



Full Length Research Paper

Substance Abuse among Public Secondary School Students: Prevalence, Strategies and Challenges for Public Secondary School Managers in Kenya: A Case Study of Kisumu East Sub County

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ABSTRACT

Substance abuse among public secondary school students is reality that is spreading at an alarming rate. If not checked, it could destroy the youth who are in their formative stage in life. Its outcomes include school dropouts, injuries, loss of lives, destruction of properties, moral decadence, misallocation of resources, indiscipline and compromised academic standards. According to the findings of a study conducted in 2005 on substance abuse in five major cities in Kenya, Kisumu and Nakuru lead the rest of the major cities and towns in the country in the prevalence of substance abuse. The study established that the factors that influence students most into substance abuse were peer pressure, media influence, frustrations and copying of idols. Alcohol, Cigarettes, Miraa/Khat and Marijuana were found to be the most commonly abused substances in dealing with substance abuse among students. The three strategies used most frequently by managers of public secondary schools were; use of professional counsellors, teachings on substance abuse, and training of peer educators while challenges encountered by managers of public secondary schools (principals, deputy principals and heads of departments) were found to be the rehabilitation of substance abusers, reducing the prevalence of substance abuse, and improving the performance of substance abusers. The study's recommendations were that a comprehensive curriculum on substance abuse be introduced in schools, areas around the schools should be made as drug free as possible, the education of students on substance abuse should start in primary schools, the Teachers' Service Commission should post full time professional counsellors to public secondary schools, and the government should establish free rehabilitation centres to cater for students who are substance abusers. The findings of this study are significant to the managers of public secondary schools in Kisumu East Sub County because it may help them to better understand the issues related to substance abuse among students in their schools and to come up with effective strategies to be used in addressing substance abuse related issues. It is significant to educational planners and economists whose concerns are optimal utilization of inputs and outputs for efficiency of educational systems.

Keywords: Substance Abuse, Public Secondary Schools, Students, Prevalence, Strategies, Challenges, Managers, Kisumu East Sub County, Kenya.

INTRODUCTION

There is growing concern by parents, teachers, and the society in general over the prevalence and impact of the

substance abuse in Public Secondary Schools. This phenomenon negatively influences the participation,

discipline, and performance of students and therefore poses serious challenges facing managers of Public Secondary Schools bearing in mind the fact that success in these three aspects are fundamental to the success of any educational institution. Substance abuse continues to present a problem which learning institutions should address. This is so because there has been an overall increase in the abuse of substances among students in learning institutions. Over 400,000 students were abusing substances out of which 160,000 were girls (Mayoyo, 2003). A baseline survey on drug and substance abuse commissioned by the National Agency for Campaign against Drug Abuse in the years 2001 and 2002 revealed that more than a fifth of primary school pupils in Kenya have taken alcohol and the figure rises to more than three-fourths for university students (Republic of Kenya, 2004). Siringi (2003) found out that in Kenya, more than 22.7% of the primary school children have taken alcohol, a figure that rises to 57.9% in secondary schools and to 68% among university students. A large number of students across all age groups have been exposed to alcohol, tobacco, *miraa* (*Khat*), glue, *bhang* (Marijuana), and even hard substances such as heroin and cocaine. The practice has resulted in a number of negative effects in institutions of learning such as truancy, theft, rudeness, dropouts, injuries, loss of lives, destruction of properties, draining away of morals, misallocation of resources, indiscipline, and compromised academic standards among others which pose serious challenges to managers of the educational institutions. During the annual Kenya Secondary Schools Principals Association annual general meeting in Nairobi in 2004, National Agency for Campaign against Drug Abuse tabled shocking statistics on the prevalence of substance abuse in secondary schools in the country. National Agency for Campaign against Drug Abuse documented that 33.3% take alcohol, 8.3% smoke cigarettes, 9.1% chew *miraa* (*khat*), and 3.0% smoke marijuana/*bhang* (National Agency for Campaign against Drug Abuse, 2004). Nyaga (2001) and Santrock (2001) agree on the following behaviours exhibited by those who abuse substances; watering eyes and nose, unusually talkative hence noise making, unusual quietness, unpredictable temper, concentration lapse, and loss of interest in education. Nyaga (2001) identified behaviours of those students who abuse substances. They include; carelessness and neglect of one's personal hygiene, general irresponsibility, high irritability, and hostility to close friends, dirty and tattered clothes and normally being in one clothe for many days. These behaviours, he noted present many challenges to managers of schools especially boarding secondary schools. In view of the well-documented cases on the prevalence and effects of substance abuse in secondary schools and the harmful psychological, social, physical, and social effects on the abusers, it is necessary to investigate the challenges faced by the managers of Public Secondary Schools in

dealing with substance abuse related issues and come up with suggestions that can help curb the problem.

Research Objectives

The research objectives were to:

- i) Establish the prevalence of substance abuse among public secondary school students in Kisumu East Sub County.
- ii) Strategies used by school managers in dealing with substance abuse among public secondary school students in Kisumu East Sub County.
- iii) Challenges faced by school managers in dealing with substance abuse among public secondary school students in Kisumu East Sub County.

Synthesis of Literature

Substance abuse is reported in a number of institutions of learning in Kenya and other countries of the world. In Hong Kong in the 2008/2009 survey secondary schools reported that they had lifetime drug-taking students. Specifically lifetime drug-taking students were reported in 111 out of 112 secondary schools surveyed, 84 out of 94 primary school surveyed, and all of the 17 post-secondary institutions surveyed, and all of the 17 post-secondary institutions surveyed (Hong Kong Narcotics Division, 2010a). The age of students starting to take drugs is also getting lower, for those aged 12 or below there was a close to double increase in drug prevalence of 2.4% in 2004/2005 to 4.6% in 2008/2009 (Hong Kong Narcotics Division, 2010a). This means that children have assumed an accommodating attitude to drug-taking. It also implies that out of ignorance they do underestimate the risk of dependence and its impact on peer relationship and future development. Some students take drugs to enhance confidence in their self control, hence fail to resist temptations to taking drugs. Overall in Hong Kong the rising trend for youth drug use and weakening of resistance is worrying to the public as it increased over 50% from 2,200 in 2005 to 3,360 in 2010 for the group under 21.

At primary school level (primary 4-6) the drugs abused most are cough medicines and thinner. The location of use is own home, internet cafe and Friend's home. At secondary school level the drugs abused most include Ketanine, cannabis and Ecstasy. The location of use is Friend's home, disco and own home. At post-secondary level including universities, the drug abused most is cannabis. The location of use is disco, Friend's home, pub and own home. (Hong Kong Narcotics Division, 2010a). The correlation between family structure and drug-using students is also noteworthy. Among this group of students, 7.7% do not live with either of the parents, compared to 2.5% for their non-drug-using counterparts

(Hong Kong Narcotics Division, 2010a). Similar drug use trends have been reported in other committees as is in Hong Kong. In the US, Cannabis use is most common, in UK, cocaine and ketamine and in Canada a number of illicit drugs are used by youth. This are just but a few of the countries experiencing substance abuse by youth.

The factors contributing to youth substance abuse have been identified and promulgated by the electronic and print media worldwide. These factors have been further authenticated by research (Hong Kong Narcotic Division, 2010a). Ali (2010); Bamberg *et al.* (2008); Community Anti-Drug Coalitions of America, U.S. (2008). Bradford, Burns Vaughn, and Barber, (2008). They include : Dysfunction families due to unstable low income, poor marital relationship, conflicts, divorce, separation, single parenthood, long working hours of family members, limited family time, ineffective communication, easy access to drugs within immediate neighbourhood, failure of school achievement, feeling boredom, undesirable peer influence, intergenerational addiction and negative peer's include (boyfriend who abused drugs). Countries of the world have developed and operationalized different strategies to minimise substance abuse among youths. In Hong Kong the anti-drug prevention efforts cover youth events through use of seminars, drama, movies, drug –to sting, school curriculum and media campaign. (The Hong Kong Federation of Youth Groups, 2010). In UK the family is at the centre of their drug strategy. "Think Family" approach is used, whereby the target is bringing efforts in service integration to minimise intergeneration cycles of poor outcomes. Engagement of parents in programs that target not only drugs but also other issues, meaningful engagement of young people, drug education in school, use of mass media campaign and national hotline, all involved to combat the battle against drugs (Home Office, United Kingdom, 2008).

In United States of America the drug strategy is characterised by its emphasis on community based strategies. By community, it means the local neighbourhood where everybody lives, work and go to school. Therefore participation from representatives from all sectors of the community is essential to contribute to the success of any drug prevention and intervention efforts. In a nutshell, USA emphasises use of community-based approach in dealing with drug prevention, requiring the community to examine and address the relevant risk and protective factors for substance use in different ecological environment (Community Anti-Drug Coalitions of America, U.S. (2008).

In Australia, anti-drug efforts are directed to children and their family. Besides family support programs, kids in focus media campaign also emphasise the need for parents to communicate with children on drugs. The government put a lot of resources in strengthening family protective factors especially at the early years of the

children's life, such as training and educating parents how to strengthen their marital relationship, and how to improve the role of parenting. The kids in Focus initiative integrates services delivery so that family in need would need to go through multiple agencies to receive services. Australia's school drug education also acknowledges the importance of using an ecological approach that address risk and protective factors in different layers in order to achieve sustainable effects in anti-drug prevention on school premise (Department of Education, Science and Training, Australia, 2004; Department of Families, Housing, Community Services and Indigenous Affairs, Australia, 2009a).

In Canada, the drug prevention strategy (2007 -2012) aims at working on the risk and protective factors in youth before they initiate substance use and spreading to the community about "evidence -based drug prevention on messages" Government of Canada , (2009). It is in response towards a national priority identified by the "National Framework for Action to reduce the harms Associated with Alcohol and other Drugs and substances in Canada. The strategy summarises three major approaches to reduce youth drug use: (1) Media /youth consortium (2) Establishing Canadian National Standards for prevention and (3) sustainable partnership. (Canadian Centre on Substance Abuse, 2010b).

In Taiwan school is the major platform in anti-drug effort. Mandatory and punitive drug test for targeted at – risk students is the main tool used to identify drug – using students. Guidance and counselling is offered to them and family members, with the aim of deterring them from further drug use. At the community level, Taiwan provides education seminar and launching of healthy activities to promotive healthy life style in the youth Ministry of Education, Taiwan (2008) drug testing and counselling in school

In People's Republic of China, that is, in the mainland drug-prevention rests primarily on "education" and it is believed that school should be the major platform for drug-education because of the great diversity in the parents levels of literacy and resourcefulness. As a national strategy, starting in 2003 the Ministry of Education requires primary 5 to secondary 2 students to receive two hours (originally one hour) of drug-education per academic year. The content covers the effects of drugs, refusal skills and related laws and regulations. they emphasise secondary 2 students as they believe that it is the most critical year in determining drugs based on their physical and psychological needs and school curriculum arrangements . schools are also encouraged to use interesting and interactive ways to strengthen students' anti-drug knowledge and nurture good self – management and social skills so that students can live a healthy life. Republic of China also encourage schools to organise activities and seminars for parents on drug

information so that parents can teach the children to stay away from drugs, monitor their children, and collaborate with school on anti-drug effort. Volunteers from schools, universities, communities are recruited year-round to spread anti-drug messages by distributing pamphlets. The youth website and narcotic control Bureau also provide drug and legal information (Narcotics Division, Hong Kong, 2009a, 2009b and 2010a).

In Singapore, drug abuse prevalence rate is among the lowest internationally. With over five million populations in Singapore, the number of new abusers in 2009 was 553 (Central Narcotics Bureau, 2010; statistics Singapore, 2010). Their prevention strategy mainly targets educating students on the danger and consequences of drug abuse, especially on school dropouts who are considered high risk. Prevention efforts include assembly talks in schools by officers from the central narcotics Bureau, the police, anti-drug exhibitions, interschool dance competitions "Dance works". Similar to Republic of China, Singapore also has strict law enforcement on drugs. Strokes of cane can be used, and capital punishment is allowed for illegal traffic of care can be used, and capital punishment is allowed for illegal traffic of certain illicit substance such as cannabis and cocaine; possession or consumption of ketamine can lead up to 10 years imprisonment or a fine of SGD 20,000 or both. And if necessary, known drug offenders are detained without trial to prevent them from "Contaminating others" (Spooner *et al.*, 2001).

In Kenya, the drug abuse scourge has taken its toll on society largely out of the fact that not many people treat the various substances as the source of serious health afflictions. Lack of awareness fanned by unavailability of accurate information on the adverse consequences of indulgence habits leave the problem of drug abuse and substance abuse to permeate communities throughout Kenya. It is against this backdrop that the government created the office of the National Coordinator for campaign against Drug Abuse effective from 2001, headed by a veteran administrator Koseph Kaguthi. The office has the mission of coordinating and harmonising drug abuse prevention education activities to create awareness aimed at achieving behaviour and attitude change and eventually reduce on demand and abuse of substances (Hagembe and Simiyu, nd). The Government of Kenya action on substance abuse is evidenced by promulgation of various Acts such as Traditional Liquor Licensing Act, The Chang'aa prohibition Act – Cap 70 of 1980, Traditional league act of 1991, The Chief's Act, Police and Administration Police Act, Penal Code and the Narcotic Drugs and psychotropic substances control Act of 1994, besides formation of National Agency for the campaign Against Drug Abuse and the specialised Anti-Narcotic unit under the police force that was formed in 1983. The initiative of the government of Kenya and other governments of the world in eradication of substance abuse is evidenced in measures taken to deal with drug trafficking (Plates 1, 2

and 3).

It is increasingly clear that nearly 92% of the youth experiment with both licit and illicit alcohol, tobacco, bhang, *miraa*, inhalants (glue, petrol) and heroin among others during the growing up process. Alcohol, tobacco and bhang are the most abused substances by communities in Kenya. Alcohol beverages are readily available with powerful advertisements in the electronic and print media fuelling the substance abuse. It is not alarming to state that in Kenya drug and substance abuse is a silent disaster that claims many lives and loss of sight every year since there is an established a strong linkage between substance abuse and violence criminality and HIV and AIDs scourge. The most commonly abused drugs and substances include Alcohol, tobacco, cannabis (bhanga) *khat (miraaa)* oipod, sedative-hyponotics, inhalants /solvents, petrol, glue and paint thinners. The ongoing interventions to prevent and reduce drug and substance abuse include targeting the youth by empowering the youth to say "NO" to drugs and substance abuse. In which case, education sector is viewed as a critical factor in the fight against substance abuse, religious organizations, the media, non-governmental organizations, treatment and rehabilitation and international collaboration are other factors (Hagembe and Simiyu, nd).

These are studies that provided baseline information for this study. For instance, in a study on the influence of substance abuse on indiscipline among students of Public Secondary Schools in Nakuru Municipality in 2008, 62.0% of the 816 respondents confessed that they were substance abusers while 38.0% of respondents in the same study population said that they had never abused any substances in their lives (Muma, 2008). This study sought to establish whether the same trend on the prevalence of substance abuse was experienced in Kisumu East Sub county. This study differs from Muma's (2008) because this study has established the prevalence of substance abuse among public secondary school students by interviewing not only the deputy principals, guidance and counselling teachers, and students but also brought on board the views of Principals who were not interviewed by Muma (2008). In a study on the prevalence, correlates and reasons for and against substance abuse among Maseno University students in the year 2005, it was found that the prevalence rate for alcohol, tobacco and cigarettes, *miraa (khat)*, and marijuana were 41.0%, 12.0%, 11.0%, and 7.0% respectively (Winga, 2005). She also found out that among current users, 8% were regular users while 9.3% were daily users. Her study also revealed that 49% of those who use substances started the practice when they were between 11 and 18 years when many were in primary or secondary schools and at their adolescence stage in life. Although this study is a recent one, it was conducted on university students and in a different geographical location making it difficult to generalize the



Plate 1: Showing destruction of 370 kgs heroin.
 Source: The Standard on Saturday August 30th, 2014 p. 1



Plate 2: Security officer guards bags containg 341.8kg heroin.
 Source: The Standard on Saturday August 30th, 2014 p. 8



Plate 3: Showing Intercepted 5.6 tonnes of cannabis of the coast of Somalia by Australian and New Zealand soldiers
 Source: The Daily Nation on Tuesday September 23rd, 2014 p.1

findings to Public Secondary Schools in Kisumu East Sub County.

In a study carried out by on substance abuse at Maseno University in the year 2005 (Winga, 2005), 79.0% of the students felt that substance abuse was a problem at the university. In view of this, the study recommended training of peer educators, use of posters, formation of anti-drug abuse clubs, having regular comprehensive self-diagnosis of the substance abuse situation, and use of religious organizations, as coping strategies to help address substance abuse related. In the study that Winga carried out in 2005, she only recommended strategies that could be used by managers of public secondary schools to cope with the substance abuse related issues but did not establish the most commonly used of the strategies. The study by Winga also recommended strategies that can be used by University management to address substance abuse related issues at university level, which may not necessarily be applicable to managers of public secondary schools. This study therefore sought to identify strategies used by managers of public secondary schools in Kisumu East Sub County to cope as they addressed substance abuse related issues in their schools and rank the strategies according their frequency of usage.

Managers of public secondary schools face a number of professional, social, and academic challenges in addressing substance abuse related issues among public secondary school students. Such challenges are determined by such factors as the school environment, level of training on how to handle substance abuse cases, and the extent to which the problem is deeply rooted among other circumstantial factors. Since a majority of the managers of public secondary schools may not be substance abusers themselves, most of them do not know how the substances look like or smell. Besides, the teachers are not with the students all the time, particularly the day scholars who have a lot of time of their own after they leave the school compound. The identification of the abused substances and the abusers is therefore a tall order for most managers of public secondary schools who normally have crowded programmes. In the infamous Kyanguli arson case, the school' deputy head teacher was charged with negligence for failing to detect students who were suspected to have abused substances and, who had sneaked into the school compound with petrol that was used in burning one of the school's dormitories (Muganda, 2003).

In a study carried out by Otieno on substance abuse in secondary school students in Kisumu city in the year 2005, it was found that 57.9% of the respondents had consumed alcohol at least once in their lives, 34.7% had abused tobacco, 18.3% had abused cannabis, 23.1% had abused *khat*, and 5.2% had abused inhalants and/or cocaine. The study further revealed that 2.1% abused substances due the influence of relatives, 2.9% to treat

ailments, 8.7% due to influence of friends, 38.2% due to curiosity, and a majority (47.3%) said they abused substances because they enjoyed the feelings experienced (Otieno, 2005). The results of this study show that there are very serious challenges in reducing the prevalence of substance abuse among public secondary school students. This is so because apart from cocaine, the other commonly abused substances had generally high prevalence rates. Another challenge in the reduction of the prevalence of substance abuse is the fact that an over-whelming 85.5% of the students abused substances either because they enjoyed the feeling (47.3%) or because of curiosity. This presents a major challenge because most of secondary school students are aged between 16 and 18 years, which is an age at which the youth are intrinsically very curious, and therefore it is very easy for them to experiment with substances. There are many documented cases of students' indiscipline the have been linked to substance abuse albeit sometimes without any evidence at all. Substance abuse has been linked to students' discipline problems and other social problems throughout the world (Lumiti, 2005). Secondary schools in all parts of the world have been seriously affected and some of the cases of students' indiscipline have been reported (Mwanzia and Mudi, 2005). According to Barasa (2003), disciplinary problems occur in the form of students manifesting violent behaviours, arson, absenteeism, unkempt hair, use of one set of clothing for a long period of time, general untidiness, poor judgement, truancy, violence, and even rape in some incidences. He further states that the occurrence of these indiscipline cases has been of great concern in all societies of the world since the main function of our educational institutions is undermined. This is so because when efforts are made to discipline the substance abusers from within the schools, they instead end up disrupting normal operations of the institutions by even involving in arson in their schools. Abdi (2005) says that the number of institutions that have been affected by students' riots has increased in Kenya as in other parts of the world in the recent past. This has been linked to increased substance abuse among students.

According to Siringi (2003), although student disturbances have been reported in all countries, Kenya experienced a big number of students' disciplinary problems in the year 2003 and 2004. Many schools across the country were affected by the disturbances and Kisumu East Sub County was not spared. According to Mwanzia and Mudi (2005), most students interviewed after the students' unrests confessed that substance abuse was to blame for the deteriorating discipline and they further identified *bhang* as the main substance viewed to be responsible for the unrests. Nyaga (2001), and Santrock (2001), agree that some of the behaviours commonly exhibited by students who abuse substances are watering eyes and nose, noise making or unusual quietness, unpredictable temper, lack of concentration,

rudeness and general lack of interest in education. Nyaga (2001) identified the behaviours of those students who abuse substances as being carelessness, neglect of one's personal hygiene, irresponsibility, irritability and hostility even to close friends, being dirty, and putting on of one clothe for many days on end. The other behaviours that Nyaga identified are truancy, poor time management, petty theft, and unkempt hair among others. Nene (2006) concluded that characteristics exhibited by substance abusers include constant change of friends, keeping away from relatives and known associates, stealing from home and school in order to get money to satisfy the thirst for substances. From the above review, it is clear that substance abusers exhibit behaviours that may pose serious and diverse challenges to managers of public secondary schools yet it is apparent that no study has been conducted to identify challenges being encountered by managers of public secondary schools in addressing issues related to substance abuse among public secondary school students in the Sub county. This study, therefore, shifted from the standard approach of focusing on students and so did not only investigate the challenges that managers of Public Secondary Schools face in addressing substance abuse related issues among public secondary school students in the sub county, but also ranked the challenges in their order of seriousness.

Conceptual Framework

The study was based on a conceptual framework that shows how factors influencing substance abuse, prevalence of abused substances, strategies for addressing substance abuse related issues, and the challenges faced by managers in addressing substance abuse related issues.

Figure 1 illustrates the relationships among dependent and independent variables in the conceptual framework. In addition the relationship with the intervening variables is also indicated.

RESEARCH METHODOLOGY

The study adopted descriptive survey design. The study population consisted of 13,243 students, 43 principals, 43 deputy principals and 43 heads of guidance and counselling departments in 43 public secondary schools in Kisumu East Sub County. Stratified random sampling was used to select 320 students, 20 principals, 20 deputy principals and 20 heads of guidance and counselling departments. Questionnaire and interview schedules were used to collect data. Face and content validity was ascertained by presenting the instruments to three experts in the Educational administration whose input was incorporated. The reliability of the instruments was

ascertained by test re-test method whereby pearson's r coefficient of 0.7 and above at a p-value of 0.05 was considered reliable. Quantitative data was analysed using descriptive statistics such as means, frequency counts and percentages while qualitative data was transcribed, analysed and systematically organised into themes and sub-themes as they emerged.

RESULTS

Demographic characteristics of respondents

Research question 1

The research question responded to was; What is the prevalence of substance abuse among students in public secondary schools? To respond to this research question appropriately all students in the sampled schools were asked to indicate one substance they had abused most.

The responses of students to the research question were as shown in Table 1.

Table 1 shows that a total of 2,350 out of 8,043 students indicated that they had abused alcohol representing a prevalence rate of 29.2%. This makes alcohol the most prevalent substance of abuse. A total of 666 out of 8,043 students indicated that they had abused cigarettes representing a prevalence rate of 8.3 making it the second most prevalent substance of abuse. A total of 572 out of 8,043 students indicated that they had abused *Khat* representing a prevalence rate of 7.1% making it the second most prevalent substance of abuse. A total of 371 out of 8,043 students indicated that they had abused *Marijuana* representing a prevalence rate of 4.6% making it the third most prevalent substance of abuse. A total of 295 out of 8,043 students indicated that they had abused glue representing a prevalence rate of 3.7% making it the fifth most prevalent substance of abuse. A total of 177 out of 8,043 students indicated that they had abused *Kuber* representing a prevalence rate of 2.2% making it the sixth most prevalent substance of abuse. Three thousand six hundred and twelve (44.9%) students indicated that they had not abused any drug. Among the 4431 students who indicated that they had abused drugs, 1047 (23.6%) were girl students and 3384(76.4%) were boy students.

Research question 2

The Research question responded to was; what are the strategies used by school managers in your school to address substance abuse among students? The responses of students to the research question were as shown in Table 2.

The results in Table 2 indicate that the frequency of use of professional counsellors was mean rated at 4.4 by students making it the most frequently used strategy for

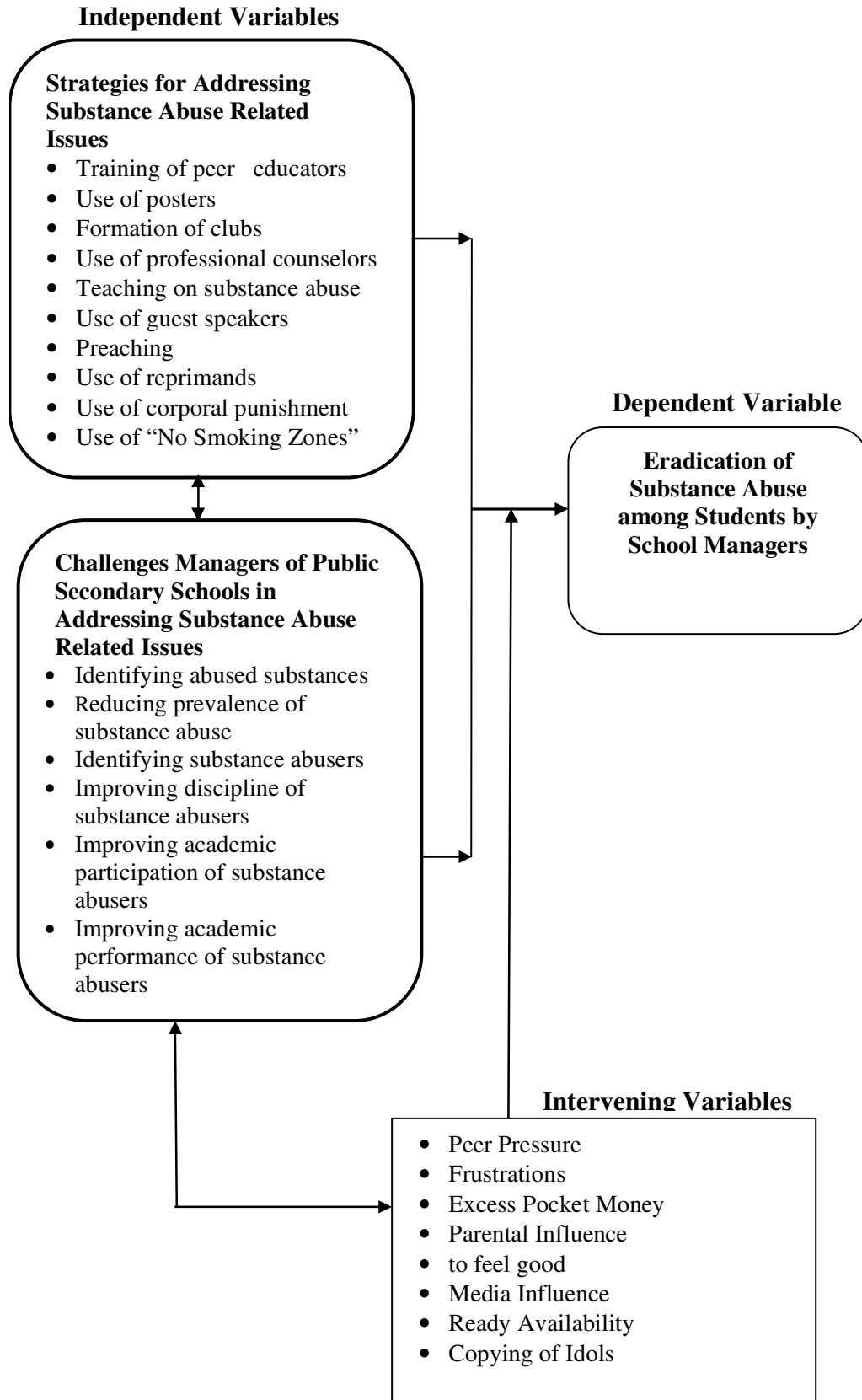


Figure 1: Strategies and challenges for School Managers to deal with Substance Abuse among secondary school students

Table 1: Prevalence of Substance Abuse among Public Secondary School Students

Commonly Abused Substances	Students' Reports	
	Frequency	Percentage
Alcohol	2,350	29.2
Cigarettes	666	8.3
<i>Khat/Miraa</i>	572	7.1
Marijuana/ <i>Bhang</i>	371	4.6
Glue	295	3.7
Kuber	177	2.2
Nil	3612	44.9
Total	8,043	100.0

Table 2: Strategies Used by Public Secondary School Managers to Address Substance Abuse (n=320)

Strategy	Students' Mean Rating of Strategies
Use of Professional Counsellors	4.4
Teaching on Substance Abuse	4.1
Training of Peer Educators	3.8
Use of Guest Speakers	3.6
Use of Reprimands	2.9
Preaching	2.7
Use of Posters	2.5
Formation of Clubs for Substance Abusers	2.2
Use of "No Smoking Zones"	2.0
Corporal Punishment	1.7

addressing substance abuse related issues among public secondary school students. Teaching on substance abuse was mean rated at 4.1 by students making it the second most frequently used strategy for dealing with substance abuse as rated students. Training of peer educators was mean rated at 3.8 by public secondary school students making it the third most effective strategy used to address substance abuse related issues among public secondary school students in the sub county. The use of guest speakers was mean rated at 3.6 by public secondary school students making it the fourth most frequently used strategy addressing substance abuse related issues among public secondary school students in the sub county. The use of reprimands was mean rated at 2.9 by public secondary school students making it the fifth most frequently used in addressing substance abuse related issues among public secondary school students in the sub county. The use of preaching was mean rated at 2.7 by public secondary school students making it the sixth most frequently used strategy in addressing substance abuse related issues among public secondary school students in the sub county. The use of posters was mean rated at 2.5 by public secondary school students making it the seventh most frequently used strategy in addressing substance abuse related issues among public secondary school students in the sub

county. The formation of clubs for substance abusers was mean rated at 2.2 by public secondary school students making it the eighth most frequently strategy in addressing substance abuse related issues among public secondary school students in the sub county. The use of "No Smoking Zones" was mean rated at 2.0 by public secondary school students giving making it the ninth most frequently used strategy in addressing substance abuse related issues among public secondary school students in the sub county. Corporal punishment was mean rated at 1.7 by public secondary school students as an effective way of dealing with substance abuse among public secondary school students in the sub county. This made it the tenth and the least frequently used strategy in dealing with substance abuse in the sub county.

Research question 3

The research question responded to was; what are the challenges faced by managers of your school in addressing substance abuse among students?

The responses of students to the research question were summarised in Table 3.

The results in Table 3 indicate that the challenge of rehabilitation of substance abusers was mean rated at

Table 3: Challenges Facing Public Secondary School Managers in Addressing Substance Abuse (n=320)

Challenge	Students' Rating of Challenges
Rehabilitating Substance Abusers	4.9
Reducing Prevalence of Substance Abuse	4.7
Improving Performance of Substance Abusers	4.6
Identification of Substance Abusers	4.5
Threats from Substance Abusers	4.4
Improving the discipline of Substance Abusers	4.2
Identification of Sources of Abused Substances	4.1
Identification of Abused Substances	3.8

4.9 by public secondary school students making it the most serious challenge faced by managers in addressing substance abuse related issues in public secondary schools in the sub county. The results in Table 3 also indicate that the challenge of reducing the prevalence of substance abuse was mean rated at 4.7 by public secondary school making it the second most serious challenge faced by managers in addressing substance abuse related issues in public secondary schools in the Sub county. The challenge of improving the performance of substance abusers was mean rated at 4.6 by public secondary school students making it the third most serious challenge faced by managers in addressing substance abuse related issues in public secondary schools in the sub county. The challenge of identification of substance abusers was mean rated at 4.5 by public secondary school students making it the fourth most serious challenge faced by managers in addressing substance abuse related issues in public secondary schools in the Sub county. The challenge of threats from substance abusers was mean rated at 4.4 by public secondary school students making it the fifth most serious challenge faced by managers in addressing substance abuse related issues in public secondary schools in the sub county. The challenge of improving the discipline of substance abusers was mean rated at 4.2 by public secondary school students making it the sixth most serious challenge faced by managers in addressing substance abuse related issues in public secondary schools in the sub county. Identification of sources of substances of abuse was mean rated at 4.1 by students making it the seventh most serious challenge faced by managers in addressing substance abuse related issues in public secondary schools in the sub county . Identification of abused substances was mean rated at 3.8 by students eighth and the least serious challenge faced by managers in addressing substance abuse related issues in public secondary schools in the sub county.

DISCUSSION

Alcohol is one of the substances of abuse that is generally more readily and cheaply available than other substances. It is also accepted by people in many cultures some of which openly promote its use during particular important cultural and ceremonial occasions like marriage, initiation, circumcision. This makes the youth believe that alcohol is good and acceptable. During such occasion, some of the youth get to have a taste of the substance and with more frequent tasting of the substance, some of the students get addicted to the substance. These findings are in agreement with those of Muma (2008) who conducted a study on the influence of substance abuse on indiscipline among students of Public Secondary Schools in Nakuru Municipality. His findings indicated that 88.9% of the Guidance and Counselling teachers knew that some students in their schools abused alcohol. Cigarettes are sold in almost all shops in the estates in town and all villages. It is widely portrayed by both the print and electronic media as being fashionable and trendy. Some of the personalities being used to promote the substance particularly in electronic media are very influential ones and as such, many youth end up being hooked to the substance of abuse because of trying to copy their idols. These findings are in agreement with those of Muma (2008) who conducted a study on the influence of substance abuse on indiscipline among students of Public Secondary Schools in Nakuru Municipality. His findings indicated that 88.3% of the guidance and counselling teachers confessed that they were aware that cigarettes and *bhang* were being abused in their schools. *Khat/miraa* is generally being viewed as being acceptable in certain communities and religions where it is chewed to pass time particularly by males. It is very addictive and is liked by those who abuse it because it intoxicates slowly and even when it so does, its intoxication is not as evident as that of other substances of abuse that make people stager and speak obscenities

at the top of their voices. These findings are in agreement with those of Muma (2008) who conducted a study on the influence of substance abuse on indiscipline among students of Public Secondary Schools in Nakuru Municipality. His findings indicated that 66.7% of the guidance and counselling teachers said they were aware that their student abused *Khat/Miraa* in their schools. Marijuana/*bhang* is generally being viewed as having certain mystical powers such as curing of certain abdominal illnesses, improving people's intelligence quotient, making people have the courage to do daring things, and making people more creative. Even though it is not acceptable in many communities and religions, those who abuse it tend to have very close relations among themselves which in itself attracts people who are feeling down cast, lonely or unhappy with the society in one way or the other. These findings are in disagreement with those of Muma (2008) who conducted a study on the influence of substance abuse on indiscipline among students of Public Secondary Schools in Nakuru Municipality. His findings indicated that 88.3% of the guidance and counselling teachers confessed that they were aware that cigarettes and *bhang* were being abused in their schools. Glue is cheaply and sometimes freely available especially in urban centres. Even though it is not acceptable in many communities and religions, it is generally abused among street boys and rebellious students who are faced with lives of self-reliance. It is cheap and so abusers may take it because it intoxicates so easily at a very low cost or no cost at all. These findings are in agreement with those of Muma (2008) who conducted a study on the influence of substance abuse on indiscipline among students of Public Secondary Schools in Nakuru Municipality. His findings indicated that 2.0% of students abused Inhalants such as petroleum products and glue. *Kuber* is a substance of abuse that has Asian origins. Substance abusers like it because it is chewed and so it is not very easy for someone to notice that one is involved in its abuse. It is also liked by those who abuse it because it is cheap and comes in small sachets that are very easy to conceal in any part of the body. It also has no smell neither does it have any smoke emitted when it is being abused. It is mainly abused among people of Asian origin. It intoxicates very slowly but surely at a very low cost. These findings are in agreement with those of Muma (2008) who conducted a study on the influence of substance abuse on indiscipline among students of Public Secondary Schools in Nakuru Municipality. His findings indicated that 3.0% of students abused *Kuber*.

From these results, it can be concluded that according to principals and students, alcohol, cigarettes, *bhang* and *Miraa/Khat*, respectively, are the most prevalent substances of abuse while glue and *Kuber* and are less prevalent. This is probably because it is possible for someone to abuse glue and *Kuber* without being noticed. During interviews with the principals, it came out very

clearly that alcohol and cigarettes were the substances most commonly abused by public secondary school students. During the interview, one of the deputy principals said: "The most commonly abused substances among our students definitely are alcohol and cigarettes. In most of the cases reported to the office, the students are always involved in either of the two and in quite a number of cases, we have found students with either of two substances of abuse in dormitories or in their hand bags when they are reporting back to school". The above statement confirms the opinion of students that the most commonly abused substances in their schools are alcohol and cigarettes.

Use of professional counsellors is a strategy that is considered very effective in addressing substance abuse related issues among public secondary school students because in this strategy, professionals are used. The strategy has been gaining more and more ground over the other strategies in the recent past especially after the banning of corporal punishment. Teaching on substance abuse among students has been ignored for a long time and for that reason, a good number of the students do not have relevant information concerning the vice. As students grow up, they become more curious by the year and therefore if a programme is not drawn to effectively inform them on the dangers of substance abuse at an early age, then the information may reach them when they are already addicted which would make such information almost irrelevant. Therefore, there is need to come up with a curriculum in which teaching of students on substance abuse is incorporated. The training of peer educators has not taken root so much in a number of secondary schools in the Sub County though this is a strategy that may have an even greater impact if well utilized. It is a strategy that effectively equips the peer counsellors with relevant knowledge that they in turn give to their peers. This method is very effective in countering peer pressure because it is the youth themselves who reach out to fellow youth with the information on substance abuse. The use of guest speakers, just like the training of peer educators, has not taken root so much in a number of public secondary schools in the sub county. The impact of this strategy would be felt even more if some of the guest speakers invited into schools are reformed substance abusers. This strategy effectively equips the youth with relevant knowledge that in turn helps them to make wise decision to avoid substance abuse.

The use of reprimands is being widely used by public secondary school managers in a number of public secondary schools in the sub county. The impact of this strategy may not be felt much because reprimands generally cause the reprimanded individual to have resentment and may make the offender to harden in rebellion. This strategy was generally viewed by a number of teachers to be one of the major reasons why it has been very difficult to deal with substance abuse in

schools. One of the interviewed heads of the guidance and counselling department said a number of public secondary school students who are substance abusers confided in him that one of the greatest challenges they face in their fight against substance abuse is the excessive reprimands they normally receive from the school management. The use of preaching is being widely used by public secondary school managers in a number of public secondary schools in the Sub County. In a number of public secondary schools in the Sub County, Christian Union clubs or young Christian union societies have been established to reach out to public secondary school students spiritually. The impact of this strategy may not be so great because substance abusers tend not to be religious and so they would not be very ready to receive spiritual massages. Posters are not being widely used by school managers in public secondary schools in the sub county. In a number of the schools in the sub county, the posters that were being used to sensitise students against substance abuse were those that were printed by either National Agency for Campaign against Drug Abuse or some other non-governmental organizations. However, it was expressed by a number of teachers interviewed that this strategy has a lot of potential especially if it could be owned by students and the posters drawn by the students themselves. The formation of clubs for substance abusers is not being widely used by managers of public secondary schools in the sub county. In a number of the schools in the sub county, the formation of clubs is a major challenge. A good number of the teachers who were interviewed were of the opinion that many public secondary school students have a negative attitude against clubs that are non-academic and so many would not favour the formation of such clubs.

The creation of "No Smoking Zones" for substance abusers is very new to most managers of public secondary schools and indeed one of the principals interviewed said that there is no need of using this strategy because it is known that schools are supposed to be no smoking zones. Corporal punishment as a method of punishment is banned was banned by the government but in spite of the ban, it is still being used in a number of schools in the country. Before the ban, teachers used it to address almost every indiscipline case claiming that it saves time and helps in deterring future mistakes. Since the ban, its use has been on the decline because of the fact that some teachers who have persisted in using it have even ended up appearing in court to answer to assault charges. It is also unpopular among public secondary school students who feel that it is abusive as it inflicts unnecessary pain and can sometimes lead to serious injuries. Most of the teachers interviewed during the study indicated that school managers often employ different strategies to deal with substance abuse related issues. The strategies employed depended on the circumstances of each individual case.

However, they concurred that the use of professional counsellors was being used more commonly as opposed to the other strategies. One of the guidance and counselling teachers said: "With the banning of corporal punishment, school managers have relied more on the use of guidance and counselling as a strategy for addressing substance abuse related issues. The other strategies that are also commonly applied are teaching on substance abuse, training of peer educators, and the invitation of guest speakers." However it emerged that corporal punishment is still being used in a number of schools as a strategy to deal with substance abuse. One of the deputy principals said "much as corporal punishment has been banned, it cannot be wished away because guidance and counselling has not been properly established in public secondary schools in the country." The above statements indicates that most schools are employing various strategies to deal with substance abuse and that the strategy employed for each case depends on the particulars of the case concerned.

The rehabilitation of substance abusers may be considered a major challenge because in public secondary schools there are no professional counsellors neither is there adequate time for the teachers to be devoted to the counselling of students who are substance abusers. In addition, the substance abusers themselves would normally be unwilling to come in the open and ask for assistance. In most cases, they do not seem to think of themselves as having problems and so those attempting to help them may be seen to be interfering with their lives unnecessarily. The reduction of the prevalence of substance abuse may be considered a major challenge because of the ignorance of substance abusers of the dangers that the substances pose to their lives. The improvement in the performance of substance abusers may be considered a major challenge because some of the behaviours exhibited by substance abusers such as absenteeism deter students from achieving better results. In schools where the prevalence of substance abuse is high, a lot of time is lost when substance abusers fail to turn up in school but even when they turn up, a lot of time is wasted in the handling of indiscipline cases attributed to them. These cause numerous stoppages in learning which lead to poor results. The improvement of the results of substance abusers may also be so challenging because some of the substance abusers are very repulsive to correction. The identification of substance abusers may be a major challenge some of the substances, when abused in low quantities, may not cause the abusers to exhibit any obvious signs. To make matters worse, a good number of the teachers interviewed said they did not know what to look out for in trying to identify substance abusers. One of the school principals said it was quite a challenge to him to identify a substance abuser because he had not undergone any training to educate him on how to identify an abuser.

Substance abusers tend to be irrational and hot-tempered and so students who know them would not risk reporting them to the management for fear of revenge. Some of the teachers also expressed their fear of the substance abusers for fear that the students may revenge by ganging up against them and beating them for taking actions such as suspension or expulsion against them. This challenge is so deep-rooted and real as substance abusers are known but have not been caught red-handed and so taking action against them or rehabilitating them is so difficult because of the fear of the abusers. Disciplinary problems occur in the form of students manifesting violent behaviours, arson, absenteeism, unkempt hair, use of one set of clothing for a long period of time, general untidiness, poor judgement, truancy, violence, and even rape in some incidences. This challenge is deep-rooted because some of the substance abusers are known but have not been caught red-handed and so taking action against them or rehabilitating them is so difficult because they may allege that there is witch-hunting. Identification of sources of substances of abuse may be a major challenge because people who really know where they get the substances of abuse are the abusers themselves. Getting this information is not easy as abusers operate in secrecy for fear that any information to a non-abuser may result in very dire consequences. In view of the foregoing, information on the sources of substances of abuse are normally stumbled upon by chance and once in a while, a reformed substance abuser may give such vital information. Identification of substances of abuse may be a major challenge because people who do not abuse the substances do not know how they look like, how they smell and even how they feel when touched. Identifying some of the substances that are commonly abused like cigarettes may be easy but identification of some substances of abuse like marijuana may be so difficult because they are rare to come by. Most of the deputy teachers interviewed during the study concurred that the most serious challenge in relation to substance abuse is the rehabilitation of students found to be substance abusers. One of the deputy principals interviewed during the study said: "Whereas the Ministry of Education would like us to use guidance and counselling in the process of rehabilitating students found to be substance abusers, this is one of the most serious challenges we are facing because our school, for example, does not even have a qualified guidance and counselling teachers. To make matters worse, even if a guidance and counselling teacher was to be deployed, we do not have an office for guidance and counselling to ensure privacy and confidentiality. A large number of the interviewed principals stated that they did not know how bhang smells or looks like. One of them said; "Even if I was to pass around a place where a group of boys are smoking bhang, I would not know because I do not know how it smells." The statement by the teachers showed that the

challenges experienced by different schools as they deal with substance abuse are varied. Even so, the statements indicate that most of the schools are struggling to deal with substance abuse given that most of the school managers feel that they don't have the capacity to deal with substances abuse effectively.

CONCLUSION

Factors influencing substance abuse among students of Public Secondary Schools were; peer pressure, media influence, frustrations, excess pocket money, copying of idols, parental influence, pursuit of pleasure, readily availability of substances of abuse dysfunction families due to unstable family, (family crisis, divorce, single parent family) low income, long working hours of family members whose consequences are limited to quality family time, poor mentoring among others. These findings concurred with those that have been established in other countries of the world specifically the United States, Canada, Hong Kong, Republic of China, Taiwan, Australia and United Kingdom. Prevalence of substances commonly abused among students of Public Secondary Schools in Kisumu East Sub county are 37.4% for alcohol, 12.1% for cigarettes, 9.2% for *Khat/ miraa*, 6.1% for Marijuana, 4.7% for glue, 2.9% for kuber. The strategies used by public secondary school managers to address substance abuse related issues among public secondary school students in Kisumu East Sub county are the use of professional counsellors, teachings on substance abuse, training of peer educators, use of guest speakers, use of reprimands, preaching, use of posters, formation of clubs for substance abusers, use of "No Smoking Zones", and corporal punishment. The findings of the study also show that the challenges faced by public secondary school managers in addressing substance abuse related issues among public secondary school students in Kisumu East Sub county are rehabilitation of substance abusers, reducing the prevalence of substance abuse, improving the performance of substance abusers, identification of substance abusers, threats from substance abusers, improving the discipline of substance abusers, identification of the sources of abused substances, and the identification of the substances of abuse and the fact substance abusers do not consider themselves as having problems or in need of help.

RECOMMENDATIONS

Recommendation for practice

Youths should be facilitated as home and in school to develop a feeling of happiness about family life in terms

of good interpersonal relationship and acceptance to parenting.

Create an environment at home and school that is anti-intergenerational addiction and peer's negative influence, that is, boyfriends who abused drug among others.

Mitigate failure of school achievement, feeling of boredom and undesirable peer influence through mass media.

Put in place measures against easy access to drugs within immediate neighbourhood. For instance, punishment of drug suppliers in accordance with national legislation that pertain to drug trafficking.

Use of public education to create public awareness through acknowledgement of the importance of supporting parents and families at an early stage so that children and youth can benefit from growing up in a positive environment, thereby naturally building resistance against delinquent behaviour that lead to substance abuse.

Providing for the needs of not only the young adults, their families and the target society.

Recommendations for policy

Effort on empowering the youths and their families should be made through family and school –based intervention like training, meaningful engagement and reduction of risk factors, instead of focusing on substance abuse *per se* and individuals in which case the target would not only cover the school youths, but also drop-out unemployed or working youngsters.

Identify and support high risk families, that is, single-parent, intergenerational addiction (drug /gambling/drinking), poor families, out of school youths and working youths through social workers, medics, teachers, schools and police.

Enforce the one rest day in every seven days for all workers, paternal leave and annual leave legislations. This would provide a family –friendly working environment coupled with free and regular parenting and communication skill trainings at sub county level schools and universities, in different workplaces and community centres. This would enable parents to have quality time with their children.

Curb substance abuse sources by assigning more sniffer dogs and random spot drug tests and national border points of entry. This may also be extended to educational institutions that are suspect.

Initiate evaluation of existing anti-drug programs, through collaboration with universities for systematic evaluations to ascertain how different programs modify the youth's substance abuse related attitude and behaviour in the long run.

Reform the mind-set in the educational system by making school and college curriculum more attractive, joint parental activities, internalise the importance of

family and school values, reshape the belief of success, whereby school results and developing a full competent, self-regulated and caring person are measures of success in life.

A comprehensive curriculum on substance abuse should be introduced in secondary schools to neutralise the influence of peer pressure in influencing students into substance abuse.

The areas around secondary schools should be made drug free so as to help in reducing the prevalence of commonly abused substances like alcohol, cigarettes, marijuana/*bhang*, *khat/miraa*, glue and *kuber*.

Teachers' Service Commission should post full time professional counsellors to public secondary schools to assist in the handling of substance abuse and related issues in schools.

The government should establish special rehabilitation centres specifically for students who are substance abusers so as to help them continue with their education while undergoing rehabilitation.

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