

Types of Drug and Substance commonly Abused by Girls in Secondary Schools in Nakuru County, Kenya

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ABSTRACT:

According to a report by the Ministry of Gender, the parity of drug and substance use between boys and girls may be occurring due to changes in girls' social behaviour. Factors related to changes in the performance of gender roles, family structures, women's struggle for space in the job markets, stress, excessive activity, anxiety, and difficulty in coping with problems contributed to increased prevalence of alcohol and other drugs among girls. The increase in drug and substance abuse among girls may have some correlations to indiscipline cases among them in secondary schools. According to the Ministry of Education Report, 2016, there were over 120 cases of school unrests of which more than 50 were reported in girls' schools. Majority of these cases were associated with drug and substance abuse. Therefore, the study sought to assess the types of drug and substance commonly abused by girls in secondary schools in Nakuru County, Kenya. The study was based on a descriptive survey design. The target population for this study was 5,188 girls from form three, 74 Deputy Principals, 74 Guidance and Counselling teachers, 74 Parents' Association (P.A) Chairpersons in girls' secondary schools. Purposive sampling was used to select only students in form three. A sample size of 371 students' respondents was selected using the Slovin's formula. Proportionate sampling was used to select 44 Secondary Schools, hence 44 Deputy Principals, 44 Guidance and Counselling teachers and 44 P.A Chairpersons. Questionnaires were used to collect data from students, P.A Chairpersons and Guidance and Counselling teachers, Focus Discussion Groups were used to collect data from students while interview schedules were used to collect data from Deputy Principals. Quantitative data was analyzed using descriptive statistics while qualitative data was analyzed thematically in line with the study variables and objectives. From the findings, the researcher concluded that the types of drug and substance commonly abused cited by most of the participants were; emergency pills, alcohol, painkillers, sedatives and antibiotics. Majority also indicated that same drugs and substances were the most frequently abused. From the findings, the researcher recommended that students should be taught and made aware of the dangers of drug and substance abuse and be made to clearly understand why they should shun the habit of the vice. The Ministry of Education should make drug education part and parcel of the school curriculum. If possible, drug and substance abuse should be taught as a subject instead of integrating it into other subjects like Biology and Religious Studies. The government has an obligation to educate all children, irrespective of their social, economic or religious backgrounds, on the dangers of drug and substance abuse.

KEY WORDS: Drug, Substance, Types, Commonly Abuse.

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I. INTRODUCTION AND BACKGROUND

Drug and substance abuse has been defined as the "arbitrary" over-dependence or misuse of one particular drug with or without a prior medical prescription from qualified health practitioners (Lakhanpal & Agnihotri, 2007). Oluremi (2012) considered drug and substance abuse as the harmful use of mind-altering act. The practice is a global problem that poses a great danger to the lives of many individuals, the political stability and security of many Countries (United Nations, 1998). The World Health Organization (WHO) estimated that a third of the world population aged above 15 years, about 1.1 billion people, consumed tobacco (WHO, 2004).

Drug and substance abuse among the general population in the United States from 2017 shows differences in the lifetime, past-year and past-month use of people aged 18–25 years compared to that of people aged 50–54 (National Institute on Alcohol and Alcoholism, 2015). According to World Journal of Medical Sciences (2010), prevalence of Alcohol use by University students in US was over 80%, one-third of this population had smoked marijuana while almost 50% of high school seniors have abused a drug or a substance of some kind. In Chile, nearly 16 per cent of students reported abusing drugs. (National Drug Control Strategy in Yukon, 2014).

Drug and substance abuse is also a challenge to many Countries in Africa. A survey conducted in Ethiopia among adolescents indicated that drug abuse was rising considerable (Tesfaye, Derese & Hambisa, 2014). Ajayi and Ekundayo (2010) posited that drug and substance abuse has been identified as a serious constraint to effective teaching; administration of schools and learning process in the Nigerian educational system. In Lagos, Nigeria, substance abuse among public secondary schools showed that alcohol was the most common psychoactive substance (29.1%), followed by stimulants such as kola nut and coffee (23.3%).

Drug and substance abuse is also a major problem in Kenya. According to the National Campaign against Drug Abuse (NACADA) (NACADA, 2011) the past twenty years had seen drugs and drug their abuse soar to an extent that it cut across all sectors of life. The report noted that the level of drug and substance abuse was alarming because many young people were being hooked on drugs each passing day, with alcohol, bhang and tobacco being abused by even school going children. Those between 16 to 30 years of age, a critical period in one's development, were the most affected. Use of sleeping pills, tranquilizers, cough mixture, inhalants such as glue and petrol, were rampant among the street youngsters (NACADA, 2015).

Drug and substance abuse is also a major menace not only among male students but also among their female counterparts. In August 2017, 45 students who were found using bhang, alcohol and cigarettes were arrested in Nyeri as they were travelling in a 'Matatu' (Kamau, 2016). Majority of the students were girls. In another incident, in Eldoret Town, 500 children and teenagers, majority who were girls, were arrested in a disco and were found to be smoking bhang; drinking alcohol and chewing miraa (Mwirigi, 2015). In Nairobi, 200 children were arrested in a disco and they were found smoking bhang (marijuana) and drinking alcohol of which almost a half were girls (Kipchumba, 2018). Drug and substance abuse has also become an issue of great concern in Nakuru County (Mwenesi, 2013). A study on drug and substance abuse among adolescents in Kiambu County conducted by Gathumbi (2013) revealed that 20 per cent of teenagers aged between 12 and 22 smoked cigarettes, 9 per cent had tried smoking bhang and another 23 per cent drunk beer and spirits.

1.2 Statement of the Problem

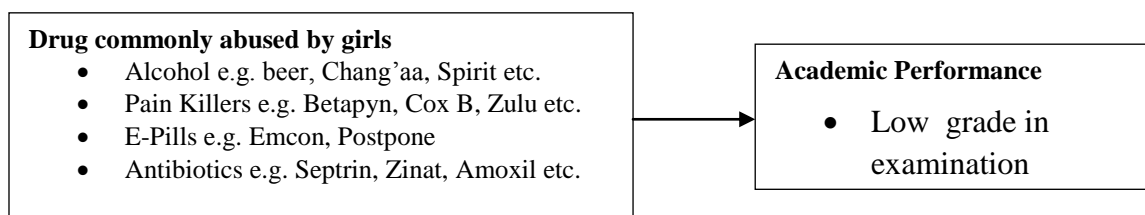
Despite more boys abusing drugs compared to girls, more than a quarter of high school girls smoke or binge drink, and a fifth use marijuana (NACADA, 2016). According to a report by the Ministry of Gender, the parity of substance abuse between boys and girls may be occurring due to changes in girls' social behaviour. Factors related to changes in the performance of gender roles, family structures, women's struggle for space in the job markets, stress, excessive activity, anxiety, and difficulty in coping with problems contributed to increased prevalence of alcohol and other drugs among girls. The increase in drug abuse among girls may have been attributed to the increase in the number of indiscipline cases among girls in schools. According to the Ministry of Education Report, 2016, there were over 120 cases of school unrest of which more than 50 were reported in girls' schools. Majority of these cases were associated with drug-abuse (NACADA, 2016).

1.3 Theoretical Review

The study was guided by social learning theory. The theory originated from Albert Bandura, who believed that behaviorism alone could not explain all that is about learning since behaviour and the environment affected each other (Lou, 2013). The key tenets of the theory are that learning is a behavioral and cognitive process, which takes place in a social context (Edinyang, 2016). The theory is concerned with the ability of learners to observe and imitate behaviors exhibited within their environment. According to Nabayi (2014), children are surrounded by many influential models, such as parents, characters on mass/social media, friends, peer groups, religion, other members of the society, and the school. Children pay attention to some of these agents of socialization and observe the behaviors. Later they may imitate the observed behaviors regardless of whether they are appropriate or not. The social learning theory thus combines both cognitive and behavioral theories. It provides a more comprehensive model that can be used to explain a wide range of behaviors in the real world.

The theory was selected because it was deemed appropriate for explaining students' involvement in drug and substance abuse. The social environment within which they operate is likely to influence students who engage in drug and substance abuse most. That environment is comprised of students (peers), teachers and parents among other adults (pastors, leaders). The teachers and adults in that environment are the students' role models and when they engage in drug and substance abuse, the learners tend to copy such behaviors. Through observation and internalization of what others are experiencing, people learn good and bad behaviors. For example, when one observes others taking drugs, one may be motivated to imitate the behaviour if it is reinforced positively. The behaviour is also likely to be imitated by the potential abuser when those modeling it appear excited, sociable or aggressive. However, if the drug abuser is punished, hated, becomes sick, gets into legal problems or losses friends, the behaviour is not imitated.

1.4 Conceptual Framework



II. LITERATURE REVIEW

2.1 Types of drug and substance abuse among girls

The National Survey on Drug abuse and Health (NSDUH, 2002) revealed that marijuana, cocaine, heroin, inhalants, alcohol and tobacco were the most frequently abused substances in the US. The survey did identify the main types of drugs and substances abused by the general population in the Country. However, its results may not be similar to those of the current study because it was conducted in a developed Country, and did not target girls in secondary schools.

A survey carried out in Africa by United Nations Drug Control Programme (2015), revealed that alcohol was consumed by adults, rich and poor, rural and urban dwellers. The study noted that the consumption was higher among men than women. However, the situation was changing rapidly with the number of women engaged in the vice increasing. The study further noted that young males preferred beer while their female counterparts preferred wine. The study focused on consumption of alcoholic substances among the public. It is not like the current study, which was school based and concerned with identifying types of drugs and substance abused by girls in high schools.

Myers (2016) examined the extent and consequences of alcohol and drugs (AOD) use by adolescents in three sentinel sites in South Africa, Cape Town, Durban and Gauteng Province. Data was gathered between 1997 and 2001, from specialist treatment Centres, trauma units, students, rave party attendees, and arrestees. The survey observed high levels of alcohol misuse among high school students while cannabis was the most frequently abused illicit drug among adolescents. The study was designed to identifying types of drugs and substances abused by students and adolescents. It is thus not like the current one which only examined types of drugs and substances abused by girls in secondary schools.

Adelekan, Makanjuola, Ndom, Fayeye, Adegoke and Amusan (2015) conducted a study on prevalence of substance abuse among in-school adolescents in Ibadan metropolis. Data was collected from 917 male secondary school students within the age range of 12 to 20 years drawn from 20 secondary schools in Ibadan metropolis. The results showed that alcohol was the most prevalent, followed by cigarette smoking. It was also established that age, socio-economic status, and parents' educational level did not significantly influence substance abuse. The study unlike the current one was conducted outside Kenya in a different socio- economic setting. Secondly, the study was conducted among male students only as opposed to the current study, which involved only girls.

Haworth (2001) conducted a study among Zambian students on drug and substance abuse. The study found out that, while up to 10% of the female students had experimented with cannabis, only male students became regular users. The study also found that alcohol bhang, petrol sniffing, chlordiazepoxide; tranquillizers, amphetamines and methaqualone were the frequently abused drugs. The study was more of a comparative one as it examined drugs and substance abuse between male and female students. It thus did not explore the link between drugs and substance abuse and academic performance. The results may also not be applicable to Kenya because of socio-economic disparities between the two Countries.

Kiprop (2016) conducted a study, which determined the influence of drug and substance abuse on students' performance in public secondary schools in Tetu Sub-County, Nyeri County, Kenya. The findings showed that majority of the students had at one time engaged in drug and substance abuse. The commonly abused drugs were alcohol and Kuber. The findings also showed that drugs negatively affected performance in KCSE. The study unlike the current one involved only public secondary schools and left out private ones. It was also not gender specific as the current one, which targeted only girls.

Abur (2014) conducted a study on drug and substance abuse among Secondary School Students in Embakasi, Sub- County, Nairobi County. The study attempted to identify the drugs that were abused by the students. The findings revealed that Marijuana, Tobacco, Miraa, Kuber, Glue, Cocaine and Heroin were the commonly abused drugs in schools. The study found out that most students perceived that they could solve difficult problems, accomplish their goals, deal efficiently with unexpected events and handle unexpected or unforeseen situations after using drugs. Abur's study was carried out in a Sub- County, and in an urban setting

and involved both girls and boys, It was thus unlike the current one which involved only girls, and was conducted in a wider area (Nakuru County) with both urban and rural settings.

Chebukaka (2012) investigated the effects of drug and substance abuse on students' performance in public secondary schools in Vihiga County. The study sought to find out the drugs and substances abused by the learners. The study established that cigarettes, miraa and marijuana were the most commonly abused substances by students while a few had started using cocaine and heroin. Even though the study identified the abused substances, it involved only students in public secondary schools and left out those in private ones. This study was thus unlike the current one that sought to find out types of drugs and substance abused by girls in both private and public secondary schools.

Edward and Anif, (2010) conducted a study on the commonly used drugs in secondary schools in Kenya. The study involved three categories of schools, namely; boys only, girls only and mixed schools. The findings revealed that the most commonly abused drugs were tobacco, khat, alcohol, cannabis, cocaine, stimulants and tranquilizers. The study also noted a steady increase in the number of learners abusing drug and substance. This study provided valuable information on the types of drugs abused by students. However, it was unlike the current study, which was concerned with the types of drugs and substance abused by girl students only.

NACADA (2007) carried out a survey on drugs and substance abuse among the youth in Kenya. The youths were from Secondary Schools, Colleges and Universities. The study established that majority of the youths in these institutions abused, alcohol, miraa and illegal substances such as heroin, cocaine and mandrax. It noted that most students who used miraa were unaware that it was harmful because the government had legalized it. The studies also found out that majority of the abusers were in towns and from rich and middle class families. The scope of NACADA's study was wider as it was a national survey and involved youths in secondary schools, colleges and universities. It was not like the current study, which was conducted in Nakuru County and involved only girls in secondary schools.

III. RESEARCH METHODOLOGY

This study adopted descriptive research design, which allows for gathering in-depth information that may be either quantitative or qualitative in nature. This allows for a multifaceted approach to data collection and analysis. According to Kathuri and Pals (2003) descriptive research design is majorly concerned with describing the state of affairs, as it exists.

3.1 Location of the Study

The location of the study was Nakuru County, Kenya, which comprises of eleven Sub-Counties namely, Naivasha, Gilgil, Subukia, Nakuru North, Nakuru Town West, Nakuru Town East, Rongai, Molo, Njoro, Kuresoi North and Kuresoi South. The County was largely cosmopolitan endowed with myriad of school types and divisions hence provided a rich and representative sample for the study. There were 17 public and 57 private Girls' Secondary Schools in the County categorized as National Girls' Secondary Schools, Extra County Girls' Secondary Schools, County Girls' Secondary Schools, Sub-County Girls' Secondary Schools and Private Girls' Secondary Schools.

3.2 Target Population

The study targeted population comprised of Form Three girls, Deputy Principals, PA Chairpersons and Guidance and Counselling teachers in girls' secondary schools in Nakuru County. The study targeted 371 girls in Form three from 74 girls' secondary schools in Nakuru County comprising of 17 public girls secondary schools and 57 private girls secondary schools in Nakuru County. Form three girls were targeted since they had stayed in school long enough to give valid information about drug abuse.

3.3 Sampling Procedure and Sample Size

The study selected 44 girls' schools representing 60% of the 74 targeted schools. This was in accordance with Mugenda and Mugenda (2003) who stated that a good sample size should be at-least 60% of the total target population. Stratified random sampling was used to get sampled secondary schools from each Sub- County. Purposive sampling was used to select only girls in form three. Purposive sampling was a sampling technique in which researcher relied on his or her own judgment when choosing members of population to participate in the study. In this study, the researcher purposively selected form three students since they had stayed in schools long enough to give valid information about drug and substance abuse

The sample sizes of the student respondents were determined using the Slovinc's formula (Huck, 2013) which is as follows.

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

Where: n = sample size

N = population size

e = margin of error

1 = is a constant value

$$\begin{aligned} &= \frac{5188}{1 + 5188(0.05^2)} \\ &= \frac{5188}{1 + 1207} \\ &= \frac{5188}{1208} \\ &= 4.29 \\ &= 371 \end{aligned}$$

Stratified random sampling was further used to calculate the number of sampled girls in each Sub-County. The study sampled 44 girls' secondary schools. Each school produced a Deputy Principal, a Counselling teacher and a Parents' Association Chairperson, hence a sample of 44 Deputy Principals, 44 Guidance and Counseling teachers and 44 Parents' Association (P.A) Chairpersons.

3.4 Data Collection Instruments and Procedure

Data was collected using questionnaires, interview schedules, and focused discussion groups. The three instruments were used so that, in case of any weakness on a certain instrument, then the other instrument could take care of that particular weakness. Questionnaire method was used to obtain information from students, teachers in-charge of Guidance and Counselling, and Parents' Association (P.A) Chairpersons. This was because, the students' number was large and Parents' Association Chairpersons were not always in the schools. Due to these characteristics, the questionnaires were appropriate to be used. Interview schedule was appropriate in collecting more information from the Deputy Principals since it gave them an opportunity to elaborate on the issues that were not covered in the questionnaires. Focused group discussions method was used on students to give them opportunity to freely express themselves as they elaborate on the points they were giving.

3.5 Pilot Testing

Before collecting the actual data, the researcher had to pre-test the questionnaires to enhance reliability and validity of the instruments (Orodho, 2005). The questionnaire instruments were piloted in four of the Girls' Secondary Schools in Kericho County since the respondents there, had similar characteristics to the actual ones in the sampled secondary schools because the schools were in the neighboring County, which had similar characteristics. The questionnaires in this study were validated through application of content validity. The researcher critically discussed the research instruments with supervisors to ensure that the information sought was clear and the questionnaire specifically sought the information relevant to research objectives. The comments and observations made by these experts were useful in the development and correction of the research instruments. After the consultations, the relevant comments and suggestions were synchronized. In carrying reliability, the researcher visited the schools where piloting was to be done a month before the actual piloting. This was intended to create a rapport with the various respondents in those schools.

3.6 Data Collection Procedures

The researcher sought a permit from the National Council of Science and Technology and Innovation (NACOSTI) through Kenyatta University, he further sought approval from Kenyatta University Ethics Review Committee. He then sought permission from Nakuru County Director of Education who gave him an introductory letter to show to the administration of the sampled schools and explained to them the purpose of the study in order to seek respondents' cooperation. Him and his assistants explained to the respondents on how to fill the questionnaires and then administered them.

3.7 Data Analysis

Before the process of data entry, all the questionnaires, interview schedules and focused group discussions were sorted and a unique identification number assigned to each tool. These numbers were entered and used as a check- out for any inconsistencies in the data. The researcher went through all the data, selected and summarized them. The study consisted of both qualitative and quantitative data. Qualitative data acquired from students’ focused group discussions and interviews for Deputy Principals. This was where the main topics, subjects, concepts or themes that came up in the study were identified and analyzed. This was followed by analysis of the contents within the themes. The results were then tabulated for easy interpretation so as to explain and interpret the various results given by the respondents.

IV. FINDINGS

4.1 Response Rate

The sample size of the study was 371 girls’ students, 44 Deputy Principals, 44 Parents’ Association representatives and 44 guidance and counseling teachers. Questionnaires were distributed to all the anticipated respondents of the study. Among the girls 350(94%) successfully filled the questionnaire, among Deputy Principals 40(91%) respondents successfully participated in the interview schedules, among guidance and counseling teachers 44(100%) respondents successfully filled the questionnaires while among PA representatives 35(80%) respondents successfully filled the questionnaires. Out of 503 sampled respondents, 469 successfully participated, giving the study a 93.24% return response rate.

4.2 Demographic Information

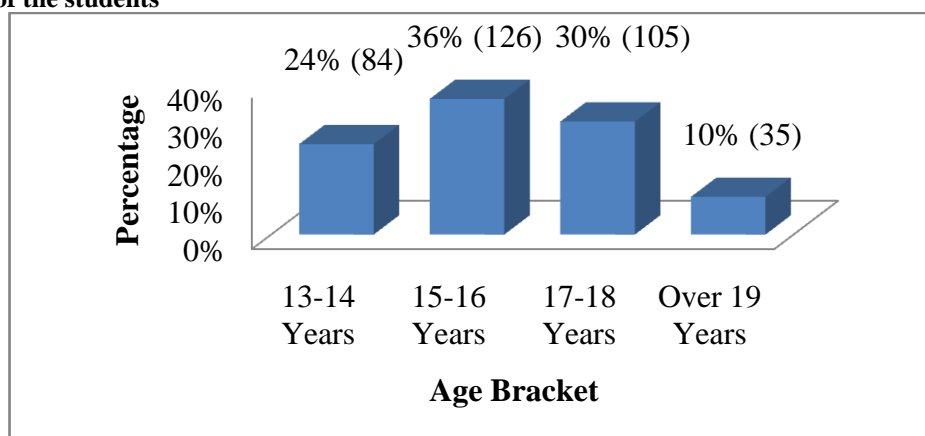
4.2.1 Types of schools involved in the study

| Type of School | Frequencies | Percentage |
|----------------|-------------|------------|
| Boarding | 193 | 55 |
| Day | 157 | 45 |
| Total | 350 | 100 |

Source: Research Data (2019)

The findings indicate that more than half (55%) of the girls’ were from boarding schools while the rest (45%) were day schools. This implies that majority of the schools were the boarding type. These results have implications on drugs and substance abuse as it has been established that it is influenced by type of school. Kenkel’s (2010) study revealed that drug and substance abuse was more prevalent in day schools compared to boarding ones. The study attributed finding to the fact that students in day schools spent more time outside the school environment compared to those in boarding schools. This exposes them to many sources of drugs such as bars, drug peddlers and members of local communities.

4.2.2 Ages of the students



The findings reveal that nearly a quarter (24 %) of the girls was aged between 13-14 years; 36 % were between 15-16 years, 30 % were aged between 17-18 years while 10 % were 19 years and above. The figure shows that majority (66%) of girls were aged between 15 and 18 years. This means that the students who were involved in this study were very vulnerable to drugs and substance abuse. NACADA (2019) noted that the average age at which students started abusing drugs is 14 years and teenagers are generally more vulnerable to drugs and substance abuse.

4.2.3 Students Awareness of Drug and Substance abuse in schools

| Responses | Frequencies | Percentage |
|------------------|--------------------|-------------------|
| Yes | 340 | 97 |
| No | 10 | 3 |
| Total | 350 | 100 |

The results indicate that nearly all (97%) of the students were aware that drugs and substances were abused in their schools while very few (3%) were not. This is an indication that students are aware that drugs and substances are abused in schools. The results concur with those of a study done in Bahati Division of Nakuru County by King'ori (2007) which revealed that nearly all (96.6%) students were aware that drugs were being abused in schools.

4.2.4 Knowledge of students who had fallen sick due to abuse of drugs

| Responses | Frequencies | Percentage |
|------------------|--------------------|-------------------|
| Yes | 182 | 52 |
| No | 168 | 48 |
| Total | 350 | 100 |

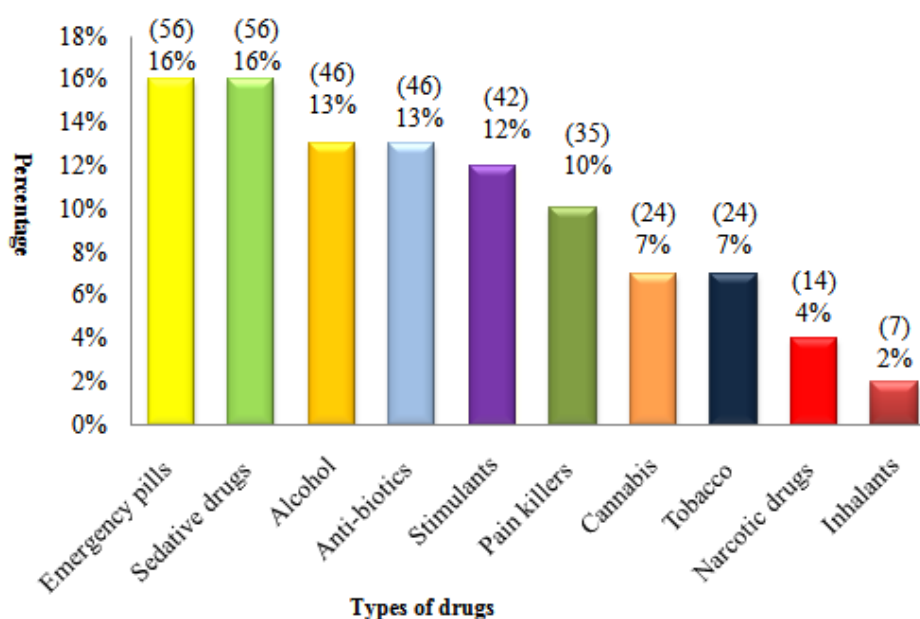
The findings revealed that slightly more than a half (52%) of students indicated that they had knowledge of schoolmates who had fallen sick due to drug and substance abuse while 48% of them confessed that they did not. The results support those of a study by Makanjuola, Daramola and Obembe (2011) which observed that drugs and substance abuse often affect the health of users. Kagendo (2010) also established that drugs abuse was related to health problems such as; nervousness, memory loss, anxiety, sweating, being terrified, shaking and vomiting. These results imply that drugs and substance abuse affects students' academic performance given that good health is a pre-requisite to active participation in learning. This was confirmed by Muoti (2014) who confirmed that drugs and substance abuse affected class attendance, learner's attention, participation in lesson activities and concentration, which in turn affect academic performance.

4.2.5 Deputy Principals' Awareness of students' Drugs and Substance abuse

| Responses | Frequencies | Percentage |
|------------------|--------------------|-------------------|
| Yes | 36 | 90 |
| No | 4 | 10 |
| Total | 40 | 100 |

Table result reveals that nearly all (90%) of Deputy Principals were aware that students abused drugs in schools while the rest (10%) were not aware. The results concurred with those of a study by King'ori (2007) which found out that majority of secondary school head teachers in Bahati Division of Nakuru district were aware that students abused drugs and substance abuse. The results show that nearly all the deputy principals were aware that students abuse drugs and substances. The awareness is important as it could assist Deputy Principals, as the person in-charge of discipline, control drugs and substance abuse in schools.

4.3 Type of Drug and Substance Abused by Students



The findings indicate that emergency pills (16%), sedatives (16%), alcohol (13%), antibiotics (13%), and stimulants (12%) were among the drugs and substances abused. The figure also indicates that painkillers (10%), cannabis (7%), tobacco (7%) narcotics (4%) and inhalants were also abused. The same drugs were mentioned during the focus group discussions by one of the participants:

The most commonly abused drugs during school sessions are; - Alcohol, Painkillers, Anti – biotic, Stimulants drugs, Emergency pills and Sedative drugs. (Naivasha Sub–County, 11th June, 2019)

The results show that some students abuse emergency pills and sedatives. The use of emergency pills is an indication that they are sexually active. These findings support those of a survey by the Kenya Demographic and Health (2014) which showed that most teenage girls start having sex at the age of 14 years. The fact that all the students who participated in the study were form threes and were above this age could explain use of the pills. The findings concur with Murigi's (2014) observation that teenage girls who engage in sex use emergency pills and birth control pills to protect themselves from unwanted pregnancies.

The findings show some students used sedatives, an indication that they had difficulties sleeping. This is consistent with findings of a study by Ilo and Nwino (2017) which showed that sleeping pills were among the commonly abused drugs. The study noted that Valium, Piriton, and Promethazine were the drugs of choice. Sedatives are not only used to induce sleep but, as Edward and Anif, (2010) found out, are sometimes taken by users to make them feel good. A few of the respondents stated that students abused alcohol. Alcohol, as Ngesu, Ndiku and Masesi (2008) observed was one of the most abused drugs by youths. They attributed this to the fact that it was more acceptable in society compared to other drugs. A survey by NACADA, (2018) also noted that about 36 per cent of students consumed alcohol and the females accounted for 42 per cent of this group.

Some of the respondents indicated that student's abuse anti-biotics and pain killers. This is in harmony with NACADA (2018) findings which revealed wide spread abuse of prescription drugs which included antibiotics and painkillers. Misuse of drugs such as anti-biotics often lead to health problem since it lowers the immunity systems of users making them prone to attacks by a myriad of diseases (NACADA, 2016). For students, once their health is affected, they may not effectively participate in learning and this could affect their academic performance. A few of the respondents stated that students abused tobacco. This finding concurs with those of Adelekeh *et al.* (2015) which revealed that male students preferred smoking cigarettes while female ones preferred other drugs since cigarettes were easy to detect due to the smoke they emit. In Kenya, tobacco is legalized, is relatively cheap compared to other drugs and easily available. This could explain why some students sniff it and smoke cigarettes.

Figure 4.12 indicates that very few respondents indicated students abused narcotic drugs and inhalants. Similar observations were made by Tesfaye, Derese and Hambisa (2014) who noted that very few students in Ethiopia used these types of drugs and substances. Substances such as opium, morphine, and heroin are very expensive and illegal in most countries. This could partly explain why they are abused by very few students. After finding out the types of drugs and substances abused, they were categorized as legal and illegal and the frequency of abuse of each category determined. Table 4.17 presents the frequencies of abuse of the legal ones.

4.3.1: Frequency of Abuse of Legal Drugs

| Legal drugs | Very Frequently | | Frequently | | Fairly Frequently | | Not Used | |
|-----------------|-----------------|-----|------------|----|-------------------|----|----------|----|
| | F | % | F | % | F | % | F | % |
| | Alcohol (beer) | 136 | 39 | 70 | 20 | 77 | 22 | 67 |
| Tobacco | 28 | 8 | 77 | 22 | 70 | 20 | 175 | 50 |
| Emergency pills | 161 | 46 | 84 | 24 | 91 | 26 | 14 | 4 |
| Pain killers | 112 | 32 | 98 | 28 | 98 | 28 | 42 | 12 |
| Anti-biotics | 98 | 28 | 98 | 28 | 84 | 24 | 70 | 20 |
| Sedative drugs | 77 | 22 | 84 | 24 | 126 | 36 | 63 | 18 |
| Glue | 28 | 8 | 42 | 12 | 49 | 14 | 231 | 66 |
| Gasoline | 14 | 4 | 14 | 4 | 42 | 12 | 280 | 80 |
| Miraa (Khat) | 77 | 22 | 98 | 28 | 140 | 40 | 35 | 10 |

Key; % = Percentage, F = Frequencies.

The results show that 39% of the students indicated that alcohol was very frequently abused, a fifth (20%) stated it was frequent, 22% were of the view the abuse was fairly frequent while 19% stated that alcohol was not abused at all. It means more than a half (59%) of the respondents indicated that students abuse alcohol frequently. The results concur with those of Ngesu, Ndiku, and Masesi (2008) revealed that alcohol was the most frequently abused drug by students. A report by United Nations Drug Control Programme (2015) also showed that women prefer wine while beer was common among men. The fact that alcohol is legal and easily available, could explain its frequent abuse.

The findings indicates that 8% of the respondents stated that tobacco was used very frequently, 22% felt it was frequent, 20% were of the view the use was fairly frequent while 50% stated tobacco was not abused at all. Less than a third (30%) of the respondents perceived that tobacco is frequently abused, which implies that female students rarely abuse tobacco. This is consisted with those of Ngatia's (2015) study which revealed that the number of males who smoke was much higher than those of the females. Smoking may not be popular among female students because it is against school rules (Wango, 2009), leaves the mouth with a bad smell and is easy to detect (WHO, 2010).

The results show that 46% of the respondents were of the view that emergency pills abuse was very frequently, 24% stated the abuse was frequent, 26% indicated that it was fairly frequently while 4% reported not abused. The results imply that emergency pills (72%) are frequently. The results suggest that the girls are sexually active and use the pills to protect themselves from unwanted pregnancies. The findings reveal that majority (60%) of the respondents stated that painkillers (60%) were frequently abused; slightly over a quarter (28%) indicated the abuse was fairly frequent while the rest (12%) stated it was not. The results also reveal that more than a half (56%) of the respondent indicated that anti-biotics were frequently abused, 24% reported that the abuse was fairly frequent while a fifth (20%) indicated that anti-biotics were not abused at all. The high response percentage is an indication that students frequently abuse painkillers and antibiotics. The results support those of Haworth's (2001) study which found out that cannabis, bhang, petrol sniffing, painkillers and sedatives were often abused by students. The study however, noted that the number of male students involved in the vice was higher. What this means is that both male and female students abuse these drugs.

The findings also showed that a half (50%) of the respondents stated that students abuse miraa frequently, 40% stated the abuse was fairly frequent while 10% indicated that miraa was not abused at all. The table further show that slightly less than a half (48%) of the respondents reported that students frequently used sedative, 36% stated the abuse was fairly frequent while nearly a fifth (8%) indicated that sedative drugs were not abused. These results imply that miraa is frequently abused while sedatives are not. Similar observations were made by Simatwa, Odhong, Juma and Choka (2014) who established that, alcohol, miraa/khat and marijuana were the most frequently abused substances in schools.

The results reveal that less than a third (30%) of the respondents indicated that students abused glue frequently; a few (14%) stated that it was fairly frequent while the rest reported that glue was not abused. The results also reveal that a small percentage (8%) of the respondents reported that gasoline was frequently abused, 12% stated the abuse was fairly frequent while over three quarters (80%) were of the view that gasoline was not abused. The finding is an indicator that female students do not abuse glue and gasoline. The results are in harmony with those of NACADA (2012) which showed that alcohol, tobacco, khat and cannabis were the most commonly abused substances in learning institutions.

The findings are similar with the below sentiments made by one of the girls during the focus group discussions:

Girls unlike boys tend to choose the drugs to take. Boys commonly use bhang, aerosol, glue, marijuana, hashish, sprays, petrol and gasoline since they use anything that is available. Most girls avoid inhalants and tobacco because they are considered as dirty and are too strong. (Gilgil Sub-County on, 13th June 2019).

The sentiments of the girl is an indication that they are selective and avoid drugs that they consider dirty and strong like glue and inhalants. The frequency of abuse of illegal drugs and substances was also established after determining those of the legal ones.

4.3.2 : Frequency of Abuse of Illegal Drug and Substance

| Illegal drugs | Very Frequently | | Frequently | | Fairly Frequently | | Not Used | |
|---------------|-----------------|----|------------|----|-------------------|----|----------|-----|
| | F | % | F | % | F | % | F | % |
| | Opium | 7 | 2 | 11 | 3 | 53 | 15 | 280 |
| Heroin | 14 | 4 | 14 | 4 | 28 | 8 | 294 | 84 |
| Bhang | 63 | 18 | 26 | 20 | 36 | 26 | 126 | 36 |
| Cocaine | 14 | 4 | 21 | 6 | 77 | 22 | 238 | 68 |
| Kuber | 42 | 12 | 119 | 34 | 112 | 32 | 77 | 22 |

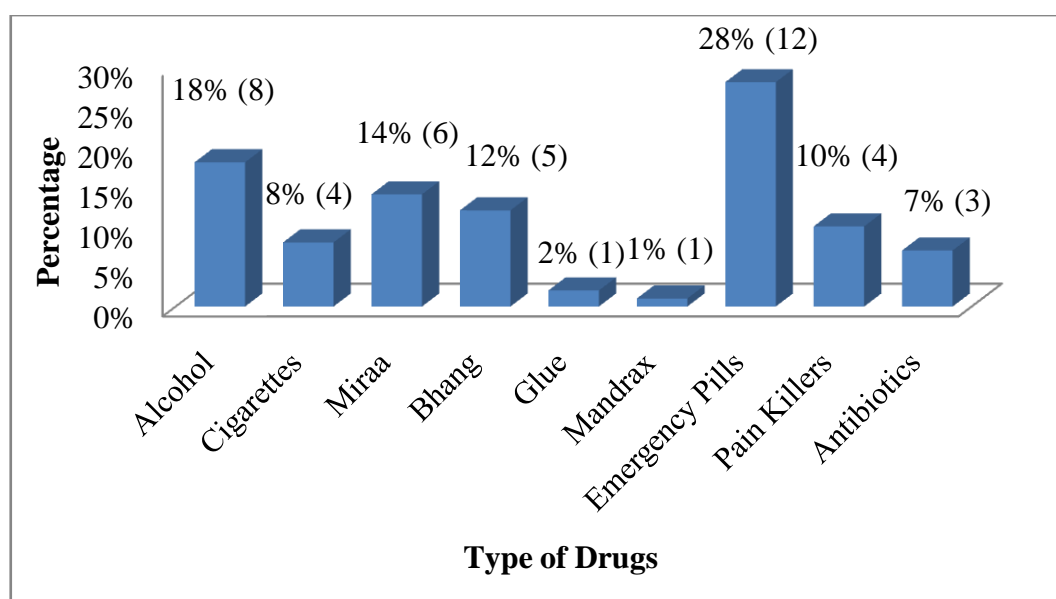
Key; % = Percentage, F = Frequencies.

Source: Research Data (2019)

The results showed that very few (2%) students stated that girls abused opium very frequently, 3% stated it was frequent, 15% indicated fairly frequently while majority (80%) stated that girls did not abuse opium. Nearly similar results (4% very frequently, 4% frequently, 8% fairly frequently, 84% never abuses) were observed with regard to heroin abuse. Nearly a fifth (18%) of the respondents indicated that girls abused bhang very frequently, 20% stated it was frequent, 26% indicated that the abuse was fairly frequent while 36% reported that girls did not abuse bhang. Slightly over a tenth (12%) of the students was of the view that girls abused kuber very frequently, 34% stated it was frequent, 32% indicated it was fairly frequent while 22% stated that girls did not abuse kuber.

The results imply that girls rarely abuse opium, heroin, bhang and kuber. The results are in agreement with those of Dhanookdhary, Gomez, Khan, Lall, Murray, Prabhu, Ragoonath, Singh, Tewari, and Youssef.. (2010) who found out that bhang opium, heroine, injectable and inhalants were the least frequently abused drugs by students. The infrequent abuse could be due to the fact that the drugs are illegal and expensive. However, these findings should not be a consolation because as the Ministry of Education Science and Technology (2010) reported, the popularity of hard drugs such as cocaine, mandrax, heroine and tranquilizers among the youth is increasing.

4.3.3: Guidance and Counselling Teachers’ perspective of types of Drug and Substance Abused



The results indicate that the guidance and counselling teachers were of the view that students abuse emergency pills (28%), alcohol (18%), miraa (14%), bhang (12%) and painkillers (10%). The teachers were also

of the view that a few students abused cigarettes (8%), antibiotics (7%), glue (2%) and mandrax (1%). The results indicate that emergency pills, alcohol and miraa are abused by a reasonable number of female students. However, cigarettes, antibiotics, glue and mandrax were not popular among them. The findings are in tandem with those of Chebukaka (2012) who found out cigarettes, miraa and marijuana were the most commonly used substances by students while usage of cocaine and heroin was rare. A report by NACADA (2018) also confirmed that girls in secondary school girls abuse painkillers, depressants and stimulants.

V. CONCLUSION

From the findings, the study concluded that emergency pills such as Post nor 2, Revoke 1.5, Emcon, Postponed, P2, ECEE2, Choice 72 and Levo 72 were the most abused drugs among girls in secondary schools in Nakuru County. This was reflected in the 16 per cent of the responses from students and 28 per cent from guidance and counselling teachers. Parents Association representatives also indicated emergency pills at 21 per cent as the main drug abused by girls in secondary schools. This study established that among teenagers, the use of emergency contraception and birth control pills would allow them to practice safe sex confidentially. The use of contraceptives has grown popular among teenagers and it may be because they are easier to access. More than one in five sexually active teenage girls have used the morning-after pills, a significant rise, according to a report from Centres for Disease Control and Prevention Survey, (2017) which monitored sexual activity and contraceptive use among teens. Alcohol was also another main drug abused by girls in Nakuru County. Finally, inhalants, particularly glue, had the least percentage response as a drug commonly abused.

VI. RECOMMENDATIONS

The study observed that emergency pills, painkillers, alcohol and antibiotics were the most commonly abused drugs and substances and the girls were sexually active. These could be addressed by a shift in policy in teacher training and subjects offered in secondary schools. The Ministry of Education should make it mandatory that school heads and teachers are trained on management of drug and substance. The ministry should also make drug education part and parcel of the school curriculum. Drug and substance should be taught as a subject instead of integrating it into subjects like Biology and Religious Studies. This will ensure that students are better informed about the dangers of drug and substance and, hence, shun it.

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