

**STRATEGIES USED BY SECONDARY SCHOOL PRINCIPALS TO CURB
THE EFFECT OF DRUG ABUSE ON ACADEMIC PERFORMANCE IN
NARO MORU DIVISION, NYERI COUNTY, KENYA.**

MARGARET MARY NJAGI

THE CATHOLIC UNIVERSITY OF EASTERN AFRICA.

MARCH, 2014

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**A Thesis Submitted to Faculty of Education in Fulfillment of Requirements for the
Award of Degree of Masters of Education in Educational Administration and Planning.**

THE CATHOLIC UNIVERSITY OF EASTERN AFRICA.

MARCH, 2014

DECLARATION

I, the undersigned, declare that this thesis is my original work achieved through research and personal reflection. To the best of my knowledge it has never been presented to any other college or University for academic credit. Information from other sources have been duly acknowledged

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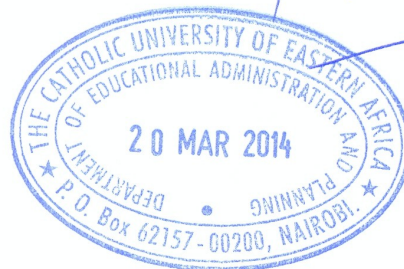
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DEDICATION

This work is dedicated to all the Franciscan Elizabethan Sisters (FES) who are, Administrators, Educators and their aspiration in education through hard work and prayer, and also to my late dad Raphael Muriuki Njagi

ABSTRACT

The purpose of this study was to find out the strategies used by secondary school principals to curb the effect of drug abuse among students in Naromoru division, in Nyeri County. Out of 24 schools, 8 schools were stratified sampled. This represented 33.33% of the schools in the division. The following research questions were formulated to guide the study: what are the main causes of drug abuse among students in Naromoru, what are the sources of commonly abused drug by students, what are the strategies used by principals to curb the effects of drug abuse in academic performance, what are the drug related discipline problems and academic performance, and how can the strategies for curbing drug abuse be improved. The study employed mixed method design to find out the strategies used by principals in curbing the effect of drug abuse on academic performance. The target population comprised of all 24 secondary schools, 24 principals, 24 deputy principals and 24 guidance and counseling teachers and 3,378 students. The sample for the study included 8 selected schools, 8 Principals, 8 Deputy Principals, 8 Guidance and Counseling teachers, and 160 students. The total number of participants in the research was 184. Both qualitative and quantitative approaches were used in data analysis, thus a mixed model research design approach to data analysis. The researcher used questionnaires, interview guide and document analysis to collect the relevant information. The instrument for data collection was validated by peers in education and experts in educational administration and planning. Test -retest method was used to establish the reliability of the questionnaire with the help of Statistical Package for Social Sciences (SPSS) programme version 20. The analysis was done using frequencies, percentages, tables and bar graphs. The findings revealed that commonly used strategies for curbing drug abuse included; expulsion, suspension, drug education and heavy punishment. The researcher found that the strategies used were not diversified to effectively improve academic performance although some participants acknowledged that they were meant to improve the performance. The findings revealed that students take drug for curiosity, since some of the teachers and parents also took drugs. The research found that school administration did not care much about the issue of drug abuse in the schools, to the point that majority did not have drug abuse policy hence little was done. Based on the findings, the researcher recommended all schools to come up with a drug policy, to create awareness of the effect of drug abuse in the schools and to cooperate with all educational stakeholders so as to improve academic performance. Students who are identified as drug abusers should not be expelled from schools but should be accepted in the community and be helped through guidance and counseling. Although the Ministry of Education has integrated drug abuse in some subject, it should consider developing a curriculum on effects of drug abuse. This will ensure that all students are informed about dangers of drug abuse in order to make informed choices. The study suggests that further studies should be carried out on involvement of parents in curbing drug abuse and students perception on strategies used by principals.

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God Bless!

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ABBREVIATION AND ACRONYMS

ADDOK	Anti Dangerous Drug Organization of Kenya
DEO	District Education Officer
DORM	Dormitory
EADIS	Eastern Africa Drug Information System
G&C	Guidance and Counseling
GAP	Global Assessment Program
KADO	Kenya Anti Drug Organization
MOE	Ministry of Education
NACADA	National Agency for Campaign Against Drug Abuse
NCAA	National Collegiate Athletic Association.
NIDA	National Institute of Drug Abuse
PTA	Parent Teachers Association
SLT	Social Learning Theory
SPSS	Statistical Package for Social Sciences
TTT	Technical Training Teachers
UN	United Nations
UNDCP	United Nations Drug Control Program
UNODC	United Nations Office on Drugs and Crime
WHO	World Health Organization

CHAPTER ONE

INTRODUCTION

1.1 Background to the Problem

The history of the human race has been the history of drug use (Maithya, 2009). Drugs, properly administered, have been a medical blessing. For example, herbs, roots, bark, leaves from diverse plants have been used to relieve pain and help control diseases. However, over the past few decades, the use of illegal drugs has spread at a high rate and has reached every part of the world. According to a United Nations Office on Drugs and Crime (UNODC) report (2006) some 200 million people, or 5% of the total world's population aged 15 - 64 have used drugs at least once in the last 12 months an implied 15 million people more than the 2007 estimate. The abuse of drugs has become a national hazard because when the education of a nation is negatively affected due to the abuse, the future is not certain in areas of leadership, innovations and human resources and Kenya will face this problem unless the issue of drug abuse in secondary schools is addressed as an emergency. In Kenya education goals have to be achieved through good academic performance hence in most areas, drug abuse has played the reverse role where majority of young people are less interested in school life. Drugs abuse affect people at all levels of development, they are also introduced at very early age of between 10-14 years (Kyalo, 2010). Secondary school students are affected because they are in their formative years in terms of education, career development, social skills and identity formation hence low academic performance.

According to the World Drug Report (2006) the use of illicit drugs has increased throughout the world in recent years. The report further states that a major world trend is the increasing availability of many kinds of drugs to an ever widening socio-economic spectrum of consumers. The World Health Organization (WHO) estimates that 1.1 billion people,

representing a third of the world population above the age of 15 years, use tobacco, principally in the form of cigarettes and of these smokers, 800 million, 700 million of them males, live in developing countries (WHO, 2006). While smoking rates have been declining in the developed world, they have increased in the developing countries by as much as 50 percent, especially in Asia, Africa and in the Pacific region, over the last decade. Addiction to tobacco is therefore a major problem in the developing countries. According to WHO, tobacco causes four million deaths annually, not including prenatal morbidity and mortality. This figure is projected to rise to 1.6 million by the year 2025, 70% of which will occur in the developing world if current trends continue (INCB, 2007).

Despite eradication efforts in countries in Africa, the region still remains a major supplier of some drugs such as cannabis, which is one of the most widely abused. Since the early nineteen eighties, Africa has been experiencing an escalating problem with drug abuse among students and trafficking. Although reliable information is scarce, data collected under the Eastern Africa Drug Information System/Global Assessment Programme (EADIS/GAP), country mission reports doubled and small-scaled research activities conducted by governments and non-governmental organizations all attest to this (Abdool 2009).

According to the African Union Ministerial Conference on Drug Control in Africa at least 16 countries in Africa have reported abuse of opiates, with prevalence rates ranging from 0.01 to 0.8 percent for the population aged 15 years and above. Twelve countries reported cocaine abuse with prevalence ranging from 0.01 to 1.1% for this age bracket. Concurrently, the age of those initiated to drug use is increasing with large numbers of in-school and out-of-school youth consuming drugs. This phenomenon is even more acute in conflict and post conflict countries, with populations experiencing high stress levels while child soldiers are provided with drugs to enable them to fight. The continent is the second largest region for cannabis production, trafficking and consumption, accounting for 26 percent of global seizures. By country, the largest hauls in this period were in Kenya, Nigeria,

and the Republic of South Africa, while Morocco was said to be one of the main producers of Cannabis resin. According to the Ministerial Council on Drug Strategy (2005), drug abuse, including smoking and drinking alcohol, imposes substantial costs on users and their families, taxpayers, on the national economy and the community as a whole. Drug abuse among teens and college students has a detrimental effect on academic performance which is evidence in the national examination especially in the area of this study. Students have been caught in possession of drugs during the class session hence calls for an immediate action from education stakeholders (Montazi, 2010). It is important for parents and students to learn the risks of drug abuse and take action as soon as concerns are raised to avoid serious problems in school and in the society. This has also causes chronicle diseases among consumers hence minimizing the performance in all aspects.

According to Doll (2004), the International studies show that; half of the long-term smokers will die prematurely, half of these being in middle age. The studies argue that, smokers are four times more likely than non-smokers to suffer from a heart attack before age 40 (Mahonen, 2004). In addition, the earlier young people start smoking, the more they smoke over their lifetime, and the more likely they are to suffer from smoking-related diseases. Sometimes, these drugs act as a substitute for satisfying relationships, educational accomplishments or self-fulfillment making the College and high school students often forget why they are in school. Substance abuse can seriously affect academic performance whereby apart from long-term addiction; it can cause grades to plummet (Montazi, 2010). Substance use affects your entire body, including brain, in a variety of ways: Judgment is often the first attribute to be affected attributing to difficult in making good decisions, to make them quickly or to be realistic when making them. Suddenly, it becomes much easier to wait until the last minute to cram for the exam or to crank, hence leading to wrong judgment during exams which contribute to low academic performance as it has been found in Nyeri county

which is among the leading areas of alcohol and bhang consumption. Retrieved from (<http://www.fit.edu/cap/document/effect-of-drugs/Pdf>)

All countries, Kenya included, are vulnerable to the menace hence, it has been noted that Kenya is one of the developing countries in Africa that has lately been experiencing rapid increase in production, distribution and consumption of multiple drugs of dependence (ibid). Nairobi has been named as a major conduit in the global drug business with traffickers resorting to using women to arouse less suspicion (Daily Nation, 2013 July 24).

The Health Organization reported that in the face of challenges, a broad spectrum of the world community has demonstrated intense concern about the problem. It is in the best interests of every nation, including Kenya, to take a firm stand in combating all aspects of drug abuse. In 1990, the United Nations General Assembly created the United Nations Drug Control Programme (UNDCP) which was based on the recognition of the need for an organization that would foster concerted international action against illicit drug production, trafficking and abuse. The situation persists and that's why the current NACADA chairman is trying to enact very strict rules in order to save our young generation and families. The formation is evident of the determination of the governments of the world, working through the United Nations (UN) to put an end to these transnational phenomena. (Daily Nation, 2006 March 2).

The Kenyan government has ratified two major UN conventions on narcotic drugs and psychotropic substances in its quest to protect its citizens from the ravages of the global drug abuse menace. These include the Single Convention on Narcotic Drugs of 1961 and the Convention against Illicit Trafficking on Narcotic Drugs and Psychotropic Substances. In 1994, the government also enacted a new anti-drug law, the Narcotics and Psychotropic Substances Control Act, as well as forming the Kenya Anti-Narcotic Unit. A number of academic research reports and law enforcement reports however, indicated that in the last few years, Kenya has had to deal with an increase in the drug abuse problem especially among the

students in secondary schools. It has been noted that drug abuse is fast spreading to rural areas especially Central, Western, Nyanza and Eastern provinces.

Drug abuse among the youth in secondary schools has endangered their lives and academic performance. Many have dropped out of school for being addicted to the drugs, while others have been expelled. This is causing a lot of concern as the vice, indeed, has been identified as a major cause of some of the problems experienced in secondary schools in Kenya.(Gikonyo 2005). This is evidence in Nyeri County, by posting poor academic performance in national examination.

Kenya, and other developing African countries, has been caught up with the indiscriminate use, abuse and dependence on drugs of various types. While speaking at Uhuru Park, Nairobi, during the International Day against Drug Abuse celebrations, the then Vice President, Hon. Moody Awori said that Kenya has become a major centre for drug trafficking. He said that, reports from criminal justice agencies showed that in 2005, the Probation Service supervised 3,588 offenders convicted of abuse and possession of drugs, of which 406 were juveniles. The situation is worse in western countries where Over 100,000 juveniles are held in detention facilities yearly in the United States.(Louise,2010). Incarcerated juveniles are more likely than adolescents in the community to engage in health-compromising behaviors. Currently the situation is worse as it is reported on NTV news at 9.00 p.m on 15th July 2013 which highlighted how students miss and drop from school in Nyeri and Murang'a as a result of drug abuse hence leading to poor performance in exams. This calls for serious interventions.

According to studies carried out by Masita (2004) on Population Communication Africa; almost every Kenyan youngster at one time or another experiments with drugs, especially beer and cigarettes and these days cannabis for the students in the secondary schools. Although the regular users of hardcore drugs are much fewer than those of cigarette and alcohol, the study argued that the major cause of concern is that a high proportion of

these young people eventually become addicted threatening their own health and safety, and causing difficulties for their families, friends and schools and that is why there are many indiscipline cases and strikes in our learning institutions which has contributed to lack of interest in school (Kyalo, 2010).

In an attempt to fight drug abuse in Kenya, there has been a campaign to ban smoking in public places. For example, in many public offices, “No Smoking” signs are prominently displayed and public smoking bays. According to the Minister of health, the most effective way of dealing with drug abuse is to sensitize people on the dangers posed by drugs to the user, his or her family and society at large (Ngare,2008).

In response to global warnings on the dangers posed by drug abuse, the National Agency for Campaign against Drug Abuse (NACADA) is pushing for the establishment of a national drug control authority to enforce all drug trafficking laws in Kenya (Kaguthi, 2006). According to Kaguthi, although religious education has been instilled strongly in the youth, the majority still abuse drugs and are likely to destroy their lives before they become adults. He argues that most secondary school students today are experimenting with drugs which also affect them at a tender age and they cannot perform well in school (Kinyua, 2011).

Marijuana and hashish for example can cause rapid heart rate and memory impairment soon after use. Long-term effects include cognitive problems which affect the academic performance in the school hence students who have been performing well may start declining (Ngesu, 2009). The influence of drugs on students discipline has been clearly documented and the principals have to acquire effective strategies to curb the effect of the menace. Kiarie (2005) noted that drug abuse have been identified as a major cause of unrest in secondary schools leading to poor performance in exams and mass dropouts of students from Schools which is very evidence in Nyeri county. This situation is disturbing given that effective management is very essential for the discipline of not only schools but also any organization (Abdool, Aker, & Doll, 2004). Most schools in Kenya have not been able to

maintain discipline leading to mass failure in national examination. Other schools have experienced dissatisfaction expressed in form of riots while students' unrest has been mainly blamed on drug abuse (GoK, 2008). A report released by NACADA (2008) affirmed that bhang in Kenya is grown in Mt. Kenya, Chyulu hills, Gwasi hills and Nandi hills hence making it easily available for young people. This poses a challenge to the students' teachers and parents especially in Naromoru which is at the foot of Mt. Kenya and trying to curb drug abuse. On the other hand, the government seems to be defeated on the control of this and moving at a very slow phase (Wapedia, 2012).

In Naromoru division, it has been reported by local magazine that most of the young people engage themselves in stealing so as to get money to go and buy drugs. This was also common in most of day schools in the area as it was addressed by the DEO of the region during the visit to various schools. According to the information from DEOs office of the region, document analysis showed that around five schools in 2009 and 2010 had scored a mean of 6.500 in Kenya Certificate of Secondary Education (KCSE). The performance has drastically declined from 2011 to 2.600 and majority 3.200 up to date, which is very serious since it does not promote the educational goals of the country, neither the future of the students who leave school having failed in national exams after four years in high school.

It was against this background that the current study was undertaken. The researcher emphasized that in order to curb drug abuse in the country; we have to start from the grass root with our young people in the secondary schools. The researcher was interested to find out strategies used by secondary school principals in curbing the effect of drug abuse in academic performance in Naromoru division, of central Kenya which had been identified by NACADA as an area of consuming drugs. The area was chosen after several incidents of indiscipline's cases in the schools in Naromoru, where in one of mixed secondary school, a girl slapped a male teacher, and in a neighboring secondary school a boy was caught watching pornography during the lesson and in possession of bhang as reported from local

news (Mkubwa, 2012). This was also evidence from the school log book and teacher on duty record respectively on 20/3/2010 and 15/6/2010. In the same county, form four girls from a boarding secondary school marched to DEOs office in Othaya claiming that they were not given attention by the administration, and in the same year a girl's secondary school in Naromoru division walked out of class in demand to maintain mobile phones in the school (Mkubwa, 2012). The most shocking incident was in 2012, when fire razed a provincial secondary school boys' dormitory in Nyeri and after three days in the same school some boys attempted to burn Chania dorm around 7.25 p.m hence the school was closed indefinitely. Drug abuse in this region has led to indiscipline which has contributed to poor academic performance since the learning environment has not been conducive for the students. Majority of schools could not be found among top hundred ranking in the country due to absenteeism which has been caused by drug abuse (Kinyua, 2011). The other reason for choice of the area is that; it is near Mount Kenya forest where bhang is cultivated, transacted and even accessible to the members of the society including students.

1.2 Statement of the Problem

Drug abuse and its attendant undesirable behaviours have been increasing over the years in Kenya thus, causing concern over the role secondary schools are playing as primary socializers of students. The increase in drug abuse threatens to derail national objectives of education, the curriculum and national development goals countrywide (NACADA, 2010).

Currently, in Nyeri county, there are many complain from several education stakeholder such as parents, government officials and the general public concerning the increase of drug abuse in schools and poor academic performance. Big Schools which were once top national schools in academic performance in Naromoru division are today a shadow of their former self. The schools are now famous for frequent students' riots which have affected the school program and disrupting learning and teaching process (Ngare,2008).

In 2012 a number of schools experienced strikes due to the influence of drug abuse.

Rampaging students destroyed property worth millions of Kenya shillings leading to the closure of the institutions. According to the school principals, the declining academic performance of the school can be attributed to rampant drug abuse and laxity among the staff. In 1999, Nyeri high school students killed four prefects under the influence of drugs and since then the school declined in performance from mean grade of 10 to 8.00 and in 2012 the schools had a mean grade of 7.300. Another school in Naromoru division known for good academic performance posted a mean grade of 5.250 due to the issues related to drug abuse (KCSE analysis, 2002-2012). The escalating level of students abusing drugs is making stakeholders in education, parents, religious leaders and the mass media quite uncomfortable. This indicates that the efforts that the schools have been putting in place to eliminate drug and substance abuse have not been working effectively (Maundu, 2013).

The Provincial administration in central province, brought head teachers, deputies, counselors, BOGs, PTAs, PDEs and DEOs to a preventive workshop on drug and substance abuse in Chania High School in Thika, after 40 schools went on strike in 2003. This was an effort to curb drug abuse in the area. A similar workshop was also held in Nyeri Temple Road Secondary school for Kirinyaga and Nyeri education authorities.

Despite these workshops, the problem of drug abuse still persists. On the overall, this has led to poor academic performance in the schools. Efforts need to be put in place to come up with more effective strategies of fighting against drugs and substance abuse in secondary schools (Wapedia, 2010).

Pubertal spurt, sexual maturation and bodily changes characteristic of this unique period of growth and maturation, are associated with progressive psychological development and various social milestones. According to Eisenstein (2009), the proximity of adolescence to biological maturity and adulthood provides optimal opportunity to implement drug preventive activities designed to decrease long-term adult problems related to drug abuse.

The study focused on all public secondary schools including principals, deputy principals, guidance and counseling teachers and students.

Studies by different scholars relating to drug abuse have been conducted elsewhere such as Muthigani, (1995), Mwangeli (2003), Juma (2008), Field, (2010) and Maundu(2013).These studies majorly concentrated on drug abuse in the country and how they affected the behavior of the students in schools. In addition, none of them focused on strategies principal use to curb the effects of drug abuse. Therefore, this study is interested in investigating the strategies that the principals, have put in place to try to curb the effect of drug abuse in academic performance.

1.3 Research Questions

The following research questions guided the study:

1. What are the main causes of drug abuse among the students in secondary schools in Naromoru division?
2. What are the sources of drugs commonly abused by the students in secondary schools Naromoru division?
3. What are the strategies used by principals to curb the effects of drug abuse in academic performance in Naromoru secondary schools?
4. What are the drug related discipline problems and academic performance in Naromoru division?
5. How can the strategies for curbing drug abuse be improved?

1.4 Significance of the Study

The Ministry of Education (MOE) in Kenya and its service providers could use the findings of this study to evaluate the content taught to degree and diploma secondary school

teachers concerning drug abuse in schools and strategies used. This study could serve as, a bottom- up- needs- assessment to establish whether knowledge acquired by teachers in colleges and universities meets the needs of students especially in the area of drug abuse. The curriculum designers too may find the information important for future inclusion of lacking content about drug abuse education.

This research provides necessary information to the administration of secondary schools in Kenya on what the principals are doing and expected to do. It was hoped that this information could help them organize workshops to train teachers in the areas they lack knowledge in order to use knowledge acquired in detecting and helping the students at risk. The findings are useful in contributing to the general body of knowledge in Naromoru division and beyond in various ways; such as helping the principals working within Naromoru division, researching on effect of drug abuse and investigating of strategies used by the secondary school principals since drug abuse among the students was increasing on daily basis and the level of academic performance declining. This study would benefit the parents whose children are involved in the abuse of the drug and those who had already dropped from school due to influence of drugs.

The research is of great help to the churches in Naromoru region because majority of young people have not been attending Christian fellowship and worship. Therefore the research is of great significance to the educational stakeholders and the neighborhood. However, it also explored the potential of schools to curb the drug abuse problem for the purpose of improving academic performance. The research is useful in educating all Kenyans, youth, students and adults, on the risks of drug consumption. Thus, this study has played an important role in reducing, or even preventing high rates of drug use and abuse especially in schools among the students.

Based on the findings, and recommendations made, it is useful to administrators and policy makers in curbing drug abuse in schools through improving existing educational

programmes, and striving to develop those that are more efficient. It is also useful by apprehending the drug dealers and pub owners who sell drug to high school students, considering the fact that it is illegal. Therefore the study is of great importance to the people of Naromoru division especially the students in schools and the nation as whole.

1.5 Scope and Delimitation of the Study

The study focused on the strategies used by principals in curbing the effect of drug abuse in secondary schools in Naromoru division, Nyeri County. The researcher is aware that it is important to find out what other stakeholders such as parents and primary school teachers know about strategies used to curb drug abuse. However, the researcher deems it primary to find out what guidance and counseling teachers, principals and deputy principals do about the subject of research since they are the ones who closely interact with the students at their most turbulent developmental stage-adolescence.

The researcher focused on public secondary school level, not including private schools since, to the researcher's knowledge; there are rare cases of drug abuse from those schools. The study was carried out in Naromoru division Nyeri County since the researcher has witnessed incidents of effects of drug abuse on academic performance. Out of population of 24 schools, the study confined itself to 8 selected schools because it's a reasonable number for this kind of study.

1.6 Theoretical Framework

This study was guided by the Social Learning Theory (SLT) which was developed by Albert Bandura in 1977 and later modified by Hensley (2004). The theory was based on the idea that the adolescent acquire belief about antisocial behaviour from their role model, especially the close friends, teachers and parents. Social learning theory holds that behavior is moulded by rewards and punishment, or reinforcement. Past and present rewards and punishments for certain actions determine the actions that individuals continue to pursue. Bandura proposed that observation learning occur in relation to three models: first is live

model where actual person demonstrate the desired behaviour. The second is verbal instruction whereby the person describe the desired behaviour and the third is symbolic where modeling occur through the media e.g. TV, internet, movies, literature and radios. By interacting with members of certain groups or social circles, people learn definitions of behaviors as good or bad.

Social learning theory has played great role in the history of education policies in the United States. Social learning theory was also seen in the TV and movie rating system that was used in the United States to let all parents know what the programs that their children were watching contained (Akers, 2004). The ratings were based on age appropriate material to help parents decide if certain content was appropriate for their child to watch. Some content that could be harmful to children had no cognitive ability to process certain content; however the child could have molded the behaviors seen on TV.

Within the domain of [School Psychology](#), social learning theory helped to create more effective classroom environments (O'Dnnell, 2012). One of the responsibilities of a school psychologist was to work with teachers and administrators to make classrooms more efficacious for students and teachers alike. Using social learning theory as a basis, teachers helped to alleviate behavioral issues by modeling appropriate classroom behavior and explicitly reinforcing students that do act appropriately. Furthermore, social learning theory served as a means of improving academic outcomes for students. Since some elements of lessons and techniques were not always apparent to students, it was important to help students understand what an unfamiliar practice actually consisted of and what the rationale for learning it was; By emphasizing the teacher's role as model and encouraging the students to adopt the position of observer, the teacher made knowledge and practices explicit to students, enhancing their learning outcomes (Shoemaker, 2004).

Social learning theory had a clear-cut application to drug use: It proposed that the use and abuse of psychoactive substances be explained by differential exposure to groups in

which use was rewarded. “These groups provided the social environments in which exposure to definitions, imitations of models, and social reinforcements for use of or abstinence from any particular substance took place. The members of the group with whom one was associated learn through imitation and social reinforcement (Miller, 2011). Drug use, including abuse, was determined by the extent to which a given pattern of behavior was sustained by the combination of the reinforcing effects of the substance with social reinforcement, exposure to models, association with peers, and by the degree to which it was not deterred through bad effects of the substance and/or the negative sanctions from peers, parents, and the law”(ibid)Social learning theory then, proposed that the extent to which substances was used or avoided depended on the “extent to which the behavior had been differentially reinforced over alternative behavior and was defined as more desirable”. In this study, it is applied in explaining the strategies used by secondary schools principals to curb the effects of drug abuse in academic performance. The theory does not explain why a given activity, such as drug use, is liked by one individual and not another. The theory explained different behaviour of students after consuming the substance hence their cognitive aspect was affected which also affect the academic performance.

1.6.1 Critique of social learning theory

One of the major criticisms of social learning theory pertained to its principle concept that increased associations with deviant peers increases the likelihood that an individual adopted attitudes and values favourable to criminal conduct through the mechanism of rewards and punishments(Rew,2010). The critique centered on the temporal ordering of the adoption of deviant attitudes and behaviours and the association with other deviant peers. SLT was premised on the idea that it was associated with family and friends that contributed to the learning and subsequent acceptance of deviant conduct. It had instead been suggested that young people may develop these deviant attitudes and values without prior exposure to it and then seek out peers with similar attitudes and behaviours. (Goodman, 2009).

Another criticism was that relationships among peers tended to be weak and involved loose affiliation which had been countered in the literature. Various researches showed that the relationships may not be as weak as suggested by critics. For instance, Gillis and Hagan (1990) found that peers tended to demonstrate greater loyalty to friends and family than their conventional peers did. Gikonyo (2005), in a study of illicit drug-users and non-users, found that more frequent drug-users tended to have closer relationships with their drug-using peers than non-users did with their conventional peers (Warger, 2009).

1.6.2 Strength of social learning theory

Despite the criticism the theory had some strength in the sense that it accounted and allowed for cognitive process. This means that it's concerned about the knowledge of the individual hence relevant to the academic performance. SLT also used both experimental and non experimental data and therefore it helped the researcher when using the mixed method design. The theory also explained a large number of behaviour as indicated by Bandura hence it qualified for various behaviour of personality in different disciplines.

1.6.3 Weakness of social learning theory

However, the theory also displayed some weaknesses since it did not explain all behaviours how someone acted in a way they had been punished. This leaves the theory to be questioned. SLT did not explain the differences for people who had been brought up together and acted differently. This created a room whereby the students lived together, some abused drug while others not. It also relied on subjective perception that is: what one considered a punishment, another saw it as reward. Despite the weaknesses, the SLT was still useful since it clearly outlined and explained the behaviour of students who consumed drugs and behaved in an acceptable manner. This helped the researcher and all those who are to benefit from this study to spot out the change of behaviour in the learning institution. The aspect of theory was applied in this study when explaining the causes of drug abuse in secondary schools in Naromoru division, and the strategies used by secondary school

principals to curb the effect of drug abuse on academic performance. The theory informed this study by allowing the principals and the researcher to find out or identify the behaviour of the students who abused the drugs. It also informed the study to bridge the knowledge gap where the theory state that the students brought up together learn from the adult either good or bad behaviour. The researcher found out that the argument was not obvious since there were students who abused drugs but their friend did not. The theory was expressed in a figure which showed the relationship of the variables referred to as conceptual framework and how it affected academic performance either positively or negatively.

1.7 Conceptual Framework

A conceptual framework is a theoretical explanation of the concept and variables in the study. The theory identifies the concept included in the complex phenomenon and shows their relationship. The explanation is either graphically, or in narrative form, the main concept to be studied, and the presumed relationships among them (Mutua, 2000).

Conceptual Framework

Independent variables dependent variables

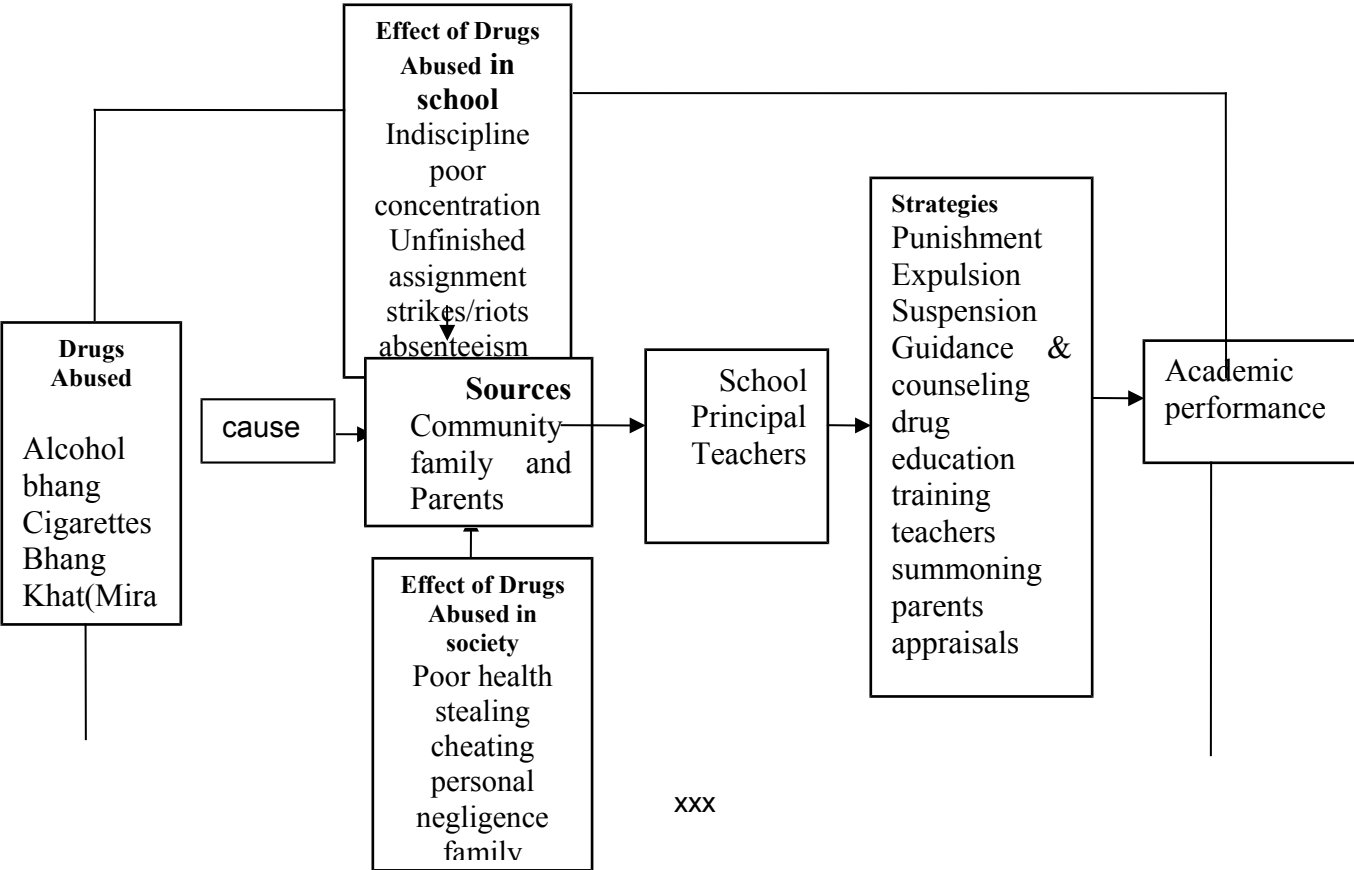


Figure1. *Conceptual framework*

Source: Researcher, 2014.

From the conceptual framework, the strategies principals use in Naromoru division to curb the effects of drug abuse on academic performance depends on the type of drug abused in the school. This is caused by several factors either from society or from the school. Use of drugs could arise from inability to perform well in class and meet expected standards, inability to meet ones goal or lack of satisfaction in the family or work place. This makes an individual/ students to engage in other activities like drug taking which result to strike and riots in school.

Family refers to the kind of home the students come from and whom they stay with. Parents are first teachers and counselors long before the students join formal schools and peer groups. Many of the young people who take drugs come from families with members who take drugs. Studies have established that students who abused drugs especially cigarettes and alcohol came from homes where parents were taking the same drug. The community has failed to live according to the expected moral standards. The parents and teachers expose their behavior to the peers which they tend to copy. This has influenced the young as they imitate the elders in all manners. This has led to disrespectful students/ children, unruly behavior when children cannot be corrected.

Frequent use of drugs weaken the body's system leaving it prone to diseases e.g. excessive consumption of alcohol leads to liver cirrhosis or stomach ulcers, spread of Human Immunodeficiency Virus (HIV) after sharing unsterilized syringes in the administration of heroin and cocaine. Those under the influence of alcohol or other drugs indulge in sexual

promiscuity which may lead to infection with HIV and Sexually Transmitted Infections (STI's), other health problems may include loss of appetite. Smoking may cause lung cancer to smokers and those around the smoker.

Drug addicts cannot perform well in school and also at work. Poor performance at school could finally lead to dismissal from the institution and thus failure to realize one's goal in life. People under the influence of drugs are likely to cause chaos in schools and also at other places. Drunkardness is a major cause of strikes and riots in schools. Other drugs lead to hallucinations and accidents that can cause death. Such people are likely to commit crimes e.g. rape, arson and murder for they deceptively feel energetic powerful and aggressive. The addict can even steal to finance the habit.

This indicated that there is relationship between the academic performance and strategies used by principals to curb the effect of drug abuse which could be either positive or negative. If the principals for instance enhanced guidance and counseling or even educated the students properly on drugs like alcohol, bhang or cigarette, it is of great help for their health hence when they were sober; there could be less indiscipline cases, improved concentration in class hence leading to improved academic performance. If the principals were reluctant on matters of drug, then the school degenerated into indiscipline, leading to poor academic performance.

The relationship between the strategies principals used was evidence in the academic performance. This study was in agreement with the theory to find out the behaviour and how the strategies were used. The researcher gave some recommendation on what was missing or other ways principals needed to use since the issue of drug abuse was becoming rampant and the academic performance was in question.

1.8 Operational Definition of key Terms

Discipline: Refers to the action taken by the principals to enforce schools standards thus, doing the right thing, at the right manner and at the right place.

Disruptive behavior: Refers to any act which interferes with the learning, development of happiness of a student or his /her peers or teachers in a learning institution.

Drug: Refers to any product or substance other than food or water that affects the way students feel, think, see, behave, and is acceptable in the school set up.

Drug abuse: It refers to misuse of any psychotropic substances resulting in changes in bodily functions, thus affecting the individual in a negative way socially, cognitively or physically.

Drug addiction: This refers to addiction to drugs or alcohol means that a student's body can no longer function without these substances.

Drug policy: Refers to a brief statement outlining a school's stand or position on procedures for dealing with drug-related issues as reflected in the school rules and guidelines.

Illegal drugs: Refer to the substances that schools and the government regards as or not accepted to the mental and physical well being of the students, hence controlling or discouraging their consumption by law.

Indiscipline: This means an act of an individual not to conform to the established rules and regulations of a community in a school set up.

Principals: Refers to the head teachers of secondary schools

Punishment: Refers to the process of intentional infliction of pain, shame and unpleasant statement by a teacher on student or group of students as consequence of the student/groups' misbehavior or disobedience to school rules, of which it must be legal according to education act and convention on human rights

Secondary School: Refers to learning institution after the primary level.

Strategies: Refers to the methods applied by the principals to overcome the challenges they face in curbing drug abuse in secondary schools.

Students: Refers to young people who are in post primary institution.

Academic performance: Refers to the end result (academically) in secondary school, either positive or negative

1.9 Organization of the Study

The study is organized in five chapters. Each chapter in the study contains introductory part which is general to shed more light on what is being explored. Chapter one: Introduction includes: Background to the problem, Statement of the problem, Research questions, Significance of the study, Scope and delimitation, Theoretical and Conceptual framework, and Operations terms used in this study. Chapter two examined review of related literature, It highlight related studies that have been done on this topic and tried to point out the knowledge gap especially in the strategies used by secondary school principals to curb the effect of drug abuse in academic performance. Chapter three comprises of the methodology. This covers research design, the target population, sample and sampling procedures, research instruments, instrument validity, instrument reliability, data collection procedure and data analysis techniques.

Chapter four presents the data analysis and interpretation. It contains demographical characteristic of the respondents, view of the summary of effectiveness of the strategies used by principals. Chapter five gives the summary of the findings, conclusion and recommendations proposed by the study for the future research. This is followed by a list of references, appendices which includes the questionnaire for Teachers, Students and interview guide for Principals and Deputy Principals and a copy of research permit.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

This chapter focused on review of related literature on effect of drug abuse in secondary school in academic performance in Kenya. The chapter reviewed related literature on the following themes: sources of drug abuse, rationale for drug abuse, symptoms of drug abusers, strategies used by principals, role of the government and effect on academic performance and lastly the summary of reviewed literature.

2.1 History of drug abuse in Kenya

In Kenya, studies show that more than a fifth 22.7% of primary school children take alcohol, a figure that rises to more than three-quarters 68% for university students. A large number of students across all age groups have been exposed to alcohol, tobacco, Miraa (khat), glue sniffing, bhang (marijuana) and even hard drugs such as heroin and cocaine.

According to a study by Siringi (2003) on drug abuse, 22% of secondary school students were on drugs and males had a higher exposure to Miraa and inhalants. In addition the study also found out that the prevalence of drug abuse increased from primary to tertiary institutions. Alcohol was the most frequently abused drug followed by Miraa, tobacco and bhang. The students staying with friends were most at risk followed by those staying with either a sister or a brother (Montazi, 2010).

Students staying in towns were also reported to have a twofold risk of having tasted alcohol, tobacco, Miraa, bhang and inhalants (glue) compared to those in rural areas. However, people have to decide whether the warning on cigarettes that, it is injurious to health is enough to deter the young people to experience smoking. The concern is that; is the money gained through the selling of drugs more important than the health and academic performance of young people. (Otieno, 2009) The Ministry of Health in 2006, estimated that Kenyans smoke about 10 million cigarettes a year. This showed that; smoking prevalence rates among children below 15 years are between 13 and 15 percent. Among young people aged between 18 and 29, the rate is estimated to be 44.8 percent, and 52 percent among college and university students. On the same note, the then Minister for Health, Hon. Charity Ngilu warned that the number of smokers in Kenya is increasing, saying that 1.1m under age Kenyans were addicted to tobacco.(Gatonye, 2006).

A study by Otieno (2009), found that 58% of the secondary school students in Kisumu District had consumed alcohol at some point in their lives. The study interviewed 458 students from nine secondary schools in Kisumu and concluded that use of drugs including alcohol, tobacco, khat, cannabis and cocaine had risen drastically in the previous decade. By age 15, according to the study, some students were found to have already started using drugs and by the time they are 19, 33% males and females had already become drug abusers. In all these studies, none has focused on the strategies used by secondary schools to curb the effect of drug abuse on academic performance. Therefore the researcher want to find out if the same situation will concur with the current study. A lot of money and time have been spent discussing the issue yet little is done on the ground (Montazi,2010).

Studies on drug abuse have fallen short of identifying the real root cause of the problem. Results based on the responses to questionnaires completed by adolescents and young adults in the United States of America about their use of cannabis showed that it was used by 19-20% of the students. It was concluded that young people use drugs and there was

need for prevention through drug education. This current study was carried out to find the strategies used in secondary schools to curb drug abuse and the commonly experienced effect on academic performance. This is because despite many studies and efforts to curb drug abuse in schools the problem remains unsolved.

2.2 Sources of drugs

Gikonyo, (2005) revealed that in Nairobi secondary schools, students work in cahoots with watchmen, cooks and cleaners to access drugs in the institutions. In other schools, “Matatu” (*local transport*) touts and drivers were the leading suppliers of drugs to students. The students said that the trade is conducted secretly and only “trusted clients” get the commodities. At the same time the paper also reported that drug abuse was widespread in most secondary schools hence affecting them and declining in academic performance. Investigations by the reporter revealed that many students were taking drugs in Forms 1 and 2, and this was associated with poor parenting, economic needs and social pressures which made it difficult for parents to be together with their children for counseling.

On the other hand, Kiiru (2004) argued that there were official ambivalent toward substance use in Kenya of which, alcohol and tobacco were causes of poor health, and yet brewing and use of indigenous alcoholic drinks on an industrial scale was extensive and legal. Khat was a drug whose result was dependence, yet the government treated it as valued export commodity with tea and coffee in importance. Youth from rich family abused the substance because they could afford while those from poor family because of frustration from lack of school fees or even other basic needs (Otieno, 2009). This became a challenge as the principals tried to apply various strategies in curbing drugs in Naromoru, bearing in mind the neighboring county Meru produced khat as an export commodity and alcohol was brewed almost in every home.

Other Sources of drugs included low economic areas around the school, small shops, public shops and public transport and hawkers around the school (Ngesu, 2008). This study focused on what strategies principals were using in Naromoru division since other studies had identified public means of transport as the source of drugs among the students. Most of the students used the so called “Matatu” (*local transport*) to move to and fro from the school on daily basis. However, it did not mean all public vehicle or small shops around the school were sources of drug.

2.3 Rationale for Students Abuse of Drugs in Schools

Students abuse drugs when they use it for wrong purpose when they are in school in order to get the desired result. People use drug to get variety of desired effects such as pleasure, relaxation, excitation, and relief from negative emotional state and enhancement of positive emotional state. Field, (2010) for instance argued that heroine and morphine were used to kill pain, numb, shut down or shut out the world, including the world of academic hence creating problem in the learning institutions either in behaviour or poor academic performance. This is in contrast, stimulants e.g. Cocaine, amphetamine which was used to increase stimulant activities and action. Unfortunately, continued drug abuse created a negative cycle of abuse dependence and addiction. According to Obot (2010) drug use was not a random phenomenon, but it’s a purposeful attempt by the users to assuage painful affective state and manage psychological problems and disorders.

The response of students as to why they took drug according to Kaguthi (2006) was that they were bored. When a student is idle, his mind goes miles away leading him to do wrong things. Therefore the school and the ministry of culture needed to come up with sporting facilities within and outside schools. The church and other social bodies also organized youth projects especially geared at offering community service (Ibid). The starting of drug free clubs and seminars in schools would be of great help to the students. Through

clubs, seminars and talk by ex-addicts giving out their experiences to the students, may keep them busy and help them to reflect.

Ngesu, (2008) explained that young people abused drugs for various reasons. One of them was that drugs were easily available in most neighborhoods' of the schools. This made the students to go and buy drugs and use them within the school premises and with the myths that it can help them study for long hours without considering the effects. Availability and cost of drugs was associated with drug abuse. According to Kaguthi, the NACADA director in 2004, availability of illegal drugs such as heroin, cocaine and mandrax, together with availability of legal substances such as cigarettes and alcohol lead to drug abuse. This appears to be the most common cause of the prevalence of substance use and abuse amongst Kenyan youth, of which they are produced and grown in the country. Bhang is grown in secret places because it is illegal and khat, is cultivated, used and exported openly because Kenya legalized it in 1997. Other drugs easily available are heroin, cocaine and mandrax which find their way into Kenya because the country is a major international entry points - Nairobi and Mombasa - are on transit routes for traffic for illegal substances, some of which find their way into the country, and consequently, to students and youth in general (Kiiru,2004).

Peer pressure where each students wanted to associate himself or herself with the colleagues who used drugs. According to the United Nations (1992) drug users, like other people seek approval for their behaviour from their peers whom they attempt to convince to join them in their habit as a way of seeking acceptance. Whether peer pressure had a positive or negative impact depends on the quality of the peer group (Gatonye, 2006). Unfortunately, the same peer pressure that acted to keep a group within an accepted code of behaviour could also push a susceptible individual down the wrong path. A study carried out by Wikipedia (2010) in Nairobi secondary schools indicated that the majority of drug users had friends who used drugs, and even in school they gang together to plan how to get the drugs. This took most of their time for study since all these are done in secret usually during preps time.

The age factors also contributed to the abuse of the drug. This is because the adolescent stage is where the young people are in search of their identity and they want to discover about themselves and their growth. Young people also abused drugs for curiosity which lead them to have strong drive to see what happens if they used drugs or rather to feel the effects. For instance seeing a drunkard person staggering on the road created curiosity for a youth to go and try beer so as to feel the same effects (Walter, 2011).

A number of students claimed that their parents either smoke or drink alcohol hence; this motivated them to copy the behavior of their parents, to the point that some have become worse than their parents. Much has been said and written about the relationship between the home environment and drug abuse. The family especially the parents are the child's basic socializing agents where they are moulded from the tender age. Muthigani, (1995) indicated that a child gains his/her first standards of behaviour from the teaching of parents and other grown-up persons around. She further argued that if the child observes a disjuncture between parents "teaching and practice" it creates doubt, which is carried into adolescence giving rise to deviant behaviour. Shoemaker, (2004) associated delinquency, for example alcohol and marijuana abuse with lax, inconsistent or abusive parental discipline. The nature of parent-child interaction and the general atmosphere within the home is consistently related to delinquency among the youth. Furthermore, having a parent with a drug problem increases the chances of developing the same problem in the offspring.

Other studies looked at issues related to the family and use of drugs as related to the youth. Darcis (2012) carried out a Rapid Situation Analysis study in Nigeria and found that being male in an unstable family was associated with high risk for substance abuse. There was support for this argument from clinical findings in Nigeria, which showed that cannabis abusers tend to be young men, including students, who had been deprived of parental supervision and warmth when they were young (Obot,2010). A survey report by NACADA in Kenya in 2004 said that, young people between 10 and 24 years, whose parents used or

sold alcohol and other drugs, they were likely to abuse these substances. At times youth, including students, who sell on behalf of parents, are themselves exposed to substance abuse in due course (Field, 2010).

Boarding school students admitted that they were given a lot of pocket money hence they didn't know how to use it properly and they end up buying alcohol or other drugs. However, the study found that these were not the factors responsible for drug abuse among the students in schools of Naromoru division where the study was carried out. It was therefore essential to carry out the study and establish the actual factors and strategies which were unique in the division. The research focused on strategies used by secondary school principals in curbing the effect of drug abuse on academic performance (Mkubwa, 2012).

2.4 Symptoms of a drug abuser

The students who are addicted use drugs on regular basis for she/he cannot do without. This calls for any teacher who believes a student is abusing drugs within the school or even outside the school to take action (Momtazi, 2010). Signs that indicate drug abuse included redness around the eyes, dramatic change appearance such as dirty hair, dilated pupils, reduced motivation, slurred speech, short attention span, changes in school attendance, falling grades, and uncompleted assignments (Wagner, 2009). The first step when suspecting drug abuse is to notify the appropriate school committee if one exists. Otherwise, the teacher should express concern to the student and to the parents, citing observed behaviors (ibid). Students who have been abusing drugs should be referred to professionals for help.

Lack of confidence among the student was the most common symptom and it stems from mistaken beliefs, developed in childhood, of guilt and an innate sense of 'badness' or feeling defective. The students who had been participating in class become quiet and concentrate very little hence lead to decline in academic performance (Penny Park

foundation, 2013). Actually the researcher wanted to bridge the knowledge gap by showing that; it's not always the case, when a student had no confidence he or she is under the influence of the drug. There could be other factor other than drug abuse. This was confirmed by the findings that most of the students declined because they had conflict with their parents at home.

The student always associates with others students of the same trends, and in many cases they pull away from healthy relationship. They may be involved in criminal acts or indiscipline in the school which affect their performance and even the level of concentration. Some of them become loners despite being in the presence of the others. They become self centered and everything is operating within self. Drug abusers also acquired some strange traits due to the influence of the drug which are associated with emotional difficult such as aggression, depression, sadness, and anxiety. Aggressivity created problem in relating with others in the learning institution and this lead to expulsion if the students were not able to control.

According to Kokko and Pulkkinen (2000) aggression is a dominant character of prenatal drug exposure at an early age, which leads to a cycle of maladaptation that may be manifested in the school, home and the community at large. Maladaptation prevents the students from learning important skills like academic, physical and social which are essential to later life especially in higher education and for employment.

Stealing is also symptom to show that the student is under the influence and addiction of drug, the student enters into the trait of stealing other people's property, to sell or exchange for drugs which is a big risk (Kiiru, 2004). The principals needed to be very much alert when there is too much of stealing in the learning institution for it is an indicator of consumption of illegal drugs. Students who were engaged in drug will tend to miss the school quite often due to the effects of the drug. Schooling becomes irrelevant hence, missing the school makes them not to catch up with what the teacher gives to the other students. Principals in the

schools should follow keenly the students who are missing school regularly and for which reasons, for it can be an indication that the student either misses school due to effect or even in search of drugs (Field, 2010).

Darcis, (2012) stated that; the basic goal of teachers in schools is to protect the children from drug dealers as they are increasing in the schools. Teachers should be wise to inquire first the friends who are moving with a drug addict, especially when bright students just drop drastically in academic performance. Darcis emphasized that 260 persons and 232 flats in the vicinity of school in Serbia, had been in search and that a certain quantity of drugs, mostly marijuana and heroin had been confiscated. The Serbian interior ministry in cooperation with the ministry of education and defence conducted a drive aimed at preventing the sale of narcotic in the vicinity of the school. The action entitled “mreza” (net) comprised of 560 primary schools and secondary schools in territory of all the twenty seven police stations in Serbia.

A study done by King et al, (2002) showed that substance abuse leads to antisocial peer group which diminish school engagement thus increase other behavioral and social problems. Horwood, (2010) also indicated that substance abuse was related to other social component which were connected to school grades, attendance, and completion or drop out. Surveys on drug and substance abuse did not provoke much concern in Kenya probably until the 1990s. This may have been the perception that drug abuse was not a major problem among Kenyan populace.

However recent evidence showed that, a number of students and non students abused substance, the majority of students being in secondary and tertiary institutions. The United Nations office on drugs and crime (UNODC) supported several studies on drug abuse in Kenya. However, a rapid assessment study of Mwenesi, (1995) indicated an increasing trend on drug abuse. The world health organization (WHO), global school-based student health survey (GSHS) in a based survey of students aged 13-15 years, where 2000 Kenya GSHS had

a total of 3,691 students participating, about 14.6% of the students admitted drinking alcohol on one or more days in the past 30 days. The corresponding figure for cigarettes is 13.9% nearly 20% testifying that they had drunk beer atleast once in their life time.

The study by NACADA, (2004) observed that the use of alcohol, bhang and Miraa has indigenous root that the three substances had been widely used in the indigenous society. There however exists no evidence that substance had been part of indigenous heritage. The study attributed rapid spread of substance abuse to the breakdown of indigenous culture and introduction of foreign influence that had made variety of substance available on large scale. The report observed that, drugs and substance abuse, both licit and illicit were forming a sub-culture in Kenya among high school students. They said that this is a big challenge to the Kenyan society and immediate attention is necessary. Drugs abuse attacks the brain, which is the centre of all the vital human functions.

When psychoactive substances destroy several thousand neurons, the consequences are fatal and some students have died through an overdose of drugs. This type of death too is suicidal since it results to termination of a young life by self. It is also said that the education system has exposed the students to the knowledge of existence of some drugs hence creating interest for experimentation. Ndetei, (2004) gave new insight on the linkage between drug abuse, injecting drug use and HIV/AIDs in Kenya provided in a report released by UNODC regional office for eastern Africa (ROEA) 2004, which estimated that the prevalence of HIV/AIDs among drug injecting users is between 68% and 88% in Kenya. It is however sad since the large population looked at young generation being wasted. The research therefore, looked much ahead on how these young students were to be rescued from the menace through the principals in secondary schools who spend most of the time with them.

It is true that a lot of research had been done on the problem of drug abuse in Kenyan secondary schools, yet the problem is still persistence and in fact on the increase in most cases (Rew,2010). This is because those who are involved in drug abuse have different tactics

to possess the drug while the researchers took too long to discover. A lot of money and time has been used with the objective to eradicate while others have been making money out of the situation hence the whole issue become complicated. Several literatures were mostly based on urban areas with few touching on the instances where the drug are abused over and above as mentioned in urban areas (Atalitsa,2013). This research is to bridge the gap of knowledge about the problem of drug abuse in rural areas. The attention was more in secondary schools in rural areas and what the principals were doing in regard to academic performance so as to improve (Amdala,2008).

2.5. Effects of drug on Academic Performance.

Drugs abuse lead students to have behaviour problems like stress, fatigue, anxiety, bullying and even committing murder. Students under the influence of drugs could even beat up their teachers, rape them or kill their colleagues (Siringi, 2003). In a secondary in Nandi-North, 20 students set a classroom on fire using petrol at night after drinking. In Tigania District, Miraa chewing had formed a counter-culture within the school with both teacher and students being habitual chewers of the (Miraa) Khat. This hinders them from improving their academic performance (Wanja, 2010).

Advanced brain scan imaging has proven that the human brain is not fully developed at puberty, as previously thought with maturation occurring as late as twenty four years (Eisenstein, 2009). Common drug use has the effects on the brain that impact academic learning which includes; difficulty in concentrating; inability to process information and problem with working memory. Getting intoxicated can have negative impact on cognitive function; that is, concentration, memory, attention for forty eight hours. This means that the ability to study is impaired hence could give negative impact on the ability to perform in exams (Kinyua, 2011). Heavy drinking by students lead to positive blood alcohol level affecting them whether they can get up for class and if they do, the quality of how

information is processed and ultimately stored. Sleeping off buzz, a common practice interferes with sleep cycle, resulting to increased anxiety, jumpiness and irritability the next day (Maithya, 2009). The use of marijuana suppresses neural activity in the hippocampus, resulting in problem with attention, memory and concentration. It significantly increases heart rate, weakens the heart muscle and affects blood pressure (Ansary, 2009).

Drug abuse has Social and emotional implication: drug use among students with multiple risk factors is more likely to lead to addiction and affect their academic standing. The people whom students associate with and how they behave are often visible indicators of risk trying drugs as well as possible signs of current drug use.

Ngesu (2008) argued that the teenagers that use drugs become part of anti-social group who are less likely to value education, structure and social property. This study differs from that of Ngesu because the focus is on strategies used by principals while the latter was on drug abuse in schools. The difference is also seen in the findings where this study revealed that alcohol is commonly abused followed by tobacco which is not the case for Ngesu. Stealing, cutting off from school, cheating and general disregard for social norms are common behaviours bonding the members of drug abuse (Goodman, 2009). Schooling is also impacted in that drug using parents value time commitment and resources availability for their children's education which may be much less than minimal. Support for ongoing performance of the child may be inconsistency causing subsequent lack of motivation on the part of the child, or total dismissal of the value and need of an education (Harwood, 2010).

Therefore, drugs and alcohol can be devastating to a person's health and academic performances (Mmcclusk, 2010). The cost of treatment may at times be elusive or very expensive beyond the reach of drug abuser. In schools where there is indiscipline, strikes, not finishing assignment; this could be an indicator of high effect of drug abuse on students and their academic performance. Drug use can begin to have a negative effect on ones relationship, career, education or safety, hence one need to seek for help.

2.6. Role of Government in curbing drugs and substance abuse

The Government policy was target driven and goal of getting 2,000 substance misusing offenders into treatment in a single month achieved on October 2005. This concept of assertive attempt to push client toward accepting treatment seemed alien to traditional practice. However research showed that this can be effective with drug misusing client (Frischer and Beckett, 2006). The irony as Gossop (2000) pointed out was that we can eat, drink and smoke ourselves to death but there are law banning the use of certain drugs which are less dangerous. Given that drugs and substance posse danger to an individual and the economy as a whole, the government has made a commitment both at local and international level by; Banning the brewing and consumption of local brew. This was as a result of death and loss of sight after several people consumed a highly intoxicating local brew locally known as “*kumikumi*” (Local beer for ten shillings).The brew was made from highly intoxicating substances hence caused reaction with the blood when consumed. The government has also registered as a country to be the signatory to various international conventional and protocols that relate to drugs. These organizations aim at fighting on drug abuse among the citizens and also protecting them from any harmful substance. In any case, this seems not to be effective since drugs are easily available even to the poorest population. (NACADA, 2005)

The government is playing a great role in enacting of narcotic drug and substance Control Psychotropic Act (1994), and of creating inter-ministerial drug control coordinating committee. This helps to save the young generation in schools that fall victims of effect of drug, in their lives and in academic performance. Every country that wants to protect her members from drugs must join with other nations so as to fight this monster of drug abuse. Strict rules and regulations are put in place on how to handle drugs or rather how to deal with and individual or organization which may be in possession of illegal drugs (Nguu,2004). The government has established the office of the national coordination on the awareness of drug

abuse whose mandate is to coordinate all individuals and organization dealing with drug abuse problem. The government of Kenya has also established a national committee which deals with drugs control and also with international and other non-governmental organizations against abuse of the drug and creating awareness. The information by Mwangi, (2013) wrote that a man was jailed for two years in Nyeri for peddling 500gm of bhang worth Sh2,000 which he denied saying that he was selling Miraa when the police on patrol arrested him. This is a clear evidence of how drugs in the society are easily accessible even by the adult. The awareness focuses on:

- i) Initiating rehabilitation program for drug dependent persons-this is where the drug addicted need to be catered for and helped
- ii) Initiating public education against drug abuse-aimed at making campaign to the public, educating them on dangers of drug to health and on academic for young people.
- iii) Developing strategies aimed at curbing drug abuse among youth-the focus seems to be weak since it's among the youth that the abuse of drug is rampant. This may be argued that the more the knowledge they get, the more they continue to experiment with drugs.
- iv) Sensitizing parents on abuse of drug and their functions as role model-parents and other stakeholders of education need knowledge about drug since young people learn from them and they go beyond. Adults should be the role model and know how to take their social alcohol drink or smoking for recreation in absence of young people.

Therefore school principals should work in collaboration with the government to combat the issue of drug abuse in the schools for this helps in keeping discipline and academic performance in the learning institutions.

2.7 Role of Principal in curbing drug abuse

A study done by Ngesu et al (2008) found that in most school compound today, there was variety of drugs such as bhang, tobacco and alcohol among others. For instance in Lugari district, it was confirmed from the school that in the last five years, over 20 students were either suspended or expelled from one secondary school for having taken drugs in the same year. Drug abuse has three components:

- i) Demand reduction strategies which are strategies with the aim to reduce the desire and willingness to obtain and use drug abuse and to prevent reduce or delay uptake of drug abuse or rather addressing the community needs (Field,2010)
- ii) Supply reduction strategies aims to disrupt the production and supply of illicit drug as well as limit the access and availability of illicit drug in a certain context. In school setting, this includes measures taken to limit the use, possession and sales of illicit drug around the school premises. This is effective if the students are also involved in the prevention planning and implementing the drug educational program to assure its relevance to the specific situation of school.
- iii) Strategies to mitigate the negative health and social consequences of drug use. It also aims to reduce the impact of drug use and drug related activities on individual and communities, promoting proactivity and developing long term perspectives for a better academic performance.

Any education program aimed at addressing drug abuse among students should be holistic and address both the risk and preventive factors (Maithya, 2009). The aim should be to

strengthen the protective factors where potential buffer include strong family binding, school commitment, positive role model and a strong belief in ones efficacy. Program should aim at changing values, attitudes and believes which are assumed ultimately. Teachers exert a significant influence on students' attitudes, knowledge, and opinions. They can complement a school's drug abuse program by incorporating drug abuse prevention strategies into their subject at any grade level. For example, teachers can structure activities that require students to consider several options before making a decision (Momtazi, 2010).

The classroom practice increases the students' ability to identify options in other situations. The National Institute on Drug Abuse (2010) in America provides prevention ideas that can be incorporated into existing junior high school curricula. The research further lists additional in-class prevention activities for all grade levels. This leaves a room for the current study because it is not said after classroom, what do the school administrators do in order to curb the effect of the drug abuse within the school environment.

Secondary school based drug education intervention programme appears to increase knowledge of drugs atleast in short term. Drama can be helpful in this respect however, it's disappointing when the result of multi-component program that was long term becomes ineffective in curbing drug abuse and continues to show poor academic performance (Goodman, 2009).

According to Field, (2010) it was found that for many years society had searched for easy ways to prevent drug dependence and addiction. Frightening movies and horror stories of drug abuse failed to make young people to be scared to use drugs. Early effort to prevent drug use focused primarily on providing information on the dangers of specific drugs, warning of physical, social and psychological harm and punishment for sale, use and possession. According to school based education for New York (2004), its possible and desirable for school to be concerned with drug demand reduction, drug supply reduction and mitigating the real and social consequences of drug use, with major focus on demand

reduction(Wanja,2011). However, education authorities shouldn't accept the sole responsibility for changing students health behavior including reducing drug abuse. The primary role of school is to teach the skills, to impart knowledge and to establish a sound value base in relation to health and drug abuse, not to change behavior that may be determined by factors beyond the influence of the school and the academic performance (Walter, 2011).

Early intervention and prevention activities should characterize a school's drug abuse program (O'Donnell, 2012). School administrators determined the extent of the drug problem within their jurisdiction before initiating a new intervention program. This can be accomplished by an anonymous survey of students and consultation with local law enforcement officials. Collaborative plans should be made with parents, school boards, treatment agencies, and concerned groups within the community to ensure successful programs. O'Donnell emphasized that; as of any educational undertaking, the first task of drug abuse-prevention program is to define the goals. If objectives are not understood, developing educational efforts and techniques to be used may be difficult. For teachers, counselors and other workers in schools, the objective might be to train them to create the atmosphere of communication in their classrooms or to recognize the students' drug experiment and abusers, deal with them sympathetically and channel them into treatment if necessary.

Teachers might also be equipped with the tool to stimulate objective discussion with the students. There must be free dialogue between students and teachers or discussion leaders in an atmosphere of tolerance for all points of view, free of moralizing and shock reactions. Schools should report to the community on the achievement of educational outcome that have been identified as contributing to the achievement of the broader health goals of preventing drug use and reducing adverse consequences to individual and society, which will be evident through discipline and academic excellence (Wanja,2010).

Education for drug abuse prevention in schools may be defined as the educational programmes, policies, procedure and other experience that contribute to the achievement of broader health goals of preventing drugs use and abuse. A school should provide a safe and supportive environment, made possible by a set of clearly communicated policies and procedures that provide care counseling and support for all students, parents and policies. In this case, the curriculum should not be a passive one relying on pamphlets, lecturers or film. If possible the students should view actual experimentation of effects of drugs on animals. Walter (2011) and the Californian department of education carried out a study which determined that short term programs between four or less weeks, significantly increased students knowledge about drug and caused more cautious attitude toward drug use.

Imbosa (2002) carried out a study in six boys' secondary schools in Nairobi with the aim of finding out the strategies and programmes used in the schools to increase drug awareness and curb their use and abuse. The study involved both students and teachers and established that, drug use and abuse occurred in the student population as result of a complex range of factors including parental engagement in substance abuse, depression, anxiety, learning difficulties and low self-esteem, all of which are beyond the scope of the programmes put in place by the schools to address the problem. Based on these findings, the researcher recommended that a comprehensive study of drug use and abuse should be carried out, after which a detailed drug policy should be developed encouraging smooth planning, implementation and evaluation of the prevention, intervention and action strategies. The recommendation formed the basis for the current study, which researched on the strategies used by principals in intervention and prevention effect of drug abuse among students in Kenyan school and more so in Naromoru division.

upon which an action may proceed with greatest likelihood of success in achieving the stated purpose of the action. This principle can convey a sense of direction toward the ideal and with associated guidelines, can confirm that the plans are close to the ideals as they can be (Johnson, 2004). The principles can also help to ensure that scarce resource are not wasted on programmes and resources that have a superficial albeit, immediate appeal but do not meet the criteria for achieving learning outcome or long term changes to the school environment that will impact on future drug use. They also help to define the central role of the teacher and stress the educational rather than preventive focus of school based education for drug and prevention.

It is unfortunate that in most secondary schools in Kenya without exception of Naromoru division, there are no clear principles for schools on how to handle cases of drug abuse or rather the laid principles are in favour of the students hence most principals used unprofessional methods to handle the cases while others ignore the problem. This leads to major problem in the schools like indiscipline and poor academic performance since the students are under the influence of the drugs.

2.8. Strategies used to address drug abuse in schools

The traditional goal of most parents, educators, community leaders, congressmen and government officials has been to discourage young people from experimenting with illegal drugs at all emphasizing the horror of addiction and lumping all drugs leading to the same ultimate doom. Drug abuse is increasing day by day among the secondary school students as reported by the Kenya Anti-Drug organization (KADO, 2011)

The students' barazas were successfully held when schools converged in various places around the provinces. This however seems to have been short lived. This research aims at finding a lasting solution to the problem of drug abuse by first identifying the challenges and finding out how to encounter them. Heads of secondary schools meeting under their umbrella organization (KSSHA) gathered during their national annual conference in

Mombasa recommended education and control measures that need to be in place to get drug free environments.

Field (2010) argued that scarce tactics proved to be ineffective prevention strategies, since much of the information was invalid, exaggerated and over generalized causing young people to question the credibility of the program. Similar programs were developed and labeled by drug educators. Walter (2011) confirmed the converting programs which were used as tactics to attempt to dissuade young people from using drugs. This involved:

Directing: This is where the teacher is expected to tell the students what they must believe, value and do.

Preaching: This is similar to directing though with an added appeal to the student duty to a vague external authority.

Convincing: This is whereby the teachers appealed to logic where lecturing was the method used.

Scaring: The teachers emphasized on the danger of the drug. Since adolescent stage is a time for questioning and exploration, the information provided in this approaches was not geared to the sensitivity of young people. The adults in authority told them what to do rather than talking with them. Alternative activities are to be successful if they are acceptable, attractive and attainable (Field, 2010). In 1980, the thrust of these new preventive strategies shifted from drug to people, emphasizing educational information, coping skills and alternative activities. Credibility is a basic premise for the effectiveness of any alcohol or drug prevention programs. On the other hand Maithya (2009) explained that the most commonly used methods in Kenya are guidance and counseling, summoning of parents or guardians to school, suspension, heavy punishment and expulsion. According to the study, they recommended that this should be strengthened in life skills; teaching on drug use and abuse as a subject, organizing seminars and debate within the school.

Drug abuse is determined by existence of risk and protective factors. The risk factors

associated with drug abuse included lack of family and schools role models, peer pressure, poor school performance, conflict between school systems, and stress legalization of some drugs and lack of clear school policy on drug use and abuse. Intervention strategies must be supported by the school principal (Harris, 2011). Principals need to provide opportunities for teachers to meet for discussions about drug use and how they can fight the problem so as to improve the academic performance. They must inform students and parents that teachers have been authorized to communicate their concern of which, they need to have professionals available to counsel students. Finally, principals should follow up with students and/or parents after school personnel have intervened.

2.9 Summary and identification of gap

As the literature has indicated there are many studies conducted by different researchers. The studies discussed factors contributing to drug abuse and effect of drugs to students in specific parts of the world. Most of the researches have been conducted in schools both public and private. None has been carried out on strategies used by secondary school principals to curb the effect of drug abuse on academic performance in Kenya and specifically in Naromoru division. Some have focused specifically on effects on individual health and in the society.

Studies by (Ngesu, 2000, Maithya, Otieno,2009) showed drug abuse is rampant in secondary schools but leaves the gap of explaining what is done on the ground to help curb the menace and better academic performance.

The literature review has addressed issues of drug abuse challenges worldwide in secondary schools, in Africa and Kenya as well. Alcohol and drug abuse among the youth are implicated in a range of social and economic problems. There is need for a study to evaluate the effectiveness of drug abuse prevention initiatives aimed at reducing demand for drugs among students, and how drug abuse prevention measures can be improved, as well as how

ineffective ones can be weeded out. Majority of studies have been done in cities and in municipalities but this study concentrated in the rural are hence the gap between the urban and rural understanding in bridged.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter focused on the research design and methodology that were used to conduct the study. The chapter provides a detailed description of the design that was used, the target population, the sample size and sampling procedures used, the instruments, and how they were tested for validity and reliability, data collection procedure, the data analysis and the ethical consideration.

educational research, and an efficient method of collecting data regarding characteristics of the population (Marlow 2001).

Another advantage of using survey research is that participants have time to answer the questions and there is a fairly quick turnaround (Trochin, 2006). Additional strength of survey research is “surveys present information about specific populations about which generalizations can be made” (Dickinson & Blunt, 2005). This research therefore used the cross-sectional survey design to find out the strategies used by secondary schools principals in Naromoru division to curb the effect of drug abuse on academic performance. The results could be generalized to other populations of similar characteristics.

Using qualitative research method, this study used phenomenology to elicit information from the participants. Phenomenology, according to Gall and Borg (2007) is the study of the world as it appears to individuals when they lay aside the prevailing understandings of those phenomena and revisit their immediate experience of the phenomena. The distinctive characteristic of phenomenology is the emphasis on participants’ experiences and interpretations. The present study, seeks to understand the experiences of principals, deputy principals, and guidance and counseling teachers. Phenomenology procedure involves: identification of a topic of personal and social significance, selecting appropriate participants, interviewing participants and analyzing the interview data. Phenomenological inquiry is a straight forward procedure capable of detecting many aspects of experience that may prove to be important with no further analysis (Gall et al, 2007).

According to Terrell, (2011) use of concurrent triangulation enables the researcher to collect two types of data simultaneously; both quantitative and qualitative data allowing for perspectives from each and provides advantages of both methods.

characteristic (Ogula, 2005). Valarie, Eston and McColl (2005), defined the target population as the entire group a researcher is interested in; the group about which researcher wishes to draw conclusion. The target population for this study was the principals, deputy principals, the guidance and counseling teachers and the students in the 24 secondary schools in Naromoru Division. These schools are in various categories, that is, Boys boarding, Girls boarding, mixed day, mixed day and boarding. The ages of the students ranged from 16 to 24 years and were from form threes and form four.

The researcher used principals since they were chief school managers and instruments for implementation of the strategies. Deputy Principals were targeted because they dealt with discipline in the schools while the guidance and counselors were meant to keep records on cases they had handled on drug abuse, citing the methodology they used to handle students who abused drugs in the school. Students were targeted since they were victims of drugs abuse and they were able to express how they felt others relating toward them or how the strategies used by principals in curbing the effect of drug abuse contributed to their academic performance.

3.3 Sample size and sampling procedures

A sample is a part or a portion of the population (Robson, 2003). Frankel and wallen (2000) argued that a sample refers to any group on which information is obtained. The purpose of sampling was to gain an understanding about some features or attributes of the whole population based on characteristics of sample. Stratified and simple random sampling is found necessary in most cases, since it is difficult to subject, the whole population of interest to investigations because of the prohibitive cost in terms of time and money. There are a total of 24 secondary schools in Naromoru division, where stratified sampling was used to select 8 secondary schools for the investigation. The schools were sampled from all categories which included 1 Girls boarding school, 1 boy's boarding school, 4 mixed day schools, 2 mixed day and boarding schools. This was to ensure that there was proportionality

in the sampling.

Among the reasons accepted for sampling are limitations of time for the study. From each class ten (10) students from forms three and four, a total of twenty (20) students per school were sampled. The ten (10) students were sampled randomly from the class list by the researcher. In the case of mixed schools, gender was considered so that the respondents represented both gender (50% boys and 50% girls). For the single sex school, that is boys and girls' schools, the researcher purposively selected ten (10) boys and ten (10) girls from the class list. One (1) Principal, one (1) deputy principal (1) teacher counselor from each school was purposively sampled for the study, making a total of twenty three (23) respondents per school. The total numbers of respondents were one hundred and eighty four (184) who were used to get the data. The list of schools was obtained from the district education officer, Naromoru division which is the area of study. The selection within strata was done randomly.

The schools were stratified selected due to distance from each other and due to the nature of targeted population; the researcher was sensitive to gender issue so as to get fair representation of both homogeneous and heterogeneous. The study used both probability and non-probability sampling techniques.

3.3.1 Schools

A Stratified random sampling technique was used to select the eight (8) Secondary schools in the division. The strata was based on mixed day secondary schools, boys' and girls' only boarding secondary schools, and mixed boarding as shown in the Table 3.1

Table 3.1. Sampling matrix of schools in Naromoru division.

School category	No. of schools in the division	No. of school selected for study
Mixed day only	13	4

Boys boarding	3	1
Girls boarding	3	1
Mixed day and Boarding	5	2
Total	24	8

The stratified sampling was used to ensure that all characteristics of the population are captured in the sample. It is also referred to as quota or controlled sampling because it tries to guarantee that enough cases from each stratum are included in the sample (Kinoti, 1998). The study covered all three educational zones namely: Gakawa, Naromoru and kimahuri. The stratification was single gender (boys/girls) six(6) schools, mixed day and boarding schools five(5) schools and mixed day only thirteen (13) schools.

The researcher randomly selected 4 schools from mixed day which has a total of 13 schools. From mixed day and boarding, 2 out of 5schools were selected and 2 schools from boys and girls boarding which has a total of 6 schools. Based on the list provided by the DEO in the site, the researcher wrote names of the schools on pieces of paper, then folded them and put into three baskets representing the three strata. With the help of one of colleagues, pieces of paper corresponding to the required number of schools were picked from the baskets. According to Mugenda and Mugenda, (2003), a sample size of 10% accessible population is enough for descriptive study, while Ogula (2005) felt that a minimum sample of 30% for correlation descriptive study is necessary. In view of this, the researcher felt that the sample size of 33.33% was appropriate to represent the whole population and to generalize the findings.

3.3.2 Principals and Deputy Principals

All 8 Principals and 8 Deputy Principals were purposively selected from sampled

school. Principals were considered because they are school managers, and deputies play a great role in discipline matters hence both could be more informed about the strategies they use in curbing the effect of drug abuse.

3.3.3 Guidance and counseling teachers

Since the researcher believed that guidance and counseling teachers might possess more knowledge on drug abuse as compared to the rest of the teachers; all the teacher counselors were purposively selected. The reason for their inclusion was because they dealt directly with the students who consumed or rather abused drugs hence they were in position to give the accurate and reliable information.

3.3.4 Students

The students in form three and form four were used because they had been in secondary school for more than two years and they were in a better chance of expressing the strategies used by principals in curbing the effects of drug abuse in their academic performance. The classes which had more than two streams, the researcher used simple random to get the two streams while those with two streams were automatically selected.

The researcher requested for the class register of the selected streams and then picked the fifth names from the class list. Therefore there were ten students per class of form threes out of 1789 and ten students from form fours out of 1589 (Document analysis on students' enrolment 2012). The total number of students from each selected school were twenty totaling to 160 students, meaning eighty form threes and eighty form fours as it was required for the study.

3.4 Description of Instruments

The basic instruments that was used for this study was questionnaire, interview guides and document analysis as the main tool for collecting data. Questionnaires are economical, ensure anonymity, permit use of standardized questions, have uniform procedures, provide

time for the respondents to think and are easy to score (Ogula 2005). For this reason, this research employed them to elicit the desired information. The questionnaires were used because they could reach a big group and also gave the respondent freedom to express their views and make suggestions (Kinyua, 2011). Achola, (2011) explained that, through the questionnaire, the researcher may get more information about the things the respondents would rather write than say; they are less expensive and permit collection of data from a much larger sample.

3.4.1 Questionnaire for Guidance and Counseling Teachers and Students

The researcher personally administered the questionnaires to the respondents. This was done over lunch hour or during games time with prior arrangement with the principals of the sampled schools. The respondents were assured of complete anonymity since this study is dealing with a sensitive issue and clarifications were made where necessary. In all cases, the questionnaires were administered and collected on the same day. The collection was not done according to the sitting arrangement and neither were the respondents required to write their names.

The questionnaires were divided into five parts. Section A consisted of background or demographic information, section B consisted of nature of extent to which drug abuse, section C causes of drug abuse in secondary schools, section D commonly abused drugs and section E consisted of consequences of drug abuse while section F consisted of strategies principal used to curb the effects of drug abuse. This was through ticking the appropriate answer in the box and also likert scale to show the degree to which principals curb drug abuse or how often the drug was abused in the learning institution.

3.4.2 Interview Guide for Principals/Deputy Principals

An interview is an oral, in-person and answer session between the researcher and individual respondent (Gay, 2009). The researcher prepared a set of questions in order to get the primary information. Kombo (2006) state that interview is useful because it allows the

researcher to have direct contact with the participants such that the interviewer can clarify the questions hence helping in getting relevant information. According to Terrell, (2011) use of concurrent triangulation that is survey and naturalistic enables the researcher to collect two types of data simultaneously; both quantitative and qualitative data allowing for perspectives from each and provides advantages of both methods. Quantitative research design is an inquiry into a social or human problem based on testing a theory composed of variables, measured with numbers and analyses with statistical procedures in order to determine whether predictive generalization of theory hold true. The researcher used semi structured interview to get data from Principals and Deputy Principals. This was reliable especially for getting in depth information.

3.4.3 Document analysis Guide

In each school, the researcher obtained a drug related record from year 2010-2012. The aim was to gain insight into extent of drug problems in the schools and check the corrective measures employed by the Principals to curb them for better academic performance. Documents analyzed were: disciplinary records usually kept by Deputy Principals, school document policy containing school rules and regulations, official discipline letters to students, attendance register, performance records and official records in principal's office relating to discipline and academic performance. The information was to supplement data gained through interview guide and questionnaires.

3.5 Validity and reliability of research instrument

3.5.1 Validity

Kothari (2005) defined validity as the extent to which an instrument is intended to measure. The validity of the research is verified through procedures determining credibility, transferability, conformity and degree of participation and utility. The researcher ensured validity by giving the instrument to specialist and experts from the Catholic University of Eastern Africa in the field of educational administration and planning and other research

lecturers from the institution, to assess the degree to which the instrument represents specific areas and coverage of the content relevant to meet the question in study.

The feedback and suggestions was considered in the final document of the research instruments. The researcher carried out pilot-testing in two schools in the area which were not among the sampled schools which consisted of deputy principals, teachers and students. Piloting was done to determine whether the items in the instrument are clear to the respondents. Pilot testing enabled the researcher to identify shortfalls in the instruments such as ambiguity, unclear directions, clustered questions, insufficient space numbering and spelling mistakes among others. The researcher corrected all erroneous areas and therefore confirmed Content validity of the instruments supported by (Fraenkel and Warren, 2000) and (Huck, 2000) as cited in (Maithya, 2009).

3.5.2 Reliability of Research instrument

Reliability in research instrument refers to the degree to which the instrument gives a consistent result after repeated trials (Mugenda and Mugenda, 2003). According to McMillan and Schumacher (2001), reliability is the extent to which result are similar over different forms of same instrument or occasion of data collected and the extent to which measure are free from error. To determine reliability of the instrument in this study, the researcher used internal consistency of the instrument using split half approach which required only one testing session and splitting items into two halves (odd and even). The two sets of scores were computed using Pearson's Correlation coefficient of analysis.

Best and Khan (2000), argued that a correlation coefficient of 0.6 and above suggests that the instruments are substantially reliable for the study. According to Mutua (2000), a value of 0.7 has been considered cut off for acceptance and unacceptable reliability. This was calculated using number of cases denoted as (N), number of items (n) and Alpha (r). If the result is higher than 0.6 then, the instrument will be reliable. Mugenda and Mugenda (2004), affirmed that the high coefficient means that the instrument is reliable. The calculated

correlation coefficient yielded 0.840 reliability coefficients for guidance and counseling teachers and 0.801 coefficient for deputy principals. The result was considered satisfactory because above 0.6 as said by (Mugenda and Mugenda 2004) while Orodho (2009) says that, a correlation coefficient(r) of about 0.75 is high enough to judge the reliability instrument.

3.5.3 Validity and Reliability of Interview Guide

The reliability of research instruments in qualitative data, according to Cohen, Manion and Morrison (2007); Creswell (2009) focused on the researcher since he/she is the instrument itself. In qualitative research, both validity and reliability of research instruments are treated together. The trustworthiness of a researcher involved credibility (truth value) referring to confidence in the findings from informants and the context in which the study was undertaken.

Transferability (applicability) which refers to showing that the findings can be applied to other contents and settings, dependability (consistency) which indicated that the findings were steady if the study could be repeated, conformability (neutrality) which involved the degree of neutrality or the extent to which the findings of a study were shaped solely by the participants and not the researcher bias, motivation or interests. The researcher was therefore considerate in handling qualitative data.

3.6 Data collection and procedures

The researcher started the study after seeking and obtaining permission from the Catholic University of Eastern Africa (CUEA) and National Council of Science and Technology (NCST) to conduct research from the various public secondary schools in Naromoru division. The researcher then contacted the District Education Officer to be

allowed to carry out the research in the division. The sampled schools were visited and the principals informed about the study and at the same time the purpose of the study was explained to the respondents. Confidentiality was observed and assured to the respondents because the topic of research was very sensitive in the schools. The questionnaires were self administered to the student's respondents. Thereafter, the interview guides on principals and deputy principals after explaining to them the purpose of the study. The questionnaires were collected for data analysis on the same day.

3.7 Data Analysis Procedures

This research used quantitative and qualitative data analysis to analyze and summarize the data more precisely (Kothari, 2004). Qualitative methods were used for data that did not qualify for statistical analysis and quantitative for data that qualified statistical analysis, the analysis of the structured items was done using the Statistical Package for Social Sciences (SPSS). Unstructured items were analyzed manually along major concepts and themes, and the results were presented using descriptive statistics. To analyze and interpret data, the researcher presented information using tables, frequencies and percentages so as to come up with conclusion and recommendations. Coding of data was applied that is; after going through all the collected questionnaires, uniform categories of responses were identified, classified and fed into appropriate categories in a computer worksheet using SPSS Version 20.

Rubin and Luck, (1992), argued that in any study it is imperative that an appropriate analytical technique should be adopted so as to bring out the quantitative meaning of the data. Conclusion was drawn from the analyzed data, leading to recommendations and suggestions for further improvement of the strategies used by principals to curb drug abuse on academic performance in Naromoru division secondary schools.

3.8 Ethical issues in research

Ethical issues has been defined as branch of philosophy which deals with ones' conduct and serves as a guide to ones behaviour (Mugenda and Mugenda, 2004).Ethics is important to be considered in research because researchers are people genuinely concerned about peoples quality of life and must be of integrity by not taking research for personal gain, or that which will have negative effect on others. While carrying out this study, cognizance was taken as the fact that this study was dealing with very sensitive issues that were likely to elicit hostility, insecurity or concealment of the real data required from the participants. Participants were informed of the nature of the study and allowed to choose whether to participate or not. There is wide consensus among social scientists that research involving human participants should be performed with the informed consent of the participants (Nachiamis and Nachiamis, 1996).

Right to privacy and confidentiality or freedom of the individual to pick and choose for him or herself the time and circumstances under which to participate in the research. It is the researcher's ethical obligation to keep the respondents identity private (Neuman, 2000, Babbie, 1994, Makore and Rukuni 2001). This was ensured through asking the respondent not to write their names on questionnaires hence avoiding plagiarism, fluid and to ensure anonymity. Statements on confidentiality were written on the questionnaires and verbally communicated during interviews and questionnaire administration. For example, "these interviews/questionnaire results will be summarized in group statistics so that no one will learn of your individual answers".

Researcher should not harm the respondent (Makore and Rukuni 2001, Urombe 2000). Harm may be of various types such as: embarrassment, irritation, anger, emotional, stress, loss of self esteem, negative labeling, damage to the personal dignity, or invasion of privacy. Respondent may experience the above psychological harm if they are asked to

provide information on sensitive issues and private. In this study, the researcher considered ethical issues since some of the information were sensitive especially in regard to drug abuse.

CHAPTER FOUR

PRESENTATION, INTERPRETATION AND DISCUSSION OF THE FINDINGS

4.0 Introduction

The study was carried out in Naromoru division of Nyeri County and was aimed at finding the strategies used by secondary schools principals to curb the effects of drug abuse in academic performance. All analysis used descriptive statistics. Frequencies were obtained and expressed in percentage form. Where opinions were given, their content was analyzed and described. The items with highest percentages were presented in tables to answer the questions raised. After the demographic data and contextual data the chapter presents the interpretations of the research findings for each of the objectives in the study. This chapter contains presentations, interpretations and analysis of the findings. The distribution of participants is indicated in Table 4.0

Table 4.0 Response Rate of participants

Respondents	Frequency	Percentage
Students	160	100
Guidance & Counseling teachers	8	100

Principals	8	100
Deputy Principals	8	100
Total	184	100

From the questionnaires distributed to the students and Guidance & Counselling teachers, all were returned which constituted 100% return rate. The percentage was achieved due to monitoring of the entire administered questionnaire. The Questionnaires were verified, coded and tallied according to the themes and were qualitatively and quantitatively analyzed with the help of computer program, SPSS (Scientific Package for Social Science) version 20. This enabled the researcher to present the data in frequencies, percentages, tables and charts.

4.1 Demographic Information of Respondents

The study sought for information on gender of respondents in order to find out the representation of both sexes in the study since age and sex affect the way information is perceived. This information was important since it assisted the researcher to assess whether the students and teachers are aware of strategies used by principals to curb the effect of drug abuse. Data obtained from the field regarding sex of respondents were analyzed and presented in the Table 4.1

Table 4.1. Distribution of Respondents by Gender

Gender	Student		Principals & D/ Principals		Guidance&Counseling Teachers	
	f	%	f	%	f	%
Female	83	51.9	9	56.3	5	62.5
Male	77	48.1	7	43.8	3	37.5
Total	160	100.0	16	100	8	100

Table 4.1 shows that the majority of students' respondents were female which is represented by 51.9% while the male percentage is 48.1%. This indicated that most of the

schools which are mixed day in the region are dominated by female population. From the administrative point of view of Principals and Deputy Principals, the population of female was also high which counted for 56.3% while male were 43.8%. This is a typical presentation of our socialization process whereby most of the time women are given roles of teachers while men are socialized to become engineers, doctors among others. Despite the majority of school being mixed day and boarding, the researcher encountered females who headed mixed day school which contributed to the growth of the schools.

4.1.2 Age bracket of the students

The researcher was interested in finding out the age of the students. Data obtained from the field regarding the ages were analyzed and presented in the Table 4.1.2.

Table 4.1.2 Age bracket of Students

Age	f	%
16-18	85	53.1
19-21	49	30.6
22-24	26	16.3
Total	160	100.0

The researcher found that the majority of the students 53.1% are in the peak of their adolescent age group of 16-18 which has its own effect in the academic performance and the principals have to be very watchful when handling the student at this stage. Eisenstein (2005) says that it's the stage when they are discovering themselves and also exploring the facts of life hence majority end up exploring the effect of drugs without considering the side effect on the academic which leads them to be rebellious. An average respondent had 30.6% while minority age was from 22-24 which took 16.3%. Data of the age of participant was important to ensure that they were within the age of secondary school students which was the target

population but the study revealed 16.3% of students who were quite advanced in age still at school. This could be attributed to free education where everyone no matter the age, want to go for studies.

4.1.3. Type of schools

The researcher was also interested to find out the type of the schools which the respondents attended. It was assumed that the school which an individual attended contributed to the way of behaving or even the attitude of the person toward things. This was analyzed in the Table 4.1.3.

Table 4.1.3 Types of Schools

Types	f	%
Mixed day	80	50.0
Mixed Boarding &day	40	25.0
Girls Boarding	20	12.5
Boys Boarding	20	12.5
Total	160	100.0

Table 4.1.3 shows type-of school frequency distribution in Naromoru division and the respondents 50 % of the students attended mixed day schools meaning that majority live in the rural area. 12.5% attended boarding school of single gender boys/girls. 25.0% of respondent attended mixed boarding schools and day with few coming from urban areas. This indicated that majority of student move to and fro every day to school which could be attributed to either they were cheap or students had other responsibilities at home which need to be attended after school.

When analyzing the academic performance from the documents, it was evidence that the mixed day schools posted poor mean grade in KCSE for the last three years compared to mixed boarding and single gender boarding. This was interpreted that students in day school

may not have enough time for personal study like in the boarding school. Secondly they are fully involved in social life when they go home hence other factors affect them in the society unlike the boarding who are always confined in the school compound.

4.2. The use of drug abuse among students

This section sought to establish the magnitude of drug abuse among secondary school students in Naromoru division. The magnitude of the problem was measured by establishing the number of students involved in drug abuse. Majority of respondent 73.8% said that they have never used drugs while 26.3% of the students reported drug use. This is slightly higher from the findings of Maundu (2013) this indicated that among those who were sampled for the questionnaire a few of them had used drugs but the problem persist in the schools.

4.2.1. Duration of drug usage

The researcher was interested to find out those who were taking drugs and if they were currently using, or for how long they had used drugs in case they had stopped by the time of research. The results were indicated as in Table 4.2.1.

Table 4.2.1 Duration of drug usage

How long	f	%
Not applicable	123	76.9
Less than 1 yr	17	10.6
More than 1 yr	11	6.9
More than 2 yrs	9	5.6
Total	160	100.0

According to the respondents, 10.6% are currently using drugs for less than a year. 6.9% said that they have been using drugs for more than a year, while 76.9% have never taken the drug hence the question was not applicable for them. This is significant in the sense

that the drug issue in the school is becoming rampant and the students continue to abuse despite many talks on the dangers of using drug by young people and the effects on the academic performance. The findings disagree with that of Ngesu (2008) and Maithya (2009) who said that majority of students abusing drugs have been taking it for more than two years. This contradicts t by showing that a good number have been taking drug for less than a year.

4.2.2 Knowledge of any Friends who takes drugs in your school

The study sought to know if in the school, there were students abusing the drug and they were not part of answering the questionnaire. The response was rampant as majority said they knew other students in the school using drugs. 52.5% students out of 160 who were answering the questionnaires knew other students in the same school who took drug for various reasons. About 47.5% of students didn't know of anyone using drugs in the school. This was an indication that majority of students were taking drugs and the gap between them is very little. Mkubwa (2012), Maundu (2013) concurs with this study as they also affirm that majority of students who abuse drugs are known to their friends and not to the authority of the school. The researcher interviewed Principals to inquire if they knew specific students who abused drugs. One of them said this;

It is very difficult to know them because majority are day scholars. Some may be taking it on the way home or even on the weekend with their friends and family members. I can only suspect but I have no evidence. (Principals, personal interview 2nd August, 2013).

As it was shown in the previous table, the consumption is among the day schools hence when out of school compound, students felt free to take the drugs available as shown in the table.

4.2.3 Drug Abusers among friends

Students were asked if their friends abused drugs. This study reflects social learning theory where student live together and not all consume drugs or rather have similar behaviour

as shown in Table 4.2.3.

Table 4.2.3 Distribution of Friends abusing drugs

	f	%
None	83.0	51.9
2 out10	42	26.3
6 out of 10	15	9.4
4 out of 10	14	8.8
All	6	3.8
Total	160	100.0

Table 4.2.3 showed that the extent to which students indicated that their friends abused drugs was quite high with a cumulative percentage of 48.1%. This is lower than the proportion of those who indicated that their friends do not abuse drugs, namely 51.9% hence the difference is slightly small. These findings suggested that a large proportion of the sampled population was getting addicted at an early age with the risk consequence on drug abuse. This finding supports that of NACADA, (2004) which reported that the majority of drug users were amongst the youth.

4.3 Causes of drug abuse among the students

The researcher sought information on causes of drug abuse among the students and the response was as in Table 4.3.1

Table 4.3.1 Reasons for drug abuse: students' response

Reasons	f	%
1.Out of curiosity	42	26.3
2.To be accepted by friends	39	24.4
3.To increase intelligent	19	11.9
4.Availability of drugs	14	8.8
5.Teachers parent take drugs	13	8.1

1,4,2	12	7.5
3,4,2	9	5.6
1,4,5,2	8	5.0
3,1,4	3	1.9
3,1,5	1	0.6
Total	160	100.0

Table 4.3.1 shows that the most commonly perceived reason for drug abuse was curiosity 26.3%, followed by reason to be acceptance by friends, 24.4%, then to increase intelligence, 11.9%. Combination of out of curiosity, availability of drugs, and to be accepted by friends 8.8 % availability of drugs and then followed by combination of 5.6%, to increase intelligence, availability of drugs and to be accepted by friends. The findings differs with that of Ngesu (2008) which stated that students abuse drug due to their availability while it concurs with the UN 1992 report that the drug users like other people, seek approval for their behaviour from the peer group.

When asked in each specific school why students took drugs 50.6% said that students do not know the danger of drugs. This posed a big question on whether drug education was effective in the schools if at all the majority do not know the danger. It could also be assumed that they knew but due to the age factor, they wanted to explore and experience by themselves since it was clear majority took drugs out of curiosity. This can be seen in the Table 4.3.2

Table 4.3.2. Rationale for Drug abuse in Individual Schools

Reason for students	f	%
Students do not know the danger	81	50.6
Drugs are cheap	53	33.1

They help to perform academically	17	10.6
The school administration does not mind	9	5.6
Total	160	100.0

The Table shows that 50.6% of the respondents do not know the danger of drugs and the rate of abuse is high 33.1% said that drugs are very cheap meaning that the students can afford to buy them. Only 10.6% responded that they take to help them improve academically and 5.6% the school administration does not mind. This shows that students are not informed about the dangers of drug abuse and at the same time there is bad perception that drugs help in academic performance. This study fill the gap where other researcher like Ngesu (2009) and Maundu (2013) says that students take drugs because boredom and for idleness. It calls for principals to be on front line in fighting the drug abuse in schools.

4.3.3 Preferred places for drug abuse among students

The students were asked where they prefer taking these drugs. The responses were as shown in Table 4.3.3

Table 4.3.3 Areas preferred for drug abuse

Where do student prefer to take drugs	f	%
In the toilet	60	37.5
Going home	31	19.4
In class-preps	24	15.0
Behind the schools building	20	12.5
In the club/town	13	8.1
At home	12	7.5
Total	160	100.0

All 160 students involved in the research, responded to the question. A big percentage revealed that the drug consumption in the school was done in the toilet that is 37.5%.This was

not indicated whether they take during the day or at night depending with the type of the school. 19.4 % said that they preferred to take drugs going home. This was concluded to be more for the day schools since they go home every day and they can use drugs easily without being noticed.

Other places are during preps 15%. This shows that students do not concentrate much even when they have personal time to read. 12% responded that they prefer to take drugs behind the school buildings. Only 7.5% preferred to take at home. All these responses suggested that drugs are taken in secretive areas where abusers may never be found by school authorities and even parents. The choice of secret places for drug abusers could be necessitated by availability of drug and the fact that school administration does not care much. In addition, the illegal status of most drug abusers in the country could explain why drugs are taken in secrecy or in hidden places considered 'safe'.

The finding concurs with Achola (2011) conclusion that drug consumption is a clandestine undertaking. The literature review also supported the finding and showed that the sale of drugs is conducted secretly and that only "trusted clients" get the commodities. This explained why most teachers said that there was no drug problem in their schools. This gave an indication why the academic performance is declining in most of the schools in Naromoru division for majority of the school authority seemed to be ignorance of the whole scenario.

4.4 Commonly abused drugs by students and their sources

This section presents information based on the most commonly abused drugs by students in secondary schools. Knowledge of the most frequently used drugs by students was regarded as important in recommending possible prevention and intervention measures. The assumption was that cheap drugs are more frequently abused. The variables considered in this section included types of drugs abused, their sources and availability. Students, G&C teachers, Principal and Deputy Principals responded to this question.

4.4.1 Classes which abused drugs most

The researcher targeted forms three and four students since they had more experience in school and the study revealed that they are also the most abusers of drugs, though lower classes were also involved as shown in Table 4.4.1

Table 4.4.1 Frequencies of drug abuse according to classes

	f	%
Form 3	73	45.6
Form 4	50	31.3
Form 2	35	21.9
Form 1	2	1.3
Total	160	100.0

Form threes was leading with 45.6% and Form Fours with 31.3%, Form Twos 21.9% while Form ones were less abuser since they were new in the school environment and accounted for 1.3%. This could be interpreted that by the time the students are in form three, they are fully addicted to drugs and few makes it to form four and probably poor in academic. The study sought to get information about the commonly abuse drugs in Naromoru division and the responses were reported as in the Table 4.4.2.

Table 4.4.2. Most Commonly Abused Drug. Students' response

Drug	f	%
Alcohol	36	22.5
Alcohol,Miraa,Bhang	24	15.0
Tobacco/cigarette	19	11.9
Alcohol ,tobacco	17	10.6
Alcohol, Tobacco, Miraa, sleeping peels	15	9.4
Bhang	15	9.4
Bhang, sleeping pills	12	7.5
Miraa/khat	11	6.9
Others kubel	8	5.0
Sleeping pills	3	1.9
Total	160	100.0

Table 4.4.2 shows that all (160) students responded to the various multiple-choice options in this question. Based on the information above, Alcohol is the most frequently abused drug with a response-frequency of 22.5%, followed by combination of Alcohol, Miraa and Bhang 15%. Tobacco 11.9.% while bhang and sleeping pills, 7.5%. The least abused drug is sleeping pills 1.9%.

The findings concerning alcohol, khat and tobacco as the most commonly abused drugs possibly reflect the overall current situation of drug abuse among the youth in the country. For example NACADA, (2007), reported that the national prevalence of substance misuse among the youth was 60% Alcohol, 58% Tobacco, 23% Cannabis and 22% Khat among others. The current scenario could be attributed to the fact that Kenya has become a progressively significant transit point for drugs destined for other countries such as Europe and North America.

This is evidence from the NTV new at 9.00 p.m as it was highlighted on Tuesday 28th July 2013, where Britain has banned the sale of Miraa from Kenya and it has brought a lot of

discussion among the communities planting and consuming it. After a week of the latter news, it was also shown in the media the police in Nyeri County uprooting bhang plant in aberdare ranges hence making the magnitude of drug consumption in the county a serious issue. In addition, use of drugs such as alcohol, khat and tobacco is culturally, socially, legally accepted and even locally produced. Such factors have compounded the problem of substance abuse and dependence among the youth including students (Kiiru, 2004).

The response of guidance and counseling teachers toward the commonly abused drugs corresponded with that of students as shown in the Table 4.4.3.

Table 4.4.3. Teachers Response on Commonly Abused drug

Teachers Response	f	%
Alcohol	4	50.0
Alcohol, Tobacco, Miraa, Bhang	2	25.0
Tobacco	1	12.5
Cannabis Sativa(bhang)	1	12.5
Total	8	100.0

As shown in Table 4.4.3, the teachers agreed with the students that alcohol was the most commonly abused drug. 50.0% thought this to be the case, followed by combination of Miraa and bhang 25.0%. In addition, they said that ‘*kubel*’ an Indian traditional tobacco was abused by both male and female students. They argued that the drug is cheap and locally available therefore, the students could easily access it from the local community and shops. Like the teachers and students, Deputy-Principals 50% reported that among the most commonly abused drugs were Alcohol and Cannabis. This argument was in agreement with the proposition in the conceptual framework of this study that; easy availability of drugs contributed to drug abuse and lead to poor academic performance.

Research by National Institute on Drug Abuse (NIDA, 2011) found that Alcohol was

the most commonly abused drugs followed by Tobacco and then Cannabinoid (bhang). This concurred with the National Collegiate Athletic Association (NCAA, 2012) who conducted similar studies and came up with the commonly abused substances as Alcohol, Tobacco and Marijuana. Therefore the situation of drug abuse has not changed much since the finding by the researcher in Naromoru division revealed the same as to what others had done yet they had not looked at what the principals in schools were doing to curb the menace of drug abuse, which may lead to improved academic performance among the students.

4.4.4 Sources of Drugs among Students

The respondents were also asked to comment on the main sources of commonly abused drugs. Source as a variable in this study was considered relevant in order to provide information to drug supply reduction agencies on the best ways of targeting the suppliers. Knowing where drugs are sourced by the users could help supply reduction agencies like the anti-narcotic police in devising appropriate intervention measures. In addition it can also provide information useful in aiding formulation of surveillance strategies by the parties involved in reduction of supply and demand. This is important because cutting down on supply will lead to drug unavailability and hence reduction in abuse. The responses on sources of drug are presented in Tables 4.4.4.

Table 4.4.4 Students Response on Sources of drugs

Sources	f	%
Shops/kiosks	80	50.0
Others: villagers/friends	19	11.9
Watchmen, cooks	15	9.4
Matatu drivers/tout	11	6.9
Family members	11	6.9
Family members, Shoe repair, Kiosks	10	6.3
Watchmen	9	5.6
Cooks	5	3.1
	Total	160

concur with Shoemaker's (2004) argument that having a parent or family member with a drug problem increases the chances of developing the same problem in the offspring. This implies that the presence of a family member who takes drugs contributed to drug abuse among students.

The high prevalence of drug abuse in students from families where another member of the family was also abusing drugs correlates well with previous studies that found a similar correlation between parental use and abuse of drugs and drug abuse patterns among their children (Otieno, 2009). The home is said to be the primary source of alcohol and other drugs and it is here that children and the youth draw their views as to the appropriate use of drugs. Sons of alcoholic men have a 25% chance of becoming alcoholics themselves in part because of genetics and in part because of family acceptability (Ibid). The research reveals that the distribution of drugs has now changed from bars and now to kiosk and family members.

On the same issue, the guidance and counseling teachers multiple-choice responses showing the common sources of drug is presented in Table 4.4.5.

Table 4.4.5 Teachers' Response on Sources of drugs abused

	f	%
Shop/kiosks	4	50.0
Others: Potato brokers, villagers	3	37.5
Shoe cobblers	1	12.5
Total	8	100.0

The study found that major sources were Shops/kiosk 50.0%, Potato brokers 37.5% and Shoe cobbler 12.5%. This indicated that since the place was good for growing of potatoes, most of the young people were used by the brokers to load the Lorries and in the process they were supplied with some drugs.

When the teachers were asked if the students knew the consequences of drug abuse; evidence on knowledge of dangers was presented as in table 4.3.2 page 61 that majority was

unaware. The information given indicated that knowledge of dangers relating to drug abuse does not necessarily prevent students from abusing them. This scenario suggested that change of attitude towards drugs, rather than knowledge about them could decrease drug abuse. Interviews with Principals and Deputy Principals concurred with response of Guidance and counseling teachers showing the danger at school as one deputy said;

Actually, when we see increase in indiscipline, such as fighting among students, stealing, high rate of dropout, poor academic performance, personal negligence and conflicts with parents, this is an indication of drug abuse and we are very keen on that. Some students are very aggressive all of sudden but we follow more when there is academic performance decline. (Deputy Principals, personal interview 5th August, 2013).

Most of the G&C teachers had experienced the problem in school due to drug abuse issues in their session with the students. The problem were analyzed in the Table 4.4.6

Table 4.4.6 Problems experienced in drug abuse

Problems	f	%
Poor academic performance	4	50.0
Sneaking	1	12.5
All the above	3	37.5
Total	8	100.0

The average respondents 50.0% felt poor academic performance, as a major issue to be addressed in the schools. Sneaking was among the least problems experienced by the teacher in the schools. This was interpreted that; when the students are under the influence of drugs, they not only harm themselves but also the community and members around them. It was interesting when the same students after expressing that they didn't know the danger of drugs, they were able to further say that it affected their academic performance which many Principals, Deputy Principals and G&C teachers concurred with in response to their questionnaire on the main effect of drug abuse among the students who engage in the vice.

Table 4.4.7 shows responses on the answers to the questions on main effect of drug to the students.

Table 4.4.7 Main Effects of Drug Abuse: Teachers Response

effects of drugs	f	%
Poor academic performance	5	62.5
Always punished	1	12.5
All the above	2	25.0
Total	8	100.0

For the Students, poor academic performance rated at 62.5% posing a serious concern while 12.5% felt that being always punished was not a big issue in matters related to drug abuse hence decline in academic performance pull down the mean grade of the class and the school at large. From the document analysis, the researcher found that students are usually punished for performing poorly in the class and not accomplishing the assignment. The record of performance for the last three years was also analyzed from the schools which participated in the research and it was clear that it was not stable and this was attributed to drug abuse in the schools. The academic performance from the schools which participated was as in Table 4.4.8.

Table 4.4.8. Academic Merit

**NAROMORU DIVISION (KIENI EAST DISTRICT)
2012 KCSE EXAMINATION RESULT ANALYSIS**

No	Name	Category	2012	2011	2010
1	NDA Secondary	Boys Boarding	5.900	6.171	4.795
2	NDB Secondary	Mixed Day& Boarding	5.646	5.430	4.942
3	NDC Secondary	Girls Boarding	4.898	5.140	5.175

4	NDD Secondary	Mixed Day& Boarding	4.466	4.805	3.695
5	NDE Secondary	Mixed Day only	3.286	3.200	3.47
6	NDF Secondary	Mixed Day only	3.298	3.158	3.455
7	NDG Secondary	Mixed Day only	3.338	3.667	4.025
8	NGH Secondary	Mixed Day only	3.048	3.00	2.6

Source: Document Analysis, Principals Office

The national examination analysis indicated that the means score of these schools was below grade 6 out of 12. This does not mean the schools cannot perform well but due to the persistence of drug abuse even among the students in boarding schools, the academic performance had been low for the last three years. It was only in NDB secondary and NDH where there was significant progressive performance. The researcher observes that the effects affected the students negatively especially on their academic performance. The results agree with Republic of Kenya (2001) which noted that drug abuse contributes to loss of interest in academic work and indiscipline among students.

The study found the effects as lack of responsible citizens, school indiscipline, stealing, high rate of school dropout, incompetent national workforce, performance, personal negligence, damage of school property during strikes and conflicts with school administration which is evidence of poor academic. The researcher also analyzed the DEO report on schools performance in the division where it was found that in 2012 alone, 43 schools in the county went on strike and 9 were from Naromoru division. This has contributed very much to the poor performance where the division ranked number 44 out of 46 divisions in the county in the 2012 National examination; this was clear and significant drop from position 40 out of 46 in 2011. A research done by Mkubwa (2012) has shown a massive consumption of drug in

the region which has contributed to decline in academic performance and indiscipline in the learning institutions.

Guidance and counseling teachers' response on problems that the authorities face in dealing with drug abuse in school are shown in Table 4.4.9

Table 4.4.9 Problem Principals Encounter in Dealing with Drug Abuse in schools

Teachers response	f	%
Lack of adequate knowledge on drugs	3	37.5
Some teachers provide Drugs to the students	2	25.0
Some teachers take drugs	2	25.0
Others; Ignorance	1	12.5
Total	8	100.0

The Table, shows that there is lack of adequate knowledge on drugs among the teachers and even to students had the rate of 37.5%. Therefore the principals try to curb the menace without proper skills. The drug rate in the school and society is high yet people are not equipped with proper tools to eliminate it. The study revealed that some teachers take drug and some also provide drug to the students which had a response of 25.0%. The study abides with the SLT which is based on the idea that adolescent acquire some behaviour from their role model like teachers and parents.

This shows that the principal has not only to curb drug use among the students but also among the teachers. This can be interpreted in the view of persisting problem that despite the effort by principals some teachers were suppliers of drugs to the students hence the fight becomes complex. When asked if it was increasing or decreasing, the response was equal for increase and for decrease. Since the counselors have other duties in the school, they spend few hours per week in counseling, the students as it is indicated in Table 4.4.10

Table 4.4.10. Hours spent on Counseling Student per week

Time	f	%
Two hours	3	37.5
One hour	2	25.0
More than Three hours	2	25.0
Three hours	1	12.5
Total	8	100.0

It was evidence from G&C teachers that there is problem of drug abuse which they have encountered in handling the student. Majority of teachers 37.5% spend only two hours per week in counseling. An average of 25% also spends one hour and more than three hours in counseling the student while a few 12.5% spend three hours. This can be interpreted that the ministry and schools recommend guidance and counseling for full time to curb the effect of drugs abuse but those who are on the ground are not much committed to it hence the menace continues to spread since they have other responsibilities.

The researcher was also interested to in getting information about the professional qualification of those who were entitled to handle the students in the school and the result was analyzed in the Table 4.4.11.

Table 4.4.11. Distribution of G&C Teachers and Principal/Deputy Principals Qualification

Qualification	Counseling		Guidance & Principal/Deputy Principals	
	f	%	f	%
MED	-	-	3	18.8
Graduate	4	50.0	13	81.3
Diploma	2	25.0	-	-
SI	1	12.5	-	-
TTT	1	12.5	-	-
Total	8	100.0	16	100.0

The study revealed that a good number 50% were graduate, average of 25.0% were diploma, and a few of them 12.5% SI and 12.5% Technical Trained Teachers (TTT). Majority also said that they have worked for over 20 years as teachers. This indicated that teachers in this region do not care much on upgrading their qualification and they seemed to be comfortable with that. This could also be interpreted as lack of modern methodology in helping the students according to the current changes in the world and also among the student. Actually some of them said that students refer to them as analogue teachers while we are in the era of digital.

The school administrators were also requested to indicate their qualification so as see if they kept on the pace of academic requirement due to the current changes in the system. Surprisingly, majority 81.3% still holds the bachelor degrees and they have been in the office for more than five years. Only a few 18.8% out of 16 had furthered their education to a master degree. This could be the reason why strategies for curbing drug abuse are not very effective since majority are using the ruled out methods hence being at master level they could have been introduced to current issues in education and in handling the young generation. Amanuel (2009) argued that staff competence will never last forever, due to factors like globalization, technology advancement, curriculum changes, and transfers and

promotions. Advancing academic qualification equip the teachers to be at par with the current changes of approaching or rather handling young people and this is missing in most of the school who participated in the research.

4.5 Strategies used for curbing drug abuse in schools

This section presents findings on the strategies used to address drug abuse in secondary schools. Information was sought on how often they are used and if they are effective in relation to academic performance according to the respondents' point of view. Data was collected from G&C teachers (8), Principals (8) and Deputy Principals (8) using questionnaires and interviews. The G&C teachers were asked to provide information based on the various strategies used in their schools to curb drug related problems and how often this is done in improving academic performance. The frequency distribution of the multiple-choice response is represented in the Table 4.5.1

4.5.1. Strategies used by Principals to Curb Effect of Drug Abuse.

strategies	Very often		Often		Not often		Not applicable		Total %
	f	%	f	%	f	%	f	%	
	Expulsion	-		3	37.5%	2	25%	3	
Suspension	1	12.5%	3	37.5%	4	50%	-		(8)100
Guidance and counseling	4	50%	1	12.5%	2	25%	1	12.5%	(8)100
Heavy punishment	1	12.5%	3	37.5%	2	25%	1	12.5%	(8)100
Call parent to school	1	12.5%	2	25%	4	50%	1	12.5%	(8)100
Training teachers	-		2	25%	4	50%	2	25%	(8)100
Drug education	2	25%	3	37.5%	3	37.5%	-		(8)100

According to the G&C teachers as in Table 4.5.1, the most commonly used strategy of responding to drug abuse was Guidance and counseling as indicated by a frequency of responses 50.0%, followed by drug education 25.0 %. Other methods used often include expulsion, 37.5% which revealed that most of the students are absent from the class hence they miss the lessons. This indicates that when the time for exams comes, they perform poorly and the schools remain with low mean grade (Maundu, 2013). Heavy punishment and drug education 37.5% each as the result concurred with the similar study done by (Maithya, 2009) on drug abuse in secondary schools of Kenya. In Naromoru division, these strategies proved to result in poor academic performance as it was reported by most respondents. A good number of respondent said that suspension is not often used hence its clear majority are expelled in a soft way. Despite the banning of corporal punishment under the Children’s Act, 2001, the Principals were using the method to curb drug abuse in the schools. This was through digging in the school garden, digging a pit or cleaning the walls and pavement during

the lessons. On interview with one of the Deputy Principal, the following remarks were made to the researcher:

If drug abuse persists and the student does not improve, we expel them by discouraging them from coming to school hence they stay at home or seek another school. This is because some problems are from home and we cannot interfere with family issues. You know our students are a reflection of the community around us. (Deputy Principal, Personal interview, 5th August, 2013)

This was attributed to the rapid spread of drug abuse among students because; instead of helping the students the problem is transferred in another school. On the same issue, one of the Principals in another school explained:

We try Guidance & Counseling and incase, the problem persist, we recommend a referral to the professionals in the nearby District hospital where we have a branch dealing with counseling for children and we have seen it is effective. (Principals, Personal interview 5th, August 2013)

This was an indication that some schools were very serious on curbing drug abuse and worked in collaboration with other bodies while others were not interested and they wanted to get rid of students from the school.

4.5.2 Students' Response on Strategies used to Curb Drug Abuse

The researcher was interested to get information from the students about the strategy their principals used to curb the effects of drug abuse in the school and all of them responded as in Table 4.5.2.

Table 4.5.2 Students' Response on Strategies used

From the research, 43.8% said that principals expel drug abusers from school. This

Strategies	f	%
Expelled from school	70	43.8
Never found	27	16.9
Heavily punished	22	13.8
Guidance and Counseling	21	13.1
Parental involvement	20	12.5
Total	160	100.0

disagreed with what the G&C teachers responded. 16.9% said that they were never found meaning that no action was taken on them 13.8% asserted the teachers that heavy punishment was used often to punish students who abuses drugs. According to the students, going home for parents and Guidance and counseling was less used in fighting the effects of drug abuse by principals in order to improve academic performance. The findings agreed with the study of Nguu (2004) which indicates that exposing students to some type of punishment may impact negative attitude toward school hence decline in academic performance. In the interview, the Principals were asked to say what they actually do as the managers of the school to fight the menace and their response was analyzed in Table 4.5.3

Table 4.5.3 Principals/Deputy Principals Responses on Strategies

strategies	f	%
Invite guest speakers on drug issues	5	31.3
Heavy punishment	4	25.0
Regular check up	3	18.8
Guidance and Counseling	2	12.5
Talks on drug during assembly	2	12.5
Total	16	100.0

The Principals and Deputy Principals made it very clear that they invited the guest speakers on drug abuse issues as responded by 31.5%. 25.5% indicated that heavy

punishment was administered to drug user while regular check up was also important 18.8%. Guidance and counseling and talks on drug during assembly was least used in curbing the effect of drug abuse hence calls for more integration and cooperation.

The researcher had interest to find out the view of respondent if the strategies according to them were effective in improving academic performance. The information was collected and analyzed in figure 4.5.1

Effectiveness of Strategy

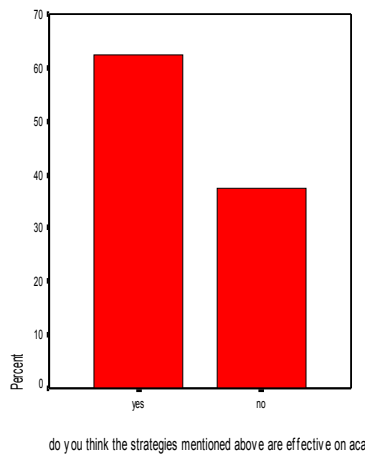


Figure 4.5.1.

Majority of teachers 62.5% said that the methods used were effective as indicated while a good number 37.5% said that the methods were not effective for academic performance. This indicated that; when the drug abusers are expelled from school and not helped to come out of, it is an achievement on the part of the school yet the students continues to suffer.

The researcher wanted to find out from G&C teachers who should be involved in fighting drug abuse in schools or it's only them who were assigned the responsibility. They responded as in Table 4.5.4.

Table 4.5.4 Involvement in drug education

Who	f	%
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All subject teachers	5	62.5
School counselor	2	25.0
All	1	12.5
Total	8	100.0

All subject teachers as 62.5% followed by school counselor 25.0% and then all 12.5% were reported. The response on who should be involved was interesting since they had earlier said that some teachers provided drugs to the students and others took drugs. Therefore it seemed involving all means even those who provided drugs to the students were part of it of which it may not work. This could be interpreted that students were not willing much to come out of drugs or else there were some teacher who cooperated with students in providing drugs or even consuming together especially those from day schools.

The students were requested to identify which strategies could be most effective on academic performance. This was to involve them in decision making and listening to their view in fighting drug abuse. The responses are in Table 4.5.5

Table 4.5.5 Most Effective Strategy on Academic Performance

Most effective	f	%
No response	79	49.4
Inviting guest speaker	41	25.6
Holding debate	23	14.4
Guidance & Counseling	11	6.9
Regular check up	6	3.8
Total	160	100.0

The result showed that majority 49.4% didn't want to commit themselves hence they did not answer to the question. An average of 25.6% felt that inviting guest speakers could be of great help, while 14.4% identified holding debate to be effective. Fairly a good number

6.9% said Guidance and counseling, while Regular check was not the opinion of many students as only 3.8% advocated for it.

General assessment of the strategies used by Principals to curb the effect of drug abuse on academic performance was sought from the teachers which were recorded using the scale as in the Table 4.5.6.

Table 4.5.6 Teachers' Assessment on Effectiveness of Strategies

Strategies	1. Very effective		2. Effective		3. Moderately effective		4. Not effective		5. I don't know	
	f	%	f	%	f	%	f	%	f	%
Expulsion	2	25%	1	12.5%	2	25%	2	25%	1	12.5%
Suspension	1	12.5%	3	37.5%	2	25%	2	25%	-	-
Guidance and counseling	3	37.5%	2	25%	3	37.5%	-	-	-	-
Heavy punishment	-	-	-	-	3	37.5%	4	50%	1	12.5%
Call parent to school	1	12.5%	-	-	5	62.5%	1	12.5%	1	12.5%
Training teachers	-	-	5	62.5%	3	37.5%	-	-	-	-
Drug education	3	37.5%	4	50%	-	-	-	-	1	12.5%

The responses indicated that the feeling of the teachers was that among the methods used, Guidance and counseling rated from being very effective to moderately effective with 37.5% respondent out of 8. Drug education to the students was considered to be very effective by 37.5% followed by expulsion 25%. Training of teachers was rated to be effective 62.5%. This could be seen as a deep desire to be equipped in order to curb the effect of the drug abuse. Calling the parent to school was moderately effective 62.5 % this could be the reason for cooperation and involving parents in the lives of their children in order to mould

an all round citizen. 50% declared that even if heavy punishment was used by Principals to curb the effect of drug abuse in academic performance, it was not effective while 37.5% felt it was moderately effective. Other strategies mentioned in the interview as stated by one Principal were;

We put the signs and posters in all corners of the school written ‘This is a drug free zone’. For the poster we try to get those with scaring images so that they can see the consequences of drug abuse first of all in their health and then in academic performance. (Principal, Personal interview, 6th August, 2013).

Surprisingly, the interpretation of some students about the signs was not clear while others didn’t take notice on the same especially the day scholars. This comment by the teacher repeated exactly what (Field, 2010) said as reason for failure to fight drug abuse. Scaring young people has little impact hence other ways need to be adopted.

4.6. Solutions to Drug Abuse in Schools

The researcher found out measures that respondents wished to see implemented to curb drug abuse in schools for better academic performance. Suggestions from respondents were considered important because they helped the researcher to broaden the understanding of various prevention and intervention approaches, needed to address drug abuse in schools and enhance academic performance. Questions related to preferred measures were directed to 160 students, 8 G&C teachers, 8 Principals and 8 Deputy Principals. Their response were shown in the Table 4.6.1

Table 4.6.1 Solution for Strategies to Curb Drug Abuse

Suggestions	f	%
Invite guest speaker on drug abuse	3	37.5
Peer counseling	2	25.0
Guidance and Counseling	1	12.5
All of the above	2	25.0
Total	8	100.0

The Guidance and counseling teachers gave their response by 37.5% suggesting inviting guest speaker often to speak on issues related to drugs as priority which concurred with the response of the students. The combination of all the above 25.0% proposed peer counseling while they suggested themselves, being the last with 12.5%. This showed that G&C needed to be enforced with other methods or rather they felt themselves not confidence in the field since students spend most of their time within the school, it was necessary to find out who should be approached when students with drug related problems needed support. The students were expected to choose from among a number of choices. The multiple-choice response perceptions were presented in Table.4.6.2

Table 4.6.2 Students Response on person to be approached

Persons	f	%
Guidance and counseling teacher	79	49.4
Any teacher	35	21.9
Principals	15	9.4
Teachers & parents	13	8.1
Peer counselor	12	7.5
Deputy principal	6	3.8
Total	160	100.0

According to the reaction of the students, majority 49.4% felt that G&C teachers were the best to approach in case of drug issues. Fairly a good number 21.9% had different opinion

suggesting that any teacher could be approached as long as a student was free to open up and share the problem. A few number of respondents 9.4% suggested that the Principal should be the one to be consulted. Only 3.8% were for the opinion to approach Deputy Principals. This was interpreted that few students considered Deputy Principals as helper since they had great role in discipline of the school. It could also indicate that there was poor relationship or lack of trust between the students and the Deputy Principals. This response explained why some students had said that the schools had not done much to curb drug abuse. In this case some of the issues could be known to the Principals before the Deputy knew in regard to the drugs. This revealed why they had said that there were few cases of drugs reported while Guidance and counseling teachers had said the problem of drugs was increasing in the schools.

Through the interview with the Principals and Deputy Principals, they had a common idea where majority suggested that:

Drug abusers should be persecuted by the government without mercy. Then there must be cooperation among all stakeholders in education sector to curb the vice from all the angles, and to fight it from the source that is from distribution level. This is because as much as we try to curb it in the schools, the society is providing hence it seem like we are competing, and in any case, we might be losers bearing that most of us are in day school.(Principals, Personal interview,5th August 2013).

A group of Principals and Deputy Principals blamed the issue of drug abuse to irresponsible parenting and lack of role model to the student hence suggested that parents should create time at home and talk to their children on general conduct including the dangers of drug abuse. This will require first they be educated on the vice so that they can identify it from their children. On the same note, students should be made aware of the side effects early enough.

Suggestions were made for schools to adopt regular check up on students to deter usage of drugs. A good example was introduction of alcoblow for day scholars in order to curb those who take alcohol during the school time. Others suggested enhancement of guidance and counseling with the view of introducing peer counseling among the students.

This was evidence from the research findings that majority of schools had no idea of how peer counseling worked. Schools counselors should be well equipped so that they can give special care to those who abuse drugs instead of expelling them from the school.

Principals and Deputy Principals suggested to the Ministry of Education to come up with a clear policy on how to curb the effect of drug abuse in secondary schools. When the researcher got interested to find out whether the schools had a copy of policy on drug abuse, the results were extremely surprising. The researcher found that majority of schools 68.8% does not have any policy from the ministry as revealed through the interview. A few respondents 31.3% had the policy though they didn't mind much about the content. What was stressed was that students should not take drugs in school but what to do with them if they were caught was upon Principal to know the strategy to use.

Putting up rehabilitation centers for affected person was also suggested where the schools or even the parents can afford to take victims and to be helped professionally. This was thought to work better if all the drug centers (joints/kiosks) and bars near the schools be closed and the authority is serious on it by keeping on monitoring what is being supplied in such areas. Almost 100% of teachers, Principals, Deputy Principals all expressed that drug abuse education must be part of school curriculum. It should not to be taken as an issue to be discussed in the schools when a victim is found.

4.7 Summary

The chapter looked at the extent of drug abuse among students, causes of drug abuse, commonly abused drugs and their sources; effects of drug abuse among students on academic performance, strategies used to address drug abuse and their perceived effectiveness; and suggested strategies to help curb drug abuse in secondary schools. Quantitative data from respondents was analyzed using the Statistical Package for Social Sciences (SPSS) to generate frequencies and percentages while Qualitative data was evaluated, classified into

logical thematic categories based on the objectives, and coded. Some of the key deductions are that: From the sampled students, 26.3% indicated that they abuse drugs and 52.5% indicated that their friends abuse drugs; but interviews with teachers indicated indecision regarding drug problems in their schools. Boys were said to abuse drugs more than the girls in mixed schools.

Curiosity, acceptance by friends, and ignorance to the dangers of drug abuse was cited as major factors that contribute to drug abuse among the students and this makes them to be less interested in academic work which has lead to poor performance in the region the finding of this study are anchored by (Otieno, 2009).

A variety of strategies are used to address drug abuse in schools such as heavy punishment of manual work, expulsion among others, but the teachers were of different opinion on whether these measures were fully effective.

Quite a number of findings in the current study agree with the findings of other researches like (Frischer, 2006) as they are indicated in the chapters. However, possible explanation of other contrasting tendencies observed in the current study could only be speculated about.

The next Chapter is a presentation of the summary, conclusion and recommendations for the strategies used by Principals to curb the effect of drug abuse in secondary schools, in Naromoru division based on the research findings in Chapter four of this study.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary, conclusion and recommendation of the study designed to strategies used by principals to curb the effect of drug abuse on academic performance in Naromoru division Nyeri county Kenya. Finally gives the suggestions for further studies.

5.1 Summary of the Study

The overall purpose of this study was to find out the strategies used by secondary school principals to curb the effect of drug abuse in academic performance in Naromoru division Nyeri county Kenya. Review of related literature showed that various texts have been written outlying drug abuse in schools but not the strategies used by Principals.

The study employed Mixed Methods research designs. The target population consisted of secondary school students, Guidance and counseling teachers, Principals and Deputy Principals. The researcher used simple random technique to sample eight schools out of twenty four secondary schools in the division. The sample size included all the eight principals, their Deputies and Guidance and counseling teachers from selected schools and one hundred and sixty students. The researcher applied stratified sampling to stratify the category of the schools as single gender, mixed boarding and mixed day only. The reason was to give equal chance for all categories of schools to be represented.

All eight Guidance and counseling teachers and one hundred and sixty students availed themselves to fill in the questionnaires administered to them by the researcher, while eight Principals and Deputy principals availed themselves for interview. This was mainly to obtain the required information for the research. The instrument for the study was validated by research experts. A test-retest technique was used to determine the reliability of the

instruments. Descriptive statistic involving frequencies and percentages was used to summarize the data which was presented using frequency distribution tables and charts. On data analysis, responses from the closed-ended questions were assigned numbers for example 1 for Yes and 2 for No. For the open ended questions, narrative method was employed and in some circumstances some of the responses were numbered according to the themes. Each theme was assigned a code. Frequency tallying was then used to assign each expected response to the theme it closely related to. Numerical values were then assigned to the new themes and tallied accordingly. These were then fed to computer using SPSS version 20 window to process the data collected. The analysis of data helped the researcher to come up with four major findings based on the research questions.

5.2 Summary of the findings

5.2.1 The Main causes of drug abuse among students

The study revealed that the main cause of drug abuse is curiosity, and acceptance by friends which is the same as peer influence. Majority of students responded that curiosity moved them to try a drug which is different from other researchers. The magnitude was facilitated by principle doing very little in matters related to drug abuse in the learning institutions. The researcher found that some teachers and parents took drugs and therefore there was lack of role model for the students. The study found this to be a big challenge to the Principals in their fight toward curbing the effects of drug abuse in the schools for better academic performance.

5.2.2 Main Sources of Commonly Abused Drugs among Students

The findings revealed Alcohol, Tobacco and Bhang were commonly abused in the schools and especially by Forms three and four. Shop/ kiosks, Villagers and friends, family members were distributors of drug to the students. There should be collaboration from all educational stakeholders to curb the menace and improve academic performance which is the key role for the learning institution but in this research it was found to be missing. The G&C teachers, Principals and Deputy Principals felt that it's a big problem yet they were unable to get the individual students since they took drugs in secret

5.2.3. Type of Strategies used by Principals

The study found that guidance and counseling, expulsion, suspension and drug education were strategies used often in most schools to curb the effect of drug abuse. Generally these methods were perceived to be ineffective by the teachers, an indication that there is still need for more effective strategies to address the problem so as to improve the academic performance. The least preferred method was talking to students at assembly. This was apparent from students' responses to actions taken by the school administration to curb effects of drug abuse; hence they were not decided on their effectiveness; unlike the teachers who felt that the measures were ineffective.

It was established that the calling of parents to school, drug education and training teachers were not often done. These strategies were seen to be of great importance if used appropriately. The study found that the schools in the area of study mostly used Guidance and counseling and expulsion as a strategy to curb the effect of drug abuse.

5.2.4 Drug related discipline problems and academic performance

The fourth research question on drug abuse discipline related problem and academic performance in schools had much to convey. Most respondents cited that the big challenges were absenteeism, which was as a result of expulsion or suspension, indiscipline among the students and strikes/riots. These problems have contributed to poor academic performance

5.2.5 How to Improve the Strategies

Majority of the participants agreed that the methods used need to be improved so as to enhance academic performance. They suggested that inviting guest speakers could improve this, and enhancing guidance and counseling department through Peer counseling. The students and Principals felt that this could be an effective strategy since the students also longed for it.

5.3 Conclusion

Based on research finding of the study, the researcher concluded that; the strategies used by principals to curb the effect of drug abuse contributed to poor academic performance. This is due to the effects they had on students and to the institution. Despite that most schools in the study area had experienced principals and guidance and counseling teachers, most schools continued experiencing worst cases of mass indiscipline cases such as drug and alcohol abuse, school strikes, stealing and sneaking from school, destruction of properties, fighting and poor academic and decline in academic performance

The researcher concluded that the strategies were inadequate in helping to improve academic performance among the students. It was also very clear that the national academic performance for the last three years in some schools was not consistent even in schools which have good entry marks hence declaration of serious problem in the whole region. All the education stakeholders are to be mobilized in the division so as to save the young people and the society from drug abuse through education. Poor academic performance ruins the future generation hence cooperation is needed among all the parties.

Poor methods of curbing drug abuse were attributed to lack of drug abuse policy in most of the schools in the region. Hence, calling all the principals to make effort and have a copy for their school. As far as the research was concerned, the researcher concluded that the government was also very lenient with drug peddlers. Instead of taking serious punitive

measures they just released them after few hours or days. This had demoralized the effort of secondary school Principals.

5.4 Recommendations

Following the findings from the respondents it emerged that the strategies used by principals did not contribute much to improve academic performance in Naromoru division. Therefore the following recommendations were made:

Lack of a policy made it difficult for school administrators and teachers to address the problem effectively. In this regard, a uniform policy for all schools was not only necessary but urgent to guard against disparities in addressing drug abuse in schools, and to arrest increasing cases of drug abuse among students. It was therefore recommended that a comprehensive and uniform policy for handling students who abuse drugs be put in place by the MOE as a measure to curb drug abuse. This policy would be an important component of a comprehensive drug preventive strategy for youth in schools. The researcher recommended all the Principals in Naromoru division to acquire drug policy guidelines for their schools since few were found to have one.

Through the research there was an outcry from many schools that the Ministry of Education should equip teachers adequately in matters regarding drug abuse, and enhance Guidance and counseling at all levels. Therefore the Government should fund awareness creation programmes for all parents, teachers and other stakeholders. The ministry of Education should also see to it that the government empowers NACADA more to help route out drug and substance abuse. It should have an enforcement body to ensure that those breaking the laws are dealt with effectively.

The Government through the Ministry of Education should enforce the children Act (2001), legal notice No.8 (16). This is to ensure that all the students are protected from the use of hallucinogens narcotic, alcohol, tobacco product or psychotropic drugs and from being

involved in their production, trafficking or distribution. The government need to increase taxes on legal drugs (alcohol and tobacco), and enforce sales-to-minors laws that are tight. For this reason, increasing the price of legal drugs by tax hikes can reduce consumption, and delay or perhaps prevent the initiation of the youth into drugs and its attendant harms.

5.5 Suggested areas for further Study

Based on the findings, conclusion and recommendations, the study suggested the following studies to be done:

This study should be replicated in the whole county as well as other areas where academic performance is declining in the country. This is because the strategies used to curb effect of drug abuse may differ according to different circumstances

The researcher suggests that further research should be done on involvement of parents in curbing drug abuse in schools.

Although the study has recommended a uniform policy for schools to address drug abuse, information is needed on what components should constitute a school policy to make it effective. In addition research is needed to ascertain the relationship between school policy and drug abuse among students

A research could also be carried out on Students' perception toward strategies used by secondary school principals in curbing drug abuse.

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APPENDICES

APPENDIX A

QUESTIONNAIRE FOR GUIDANCE AND COUNSELLING TEACHERS

Dear teachers,

My name is Sr.Margaret Mary Njagi, a student at the Catholic University of Eastern Africa pursuing a Master of Education Degree in Educational Administration and Planning. I am conducting a research on *Strategies used by Secondary school Principals to curb the effect of drug abuse on academic performance in Naromoru division, Nyeri county Kenya.* Your school has been selected to participate I am kindly requesting your cooperation in responding to these questions which will enable me accomplish this study. Your responses will be treated as confidential. Please do not write your name or your institution on this paper. Thanks in advance.

Provide the following information by *ticking/ writing the applicable number in the blocks provided.*

Section A: Background

1) Gender

Male

Female

a. Age

26-30 years

31-35 years

36-40 years

40 and above

b. Type of the school.

Day mixed

Girls Boarding

Boys Boarding

Mixed Day &Boarding

c. The school is

Public

Private

d. Professional qualification

Form 4

Form 6

P1

S1

Diploma

Graduate (e.g Bed,Med..)

Others :Specify

e. For how many years have you taught since you qualified as a teacher?

0-5 years

6-10 years

11-15 years

16-20 years

Over 20years

Section B: Nature and Extent of Drug Abuse.

2). Do you ever teach anything about drug use as you teach your subjects?

Yes

No

a) As a school counselor, how many hours do you spend on counseling students per week?

One hour

Two hours

Three hours

More than three hours

b) Besides counseling, what other duties do you have in the school?

c) None

Teaching

Administrative responsibility

Others: Specify.....

d) Have you had any experience in dealing with drug problem in your school?

Yes

No

e) If your school is co-education (mixed) what is the general distribution of known drug abuser in terms of gender.

Boys are more abusers

Girls are main abusers

Both boys and girls equally abuse drug

f) Which forms are mostly involved in drug abuse?

Form 1

Form 2

Form 3

Form 4

g) Where do majority of known abusers come from?

Rural areas

Urban areas

Both

h) Is there a drug problem in your school?

Yes

No

i) Is the rate of drug abuse in your school, increasing or decreasing?

Increasing

Decreasing

j) If increasing, what are the reasons for your answer?

Most drugs are available

Schools rules do not prohibit drug abuse

School administration is relaxed

Students are more stressed due to wide curriculum

It is not yet established

k) What is your overall assessment of drug abuse in secondary school?

Nearly 100% of students take drugs

About 60% of students take drugs

About 40% of students take drugs

Less than 20% of students take drugs

Section C: Causes of Drug Abuse.

main sources of drug abuse

3). which are the

Matatu tout

Shoe cobbles

School workers

Shops/kiosk

Others : Specify.....

a). In your opinion, why do you think students in your school abuse drug?

Lack of role model

Conflict with parent

Peer pressure

A lot of work in school

To enhance intellectual ability

Excess pocket money

Others: Specify.....

Section D: Commonly Abused Drugs. Tick More Than One.

4). what drug do most of the students take?

Alcohol

Tobacco

Miraa (khat)

Cannabis Sativa (bhang)

Cocaine

Heroin

Others: Specify

Section E: Consequences of Drug Abuse. Tick More Than One

5) What kind of problem has your school experienced due to drug abuse?

Fighting among students

Sneaking

Stealing

Strikes

Conflict between students and teachers

Poor academic performance

Others: Specify

a) Which is the main effect of drug abuse among the students who engage in vice?

They do not concentrate inn class

Always punished

Stealing from others

Not cooperative

Usually absent

Poor performance in the school

Others: Specify

b) What problems do the school authorities face in dealing with drug abuse in the school?

Parent do not support school administration

Some teachers provide drug to the students

Some teachers take drugs

Lack of adequate knowledge on drug uses

Others: Specify.....

Section F: Strategies Used to Address Drug abuse.

6) How often are the measures listed below taken to fight drug abuse and related problem. Use the ranking key and indicate the appropriate.

VO- VERY OFTEN

O –OFTEN

NO- NOT OFTEN

NA -NOT AT ALL.

Strategies	VO	O	NO	NA.
Expulsion	1	2	3	4
Suspension	1	2	3	4
Guidance & Counseling	1	2	3	4
Heavy punishment	1	2	3	4

Call parent to school	1	2	3	4
Training teachers	1	2	3	4
Drug education	1	2	3	4

i) Do you think that the strategies mentioned above are effective on academic performance?

Yes

No

ii) Which of the following people are involved in drug education in your school?

Class teacher

All subject teachers

School counselor

School administration

PTA

Others :Specify

iii) What is your assessment of the strategies used by principals to curb the effect of drug abuse in secondary schools? Use the scale below to answer. *Tick in the correct box*

1. Very effective

2. Effective

3. Moderately effective

4. Not effective

5. I don't know

1	2	3	4	5

Strategies

Expulsion

Suspension

G&C

Heavy punishment

Call parent to school

Training teachers

Drug education

iv) Suggest other strategies principal can use in eradicating drug abuse in learning institutions

G&C department

Peer counseling

Strict school rules

Invite guest speaker on drug abuse

Others :Specify

v) Should drug abuse education be part of school curriculum or a separate program.

Tick one

Part of curriculum

Separate curriculum

APPENDIX B

QUESTIONNAIRE FOR STUDENTS

My name is Sr.Margaret Mary Njagi, a student at the Catholic University of Eastern Africa pursuing a Master of Education Degree in Educational Administration and Planning. I am conducting a research on *Strategies used by Secondary school Principals to curb the effect of drug abuse on academic performance in Naromoru division, Nyeri county Kenya.* Your school has been selected to participate I am kindly requesting your cooperation in responding to these questions which will enable me accomplish this study. Your responses will be treated as confidential. Please do not write your name or your institution on this paper. Thanks in advance.

Section A: Background: Kindly Indicate With a Tick

1) Gender

Male

Female

<input type="checkbox"/>
<input type="checkbox"/>

2) Age in years

<input type="checkbox"/>

3) Form

Form III

Form IV

<input type="checkbox"/>
<input type="checkbox"/>

<input type="checkbox"/>

4) How long have you been to this school

5) Type of the school

Mixed Day

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

Boys Boarding

Girls Boarding

Mixed Boarding

6) Where do you live with your parent /guardian?

Rural

Urban

7) Your school is

Public

Private

8) Religion

9) Christian

Muslim

Hindu

Others: Specify.....

Section B: Extent of Drug Abuse

10) Have you ever used drugs?

11) Yes

No

i) If yes and not currently using, for how long did you use them?

1-2 years

2-3years

3-4 years

More than 4years

ii) If Yes and currently using them, how long?

Less than 1 year

More than 1 year

More than 2 years

iii) Do you know of friends who take drugs in your schools?

Yes

No

iv) How many of your friends take drugs? *Tick one*

All

6 out of 10

4 out of 10

2 out of 10

None

v) Which classes abuse drug most? *Tick one*

Form 1

Form 2

Form 3

Form 4

Section C: Causes of Drug Abuse Among Students.

10). Why do students use drugs? Indicate the right number in the box. *You can tick more than one.*

1. To increase intelligent

2. Out of curiosity

3. Availability of drugs

4. Teachers/parents take drugs

5. To be accepted by friends

Others: Specify

.....

a) As far as you are concerned, why do student in this school take drugs. *You can tick more than one.*

Drugs are cheap

The school administration does not mind

Students do not know the danger

They help one to perform academically

b) Where do students prefer to take drugs? *You can write more than one*

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

Section D: Commonly Abused Drug in the Schools

11). Identify the most commonly abused drug by the students by indicating with a *tick*.

Alcohol

Tobacco/cigarette

Miraa/khat

Cannabis Sativa (bhang)

Sleeping pills

Glue

Others: Specify

b) Where do these drugs come from? *Tick more than one.*

Matatu drivers & tout

Cooks

Watchmen

Shops/kiosk

Family members

Shoe repairs

Others: Specify

Section E: Strategies used by Principals to Curb Drug Abuse in School

11) Which strategies do principal used to deal with drug abusers? *You can Tick more than one*

They are punished heavily

Expelled from school

They go for their parents

Never found

They go for G&C

Nothing is done

Others: Specify

13).Have you or your friends in school ever been exposed to any drug preventive strategies/education? (e.g. counseling, seminar)

Yes

No

a) If yes, which strategies have been used to curb the effect of drug abuse in your school? *Tick more than one*

Drugs prevention talks by invited guest

Counseling

Poster

Information by teachers during lessons

Others: Specify

- b) In your own opinion which could be the most effective strategies on academic performance?.....
- c) In case one has a problem of drug abuse in the school, who should be approached for help?

APPENDIX C

INTERVIEW GUIDE FOR PRINCIPAL AND DEPUTY PRINCIPALS.

My name is Sr. Margaret Mary Njagi a students at Catholic University of Eastern Africa. I am conducting a research on *Strategies used by Secondary School Principals to curb the effect of Drug Abuse on Academic performance in Naromoru division, Nyeri county Kenya*. Kindly answer the questionnaire below to aid this study. Please do not write your name anywhere or any other form of identification. All the information will be treated with confidence.

1. Gender _____

2. Age _____

3. Type of School: Single gender, ___

Mixed boarding and day, ___

Mixed day only ___

b) Private _____ Public _____

4. Professional qualification _____

5. For how long have you served this school as a Principal ,Deputy Principal?

6. Comment on the general situation of drug abuse in your school _____

7. How does drug abuse in your school affect

i. Individual students _____

ii. School in general _____

8. Why do you think students abuse drugs? _____

9. Does your school have drug abuse policy from the ministry? _____

10. Which strategies as a principal do you use to curb effect of drug abuse in your school?

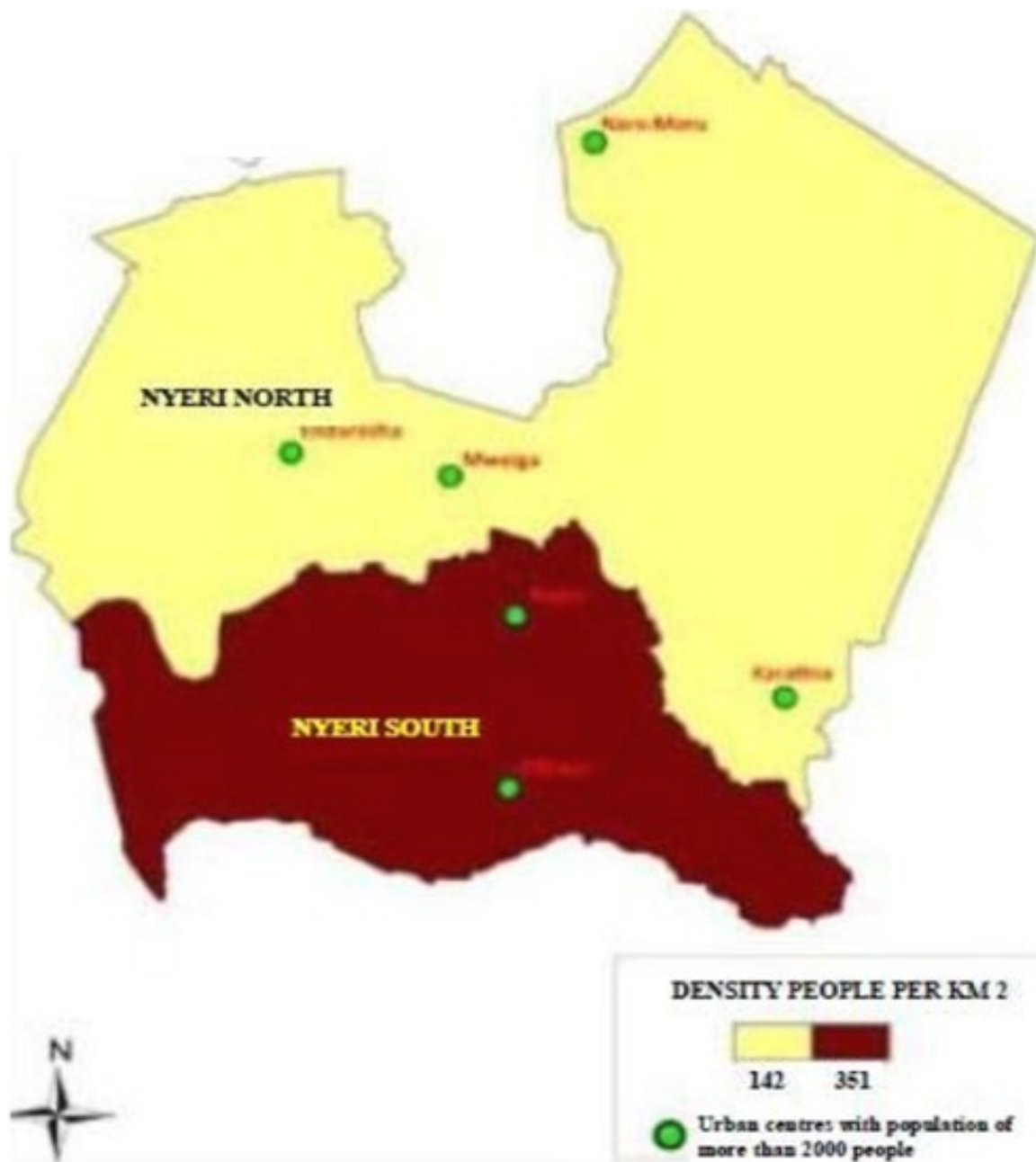
11. Among the strategies employed which of them are effective in enhancing academic performance? _____

12. What do think the ministry of education should do to minimize drug abuse in schools?

13. What suggestions would you make in relation to the drug abuse problems in secondary schools? _____

THANKYOU FOR YOUR COOPERATION

Appendix D: Map of Nyeri County showing the area of study



Source: Google Maps. 2013

Appendix E: Letter of Authorization:

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550
Mobile: 0713 788 787 , 0735 404 245
Fax: 254-020-2213215
When replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/013/1394**

Date: **29th July 2013**

Margaret Mary Njagi
The Catholic University
of Eastern Africa
P.O Box 62157-00200
Nairobi.

Approved
[Signature]
DISTRICT COMMISSIONER
KIENI EAST

RE: RESEARCH AUTHORIZATION

Following your application dated **26th July, 2013** for authority to carry out research on "*Strategies used by secondary school principals to curb the effect of drug abuse on academic performance in Naro Moru Division, Nyeri County, Kenya.*" I am pleased to inform you that you have been authorized to undertake research in **Kieni East District** for a period ending **30th September, 2013**.

You are advised to report to **the District Commissioner and District Education Officer, Kieni East District** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

[Signature]

DR. M. K. RUGUTY, PhD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:

The District Commissioner
The District Education Officer
Kieni East District.

"The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development".

Appendix F: Research Permit

PAGE 2 **PAGE 3**

Research Permit No. NCST/RCD/14/013/1394

THIS IS TO CERTIFY THAT:

Prof./Dr./Mr./Mrs./Miss/Institution **Date of issue** **29th July, 2013**

Margaret Mary Njagi **Fee received** **KSH 1000**

of (Address) Catholic University

of Eastern Africa

P.O Box 62157-00200, Nairobi.

has been permitted to conduct research in

Location

Kieni East District

Nyeri County

on the topic: Strategies used by secondary

school principals to curb the effect of drug

abuse on academic performance in Naro

Moru Division, Nyeri County, Kenya.

for a period ending: 30th September, 2013.

Applicant's Signature **For Secretary**

National Council for

Science & Technology

