School Environment Influence on Students' Drugs Abuse in Secondary Schools within Matungulu and Kangundo Districts, Kenya

Michael Munyao Ivita

Makerere University, Department of Foundation, PhD Candidate in Education Research and Evaluation

Abstract: *The purpose of this dissertation was to establish the influence of school environment on students' drug abuse in secondary schools in Matungulu and Kangundo districts of Machakos County, Kenya. The research problem emanated from the concern that drug abuse has remained a serious habit in Kenyan schools despite efforts put in place to reduce it. The researcher used mixed method approach to carry out his study. The study sample was 13 BOM chairs, 13 PTA chairs, 13 head teachers, 104 teachers and 780 students. The information was elicited by use of questionnaires, interview schedule guide and focused group discussions. Quantitative data were analyzed through simple statistics while qualitative data by thematic analysis. School curriculum from findings it doesn't link school experiences with community lifestyles and hence students have remained frustrated, disappointed and stressed. In conclusion, concerted efforts from all stakeholders need to come up with programs that may rescue the situation. Some of recommendations include strengthening the department of guidance and counseling in schools and even government setting policies on drugs usage in the society rather than leaving everything to schools management.*

Keywords: School Environment, Students' Drug Abuse, Influence, Secondary Schools

1. Introduction

1.1 Historical Perspective

The transition from medical to creation and social patterns of drug use impacted by bringing about drug- related problems. This is because, outside medical domains, drug (such as alcohol, Opium, Khat and tobacco) were often used in a less controlled fashion, increasing their liability for harm and dependency. [7], for example, trace the times of excessive alcohol consumption (a sign of alcoholic abuse) back to ancient Roman culture in about 100A.D.

African societies were not exceptional from this paradigm shift from their own ways of doing things to new ones. The delocalization of cultural moral and economic aspects of Africans was evidenced by several studies. [4] wrote that whites systems were shifting African traditional values to individual oriented. The study insisted that African societies had to use their identities in moral aspects and cope up with new invasion in their communities. The new system changed roles of African traditional family and schools to youth in society. Traditionally family trained youth to be together, have communal concern and work as a team for communal benefit which was completely different from white education system. [1] stated that African traditional family and schools did acquire new values that were out to control youth instead of previously supporting systems that helped youth/ students to grow according to their talents and abilities.

The new values from whites according [13] did take over and subjected African values of concern and cohesion. The new values influenced more in our societies and Africans did lose their image and identity too. Africans more specifically communities of Meru, Kamba, Kikuyu and Embu used to take local brew when sharing their issues of clan for rituals and for reconciliation times [10]. The new

values from whites promised heaven on earth however this was not true. To [10], beer took different meaning in that people could take beer to relax, to relieve stress because of frustrations and sometimes because of loss of family support. This new dimension in society was activated through families, schools and churches. The new values according [16] insisted of controlling young people in all agents of society.

Family life and school environments completely changed in the name of modernization [11]. Students in schools were not comfortable with controlling systems. Their views and voices are not heard or listened to [16]. This puts them to a tunnel that they cannot air their wishes or grievances to authorities at home, at school or even churches. The reaction to this controlling system from students is rebelliousness, violence, drug abuse, frustrations and engaging the groups without much resistance because of their dissatisfaction of systems control.

[18] stated that western culture came with two things cultural imperialism and social constructivism. Through western values which came through their educational systems, their values, and ways of their lifestyles and changed meanings were exposed to Africans. In schools and churches western influence brought new dimensions through globalization [26]. Some of these new lifestyles from whites changed meanings of activities in African set up. For example, beer was used during times of leisure, rituals, reconciliation and celebrations [20]. The new social constructed meaning of taking beer according to [18] is the time to relieve stress, search for company and look for resolutions individually for personal issues. According to [11] western values were more on individual entity than communal and this was through their educational systems which were full of control than support to youth/ students. The control system did not go well with students in schools or churches and hence such dictatorial systems did lead to

formation of peers who were rebellious against control systems (Ibid). Traditionally peers were for support and encouragement to one another for communal services [1]. In schools peers were formed to device a way to react to school authorities and to certain extent families who work in full support of control systems in schools.

The consequences of control systems in schools according to [11], [20] are that students have formed groups to rebel against school administration, strikes in schools, drop out of schools, overdrinking as a failure of school life, drug abuse as a way of relieving stress of school failure to listen to them and as signal that they need to be heard about their issues.

According to [18] students are not passive recipient but active actors in society. [11] says media through advertisements, billboards, websites, whatsapp, twitters, smses and emails has influenced youth/ students on how to react to authorities. The social constructed meaning of usefulness of beer in terms of stress, frustrations or reactionary to authorities has been copied by students [12]. According to [12], media is catalyst for students because through demonstrations of how drugs are used and why they are used, then students have acquired a way to solve their issues by copying what others are doing when in stress or frustrated by life through this social-structured system. Modern families and schools have broken down traditional perspective on formal learning in traditional set up [16]. To [16], schools have implemented control systems with support of parents. The control system doesn't support students to air their views, ideas or feelings. Students have felt betrayed by the whole system from top management to the bottom level. [6] said that control system has necessitated the students to form peer groups as a reaction to dictatorial leadership.

According to [17] modernity has trained people to move from rural to urban life. Urbanization due to cultural imperialism and social structurism systems, families have found themselves in big threats of e-communication systems, where their children are receiving information through mass media, news papers, videos, whatsapps, twitters or smses. Children who are not passive recipients do copy behaviors from these electronic communications. Firstly from their peers who are being advertised, two reaction of their colleagues to parents and school authorities because of control systems [18].

[18] stated that family life in urban centres has completely changed from traditional one. Parents are either in job, or in business or in evening classes after works. Over weekend parents have busy schedule to attend various kind of functions. This kind of nature in towns has made children to be left alone. Peers take opportunity to influence one another, families leave schools to control their children. Students due to lack of dialoguing from parents or school authorities and also learning a lot from media, then divert their frustrations to modern ways of relieving stress that is drug abuse, overtaking drinking or delinquent behaviours [18], [6], [26].

According to [18] control systems do block and enclose learners to open up and hence decision making from learners becomes threatened for enhancement or development. [23] holds that students are at stake because chances for them to express their views are blocked to already decided systems. In this scenario, peer influence is a force to reckon with among students while family and school entities become a stumbling block to students to air their views. It is through this that family and school control systems were to be researched on their influence among students in abusing drugs.

1.2 Theoretical Background

This study was guided by the social constructivism (symbolic interactionism) theory. The social constructivism proponent was George Mead who came out with this theory around beginning of 20th century. This theory had that reality is socially constructed through interaction of social actors. The theory has it that people create meaning(s) in a thing and when the meaning is acceptable to many people, it becomes part of reality to be used and applied. This theory is interpreting meaning to copy the reality. According to social constructivism meanings change. This theory holds that the environment people live in do help them to construct what is good for their living. The theory insists that people construct what is desirable to their wills, lifestyle according to the situation they are in. The theory does hold that man formulates what he/she desires in life depending on circumstances he/she finds in.

The family lifestyle has also been influenced by socially constructed reality which ended up effecting youth who are in schools. The changed lifestyle through social media and western education has badly affected students because no control of what is flashed in screen, a reality constructed by man through new meanings of life after westernization lifestyle.

1.3 Conceptualization of the Study

Modern families have been influenced by western values and styles of living. This has even gone to level of caring and interacting [12]. Today parents have little time with their kids or no time (Ibid). Such scenarios have given youth / students time to indulge to all lifestyles especially flashed programs in screen, [11]. Students have become drug users due to negligence of parents and being hardly at home to monitor their children. The researcher after the study, he found out that the scholars approaches of postmodern would rescue the situation at schools where the teachers would handle students with care, love, empathy, guidance and interactive teaching in classes, clubs and even in open forums for more advice and sharings [11], [25], [20], [12].

1.4 Contextual Background

Traditionally, beer had vital role to the community /society. It was hard to find people taking beer carelessly or irresponsibly, [19]. According to [19], people were engaged to traditional beer in times of celebrating an occasion, could be birth of a child or a new wife in a family. Other times could be leisure times, during rituals or initiation rites or mourning. Men could gather together to enjoy and thank God for wonders and blessing they have got from him. To

[27], beer taking was a time for communal cohesion and deep sharing for the people about their history and how foreparents guided them to do when having such occasion. To [27], it was time for openness and solidarity of family members, or clans or extended family.

[1] claims that Africans did not have an occasion for traditional beer for nothing. It was not easy for old men to gather and start taking traditional beer irresponsibly. [1] contends that even if it was for leisure, men could have special sharing like how do you see our community going on, or our clan, or our children or any other aspect of the community. [27] supports this argument by saying that in traditional beer taking there was so much discipline and respect in the place of taking such that one to act contrary was ashamed. [27] adds that tobacco, miraa or bhang taking were shared in completely different environments where women or young people could not come in anyhow. Those sharing grounds [5] were respected and one could go there at a particular age and after acquiring certain status in the community particularly marriage and having a number of children and years in family life. So beer taking was socially and culturally respected drink and was taken with a lot of honor, respect and was purposeful drink.

[9] states that due to western education and globalization African traditional values were challenged and delocalized. [9] continues to say that cultural imperialism brought new meanings to African beliefs and practices. [17] claims the socially- constructed reality in name of modernization through schools, churches and media has demonstrated that beer taking is no longer a communal affair but individual preference by choice against old forms of bonding and solidarity of Africans [1].

[16] state that African values have been eroded and replaced with individualism culture which puts one in a drift of products consumable via personal choice. According to [10], above explains why there are opposing views in regard to meanings attached to alcohol and drugs. Globalization is imposing a uniform lifestyle in the name of modernization and this poses threats to Africa communities since it erodes cultural- social entities. The new entities promoted through education and media is an autonomous one and has despised local values, beliefs and practices. According to [12] an African person is not a passive consumer of messages but active and creative being who uses the message to construct his own local meanings about new developed culture and identity.

[10] claims that traditional societies had disciplined way of taking beer when in leisure, sharing, celebrating and for social cohesion which has been replaced by modernized styles which regard beer taking or drugs as a way of stress treatment, resistance to certain authorities, times of frustration, lack of family support, cure for unemployment and copying what is happening in media world. This modern way makes one isolated, autonomous, and an uprooted identity who craft responses to new complex environment.

[18] stated that western education has imposed whites values in school, churches and media through control system. The control system has forced students to take information without questioning or airing their views. The parents have the same view with the school management. The students /youth have formed peer groups in order to have ground to be listened to. The peers lack resources and hence the alternative is only to react to control system through strikes, violence's, drug abuse or over drinking as escapement of their frustrations and not being valued who they are. Students, who are also at disposal to e-information, have also found social constructed meanings of reality when one is stressed. Through peers many students have joined such groups without proper guidance because at family level students are not listened and in school   students are dictated what to do and hence peer influence to students became a factor to reckon with while family and school use control system which has frustrated students to an extent of *e*ngaging to reckless life style like abusing drugs, over drinking.

From [18], it indicated that monthly reports from secondary school heads from Kangundo and Matungulu Districts, do show frequent indiscipline cases of violence, strikes, demonstrations, destruction of schools, students abuse of drugs and even high drop out of students from schools. The County Director reports did show that drugs business are everywhere within the two districts more than other districts in the same county. The report insisted that a lot of surveys are needed to be done to show why the business of khat and miraa has thrived that much in the area. The year (2015), heads of secondary schools had a meeting that claimed that the two districts of Kangundo and Matungulu issue of drugs is a matter of concern to the educationalists and all other stakeholders of the area.

1.5 Statement of the Problem

The threats of drugs among the students / youth today cannot be ignored by educational stakeholders [17]. The knowledge about drugs among students should be sourced from scientific data [18]. [11] insisted that usefulness of research to help stakeholders of schools to address issues of drug abuse among students is paramount and crucial. The [18] report showed that no scientific study has been done to address issues of drug abuse among secondary school students in Kangundo and Matungulu Districts. In this study, researcher felt the issues of drug abuse could not be ignored in the society if it's mindful about her future leaders who currently are in secondary schools. It was from this perspective that students indulgence to drugs should be treated with seriousness it deserves in order to rescue youth / students from yoke of drug abuse and hence this study did find out how school environment do influence secondary school students to drug abuse.

1.6 Purpose of the Study

The purpose of this study was to establish the influence of school environment on students' drugs abuse in secondary schools in Kangundo and Matungulu District

2. Literature Review

2.1 How School Environment Influences Students to Abuse Drugs

In African set up, [19], holds that youth/students used to undergo various trainings in form of instructions or practicum or both. It was during this formal or informal instructions youth /student were taught cultural values, morals, responsibilities, duties and even commitments for them to the entire community. Youth were instructed as per the sex on how society expects them to behave or engage on communal activities. [27] states that youth/students were formed with communal spirit and social cohesion in all activities even when in leisure time a social aspect should be key. Youth witnessed this during their promotion to next age when elders take beer a sign of solidarity and social cohesion. In this study, the researcher wanted to establish whether modern schools could adopt some values, skills used in traditional schools and integrate them to modern curriculum in schools.

[27], says that African indigenous education managed to combine mind and heart, theory and practice, intellect and feeling, brain and heart, natural and spiritual aspects. Kenyatta states African Education was wholistic and holistic in formation of youth/students in society. [19] supports this by stating that Kamba community formed their youth by considering all their aspects of their life. Youth were formed being knowledgeable and conversant with all aspects of life could it be social, economic, political, religious or cultural. In this study, the researcher wanted to establish whether current curriculum could integrate class instructions with moral formation so as to match traditional schools who balance theory and practice among the youth.

[5], and [19] state that schooling in African set up was very supportive with minimal control. Youth/students were encouraged, developed and instilled values to be responsible and self-independent among themselves with minimal control from elders or mentors. Youth/students did not see their governance a threat or block for their issues or their life styles. Youth/students know governance was for their well – being and up-grading their skills and talents.

The introduction of western education in African societies brought decolonization of indigenous education [14]. African values in traditional set up were really challenged by this cultural imperialism and new meaning of life style was imposed to Africans through schools where education offered was trying to disorient students to change from communal Spirit to individual oriented spirit [16]. In this study, the researcher wanted to establish whether current curriculum in schools could adopt some traditional values in their curriculum especially communal oriented spirit among the youth.

[10] argue that the western education which was brought in name of modernization to African from their indigenous education promised heaven to Africans but practically caused a lot of problems to Africans. It created a new African who has no concern to members of community but to himself and hence African cultural values were

disoriented [9]. In this survey, the researcher intended to find out whether current curriculum could assert some topics dealing with cultural respect and their values in modern society.

[10], says western education was homogenous curriculum, quite overloading and exam-oriented to students but unfortunately it did not match with needs of extra school world. [10] school system aimed at primary one down into a classified system and yet the students felt betrayed by the control system, [8] says that due to this control system students formed peer pressure group in response to an unjust environment. The school focused on principles of control through the conspiracy with parents [16]. The formed peer groups do seek support but they do not have cultural resources to handle their problems apart from getting false promises attached to items like beer, sex, cigarettes, drugs which are advertized on the media. As technology advances things get worse because a culture that hates any mention of control system develops among youth/students, in schools [17], [10], [16], [20]. In this study, the researcher intended to find out whether current curriculum could balance their training like traditional system where apart from theory work, the traditional system promoted talents and abilities among the youth.

[20], [12] show that modern education aimed at imposing a particular social-cultural environment where an individual finds his/her identity in belonging to no particular cultural tradition or tribal world but a citizen of a nation state completely delocalized from African traditional values. According to [11] the western education focused on order, control and rationality and the problem for this was that, it destroyed the warm relations characteristic of African traditional values among their traditional schools.

[17] observed that schools have tended to be bureaucratized without no feelings and sentiments for indigenous African learning space. This has brought psychological stress not only to learners but also to teachers who carry such frustration to work place. [23] say that modern education benefits were rational control and standardization engrained with capitalist system which aimed at capital in mass production, homogenized markets a fixed configuration of political economic influence and power, easily identifiable authority and securing ground in materiality and technical-scientific rationality. [10], says above was completely destroying communal spirit of Africans and students/youth were placed in a dilemma by this control system which never allowed them to air their views except to listen voice from above. In this study, the researcher wanted to establish whether school curriculum could adopt some values from traditional training that used to help youth to be ease with authorities.

[20], [12] argue that learners today have realized that the age of the technocrat is going and the age of entrepreneurs is coming very fast learners see uneducated or dropout becoming billionaires. They remain in school for many years but they don't see the relevance of it, and yet they are supposed to go through the stress of the old system which products technocrats who roam around the cities without work. According to [17], failure of school system to adapt to

new culture, of the entrepreneur and sticking to old curricular content divorced from local needs and failure to adopt learner-centered and supportive (interactive) teaching methods, schools management will continue to yield resistance among students. This resistance does come out in form of new meanings attached to drugs.

The post modern studies have shown that there is an emergence of a consumer culture. This social cultural shift from production to consumption is overtaking the producer culture which is seeking personal preference but not homogeneity [17]. In the consumer culture, one is no longer trying to standardize consumption but to be flexible and follow personal choice/desire, where individual thinking is replaced by individual desire (preferences) argument supported by [10], [8]. In this study the researcher intended to find out whether current curriculum would help modern youth to be careful, integrated, mature and wise before indulging to reckless life like taking drugs and behave as a traditional youth who could not dare to indulge to irresponsible behaviour in any moment.

[25] says that this consumer culture has influx of styles in dressing, behaviors and life style which are put before the youth who are lacking necessary morals to make right choices. [25] states that the consequences are prevalent drugs use among student/youth through accessibility of televisions, advertisements, symbols produced on global market. [12] hold that there is a new identity formed by a global consumer and media culture who is different, from conventional education. This identity bestowed through media is referred as expressionism. [25] insists of business world which is benefitting from sale of symbols which are flashed on the screen and it includes alcohol and drugs which do influence youth/students who are at accessibility of these electronic communication and hence students become active consumers of the same items due to lack of proper guidance of their morals. [20] do say that a balanced curriculum is needed that would upgrade modern education especially getting some components from African traditional systems of learning and teaching becomes learner centered so as to make student active on their learning. [20] according to them, modern education treats students as passive recipients and that is wrong. Students through this social Cultural Revolution (western values) they need to be listened in learning and properly guided especially on this era of linguistic analyses usage.

[10] say that post modern curriculum should be learner centered education that focuses on the concrete person that is student natural and social environment (uniqueness of background). In this curriculum the learner should be allowed to air out his/her views in the classroom. Teacher(s) then should open a dialogue with students and be sensitive to their views and consider each student as an individual to be listened to and valued. Through this [10] says peer groups to resist school governance would be minimal and school environment becomes more personal and a bridge is build between school and local community. In this study, the researcher wanted to establish whether current curriculum in schools could balance school learning and communal expectations which currently are not in harmony.

According to [12] Says that students should not be dealt with in an impersonal way, instead teacher(s) is supposed to be more attentive to individual feelings. The learner can air out his/her opinions freely and openly. [8] says school environment should avoid becoming a disciplinary mechanism to shape future technocrats in the state system who are frustrated in urban centres because no jobs for them and hence end up in drugs, drinking or deviants in society. [8] says schools now become empowering source, meeting the individual child needs instead of dividing students between good and bad ones.

[10] holds that school environment should be a place a of empowering local morals and customs because it is where the student comes and in this era of post modern discourse, student is not empty mind. S/he comes to class with local discourse and this local discourse is dealing with real issues the school cannot ignore or avoid. To [10], says schools conversation should be continuous with local communal conservations of re-localization of African traditional values in this post modern era. [25] supports the above argument by saying that students would become more open, freer, able to air their issues, discuss matters without fear of victimization and able to make right choices about their lives and hence issues a drug abuse, drinking and bhang taking become minimal in schools and society.

3. Methodology

3.1 Philosophical Underpinning Methods

The researcher in this study did use the two philosophical schools of thought which are positivism and constructivism. The two schools of thought present epistemologies that have different ideas of what constitutes knowledge [2]. [2] states that positivism is a philosophical stance that emphasizes that knowledge should be gained through observation and measurable facts and this was true with this study where students respondents data was analyzed to get their facts about how peer groups, family and school environment do influence them to abuse drugs. [22], states that constructivism has that reality is a social construct and this came out well in this study with responses from teachers heads of schools, PTA chairs and BOM chairs on how peers have formed a reality that has influenced other students to drug abuse.

To [22], the aim of constructivist research is to understand particular situations, and gather ideas about interaction of people and solve social problems of the target groups and this applies well to this study where the researcher wanted it known on how social-cultural issues influence students to abuse drugs. In this study, largely it relied on social constructivism method to collect data. However positivism method was used for students in order to triangulate its data with collected qualitative one from teachers, heads of schools, PTA chairs and BOM chairs.

The study used descriptive survey method to investigate the school environment factors influencing drug abuse in the study locale. Therefore, this study fits as a survey because it seeks to find out and describe opinions, attitudes, beliefs and knowledge of the PTA Chairs, BOM Chairs, students,

teachers and head teachers about the problem of drug abuse in the study locale of Kangundo and Matungulu districts.

3.2 Location of the Study

Kenya has forty seven (47) counties and one of them in Machakos County, in turn it has eight districts which are; Machakos Central, Athi-River, Kathiani, Mwala, Yatta, Masinga, Kangundo and Matungulu. Kangundo and Matungulu districts have been chosen for this study because of magnitude of the issues concerning drug abuse among students are in increase [18]. The two districts have no scientific study that has been done to help to address the social-cultural factors influencing students.

3.3 Population of the Study

The target population of this study was 4,734 comprising of PTA chairs, BOM chairs, teachers, students and head teachers in schools in Kangundo and Matungulu districts. This target population was obtained by getting a list of all secondary schools and their representative PTA Chairs, BOM Chairs, teachers and students populations from the [18]. According to this list, the sum of all teachers and lastly sum of all head teachers are added to get the target population (4,478 total students +242 total teachers and 14 total headteachers, 14 PTA chairs, 14 BOM chairs = 4,762 i.e target population).

Students were targeted because they are the ones who are influenced by peers, family background and school environment and start abusing drugs and hence they were the key respondents in the study. Students being victims of drugs abuse, they are crucial in giving data that would show where they are trapped to become drug abusers.

Teachers were targeted because they are the ones who handle these students once they are influenced and start abusing drugs. Teachers play a vital role in solving and advising the students on this challenging habit of drug abuse and therefore teachers stand a better chance to give information on how students become victims of drug abuse.

Head teachers are administrators of the schools and are key in decision making and therefore their role could not be ignored especially where drug abuse is becoming vibrant in schools, their views are crucial to be listened to. Heads of schools are most reliable respondents who could point out why the situation of drug abuse has become alarming in schools and how to respond to it.

Chairs of Board of Management are important people who help in management issues and formulation of policies to run schools. They do sit in discipline committee's especially grave cases of students and therefore their ideas are quite vital and are equally important because they know loop holes of schools systems.

Chairs of Parents and Teachers Association are relevant for this study because, they are parents and also they are key stakeholders in school management. They do help in discipline cases and even advice headteachers where

necessary about students behaviour and even suggest measures to be taken upon students who are at wrong.

3.4 Sample Selection and Sample Size

3.4.1 Selection of Schools
The list of all the secondary schools in Kangundo and Matungulu were obtained from the County Director's office Machakos by the researcher. The researcher noted that Kangundo has six (6) schools while Matungulu has (8) schools making a total of 14 schools. In Kangundo District there are two (2) girls school, 2 boys secondary schools and two "(2) mixed schools while in Matungulu there are three (3) boys schools, three (3) girls schools and two mixed schools (2), [18].

3.4.2 Selection of Students
The student population in the sample was first sampled into classes of form one (1) two (2) three (3) and four (4). The students per class were arranged according to the serial numbers or admission numbers in their class registers starting from smallest number to the highest. Then by dividing the total population of students per class with 15, the sampling interval (for instance K^{th}) was obtained by selecting of one student to the next by use of systematic random sampling. Then every K^{th} (sampling interval) student from admission register in the class on the list was selected. For instance, in a class of one hundred and sixty five students in form two in J high school, the eleventh student (11th) was chosen to make a sample of fifteen (15) students. In the case of thirty five (35) students in form three in M mixed secondary school, the selection of the required sample of 15 students were done by selecting every second (2th) student in the admission class register. Thus, from each class, fifteen (15) students were randomly selected by systematic random sampling and hence making a total of student sample size to be seven hundred and eighty (780) in the two districts.

3.4.3 Selection of Teachers
Out of 842 teachers, eight teachers were selected from schools selected through purposive sampling based on experience. Using school records, eight longest serving teachers were expected to be knowledgeable about drug abuse by students in any particular school. Hence, they provided a lot of information that is real. Teachers who have stayed in the school longest know more details about this vice in their respective schools. They have witnessed students who have been influenced by drugs.

3.4.4 Selection of Head Teachers
In each of the schools to be selected, the head teacher was selected to participate in the study. Hence a total of thirteen (13) head teachers were purposively selected for the study. The head teacher rank puts him or her in a position of administrator in that particular school. It was the head teacher who kept secrets of students who have been influenced by drugs and hence their views and ideas about the problem of drug abuse were important.

3.4.5 Sample Size
The sample size was 780 students in the schools that participated, 104 teachers and 13 head teachers in schools

and 13 PTA Chairs and 13 BOM chairs to be sampled. The total sample size was nine hundred and twenty three (923) respondents

3.5 Data Collection Instruments

The study employed both the quantitative and qualitative multi-technique approach of data collection in order to get a holistic picture of the problem of drug abuse in Secondary Schools in Kangundo and Matungulu districts. This study used questionnaire, interview schedules and focused group discussions.

3.5.1 The Student Questionnaires
A questionnaire was administered to all the sample students (see appendix). The questionnaire had open-ended questions which were useful in seeking opinions and views from respondents. [21] says open – ended questions do stimulate responds to think about issue at hand and express their deeper feeling on the issue at the stake. Questionnaire method was used to obtain information from students because their number is large. This questionnaire enabled the researcher to collect a large amount of information from students in a reasonably quick space of time. The anonymity of questionnaire was ensured because students were not supposed to write their names on questionnaire and this helped to produce more candid answers.

3.5.2 Interview Schedules
The interviews were conducted to heads of school, teacher in charge of guidance and counseling department, teachers and student leaders of each school, PTA Chairs, BOM Chairs. The teacher in charge of guidance and counseling was among eight teachers selected in each school and student leaders were among 60 students selected in each school.

The importance of interviews was to allow the researcher to investigate and prompt things that one cannot observe. Interviews enabled the respondents to give their account of situations which they have lived, gone through or seen. The interview guide was employed to help the researcher elicit verbal responses from students. Use of interviews helped the researcher to probe the respondents and therefore get in-depth information. Through using interviews, the researcher obtained information on the interviewee's thoughts, values, prejudices, perception and perspectives on factors influencing the questions in interviews were open-ended. Such questions are flexible and this aspect allows for probing and consequent production of in-depth data [3]. For every class two FGDs were formed comprising of 7 and 8 students from Form I to Form IV and a total of 8 FGDs were formed whose responses were compared.

3.5.3 Student Focused Group Discussions
Focused group discussion method was used on students because of the fact that they make the interviewees feel safer and more at ease with their peers who assist in jogging their memory and thoughts as the discussion proceeds. The students felt free to give responses on how peers, families and school environment to influence students to drug abuse.

According to [15] FGDs are best suited for obtaining qualitative data. The two authors explain that FGDs are effective for briefing out issues with education significance that may be considered sensitive by the members. The researcher considered drug abuse as sensitive topic which made FGDs very suitable as data collection instruments. FGDs were utilized to get the students views on social-cultural factors influencing secondary school students to drug abuse.

3.6 Data Analysis

This study took a quantitative orientation where qualitative analysis was used at arriving at descriptions of data from the three instruments of interviews, focused group discussions and questionnaires. The results were tabulated for easy interpretation so as to explain and interpret the various results given by the respondents. Finally, there was triangulation of data given by the various respondents. This was where there was comparison of responses to similar themes or objectives given by the different respondents in order to find out how they concur or differ. [24] explain that qualitative research was very important in producing findings which could not be arrived at by means of statistical, procedures or other means of quantification.

Alongside with qualitative data analysis, any quantitative data which emerged especially with the students questionnaire were analyzed and interpreted through simple statistical tools. This was where such data were organized, coded and manipulated using statistical package for social sciences (SPSS) version 24. This entailed data conversion into frequencies, percentages and bar graphs. The qualitative data from all respondents was categorized into themes according to study objectives and described respectively.

4. Data Presentation and Interpretation of Findings

4.1 Demographic Information

This section gives demographic information on respondent. Data were gathered from students, teachers, headteachers, PTA chairs, and BOM chairs in Kangundo and Matungulu Districts of Kenya. The study sampled 13 BOM chairs, 13 PTA chairs, 13 headteachers, 104 teachers and 780 students from 13 secondary schools in Kangundo and Matungulu Districts. All selected respondents did participate in the study. The response was 100% because of a good rapport by the researcher with the respondents during the research task.
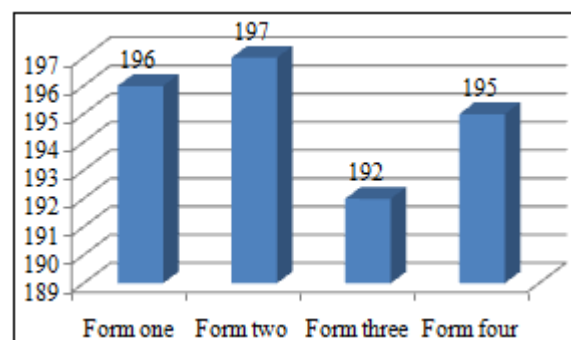

Figure 4.1: Shows the Class Levels of the Students

Figure 4.1 class levels of the students who participated in the study. The figure illustrates that 196 (25.1%) students were in Form one, 197 (25.2%) were in Form two, 192 (24.6%) were in Form three while 195 (25%) were in Form four.

Table 4.1: Gender Frequency

Gender	Number	Percentage
Male	482	61.8
Female	298	38.2
Total	**780**	**100**

Table 4.1 shows that boys were 61.8% and girls were 38.2% who participated in the study.

4.2 How School Environment Does Influences Youth / Students to Abuse Drugs

In the light to find out how school environment influences the students to abuse drugs, the researcher gave the students questionnaires and they gave following responses;

Table 4.2: Students Responses on How School Environment Influences Students to Abuse Drugs

Responses	Number	%
• Laxity of school management has allowed students to indulge to drug abuse.	500	64.1
• School management having residence outside school compound has given students the way to sneak for drugs.	300	38.5
• School compound having no fence, has opened a way for drug intruders to sneak to school compound and bring drugs to students.	320	41
• Some teachers take drugs and hence students easily copy them.	200	25.6
• Guidance and counseling department does not address real issues as drug abuse and hence students are vulnerable to the same.	410	52.6
• Indiscipline is high in schools but school management is unable to control leading to reckless behavior like drug abuse among students.	250	32
• School system has no freedom for students to air their views and hence students become stressed and engage to social deviations like drug abuse, sex and drinking	300	38.5

From table 4.2, it has indicated that laxity in school management has contributed to students to indulge in drug abuse with 64.1% (500) while 52.6% (410) of students showed that department of guidance and counseling does not address real issues facing students like drug abuse. School compound without fence has allowed intruders to bring drugs to students with 41% (320) while school management not having residence within school compound and school governance not giving students chance to air their views they have contributed to students to abuse drugs with 38.5% (300) each of them respectively. Indiscipline among students is high in schools and school management seem unable to control them with 32% (250) while 25.6 (200). Some students did indicate that some teachers take drugs hence some students do copy them.

In a focused group discussion held to find out how school environment influences students to abuse drugs, the students commented the following;
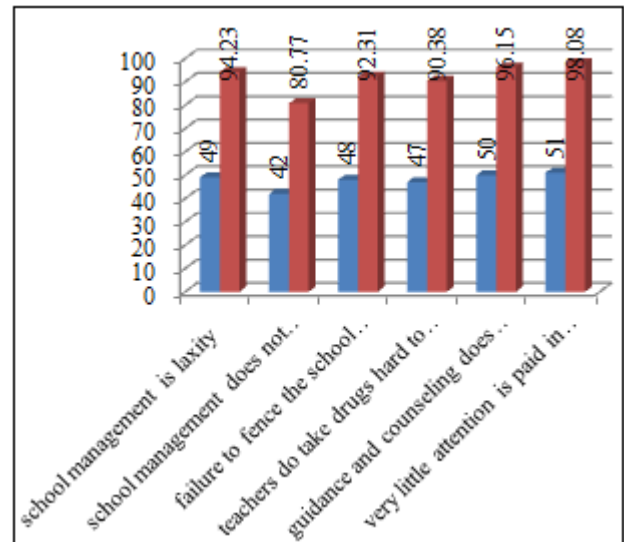

Figure 4.2: FGDs on school environment influence

Figure 4.2 shows that 94.23% of the students pointed out that school management is laxity and hence some students take that advantage to abuse drugs. 80.77% of the students added that school management does not have residence within school compound to monitor students at night and hence this gives room for students to abuse drugs.

92.31% said that failure to fence the school compound has attributed to intruders of drugs to have curtails with students who transact the drug business with commission. This is turn has promoted drug abuse among the students. 90.38% of the students claimed that some teachers do take drugs like miraa, khat and cigarettes and this has made particular teachers hard to discipline students who take drugs. 96.15% of the students said that the guidance and counseling department does not address drugs as an issue among students and even speakers who come to address them are mainly sponsors who have little knowledge about drugs leaving the students vulnerable to drugs.

Lastly, 98.08% of the students pointed out that very little attention is paid to them about their personal growth in making individual decision and this failure has landed many students to join groups only to realize such groups indulge to drug abuse too late. The school curriculum seems not to resolute students felt needs and this leaves them stressed about life after school. The uncertainty of school curriculum does make students to indulge to social deviations like drug abuse and sex because of the frustrations of the same.

In order to find out head students feelings on how school environment influences students to drug abuse, the researcher held an interview with one head student who commented the following;

The teachers and the headteachers do not seem to be concerned about the problem of drug abuse among students. There are no daily night checkups on substances like drugs in dormitories. Upto now there is lack of good measures to

solve the problem and it seems as if teachers are not concerned about it (**Personal communication with one head student, Kangundo, July 18, 2016**).

Further, the student leaders views were sought on how school environment influenced the students to drug abuse, the researcher held an interview with them and they deliberated the following;

The student's heads pointed out that from school management there is a lot of relaxation about those who sneak to school compound and transact drug business with students. Students who were got with drugs were suspended for two weeks and nothing more, students heads added. Students heads further reported that the department of guidance and counseling does not guide students about the harm of using drugs.

The students heads cited that students are stressed by poor performance which is caused by lack of guidance from teachers and which has led many students become drug users. The student heads insisted that students have curtails with outsiders due to many outlets within school compound and this has enabled drug business transaction easy and also to be promoted among students.

The student heads claimed that they have become vulnerable to other students due to reporting them to school management especially those who take drugs. Some teachers are poor models to students since they take drugs and even they send students to get some drugs for them and this encourages students to do the same. Students heads did mention that the school curriculum lack connectivity with community lifestyle, something that has frustrated students and only relieve has been found in drugs drinking and careless living.

In the light to know the views of teachers on how school environment influences students to abuse drugs, the researcher held an interview with them and they commented the following:-
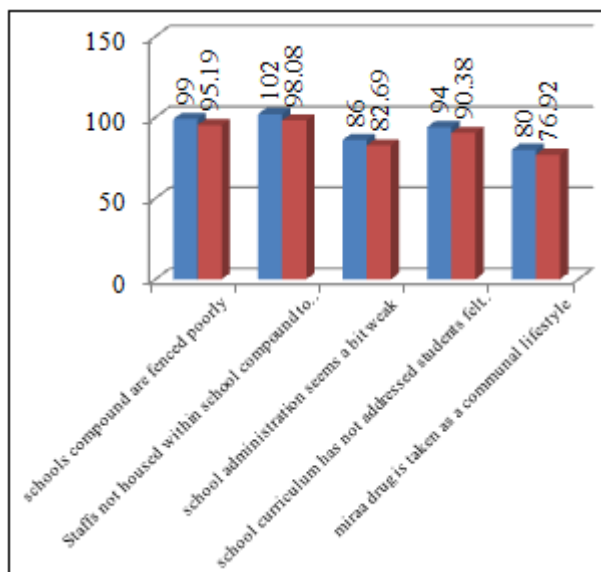

Figure 4.3: Teachers on School environment

Figure 4.3 shows that 95.19% of the teachers pointed out that a good number of schools compound are fenced poorly and this opens chances for students to sneak to get drugs to abuse. 98.08% of teachers insisted that most of staff are not housed within school compound to monitor students and this allows students to get drugs easily. However, 82.69% of the teachers noted the school administration mandated to bring discipline seems a bit weak to control students and this has made students to be indisciplined and indulge to reckless behavior like taking drugs, drinking and funny dressing, teachers added.

The school curriculum according to 90.38% of the teachers has not addressed students felt needs and this has made students jobless and confused about education system. The student's reaction to this frustration has been engagement to drugs, drinking, sex and reckless lifestyles. 76.92% of the teachers claimed that the big challenge in schools is that miraa drug is taken as a communal lifestyle and students easily copy that without fear.

The researcher sought the feeling of heads of guidance and counseling on how school environment does influence students to abuse drugs through an interview and they commented the following;
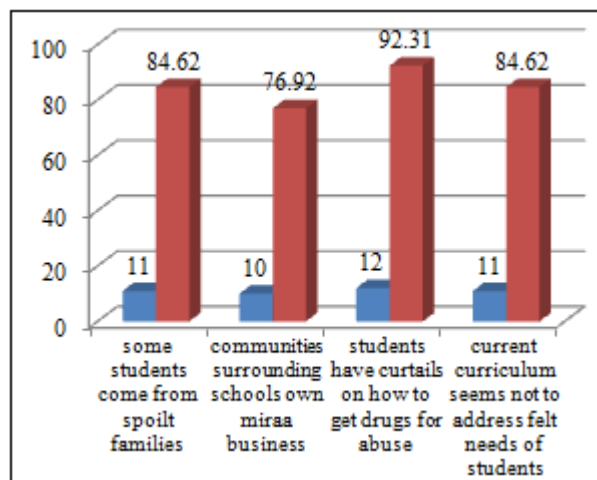

Figure 4.4: heads of Guidance and Counselling on School Environment

Figure 4.4 shows that 84.62% of the heads of department reported that some students come from spoilt families and hence it's a bit hard for schools to help as it's expected. 76.92% of the heads went further to say that communities surrounding schools own miraa business and due to poor fencing, while, 92.31% said that students have curtails on how to get drugs for abuse. In addition, 84.62% of the heads insisted that the current curriculum seems not to address felt needs of students who are frustrated because the system leaves them jobless after completion. Students' failure not to get jobs after studying has made them to indulge to drinking, sex, stealing, drug abuse and funny dressing.

The researcher further sought views of heads of secondary schools on how school environment influences students to abuse drugs through an interview and they expressed the following;

The heads of schools pointed that schools are surrounded by communities that transact miraa business and school administration has tried to prevent such business not to enter school compound but with little success due to day scholars who some of their parents are drug takers, others own miraa business and others have curtails with students. This scenario has promoted drug usage in schools, heads added. The heads further reported that students see miraa and khat drugs as a communal lifestyle and any advice from school not to take them bears no fruits. The schools lack personnel to handle this mess continually and hence students are left vulnerable to drugs, heads commented.

In order to know the views of parents and teachers association chairs on how school environment influences students to abuse drugs, the researcher held an interview with them and they stated the following;

PTA chairs did say that school management is lenient to students who abuse drugs because once got repeated by taking drugs, such students should be expelled or taken to approved schools. PTA chairs reported that school management fails to have forums with professionals to advice, guide, counsel, help and assist students with information on dangers of drug abuse.

In an interview with Board of Management Chairs, the researcher sought their stance on how school environment influences students to abuse drugs.
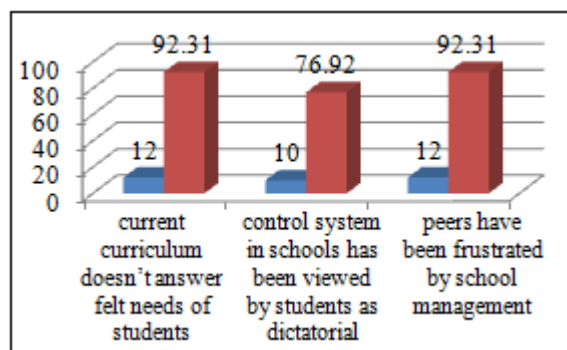

Figure 4.5: BOM Chairs on School Environment Influence

In regards to influence of school environment 92.31% of the BOM chairs pointed out that current curriculum doesn't answer felt needs of students and this makes them frustrated and a number of students have found refuge in drugs, drinking and sex. In addition, 76.92% of the BOM chairs cited that control system in schools has been viewed by students as dictatorial and students to react to this have formed peer groups who have the voice of students. Moreover, 92.31% of the BOM chairs added that The peers have been frustrated by school management and this has made them to indulge to drugs and reckless lifestyles.

5. Discussion of Study Finding

5.1 How School Environment Does Influence Students to Abuse Drugs

In study findings, students responses on African traditional school were that youth /students were trained on how to

acquire knowledge and skills to help them to responsible persons in the family and community. [19] did support students comment by saying that youth/students were trained on various skills and even taught and enhanced to have communal spirit and solidarity among themselves. According to [19], it was hard to get youth who were irresponsible in society.

From teachers' responses, they said that African education was wholistic and that theory knowledge was accompanied with practical exercises. Kenyatta (1978) echoes teachers responses by saying that youth were taught many things about the skills and later they accompany adults in order to know the practical part.

Head of schools responses on how African education were that African education was encouraging youth to be practical in life, to have communal spirit and work as a team in the community. These responses were supported by [27] who said African education was supportive, developed youth and encouraged them too, to be responsible and caring people in the community.

On side of parents and teachers association's chairs and board of management chairs they said that African education was basically covering all aspects of the youth and even to the living dead. These words were supported by [5], by saying African education was practical, relevant, developing and forming to youth for betterment of the society.

From study findings, the modern school education, students said that the education was encouraging control system where the students could not ask any question except to listen the authorities. Students have felt betrayed by school environment and end result has been frustration which have lead them to drug abuse, over drinking and irresponsible behaviour. [10] did support above responses of students by saying that modern schools governance has been full of dictatorship and controlling and hence students have failed to have any drug abuse and reckless behaviours as a relieve.

On teachers side responses they claimed that school curriculum seems not to be relevant to students and therefore frustrations for them. Again school administration seems to be not strict on issues of drugs and drinking and hence a chance for students to be drug abusers. [17], [9], [16], [8] on support to teachers responses, they said that modern curriculum is not addressing students issues and school governance is quite controlling the learners and hence students have to react because they need to be listened and guided on challenges they are facing with modern education. Above scholars have said that students failure to be addressed has lead them to stress which has found its relieve in drugs, overdrinking and sex in society.

The heads of school responses were that the students were spoilt from society and therefore the school is challenged because it doesn't have capacity to handle students who are drug abusers. [10] embark heads responses by saying that African values have been challenged and replaced by western education which has delocalized African mentality about how youth should be formed. The two scholars do say our students do not see the link between the society and

school and vice-verse and hence students see the modern curriculum irrelevant and stressful.

From parents and teachers associations chairs and board of management chairs responses was that school environment somehow not free for students and curriculum seems not to be in line with students' expectations. According to [20] the imposition of social-cultural change through schools from whites has brought in dictatorship and uniformity of a new culture which is quite frustrating to students and who find their way to relieve in drugs.

In postmodern era, all respondents, students, teachers, heads of schools and chairs of parents and teachers associations and board of management agreed that there is need of refining curriculum to meet the felt needs of students, change of methods of teaching which should be interactive and open to students need for each student to be treated as unique and independent entity, and lastly creation of more of forums, meetings and sharing grounds between and sharing grounds between teachers and students. The above responses were echoed by [17], [10], [8], and [12] who said there is a need of guiding students to have a sound and decisive mind when making decisions, and develop a curriculum that is balanced and sensitive to individual student.

5.2 Conclusions

School environment has promoted a curriculum that does not meet felt needs of students. Administration has been dictatorial, guidance and counseling has been not effective to students since it has pre-determined decisions about students instead of open platform for sharing so as for the students to be open to teacher counselors, poor fencing has promoted drugs curtails in schools, and lack of strictness on side of school governance has lead to indiscipline among students. School learning has not shown the connectivity between school experiences and communal life style instead school has promoted uniform culture where each student is independent and she/he has a freedom to follow his/her options of life. From study findings it has been suggested that postmodern curriculum that is balanced to be developed that will cater student's needs.

5.3 Recommendations

1) Ministry of education should initiate life education skills among schools so as to help students to develop, mature and be integrated in times of difficult situations especially when faced with moral issues.
2) Ministry of education should establish programs in schools that will train parents to know current issues facing their students in schools and be advised accordingly.
3) Ministry of education should encourage school management boards to go for seminars, workshops about school management and development of projects on the same.
4) Ministry of education through teachers service commission should strengthen the department of guidance and counseling in schools and be staffed with teachers who are professionally trained on the same.

5) Government need to be more open to schools issues and set policies that will govern stakeholders properly and rightfully.

References

[1] E.O Ayisi (1972) Introduction of study of African Culture, Nairobi: Heinemann
[2] J.W Creswell (2012). Education / Research ; Planning and Conducting and Evaluating (4th edition) mixed Research methods, California; SAGE Publishers.
[3] M. Crossley, and G. Vulliamy. (1997). Qualitative research in developing countries. Current perspectives. New York. Garland publishers Inc.
[4] D. Forde (1976) African Worlds. Playmouth: OUP
[5] B. Idowu, (1973) African Traditional Religion – A definition London: SCM Press
[6] J. Injendi, (2014) Secondary School Students. Dropouts and Crime Escalation in Vihiga County, Kenya. Deutshland / Germany; LAMBERT Academic Publishing.
[7] E. Jellinek, (1976): Drinkers and alcoholics in ancient Rome. Journal of studies on alcohol, 37,1718-1741.
[8] M. Kimanthi, (2005). Levels of Drug Abuse in selected secondary schools in Kitui District. Research Project. Kenyatta University.
[9] D. K Kombo (2004). The impact of drug Abuse Sensitization campaigns in Kenya. Cited from status of environmental Health Education in East Africa Region: Opportunities, challenges and the way forward. Department of environmental Health Kenyatta University.
[10] D. K Kombo, & P.K Wachira (2005). Determinants of Drug abuse in Nairobi Secondary Schools. African Journal of Education studies. Kenyatta University, 101-106.
[11] D.K Kombo, (2015). Sociology of Education. Nairobi: Adprint publishers, Nairobi.
[12] R.W. Maithya, (2009). Drugs Abuse in secondary School in kenya: developing a programme for prevention and intervention. Phd. Thesis University of South Africa. Management consultants publishers. Nairobi, Kenya.
[13] J. Mugambi & N. Kirima (1976) African Religious Heritage.Nairobi : OUP
[14] A. Mwenesi (1996). United Nations Office on drugs and crime. Bulletin on Narcotics.
[15] K. Mwiria, & P.W. Wamahiu (1995). Issues in educational research in Africa. Nairobi: Foto form Ltd.
[16] K. Mwiria, (2002). Vocationalization of Secondary Education: Kenya case study, Nairobi.
[17] NACADA, (2007) Training Manual. Nairobi: NACADA.
[18] National Council for Population and Development (NCPD), 2015 Kenya National Adolescent and Youth Survey (NAYS), Nairobi, Kenya, NCPD.
[19] K. Ndeti (1972) Elements of Akamba Life. Nairobi EAP
[20] J. M Ngesu, K. Ndiku, J. Magese (2008). Drug dependence and Abuse in Kenyan Secondary schools; strategies for intervention. Educational Research and Review vol. 3(10). University of Nairobi, Kenya, Masinde Muliro University.

[21] J. Orodho, (2005); Essentials of educational and social sciences research methods, Nairobi: Masola publishers.

[22] J.A Orodho, (2012). Techniques of Writing Research Proposals and Reports in Education and Social Sciences. Kanezja HP Enterprises, Maseno / Nairobi.

[23] A Otieno, Ofula (2009). Drug abuse in Kisumu town secondary schools, western Kenya, Kisumu; Tropical institute of community earth, great lakes university.

[24] A. Strauss and J. Corbin (1990); Basic of qualitative research: Graunded theory procedures and techniques, Newbury park, sage publications Inc.

[25] UNESCO (2002). Drug Education Programs; Teachers guide on the prevention of drug abuse, Accra. UNESCO.

[26] W. Victoria,; W. Karina; and K.S Rainer, (2009)/ IPSY the Life Skills Programe; Positive Influence on School Bonding and Prevention of Substance Misuse. Journal of Adolescence, 32 (6), 1397-1701.

[27] A.W Wanjiru (2010) Revelation between drug use and academic performance among students in Gatundu South District, Kenya. (Unpublished master's Thesis). Kenyatta University.