

**THE INFLUENCE OF TELEVISION AND DRUG CONSUMPTION ON
SECONDARY SCHOOL STUDENTS: A CASE STUDY OF**

KIAMBU, CENTRAL PROVINCE

KENYA

BY

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APPROVAL

This is to certify that this dissertation has been done under my supervision and submitted to the college of Humanities and Social Sciences, Kampala International University, in partial fulfillment of the requirements for the award of a Bachelor's degree in Mass Communication with my approval as the candidate's university supervisor.

Signature.....

Date.....

Mr. Watenyera Richard

SUPERVISOR

DEDICATION

This work is lovingly dedicated to my family members who believed in me and taught me the essence of hardwork; aunt Celestine Aura, Barka Omar, Halima Omar, uncles; Hussein Omar and Winfred Merande, my dad Raymond Aura, Grandmother Amina Kassim and Sister Aziza Wazir for their constant support, encouragement and love that has sustained me throughout my college years.

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ABSTRACT

This study investigated the influence of television and drug consumption on secondary school students in Kiambu, central province. The main objectives were to examine the influence of television and drug consumption; to determine the challenges of television influence on drug consumption; to investigate the effects of drug consumption on the academic performance of students; and to suggest possible solutions that the television media can help improve the drug consumption.

The research used a descriptive design and involved quantitative and qualitative methods which were administered using questionnaires. The design is preferred because it will be easy for the researcher to draw conclusion and the researcher easily based on the views of respondents to reach at conclusions and make recommendations.

The findings of the research revealed that drug consuming parents did not meet student's basic needs for school such as the required number of books, school bag, shoes or sandals, and writing materials. During interaction with some of the respondent's after school, it was found that some were using black polythene bags as school bags, others were bare footed (had no shoes or sandals) whilst others wore bathroom slippers to school. It was further revealed that most students whose parents abused alcohol had emotional, social and behaviour problems. Students from homes of drug addict parents were either inward looking or were aggressive and trouble fomenters.

After a look at the findings of the study the following recommendations were made. The government as a matter of urgency should facilitate the passing of the National Alcohol Policy Bill into law to help regulate the production and distribution of alcohol within the country. The Government should make it an urgent policy to train and employ in the schools more counsellors and social workers. Social and education workers should be trained in the field of drug consumption and rehabilitation to specifically offer help to families with drug addict problems. Education and social work practice should include intervention programmes to help students and their parents acquire life, social and communication skills.

CHAPTER ONE

1.0 Introduction

This chapter discussed about Background of study , Problem statement, General Objectives of Study, Specific Objectives of Study , Research Questions, Scope of Study includes; Contents, Geography and Times, Significant of the Study, and lastly Conceptual Frame Work.

1.1 Background to the study

Drug consumption has been variously defined. According to Croen, (2007) drug consumption is any substance such as alcohol, tobacco, khat, glue sniffing, and bhang that when absorbed into the body may modify one or more physiological functions. Illicit drug use may impair functional ability resulting in the user's physical, social and emotional self-harm (Croen, *et al.*, 1997). A large number of students in many learning institutions across the world have been exposed to alcohol, tobacco, khat, glue sniffing, bhang (Otieno and Ofulla, 2009). A review of literature by Chebukaka (2014) shows that currently 1.3 billion people use tobacco and 230 million people aged between 14-18 years use illegal drugs. According to UNODC (2012), Africa and Asia account for 70% of global population using opium and its derivatives. In America, the rate of illicit drug use among high school students has increased and the prevalence rate of illicit drug abuse currently stands at 19.6% between the ages of 18-20 years (Kwamanga, *et al.* 2003). In Britain, cross-sectional studies have shown that at least 40% of high school students aged 14-18 years have used illicit drugs at least once in their lifetimes. Also among those aged 16-24 years, 38% of males and 5% of females regularly drink alcohol (Alcohol Concern, 2000). In West Africa, studies have consistently shown that there is considerable prevalence of drugs and substances abuse, with varying prevalence rates found for both overall and specific drug abuse (Abdulkarim, Mokuolu and Adeniyi, 2005).

The factors influencing students to illicit drug use have been identified including mass media. Students from homes where parents take drugs tend to imitate their parents' behaviour and through modelling start using drugs (Ngesu, Ndiku and Masese, 2008). According to Abdulkarim *et al* (2005), students may start using illegal drugs due to media influence (Mayoye, 2003). This implies that drug abuse and its effects on secondary school students

is a worldwide problem with no exception to Kenyan secondary school students. Previous studies show that more than a fifth (22.7%) of secondary school students in Kenya takes alcohol (Otieno and Ofula, 2009).

This situation has been made worse by the introduction of Free Secondary Education (FSE) in 2008, in which most students have been attracted to enroll in day secondary schools countrywide (Ngesu *et al.*, 2008). Since some day schools are located far away from homes, some students are housed by relatives and friends while others rent houses near their schools (Otieno and Ofula, 2009). As a result of lack of school fees, with availability of and access to drugs around schools and influence of media and idleness among the youth may encourage high prevalence of drug abuse among students in day secondary schools. Moreover, students in mixed day secondary schools who are not staying with their family may be at risk of getting into the trap of starting to abuse illicit drugs (Ngesu *et al.*, 2008). The most at risk are the students who rent houses near their preferred day schools. Other students at risk of abusing illicit drugs are those who stay with their peer, friends and elderly siblings in either rural or urban school settings (Otieno and Ofula, 2009).

Such students may fall prey to drug abuse due to idleness and lack of parental guidance against the school regulations that require all students to desist from habit of drug abuse (Ngesu *et al.*, 2008). In Kisumu City, Otieno and Ofula (2009) have revealed that there exists a significant relationship between the media and drug abuse among students.

Drug abuse has been used for centuries for social, medical, cultural, and religious purposes. In our society Drug is used by adults for social and religious purposes; for example in African ancestral worship. However, Drug can also be used in excess or abused, which will result in health, social, and legal problems among others. Despite Drug-control measures such as restrictions on advertising, use within communities, and counselling services, Drug misuse and Drug-fuelled problems continue to plague the Kenyan society. Coupled with these are advertisements and media images in the Kenyan dailies, magazines and outdoor advertisement (large billboards) which, most often present Drug as a means to success and an enjoyable life (Gachiri, 2008).

Drug dependency is a disease caused by strong urge to drink, loss of control, physical addiction and the need to drink greater amounts of Drug with an intention of getting high. Most people associate Drug with pleasure not putting into account the consequences one is bound to fall into. Like many other diseases, Drug addiction is chronic and, is often influenced by a person's genes and lifestyle (Browne-Miller, 2009). However, people should not take the notion of it running in the family thus opting for Drug in order to get out of trouble. A person with Drug dependence is risking his life even if there is Drug addiction treatment program. This treatment is in form of counseling and medication that helps a person to stop drinking (Gachiri, 2008).

The causes of adolescent substance use are endless. One factor often ignored is the role of the media. Alcohol and tobacco represent two of the most significant drug threats to adolescents. More than \$25 billion per year is spent on advertising for alcohol, tobacco and prescription drugs, and such advertising has been shown to be effective. Digital media are increasingly being used to advertise drugs. In addition, exposure to PG-13 and R-rated movies at an early age may be a major factor in the onset of adolescent tobacco and alcohol use. The American Academy of Paediatrics recommends a ban on all tobacco advertising in all media, limitations on alcohol advertising, avoiding exposure of young students to substance-related (tobacco, alcohol, prescription drugs, illegal drugs) content on television and in PG-13 and R-rated movies, incorporating the topic of advertising and media into all substance abuse-prevention programs, and implementing media education programs in the classroom (Berman, 2012).

These medications have been shown to help people with dependence in reducing Drug consumption, avoid relapse to heavy drinking, and achieve and maintain abstinence. Other types of drugs are available to help manage symptoms of withdrawal if they occur after someone with Drug dependence stops drinking (Gachiri, 2008). Drug abuse and Drug addiction cut across gender, race, and nationality. In general, more men than women are Drug dependent or have Drug problems. Adults at the age of 15-60 are at a high risk of Drug consumption, although the affected men are between the age of 15- 60. Those drinking at that age develop Drug problem; possibly, more than 150 medications interact harmfully with Drug. These interactions may result in increased risk of illness, injury, and even death (Grant, 1998).

Television reduces the rate of drug abuse in many areas such as through exposure to a campaign, which is generally passive, meaning people happen to see the message during routine viewing of media, such as television or magazines. Media campaigns may be part of a larger information or social marketing program, or they may be standalone interventions. The duration of campaigns can vary. They may be of short duration or extend over long periods. The television campaigns focus on providing information about the dangers and risks of illicit substances, or about treatment and counseling services that may be available for drug users. The main objectives in information campaigns are warning, empowerment, and support. Social marketing campaigns attempt to clarify misconceptions young people may have about the extent and acceptance of drug use among their peers. The main objectives of social marketing campaigns are to correct erroneous normative beliefs, to set or clarify social and legal norms, and to establish positive role models (Wakefield, Loken, and Hornik 2010).

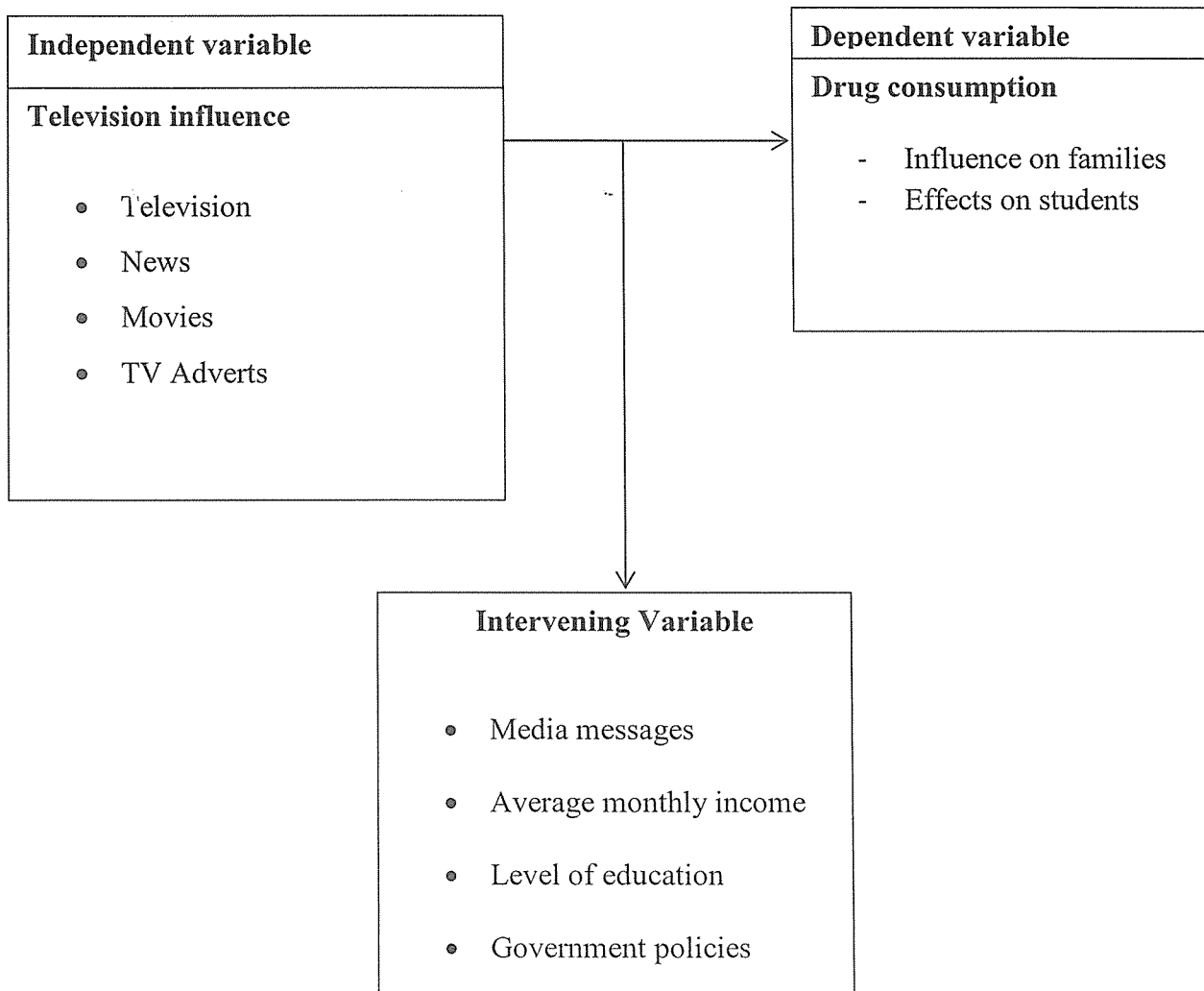
1.2 Statement of the Problem

Drug consumption is known to wreak havoc on the body and negatively affect the life of the individual and the lives of those he or she loves. In Central Kenya, it appears to have a marked effect, creating dysfunctional and emotionally stunted families (Berman, 2012). A recent Nation report highlighted a campaign launched by President Kibaki to try and curb alcoholism among men. Television media has put a particular focus on men in the Central Province. This area is targeted due to dropping fertility rates as a result of alcoholism among men that is contributing to impotence (Burton, 2010). Television has in many aspects tried to shun people against the consumption of drugs but all this fall on deaf ears. The problem has gotten so bad that women in the province have staged protest matches to stop brewers from selling alcoholic drinks to their husbands and children. Based on research conducted in Central Province, Kenya, bar owners continue to report strong revenues as customers are guaranteed every night. Consistent drinking in bars appears to cut through ethnicity, region, race and social class (Berman, 2012). In Central Kenya there is a very strong consensus that drug consumption is the reason why wives batter their husbands. However, with this background, there is strong evidence that television is a cause in the promotion of drug consumption in the region. It is on this basis that the researcher has decided to conduct a research on the influence of television and drug consumption.

Finally, the study is expected to contribute to knowledge on parental Drug use in the Kenyan society. The community might also benefit from the results of this study as it may demonstrate how parents can be influential in affecting the behaviour, social growth and educational outcomes of their students.

1.8 Conceptual Framework

Figure 1: Conceptual framework



Television influence can be disseminated using several different forms of media, including television commercials, programmes, and advertisements. Exposure to a campaign is generally passive, meaning people happen to see the message during routine viewing of media, such as television. Media campaigns may be part of a larger information or social marketing program, or they may be standalone interventions.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

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

2.1.1 The concept of Drug abuse

The International Classification of Disorders (ICD) criteria for defining Drug addiction clearly captures and portrays the abuse of Drug as the use of Drug such that the consumer of Drugic products though has knowledge sometimes about the adverse effects of its continual use and abuse, yet he or she feels powerless in the face of all attempts to quit the habit of drinking. Taking the Kenyan society in general, it can be observed that some individuals consider it a norm to hang over a bottle or two of a preferred lager beer whilst others tend to go for the “shots” such as the local “Apketeshie” which in volume has between 42-46% of Drug. Although these perceived social drinking may be having an adverse effect on the drinkers they tend to ignore the symptoms when, for instance it becomes clear that they have grown pale and have “swollen” faces, the result of constant abuse of Drug (Amato and Flower, 2012).

2.2 Influence of television and drug consumption

Amato and Flower (2012), state that although parenting has been linked to adolescent outcomes, the directionality of the relationship was unclear. Evidence which they gathered from several longitudinal studies suggests that parenting directly affects adolescent outcomes with respect to the relationship between parenting styles and Students’ social and academic performance. In a national exercise, Amato and Flower (2012) studied 1,707 adolescents between the ages of 12 and 18 years and found that parental support (care) was positively related to adolescent academic grades. This suggests that more parental support was associated with higher adolescent grades. Drug addiction has been found to be associated with parenting difficulties (Eliason and Skinstad, 1995) and personality disorders (Butler,

Gaulier, and Haller 1991) and may put family members such as students, at a greater risk of experiencing consequent problems as abusive and neglectful parenting.

Studies suggest, however, that school-age students experience academic difficulties, often repeating grades, failing to complete high school and being frequently referred to school psychologists (West and Prinz, 1987). Parental Drug addiction also has severe effects on normal students, and many of such students develop symptoms such as low self-esteem, loneliness, guilt, feelings of helplessness, fear of abandonment, and chronic depression (Berger, 1993). Christensen and Bilénberg (1999) also state that research has shown that parental Drug problems are related to a greater risk of behavioural and emotional problems in students.

All humans seem to have a need for occasional altered consciousness, in social gatherings or for spiritual purposes. Drug has been the most common means for achieving that end. But the negative effects were also known and for that reason, all cultures developed rules about appropriate use, including rules about acceptable and unacceptable intoxication (French, 2000; Heath, 1995; Social Issues Research Centre (SIRC), 1998).

It is true that the spiritual, social, ceremonial or other uses of Drug in societies have played vital roles in societies' sustenance and traditions. Yet the menace of Drug in the society or of persons who within this social integration may have their lives destroyed by the use of this same substance, still remains a problem to grapple with in most countries the world over, most especially in Africa. From the National Institute on Drug addiction and Drug consumption (1995) Journal posted on the world-wide-web the following research findings, which span between the 1970s and 1980s: presented that some students both younger and adult students, of Drug addicts face adjustment problems like coping, truancy, anxiety, and depression.

The severities of parental Drug addiction on the development of educational or academic problems as well as social interactions were also considered. While some research findings suggest that some students suffer negative consequences due to parental Drug addiction, a larger proportion of students of Drugics (COAs) function well and do not develop serious problems. In the entire world over, Drugics are people who live in families and not in isolation and thus the influence or otherwise they have on their families can be very

significant. Despite Drug control measures such as restrictions on advertising and counselling services in communities, Drug misuse and Drug-fuelled problems continue to plague communities (Wakefield, Loken, and Hornik 2010).

The social problems created and related to Drug in homes are overwhelming but still many are the members of families who daily get addicted to or abuse Drug. It is worthy to inquire into the issues of its use and abuse if the users themselves have ample knowledge on the harms and dangers involved in the daily consumption of Drug, and the toll on family members, especially the innocent students being raised under these conditions. As Bjerregard and Young have stated spousal abuse, neglectful parenting, economic problems, and family break-ups and in the case of mothers who abuse Drug, foetal Drug syndrome which students suffer even before they are born are some of the known predicaments associated with drug consumption. The world discovered Drug thousands of years ago through its natural occurrence in decaying fruit or fermenting bowls of grain in which air-borne yeasts and natural sugars combined. Though the discovery of Drugic drinks may have been accidental, humans soon learned how to deliberately produce it. Drugic beverages became common in virtually all cultures. The earliest recipe ever found, more than 5,000 years ago in the region that is modern Iraq, was not for food but for beer. Drugic drinks were universally used as an everyday drink, as medicine, as part of social celebrations and feasts, as a means of conflict resolution, and for spiritual purposes. Heavy drinking and even intoxication were not necessarily seen as problems as long as drinkers behaved in whatever way had been set up as acceptable (Korhonen, 2004).

Education on the use, abuse and misuse of Drug has been on the ascendancy through medical outreach and radio broadcast programmes but many more people continue to throttle to bars and “joints” to hang out over a bottle or more of Drugic beverage. The World Health Organization’s 2007 Conference on Drug had this preamble: “Throughout recorded history, Drugic beverages have been used in many societies for many purposes. As psychoactive substances, Drugic beverages are used for their mood-changing properties. As intoxicants, they are used to escape sober reality, as liquids, they are used to quench thirst; and as sources of calories, they are used as foodstuffs. Whichever physical property of the beverage that is sought by the user, the beverage also necessarily carries the other properties to some degree.

Apart from their physical properties, Drugic beverages and their use also carry a wide variety of symbolic meanings, both positive and negative. Depending on the culture, drinking Drugic beverages may be a token of inclusion in, or exclusion from, a social group, a symbol of celebration, or a sacramental act. On the other hand, drinking or drunkenness may be socially disapproved of and stigmatized". (WHO 2007 World Conference Report on Drug, pp 13 - 14)

In agreement with the WHO statement, the researcher observes that Drug use in the Kenyan setting has both elements of sacramental acts and symbols of celebration, talking about African ancestral worship and rituals, chieftaincy affairs, marriage, naming and initiation ceremonies. However within youth social and adult affluent groups Drug use or abuse may be a form of gaining entry or exclusion from them. This is not to say that some groups do not indulge in the use of Drug in any way. Drug use in the Kenyan society is prevalent, and it seems fitting to review the literature with a general history of Drug's beginning. This is important given that Drug has been seen in a positive light by many cultures for thousands of years, thus it is important to place Drug use in a cultural context (Wakefield, Loken, and Hornik 2010).

Babor, (1986) also observes that Drugic beverages have been used in nearly every part of the world since ancient times. Its consumption has been associated with festivity, and the pretexts for it are as many as the day is long. Sournia (1990) states that a successful hunt, victory over the enemy, various important social events such as birth, initiation, marriage, death and migration were celebrated with Drug playing a central role. Sournia again points out that drinking patterns allow groups the opportunity to survey the behaviour of each of its members, and each group typically has its own drinking rites to ensure proper execution; when these rules are not followed, then a crime is committed. In ancient times, some people must have become aware that the natural juices from fruits or the broth of any grain boiled in water and then left for some days in the open air gained a special power (Cardenas, 1995,p. 31-41). Ancient populations of the Far and Middle East had many substances that were capable of producing fermented drink. Such products included honey, dates, cereals, grapes, and many other fruits. (Sournia, 1990).

2.3 Challenges of television influence on drug consumption

According to Ashour (1995) not only has Drug been around, but its use also has been embedded in many societies. In the Old Kingdom of Egypt (3150-2350 BC) beer and bread were inseparable to the degree that beer was perceived more as a food than as a Drugic beverage. Ashour also mentions that both food and beverage were important to Egypt's centralized theocracy as both were used as offerings in the funerary temples to the dead god-king and also consumed by the staff of such temples.

During the New Kingdom (1600-330 BC) ritual use of Drug was extended to "festival" use where much Drug was consumed, compared to the moderate consumption typically practised (Ashour, 1995). Similarly, the Canaanites, Babylonians and the Hebrews used Drug in cultic rites (Charles, 1966). In pre-Hispanic times in the land now known as Mexico, legitimate drinking of Drug was mostly ceremonial and confined to the upper classes (Rey, 1995). Rey states that commoners were allowed to drink only in certain situations, for example, women were allowed to drink after giving birth, as were men and youth after performing exhausting work. Drug was considered to strengthen blood and restore strength in these instances.

In the African and Kenyan contexts, history has it that the colonial powers, the British, Dutch, Portuguese, and Spaniards took with them bottles of whisky (Drug) with which they traded for gold with the Black Africans. Today, Drugic beverages are seen by the societies that used them as something to be used with caution. On the tomb of an Egyptian king who lived approximately 5,000 years ago was found what could be viewed as the first known epitaph to an Drugic: "His earthly abode was rent and shattered by wine and beer. And the spirit escaped before it was called for" (Babor, 1986, p. 24).

However, alcoholism is not just a problem in Central Province; it is pervasive throughout the country although Central Province is found to be leading in alcohol consumption and the corresponding effects to Health, education and the economy. Ask any bar-owner, and he will tell you that there is not a single night when he does not have customers. The widespread practice of men drinking in bars, often every night of the week, cuts across race, ethnicity, region and social class in central province (Cotran, 2008). In many countries, drinking in bars and pubs is a social activity. Very often, men will go to bars with their wives on weekends, not to get drunk, but to socialize, meet people, or catch up with the week's events. But in

Kenya, the bar is seen as a purely male domain, where men will either sit alone and drink or sit with other men with the sole aim of drinking till they literally drop or until their money runs out. Some have suggested that in a society where men who stay at home with their families are considered “sissies”, the bar offers the only place where insecure men can assert their masculinity (Doyle, 2011). Others say that the male bar syndrome is the product of a ‘macho culture’ where men prefer to hang out with other men. A frustrated woman even suggested to me (not entirely in jest) that perhaps all Kenyan men have a homosexual instinct, why else would they want to spend so much time with other men, and not at home with their wives and students? This was a blame game since men in Central Province do not spend time with their families. We all know that over-consumption of alcohol is bad for one’s health and can lead to various illnesses, including cirrhosis of the liver. Various studies have also shown a correlation between alcoholism and domestic violence; this creates a rift between the alcoholic men and their families due to fear of being involved in unnecessary warfare (Berman, 1992). The economic impact of alcoholism is also far-reaching. Alcoholics often use money that could have gone towards school fees or food to feed their addiction. This often leads to family break-ups and even destitution (Doyle, 2011).

According to the American Psychological Association (2001), Drug misuse and dependence are separate issues, because “even mild to moderate Drug problems can cause substantial damage to individuals, their families and the community”. The major role of Drug destroying a wide variety of personal, family, and social problems is known and acknowledged by communities, governments, and agencies. The issues of Drug misuse, dependence, control, and treatment have produced emotionally charged debate and controversy because there are different beliefs about why Drug problems happen. Modern researchers and experts emphasize that Drug problems range along a continuum from mild to severe. An example of a mild Drug problem might be habitual Friday-after-work drinking, that results in regular Saturday morning hangovers. The most severe problems are physical dependence and life-threatening physical consequences of heavy drinking such as liver disease (American Psychological Association, 2001).

2.4 Effects of drug consumption on the academic performance of secondary school students

Alcohol use could conceivably affect a student's quality of learning and academic performance regardless of its impact on school completion. This possibility is suggested by Renna (2008), who uses a research design similar to that used by Dee and Evans (2003) and finds that although binge drinking does not affect high school completion rates, it does significantly increase the probability that a student graduates with a GED rather than a high school diploma. Drinking could affect learning through a variety of mechanisms. Recent neurological research suggests that underage drinking can impair learning directly by causing alterations in the structure and function of the developing brain with consequences reaching far beyond adolescence (Brown et al., 2000; White & Swartzwelder, 2004). Negative effects of alcohol use can emerge in areas such as planning and executive functioning, memory, spatial operations, and attention (Brown et al., 2000; Giancola & Mezzich, 2000; Tapert & Brown, 1999). Alcohol use could also affect performance by reducing the number of hours committed to studying, completing homework assignments, and attending school.

We are aware of five economic studies that have examined whether drinking affects learning per se. Bray (2005) analyzed this issue indirectly by studying the effect of high school students' drinking on subsequent wages, as mediated through human capital accumulation. He found that moderate high school drinking had a positive effect on returns to education and therefore on human capital accumulation. Heavier drinking reduced this gain slightly, but net effects were still positive. The other four studies approached the question directly by focusing on the association between drinking and GPA. Three of the GPA studies used data from the Harvard College Alcohol Study. Analyzing data from the study's 1993 wave, both Wolaver (2002) and Williams et al. (2003) estimated the impact of college drinking on the quality of human capital acquisition as captured by study hours and GPA. Both studies found that drinking had a direct negative effect on GPA and an indirect negative effect through reduced study hours. Wolaver (2007) used data from the 1993 and 1997 waves and found that both high school and college binge drinking were associated with lower college GPA for males and females. For females, however, study time in college was negatively correlated with high school drinking but positively associated with college drinking.

To our knowledge, only one study has looked specifically at adolescent drinking and high school GPA. Analyzing data from the Youth Risk Behavior Survey, DeSimone and Wolaver (2005) used standard regression analysis to estimate whether drinking affected high school GPA. Even after controlling for many covariates, they found that drinking had a significant negative effect. Their results showed that the GPAs of binge drinkers were 0.4 points lower on average for both males and females. They also found that the effect of drinking on GPA peaked for ninth graders and declined thereafter and that drinking affected GPA more by reducing the likelihood of high grades than by increasing the likelihood of low grades.

All four GPA studies found that drinking has negative effects on GPA, but they each faced two limitations. First, they relied on self-reported GPA, which can produce biased results due to recall mistakes and intentional misreporting (Zimmerman, Caldwell, & Bernat, 2006). Second, they used cross-sectional data. Despite these studies' serious efforts to address unobserved individual heterogeneity, it remains questionable whether they identified a causal link between drinking and GPA.

In sum, early cross-sectional studies of educational attainment and GPA suggest that drinking can have a sizeable negative effect on both outcomes. By contrast, more recent studies of educational attainment that use improved estimation methods to address the endogeneity of alcohol use have found that drinking has negligible effects. The present paper is the first study of GPA that controls for individual heterogeneity in a fixed-effects framework, and our findings are consistent with the more recent studies of attainment that find small or negligible effects of alcohol consumption.

2.5 Possible solutions that television media can help improve the drug consumption

Mass media campaigns can be implemented and disseminated using several different forms of media, including television commercials, radio broadcasts, newspaper or magazine advertisements, billboard posters, brochures or posters on buses and subways, as well as Internet-based campaigns. Exposure to a campaign is generally passive, meaning people happen to see the message during routine viewing of media, such as television or magazines. Media campaigns may be part of a larger information or social marketing program, or they may be standalone interventions. The duration of campaigns can vary. They may be of short duration or extend over long periods (Wakefield, Loken, and Hornik 2010).

Ferri and colleagues (2013) categorized media campaigns into two types: information campaigns and social marketing campaigns. Information campaigns focus on providing information about the dangers and risks of illicit substances, or about treatment and counselling services that may be available for drug users. The main objectives in information campaigns are warning, empowerment, and support. Social marketing campaigns attempt to clarify misconceptions young people may have about the extent and acceptance of drug use among their peers. The main objectives of social marketing campaigns are to correct erroneous normative beliefs, to set or clarify social and legal norms, and to establish positive role models.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter provided an account of how the study was designed and conducted. It encompassed the research design, population, sample and sampling techniques, the research instruments used data collection procedures and the method of data analysis.

3.1 Research design

The research was a descriptive design and involved quantitative and qualitative methods which was administered using questionnaires. The design is preferred because it will be easy for the researcher to draw conclusion and the researcher easily based on the views of respondents to reach at conclusions and make recommendations. The purpose of this study was to explore the influence of television and drug consumption in Kiambu, central province.

3.2 Research Population

The target population included a total of 80 respondents, from different families located in Kiambu, central province Kenya.

3.3 Sample size

Category	Frequency	Percentage
Family members	35	31.25
Journalists	10	12.5
NGO Representatives	5	6.25
Government officials	5	6.25
Victims	20	25
Community leaders	5	6.25
Health workers	10	12.5
Total	80	100

Table 1: Showing sample size

3.4 Sampling procedures

The sample was drawn from Family members, Journalists, NGO Representatives, Government officials, Victims, Community, and leaders Health workers.

3.5 Data collection instruments.

The research instruments/tools that will be utilized in this study include the following:

A face sheet. This will be used in collecting data concerning the demographic characteristics of the respondents that is, the gender, marital status, education levels, type of department and number of years in business.

Questionnaire. This will be divided into three sections. The questionnaire was to help get answers on the influence of television and drug consumption on secondary school students:

Interview guide. An interview guide was used to collect data directly from the respondents whereby the researcher asked the respondents different questions and record the respondent's answers.

3.5.1 Sources of data

The study will use both primary and secondary data. Primary data will be got from the respondents through interview and questionnaire and secondary sources from literature reviewed from books, journals, articles and internet were used.

3.6 Validity and reliability of research instruments

3.6.1 Validity

The content validity was ensured by submitting the research designed questionnaire to an expert in my field to judge whether the instrument is valid or not.

3.6.2 Reliability

The test-retest technique was used to determine the reliability of the researcher devised instruments where by the researcher was administered the instrument to 5 qualified respondents from the public and after a period of two weeks, the researcher will administer it to the same respondents. Results of the two tests were then be compared and if they differ a lot, then the instrument is not reliable but if the trait being measured is stable, the results was consistent and essentially the same in both times.

3.7 Data collection procedures

3.7.1 Before the administration of the questionnaires

1. Before administration of the questionnaires, the researcher was reproduce more than enough questionnaires for distribution.
2. Before going to the field the researcher was obtain an introduction letter from the College of Humanities and Social sciences, Kiambu, central province international university, draft a research requesting letter of permission to be presented to Kiambu County Officials for requesting the approval to conduct the study.
3. Then the researcher explained to the respondents the concerns of the study and then will request them to sign the Informed Consent Form.
4. The researcher then selected a research assistant who will assist in the data collection; brief and orient the respondents in order to be consistent in administering the questionnaires.

3.7.2 During the administration of the questionnaires

1. The researcher will request the respondents to answer correctly the questions provided and not to leave any part of the questionnaires unanswered. The researcher will also ensure that all the respondents have got the questionnaires and are answering the questions there-in.
2. The researcher and the assistant will emphasize retrieval of the questionnaires within five days from the date of distribution.

3. The researcher on retrieval of the questionnaires, she will check to ensure that all returned questionnaires have been answered.

3.7.3 After the administration of the questionnaires

The researcher ensured that all the questionnaires have been returned and the data collected was assembled, encoded into the computer and was then analyzed using Microsoft Excel.

3.8 Data processing, analysis and presentation

After collecting data, it was processed, analyzed and presented to come up with the necessary results

3.8.1 Data processing

Data processing involved editing, coding, classification and tabulation. After data collection, the data will be edited using Microsoft Word to eliminate errors. Then it was coded to reduce the data into fewer categories this was done using numbers and other symbols. After, classification of the data will be done; this is the arrangement of the data in groups or classes on the basis of common characteristics. Tabulation means that the data was transferred to tables to make interpretation of data easy.

3.8.2 Data analysis

The data was collated, encoded into the computer and statistically treated using the Excel.

3.8.3 Data presentation

The analyzed data was then presented through tables and pie charts.

3.9 Ethical considerations

The schools and respondents were also be coded instead of using particular names. The researcher acknowledged the authors who were quoted in this study through citations and referencing.

3.10 Limitation to the Study

The study faced the following limitations:

The time to carry out the research was limited, yet the researcher at the same time was working coursework, tests and preparation for final examinations. Therefore, putting the researcher on pressure. In order not to get caught up with time, the researcher spared some time specifically for this study.

The researcher experienced financial constraints, especially for processing data, searching for the data on the internet, buying relevant text, magazines, printing and typing of the research work.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.0 Introduction

4.1 Demographic characteristics of respondents

This section discusses respondents' educational level, employment, living arrangements and other characteristics relating to demography.

4.1.1 Description of students involved in the study

The students selected for the investigation were students of drug addict parents or guardians. These students were either living in intact homes (both parents living together) or were living with a single parent (where one parent was absent but students still had frequent contact with the absentee parent) or in a family where one of the parents was not a biological parent.

Table 2: Students' Age, Sex and Stage in School

Age	Frequency	Percentage%
12 – 14	27	33.5
15 – 17	36	44.4
18 - 21	17	22.1
Total	80	100
Sex		
Male	49	61
Female	31	39
Total	80	100

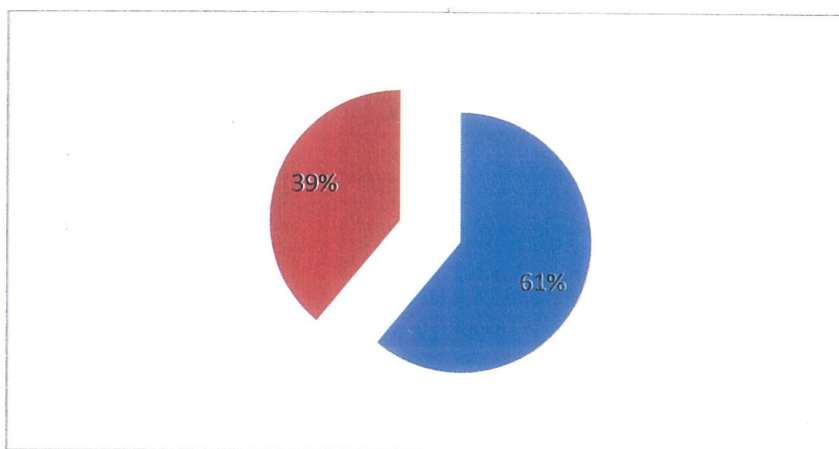


Figure 1: Showing Sex of respondents

Table 1 and pie chart above show the number of students (student) in the sample used for the study. They comprised eighteen students selected from the various schools through the snowball method. Of the eighteen students, seven representing 39% were females and eleven (61%) were males. The average age of students who participated in this investigation fell between 15 and 17 years. The respondents' level of education was spread from the sixth primary class through to junior high school. Three respondents (17%) were from primary Six and J.H.S Two respectively, while five representing 27% were in J.H.S One, and seven representing 39% were in J.H.S form Three. These statistics imply that the majority of those whose parents are drug addict are at the prime of their education and preparing to write their examinations in the ensuing year. Table 2, 3 and 4 shows other characteristics of the students studied, namely the family environment in which they are situated, the occupation of parents and their drinking habits, the general home atmosphere, and child custody arrangement.

Table 3: Drinking habits of parents

Alcohol abusing Parent	Frequency	Percentage %
Father only	40	50
Mother only	14	17
Both	26	33
Total	80	100

This table shows the pattern of the respondents parents who were engaged in the abuse of alcohol. In all, students provided information on parents with whom they lived. Out of the eighteen respondents, nine (50%) had only their fathers abusing alcohol in the home, three (17%) of respondents' mothers were engulfed in the phenomenon. Six respondents' (33%) had both parents abusing alcohol in the home.

4.2 The analysis on if drug addict parents cater for the educational needs of the students and influence their academic activities

Education and Academic performance form the building blocks on which the future of an individual is shaped. In this technologically advanced era an individual whose education is deficient would somewhat be left behind the door of work and other opportunities. For that matter, parents need to provide and support the education of every child of school going age devoid of alterable interruptions. This when achieved will enhance the social network which revolves round every individual promoting self confidence and self actualization

Views of students

This section analyses and presents responses from the students on how their parents cater for their education with respect to developing social relationship within the family system, the neighbourhood environment and in school. Table 14 shows respondents experiences on their parents ensuring progressive education and social development.

Table 4: Students' views on provision of school needs

	Yes	%	No	%	Total	%
Parent meeting needs for school	5	27.8	13	72.2	80	100
Having school needs	2	11.1	16	88.9	80	100
Been in trouble for failure to provide						
items requested at school	18	100	0	0	80	100
Teasing about parents by mates	16	88.9	2	11.1	80	100
Arguing with parent	18	100	0	0	80	100
Existing home conditions	0	0	18	100	80	100
Parental care and affection	*3	16.65	15	83.35	80	100
Yearning for biological parent	80	100	0	0	80	100

* Student unsure of parental care and affection

Table 14 shows that 5 (27.8%) of the respondents affirmed that their parents provided for or met their basic school needs. However 13(72.2%) responded in the negative that their parents could not supply their basic needs for school such as the required number of books, school bag, shoes or sandals, and writing materials. During interaction with some of the respondent's after school, it was found that some were using black polythene bags as school bags, others were bare footed (had no shoes or sandals) whilst others wore bathroom slippers to school.

It was also found that, apart from the parents being absent, respondents with older siblings did not have good relationships with them. This was attributed to the latter assuming control (as superiors) or becoming parents to the young ones, and thus trying to be moralistic. This behaviour pattern agrees with Malberbe's (1993), who states that siblings in drug addict families have superficial, competitive and distant relationships. This relationship creates the

inability of students from such families to maintain interpersonal relationships, and they develop difficulties in later adulthood relationships.

On the issue of social growth support by the drug addict parent, it was evident that little attempt was made to enhance Students' relationships with mates, siblings and neighbours. All 18 respondents intimated that parents enforced rigid and stiff rules and principles to govern their homes. Two respondents indicated that their fathers had actually, after a heavy bout of alcohol, denounced them as being their students.

It could therefore be said that parental relationships with students was not the best. This in the final analysis translates into behaviour problems which students exhibit at school. Responses from teachers and some parents tended to suggest that the students did not have the care and good supervision at home by the almost always absent drug addict parent/guardians, making students go through emotional stress.

4.2.1 Effects of drug consumption on the academic performance of secondary school students

Statement	N (%)	F (%)	F (%)	F (%)	F (%)	F (%)
Watching TV makes students get involved in drug taking	(100)	(38)	(14)	(4)	(23)	(21)
Advertisements through radio influence students in drug taking	(100)	(50)	(33)	(2)	(8)	(6)
Some movies influence students in drug taking	(100)	(42)	(35)	(2)	(13)	(8)

In regard to whether watching TV makes students get involved in drug taking, 52% of the respondents agreed compared with 44% who disagreed implying that students got information about taking drugs when they were watching television. By watching the TV the students ended up abusing drugs because of the influence from the mass media. Regarding whether advertisements through radio influenced students in drug taking, 83% of the respondents agreed compared to 14% who disagreed. This means that students were influenced by radio advertisements and were likely to take the message negatively especially

beneficial to the students and individuals growing up from these families. This is to say students were not being given the necessary training into becoming responsible.

Most parents had low level education and were in the lower income earning bracket. Almost all the drug addict parents were either ignorant about the effects of their actions or simply refused to accept the plain truth about the outcome of their activities.

Most students whose parents abused alcohol had emotional, social and behaviour problems. Students from homes of drug addict parents were either inward looking or were aggressive and trouble fomenters.

The schools did not have any kind of support program for the students to ease their psychological plight. In the schools in which the research was carried out teachers did not help the integration and socialization of these students. The teachers being aware of Students' problems sometimes treated students with some contempt.

It was obviously doubtful to trust that Parents fulfilled their obligations of providing the needs of their students as they had indicated. The study found the parents responses contradicting the claims and experiences expressed by both teachers and students.

Homes or families with drug addict parents have similar patterns of family life such as emotional, social orientation and relationship problems.

Physical abuse existed in homes where there was an drug addict parent/guardian. Parents were emotionally detached from their students and thus the form of emotional and social bonding which should exist between parent and students to help develop interpersonal relationships was absent.

Students lacked a sense of belonging which could create identity problems and confusion.

Students who were in homes where one parent or guardian was an drug addict tended to be bonded to the non drug addict parent.

Teachers recounted that although these were challenges and barriers to the performances of such students, some teachers held the view that some students of drug addict parents were

not doing enough for themselves because they were potentially good students who could greatly improve should they open up.

There existed in these families some physical violence which was either spousal abuse or child abuse. Physical violence had resulted in temporary separation of some married couples.

5.3 Conclusions

As drug abuse is rife in Central Kenya such that it has occasioned a parliamentary debate, there is a need for local research, taking into account the cultural, economic and social diversity of the population and the readily availability and accessibility to the substances of abuse.

Conclusions drawn from this investigation offers insight into Students' attitude and perceptions towards alcohol abusing parents and the challenges of developing an identity for themselves. The situation is made clearer that students suffer abuse without help both in the home and at school. Regardless of the other things in the family, spousal and child abuse occurs in families with an alcohol abusing partner.

It was evident that drug abuse renders families helpless and dysfunctional as students are neglected. Communication within the family is limited and broken down because of such parenting behavior. Students with alcohol abusing parents did not have any attachment or bonding with such parents. This lack of emotional bonding leads to students developing very poor interpersonal and relationship skills.

In conclusion, evidence exists which supports that the alcohol phenomena can affect academic and social orientation of students. The voices of students in such situation should be heard and legitimated in school support education. For the principal subjects of this study (students respondents), alcohol abusing parents and guardians were big challenges to them in terms of their developing a better social, academic and other life styles.

The results of the study suggest that an intensive programme be developed to help and support the spouses and students of alcohol abusing partners and parents.

5.4 Recommendations

Recommendations based on the findings from the study are:

The government as a matter of urgency should facilitate the passing of the National Alcohol Policy Bill into law to help regulate the production and distribution of alcohol within the country.

The Government should make it an urgent policy to train and employ in the schools more counsellors and social workers.

The Kenya Education Service should be resourced to run refresher programmes for classroom teachers to enable them give appropriate care to students of drug addict parents.

The Central Kenya Education Service must make it a policy and post Guidance and Counselling personnel to all Basic schools in the country. Guidance and Counselling teachers if posted should be fulltime and not made to teach other subjects.

Educational programmes aimed at improving family communication skills and relationships should be organized by the Central Kenya education service. Alcohol-education in families with drug addicts should be provided by social workers and counsellors.

Social and education workers should be trained in the field of substance abuse and rehabilitation to specifically offer help to families with drug addict problems.

Education and social work practice should include intervention programmes to help students and their parents acquire life, social and communication skills.

Again students of drug addicts can come together to form an association aimed at furthering their own good. The school as a unit also has to develop a model of assessing and helping students from drug addict parenting backgrounds.

5.5 Suggestions for further research

Findings from this study present a rationale for further research into the alcohol menace in Central Kenya. Future research could investigate child drug abuse. Investigation into teacher drug abuse and professional development is another area future research can examine.

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APPENDICES

Appendix A: Questionnaire

Dear Respondent

The following are designed with an aim of establishing a baseline set of responses to help the researcher to “*the influence of television and drug consumption on secondary school students: a case study of Kiambu, central province Kenya*”. The researcher is a student of Kampala International University and promises confidentiality to all information collected and all views be upheld and applied to the respondents, please feel free to participate. Questionnaires asking specific questions will be used to collect data. This are attached after the few following pages.

INSTRUCTIONS

1. Kindly answer all questions
2. Your response will be treated as confidential reports and used for the purpose of research only
3. Tick and give explanation where necessary please

SECTION A

BIO-DATA

1. Gender Male ☐ Female ☐

2. Age range

(25-30)	<input type="checkbox"/>
(45– 50)	<input type="checkbox"/>
(50 – 55)	<input type="checkbox"/>
(60 – 65)	<input type="checkbox"/>
(70+)	<input type="checkbox"/>

3. What is the highest educational level have you attained?

(a) Certificate ☐

(b). Diploma ☐

(c) A- level ☐

(d) University level ☐

4. How long have you worked in the organization

1month – 1 year ☐

2 – 3 years ☐

4 – 5 years ☐

6 years and above ☐

5. Position held

SECTION B:

6. What will you say is worrying you most about your education?

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

7. In which way does the drinking problem of your parent worry/bother you?

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

8. Are there any things you do that in your opinion your parent/guardian should have done? What are they?

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

9. Are you abused at home after your parents drinking e.g. insulted, beaten, forced to do something.

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

10. How will you say that this problem of your parents has affected you? Would you have performed better if your parent was not alcoholic?

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

11. How do you feel when your parent is not at home?

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

12. What experiences can you share as a child living with such a parent?

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

Appendix B:

INTERVIEW GUIDE FOR TEACHERS

1. Does the media influence drug consumption in central Kenya?
2. What are the forms of drug being consumed in this area?
3. How can the media improve well being of the society?
4. What academic problems have students with drug consuming parents got?
5. Would you attribute it to school or home factors?
6. In your view do these students have any behaviour traits in common e.g absent mindedness, truancy, etc?
7. What experiences can you share as a result of your having contact with these students?
8. In your opinion has drug consumption by these students parents any effect positive or negative on these students?

