

**THE IMPACT OF DRUG ABUSE ON THE PERFROMANCE OF PUPILS
OF HERMAN GMEINER PRIMARY SCHOOL OF
ELDORET, KENYA**

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A RESEARCH REPORT SUBMITTED TO THE INSTITUTE OF OPEN AND
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NOVEMBER, 2008

DECLARATION

I, LILIAN ORINA declare that this project is my original work and has never been presented to any other university for award of any academic certificate or anything similar to such. I solemnly bear and stand to correct any inconsistency.

Signature

Lilian Orina

LILIAN ORINA

DATE:


27/8/08

APPROVAL

This is to acknowledge that this Report has been under my supervision and with approval it is now ready for submission to the academic Board of Kampala International University for the award of Bachelor of Education Arts

Signatures

Date


.....

27/08/2022
.....

MR. FRED SSEMUGENYI

DEDICATION

This work is affectionately dedicated to my daughters Norah and Valerie and my sisters Carren, Linet, Olpha and Florence for their support patience and understanding during this period of study not forgetting all those who constantly wished me success.

ACKNOWLEDGEMENT

My gratitude first goes to God who has given me the strength and courage to undertake this research.

I also owe a lot of appreciation to all those who assisted me in carrying out this research. I am grateful to my supervisor Mr. Ssemugenyi who tirelessly went through my work and inspired me to dig deeper into the core of the matter. His kind criticism, patience and understanding, assisted me a great deal.

I am indebted to my friends who gave me encouragement in time of difficulties. Thanks also go to all those lecturers who impacted professionalism into my work.

I wish to thank my family for their love, financial support and inspiration during my stay in Kampala International University (K.I.U).

Finally, I would like to thank all my respondents and those within a short notice without which this work would not have been possible.

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ABSTRACT

The purpose of this study was to investigate the impact of drug abuse on the academic performance of pupils of Herman Gmeiner Primary school in Eldoret, Kenya. The specific objectives of the study were to investigate the Reasons for drug abuse. Drugs commonly abused and their sources and the Effects of drug abuse on academic performance. The methods used for data collection was questionnaires to the staff members of the schools who were involved in the study. In chapter four, the findings were presented and interpreted in relation to the study objectives and research questions. While linking to the existing literature, results included demographic characteristics, frequency and percentages. Based on the findings it was observed that drugs affect negatively the pupils' performance. In chapter five, development of solutions to the problem, summary of the findings and conclusions were attempted. The findings suggested recommendations on areas pertaining to the making a policy that fights drugs in school.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

School children come from diverse backgrounds and have a lot of interactions with the environment, media and people in the community. Such interactions may result in some pupils engaging in substance abuse. School going children lack sufficient information to enable them protect themselves from harmful influence of the environment. For example insufficient information about dangers of medial manipulation like in the adverts they get from the media may encourage the pupils to acquire unhealthy habits. A case in mind is adverts of cigarettes such as Sportsman which emphasize youth and youthful activities. This may result in pupils taking sportsman to feel like a real sports-man. Others include adverts on alcohol for example 'Guinness for Power' which shows that after its use one becomes powerful and successful. In trying to satisfy their needs they become addicted which will take course of their future behaviour.

The environment and community in which a child belongs may too influence the use of substance abuse. A report by the World Confederation of Organisations of the teaching profession on drug abuse by students in six African countries – Kenya, Nigeria, Togo, Cameroon, Senegal and Sierra Leon as reported in the Standard newspaper of February 17, 2005 by Wachira Kigotho, says the problem is embedded in traditional practices that encourage children to take drugs. "In Sierra Leone, children are encouraged ot drink alcohol, while in Senegal and Togo smoking Yamba (bhang) is an integral part of traditional ceremonies," the report says.

In Kenya, parents admit they drink alcohol or smoke bhang in their children's presence." Some even send their children to obtain drugs for them," (Wachira 17/02/05).

In rural areas and slums, pupils help parents to prepare chang'aa and industrial alcohol. Drugs are substances that affect the proper functioning of the body systems of an individual. These are mainly legitimate and illegal. Drug abuse has become so rampant in our learning institutions that teachers, parents and school heads are worried due to the many problems these pupils cause during school periods.

Use of drug abuse amongst the learners as reported by Mutie and Ndambuki in their book Guidance and Counselling for Schools and Colleges (1999) can be detected when they exhibit the following characteristics. Low esteem, low academic achievement, aggression, depression and anxiety, sudden changes in appetite and life styles, cold clammy skins, irritability and frequent complaints of headaches associated with memory loss and over excitement are some features of drug abuse. Change in behaviour is an important and common sign of drug abuse. A teenager who suddenly becomes over suspicious, secretive and distrusts the family could be developing paranoia in the context of drug abuse. Hyperactive teenagers who talk non-stop may occasionally be experimenting with drugs as could those with slurred speech.

The problem of drug abuse within Herman Gmeiner school is not rampant as yet but corrective measures have to be put in place to curb the spread. Drug abuse has been influenced by the pupils themselves in that, these pupils come from diverse backgrounds for example; they come from middle income homes, low income earners (slums) and from the peri-urban community residents such as Ilula and within the municipality. Most of these pupils interact freely within the communities

they come from and as a result some of them are daily exposed to drugs as a way of life. For instance some come from a slum residence next to the school about 500 m away and well known for brewing busaa and chang'aa. Others come from Kapsoya Estate where there are many mushrooming bars and kiosks meddling in different types of drugs. Some of the pupils belong to the lausse fairie upbringing from the upper class, that is the rich and the predisposition to drugs. Teachers too may influence the use of drugs by the pupils when they smoke or drink in view of the children. This is so especially in the evening, within the estates. According to the Social Learning theory by A. Bandura and R.H. Walders, behaviour is the result of a continuous interaction between personal and environmental variables with the environmental conditions shaping behaviour through the process of learning; a person's behaviour, in turn, shapes the environment.

Teachers could also be a contributing factor if they don't put in place strict surveillance to curb the inflow of drugs. For example when teachers leave prefects to supervise fellow students and thus create room for mischief drug abuse is one vice teachers find hard to fight. It is a monster that fights back with renewed vigour and style. Drugs users have ways of circumventing teachers' traps. For instance the substances are hidden in school compounds in old unused tins and are placed in strange corners, buried in school farms, mixed with juice, lace chewing gum with powder drugs and the like. The pupils then use them at break, lunch, and games time. School's support staff could also be sources and conduits of drugs in the school. (Standard Newspaper, February 17, 2005) by Muniu Mbathia.

Use of drug abuse impacts negatively on academic performance of the students. This is attributed to the various behaviours which develop such as absent mindedness in class, truancy, lack of concentration since

most of the drugs affect the brain leading to loss of memory, loss of interest and slow thinking ability. Due to this the pupil will not perform well resulting in incomplete assignments and scoring low marks in exams. All these lead to poor performance.

1.2 Statement of the problem

Reports on cases of violence, destructions, rape, theft, truancy and demonstrations in our schools are on the increase. A big percentage of these cases are attributed to the influence of drug abuse that are easily accessible to the learners through drug barons, kiosks and peddlers. Among the drugs commonly abused by the learners include alcohol which has the highest percentage, Tobacco, Bhang, 'kuber' and of course heroine and cocaine which is spreading fast.

The problem of drug abuse among school pupils does a lot of harm to the body and mind, lowers school performance and hinders teacher/learner rapport. This problem is exacerbated in some schools due to ineffective prefects who may overlook the inflow of drugs in the school. This drug intake among pupils can influence a large number of the students body with adverse effects on the discipline and learning process resulting in poor academic performance.

1.3 Objectives of the study

1.3.1 General objective

The general objective of the study was to investigate the impact of drug abuse on the academic performance of pupils of Herman Gmeiner Primary school in Eldoret, Kenya.

1.3.2 Specific objectives were to;

1. Investigate the types of drugs available to students in the school.
2. Establish the sources of drugs abused by the pupils
3. Find out why pupils take drugs
4. Make recommendations on how to control drug abuse in schools in Kenya.

1.4 Research questions

1. What are the drugs abused by pupils in Herman Gmeiner?
2. Where do the students get the drugs from?
3. Why do students take drugs?
4. How can drug abuse in schools be controlled?

1.5 Scope of the study

The study was carried out in Herman Gmener located in the Eldoret District of Kenya. It was limited to the objectives of the study where by any other aspect of girl child education were not investigated.

1.6 Significance of the study

The research will help government to see the need of fight drug abuse in schools in order to improve the performance of pupils.

Informed decisions in policy formulations and in the building of the institutions aimed at the fight against drug abuse in schools might be made basing on the findings from research.

The research will help researchers and academicians to increase on the available literature for further studies

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter reviews literature as an account of the knowledge and ideas that have been established by accredited scholars and experts in the field of study. It is guided by the objectives of the study outlined in chapter one

There are numerous research articles on drug abuse the world over. Wachira Kigotho (2005) reported that a recent study among secondary school students by psychiatry department of the University of Nairobi says alcohol is the most abused, followed by Tobacco and Bhang.

The Kenya Committee for the Prevention of Alcoholism and Drug Dependency showed that 42.34 percent of students drunk beer, 41.96 percent wine, 32 percent hard liquor and 15 percent chang'aa and other local brews. The two studies show that beer consumption was higher among boys than girls. However more girls drink wine.

A recent report by the American Medical Association says; underage drinkers face a greater risk of damaging prefrontal region of the brain which is crucial in adult personality, reasoning , planning and monitoring behaviour.

The report Harmful Consequences of Alcohol use on the brains of children, adolescents and college students, shows that adolescents who used alcohol scored more than 10 percent lower than non drinking peers in tests that measured verbal and non verbal recal. The findings tally

with studies by professor S.W. Acuda, a leading Kenyan psychiatrist who recently noted: "Even when taken in small quantities alcohol and narcotics have the capacity to depress higher centers of brain and nervous system, lowering educational performance of victims (Standard Newspaper, February 17, 2005 page 5).

The drug abusers have the inability to learn which can be explained by intellectual, sensory and health factors. Alcohol and other intoxicants have also been reported to delay motor, cognitive and perpetual performance by children (Harvey et al 1982). This also explains why they are unable to build or maintain satisfactory interpersonal relationships with peers and teachers.

In a carefully control empirical studies among substance abusers however Streissguth et al (1984, 1987, 1989) and Sampson et al (1989) have shown that as little as 1.5 ounces of alcohol per day have profound effects on neurolocomotor behaviour which impacts negatively on the average intelligent quotient (IQ) of these individuals. This manifests in the decreament of almost 5 points on the (IQ) grading that result in poor attention span, memory deficits and the problems of the five motor skills. However the backgrounds under which these authors had done their research are different from the ones faced in Herman Gmeiner school and as a result more information needs to be generated to provide answers to our current situation.

2.1 Drugs commonly abused and their sources

The problem of drug abuse exists in both the primary and secondary schools. The drugs commonly abused by the pupils include alcohol which takes about 39% as compared to other intoxicants. However, equally a higher proportion (29%) utilizes cigarettes. Those who use

cannabis sativa account 25%. (Wachira K. Standard Newspaper February 17, 2005).

The drugs that are commonly abused within the school that is alcohol and cigarettes are mainly brought to school by fellow learners who are already using drugs. Most of these children have alcohol sachets and cigarettes which are utilized during break time, lunch, games time and on their way home. Other sources of drugs in the school include shops and kiosks near the school compound. In some instances the drugs might also be sourced from support staff.

2.2 Reasons for drug abuse

The most probable reason for higher consumption of alcohol and other drugs amongst pupils is peer pressure. Students say they take drugs for a purpose. They think the substances reenergize them to study hard and long. They also blame their drug way on ever scolding parents. Students claim that parents admonish them whenever they fail examinations. They go for drugs out of frustrations weak students easily turn to drugs in a bid to cultivate confidence that enables them to draw attention to the other students. (Gikandi B. Standard Newspaper March 22, 2005)

Parentage influence is another factor. This is because some parents introduce their children to drugs by involving them in buying and carrying some of these intoxicants from the local shops, others drink alcohol or smoke cigarettes in their children's presence. In slums pupils help parents prepare changaa and industrial alcohol. Although many parents denounce drug dependency among students, some allow their children to attend clubs and parties where drugs are abused.

Collapsed family values also cause the youngsters to experiment with the drugs because they lack guidance from their parents who could be either dead, separated or could also be involved in drug abuse.

The media could also contribute to the problem of drug abuse as a result of undue publicity given to some intoxicants. For instance alcohol and cigarettes advertisements that are commonly carried in the media.

Drug abuse is also attributed to too much pocket money given to students. They have little to do with the money and easily fall prey to drug peddlers.

Teachers' insensitivity is another factor that could be contributing to the proliferation of drugs among school going children. However it should be seen that learning process takes most of the time the child is in school and it is unlikely that the influential children will introduce their peers to the drugs at this point of time.

The environment under which the child grows shapes the behaviour of this child positively or negatively irrespective of the kind of parents the child has. This is more so if both parents are employed and are engaged in their jobs for the better part of the day. The child will tend to copy those peers who are more influential within the community (Mwenesi 1996, 'Standard Newspaper 29th November, 2004).

2.3 Effects of drug abuse on academic performance

The use of drug abuse affects the academic performance of the student. This is due to the various behaviors which develop such as lack of concentration truancy, incomplete assignment and being indiscipline. Students in drugs are poor in school work activities such as class work, homework, group tasks and in the final examination. Flasvey et al (1982)

has shown that drug abuses are unable to learn which poor intellectual sensory and health factors can explain. Alcohol and other intoxicants have been reported to delay motor, cognitive and perpetual performance by children who are of low birth weight. This also explains why they are unable to build or maintain satisfactory interpersonal relationship with peers and teachers. In a carefully controlled empirical studies among substance abuses Sampson et al (1989) have shows as little as 1.5 ounces of alcohol per day have a profound effect on neurolocomotor behaviour which impacts negatively on the average intelligent quotient (IQ) of these children. This manifests in the decrement of almost 5 points on the IQ grading that result in poor attention that result in poor attention span, memory motor skills. (Stressguth et al 1983,1987,1989). The report harmful consequences of alcohol use on one brains of children, adolescent and college students who used alcohol, scored 10 percent lower than now drinking peers in tests that measured verbal & non- verbal recall. Proff. S.W. Aluda notes that, "Ever when taken in small quantities, alcohol and Narcotics have the capacity to depress the higher centers of the brain & nervous system, lowering education performance of victims". (The standard News Paper February17, 2005 Page 5).

However, the main worry is that the average age in which young people have their first drink has decreased to 10. This means that some children start abusing alcohol and drugs when they are in primary schools. Parents and teachers should knows this contributes to low esteem, low academic achievement, aggression and fucidal tendencies among students.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter explains the methods that the researcher used to select the geographical areas, from which research was carried out and methods of selection of respondents. It also explains the methods used to collect process and analyze data.

3.1 Research Design

This study followed a descriptive research design because the researcher used one school in the District as a case study. Both qualitative and quantitative methods were used. The quantitative and qualitative techniques were used to collect and analyze data on the parenthood practices.

3.2 Study Population

The study was carried out in Herman Gmener located in the Eldoret District of Kenya. The study involved pupils and teachers.

3.3 Sample Framework

3.3.1 Sample Size

A total of ten teachers was used for this study

3.3.2 Sample Technique

Using a convenient sampling technique, a total of ten respondents were picked at random to participate in this study.

3.3.3 Sample Procedure

In carrying out research the researcher first got a release letter from the course administrators which the researcher took to the schools under study. The researcher then was given permission by the authority to access information from the school.

3.4 Methods for Data Collection

3.4.1 Instruments

• Questionnaires

These were used to collect information from students since they are the only respondents for this study.

3.4.2 Sources of Data

This study used both primary and secondary data:

Primary data was collected using interviews which were carried out with both teachers and pupils.

Secondary data was through Document analysis in the form of Reports, training manual, news papers, and journals for the period under study was read and the required data collected from them.

3.5 Data Processing and Analysis

Qualitative data involved three sets of activities which included editing, coding and frequency tabulations. Editing was done by looking through each of the field responses from interview guides ascertaining that every

applicable question has an answer and all errors eliminated for the completeness, accuracy and uniformity.

The researcher then proceeded on to coding the various responses given to particular questions that lack coding frames, she then established how many times each alternative response category was given an answer using tally marks which was later added up.

Data then was presented in frequency tabulations rendering it ready for interpretation. Quotations and field notes made were also included.

CHAPTER FOUR

FINDINGS AND INTERPRETATIONS

4.0 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. The results and discussions are centered on the set objectives of the study.

4.1 Background characteristics of respondents

The study covered 10 randomly selected respondents of whom 8(80%) are male and 2(20%) are female.

Table I: sex of Respondents

Sex	Frequency	Percentage
Male	8	80%
Female	2	20%
Total	10	100%

Source: Field survey 2008

4.3 Reasons for drug abuse in school

This study sought to Reasons for drug abuse in school

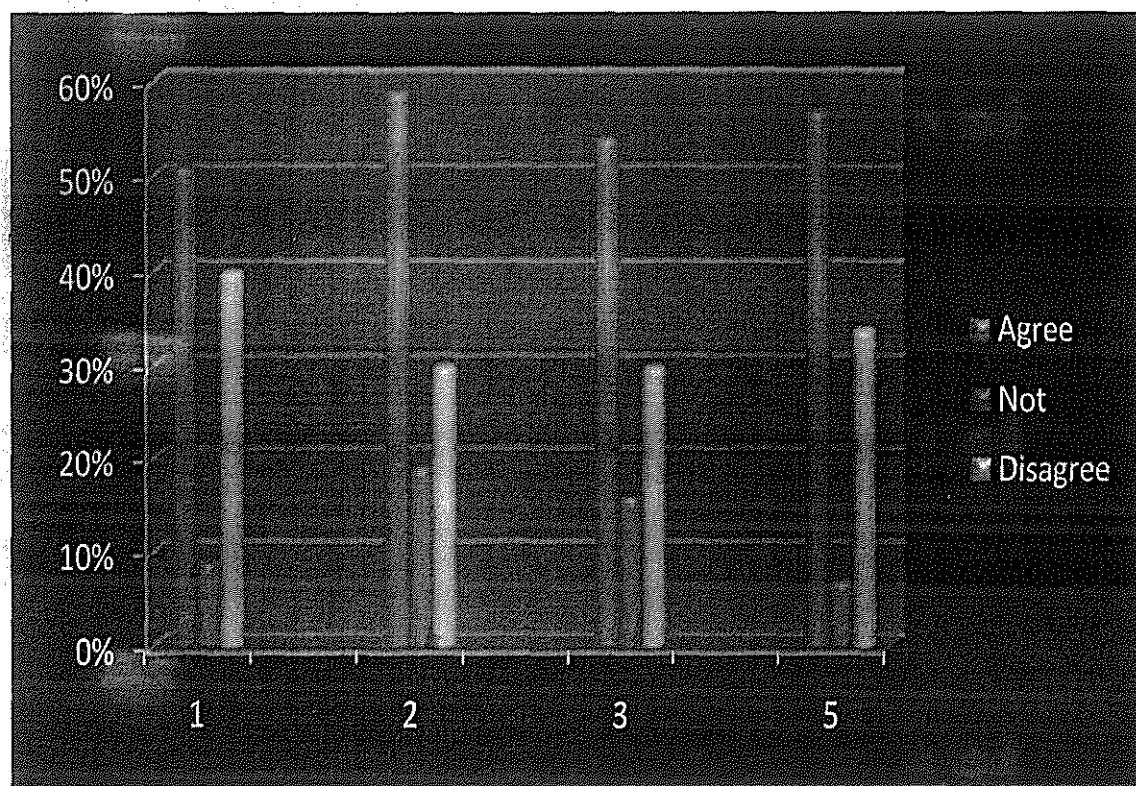
The results on the Reasons for drug abuse in school are summarized in the table below;

Table II: response on Reasons for drug abuse in school

	Item	Agree	Not sure	Disagree
1	Pupils take drugs especially alcohol because it is given to them by their parents	51%	9%	40%
2	Pupils take drugs because it is given to them their peers in school and at their homes	59%	19%	30%
3	Pupils take drugs because they think the substances reenergize them to study hard and long.	54%	16%	30%
4	They go for drugs out of frustrations weak students easily turn to drugs in a bid to cultivate confidence that enables them to draw attention to the other students.	57%	7%	34%
5	Some children take drugs because they are abused by their relative at home.	56%	4%	40%

Source: Field survey 2008

Chart I: response on Reasons for drug abuse in school



Source: Field survey 2008

Results from the table and chart I above indicate 59% of respondents are of the view that Pupils take drugs because it is given to them their peers in school and at their homes. On the other hand 54% of the respondents are of the view that Pupils take drugs because they think the substances reenergize them to study hard and long, 51% the respondents are of the view that Pupils take drugs especially alcohol because it is given to them by their parents.

4.3 Drugs commonly abused and their sources

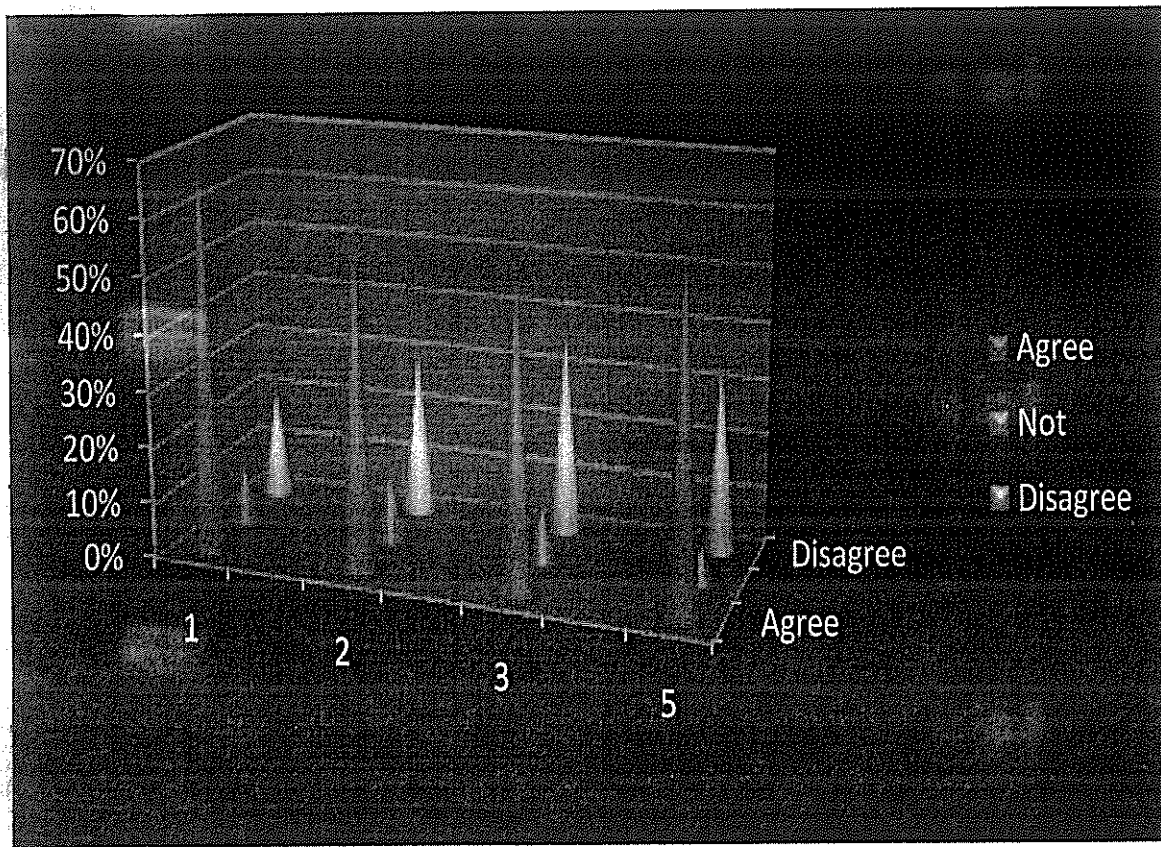
The results on the Drugs commonly abused and their sources are summarized in the table below;

Table III: Response on the Drugs commonly abused and their sources

	Items	Agree	Not sure	Disagree
1	The drugs commonly abused by the pupils include alcohol.	70%	10%	20%
2	The other drugs that are used are cigarettes.	58%	12%	30%
3	Also pupils sniff petroleum products like petrol and other fuels	54%	10%	36%
4	There other types of rare drugs that some pupils get from either their older relatives or form their abusive parents.	60%	7%	33%

Source: Field survey 2008

Chart II: Response on the Drugs commonly abused and their sources



Source: Field survey 2008

The results from table III and chart II show that 70% of the respondents are of the opinion the drugs commonly abused by the pupils include alcohol. 60% of the respondents are of the view there other types of rare drugs that some pupils get from other their older relatives or from their abusive parents. Further more 58% of the respondents are of the view the other drugs that are used are cigarettes.

4.4 Effects of drug abuse on academic performance

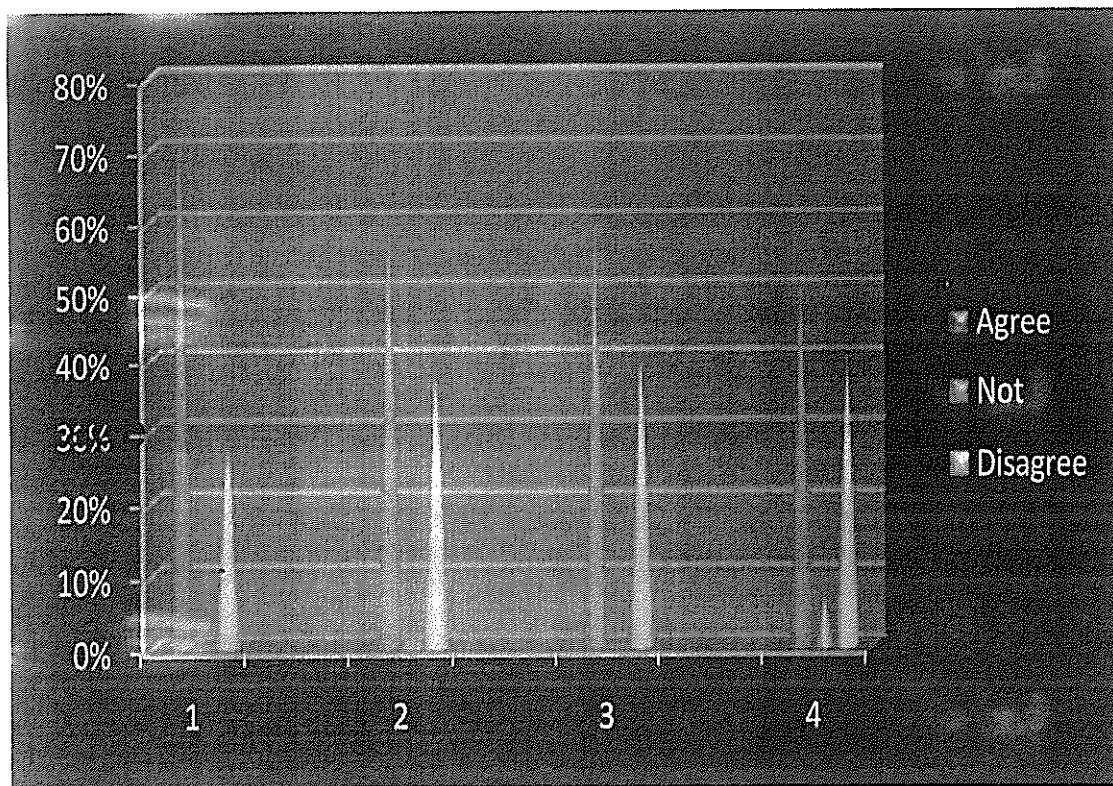
The results on the Effects of drug abuse on academic performance are summarized in the table below;

Table IV: Effects of drug abuse on academic performance

	Items	Agree	Not sure	Disagree
1	Drug abuse makes pupils to start missing school when they are with their peers taking drugs	72%	0%	28%
2	Drugs get pupils not to concentrate in class as they are always thinking about when they will get out and take their drugs.	60%	2%	38%
3	Drugs in school makes pupils to miss their assignments especially home works and tests.	60%	0%	40%
4	Pupils who take drugs tend to be indiscipline in that they don't respect their teachers.	53%	7%	40%

Source: Field survey 2008

Chart III: Effects of drug abuse on academic performance



Source: Field survey 2008

Results from table IV and chart III above show that 72% of the respondents agreed with the statement that Drug abuse makes pupils to start missing school when they are with their peers taking drugs. Also 60% of the respondents agreed with the view that Drugs in school makes pupils to miss their assignments especially home works and tests. More still another 60% were also of the view that Drugs in school makes pupils to miss their assignments especially home works and tests.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The study looked at the impact of drug abuse on the academic performance of pupils of Herman Gmeiner Primary school in Eldoret, Kenya. In an attempt to achieve the above, three objectives were developed. This chapter presents the summary, conclusions and recommendations of the findings

5.2 Summary of the major findings

The first objective sought to investigate the Reasons for drug abuse

The findings revealed that 51% of the respondents agreed with the first statement, 59% of the respondents agreed with the second statement, 54% of the respondents agreed with the third statement, while 57% agreed with the fourth statement and 56% were in agreement with the last statement.

The second objective sought to investigate Drugs commonly abused and their sources

The findings revealed that 70% of the respondents agreed with the first statement, 60% of the respondents agreed with the second statement, and 58% of the respondents agreed with the third statement

The third objective sought to investigate Effects of drug abuse on academic performance

The findings revealed that 72% of the respondents agreed with the first statement 60% of the respondents agreed with the second statement, and another 60% also agreed with the third statement and 56% of the respondents agreed with the fourth statement.

5.3 Conclusions

The findings revealed that the respondents were in agreement with the following statements: Pupils take drugs especially alcohol because it is given to them by their parents; Pupils take drugs because it is given to them their peers in school and at their homes; Pupils take drugs because they think the substances reenergize them to study hard and long; They go for drugs out of frustrations weak students easily turn to drugs in a bid to cultivate confidence that enables them to draw attention to the other students and the Some children take drugs because they are abused by their relative at home.

The findings revealed that the respondents were in agreement with the following statements: The drugs commonly abused by the pupils include alcohol; The other drugs that are used are cigarettes; Also pupils sniff petroleum products like petrol and other fuels; and There other types of rare drugs that some pupils get from other their older relatives or from their abusive parents.

The findings revealed that the respondents were in agreement with the following statements: Drug abuse makes pupils to start missing school when they are with their peers taking drugs; Drugs get pupils not to concentrate in class as they are always thinking about when they will get

out and take their drugs; Drugs in school makes pupils to miss their assignments especially home works and tests and Pupils who take drugs tend to be indisciplined in that they don't respect their teachers.

5.4 Recommendations

1. The government should put up a strong policy in place that deals with people who give drugs to children in a harsh way
2. The government should have a policy in place that disciplines students who use drugs.
3. The schools authorities should ensure that none of their students are using drugs by making frequent tests on the students to ensure that they are not using the drugs.
4. The community should be sensitized to discourage the use of drugs by the people in the community.

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QUESTIONNAIRE FOR TEACHERS

Dear respondent,

I am a student of Kampala International University carrying out an academic research on the topic "investigate the impact of drug abuse on the academic performance of pupils of Herman Gmeiner Primary school in Eldoret, Kenya." 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

1. GENDER

Male ☐ Female ☐

2. AGE

14-18 ☐ 19-25 ☐

25-30 ☐ 30 and above ☐

Evaluate the following statements using the following;

I strongly Agree	I Agree	I Disagree
3	2	1

a) Reasons for drug abuse

1	Pupils take drugs especially alcohol because it is given to them by their parents	
2	Pupils take drugs because it is given to them their peers in school and at their homes	
3	Pupils take drugs because they think the substances reenergize them to study hard and long.	
4	They go for drugs out of frustrations weak students easily turn to drugs in a bid to cultivate confidence that enables them to draw attention to the other students.	
5	Some children take drugs because they are abused by their relative at home.	

(b) Drugs commonly abused and their sources

1	The drugs commonly abused by the pupils include alcohol.	
2	The other drugs that are used are cigarettes.	
3	Also pupils sniff petroleum products like petrol and other fuels	
4	There are other types of rare drugs that some pupils get from either their older relatives or from their abusive parents.	

(c) Effects of drug abuse on academic performance

1	Drug abuse makes pupils to start missing school when they are with their peers taking drugs	
2	Drugs get pupils not to concentrate in class as they are always thinking about when they will get out and take their drugs.	
3	Drugs in school makes pupils to miss their assignments especially home works and tests.	
4	Pupils who take drugs tend to be indiscipline in that they don't respect their teachers.	

THANK YOU