturing and abandoning childhood and parental control in pursuit of happiness. They further observe that where happiness flops, developmental problems emerge and this can drive the youth to drug abuse.

Drug misuse haunted the American society ever since the inception of 1800 once hard drugs like heroin, cocaine, and morphine were praised for their remarkable healing properties. However, in the mid-20<sup>th</sup> century, successful attempts were made to eradicate illicit drug use in the U.S through focused national and global suppression of the industry. Unfortunately, all gains achieved were shuttered in the 1960s when many new and exotic drugs such as marijuana, hallucinogens, and amphetamines emerged and became rampantly available (Drug Abuse.com 2007).

The wide-spread of this substance led to the formation of many government bodies, all focused on countering the ravaging scourge of illicit drugs. For these bureaucracies to effectively understand the scope of their task, they needed statistical information. In due course, they learned that:

- Between 1980 and 1984, first-time cocaine consumers averaged 1.3 million per annum. But by 1994, that figure had considerably dropped to 533,000.



- In 1995, about 5,000,000 Americans confessed to smoking marijuana on a daily basis.
- In 1996, the Office of Drug Control Policy detected an increase in heroin intake among the youth and young adults.
- Between 1992 and 1993, 5.5 %of pregnant women annually took some form of illicit drugs (Drug Abuse.com2007).

Despite significant expenditure on drug prevention, problematic drug use has increased and new drug-related problems have emerged. For instance, while 3 percent of people born between 1940 and 1974 had used cannabis by age of twenty-one, 59 percent of people born between 1975 and 1995 had done so. Further, in the past decade, the use of ecstasy and related drugs increased from a rare phenomenon to a situation where, in 2001, twenty percent of twenty to twenty-four-year-olds reported that they had ever used ecstasy drugs (Rutter & Smith, (1995).

Since the advent of drug use and abuse, the entire world has experienced its effects. In most cases, drug abuse has had a devastating effect on its youth and created conflicts between nations. Opium for instance, eventually made its way to China, and the local Chinese began trading it with the Dutch, French and the British. The weed started arriving in large quantity in Europe and America in the late 17<sup>th</sup> century and began to be a problem (Drug Abuse.com 2007).

The problem of drug abuse increased tremendously with the emergence of improved ships that carry a larger load than before. Due to this revolution in the ship industry, dealers would reach nearly any corner of the world and trade any valuable thing that laid on their hands. Since there was no control, drugs rampantly penetrated through

both different social classes. The underprivileged were not spared either. In Europe, especially in Britain over indulgence in consumption of gin had become a glaring threat. In America, the cannabis, rum, and beer were getting out of control for colonists (Drug Abuse.com 2007).

Research indicates negative trends in other psychological problems. For instance, suicide rates among fifteen and twenty-five-year-olds increased from 6 per 100,000 between 1921 and 1925 and to 16 per 100,000 in 1996 to 1998. This disturbing trend, it is argued, reflects some shared etiology between drug use behaviors and other negative outcomes such as delinquency/crime and mental problems (Spooner, Mattrick & Noffis. (2009).

Fiona Stanley has provided indicators of adverse trends in the developmental health of Australian children and young people of school-going age. Among a list of indicators, Professor Fiona noted are:

- The rate of youth suicide for males has trebled since 1960.
- The death rate from drug dependence in 1998 was almost five times the 1979 rate.
- Cases of permanent brain damage due to child abuse (shaken baby syndrome) have risen dramatically since 1985.
- Reports of child sexual abuse have doubled in the last decade.
- Involvement by juveniles in offenses against the person has increased.

Smith and Rutter attribute the above trends to increased occurrence in family elements such as domestic conflict, divorce and abandonment, changes in teenage transitions, shifts in i.e. values breakdown, determination, and a sense of belonging. Conversely, Bronfenbrenner associated the observed behavior trends with a perception of

'growing chaos', while Keating and Hertzman posted changes in the society as one of the causes.

The use of opium by the Doctors to reduce pain in patients was well known and acceptable world over. But the real problem emanated when morphine was isolated from opium in 1804. When it was introduced on a large-scale commercial basis in 1824, morphine became a drug of choice. With few effective controls on its production and sale, it rapidly rose to unprecedented levels in the U.S (Drug abuse.com 2007).

In the latter half of the 19th century, drug abuse had spread to alarming and unprecedented proportions. For example, Britain engaged in war twice with China for the purpose of keeping opium trade routes open which came to be termed as opium war. In 1884, cocaine was isolated and immediately turned out to be another rampant drug for abuse. Heroin and other opiates, on the other hand, were synthesized and marketed as non-addictive drug making more people get into abusing the drug (Drug Abuse.com 2007).

In the cause of 20<sup>th</sup> century, there was an increase in chemical and drug development that led to the production and availability of more drugs with abuse potential. Drugs such as methamphetamine and synthetic opiates are relatively new drugs. Due to the mess that these harmful drugs were causing mankind, stricter laws were put in place and drug began to carry a serious social stigma on the victims (Drug Abuse.com 2007).

According to Standard Newspaper, (2017), experts warn of danger for more users abusing syrup. The medics say the misuse is sparking a new form of drug addiction. Mira chewers are putting themselves in danger by abusing a cough syrup, which they

use as a sweetener. Other than sweetening more the drug is also being misused by being mixed with alcohol or soda as an intoxicating substance. Medics say the misuse, of Benylin is sparking a new form of drug abuse and addiction. According to the American Addiction Centre, cough syrups contain a mild opioid narcotic, making it a target of abuse for people seeking highs. The Kenya Pharmacy and Poisons Board said twenty youths have been arrested for misusing Benylin cough syrup as a sweetener when chewing more. Dr. Kaluai said more consumers abuse the syrup because it contains codeine, which, if taken in large quantities cause euphoria or makes the consumer drunk or 'high.

According to Star Newspaper, (2017). Smoking of shisha has gained more popularity among African youth as it is perceived to be cool. Most of them smokers are not aware of the health risks to which it exposes them. The highly toxic tobacco substance smoked using a hookah (water pipe) and has gained popularity at entertainment establishments in Kenya over the years.

According to Business Daily Africa, (2017), Kenya has banned with immediate effect the smoking of water-pipe tobacco, commonly known as Shisha. The country becomes the third in the region, after Tanzania and Rwanda, to impose a ban on Shisha smoking in a span of less than two years. The importation, manufacture, sale or distribution of Shisha has also been prohibited, through a legal notice by Health Secretary Cleopa Mailu. Kenya Tobacco Control Alliance chairman Joel Gitahi, who lobbied for the ban, praised the government and the minister saying the move means uniformity in the region's fight against drug abuse. But despite the ban, there is a continued smoking of Shisha in some establishments, underpinning just how the substance had become popular among the fun-seeking Kenyans. This has been

aggravated by a number of restaurants that have been using the availability of Shisha to market themselves to potential customers and some sellers who also peddle electronic Shisha machines that can be charged through a computer's USB port.

There has arisen a conflict of interest between ban by the Ministry of Health on the smoking of Shisha and tourism industry. According to Daily Nation newspaper, (2018), Tourism Cabinet Secretary, Najib Balala has called for the revocation of the Shisha ban by the Health Ministry, terming it 'misguided and unnecessary' as it harms tourism industry in terms of revenue since it is a boost in attracting tourists to Kenya. Studies show that 2.5 million adult Kenyans and close to a tenth of youth use tobacco with the younger ones likely to surpass the former by the time they reach maturity. Shisha is becoming more common with girls due to the flavors in the product that mask the harsh taste of tobacco. Shisha is a gateway to hard drugs. Shisha products in Kenya have been found to contain 'extras' including narcotics. It is for this reason that Kenya ratified the Framework Convention on Tobacco Control (FCTC) - a treaty under World Health Organization (WHO) aimed at reducing consumption and protecting public health-enacting the tobacco Control Act, 2007.

As more developed countries ratify the FCTC and enact national laws to control tobacco use, 'Big Tobacco,' use faced with tight controls, is slowly but surely shifting its base to developing countries such as Kenya. Shisha often marketed as a 'healthier alternative' to cigarettes and other tobacco products due to the addition of molasses, honey, herbs and fruit flavors-as well as being filtered through water, which is wrongly thought to remove harmful substances- Shisha use does harm the lungs as much as any tobacco products. Its smoke as well contains carcinogens.

While tourism is a major revenue earner, tobacco products are highly controlled in many of the countries from which we draw our tourists, and when they arrive in Kenya, it is not much to ask that they adhere to tobacco laws, just as they would back at home. WHO studies show that a 60 minute Shisha session is equivalent to smoking 100 to 200 cigarette sticks. Some countries, including Uganda, Tanzania and Rwanda have already banned Shisha.

Elsewhere, The Kenya Pharmacy and poisonous Board have cited lifestyle and prescription drugs such as antibiotics and anti-malarial drugs as some of the most abused drugs by young people in Kenya. Some patients, instead of taking the right dosage of anti-malarial, insist on one pill or injection and in most cases, quacks give in to their demands resulting in outright abuse of drugs.

#### **2.4.1 Social networking that attracts drug abuse among adolescence**

According to Edmonds & Wilcocks (2000), drug dynamics commences as early as ten or eleven years with the experimental use of inhalants such as glue petrol, eraser fluid, and aerosols. For them drinking quite often begins at the age of twelve and use of dialogue almost takes place at the same time. Levant (1995) observes that this is the stage when children get acquainted with alcohol, tobacco, and other related drugs and develop a curiosity to find out how they taste and work. Children's friends are always the first to introduce them to these substances. Experimentation is an easier and freer way of submitting to pressure.

According to Adelekan (1996), peer pressure from the mass media and age mates is a worldwide hazard aspect for drug consumption and misuse midst the under-age persons in both developed and developing countries. The phenomenon is largely shared in towns and cities where there is a rampant disclosure in marketing on radio,

television and colorful billboards. Young people dwelling in an urban environment are constantly prone to images and messages promoting a variety of alcohol brands and cigarettes than their age-mates in rural areas. It is argued and believed that the media plays a bigger role in first-time tobacco use. Hon. Ngilu, former Kenyan Health Minister, said in 2006 that when children watch their "heroes" smoking on television and movies, they are tempted to emulate them without knowing the negative consequences of tobacco's power. Further, a report conducted by Ministries of Health and Education, in 2016, supported by WHO manifested, that up to 80% of boys and girls have seen messages promoting the use of tobacco in newspapers and magazines, and that 50% of smokers, and 20% of the new smokers, objects such as T-shirts, caps and pens with cigarette logo. The report further stated that 25% of smokers thought that girls and boys smoke looked more attractive and sailed in high prestige. Thus, impacts negatively on students since they associate smoking with being "cool" joys of the moment.

One who uses drugs quite often discovers that they make him feel stable, comfortable, good and satisfied. After drug use, the victim does not want to stop at that. There is always the urge to continue using them every now and then for the purpose of feeling good and high. These drugs when used always they lead to habit formation.

Most of the young people get hooked on drugs during social engagements such as open parties where people socialize freely and drinks like alcohol are available for free and young people are encouraged to take or tempted to try the stuff. As well narcotics such ban and cigarettes are equally availed for parties being complete. Since alcohol is part of the enjoyment, it attracts the youth who want to identify and be equal members of the peer group entertainment. Open parties become forums of

social networking for the youth where they introduce to drug abuse which gradually will lead drug abuse.

Nightclubs are also social joints where underage children are introduced and hooked to drugs. The nightclubs usually operate at night and last to the wee hours of the following morning. It is on such premises that dagga smokers are present and they supply the product for consumption on request with no discrimination so long as one meets the cost regardless of age. It is business time. As part of the interaction, the dealers may offer the staff for to those who are interested at first. But as the young people develop an interest and get hooked, the dealers begin to charge. In the long run, many a young are made slaves of drug abuse without prior knowledge of where they were heading to. They only find themselves in a sea of problems where there is no turning back!

According to Standard Newspaper, (2018). Drug abuse and drug networking is taking a new dimension in Nairobi city. The illegal spiking of drinks is on the rise in the city's entertainment joints and a conspiracy between club waitresses, bouncers, robbers, and drug vendors, is the new evil union and networking that is leaving victims sexually assaulted, robbed and even killed. Evidence shows that one in every ten clubs is affected. The newspaper warns that there is a new death trap in that glass in the club and the smiley waitress serving you and that bouncer posing as your security could be your executors. The newspaper reveals that specific gangs formed of young boys and girls who pose as drinking mates have taken hold of specific clubs where they run this illegal business. Working closely with waitresses and bouncers in charge of the club, they take positions at different ends of the club and monitor patrons and their drinking patterns. Usually, the girls in the gang pose as if they are all



alone having a girls' night out while their male counterparts watch from close proximity, taking leads as they close in on their victims. A group of guys having their good time then gets attracted to the 'free' good-looking lasses and invite them to join their table before the unexpected happens.

In most cases, the groups are about four men and four girls. Sometimes, the girls excuse the men as their cousins or brothers, a white lie that earns the man's acceptance at the table and a free pass to the predator-now turned-prey. The girls' calculatedly lures their victims by enticing them to dance, kisses and even 'quickies, moments' during which time the victims get drugged. Some of the drugs, mostly used to spike drinks in clubs include: meth, benzodiazepine, midazolam, ethanol, ketamine, rohypnol, ecstasy and temazepam among others. All these are prescribed drugs, which means, pharmacists do collude with these cartels in order to supply them with the drugs. These spike gangs shockingly involve college students whose businesses are purely about money. Sometimes, the victims are raped and in most cases, they are robbed. The common symptoms of someone who has had their drink laced are dizziness, decreased inhibitions, blackouts and poor coordination.

Well-off families very often host parties in homes where all sorts of drinks are availed for merrymaking and everyone who is in the home is not restricted in what he or she is interested in taking. This becomes a starting point for the young people to experiment with drugs. If the parents are strict on alcohol and other drug intakes among the young people, they usually work out their way and out-smart their parents. They bring alcohol without the knowledge of their parents during parties and hide it in the garden. Dagga as well is smoked in the garden. Parents are taken by surprise when they suddenly observe a change in the behavior of their children during the party.

Drug abuses by the youth and complications that arise and associated with this behavior have been part and parcel since the dawn of human history. What only makes the difference presently is the rampant availability of a wide range of substances and the declining age in which experimentation of these drugs takes place (WHO 2004).

Society is always dynamic in nature and family to be the smallest unit of the society is not spared either. The family has undergone many structural and roles in the changes. Rapid economic and technological changes have disrupted the family unit. They have weakened the family relations and reduced the sense of belonging and togetherness in all social relations. Unlike before, socialization the children have been abandoned by the parents. The majority of the children have been placed in the custody of the house helps because parents have to leave for work early and come back late (U.N Report, 1993).

NACADA (2002) observes that a solid connection is amid liquor and substance consumption in the youth and disappearance of the domestic ethics. In traditional African communities, open drunkenness was frowned upon. But presently, binge drinking is the order of the day. Parents drink before their children and some even allow their own to take alcohol in their presence as part of family entertainment. The report further says children as young as ten years are heavy drinkers of alcohol to the extent that some have ended up in rehabilitation centers. Such incidence clearly reflects serious problems that are the outcome product of how children are socialized, in relation to alcohol and drug abuse.

Injecting drug use is on the rise in Kenya currently especially urban areas such as Mombasa, Nairobi, and Kisumu. The use of injectable drugs is significant in the

spread of deadly diseases as HIV AIDS and hepatitis B among others as a result of sharing syringes all of which have no cure at this point in time. Intake of alcohol tempts students to engage in reckless and unprotected sexual behavior that could result in unwanted pregnancies and dangerous ghetto abortions. Students as well get exposed to Sexually Transmitted Diseases and Infections (STD&I). Glaring evidence from research findings is available, the popularity of HIV/AIDS is perpetrated by substance abusers who inject drugs into their bloodstream for ecstatic purposes and feeling 'good' all day long. A study carried by Ndeti (2004), estimates that the dominance of HIV/AIDS drug abusers in Kenya is between 68% and 88%.

According to Daily Nation (2003), in certain Nairobi secondary schools, students work in collaboration using school security officers, helps and cooks clandestinely transacting substances into the school among other students. It was also discovered that public vehicle conductors and drivers were making a kill by selling illicit drugs to students in bus stages. Students responded that the drug deals were carried out secretly and only the trusted clients obtained the commodity. The students affected most are those in form one and form two classes. The findings attributed this anomaly to poor parenting, economic demands, and social pressure that makes it hard for parents or guardians to be closer to their children for proper upbringing. The paper further observed that the number of children attending psychiatric therapy is on the increase.

Drug abuse, threaten every nation's young people. Social experts have come up with a long list of what causes the youth to be involved in drug abuse (Petraitis, Flay & Miller (1995). Most causes are taken to emerge from babyhood experiences which are hard to deal with the period the manners emanate. In the U.S the challenge is usually witnessed in between the 8th and 9<sup>th</sup> grades. Several studies in Asia and the United

Kingdom have indicated widespread abuse of drugs among adolescents and young adults, thus drawing global attention to this Phenomenon. Drug abuse has been known to cause physical problems, emotional damage, and deterioration in educational attainments and productivity. Efforts to fight and stop drug abuse must take place in schools as they provide a strong influence in the dissemination of information, standards and values in general to children (U.S Department of education, 1986). In the U.S they have put in place a number of programs such as the Safe and Drug-Free Schools Program (SDFP). It has been used to strengthen drug abuse prevention programs in and around the country's schools Mugford (2004). Therefore, averting adolescent drug consumption difficulties is of significant importance since it is in the puberty stage that lasting habit inclinations to a variety of drugs yield from that the drug consumption can cause disastrous magnitudes (Robert 2001 & Rosenbaum, 2002).

According to Hanson (2006), most aspects that encourage youth drug consumption are outside the school premises. Liquor is pervasive and obviously obtainable and orderly drug; the customs of liquor consumption in a community have a major impact on adolescent drug consumption, approaches, views, and observations generally. The globes greatest assessments are done in the United States; the aim of the drug platforms is self-denial or later consumption. Experts in these regions argue that the security of learners must be regarded supreme and that they should be trained on means on how to decrease drug misuse or reduce risks while the fellows are consuming the drug. (Roona et al, 2000).

Because alcohol use typically begins during adolescence (Office of the Surgeon General, 2006) and because no other community institution has much continuous and

intensive contact with the underage youth, schools can be an important setting for intervention. Research carried out by Fox Trot, Ireland, Lister-Sharp (2002), Komro and Toomy (2002), Spoth, Greenberg, & Turrisi, (2008, 2009) addressed interventions in a variety of contexts such as the families, schools and communities in the U.S. This study will focus itself on public secondary schools with the aim of establishing intervention measures.

Drug abuse among secondary school students is a worldwide challenge, and no nation is spared from this phenomenon. It is not easy to quantify the actual extent and nature of drug abuse amongst students, but most research carried out points out that majority of the youngsters experiment with alcohol or any other drug while at school. It is approximated that roughly 25% of male youth and 10% of female teens abuse drugs on an average of once a week (Gillis, 1996).

According to U.S. Department of Education (1986), teenage drug abuse in the U.S is the highest of any developed nation globally. 61% of high school senior students have experimented with drugs. Alcohol that is an illegal drug for young people poses a real challenge than drugs such as cocaine and amphetamines (Education Week, 8 October 1986). Approximately 20% of U.S high school students take alcohol. In the last 10 years, the number of young people consuming drugs by the 6<sup>th</sup> grade dramatically rose threefold. Adolescent drug abuse and its resulting harms are worrying concerns of parents, policymakers, teachers and public health officials. When young people try substances a few times with peers, this experimentation is generally not associated with any long-term impairment of functioning (Fetsch and Yang, 2000). Experimentation is regarded problematic when substance use occurs at a very young age with increasing frequency, while the child is alone or in the context of behavioral or emotional difficulties. If use becomes more frequent, negative consequences can

develop, including impairment at school or work, legal problems, accidents and interpersonal difficulties.

The Institute for Social Research at the University of Michigan (1997) found out that by the time learners attain grade 12 in the U.S roughly 8 in 10 will have taken alcohol at some point in their lives. It is estimated that 60% will have taken alcohol to the level of intoxication. The challenges that arise from students' intoxication include suicidal, high-risk sexual indulgence and violence among others (Cookson, 1992).

The Nigerian National Drug Law Enforcement Agency (2015), states that drug abuse is a real monster in schools. For instance, twenty percent of students in Lagos state had consumed psychoactive drugs at least once in their lives. The main problem is that most of these behaviors are heavily tied to the peer culture, as children learn and imitate the age-mates they like and admire. The youth usually aspires to be attractive and important before their peers and this move are significant in the development of alcohol intake, tobacco, and other drug use as well as not practicing safe sex among other unwelcome behavior. Research has found out that adolescents that indulge in these risky behaviors are in most cases in constant conflict with school authorities, parents and suffer from poor self- control. The majority of young people who engage in this deviant behavior are doing so in an attempt to manage stressful situations they are going through. The teens that take part in substance misuse usually do poorly in an institution and this triggers low self- esteem in them. School danger aspects, for example, early and persistent rebellious conduct, educational poor performance commencing in later preschool, and non-involvement in school greatly contribute to student drug abuse.

There are individual and peer risk factors, as alienation and rebelliousness, Friends who engage in the problem behavior, favorable attitudes toward the problem behavior and constitutional factors as well are responsible for student indulgence in drug abuse. Other scholars like Lloyd and Spooner have attributed drug abuse among students as emanating from having a close relative say parents, underprivileged family affection or speaking with parents, underperformance in school, truancy, exclusion from school, childhood conduct disorder, crime, mental disorder, social deprivation, young age of drug-use onset, bio-tendency towards drug use, behavioral character that attract social attachment, account to poor quality family organization, communication, relationships and parents role modeling, a past of being neglected or abused, emotive or psychiatric uneasiness, major stressors and or insufficient coping skills and social backings, a history of being acquainted with peer using drugs, inadequate social skills and rejection by pro-social peers due to poor social skills and early initiation to drug use among others.

Despite the fact that risk and protective have been identified by individuals and World Health Organization, it is concluded that there is no definitive list of risk and protective factors for drug abuse. This conclusion has been arrived at because the list varies with reviews. The etiological process is complex and our human understanding is limited. It is, therefore, the purpose of this research to further look into possible protective factors for teachers and students for the management of drug abuse among secondary schools in Nandi County, Kenya.

However, there are issues to note, in social dynamic in drug abuse that is while many people engage in drug abuse, a handful of them progress to drug use or dependence and risk factors for initiation of use, continued use or abuse and dependence differ.

It has also been found that no single risk factor predicts problematic drug use. Rather, it is the number of risk factors cumulatively or the number of negative risk factors relative to the number of protective factors that predict the use. Risk factors exist in different domains such as the family, individual, peer, school, local, community and the macro-environment. These domains interact with each other in a complex web of causation, for example, features of licensed premises as bars for sale of beer and other forms of drinks that can impact upon levels of violence. Risk factors as well vary across the life course and are cumulative across the life course. Equally important, risk factors vary with the historical period. Parker describes how "we now have a large normative population consuming alcohol and drugs in ways which twenty years would be regarded as highly deviant and problematic."

After school sessions are high-risk moments for alcohol and illegal drug use, unprotected sex and violence among young people. From the research findings, approximately one-third of all violent juvenile crimes take place between the hours of three p.m. and seven p.m., when many children are on their own. Targeted programs at this crucial time can prevent, reduce or delay the genesis of alcohol, tobacco, and other drug consumption. After-school programs can reinforce social skills learned in the school and at home (Hawkins, 2002).

The intricate and overpowering nature of drug abuse challenge coupled with the previous programs flop has made many to throw their hands in the air and surrender on prevention attempts. This move catalyzes discourses for investigation more heavily in treatment and supply reduction approaches instead of prevention to fight the National "War on Drugs." In respect to this, it is vital to have realistic expectations for prevention efforts. It is usually thought that the goal of drug abuse program has been



to ever stop the victims from drug consumption. While such assumptions would be ideal, it is beyond what we can truly expect a school-based drug prevention effort. In the U.S some of the latest findings from the scientific studies on school-based alcohol abuse programs, manifest effective strategies that educators can utilize to prevent the teens' alcohol and drug use. It is the goal of this study to provide partly realistic and functional strategies that will delay the emergence of drug abuse and reduce the prevalence of consumption in public secondary schools in Kenya.

Kenyan secondary schools are being threatened by the drug menace. The challenge is usually handled by the school authorities and when it stretches to an extreme, it is left to the police and is regarded as a criminal offense. The students who abuse drugs hide this fact for fear of retribution and getting jailed. Studies on drug prevention programs in schools are worrying considering the meager knowledge is given to teachers on drug abuse which does not allow them to cater for specialized intervention. In this respect, therefore, there is a need for urgency to develop a specialized drug abuse intervention program in Kenyan public secondary schools since it has become quite apparent that negative social influence is the main factors contributing to young people's genesis to using drugs (Gathumbi, 2003).

Global Tobacco Youth Survey-Kenya (2006) observes that about 13% of all school children in Kenya smoke cigarettes some begin as early age as seven. The report further states that 30% of school-going children are vulnerable to tobacco smoke in their homes. As well, a study carried out by two sister ministries of Health and Education with the help of the World Health Organization (WHO) manifest that up to 80% of boys and girls in school had come across adverts promoting the use of tobacco in magazines newspapers and billboards among others. The report further indicates

that 50% Of smokers and 20% Of the incoming smokers had objects in form of T-shirts, caps, and pens with cigarette logos. The report also shows that 25% of student smokers took it that school boys and girls that smoke was smart and attractive. This socio-scenario exhibits that advertising connects smoking with being a gentle and cool guy who needs to be emulated. This obviously places a good number of students at risk of getting entangled in drug abuse.

According to the latest countrywide report done by Rapid Assessment of Drug (2012), drug abuse in Kenya has reached the agonizing stage. It was found that one in three students has reported using one or more drugs. The survey indicates that alcohol was the most commonly abused with 36.3 % of students reporting a lifetime use. Miraa or Khat comes second as 35.5% of students consume it, cigarettes 20.2%, bhang 9.8%, Kuber 5.5%, heroin 3.1%, inhalants 2.7%, Mandrax 2.6% and cocaine 2.2%. This trend, therefore calls for concerted effort to dig deeper into the matter and identify ways and means (social networks) that students use to introduce harmful drugs in schools and develop intervention measures to be put in place to save the youth from the ravaging threat of drug abuse in Kenyan secondary schools. The report further states that the root cause of these `behaviors is mainly the parents who progressively embraced a capitalistic mode of parenting thinking their children are old enough to make rectify their decisions and past picks autonomously.

Miss Kiragu an expert in guidance and counseling acknowledges the difficulty of parents in policing their children's every movement, whether at home or in school or transiting between the two points. She states that it is never easy to keep a track on what exactly they are doing and in what company and that's what parents have come to accept is a lot of gray areas in their parenting and this, is where the children get

loopholes to exploit. The report further says money factor and, availability of cheap drugs contributes a lot to drug abuse. It states that a child can get two concentrated glasses of chang'aa at the price of a loaf. With shillings forty the student can get two roles of bhang. For shillings 300, another can access a 'hit' of poor cocaine. NACADA says a lot of pocket money contributes to this problem, including schools' setup, rules, and regulations. Some schools are not strict enough, while others are located in environments that enable drug abuse to thrive such as near bars and kiosks.

Loice Okello, a psychiatrist, believes that the problem of underage drug abuse goes deeper than school policies. For her, seldom would one find a student waking up and downing a whole bottle of alcohol just for fun. To her, it is fundamental to address the psychological pressures the student is going through. In nearly all instances there is an fundamental element that may include abuse or stress over school performance or the experiencing of traumatic life episodes, for instance, children that have undergone some form of sexual abuse are more likely to develop a drug related problem. To her despite the recognition of the devastating effects of drug abuse and alcohol on students, many schools have not instituted measures to prevent the onset of alcohol and therefore, there is need to put in place intervention measures the soonest time possible in order to deter the practice from growing and putting the lives of students at stake. It is, therefore, the responsibility of this study to establish the networks that are used by a student to avail drugs into the school without the knowledge of school authorities and come up with strategies that will assist in alleviating the menace of drug abuse in secondary schools in Kenya.

Various studies done in the U. S reflect that peer pressure plays an enormous role in trapping children to engage in drug consumption (Englander-Golden, 1984; Towers,

1987; U.S Department of Education, 1986). Acceptance by age mates is something that most of the teens long for in order to be stable in schools and go on with their studies as well. At this critical point in time, young people appear to be either not willing or unable to victoriously resist peer pressure in drug abuse situations (Englander-Golden, 1984).

Other reasons for taking drugs among high school students in the U.S include low esteem, need to experiment with drugs, constant exposure to chemical society of pills and liquor through advertisements, movies, and television. At times need for simple pleasure drives students to go for drug abuse. According to U.S. Department of Education, (1986), drugs produces a number of effects, including memory distortion, perceptions, and sensation, for instance, cocaine and amphetamines give consumers a false feeling of performing at a high level having taken the drug. Towers (1984) noted that the so-called designer drugs have chemical variations of illegal drugs and have caused brain damage and death to the victims.

Frequent users either skip school or arrive late to class (Wagner, 1984). He further states that the continued intake of marijuana can cause memory gaps and as well lead to decreased physical endurance. Marijuana users in most cases develop bronchitis among other diseases within a year of the beginning usages. Regular marijuana consumers are twice as likely as their classmates to obtain low grades U.S. Department of Education (1986).

Consumption of drugs and alcohol is a national crisis. According to Rutebuka, (2001), no one ignores the impact of drug abuse on one's deeds after their consumption. They retard the ability to think uprightly. Some of these drugs are alcohol, tobacco, hallucinogens, cannabis, alcoholic beverages, inhalants, stimulants as well as caffeine

drinks. Most of these drugs are found in schools. It is notable that drug abuse undermines the school environment that is needed for effective learning. Lickona, (1991) points out that teenagers endure several encounters ranging from and bodily variations, mood instability, tension with teachers, performance demands, peer pressure, to relating to the opposite gender, and their need to develop a sense of sufficiency to establish morals and objectives worth upholding.

In a study carried out by Mwenesi (1996) on rapid assessment of drug abuse in Kenya, it revealed that the problem of drug abuse in Kenya is larger than expected having permeated all strata of society, youth and the young adults being the most affected groups. The other main findings of the study were that the abuse of social (alcohol, tobacco, miraa and illicit drugs such as cannabis, heroin, cocaine, and mandrax) is rising perceptibly and that solvents were being increasingly abused not only by the youth.

## **2.5 Mitigations from Teachers and Students on Measures to be adopted on Drug Abuse at Secondary School level**

Illicit drug consumption is a main problem in the society and institutions of learning. Schools are taken as a more appropriate place for the fronting awareness and mitigation. It is conceivable, and necessary, for learning institutions to be involved in the reduction of demand and supply of drugs and remedying the adverse results abuse of drugs and substance, focusing primarily on the decreasing of the demand. Learning institutions are considered to bear the biggest influence on behavior modification and many hope that it will rise up and take the advantage to help in curbing this dangerous vice among learners. In fact, imparting knowledge and values are the core businesses of schools.

The well-established pattern of onset and progression of substance use and abuse during adolescence has led to the development of a variety of prevention initiatives for children and adolescents. Promising prevention efforts are in most cases intended to curb diverse levels of danger. For example, universal aversion attempts, like drug awareness, are directed to all young people, but not pointing out those at each level of risks. Learning about averting abuse of drugs in learning institutions could be regarded as the academic schedules, strategies, procedures, and other activities that add to the accomplishment of bigger objectives in curbing this vice. Careful interventions focus on individuals who are susceptible to drugs because of individual, household, and communal risk elements while indicating interventions are thorough undertakings intended for young people who have already tried the drugs or exhibited related dangerous conducts. Fruitful deterrence supports the shielding aspects that lessen the possibility of abuse of substance abuse and other risky conducts like delinquency and premature pregnancies.

A successful prevention measure as well incorporates the traditional, sexual category, and the particular needs of partakers. Avoidance efforts must target all phases of life; from early childhood to adulthood, prevention can decrease both the use and abuse of alcohol and other drugs (CSAP, 1999).

The majority of adults with substance abuse hitches begin to use substances during their youthful years and therefore relatively few prevention efforts have focused on adults. Youth-focused prevention initiatives include, educational and skills training programs for young people in school settings; programs that teach parents effective ways to monitor and communicate with their children and establish and enforce family rules regarding drug use; And community-based programs that put together

these components with additional mass media or public policy components for example, restricting access through enforcement of minimum purchasing age requirements.

Preventing early-stage substance use or delaying the onset of use is a goal of many of these prevention initiatives. They typically focus on alcohol, tobacco, and marijuana use because these are the most commonly used substances in our society. Because of their widespread use, these substances pose the greatest risk to public health. Middle or junior high school age students are most often targeted in prevention efforts because early adolescence is the period in life when substance use experimentation often begins to occur. A large body of research has studied the efficacy and effectiveness of prevention programs for adolescent substance abuse. The outcomes show that the most effective programs target salient risk and protective factors at the individual, family, and community levels, and are guided by relevant psychosocial theories regarding the etiology of substance use and abuse (Petraitis, Flay & Miller 1995).

Programs popular in the 1960s and 1970s that centered only on drug information were found to be unsuitable (Lachance, 2005). Research reviews indicate two most reliable prevention approaches-the Social Influence Model and strategy that emphasizes personal and social skills training (Botvin, 1986). The Social Influence Model inculcates skills for resisting drug use. The personal and social skills approach expands the social influence model to include skills in problem-solving, decision making, assertiveness and conversational strategies for reducing stress. The two approaches have proved to be effective in the U.S. since it has led to significant reductions in cigarette smoking, Marijuana use, and excessive drinking.

Research carried out by Rooner, Streke, & Marshall (2003), suggests that the following elements are essential to developing and implementing effective school-based alcohol prevention intervention: Interventions are theory-driven with a particular focus on the social – influence model, which emphasize helping students identify and resist social influence for instance by peers and media. The interventions should address social norms around alcohol use, reinforcing that alcohol use is not common or acceptable among the youth. The interventions use interactive teaching techniques, for example, small group activities and role play to engage students.

The interventions use the same aged-students, that is, peer leaders facilitate delivery of the program. The interventions are conducted across multiple sessions and multiple years to ensure that adequate ‘dose’ of prevention, is received by students and schools. The interventions provide adequate training and support for program facilitation for teachers and students. The interventions integrate additional components to connect other segments of the community, for example parents to the program.

The above-enumerated interventions have worked well in the U.S. According to Perry, L (2003), Drug Abuse Resistance Education (D.A.R.E) in conjunction with other intervention measures has managed successfully to reduce tobacco and alcohol use among the boys. These positive outcomes were attributed to the “plus” components such as peer leadership, parental education, and neighborhood involvement because the D.A.R.E program did not demonstrate these outcomes alone. Perhaps the most common social influence drug abuse program strategy is to teach youth ways and means to refuse alcohol intake and drug offers from age mates, older siblings, and wayward adults.



A practical program, namely “Say No” to drug abuse was set up in the U.S in the 1970s. It is founded on the tenets of the social inoculation theory (Evans, 1983). It assumes that adolescents’ decision does not drink or ingest drugs is grounded in their ability to refuse peer pressure. Inculcating resistance skills are believed to “inoculate” young people from these pressures much as vaccines inoculate people from polio or other contagious diseases. The aim of this study is to develop strategies for intervention with the hope that the formulated interventions will consequently deter the secondary school students from conducting an illicit business in harmful drugs in tandem with external and internal forces in public secondary schools in Kenya.

Early involvement and aversion activities in schools are of paramount importance in an effort to curb drug abuse in learners. School administrators ought to determine the extent of the drug problem within their jurisdiction before initiating a new intervention program (Towers, 2007). This can be achieved by an anonymous survey of students in collaboration with parents, school boards, treatment agencies, law enforcement officials and other concerned groups within the community for the success of the program.

According to Parry, (2008), law enforcement agents, service providers abuse researchers in RSA are in agreement that the nature and extent of illicit drug trafficking, consumption, and related problems have all risen tremendously in the 1990s when the nation went through major political and social changes coupled with trade and other links that opened up with other regions of Africa as well the rest of the world. Parry further argues that the change with regard to substances such as alcohol and tobacco has been less dramatic, but due to the enormous burden to society caused by the use of these substances, prevention efforts should not only be directed towards illicit substances. The major worry is that half of South Africa’s 38 million are young

people who are either at school or have finished school. In this case, the threat of drug abuse is real since it can annihilate the nation to its knees as young people stand high risks of indulging heavily in drug abuse.

The following are interventions initiated to lead to more valid and reliable information on (AOD) in the RSA: South African Community Epidemiology Network on Drug Use (SACENDU) SACENDU is a network of persons from different sectors, for example, law enforcement, health, welfare and treatment services, and public health research. They meet biannually to present and discuss information about existing and emerging Alcohol and Other Drugs (AOD) abuse patterns and trends. The network presently is made up of over 50 organizations in four sentinel sites. It was established by the Medical Research Council (MRC) in collaboration with the University of Durban Westville in 1996 with the technical assistance of the World Health Organization Program on Substance Abuse (WHO/PSA) and the US National Institute on Drug Abuse (NIDA).

The South African Prevention of Substance Abuse SAAPSA was set up in 1995 with the assistance of WHO/PSA and the International Council on Alcohol and Addictions (ICAA), and International Organization of Good Templars (IGOT) and includes members from 70 organizations. Its aim is to provide network amongst all organizations including schools, colleges, universities, governments and civil society, concerned with drug and alcohol use in SA with the view to optimize cooperation in the prevention and treatment of drug abuse in order to alleviate the quality of life and to promote peace and development for all South Africans (Turner, 1996).

The Crime Information Management Centre (CIMC) was set up in 1996 and its role is to coordinate processes, analyze and interpret information delinquencies to enable the

prevention of crime using exhaustive and accurate information (CIMC, 1997). CIMC issues nationally and local reports in the thirty two classes of crime, together with drug-related offenses and driving under the influence of alcohol or drugs.

The South African Research –Practitioner Association SARPA is made up of over 50 government departments, private institutions among others. Its' vision is to sustain an inclusive multi-sectorial forum of researchers and practitioners that facilitates community-driven research based on policy formation and service provision regarding drug-related prevention and treatment in RSA.

National Information System for Social Welfare NISWEL is not yet fully operational. Its aim is to provide national-level indicators on substance abuse treatment and prevention services for all South Africans, including affected students at all levels of their education.

According to Parry CDH, (1998), there are a number of programs that have been put in place in RSA to prevent drug abuse among young people as follows: There is the Department of Welfare. The National and Provincial Department of Welfare started a national school-based education initiative, I Am Addicted to Life that was launched in May 1995 and targeted teens between 11 and 20 years. There were television programs run that involved 13x9 minute episodes, 13x2minute endorsements which were flitting in the afternoons and evenings. There was also 13x3 minute radio spot in all languages that were produced and aired. Also, there were 13x30 second-personality endorsements, which were made and flit. Equally important, there was the provision of anti-drug posters that were distributed to every school in the country. An anti-campaign pledge was also staged. Information leaflets were also produced and taken to school. The campaign has expanded and included a video and teacher

manual as well. There followed an evaluation of the campaign that was carried out by the market research company. The results were 96% of the 265 young respondents interviewed from around the country had heard of the program. When respondents were asked if they found the initiative good they responded positively that it was a bright idea and it worked in combating drug abuse.

Through Soul City 3, a multi-media health education /counter-advertising initiative, the students are introduced to a range of risk behaviors including alcohol and smoking. Students are made aware through a popular prime-time sitcom aired on television and radio in vernacular and print media. Focus groups involving young people and adults engaged separately were run as part of the pre-testing of material to be used in Soul City 3.

Department of Education implemented its curriculum 2005 initiative that included a life skills education component that was intended to look for ways of preventing drug abuse in schools. The International Center for Alcohol Policies (ICAP) that is based in Washington, is also working with the Provincial Department of Education in N-W Province to design a life skills education program aimed at primary school age children. The project specifically involves: Developing Life skills materials for use in schools, training of teachers, and testing these materials in the teacher's classroom for one academic year.

Other programs as Programs of Primary Prevention through Stories, (POPPETS) and Teenage against Drug Abuse (TADA) have been put in place and they are doing well. The POPPETS target the pre-primary and early primary school, ranging from age 5 to 9. Used items at this stage include Puppets and stories. Games are used to educate the young person. A clear message on alcohol and drugs is first given and skills training

to address matters such as self-image and peer-pressure are taught. Teenage against Drug Abuse (TDA) program entails the creation of youth action groups in high schools or youth groups. The program's goal is to prevent substance abuse among peers and provide exciting alternatives.

There is also the Schools Drug Education and Prevention initiative. It is a relatively new, potentially strong program which has been started in Cape Town recently and comprises about fifty schools. The initiative is being established by the Cape Town Drug Counseling Center (CTDCC) being funded by the Transitional National Development Trust (TNDT), Royal Netherlands Embassy and United States Agency for International Development (USAID). The Transnational National Development Trust (TNDT) main components are: Initial briefing moments that encompass all teachers as well as guidance and counseling staff in every school, a teacher's manual, posters and information leaflets to be given to every school, drug education and prevention workshop provided to school students, provision of educational video on drug prevention to each school and a six-week refresher course for guidance and counseling teachers at CTDCC.

There is also another vital program initiated for the prevention of drug abuse in schools-The Lions International. This program is found in most parts of the country. The Lions Quest Skills for Adolescents Program is drawn to combat alcohol drug abuse among the youth by inculcating them in social life skills. The project also focuses on proposed causes of the problem; issues such as poor self-image, poor family relations and inability to overcome peer pressure, limited communication skills and lack of decision making power. The key objective of this program is to teach the youth pro-social life skills, hence giving them the chance to be 'who' and what they would like to be themselves.

Other educational projects aimed at alleviating drug abuse in RSA are: Bridges-a school-based program found in Western Cape Province and run by recovering addicts, Drug counselors-give lectures in schools and prepare learning materials for schools, The Young Caring Community (YCC) - focused at pre-primary, primary, secondary school going students and churchgoing youth. The body is based in the Western Cape. It provides information through lectures, presentations, workshops, and videos. It has also launched youth clubs. There is the South African Police service (SAPS) - members talk to students in schools. It is a national exercise. Also in place is the Narcotics Anonymous (NA) -It runs peer education projects in different schools nationally. This body relays its information through-The Drug-Free Marshalls Program that is sponsored by the church. Marshalls are drawn from the ranks of primary and high schools. Marshalls are expected to be role models by following a drug-free lifestyle that involves showing their friends the much fun they derive from drug-free lifestyles. They are given the responsibility of learning more about drugs, their harmful effects and how to find information across in an exciting format. Over thirty schools across RSA have joined the crusade of Marshalls. As well youth clubs for the youth have been launched to combat drug abuse in the country. Other strategies as the Drug Wise Counselors that gives talks in the schools and prepares educational materials at the national level have been put in place and doing well among the youth. Alcohol Safety Schools have been established in various parts of the country. Talks and video presentations are given to individuals who have been referred by the courts.

## **2.6 Research Gap**

Robinson, Saldanha and Mckoy (2011) define a research gap as a subject or area in lacking sufficient facts restricting the chance of arriving at a conclusion. In research,

it is the missing set of information limiting the decisions by (decision-makers or policy formulators) from making exhaustive decisions. Moreover, it is what determines whether a document can be published or not; it is the lacking part in research work and is filled with another work of research.

Besides that Femanzezi (2016) says refers to a research gap as unaddressed problem. The research gap is not the core of the study but it leads to the identification of the problem to be addressed. Hence, the primary objective of a research should be to address the missing gap in a particular work of research and literature. She further explains that the gap also indicates a shortage of experimental research in a certain framework from a particular theoretical perception and or operational method.

On the other hand, Lawrence (2016) denotes that a research gap entails a lacking element in the advancement scientific investigation. The missing elements are often identified by way of logic. It might involve a change of perception on a given point of view or a methodical approach. She also sees research gaps as opportunities for researchers. She adds that as it is treasured to confirm preceding works of research, it is also thrilling to explore an uncharted subject area of research.

There are related studies that have been carried out in this area, but they still show insufficient information on the issue of concern. Studies have been carried out in other areas of drug abuse: Obiasu V. O. (1976) did a study on 'Abuse of Stimulant Drugs in Nigeria.' This study sought to investigate on Stimulant Abuse in Nigeria. Rhodes, J and Jason (1988) carried out a study on 'Preventing Substance Abuse among children and adolescent.

## **2.7 Summary of Literature Reviewed**

The literature reveals there are many studies carried out by different scholars in Kenya and elsewhere. Research carried out by Munishi (2017) on drug abuse among secondary students in Kenya dealt with prevalence, effects and management strategies. The study was based in Eldoret town. King'endo (2006) carried out a study on the incidence and extent of substance abuse among secondary school students in Nairobi. None of these studies, however, touched on social networks that students utilize in supplying drugs to their schools despite the heavy presence of security checks in schools which, is the case with the present study. It was the purpose of this study, therefore, to investigate into social networks that students utilized in infiltrating drugs into schools and come up with mitigations that could be put in place to reduce or bring to an end the use of dangerous drugs and associated harms amongst secondary school students in public secondary schools in Kenya.

The study carried out by Annabel Boys (2001) on the use of psychoactive substances depicted that 50% of young people between the ages of 16 and 24 years have used an illicit drug on at least one occasion in their lives. The commonly abused drugs were: cannabis, amphetamine sulfate, LSD and ecstasy. The sample consisted of 364 young poly- substance users 205 males (56.3%). The reasons advanced by the youth from using psychoactive substance were to: relax (96.4%) to become intoxicated (96.4%) keep awake at night while socializing (95.4%) enhance an activity (88.5%) and feel better (86.8%). The research was based on recognition of the functions fulfilled by substance use only. It did not delve into mitigations of drug use. It was therefore the purpose of this study to come up with strategies that could be used to reduce the use of drugs and harms associated with it among secondary school students in public schools (Health Education Research, volume 16, issue 4 2001, pages 457-469).



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter mainly focuses on the research design and methodology adopted for the study. It was structured under the following subheadings: Research paradigms, location of the study, research design, target population, sample size and sampling procedure, research instrument, pilot study, data collection procedures, data analysis and ethical reflection.

#### **3.2 Location of Study**

The proposed study was conducted in Nandi County, Kenya. Nandi County was chosen randomly out of the seventeen counties in Kenya that are notoriously known for drug abuse. According to NACADA, (2014), these counties are: Mombasa, Kwale, Nairobi, Kiambu, Kirinyaga, Meru, Nandi, Kisii, Kakamega, and Kisumu among others. The researcher obtained seventeen pieces of paper of the same size and wrote about them all the seventeen counties. He then folded them and placed in a bowl. He mixed them thoroughly, then picked one at random and it happened to be Nandi County. The secondary schools in the county had been experiencing rampant strikes and riots consistently over the last few years. The County had 235 secondary schools and an estimated population of 47,000 students.

Nandi County is found in the North Rift region of Kenya, occupying an area of 2884.4 kilometers square (Appendix I). The county is bordered by Kakamega to the west, Uasin Gishu County to North-East, Kericho County, to the South-East corner and Kisumu County to the South-West. Its' capital and largest town is Kapsabet. It is the 29<sup>th</sup> county out of the 47 counties in Kenya and was formed in March, 4<sup>th</sup> 2013.

Nandi County is allocated six parliamentary constituencies, namely: Mosop, Emgwen, Chesumei, Nandi Hills, Aldai, and Tindiret. The county is renowned for its thriving tea estates and small scale tea farming. The county is endowed with a beautiful topography that mainly consists of the scenic Nandi Hills. The county is a home of the world's celebrated athletes, including world record breakers to the likes of Pamela Jelimo, Janet Jepkosgei, Eliud Kipchoge, Ezekiel Kemboi and the legendary Kipchoge Keino and Henry Rono among many others. The county has been branded a source of champions in reference to top world class athletes.

Nandi County is a home of 940,000 people (50% male and 50%). The majority of the people in the county are Nandi a sub-group of the Kalenjin ethnic group of Kenya. Others that co-exist with Nandi people in Nandi County are the Kikuyu, Luyha and the Kisii people of Kenya. The Nandi mainly practice subsistence agriculture in the form of maize, potato, vegetable and livestock rearing, although more people are now turning to cash crop farming majorly - tea, Sugar, Coffee and wheat for their income.

### **3.3 Research Paradigm**

This study employed post-positivism paradigm because it enables the researcher to carry out the inquiry in logically related steps and as well as other numerous viewpoints of the participants, no distinct reality. It also involved severe data collection that was a characteristic of this study through questionnaires, interviews, and analysis of the same. Also the paradigm enabled the researcher to use computer programs with ease (Creswell, 2012).

The researcher employed both qualitative and quantitative research methods because of their convenience and relevance to this study. Qualitative research is linked to an explanatory method. Informative approaches to research have the intention of

apprehending "the world of human experience" (Cohen & Manion, 2004). It allowed the investigator to develop an in-depth understanding of a topic that obtained data through quantitative research alone. According to Creswell (2012) "a qualitative study is defined as an inquiry process of understanding a social or human problem based on building, holistic picture, formed with words, reporting detailed views of informants, conducted in a natural setting." Qualitative research used methodologies such as focus groups, in-depth interviews, and direct observation so that researchers investigated for instance attitudes, principles and preferences-the how and why of decision making. Qualitative research methods offer an opportunity for systematic, in-depth evaluation of a question that was not easily answered via quantitative methods.

This study also utilized quantitative research that entailed the systematic empirical investigation of observable phenomena via statistics, mathematical or computational techniques. It dealt with quantitative data in a numerical form such as statistics, percentages among others Creswell (2012). Creswell (2012) also observed that a quantitative study, dependent on the quantitative paradigm, is an inquiry into a social or human problem, based on testing a theory composed of variables, measured with numbers, and analyzed with statistical procedures, in order to determine whether the predictive generalizations of the theory hold true.

Quantitative research was picked for this study because it was more reliable and independent. It used statistics to generalize a finding. Quite often reduces and restructures complex problems to a restricted number of variables. Also the method looked at the relationship between variables and established cause and effect in highly precise situations. The method also assumed sample representative of the population, hence its' suitability for this study.

### **3.4 Research Design**

This study used descriptive survey design technique. Cochran (1997) observed that descriptive research methodology enables the researcher to investigate and describe the present phenomenon within its context. In this study, the phenomenon that was dealt with was social dynamics in drug abuse among secondary schools in Nandi County. The descriptive design was adopted for its appropriateness because it enabled the researcher to describe the actual state of affairs as they existed. The approach was equally important in leading the researcher to know the participants' opinions, perceptions and attitudes on the social dynamics in drug abuse among students in secondary schools in Nandi County, Kenya. Basically, the study delved into social networks that students used to infiltrate dangerous drugs into schools and the strategies used to reduce drug abuse at secondary school level in Nandi County, Kenya. The descriptive design was important to this study since drug abuse was an endemic social problem that has entrenched into all strata of society and put students' lives and education in peril at all levels of social classes in Kenya. According to Mugenda and Mugenda (2009), research design is a systematic inquiry into which a researcher does not have direct control of the independent variable for their manifestation that has already taken place. Orodho (2003) observed that research design is a plan, outline or method which is utilized to get to answers to research problems and Kothari (2004), states that a research design constitutes the blueprint for the collection of measurement as well as analysis of data. The approach also enabled the researcher to formulate vital principles of knowledge and identify the collective networks used by students in secondary schools to obtain harmful drugs and spread them, among other students to the detriment of academic performance and escalation of indiscipline cases in secondary schools in Nandi County, Kenya. It also gave room

to the researcher to come up with a recommendation, to be adhered to in order to arrive at a firm solution that was effective in combating drug abuse at secondary school level in Kenya. It embraced the field survey technique to collect both qualitative and quantitative data. The method allowed the researcher to penetrate into the insight picture of the social dynamics in drug abuse among secondary school students in Nandi County, Kenya without using the whole population (Borg & Gall, 1989). The field survey was also appropriate because it was utilized to draw inferences from opinions of different respondents on how the problem of drug abuse was being handled through formal, non-formal, informal programs and the teaching of life skills in secondary schools in Nandi County, Kenya.

### **3.5 Target Population**

The target population here consisted of 24 Deputy Principals, 24 Guidance and Counseling teachers, and teachers teaching Essential Life Skills in those schools respectively and 1104 secondary school students. Nandi County has a total of 235 Secondary schools with an estimated population of 47,000 students (Nandi County Statistics Office, 2016). The County is structured into five sub-counties, namely Nandi North, Nandi Central, Nandi South, Tindiret and Nandi East as shown in table 3.1.

**Table 3.1: Distribution Table of Secondary Schools at Nandi County Level**

Sub County	Public Sec. School			Type					Category			Population
	Entry			MD	MB	MDB	BB	GB	N	C	SC	
	Boys	Girls	Total									
Nandi North	7002	5798	12800	16	0	18	10	2	0	12	52	64
Nandi Central	6725	5425	12200	23	1	17	7	9	1	9	51	61
Nandi South	5600	4000	9600	17	1	15	07	6	0	8	40	48
Tindiret	3654	2746	6400	10	0	11	8	8	0	05	27	32
Nandi East	3520	2480	6000	15	0	10	7	8	0	05	25	30
<b>Total</b>	<b>26501</b>	<b>20499</b>	<b>47000</b>	<b>81</b>	<b>2</b>	<b>71</b>	<b>39</b>	<b>43</b>	<b>1</b>	<b>44</b>	<b>185</b>	<b>235</b>

**Source: Nandi County Statistics Office 2016**

### **KEY**

MD –County Mixed Day

GB – Girls Boarding

MB – Mixed Boarding

SC- Sub-County

MDB – Mixed Day and Boarding

N-National

BB – Boys Boarding

Table 3.1 shows that there are five sub-counties in Nandi County namely: Nandi Central with an approximate population of 12,200 students, Nandi North 12,800 students, Nandi South 9,600 students, Nandi East 6000 and Tindiret 6400 students. All add up to 47000 students in Nandi County.

### **3.6 Sample Size and Sampling Procedure**

The study used 24 Deputy Principals, 24 Guidance, and Counseling teachers, 24 teachers teaching Essential Life Skills and 120 student Focus Group Discussions. The total sample for this study was 1104 participants all inclusive.

The study employed stratified sampling to get an appropriate sample from the population. Stratified sampling refers to a type of sampling method. With stratified sampling method, the researcher divided the population into separate groups called strata, and then randomly picked the end products proportionately from different

strata (Wikipedia). The sample arrived at through the process of systematic random selection. Castillo (2004) observed that systematic random sampling is a method of selecting a number of units from a population, such that characteristics within the population have an equal of being drawn. This method was reasonable because it spread the sample more evenly over the population and it was easier to conduct than a simple sample and may as well have been more precise for one had to select a single random integer across the interval size (Castillo, 2004).

The researcher obtained the sample by first allocating numbers to students in various forms-one to four. In mixed schools, students were arranged as per gender and then issued numbers to get the needed sample from each stratum. The method had several advantages, for instance, it was likely to reduce the sample size required to achieve a given precision or it was possible to increase the precision with the same sample size. In this respect using stratified random sampling was justified since it was found to be appropriate because the population from which the sample was drawn was homogeneous. According Yates, D.S., David, S., & Daren, S.S. (2008), observed that in the stratified sampling technique, the population was divided along some characteristics before the sampling is done.

In table 3.1; the researcher was able to obtain the study sample. On the same table, there were columns in the entry, type, category, and population of schools of each sub-county. It also showed the number of schools found under each type and category. The name of schools in each category was identified and if it was one, then purposive sampling was applied. Purposive sampling is that which allows the researcher to use cases that involve information with respect to the objectives of his or her study. (Mugenda & Mugenda, 2009 & Bailey, 1994), expounded that in purposive sampling, the researcher was at liberty to use his own judgment in choosing those

participants he deemed they met the purpose of the study. If there were two schools, then a coin was tossed to select one of the schools whereby the head was considered. If more than two schools appeared in the category, the raffle method of simple random sampling was employed to choose the number of schools needed for the study. Some categories did not have any of the schools at the sub - county level. After the number of schools had been chosen from each category at a sub - county level, then tallying was done to give the researcher the sum total of schools required for the study at the county level as shown in table 3.2. In the simple random technique, every member of the population had a chance of being picked as a subject. The entire sampling process was done in a single step with each subject selected independently of the other members.

The formula of 10% was arrived at by folding paper of equal measure having indicated in them 10%, 20%, 30%, 40%, 50%, and 60% up to 100% and then picked one of them at random and it turned out to be 10% which is acceptable in detailed research according to Fraenkel & Wallen, 2000). This formula was used to sample students from each class that was from form one to four of the 24 schools in Nandi County which translated to a total sample of 1104 students. Each class and stream had been thought to be for the purpose of fair view of drug abuse at secondary school level in Nandi County. Nandi County is made up of five sub-counties, namely: Nandi Central with a population of 61 schools, Nandi North 64 schools, Nandi South 48 schools, Nandi East 30 schools and Tindiret 32 schools. The total population of Nandi County schools is 235. The researcher opted to take 10% of the schools from each sub-county putting into consideration the various categories of schools. To obtain the number of schools to take on this study, the researcher employed the formula of 10% of the 235 schools in Nandi County and obtained 24 schools. The researcher also



applied 10% to schools found in every Sub-County in Nandi County in order to get the sample size for each county and the outcome was as follows: Nandi Central with 61 schools gave six schools, Nandi North with 64 schools gave a round figure of seven schools, Nandi with 30 schools provided three schools and finally Tindiret Sub-County with 32 schools availed three schools.’ making a total of 24 schools deemed appropriate for this study. The researcher employed descriptive research design which was designed for studies that were trying to investigate the current status of the problem. It investigated the nature of the problem as it existed at present at the present time. In descriptive research, a researcher can use 10% of the accessible population (Fraenkel & Wallen, 2000). Gay & Arasian (2009), states that for a descriptive research, a sample of ten percent of the population is thought to be minimized and meets the requirement of research sampling.

The researcher did not ignore schools with several streams. Each stream was treated independently and had equal chance to participate from F 1- 4. The researcher assumed that each class was made up of 40 students on average. The researcher took 10% of students from every class which translated to 4 students per class and yielded a total of 1104 students as the sample for this study as shown in the table below. Each school or stream of the selected sample for this study gave a sample of 12 students from F1-4 putting into consideration gender balance in case the schools are mixed. The total number of schools sampled was 24 constituting the 10% sample size for this study. The study used 24 Deputy Principals, 24 Guidance, and Counseling teachers, 24 teachers teaching Essential Life Skills and 120 student Focus Group Discussions. The total sample for this study was 1272 participants all inclusive.

**Table 3.2: Sample Size Distribution**

<b>Sub County</b>	<b>Schools</b>	<b>Deputy Principals</b>	<b>Teachers</b>	<b>Students</b>
Nandi central	6	3	6	287
Nandi north	7	6	12	301
Nandi south	5	6	12	225
Nandi east	3	5	10	141
Tinderet	3	4	8	150
<b>Total</b>	<b>24</b>	<b>24</b>	<b>48</b>	<b>1,104</b>

Source: Researcher (2017)

**Table 3.3: A Summary of the Sampled Schools Showing Type and Category of Secondary Schools in Nandi County**

<b>Sampled Schools showing Type</b>	<b>Number of Students</b>
<b>NBB</b>	<b>960</b>
<b>SCMD</b>	<b>1600</b>
<b>CBB</b>	<b>4960</b>
<b>SCG3</b>	<b>1440</b>
<b>CMB</b>	<b>640</b>
<b>CMD</b>	<b>640</b>
<b>CBG</b>	<b>480</b>
<b>TOTAL</b>	<b>10720</b>

**Table 3.4: Sampled Schools in Nandi County**

S/NO	Type	Schools	No. of Streams	Total Students	Sample Size Per School
1.	NBB	Kapsabet Boys	6	960	96
2.	SCMD	AckKipsugur	1	160	16
3.	SCMD	Christ the King	2	320	32
4.	CBB	Terige Boys	4	640	64
5.	SCGB	St. Paul's Kaptel	1	160	16
6.	SCMD	Chemundu	2	320	32
7.	CBB	Metetei	4	640	64
8.	SCGB	St. Mary's Tachasis	2	320	32
9.	SCMD	Got Ne Lel	2	320	32
10.	CBB	Kabiyet Boys	3	480	48
11.	CBB	MoiSirgoi	3	480	48
12.	CBG	Itigo Girls	3	480	48
13.	SCMD	Kapkenyeloi	1	160	16
14.	CBB	Lelmokwo	4	640	64
15.	CBB	Cheptil	3	480	48
16.	CMD	Kapsengere	4	640	64
17.	CBB	Kemeloi Boys	4	640	64
18.	SCGB	Chebisas Girls	2	320	32
19.	SCMD	Kesogon	2	320	32
20.	SCGB	Aldai Girls	2	320	32
21.	CBB	Samoei	4	320	64
22.	CBB	Kabote S.D.A	4	640	64
23.	CBB	Kilibwoni Boys	4	640	64
24.	SCGB	Our Lady of Peace	2	320	32
	<b>TOTAL</b>		<b>69</b>	<b>10720</b>	<b>1104</b>

(Source: Nandi County Statistics office, 2016) Total = 10720 Students

**KEY:**

NBB - National Boys Boarding

SCGB- Sub-County Girls Boarding

CBG - Girls Boarding

CBB – County Boys Boarding

SCMD- Sub- County Mixed Day

CMB – County Mixed Boarding

**Table 3.5: Sample Student Responses of Nandi County Schools**

<b>School Category</b>	<b>Target Respondents</b>	<b>Participated Respondents</b>
NBB	96	80
SCMB	160	142
CBB	592	570
SCGB	144	120
CBG	48	40
SMD	64	50
<b>TOTAL</b>	<b>1104</b>	<b>1002</b>

### **3.7 Research Instruments**

The study employed the use of questionnaires, direct interviews and paper analysis to collect data. Questionnaires were for students and Teachers teaching Essential Life Skills, while interviews and document analysis were for Deputy Principals, Guidance and Counseling and Focus Group Discussions.

#### **3.7.1 Development of research instruments**

The development of research instruments was based on research objectives and research questions. The researcher engaged with his supervisors and fellow Doctor of Philosophy students in the formulation of research questions for student questionnaires and teachers handling Life Skills subject, Deputy Principals' and Guidance and Counseling teachers' interviews as well as Focused Group Discussions engagements. Thereafter, the research instruments were piloted in schools that were not part of the sampled schools for their suitability

#### **3.7.2 Questionnaires**

Questionnaires are carefully designed, written instrument for the collection of items to which respondents are expected to react usually in writing. It is a research mechanism that collects data over a large sample thus saves time. It involves use of open-ended

and closed-ended questionnaires (Orodho and Kombo, 2002). The role of the questionnaire will be to collect a lot of information over a short period of time. Every item in the questionnaires will be developed to address a specific objective of the study (Mugenda and Mugenda, 2009). The questionnaires were given to teachers handling Essential Life Skills and students from Form 1 - 4. The advantage with questionnaires is that there is a high possibility of giving credible responses as no identification of respondents is required; hence they will give answers without fear of victimization. Also, questionnaires will avail respondents adequate time to ponder on questions posed to them before answering Bell, (2009). Questionnaires gave respondents of this study, the freedom to explain, clarify and expound their opinions on a number of issues. These explanations enabled the researcher in this study to shed light on the social dynamics in drug abuse among students in secondary school in Nandi County, Kenya. In this study, the questionnaires were designed to be both open and closed-ended questions so as to elicit an in-depth number of responses from the teachers and students in regard to their views and feelings on the social dynamics in drug abuse among secondary school students in Nandi County, Kenya. Specific open-ended questions were geared to bring out various, beliefs, opinions, attitudes, perceptions, feelings, views and what they thought to be a solution to the problem of drug abuse among secondary school students in Nandi County, Kenya (Appendix D). Closed-ended questions were devised in such a manner that they elicited vital and precise responses on specific aspects of the social dynamics of drug abuse among secondary school students in Nandi County, Kenya. This method saved time, costs and assisted in reducing bias in responding to questions. The method also helped in obtaining personal information easily from the participants.

### **3.7.3 Document analysis**

Document analysis was also employed. This involved a critical analysis of private and public recorded information that related to factors under examination. In each school, the researcher requested for related records such as discipline files, School rules, disciplinary committee minutes, staff meeting minutes, guidance and counseling files, lesson notes, schemes of work to ascertain if lessons on formal programs and the teaching of Essential Life Skills carried in schools from the previous years to date. The purpose of this study was to obtain detailed information on social dynamics on drug abuse in as far as social networking in the dissemination of these illicit drugs among secondary school students in Nandi County, Kenya is concerned, and the extent of the drug problem in schools and checked on approaches utilized by the schools to tame the problem. Information that was collected from these sources was a big boost to data gained through questionnaires and interviews.

### **3.7.4 Interviews**

This instrument was used by the researcher to solicit information which cannot be directly observed or hard to be written down. The instrument permitted the researcher to gain control over the line of questioning. The researcher interviewed the Deputy Principals, Guidance and Counseling teachers and Student Focus Discussion Groups (Appendix A & B) of the selected schools in order to identify social net-workings or chain linkages used by students to get harmful drugs into schools and establish strategies for intervention so as to reduce or bring to an end the proliferation of drug abuse at secondary level in Kenya.

### **3.8 Pilot Study**

To ensure that the instruments measured what they were intended to do during the actual data collection, the questionnaires were pre-tested on the schools outside the

sample of the 10% of secondary schools in Nandi County. These schools were picked purposefully on the basis of convenience and gender that was single-gender schools for both boys and girls and one mixed-sex secondary school, putting into consideration the 10% sample size number of schools in this study. This, therefore, translated into three schools. Questionnaires were given to respondents to fill them in the presence of the researcher in order to detect if there was any difficulty experienced by the respondents in interpreting the items. The findings of the pilot study were that the instruments weighed what they were purported to the students' responses were the same which indicated that there was no ambiguity in research instruments. They all answered what the instruments asked. The findings concurred with Mulusa (2000), who observed that pilot testing helps in reviewing and adjusting ambiguous items.

### **3.9 Validity and Reliability of the Research Instruments**

To ensure that the instruments will work as intended during the actual data collection, the questionnaires will be pre-tested on a selected sample of 10% of secondary schools of the target population of 24 schools. These schools will be stratified into single –gender schools for both boys and girls and one mixed sex secondary school. This will translate into three schools. Questionnaires will be given to respondents to fill in the presence of the researcher in order to detect if there is any difficulty experienced by the respondents in interpreting the items. Mulusa (1990), observes that pilot testing helps in reviewing and adjusting ambiguous items.

#### **3.9.1 Reliability of the instruments**

The Cronbach alpha was used to determine the reliability for purposes of generalizing the research findings. The correlation values that are closer to 1 indicate higher reliability of the instrument. In this study, an alpha correlation value of 0.70

and above was held as reliable (Onwuegbuzie & Collins, 2007). Reliability was improved in this study by writing items clearly and making the scoring as explicit as possible. Construct reliability tests were conducted on the class repetition and intervention strategies as constructs using Cronbach alpha co-efficient test. This was aimed at establishing central uniformity of the items. The values of this test usually lie between 0 and 1. A Cronbach alpha value of 1.0 is indicative of perfect reliability, that of above 0.70 is regarded as being indicative of good reliability while that of below  $\leq 0.70$  may be considered as being low.

**Table 3.6: Summary of Reliability Results**

<b>Constructs</b>	<b>No. of Items</b>	<b>Alpha Coefficient</b>
Social net-workings	6	0.880
Activities used by teachers	4	0.768
Challenges	4	0.882
Measures for teachers	4	0.705
Drug abuse	4	0.711

**Source: Research Data (2018)**

**Table 3.7: Overall Mode**

<b>Reliability Statistics</b>	
<b>Cronbach Alpha</b>	<b>No. of Items</b>
0.835	22

**Source: Research Data (2018)**

### **3.9.2 Validity of the Instruments**

The study used gratified validity, which examined whether the instruments answered the research questions (Borg & Gall, 1989). The researcher also verified the instrument's validity by checking the responses if they answered what they were intended to answer. To improve the validity of the research instruments, a pre-test this pilot study was carried out in the Nandi County in at least three schools. Using



the analysis of the pilot study, the researcher was placed in a better position to make adjustments, corrections, and additions to the research instruments.

### **3.10 Data Collection Procedures**

Prior to the actual data collected from the schools, the researcher got a permit from the Ministry of Education, Science and Technology in order to carry on with the research. The researcher also obtained permission from the District Education Office and finally from the principals of the sampled schools. The researcher visited each of the sampled schools during their learning sessions since this was the best time and sought permission to be allowed to conduct his research in the institution. Then he delivered questionnaires to those concerned with the assistance of his two research assistants to minimize the loss of questionnaires. The questionnaires were self-directed, that is, the respondents were asked to fill them on their own with no interference from anybody. After filling in the questionnaires the researcher and his two assistants collected the questionnaires then asked the Deputy Principals to select a group of five students for Focus Group Discussions (FDGs) from students other than those who filled questionnaires. This small group of five students was adhered to for the sake of quick and ease during interaction which adds up to saving time. The researcher, organized for interview schedules between him and teachers in charge Guidance and Counseling and Essential Life skills with the school administration of every selected school that were carried out immediately the researcher was done with (FDGs). Owing to the large sample size, the researcher looked for two research aids.

### **3.11 Data Analysis Techniques**

The data were analyzed qualitatively and quantitatively, directed by the objectives of this study.

The specific responses by the teachers and students formed the basis of qualitative data, while the quantitative data was represented by pie charts, bar graphs, frequency tables and percentages. The coded data were then transferred to the Statistical Package for Social Science (SPSS) program for windows. Survey results were tallied using distribution tables, bar graphs, and pie charts. The data were then interpreted and viable conclusions were drawn and recommendations based on these conclusions arrived at. The figures arrived at showed the social networks involved in drug transmission in schools and preventive measures to be put in place to curb the drug abuse in secondary schools in Nandi County, Kenya.

### **3.12 Ethical Considerations**

The researcher, aided with two assistants, made efforts to adhere to the standard ethical measures in scientific study. They first sought permission and obtained a permit from the National Council of Science, Technology and Innovation (NACOSTI). He communicated with the heads of the twenty-four selected secondary schools about the research project by visiting them in their institutions. This provided the researcher to find out with an insight on the respective timetables and when the students were accessible. He sought appointments with the respondent schools for reconnaissance purposes and for the actual study. Furthermore, as a requirement, the researcher also sought written consents with the respondents before issuing the questionnaires and conducting the actual interviews. He further guaranteed the interviewees of the secrecy of information they gave, that the information was for the purpose of the researcher's Doctoral work only. The participants were hinted of the nature of the study and were asked if they were willing to take part in this research. According to Nachmias & Nachmias (2006), research involving human respondents should be carried out with the consent of the participants. The respondents were not

required to write their names on the questionnaires during the research and this aided in ensuring anonymity. The instruments for data collection were designed in such a manner that the identity of the respondents was not detected.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS, INTERPRETATIONS AND DISCUSSIONS

#### 4.1 Introduction

This chapter presents the findings of the study, analysis and interpretation. The purpose of this study was to establish social dynamics in drug abuse in secondary schools in Nandi County in Kenya. Data was collected using the research objectives of the study. The objectives of the study were: to investigate the social net-workings in the school environment that put in place supply of drugs to secondary schools in Nandi County in Kenya, to examine the activities used by teachers at secondary school level to address the menace of drug abuse in Nandi County in Kenya, to establish challenges faced by teachers and students on the social net-workings in attempt to curb drug abuse in secondary schools in Nandi County in Kenya and to come-up with Mitigations from teachers and students on measures to be adopted in reducing drug abuse in secondary schools in Nandi County in Kenya.

#### 4.2 Demographic Characteristics of the Respondents

The researcher established sex, age, educational level, period of work as well as learners family state to ascertain the characters of the respondents.

##### 4.2.1 Gender

The gender of the respondents is shown in table 4.1.

**Table 4.1: Gender Distributions of the Respondents**

Students	Gender		Total
	Male	Female	
Frequency	509	493	1002
Percent	50.8%	49.2%	100%

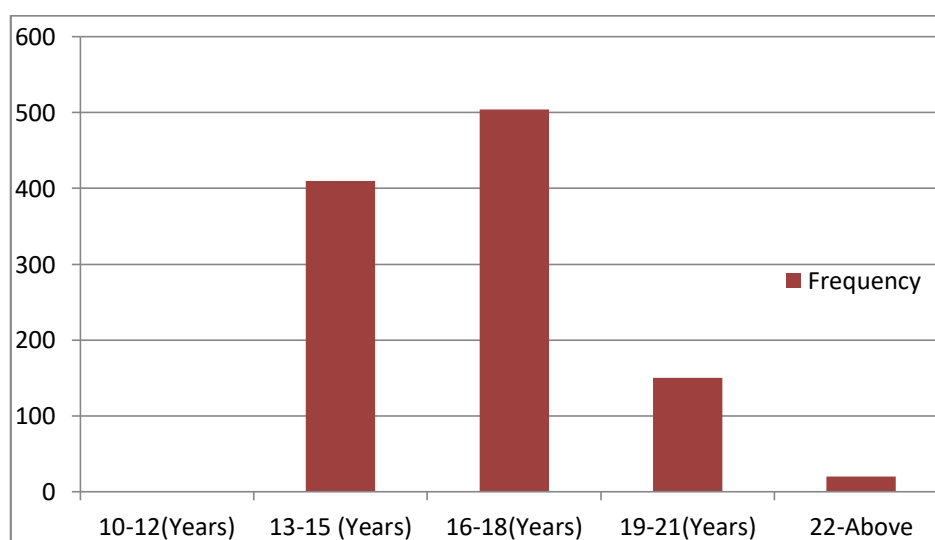
**Source: Field Data (2017)**

Based on table 4.1, the outcome reflected that, there were more males 509(50.8%) compared to females who were 493(49.2%) that participated in the research. This implies that the study was able to reduce the influence of gender bias by gathering data across all gender and this meant that data collected represented the opinions of both genders hence there was an insignificant disparity in distribution in percentage composition.

The results showed that the ratio of the abuse of drugs was higher in males than in females and this agreed with research work by Zarman (2015) among learners in several universities in Pakistan.

#### 4.2.2 Age distribution of the respondents

From the study findings, there were no students that fell between 10-12 years (0%). 13-15 years were found to be 410(37.14%) students. Between the ages 16-18 years were 504(45.65%) students. Between the ages 19-21, there were 150(13.59%) students and 22-above there were 20 (1.81%) students. From the figure, it shows that majority of students fall between the age brackets of 13-19 years.



**Figure 4.1 Age Distribution of Sampled Student Respondents**

### 4.2.3 Discussion, interpretation and conclusion of the findings on age distribution of the respondents

It was evident from the study that, majority of students who engage in this menace are between the ages 16-18 years who are still in school, hence they are the right group to be helped to avoid drug for their own good, schools, and society at large. The results from the study support the assumption that, adolescent stage is a turbulent period for students as students at this stage try to inquire and experiment on anything they come across of which one of them is drug abuse.

This indicates that the study succeeded in collecting data from all age brackets represented in the study. The researcher was also able to collect data across the different age groups showing that it reflected the views of all age sets.

## 4.3 Social Networking in the School Environment that put in Place Supply of Drugs to Secondary Schools

### 4.3.1 Category of schools

Table 4.2 shows that boys were on the lead in drug abuse in all categories of mixed schools. In Sub County Mixed Day, boys were 500 (62%) while the girls were 300 (38%). In County Mixed Day, boys were 233 (73%) and girls were 87 (27%), while, in County Mixed Day, boys were 400 (63%) and girls were 240(37%).

**Table 4.2: Category of Schools**

Response	Category of Schools		
	Sub County Mixed Day	County Mixed Boarding	County Mixed Day
General distribution of Drug abuse in mixed schools	Boys 500 (62%) Girls 300 (38%)	Boys 233 (73%) Girls 87 (27%)	Boys 400 (63%) Girls 94 (%)

**Source: Field Data (2017)**

#### **4.3.2 Discussion, interpretation and conclusion of the findings on category of schools**

From the study, it was evident that, day school students are at the forefront in drug abuse than the boarding school students. The reason advanced for this scenario, is that boarding school students are closely monitored, unlike day scholars who freely get in contact with drug peddlers and everyone else who may lure them into drug abuse when going to school in the morning and returning to their homes in the evenings and even during weekends when they are at home. It was further revealed that, discipline matters in day schools are slightly relaxed compared to boarding schools which in most cases are under close surveillance by the school administration, teachers and prefects.

The study further revealed that, day - boarding schools in all categories of schools were on the lead in abuse of drugs compared to purely day or boarding schools. This is due to the fact that the day scholars supply dangerous drugs secret from the outside world to the boarding students.

The study revealed that, the category of schools majorly affected by drug abuse, were the day schools. The basis given for this scenario was that students in boarding schools were restricted and closely monitored while the day school students were in most cases exposed to drug abuse as they commuted between home and the school. This is in line with a study conducted by Kombo (1997), who asserted that the kind of school one attends has a bearing on drug abuse among students. From his findings, experimentation with the common drugs is widespread with the youth that attend day schools rather than those who attend boarding schools because they freely interact and socialize with the outside world where drugs are rampantly sold to them. From this

observation, it is vital to establish the links that students use to obtain drugs for their consumption in secondary schools at the expense of their academic work and health.

#### 4.3.3 Status of the Schools

The results in table 4.3 indicate that 233 (23.3%) of the students who participated in the study were from day schools, 679 (67.8%) of the students were from boarding schools and that 90 (9.0%) were from day and boarding schools making a total of 1002 students.

**Table 4.3: Status of the Schools**

<b>Status of the school</b>	<b>Frequency</b>	<b>Percent</b>
Day	233	23.3%
Boarding	679	67.8%
Day and Boarding	90	9.0%
<b>Total</b>	<b>1002</b>	<b>100</b>

**Source: Field Data (2017)**

From table 4.4, the findings indicated that the anticipated numbers of learners from each class to fill and return the forms were sixteen from sixty nine streams as clarified in table 3.4, giving a total of 1104 but only 1002 were able to fill and return the forms. The rate of return remained 1002 (90.7%) as seen in table 4.4 as was affected in form one to form four in terms of expected and the actual count.

**Table 4.4: Class/Form of the Respondents in Secondary Schools**

<b>Class/Form</b>	<b>Frequency</b>	<b>Percentage (%)</b>
One	252	91.3%
Two	248	89.9%
Three	250	90.6%
Four	248	89.9%
<b>Total</b>	<b>1002</b>	<b>90.7%</b>



From table 4.5, the relationship between area of residence, that is rural and urban, showed that 672 (60.87%) are placed in rural areas while 432 (39.13 %) are placed in urban areas.

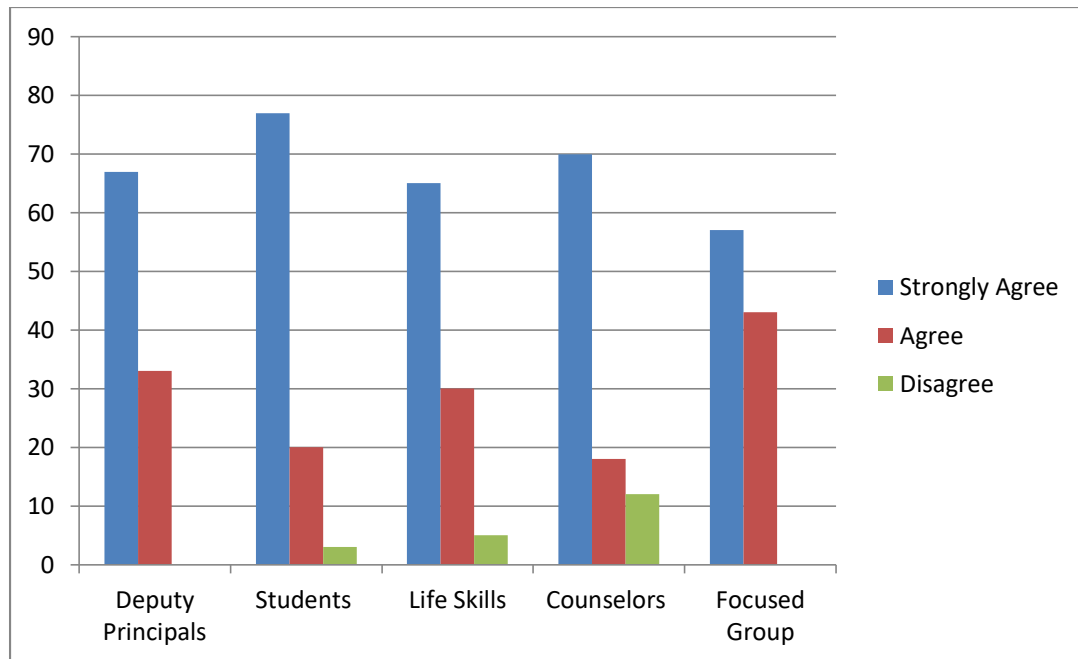
**Table 4.5: Locality of the School**

<b>Area Residence</b>	<b>Count</b>	<b>Percentage (%)</b>
Urban schools	432	39.13%
Rural schools	672	60.87%
<b>Total</b>	<b>1104</b>	<b>100%</b>

In the first objective, the study sought to determine the influence of social networkings on drug abuse in government secondary schools, the sought responses using questionnaires from students and interview schedules from Deputy Principals and Life Skills teachers and Counselors were employed.

#### **4.3.4 Whether Students Abuse Drugs in School**

Investigations into whether students abuse drugs in schools revealed that a bigger number of Deputy Principals 16 (67%), life Skills 16 (65%), students 772 (77%), Focused Group 68 (57%), and Counselors 17 (70%) illustrated that students actually use drugs in schools unlike fewer of them who had a different opinion as shown in figure 4.2.



**Figure 4.2: Whether Students Abuse Drugs in Schools**

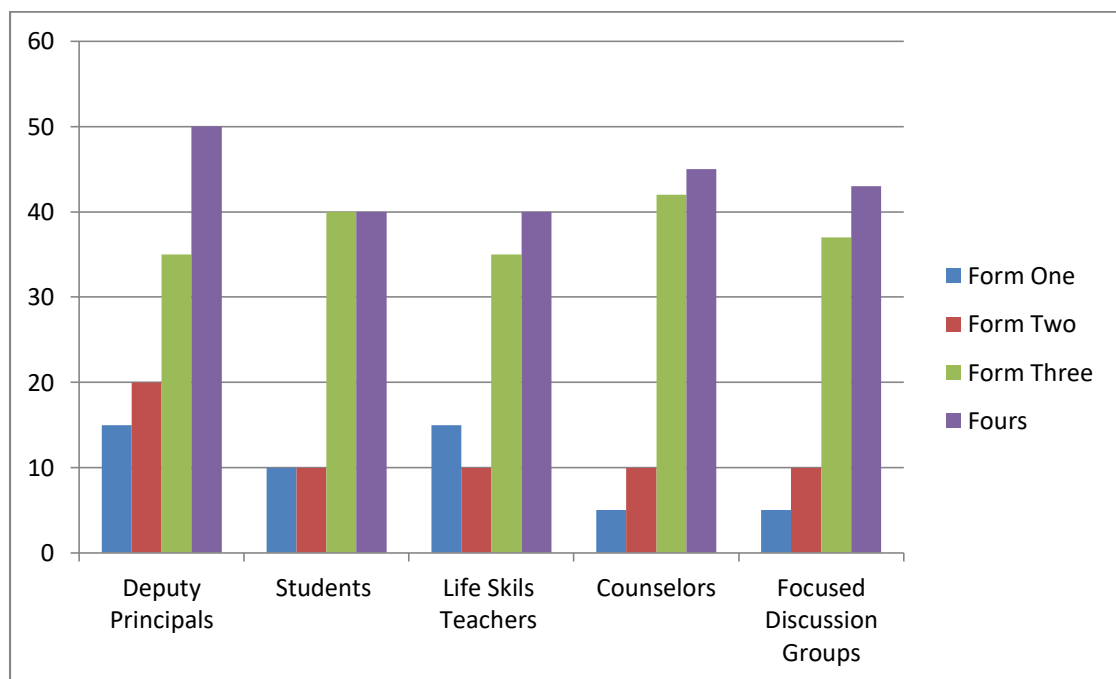
#### **4.3.5 Discussion, interpretation and conclusion of the findings on whether students abuse drugs in school**

The findings deduced evidence of drug abuse among students being very high and quite explosive. The growing number of students using drugs is very shocking and calls for serious action to be taken to contain the menace and bring it under control. It manifests that drug abuse has penetrated into all categories of schools and affected boys and girls on equal measure. This therefore manifests that drug abuse is on the rise and is endangering students' lives and by extension, placing future generation at risk and also the nation at stake.

Drug and substance abuse were the main dilemma of the present day's health challenges of the youth. Learners constitute a significant population of abusers known to use illegal substances as boosters for their academic work, efficiency and recreation as Zarman (2015) puts it.

#### 4.3.6 Classes mostly affected in drug abuse

When responding to which classes in the school were the most affected by drug abuse, the majority of the students 802 (80%) cited form three and four. Similarly, more than half of the Deputy Principals<sup>20</sup> (85%) indicated that form fours and threes the senior classes abuse drugs. Likewise, Counselors 21 (87%), Life skills teachers 18 (75%) and Focused Group Discussions 96 (80%) unanimously agreed that form fours and threes were the classes that were in the lead in consumption of illegal drugs in schools as represented in Figure 4.3.



**Figure 4.3: Classes mostly affected by Drug Abuse**

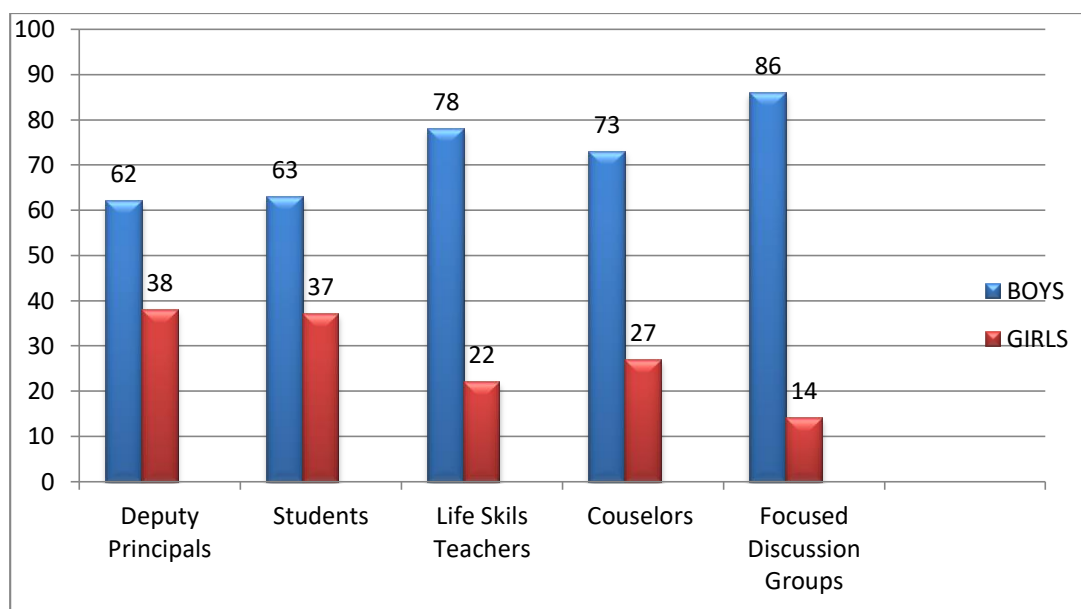
#### 4.3.7 Discussion, interpretation and conclusion of the findings on classes mostly affected by drug abuse

The study findings indicated that the majority of the respondents were of the view that form three and four classes were the most affected by drug abuse. This is due to the fact that, they are the senior members of the school and know every corner of the school and have created connections with the immediate community of the school which could be responsible for the supply of drugs to them. It is also imperative that,

during the adolescence stage, such a group begins to experiment with alcohol within the school environment which they sneak in if they are not monitored closely and reminded regularly that harmful drugs are prohibited in school for example during open forums or morning assemblies. The school environment can directly influence emotional well-being and health as well as positive academic outcomes if students are put in check quite frequently through inspections of the dormitories and boxes. These findings are supported by Johnson (2000) who notes that as the youth grow older, their social linkages stretch and get more exposure, and opportunity for other higher drug networks that increase their temptation to indulge in them.

#### **4.3.8 The General Distribution of Known Drug Abusers**

In figure 4.3, boys were a head in all categories of Mixed Schools. From the study findings, majority 14 (62%) Deputy Principals indicated that boys were more prone to drug abuse than girls against 10 (38%), while majority 731 (73%) of students as well indicated that boys were more prone to drug abuse than girls against 271 (23%). Life Skills teachers, 19 (78%) indicated that boys were more prone to drug abuse than girls against 5 (22%). Focused Group Discussion, 101 (84%) indicated that boys were more prone to drug abuse than girls against 19 (16%), and Counselors, 15 (63%) indicated that boys were more prone to drug abuse than girls against 9 (37%) who were of the contrary opinion as shown in Figure 4.4.



**Figure 4.4: General Distribution of known Drug Abusers**

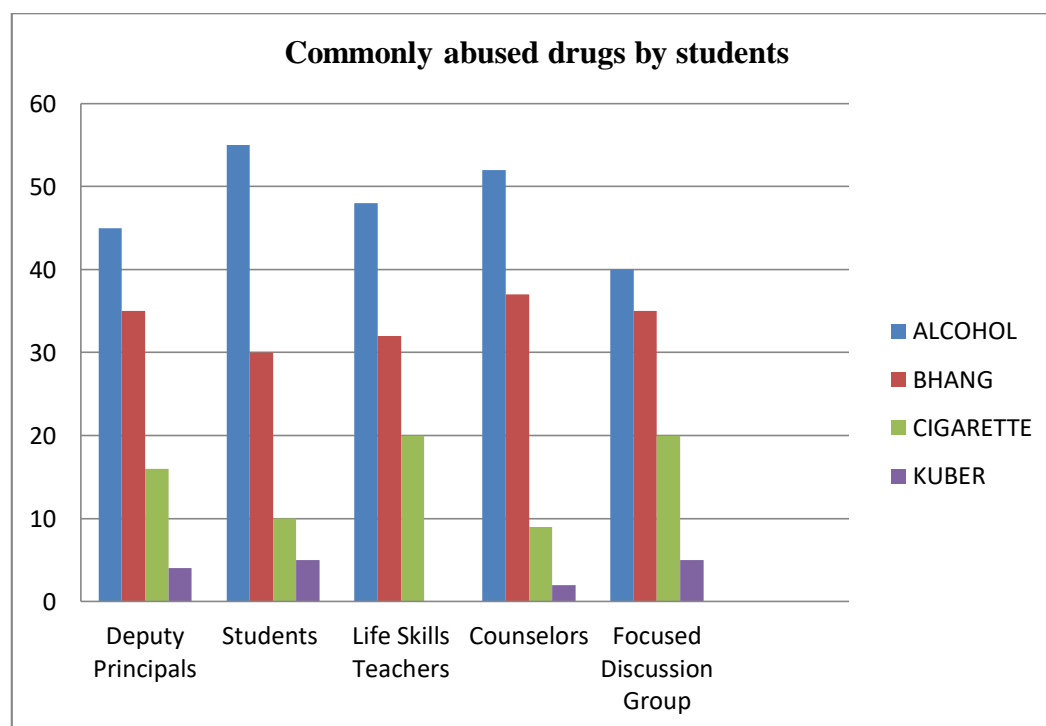
#### **4.3.9 Discussion, interpretation and conclusion of the findings on general distribution of known drug abusers**

The study results revealed that the majority of the respondents were of the opinion that boys were more prone to drug abuse than girls. Boys are more likely to use almost all types of illicit drugs than girls due to peer pressure and to be part of a group and identification purpose. For most age groups, boys have higher affinity to resort to drug abuse, use or dependence on illicit drugs and alcohol than girls. On the other hand, girls like boys can easily fall into temptation of drug abuse if they are left unchecked. In addition, women in general may be more susceptible to craving for drug use and relapse, which are the key phases of the drug addiction cycle. This finding is in line with NHSDA (1999) that males are more likely to abuse drugs than females.

#### **4.3.10 Drugs commonly used by students in the public schools**

When responding to which drugs were commonly abused by students at school, the respondents revealed that more than half of all the respondents of the study namely:

Deputy Principals 19 (80%), students 852 (85%), life Skills 19 (80%), Focused Group 90 (75%), and Counselors 21 (89%) unanimously agreed that alcohol was the most commonly abused by students in schools, followed by Bhang and cigarettes. Kuber was the least commonly abused drugs in school as shown in figure 4.3.



**Figure 4.5: Drugs commonly used by Students in public schools**

#### **4.3.11 Discussion, interpretation and conclusion of the findings on drugs commonly used by students in the public schools**

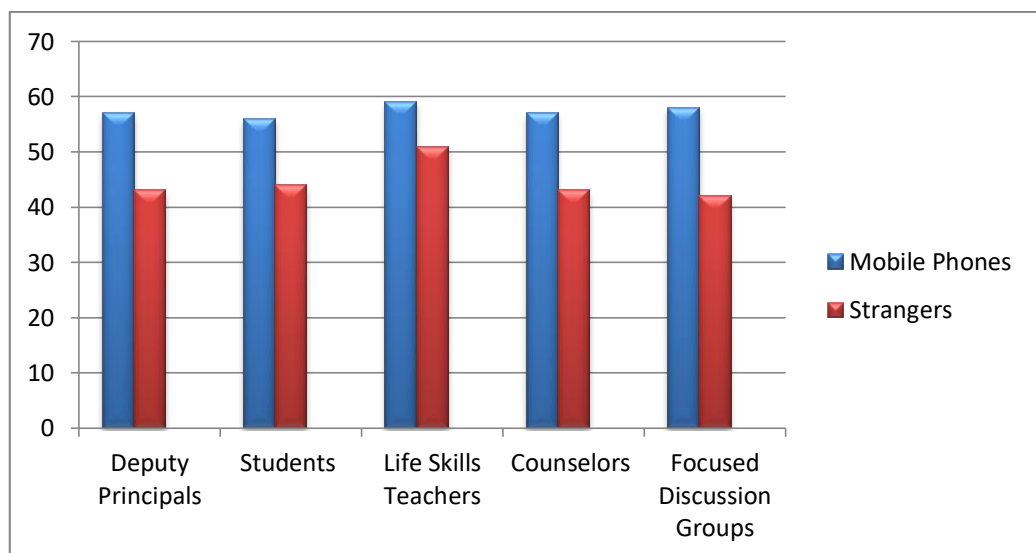
The study revealed that more than half of all school respondents unanimously were of the opinion that, alcohol was the most commonly abused by students in schools, followed by Bhang and cigarettes. Kuber was the least commonly abused drug in schools. It was found out that drug intake and alcohol consumption are the major problems that affect school-age youth at an earlier age than in the past. Young people frequently begin to experiment with alcohol, tobacco, and other drugs during the middle school years, with a smaller number starting during elementary school. By the time students are in high school, rates of substance use are remarkably high and these

findings are in tandem with findings by NIDA (2014) that alcohol and tobacco are the most abused drugs by high school seniors. In this regard, educators should realize drug and alcohol abuse among students is real and are significant barriers to the achievement of educational objectives in schools. Furthermore, county governments and state agencies should frequently provide health education classes to students, including content on drug and alcohol abuse, NIDA (2014) in order to save high school students from the ravaging menace of drug abuse in good time.

#### **4.3.12 Social networks that student use to infiltrate drugs in schools**

The researcher went on to investigate the social networks that students employed in smuggling the drugs into their schools. Deputy Principals 15(57%), students 561(56%), life Skills 14(59%), Focused Group Discussions 70(58%), and Counselors 21(87.5%) respectively, determined that, there were strangers with different school uniforms during school festivities such as drama, music and such like activities so as to pose as students and have their way to selling dangerous drugs to students who think by taking drugs they could outshine and be champions during these activities, only to end up in getting humiliated and frustrated having failed to realize their dreams. This could lead to fights amongst them and even cause massive destruction back at school. Cell phones were found to be on the higher side when it came to drug distribution as they could be used for coordination on where and when to collect drugs. This is supported by Guide to Drugs on Social Media (2017) which states that social network is the primary tool for drug dealers for the simple reason that using social networks such as smart phones to conduct business is far quicker and more efficient compared to the previous methods of the past.

In figure 4.6 all respondents showed that students were in touch with strangers who in secret supplied the substances at specific points, with the abuse gaining momentum and widely spreading over the weekends. They concurred that there were social networking utilized as channels for the penetration of destructive drugs to students in their schools. They pinpointed mobile phones that were sneaked to schools by hiding them inside food stuffs like; hidden in pens or a tin of powdered milk, bread, wrapped in toilet rolls, and a packet of biscuits for girls they place drugs inside their sanitary towels and private parts. While in school, mobile phones are hidden in special places by a section of student body to be used in connecting with the outside world for the supply of illicit drugs into their schools. Form four classes were identified as notoriously known for sneaking mobile phones into schools. Students found that mobile phones eased communication whenever they felt talking to their external and internal suppliers.



**Figure 4.6 Social Networks that Students use to Infiltrate Drugs into the School**



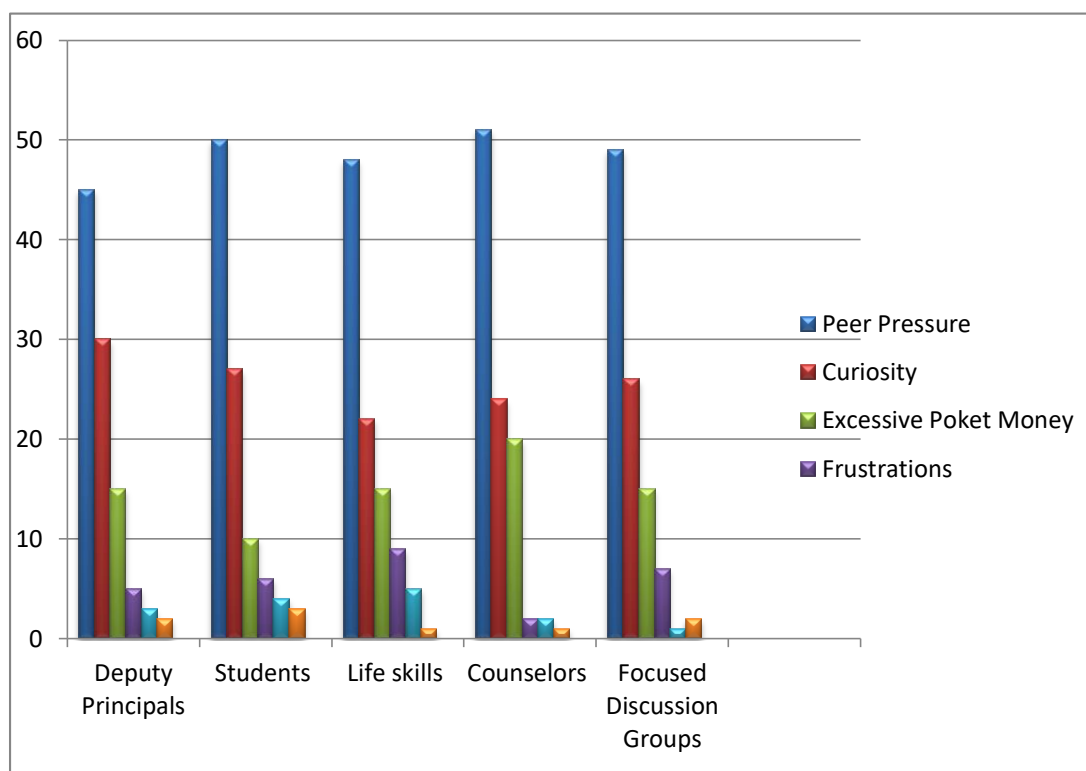
#### **4.3.13 Discussion, interpretation and conclusion of the findings on social networks that student use to infiltrate drugs in schools**

It is desirable, for schools to be concerned with drug demand reduction, drug supply reduction and mitigating the health and social consequences of drug use, with major focus on demand reduction. Education authorities should accept sole responsibility to changing students' health behaviors that include reducing drug use in schools. Schools should equally be tasked to influence drug use behavior in the school environment. The school's primary role is, to teach skills, to impart knowledge and to establish a sound value base in relation to health and drug use, and not to change behaviors that may be determined by factors beyond the influence of the school by force such as, punishing or expelling learners when found in possession of harmful drugs while at school.

#### **4.3.14 Reasons why students abuse drugs in school**

The study identified by all respondents in Figure 4.7 the following reasons as the main causes of drug abuse among students: Excessive pocket money; curiosity; peer pressure; idleness; frustrations due to pressure from school work among others.

Deputy Principals 18(75%), students 772(77%), life Skills 17(70%), Focused Discussion Groups 90 (75%), and Counselors 18(75%) respectively, found that Peer Pressure and Curiosity combined were the major reasons for student engagement in drug abuse in schools.



**Figure 4.7 Reasons why Students Abuse Drugs in School**

#### **4.3.15 Discussion, interpretation and conclusion of the findings on reasons why students abuse drugs in school**

The study reveals that peer pressure is on the lead in as far as drug abuse in schools is concerned. This peer pressure happens occurs most often between the ages of 16 and 18, when teens begin to think “everyone else is doing it, so they should do it too!” They engage themselves in parties that involve drug abuse because they think to be social is engaging themselves in adult activities that they have seen and borrowed from friends and significant others. These are common situations which students engage in, so as to feel they are part and parcel of the social world and fit in the society which is a fatal illusion. This peer pressure is instigated by older friends.

The study further revealed that, in high school most learners are overly stressed with a tight program of lots of work from teachers in form of assignments and extra co-

curricular activities. Lack of coping skills can lead them to seek out artificial methods of coping with stress such as turning to drugs abuse for relaxation purpose.

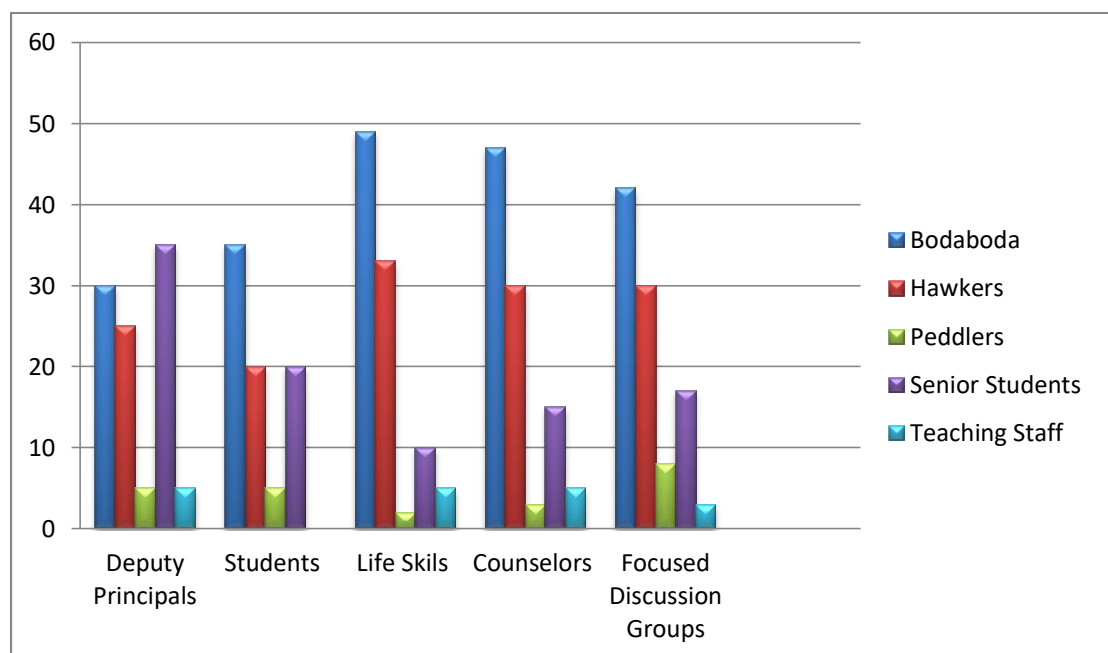
Some teens turn to drugs and alcohol as a form of escapism. When they are sad or depressed they see these substances as a way to forget and feel better and happier. It is their attempt to self-medicate in the wrong way.

The study also revealed that, curiosity is a natural part of life and teenagers are not immune to the urge. Many teens begin experimenting with drugs and alcohol simply because they are curious and want to know what it feels like. As teenagers, they have the delusion that they are invincible. Even if they know that drugs are bad, they do not believe that anything bad can actually happen to them. Educating your child on the repercussions of drug and alcohol abuse may extinguish this curiosity. This is supported by Johnson (2000) who observes that social pressure, curiosity and addiction mostly strengthens taking of drugs for the purposes of looking mature and fashionable person.

#### **4.3.16 Places Where Students obtain Drugs in Schools**

It was vital to knowing the source of drugs in schools, when attending to this question, all interviewees from all groups of school namely Sub county Mixed Day, National Boarding Boys, County Boarding Boys, and County Boarding Girls confirmed that most students get drugs from many groups such as senior comrades, vendors, drug dealers, guards, motorcycle riders, parents, school non-teaching staff. A big number of Deputy Principal, Students, Life Skills teachers, Counselors and Focused Discussion Group at 21(90%), 938(85 %,) 18(75%) 20(83%) and 87(72 %) respectively confirmed that majority of the students got drugs majorly from motorcycle riders, hawkers and senior students. Drug peddlers and Teaching staffs were rated low as shown in figure 4.8.

The study established from all groups of schools in their considerations on drug abuse that they were able to identify the sources of drugs as the motorcycle operators, public transport touts, other senior students and dealers surrounding schools.



**Figure 4.8: Areas in where Students get Drugs from in School**

#### **4.3.17 Discussion, interpretation and conclusion of the findings on places where students obtain drugs in schools**

There are many ways that teenagers can get their hands on drugs or alcohol without having to buy them from the stores. The high prevalence of illicit substances in most communities gives learners easy access to drugs, both at school and in other places. Groups of teens can develop specific ways to find drugs and distribute them to each other without adults figuring out what is going on.

Many drug transactions occur on school grounds, where teens sell drugs to their peers. At school, teens have access to a larger pool of drugs than what they would be accustomed to in their own small social groups.

Teenage drug dealers operate in shrouds of secrecy around schools, potentially making deals on regular basis. Nearly all the high school students who engage in drug abuse say that, they have been sold, given, or offered dangerous drugs around and within the school premises.

The study established that some sly students get into school with limps and bandage dressing on their limbs hide drugs such as tobacco, cocaine or heroin. Some students faked chronic sicknesses that required them to check on experts regularly after certain of time only to use such opportune moments to restock their depleted drugs stock. Some pretended to teachers that they use traditional medicine that they need permission to go home and collect it only to be found out that it was harmful drugs camouflaged as crushed traditional medicine from drug peddlers who use all sorts of tricks such as putting on school uniforms in the streets and else. This is in connection with Star Newspaper, 28<sup>th</sup> November, 2017 which wrote that some drug dealers pretending to be students in some higher learning institutions and other joints in the country are using students in the trade of drugs in universities which leads to a rise in unrest.

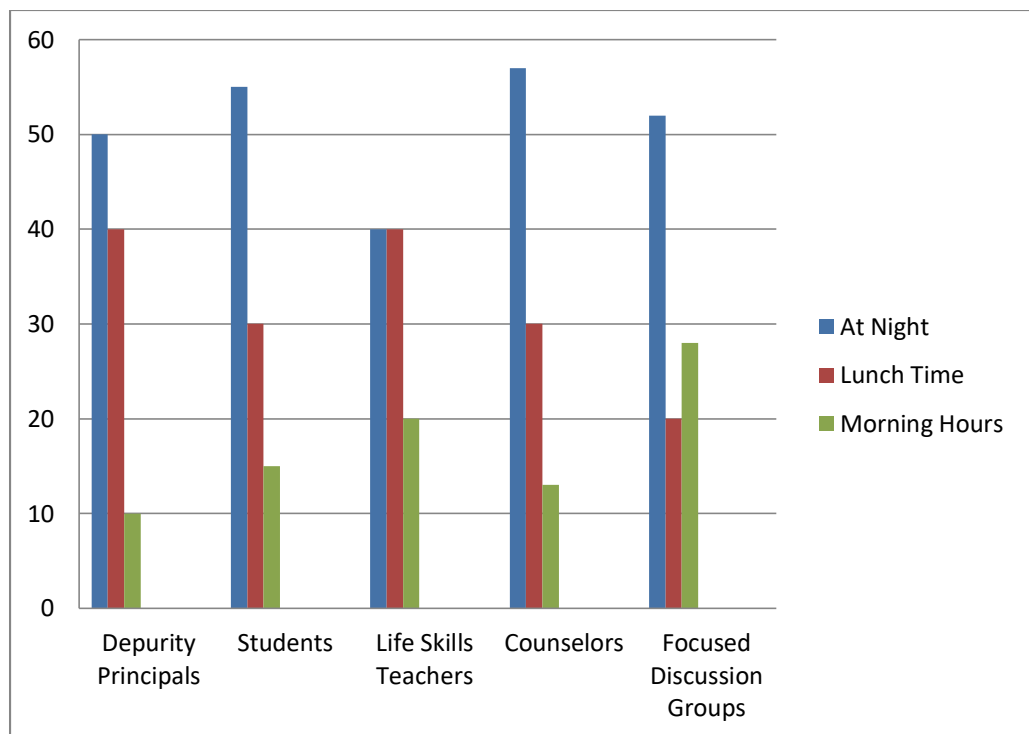
In conclusion, it will be proper for teachers and parents to instill confidence by encouraging their children to accept themselves the way they are. They ought to help them distinguish between the helpful use of legal drugs and the harmful consequences of illegal drugs. Above all, parents need to offer young people skills that enable them to say no to peer pressure on drug abuse.

#### **4.3.18 Peak time when students use drugs**

Figure 4.8, the researcher wanted to know times when students chose to drug use. All interviewees, Deputy Principal, Students, Life Skills Teachers, Counselors and

Focused Discussion Group at 21 (90%), 938 (85%), 18 (75%), 20 (83%) and 87 (72%) respectively, were able to pinpoint when students took drugs as at night and lunch break on higher side compared to morning prep and game time. It was also found out that, in their scheme students in avoiding being detected by teachers as they took drugs in schools, gathered themselves and either went under trees inside the school compound or in open fields and pretended to be involved in group discussions while taking drugs.

It was also eminent that most of all respondents were in agreement that students take drugs during morning and mid-break hours in toilets as represented in figure 4.9.



**Figure 4.9 Time when students consume drugs in school**

#### **4.3.19 Discussion, interpretation and conclusion of the findings on peak time when students use drugs**

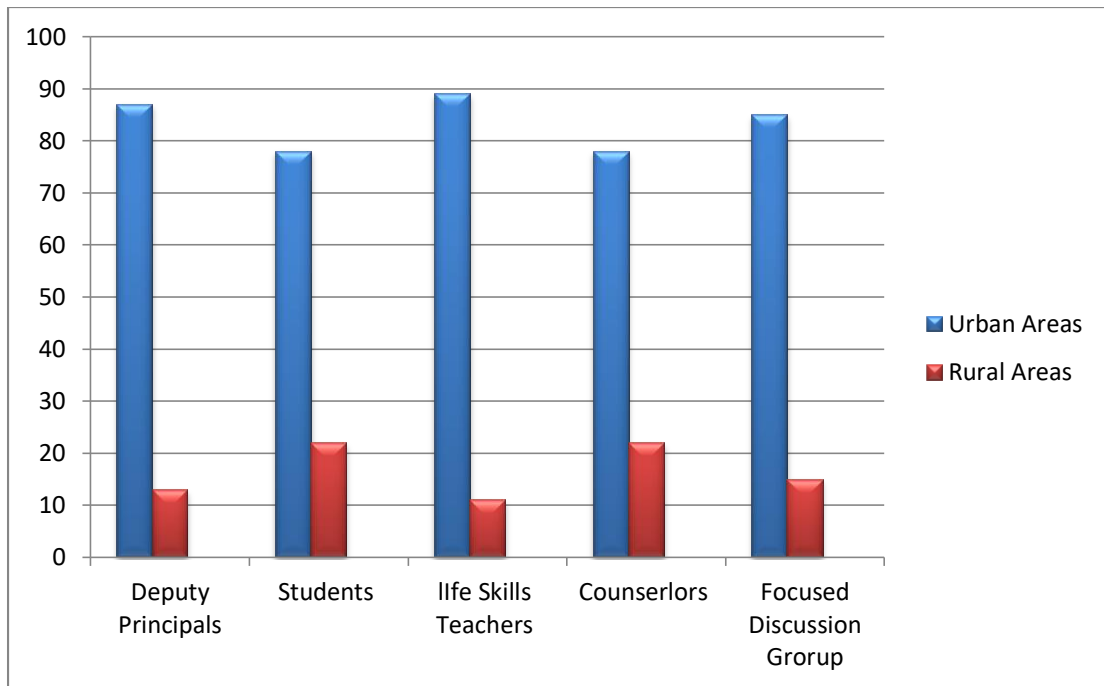
The study revealed that, other than night and lunch break students consume drugs during game time, the morning and mid-breaks hours. These are elusive moments for

the school administration and teachers as they are not suspecting students to be indulging in drug abuse since these are rush hours in as far as school routine is concerned. It was also found out alcohol intake and other drug abuse took place during weekends when a majority of teachers attend to their private activities far away from school. These are times when students get freedom to fully engage in drug abuse that in most cases end up in complete chaos in schools. This is supported by NACADA (2016) which disclosed that students are using all possible tricks to abuse drugs during such moments as, school, visiting days, entertaining or during the night in dormitories, particularly during weekends.

From this scenario, school administration and teachers should be available in school at all times and initiate a surveillance mechanism that monitors the students' movements and activities while at school.

#### **4.3.20 Places Where Majority of the Drugs Abusers Come From**

The researcher wanted to find out where the majority of drug abusers mainly came from. In responding over the same, it was evident that majority of the respondents, Deputy Principals 21(87%), Students 781(78%), Life Skills Teachers 22(89%) and Counselors 19(78%) Focused Discussion Group102(85%) had it that most of the drug abusers came from Urban areas and less than half of the respondents believed that some of the drug abusers came from rural areas as shown in figure 4.9.



**Figure 4.10: Places where Majority of the Drugs Abusers come from**

#### **4.3.21 Discussion, interpretation and conclusion of the findings on places where majority of the drugs abusers come from**

In responding to where the majority of drug abusers mainly came from, it was evident that the majority of them mainly came from urban areas. Urban areas are a hub for both drug and alcohol abuse. The number of people addicted to illicit and mind-altering substances is alarmingly on the rise both in urban and rural areas.

Youths from urban areas, backgrounds are more vulnerable to drug abuse because they are exposed to different levels of risk factors than protective factors for drug abuse. Different aspects of the uptown environment itself may be related to drug use among urban students depending on the drug outcome. Well-off families very often host parties in their homes where all sorts of drinks are availed for merry making and everyone who is in the home is not restricted in what he or she is interested in taking. Students from rural are not spared either from drug abuse; mayhem since they resort to locally produced lethal brews such as channg'aa and bhang that are produced in



forests, hilly areas, and coffee and sugar cane plantations among others in the country. Adequate mitigation measures are needed in place so that the drug menace is reduced if not brought to an end so as to save learners in good time before they are consumed by harmful drugs that have proved to be unwavering monster in the midst of students (NACADA 2010).

#### **4.4 Activities Used by Teachers at Secondary Level to Address the Menace of Drug Abuse**

##### **4.4.1 Students' response on activities used by teachers in drug abuse**

Table 4.6 shows that 723 (74.6%) responses from students opined that class teachers do not discuss the problem of drug abuse during class meetings and 26 (2.9%) agree, 10 (1.1%) strongly agree, while none was undecided and 243 (21.4%) strongly disagreed. On the issue of whether teachers attend workshops on the teaching of essential life skills 648 (66.3%) disagreed, 331 (31.2%) strongly disagreed, 20 (2.2%) agreed and none strongly agreed. 720 (69.9%) were of the opinion that teachers in their schools showed students that they were caring and were concerned about their welfare, 295 (27.2%) strongly disagreed, 6 (0.7) were undecided, 20 (2.2%) strongly agreed and none strongly agreed. 671 (69.8) of student responses were of the opinion that they didn't receive support from teachers on all matters while in school, 295 (27.2%) strongly disagreed, 16 (1.8%) undecided, 20 (2.2%) disagreed and none strongly agreed.

**Table 4.6: Student's response on Activities used by teachers in drug abuse**

<b>Statement</b>		<b>SD</b>	<b>D</b>	<b>U</b>	<b>A</b>	<b>SA</b>	<b>Total</b>
Class teacher discusses the F		243	723	0	26	10	1002
problem of drug abuse during %		21.4	74.6	0	2.9	1.1	100
class meetings							
Teachers attend workshops on F		331	648	4	20	0	1002
the teaching of essential life %		31.2	66.3	0.	2.2	0	100
skills				4			
Teachers in our school show F		295	720	6	20	0	1002
students they are caring and are %		27.2	69.9	0.	2.2	0	100
concerned about their welfare				7			
All students receive support F		295	671	16	20	0	1002
from teachers on all matters %		27.2	68.8	1.	2.2	0	100
while in school				8			

**Key: SD=Strongly Agree, D=Disagree, U=Undecided, A=Agree, SA=Strongly Agree, %=Percentage, F=frequency**

#### **4.4.2 Discussion, interpretation and conclusion of the findings on student's response on activities used by teachers in drug abuse**

The study revealed that, the majority of the teachers did not discuss the problem of drug abuse during class meetings. Teachers also do not give students the support they need on all matters while in school, and neither do they show students that they are caring and concerned about their welfare nor do they attend workshops on the teaching of Essential Life Skills. This disables most of the teachers in their execution duties since they are less equipped with skills on how to handle the predicament of the ravaging drug abuse in secondary schools. This has placed the programs of drug abuse in an awkward state in schools since they appear toothless in the wake of the destructive drug pandemic among the learners at secondary school level in Kenyan schools.

The findings further showed the teachers had not embraced a number of activities with the seriousness they deserve for example, sports, drama, ball games, debates and guidance and counseling for the purpose of reducing drug abuse in secondary schools. Purposely, these activities are intended for competition outcomes among other schools and not to help students get out of abusing drugs. The deputy principals, guidance and counseling and life skills teachers as well as students were all in agreement that these activities employed were meant to reduce drug abuse in secondary schools but unfortunately they have yielded much less positive results which means, other means ought to be devised to arrest drug abuse in secondary schools in Kenya.

#### **4.4.3 Deputy Principals' response on activities used by teachers on drug abuse**

The study results revealed in 4.7 showed that 20(83.3%) of the Deputy Principals responses were of the opinion that class teachers discussed the problem of drug abuse during class meetings, while 15(62.5)% of them were of the view that teachers rarely attended workshops on the teaching of essential life skills, 20(83.3%) were of the opinion that teachers in their school rarely showed students they were caring and were concerned about their welfare, and 5(21.8%) of them were of the opinion that the students received support from teachers in all matters while in school.

**Table 4.7: Deputy Principals' Response on Activities used by Teachers on Drug Abuse**

<b>Statement</b>		<b>SD</b>	<b>D</b>	<b>U</b>	<b>A</b>	<b>SA</b>	<b>Total</b>
Class teacher discusses the problem of drug abuse during class meetings	F	0	0	0	20	4	24
	%	0	0	0	83.3	16.7	100
Teachers attend workshops on the teaching of essential life skills	F	0	20	0	4	0	24
	%	0	83.3	0	16.7	0	100
Teachers in our school show students they are caring and are concerned about their welfare	F	0	2	5	15	2	24
	%	0	8.3	21.8	62.5	8.3	100
All students receive support from teachers on all matters while in school	F	0	5	2	11	6	24
	%	0	21.8	8.3	45.8	25	100

**Key: SD=Strongly Agree, D=Disagree, U=Undecided, A=Agree, SA=Strongly Agree, %=Percentage, F=frequency**

#### **4.4.4 Discussion, interpretation and conclusion of the findings on deputy principals' response on activities used by teachers on drug abuse**

The study revealed that, majority of the teachers were reluctant in discussing the problem of drug abuse during class meetings; more so students hardly receive support from teachers in all matters while in school, similarly, the study further exposed that, teachers rarely showed students that they care or are concerned about their welfare. The findings further showed that teachers do not attend workshops on the teaching of Essential Life Skills subject due to constraints beyond their reach. The findings as well depicted that teachers had not embraced a number of activities such as sports, drama, ball games, and debates for the purpose of deterring drug abuse public in secondary schools. These are issues that the Ministry of education and school authorities should make a priority and strengthen them for the removal of drug abuse from schools so that learners are placed in an enabling environment that lead to the

realization of sound academic results as well as peace and stability in public schools in Nandi County and by extension, Kenya in general.

#### **4.4.5 Life skills teachers' response on activities used by teachers on drug abuse**

The study results in table 4.8 reflects that 10(41.6%) of the Life Skills teachers' responses were of the opinion that class teachers discussed the problem of drug abuse during class meetings, 12(50%) disagreed and 2(8.3) were undecided and none (0%) strongly disagreed or strongly agreed. 4(16.7%) were of the view that teachers go for workshops on the teaching of life skills in schools, while none did not strongly disagree or strongly agreed or were undecided. 20 (83.3%) of the respondents were of the view that teachers did not attend workshops on the teaching of essential life skills. 15(62.5%) of life skills teachers were of the opinion that teachers in their schools showed students that they were caring and were concerned about their welfare while 2(8.3%) were not. 5(21.8%) were undecided, while 2(8.3%) strongly agreed and none did not strongly disagree that teachers showed students they were caring and concerned about their welfare. On the issue of whether all students receive support from teachers on all matters while in school, 11(45.8%) agreed, 6(25%) strongly agreed and 2(8.3%) were undecided while 5(21.8%) disagreed and none strongly disagreed.

**Table 4.8: Life Skills Teachers' Response on Activities used by Teachers on Drug Abuse**

<b>Statement</b>		<b>SD</b>	<b>D</b>	<b>U</b>	<b>A</b>	<b>SA</b>	<b>Total</b>
Class teacher discusses the problem of drug abuse during class meetings	F	0	12	2	10	0	24
	%	0	50	8.3	41.6	0	100
Teachers attend workshops on the teaching of essential life skills	F	0	20	0	4	0	24
	%	0	83.3	0	16.7	0	100
Teachers in our school show students they are caring and are concerned about their welfare	F	0	2	5	15	2	24
	%	0	8.3	21.8	62.5	8.3	100
All students receive support from teachers on all matters while in school	F	0	5	2	11	6	24
	%	0	21.8	8.3	45.8	25	100

**Key: SD=Strongly Agree, D=Disagree, U=Undecided, A=Agree, SA=Strongly Agree, %=Percentage, F=frequency**

#### **4.4.6 Discussion, interpretation and conclusion of the findings on life skills teachers' response on activities used by teachers on drug abuse**

Majority of the Essential Life Skills teachers were in agreement that students didn't receive any discussion on the problem of drug abuse during class meetings from teachers, or received any support from teachers on all matters while in school, but majority indicated that they showed students that they cared and were concerned about their welfare, however, they rarely attended workshops on the teaching of Essential Life Skills. This is an issue that is seriously wanting from the Ministry of Education and school authorities. They need to revamp the life skills subject and update teachers of the subject by all means possible so as to equip them with skills that will enable them deal with drug abuse adequately and bring drug abuse pandemic

in secondary schools to an end in the foreseeable future and be assured of a stable and healthy nation.

The findings further showed that teachers had not embraced a number of activities such as sports, drama, ball games debates and guidance and counseling to reduce drug abuse in secondary schools. Majorly these activities are intended for competition purposes among other schools. They are not purely intended to deter students from abusing drugs. The deputy principals, guidance and counseling and life skills teachers as well as students were all in agreement that these activities employed were meant to reduce drug abuse in secondary schools, but regrettably these have yielded far much less positive results which means, other methods ought to be formulated to arrest drug abuse in public secondary schools in Nandi County, more so in Kenya.

#### **4.4.7 Counselors' response on activities used by teachers on drug abuse**

The study findings in table 4.9 showed that 8 (33.3%) of the Counselors responses were of the opinion that class teachers discussed the problem of drug abuse during class meetings, 10 (41.6%) of the respondents disagreed, 1 (0.24%) strongly agreed, 5 (8.3%) were undecided and none strongly disagreed. 4 (16.7%) were of the opinion that teachers in their schools attended workshops on the teaching of Essential Life Skills subject and 18 (75%) disagreed while none strongly disagreed, were undecided and strongly agreed. 15(62.5%) of the respondents were of the opinion that teachers in their schools showed students that they were caring and were concerned about their welfare, 2 (8.3%) strongly agreed, 5 (20.8%) were undecided, 2 (8.3%), disagreed and none strongly disagreed. There was no respondent who agreed or strongly agreed that all students received support from teachers on all matters while in school, 10(41.6%) were undecided, 2(8.3%) disagreed and 12(50%) strongly disagreed.

**Table 4.9: Counselors' Response on Activities used by Teachers on Drug Abuse**

Statement		SD	D	U	A	SA	Tot
Class teacher discusses the F		0	10	5	8	1	24
problem of drug abuse during class %		0	41.6	8.3	33.3	0.24	100
meetings							
Teachers attend workshops on the F		0	18	0	4	0	24
teaching of essential life skills %		0	75	0	16.7	0	100
Teachers in our school show F		0	2	5	15	2	24
students they are caring and are %		0	8.3	21.8	62.5	8.3	100
concerned about their welfare							
All students receive support from F		12	2	10	0	0	24
teachers on all matters while in %		50	8.3	41.6	0	0	100
school							

**Key: SD=Strongly Agree, D=Disagree, U=Undecided, A=Agree, SA=Strongly Agree, %=Percentage, F=frequency**

#### **4.4.8 Discussion, interpretation and conclusion of the findings on counselors' response on activities used by teachers on drug abuse**

From the results, majority of the teachers did not discuss the problem of drug abuse during class meetings, they did not give any support to students on all matters while in school, similarly, teachers did not show students that they were caring and were concerned about their welfare, as well teachers did not attend workshops on the teaching of Essential Life Skills subject. This has resulted in poor handling of life skills subject in that has led to the rapid escalation of drug abuse in secondary schools.

The findings further showed that the teachers had not embraced a number of activities such as sports, drama, ball games, debates and guidance and counseling to reduce drug abuse in secondary schools. Majorly these activities were purely intended for competition purposes among secondary schools in Kenya. They were not intended to deter students from abusing drugs. The Deputy Principals, guidance and counseling



and life skills teachers as well as students were all in agreement that these activities employed have not yielded any positive results which means, other methods ought to be framed to arrest drug abuse in secondary schools in Nandi County and the entire nation.

#### **4.4.9 Focused group discussions responses on activities used by teachers on drug abuse**

The study findings in table 4.10 showed that the FGDs responses were of the opinion that class teachers did not discuss the problem of drug abuse during class meetings, 17 (14.2%) were undecided, and 71 (52%) disagreed. 10 (8.3%) respondents strongly disagreed that teachers attend workshops on the teaching of Essential Life Skills, 52 (43.3%) disagreed, 40 (33.3%) were undecided on whether teachers attended workshops or not and 18 (15.4%) of the responses were of the opinion that teachers attend workshops, while none strongly agreed. 41 (32%) of the FGDs strongly disagreed that teachers in their schools showed students that they were caring and were concerned about their welfare, 50 (42%) disagreed, 9 (7%) were undecided, while 20 (16%) agreed and none strongly disagreed. In the case of whether all students received support from teachers on all matters while in school, 33 (27.5%) strongly disagreed while 68 (56.6%) just disagreed. 19 (15.8%) were undecided and there were none who agreed or strongly agreed.

**Table 4.10: Focused Group Discussions Responses on Activities Used By Teachers on Drug Abuse**

<b>Statement</b>		<b>SD</b>	<b>D</b>	<b>U</b>	<b>A</b>	<b>SA</b>	<b>Total</b>
Class teacher discusses the problem of drug abuse during class meetings	F	32	71	17	0	0	120
	%	26.6	59.2	14.2	0	0	100
Teachers attend workshops on the teaching of essential life skills	F	10	52	40	18	0	120
	%	8.3	43.3	33.3	15.4	0	100
Teachers in our school show students they are caring and are concerned about their welfare	F	41	50	9	20	0	120
	%	32.	42.	7	16	0	100
All students receive support from teachers on all matters while in school	F	33	68	19	0	0	120
	%	27.5	56.6	15.8	0	0	100

**Key: SD=Strongly Agree, D=Disagree, U=Undecided, A=Agree, SA=Strongly Agree, %=Percentage, F=frequency**

#### **4.4.10 Discussion, interpretation and conclusion of the findings on focused group discussions responses on activities used by teachers on drug abuse**

From the findings, the Focus Group Discussions were discontented that teachers did not discuss the problem of drug abuse during class meetings, do not attend workshops on drug abuse except for any, few, likewise for whether teachers showed the students that they were caring and concerned about their welfare. Focus Group Discussions completely denied that teachers ever gave them any support on all matters while at school. This is quite disappointing since teachers as mentors to students are supposed to be close to them at all times for effective guidance on school matters. This scenario creates a big rift between teachers and students that paves way for a loophole for the infiltration of harmful drugs into schools.

The findings further showed that teachers had not embraced a number of activities such as sports, drama, ball games, debates and guidance and counseling for the purpose of reducing drug abuse in secondary schools. Majorly, these activities are intended for competition purposes among other schools. They are not geared toward deterring students from abusing drugs in secondary schools. The Deputy Principals, Guidance and Counseling and Life Skills Teachers as well as students were all in agreement that some of these activities employed were meant to reduce drug abuse in secondary schools. Unfortunately, these have yielded far much less positive results which means, other methods need to be formulated to arrest, the ever ferocious drug abuse in secondary schools in Nandi County and by extension the entire country.

#### **4.5 Challenges Faced by Teachers and Learners on Drug and Substance Abuse in Public Secondary Schools**

On the third objective, the study tried to find out the challenges encountered by teachers and learners on drug use in secondary schools. The study results are as illustrated in table 4.11.

**Table 4.11: Deputy Principals,' Focused Group Discussion and Guiding and Counseling Response on Challenges Faced by the School Administration in Handling Drug use among Students**

Responses	D/P/LST/ C				FGD	
	Critical		Less Critical		Critical	Less Critical
	F	%	F	%	F	%
Identifying where students hide drugs in school	65	90	7	10	86	72
Collusion between students and school workers make drug detection difficult	61	85	11	15	106	89
Improving the performance of students who have been under substance abuse	58	80	14	20	86	72
Teachers' involvement in drug abuse by students	68	95	4	5	57	68
Joint school activities e.g. Drama, Sports, Symposiums, Debates etc.	61	85	11	15	72	60
Day school students	65	90	7	10	78	65
Students having excess pocket money	61	85	11	15	66	55
Family challenges/Peer pressures Frustrations/	54	75	18	25	89	74
Availability and accessibility of drugs within school compounds/ Poor implementation of drug abuse policies	50	70	22	30	76	63

**Key: SD=Strongly Agree, D=Disagree, U=Undecided, A=Agree, SA=Strongly Agree, %=Percentage, F=frequency**

Collusion between students and school workers make drug detection difficult as one of the challenges that were subjected to respondents' views. More than half of the interviewees 61 (85%) of the three major respondents combined, Deputy Principals, (DP) Life Skill Teachers (LST) and Counselors (C) and Focus Discussion Group (FDGs) 86 (72%) indicated that family challenges were pressing and most Critical

hindrances toward reduction of drug abuse among secondary school students. Another 5%, 10%, and 15% of them pointed out that the challenge was less critical.

Teachers' involvement in drug abuse with students was also one of the challenges that were subjected to respondent's views. Nearly all respondents, 95%, 90%, 85% of the Deputy Principals, Life Skill Teachers and Counselors respectively indicated that Teachers' involvement in drug abuse by students is pressing and most Critical hindrances toward reduction of drug abuse among secondary school students. Less than half of all respondents indicated that the challenge of students having excess pocket money facilitate them to buy drugs was not critical, 61 (85%,) of the three major respondents combined, Deputy Principals, (DP) Life Skill Teachers (LST) and Counselors (C) and Focus Discussion Group (FDGs) 86 (72%) of them reported it was critical. This implies that pocket excess money among students could be a major challenge against drug abuse reduction strategies in secondary schools.

On ranking availability and accessibility of drugs within the school compound as among challenges hindering drug abuse reduction in secondary schools, a vast majority 58 (80%) of the respondents were in agreement that the point was critical. This shows that this challenge could also be a key hindrance towards reduction of drug abuse among students in secondary schools.

When the respondents were asked to indicate their views on peer pressure as hindering effective reduction in drug abuse, the respondents, over 50% were in agreement that, peer pressure among students contributed significantly to drug abuse in schools. This means that if no interventions are put in place to counter peer pressure influence on drug abuse among secondary school students, drug abuse reduction will remain a dream yet to be achieved in the distant future.

Another challenge that was subjected to general opinions among study respondents was the poor implementation of drug abuse guidelines. More than half 78 (65%) of all the respondents pointed out that this challenge is critical. This implies that more than half of the respondents were aware that poor implementation of drug abuse policies could be among the most serious challenges hindering drug abuse reduction among students in secondary schools.

Challenges in the families were another item that was subjected to respondent's views. 75 (54%,) of the three major respondents combined, Deputy Principals (DP) Life Skill Teachers (LST) and Counselors (C) and Focus Discussion Group (FDGs), 89 (74%) indicated that family challenges are pressing and most Critical limitations toward reducing drug abuse among secondary school students. A few of the respondents pointed out that the challenge was less critical.

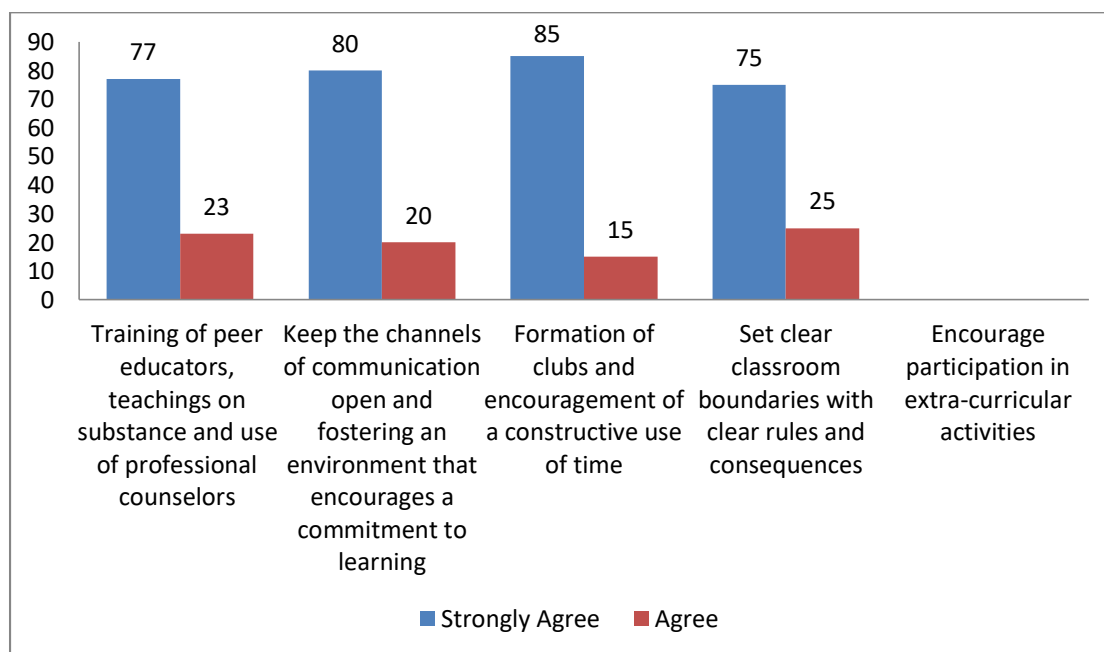
More than a half 61 (85%) of the three major respondents combined, Deputy Principals (DP), Life Skill Teachers (LST) and Counselors (C) and Focus Discussion Group (FGDs), 86 (72%) reported that frustrations have made students to abuse drugs. Similarly, 24%, 20% and 19% of them reported identifying where students hide drugs in school and indicated, that was least critical in as far as interference to reducing drug abuse among students was concerned.

When responding to joint activities like Drama, Sports, Symposiums, and Debates as to whether they could be other challenges. 61 (85%,) of the three major respondents combined, Deputy Principals, (DP) Life Skill Teachers (LST) and Counselors (C) and Focus Group Discussions (FGDs), 86 (72%) respectively indicated that it was among the most Critical hindrances toward reduction of drug abuse among students in secondary schools.

More than half 61(85%) of the three major respondents combined, Deputy Principals,(DP) Life Skill Teachers (LST) and Counselors (C) and Focus Discussion Groups (FGDs), 86(72%) pointed out those days full of joint activities among students of different schools were one of the critical challenges in drug abuse reduction among students in secondary schools.

In connection with the above challenges, it seems that, the environment in which we are makes it not easy to deal with the threat of drug abuse. Drugs trading is all over, sometimes even with our strong security, we still find some drug traffickers getting into the campuses. This was in line with Leong Kim and Gupta (2011) who showed the availability of money to the youth as pocket money and travel allowances especially if excess can be redirected into purchasing of drugs. It was also echoed by Adeoti and Edward (2010), who concluded that peer pressure was the major factor that influenced substance abuse among undergraduate students.

#### 4.5.1 Mitigations from teachers and students on measures to be adopted on drug abuse at secondary school level



**Figure 4.11: Students' mitigations on measures that should be undertaken to reduce drug abuse**

When the respondents were asked to mitigate on methods that can be used to eradicate drug abuse in all categories of schools, the findings of the study revealed that schools are in dire need of eradicating drugs from their schools and gave the following mitigations:

- i) The students recommended that students in all schools should not be allowed to come to school with mobile phones since these are the gadgets they utilize to coordinate drug inflow into the schools. They said a strict rule should be formulated on student mobile phones so as to deter them from bringing and using them in schools.
- ii) The students suggested that professional teacher counselors be posted to schools to arrest the abuse of drugs by students. They felt that the teachers



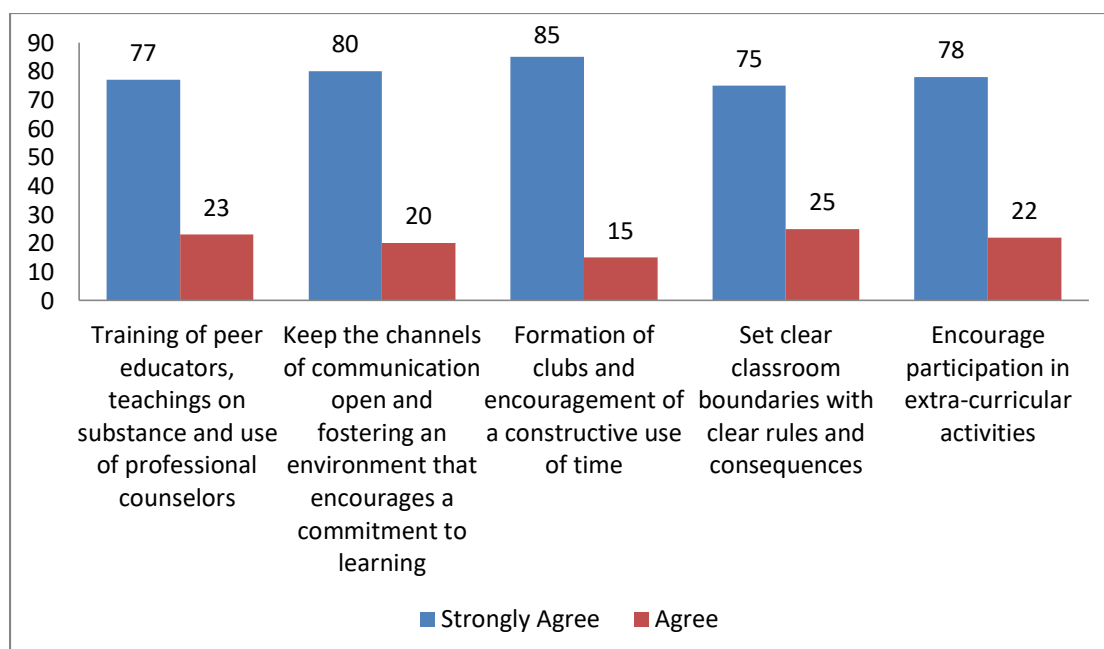
handling the subject were not prepared right from training institutions to go and teach the Life Skills subject.

- iii) In fact 441 (40%) of students revealed that some teachers confess to students that they were not professionally trained to handle Life Skills subject and that they were forced by the school administration to teach the it.
- iv) The students felt that the Life Skills subject should be made examinable by the Kenya National Examination Council so that both teachers and students give it the seriousness it deserves for the purpose of changing students' lives by stopping drug abuse in secondary schools.
- v) The students also proposed that CCTV cameras be installed in all secondary schools in Kenya, so that students are monitored effectively from time to time for their own good and bring to an end the abuse of drugs in secondary schools.
- vi) Students suggested that rehabilitation centers for students alone be established to handle extreme cases of students' drug abuse for the purpose of effective management of the affected students. They were of the opinion that when students are held alone, then they are freer and feel relaxed to express their feelings and problems when they are with their age mate colleagues.
- vii) Students suggested that strong trained peer counselors be established in schools. They felt that this could help in monitoring the wayward students and save them in good time before they wipe themselves out. 501 (50%) of the students were of the opinion that all schools should be turned into day schools so that each parent and the immediate community are able to monitor the movement and activities of their children.

- viii) Students suggested that there is need to train peer educators and use of professional counselors be put in place. Student respondents suggested that there is need to keep the channels of communication open and fostering an environment that encourages a commitment to learning.
- ix) Students were of the opinion that formation of clubs and encouragement of a constructive use of time had to be initiated for the good of the students to avoid drug abuse. Students were of the opinion that set clear classroom boundaries with clear rules and consequences and encouraging full participation in co-curricular activities was vital in eradicating the menace of the ravaging drug abuse in schools.

#### **4.5.2 Focused Group Discussions mitigations that should be adopted to reduce drug abuse in secondary schools**

When responding to measures that should be adopted to reduce drug, the majority of the teachers 77% strongly agreed that, training of peer educators, and use of professional counselors were necessary. 80% strongly agreed that keeping the communication channels open and fostering an environment that encourages a commitment to learning was vital, 85% strongly agreed that, formation of clubs and encouragement of a constructive use of time should be encouraged, 75% suggested that setting clear classroom boundaries with clear rules and consequences was to be put in place and 78% strongly agreed that encouraging participation in co-curricular activities should be practiced as shown in the figure below.



**Figure 4.12: Measures to be adopted by Focused Group Discussions**

### **Discussion, Interpretation and Conclusion of the Findings**

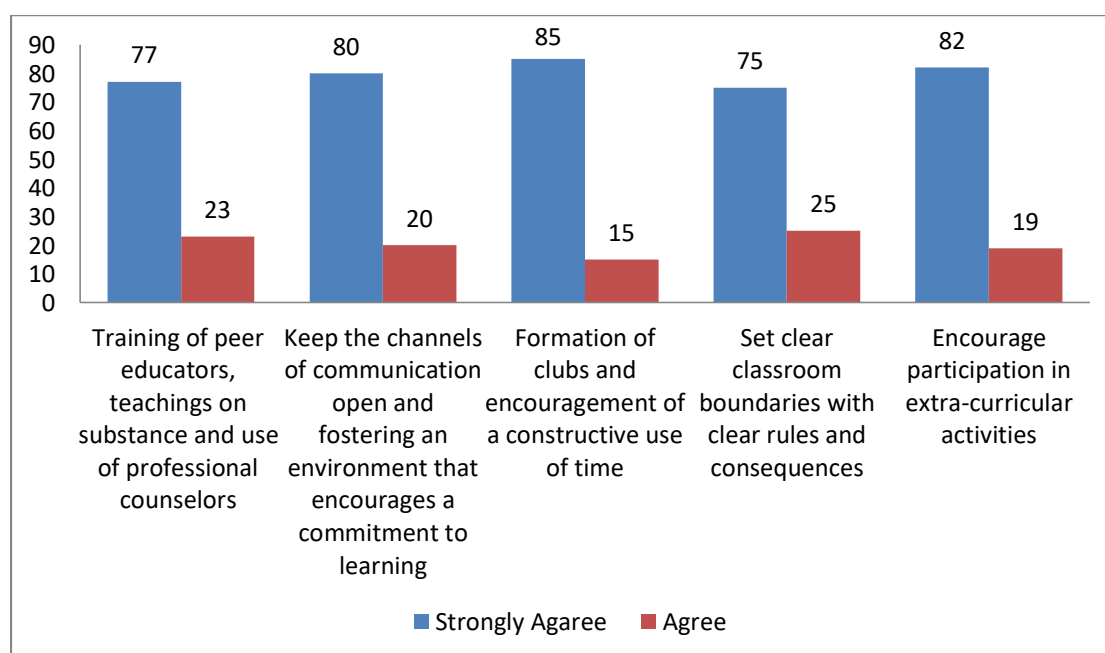
During deliberations on mitigations that can be used to limit drug abuse in government secondary schools, Focus Group Discussions in all categories of schools came up with the following mitigations:

- i) That peer counseling should be encouraged and supported in all schools. The Focus Group Discussions found it relevant since it was student based arrangement and they know who was the drug abuser, or addict, hence they can easily find remedy to the affected students.
- ii) Regular frisking of students to be carried out in schools so that the culprits are netted before they spread harmful drugs to the innocent of the students.
- iii) All schools should conduct open forums with students. The Focus Group Discussions found it practical since students will air their grievances in good time, hence, reduce build up pressure that could lead to frustrations among students and redirect them to drug abuse as a route to get out their problems.

- iv) The CCTV cameras to be installed in all schools to enable school administrations monitor all the happenings in the schools including drug abuse among students.

#### 4.5.3 Guidance and Counseling mitigations that should be adopted to reduce drug abuse

When responding to the mitigations that should be adopted to reduce drug abuse, the majority of the teachers 77% strongly agreed that training of peer educators, teachings on substances and the use of professional counselors were necessary. 80% strongly agreed that maintaining the channels of communication open and fostering an environment that reassures commitment to learning was vital. 85% strongly agreed that, the formation of clubs and encouragement of constructive use of time needs to be upheld. 75% suggested that setting clear classroom boundaries with clear rules and consequences was necessary and 82% strongly agreed that encouraging participation in co-curricular activities should be practiced as shown in the figure below.



**Figure 4.13: Measures to be adopted by Guidance and Counseling**

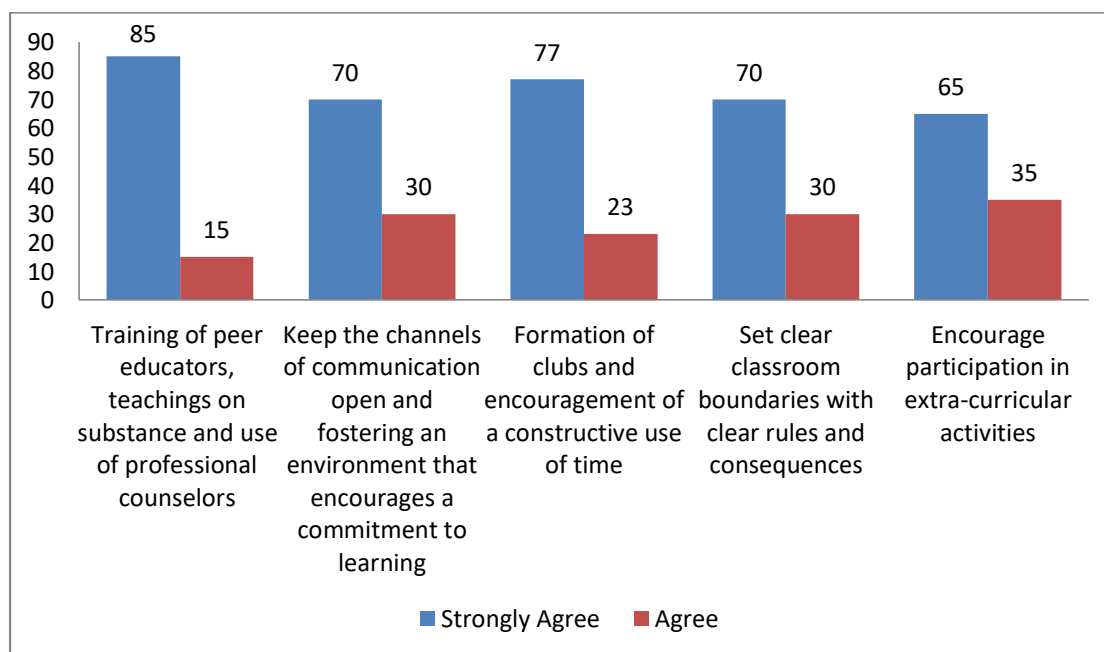
### **Discussion, Interpretation and Conclusion of the Findings**

All teachers of Guidance and counseling 24(100%) were asked to give mitigations on drug abuse in schools. They gave the following mitigations:

- i) That there was need to strengthen Guidance and Counseling in schools through the provision of offices for the teacher counselors.
- ii) That open forums for students should be facilitated by schools and be held regularly to discuss on the dangers of illicit drugs in secondary schools and come up with lasting solutions by students themselves.
- iii) Those specialists in drug abuse should be invited by the schools so as to address the menace among students in good time and save the majority of students before they fall victims to the irreversible quirk mire of drug abuse.
- iv) Teachers handling Guidance and Counseling to be regularly in-serviced on techniques of handling the emerging issues of drug abuse among students in secondary schools.
- v) Teachers of Guidance and Counseling to be paid a special allowance to act as motivation. This will help in uplifting their morale and make them to be creative and build confidence in themselves for the good of students.
- vi) That the Ministry of Education provides infrastructure finance to enable schools install CCTV Cameras so that school administration monitor what goes on in school compounds.
- vii) The government as well should provide well-trained sniffer dogs on drugs and school security officers (security guards) be trained adequately on how to handle dogs and students found in possession of illicit drugs in schools.

#### 4.5.4 Life skills teachers mitigations on what should be embraced to curb drug abuse in secondary schools

When responding to mitigations that should be embraced to curb drugs in secondary schools, majority of the teachers, 85% strongly agreed that training of peer educators, teachings on substances and use of professional counselors were necessary. 70% strongly agreed that observing the channels of communication open and fostering an environment that encourages a commitment to learning was vital. 77% strongly agreed that, the formation of clubs and encouragement of constructive use of time should be encouraged. 70% suggested that setting clear classroom boundaries with clear rules and consequences was to be put in place and 65% strongly agreed that encouraging participation in co-curricular activities should be put in place as shown in the figure below.



**Figure 4.14: Measures to be adopted by Life Skills Teachers**

#### Discussion, Interpretation and Conclusion of the Findings

When teachers of life skills were asked what the ministry should do to eradicate drug abuse in schools, most of them mitigated as follows:

- i) Syllabus content on life skills to be increased and be made relevant to capture the menace of drug abuse in secondary schools.
- ii) Teachers should be trained professionally on the subject of life skills and professional Guidance and counseling personnel to be posted to schools.
- iii) Closed Circuit Television (CCTV) cameras to be installed in every school to help in arresting those students involved in drug abuse.
- iv) The ministry should introduce a program that inducts teachers to be true models to students by not coming to school while drunk or under any influence of drugs. Teachers to exercise self-discipline and refrain from acts that tempt students to go for drug abuse.
- v) The ministry to come up with strong personnel in every county that go round and sensitize students on the dangers of drug abuse on regular basis.
- vi) The ministry to introduce stringent measures to deal with drug dealers, traffickers and whoever is found engaging in selling harmful drugs to students.
- vii) The ministry should involve teachers in the formulation of policy to curb drug abuse among students.
- viii) Rehabilitation centers solely for students should be introduced in every county to help in rehabilitating the affected students.
- ix) The schools should ensure that students do not come with mobile phones to school because these are the gadgets they use in coordinating the in-flow of drugs into schools.

**CHAPTER FIVE**  
**SUMMARIES, CONCLUSIONS, RECOMMENDATIONS AND**  
**SUGGESTIONS FOR FURTHER RESEARCH**

**5.1 Introduction**

This chapter presents summaries, conclusions, recommendations and suggestions for further research.

**5.2 Summary of the Findings**

The purpose of this study was to look into Social Dynamics in Drug Abuse in Secondary Schools in Nandi County, Kenya. In the background to the study, the researcher was able to define social dynamics as the conduct of groups that end, up from the communications of individual, group member as well as to the study of the relationships between individual and group level behaviors (Brook & Darluf, 2001). The statement of the problem articulated that despite the fact that the Kenya government has put a lot of resources to make students aware and avoid the use of dangerous drugs in schools, the schools still experience rampant usage of deadly drugs. The purpose of the study was to investigate the social net-works in the school environment that put in place the supply of drugs to secondary school, examine activities that are used by teachers to address the menace of drug abuse, establish challenges faced by teachers and learners on the social net-workings in attempt to curbing drug abuse and come up with mitigations from teachers and learners on what should be done to reduce drug abuse in secondary schools.

The research questions that guided the study were:

- i) What are the social net-workings in school environment that put in place the supply of drugs to secondary schools?



- ii) Which activities are used by teachers at secondary school level to address the menace of drug abuse?
- iii) What teachers and students encounter about the social networking in attempt to curb drug in secondary schools?
- iv) What are the mitigations from teachers and students on what should be adopted to reduce drug abuse in secondary schools?

The objectives of the study were:

- i) To investigate the group networking's in the school environment which prompts the supply of drugs to secondary schools.
- ii) To examine the activities used by teachers at secondary school level to address the menace of drug abuse.
- iii) To establish challenges faced by teachers and students on the social networkings in an attempt to contain drug abuse in secondary schools.
- iv) To come-up with mitigations from teachers and students on what measures should be adopted to reduce drug abuse in secondary schools.

In as far as the significance of the study is concerned; it was to shed light on several issues such as the prevalence of drug abuse, the social networking in secondary schools responsible for the proliferation of drug abuse, and activities used by teachers to address the menace of drug abuse at secondary school level.

The study was limited to secondary schools in Nandi County that were boarding, day, mixed, single-gender that is either boys or girls alone. These schools were categorized either as: National, County or Sub-county. The study confined itself to selected secondary school students from form one to four in secondary schools in Nandi

County, Deputy Principals, teachers teaching Essential Life Skills and Guidance and Counseling teachers. The major assumptions of the study were:

- i) That Guidance and Counseling teachers and teachers teaching Life Skills subject were aware of drug abuse and were in a position of identifying students that engage in drug abuse in their respective schools;
- ii) That the schools that were selected for the study had institutionalized non-formal and informal learning activities.
- iii) That the teaching of Life Skills subject was on and that schools had established Guidance and Counseling offices,
- iv) That the schools had put in place school policy that addressed the menace of drug abuse at secondary school level.

The study was anchored on Social Learning Theory by Albert Bandura as its' theoretical framework. Social Learning Theory integrates behavioral and cognitive theories of learning in order to provide a tangible model that account for the vast range of learning experiences that occur in the real world (Bandura, 2006). Students through Cognitive Social learning theory were informed that they would unlikely seek help on their own. The persons involved with them such as teachers, parents and peer group can alter the environment by changing the system-making it more responsive to students needs and open them up to be free and seek help when the need to do so arose with no fear or shame. The study adopted Social Networks Theory and Modified Stress model for its' conceptual frame work. The Social Networks Theory and modified Stress Model were used to understand drug abuse and un-earth social net-works that underlie drug abuse in secondary schools.

An overview of drug abuse showed that almost all nations of the new world used drugs as medicines , for recreational purposes and religious sacraments but later they

were abused since they were not used for the intended purpose and hence became harmful to mankind. There have been attempts to arrest drug abuse in society, for instance, for some decades; students have been given lessons about the negative impact dangerous drugs in school hoping that education about drugs can change their behavior toward drug abuse. The study employed post-positivism paradigm because it enables the researcher to carry out the inquiry in logically related steps as well as other multiple perspectives from the participants, no single reality. The researcher also used mixed research method because of convenience and relevance to the study.

The study was conducted out in Nandi County. The study employed vivid survey design technique. In this study, the phenomenon that was dealt with was social dynamics in drug in secondary schools in Nandi County. The target population for this study was: 24 Deputy Principals; 24 Guidance and counseling teachers; 24 teachers handling Life Skills' subject and 24 Focus Group Discussions comprising of 5 students from each school that gave a total of 120 students. Interviews were conducted with Deputy Principals; Guidance and Counseling teachers and Focus Discussion Groups, while questionnaires were administered to teachers handling Life Skills and students. The researcher used stratified sampling technique to get the appropriate sample from the population.

The data collected was analyzed using descriptive statistics, frequencies, tables, graphs, pie charts and percentages. Once data was gathered from the field, it was organized and coded in numbers to ease identification of the questionnaires and categorized manually according to the items in every questionnaire using a frequency

of distribution table prepared by the researcher. The data was analyzed qualitatively and quantitatively, guided the objectives of the study.

### **5.2.1 Social networking on drug abuse in secondary schools**

The researcher found out the following findings on social networking on drug abuse in secondary schools:

- i) More than half 90% of all the categories respondents showed that most of the students actually abused drugs in schools, and form threes and fours were the most affected classes in drug mayhem. It was also evident that when it came to general distribution of known drug abuse, boys were on lead compared to girls.
- ii) When responding to which drugs were the most commonly used in schools, majority of the respondents, 85% indicated that students in public schools mostly used Alcohol, Bhang and cigarettes. It was also noted by more than half of the respondents that Mobile phones, other students and strangers were the main infiltrators of the drugs in secondary schools.
- iii) When responding to reasons why students abuse drugs, it was indicated by majority, 95% of all respondents that peer pressure, excessive pocket money, frustrations and curiosity were the main causes of drug abuse in secondary schools.
- iv) On the part of sources of drugs for abuse, it was revealed by majority, 80% of all respondents that drug peddlers, hawkers, bodaboda (motorcycle riders) and fellow students were responsible for the proliferation of drug abuse in secondary schools. It was also noted that time for consumption of drugs by students were, at night, during school entertainments and symposiums more than any other time.

- v) Finally Most of the respondents were in agreement that a larger number of the students who abuse drugs in schools came from urban areas Adelekan (2006).

### **5.2.2 Activities used by teachers on drug abuse**

The study results revealed that:

- i) Most of respondents believed that class teachers do not discuss the problem of drug abuse during class meetings,
- ii) More than half of the respondents were of the view that teachers do not attend workshops on the teaching of essential life skills,
- iii) Slightly above 50% of the respondents believed that teachers in their school do not show students they are caring and are concerned about their welfare,
- iv) Over 60% of the responses were of the opinion that all students do not receive support from teachers on all matters while in school.
- v) The findings of the study revealed that, most of the respondents were of the opinion that the teachers do not attend workshops on the teaching of essential life skills.
- vi) The findings showed that, teachers had embraced a number of activities to reduce drug abuse in secondary schools. These activities were sports, drama, ball games debates and guidance and counseling, but majorly these activities are intended for competition purposes among other schools. They are not purely intended to deter students from abusing drugs. The
- vii) Deputy Principals, Guidance and Counseling and Essential Life Skills teachers as well as students were all in agreement that these activities employed were meant to reduce drug abuse in secondary schools. Unfortunately these have yielded far much less positive results in shooting drug in secondary schools,

which means, other methods have to be identified to arrest drug abuse in secondary schools in Nandi County more so in Kenyan secondary schools.

viii) Less than half of teachers were in agreement that they engaged external speakers to speak about the problem of drug abuse surrounding students in secondary schools but still the results in terms of reducing drug abuse is very negligible. Much is needed to be done if secondary schools are to have a break-through in drug abuse among students.

### **5.2.3 Challenges faced by teachers and students on drug abuse**

The deductions from the study manifested a myriad of challenges that both teachers and students faced in their attempt to stop drug abuse in secondary schools. All the respondents-Deputy Principals, Guidance and Counseling, Essential Life Skills teachers and Focused Discussion Groups were in agreement that they were facing challenges in their attempt to tame drug abuse in their schools. Factors they pinpointed as contributing to these challenges were:

- i) Problems in identifying where students hide drugs in schools.
- ii) Collusion between students and school workers make drug detection difficult.
- iii) Improving the performance of students who have been under drug abuse had been an uphill task.
- iv) Teachers' involvement in drug abuse with students.
- v) Joint activities e.g. drama, sports, symposiums and debates.
- vi) Day school students who have free times to engage in the vice.
- vii) Students having excess pocket money.
- viii) Family challenges.
- ix) Peer pressures, frustrations, availability and accessibility of drugs within school compounds and Poor implementation of drug abuse policies.

More than half, 86% of the all respondents were in agreement that the above identified challenges were responsible for the perpetuation of the drug menace among secondary school students.

#### **5.2.4 Mitigations from teachers and students on the curbing of drug abuse**

The study results revealed that, 82.8% of the responses were of the opinion that:

- i) There was need to train of peer educators,
- ii) There was a need to conduct teachings on drug abuse and the use of professional counselors,
- iii) 85.2% of the respondents were of the view that keeping the communication channels open and fostering an environment that encourages a commitment to learning,
- iv) 84.4% were of the opinion that formation of clubs and encouragement of constructive use of time needed to be put in place the soonest time possible,
- v) 84.2% of the responses were of the opinion that there was needed to set clear classroom restrictions with clear rules and consequences and encouraging participation in co-curricular activities at all times in schools.

The results of the study also discovered that:

A large number of the respondents were of the opinion that channels of communication be kept open and fostering environment that encourages commitment to learning be nurtured.

- i) Teachers gave their responses on suggestions on what is to be incorporated to reduce drug abuse in schools.
- ii) Deputy principals, guidance and counseling and as well as teachers of life skills concurred that effective guidance and counseling should be supported, encouraged and funded by the ministry of Education fully.

- iii) Professionally trained teachers of guidance and counseling teachers be employed be posted to all schools in the Republic. This will enhance an element of professionalism, confidence and trust in the field of guidance and counseling.
- iv) Teachers were also in agreement in their responses that open forums for students in all schools should be fixed on particular days so that students are encouraged to air their own views based on drug abuse with no fear.
- v) Teachers as well responded that schools should install CCTV cameras in their schools so as to monitor effectively what goes on in the schools daily.
- vi) Teachers of guidance and counseling and handling Life Skills subject suggested that they should be facilitated to attend workshops regularly so that they are regularly updated on emerging issues in drug abuse countrywide. This will boost morale of teachers as they will be equipped with current knowledge on drug abuse among students in Nandi County.

### **5.3 Conclusions**

Drug Abuse is continuously becoming a problem among the student body in Kenyan secondary schools regardless of the type or category of the school. Most of these students are aware of the influence of drug abuse yet they continue indulging in it. There are social net-workings behind drug abuse in secondary school that need to be uncovered and talked about seriously. It deserves by every school so as to realize significant fall in drug abuse among secondary school students. Drug abuse among students in secondary has been aggravated by social networking's such, as the mobile phones held by students secretly within the school premises and use them to get drugs into schools without the knowledge of school authorities. There are other means of social net-workings that account for drug for instance, there were strangers who sold



drugs to students secretly who take the same drugs to their schools and influence the rest of the students. Social networks like the televisions also are sources of serious influence.

If teachers engage in helping improve and cultivate the idea of school community that is all inclusive, all students will see a sense of belonging, attachment and protection, which counteracts tendencies towards abuse of drugs and other substances. Teachers can engage in activities shown to be effective in preventing substance abuse. Every school management should have a written down and explained set of rules governing this issue. There should be consequences on any student found handling drugs in the school compound. These guidelines will in turn keep the students in check. Visiting days should also be severely monitored to avoid any slipping of drugs into the school. It should be made clear that all visitors will be inspected on entering the school. This measure will ensure that the students do not get any drugs from outside world.

As regards the challenges, the main challenge cited by the students was the extent to which the problem is deeply rooted among other circumstantial factors. The challenges that guidance and counseling unit faced and schools in general in handling drug abuse in secondary schools were: They found drug abuse to be too secretive as it was carried out in a well-coordinated manner right from outside the schools and within the schools. In some schools during opening days, students do not open their boxes for inspection and there is no proper and effective inspection and means of unearthing the most complicated and intricate nature of drug use among students at secondary school level.

There are drug peddlers who lived within the vicinity of the schools and had established strong links with the students that abused drugs in all categories of

schools. Real drug dealers are from near and afar and are used to depositing their drugs in the neighborhood of the schools for sale to students at well-timed moments. Some college and university students who were employed on temporary terms to teach in schools during their holiday were the most dangerous in terms of drug supply to students. This called for utmost care when engaging university students' services.

On the mitigations, it was concluded that observance of the communication channels open and fostering an environment that boosts a commitment to learning will help in reducing the drug use in secondary schools. There is need to reinforce guidance and counseling in schools through the provision offices for the teacher counselors. That open forum for students should be facilitated by schools and be held regularly to discuss on the dangers of illicit drugs in secondary schools and come up with lasting solutions by students themselves. That specialists in drug abuse should be invited by the schools so as to lecture on the danger of drug abuse among students in good time and save the majority of students before they fall prey to irreversible drug abuse. Teachers providing guidance and counseling services in schools, be regularly inserviced on techniques of handling the emerging issues on drug abuse among students in secondary schools. Teachers of Guidance and Counseling should be paid a special allowance to act as motivation. This will help in uplifting their morale and make them to be creative and build confidence in themselves for the good of students and schools in general. That the ministry of education provides infra-structure finance to enable schools install CCTV Cameras so as to enable school administration monitor what goes on in schools' compounds. The government as well should provide well-trained sniffer dogs on drugs and school security officers (watchmen) be trained adequately on how to handle dogs and students found in possession of illicit drugs in schools.

#### **5.4 Recommendations**

Based on the outcomes, the following recommendations for social dynamics in drug use in government secondary schools, the following were proposed:

- i) Given that most students get inducted into drugs abuse by their peers, it is imperative that the guidance and counseling programs in schools embrace peer educators as a strategy for peer to peer counseling. Meanwhile, the school program should involve all students without exception in co-curricular activities, clubs and societies for holistic development in all facets of education. Other strategies for strengthening the guidance and counseling program at school level include; training of teachers in guidance and counseling; involvement of anti-narcotics experts in school guidance and counseling programs; provision of more resources including time for guidance and counseling, books, magazines and videos.
- ii) Teachers are crucial, and have the power and to assist the students desist from drug abuse at all times. They are capable of initiating and nurturing the right relationship with students and parents. The teachers actually are a bridge between the students and their parents since they spend much time with them than their parents. From experience students can confide to their teachers than to their parents who may be harsh and not ready to listen to their children in times of need. Teachers therefore, can fill this gap and help student avoid getting hooked to drugs. The principals and their teacher should create room for open forums with students where they are allowed to air their stand on drug abuse as they listen to them. From this angle, solutions to drug abuse in schools can be drawn.
- iii) The ministry of education has a duty to train professional Guidance and Counseling teachers who will be posted to schools to specifically carry out duties

of a counselor. This will ease the work of a mere classroom teachers who are usually hand- picked for the sake of filling the gap of Guidance and Counseling office as a matter of formality. The government should set aside funds to install CCTV cameras in all schools so that they are able to monitor activities of students, teachers, essential staff and every visitor that steps into the school compound. This will assist a lot in minimizing drug use and any other vice like theft in schools to a larger extent. Everyone will act cautiously since they know there is 24-hour surveillance in schools.

- iv) The guidance and counseling program in schools ought to be overhauled, intensified and adequately resourced to cater for the needs of all students including those affected by drug abuse. While some would root for expulsion and suspension of students who are addicted to drugs, those actions only serve to aggravate the problem as the victims are further excluded and exposed to more opportunities for the habit. Therefore, Ministry of Education, (MoE) should deploy adequate trained teachers of guidance and counseling in each secondary school. However, given the current staffing levels in schools, the Ministry of Education could consider deploying education officials at Sub-county level, charged with guidance and counseling for a manageable cluster of schools. Within the school, mechanism should be put in place so that all teachers monitor student's behaviors for early detection and remedial action.
- v) Students, schools personnel, parent's preventive specialists, referral agencies and the community at large should work together to make decisions on drug policy, including the supervision of drug incidents. A collaborative approach to policy development reinforces desired values and consistently behavior at school, in the home and within the community.

- vi) Strong disciplinary procedures, be initiated to curb the using, possessing, selling and distributing drugs in the school environment and the immediate surroundings.
- vii) Every teacher and school personnel must report at once to the school principal or deputy principal any suspected use, possession or sale of prohibited drugs.

Teachers must inform the students that they disapprove the use of prohibited drugs in the school and outside the school. Remaining quite gives the impression of approval or unconcern. Students should be told that they will be reported if they come to school in possession of harmful drugs or under their influence.

### **5.5 Suggestion for Further Research**

- i) The topic of this research need to be replicated so that more is revealed and brought to light in as far as social dynamics in drug use in secondary schools is concerned. Depicting from findings of the study, it is imperative that there is much to be done since drug use among secondary school students is an ever increasing phenomenon and there seems to be no remedy in the foreseeable future.
- ii) Research should be done comprising parents in obtaining measures to containing drug use in secondary schools. Although the study has suggested a uniform policy for schools to address drug abuse, information is required on what components to constitute a school policy and make it effective. In addition research is needed to ascertain the connection between school policy and drug use among students.
- iii) A study could also be conducted on Students' sensitivity towards policies used by secondary school principals in containing drug abuse in secondary schools.

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## APPENDICES

### Appendix A: Questionnaire for Students

**Dear Respondent,**

I am carrying out research on **Social Dynamics in Drug and Substance Abuse in Public Secondary Schools in Nandi County, Kenya.**

Kindly attend to the questions below as honestly and accurately as possible. The study is used for academic purpose only. If you have any optional comments you feel like making, you may write at the back of this questionnaire. Please do not enter your name or that of your school on this questionnaire.

Thanks in advance for your cooperation.

Kindly tick (/) the correct response in the boxes and spaces provided.

#### **Section A: Background Data**

1. What is your gender?
 

Male	[ ]
Female	[ ]
  
2. Indicate your age
 

10– 13 years	[ ]
14 – 16 years	[ ]
17 – 19 years	[ ]
21 – 22 years	[ ]
Above 23 years	[ ]
  
3. What is the category of your school
 

Boys school	[ ]
Girls school	[ ]
Mixed school	[ ]
  
4. What is the status of your school?
 

Day school	[ ]
Boarding school	[ ]
Both day and Boarding school	[ ]

## 5. Indicate your class

Form one [ ]

Form two [ ]

Form three [ ]

Form four [ ]

## 6. Identify the locality of your school

Urban area [ ]

Rural area [ ]

**SECTION B: SPECIFIC OBJECTIVES****Objective 1: Group Networkings on Drug use in Secondary Schools**

## 1. Do students use drugs in school?

a) Yes [ ]

b) No [ ]

## 2. Which class is most affected in drug abuse?

a) Form Ones [ ]

b) Form Twos [ ]

c) Form Threes [ ]

d) Form Fours [ ]

## 3. What is the general dissemination of known drug users?

a) Boys [ ]

b) Girls [ ]

## 4. Which drugs are commonly used in your institution?

a) Bhang [ ]

b) Cigarette [ ]

c) Alcohol [ ]

d) Kuber [ ]

5. What are Networks used by student to enter drugs into the school?
- a) Cell Phones [ ]
  - b) Strangers [ ]
6. Why do you think students use drugs in school
- a) Peer pressure [ ]
  - b) Curiosity [ ]
  - c) Excessive pocket money [ ]
  - d) Frustration [ ]
7. Where do students in your school get drugs from?
- a) Bodaboda [ ]
  - b) Hawkers [ ]
  - c) Peddlers [ ]
  - d) Senior students [ ]
  - e) Teaching staff [ ]
8. What time do students consume drugs in school?
- a) At Night [ ]
  - b) Lunch time [ ]
  - c) Morning hours [ ]
9. Where does the big number of drugs users come from?
- a) Urban areas [ ]
  - b) Rural areas [ ]

**Objective 2: Activities Used by Teachers on Drug use in Secondary Schools**

To what degree do you concur with the following statements on the activities used by teachers on drug use in secondary schools?

	<b>SD</b>	<b>D</b>	<b>U</b>	<b>A</b>	<b>SA</b>
1. Class teacher discusses the problem of drug abuse during class meetings					
2. Teachers attend workshops on the teaching of essential life skills					
3. Teachers in our school show students they are caring and are concerned about their welfare					
4. All students receive support from teachers on all matters while in school					

**Objective 3: Challenges Faced By Teachers and Learners on Drug Abuse in Secondary Schools**

To what degree do you concur with the following statements on the challenges faced by teachers and learners on drug use in secondary schools?

<b>Responses</b>	<b>Critical</b>	<b>Less Critical</b>
1. Identifying where students hide drugs in school		
2. Collusion between students and school workers make drug detection difficult		
3. Improving the performance of students who have been under substance abuse		
4. Teachers involvement in drug abuse with students		
5. Joint school activities e.g. Drama, Sports, Symposiums, Debates etc		
6. Day school students		
7. Students having excess pocket money		
8. Family challenges		
9. Peer pressures		
10. Frustrations		
11. Availability and accessibility of drugs within school compounds		
12. Poor implementation of drug abuse policies		

**Objective 4: Measures for Teachers and Students to Containing Drug Abuse in  
Secondary Schools**

To what degree do you concur with the statements listed below on the measures for teachers and students to contain drug abuse in secondary schools?

	<b>SD</b>	<b>D</b>	<b>U</b>	<b>A</b>	<b>SA</b>
Training of peer educators, teachings on substance and use of professional counselors					
Keep the channels of communication open and nurturing an atmosphere that encourages a commitment to education					
Formation of clubs and encouragement of a constructive use of time					
Have strong classroom boundaries with procedures and values					
Encourage participation in extra-curricular activities					

## **Appendix B: Interview Schedule for Deputy Principal**

**Dear Respondent,**

I am conducting a research on **Social Dynamics in Drug and Substance Abuse in Public Secondary Schools in Nandi County, Kenya**. The study is used for educational purpose only. Kindly feel free to respond honestly to questions that you are asked.

Thanks in advance for your cooperation.

### **Objective 1: Social System on Drug Abuse in Secondary Schools**

1. Do students abuse drugs in your school?
2. If your school is mixed, then what is the general distribution of known drug abusers?
3. Which drugs are commonly abused by students in your institution?
4. What are the social net-works that students use to infiltrate drugs into the school?
5. Why do you think students abuse drugs in your school?
6. Where do students in your school get drugs from?
7. Where do students take drugs in the school?

### Objective 2: Activities Used by Teachers on Drug use in Secondary Schools

To what degree do you concur with the following statements on the activities used by teachers on drug use in secondary schools?

	<b>SD</b>	<b>D</b>	<b>U</b>	<b>A</b>	<b>SA</b>
1. Class teacher discusses the problem of drug abuse during class meetings					
2. Teachers attend workshops on the teaching of essential life skills					
3. Teachers in our school show students they are caring and are concerned about their welfare					
4. All students receive support from teachers on all matters while in school					

### Objective 3: Challenges Faced By Teachers and Learners on Drug Abuse in Secondary Schools

To what degree do you concur with the following statements on the challenges faced by teachers and learners on drug use in secondary schools?

<b>Responses</b>	<b>Critical</b>	<b>Less Critical</b>
1. Identifying where students hide drugs in school		
2. Collusion between students and school workers make drug detection difficult		
3. Improving the performance of students who have been under substance abuse		
4. Teachers involvement in drug abuse with students		
5. Joint school activities e.g. Drama, Sports, Symposiums, Debates etc.		

6. Day school students		
7. Students having excess pocket money		
8. Family challenges		
9. Peer pressures		
10. Frustrations		
11. Availability and accessibility of drugs within school compounds		
12. Poor implementation of drug abuse policies		

**Objective 4: Measures for Teachers and Students to Containing Drug Abuse in Secondary Schools**

To what degree do you concur with the statements listed below on the measures for teachers and students to contain drug abuse in secondary schools?

	<b>SD</b>	<b>D</b>	<b>U</b>	<b>A</b>	<b>SA</b>
Training of peer educators, teachings on substance and use of professional counselors					
Keep the channels of communication open and nurturing an atmosphere that encourages a commitment to education					
Formation of clubs and encouragement of a constructive use of time					
Have strong classroom boundaries with procedures and values					
Encourage participation in extra-curricular activities					



### **Appendix C: Interview Schedule for Students Focus Group Discussions**

**Dear Respondent,**

I am conducting a research on **Social Dynamics in Drug and Substance Abuse in Public Secondary Schools in Nandi County, Kenya**. The study is used for educational purpose only. Kindly feel free to respond honestly to questions that you are asked.

Thanks in advance for your cooperation.

#### **Objective 1: Group Networkings on Drug use in Secondary Schools**

1. Which drugs are used by students in your school?
2. Which class uses drugs most in your school?
3. Why do students get involved in drugs?
4. Where do students get the drugs that they abuse in your school?
5. Is there any drug chain link that supply drugs into the school secretly?
6. If yes above, then identify them accordingly
7. Where do students put drugs in school?
8. At what time do students use drugs in school?
9. Who are responsible for drug distribution in school?

### Objective 2: Activities Used by Teachers on Drug Abuse in Secondary Schools

To what degree do you concur with the following on the activities used by teachers on drug abuse in secondary schools?

	<b>SD</b>	<b>D</b>	<b>U</b>	<b>A</b>	<b>SA</b>
1. Class teacher discusses the problem of drug abuse during class meetings					
2. Teachers attend workshops on the teaching of essential life skills					
3. Teachers in our school show students they are caring and are concerned about their welfare					
4. All students receive support from teachers on all matters while in school					

### Objective 3: Challenges Faced By Teachers and Learners on Drug Abuse in Secondary Schools

To what degree do you concur with the following statements on the challenges faced by teachers and learners on drug abuse in secondary schools?

<b>Responses</b>	<b>Critical</b>	<b>Less Critical</b>
1. Identifying where students hide drugs in school		
2. Collusion between students and school workers make drug detection difficult		
3. Improving the performance of students who have been under substance abuse		
4. Teachers involvement in drug abuse with students		
5. Joint school activities e.g. Drama, Sports,		

Symposiums, Debates etc.		
6. Day school students		
7. Students having excess pocket money		
8. Family challenges		
9. Peer pressures		
10. Frustrations		
11. Availability and accessibility of drugs within school compounds		
12. Poor implementation of drug abuse policies		

**Objective 4: Measures for Teachers and Students to Containing Drug Abuse in Secondary Schools**

To what degree do you concur with the statements listed below on the measures for teachers and students to contain drug abuse in secondary schools?

	<b>SD</b>	<b>D</b>	<b>U</b>	<b>A</b>	<b>SA</b>
Training of peer educators, teachings on substance and use of professional counselors					
Keep the channels of communication open and nurturing an atmosphere that encourages a commitment to education					
Formation of clubs and encouragement of a constructive use of time					
Have strong classroom boundaries with procedures and values					
Encourage participation in extra-curricular activities					

## **Appendix D: Interview with School Counselor**

**Dear Respondent,**

I am conducting research on **Social Dynamics in Drug and Substance Abuse in Public Secondary Schools in Nandi County, Kenya**. The study is used for educational purpose only. Kindly feel free to respond honestly to questions that you are asked.

Thanks in advance for your collaboration.

### **Objective 1: Social Net-workings on Drug Abuse in Secondary Schools**

1. Do students use drugs in school?
2. If your students are taking drugs, what could be the possible reasons for them doing so?
3. Where do you think students get drugs from?
3. Which social net-works are used by students to infiltrate drugs into your school?
4. When a student is found taking drugs, what measures do you take?
5. If your school is mixed, what is the general distribution of known drug abusers in terms of gender?
6. Which drugs are most often used by students in your school?
7. Which classes are mostly involved in drug abuse?
8. Who are the common drugs abusers come: from urban or rural areas?

### **Objective 2: Activities Employed by Teachers on Abuse of Drugs in Secondary Schools**

To what extent do you concur with the following statements on the activities used by teachers on drug use in secondary schools?

	SD	D	U	A	SA
Class teacher discusses the problem of drug abuse during class meetings					
Teachers attend workshops on the teaching of essential life skills					
Teachers in our school show students they are caring and are concerned about their welfare					
All students receive support from teachers on all matters while in school					

### **Objective 3: Challenges Faced By Teachers and Learners on Drug Abuse in Secondary Schools**

To what extent do you agree with the following statements on the challenges faced by teachers and learners on drug abuse in secondary schools?

<b>Responses</b>	<b>Critical</b>	<b>Less Critical</b>
Identifying where students hide drugs in school		
Collusion between students and school workers make drug detection difficult		
Improving the performance of students who have been under substance abuse		
Teachers involvement in drug abuse with students		

Joint school activities e.g. Drama, Sports, Symposiums, Debates etc.		
Day school students		
Students having excess pocket money		
Family challenges		
Peer pressures		
Frustrations		
Availability and accessibility of drugs within school compounds		
Poor implementation of drug abuse policies		

**Objective 4: Measures for Teachers and Students to Containing Drug Abuse in Secondary Schools**

To what degree do you concur with the statements listed below on the measures for teachers and students to contain drug abuse in secondary schools?

	<b>SD</b>	<b>D</b>	<b>U</b>	<b>A</b>	<b>SA</b>
Training of peer educators, teachings on substance and use of professional counselors					
Keep the channels of communication open and nurturing an atmosphere that encourages a commitment to education					
Formation of clubs and encouragement of a constructive use of time					
Have strong classroom boundaries with procedures and values					
Encourage participation in extra-curricular activities					

## Appendix E: Essential Life Skills Teachers Questionnaire

**Dear Respondent,**

I am undertaking a research on **Social Dynamics in Drug and Substance Abuse in Public Secondary Schools in Nandi County, Kenya.**

Kindly attend to the questions below as honestly and accurately as possible. The study is used for academic purposes only. If you have any optional comments you feel like making, you may write at the back of this questionnaire. Please do not enter your name or that of your school on this questionnaire.

Thanks in advance for your cooperation.

**Kindly tick (/) the correct response in the boxes and spaces provided.**

### Objective 1: Group Setup on Drugs use in Secondary Schools

#### SECTION A: BACKGROUND DATA

1. Specify your age bracket (years)

20-29  30-39  40-49  50 and above

2. For how long have taught essential life skills?

Under 5 years  6-14 years  15-20 years   
21 and over

#### SECTION B: DRUG ABUSE AMONG STUDENTS

3. Do students use drugs in your school?

4. If your answer is Yes in (3) above then which class is commonly involved? Tick

as appropriate

F 1  F 2  F 3  F 4

5. If your school is mixed, what are the famous drug abusers in terms of gender?

Male Students

Both sex abuse drugs at the same ratio

Girls are the main drug users

6. Indicate the drugs that are mainly consumed by students in your institution.

Alcohol

Cigarettes

Bhang

Kuber

Other (specify) .....

Where are the majority abusers of drugs from? Rural  Urban

7. List sources of drugs that are being abused in your school.....

8. What leads to students abusing drugs in your school?

For fun

Rebellion against staff and school administration

Due to Influence

Poor discipline in school

Excess pocket money held by students

To avoid certain stress due to too much pressure to work at school

Other (Specify) .....

9. Is there a drug chain link responsible for the infiltration of harmful drugs into your school?

10. Do you support the following statements on the challenges faced by teachers and learners on drug abuse in secondary schools?



**Objective 2: Activities employed by Teachers on Drug Misuse in Secondary Schools**

<b>Response</b>	<b>Critical</b>	<b>Less Critical</b>
Identifying where students hide drugs in school		
Collusion between students and school workers make drug detection difficult		
Improving the performance of students who have been under substance abuse		
Teachers involvement in drug abuse with students		
Joint school activities e.g. Drama, Sports, Symposiums, Debates etc.		
Day school students		
Students having excess pocket money		
Family challenges		
Peer pressures		
Frustrations		
Availability and accessibility of drugs within school compounds		
Poor implementation of drug abuse policies		

**Objective 3: Measures Taken To Eradicate Drug Abuse in Your School.**

11. Do you hold open forums in your school where students air views on drug abuse?

Yes  No

12. If the answer in (11) above is yes how effective are such open forums help in minimizing drug abuse? .....

.....

13. How often does your school invite specialist in drug abuse to come and talk to students and teachers?

Rarely  Quite Often  Not at all

14. How often do you attend workshops on the teaching of Essential Life Skills

Not at all  Irregular  Regular

15. Are there teachers who take drugs in your school? Yes  No

16. From your own opinion, what should the school further do to curtail drug abuse in their institutions?

.....

.....

.....

.....

17. What your opinion concerning the effectiveness of teaching of essentials Life Skills for the eradication of DRUG ABUSE in schools by the Ministry?

.....

**Objective 4: Measures for Teachers and Students to Containing Drug Abuse in  
Secondary Schools**

To what degree do you concur with the statements listed below on the measures for teachers and students to contain drug abuse in secondary schools?

	<b>SD</b>	<b>D</b>	<b>U</b>	<b>A</b>	<b>SA</b>
Training of peer educators, teachings on substance and use of professional counselors					
Keep the channels of communication open and nurturing an atmosphere that encourages a commitment to education					
Formation of clubs and encouragement of a constructive use of time					
Have strong classroom boundaries with procedures and values					
Encourage participation in extra-curricular activities					

## Appendix F: Research Permit - Moi University



**MOI UNIVERSITY**  
**Office of the Dean School of Education**

Tel. Eldoret (053) 43001-8/43620  
Fax No. (053) 43047

P.O. Box 3900  
Eldoret, Kenya

**REF: EDU/D.Phil.PGF/1001/16**

**DATE: 14<sup>th</sup> December, 2017**

**The Executive Secretary**  
National Council for Science and Technology  
P.O Box 30623-00100  
**NAIROBI**

Dear Sir/Madam,

**RE: RESEARCH PERMIT IN RESPECT OF RICHARD RONO-**  
**EDU/D.Phil.PGF/1001/16**

The above named is a 2<sup>nd</sup> year Doctor of Philosophy (PhD) student at Moi University, School of Education, Department of Educational Foundations.

It is a requirement of his Doctor of Philosophy (PhD) Studies that he conducts research and produces a thesis. His research is entitled:

**“Social Dynamics in Drug and Substance Abuse in Public Secondary Schools in Nandi County, Kenya.”**

Any assistance given to enable him conduct research successfully will be highly appreciated.

Yours faithfully,

  
**PROF. J. K. CHANG'ACHI**  
**DEAN, SCHOOL OF EDUCATION**



## Appendix G: Research Permit - NACOSTI

**THIS IS TO CERTIFY THAT:**  
**MR. RICHARD KIPKASI RONO**  
 of MOI UNIVERSITY, 213-30300  
 KAPSABET, has been permitted to  
 conduct research in *Nandi County*

**Permit No : NACOSTI/P/18/22601/20695**  
**Date Of Issue : 4th January,2018**  
**Fee Recieved :Ksh 2000**

**on the topic: SOCIAL DYNAMICS IN  
 DRUG AND SUBSTANCE ABUSE IN  
 PUBLIC SECONDARY SCHOOLS IN NANDI  
 COUNTY, KENYA**



**for the period ending:  
 4th January,2019**

.....  
**Applicant's  
 Signature**

.....  
  
**Director General  
 National Commission for Science,  
 Technology & Innovation**

### CONDITIONS

1. The License is valid for the proposed research, research site specified period.
2. Both the Licence and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
5. Excavation, filming and collection of specimens are subject to further permissions from relevant Government agencies.
6. This Licence does not give authority to transfer research materials.
7. The Licensee shall submit two (2) hard copies and upload a soft copy of their final report.
8. The Commission reserves the right to modify the conditions of this Licence including its cancellation without prior notice.



REPUBLIC OF KENYA



**National Commission for Science,  
 Technology and Innovation**

**RESEARCH CLEARANCE  
 PERMIT**

**Serial No.A 17017**

**CONDITIONS: see back page**

## Appendix H: Research Authorization



### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: 020 400 7000,  
0713 788787,0735404245  
Fax: +254-20-318245,318249  
Email: dg@nacosti.go.ke  
Website: www.nacosti.go.ke  
When replying please quote

NACOSTI, Upper Kabete  
Off Waiyaki Way  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref: No. **NACOSTI/P/18/22601/20695**

Date: **4<sup>th</sup> January, 2018**

Richard Kipkasi Rono  
Moi University  
P.O. Box 3900-30100  
**ELDORET.**

#### **RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on *“Social dynamics in drug and substance abuse in public secondary schools in Nandi County, Kenya.”* I am pleased to inform you that you have been authorized to undertake research in **Nandi County** for the period ending **4<sup>th</sup> January, 2019**.

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

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

**BONIFACE WANYAMA  
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner  
Nandi County.

The County Director of Education  
Nandi County.

### Appendix I: Map of Nandi County

