

**DRUG ABUSE AND ITS EFFECTS ON LEARNING  
IN SECONDARY SCHOOLS IN SIAKAGO  
DIVISION MBEERE  
DISTRICT,  
KENYA**

**A RESEARCH PROPOSAL PRESENTED TO THE  
INSTITUTE OF CONTINUING AND  
DISTANCE STUDIES KAMPALA  
INTERNATIONAL  
UNIVERSITY**

**IN PARTIAL FULFILLMENT  
OF THE REQUIREMENTS FOR THE DEGREE  
BACHELOR OF EDUCATION SCIENCE**

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**APRIL 2008**

### **DECLARATION**


This is my original work and has not been presented for any of the study programme in any university.

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.....

**NJOGU MARY NJOKI**

**DATE**

  
.....

24/04/08

### **APPROVAL**

This is to satisfy that this research has been submitted in partial fulfillment of the requirement for the Degree in Bachelor of Education Science with my approval as University supervisor.

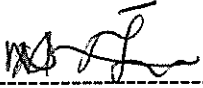
Sign..........

Date.....24/04/08.....

**FRED SEMUGENYI**  
**SUPERVISOR**

### DECLARATION

This is my original work and has not been presented for any of the study programme in any university.



NJOGU MARY NJOKI



DATE

This research has been submitted for examination with my approval as the university supervisor.

FRED SEMUGENYI

Date-----

----- 2008 -----

## **DEDICATION**

This research is dedicated to **GOD** Almighty who gave me sound mind and physical strength to undertake and accomplish this project in the prescribed period of time.

## **ACKNOWLEDGEMENT**

First and foremost, gratitude goes to Fred Semugenyi who devoted his time and patience to this study. I am grateful for the advice and guidance he offered. Secondly, to all the heads of secondary schools in Siakago Division who gave me permission to undertake the study and spared time to take part in it. Also thanks to the students and teachers of Siakago who answered questions willingly. Fourthly I thanks the quality assurance officers of Siakago division for their co-operation they gave to me. Lastly, thanks to my Husband Moses Murithi and dear son Brian Murimi, for the patience and understanding during the period of this research was undertaken.

## **ABSTRACT**

There have been great concerns on the rising levels of drug abuse in secondary schools. To this end the objectives of this study was to find out the types, source and effects of drugs abuse in secondary schools.

In such a case the study was guided by the following research questions;

- (i) What types of drugs are commonly abused by students in our secondary schools?
- (ii) Where do these drugs come from?
- (iii) How do these drugs affect students' learning process?
- (iv) How can drug abuse be eliminated in these secondary schools?

The main objectives of this study are to investigate the types of drugs, their source and how they affect learning process in secondary schools in Siakago Division of Mbeere District. The researcher will try to identify the types of drugs available for abuse by students in schools in Siakago division Mbeere district.

The researcher will identify the sources of the drugs that the students abuses in the schools and will also try to determine the effects on student learning process that means how this drugs adversely affects the students in their Endeavour to learn in this schools. The research will also try to find out the ways of curbing access to drugs by students so that learning is not affected in these schools.

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## **CHAPTER ONE**

### **1.0 INTRODUCTION**

This chapter deals with the; background of the study, statement of the problem, purpose of the study, research questions, basic assumptions, significance of the study, limitation of the study and the organization of the study.

### **1.1 RATIONALE OF THE STUDY**

Drug abuse in schools in Kenya is not a current issue. Alcohol and cigarettes (nicotine) have existed for as long as recorded history. In traditional African societies many ceremonies and pacts involved use of substance like snuff, beer or miraa. Furthermore, a lot of present pharmaceutical knowledge began from earlier herbal use. However, while drug use had a special purpose in traditional set up, in contemporary day society drug has often been abused even by students within learning institutions. Not only is there a significant rise in the number of students that are turning to drugs as a means of escape from problems of life and the challenges of education; but drug abuse has also been associated with escalating strikes, truancy and dropout cases in schools (Kiombo D.K. 2005)

The various types of drugs are available to students while in schools and outside school environment. The drug sellers have targeted students who readily buy their drugs with hope that, the drug will help them solve their problems.

Some of the drugs abused by students or rather available for use by students are grown in their homes by their parents. In Siakago division for example, Tobacco which is one of drugs commonly abused, is one of the main cash crops. It can be used in form of cigarettes or rolled using newspaper.

Another crop currently in great use is Miraa (commonly referred to as Muguka) in most areas of Mbeere. This crop has become a major cash crop in recent years. It has become popular cash crop as it is rising as a major source of income especially in some parts of Siakago and Gachoka divisions, where most farmers have turned to the crop. In my own view, the crop has become very popular to students and many young people in the villages. Miraa is an evergreen plant botanically called ***Catha edulis***. People use its leaves and fresh tender shoots that are plucked and chewed. According to (Kombo 2005) these parts contains two known chemicals, Cathinone and cathine, whose pharmacological properties are similar to those found in amphetamines. When chewed, it produces a mild or moderate euphoria, suppresses appetite, sustains alertness and abolishes sleep. It produces dependence, tolerance and mild withdrawal symptoms.”

There are other drugs that are used by students in our secondary schools. Some of these are not obtained from the surrounding environment but brought from other areas of the country. Some of these drugs include drugs like marijuana, cocaine, heroine, caffeine, madrax and many others .

When we consider the drug induced states, we are in an area where there has been long-standing interest among layman. The use of Marijuana is reported as early as 2737 B.C by the Chinese emperor Shen Nung, who described cannabis (Marijuana) in an encyclopedia on drugs. In Europe, drugs came into greater prominence following Napoleons' multiple campaigns in Egypt and Africa, in the United State, usage has increased precipitously during the second half of this century (Munn, N.L 1972).

Overall, we might say that the psychological use of drugs serves two general purposes, therapeutic and experiential. In therapeutic usage, they are prescribed to alleviate anxiety, depression, hallucinations and other conditions associated with mental disorders and they are referred to as psychotropic. When drugs are used for experiential purposes- that is, in an effort to obtain certain experiences- one hears the terms hallucinogenic and psychotomimetic, but neither term is accurate. The former refers to subjective aspects of the drug state, but reactions are not necessary hallucinations; the latter, as pointed earlier, suggests a psychotic state, which is not necessarily true either. The current term, psychedelic, literary translated, means "mind-manifesting", it was promoted as neutral term referring to the many different altered states of consciousness (Munn. N.L 1972)

Even when just the psychedelic drugs and their various potencies are considered, there are many ways to classify them. Sometimes the terms minor and major are used, in which case the minor psychedelic drugs, as compared with the major ones, have been described as involving effects which are closer to voluntary control, of shorter duration

and less likely to produce after experiences (Tart,1969) On this basis, Marijuana, and Scotch Broom are common minor psychedelic drugs, L.S.D, Mescaline, and psilocybin show more extreme effects (Munn, N.L 1972)

**There are various types of drugs available in Kenya. These include the following:-**

(a) Depressants/Sedatives. That is drugs that reduce excitement or functional activities. One feels drowsy without actually sleeping. They include alcohol, barbiturates and peps (Kombo,2005)

"A drug is, any chemical substance that when taken by the body, can affect one or more of the body functions" (Kombo 2005). In Kombo's work, drug abuse as defined by (Jarry and Jarry 1999), means, the use of drugs for the purpose other than therapeutic ones. While in therapeutic use, drugs are used to relieve certain symptoms, drug abusers use drugs to experience some effects associated with them. They take drugs continuously in order to experience their effect and avoid the discomfort of not taking them. In the long run, their bodies are habituated to the drugs and larger increasing doses are required in order to feel the effect. Unpleasant physical symptoms occur when drug is withdrawn. Psychologically the abuser is unable to face life and its challenges without the drug. Therefore, a drug is abused when its use causes harm to personal health, to others and society at large. Some of the commonly abused drugs among students include alcohol, cigarettes, 'Bhang, cocaine and Heroin. Legal drugs

## **1.2 STATEMENT OF THE PROBLEM**

Drug abuse in schools in Kenya is not a current issue. Alcohol and cigarettes (nicotine) have existed for as long as recorded history. In traditional African societies many ceremonies and pacts involved use of substance like snuff, beer or miraa. Furthermore, a lot of present pharmaceutical knowledge began from earlier herbal use. However, while drug use had a special purpose in traditional set up, in contemporary day society drug has often been abused even by students.

## **1.3 GENERAL OBJECTIVES OF THE STUDY**

This study will determine drug abuse and its effect on learning in secondary schools in Siakago Division of Mbeere District, Kenya

## **1.4 SPECIFIC OBJECTIVES:**

By the end of the study the researcher will be able to;

- Determine effects of drugs on students learning process.
- Determine degree of effects of drug abuse on student's performance.
- Determine other effects drugs abuse.
- Determine ways of curbing student's access to drugs.

## **1.5 RRESEARCH QUESTIONS**

- Does drug abuse affect students learning process?
- To what degree does drug abuse affect students learning process?
- What are other effects of drug abuse?
- How can students be stopped from accessing drugs?



## **1.6 SIGNIFICANCE OF THE STUDY.**

This study is of great help to the Kenyan education because of the following:-

First, it is expected that the findings of the study will stimulate interest of future researchers to undertake further and specific investigations in this field.

Second, it is hoped that the findings recommendations will help curb the spread of drug abuse in Kenyan Schools for the quality manpower output.

## **1.7 SCOPE AND LIMATATION OF THE STUDY**

The following are the scope and limitations of the study:

The time available for this study was only four months. This means that the researcher could not cover as many schools as possible. This in turn was prohibitive, hence generated the results to be done with caution. The study covered only six schools out twelve in the division. For more conclusive results all secondary schools should have be covered. The study was conducted during a school term so time was not enough for both the researcher who was a teacher and respondents. The researcher had to meet all the cost of the research since she was self sponsored. Generally questionnaire as a source of data collection tool suffer from various internal weakness in the course of data collection.

## **1.8 THEORITICAL FRAMEWORK**

The study will adopt structural-strain theory by Merton Robert (1968) and person level theories and will not contradict the proposition that drug abuse has been any all over the world, for long people have ignored the dangers posed by the raising cases by a drug trafficking and abuse, this is shattered by a growing body of evidence that drug peddlers have made deep inroads into schools and other learning institutions ( Lazarus, 2001)

Kombo (2005) According to structural-strain theory by Merton Robert, deviant behavior such as drug abuse is the natural outgrowth of the values norms and structure of society. Society places a high value on certain goals such as economic success. However, not everyone in the society is given equal adequate qualifications, or in corrupt societies, may have qualifications but lack a 'good' father. Nevertheless, these people are expected to meet the goals of society and are judged on basis of how well they meet society's goals under the strain of incompatible goals and means these individuals fall victim of anomie. This is a situation that arise when the norms of society are unclear or without sufficient guidelines for behavior, thus causing confusion both for individuals and for society. They therefore turn to deviance.

They want to be successful but find the goals too difficult or impossible to attain by acceptable means, they therefore device new ways of being recognized. Students may want to be recognized and appreciated by teachers

and peers but are unable to attach good even when they try their best. Such students may divert to drug abuse ( Kombo, 2005)

In person-level(p) theories of behavior change suggest that programs aimed at changing personal attitudes about, and the value and consequences of drugs use are more likely to change individual drug use behavior than those aimed at changing knowledge or at providing information about drugs (Ajzen and Fishbein 1990). Added to this are theories of cognitive problem solving and intentions, which suggest that skills training and public commitments decision and instructions to use drugs ( petraitis, feay and miller 1995).

## **1.9 ORGANIZATION OF THE STUDY**

The study will be organized into five chapters.

Chapter one will deal with introduction, statement of the problem, its objectives, significance of the study and definition of terms.

This chapter also looks at the conceptual and theoretical framework of the study.

Chapter two will deal with review of related literature and therefore sheds the light on the other researchers who have researched and written on the topic of study.

Chapter three deals with research methodology, research design, target population, sampling and sampling procedures. It also deals with data collection instruments and data analysis.

Chapter four will deal with data analysis. This involves proceedings which imply editing, coding, classification and tabulation of collected data. The analysis refers to the computing of certain measures along with searching for patterns of relationship that exist among data groups.

Chapter five will deal with summary findings, conclusion and recommendation of the study.

## **CHAPTER TWO**

### **2.0 INTRODUCTION**

This chapter deals with the review of the literature that is related to the study of the drug abuse and its effects on learning in secondary schools in Siakago division, Mbeere district. It looks into the work of other researchers and what they commented on the same and connects it to the work being done in this research as per the objectives.

### **2.1 REVIEW OF RELATED LITERATURE.**

#### **Effects of drugs on students learning process**

A.P.A (1987) defined drug abuse as maladaptation and consistent use despite social, occupational psychological or physical problems that are exacerbated by the drug and recurrent use in situations that are hazardous like driving while intoxicated.

Carter(1981) stated that we live in a society in which drugs are advertised on the mass media as being the answer to many problems. The effects of drugs have been known since antiquity. The drunkenness of Noah is mentioned in the bible and displayed the sculpture by 15<sup>th</sup> Century artist on corner of Doge's Palace in Venice. The summerians, in Mesopotamia knew about opium, the dried juice of opium poppy in 300 BC. Cannabis and coca leaves seem to have been known since recorded history.

Plant (1915) indicated that adolescents are at risk, particularly around school leaving age.

A large population attending a drug dependence clinics in large cities are unemployed with few stable relationship and leading disorganized lives. However, young drug

abusers remain in employment and their drug taking is a passing phase. Kombo(2005)

There are various factors that have been associated with increase in drug abuse among students. These include mass media, peer influence, ignorance, curiosity, cultural practices, Breakdown of family unit, stressful environment, easy accessibility to drugs, and laxity in institution management/lack of role model and permissiveness in society.

Kombo(2005). A student on drug usually manifests symptoms physically, emotionally and soci-economically. These include the following:-

(i) **Physical Symptoms** for example, signs of fatigue, repeated health, complaints, watery, red and glazed eyes, a lasting cough, dizziness, a clammy skin, seizures, runny nose and injections marks on arms. The student may also have white powders around the nostril.

(ii) **Emotional symptoms.**

A Student on drugs may display emotional symptoms such as acute irritability. The student may be aggressive to the extent of picking a fight with fellow students. There are also mood swing owing between happiness and excitement to sadness, indifference and moodiness. The students may also be unnecessary critical and may start uncalled arguments aimed at diverting attention from student to others.

### **iii) Social Symptoms.**

include the type of friends the student associates with and their transparency. Most of these friends are less interested in school activities. The students also react negatively to any inquiry about the friends. The student may encounter problems with law enforcers such as being apprehended driving while drunk or being outside odd hours with no particular explanation. The student may also have a history of frequent absenteeism and falling asleep in class. In discussion the student abusing drugs may display memory loss or lack of interest. Others social symptoms are poor concentration, daydreaming, decreased interest in learning, drop in grades and indiscipline problem. Other symptoms shown by student abusing drugs according to Kombo(2005) include economic symptoms.

Kombo(2005) The fact that drugs use has become all too acceptable in learning institutions in Kenya is worrying. More than half of College and University students are on drugs. Worse still, even pupils at the primary level are affected, yet using alcohol and other drugs has risks in education. These include the following:- Indiscipline for example strikes. A case in point is the 1999 Nyeri High School arson, in which colleagues burnt four prefects to death. In 2001, a fire started by students believed to be on drugs at Kyanguli Secondary school claimed the lives of 67 Students (Daily Nation, 2003) Other effects according to Kombo include, Educational wastage, poor academic performance and poor health. Lazarus, M.M (2001) World health organization (WHO) started a tobacco free initiative that focus international attention and resources on the global tobacco epidemic which is entirely avoidable burden of

disease. One out of every two smokers who started at a young age and continue smoking throughout their lives will ultimately be killed by tobacco –related illness. On average, smokers who begin smoking in adolescent and continue to smoke regularly have a 50 per cent chance of dying from tobacco related disease.

### **Other effects of drug abuse**

Acute health risks of tobacco uses include shortness of breath, increased heart rate, exacerbation as asthma, impotence, infertility and increased serum carbon monoxide. Long term health risk of smoking, the major contributors to morbidity and mortality, include heart attacks and strokes, lung and other cancers (larynx, oral cavity, pharynx, chronic obstructive pulmonary disease (chronic bronchitis and emphysema) not only the smoking individuals but surrounding individuals can be harmed by tobacco smoke.

Lazarus (2001) Bhang is very destructive drug and like many other drugs, induces a false feeling of well –being. It reduces the sense of responsibility and leads people into action they would not normally get involved in. Crimes, theft, lose their interest in real life, the desire for more drug destroys their love for the family and normal human relationships. Bhang can stimulate desire for more powerful narcotics like hashish and cocaine which are high additives. Munn, (1972) Unpleasant physical effects also are reported, such as dizziness, headaches, and dryness of the throat and mouth, as well as nausea, tremors, and other impairments of muscular coordination. Again, it should be repeated, these effects are not highly predictable; they vary with the situation, the potency of the drug, the individual prior experience and his present condition.

Munn (1972) Lysergic acid diethylamides;(LSD). Among the more potent drugs, mescaline and LSD both have been used in religious rituals. Mescaline comes from a type of cactus plant and its name is after the Mescalero Indians, who have employed it in religious contexts; both drugs can produce marked changes in awareness.

Lazarus (2001); the user of LSD often goes through an experience of sheer terror. He also sees things that seem real but are not (hallucination) and shapes are distorted or he may have a feeling of euphoria and relaxation. The drug is capable of causing brain damage, mental, illness, flash back to torment the (user) and also damages chromosomes.

Wumser (1977) describes that the basic effects and moods of persons dependent on drugs are; disappointment, disillusionment, rage, shame, loneliness and panic, mixture of terror and despair. Although this picture is changing; on the other hand, use of poly drug is widespread among middle class youth. Kombo(2005) in Schools, drug abusers may be shunned and made to feel inferior by the school community. This affects their performance. Drug abuse hampers learning as those on drugs lack concentration. They waste more time thinking about how to acquire drugs. Poor, performance has serious repercussions. It contributes to unemployment leading to social stratification within the education sector and countrywide.

According to Cary and Kate(1991), Drug abuse is a major pervasive problem. It is endemic in most communities, reaches all levels of society and affects people in all



professions. It is a subject that in recent years until now has been the focus of nation campaign and much debate by legislators, health care professionals and the general public, yet there are few areas where disagreement is so fundamental.

Rensick(1979), quoted that, people continue to take drugs today for other than medical reasons. Drugs may make them feel good, relief stress, tension or provide temporarily escape. Peer pressure is a strong factor in the use of drugs by young people.

Reports by health workers suggests that drug and alcohol abuse increasingly involves a variety of substances used in combination. The pharmacological interaction of the substances is likely marked and affects the health of individual users in different ways and with different implication for treatment (PSA, 1992 WHO (1992) quoted that the extent to which policies to prevent substance abuse and its harmful affects can be structured to respond to the need of drug using populations and those "at risk" depends on what is known about the distribution and the form that the problem can take.

Substance abuse, is a behaviour phenomenon and is likely to be influenced by how individuals perceive the risks and by their motivation to use drug and alcohol. Few countries have up to date information in this area and many continue to depend on estimates and guess PSA(1992 and WHO /PSA (1992) records that drug abuse prevention and demand/ harm reduction aims primarily to lower, if not eliminate; the adverse health impact of psychoactive drugs and alcohol However, patterns of drug and

alcohol abuse are constantly changing; new drugs are becoming available and new social groups are being exposed and at risk.

Lazarus (2001) reports that, speed is a drug commonly abused by the young people in colleges, high schools and in the institution, it speeds up the body of the abuser. The drug does exactly what it says by speeding up the body, it may also bring with it severe depression, brain and speech damage, swollen lips and eyes.

According to Georgy Mann, medical director of the Johnson Institution in Minneapolis, a center for understanding and treating chemical addiction, has written that all addictive chemicals have one thing in common, they change moods. Some mood changes are very potent and highly addictive; others are much less powerful. Almost any person can become psychologically and physically dependent on drug if that person is exposed to high dosage for a long enough period of time. With drug like heroin the time may be shorter and the effect are both fast and very dangerous, with caffeine the time is longer and the effects are almost negligible (Lazarus,2001)

It is notable that drug use was not a social problem in traditional African society. This was because communities were cohesive units that had strong social structures. This assisted in binding them together and providing social controls. Anyone who abused drugs was scorned at and made to pay penalties. Songs were composed to ridicule such persons. Society had rules and regulations that were strictly enforced. A case in point is of the Kamba Community which had warriors in the name of "Kiny'ole". This

group acted as a social control mechanism . Such groups had powers of controlling wayward people.

It is clear from the forgoing discussion that drugs were available but were not abused. Drugs were used for relaxation, curative purposes such as snakebites, stomach aches and headaches. Abuse was minimized due to community policing. There were also specific regulation on who could use drugs and the occasions that required this use. Strict mechanism ensured that drugs were not misused (Kombo, 2005)

### **Types of drugs abused by students in schools**

Gilmer H.B (1970), major addictive drugs such as heroin are characterized by an overwhelming desire to continue taking the drug; and by both psychological and physiological dependence on it. Very painful withdrawal symptoms result when the drug is not used for a period of time.

Reporting in the current issue of the journal of the Royal society of medicine,Dr Sugar Sala,a And Dr. Clare Dollery of the Lodon Heart Hospital said, Long –term chewing of leaves can cause heart attack, liver damage, tooth loose and cancer of the throat. The drug also leads to hallucinations and loss of sleep. Khat chewers are at higher risk of heart attack than people who do not . Khat seems to affect blood clotting and causes spasms in arteries supplying blood to the heart.(Daily Nation, 2006).

Drug misuse is by no means a new problem, for example and drugs such as morphine and cocaine were regular features of the late nineteenth century diet, both in Europe and North America. Forms of drug use have long been known in rural areas, examples being opium smoking, or the chewing of coca leaves in some parts of rural Latin America. Although it is in Europe and North America that most public concern has been generated about drug use, problems such as heroin misuse are now understood to be of global proportions.

The association between social deprivation and heroin misuse has been clearly demonstrated in the post-war heroin epidemics in both Britain and North America. It remains necessary to explain the nature of this connection. Perhaps the most common way of explaining why heroin misuse and social deprivation come to be linked is to invoke the notion of use as escapism – a flight from the harsh realities of life into drug induced fantasy. Opiate drugs provide a cushioning effect against both physical and emotional pain (Herbert, D.T and Smith, D.M 1989). The drugs which are seen to create a “drug problem” belong primarily to a narrow group of psychoactive (“mind-altering”) substances such as marijuana, heroin, barbiturates and the like. By a large margin, the most widely used drugs are alcohol and tobacco. The effects of drug abuse include the hippie cult, radical politics and the like are viewed as both cause and effects of illicit drug use (Mauss 1975).

## **Ways of curbing students access to drugs Types of drugs abused by students in schools**

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In this book “Sociology of Education, Kombo recommend that:

- (a) The Ministry of education should address factors that make drugs attractive to students above all, the government and school administrators should seal all the roots and loopholes used by drug peddlers /abusers.
- (b) In schools, teachers should be equipped with skills and knowledge of identifying drugs, drug abusers and drug peddlers. Parents should also be alert all the time to be able to notice any change in their children’s behaviour.
- (c) The ministry of Education should ensure that every school has an active and creative drug abuse prevention programme. Prevention efforts, such as saying

"No" to drugs and learning of their potential dangers, must start in the early grades, not just in high schools. Early identification of drug-abusing youngsters and swift efforts to ameliorate the problem should be the norm in schools. Substance abuse counselors, who are especially skilled at identifying drug-abusing youngsters and providing the necessary assistance or referral, should be attached to all schools.

- (d) Despite escalating levels of drug abuse in schools, most school teachers receive no formal training in ways of identifying and assisting students on drugs. This situation must be corrected by mandating that a core curriculum in teacher training colleges should be in drugs and drug management in schools (Kombo, 2005)

## **CHAPTER THREE**

### **3.0 RESEARCH METHODOLOGY.**

Research Methodology can be defined as an operational framework within which the facts are placed so that their meaning may be seen more clearly (Khamadi, S.I.D 1992). The methodology section usually contains rather detailed information about technical aspects of the study and the research design, including appropriate, selected method to the solution of the problem described (Khamadi, 1992)

### **3.1 INTRODUCTION.**

This chapter contains a descriptive of the research methodology to be used in establishing the type of drugs source and effects of drug abuse to student learning in secondary schools.

The chapter gives procedures for data collection and analysis. It will focus on research design, target population, description of research instruments, sample size and sampling area, data collection and analysis.

### **3.2 RESEARCH DESIGN.**

Survey design will be adopted in conducting this study. Survey design will be appropriate to evaluate specific attitudes or behaviours. Questions concerning attitudes about issues can be evaluated with a field survey; and can be used to evaluate behaviours; the prediction of behaviour. Survey methodology typically involves designing and administering a questionnaire(Borden, K.S 1988) The descriptive survey



will be appropriate for those data that are derived from observations. They could be physically observed or observed through the questionnaire. (Khamadi, 1992). Engelhart (1972) argues that descriptive methods are widely used to obtain data useful in evaluating present practices and providing basis for decision.

This study will make an investigation on the type, source and role of drugs in learning in secondary schools.

### **3.3 RESEARCH ENVIRONMENT.**

The study will be carried out in Siakago Division, which is one of four Divisions in Mbeere District.

Mbeere District borders Embu to Northwest, Mwingi to the South East, Meru North to the North, Machakos to the South and South East, Tharaka to the North East and Kirinyaga to the West. The District lies between latitude  $0^{\circ} 20'$  and  $0^{\circ} 50'$  South and Longitude  $37^{\circ} 16'$  and  $37^{\circ} 56'$  East. It has a total area of approximately 2093 sq. km, and divided into four Divisions, 19 locations and 42 sub- locations with 1 local authority (Mbeere County Council) and two constituencies namely Siakago and Gachoka.

**Table 3.1 Mbeere District Administrative areas.**

Division	No. of Location	No. of Sub-Location	Area of Division in Sq. Km
Gachoka	8	18	800.3
Evurore	4	8	410.0
Siakago	4	9	367.3
Mwea.	3	7	514.9
Total	19	42	2092.5

**Source: Poverty reduction Strategy paper- Mbeere District 2001-2004.**

Mbeere District slopes in a Northwest to Southern direction with altitudes ranging from approximately 1200m above sea level down to 500m on the Tana River Basin. The slope is broken by existence of a few hills, for example, Kiambere, Kiang'ombe and Kianjiru, which rise above general height. The southern part is covered by Mwea Plains. The district is served by five permanent rivers namely; Tana, Rupingazia, Thuci, Thiba and Ena, flowing in southern easterly direction.

According to 1999 census, the district population was estimated to be 170,036 people with a density of 82 persons per sq.Km.

**Table 3.2 Mbeere District Population by Gender.**

Division	Male	Female	Total	Density
Siakago	16,656	17,674	49,118	93
Evurore	16,674	20,077	59,823	90
Gachoka	28,772	30,330	40,517	74
Mwea.	19,693	20,987	56,958	79
	81,885	89,068	170,036	82

**Source; Mbeere District census 1999**

The table shows the Mbeere District population by gender in each Division. It also gives the total population per division and population density of each division in the district.

Out of 2092.5 Sq. Km land, about 1690 Sq. km (81%) is suitable for agriculture and livestock activities but only 56% of arable land is normally under cultivation. Subsistence farming is dominant. The cash crop grown are tobacco and miraa with miraa gradually becoming the main cash crop.

### **3.4 THE RESPONDENTS**

The study is targeting teachers and students in Secondary Schools in Siakago Divison, Mbeere District. It targets head teachers and teachers as informed specialists.

Students will be targeted to represent users of the information and services. The target population will be all public and private secondary schools in Siakago Division of Mbeere District. The division has twelve secondary Schools of which two are privately managed. The twelve schools contain approximately two thousand and two(2002) students, one hundred and thirteen (113) teachers and twelve (12) head teachers.

### **3.5 DATA COLLECTION INSTRUMENTS .**

The researcher will use a questionnaire to get the information from the available respondents in Schools within Siakago Division(Mbeere District) There will be three categories of questionnaires:-

- i. Questionnaires for head teachers
- ii. Questionnaires for class teacher
- iii. Questionnaires for students

Each of the above will be designed to collect information, which will lead to ascertaining the type, source and impact of peer pressure and school environments on drug abuse in schools in Siakago Division of Mbeere District.

### **3.6 DATA COLLECTION PROCEDURES**

A letter will be sent to all head teachers asking for permission to carry out research study in his school. This would allow students and teachers to fill the questionnaires without fear or favors. After collecting the data the researcher will combine all the information and analyze them in a research format.

### **3.7 STATISTICAL TREATMENT OF DATA**

The researcher will ensure that the questionnaires are counter-checked to ensure completeness. Discrete data received from the field will be categorized into information that will answer the researchers questions. The data will be summarized and subjected to descriptive methods of analysis comprising qualitative treatments. Qualitative data will be analyzed in narrative form to describe the researchers objectives (Van Dalen, 1982).

Descriptive statistics will be used to analyze and present data obtained on demographic information influencing drug abuse. The researcher will analyze the findings on basis of which conclusions and recommendations will be drawn in the subsequent chapters.

The data to be collected will be processed and analyzed both manually and electronically by use of scientific pocket calculators and form of graphs and pie charts for easier understanding.

## CHAPTER FOUR

### 4.0 INTRODUCTION

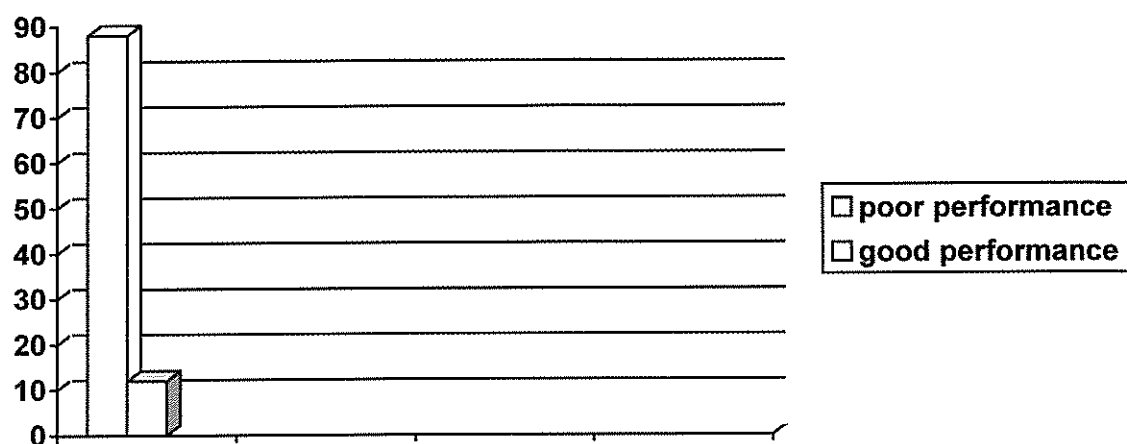
This chapter deals with data analysis and interpretation. This data was collected by means of questionnaires. The researcher issued 147 questionnaires whereby six were for the head teachers, 21 for teachers and 120 questionnaires for the students. Out of six questionnaires issued to the head teachers all were returned. For the teachers 21 questionnaires were issued out of which three got lost and only eighteen were returned. For students questionnaires 120 copies were issued out of which seven got lost. Therefore, out of 147 questionnaires released to the field a total of 137 were received back. The data has been organized by sorting and group tallying. The data has been analyzed interpreted and represented in form of tables, pie charts, percentage and histograms.

**Table 4.1 Effect of drugs on learning process**

Effect on performance	Frequency	Percentage
Poor performance	100	88
Good performance	13	12
Total	113	100

**Source for table 4.8\$ 4.1;Field survey**

**Fig 4.0; Effects of drugs on learning process.**



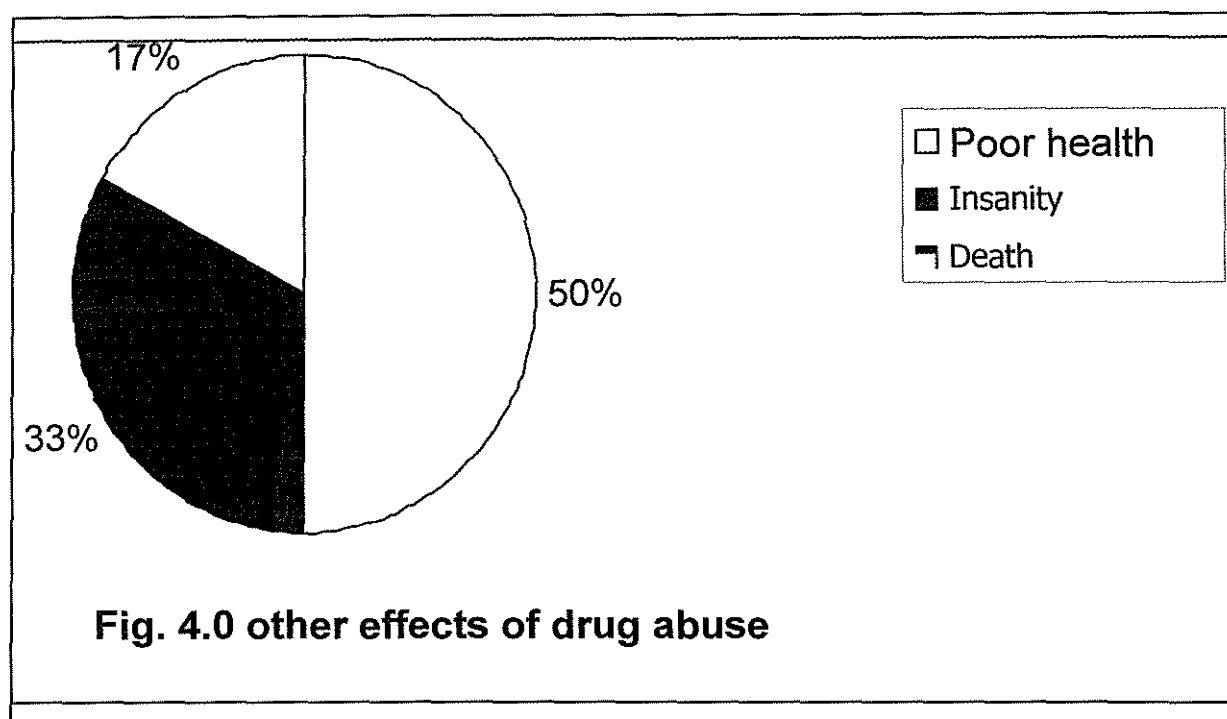
The above figure and table shows that 88% of the respondents said that drugs abuse leads to poor performance while 12% thought that it can improve performance. This means that abuse of drugs will lead to poor performance in the learning process.

**Table 4.2 other effects of drug abuse.**

Effect	Frequency	Percentage
Poor health	3	50
insanity	2	33
Death	1	17
totals	6	100

**Source; head teachers' questionnaires**

Table 4.3 shows other effects of drugs in secondary schools in Siakago division, Mbeere District. Out of 6 teachers, 3 (50%) said that students involved in drug abuse had shown trends of poor health, and 2 (33%) mentioned cases of insanity and 1(17%) mentioned death as an end result of drug abuse.



Source: field survey

**Table 4.3 Types of abused Drugs in Schools**

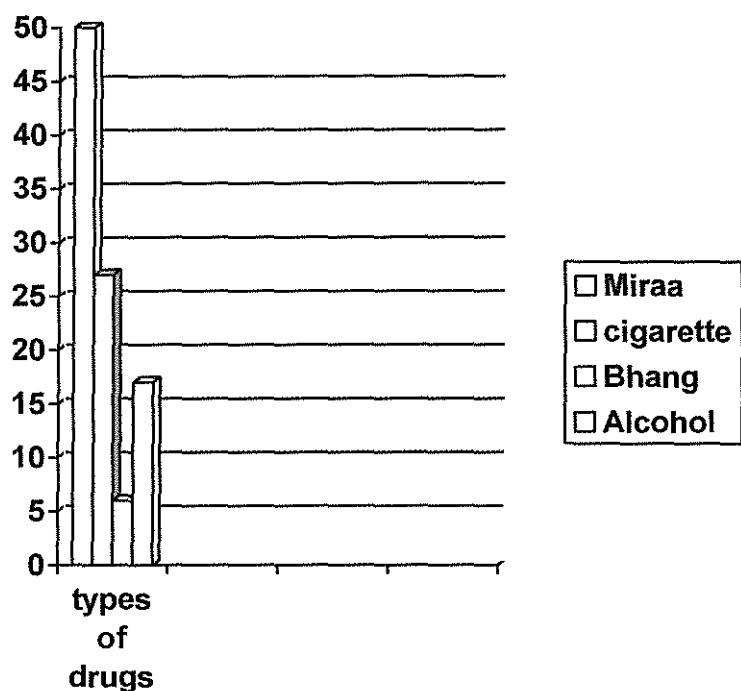
Drug	Frequency	Percentage
Miraa	9	50
Cigarettes	5	27
Bhang	1	6
Alcohol	3	17
Total	18	100



**Source: teachers' questionnaires**

Table 4.3 shows the most commonly abused drugs in secondary schools in Siakago division Mbeere District. Out of 18 teachers, 9 (50%) said that mina was the drug which was commonly abused, cigarettes followed with 5 (27%). Bhang 1(6%) and alcohol had three respondents (17%).

**Fig; Types of drugs abused**

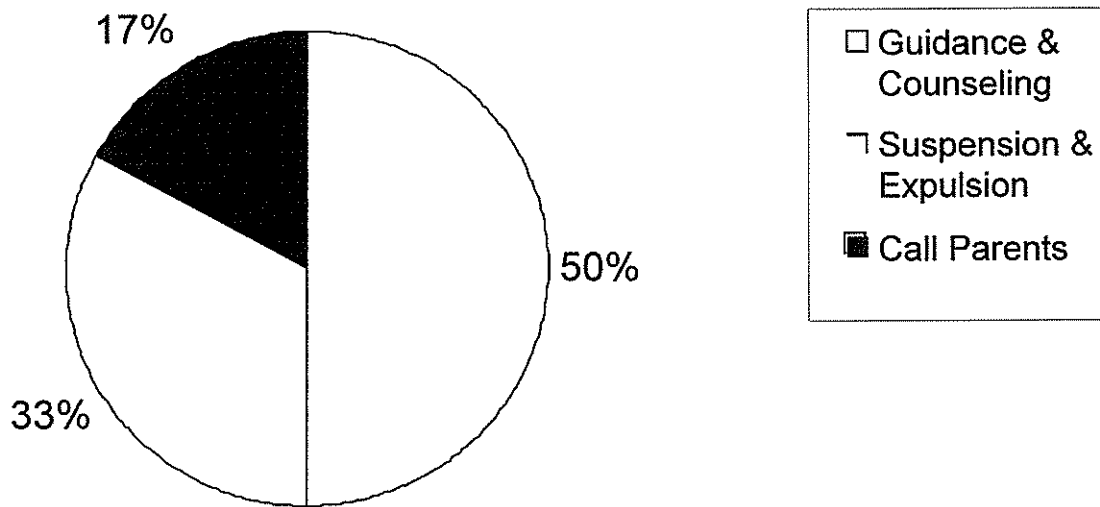


**Table 4.4 ways of curbing student's access to drugs**

Guidance \$ Counseling	50%
Suspension \$ Expulsion	33%
Involving parents	17%

**Figure 4.2 ways of curbing student's access to drugs.**

Out of six head teachers three (50%) apply guidance and counseling, two (33%) use suspension and expulsion method and 1 (17%) call the parent of the affected student to discuss the problem.



**Fig. 4.2 ways curbing students access to Drugs**

## **CHAPER FIVE**

### **SUMMARY OF THE FINDINGS.CONCLUSIONS AND RECOMMENDATION.**

#### **5.0 INTRODUCTION**

Kombo, (2005) noted that drug abuse in schools in Kenya is not a current issue. Alcohol and cigarettes (nicotine) have existed for as long as recorded history. Table 4.0 shows that most students in secondary schools know about drug abuse in their schools. Out of 113 students, 83% said they were aware of drug abuse in schools. This gives the view that drug abuse is common in secondary schools.

#### **5.1 SUMMARY OF THE FINDINGS ON EFFECTS OF DRUGS ON STUDENTS**

##### **LEARNING PROCESS**

Lazarus, (2001), reports that, speed is a drug commonly abused by the young people in Kenya colleges, high schools and in other institutions. It speeds up the body functions of the abuser. The drug does exactly what says by speeding up the body functions, it may also bring with it severe depression, brain and speech damage, swollen lips and eyes. This can be proven by figure 4.4 from students questionnaires which shows the effects of drug abuse on learning process where 40% of students said that drug abuse leads to poor performance and lack of concentration in class, 32% said it leads to increase in indiscipline cases, 18% said it leads to school drop out and 10% said it leads to serious effects on the learning processes in schools. This proofs Kombos

argument on the effects of drugs abuse which include educational wastage poor academic performance and poor health.

## **5.2 SUMMARY OF THE FINDINGS ON OTHER EFFECTS OF DRUG ABUSE**

Other effects of drug abuse apart from students performance may include poor health eg heart attack and stroke, lung and other cancers and Asthma, insanity and death.

## **5.3 SUMMARY OF FINDINGS ON TYPES OF DRUGS ABUSED**

Kombo, (2005) some of the commonly abused drugs among students include alcohol, cigarettes, miraa, Bhang, Cocaine and heroine. This argument is evidenced by figure 4.0, 4.1 and 4.3 from the teachers questionnaires. The figure 4.0, 4.1, and 4.3 shows that miraa (muguka) leads among the drugs abused by students in Siakago division Mbeere district. Followed by cigarettes, alcohol, bhang, and others that are taken by small number of students include kuber, cocaine and heroine.

Table 4.2 shows that quite a good number of students indulge in drug taking. It shows that 20% of students are involved in drug abuse. Rensick,(1979), quoted that, people continue to take drugs today for other reasons other than medical reasons. Drugs may make them feel good, relief stress, tension or provide temporally escape.

## **5.4 SUMMARY OF THE FINDINGS ON WAYS OF CURBING DRUG ABUSE**

Table 4.4 showed the mechanism used in dealing with drug abuse cases in schools. Most of the head teachers (50%) use guidance and counseling, 33% use suspension and expulsion method and 17% call parents to the school to discuss drug abuse problem of their children

## **5.5 CONCLUSION**

The research findings from the data collected indicate that drug abuse is common in most schools in Siakago Division, Mbeere District. It shows that students are involved in cases of drug abuse in secondary schools in this area.

It indicates that there exists polydrug abuse in schools. The most commonly abused drugs include miraa commonly referred to as muguka which is emerging as the dominant cash crop in the area. The other most common drugs include cigarettes sold in the shops and locally rolled cigarettes. Others include alcohol, bhang, cocaine, kuber, and heroine. It is evident that students' accessibility to drugs is not difficult because most of these drugs are grown in their homes notably miraa (muguka), tobacco (cigarettes) and alcohol available at home and in bars.

It is also evident that due to drugs availability, students get them from other students, drug peddlers and even school workers.

Drug abuse has serious effects on learning process in schools. The data shows that it affects students' academic performance and concentration in class, causes indiscipline, leads to school dropouts and students poor health. It is also evident that majority of students dislike drug abuse and they would wish that the problem is eliminated in schools by taking tough measures on those who are found abusing drugs and by use of guidance and counseling.

## **5.6 RECOMMENDATIONS**

1. Students be educated on adverse effects by the relevant ministers; such as ministry of education, government sector such as NACADA and NGO's for purpose of enlightening students on dangers of drug abuse.
2. Head teachers, teachers and parents should come together to find ways of dealing with drug abuse issues in schools.
3. The government should ensure laws on drugs abuse are enacted and enforced to deter drug traffickers from getting into schools.
4. The government should implement the WHO recommendations on Narcotics and other substance abuse.
5. Further research is should be carried out on the effects of Miraa cultivation and chewing to school going children and its effects on transition from primary to secondary school level.
6. School administration should encourage students to get involved more in extra-curricula activities so as to keep then active most of the time. This would make

sure that students are more engaged in constructive activities other than doing drugs.

7. Parents should ensure that the amount of money given to students is only adequate for their needs and avoid giving them excess that could be used to buy drugs

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Papers, Moi University, Eldoret

## **APPENDIX A: DEFINITION OF TERMS.**

**Drug-** Any substance that affects the structure and functioning of a living organism.

**Drug Abuse-** This is sporadic and excessive use of mind altering and behaviour changes substances for many other reasons other than medical purpose.

**Illicit Drugs-** Chemical substances which are sold illegally for legal purposes.

**Addiction-** This is complete dependence on the substance.

**Dependent-** A person who is relatively depending on substances to enhance their mood. We have psychological dependence and physical dependence.

**APPENDIX:B ACKNOWLEDGEMENT LETTER**

MARY NJOKI NJOGU  
P.O. BOX 236,  
SIKAGO.

DATE.....

The Principal,

Dear Sir/Madam,

**RE: ACKNOWLEDGEMENT LETTER.**

I wish to acknowledge the support you gave me during my research work by either filling questionnaire, answering questions, allowing your students and members of staff to fill questionnaires and answer questions as requested.

Thanks in advance.

Yours faithfully,

Sign

-----  
**NJOGU MARY NJOKI**

**NOTEDBY**

-----  
**FRED SEMUGENYI**  
**SUPERVISOR**

-----  
**MR.GEOGREY KASOZI**  
**ASSISTANT DIRECTOR ACADEMICS (ICDS)**

## APPENDIXC: QUESTIONNAIRE FOR HEAD TEACHERS.

This questionnaire is aimed at gathering information that will be essential in trying to establish the type of drugs, their source and effects to students learning in Secondary Schools. All information provided will be strictly used for the purposes of research, and will be kept confidential. You therefore need not indicate your name.

1. Name of the School.....
2. Zone.....
3. How long have you served as a head teacher in this year particular schools?.....yrs
- 4(a) Have you received any case of drug abuse in your school

(i) Yes ☐ (ii) ☐

(b) If yes, how many times?

(i) Once ☐ (ii) Twice ☐ (iii) Thrice ☐ (iv) More than thrice ☐

5 What types of drugs have been found with the students?

- (i) Tobacco ( )
- (ii) Bhang ( )
- (iii) Local brew ( )
- (iv) Miraa ( )
- (v) Bear ( )
- (vi) Any other. ( )

6 In your own opinion where do students get these drugs from?

- (i) Other students ( )
- (ii) School Workers ( )
- (iii) Teachers ( )
- (iv) Other sources ( )

7 What do you think makes students indulge in drug abuse?

- (i) Peer pressure ( )
- (ii) Money availability ( )
- (iii) Cultural influence ( )

8 How does drug abuse affect students learning process in your School?

.....

.....

.....

.....

.....

9 How do you handle students caught abusing drugs in your school?

- (i) Suspend them ( )
- (ii) Guide and counsel them ( )
- (iii) Call their parents ( )

#### APPENDIX D: QUESTIONNAIRE FOR THE TEACHERS

This questionnaire is aimed at gathering information that will be useful in trying to establish the type of drugs, their sources and their effects to students learning process. All information provided will be solely used for the purposes of research, and will be kept confidential. You therefore, need not indicate your name.

1. Name of the School.....
2. Zone.....
3. Teaching experience .....years

4(a) Do you know of cases of drug abuse in your school

- (i) Yes ☐ (ii) No ☐

(b) If yes, how many cases have you been brought to your notice? Tick appropriately.

- (i) One ☐  
(ii) Two ☐  
(iii) Three ☐  
(iv) More than three ☐

5 What types of drugs have been found with students in your school?

- (i) Cigarettes  
(ii) Bhang  
(iii) Local brew  
(iv) Miraa  
(v) Others (specify)

6 Of the drugs named above, what drugs are mostly abused in your school?.....

7 What are causes of drug abuse amongst students

- (i) Peer pressure ( )  
(ii) Money availability ( )  
(iii) Cultural influence ( )  
(iv) Lack of guidance ( )

8 Where do drugs abused by students in your schools come from?

- (i) Students ( )  
(ii) Teachers ( )  
(iii) School workers ( )  
(iv) Other sources (specify).....

9 How does drug abuse affect students learning process in your schools?

10 How are cases of drug abuse handled in your school? .....

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

## APPENDIX E: QUESTIONNAIRE FOR STUDENTS.

Dear Students,

You are provided here below with questions for you to answer. Note that there is no right or wrong answer. Do not indicate your name anywhere on this questionnaire.

1. Name of your School.....

2. Do you like your school?

(i) Yes ☐ (ii) No ☐

3(a) What is the type of your school?

(i) Day ☐

(ii) Boarding ☐

(iii) Day/Boarding ☐

(b) If day, how far is your home from school?.....Kms

(c) How do you travel from school to home?

(i) Public transport ☐

(ii) Walking ☐

(iii) School bus ☐

(iv) Family car ☐

4 Have you heard about drug abuse ?

(i) Yes ☐

(ii) No ☐

If yes, do you know any type of drugs ?

(i) Yes ☐

(ii) No ☐

If yes, what drugs do students use in your School? Specify.

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

5 Have you ever indulged in drug taking ?

(i) Yes ☐

(ii) No ☐

If yes, what drugs?.....

.....  
.....

6 Do you know of students in your school who involve themselves in drug abuse?

- (i) Yes ☐  
(ii) No ☐

7 If yes, what drugs do they take?.....  
.....  
.....

8 What led you to do drug (drug taking)

- (i) Peer Group pressure (Friends) ( )  
(ii) Cultural influence ( )  
(iii) Frustrations ( )  
(iv) Others ( )

9 If you do drugs, has the habit affected your learning process in the school?

- (i) Yes ☐  
(ii) No ☐

If yes, what effect does it have in your learning process?.....  
.....  
.....

10 Where do you get the drugs from?

- (i) Cultivated at home ( )  
(ii) Buy from peddlers ( )  
(iii) Workers ( )  
(iv) Students ( )  
(v) Others specify.....  
.....

### **SIMPLE STRUCTURED INTERVIEW QUESTIONS (SECTION B)**

12 What are some of drugs you know are cultivated in this divisions?.....  
.....  
.....

13 During your free time what do you do?.....  
.....  
.....

14 Which is your hobby?.....

15 Is there any noticeable difference between when you were not involved in drug taking and now?.....  
.....



.....  
.....  
16 If yes , what is the difference?.....  
.....

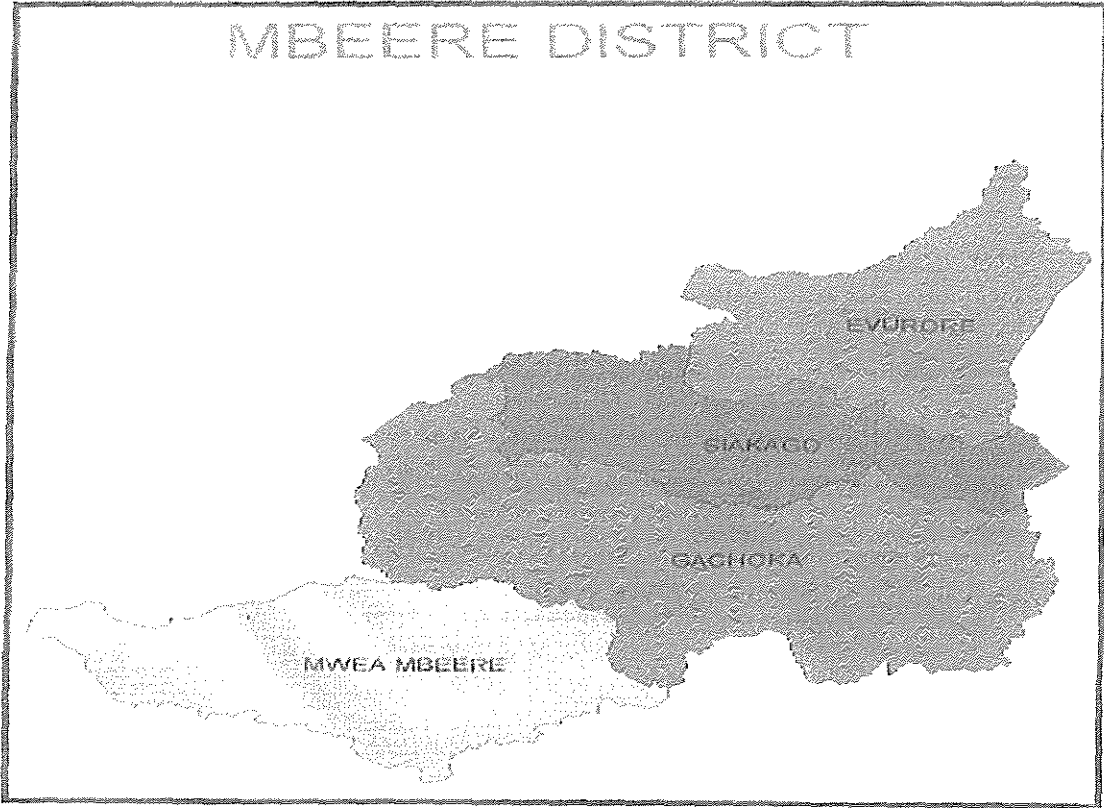
17. What are your views towards this issue of drug taking?.....  
.....

18 Do you have any knowledge on effects of drug abuse in lives of who take  
drug?.....  
.....  
.....

19 Has anybody/group of persons educated you on the dangers of drug  
abuse?.....  
.....  
.....

20 Who and when...  
.....  
.....  
.....

**APPENDIX F: MBEERE DISTRICT MAP**



## APPENDIX G: BUDGET

	ITEM/ACTIVITY	COST(KSH)
1	Stationery	10,000
2	Typing & printing	10,000
3	Travelling	9,000
4	Telephone	3,000
5	Miscellaneous	5,000
	Total Expenditure	37,000

## APPENDIX H: TIME PLAN

### MONTH OF THE YEAR 2007/2008

NO	ACTIVITY	APRR	MAY	JUNE	JULY	AUG	SEPT	OCT	NOV	DEC	NOV
1	Identification of research topic										
2	Literature review										
3	Drafting Research proposal										
4	Developing research instruments										
5	Proposal writing										
6	Proposal Defense										
7	Data collection										
8	Data analysis and report writing										
9	Submission of report										
10	Graduation										