

Sources of the Drugs Abused by Girls in Secondary Schools in Nakuru County, Kenya

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Abstract: According to a report by the Ministry of Gender, the parity of substance use between boys and girls could be occurring due to changes in girls' social behaviour. The increase in drug abuse among girls could have been attributed to the increase in the reported in girls' schools. Majority of these cases of indiscipline among students were number of indiscipline cases among girls in secondary schools. According to Ministry of Education Report, 2016, there were over 120 cases of schools' unrests, of which more than 50 were associated with drug-abuse. All these directly or indirectly affected the learning process of girl-child education, therefore the study sought to assess the sources of the drugs abused by girls in secondary schools in Nakuru County, Kenya. Bandura (1971) based the study on social learning theory. The study adopted descriptive research design with location of the study being Nakuru County, Kenya, which comprised eleven sub-counties. The study targeted Form Three girls, Deputy Principals, Parents Association (PA) representatives and guidance and counselling teachers in girls' secondary schools in Nakuru County. The study targeted 371 girls in Form Three from 74 girls' secondary schools in Nakuru County comprising of 17 public and 57 private secondary schools. The study selected 44 girls' schools representing 60% of 74-targeted schools. Stratified random sampling was used to get sampled schools from each sub-county. Slovin's formula was used to get a sample size of 371 girls from the targeted population of 5,188 Form Three girls. Primary data was collected using questionnaires, interview schedules, and focused discussion groups. Questionnaire method was used to obtain information from students, guidance and counselling teachers and Parents Association (P.A) representatives because the students' number was large and Parents were not always in the schools. Focused Group Discussions method was used on students while interview schedules were used on Deputy Principals. The questionnaire instruments were piloted in four of the Girls' Secondary Schools in Kericho County to ascertain the reliability and validity of the data collected. Quantitative data was analyzed by use of Statistical Package for Social Sciences (SPSS) version 24. Descriptive statistics involved the use of percentages and frequencies. Data was presented in form of tables and figures. From the findings, the researcher concluded that chemists/pharmacies were the main sources of drugs abused by girls. The findings also indicated that drug peddlers served as a source of drugs to the girls. From the findings, the researcher recommended that schools' administrations, the government and parents should be more strict and vigilant in curtailing drug use among students in secondary schools.

Keywords: Drugs, Drug Abuse, Drug Addiction

1. Introduction

Drug abuse remains a major challenge in the 21st century around the globe. According to Nielsen (2014), drug abuse was a global epidemic whose use had continuously increased throughout the world. Report from different local and international bodies had shown a high prevalence of drug abuse among young people. According to United Nations Office on Drugs and Crime (UNODC, 2018) Surveys on the general population showed that the extent of drug use among young people remains higher than that among older people. Alcohol was the most commonly used substance by students globally.

Drug use among young people differed from country to country and depended on social and economic circumstances of those involved. Two contrasting settings illustrated the wide range of circumstances that drove drug use among young people. On one hand, drugs were used in recreational settings to add excitement and enhanced experience; on the other hand, young people living in extreme conditions used drugs to cope with their difficult circumstances (UNODC, 2018).

In the Plurinational State of Bolivia, recent and current use of almost all substances was substantially higher among those aged 18–24 than among those in other age groups. For instance, in the past-years, use of cannabis was more than six times higher among those aged 18–24 than those aged

36–50. Secondary school students in several Caribbean countries displayed higher prevalence of marijuana use than tobacco, on both for past year and past month prevalence (Report on Drug Use in the Americas, 2011).

In Chile, nearly 16 per cent of students reported abusing the drug, most of any South American country and nearly twice the number in Colombia. In addition, of those students, 60 per cent did not think that using marijuana frequently was dangerous (National Drug Control Strategy, in Yukon 2014). The overall trend in past year prevalence of marijuana use among secondary school students appeared to be relatively stable in Chile with the exception of an apparent dip in prevalence during 2013.

Of major concern in South Africa context was the growing problem of substance abuse among the youth (including children and adolescents), a challenge that was denying this population group full participation in the socio-economic development of the country. Although the youthful population of South Africa, which numbered 13 million (15–24 age cohort), created a window of opportunity but the creativity, innovation, talents and energies of this population could remain fully unharnessed due to substance abuse. The study also found out an alcohol use prevalence rate of 39.1% and a cigarette use prevalence rate of 10.6% among high school adolescents (Christian Addiction Support, 2016).

Reports from NACADA in 2015 indicated that, in Kenya, older people had a higher use of established substances such as Khat in different forms (miraa and muguka) and cannabis (bhang and hashish). However, drugs that had become available in Africa more recently, such as cocaine and heroin were reported as being used more frequently among those aged 18–24 years. Among the general population, khat and cannabis were the two most commonly used substances, with the highest lifetime and past-year use among those aged 25–35 years. Conversely, the lifetime use of cocaine, heroin and prescription drugs was nearly three times higher among people aged between 18–24 than among those aged 36 years and older

In Nairobi, alone 50% of students had in the past taken drugs. Half of these had become regular users. Up to 30 to 40% in Class Seven, Eight and Form One had taken drugs at one time or another. Another report indicated that by the age of 15 years in Kenya, 34% of this age group had used tobacco, 18% cannabis sativa, 32% had abused khat (commonly known as miraa) and 5% cocaine; with the age group at most risk put at between 16 and 18 years (United Nations Office on Drugs and Crime, 2014). Some youth in Kenya took drugs because of the ‘‘Pleasure Principle: ‘‘These young people did not suffer from stress or money was not their problem. They came from well to-do families, with video and television sets, computer games and cars at their disposal. Materially they lacked nothing. However, they took drugs for pleasure of it and more fun.’’ (United Nations Drug Control Programme, 2014)

In Nakuru County, drug abuse has become an issue of great concern (Mwenesi, 2013). In a study of drug abuse among the adolescents in the County, Gathumbi (2013) revealed that 20 per cent of teenagers aged between 12 and 22 smoked cigarettes, 9 per cent had tried smoking bhang and another 23 per cent drunk commercial beer and spirits. This age group represented high school and college youths. A study by Oteyo and Kariuki (2009) revealed increased prevalence rate of drug abuse among students. Reports from the Nakuru County Education Office (2015) indicated a growing concern by teachers and the community around the schools because of the rate at which students were particularly abusing alcohol and tobacco related products. In the shopping centres and informal settlements, idling youth who had dropped from school often involved themselves in unlawful activities.

1.2 Statement of the Problem

Despite recent declines in overall youths’ substance abuse, more than a quarter of high school girls smoked or binge drunk, and a fifth used marijuana (NACADA, 2016). According to a report by the Ministry of Gender, the parity of substance use between boys and girls could occur due to changes in girls’ social behaviour. Factors related to changes in the performance of gender roles, family structures, women’s struggle for space in the job market, stress, excessive activity, anxiety, and difficulty in coping with problems contributed to increased prevalence of alcohol and other drugs among females. The increase in drug abuse among girls could have been attributed to the increased number of indiscipline cases among girls. According to

Ministry of Education Report, 2016, there were over 120 cases of school unrests, out of these; more than 50 were reported in girls’ schools. Majority of these cases of indiscipline among students were associated with drug-abuse (NACADA, 2016). All these directly or indirectly affected the learning process of girl- child education Therefore, my study sought to assess the sources of the drugs abused by girls in secondary schools in Nakuru County, Kenya.

1.3 Research Question

What are the sources of drugs abused by girls in secondary schools in Nakuru County, Kenya?

1.4 Theoretical Review

The study was based on social learning theory by Bandura (1971). The theory of social learning underscored the importance of the process of imitation and modelling in significant learning. The potential drug abusers imitated the model in their environment. The models were friends, parents, sibling or television stars. The learning and imitation occurred in an indirect fashion through experience of others, referred to as vicarious learning. Through observation and internalization of what others were experiencing, people learned good and bad behaviour. Pupils who engaged in drug abuse most likely learned the behaviour from the environment. Teachers and adults in society were the role models for pupils. In case they got involved in drug abuse, the pupils could aspire to such behaviour. Social Learning Theory was relevant to this study since it formed the basis for studying the factors, which determined the development of behaviour among pupils. The habits could be influenced by their gender, age and social pressure from the peers they interacted with in schools. Out of curiosity, pupils undertook activities, which made them vulnerable to drug and substance abuse.

2. Literature Review

2.1 Sources of drugs abused

Ramorola and Matshidiso (2014) conducted a study on the links between school violence and drug usage in schools. It explored the sources of drugs in schools using data from six provinces in South Africa. Qualitative data was collected through semi-structured interviews, focus group interviews and observations. The findings revealed that the sources of drugs were nowhere else except in the community. This could be due to the fact that, schools were surrounded by social places such as the bottle stores whereby learners could be exposed to illegal substances which were then carried to and spread in school premises. The study, however, looked only at the community as the sole source of drugs abused by students whereas there were several other sources. These could include; media through advertisements, availability of cheap drugs, role models from teachers, leaders and poor parenting styles whereby parents themselves involved in drug abuse or even social places such as discos, academic trips and sports. The study was also conducted in a different country hence the findings might not be applicable in a Kenyan context.

Ilo and Nwino (2017) conducted a study on the sources of drug information among secondary school students in Imo State, Nigeria. A sample of 1400 students, aged 16-17 years was taken. Percentages were used to describe the students' drug use and sources of drug information. Chi square was used to verify the four hypotheses postulated for the study. Results showed that the main drugs which the students who took part in the study used included analgesics, stimulants, anti-malaria, alcohol, worm expellant, nasal decongestants, sleeping pills, laxatives, and antibiotics. Even though, the study looked at sources of drug information and the types of drugs used. The study did not show the sources of those drugs abused by the students, the gap that was filled in my study. Furthermore, the study was done outside Kenya so its findings might not be applicable since each nation has her own unique challenges.

Kisaka (2009) conducted a study on the effects of drug abuse in secondary schools in Garissa and Ijara Districts of North Eastern Province, Kenya. The survey method was used to investigate the extent and effects of drug abuse in the target locale. The findings revealed that the sources of drugs were provided where peers were reported by 90.3 per cent of the students and 83.7 per cent by the teachers. Shopkeepers or local market was reported by 70.5 per cent of the students and 95.2 per cent of the teachers. Touts were indicated by only 65.9 per cent sources from which students got drugs. Teachers (92.3 %) and Head-teachers also provided community members as the sources of drugs. Even Head-teachers seemed to implicate parents as other sources of drugs. However, the study was conducted in a marginalized area comprised of people who shared same culture and religion, unlike cosmopolitan areas such as Nakuru County, which was the locale of my study. The study was also not specific on gender of the students as opposed to my study, which was on girls' students.

Kimathi (2003) carried out studies in Kiambu, Kitui and Thika districts respectively. Their studies revealed that location of the schools determined a lot concerning the sources of drugs, which students abused. Since schools were located in different regions in the country, sources of drugs could not be generalized to be the same. Thus, students who were day-scholars and came from homes where alcohol was brewed and miraa grown were bound to get these drugs from their homes or from the neighborhoods. The studies further reveal that students could get drugs from; shoemakers, school workers, hospitals, parents, touts, teachers and local brewers who were within their reach and the schools in general. Though these studies came up with some sources, where students got drugs to abuse, my study extended by examining sources of both illegal and legal drugs by girls such as; chemists/pharmacies, fellow students, nearby shops/markets, media influence and social places among others.

Wei (2014) conducted a study to determine the influence of drug abuse on students' academic performance in public Universities in Uasin Gishu County in Kenya. It specifically sought to establish the effects of the drugs as a factor contributing to poor performance by students in Moi University, University of Nairobi, Kisii University, Laikipia University and University of Eldoret. The target population

was 18,099 respondents consisting of 9 college administrators and 18,090 students in Uasin Gishu County. The sample size was 400 respondents, made up of 9 college administrators and 391 students. Data was collected by use of questionnaires, interviews and supplemented by personal interviews where necessary. Data analysis was done using descriptive statistics after data cleaning and coding. Quantitative data was analysed using frequency counts, means and percentages while qualitative data was analysed by tallying the numbers of similar responses. Results of data analysis were presented using frequency distribution tables and bar graphs. The study established that more students were able to access drugs and more were at risk of being influenced to start using drugs. The studies focused on students in public universities whose students had a lot of freedom and were mature enough to make decisions so the sources could not be the same as those of secondary school girls, which were addressed by my study.

2.2 Summary

There were several gaps identified from various studies concerning sources of drugs abused by students. One of these gaps was that most of the studies at international level tended to concentrate on sources of illegal drugs abused by students in general and left out other sources of legal drugs such as Chemists/Pharmacists, Supermarkets among others. Furthermore, several studies in Kenya concentrated on identifying sources of hard and illegal drugs such as bhang, heroine, Kuber among others. Therefore, my study went ahead to find the sources of both legal and illegal drugs abused by girls in secondary schools in Nakuru County, Kenya. Moreover, majority of the studies focused on drug abuse by students in general while few concentrated on boy-child only leaving a side girl-child yet girls are also involved in drug abuse. A number of studies are also carried out on students in public secondary schools, leaving side private ones. My study covered girls from both public and private secondary schools.

3. Research Methodology

This study adopted descriptive research design. Descriptive research design allowed for gathering in-depth information that could be either quantitative or qualitative in nature. This allowed for a multifaceted approach to data collection and analysis. Descriptive studies usually resulted in rich data. Therefore, given that the total target population was 5,188, a relatively large study sample, which could fit in descriptive research design. According to Kathuri and Pals (2003), descriptive design is majorly concerned with describing the state of affairs, as it exists.

3.1 Location of the Study

The location of the study was Nakuru County, Kenya, which comprised of eleven sub-counties, namely: Naivasha, Gilgil, Subukia, Nakuru North, Nakuru Town West, Nakuru Town East, Rongai, Molo, Njoro, Kuresoi North and Kuresoi South. Nakuru County was largely cosmopolitan, endowed with a myriad of school types and divisions. It was one of most populated County in the country with a population estimate of 1.6 million people (Kenya Bureau of Statistics

Census, 2009). Cases of drug abuse among students had been widely reported (Nakuru County Director of Education, 2017). According to the Nakuru County Director of Education (2017), the prevalence of drug abuse among students was the highest with 21.7% prevalence compared to neighbouring counties such as Baringo, which recorded a 14.2% prevalence rate of drug abuse. Cases of drug abuse had been widely reported in Nakuru County, which might be linked to the high number of rehabilitation centres. In the past 5 years, the County had experienced an upsurge of rehabilitation centres, which were not there before. Some of these were Philadelphia Street Children's Home, Street Children's Assistance Network of Nakuru, Grace Children's Centre and Tumaini Children's Home. Majority of these had experienced an increase in the number of girls, with some of them registering an equal number of boys and girls.

3.2 Target Population

The study targeted population comprised of Form Three girls, Deputy Principals, Parents Association (PA) representatives and guidance and counseling teachers in girls' secondary schools in Nakuru County. The study targeted 371 girls from 74 girls' secondary schools in Nakuru County comprising of 17 public and 57 private girls' secondary schools. Form Three girls were targeted since they had stayed in school long enough to give valid information about drug abuse. Deputy Principals were targeted because discipline cases were under their dockets, since they were also the ones who kept records of indiscipline cases in schools. Guidance and counselling teachers were targeted since corporal punishment was abolished and replaced by guidance and counselling as recommended by both Gachathi's and Koech's Reports of 1976 and 1999 respectively. Parents Association (PA) representatives were targeted to represent parents since they also had children in the targeted schools. Parents also played a vital role as far as the discipline of their children was concerned.

3.3 Sampling Procedure and Sample Size

The study selected 44 girls' schools representing 60% of the 74 targeted schools. This was in accordance with Mugenda and Mugenda (2003) who stated that a good sample size should be at least 60% of the total targeted population. Stratified random sampling was used to get sampled secondary schools from each sub-county. Stratified sampling is a form of random sampling in which the population is divided into more groups (strata) according to one or more common attributes. In my study, girls' schools within the same sub-county formed a stratum. Purposive sampling was used to select only students in Form Three. Purposive sampling was a sampling technique in which researcher relied on his or her own judgment when choosing members of population to participate in the study. In this study the researcher purposively selected Form Three girls since they had stayed in school long enough to give valid information about drug abuse. The sample sizes of the girls' respondents were determined using the Slovin's formula (Huck, 2013) which was as follows:

$$n = \frac{N}{1+Ne^2}$$

Where: n = sample size
N = population size
e = margin of error
1 = was a constant value

$$= \frac{5188}{1+5188(0.05^2)}$$

$$= \frac{5188}{1+1207}$$

$$= \frac{5188}{13.97}$$

$$= 371$$

Slovin's formula was used to get a sample size of 371 girls from the targeted population of 5,188 Form Three girls. The formula was appropriate when dealing with large populations. Stratified random sampling was used to calculate the number of sampled girls in each sub-county. Stratified random sampling ensured that each subgroup of a given population was adequately represented within the whole sampled population of a research study. In my study, stratified random sampling was used to ensure each sub-county produced a sample size proportionate to the number of the targeted girls. The study sampled 44 girls' secondary schools. Each school produced one Deputy Principal, guidance and counselling teacher and one Parent Association (PA) representative hence a sample of 44 Deputy Principals, 44 guidance and counseling teachers and 44 Parents Association (PA) representatives.

3.4 Data Collection Instruments and Procedure

Primary data was collected using questionnaires, interview schedules, and focused discussion groups. The three instruments were used so that, in case of any weakness on a certain instrument, then the other instrument could take care of that particular weakness. Questionnaire method was used to obtain information from students, guidance and counselling teachers and Parents Association (P.A) representatives because the student's number was large and parents are not always in the school. Questionnaires were the most appropriate instrument to collect data among guidance and counseling teachers and P.A representatives since it enabled the researcher to collect a large amount of information in a reasonably quick space of time. Due to this characteristics interview schedules were appropriate in collecting more information from the Deputy Principals since it gave them an opportunity to elaborate on the issues, which were not covered in the questionnaires. Focused discussion group method was used on students because of the fact that they made the interviewees feel safer since the response was a general feeling across the group and hence no single person could be victimized by the response given.

3.5 Pilot Testing

Before collecting the actual data, the researcher pre-tested the questionnaires to enhance reliability and validity of the instruments (Orodho, 2005). The questionnaire instruments were piloted in four of the Girls' Secondary Schools in Kericho County since the respondents there were similar to the actual ones in the sampled secondary schools because the schools were in the neighbouring county, which had similar characteristics.

3.5.1 Validity of the Instrument

The questionnaires in this study were validated through application of content validity. The researcher critically discussed the research instruments with experts to ensure that the information sought was clear and the questionnaire specifically sought the information relevant to the research objectives. The comments and observations made by these experts were useful in the development and correction of the research instruments. After these consultations, the relevant comments and suggestions were synchronized.

3.5.2 Reliability of the Instrument

In carrying reliability, the researcher visited the schools where piloting was to be done a month before the actual piloting. This was intended to create a rapport with the various respondents in the schools. Specifically, he met with the Head teachers and all the teachers to explain the purpose of the research and assistance needed from them. The researcher also requested class teachers to assist in arranging the students during piloting.

3.6 Data Collection Procedures

The researcher sought a permit from the National Council of Science and Technology and Innovation (NACOSTI) through Kenyatta University. He then sought approval from Ethics Review Committee of Kenyatta University before attaining an authorized letter from the Nakuru County Director of Education to conduct research within the County. After these the researcher and his assistants moved to the targeted schools and explained to the respondents the purpose of the study and how to fill the questionnaires.

3.7 Data Analysis

Before the process of data entry was initiated all the questionnaires, interview schedules and focused group discussions were sorted and a unique identification number assigned to each tool. These numbers were entered and used as a check out for any inconsistencies in the data. The researcher went through all the data selected and summarized them. The study collected both qualitative and quantitative data. Quantitative data was analysed by use of Statistical Package for Social Sciences (SPSS) version 24. Descriptive statistics were used in the study. Descriptive statistics involved the use of percentages, frequencies, measures of central tendencies (mean) and measures of dispersion (standard deviation). Data was presented in form of tables and figures.

4. Findings

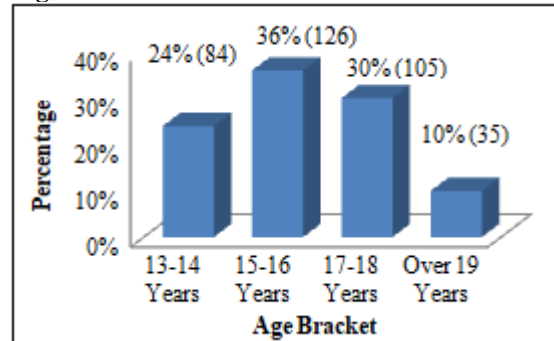
4.1 Response Rate

The sample size of the study was 371 girls' students, 44 Deputy Principals, 44 Parents Association representatives and 44 guidance and counseling teachers. Questionnaires were distributed to all the anticipated respondents of the study. Among the girls 350 (94%) successfully filled the questionnaire, among deputy principals, 40 (91%) respondents successfully participated in the interview schedules, among guidance and counselling teachers 44 (100%) respondents successfully filled the questionnaires

while among Parents Association representatives 35(80%) respondents successfully filled the questionnaires. Out of 503 sampled respondents, 469 successfully participated, giving the study a 93.24% returned response rate.

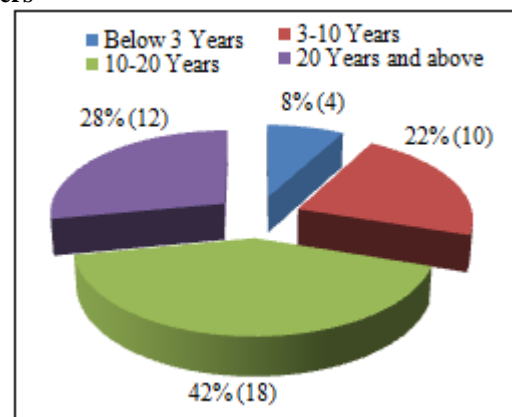
4.2 Demographic Information

4.2.1 Age Bracket of Students



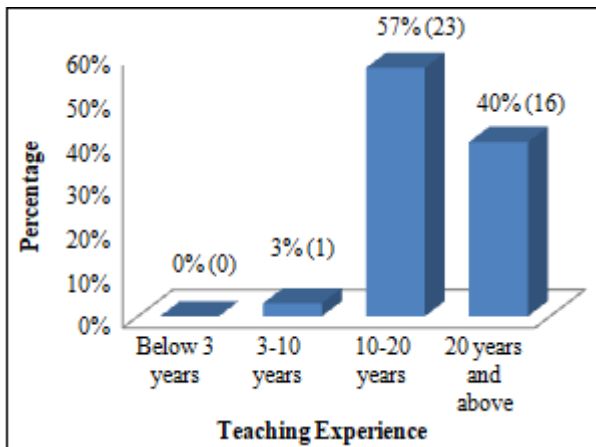
From the findings, 24 % (84) of the girls stated that they were aged between 13-14 years; 36 % (126) of the girls between 15-16 years, 30 % (105) were aged between 17-18 years while 10 % (35) of them stated that they were 19 years and above. This showed that majority of girls were in the age bracket of 15-16 years. According to a report by NACADA (August 2019), the average age at which students started abusing drugs is 14 years. The increase in drug abuse with the increase in age was attributed to peer influence, which students experienced during adolescence. In normal circumstances, the entry age to Standard One was 6 years, according to the Government Policy in Kenya. This explained why majority (36%) of students were in the age bracket of between 15-16 years while they were in Form 3

4.2.2 Teaching experience of guidance and counselling teachers



From the findings, almost half of guidance and counselling teachers had a teaching experience of 10-20 years; almost a quarter of them had a teaching experience of 3-10 years. Slightly above a quarter of the teachers had a teaching experience of more than 20 years, while very few of them had a teaching experience of less than 3 years. These findings clearly showed that most of the guidance and counselling teachers had a teaching experience of 10-20 years. Their experience also tended to determine how effective they were in their profession with regard to discipline issues such as drug abuse.

4.2.3 Teaching experience of Deputy Principals

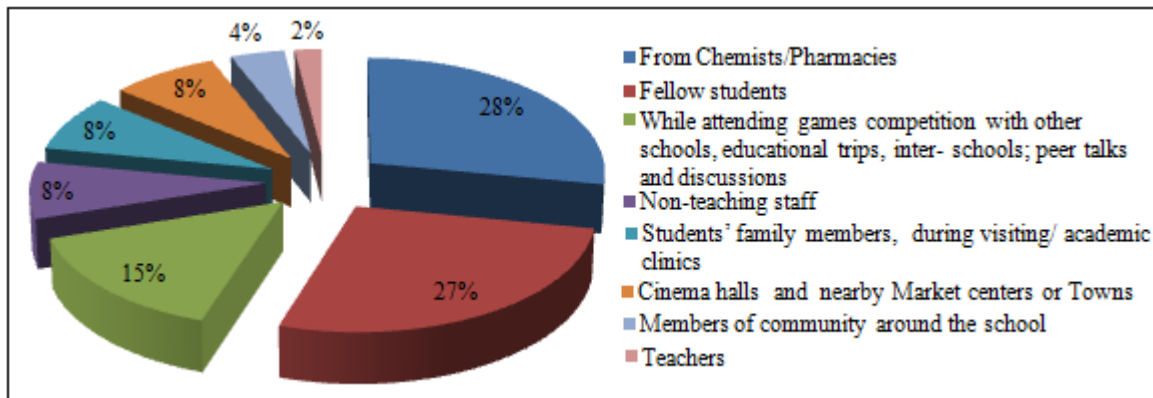


From the findings, 3% of Deputy Principals had a teaching experience of 3-10 years, 57% of them had a teaching experience of 10-20 years while 40% had a teaching experience of more than 20 years. This indicated that majority of Deputy Principals in girls' schools had a teaching experience of between 10-20 years. This was

deemed to determine the effectiveness of individual Deputy Principal in dealing with indiscipline cases, including drug abuse. They tended to be aware of the warning signs of drug abuse ranging from emotional to physical signs. Emotional signs include mood swings ranging from elation to sudden withdrawal and depression while physical signs included neglect of personal hygiene and general appearance. Ngesu, Ndiku and Masesi (2014) observed that students who used drugs had unexplained mood swings and behaved negatively. They were argumentative, rebellious, destructive, confused, over-reactive and seemed not to be happy. All these required wide experience to detect and address. A study done by Kang'endo (2010) also revealed several effects of drug abuse including poor grooming and being dirty. Due to high detective skills, Deputy Principals who had many years of experience tended to detect these warning signs and tried to diagnose what might have caused them so as to come up with appropriate solution.

4.3 Descriptive Findings and Discussions

4.3.1 Sources of drugs from students' (girls') perspective



From the findings 28% of the students' respondents stated that they got drugs from Chemists/Pharmacies. According to their responses, chemist/pharmacy was the leading source of drug abuse by girls as shown by the findings. In addition, 27% of the sampled girls stated that students got drugs from their fellow students. These were number two by rank and their finding was closely related to that of the 43%, which included fellow students as a source for obtaining drugs. The difference was only in the scope. Getting drugs from games competitions could include other agents other than fellow students alone. This was in agreement with NACADA (2012), which stated that drugs were mostly abused when students were on their way home, during weekends at school, during school outings, during school trips and during dinner at school competitions. A survey conducted by Katy (2016) revealed that about half of teenagers who abused drugs obtained them from fellow friends and associates as well as nearby markets. The following statements from a student supported this during focus group discussions:

Drugs are easily found from markets, they are also found easily from the kiosks/shops and from friends who might have dropped out from schools. Another place where we get drugs from is chemist. For those who go to social places like discos, they can get them from bars

and drug peddlers who are looking for markets in such places. (Personal communication with a girl from a school in Nakuru East Sub- County, on 30th May 2019)

On this note, the findings in Figure 4.3.1 revealed that 15% of the student respondents stated that students got drugs while attending games competitions with students from other schools, educational trips, and peer talks/discussions. This implied that they got drugs from their fellow students and even other people who may not be necessarily students. During such social places, drug dealers tended to get a chance to sell their drugs to students. A study by Nelson (2010) revealed that the spread of drugs from student-to-student contact multiplied more rapidly in our contemporary world. This could be attributed to the fact that students were exposed to drugs through channels such as Facebook, Internet, and WhatsApp among others.

In addition, non-teaching staff, students' family members and social places such as Cinema halls, nearby market centres or towns each had 8% of the respondents; all became number four. At the same time, 4% of the sampled girls stated that students got drugs from members of the community around the school. This concurred with a study done by Kimathi (2003) in Kiambu, Kitui and Thika, which

revealed that location of the school determined a lot concerning the source of drugs abused by students. Finally, 2% of the student respondents stated that girls got drugs from teachers. This finding concurred with a study by Ngatiari (1999) who observed that teachers had been blamed for getting involved in dangerous drug peddling. Yet, Teachers Service Commission (TSC) Code of Conduct guides teachers. Some students might have seen few isolated cases where a teacher abused alcohol, most probably in rural areas. It was very difficult to rule it out either, since NACADA (19th June 2019) also implicated teachers in students’ drug use. It also revealed that most affected schools were in lower Eastern, Central and Upper Eastern regions.

4.3.2 Sources of drugs from guidance and counseling teachers’ perspective

Item	SA		A		N		D		SD	
	F	%	F	%	F	%	F	%	F	%
Chemists/pharmacies serve as sources of legal drugs e.g. emergency pills	22	50	20	46	1	2	1	2	0	0
Majority of girls who abuse alcohol were first introduced to it by their family members	26	58	11	24	5	14	2	4	0	0
Some non-teaching staff participate in smuggling drugs to school for students	18	40	20	48	2	4	4	8	0	0
Some community members around the school act as a source of drugs to students	22	50	15	34	5	12	2	4	0	0
Most of the drugs abused by girls are from their fellow students	24	54	15	36	3	6	2	4	0	0
Non-schooling boy-friends serve as a source of drugs among girls	21	48	18	40	3	7	2	5	0	0
The geographical location of the school determine the source of drugs abused by girls	27	61	14	31	2	5	1	3	0	0
Some traditional cultures may act as sources of drug abuse	19	43	18	41	5	11	2	5	0	0

KEY; - SA= Strongly Agreed, A= Agreed, N= Neutral, D= Disagreed, SD= Strongly Disagreed.
 %= Percentage, F = Frequencies

From the findings, 50% of guidance and counselling teacher respondents strongly agreed that Chemists/Pharmacies served as sources of drug abuse, 46% agreed, 2% disagreed with the statement, while another 2% remained neutral over it. Majority of the respondents strongly agreed that chemists/pharmacies served as sources of drug abuse. According to the World Health Organization (2014), pharmacies had drug records dating back to 2,700 B.C. in the Middle East and China. WHO further noted that drugs most commonly used in the pharmacies were laxative and anti-emetics to relieve pain. Opium extract was also used but must be taken with proper care. The findings also revealed that 58% of the respondents strongly agreed that their family members first introduced majority of girls who abused alcohol to it, 24% of the respondents agreed with the

statement, 14% were neutral while 4% disagreed that majority of girls who abused alcohol were first introduced to it by their family members. Most of the respondents strongly agreed that their family members first introduced majority of girls who abused alcohol to it, this agreed with a report by Kenya Institute for Public Policy Research and Analysis Kippra (2018), which revealed that students got alcohol from home since majority of their parents brewed it. NACADA (2019) Report revealed that pupils from families where one or both parents/guardians used drugs or substances were more likely to use the same. A Deputy Principal who stated the following during an interview schedule reinforced it:

There are two forces fighting each other here, teachers try to get rid of drug abuse from the students by telling them that drug use is bad, while some students say that their parents pay their fees with the money they have received from operating bars, at the same time their parents also consume alcohol while at home. One girl said that she has heard some Members of Parliament agitating for the legalization of Marijuana (Opium) since it is used by some people to treat children with measles; this has really brought a lot of misunderstanding between teachers and students. (Personal communication with a Deputy Principal from one of the sampled schools in Molo Sub-County, on 4th, July 2019.)

In addition, 40% of the respondents strongly agreed that some non-teaching staff participated in smuggling drugs to school for students, 48% of agreed with the same statement, 4% were neutral while 8% disagreed. Those who strongly agreed and those who agreed combined together formed (88%). This meant that majority of the respondents agreed that some non-teaching staff participated in smuggling drugs to schools for students. The Ministry of Education, in conjunction with NACADA (2019), cited school workers and other sources such as Matatu touts, Chemists and drug peddlers as sources of drugs to students. Some non-teaching staff could act as a source of drugs for students.

A Deputy Principal expressed the following during an interview schedule:

Some support staffs are sneaking in drugs into the school for students. Recently our school driver was sacked because of sneaking to two of our girls; the two girls were also expelled so that they do not spread that habit to others. Since our school is private, we have to ensure good reputation to get students. Otherwise, we will not have a school in the near future. (Personal communication with a Deputy Principal from one of the private girls’ schools in Rongai Sub-County, 20th, June 2019)

Furthermore, 50% of the respondents strongly agreed that some community members around the schools acted as a source of drugs to students, 34% of the respondents agreed, 12% were neutral while 4% disagreed that some community members around the school act as a source of drugs to students. A study by Romorola and Matshidiso (2014) in South Africa revealed that the source of drugs was nowhere

else except within the community. The findings concurred with NACADA (2004) and Owuor (2005), who found out that most of the youths in slums were jobless, idle, poor and lowly paid. Some of them turned out to abuse drugs as well as peddled them in the neighbouring schools to earn some money.

The statement below by a Deputy Principal, during an interview, also illustrates the illusion that suppliers of drugs of abuse were mostly from outside the school compound:

Drugs are from markets where traders and drug peddlers sell them. They are also obtained from some shops and local kiosks. Some drugs are also obtained from parents who send their children to go and buy for them; these children sometimes tend to steal some drugs in small quantities since they are beginners. Some community members especially around the schools situated within the slums in towns also sneak drugs to students in schools. (Personal communication with a Deputy Principal from one of the schools in Nakuru West Sub-County, 27th, May 2019.)

The results in Table 4.3.2 revealed that 54% of the respondents strongly agreed that most of the drugs abused by girls were from their fellow students, 36% agreed with the same, 6% were neutral while 4% disagreed. Majority of sampled guidance and counselling teachers agreed that most of drugs abused by girls were from their fellow students. This concurred with a study by Nelson (2010), which revealed that the spread of drugs from student to student contact multiplied more rapidly in contemporary world. From the findings, 48% of the respondents strongly agreed that non-schooling boyfriends served as a source of drugs among girls, 40% agreed with the statement, 7% were neutral while 5% disagreed. According to Kippra (2018), girls in secondary schools were at an age in which they were highly influenced by their friends and more so those who were in love relationship.

In addition, 61% of the respondents strongly agreed that the geographical location of the school determined the source of drugs abused by girls, 31% agreed with the same, 5% were neutral while 3% disagreed. Majority of the respondents (92%) agreed that location of school determined the source of drugs abused by students. The findings concur with a study by Kimathi (2003) who found out that the location of the school determined the sources of drugs abused by students. According to Glaser (2010), schools located in urban areas were more predisposed to drugs as compared to those in rural areas. It was in towns where slums emerged and drug and substance abuse was very common. Hence, students from schools situated within slum areas were likely exposed to drug abuse.

A Deputy Principal made the following sentiments during an interview schedule:

Students in rural areas are more disciplined and easy to manage than in urban areas especially those from day schools situated in slum areas. We have experienced several cases of drug abuse from this school and it is almost impossible to eradicate this practice since this is a day school, which is located in a

slum area. In the evening, these girls are released to go back to their homes where they mix with different kinds of people who sometimes introduce them to drugs. Furthermore, there are so many shops, chemists and kiosks within and around this place, so access to drugs is very high here. I wish this school be relocated far from this place and if possible be made a boarding school. (Personal communication with a deputy from a school in Naivasha Sub-County on 13th June 2019)

Finally, the results in Table 4.3.2 revealed that 43% of the respondents strongly agreed that some traditional cultures could act as sources of drug abuse, 41% agreed with the statement, 11% were neutral while 5% disagreed. From the findings, majority (84%), of the respondents agreed that some traditional cultures might act as sources of drug abuse. This concurred with Mwagu (2017) who observed that culture determined largely what constituted food and drinks in many societies. He further noted that use of alcoholic beverages had been an important aspect of many cultures for thousands of years. Some traditional ceremonies such as dowry payment and mostly initiation ceremonies provided a platform where students picked the habit of taking drugs. For example, alcohol was commonly used in dowry and initiation ceremonies.

5. Conclusion and Recommendation

5.1 Conclusion

From the findings, the researcher concluded that chemists/pharmacies were the main sources of drugs as indicated by 28% of student respondents and 96% of guidance and counselling teachers. Fellow students as the suppliers of drugs closely followed this as reported by 27 per cent of the student respondents and 90 per cent of guidance and counselling teachers. Even Parents Association representatives (96%) also indicated that their friends at school sold most of the drugs abused to girls. Students who were involved in drug-peddling cartel also feigned sickness in order to get permission to go out of school to meet with their friends. They also liked absenting themselves from class and school with or without permission, so that they could get drugs from drug peddlers and chemists and bring them to school to sell to other students.

The findings also indicated that drug peddlers served as a source of drugs. Drug peddling is an illegal business which is carried out with a lot of secrecy to avoid the school administration or any relevant government authority from knowing. The drug peddlers sometimes sneaked into the school compound due to the absence of good fencing system of schools. They also had student associates within schools whom they would meet and give drugs to sell to other students. Drug peddlers also introduced new members into the cartel by even giving them these drugs free of charge. Once the students were hooked, they started buying and selling them to others. Therefore, drug peddlers were very crucial in the supply of drugs of abuse, especially illegal ones like kuber and bhang.

Location of schools also determined source of drug. These included; schools situated in slum areas, nearby markets and

shops. These were also cited as sources of drugs as indicated by both guidance and counselling teachers and Parents Association representatives each at 92%, and 8% of student respondents. This was also confirmed by 84 per cent of the guidance and counselling teachers who stated that some community members around the school acted as a source of drugs to students. Despite the variety of various sources of drugs, students (girls) maintained a lot of secrecy to acquire them.

5.2 Recommendations

From the findings, the researcher recommended that school administration, Parents and the government should become more strict and vigilant in curtailing drug use among secondary school students. For instance, they should facilitate officials from religious affiliations to sensitize both the teacher counsellors and the students on all issues to do with drug trafficking and abuse, especially among the students. It was good for religious clubs to be formed in schools but one could find that not all students belonged to either of them. Perhaps, it was important that they be made compulsory for each student in school. The school administration should make it clear to students that their schools are drug-free zones. Students in schools should always be inspected to ensure that they do not possess any drug. Visitors to schools should always be vetted to prevent drug peddlers entering the school compounds while pretending to be parents or family siblings. Principals should ensure that schools have secure fences to prevent unauthorized intruders who may sneak in drugs to the students. Proper fencing would not only provide security to the students, but also prevent/ deter them from sneaking out of schools.

Parents should ensure that they have strict control over their children by monitoring their behaviour while at home. This would include talking to their children on the dangers of drug abuse on health, behaviour and general academic performance. The parents should not resort to heavy punishment as a way of preventing the children from engaging in drugs. In ensuring that they have control over their children, parents should also develop a good rapport with them and ensure that they create a conducive environment where they can share with them some of the challenges, frustrations and problems that they undergo. Parents should equally regulate the amount of money they give to their children as pocket money. My study established that too much pocket money led students to engage in drug abuse. It is important that parents cooperate with schools to enhance the discipline of their children, both at school and at home. It is through cooperation that the parents can also monitor the academic performing of their children and try to help them through their teachers, if there is a decline in performance. It is also during this time that parents can know genuine friends of their children.

5.3 Suggestions for Further Research

The research should be carried out on comparative analysis between legal and illegal drugs abused among secondary school students in Nakuru County. Finally, a study should be carried out to establish the role of school Principals and

parents in curbing drug abuse among girls in Secondary Schools in Nakuru County. This would help in solving problems like girls dropping out of schools because of drug abuse or bad examples from parents as role models. My study revealed that girls took drugs because their parents were also taking and also because of laxity on school administration.

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