

**THE EFFECTS OF DRUG ABUSE ON DISCIPLINE OF STUDENTS IN
SECONDARY SCHOOLS IN KENYA; A CASE STUDY OF MATURU MIXED
SECONDARY SCHOOL**

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**A RESEARCH PROJECT SUBMITTED TO THE INSTITUTE OF CONTINUING
AND DISTANCE STUDIES IN PARTIAL FULFILLMENT OF THE
REQUIREMENT FOR THE AWARD OF BACHELOR
OF EDUCATION OF KAMPALA
INTERNATIONAL UNIVERSITY**

NOV 2009

DECLARATION

I Muthoni Julia. C declare that this is my original work and no part or whole of this document has been presented to any college or University in Award of a Degree or otherwise.

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APPROVAL

This research report has been submitted to the institute of open and distance learning of Kampala International University with my authority as the University course supervisor:

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DEDICATION

This research report is dedicated to my husband Richard Simiyu and my dearest children namely Karwitha, Mukechi, Wambia, Nekesa and Kiende for being very supportive and understanding during the course of my study.

"GOD IS ABLE"

ACKNOWLEDGEMENTS

The preparation of this work called for assistance from several individuals. While it might be impracticable to mention all of them, minimum crediting is inevitable.

First and foremost gratitude goes to the Institute of Open and Distance Learning of Kampala International University for providing an enabling environment for learning while carrying out my research work.

Special thanks go to Mr. Edabu Paul my supervisor for his constant technical guidance and advice

My sincere gratitude goes to the head teacher, staff and students of Friends Secondary school Maturu for the moral and material support during the field work. I am greatly indebted to my husband Mr. Richard Simiyu for his timely financial assistance towards the entire Degree programme.

Best wishes to one of my best friends Mary Shikoli for her morale and material support towards the entire Degree programme.

Not forgetting also to express my thanks to S K K who tirelessly and patiently made this report appear in its published form. Above all, glory and praise be to God who gave me sufficient grace and enablement through the strenuous programme.

ABBREVIATION AND ACRONYMS

AIDS – Acquired Immune Deficiency Syndrome

BOG - Board of Government

G.O.K- Government of Kenya

HIV – Human Immuno Deficiency Virus

NACADA - National Campaign Against Drug Abuse

N.B.S.ATYIK - National Base Survey on Drug and Substance Abuse Among The Youth In Kenya

PTA - Parents Teachers Association

TSC - Teachers Service Commission

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ABSTRACT

The purpose of this study was to investigate drug abuse and discipline of students of secondary school Maturu in Lugari district of western province, Kenya.

The specific objectives of the study were to determine the relationship between drug abuse and the discipline of students identify the common drugs abused by students and the effects of drugs on students.

The methods used for data collection were questionnaires to the students and interviews with the teachers.

The findings revealed that students who abused drugs had indiscipline cases and were therefore likely to drop out of school. It was revealed that the common drugs girls abused were alcohol, marijuana and cocaine. The study that drugs mostly affected the schooling of students since they did not concentrate in class.

The study recommended that the ministry of the education and school authorities should provide preventive measures by checking what enters in school and also discourage students from taking drugs and also counsel those that are already taking drugs.

The community and parents are important in a child's life. They should therefore be sensitized and encouraged to participate in all programs that aim to solve the problem of drugs. The government should also include them in all the plans they make concerning the fight against drug abuse.

CHAPTER ONE

1.0 INTRODUCTION TO THE STUDY

A March 2003 report by the state department says that high quality heroin has been shipped to America through Mombassa. The report says that Kenya is a significant transit country and minor producer for domestic market. The traffickers have changed their work. Kenya is grouped among four African nations that feature prominently on global anti narcotics maps. The others are Nigeria, South Africa and Tanzania. They are notorious for either consumption or manufacturing of heroin (United Nations International Drugs Control Program Report 2000).

Since independence, the Kenya government has set up a number of committees and task forces to review the education systems and tackle student related emerging issues with a view to improving the quality of education services (Kamunge report 1988). The recommendations arising from the reports of committees and task forces have guided education policy makers to enhance growth and development of education in the country. This is a demonstration of the government's commitment to provision of quality and effective services that has resulted in unprecedented growth in education institutions enrolment, phase complex material. The stake holders such as communities, NGO's NACADA and religious organizations are involved in the provision of education and saving learners from day to day problems like drug abuse. The government has been faced with various challenges such as retaining teachers, learning and teaching resources, high cost of financing education to both parents and government and media influence in education and lack of adequate finance to support implementation of education programs.

The education sector has been faced with the problem of school drop out despite the free education due to drug abuse such as alcohol, bang, tobacco, miraa to mention but a few. For example at Maturu secondary school, every year there is

a big number of students dropping out of school due to influence of drug abuse as revealed by the study. Its with these views that the research wishes to investigate the effects of drug abuse to the discipline and performance of students in Maturu Secondary School.

1.2 STATEMENT OF THE PROBLEM

School management become very difficulty due to problems such as fees payment, ignorance and drug abuse, for example school drop out. This problems cause a lot of instability in our learning institutions. Cases of drug taking among students have been on the increase, thus the Kenya government has set up the National Agency for the Campaign Against Drug Abuse (NACADA) to try and curb the practice. The increase in the number of schools experiencing some form of drug taking is becoming alarming. Drug taking is not confined to institutions alone but also to villages and towns.

In our schools and colleges, several cases of drug taking have been reported. The school disciplinary committees have done a lot but new cases keep emerging. This is especially because some schools are day schools within towns. Such students present some queer behavior. Some come and want to bath in the toilet, some do not talk in class, and some behave like they have a lot of energy. The worst is that you can never know what they will do next and as such the school is always in fear.

It is with this in mind that this study sought to investigate the effects of drug abuse on performance of students in Kenyan secondary schools.

1.3 PURPOSE OF THE STUDY

The purpose of the study was to determine drug abuse and students discipline.

1.4 OBJECTIVES OF THE STUDY

1.4.1 General: The general objective of the study was to determine drug abuse and students discipline.

1.4.2 Specific objectives.

Specifically this study sought to;

1. Determine the profile of the respondents in regards to:
Age
Gender
Academic level.
2. To investigate how drug abuse affects students discipline
3. To identify the most common drugs abused by secondary school students
4. To determine the effects of drugs in regards to:
schooling
family
health

1.5. RESEARCH QUESTIONS

1. How does drug abuse affect student's discipline?
2. What are the common drugs abused by secondary students?
3. What are the effects of drugs on schooling, family and health?

1.6 SCOPE OF THE STUDY

The study confined itself strictly to the effects of Drug Abuse on performance of students in secondary schools in Kenya with Maturu secondary school serving as a case study. This approach was preferred as the researcher could not carry out

a national census on the phenomenon under study due to constraints related to resources and the fact that the study was to be completed within the course of the researcher's time in college.

1.7 LIMITATIONS

The proposed study confined itself to students and teachers of Maturu secondary school as well as the local provincial administration due the following limitations;

1. Time did not allow research in other schools.
2. Parents view was not considered.
3. Absent learners were not included in the sample though they may put in some points.
4. As a self sponsored student the researcher did not have enough financial resources to mount a much bigger study on the problem under study.

1.8 SIGNIFICANCE OF THE STUDY

Drug trafficking is a business of the rich and powerful that if urgent measures are not taken to deal with the menace, Kenya, which has become a major transit point, might be transformed into a state in which the drug trade is a way of life. Therefore the study will help policy makers make policies that will help prevent the problem from escalating.

Equally disturbing is the rise in drug abuse in secondary schools which can have negative effects on the future of the children. The study will therefore help head teachers, teachers and parents in identifying the problem and finding ways to help those who are abusing drugs and prevent those who have not yet started drug abuse to do so.

The students will also benefit from the study since the effects of drugs shall be discussed and so will help them avoid associating with drugs and also help their friends who are involved in drugs.

1.9 DEFINATION OF TERMS

1. Drug- A substance known to relieve suffering, prevent and treat diseases.
2. Drug Abuse –Misuse of the substance meant for relief of suffering, preventing and treatment of diseases.
3. Youth-Any one of school going age from primary through secondary to tertiary level.

CHAPTER TWO

2.0 LITERATURE REVIEW

In this chapter the researcher highlights some of the existing literature relative to the stated problem. This study focuses on drug abuse in relation to performance of students in secondary schools.

2.1 INTRODUCTION

A Kenya risk being overpowered by international network of drug peddlers as it does not invest more in the surveillance campaign. There are many Kenyans whose vast riches can be linked directly to drug trafficking besides being a key transit for narcotics destined for American and Europe. (Daily nation, 2006)

According to Chilele C.M (2001), innocent students are tricked into use of drugs and thereby get addicted to use of drugs. This addiction eventually leads to contracting of diseases such as HIV/AIDS, hence leading to poor and in some cases dropping out of school.

According to the same daily nation 2006, Hashish is disguised in Kenya as tomato sauce, instant coffee or chocolate before it is moved to South Africa and Europe. Kiambu and Nairobi have been cited as the packing points for Hashish from Afghanistan. Bang is produced in Kenya especially in Mt Kenya region. This happens besides stiff penalties.

According to **N.B.O.S.A.A.TYIK** October 2002, more than a fifth primary school children in Kenya have taken alcohol and more than three fourth (68%) of university student. A large number of learners across all age groups

have been exposed to alcohol, tobacco, miraa, glue sniffing and even hard drugs such as heroine and cocaine.

The patterns of drug abuse were found to vary with females more likely to have been exposed to alcohol and bang more than males. Males had higher exposure in miraa and inhalants. The study found out that the prevalence of drugs use increase from primary, to tertiary institutions. Youth staying with parents were at the lowest risk than those staying with relatives. Those who stayed with friends were most at risk. Those in towns had two-fold risk as compared to those in rural areas.

2.2 CAUSES OF STUDENTS ABUSING DRUGS

2.2.1 SCHOOL BASED FACTORS;

The current curriculum does not cater for the holistic development of the child.

Many teachers tend to be examination oriented and spare very little time for the child as an individual. ranking of schools in accordance with performance in national examinations at the expense of character molding.

The school management and admistration inquiry chaired Sagini L.G (1999) heard that some head teachers are appointed not on merit but as a result of other considerations such as political patronage, religious influence, tribalism, bribery etc. The heads loyalty is therefore not necessarily to the institution but to those who influence their appointments. Those who qualify will resent the heads and therefore be very uncooperative. The learner therefore is not an issue.

The training at all levels does not provide the head teachers with adequate knowledge and skills in guidance and counseling. Most teachers are also

ill prepared when it comes to guidance and counseling which has replaced canning. In some schools, there is no teacher equipped with any skills in that area. It therefore becomes impossible to identify students who are taking drugs so that the habit can be weeded.

If the victims are identified, these teachers do not know how to go about the cases. They become hostile and create walls between themselves and the learners. Helping becomes impossible.

According to report by the presidential commission of inquiry into the cult of devil worship in Kenya, chaired by Kirima N (1998-2003) it indicates that some materials taken as entertainment in schools include films sharing bad habits that student's ape. Drug abuse is one of them.

Inability to perform well in school makes some student to indulge in drug abuse. This is especially when it is coupled with too much idle time as was seen in most schools.

Some students feel miserable when they do not have money to buy even break time snacks. This frustration may eventually lead to students becoming peddlers pushers and users of drugs in an attempt to get money. While those students given extra money use the same to buy drugs.

Students are also victims of negative peer pressure. They fear sidelined if they are not doing what others do.

2.2.2 FAMILY AND SOCIETAL FACTORS

There are cases of parents smoking and drinking in the presence of their children. This makes them look at drug taking as acceptable as children learn from imitating from their parents, peer group members and mentors or role models.

A number of indiscipline cases are attributed to absentee parents who abdicate their parental responsibilities to ayahs and house helps.

Worse still, the government knows that drug use is widespread in schools but apart from lamenting alongside other Kenyans, it is doing virtually nothing to arrest this problem. Even the penalty for drug trafficking is not harsh. There are cases where parents absent and have children in boarding schools. Such are at the mercy of other students.

Statistics show the millions of students and school leavers under twenty nine years abuse drugs. Most of the strikes and destructions of properties in schools are attributed to drug abuse. Yet in the light of these glaring facts, the government has shown an appalling ambivalence towards the fight against drugs. In the wake of these facts this is one country that does not have rehabilitation centers of alcohol and drug abuse. The youth who are future leaders are leaving in a hopeless present having charged forward from desperate past and now are facing an uncertain future. Every day, the government pays a lip service problem, a critical nail in our society in driven. (Daily nation December 11 2003).

TABLE.1.1 THE EFFECT OF DRUG IN SCHOOLS AND INSTITUTIONS

INSTITUTION	ALCOHOL	TOBACCO	BANG	GRAVITY MIRAA	INHALER
primary	22.7	2.2	1,6	5.3	2.1
secondary	43.8	6.2	7.1	22	8.1
university	68.5	10.2	7.6	30.9	5.6
Polytechnic	60.7	11	11	26.1	6.8
Other institutions	47.1	9.3	8.5	21.8	4.7

Source; National baseline survey and drug abuse among the youth in Kenya, October 2002(unpublished) Report.

2.3 EFFECTS OF DRUGS

2.3.1 Effects on schooling

Drugs have no rightful place anywhere in society; however, they have even less of a place in academic environments where teens are living in their most formative years. That the teen drug/alcohol user's academic performance is severely impaired, along with his or her level of responsibility – such as skipping class, failing to complete assignments, etc. – speaks to the notion that drug and alcohol use is rampant throughout American middle and high schools. This abuse has produced teenage student body's with many abusers whose relationships, reputations, futures, wallets, self-images and especially grades suffer as a direct result of the teen drug abuse, (Mary; 2000).

One might readily argue that teenage drug abuse has reached epidemic proportions on some college campuses and high school facilities. Alcohol – one of the most misused drugs today – is also one of the most popular and readily

available of all types of drugs and controlled substances found on high school campuses.(Robert; 2000) Waking in a stupor after the previous night's party, missing classes, falling behind and ultimately losing whatever funding may have accompanied one's higher education is but a single representation of how drugs and/or alcohol can detrimentally impact one's academic experience.(Goldstein; 1994) Many teens think college is just one big party now that they are on their own at school. However, the soiree does not last long once parents find out the extent to which their teen children have detrimentally impacted their scholastic rating by skipping class, failing to complete assignments and generally neglecting their scholastic responsibilities.(Goode; 1993)

2.3.2 Effect on the family

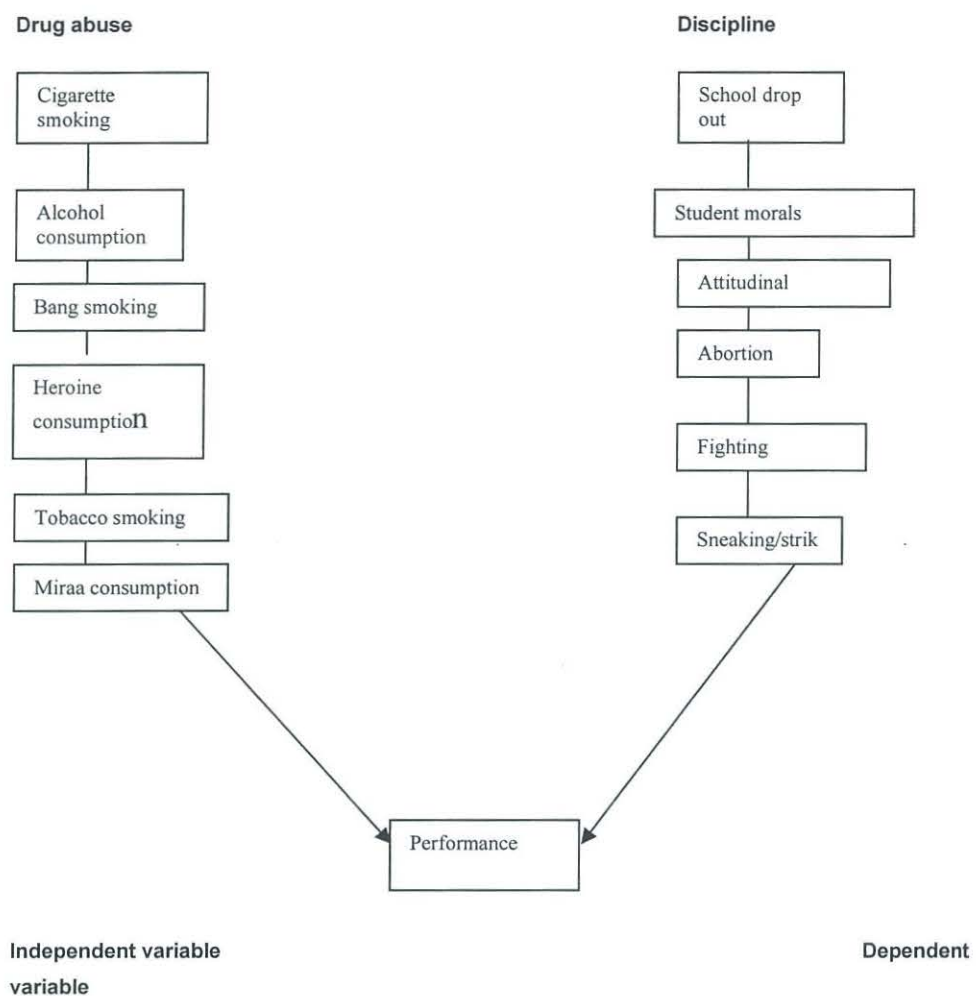
Drugs play part in child neglect. Drugs are usually not the single cause of such problems but they often make the problems worse. Drugs reduce inhibitions and affect judgment so that a person already inclined to abusive behavior is more likely to act in this way when under influence (Gelles; 1997). In extreme cases parents abandon or otherwise harm their own children. In some cases parents force their children into prostitution or other criminal activity in order to earn money for drugs.

Children growing up in such families lose their ability to trust others and end up in trouble with the law, dropping out of school, having family problems and abusing drugs themselves later on. (Jacqueline Wiseman; 1991)

2.3.3 Effects on health

Each year people die from the use of legal and illegal drugs. Some drugs such as heroin harm people directly, causing damage to the brain or to other vital organs, (Gomez; 1997).

2.4 THEORITICAL/CONCEPTUAL FRAMEWORK



2.5 SUMMARY

From the reviewed literature, it can be noted that both the school based and external factors are involved in the issues of drug abuse in secondary schools.

There is need for a change of formulation of most education policies, curriculum development and training of teaching staff. There is need for individual attention when it comes to individual learners.

As for external factors, the government needs to go an extra mile to stamp out drug trafficking in the country. It is clear that drugs are readily available in Kenya. Parents are also an issue as they have neglected their duties. This study hopes to get a solution to this issue. This will be done by involving as many students as possible since they are the most affected by drug abuse. It is with these views that the study sought to investigate the effects of Drug Abuse on performance of students in secondary schools.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter gives the design and locale of the study, the target population, sample selection, data collection instruments and analysis.

3.2 DESIGN AND LOCALE

The study adopted an explanatory approach using descriptive design to investigate the causes of student's drug abuse in Secondary Schools. Descriptive survey and design are used in preliminary and exploratory studies to allow research to gather information, summarize, present and interpret for the purpose of clarification.

The study was carried out at Friends Secondary School Maturu. The school is located in Lugari District, Western Province. It is along the Eldoret -Bungoma highway within the rural setting. People around the School mostly practice agriculture.

3.3 Sample population

The study employed random sampling for the students as they were many. Purposive sampling was used on the teachers and parents. This was so because the researcher chose the teachers and parents to interview. 60 questionnaires were distributed to students and 50 were returned. The researcher hoped to interview 14 teachers but managed to interview ten.

3.4. Instruments of data collection

Questionnaires were used to extract information from students. Interviews were carried on with the teachers and this helped the researcher get the needed

information from the teachers. Open ended questionnaires will be suitable for investigating deeper the subject matter.

3.5. Data collection procedure

A letter of introduction was picked from the institute of continuing education and was used to facilitate in the data collection exercise. The letter was be handed to the head teacher before Questionnaires were distributed to students and interviews carried on with teachers. The data collected was sorted and categorized after which it was analyzed. The conclusions and recommendations were then made.

3.6 DATA COLLECTION INSTRUMENTS

The data instrument included questionnaires for the students and teachers as they can interpret them. Semi-structured interview schedule (personal interview) will be developed for some teachers and community members.

Group discussion was found appropriate in obtaining information that could not be easily obtained through face interview. Observation technique was also applied.

3.7 DATA ANALYSIS

Data was analyzed using statistical package for social sciences (SPSS). The responses to every question was analyzed and computed in percentage based on the total number on respondents. The data was analyzed in descriptive statistics such as frequencies, percentages, mode, mean, and similar and presented in tables and bar charts. The researcher also used content analysis to analyze data.

CHAPTER FOUR

4.0 DATA PRESENTATION ANALYSIS, FINDINGS AND INTERPRETATIONS

4.1 Introduction

This chapter is a presentation, interpretation and discussion of the field results. The results are presented in tables and in form of frequency counts and percentages. It focuses on discipline and drug abuse, types of drugs abused by students and the effects drugs have on students.

4.2 Profile of the respondents

Table 4.1: Below shows the profile of the respondents

CATEGORY	FREQUENCY	PERCENTAGE
Gender		
Male	-	-
Female	50	100
Total	50	100
class		
Senior one	10	20
Senior two	20	40
Senior three	12	24
Senior four	8	16
Total	50	100
Age		
13-15	20	40
15-18	25	50
18 and above	5	10
Total	50	100

Source: field data 2009

Sixty (60) questionnaires were distributed to the respondents and 50 were filled and returned. This therefore represents 83.3 % of the total number of questionnaires that were distributed.

The study covered 50 randomly selected respondents of whom were both male and female.

The academic level of the respondents was divided into classes that is senior one, senior two, senior three and senior four. 10 (20%) of the respondents were in senior one, 20 (40%) were in senior two while 12 (24%) were in senior three and 8 (16%) were in senior four.

The age category of the respondents was divided into three categories. Between 13-15 were 20, which was 40% of the total population. 15-18 years were 25 (50%) and 18 and above were 5 reflecting 10% of the respondents.

Interviews were carried out with the teachers and ten were interviewed both male and female. Out of the ten interviewed six were female and four were male. They were purposely selected from all classes and were representative of all the other teachers.

4.3 Drug abuse and discipline

To get an understanding of the study the respondents that is the students were asked whether they had tried taking any drug and this was the response.

Table 4.2. Have you ever tried abusing drug?

Base	Frequency	Percentage
Yes	30	60
No	20	40
Total	50	100

Source: field data 2009

According to the table 30(60%) agree that they have abused Drugs and 20 (40%) have never tried abusing drugs.

In interviews carried on with teachers they agreed that most of the students have abused a drug at least once and the reason given for this was that most of them did it out of curiosity and others were forced while others start and become addicted. The teachers revealed that those who take drugs have discipline problems because in most cases they do not know what they are doing and this is common with those who take alcohol. The students were asked how they behaved after taking drugs and this was the response.

Table 4.3. How did you behave after taking drugs?

Behavior	Frequency	Percentage
Bullied fellow students	10	20
Missed and dodged classes	30	60
Involved in sexual activities	2	4
Involved in theft	8	16
Total	50	100

Source: field data 2009

The table shows that majority that is 30 (60%) of those who tried drugs missed and dodged classes while 10(20%) bullied fellow students, 8(16%) were involved in theft and 2(4%) were involved in sexual activities. However the teachers mentioned that those who were under the influence of drugs were would commit more than one crime and more so all the mentioned in the table. As far as sexual activities the teachers revealed that most men used drugs to seduce girls into sexual activities. However few girls mentioned being involved in sexual activities and this is so most girls are shy and ashamed to discuss such matters.

The respondents were asked were they knew of any one involved in abusing drugs and this was the response.

Table. 4.4. Knowledge of any one abusing drugs.

Base	Frequency	Percentage
Yes	45	90
No	5	10
Total	50	100

Source: field data 2009

According to the table most respondents that is 45(90%) know of some one abusing drugs and 5(10%) do not know. The respondents who knew those who were involved in drugs were asked how they dealt with the situation and this was the response.

Table 4.5. How did you help those involved in drugs?

Solution	Frequency	Percentage
Advised her to stop	10	20
Reported her to the school authorities	10	20
Did not do anything	30	60
Total	50	100

Source: field data 2009

According to the table majority that is 30(60%) who knew those involved in drugs did not do anything and 10(20%) advised their friends to stop while 10(20%) reported the cases to the school authorities.

The teachers revealed that most of the students feared to report the cases of drug abuse for fear of being beaten by the students who take drugs and so most of the drug cases go unnoticed. However some students report those involved in drugs and sometimes those who take drugs themselves lose control and are

noticed by the school authorities. The respondents were asked how those who were got taking drugs were treated at school and this was the response.

Table. 4.6. How does the school authority treat those who abuse drugs?

Solution	Frequency	Percentage
Counseled	15	30
Expelled	30	60
ignored	5	10
Total	50	100

Source: field data 2009

According to the table most of the respondents that is 30(60%) say that those who are caught abusing drugs are expelled and 15(30%) say that they are counseled while 5(10%) say that the students are ignored. However teachers revealed that most students who are caught are warned and counseled and if they fail to change then they are expelled. The teachers revealed that the reason the students were expelled was to prevent them influencing or forcing the students who do not take drugs into taking them. The students were asked whether they were forced by anyone to take drugs and this was the response.

Table.4. 7. Have ever been forced by anyone to take drugs

Base	Frequency	Percentage
Yes	35	60
No	15	30
Total	50	100

Source: field data 2009

30(60%) of the respondents agreed that they have been forced to take drugs by their fellow students and 15(30%) say that they have not been forced to take drugs. they were then asked how they handled the situation and this was the response.

Table 4.8. How did you handle the situation when you were offered drugs?

Solution	Frequency	Percentage
Took the drugs	15	30
Refused to take the drugs	30	60
Reported her to the school authorities	5	10

Source: field data 2009

The respondents who were forced to take drugs 15(30%) took the drugs while 30(60%) refused to take the drugs and 5(10) reported the case to the school authorities. in interviews with teachers they revealed that those who refused to take the drugs would be beaten and bullied while those who took the drugs would be forced to continue taking the drugs until they became addicts. According to the teachers this was one of the reasons why students took drugs and the reason why it was persisting was that few students had the courage to report the cases to the authorities. The teachers revealed that the students who abused drugs had a record of poor performance in class since most of the time they were not in class and if they were in class they were not attentive. The respondents were asked how students who abused drugs performed in class and this was the response.

Table 4.9. How do students who abuse drugs perform in class.

Performance	Frequency	Percentage
Excellent	5	10
Good	10	20
Fair	20	40
bad	15	30
Total	50	100

Source: field data 2009

The table clearly shows that the respondents who agree that those who abuse drugs perform excellently in class are few that is 5(10) and those who say that the performance is good are 10 (20%) while 20(40%) say it is fair and 15(30%) say that it is bad. the teachers revealed that those who perform well are a few who make the effort to read books otherwise according to the teachers most of the students who perform poorly in class are drug abusers. The teachers revealed that most of drug abusers are depressed and therefore are not capable to study well and hence perform poorly in class.

The respondents were asked whether they knew the reason why students abused drugs and this was the response.

Table 4.10. Do you know why students abuse drugs?

base	Frequency	Percentage
Yes	40	80
No	5	10
Not sure	5	10
Total	50	100

Source: field data 2009

Most of the respondents that is 40(80%) knew why students abused drugs and 5(10%) did not know and were not sure.

the mostly mentioned reason why students took drugs was that most of them were depressed and therefore took drugs thinking that it would calm them down, the other reason mentioned was peer pressure and some took them thinking that they would perform well in school. According to teachers the main reason for drug abuse was depression and peer pressure.

4.4. TYPES OF DRUGS ABUSED BY STUDENTS

Table. 4.11. Types of drugs abused by students

According to the respondents the drugs that are abused mostly are as follows;

	MJ	CC	NC	CR	BH	OP	AL
Number	40	32	13	10	20	22	48
Frequency	80	64	26	20	40	44	96

Source: field data 2009

KEY

MJ-marijuana

CC-cocaine

NC-nicotine

CR-crack

BH-bhang

OP -opium

AL-alcohol

According to the table the commonly abused drug was alcohol that is 48(96%) of the respondents mentioned it as the commonly used drug in school followed by marijuana 40(80%) and cocaine 32(64%).opium, bhang, crack and nicotine were not commonly abused and this is so because they were not accessible. Alcohol according to the teachers was the most accessible and therefore was the most abused drug in secondary school followed by marijuana.

According to the respondents alcohol had a strong effect on the users because they would get drunk and therefore not know what they were doing and so would

end up going against the rules of the schools. Marijuana according to the respondents also had an effect on the students because they would feel as if they were “on top of the world” and therefore would not listen to anyone.

The respondents were asked how these students accessed these drugs and it was revealed that most of the respondents packed these drugs as they came for a new term. For those who are day scholars it is easy for them to access the drugs since they are sold on the streets. The day scholars also bring them for those in the boarding section. According to the respondents the school authorities were not strict and therefore it was easy for the students to sneak in drugs. However in interviews with the teachers it was revealed that the school authorities tries as much as possible to prevent entry of drugs in schools and this is done by checking girls suit cases at the beginning of the term and abrupt checking's in the middle of the term. However they mentioned that the biggest problem was those who brought the drugs from outside and more especially the day scholars.

The study revealed that students paid money for the, drugs that is they used their pocket money. The study also found out that those who ran out of money would resort to stealing.

Students took these drugs mostly over the weekends and after classes since by that time the authorities are not inspecting them.

4.5 EFFECTS OF DRUGS

The respondents were asked the effects of drugs on students and this was the response.

Table.4.12 Drugs lead to poor performance in class

Response	Frequency	Percentage
Strongly agree	30	60
Agree	10	20
Strongly disagree	3	6
Disagree	7	14
Total	50	100

Source: field data 2009

The table 4.12 clearly shows that the respondents that is 30(60%) strongly agree that drug abuse lead to poor performance in class while 10(20%) agree, 3(6%) strongly disagree and 7(14%) disagree.

According to the teachers students who abuse drugs do not concentrate in class and also miss classes hence leads to poor performance. The teachers revealed that in most cases students think that if they take drugs even if they don't read they will perform well and therefore depend on drugs to pass examinations and hence end up performing poorly in class.

Table 4.13. Drugs lead to expulsion from school

Response	Frequency	Percentage
Strongly agree	40	80
Agree	10	20
Strongly disagree	0	0
Disagree	0	0
Total	50	100

Source: field data 2009

According to the table 40(80%) of the respondents strongly agree that drug abuse leads to expulsion while 10(20%) agree. The reasons why most of the respondents agreed that drug abuse leads to expulsion was because drug abuse was a crime and the penalty for violating it was expulsion. The teachers revealed that the only way to fight drug abuse was to expel the culprits.

Table 4.14. Students drop out of school because of drugs

Response	Frequency	Percentage
Strongly agree	20	40
Agree	15	30
Strongly disagree	5	10
Disagree	10	20
Total	50	100

Source: field data 2009

The table shows that 20(40%) strongly agree that students who abuse drugs drop out of school while 15 (30%) agree, 5(10%) strongly disagree and 10 (20%) disagree. According to the teachers students who abuse drugs drop out because they have suspended and expelled from different schools and therefore cannot cope up with the situations and therefore end up dropping out. They also mentioned that since students who abuse drugs always miss classes and therefore perform poorly they see no reason for continuing in school and hence drop out.

Table 4.15. Because of drugs students behave badly in school

Response	Frequency	Percentage
Strongly agree	38	76
Agree	7	14
Strongly disagree	3	6
Disagree	2	4
Total	50	100

Source: field data 2009

According to the table 38(76%) strongly agree that students behave badly because of drugs while 7(14%) agree 3 (6%) strongly disagree and 2(4%) disagree. The teachers in interviews held with them revealed that students who abused drugs behaved badly because the drugs would control them and therefore they end up doing things they do not know or do not even remember they did when not under the influence of drugs.

Table 4.16. Drugs lead to death

Response	Frequency	Percentage
Strongly agree	20	40
Agree	20	40
Strongly disagree	7	14
Disagree	3	6
Total	50	100

Source: field data 2009

20(40%) of the respondents strongly agree that drugs lead to death while 20(40%) disagree, 7(3%) strongly disagree and 3(6%) disagree. it was revealed that alcohol had health effects on the students which at the extreme would end up killing them. Teachers revealed that in most cases students who abuse drugs end up committing suicide. They further revealed that most of these students are depressed and have a lot of problems and therefore think that by taking drugs their problems shall be solved however that doesn't happen and this frustrates them more and this leads to committing suicide.

Table 4.17 .Drugs lead to poor relationship between friends, teachers and parents

Response	Frequency	Percentage
Strongly agree	33	66
Agree	10	20
Strongly disagree	3	6
Disagree	4	8
Total	50	100

Source: field data 2009

According to the table 33(66%) of the respondents strongly agree that drugs lead to poor relationship between friends, teachers and parents while 10(20%) agree, 3(6%) strongly disagree and 4(8%) disagree

According to the teachers those under the influence of drugs do not care and do not know what they are doing and therefore they end hurting the people close to them and hence leading to a poor relationship.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS.

5.0 Introduction.

The main purpose of the study was to determine drug abuse and students discipline of Maturu Secondary School of Lugari District, Western Province. This chapter focuses on the discussions of the findings, conclusions and recommendations. Finally the chapter ends with suggestions for further research.

5.1 Discussions

The first research objective sought to determine the relationship between drug abuse and discipline of students. The study found out that students who were under the influence of drugs had cases of indiscipline. Under the influence of drugs they would bully their fellow students, miss classes, and abuse who ever comes across them and also engage into sexual activities.

When one is under the influence of drugs he/she does not know what they are doing and this supported by the drug enforcement administration(2006) that When one takes drugs, parts of the brain start to disagree on what to do, and that creates a big problem. The brain can solve problems, be creative, be logical, make plans, make wise decisions, and do almost anything else one can think of. It was established that those who are found to be abusing drugs in school are expelled.

The second objective sought to identify the types of drugs the students abused in school. It was established that the commonly abused drugs were alcohol, marijuana and cocaine. Alcohol was the main abused drug because it was easy to access and this is supported by Robert (2000) that alcohol one of the most popular and readily available of all types of drugs and controlled substances found on high school campuses. (Robert 2000). Marijuana was the second most abused drug by girls. According National Survey of Drug Use and Health (2004) girls began smoking marijuana earlier than boys. The study found out that alcohol had a strong effect on the students because it made them drunk and

therefore they would do things they did not know. The girls had access to the drugs by sneaking them into school or those who send them find a way of sneaking them in. it is very easy for students to access drugs and this supported by Catherine Mgendi (1997) that suppliers of smokable drugs and inhalants have moved closer to their customers, and in the process, have just become another link in the chain that has made drugs easily accessible to young Kenyans. The students pay the drugs using the pocket money given to them by their parents. It was established that when they ran out of money they would resort to stealing money so that they buy the drugs.

Finally the study sought to establish the effects of drugs on the students. The study found out that drugs lead to poor performance in class, lead to expulsion from school, Students drop out of school, students behave badly in school, lead to death, lead to poor relationship between friends, teachers and parents. The study found out that students under the influence of drugs missed classes and even though they attended class they would not pay attention which would lead to poor performance and this is supported by Mary (2000) that to the teen drug/alcohol user's their academic performance is severely impaired, along with his or her level of responsibility – such as skipping class, failing to complete assignments, etc. – speaks to the notion that drug and alcohol use is rampant throughout American middle and high schools. This abuse has produced teenage student body's with many abusers whose relationships, reputations, futures, wallets, self-images and especially grades suffer as a direct result of the teen drug abuse.

5.2 Conclusion

The major purpose of the study was to determine drug abuse and students discipline of Maturu Secondary School of Lugari District, Western Province. The following conclusion can be drawn from the study.

5.2.1 Effects of Drug Abuse

The study findings agreed with the information from the reviewed literature, which indicate that most of our children tasted drugs by the time they reached secondary school although those still on drugs are few in Maturu secondary school.

5.2.2 School Based Factors

The findings of this study strongly agree with other previous studies which indicate that school based factors are the major cause of drug abuse schools. Students are introduced to hidden curriculum in the school set up.

The head teachers and their staff, B.O.G members and PTA members should take it as their responsibility whenever there is any sign of drug taking and together look for the source and solution.

5.2.3 External Factors

Our society as a whole is to blame. Our family set up, political situations and social activities are also to blame for drug abuse in schools. The political temperatures are high and affect every form of institution including schools. The world having become a global village due to advancement in technology, the issue of the media needs to be put on checks and balances. A lot needs to be done to improve on our morality, political activities and social dealings in order to have harmony in the society hence proper running of our learning institutions.

5.3 RECOMMENDATIONS

- **Effects of Drug Abuse**

As far as the drug abuse is concerned, I recommend that all those charged with running schools put in place strict rules and regulations concerning admitting new students especially those who come in when the term is advanced.

- **School Based Factors**

The Ministry of education should include guiding and counseling in their curriculum when it comes to teacher training. The students back ground should be of utmost importance as it has a role to play in the behaviour.

Teachers with professional qualifications in guiding and counseling be identified and posted by T.S.C immediately. The laid down procedures for recruitment, deployment and promotion of teachers be strictly adhered to.

The head teachers make adequate consultations with relevant people before allowing new students and record the same in the log book. The head teacher should create a participatory environment where regular baraza's will encourage students especially to give views and net any drug peddler.

The head teacher should take his minimum load of teaching periods without exception to give him a chance to interact with learners and know them better.

The school should adopt a system of "student parent" where a teacher will be in charge of a small number of students and will work with this group as a parent.

There should be strict supervision of students during outings where students are accounted for at all times and before returning to school.

The school should be well fenced with well controlled entry point and exit. The head teacher should constantly monitor all corners of their compounds and especially the uncultivated areas which are potential areas for bhang growing and smoking.

Advertisements and programs that may be harmful, and in line with cigarette smoking be banned from the media.

The school should be made pleasurable and rewarding.

The problematic children should be counseled rather than castigated. This will give positive results.

Good classrooms and school management will reduce undesirable behaviour in learners.

Cooperation between schools, parents and the community will counter drug abuse in the school and in the society at large.

Public land should be repossessed to create fields for recreation.

The teachers and students need to attend seminars and workshops to sensitize them on drug abuse.

Parents at Maturu should be advised to live with their children. Many of them have left their children with relatives, friends and some at the mercy of good Samaritans.

The Government should introduce drugs as a compulsory course in schools and colleges. Students addicted to drugs should be rehabilitated. Such centres should be established throughout the country.

Similar studies involving a large number of schools should be carried out so that the findings can be generalized to many schools in East Africa.

Drugs have a negative effect on the discipline of girls when under the influence of drugs one does not know what she is doing and therefore they end up having discipline cases which lead to being expelled to school. Students under the influence of drugs bully their fellow students, abuse teachers and dodge classes.

The common types of drugs abused by student girls are alcohol, marijuana and cocaine. And this is so because they are easily accessed. Alcohol is the easiest to access and therefore the most abused and yet it has the strongest effect on them.

The effects of drugs on the students include poor performance in class, expulsion from school, Students drop out of school, students behave badly in school, death, poor relationship between friends, teachers and parents. The major effect drugs have on the students is that they perform poorly in school and therefore drop out of school and end up going on the streets and engage into prostitution.

Drugs have become a problem in schools and this is affecting the educational system since most of the children who begin school do not complete and drug abuse is one of the causes of school drop out. Solution to drug abuse should therefore be found.

5.4 Recommendations

Drugs have become common on the streets of Kenya and this has made it easy for students to access them and therefore have become rampant in schools. Government should make sure that they track down all those dealing in drugs and prevent it from being accessed so easily.

The ministry of the education and school authorities should provide preventive measures by checking what enters in school and also discourage students from taking drugs and also counsel those that are already taking drugs.

The community and parents are important in a child's life. They should therefore be sensitized and encouraged to participate in all programs that aim to solve the problem of drugs. the government should also include them in all the plans they make concerning the fight against drug abuse.

Most of students who take drugs are depressed or have seen their parents take drugs and therefore parents should be an example to the their children by not abusing drugs in front of the children. They should also detect early use of drugs and help their children to continue taking the drugs.

5.5 Suggestions for further research.

Most of the studies that have been taken focus on preventing drug abuse and talk little on the causes of drug abuse. Research should therefore be made on the causes of drug abuse.

It was further noted that drugs and discipline need further study because little has been researched.

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APPENDIX I: STUDENT'S QUESTIONNAIRE

Dear respondent

I am a student of Kampala International University carrying out an academic research on the topic "drug abuse and students discipline of Maturu Secondary School of Lugari District, Western Province" as a case study. You have been randomly selected to participate in the study and are therefore kindly requested to provide an appropriate answer by either ticking the best option or give explanation where applicable. The answers provided will only be used for academic purposes and will be treated with utmost confidentiality.

NB: do not write your name anywhere on this paper.

A) PERSONAL INFORMATION

GENDER

Male ☐ Female ☐

AGE

14-18 ☐ 19-25 ☐

Class

B) DRUG ABUSE AND DISCIPLINE

1. Have you ever tried any drug?

Yes ☐ No ☐

2. If yes how has it affected your discipline?

Bullied fellow students ☐
Missed and dodged classes ☐
Involved in sexual activities ☐
Involved in theft ☐

3. Do you know of a friend who is involved in drug abuse?

Yes ☐ No ☐

4. If yes how do they behave in school?

Bullied fellow students ☐
Missed and dodged classes ☐
Involved in sexual activities ☐
Involved in theft ☐

5. How did you help your friend?

Advised her to stop ☐
Reported her to the school authorities ☐
Did not do any thing ☐

6. How are students who abuse drugs treated by the school authorities?

They are counseled ☐
They are expelled ☐
They are ignored ☐

7. Have you been forced by any of your friends to take drugs.

Yes ☐ No ☐

8. If yes how did you handle it?

Took the drugs ☐
Refused to take the drugs ☐
Reported her to the school authorities ☐

9. How is the performance of students who abuse drugs in class?

Excellent ☐
Good ☐
Fair ☐
☐

Bad

10. Do you know the reason why students abuse drugs?

Yes

☐

No

☐

If yes please name the reasons

.....

.....

.....

C. Types of drugs

11. Listed below are types of drugs used today. State those that are commonly abused by students and those that are abused but not often

Types of drugs	Commonly abused	abused but not commonly	Not abused
Marijuana			
Cocaine			
Nicotine			
Crack			
Bhang			
Opium			
Alcohol			

12. Which of the above drugs has a strong effect on students?

.....

.....

13. How do students access these drugs?

.....

.....

14. What has the school authority done to stop entry of these drugs in school?

.....

15. How do students pay for these drugs?

.....

16. When do they take these drugs and where?

.....

d) EFFECTS OF DRUGS

Below are the effects of drugs on students please tick the one you mostly agree with.

Effect	Strongly agree	Agree	Strongly disagree	Disagree
Drugs lead to poor performance in class				
Drugs lead to expulsion from school				
Students drop out of school because of drugs				
Because of drugs students behave badly				

in school				
Drugs lead to death				
Drugs lead to poor relationship between friends, teachers and parents				

APPENDIX II: Interview guide schedule for the teachers.

- 1 .Do you have students who abuse drugs in this school?
2. How do they behave and why?
3. Have you ever had any student complaining that she has been forced to take drugs?
4. If yes how did you deal with the situation?
5. How do you deal with students who abuse drugs?
6. How do students who abuse drugs perform in class?
7. According to you why do students abuse drugs?
8. Name the common drugs that are abused by students?
9. Which of them has a strongest effect on them?
10. How do they access these drugs?
11. How do they pay for these drugs?
12. When and where do they take these drugs?
13. What are the effects of drugs on students who abuse them?
14. What has the school done to prevent and fight drug abuse?

APPENDIX III: TIME SCHEDULE

Date	Activity
1 ST SEPT, 2008	Looking for funds to buy all the necessary items for the study.
15 TH JAN, 2009	Carrying out the research
10 TH FEB-10 TH AUG 2009	Compiling of findings while checking with my supervisor for corrections.
15 TH SEPT, 2009	Submit in my dissertation to my supervisor for approval.