

**DRUG ABUSE AND STUDENTS DISCIPLINE OF WAJIR GIRLS  
SECONDARY SCHOOL IN WAJIR CENTRAL, KENYA**

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## **DECLARATION**

I declare that the material in this book has not been presented elsewhere for any academic qualification and for any inconsistency am responsible.

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.....

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## APPROVAL

This research report is submitted for examination with my approval as a University Supervisor.

Signed

A handwritten signature in blue ink, appearing to read 'Edabu Paul', is written over a horizontal dotted line.

SUPERVISOR  
**MR.EDABU PAUL**

## **DEDICATION**

This book is dedicated to all the members of my family.

## **ACKNOWLEDGMENT**

First of all I would like to thank my supervisor; Mr. Edabu Paul and my family for their inspiration as I carried out this research work.

My sincere gratitude to the students and teachers of Wajir girls' school thank you very much for your cooperation.

To my friends thank you very much for being supportive and offering help whenever I needed one. May God bless you.

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## **ABBREVIATIONS**

G.O.K- government of Kenya

M.O.E.C- Ministry of Education and Culture.

## **LIST OF TABLES**

**Table 1:** profile of the respondents

**Table 2:** Have you ever tried abusing drug

**Table 3:** How did you behave after taking drugs?

**Table 4:** Knowledge of any one abusing drugs.

**Table 5:** How did you help those involved in drugs?

**Table 6:** How does the school authority treat those who abuse drugs

**Table 7:** Have ever been forced by anyone to take drugs

**Table 8:** How did you handle the situation when you were offered drugs?

**Table 9:** How do students who abuse drugs perform in class.

**Table 10:** Do you know why students abuse drugs?

**Table 11:** Types of drugs abused by students

**Table 12:** Drugs lead to poor performance in class

**Table 13:** Drugs lead to expulsion from school

**Table 14:** Students drop out of school because of drugs

**Table 15:** Because of drugs students behave badly in school

**Table 16:** Drugs lead to death

**Table 17:** Drugs lead to poor relationship between friends, teachers and parents

## **ABSTRACT**

The purpose of this study was to investigate drug abuse and discipline of girls of Wajir girls' school in wajir central in Wajir district, Kenya.

The specific objectives of the study were to determine the relationship between drug abuse and the discipline of girls, identify the common drugs abused by girls 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**

### **INTRODUCTION**

#### **1.1. BACKGROUND OF THE STUDY**

Drugs are chemical compounds that modify the way the body and mind work. Most people think that these biological activities should help or heal sick people or animals. (Goldstein; 1994)

There is, however, no known drug that is not harmful or even poisonous at high doses, and much of the scientific work on drugs has attempted to widen the gap between effective and toxic doses. (White; 1991)

The history of drugs is shrouded in the beginnings of the human race. Alcohol was made, drunk, and used to excess as far back as memory and records go. Tobacco (Nicotiana), hemp (Cannabis sativa), opium poppy (Papaver somniferum), and other plants containing drugs have been chewed and smoked almost as long as alcohol, and coffee has been served in the Middle East throughout that area's history. (Mancall; 1995)

Tobacco was carried from Virginia to England by Sir Walter Raleigh, whose pipe smoking prompted Elizabeth I to remark, "I don't like this herb." Of course, the queen did not know anything about tar and nicotine, but she became one of the first people to initiate the acrimonious debate about tobacco constituents that we face today. Likewise, the effects of cannabis have given it a bad name. (Stanley; 2000)

Coffee was introduced by the Ottomans to the Western world when the Turks made a foray into central Europe in the 16th century. Its active alkaloid, caffeine, is often on the forbidden list for patients suffering from rapid heart beat or angina. (Robert; 2002)

Before colonization drugs and alcohol were part of the cultural practices of the Kenyan community. Most African cultures had strict values and structures around alcohol and drug use. Tobacco and alcohol were mostly for elders while restrictions were placed on youth. Drug abuse simply did not exist because strong social cohesion gave people the security they needed to be strong within them. (Catherine mgendi; 1997)

Today drugs are a plague on Kenyan society rivaling AIDS. As in any Community around the world, drug abuse and poverty seem to go hand in hand. (Catherine Mgendi; 1997)

Although Kenya has established an anti-narcotics police unit and hosts one of the three offices in Africa of the UN International Drug Control Program, drug syndicates not only use sophisticated methods but also have effectively pocketed some law enforcement agents, despite the government's determination to combat the problem. In a well-documented 1997 court proceeding, one District Officer and four policemen were sentenced to long jail terms for complicity in bringing drugs into the country.(UN;2000)

The suppliers, recognizing the needs of those who abuse their wares and in order to lure more, decided to move closer. Thus, one can now have access to chang'aa right in the middle of the city. The suppliers of smokable drugs and inhalants have also 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. (Catherine Mgendi; 1997)

Even though evidence shows that a number of non-students engage in substance abuse, the majority of students who abuse drugs are in secondary schools and universities. Most come mainly from middle class families and entertain the falsehood that substance use enables a student to study for long hours. (Myra and David; 2000)

But it is increasingly becoming common knowledge that substance abuse among the youth is turning out to be a major problem because they begin to consume substances in early adolescence; abuse a wide range of legal and illegal substances and mainly use alcohol, miraa and tobacco among legal substances and bhang, cocaine and heroin among the illegal ones.( Ronald;1992)

The problem of abuse is associated with the introduction of foreign ways of life that have been undermining cultures of the indigenous society which restricted the use of some substances such as alcohol to senior age groups and to special occasions. But times have changed and alcohol consumption is not restricted to senior age groups or special occasions. It is readily available to adults and to youth between 10 and 24 years, though the law prohibits its sale to and use by those under the legal age of consent.(John; 1999)

The sad part is that girls are also actively involved in drugs A National Survey of Drug Use and Health in 2004 showed that girls began smoking marijuana earlier than boys. Besides increased substance abuse, studies also show that more teen girls are abusing tobacco and alcohol. ( According to the Department of Health and Human Services,

“girls ages 12 to 17 now match boys in illegal drug and alcohol use and have actually surpassed boys in smoking cigarettes and misusing prescription drugs.” this has had a negative impact regarding discipline which has destroyed their future and hence need for the study.

## **1.2 STATEMENT OF THE PROBLEM.**

The use of illegal drugs is increasing, especially among young teens. The average age of first marijuana use is 14, and alcohol use can start before age 12. Findings of a study undertaken by the Child Welfare Association, released, revealed that one in every 15 Kenyan students is on drugs. This group primarily abuses bhang and hashish. Other studies indicate that 60 per cent of drug abusers are below 30 years of age. Drug use is associated with a variety of negative consequences, including increased risk of serious drug use later in life, school failure, and poor judgment which may put teens at risk for accidents, violence, unplanned and unsafe sex, and suicide.

## **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**

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

### **Specific objectives.**

Specifically this study sought to;

1. Determine the profile of the respondents in regards to:

- 1.1 Age



- 1.2 Gender
- 1.3 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:
  - 4.1 schooling
  - 4.2 family
  - 4.3 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 was carried out in Wajir girls secondary school in Wajir central division, Wajir district Kenya. Wajir district is located in the Northern Eastern Province of Kenya. The study investigated the effects of drug abuse on discipline of girls. It was conducted between August 2007 and December 2007.

## **1.7 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.

## **1.8 DEFINITION OF TERMS**

**Discipline:** According to the study it means the way students are expected to behave in society and in school.

**Drugs:** These are chemical compounds that modify the way the body and mind work.

**Drug abuse:** According to the study it means the misusing of drugs like alcohol in secondary schools.

## **1.9 Theoretical framework**

The study is based on the availability-proneness of drugs by Reginald G. Smart (1970) Most simply stated, the availability-proneness theory of drug abuse involves the proposition that drug abuse occurs when a prone individual is exposed to a high level of availability. It is argued that the availability of or ease of access to all drugs varies enormously, as does proneness to use of these drugs for social or psychological reasons.

Tendencies to use drugs should vary directly with both availability and proneness, and the two should sum to create an "addiction tendency.

" This suggests that both availability and proneness need not be high for all drug abusers. Where availability is excessively high, the level of proneness required among users could be lower than in situations of low availability. Where an individual's psychological or social proneness is very high, he or she may become a drug abuser in situations in which availability is low.

Treatment of drug abusers should be successful only where large reductions are made in availability or proneness. Where relapses occur after treatment they should be in situations in which a return to earlier levels of availability or proneness is made. Continuation of drug use should occur whenever availability and proneness remain constant and acceptable to the drug user or abuser.

The theory has some similarities to the vulnerability-acceptance theory of alcoholism adopted by Jellinek (1960) years ago but many differences as well.

There are many situations where availability of drugs is very great, e.g., in ghettos where heroin and other illicit drugs are routinely for sale. Opiates are also available to many rural farmers living in areas

where opium-bearing plants grow, the best examples being farmers in Southeast Asia, Turkey, and parts of Mexico.

The concept of availability has several different meanings or facets.

Availability refers to the set of physical, social, and economic circumstances surrounding the ease or difficulty of obtaining drugs, especially with respect to their costs and the amount of physical effort required to obtain them. When costs are high or the effort required is great, the tendency to use drugs will be low but can be overcome by a high level of proneness in the user. Availability may also refer to social aspects because drugs are more available in some social groups than in others. In some school, neighborhood, or other social situations, drugs are used by many if not all of the members. The availability of any drug, then, for a person new to this kind of environment is far greater than it would be in a non-drug-using group or in a school which does not countenance drug users.

Availability is also greater in some family situations than in others. It has been frequently noted that heroin addicts usually associate with other addicts, partly in order to keep their supply of drugs. Observations made in ghetto situations show that heroin is highly available and that many young men sample heroin, although few actually become addicts. Those who do tend to drop their nonusing friends. It is known (Smart and Fejer 1972; Kandel 1974) that drugs are frequently used by more than one member of a family. Studies of male drug addicts show that their spouses tend to use heroin even when they did not at the time of marriage.

Availability may be "perceived" as well as "actual." Actual availability takes into account the cost of drugs, number of sellers nearby, and the number of places to buy drugs. Perceived availability involves

subjective estimates of that availability by users or nonusers. In practice, actual availability is unknown, and we must depend upon subjective estimates. Research supporting the idea that perceived availability was important in predicting drug use came from a study of high school students by Smart (1977). A multivariate analysis found that perceived availability was a significant predictor for four of six drugs--cannabis, heroin, alcohol, and tobacco, but not LSD or non prescribed tranquilizers.

Further support for the crucial importance of availability in drug use comes from studies of professional and medical addicts. It is known that doctors, nurses, and pharmacists, who come into regular contact with drugs in work situations, have rates of opiate and other addictions many times greater than other professionals. They tend also to have better recovery rates than street addicts.

The theory is related to the study because most students abuse drugs because they get them so easily. In Kenya drugs are easily accessed and therefore this explains the increase of drug abuse among students.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter the literature related to the study. It focuses on discipline and drug abuse, types of dugs and the effects of drugs.

#### **2.1 DISCIPLINE AND DRUG ABUSE**

Discipline is a controversial term. School discipline has a diversity of connotation as different people perceive it to mean different things.

Kasozi (1999) says discipline refers to the situation of remaining inside the legal bonds of law and regulations. Discipline in schools he asserts refers to obeying the school rules and regulations as laid down by the school administration.

Gumusiriza (1990) observes that the importance of maintaining discipline is focused on rehabilitation of the youth. He based his postulation on the argument that if we accept that the youths today are parents and teachers of tomorrow, then the latter will not mold their children into useful citizens, if today they are not themselves disciplined.

In addition to these school discipline issues, classrooms are frequently plagued by other, more minor kinds of misbehavior which disrupt the flow of classroom activities and interfere with learning. Approximately one-half of all classroom time is taken up with activities other than instruction, and discipline problems are responsible for a significant portion of this lost instructional time (Cotton; 1990).

Nature has tried very hard to protect the brain, and messing around with drugs can change the way the brain works naturally. 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. All parts of the brainwork together, to keep us healthy, intelligent and happy (drug enforcement administration, 2006).

Drug use is associated with more unplanned pregnancies, more sexually transmitted disease and more HIV infection than is any single factor. The more teenagers drink, the more they are likely to be involved in violent crime, such as murder, rape or robbery either as victims or as perpetrators. (John; 1999)

Those who abuse a drug suffer physical, mental, or social harm (Weil & Rosen, 1983; White, 1991). Note that, from this point of view, a person can abuse any drug, whether illegal or legal. After all, even a few (legal) drinks of alcohol can cause great harm to a person who then gets behind the wheel of a car (Goode; 1993).

## **2.2 TYPES OF DRUGS**

### **2.2.1 Stimulants**

#### **Caffeine**

Probably the most popular of all drugs in the World is caffeine, which is available in many products; including coffee, tea, soft drinks, and chocolate, as well as "stay alert" pills. At times, at least, almost everybody from long distance truck drivers, students facing an exam and anyone trying to wake up before getting to work depends on caffeine to stay alert. (White; 1991)



## **Nicotine**

Although nicotine is legal in the United States and almost everywhere else in the world, this stimulant is both toxic and highly addictive. The most common way to ingest nicotine is to smoke cigarettes, a practice that became popular among men in the United States during World War 1, when the army issued cigarettes to soldiers, within a generation, the health hazards of cigarette smoking were becoming clear, but there were few efforts by government or other organizations to discourage it until the 1960. (Brownee and Roberts; 1994)

Worldwide, the share of adults who smoke is higher than in the United States about 30 percent and the figure is climbing. In many other countries, a large majority of men smoke, often with little awareness of the harm cigarettes cause to the heart, the lungs, and other bodily organs.

In the United States, cigarette smoking remains, by far, the single greatest preventable cause of death. Each year, about 430,000 people die prematurely due to tobacco, which is a death toll that far exceeds that caused by alcohol and illegal drugs combined. Even so, thousands of young people start smoking every day, and unless they quit, smoking will both harm them and place a massive burden on our health care system. Although some researchers warn that smoking during adolescence can damage lungs permanently, most ex-smokers a decade after quitting have health as good as people who never lit up in the first place (Recer; 1999).

## **Cocaine and Crack**

Cocaine, in a powder form, can be snorted up the nose; if it is dissolved, people can inject it into the body. Cocaine is highly addictive and, officials report, it leads to about 3,500 deaths each year in the United States (U.S Department of Health & Human Services; 1995). Cocaine's popularity peaked in the 1980s, when it was the drug of choice among many young urban professionals ("yuppies"). Even though its popularity waned in the 1990s, the typical cocaine user is still well-to-do, a fact that breaks the stereo type of illegal drug users as "down and out" (U.S Department of Justice, 1997; U.S. Department of Commerce;1998).

Crack is a hardened form of cocaine that people usually smoke in a pipe. Although most people think crack is stronger than cocaine and more likely to provoke violence, current research indicates that the effects of the two drugs are very similar (Inciardi, 1992; Wren, 1996; Gomez; 1997).

## **Amphetamines**

Amphetamines are drugs that were first developed for the medical treatment of personality disorders and obesity. These drugs increase alertness, causing an excited sense of wellbeing while reducing the desire to sleep and eat. Because amphetamines are easy to make, many underground chemists operate highly profitable business selling drugs known on the street as "crank", "speed", "crystal", "go", "meth", or "ice".

After cocaine, amphetamines are the most popular illegal stimulants. Official statistics suggest that about 4.5 million people have tried amphetamines. Many become dependent on them, including patients who begin taking amphetamines under a doctor's supervision. Such users typically experience withdrawal symptoms, such as apathy, depression, irritability, and disorientation (U.S Department of Health & Human Services; 2000). As amphetamine use increases, these drugs carry greater risk of causing agitation, fever, hallucinations, and convulsions.

### **Ritalin**

Technically known as methylphenidate, is a drug doctors prescribe to treat children with attention deficit hyperactivity disorder (ADHD) or attention deficit disorder (ADD). These are disorders in which children become hyperactive or have trouble concentrating and paying attention to a teacher or another adult. In recent years, the use of Ritalin has increased sharply in the United States, with some researchers suggesting that upwards of 10 percent of boys and 5 percent of girls take the drug (Livingston ;1997).

Currently, controversy surrounds the use of Ritalin. On one side of the debate, many parents claim that Ritalin helps children stay calm in school and focus on their work. On the other side of the debate, critics fear that we are relying on drugs to control the behavior of children. Speaking for critics, pediatrician Lawrence Diller (1998) claims that U.S children are being unnecessarily medicated by parents who are overworked or overly concerned with their children's achievements.

drugs help people relax and at higher doses, cause drowsiness and sleep. Examples of sedatives and hypnotics include barbiturates, such as Seconal and pentobarbital, as well as tranquillizers, including Xanax, Valium, and Halcion. (Gomez; 1997)

## **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).

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Design**

This study used a descriptive cross sectional survey. The research drew from both the qualitative and quantitative analysis approaches in order to get a bigger picture both in number and data.

#### **3.2. Environment**

This study was conducted in Wajir girls secondary School, in Wajir in central Kenya.

#### **3.3. Respondents**

This study obtained information from teachers and students of Wajir girls school.

#### **3.4 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.

#### **3.5. 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.

### **3.6. 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.

### **3.7. Statistical treatment of data**

The frequencies and percentages were used to determine the number of sample respondents used in the research process and the number that participated positively in contribution to the research.

Formula;

$$\text{Percentage (\%)} = \frac{F}{\text{Total number of respondents}} \times 100$$

Where F = number of respondents

Observed

Qualitative analysis; Data from questionnaires was standardized hence requiring categorization. Such data was presented in a descriptive form using the formula above which was used to discuss the results of quantitative data.

## CHAPTER FOUR

### 4.0 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 1: Below shows the profile of the respondents**

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

**Source: field data**



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 all were 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**

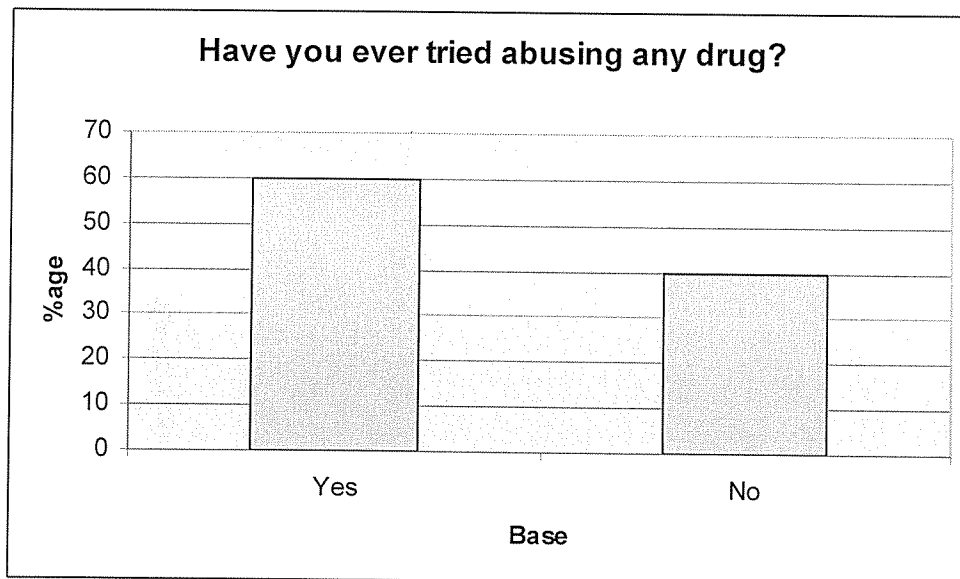
To get an understanding of the study the respondents that is the students were asked whether they had tried taking any drug and this was the response.

**Table 2. Have you ever tried abusing drug?**

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

**Source: field data**

Chart 1



**Source: field data**

According to the table and chart 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 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
<b>Total</b>	50	100

**Source: field data**

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.

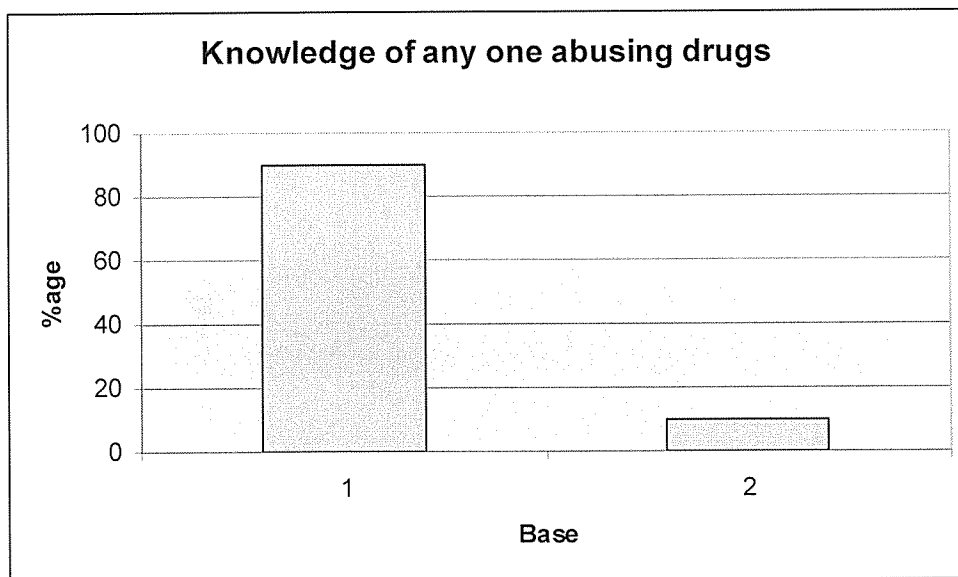
The respondents were asked were they knew of any one involved in abusing drugs and this was the response.

**Table. 4. Knowledge of any one abusing drugs.**

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

**Source: field data**

Chart 2



**Source: field data**

According to the table and chart 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 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**

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. 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**

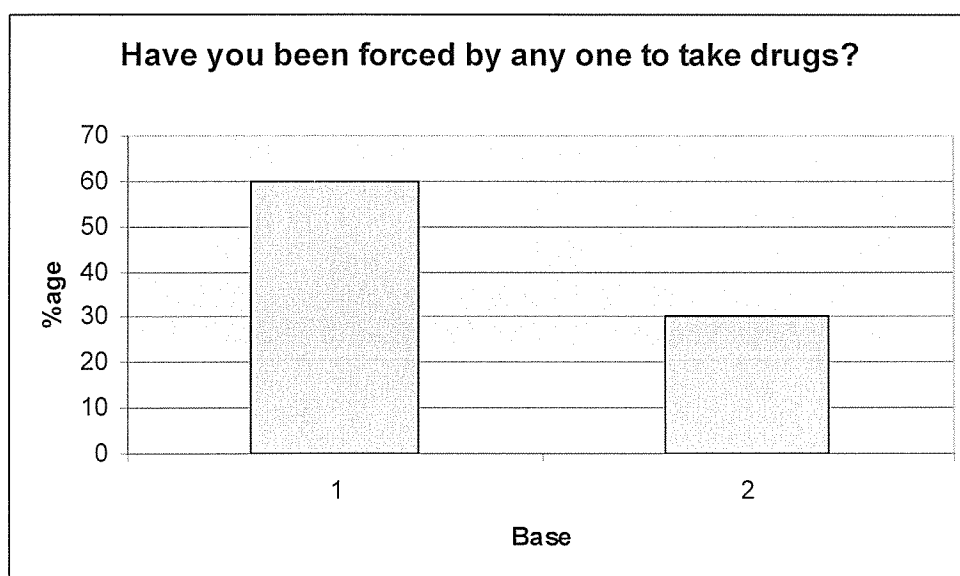
According to the table most of the respondents that is 30(60%) say that those who are caught abusing drugs are expelled and 15(30%) say that they are counseled while 5(10%) say that the students are ignored. However teachers revealed that most students who are caught are warned and counseled and if they 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. 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**

Chart 3



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 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**

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 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**

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 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**





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. 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**

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. 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**

The table above 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.

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 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**

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 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**

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 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**

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 wajir girls secondary school in wajir central in Kenya. This chapter focuses on the discussions of the findings, conclusions and recommendations. Finally the chapter ends with suggestions for further research.

#### **5.1Discussions**

The first research objective sought to determine the relationship between drug abuse and discipline of girls. 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 Mgendei (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 wajir girls secondary school in wajir central in Kenya. The following conclusion can be drawn from the study.

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.

### **5.3 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.

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## APPENDIX I: TRANSMITAL LETTER



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P.O. Box 20000, Kampala  
Tel: +256-41-266813 / +256-41-266814  
Fax: +256-41-501974  
E-mail: admin@kiu.ac.ug  
Website: www.kiu.ac.ug

OFFICE OF THE DIRECTOR  
INSTITUTE OF OPEN AND DISTANCE LEARNING (IODL)

DATE: . . . . .

TO WHOM IT MAY CONCERN:

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR MS/MRS/MR . . . . .

The above named is our student in Institute of Open and Distance Learning (IODL), pursuing a Diploma/Bachelors degree in Education.

He/She wishes to carry out a research in your Organization on:


. . . . .  
. . . . .

Case Study: . . . . .

The research is a requirement for the award of a Diploma/Bachelors degree in Education.

Any assistance accorded to her regarding research will be highly appreciated.

Yours faithfully,

  
MR. MUHWEZI, JOSEPH  
HEAD, IN-SERVICE

## APPENDIX II: 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 Wajir girl's secondary school in Wajir central, Kenya" 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.**

<b>Effect</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Strongly disagree</b>	<b>Disagree</b>
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 III: 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 IV: TIME SCHEDULE

Date	Activity
1 <sup>ST</sup> SEPT, 2007	Looking for funds to buy all the necessary items for the study.
15 <sup>TH</sup> SEPT, 2007	Carrying out the research
10 <sup>TH</sup> OCT-10 <sup>TH</sup> DEC 2007	Compiling of findings while checking with my supervisor for corrections.
15 <sup>TH</sup> DEC, 2007	Submit in my dissertation to my supervisor for approval.

## APPENDIX V: BUDGET

Items	Cost (Ug shs)	Costs (K shs)
Stationary		
Pens and pencils	5,000/=	208/=
Ream of paper	10,000/=	416/=
Transport costs	35,000/=	1458/=
Miscellaneous expenses	100,000/=	4166/=
Typing and printing charges	150,000/=	6250/=
<b>Total</b>	<b>300,000/=</b>	<b>12500/=</b>

## **APPENDIX VI: CURRICULUM VITAE**

### **PERSONAL BACKGROUND**

Name : ISMAIL SALAT HUSSEIN  
Reg. No. : BED / 10305 / 52 /DF  
Age : 28 YEARS  
Gender : MALE  
Civil Status : TEACHER  
Address : P.O.BOX 172, WAJIR  
Date of Birth : 21<sup>ST</sup> DECEMBER, 1978  
Contact Number : + 254725773237



### **EDUCATIONAL BACKGROUND**

College : KAGUMO TEACHERS COLLEGE  
1999-2001-DIPLOMA IN EDUCATION  
(SCIENCE)  
Secondary : WAJIR HIGH SCHOOL  
1994-1997-O'LEVEL  
Elementary : CATHOLIC PRIMARY SCHOOL  
1986-1993

### **RESEARCH EXPERIENCE**

Course : DIPLOMA IN EDUCATION (SCIENCE)

"RESEARCH TITLE": EFFECTS OF PLASTICS ON THE ENVIRONMENT,  
WAJIR

**APPENDIX VII: MAP OF THE RESEARCH AREA**