Influence of Peer Pressure on Students' Drugs Abuse in Secondary Schools in Matungulu and Kangundo Sub-Counties

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Abstract: *This dissertation investigated the influence of peer pressure 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. From study findings it has been found that peer groups have a lot of influence to students because it is machinery that the students use to react to school authorities and hence students cannot escape their influence since it is only way they can find their issues being heard by or voice to school authorities.*

Keywords: Peer pressure, Students drug abuse, Influence, Public Secondary School

1. Background

1.1 Historical Perspective

Western culture came with two things cultural imperialism and social constructivism [17]. Through western values which came through their educational systems, their values, and ways of their lifestyles and changed meanings were exposed to Africans (Ibid). In schools and churches western influence brought new dimensions through globalization [24]. 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 [19]. The new social constructed meaning of taking beer according to [17] is the time to relieve stress, search for company and look for resolutions individually for personal issues. According to [10] 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 [10] and [19] 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 [17] students are not passive recipient but active actors in society. [10] 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 [15]. To [15], 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.

Peers who play a big role to influence other students have cultivated big gap between them and their parents and more so school authorities. The peers influence has led innocent students who are not yet decisive about their lives to enter to drug abuse, rebellion character and irresponsible behavior.

According to [16] 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 [17].

1.2 Theoretical Background

This study was guided by the following theory which is a 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. This theory did help the researcher to know how peers have followed the constructed reality and which in turn did influence them and then other students / youth have become vulnerable especially issues of abusing drugs.

1.3 Conceptualization of the study

Peers have a big role to play among their youth / students in families and in schools [10]. Peers do form groups which encourage their colleagues what to do, what to avoid, what to indulge to and even want to reach to, [12]. Currently, youth / students have become reactive to systems of governance starting from family level to schools [19]. The peers for not being listened to by parents and school management, they have turned to violence and reckless lives like sex, abuse of drugs and drinking [10]. In this study researcher was interested to find out how peers have influenced other students to drug abuse.

1.4 Contextual background

Traditionally, beer had vital role to the community /society. It was hard to find people taking beer carelessly or irresponsibly, [18]. According to [18], 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. 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 [1], 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. [1] 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. [1] 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.

[8] states that due to western education and globalization African traditional values were challenged and delocalized. [8] continues to say that cultural imperialism brought new meanings to African beliefs and practices. [16] 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].

[15] 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 [9] 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.

[9] 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.

[17] 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 County Director of Education reports (2015), 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 [16]. The knowledge about drugs among students should be sourced from scientific data. [10] insisted that usefulness of research to help stakeholders of schools to address issues of drug abuse among students is paramount and crucial. The County Director of Education in Machakos (2015) 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 family background 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 peer pressure on students' drugs abuse in secondary schools in Kangundo and Matungulu District

2. Literature Review

2.1 Peer Groups on How It Influences Students to Abuse Drugs

According to [18] Kamba community, traditionally had procedure to follow when forming young people the future leaders to her community. [18] says that this age group was grouped together and given mentors who were to teach, instruct, guide and advice this young group their duties, responsibilities and expectations of her community [18] states that such teachings were done during initiation rites when these young people were being promoted to next stage from childhood to young adults. [18] and [1] do hold that in such times beer was taken because of this ritual as a sign of

blessings for future leaders, growth of community, sharing with living dead to bless them for the young ones coming to take over societal duties.

[18] insists that these peers did grow together encouraging one another to be commitment, responsible, caring and loving. [1] says no peer could encourage one another against what community expects because it was hardly there. Peer grew with this spirit of communal oriented against individualism spirit.

Peer could gather together for games, plays, dancing and even competition without misbehaving. Young people according to Kenyatta (ibid) did get both informal and formal teachings on how to be responsible adults in the community. According to [1], the young were opened about their history and how it has to be retained and maintained for her community.

To [18] and [1] young people could not develop any unbecoming behavior like over drinking, drug addiction, violence against leaders or questioning authorities and such expectations could not be there in the community. All young people both boys and girls adhered and respected all teachings they were given without resistance or dishonor. According to Kenyatta the governance in the society was supportive to young people, to exploit their talents and abilities according to their clanship specialization. The control was so minimal because each young one knew his/her expectations from family, clan and chosen mentors and hence not much control was imposed from leaders to youth. Kenyatta (Ibid) states there was no individual problem, all challenges in the community were handed communally and hence life was easy and supportive and this was ground which peers grew from. In this study, the researcher wanted to establish how current curriculum of secondary schools whether it has similarities and differences with tradition formation of youth, and also whether we could borrow some aspects and include them to current curriculum which seems not to satisfy students in schools.

With introduction of western education, traditional systems of governance completely changed through schools, churches and media [8]. [8] states that white education brought new meaning in Africa values, especially caring of the youth. [8] youth/students were trained traditionally to have a communal concern, something that was fought for by white education through schools. The students were trained to be self-independent and self-reliant through control system form of governance. In this study, the researcher wanted to know whether the control system has made students to be irresponsible and reckless in their lives.

[13] contends that students in school were given rules, regulations and a lot of control was imposed to them in all aspects they do in schools. [13] insists that students could not air their views to authorities of schools. Parents are in support of this school governance of dictatorship to students. In this study, the researcher wanted to know whether failure of students not to have platform to air their views has influenced them to be frustrated to an extreme of indulging to drugs, sex and drinking.

According to [9], students have felt uncomfortable and insecure because their views grievances cannot be expressed to anyone either in school or family. This reaction to this according to [9] was formation of peer groups to react against control system. This dictatorial authoritarianism in schools has found resistance and the result has been formation of peer groups to counteract this governance [9].

[19] says that peer groups have lacked cultural resource to support them in order to air their views. Peers continuous resistance and failure not to be felt has lead to social deviations in the society which are predominantly in social media like, over drinking, drug abuse, violence, reckless life well as dropping out of school [9], [16]. In this study, the researcher intended to establish whether the social media has assisted the youth to be reckless in their lives, like taking drugs, drinking and being violent.

Due to cultural-social delocalization among Africans, advocated by schools, students have found control system quite dissatisfactory [9]. Students have formed groups to air their issues who have not successfully achieved their expectations. Students who have not been well formed to make right choices/decisions have joined peers without knowing the future outcome of such groups [9]. Peers after failing to be heard or listened to, have copied societal styles of relating, or treating stress or frustrations. [19] and [9] say that beer or drugs today are taken to relieve stress, frustrations, unemployment problems or reaction to certain authoritative. Students/youth have taken these modern ways of treating stress and hence they become drug abusers slowly by slowly as habit continues.

The scholars of post modern society have come out with suggestions on this control system which was brought by western education. [12] in his study on how to curb peers mess in secondary schools, he said that students do not need control system but supportive system which was there traditionally though it needs some refinement to fit the time. According to [12], students need to be developed, promoted and encouraged to air their views and there be guided, advised and directed on how to reach mature and integrated decisions especially when faced hard times or dilemma in their lives. [12] a student would decide to join group or not based on his/her formed character. [12] states that clubs, movements or associations in schools need to be encouraged but not to be places to spy or monitor students. [12] says students need to be encouraged, to be open and ready to share their inner lives with teachers without fear of anything. [22] support this by saying that students need to be treated as unique and independent entity but not as a group. Each student has his/her desires, values and likes and therefore individual handling of a student would help a great deal.

[10] insists that learners need to be interacted with in classrooms, social places, and even in extra-curricular activities. [10] says it is easy to know a student well if you interact, socialize or be together in social set ups. [10] holds that even teaching methods should be learner centered so as to encourage to air their views, challenges, ideas and their perceptions of issues in life. [19] suggests that unless students have been formed to be free to share, listened to and be given platforms to air their issues, it would be seldom to

make them responsible and decisive in issues pertaining their lives especially drugs or beer taking. In this study, the researcher wanted to establish that if students are given freedom to express their views, it would reduce their tensions with authorities especially school management and parents.

The researcher in this study felt that peer formation in reaction to control system in secondary schools has a big role in influencing other students to drug abuse or beer overtaking due to failure of being listened to and lack of proper formation to make wise decisions, and hence students have found themselves in modern ways of treating stress or frustrations through media or worldly celebrities, who are drug addicts, drug abusers, or beer overtakers.

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. [21], 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 [21], 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 social –cultural 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 (County Director Machakos Report, 2015). 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 Machakos County Directors Office 2015. 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.

Headteachers 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 head teachers 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), (Machakos County Directors Office, 2015).

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 be 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 was 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. [20] 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. Lofland and Lofland (1984) posit that interviews are justified on the grounds that they are suited for the occasions where the questionnaire is limiting more information. 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 [14] 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. [23] 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. This was supported by Stake (1978) who avers that data gathered through qualitative research were rich with detail and insights into participant's experiences of their world, and therefore more meaningful.

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 How does peer pressure influence secondary school students to abuse drugs

The students who were interviewed in the survey gave the following as how peers influence other students to abuse drugs.

Table 4.1: Students responses on students peer influence to abuse drugs

Responses	Number	%
Peers influence other students to join them to fight their rights and when not heard, they convert their frustrations to social deviations like sex, drugs, prostitution, drinking.	770	98.7
Peers become comforter for students frustrations / stress in school / family.	760	97.4
Peers formation is reactionary to control system in school which is adamant and supported by parents and not ready to listen students hence deviation of their stress to social luxuries like drinking, drugs, sex and prostitution.	750	96.2

Table 4.1 shows that students did join peer groups in order to fight for their rights with 98.7% (770) while 97.4% (760) students joined peer groups in order to get comfort due to school / family control system. The 96.2% (750) of students were influenced by peers in order to react to school

authorities who were not ready to listen them (school administration).

In order to find out how peer influenced secondary students to abuse drugs, the researcher held 52 focused group discussions. This was composed of four FGDs from each of the 13 schools. In each level, eight students were included for the FGDs ensuring there is equality in gender for the mixed schools. The respondents were asked how peers influence students to abuse drugs
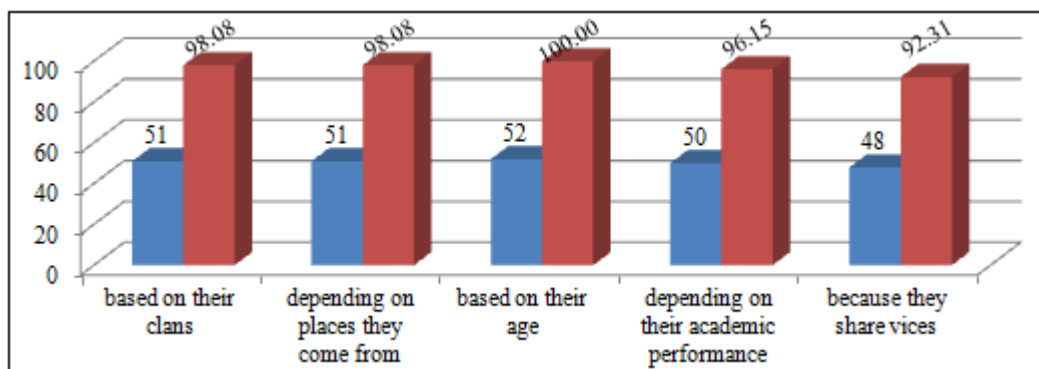

Figure 4.1: Focus group Discussions on peer influence

The responses based on the FGDs as shown in Figure 4.2 shows that 98.08% of the students form peer groups based on their clans; 98.08% form their own peer groups depending on areas of places where they come from such that those from one place form their own peer groups. Students form their peer groups based on their age according to 100% of the FGDs. Students also form peer groups depending on their academic performance according to 96.15% of the FGDs, such that those who perform very well and those who perform very poorly form different peer groups. Also according to 92.31% of the FGDs, students form peer groups because they share vices like truancy, absenteeism, drug abuse and reactionary to school management because of failure to listen their views.

In order to know the student heads sentiments on how the peers influence students to abuse drugs, the researcher held an interview with them and they commented the following:-
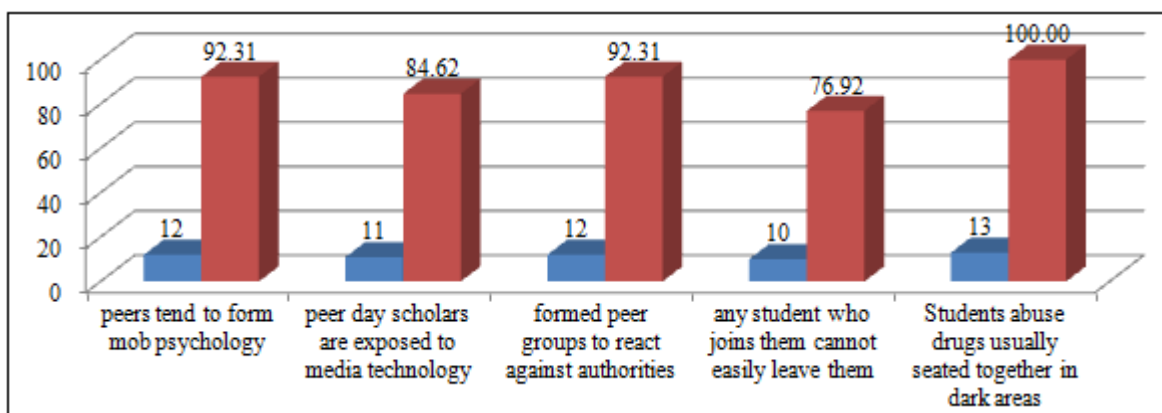

Figure 4.2: Students heads on peer influence

In an interview, 92.31% of the student's heads commented that peers tend to form mob psychology that makes her members to act in unison especially to release stress from school governance, through social deviations like sex, drug abuse, drinking and funny dressing. In addition, 84.62% of student heads added that peer day scholars are exposed to media technology where all sorts of advertisements are flashed in screen and peers tend to be fast to emulate social deviants characters like drug addicts, drunkards and sexy actors.

Moreover, 92.31% of student heads insisted that students due to frustrations of school governance of not listening their views, students have formed peer groups to react against authorities and do indulge to funny behaviour to release stress like drug abuse, over drinking, sex, funny clothing. 76.92% of students heads added that peers have norms and any student who joins them cannot easily leave them and such situation leads them to a new student to be vulnerable to drug abuse, over drinking due to fear. Lastly, 100% noted that students who chew miraa and abuse other drugs usually sit together in dark areas of the school at night. It is not safe to go near them since they can throw a harmful object like a stone at you and then run away and whoever joins them has to do the same.

In order for the researcher to know the feelings of the teachers on how peers influence student to drug abuse, he held an interview with them and they commented the following;
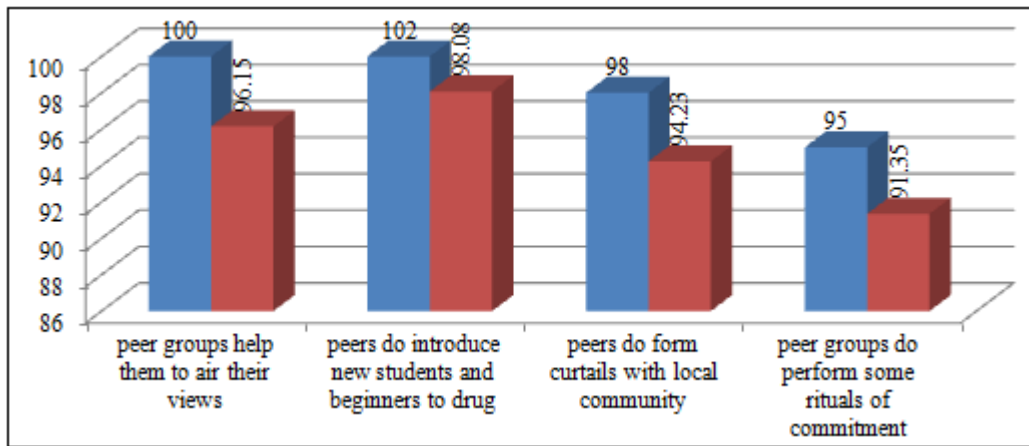
Figure 4.3: Teachers views on peer influence

96.15% of the teachers expressed that in schools, students cannot miss peer groups which help them to air their views to school management and failure to be heard by school management, it leads to strikes, violence, burning of schools, drug abuse, drinking and poor performance in academics. Peer groups influence cannot be underestimated to fellow students since it's only force students use to air their views to school administration and an event, it fails, students turn to social deviations like drinking, sex, drug abuse and funny dressing.

98.08% of the teachers insisted that peers do introduce new students and beginners to drug taking who later become drug abusers and also keep on the trend of recruiting more members so as to make their group a force to face school authorities. Teachers held that peer groups life is unique and any beginner has to be given secrets on how they take drugs, beer and how to get them. 94.23% of the teachers went on to say that peers do form curtails with local community especially markets / shops near school premises on how they will be availing drugs to student users. 91.35% of the teachers added that peer groups do perform some rituals of commitment to the group and these secrets are hard to be revealed to non-members.

In order to find out the heads of guidance and counseling responses on how peers do influence students to drug abuse, the researcher held an interview with them and they commented the following;
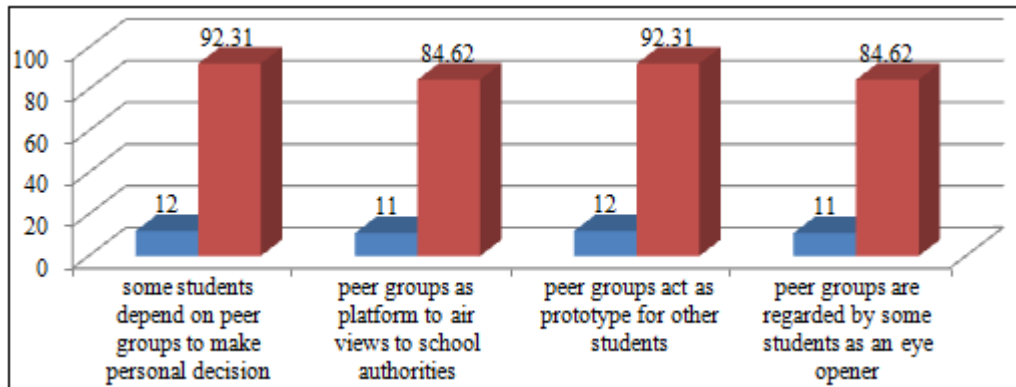

Figure 4.4: Heads of Guidance and Counselling on Peer Influence

Figure 4.5 shows that 92.31% of the guidance masters indicated that some students depend on peer groups and if they are not able to make personal decision, peers can influence them to indulge to social deviations like sex, drugs, drinking or funny habits. 84.62% of the student counselors further reported that peer groups in schools are taken as platform for other students to air views to school authorities and question what they don't understand from school management. 92.31% of the heads of guidance went on to say that peer groups act as prototype for other students and sometimes some students end up emulating their character. 84.62% of the guidance masters added that peer groups are regarded by some students as an eye opener and machinery that should help them to be listened. These student counselors also pointed out that when students have failed to be listened to by school administration, in return to this, they form peer groups as reaction to dissatisfaction by the whole system of school management and curriculum that does not address their needs as they expect.

In the light of finding out how peers influence students to drug abuse, researcher held an interview with heads of secondary schools who commented the following;

Heads of schools commented that peer groups are an extension of community life style to school where peers influence other students to act as per their wish. Heads further reported that students have peer groups outside school compound especially day scholars and once they are in school, they initiate others to their character of taking drugs, drinking, sex and funny dressing.

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Heads of schools insisted that some students in peer groups help their parents to sell miraa or khat and hence it becomes easy for them to get drugs and recruit others for the same. Peer groups enjoy free lifestyles of taking miraa which government doesn't restrict about it and this makes peers to initiate other students, heads of schools added.

In order to find out the views of parents, Teacher Association chairpersons about how peers influence students to drug abuse, the researcher held an interview with them and they gave the following sentiments;
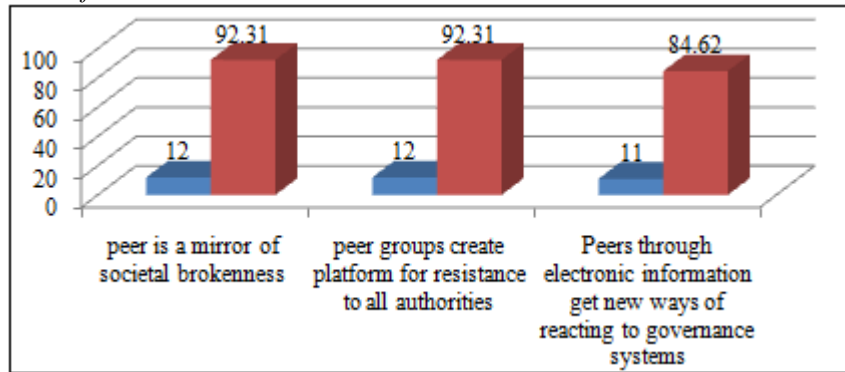

Figure4.5: Chairs of PTAs on Peer Influence

According to figure 4.6, 92.31% of the PTA chairs pointed out that peer is a mirror of societal brokenness and when they come to school as students, they bring their socio-cultural convictions that contradict school systems who are not comfortable with peers due to influence they have to others students. An equal number (92.31%) of PTA chairs insisted that peer groups create platform for resistance to all authorities especially school management and with support of other students they normally defy control systems of schools. Lastly, 84.62% of the PTA chairs added that peers through electronic information they do get a lot of new ways of reacting to governance systems, which they copy and influence to other students to indulge to social deviations like drug abuse, delinquent habits, drinking and funny dressing.

Further, the researcher interacted with the Board of Management chairs who he sought their views on how peers influence the students to drug abuse through an interview and they gave the following comments;

BOM chairs did report that peers influence other students greatly because they understand one another easily and hence peers become a channel for other students to air their views. School governance use dictatorial system to manage students who in turn use peers as a force so as their presence to be felt and be listened to by school administration and for which many times it's not given that chance hence students deviate to social deviations like drugs, drinking, sex, BOM chairs added.

BOM chairs pointed out that peers become a deciding force for other students especially issues pertaining their rights to be fulfilled by school authorities. BOM chairs insisted that peers are spokesmen for other students and to certain extent they monitor other students to adhere to their directives. BOM chairs did claim that their peers wishes through other students are quite expensive for school management to be adhered to and therefore peers due to frustration move from school authorities, they encourage other students to indulge to social deviations like strikes, sex, funny clothing, drug abuse, drinking and violence to school administrations.

5. Discussion of Study Finding

5.1 How Peer Pressure Influence Students to Drug Abuse

From study findings it has been found that traditionally peers / youth were formed with communal oriented spirit. Peers were formed to work as a team and in support of one another. These were responses given by students and students leaders. These responses of students were supported by [18], and [1] who argued that youth were formed with mind of being future leaders and custodian of the community.

The teachers reported that traditionally peers / youth were formed to be respectful to family members, clan and community at large. Teachers added that youth were instructed to be caring and loving to community members. These responses of teachers were supported by Mbiti (1970), and Kenyatta (1978) who said that youth were brought out to be caring, kind, empathetic, understanding and respectful to community members and especially elderly ones who kept wisdom of the society.

The head teachers cited that peers / youth were the hopes of the society and leaders of tomorrow. The heads of school insisted that keen, careful and wholistic formation was offered to youth traditionally. The heads responses were supported by Kenyatta (1978) who said that young people were fully trained in various activities so as to make them all rounded persons. Kenyatta added that youth as future leaders, hope of the community and protector to the society had to be thoroughly trained, taught, engaged to many activities in community.

The parents and teachers association chairs and board of management chairs pointed out that youth / peers were fully instructed to be responsible, committed to communal issues, protective to communal customs all knowing about family matters, clan bonds and communal historicity. The PTA chairs and BOM chairs further reported that youth were enhanced to be impartial in issues of society and have visionary ideas about their families, clans and community at large. The two categories of chairs insisted that youth were

encouraged to work as a team and support one another in various stages of maturity. These responses of chairs were embarked by Kenyatta (1978), [18], [1], Mbiti (1970) and Gennep (1960) who claimed that youth / peers training was quite involving and tasking. It required mature instructors who were full of wisdom to train these young people thoroughly. The (ibid) insisted that youth were taken various stages of life and expectations from community were delivered. The above scholars further reported that youth / peers were given chances / practice their talents and knowledge given by elders was practical, relevant and applicable to each ones life.

Kenyatta (1978 [18] and Mbiti (1970) insisted youth were initiated through ceremonies where traditional local brew was used as a sign of cementing the group to foreparents and youth roles and responsibilities in the society were spelt out and no peers could spoil each other. From study findings it was established that students form peer groups in order to fight to for their rights and be heard by school management which is quite dictatorial to students according to students and students' leaders' responses.

[9],and [13] argued that western education brought control system against supportive system that was there with traditional system. Control system according to [9] did not give students freedom to express themselves and hence students formed peer groups in order to find a way to be heard by school governance.

On the side of teachers responses, they had that students form peer groups because school management does not want to listen to them or give the chance to air their views and hence peer groups is an indicator of dissatisfaction of students from school administration. To Ndiku (2005), and Kimanthi (2003) they said that students grievances when not heard or felt by school authorities, they result is formation of peer groups as a reactionary to school control system. To teachers, students failure not to be heard, ended up to social deviations like drugs, over drinking sex and reckless behavior. [8], Ndiku (2005) and [13] support the argument of teachers by saying that students through peer groups have engaged to drugs and reckless behavior in schools and society due to failure of school management and parents not being able to listen them and hear their issues in life.

From side of headteachers responses they said that peer groups in an extension of communal lifestyle to school set up and peer groups have bad behaviours because of poor models from society. This comment was supported by [16] and [8] who said that students form peers because the society has the same and features of outside peers is that of sex, drugs, over drinking and do not care attitude because of life frustrations.

On side of parents and teachers association chairs responses, they said that societal failure has found its entrance to schools where students have formed peer groups in order to react to school authorities because their problems are not addressed and hence peers is a force to channel students issues to school management. According to board of management chairs responses, they said peers have a lot of influence to students because its a security and a platform to air their views or issues to school management in order to be handled.

School failure to address these issues of students has resulted to drug taking among students or over drinking or irresponsible behavior. [19], [9] and [16] have said that peers have great influence to students because its perceived channel to help them have their issues addressed by school authorities.

In the study findings post modern era, students responses were that they need to be listened and given a chance to air their views, but not being dictated on what to do as if they have no brains to think. Maina (2010) supports this claim of students by saying that students need to be guided, advised and counseled so as to make mature decisions. [12] on embankment of this she insists that students should be encouraged to join clubs, and movements so as to share their views, ideas and issues with one another and teachers too. [12] claims this would make students avoid engaging into drugs and overdrinking.

To teachers responses, they said that students need a lot of interactions and sharing with students so as to know each student unique background and growth. Teachers did claim this would make students decisive and self-independent when faced with moral choices in difficulty situations like taking drugs or drinking. [22] support this by saying that each student is unique and is an entity to the valued and handled with care and concern.

On side of head teachers responses they said that curriculum need to be refined to match with current situation of the students who are not seeing connectivity between school and job market world. [11] backs this by saying that school should be a good link between school learning and practical life in society.

From parents and teachers chairs and board of management chairs responses, they had it that students need to be given some freedom to air their views and ideas and be guided and advice on how to reach mature decisions without influence from fellow students. This would reduce drug abuse and overdrinking. [19] supports chairs of schools by saying that students need freedom, to share, be guided and be counseled about life not dictatorship. [19] adds that students need support and empathy from teachers so as to avoid fear or immorality in the growth process.

5.2 Conclusions

From study findings it has been found that peer groups have a lot of influence to students because it is machinery that the students use to react to school authorities and hence students cannot escape their influence since it is only way they can find their issues being heard by or voice to school authorities. Peer groups frustrations by school management has lead them to drug abuse as a relieve.

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.

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