

**CHALLENGES TO DRUG AND SUBSTANCE ABUSE CESSATION  
EFFORTS AMONG STUDENTS IN SECONDARY SCHOOLS: A CASE OF  
MACHAKOS TOWN, MACHAKOS COUNTY, KENYA.**

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**MCO: 3-3555-3/2015**

**A THESIS SUBMITTED TO THE SCHOOL OF EDUCATION, AND  
SOCIAL SCIENCES IN PARTIAL FULFILMENT OF THE REQUIREMENTS  
FOR THE CONFERRMENT OF MASTER OF ARTS DEGREE IN  
COUNSELING PSYCHOLOGY OF KENYA METHODIST UNIVERSITY.**

**OCTOBER, 2019**

## DECLARATION

I declare that this research thesis is my original work and has not been presented in any other university.

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This research thesis has been submitted for examination with our approval as university supervisors.

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## **DEDICATION**

To God the Almighty who has been my strength and divine inspiration in everything I do. I give all the glory to him.

To my loving and dedicated husband James Makau who has been my source of inspiration and for supporting me throughout my education and making it possible for me to climb this far.

To my dear children Mutheu, Mutua, Mutiso, Ngari, Mutindi and Mwikali for giving me moral support and encouraging me that it is possible for me to go to higher heights. You gave me every reason to work hard. May God bless you all.

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## ABSTRACT

The purpose of this study was to investigate into the challenges experienced in drug and substance abuse cessation efforts by students in secondary schools in Machakos County. The following were the four objectives of the study; to investigate individual challenges experienced by students in secondary schools in Machakos Town in their effort to stop abusing drugs, to establish family challenges experienced by students in secondary schools in Machakos Town in their efforts to stop abusing drugs, to establish school challenges experienced by students in secondary schools in Machakos Town in their efforts to stop abusing drugs, and to establish counseling interventions that can be used to help students in secondary schools in Machakos Town to stop abuse of drugs. Three theories were used; Ecological Systems theory, Planned behavior theory, and Trans- theoretical model. The study used descriptive study plan to gather data that related to individuals behavior, feelings and views. From the 27 schools within the town, 9 were purposively sampled. Each school provided a total of 12 respondents, 3 students from each form who were randomly selected from their respective forms. There were also 10 kiosk owners whom the researcher interviewed, one deputy principal, and 1 guidance and counseling teacher from each school which formed a total of 136 respondents. The study used both questionnaires and interview guides to collect data. The questionnaires were administered to both students and teachers while the interviews were conducted with kiosk owners around the school compounds. The various methods of data collection ensured triangulation and richer data. Data analysis was carried out using the Statistical Package for Social Sciences (SPSS) Version 20 utilizing descriptive procedures. The results were presented in frequency distribution, tables, and percentages. The findings revealed that 46.7% of both boys and girls in public and private secondary schools were aware that students abuse drugs. Majority 66.7% indicated that withdrawal syndromes were the individual challenges faced in the cessation efforts. 37.9% indicated that irresponsible parents were the major family challenge. 45.3% indicated that peer pressure was the major school challenge experienced in cessation efforts. 32.4% indicated that counseling by teachers was the commonly used method of helping students in their effort to quit drug and substance abuse. One of the major recommendations included having trained drug and abuse counselors in schools to be able to help the students who are involved in substance abuse.

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## **LIST OF ABBREVIATIONS**

<b>CDCP</b>	Centers for Disease Control and Prevention
<b>DEO</b>	District Education Office
<b>ITC</b>	International Tobacco Control
<b>MOE</b>	Ministry of Education
<b>NACADA</b>	National Agency for the Campaign against Drug Abuse
<b>NACOSTI</b>	National Commission of Science, Technology and Innovation
<b>NCGC</b>	National Clinical Guideline Centre
<b>NIDA</b>	National Institute of Drug Abuse
<b>NSDUH</b>	National Survey on Drug use and Health
<b>PBT</b>	Planned Behavior Theory
<b>SPSS</b>	Statistical Package for Social Sciences
<b>UNODC</b>	United Office of Drug and Crime
<b>WHO</b>	World Health Organization

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.0 Introduction**

Drug abuse is a major problem among school-going youths. Majority of the learners indulge in drug abuse unaware of the dangers it causes. This chapter will deal with the background of the study which gives an overview of the study. Moreover the chapter will outline the objectives of the study, problem statement and the purpose of the study.

### **1.1 Background to the study**

Previous research conducted on the adolescent youth's about the abuse of substance revealed alcohol, Bhang together with cigarette as the mainly drugs abused (Johnston, O'Malley, Miech, Bachman, & Schulenberg, 2016). Similar report indicated that senior in secondary schools recorded high number of substance abuse with alcohol being the leading in abuse standing at 35%, then Bhang takes the second place at with 21 % and finally cigarettes takes the third place with 11%.

Abuse of drugs may be defined as personal use of drugs for the purpose it is not intended for and in amount that may make the body to perform abnormally hence result to impairment. Use and misuse of drugs and other substance is a worldwide trend with wider background. Alder, Freda and Lau (2009) trace the use of chemical compounds that changes the activities during the man's evolution stages. It was observed that remains of tools that were used by Egyptians in the early days showed application of opium for religious purposes. The same is link with the use of Cocaine by the South American group during the early days. Cannabis sativa the common drug has a 5000 years history. In the recent past, drug misuse has found its roots in various

parts of the world which has resulted in crimes due to illegal use and abuse of the drugs.

The issue of drug abuse is a major headache to societies and authorities from the cities of the North Africa, Latin America and Asia. The problem of drug abuse has strangled the youthful the youthful generation reducing many of them to zombies, dummies and drooling figures. Most youths waste their prestigious life lives at times when their energy is much required for nation building initiative. A report by United Nations Office of Drug and Crime (UNODC) in 2011(United Nation Office of Drug and Crime[UNODC], 2011) indicates that Cannabis remains the world's most widely produced and abused illicit drug. Cannabis is produced in almost every country globally. The report shows that approximately 130-190 million people smoke cannabis once a year. The same report also contains a chapter on the destabilizing effect of drug trafficking on transit countries, focusing in particular on the case of cocaine.

The primary concern is that students are becoming the major target drug traffickers. They are regarded as new markets globally by most drug peddlers. From the economic perspective, both licit and illicit drugs are perceived as consumer goods that are traded globally in a competitive market. In 2005 a report by United Nations Office Drugs and crime indicated that illegal drugs account for at least \$400 billion of world trade. The global market share of illicit drugs is larger compared to that iron and steel industries according to the study. The most challenging factor is that markets for both legal and illegal drugs are well-organized and have persuasive and sophisticated marketing and publicity techniques. The players carry out market research methodically on the consumption trends, identifying new markets and development technology driven network for transporting illicit drugs.

Abuse of drugs proves to be serious challenge to teenagers who are still students since they lack much information on the negative effects of those drugs (National Institute of Drug and Abuse [NIDA], 2014). It therefore, means that greater percentage find them influenced into the abuse of the drugs unaware of the negative consequences. According to Barachi (2010), drug misuse starts early stages in youths which later become part of them as they develop until they reach secondary schools. From that stage, they may mature with the habit as they transform to adulthood. However, decision making to these people on how on cope with their intellectuality becomes a problem.

Like any other country in Africa, Kenya also has been facing greater expansion in the manufacturing and use of numerous drugs by teenagers and youths. Lack of discipline by learners in many learning institutions has been link with the consequence of abusing drugs such as bhang and alcohol (Cheloti, Curbing drug and substance abuse in secondary school in Kenya, 2016). Estimating the portion of the learners who abuses drugs in Kenya however, it is believed that majority have come across these chemical substances that within the country.

According to report by National Agency for Campaign against drug Abuse (NACADA), there need to be clear policies that control trafficking of drugs into the Country. The role of religious leaders in preaching morality in society may not be enough since a good number of youths may still be tempted to fall as victims of drug abusers. This may make them lose focus and prevent them from living responsible life in future (Chege, Mungai, & Oresi, 2019).

According to United Nation Office of Drug and Crime (UNDODC), (2011) has danger on the social economic welfare. The individuals may alienate themselves from other people due to drug influence. On the hand, drug abusers may indulge in crime

so as to fetch cash to maintain their living habit which is an effect of an addiction. The Kenyan has been coming up with policies to control the use of commonly drugs such as cigarette and alcohol. These policies include imposing high tax on these products to discourage their consumption as well as prohibition of smoking in public places. It from this overview that present research was extracted.

Machakos town was reported to be having 65% percentage cases of drug abuse among school student, according to NACADA report of 2016. The report further attached drug abuse to the increased drug addiction among the school going children and particularly those in secondary school in the region. Additionally, it was evidenced by an increase in the number of indiscipline cases among secondary schools students within Machakos region as indicated by the report due excessive consumption of alcohol, bhang and other illicit drugs. The increased vice among the students has called for concerted efforts by parents, teachers, government and the general members of the public to find long-term cessation of the vice.

These groups are charged with the responsibility of identifying causes of increasing drug abuse as well as the challenges that hinder the efforts to towards defeating the drug addiction and indiscipline cases among the student going into the future. Individual's challenges to deal with drug abuse has enhanced tendency to engage in conflicts with friends, teachers and school authority. Cognitive effects relate to the individual's lack of concentration on academic work and memory loss such as 'blackouts'. Out there students face many additional challenges which include social, psychological and educational. At this time, they may be exposed to greater availability of drugs, drug abusers, and the social engagements involving drugs (Sussman, Dent, & Stacy, 2002). Historical family cases of drug abuse also leads to student abusing drugs. A study done by Kaguthi(2010)indicated that 40% of the

students who abuse drugs in schools have had a family members using or abusing drugs in their family mostly the parents abused drug. Also low family cohesion, high parental conflict and poor communication in families lead to pupil's abusing the drugs. There are several challenges faced by schools in an effort to reduce the usage of drugs. Some students and parents are uncooperative and hostility from the community. The students fear exposing themselves and their peers to ridicule from teachers. They also fear that should they expose their peers, these peers might retaliate by meting punishment on them like beating. The parents do not want to expose their children because they might be expelled from school. The community members sometimes harbor the drug barons therefore do not like exposing those using shops around the school to sell drugs to the students.

## **1.2Statement of the Problem**

According to NIDA (2014), the efforts to eliminate drug use across the world, has been less fruitful even after strict laws that prohibit drug production and trafficking were enacted. Majority of learning institutions in Kenya have attempted enacting policies that eradicate drug and substance abuse in their schools, but the challenges experienced by the students who attempt to quit abusing of these drugs have been overlooked. For instance strategies targeting Alcohol and Drug abuse are carried out in schools. They are documented in syllabuses, thematic drama, and music, and religious teachings (Johnston, 2010). Teachers and head teachers have perform great job in campaigning to stop abuse of drugs in schools. In that process, some students are persuaded to quit abusing the drugs. Since this is practiced secretly, most students are affected physically, emotionally, and psychologically. However, there are challenges that they face that need to be investigated.



According to report by NACADA (2016), substance abuse was prevalent in Kenyan secondary schools. Even with many researches having been conducted to find out the causes and symptoms of drug and substance misuse among, none has ever sought to establish why in Machakos Town there has been increasing cases of drug abuse and addiction among the school going children and particularly secondary school students. This is evidenced by an increase in the number of indiscipline cases among secondary schools students within Machakos, which stands at about 65%. Considering the case of Machakos, no report has been done on the challenges that the students experience as they attempt to stop abusing these drugs. This therefore, leaves a research gap which this study intended to fill. The research therefore, sought to find out the challenges experienced in substance misuse cessation efforts among learners in Machakos Town of Machakos County.

### **1.3: Purpose of the Study**

The study concentrated on finding out various challenges experienced in cessation efforts from abusing of drugs and substance amongst secondary school students within Machakos region.

### **1.4: Objectives of the Study**

The following were the main aim of the research:-

- i. To investigate individual problems experienced by secondary schools students in Machakos Town in their effort to stop abusing drugs.
- ii. To identify family challenges experienced by secondary schools learners within Machakos Town in efforts to stop abusing drugs.

- iii. To establish school challenges that is experienced by secondary schools learners within Machakos Town in their efforts to stop abusing drugs.
- iv. To find out counseling measures available secondary schools Students within Machakos Town in quitting abuse of drugs.

### **1.5: Research questions**

The following were the research questions:

- i. Which are the individual problems experienced by secondary schools students within Machakos town in their effort to stop abusing drugs?
- ii. What are the family challenges experienced by secondary schools learners within Machakos town in their effort to stop abusing drugs?
- iii. What are the school challenges experienced by secondary schools learners within Machakos town in their effort to stop abusing drugs?
- iv. What are the counseling interventions that can be used to help secondary schools learners within Machakos town in quitting abuse of drugs

### **1.6: Significance of the Study**

Findings of the research may offer assistance in various ways which include:

Providing the Education Sector with insight in tackling as well as understanding of the present existing state of affairs and in that order make the necessary changes to address the challenges experienced by students and school managements in eradicating abuse of drugs and substances as well as helping students who have quitted abusing the substances in secondary schools.

The findings can be important to various stakeholders involved such as students, parents and even other researchers to handle drug misuse related disaster. Careful analysis of disciplinary actions and techniques will be done so as to assist in curbing drug and substance abuse and help students who have quit the substances and are facing challenges like withdrawal and peer pressure that affect their learning process. The outcomes may also prove to be educative to intellectuals' in lines of their specializations and the school guidance and counseling teachers can also benefit from these findings as they help the students who are struggling with quitting the substances of abuse.

### **1.7 Justification of the study**

The adolescence involvement and especially secondary school students in the society cannot be underestimated. When they abuse drugs, they hurt themselves, their parents, siblings and the society in general. It is therefore necessary to study the challenges that affect them as they try to quit drug and substance abusing since this will shape their future lives. This stage also forms vital growth stage in people. The soaring pace of drug use among the secondary school going students creates serious concern which may impair development of personality of discontinuity in their character development. As per the health journal published by Mathare Hospital, the piece laid emphasis on side effect of addiction such as loss of Memory.

These students may be influential in future hence failure to address challenges experienced in abuse of substance cessation may create big problem.

This study contributed to information by producing necessary reading material on drugs and substance misuse in learning institution in Kenya particularly by identifying

the various challenges experienced by students in their efforts in quitting drugs and substances.

### **1.8 Limitations of the study**

The Research investigated on challenges experienced in abuse of substance cessation efforts among secondary schools learners within Town of Machakos region. Machakos Town being predominantly urban, therefore the outcomes were not generalized to other secondary learning institution in the larger Machakos region. Because of monetary constraints, only a few learning institutions were sampled (30%) within Machakos region

### **1.9 Scope and Delimitation of the study**

The research was conducted in Machakos Town Machakos County. However, respondents who were not able to communicate due to unforeseen circumstances were excluded. The survey did not exclude respondents on basis of usage of drugs. The study was successful due to certain other interesting factors. The researcher also continued to observe interesting social interactions of the students after they left school during holidays.

### **1.10 Assumptions of the study**

The study was based on the assumptions that most of the secondary school learners within Machakos town were abusing drugs and that the stakeholders involved were capable of establishing involvement that may provide assistance to students who were trying to stop drug abusing.

## 1.11 Operational Definition of Terms

- Abuse cessation:** In this study, the term means the challenges that the students
- Abuse of substance:** Refers to repeated use of something such as chemical which does not provide medicinal values hence leading to addiction.
- Challenges:** These include roadblocks or problems which the secondary school students encounter as they attempt to stop the abuse of substances in learning institutions.
- Drug:** This refers to chemical substance which when taken changes an individual's feeling and normal body performance.
- Drug abuse:** To abuse drug means a person uses drugs for reason not intended for.
- Family Challenges:** These are problems that family members of a drug abuser faces in an effort to stop them from abusing the drugs experienced as they tried to quit abusing drugs.
- Illegal drugs:** These are drugs that are not allowed by the law governing a country since their usage may interfere with the normal body functioning.
- Individual Challenges:** Individual challenges are defined as personal hindrances that students in secondary school face in their effort to stop drug abuse.

<b>Interventions:</b>	These are strategies to help abusers of drugs to quit the practice and adopt healthy leaving behavior.
<b>Kiosk</b>	A kiosk is a term used in Kenya to denote a shop that is constructed on temporary basis. In this study, these are the temporary shops that are erected around and outside the school compound.
<b>Social barriers</b>	Those things that chip in as hindrances to abusers when they try to quit abusing drugs.
<b>Town schools:</b>	Town secondary schools refer to the schools around Machakos town.
<b>Youth:</b>	This is an individual whose age ranges between 15 to 35 years and is potentially productive. A big percentage of learners in institutions found in Kenya comprise of this category.
<b>School Challenges:</b>	School challenges are defined as hindrances that school management and administration face in an effort to curb usage and abuse of drugs in school by the student.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter presents a review of literature by various authors and researchers who have conducted studies on the challenges experienced in drug and substance abuse cessation efforts among students in secondary schools in Machakos County. This chapter precisely discusses the four study objectives in relation to other researches, theories that are relevant to drug and substance abuse, and conceptual framework.

#### **2.1. Empirical Review**

##### **2.1.1 Individual challenges and drugs abuse cessation among students**

The basic premise is that most students who engage in substance abuse do so because of social pressure from various facets such as peers, media, family and internal factors. Internal pressure is geared by the desire to be popular and cool (Portnoy et al., 2014). Fact sheet on statistics and trends in illicit drug indicated that young smokers undergo different stages. Each stage is subjective to a number of factors. The first stage is Pre-contemplation. At this stage, the child has not yet considered smoking, but has received signals or messages about smoking. The primary influence at this stage is the environmental factors. The factors include family members that smoke, television adverts, role models and films. The second stage entails completing on the information received from the environmental factors such as media, family and peer influence, which in turn translates into curiosity and desire to test a cigarette. The behaviors of friends are added to the list of the influencing factors at this stage. Besides, at the initiation stage, young smokers will try the cigarette, but most of them do become regular smokers or addicted. However, peers tend to exert the most robust

influence which might lead to addiction. There is likelihood of addiction at this stage when the pressure become too much, thus resulting in repeated smoking.

Youths tend to become regular smokers at this stage as influence from peers continues to get strongest. Besides, regular smoking, several other stimuli also join the first set of addiction. The victims start to develop habituation dogmas about the perceived advantages of smoking, self-perception, coping and self-efficacy. Societal influences also start to play a role. Addiction becomes the primary driving factor to smoking, surpassing to the previous influences. The last is quitting. This may happens once the primary influences stops and the person reaches an involuntary decision ton quite.

According to Lochman (2012), there are several psychological characteristics linked to substance abuse among young people. Such include poor behavioral self-control, poor self-esteem and low assertiveness. The more the quantity and frequency of substance abuse increase, the higher the chances of one developing pharmacologic risk factors. Frequently abused drugs such as alcohol, cocaine, amphetamine and morphine have different pharmacological affects. Nonetheless, study indicates that each of the substances have similar effects to the brain. Abuse of hard drugs increases the action of excitatory synapses on midbrain dopamine neurons. Besides, there are likelihood of significance individual differences in relation to neurochemical reactivity to drugs, thus, putting some people at higher risk than others.

Lochman (2012) further stresses that social learning processes also play a critical role in modeling and individual attitude and behaviors towards substance abuse. As such, it is also considered a critical risk factor in drug use. The second critical risk factors are the genetic heritability. Genetic heritability contributes immensely to the development of substance use disorders. Parenting modeling and practices must also



be taken into consideration. Parenting practice has both direct and indirect influence on drug use. It influences the established precursors of substance use such as aggressive behaviors. In particular, Portnoy et al., (2014) argues that factors such as poor parental monitoring, high levels of conflict in the family, and poor family bonding, contribute both externalizing and internalizing behaviors including drug abuse. However, when properly applied, parenting and family factors can also play a significant in protecting adolescents from substance abuse. In that case, they play a protective and beneficial role in shaping the child's behaviors and perception abuse hard drugs. For instance, protective parenting practices such as open communication, consistent limit-setting careful monitoring, and nurturing can contribute immensely in protecting and preventing the child from illicit drugs.

In a report by National Survey on Drug use and Health [NSDUH] (2017), Drug and substance abuse carries stigma. The stigma makes quitting a problem for those who may wish to quit drugs abuse. Many drugs addicts shy away from seeking help openly because of the fear of judgment. They fear standing out, but rather opt to fit in. research shows that majority of the victims do want to viewed wrongly or be punished, but rather to healthy and move forward with their lives. Unfortunately, the report further asserts, stigma prevents about 10 percent of drug addicts from advancing past drug abuse completely. One out of five people who don't seek treatment maintain that their main fear is what other people would say if they are taken in for rehabilitation. Research points to the community and neighbors as the primary influencing factors to individual rebellion to treatment. The concern however might be closer home. Individuals suffering from substance additions and disorders fear the judgment of society, friends and loved as addiction has become stigmatized in the society.

A developmental perspective on the etiology of substance abuse among students is useful in understanding possible approaches to prevent early experimentation with hard drugs. The second decade of life involves biological, psychological, physical, and social changes that are profound and numerous (Khantzian, 2011). Majority of Students are in adolescence, a stage where majority of young adults tend to experiment with a wide range of lifestyle pattern and behaviors. The urge to experiment with new things among adolescents occurs due to several factors that are associated with psychosocial development.

Experimenting with new behaviors is a natural process. It is one way of gaining popularity or acceptance with peers and separating from parents. Some scholar also views the change of behaviors as a sense of identity, maturity, autonomy and/or rebelling against authority. Unfortunately engaging in substance abuse is perceived as a functional approach of achieving independence, popularity or maturity, and other developmental goals (Moodie, Mackintosh, & Hammond, 2010). The most effective influencing factors to substance abuse incorporate an understanding that substance use behaviors can fulfill a variety of developmental needs. Therefore, teaching students to “just say no” to substance use is necessary but not sufficient for behavior change.

According to Barasa(2013), is a major contributing factor to drug abuse among adolescents. Generally, the term peer means individuals who have a similar social standing in society. Students are capable of influencing others to join their drug-abusing tendencies, and once the new members are enrolled in the group, it becomes difficult for them to quit because of the fear of victimization. The researcher suggests that peer pressure has resulted in drug abuse among students in high school because it is from the social group that they acquire positive attitudes towards drug use. Further, students being raised by single parents easily succumb to the pressure of indulging

into drug compared to those raised by both parents. However, the researcher notes that the ability of a student to be influenced depends on the strength of their family structure. Those who come from families where the ties are close, and they interact openly with their parents, siblings and relatives can manage to handle the pressure that comes from their peers. On the contrary, students from broken families are easily swayed to join friends who abuse drugs. Majority of the students cannot refuse to join their peers who abuse drugs because of the strong urge they have to conform to the social class they fit into in the society. Therefore, they strive to acquire an identity and get approved by their peers. However, some of them tend to exhibit low self-esteem, insecurity, and overreliance to others. Consequently, the majority of them opt to join criminal gangs so that they can acquire an identity. Hence, some pieces of empirical evidence indicate that there is a strong association between the level of drugs use among students and the number of peers who indulge in drug abuse. Besides, majority of the students who struggle to quit using drugs rarely interact with their parents to speak about issues affecting them. Instead, they would opt to share their stories with their peers who sometimes influence them to join criminal gangs and drug trafficking groups.

Equally, Kimani, Kara, and Njagi (2013) reinforces the idea that peer pressure is the primary reason why the fight against drug abuse is unsuccessful in schools. The researcher argues that there is a strong correlation between the two variables and suggests that in cases where there is a history of drug abuse in a family there is a possibility that a student would indulge in the same. In fact, the researcher ranks peer influence as the primary factor that made the war unsuccessful. However, the scholar introduces another aspect of the issue of peer influence. The researcher argues that giving students high amounts of pocket money can influence them to engage in

alcohol abuse. Kimani et al., (2013) quotes a study which established that students who were given more pocket money were likely to engage in drug abuse compared to their counterparts who received less. Students who were given more than enough pocket money had extra amounts to spend on luxuries compared to their peers who received less. Those who received less tended to spend the money on essential commodities such as bread, books, pens, and bus fare.

Additionally, parents act as role models for students. Hence, research indicates that parents who abuse drugs tend to forget their parental roles. Consequently, the students feel neglected, and they may end up being stressed. Barasa (2013) suggests that as adolescents mature, their social networks also widens. The widened networks consequently expose to both negative and positive things. Sometimes the networks bring temptations, and some of them may fail to handle the pressure because they like exploring and having fun. Hence, many of them start using drugs because of the curiosity of knowing the side effects of the substances.

Furthermore, the researcher opines that drug peddlers target learning institutions because they are lucrative markets. Students would influence each other to purchase the substances so that they can experience the fun and side effects of the drugs together. In fact, some schools have reported having problems in cutting the supply of drugs to learning institutions because some members of the public engage in the drug peddling business. Since it is difficult to bar members of the people from accessing learning institutions because some come in the pretext of supplying learning materials, making inquiries or visiting their children, it is, therefore, difficult to cut the supply of drugs into secondary schools in Kenya. Hence, accessibility is a significant challenge to stopping drug abuse among students because the constant supply of the substances is responsible for the addictions among adolescents. Thus,

according to Johnston (2000), as quoted by Barasa (2013), peer pressure supports indulgence as a symbol of maturity and independence. Therefore, adolescents indulge in drug abuse as a sign of independence, maturity, conformity, and curiosity. Besides, they consume drugs so that they can relieve stress, emulate role models, get rid of boredom and be rebellious. Since the majority of them spend time with their peers while in school, the chances of being influenced into joining a group of drug consumers if an individual does not have self-control are high. In fact, more pieces of empirical evidence indicate that the current generation of students has access to drugs that were initially difficult to find around school compounds and on the streets like heroin, cocaine, and opium.

The media plays a significant role in society. Despite the initiatives that are being carried out in the fight against drug abuse, the media is a contributory factor that has made the fight against drug abuse in schools impossible. Majority of high school students in Kenya have access to social media sites. Social media is a tool that shapes many aspects of their lives. Chege et al., (2019) suggest that the power of adverts in influencing students is inconvertible. Most of the adverts use celebrity endorsers and other influential figures in society to promote the consumption of drugs such as alcohol and cigarette smoking. Majority of the youths would want to emulate the prominent figures in the society and therefore would indulge. Consequently, they start to lack self-control. Research has shown that students who lack self-control are the ones who are easily influenced to consume alcohol. Hence, the overindulgence to social media among students and youths, in general, leads to lack of self-control and poor decision making which leads them to engage in drug abuse not as a matter of choice but as matter having been influenced by the platforms.

### **2.1.2. Family challenges and drugs abuse cessation among students**

The family influence range from economic hardship, genetic predisposition, poor parenting, family conflicts and parental use and acceptance of hard drugs. Pandey, Kyzar and Zhang(2017) stated that lack of commitment to educational goals and academic failures also influences the student to resort to drugs. There is also the peer pressure associated with the desire to gain acceptance into the peer group. Adolescents are required to conform and satisfy the demand of the peer groups. Some of the demands of such peer groups may entail using drugs.

In a report by Husseng, Flora, Curran, Chassin, and Zucker (2008) discovered that most families where either one or both parents have a substance use disorder, risk for negative outcomes are highly variable. The study maintained that the lives of such children are on average marked by greater life stressors emanating from family stress, including conflicts and marital discord. Children from families where parents use illicit drugs have higher chances of developing numerous potentially negative risk markers that also increase children's risk for poor adjustment

Pudo(2008) asserted that children from families where either one or both parents take drugs are more likely to imitate the behaviors of the parents by engaging in illicit drug consumption. Behaviors and attitudes of the parents about the drugs and other substance abuse, and numerous other aspects of interaction between the child and the parent best predict the imitation into drug abuse. The child's fast interaction occurs within the family. The family is the first point of socialization for children. Study shows that children from well-off families tend to start schooling early enough; therefore, it is very hard to find them idle. On the contrary, children from low social

setups, with low income parents start schooling late and are more likely to engage in illicit drug use as early stage. Such children from low-income families are also more likely to experience ineffective parenting, lack of mutual attachment with the home, chaotic home environment and poor relationship with a caring adult. A report by Patterson and Nochajski (2010) showed that a parent with drug problem increases the chances of having their offspring experiencing same problem. The report further revealed that children and young adults up to the age of 24 years, whose parents engage in the sale of drugs, are likely to abuse these substances. At times adolescence, including students, who assist their parents in selling drugs, are themselves exposed to substance abuse in due course.

As Flake, Pek and Hehman (2017) suggested children of substance abusing parents are at risk for a wide variety of other negative outcomes. Such may include behavioral, emotional, and social adjustment difficulties. The child might also develop challenges in cognitive and academic functioning. The risk for poor behavioral and emotional outcomes among children whose parents are drug addicts are reported among the children as young as 2 to 3 years of age. Furthermore, the report further indicated that 11% of all children live in families where either both parents or one of them abuse alcohol or other drugs.

The family is an important pillar that shapes the behavior of students. Overwhelming pieces of empirical pieces of evidence have demonstrated that students from disrupted families have a high affinity of indulging in drug use. Furthermore, female students from broken families tended to misbehave. Most of them had early pregnancies, failed to graduate from high school, engaged in prostitution, and began drinking early. These behaviors were primarily linked to drug and substance abuse. Hence, family conflicts are contributory factors that lead students to engage in drug abuse, which

eventually leads to additional problems. Nevertheless, Barasa (2013) suggests that conflicts influence females and males differently. Boys would respond differently compared to girls when it comes to handling the pressure of family adversities. Consequently, the researcher suggests that gender is a variable that should be considered when developing and implementing intervention measures.

Barasa (2013) argues that young men and women adjust differently to family conflicts. The researcher suggests that young male adolescents would opt to confront a problem, while their female counterparts would prefer avoiding trouble. Recent research work on the family structure has divulged that a majority of families have issues related to immorality, lack of spiritualism, and focus in life. According to Barasa (2013), the bond between adolescents who have embraced a drug-free life and their parents are usually strong. They perceive the relationship with their parents meaningful and would behave in a way that would not compromise the strong ties they have. On the contrary, adolescents who use drugs do not value the relationship they have with their parents. Such children exhibit tendencies like loneliness and isolation. They believe they have been rejected, especially when punished for wrongdoing.

Furthermore, a study conducted by NACADA in the country in 2004 revealed that youths aged from 10 to 24 years who had parents who were bartenders or consumed alcohol tend to indulge in these substances. One of the primary reasons was because the parents would leave the children to sell the substances on their behalf. Consequently, the children would be curious to know more about the product they are selling and therefore would eventually attempt to consume the drugs. Hence, family wrangle is a causal factor that makes the fight against drug abuse among students difficult.



Furthermore, according to Barasa (2013), youths with drug-abusing parents are likely to have parents and family issues compared to those whose parents have decided to adopt an alcohol-free lifestyle. Hence, those from violent and broken down families have little emotional attachment with their parents. In some instances, the poor attachment causes a lack of commitment to traditional household activities. Idleness is a major factor that encourages youths to experiment on drugs and other harmful substances so that they can experience the side-effects of the stimulants. Therefore, the family plays an imperative role in shaping the attitudes and perception of students on drugs. Parents are responsible for controlling the people who interact with, networks they maintain and mentor them to conform to societal expectations.

In the traditional African setting and society, socialization is a continuous process that begins at birth to old age. Children are usually introduced and acquainted to conventional norms in the phases of their lives. They are typically initiated to the society by meeting the requirements of upholding or exhibiting high standards of discipline, responsibility, and participation in communal matters. Hence, children considered to be well-socialized usually have a sense of self-worth, and appreciate that they are part of the family that raised them.

Therefore, NACADA suggests that there is a strong association between substance abuse among students and the inexistence of family values. Hence, the current prevalence rates of drug abuse cases among students are a significant worry for the country. The Kenyan government agency opines that the high incidence rates of drug abuse among youths, especially high school students, is a reflection of how the vulnerable group is socialized in the current society. Conflicts between parents and broken down families negatively push students to use drugs because of negligence. Parents from broken families fail to discharge their duties because of the stress

associated with the conflicts, and therefore, the children are left without guardians or mentors. In most cases, it is peers fill the gap left by their parents, and consequently the children are exposed to drugs and other substances.

Patterson and Nochajski (2010), as quoted by Barasa (2013), suggest that peers significantly influence adolescents when parents have absconded duties. On the contrary, active parents can intervene in time to control the negative influence to their children from their peers. Therefore, parents play a critical role in nurturing children's behavior. Kimani et al. (2013) reinforces the idea by suggesting that adolescents from unstable family units compared to those who came from stable families.

Study also shows that there are increased chances of anxiety, depression, oppression, conduct problems, aggressive and oppositional behaviors, and low self-esteem and social competence among children use who use drugs compared to their peers. Mood disorders also become a bigger problem among children of alcoholics as they transitions into adulthood.

### **2.1.3. School challenges and drugs abuse cessation among students**

A research conducted by Clayton, et al.(2012)shows that smokers who were trying to quit smoking were faced with school influences that may convince them to fit in and continue smoking. Craving can easily be detained when one's environment does not provoke the habit. When an individual who has quit smoking is in the groups of peers who are active smokes, such a person often put in a dilemma as the urge to conform become higher. Nonetheless, likelihood of conformity decreases when the group is smaller with at least one other not smoking. The school influence to smoke cigarettes has been proven to rely on simple variables.

The research further asserted that individuals were 77% more likely to conform to non-friends, while close friendships decreased conformity. Thus, if a cigarette is offered by an acquaintance as a polite gesture, then the likelihood of a person who has quit smoking giving in is higher compared to when the offer is by a friend. Recent research from the International Tobacco Control (ITC) Four Country Survey of over 6,000 smokers found that smokers with fewer smoking friends were more likely to intend to quit and to succeed in their quit attempt (Hitchman, Fong, Zanna, Trasher, & Laux, 2014).

Research findings also showed that degree of bonding into conventional institutions and peer factors significantly influence adolescent drug abuse rates (Fidler, et al., 2011). Students, who were not engaged in school, failed to develop or maintain relationships with their teachers, and those who failed academically were more likely to engage in substance use. Similarly, Amrock, Zhou, & Weitzman (2015) pointed out that, when a young person feels detached from their societies or feels their neighborhoods are nonvoter safe, then they are not only engaged in substance use, but it also creates greater levels of disorganization in the community. Students who are highly engaged in community setups such as schools and churches have their chances of involving in drugs and substance abuse highly reduced. Schools and communities can play a significant protective role by engaging young people in brain and physical energy oriented activities that help to shape conducts, thus making them avoid drug use and other problem behaviors.

A research conducted by the UNODC (2011) revealed that peer pressure only affects students that are living in homes with less concerned fathers or step-fathers or totally lacking a father figure. The strong relations between peer variables and the frequency of drug use found within this study replicated the findings of previous studies that

have found peer variables to be among the strongest predictors of adolescents' drug use. Besides, an individual may not really want engage in illicit drug use, but friends and the environment might push them into doing so. The peer groups act as influencing factor in this case by either making fan of the victims or even isolating them from group activities. Most young people use drugs because they have decided that they want to even if they are influenced by what people around them think and do (UNODC, 2012).

One of the most outstanding findings in research on the etiology substance abuse by student is that peer influence play the most significant and powerful role in promoting experimentation and initiation to illicit drug use. Along with exposure to positive attitudes and expectations regarding substance use, the modeling of substance use behavior by important others for instance parents, older siblings, and peers is a critical negative social influence (Brose , Hitchman, Brown, West, & McNeill, 2015). Positive portrayal of drug use by celebrities in the society through movies, videos and television also forms a powerful influencing factor to drug abuse. Children and young adults often engage in substance abuse for motives that are not even clear to them. For example, the adolescents of today are ever high on alcohol and other drugs most of their time compared to the previous generations. Most of the adolescent start their drinking habits at home under the watch of parents during events or when in holiday (Degenhardt & Hall, 2012). The increase in the rate of drug abuse among adolescents has generated a significant interest among scholars and researchers as to what might be the motive.

In a report published by UNDOCD, 2014 more than 70 thousand people have resulted to drug addiction solely in the Kashmir division among them approximately 31% are women. The youth most of them secondary school going

students are involved in drug addiction. On the same report the Government psychiatric Hospital Srinagar, reported that about 90% of these abusers belong to the age group of 17-35 years of age.

A study by Magroob et al., (2004) reported that about 90% drug abusers were poly abusers. A poly abuser is someone who takes two or more drugs at a given period of time. An example of this a person who takes Khat and at the same time he or she is taking alcohol or smoking cigarettes or any other drug. The period of initiation, according to Magroob et al., (2004) was between 11 and 20 years of age. Peer Pressure has been reported as the main reason of drug addiction with 78% drug addicts revealed that they have turned to drugs due to peer pressure while relief from negative or seeking pleasure is also reported as a cause of drug addiction.

There is a consensus among scholars that increased rate of drug abuse among the adolescent is caused by the following factors: Most adolescents use drug as a defense mechanism to life demands and associated challenges (Cookson, 2010). Some adolescents, particularly those who are prone to aggressive behaviors use hard drugs as an excuse or justify their aggression. Religious or cultural affiliation is another factor. For example, members of pseudo religions such as Mungiki group are forced to sniff snuff during their rituals. Other faiths such as Rastafarianism encourage the use of marijuana among the adherents for ritual reasons. Their main claim is that marijuana enhances meditation. In some instances, drugs such as cheap alcohol, cigarettes, marijuana and khat are readily available in wine and spirit shops and other outlets. In such environment, drug dealers use students to peddle drugs, thus increasing the accessibility of such substances by adolescents. Breakdown of social fabric is another commonly cited

influence for drug use. The modern society has become too tolerant to immoral behaviors. This is demonstrated in the hostility and insubordinate characters of the youth, lack of purpose in life (Cookson, 2010).

Personality trait in one study showed that smokers in junior and senior schools were more overenthusiastic, happy-go-lucky and frank but less agreeable than non-smokers (Imbosa, 2002). Early persistent behaviors such as aggressiveness, indiscipline and delinquency are one of the ways through which most adolescents try to assert their freedom and aspiration for adult status (Imbosa, 2002). Such beliefs are normally triggered by false advice by peers. Other triggering factors include advertisement and drug dealers. Contrary to popular belief, there is little or no correlation between poverty and drug abuse unless the deprivation is extreme. The circumstances discussed above do necessarily translate into substance abuse, they are fairly reliable predictors to using drugs. The chances of abusing drugs, increases as one is exposed to more of these factors (Sussman et al., 2002).

According to MacArthur, Harrison, Caldwell, Hickman, & Campbell, (2016), peer-led intervention is a mechanism that education stakeholders should consider using in managing the drug abuse menace in schools. The researchers believe the strategy is effective in controlling the problem of drug abuse among students, although little research has been conducted to support the theory. They suggest that various researchers have presented contrasting findings on the effectiveness of the intervention program. In fact, they indicate that there are conspicuous gaps in terms of the evidence presented in support of the intervention program. However, the scholars narrow down to specific substances in which the peer-led intervention program could be useful. Nevertheless, they acknowledge there is a need to formulate alternative

intervention measures when it comes to dealing with students who abuse alcohol, marijuana, and tobacco. However, the strategy has been proven effective in addressing the problem of drug abuse among students, yet teachers, parents, and other educational stakeholders continue to ignore the approach. MacArthur et al. (2016) suggest that peer-led intervention was widely used in the 1980s and 1990s to manage the problem of drug abuse among youths.

One of the strategies of peer-led intervention is peer education. MacArthur et al. (2016) describe peer education as the sharing of relevant health information, values, and behaviors among people who have similar characteristics. Hence, the program may entail teaching people of the same age group on the effects of using drugs. The learning process can take place either in a formal or informal setting. Such activities can be held in community centers, nightclubs, and the streets. However, it must be noted that the effectiveness of the approach is built on the premise that adolescents learn from one another. It is assumed that peers are influential among youths. Youths would want to share their struggles with drug abuse with people they trust. They believe their peers understand them better than anyone else because they have many things in common. They share culture, beliefs, and attitudes, and therefore they would find their peer to be more credible compared to adults. MacArthur et al. (2016) also suggest that youths may also act as positive role models to their peers.

Currently, the peer-led intervention program is used to spread messages on sexual behavior, preventing HIV, and in addressing the psychosocial needs of youths. According to MacArthur et al. (2016), overwhelming pieces of empirical pieces of evidence have shown that the peer-led approach is an effective method in combating the problem of drug abuse among high school students. Furthermore, they argue that the strategy can be used to modify behavior and enhance knowledge. Hence, the

majority of the high school students indulge in drugs because they are curious to know the side effects of the drugs. They lack experience and proper information on the dangers of consuming drugs and therefore would like to explore for themselves.

Furthermore, they undergo physical, mental, and emotional transition while in high school, which causes behavior change. For instance, a student who was known to be quiet and obedient may end up being rebellious. Hence, the peer-led program would be useful in educating students on the side effects of drugs instead of them experimenting with them because of curiosity. On the other hand, peers can encourage youths on the importance of respecting people in authority. They can help their colleagues by informing them that behavior change is a normal process that should not interfere with their character causing them to be defiant. Hence, the approach is effective in controlling youths from engaging in drug abuse. However, MacArthur et al. (2016) contend that it remains unknown whether the peer-led approach would be effective in controlling drug abuse among students. Besides, it is still unclear as to whether single or multiple behaviors can be prevented using the approach.

The communities around secondary schools play a significant role in the fight against drug abuse. According to Cheloti and Gathumbi(2016), communities either positively or negatively influence the behavior of students in a school. Most of the drugs sold in Kenyan secondary schools is sourced within the surrounding community. In fact, NACADA established that students buy alcohol and other substances from the surrounding communities when schools reopen. The students use personal items to smuggle drugs and other illegal substances into learning institutions. Hence, the lack of cooperation among community members is a blow towards the fight against drug abuse. Community members are supposed to be whistleblowers when it comes to reporting students who are buying drugs intending to consume or supply them to other



students. Hence, it is essential that the government and other educational stakeholders find ways of engaging the community so that they can help in the fight against drug abuse.

According to Wako(2011), as quoted by Cheloti and Gathumbi (2014), a collaborative approach should be taken in addressing the problem of drug abuse among high school students. Therefore, religious leaders, parents, and administration officers should use a joint effort to solve the problem since most of the drugs are sourced from the community. Interestingly, community members know most of the local drug peddlers, but nobody would dare to report them for fear of being attacked by regular customers. Also, there are cases where the law enforcement agencies, which are mandated to ensure the community remains safe and only licensed products are sold, collaborate with the peddlers. They would receive bribes from peddlers something that ensures there is a constant supply of drugs. Hence, the availability of drugs within the community is an issue that has made the fight against drug abuse unsuccessful. If they supply within the community is cut, then drugs would not be readily available to students. Furthermore, in the rational African community, it was a communal role to bring up a child. Therefore, members of the community need to play a proactive role in managing the crisis. They can do this by ensuring they report those who by drugs to law enforcement agencies. The strategy will reduce the amount of drugs available on the streets.

Cheloti and Gathumbi (2016) reminds teachers and other educational stakeholders that traditionally the role of raising children was not only left to parents, but it was also a communal role. Hence, school principals have the authority to punish students found abusing drugs and continuously communicate with members of the surrounding community to gather intelligence about students who purchase the substances. The

interaction between the parties will also be able to provide information about those who supply students with drugs for action to be taken immediately. For instance, the USA has embraced the Safe and Drug-Free Schools Program to eliminate the supply of drugs in schools (Cheloti & Gathumbi, 2016). On the other hand, Nigeria has enforced a comprehensive, collaborative program that consists of teachers, students, and other stakeholders in the community to combat the problem of drug abuse in the city. Hence, Kenyan school principals need to promote a good relationship with the surrounding communities for the war on drugs to be successful. The effective relationship will help in providing critical information required to control the problem of drug abuse among students.

Cheloti and Gathumbi (2016) defines the school community as the people who directly or indirectly engage with a school and have the power to influence behavior in the school setting. In addition, it also includes the subordinate staff, Parents Teachers Association, suppliers of materials, and the people living around the school. According to research conducted by NACADA, the findings revealed that nearly 50 percent of the alcohol supplied in school students comes from the surrounding communities. It was also established that the highest quantity of liquor is smuggled to schools during the opening days. Hence, organizing school principals should enforce a culture of inspecting students when they report back after the holiday session. Investing in technologies that detect whether students are drunk, especially during the opening days, will help teachers know students who drink alcohol and use other drugs. The students can be frequently be monitored to establish whether they also abuse drugs even after settling in school. The strategy will help in unmasking the suppliers of alcohol and other substances.

Also, random inspections should be conducted to search for substances that have been smuggled to schools. Most of the drugs that are smuggled during opening days are meant to be supplied to other students, and some of it is for personal use. Furthermore, Cheloti and Gathumbi (2016) suggests that most suppliers make use of students who have left school to seek health services at the local clinics to supply drugs. According to NACADA, students who may purport to be sick sometimes empty containers having the prescribed medicine and replace it with the illegal substances. Other types of students who are a target to the suppliers include those who have left school for extra-curricular activities and those who have been sent away to collect school fee. Hence, the inspection method is effective in controlling the supply of drugs that emerge from the surrounding community.

Equally, according to Cheloti and Gathumbi (2016), school principals should implement approaches aimed at educating students on the adverse side effects of substance abuse to avert the problem of indulgence. The researcher similarly agrees that such a program would enable students to overcome the urge of indulging because of peer pressure. Also, the same scholars quote Wako(2011), who proposed a collaborative approach among the community in solving the indulgence crisis in high schools. The scholar suggests that school principals, law enforcement agencies, parents, local administration, and parents need to collaborate effectively for the war on drugs in high schools to be successful. Furthermore, the study proposes that annual general meetings and prize giving days should be used to sensitize parents and other community members on the dangers of drug abuse. Studies have shown that some parents play a passive role when it comes to educating their children on the dangers of indulging.

In addition, role models play an imperative role in influencing behavior among students (Cheloti & Gathumbi, 2016). Hence, head teachers should organize forums where influential figures in society come to speak with students on drug-related matters. The sessions help students develop a habit of self-control which is critical in handling peer pressure and therefore is an effective strategy of treating drug abuse cases among high school students.

#### **2.1.4 :Counseling interventions for drug abuse cessation among students**

Different interventions that fight against drug abuse have been formulated in the past. Among these interventions are strategies developed by international organizations to eradicate abuse of drugs. International policies that address challenges associated with drug use have been formulated. These policies aimed at controlling drug and hence they cover different areas which include: dealing with drug trafficking issues, fighting against abuse of drugs, setting rehabilitation procedures and developing proposal for adoption of healthy living. However, comparison on the success of the above interventions is since “success” viewed differently by different groups (Rogotti, 2012).

In their study, Richter, Pugh, Peter, Vaughan, and Foster (2015) reported an increase in the speed at which youth indulge in the abuse of alcohol and hence they suggested that their need for more clearly clinical approaches on to curb drug abuse issues. They suggested ranges of interventions towards this drug abuse problem which covers: Physician advice, proper counseling of the victims and educating them on the importance of healthy life style in order to make cessation effort in drug misuse successful.

Learning institutions can improve their effort in encouraging drug cessation through incorporating programs that discourage abuse of drugs. Such program includes incorporating counseling in subjects such as sciences which should be initiated at early stages to them more effective (Patterson & Nochajski,2010). The learning institutions should try and find out the limit of drug abuse before taking any necessary step in launching drug cessation programs.

Furthermore, all the stakeholders such as parents and the entire community should be involved in the cessation programs so as to increase their successfulness. There should be policies and regulations on how to handle drug misuse cases in the learning institutions, such determining and communicating the penalties related to drug abuse to learners. Caution should also be taken to keep away drugs from the premises that are within or near to the learning institutions. Teachers and students should be equipped with appropriate skills that necessary to enable handling of drug related problems easy. Attention should be given to new approaches of drug control such considering issues related to peer influence in schools. The program should promote culture that attend to both the adults and youths when addressing abuse related problems and care should be taken to provide solutions that fits various peer groups . Through such interventions, cessation efforts may become successful.

Myers, Carlezon and Davis (2011) suggest that educative programs on drug cessation effort should have consistency and focus on the long term results instead of short terms since long term results have proved to be more effective in the recent past.

Schools have guidance and counseling departments which help students who are drug addicts overcome the problem. Although the guidance and counseling services are critical in learning institutions, some schools cannot afford to have a department or

lack enough personal to manage them. Barasa (2013) argues that the department plays a fundamental role in the education system of a country. Despite its importance, the department has been ignored in many schools and suffers a myriad of channels such as underfunding, shortage of staff, lack of capacity building, and inadequate resources. The researcher quotes Cheloti and Gathumbi (2016) who once said that guidance and counseling are broad spectrums of learning activities which aim at helping students in making decisions and planning on how to attain appropriate adjustments in life. The two assists students to cope with frustrations and barriers that interfere with their activities. Hence, guidance helps students to change undesirable behaviors that hinder them from living satisfactorily. Consequently, the ministry of education, teachers, parents, and education stakeholders must ensure that students undergo guidance and counseling sessions frequently. The sessions could a positive impact in reducing the increased prevalence rate of drug abuse among students in Machakos Town.

Barasa (2013), notes that guidance and counseling have three significant elements that include education and vocational guidance in addition to psychological counseling. The education component focuses on issues related to the learning environment. According to the researcher, an unfriendly education environment makes it for students to adjust to new schools and adhering to new rules and regulations. The scholar cites the two factors as barriers to learning. Furthermore, some teachers fail to acknowledge that students have different capabilities and therefore exert unnecessary pressure to weak ones which influences the learners to be defiant. The attribute is primarily linked to people who end up abusing drugs. On the other hand, vocational guidance helps student settle for careers. However, some students settle for specific careers because of the influence of a parent. Those who fail to meet their parent's

expectations end up being frustrated and disappointed because they consider themselves failures. In form three, students are expected to pick subjects that will influence the career they would pursue in the future. Hence, when they choose subjects outside what their parents expected, frustration begins to build up. Therefore, they can be easily be lured to use stimulants by their peers to manage stress.

Consequently, the schools in Machakos Town may have failed to address the issue of vocational guidance which indirectly contributes to the problem of drug abuse among students in schools. On the other hand, psychological counseling concentrates on personality mal-adjustments. Some schools fail to acknowledge that mental instability causes a feeling of paranoia and anxiety. Students who experience such emotional fluctuations are lured into using drugs to feel confident and happy.

Research works have proven that guidance and counseling is a practical approach to managing addicts who want to stop abusing drugs.

The sessions are effective in discouraging and preventing increased drug abuse. Barasa (2013) suggest that increased abuse causes detrimental effects, such as destroying body cells and negative behavior. Hence, schools in Machakos might have failed to emphasize the importance of guidance and counseling because the sessions are used to create awareness against substance abuse. According to Barasa (2013), counseling sessions allow students to discuss with a teacher counselor about issues that affect them. Hence, the approach may be used to prevent the students from indulging in drugs because the causal factors can be addressed in advance. Furthermore, other researchers believe that for students to have desirable habits and proper nurturing, schools have to develop a culture of organizing guidance and counseling sessions. According to Barasa (2013), a firm guidance and counseling

department is an instrumental unit that offers help students services from the day they enrolled in a school to the day they will graduate. The researcher further suggests that the department improves effective administrative styles by supplying information regarding the medical history, character, and family backgrounds of students. Besides, Barasa (2013) argues that schools in Machakos town have reported a sudden increase in the number of students abusing drugs because the majority of the teachers are untrained to detect cases of drug abuse among students. The researcher proposes that the ministry of education needs to find intervention measures that would enable teachers to identify the incidences before the problem becomes a national crisis. One of the suggestions provided is that the ministry should make it a requirement for teachers to undergo training on drug abuse.

Furthermore, education should be incorporated into the national curriculum so that students can be taught about the dangers of using drugs from an early age. Hence, part of the reason why the fight against drug abuse in schools has been unsuccessful is that guidance and counseling have been ignored as a possible effective measure of handling the crisis.

Another method, according to systematic review by Hartmann-Boyce, Lancaster, & Stead , (2014)is the changing of the wrong perception that many juniors and senior abuse drugs. Programs should be developed to encourage youths to be in the frontline towards controlling drug abuse. These techniques can be more effective is youths are appointed as leaders to champion the fight against drug abuse. The institutions may appoint peer leaders, train, and allow them to mentor the peer group



## **2.2. Theoretical Framework of the Study**

The study adopted a number of theories which are related to the study in order to intensify the rich information available which are comparable to the study; specifically the study adopted Ecological systems theory, the planned behavior theory, and Tran theoretical model.

### **2.2.1 Ecological Systems Theory**

Ecological systems theory was developed by Bronfenbrenner in 1944, a Russian American Psychologist born in 1917. The theory provides a socio-ecological, environmental and behavioral approach to health promotion and prevention of health risk factors. When entity adapts to changes that occur in the other parts of the system (Collins, Witkiewitz, & Larimer, 2011). They suggested five systems which contain roles, norms and rules which play a significant role in shaping individual development. Such include Microsystems, Mesosystem, Exosystem, Macro system and Chronosystem.

A Microsystem is an individual's immediate environment such as peers, neighborhood and family. The closest social circle such as family members, peers and partners do significantly influence a person's behavior and a range of experiences. Strategies to reduce the risk of an individual engaging in illicit drugs include mentoring and peer programs designed to foster problem solving, reduce conflict and enhance healthy relationships. Mesosystems on the one hand connotes the interactions between and among different Microsystems and the contexts that form them such as relationships among university prevention programs and the neighboring community. Exosystem shows the connection between a person's social setting and the immediate environment. Individual strategies to prevent adverse social behaviors at this level are

designed to promote attitudes and beliefs that foster prevention to substance abuse. Specific approaches may include education and life skills training.

At macro system level, culture plays a crucial role in determining the way people exchange their relationships. Helping strategies at this level for drug abusers are typically designed to impact the climate, processes, and policies in a given system. According to Coreil (2010), Social norm and social marketing campaigns should be used to foster community climates that promote healthy relationships. Chrono-system refers to the patterning of environmental events and transitions over the life of an individual abuser. These factors include social and cultural norms. Other large societal factors include the health, economic, educational and social policies that help to maintain economic or social inequalities between groups in society.

Ecological systems theory suggests fundamental principles underpinning multifaceted person-focused and environmentally based components in establishing prevention programs. In view of ecological systems theory, prevention programs need to perceive high-impact leverage points and intermediaries that can facilitate successful implementation of prevention programs. It is essential as well for prevention programs to measure the scope, key players and sustainability of the outcome of prevention programs due to societal interactionism and functionalism. Novilla , Barnes, De La, William, and Rogers (2006) in support of these facts argues that when assessing and developing an intervention, there is need to consider all the factors that fall in the individual's life at all levels.

The concept of individualism and collectivism hold relevance in community interaction. These precepts suggest that prevention programs need to consider various student psychosocial, behavioral and environmental characteristics which influence

different levels of drug abuse prevention from the onset of drug use to addiction and recovery on individual and social basis at the university since individual health and behavior are influenced by their social and physical environment (Myers et al., 2011).

Ecological System Theory is relevant in understanding the cause of drug abuse among students in Machakos County by identifying the socio-ecological, environmental and behavioral factors such as peers, family and the society that the students interact with in daily lives that influence their character. This knowledge will help the relevant stakeholders in developing the effective corrective program cessation of drug abuse.

### **2.2.2 The planned behavior theory (PBT)**

The theory of planned behavior was proposed by IcekAjzen in 1985 through his article "*From intentions to actions: A theory of planned behavior.*" IcekAjzen developed the theory a reasoned action proposed by Martin Fishbein and IcekAjzen in 1980. The theory of reasoned action is grounded on a number of behavioral and attitude theories such as expectancy-value theories and consistency theories (such as Heider's balance theory, Osgood and Tannenbaum's congruity theory, and Festinger's dissonance theory) and attribution theory. Theory of reasoned action suggest that if a drug abuser for example, evaluates the suggested behavior as positive (attitude) and feel that others want them to perform the behavior (subjective norm), there is higher intension (motivations) to engage in the act.

According to Aronson, Wilson, and Akert (2012)many studies have confirmed the higher correlation subjective norms and attitudes to behavioral intention, and consequently behavior. A counter-argument against the high correlation between behavioral intention and actual behavior has also been proposed. The proponents argue that circumstantial limitations, behavioral intention does not always translate to

actual behavior. Behavioral intention cannot exclusively be used to determine behavior, particularly where there is incomplete control over the individual's behavior. As such Ajzen modified the theory of planned behavior by introducing a new component called "perceived behavioral control". As such, he expounded on the theory of reasoned action to incorporate non-voluntary actions to predict cultural behavior and behavioral intention (Collins et al., 2011). The existing literature on drugs and substance abuse suggest that normative influences alongside intention and attitude towards alcohol consumption are predictor of adolescent alcohol use and subsequently challenges in quitting behavior.

On its application to drugs and substance abuse, the perceived behavioral control, suggest that drug addicts are more likely to intend to endorse certain norms when they feel that probability of succeeding with such actions or norms is high. Increased perceived behavioral control combines two dimensions: controllability and self-efficacy. Controllability denotes to the external factors, and an individual's belief that they have personal control over the performance of the behavior, or if it is controlled by externally, uncontrollable factors. If a person has high perceived behavioral control, then they have an increased confidence that they are capable of performing the specific behavior successfully. Self-efficacy on the other hand refers to the level of difficulty that is required to perform the behavior, or one's belief in own ability to succeed in performing the behavior (Davis, Doherty, & Moser, 2014).

The Planned Behavior Theory is relevant to this study since it explains increased student addiction in Machakos County. The theory helped the researcher to understand the students' history on drugs and substance abuse and try to find out the normative influences and whether there existed intention and attitude towards alcohol abuse among the students.

### **2.2.3 Trans-theoretical Model**

The Trans-theoretical Model which was developed by Patterson and Nochajski (2010) represents an effort to describe multiple facets of the change process and is conceptually relevant to the description of substance abuse. This theory of behavior change assesses an individual's readiness to act on a new healthier behavior, and provides strategies, or processes of change to guide the individual through the stages of change to Action and Maintenance. Patterson and Nochajski (2010) explain six stages of trans-theoretical model and further assert that change is a "process involving progress through a series of stages.

First, Pre-contemplation (Not Ready) "People are not intending to take action in the foreseeable future, and can be unaware that their behavior is problematic. Abusers at this stage are often on denial or legitimately unaware that their behaviors are problematic to themselves and others. They often focus on how changing their behavior will negatively change their lives.

The second stage of the change model according to Patterson and Nochajski (2010) is that of contemplation (Getting Ready). "People are beginning to recognize that their behavior is problematic, and start to look at the pros and cons of their continued actions. People intend to reform their behavior in the near future. They consider change thoughtfully but not yet pursuing it. Thirdly is the determination stage in which the people are intending to take action in the immediate future, and may begin taking small steps toward behavior change. They have made up their minds to take action, but not yet doing so. The fourth stage of model change is the action stage in which participants initiate behavioral change and plan to move forward. Here people are no longer engaged in the problem behavior but actively changing for the better.

Maintenance stage is the fifth in which People have been able to sustain action for at least six months and are working to prevent relapse. In this stage, people are encouraged to actively work to prevent relapses back to earlier stages of the cycle. The sixth and last stage is the termination stage. Here individuals have zero temptation and they are sure they will not return to their old unhealthy habit as a way of coping.

In the application of the theory, studies of change have found that people move through a series of stages when modifying behavior (Carrol, et al., 2006). While the time a person can stay in each stage is variable, the tasks required to move to the next stage are not. Certain principles and processes of change work best at each stage to reduce resistance, facilitate progress, and prevent relapse.

One notable challenge faced with the Stages of Change Model is that it is very easy for a person to enter the maintenance stage and then fall back into earlier stages. Factors that contribute to this decline include personal challenges, family challenges and school challenges. The theory recognizes change as a process that unfolds over time, involving progress through a series of stages. The theory was used in addressing behavior change when helping students who are in the process of quitting drug abuse. They can be helped to move progressively from the contemplation stage to the maintenance stage and live drug free lives. If the challenges they face are addressed.

The Trans-theoretical Model theory was crucial in the study as it gives the insight into process of correcting and rehabilitating the drug addict students in Machakos. This theory gives perspectives on how the behavior of drug addicts can be rectified and changed for the better. The behavior change assesses an individual's readiness to act

on a new positive and healthier life, and provides strategies and processes of change to guide the students through the stages of change and Maintenance.

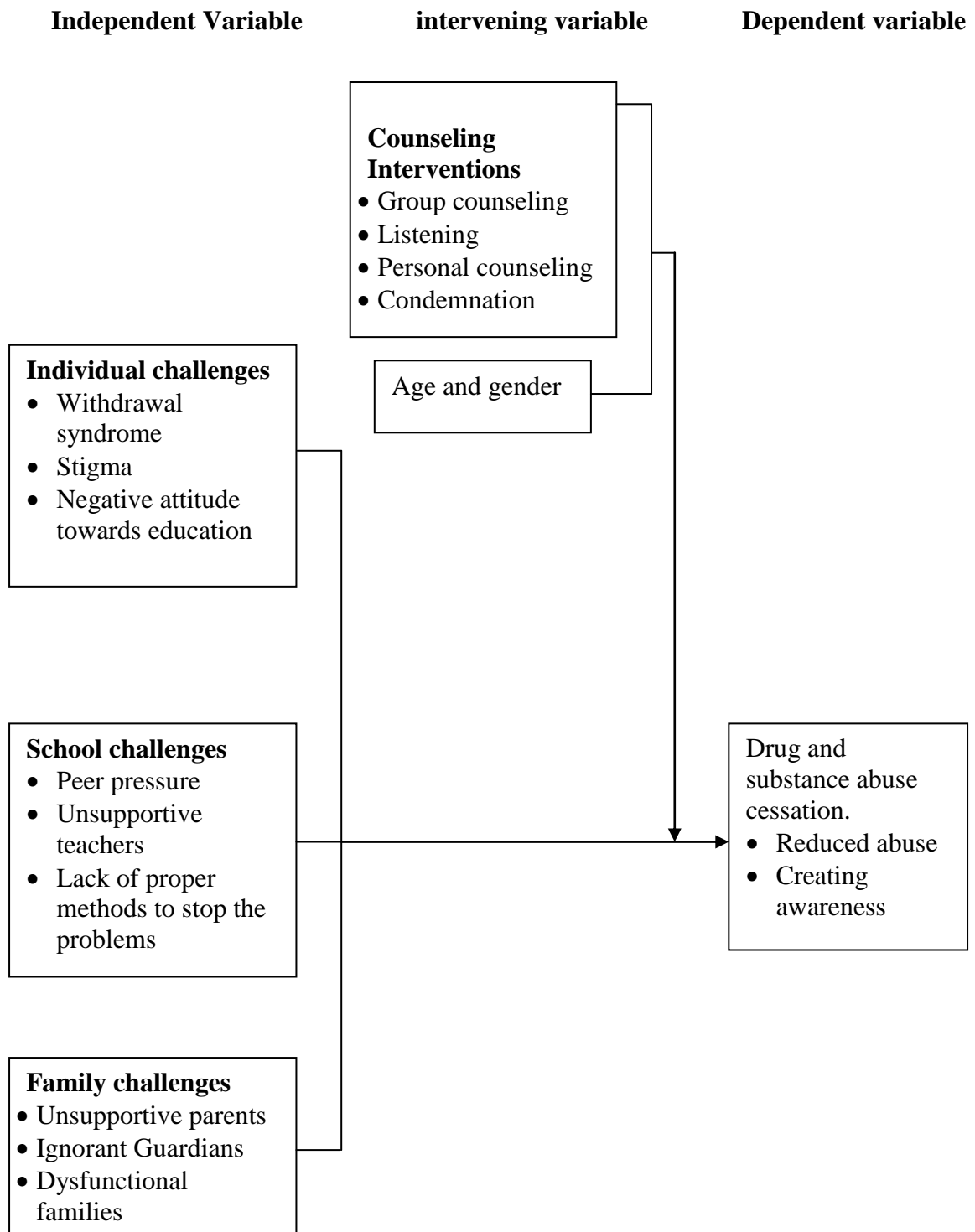
### **2.3 Summary of literature review**

The literature review has addressed issues of drug abuse challenges worldwide in secondary schools, in Africa and Kenya as well. Alcohol and drug abuse among the youth are implicated in a range of social and economic problems. There is need to focus on the challenges experienced in drug and substance abuse cessation efforts among students in secondary schools. The knowledge of drug and substance cessation challenge is important in the development and implementation of intervention strategies to curb the problem amongst the youth in schools.

### **2.4 Conceptual Framework**

The conceptual frame work illustrates the relationships between independent variables and the dependent variable .In this study the frame work shows the extents in to which independent variables influence the dependent variable.

**Figure 2. 1: Conceptual Framework**



**Source: Researcher (2019)**



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

This section presents the study methodologies applied for the research. Some of these methodologies ranged from study design, target group, size of the sample and sampling process, facts compilation equipment, information collection procedure, suitability and consistency, ethical considerations as well as analyzing of data.

#### **3.1 Research Design**

Explanatory study plan was adopted in this study. According to Mugenda & Mugenda (2003) explanatory plan is suitable for gathering data that relates to individuals behavior, feelings and their view. Furthermore, Mugenda asserts that this design leads to accurate data in terms of collection, presentation and analyzing of the data. This design was identified by the researcher as the most appropriate since the aim of the study was to examine the challenges experienced by adolescent learners in their efforts of quitting abuse of drugs. Explanatory design was used to explain the study variables, family challenges and school challenges school teenagers experience in their cessation effort.

#### **3.2 Target Population**

According to Kombo and Tromp, (2006), a population is defined as a collection of people, substances or things from which sizes for sampling purposes can be obtained. Mugenda and Mugenda (2003), on the other hand asserts that target population is a collection of people or things which show similar features, and which enable generalization of the outcome by the investigator. In Machakos Town there were twenty seven (27) secondary schools which comprised of 7 boarding schools or male

teenagers, 6 learning institutions for female teenagers, 10 mixed day and boarding, and 4 learning institutions were both day and mixed as shown in Table1. Further, Appendix G shows the list of the secondary school in Machakos Town. The schools around Machakos town were targeted because of their diversity in cultural influences. The day school students might be more exposed than those in boarding schools being close to the town, the participants would bring out rich information on the challenges in quitting drug abuse. This summed up the target population for the research as below.

**Table 3. 1: Student in Secondary schools in Machakos Town**

<b>Type of school</b>	<b>Girls Boarding</b>	<b>Boys Boarding</b>	<b>Mixed day&amp; boarding</b>	<b>Mixed day</b>	<b>Total</b>
Public1	5	5	7	3	20
Private	2	1	3	1	7
<b>TOTAL</b>	<b>7</b>	<b>6</b>	<b>10</b>	<b>4</b>	<b>27</b>

*Source: Machakos Education office*

### **3.3. Sample size and Sampling procedure**

According to Kombo and Tromp (2006), sampling plan is the section of study arrangements which is concerned with case selection for the purpose of observation. According to Njue(2011), an investigation could be carried out from accurately selected section to prevent variation in the results. There were 27 secondary learning institutions altogether within Machakos Town, Machakos County. This research, therefore, employed both probabilistic and non-probabilistic sampling techniques at various levels. Non-probability also known purposive sampling was used at the start of research where sampling of nine secondary schools within Machakos Town was carried out due to convenience and nearness of the schools to the investigator. The

stratified sampling technique was used to select a total of 12 respondents from each school with 3 students drawn from each form. From each of sampled 9 institutions, three learners from different form were picked at random from the class registers to arrive at 108 learners respondents. The same students also participated in the Focused Group Discussion. The students in the study formed the primary sample of the study as they were the ones most affected and the study was about them.

The category of respondents included; one counseling teacher and one Deputy Head teacher from each of the nine sampled schools, and ten (10) shop keepers who run small businesses around the schools simply known as kiosk owners were interviewed to give their perspective on drug abuse by students irrespective of whether they sold the drugs or not. This gave a total of 136 respondents.

**Table 3. 2: Samples schools and sample size of students**

<b>Type of school</b>	<b>Boys boarding</b>	<b>Girls boarding</b>	<b>Mix day &amp; boarding</b>	<b>Mix day</b>	<b>Total no. of schools per category</b>	<b>No. of students per school</b>	<b>Total</b>
Public	1	1	2	1	5	12	<b>60</b>
Private	1	1	1	1	4	12	<b>48</b>
<b>Total</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>9</b>	24	<b>108</b>

*Source: Researcher, 2019*

Table 3.2 showed that out of the 27 secondary schools in Machakos Town only 9; two from boys boarding, two from girls boarding, three from mixed day and boarding and two from mixed day were selected as to form the sample. A total of 108 students were included to form part of the sample.

### **3.4 Instrumentation**

There were three sets of questionnaires; for students, guidance and counseling teachers, and Deputy Head teachers. These were used for data collection. Each questionnaire was based on the study objectives and designed to elicit information on their opinions on challenges abusers face in their effort to quit abuse. Questionnaires were used because they were less expensive and do not consume a lot of time in their administration. Focused group discussions were also administered to the twelve students who filled the questionnaires from each school. Interview guides were randomly administered to ten kiosk owners, neighboring the sampled schools.

### **3.5 Pilot Study**

A pilot study was carried out to test the reliability of the instruments. Through stratified sampling method, four schools from Machakos Town, comprising of one boys boarding, one girls boarding school, one mixed day and boarding, and one mixed day schools were selected for use in the pilot study. Ten students in each school were selected through simple random sampling to participate in the pilot study. The data obtained from the pilot study was evaluated to ensure that questions are properly answered. However, the findings from the pilot study and the respondents used were not included in the final results. A Cronbach's alpha a coefficient of reliability that gives an unbiased estimate of data generalizability was used to test reliability of the answered questionnaires. The study obtained a Cronbach Alpha coefficient of 0.7 accepted for this study. This was because Cronbach alpha test for reliability is superior to all other reliability tests because it could be used for large-scale data and uses measurement data collected on a single occasion (Flake et al., 2017). The tools were developed by the researcher who ensured that the items tallied with the

objectives. Construct and content validity were evaluated by issuing the research instrument to the project supervisor to check the appropriateness, structure and completeness of the instrument. Construct validity was also measured by the responsiveness to the questions in the pilot study.

### **3.6 Data collection procedure.**

Kenya Methodist University issued the researcher with a letter for information collection. The investigator was issued with a correspondent. Appendix H is the study permit. The investigator then approached the area District Education Officer for letter of introduction to the schools where the research was carried out. Appointments were made with the respective schools for a date suitable for questionnaires to be administered. All the selected students were assembled in a hall. The questionnaires were given to each student and requested to fill it without the assistance from each other. Sufficient time was given to each student to complete the task. The questionnaire was then collected. The researcher personally administered the research instruments for both pilot and the main study.

For the focus group discussion, the students were assembled in a hall and the researcher personally led the discussions. The guidance and counseling teachers, deputy head teachers were given their questionnaires two days earlier to fill. These were received back on the day teenage learners filled theirs. The researcher made prior arrangements with the kiosk owners to interview them. Appendix G is the consent form that deputy heads signed to permit the investigator to receive back facts from the students who were also minors. Purposive sampling of the abusers was done with the help of the class teachers.

### **3.7 Analysis of data and presentation**

Simple statistical technique was used in analyzing the data that were collected. To ensure accurate result, checking of data collection instruments was done to ensure wholeness. Analysis of facts took place with the help of SPSS Programme. Qualitative data were to clarify information, give explanations and opinions that may have not been captured in the questionnaires. Qualitative data was analyzed using content analysis and presented in content form. Findings were then generated and presented in the form of tables and charts indicating frequencies and percentages.

### **3.8 Ethical considerations**

In the process of carrying out the study the following ethical considerations were made:

The findings were reported with all honesty and the researcher's opinions featured. The study report findings were without any manipulation or undue assumptions. Informed consent was also an ethical consideration. The responses collected from the subjects were treated with utmost confidentiality to protect their privacy by ensuring that their names were not indicated in the data collection or in the findings. The researcher reported the findings accurately and refrained from bias and subjective analysis of data. The researcher was accountable in capturing and representing all the data and information collected objectively. The researcher obtained official permission to carry out the research in the area, from the ethics board of Kenya Methodist University together with National Commission for Science, Technology and Innovation (NACOSTI).

## **CHAPTER FOUR**

### **RESULTS AND DISCUSSIONS**

#### **4.0 Introduction**

This part focuses on presentation and discussion of the results concerning challenges to drug misuse cessation effort amid secondary school students found in Machakos County.

- i. To investigate individual challenges experienced by secondary schools student within Machakos Town in attempt to quit abusing of drugs.
- ii. To identify family challenges experienced by secondary schools students within Machakos Town in attempt stop abusing of drugs.
- iii. To establish school challenges experienced by secondary schools students within Machakos Town in attempt to quit the habit of abusing drugs.
- iv. To find out counseling and measures that can be employed to help students in secondary schools found in Machakos town in their effort to quit from drug abuse.

#### **4.1 Response Rate**

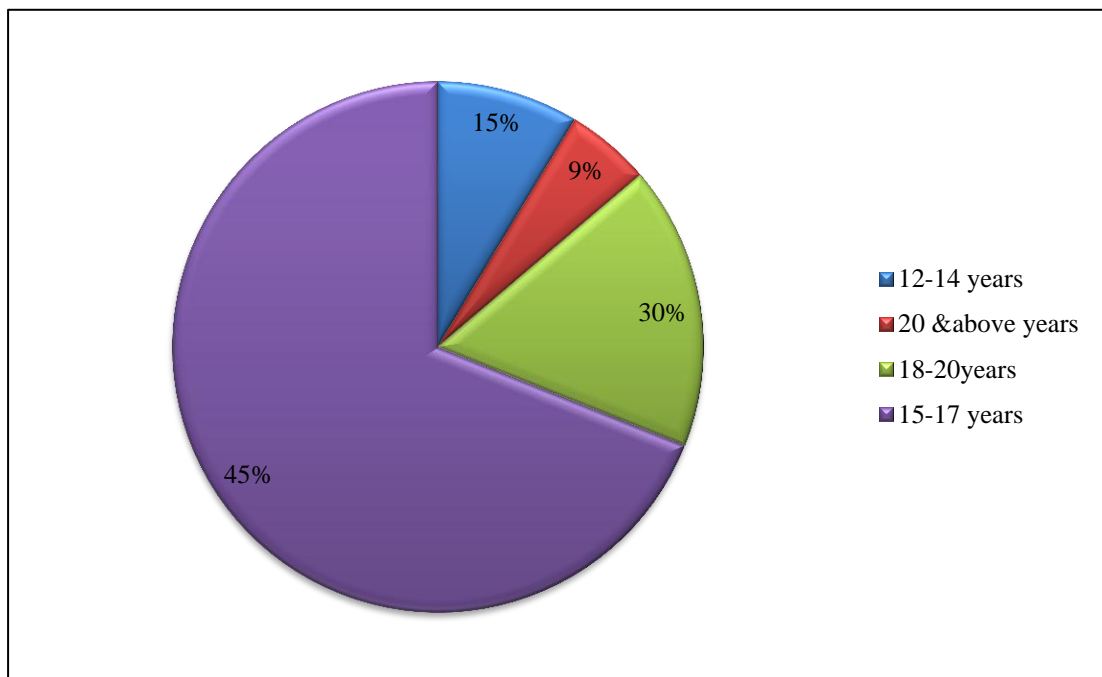
108 questionnaire forms were distributed by the researcher, from which 104 were returned unanswered, resulting to total return of 95%. According to Mugenda and Mugenda (2003), 50% response rate is enough for the research. Therefore the response rate of 95% was enough for the study and analysis process.

## 4.2 Demographic Findings of the respondent

Demographic are characteristics of the participants were, age, class of the respondent and students' discipline roles experience of professional counselor as well as deputy head teacher. The findings were presented in the data analysis.

### 4.2.1 Age of student respondents

The respondents were requested to record their ages and responses were as in the figure 4.2 below.



**Figure 4.2: Age of the Respondents**

From figure 4.1, 45% of the students' respondents were in the age category of 15-17 years, 30% were between 18-20 years old while 15% are 12-14 years old. The age bracket most affected was that of 15-17 years of age. These findings agree with a report by Wako (2011) that in Kenya about 60% of those that abuse drugs are youths who are less than 18 years.



This common age of abuse of drugs resonates with Erick Erickson's theory of psychosocial development which asserts that at the period an adolescent is experiencing identity versus role confusion. For instance, there is development of sense of independence. During this period, proper guidance and encouragement is needed in order to enable the adolescent emerge strong through gaining self-control without losing self-esteem. On the other hand he argues that those who do not experience complete involvement through this stage may remain confused and inactive in future. The Erik Erikson identity crisis, therefore, provides explanation as to why huge composition of the respondents abuse drugs.

#### **4.2.2 Students' discipline roles experience of the Deputy heads**

The responses on the Deputy Head teachers' discipline roles experience were represented in Table 4.1:

**Table 4.3: Students' discipline role experience for Deputy Principals**

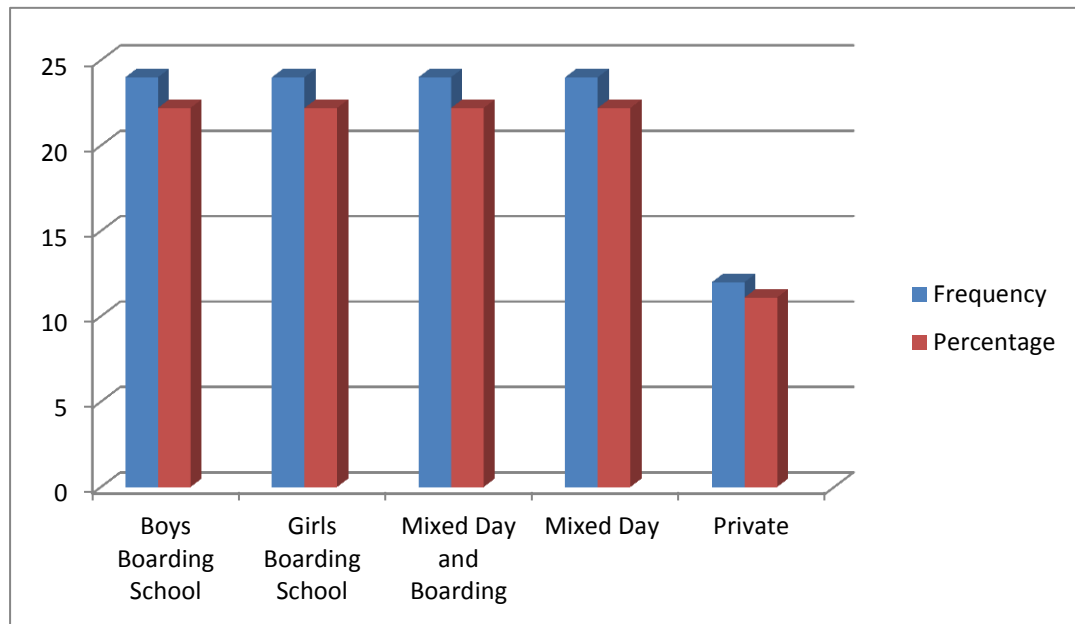
<b>Teaching experience</b>	<b>Frequency</b>	<b>Percentage`</b>
More than 15 years	6	66.6%
Less than 15 years	3	33.3%
Total	9	100%

About 66.6 % of the deputy had stayed in students' discipline roles between 15-20 years while 33.3% had lasted not more than 15 years. This showed that they had interacted with students for many years as they performed discipline roles. The long period of maintaining students' discipline could have helped them to be in a better position to identify challenges experienced by students as they attempted to exit from the abuse of drugs cessation. In study report by Liberante(2012)when teachers interact with students over a lengthy period the teacher has an advantage in understanding

their student hence helping them in their struggles. They are able to help them with their problems especially when the students open up to their teachers.

### 4.2.3 Type of schools

The study sought to evaluate different categories of schools since they differ in terms cultural values, students social up bring and exposure of students to the society. The following were the records of categories of schools as recorded by the respondents.



**Figure 4.3: Types of School**

The findings show that the respondents were either boarders or day scholars. This group was further classified based on gender which was either girls or boys school and mixed school which comprises of both genders. Finally, the classification was named as either private or public schools. The private group was less in terms of composition. This shows that the abuse of drugs was common phenomenon in all categories of schools.

### 4.3 Individual Challenges Encountered in Drug Abuse Cessation Efforts.

This section investigated whether there were individual challenges, and what types of challenges were encountered by individual students in their effort in quitting drug and substance abuse.

#### 4.3.1 Establishing whether there were challenges experienced by students.

The study investigated if there were challenges that were generally experienced by the students as they attempted to quit drug abuse. The results were as in table 4.4 below.

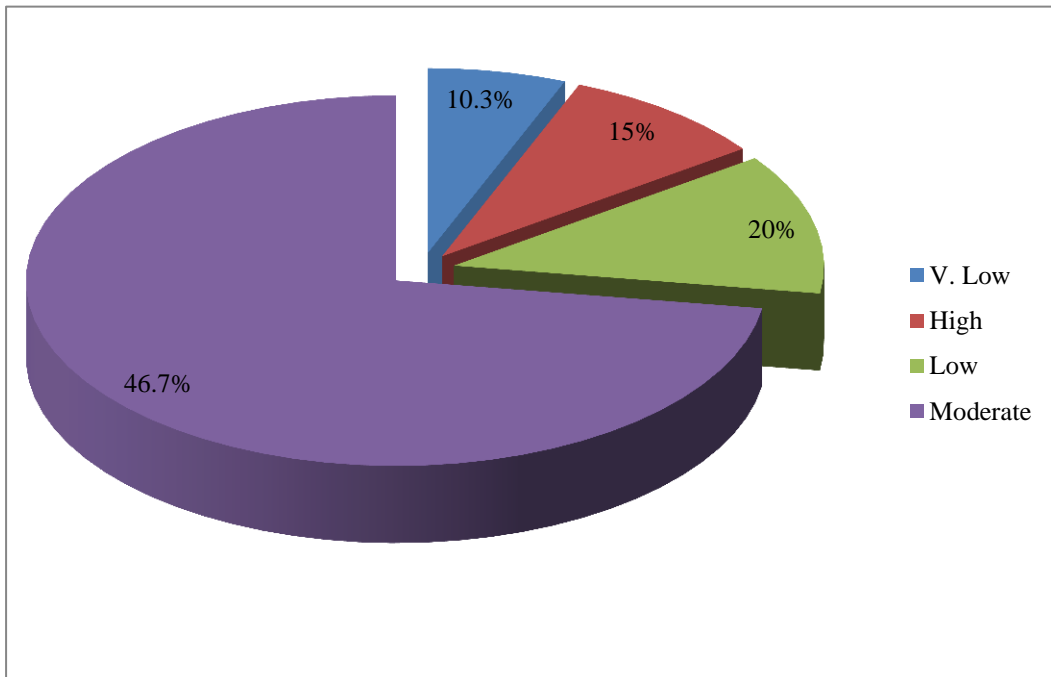
**Table 4. 4: Individual Challenges**

<b>Do you agree/disagree</b>	<b>Frequency</b>	<b>Percentages</b>
Strongly agree	30	27.7%
Agree	42	38.8%
Disagree	20	18.5%
Strongly disagree	16	14.8%
<b>Total</b>	<b>108</b>	<b>100</b>

From the results, 38.8% agreed there were individual challenges encountered by the students in their efforts to stop drug abuse, whereas 18.6% disagreed. The basic premise is that individuals who are aware that they have struggles in coming out of abuse are more likely to be helped to quit. The findings were supported by those of Portnoy, Wu, Tworek, Chen, & Borek(2014) which showed that challenges are very difficult to handle since some drug abusers are just suspected to be abusing but have never been caught on the act. This means rehabilitating them is not easy since they could engage in denial, minimization and rationalization of their involvements.

### 4.3.2 Awareness of Drug Abuse

The respondents were asked if they were of drug abuse in their schools and the responses were as presented in Figure 4.4.



**Figure 4.4: Awareness of drug abuse in school**

The figure indicates that 46.7% of the respondents were aware that the drug abuse level was moderate while 20% indicated that it was low, 15% was high and 10% as very low. This showed that a good number of respondents were conscious about abuse of drugs and the abuse level is relatively high. This could mean that the respondents were at the contemplation stage of quitting from drug abuse and could be receptive of the intervention to help them overcome the good.

### 4.3.3 Types of individual challenges experienced by students in their drug and substance abuse cessation efforts.

The respondents recorded the responses on their knowledge about types of challenges students experienced in quitting from drug abuse as in table 4.5 below.

**Table 4.5: Types of individual Challenges**

<b>Types of challenges</b>	<b>Frequency</b>	<b>Percentage</b>
Withdrawal syndrome	44	40.7%
Stigma	31	28.7%
Teasing by other students	21	19.4%
Availability of the drugs	23	12.9%
<b>Total</b>	<b>108</b>	<b>100</b>

Majority of the respondents (40.7%) indicated withdrawal syndromes as the major challenges encountered, (28.7%) stigma, (19.4%) teasing by other students while (12%) indicated availability of drugs as the least challenge encountered by the victims.

Response from students showed that in their attempt to quit drugs, they found themselves suffering a lot from lots of withdrawal symptoms and craving for the same. As remarked in the focused group discussion.

“These boys lack sleep, build castles in the air”

According to study by National Clinical Guideline Centre (2010), withdrawal is a set of symptoms which can occur following in alcohol use after a long period of excessive use” .It is normally associated with symptoms such a high or faster heart rate, fever, vomiting and shakiness. Other abusers may experience hallucination as a severe symptom. Most of these withdrawal symptoms were experienced by the students.

Johnston (2010), in his study revealed that Americans are more likely to have negative attitude on people with drug abuse disorders than other mental illness. They felt guilty that they had not measured to the expected standards of the school and that they had let their parents down and ashamed that they had reduced themselves to drug abusers. They felt rejected by their group members whom they abused drugs together. Their peers resulted to teasing and intimidating them as they were regarded as cowards. . In the focused group discussion a respondent remarked:

“One is so belittled by the so called group members that guys feel like quitting or changing schools. You are not given a breathing space because they need you back in their camp”

These responses were in agreement with those of deputy principals and school counselors who indicated withdrawal syndrome as the most challenge experienced by students in their effort to stop drug abuse. Individuals who are substance abusers normally fear seeking assistance because of the stories they have heard concerning drug detoxification process. The fear, therefore, makes it difficult for these individuals to quit abusing drugs.

As much as the detoxification process may be difficult sometime, it remains the safer means to apply as compared to continued addiction in substance abuse behavior (Miller & Kipnis, 2006). The continued abuse of substance over a long time may bring negative impact to an individual’s life. These effects may include deterioration in individual health and also psychological torture.

The finding also resonates in Bronfenbrenner’s theory of Ecological systems. This theory postulates that a person’s immediate physical and social environment which is Microsystems influences a lot on one’s behavior. These abusers had formed a bond among other abusers and may be that is why cessation efforts were met with challenges.

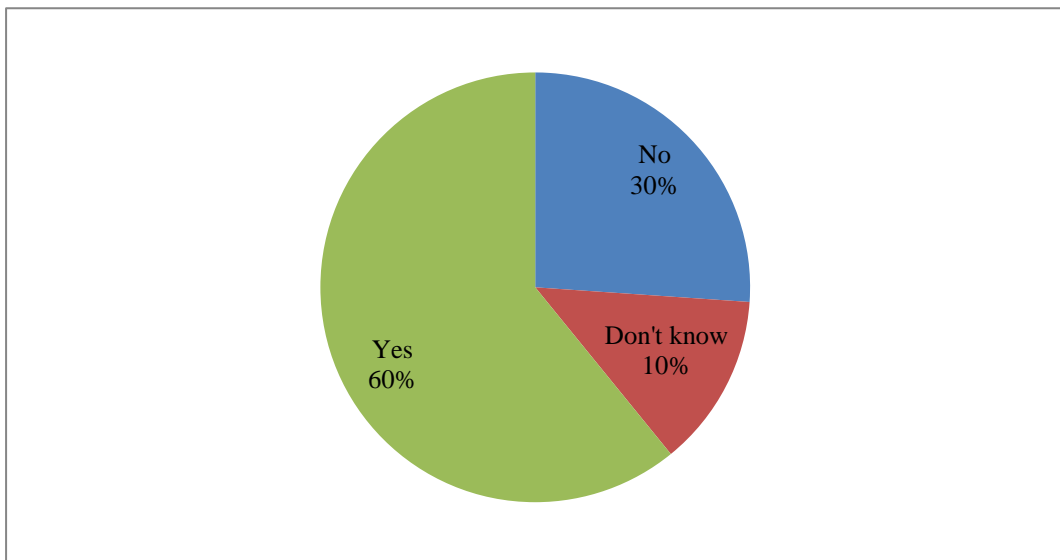
In some case, the evaluation of self-behavior by some substance abusers may motivate them to continue abusing the substance suppose the evaluation criteria prove positive to them. However if peers evaluate the change unfavorably or think others do not welcome the change the intention for change is likely to be low.

#### **4.4 Family challenges experienced by students in drug cessation efforts**

The study investigated the family challenges that the abusers faced as they struggled to come out of abuse. This is because the challenges abusers face are not only from within themselves as individuals but also from some external influences.

##### **4.4.1: Awareness of Family Challenges**

The respondents were asked to record if there were any family challenges affecting those who were planning to quit drug misuse and their responses were as follows in the figure 4.5:



**Figure 4.5: Awareness of Family Challenges**

Majority of the participant 60% accepted the presence of family challenges affecting cessation effort of substance misuse in various learning institutions. 30% indicated that there were no family challenges experienced in quitting drug abuse and 10% didn't know whether there were family challenges. Hence an overwhelming majority agreed that drug and substance abuse cessation efforts were frustrated by within the family. This may imply that they were at the stage of contemplation their efforts to quit from abuse. Hence it may be easier to get them reach the stage of determination and action if they were given external good.

#### **4.4.2: Types of family Challenges Experienced by Students in Quitting from Drug Abuse.**

The participants were requested to list some of the family problems they faced when tried stop abuse. The findings were as follows in the table below

**Table 4.6: Types of family Challenges**

<b>Family challenges</b>	<b>Frequency</b>	<b>Percentage</b>
Irresponsible parents	41	37.9%
Uninvolved siblings	32	29.6%
Ignorant guardians	22	20.3%
Poor modeling by relatives	13	12.03%
<b>Total</b>	<b>108</b>	<b>100</b>

Majority of the respondents (37.9%) indicated irresponsible parents as a challenge encountered in the effort to address drug abuse cessation, (29.6%) indicated uninvolved siblings, while (12.03 %), indicated poor modeling methods by relatives. The findings imply that most of the respondents 'family challenges in quitting abuse emanated from their irresponsible parents and uninvolved siblings.



According to Center for Disease Control and Prevention, (2014),parents can become irresponsible in this mission possibly when they give excessive pocket money to their children, abusing drugs themselves in the presence of their children, sending their children to purchase for them the cigarettes and beers, value their work more than they value their children. In this case they have no enough time to check on what is happening in the lives of their children. One student in the group discussion remarked;

“My late father was the one example I wouldn’t want to imitate in raising my children in the future. If it were not for our mum, my siblings and I wouldn’t be in school. He drunk all his salary on the first day without caring whether we had food or not”

A report by NACADA (2014) found out that some parents smoke or drink in the presence of their children. In the deputy heads questionnaires, several teachers indicated that some of these parents take wines during their meals with their families. To the teachers’ understanding, these parents introduce their children to drinking beer at very early stages in life. This influences their children greatly. Since children learn by imitating others around their environment, these students imitate their parents at home and maybe little by little they become abusers of the same and quitting becomes a problem. Some respondents were orphans and were therefore raised by their close relatives. During the focused group discussion, one of the student respondents commented:

“I have been raised by my grandmother, and the only way of raising school fees has been to sell chang’aa (local brew). At times I have found myself tasting but not drinking to see whether it is ready for selling.

These finds are supported by other reliable results on the study about the students’ etiology which show that social pressure is the strongest tool to indulge students in experimenting drug misuse(Brose et al., 2015)

The findings are supported by the findings of research conducted by Clayton et al., (2012) which showed that the individuals addicted to smoking could not easily stop the abuse of substance since they were affected by social pressure that convince them to continue abusing the substance. This forms another reason why students may not be able to stop abusing the good. Most of the adolescents start consumption of alcohol where they are on holidays even if the parents are aware of the act this means that stopping the abuse might be rather difficulty because for some families, drinking beer or smoking is not forbidden.

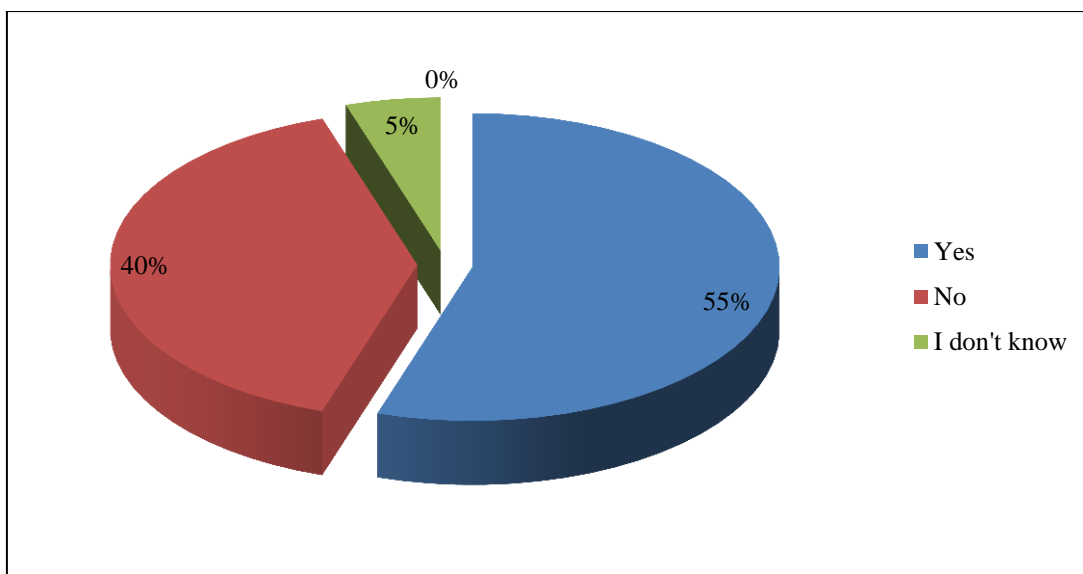
From Ecological system theory, individuals' experience to addiction in substance abuse, result from people closer to them especially family members who determine their social life circle. Parents are likely to influence these students into not quitting the abuse of drugs since they are closer to them when they are home. Society around the abuser plays a major role towards behavior change. The counselor could work on the abuser's intentions towards a positive change that will help in quitting the drug abuse (Elek, Miller-Day, & Hecht, 2010)

#### **4.5: School challenges experienced by students in drug cessation efforts**

The study investigated the school challenges that the abusers faced as they struggled to come out of abuse.

##### **4.5.1: Awareness of school challenges experienced by students in their drug cessation efforts**

The respondents were asked to indicate the presence of challenges coming from their school that affected those who were planning to quit abuse of drugs and outcome were as follows in the figure 4.6below



**Figure 4. 6: Awareness of school challenges**

Majority of the participants (55%) accepted the presence of school challenges influencing from abuse of drugs in their learning institutions. 40% indicated that that there were no school challenges experienced in quitting drug abuse and 5% were not aware that there were school challenges.

#### **4.5.2 :Types of school challenges experienced by students in quitting drug abuse**

Participants were requested to list the problems student face in quitting abuse of drug and results were recorded as follows in the figure below.

**Table 4. 7: Types of school challenges**

<b>School challenges</b>	<b>Frequency</b>	<b>percentage</b>
Peer pressure	49	45.3%
Involvement of school workers in supplying drugs	36	33.3%
Lack of proper methods of stopping the problem	23	21.2%
<b>Total</b>	<b>108</b>	<b>100</b>

Majority of the respondents (45.3%) indicated that peer pressure from other students was the major type of challenge followed by involvement of school workers in smuggling drugs into schools 33.3%. Lack of proper methods of stopping the problem was among the challenges affecting these students.

These findings were supported by the kiosk owners, deputy heads, and guidance and counseling teachers. A deputy head had this to comment:

“Sometimes, when a problem of drug abuse arises, we realize that some students from poor families are easily attracted to imitate students from rich families who may be abusing drugs and have a lot of cash to buy the abused drugs. They think that learners from rich families know everything. The pressure to prove that they are not backward leads them to these drugs of abuse”

Peer pressure has led to many destructive behaviors among many youths and especially secondary school students. For instance, in Chalbi Boys High School, six teachers are nursing injuries, with one in critical condition after several students attacked them. Peer influence has caused burning down of schools, riots in schools and even beating of teachers. Many students wanting to quit misuse of drugs and substance possibly try it secretly for fear of being rejected by their peers.

Under the influence of the peer pressure from their peers, students tend to be influenced not stopping abuse of substance. In his theory of four stages of peer pressure, Erikson states that social pressure creates an effect of making people to match the social requirements in order for them not to be rejected by the peers (Doumen, et al., 2012). In addition Jax (2015) asserts that stupidity or misunderstanding may make individuals to match to others requirements to stay away from embarrassment. Hence abusers may easily conform to peer influence.

School workers were mentioned widely by the student respondents and the kiosk owners as people used by students to sneak drugs to the schools and especially in

boarding public schools. In the interview with the kiosk owners, some pointed out that especially in the boarding schools, school workers, including watchmen, cooks and grounds men were major sources. Friends and relatives also contributed to sneaking these drugs into schools during monthly school visitations. A kiosk attendant had this to say:

“You see these misungi (local brew packed in 2liter bottles), there is a cook in the school who buys a bottle every day and carries it like water and he makes a lot of money selling to students without anybody suspecting it. I hear some students steal money from others to purchase the commodities. This school is bad. I cannot dare take my son there”.

This shows that school workers pose a challenge to the cessation efforts.

#### **4.6: Counseling interventions**

The Study attempted to find out if schools support intervention programs, categories of intervention offered and whether the respondents were satisfied with the intervention programs offered in their schools.

##### **4.6.1: Availability of Drug and Substance Abuse Programmes**

Results on the availability of programs on the abuse of drugs showed that overwhelming majority, 70%, of the participants agreed that there were no interventions. The fact that there teachers who were professional counselors in their learning institutions showed that there may be some counseling programs going on. The deputy head teachers and counseling teachers confirmed that there were intervention programs in their schools.

##### **4.6.2: Types of Intervention Programs**

The types of interventions available for handling abuse of drugs were as presented in Table 4.6.

**Table 4.8: Types of Intervention programs**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Counseling by teachers	35	32.4%
Peer education	24	22.2%
Watch films/videos	20	18.5%
Spiritual guidance	17	15.7%
Seminar/talks by experts	12	11.1%
<b>Total</b>	<b>108</b>	<b>100%</b>

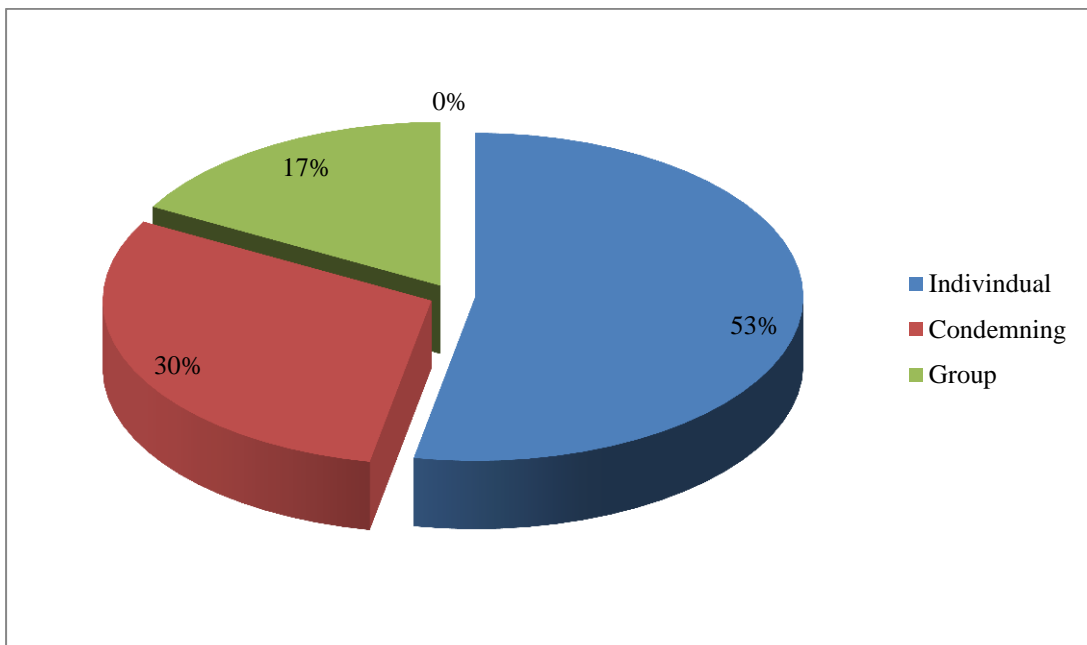
Majority of the respondents (32.4%) indicated counseling by teachers was the most offered intervention, (22.2%) indicated peer education, 18.5% indicated that watching films and videos was used as a method to help the students, 15.7% indicated spiritual guidance, while 11.1% indicated that seminars and talks by experts was a program used to help those that were struggling with quitting drug abuse. In table 4.3 (page 31) 51.9% indicated presence of individual challenges affecting abuse of drugs and substance cessation efforts. Figure 4.4 (page 31) about 66.7% of the findings indicated the student abusers suffered from withdrawal syndromes. Despite these interventions, students continued to abuse drugs which may imply that the methods used were not effective.

According to Degenhardt and Hall (2012), the appropriate way of addressing issues related to abuse of substance is by applying the use of trained counselor in public learning institutions. This is because over the recent years has proven as the best method to deal with students as it has more impact in their lives than punishment. Popular as it is, counseling is not very effective because students still abused drugs. The reasons rendering counseling ineffective could be that it is not administered by professional counselors; and schools may not have drug and substance abuse counselors. Though counseling is expected to lead to behavior change, it may not

have been effective due to counselors' level of competence especially in addressing drug and substance abuse cessation. Moreover, the school environment was not conducive to facilitate the students to quit from abuse bearing in mind it was not free of good.

#### 4.6.3: Counseling methods used to help students in cessation efforts

There was requests for the respondents to indicate categories of counseling methods used hence findings were recorded as follows



**Figure 4.7: Counseling Methods**

53% of the respondents involved showed that individual counseling method. The widely used method by the counselors and even by some teachers, 30% indicated that condemning was used, 17% reported group counseling. Majority shared that while individual method was the most commonly used method of helping the students; there was the challenge of confidentiality and mistrusting the counselors because they were also their teachers and the students feared that their issues were no longer personal more so in drug use.

When guidance and counseling teacher is not a teacher but just a counselor to the students, trust from the students can be created. A comment was made by a student participant in the focused group discussion:

“How can I confide to the counselor who happens to be my discipline master.....I’ll be send home earlier than expected”

When there is trust between students and teacher counselors, the students can be helped to quit abuse of drugs. As much as the students accepted that reaped satisfaction from the counseling offered, there was conflict of roles. When the discipline master is also the counselor, the abusers would not open up to them for counseling services. Students are more comfortable when opening up to their peers in peer counseling than their teacher counselors (Kumpfer & Alder, 2003)

Majority of kiosk owners felt that counseling students in either a group or individual was not effective. At an interview with a kiosk owner, he commented:

“It is a pathetic situation the way these boys and girls are taking drugs. Some of these girls have the nerves to even ask me if I am selling bhang. If some of these students were mine I would beat them to death. These notorious ones should be expelled from school”

The guidance and counseling teachers also indicated individual method of counseling was the most effective for students who were struggling with cessation of substances use. One guidance and counseling teacher responded as follows:

“It is true counseling is what we assist students with the problem resulting from abuse of substance, but we are too overworked to do it effectively. I am expected to teach, mark and deliver results. This is not possible. Most of the students’ abusers are know-it-type. Some of them, when you call them it is like they already know what you want – they have already made defenses”

With condemning as a method of intervention, the students most likely would never open up to the teacher counselors. According to Carl Rogers’ theory of Person Centered, three core conditions must be present in order for a therapeutic climate to



be established (McLeod, 2015). These Empathy, unconditional positive regard and genuineness include: The counselor should not be biased and being quick at judging others. The counselors should have empathy which means that they should fix their attention towards understanding the clients. Carl Rodgers further points out that therapy should be at neutral point where the client feels comfortable and not strange to the client (Cooper, Watson, & Hoeldampf, 2010). In a situation where the abuser is condemned, the core conditions are lacking compromising the therapeutic relationship. Moreover, use of condemning in achieving behavior change may have made the abusers more defensive as it was not balanced with appropriate support.

Various healthy related theoretical models were found relevant concerning intervention towards quitting substances of abuse. Among them was behavioral theory which evaluates a person's readiness to adopt fresh healthier habits and suggests ways of transform to direct a person through several circles of transformation. Many respondents were at contemplation stage. In contemplation stage, these students' respondents are just getting ready to quit abuse and move to the next stage which is preparation. The counselor could help them identify social support or share with trusted people about their intention to change that could propel them to action stage. The next stage is the action stage. At this level a person starts to show steadiness in the transformation of behavior and the person is guided to acquire new skills are healthier and also positive. They appreciate themselves by separating from circumstances that may lead them to unhealthy life (Patterson & Nochajski, 2010).

In the fifth stage (maintenance) is where it is advisable that a person should interact freely and share with individuals they can trust. Individuals at this stage are also advised to adopt healthy living styles and abandon the unhealthy ones that may make

them fall back in temptation in abuse of substance. It is possible for someone to have relapse hence they need to be closer to family members to offer the necessary support required. One problem during transformation stage is that reaching the maintenance level is simple, so do fall back to previous unhealthy practices (Patterson & Nochajski, 2010).

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS, AND RECOMMENDATION

#### 5.0 Introduction

This chapter discusses the summary of findings, conclusion, recommendation of the study and recommendation for further research.

#### 5.1 Summary of the findings

The findings showed that most students were aged between 15-17 years and majority of them were aware of the use of drugs of substance in their schools.

The study found out that there were individual challenges encountered by the students in the efforts to stop drug abuse and majority were aware of them.. The study established that the basic premise is that individuals who are aware that they have struggles in coming out of abuse are more likely to be helped to quit. The finding demonstrated that the students in secondary schools in Machakos Town mainly abused alcohol then khat with the former as the most prevalent. In most mixed learning institutions, it was noted that day scholars and employees within the learning premises were the means of sneaking drugs to schools. The findings indicated that withdrawal syndromes as the major challenges encountered with stigma and teasing by others coming as second and third respectively.

.Majority of the participant accepted the presence of family challenges affecting cessation effort of substance misuse in various learning institutions. An overwhelming majority agreed that drug and substance abuse cessation efforts were frustrated by within the family. Some of the challenges the participants experienced within the family were, irresponsible parents, uninvolved sibling and ignorant guardians.

The study found out that there were school challenges that were affecting efforts to quitting drug abuse. Majority of the respondents indicated that peer pressure from other students was the major type of challenge followed by involvement of school workers in smuggling drugs into schools. Lack of proper methods of stopping the problem was also among the challenges affecting these students.

The study also found that counseling was the major intervention used in schools to help students involved in abuse of drugs. Some of the reasons the students pointed out for the ineffectiveness of counseling were, role confusion, for instance, some teachers doubling as discipline masters and as counselors which led to lack of trust of the teacher. The study also found that the Trans theoretical model of behavior change could be effective in helping abusers move from contemplation to action and maintenance stages and eventually be drug free.

## **5.2 Conclusions**

There is complexity about abuse of substances in different learning institutions. The findings showed that counseling was the most prevalent intervention applied to talk about abuse of drugs. However this method seemed not to bear fruits due to role confusion/dual relationship whereby a teacher served as a discipline master and a counselor. This left the students with mistrust of the teacher counselor and created fear of seeking help to quit abuse. It was also realized that most of the students' challenges towards quitting of abuse were emanating from the family and school environments.

Drugs have adverse side effects that can ruin the lives. The research has established that several factors have made the fight against drug abuse in school unsuccessful. So far, personal factors like peer pressure lead students to indulge. NACADA has already

indicated that drug abuse is a menace in secondary schools not only in schools found in Machakos town but also in learning institutions found in other parts of the country. Although some measures have been put in place to address the problem, the strategies remain ineffective in combating the crisis.

First, most schools have ignored the importance of the guidance and counseling department in eradicating the problem of drug abuse in schools. The department is underrated in most schools, and many of them lack trained personnel who can mentor students to prevent the increased prevalence rates of drug abuse cases. Hence, educational stakeholders need to review their approach concerning empowering the department to discharge its duty effectively. They need to be allocated the required resources to step up the war on drugs.

On the other hand, a peer-led intervention strategy has been proposed as an effective strategy for managing the drug abuse crisis in schools. Scholars argue that most students begin using drugs in high school because of peer pressure. Therefore, it has been suggested peer-led education is an effective way of making students quit abusing drugs. Additionally, parents, teachers, community, and other stakeholders need to be active in preventing youths from drugs and substance abuse. Family factors influence youths to indulge and, therefore parents should find ways of ensuring that the challenges experienced in their families do not push their children to begin using drugs. Children from dysfunctional

Families are vulnerable when it comes to joining drug syndicates, and therefore, parents should discharge their roles effectively. Furthermore, the community should be involved in the fight against drug and substance abuse among students. They own some of the enterprises that sell alcohol to students, and the drug peddlers are well-

known to them. Hence, they have a role of sharing information concerning the people who supply drugs to school and therefore should share it with the relevant government agencies for appropriate action to be taken. Generally, the war on drug abuse among high school students can only be won if there is collaboration among the various government stakeholders.

### **5.3: Recommendations**

As per the research outcomes, it would be recommended that:-

- 1.The learners should willingly admit their involvement in drugs abuse and be ready for a positive and lasting change against the vice going forward. The stakeholders including parent, teachers and members of the public should teach and correct them with love, as such they may quit drugs without much problem or even numbers of abusers reduce greatly.
- 2.The government ought to create support systems in schools for the students who are quitting drugs so that the process can be a success. For instance, having professional counselors in the schools or a health facility. There is crucial need to address drug related problems affecting learners among all the stakeholders. Therefore, the ministry of education in conjunction with National Campaign against Drug Abuse (NACADA) should review curriculum with the aim of inculcating more values among the youth. The school administrators should develop implement and regularly review, in consultation with the school community and governing council, a school behavioral code which is consistent with the drug abuse policies. Opportunities should also be provided for staff training and development especially on guidance and counseling. Teachers should also develop and foster positive relationships with students.

3. Use of public education by the community leaders to create public awareness through acknowledgement of the importance of parents and families to educate their children about drug abuse at an early stage so that they can benefit as they grow up in a positive environment, thereby naturally building resistance against delinquent behavior that lead to substance abuse.

4. The office of the ministry of education should initiate evaluation of existing anti-drug programs and Schools should support the initiative by setting aside counseling rooms to counsel the students instead of the counseling being done in the teachers' offices in order that an environment of safety can be created for the student so as they may feel secure while the counseling is done.

#### **5.4: Recommendations for further research**

The study recommends further studied to be carried out in the following areas;

1. The impact of parents and school workers towards cessation on abuse of drugs by learners.
2. Roles of teacher counselor in helping students who are abusing drugs in schools.

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## **APPENDICES**

### **APPENDIX A: LETTER OF INTRODUCTION**

#### **RE: PERMISSION TO CONDUCT RESEARCH IN YOUR INSTITUTION**

My name is BETH JAMES MAKAU. I'm a student at Kenya Methodist University pursuing a master's degree in Counseling .Am carrying out a research on “challenges experienced in drug and substance abuse Cessation efforts among students in secondary schools: case of town, in Machakos County, Kenya”

This letter is a humble request to you to allow me to conduct research among your students, your deputy head teacher and the guidance and counseling teacher.

Since the research is on drugs and drug abuse which is a sensitive topic, I promise that all information collected will remain confidential.

Yours faithfully,

Beth Makau

## APPENDIX B: QUESTIONNAIRE FOR THE STUDENTS

The purpose of this questionnaire is to collect data on drugs and substance abuse, individual, family and school challenges that the students face as they try to quit the substances of abuse in Machakos town, Machakos County. Your school has been sampled to take part in the survey.

### Instructions

- a) This is not a test but an attempt to understand problems connected with student's involvement in drug and substance abuse.
- b) Please do not write your name in this questionnaire
- c) Indicate your choice by a tick (✓)
- d) For blank spaces fill in the correct answer according to your opinion
- e) Any information you give will be treated with confidentiality
- f) Kindly answer all the questions

### SECTION A: Demographic Data

1. State your age.

- |                  |     |                 |     |
|------------------|-----|-----------------|-----|
| a). 14-15 years, | ( ) | b). 16-18 years | ( ) |
| c). 19-20 years  | ( ) | d). 21-22years  | ( ) |

2. State your gender

- |          |     |         |     |
|----------|-----|---------|-----|
| a). Girl | ( ) | b). Boy | ( ) |
|----------|-----|---------|-----|

3. State your class

- |            |     |            |     |
|------------|-----|------------|-----|
| a). Form 1 | ( ) | b). Form 2 | ( ) |
| c). Form 3 | ( ) | c). Form 4 | ( ) |

4. What type is your school?

- |                            |     |                    |     |
|----------------------------|-----|--------------------|-----|
| a). Boys boarding          | ( ) | b). Girls boarding | ( ) |
| c). Mixed day and boarding | ( ) | d). Mixed day      | ( ) |
| e). Private                | ( ) |                    |     |

### SECTION B: Levels of Students Awareness of Drug Abuse

5a. Do you agree that some students in your school abuse drugs?

- |                  |     |                     |     |
|------------------|-----|---------------------|-----|
| a). Highly agree | ( ) | b). Agree           | ( ) |
| c). Disagree     | ( ) | d). Highly disagree | ( ) |

b. If your answer to 5a) is agree, what drugs do they abuse? (you can tick more than one).

- a). Alcohol       b). Tobacco (Cigarettes)
- c). Khat (Miraa)       d). Cannabis
- e). Glue       f). Sleeping pills
- g). Mandrax/herone/cocaine

6. Indicate how drugs are smuggled into school compound

- a). Through day scholars
- b). Through school workers
- c). Through day visits from relatives and friends
- d). Through sneaking out of school

7. What are the levels of drug abuse in your school?

- a). High       b). Moderate
- c). Low       d). Very low

**SECTION C: Individual challenges that affect students in their effort to stop drug abuse.**

8a. Are there individual challenges that students encounter as they try to stop drug and substance abuse?

- a). Strongly agree       b). Agree
- c). Disagree       d). Strongly disagree

b). If your answer in 8a is yes, then what are the types of challenge that they encounter?

- a). Withdrawal syndrome
- b). Stigma
- c). Teasing from other students
- d). Negative attitude towards education
- e). Others (specify).....

**SECTION D: Family challenges that affect students in their efforts to stop drug abuse**

9a. Do you agree that there are family challenges that that affect students as they try to quit abusing drug and substance abuse?

- a). Yes       b). No       c). I don't know

b). If your answer in 9a is yes, what are these family challenges that affect the students as they struggle to quit abusing drugs?

- a). unsupportive parents ( )
- b). ignorant guardians ( )
- c). dysfunctional families ( )
- d). poor modeling methods by relatives ( )

10. How do you feel when you see drug abuse being practiced by your significant others?

- a). that abusing drugs is not a bad idea after all ( )
- b). I can also try like them ( )
- c). I feel ashamed as a member of the family ( )

**SECTION E: School challenges that affect students in their efforts to stop drug abuse**

11a. According to you, are there school challenges that affect students in their efforts to stop drug and substance abuse in your school?

- a). Yes ( )    b). No ( )    (c). Don't know ( )

b). If your answer in (10a) is yes what are the type of these school challenges?

- a). Peer pressure ( )
- b). Unsupportive teachers ( )
- c). Involvement of school workers in supplying drugs ( )
- d). Lack of proper methods to stop the problems ( )

**SECTION F: Counseling intervention programs to help students stop drug and substance abuse.**

12. a. Does your school have programs that help students who want to quit drug and substance abuse?

- a). Yes ( )    b). No ( )

b). If your answer in 10a is yes, what are the types of interventions?

- a). Counseling sessions ( )
- b). Peer education ( )
- c). Rehabilitation ( )
- d). Others (If Any).....



13. What are the counseling methods used in your school to help students who are quitting substances of abuse?

- |                      |     |                  |     |
|----------------------|-----|------------------|-----|
| a). Group counseling | ( ) | b). One on one   | ( ) |
| c). Listening        | ( ) | d). Condemnation | ( ) |

**Thank you for your cooperation**

**APPENDIX C: FOCUSED GROUP DISCUSSION QUESTION FOR STUDENTS**

1. Do you believe that some students in your school abuse drugs?
2. What are the levels of involvement do you think the students who abuse drugs are in?
3. Explain any personal challenges for those students who are trying to stop drug and substance abuse?
4. Are there school factors affecting those who are in the process of stopping drug and substances abuse?
5. Are there family factors that affect those that wish to quit from drug abuse in your school?
6. Parents are great supporters of their children. Explain what may happen to those students whose parents abuse drugs?
7. What counseling methods are used in your school to help those that are quitting substances of abuse?

**Thank you for taking your time to answer the questions.**

## APPEDIX D: QUESTIONNAIRE FOR DEPUTY HEADS

The purpose of this questionnaire is to collect data on drugs and substance abuse, individual, family and school challenges that the students face as they try to quit the substances of abuse in Machakos town, Machakos County. Your school has been sampled to take part in the survey.

### Instructions

- a) This is not a test but an attempt to understand problems connected with student's involvement in drug and substance abuse.
- b) Please do not write your name in this questionnaire
- c) Indicate your choice by a tick (✓)
- d) For blank spaces fill in the correct answer according to your opinion
- e) Any information you give will be treated with confidentiality
- f) Kindly answer all the questions

1. For how long have you been in the teaching profession?

- |                 |     |                   |     |
|-----------------|-----|-------------------|-----|
| a). 0-5 years   | ( ) | b). 5-10 years    | ( ) |
| c). 10-15 years | ( ) | d). 15-20years    | ( ) |
| e). 20-25years  | ( ) | f). Over 25 years | ( ) |

2. What type is your school?

- |                            |     |                    |     |
|----------------------------|-----|--------------------|-----|
| a) Boys boarding           | ( ) | b). Girls boarding | ( ) |
| c). Mixed day and boarding | ( ) | d). Mixed day      | ( ) |
| e). Private                | ( ) |                    |     |

3a. Are you aware of some students who abuse drugs in your school?

- |         |     |        |     |
|---------|-----|--------|-----|
| a). Yes | ( ) | b). No | ( ) |
|---------|-----|--------|-----|

b). If your answer to question 3 (a) is yes, what drugs do they abuse? (Tick appropriately. You can tick more than one).

- |                            |     |            |     |                   |     |
|----------------------------|-----|------------|-----|-------------------|-----|
| a). Alcohol                | ( ) | b).Tobacco | ( ) | c). Khat (Miraa)  | ( ) |
| d). Cannabis               | ( ) | e).Glue    | ( ) | f).Sleeping pills | ( ) |
| g). Others. (Specify)..... |     |            |     |                   |     |

4. What are individual challenges that students encounter as they struggle to stop drug Abuse related problems in your schools?

- a). .....
- b).....

c).....

d).....

5. What are some of the family challenges that affect students as they struggle with quitting drug and substance abuse?

a).....

b).....

c).....

d).....

6. What are the school challenges that contribute to students not stopping drug abuse?

a). Peer pressure

c). Involvement of school workers in supplying drugs

d). Lack of proper methods to stop the problems

e). Others (specify).....

7a. Does your school have any drug education and cessation programs to students?

a). Yes  b). No

b) If yes, what are these programs?(Tick where appropriate)

a). Counseling by teachers

b). Peer education

c). Spiritual guidance

d). watching films/videos

8. How effective are these programs?

a). Very effective  b). Moderate

c). Not effective

**Thank you for taking your time to answer the questions.**

## APPENDIX E: QUESTIONNAIRE FOR THE GUIDANCE AND COUNSELING TEACHER

The purpose of this questionnaire is to collect data on drugs and substance abuse, individual, family and school challenges that the students face as they try to quit the substances of abuse in Machakos town, Machakos County. Your school has been sampled to take part in the survey.

### Instructions

- a) This is not a test but an attempt to understand problems connected with students' involvement in drug and substance abuse.
- b) Please do not write your name in this questionnaire
- c) Indicate your choice by a tick (√)
- d) For blank spaces fill in the correct answer according to your opinion
- e) Any information you give will be treated with confidentiality
- f) Kindly answer all the questions

1. For how long have you been in the teaching profession?

- |                 |     |                   |     |
|-----------------|-----|-------------------|-----|
| a). 0-5 years   | ( ) | b). 5-10 years    | ( ) |
| c). 10-15 years | ( ) | d). 15-20years    | ( ) |
| e). 20-25 years | ( ) | f). Over 25 years | ( ) |

2. What are some of individual challenges experienced by students in their effort to stop abusing drugs?

- |                               |     |
|-------------------------------|-----|
| a). Withdrawal syndrome       | ( ) |
| b). Stigma                    | ( ) |
| c). Teasing by other students | ( ) |
| d). availability of the drugs | ( ) |
| e).Others (specify).....      |     |

3. What are some of school challenges do you think students encounter as they try to come out of drug and substance abuse in your school? (Tick where appropriate)

- |  |     |
|--|-----|
| a). Peer pressure                                    | ( ) |
| b). Involvement of school workers in supplying drugs | ( ) |
| c). Lack of proper methods to stop drugs in school   | ( ) |
| d). Others. (Specify).....                           |     |

4. What are some of intervention programs offered in your school to help students stop drug and substance abuse? (Tick where appropriate).

- a). Counseling by teachers
- b). Peer education
- c). Spiritual guidance
- d). Watching films/videos
- e). Others. (Specify).....

5. What strategies does your school have in helping those students who are quitting substances of abuse?

- a). Counseling by teachers
- b). Peer education
- c). watch films/videos
- d). spiritual guidance
- e) seminars/talks by experts
- f). Others. (Specify).....

6. What are the counseling methods used in your school to help students who are quitting substances of abuse?

- a Individual
- b Condemning
- c Group
- d Others. (Specify).....

**Thank you for taking your time to answer the questions.**

## **APPENDIX F: INTERVIEW SCHEDULE FOR KIOSK OWNERS**

1. This is a research tool seeking information on challenges experienced in drug and substance abuse cessation efforts among students in secondary schools. Your readiness to spend your valuable time in genuinely providing significant information as much as you can is highly appreciated. Strict confidentiality will be observed.
2. How would you rate the current levels of drug and substance abuse in secondary school Students around you?
3. Are there individual challenges you know that students experience as they try to quit drug and substance abuse in the nearby schools?
4. How do parents' drug abusers influence their children who are struggling to quit drug and substance abuse?
5. What are some of the ways drugs get their way to the schools around?
6. What do you think are some of the school problems that students who abuse drugs encounter as they try to stop them?

**Thank you for taking your time to answer the questions**

## **APPENDIXG: LIST OF SECONDARY SCHOOLS IN MACHAKOS TOWN**

1. AicMbembani
2. AbcKatelembo
3. Brightway Girls High School
4. Grass Valley Secondary School
5. Kamweleni High School
6. Kathekakai Secondary School
7. Katoloni Secondary School
8. Katumani Secondary School
9. Kimutwa Secondary School
10. Kitanga Secondary School
11. Kithaayoni Secondary School
12. Kwanthanze High School
13. Kitulu Secondary School
14. Katethya Secondary School
15. Kyambuko Secondary School
16. Kyanda Secondary School
17. Kyanguli Secondary School
18. Machakos Academy
19. Machakos Girls High School
20. Machakos School
21. Machakos Central Secondary School
22. Mumbuni Boys High School
23. Mumbuni Girls High School
24. Mutiluni Secondary School
25. Springville High School
26. St. Valentine Secondary School
27. St.James Secondary School



## APPENDIX H: ETHICAL CLEARANCE OF MASTER'S RESEARCH THESIS



### KENYA METHODIST UNIVERSITY

P. O. BOX 267 MERU - 60200, KENYA  
TEL: 254-064-30301/31229/30367/31171

FAX: 254-64-30162  
EMAIL: [INFO@KEMU.AC.KE](mailto:INFO@KEMU.AC.KE)

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3<sup>RD</sup> AUGUST, 2017

Beth James Makau  
MCO – 3 – 3555 - 3/2015  
Kenya Methodist University

Dear Makau,

**SUBJECT: ETHICAL CLEARANCE OF A MASTERS' RESEARCH THESIS**

Your request for ethical clearance for your Masters Research Thesis titled "Challenges Experienced in Drug and Substance Abuse Cessation Efforts among Students in Secondary School in Machakos County: A Case of Machakos Municipality, Machakos County, Kenya." has been granted to you in accordance with the content of your project proposal subject to tabling it in the full Board of Scientific and Ethics Review Committee (SERC) for ratification.

As Principal Investigator, you are responsible for fulfilling the following requirements of approval:

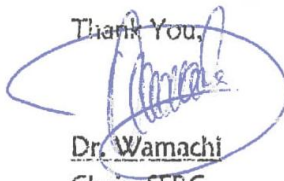
1. All co-investigators must be kept informed of the status of the project.
2. Changes, amendments, and addenda to the protocol or the consent form must be submitted to the SERC for re-review and approval prior to the activation of the changes. The Proposal number assigned to the project should be cited in any correspondence.
3. Adverse events should be reported to the SERC. New information that becomes available which could change the risk: benefit ratio must be submitted promptly for SERC review. The SERC and outside agencies must review the information to determine if the protocol should be modified, discontinued, or continued as originally approved.
4. Only approved consent forms are to be used in the enrollment of participants. All consent forms signed by subjects and/or witnesses should be retained on file. The

SERC may conduct audits of all study records, and consent documentation may be part of such audits.

5. SERC regulations require review of an approved study not less than once per 12-month period. Therefore, a continuing review application must be submitted to the SERC in order to continue the study beyond the approved period. Failure to submit a continuing review application in a timely fashion will result in termination of the study, at which point new participants may not be enrolled and currently enrolled participants must be taken off the study.

Please note that any substantial changes on the scope of your research will require an approval.

Thank You,



Dr. Wamachi  
Chair, SERC

Cc. Director, Research & Innovation



## APPENDIX I: RESEARCH PERMIT

**THIS IS TO CERTIFY THAT:**  
**MS. BETH JAMES MAKAU**  
of KENYA METHODIST UNIVERSITY,  
312-90100 Machakos, has been  
permitted to conduct research in  
*Machakos County*

Permit No : NACOSTI/P/17/58711/19154  
Date Of Issue : 3rd November, 2017  
Fee Recieved : Ksh 1000

on the topic: **CHALLENGES  
EXPERIENCED IN DRUG AND SUBSTANCE  
ABUSE CESSATION EFFORTS AMONG  
STUDENTS IN SECONDARY SCHOOLS IN  
MACHAKOS COUNTY: A CASE OF  
MACHAKOS MUNICIPALITY, MACHAKOS  
COUNTY.**



for the period ending:  
*21st September, 2018*

  
.....  
**Applicant's  
Signature**

  
.....  
**Director General  
National Commission for Science,  
Technology & Innovation**

## **APPENDIX J: INFORMED CONSENT**

I (pseudonym) \_\_\_\_\_state that I am over 18 years of age and I voluntarily agree to participate in a research conducted by Beth James Makau of Kenya Methodist University. The research is being conducted on challenges experienced in drug and substance abuse cessation efforts among students in secondary schools, Machakos County. I acknowledge that the task involved has been explained to me. I have also been informed that I can withdraw from participating at any time and with no adverse consequences.

On behalf of the students

\_\_\_\_\_Signature of principal/Deputy