

Prevalence of Drug and Substance Abuse in Public Primary Schools in Kenya: A Case Study of Homa-Bay Sub-County

Kennedy Omoth Atien

Faculty of Education, Tom Mboya University, Kenya

Enose M.W. Simatwa

Faculty of Education, Tom Mboya University, Kenya

Boke J. Wambura

Faculty of Education, Tom Mboya University, Kenya

Abstract

Drug and substance abuse by youth in educational institutions and general society is a worldwide concern. This arises from the fact that the youth become addicted and dysfunctional. Thus some studies have revealed that there is a relationship between drug abuse, substance abuse, student discipline and academic performance in schools. Pupils in primary schools have been found to abuse drugs and substances worldwide. The abuse of drugs and substance affect pupils discipline and academic performance. Preliminary survey revealed that academic performance of pupils in Homa Bay Sub County from 2017 to 2019 was low compared to those of neighboring sub counties. Thus, Homa Bay Sub County had an overall mean score of 250.96, Rangwe, 252.61, Rachuonyo North, 254.56 and Rachuonyo South 255.07. The objective of the study was to establish the prevalence of drug and substance abuse in public primary schools. The study established that the following drugs and substance were prevalent; alcohol (OMR=2.95), bhang (OMR=2.49), piriton (OMR=2.37), postinor (OMR=2.12), spirits (OMR=2.07) and cigarettes (OMR=1.49). The findings of this study are useful to the school head teachers of Homa-bay Sub-County and other managers of education institutions worldwide to understand drug and substance abuse among pupils in their schools on an early detection and mitigate on issues of drug and substance abuse to make the schools a drug free zone and improve pupil discipline and academic achievements. The finding of this study is useful to policy makers in the education sector to come up with effective approaches to eradicating drug and substance abuse in schools.

Keywords: *Prevalence, Drug and Substance Abuse, Public Primary Schools, Kenya: Homa-Bay Sub-County*

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I. Introduction

Drug and substance abuse have diverse effect on humans. This ranges from social to economic effects. Such effects include being homeless, committing crime, neglect of duties and responsibilities, among others (Bachman, Wadsworth, O'Malley, Johnston & Schulenberg, 1997). Ethical considerations do prohibit subjecting humans to drugs and substances to use and abuse in order to establish the effect they have on pupil discipline and academic achievement. It is for this reason that it was in order to undertake the study through establishment of assertions and ratings by the respondents as is in the case in other countries in the continent which is highly recommended and meets the global standards. The literature strongly supports the study of drug and substance abuse on pupil discipline and academic achievements basically on quasi experimental research design as opposed to actual experimental research design. The mode of conducting this research was based on identification and monitored behaviour of pupils who abuse drugs and substances. Thus qualitative and quantitative data were important in making inference on the effect of drug and substance abuse on pupils' discipline and academic performance.

The school administrative role is to ensure that planning and execution of instructional lessons, pupil assessment and recommendation for placement is based on given objectives coming from the classroom curriculum and accounting on pupils achievements and relaying the information to their parents, as supervisors and mentors, managers of discipline and natures of co-curriculum activities conducting monitoring, evaluating

and provision of feedback to the relevant stakeholders for a smooth transition. Since teaching globally occupies a very important and rather very prestigious space in our society, teachers remain at the helm of co-creators in the world of knowledge, philosopher's advocates, surgeons, administrators and politicians to narrow down on the list, the teacher remains the chief means through which the implementation of all educational programmes are transported (Kaur, 2011). By and large the aspect of pupil discipline in and outside class squarely remains at the helm of the teacher as a key responsibility to executing order to monitor pupil discipline and academic achievements since discipline is core in administration.

According to the World Drug Report (2005), the use of illicit drug and substance has tremendously increased throughout the globe in the recent years. The report postulates that a major global trend keeps rising on the availability of several kinds of drugs and substances to an ever widening socio-economic spectrum of consumers. The report on Drug and Substance use in the Americas (2011), clearly indicates that the prevalence of alcohol users for all the ages ranges to about 11.5% to a nearly 60% across the American hemisphere. In other words, in the lowest prevalence country a little more than one out of ten students consumed alcohol at least once during the past month, while the highest prevalence country more than six out of ten students did.

Educational institutions globally seem to be threatened by the global phenomenon of drug and substance use and abuse. Whereas their aim is to transmit knowledge beliefs, values, norms, they seem to be over loaded by the monster of drug and substance abuse and its effects on Pupil discipline and academic achievement (Lonngvist, 2010). Student discipline is viewed as a very vital element in all schools, and in real terms, it is the epicenter of success of a school as it ensures attainment of educational goals. Student discipline in a school can be accessed from the degree of academic achievement or from students' behavior. Academic discipline may mean handing in homework on time, being attentive in class, preparing fully for examinations and other activities related to academic pursuits (Sushila, 2004). Academic achievement is excellence in all academic disciplines, in class as well as in extracurricular activities. It includes excellence in sporting, behavior, confidence, communication skills, punctuality, assertiveness, arts, and culture Academic achievement refers to how students deal with their studies and how they cope with or accomplish different tasks given to them by their teachers. Academic performance on the other hand is the ability to study and remember facts and be able to communicate knowledge verbally or down on paper (Steinmayr, *et. al.*, 2014).

In Canada, Paglia- Boak and Adlf (2014), found out from their study that nationally above one third of the students in grades 7-9 had actually binged alcohol. Over and above 40% of 15-19 years old students had binged 12 and beyond the number of times in the past year. The majority of the youths in Canada he asserts never had alcohol and drug problems. Less than one in five teens had ever tried other drugs other than alcohol and cannabis sativa regularly. The increased risk experienced by these swelling populations was due to factors for instance the elevated trauma and loss, sexual and physical abuse and other types of violence, stigma and racism among others.

The role and responsibility of a teacher remains a daunting and equally multitasking in the present institution of learning system over and above the said teacher has an additional managerial responsibilities ranging from planning and executing lessons as scheduled assessing the learners objectively from the curriculum design in class and interpreting and accounting to the relevant stakeholders in the sectors of education and beyond in terms of academic achievements, pupil discipline and extra-curricular activities since teaching role occupies the very prestigious part in any society. Teachers are for this matter considered to be the creators of knowledge, scientists, philosophers, advocates, politicians and blameless administrators. Therefore, a teacher is the vehicle through which successful implementation of all educational programmes (Kaur, 2011). The aspect of pupil discipline in and outside class remains primarily the responsibility of the teachers and in this case therefore, the teacher has no option but to effectively and efficiently monitor pupil discipline and academic achievements which remains the preserve of an ideal administrator.

According to Luiselli, Putnam, Handler and Feinberg (2010), many pupils attending public schools exhibit discipline issues for instance, disruptive classroom behaviour, vandalism, bullying and violence. Therefore, establishing effect of drug and substance abuse on pupil discipline remains very critical to ensure academic achievements through the provision of a safe learning environment devoid of drug and substance. It is imperative therefore that the safety of the learner is paramount to the provision of quality education in any country. While this is true for learners at all levels of education, it is particularly critical for learners at the basic education level in view of their relatively tender ages. The school must endeavor to create a safe and caring environment where learners and staff know the dangers of drug abuse, and strive to make the school a drug free environment. Drug abuse is the use of drugs, medicines and over the counter drugs that cause physical and psychological functions to speed up fun, escape a problem, displeasure, emotional or physical pain on non-medical grounds. Alder, Freda and Lau (2009) trace the use of chemical compounds that changes the activities during the man's evolution stages. They observe that remains of tools that were used by Egyptians in the early days showed application of opium for religious purposes. The same is linked to the use of Cocaine by South American group during the early days. Cannabis sativa the most commonly abused 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. In Kenya, the most commonly abused drugs in the rural and urban areas include Marijuana, Heroin, and Cocaine, Amphetamines, Methamphetamines and crack.

According to United Nations Office on Drugs and Crime (UNODC, 2011), drug and substance abuse possess a great threat to the social economic fabric of nations worldwide. Today, drug abuse or drug addiction is one of the most worrying and prevalent problems that almost all countries including Kenya; are struggling with in as far as administration and management of schools is concerned. The consequences on the youth are disastrous and devastating especially the negative effects in schools and the communities, this has been aggravated by the rapid social and technology changes which have had a corrupting influence on the youth in schools. It has also translated to an impediment in as far as the management of schools is concerned (Ajayi & Ekundayo, 2010). According to Oshodi, Aina and Onajole (2010) drug abuse is a global health and social problem. It is one of the major problems affecting the youth both in school and out of school. It seems to have impacted negatively on the academic, social, psychological, economical and physiological development among the abusers. Recent reports from the media depict a dark image about young people in Kenya. For instance, on 6th August 2015, some 45 high school students were intercepted by police officers on board a bus plying Karatina –Nairobi Route. They were allegedly smoking Marijuana and drinking alcohol.

The inquiry conducted by the Kenya National Assembly select committee into students' unrest found that some of the strikes and riots experienced in Kenyan schools in the year 2008 where school property was destroyed, and students' lives lost were caused by Drug and Substance Abuse among students (NACADA, 2012). Kaguthi (2004) showed that drug abuse was on the increase and the worst affected schools are those in towns, noting that Nairobi was worst hit. The study further explains that many public secondary schools in Nairobi County are day schools and students and drug peddlers intermingled freely on a daily basis. Students also access drugs during school outings as they are left to interact freely with those from other schools and members of the public (NACADA, 2006). The abuse of drugs causes major health, academic and discipline problems and is one of the greatest challenges for head teachers in primary and secondary schools that require comprehensive strategies to curb.

II. Synthesis of Literature on Prevalence of Drug and Substance in Schools

Drug and substance abuse is a phenomenon that is being experienced among the youths in many countries of the worldwide both developing and developed countries (Simbee, 2012) The most abused drugs and substances in the world are; alcohol, tobacco, khat (miraa) marijuana, (bhang) glue and heroin (UNODC, 2010).

In U.S.A., a special report by National Youth Anti-Drug Media campaign on teens, drugs and violence (2007), teens who use drugs are more likely engaged in violent behavior, steal, use other drugs and join gangs. World Health Organization Regional office for south – East Asia on drug alcohol and violence, established that alcohol is responsible for 3.5% of the global burden of disease, leads to domestic violence and reduced productivity. Drug use is accompanied by crime either to purchase the daily supply of drugs or before gang violence in street subcultures in south East Asia cities. Illegal trade of drugs and the legal (and growing) sales of liquor in general stores and shops increase the risk of violence. Equally, violence undermines health by increasing a chain of negative behavior for instance smoking, alcohol and drug abuse among women and adolescents. Evidence suggests that women who live with heavy drinkers are risk of partners' violence. In U.S.A, cannabis is the mostcommonly used drug followed by tobacco. By their senior year of high school 80% of American adolescents have used alcohol, where 61% have used tobacco, 54% have used cannabis and 29% have used an illegal drug and substance other than cannabis (Simbee, 2012). In Europe and Asia, most of the demand is for opiates, whilein Africa and Oceania, it is cannabis (UNODC, 2010).

In a study on adolescents and drugs abuse In Nigeria, Mamman, Othman, Lim and Lian (2014) established that drug abuse cause a lot of risk among the adolescents: it results to gang formation, armed robbery, mental illness and cultism. The various consequences of drug addiction or drug abuse are so devastating and very shameful to the extent that both the nation and international organization all over the world are also worried about the spread of this scourge among the youths and adolescents and some of the consequences includes: mental disorder, dropout from school, cultism, social violence, internet frauds, gang formation, destruction of normal academic activities, armed robbery 419 syndrome, social miscreants (area boys and girls) lawlessness among youths, lack of respect for elders, rape, instant death and wasting precious and innocent many more lives. This study however did not explore on drug and substance abuse on pupils.

In Kenya, a study from other setting has indicated relatively high rates of alcohol and other substances abusedby students in educational institutions (Atwoli, 2011). There is, however, scanty information on the specific substances abused in primary schools in Homa-bay Sub County. This study, therefore aimed at establishing information on the various substances abused in primary schools in Homa-bay Sub County the knowledge gapto be filled.

Simatwa, Odhong, Juma and Choka (2014) sought to determine Substance Abuse among Public Secondary School Students: Prevalence, Strategies and Challenges for Public Secondary School Managers in Kenya: A Case Study of Kisumu East Sub County. The study adopted descriptive survey design. The study population consisted of 13,243 students, 43 principals, 43 deputy principals and 43 heads of guidance and counseling departments in 43 public secondary schools in Kisumu East Sub County. Stratified random sampling was used to select 320 students, 20 principals, 20 deputy principals and 20 heads of guidance and counseling departments. Questionnaire and interview schedules were used to collect data. The study established that the factors that influence students most into substance abuse were peer pressure, media influence, frustrations and copying of idols. Alcohol, Cigarettes, Miraa/Khat and Marijuana were found to be the most commonly abused substances among students.

The three strategies used most frequently by managers of public secondary schools were; use of professional counselors, teachings on substance abuse, and training of peer educators while challenges encountered by managers of public secondary schools (principals, deputy principals and heads of departments) were found to be the rehabilitation of substance abusers, reducing the prevalence of substance abuse, and improving the performance of substance abusers. The reviewed study was confined to public secondary schools while the current study will be confined to public primary schools hence the findings will have different implications. Further, the study only identified prevalence, strategies and challenges of drug abuse for secondary schools while the current study looked at the effects of drug abuse on pupil discipline and academic achievement. The current study filled this knowledge gap by exploring the strategies to curb the drug abuse menace to improve pupil discipline and consequently academic achievement.

Okoth and Mburu (2016) in their study sought to determine if there is a link between poor parenting and prevalence of drug abuse among children in Kibera informal settlements. Its specific goals were: identifying the prevalence of poor parenting in the slum, extent of drug abuse among the children in the area, and the link between the two. The study was conducted in all nine major villages that make up Kibera slum in Nairobi, Kenya. The study was conducted through a qualitative method that entailed the use of in-depth interviews and focus group discussions. The collected data was analyzed through transcription and coded. The study found that there is high prevalence rate of drug abuse among the children in Kibera slum. Furthermore, it found that poor parenting is at an alarming rate in the slum. The study also found that there is a link between poor parenting and drug abuse among children in Kibera slum. The study focused on poor parenting and prevalence of drug abuse unlike the current study which focused on the effect of drug and substance abuse on discipline and academic achievement. Also, the study is in secondary schools while the current one was on primary school.

Gugu and Davison (2017) explored The Prevalence of Drug and Substance Abuse among School Going Teenagers in the Shiselweni Region of Swaziland. Exploratory sequential mixed method research design was employed. Focus group discussions with 35 learners who were drug and substance abusers were selected using snowball sampling. In-depth interviews with four principals of the selected schools were done to generate qualitative data and these were selected using the criterion purposive sampling method. The generated qualitative data were analyzed using thematic analysis and were used to form items of a questionnaire given to 200 randomly selected students for quantitative data. The study revealed that drug and substance abuse was prevalent among teenage learners and the society was encouraging drugs and substances abuse. The reviewed study employed exploratory sequential mixed method design while the current study adopted descriptive survey and correlation design which is best in determining the relationship between two or more variables affecting each other. Also, the study was confined to teenagers in schools within Swaziland hence the findings cannot extend to represent the situation in Kenya especially in Homa-bay Sub-county.

A similar exploratory sequential mixed design study by Domeniter and Nkonge (2019) sought to determine the Prevalence and Distribution of Use of Tobacco Products in Relation to Socio-Demographic Characteristics among Final Year Primary School Pupils in Kitui Central Division. The study was conducted in Primary schools in Kitui Central Division using a questionnaire administered to 470 primary school pupils aged 13 to 15 years under supervision in the classroom. Prevalence estimates of lifetime smoking and use of smokeless tobacco were calculated using frequencies and percentages. The results indicated that a total of 14% had experimented with tobacco, 7% with smoking and 7% with smokeless tobacco. The study concluded that the proportions of primary school's pupils use of tobacco was high (31%) in Kitui Central Division, probably because tobacco is grown in the area and also due to wide exposure to advertisement. The reviewed study adopted an exploratory sequential mixed design to determine the prevalence of drug abuse while the current study adopted a descriptive survey to determine the prevalence of drug and substance abuse and go further to establish its effects on pupil discipline and academic achievement in Homa-bay Sub-County.

Research Objective

The objective of the study was to establish the prevalence of drug and substance abuse in public primary schools.

II CONCEPTUAL FRAMEWORK

The conceptual framework was informed by the Grounded theory as recommended by Creswell and Plano Clark (2007). In this respect the conceptual framework postulate that drug and substance abuse when commonly abused, do influence pupil discipline and academic achievement negatively in primary schools (Figure1). Thus the main indicators of drug and substance abuse are; pupil engagement in pornography, absence without permission, in-surbordination of teachers, bullying fellow pupils, sexual harassment and failure to do homework and low performance in national examinations.

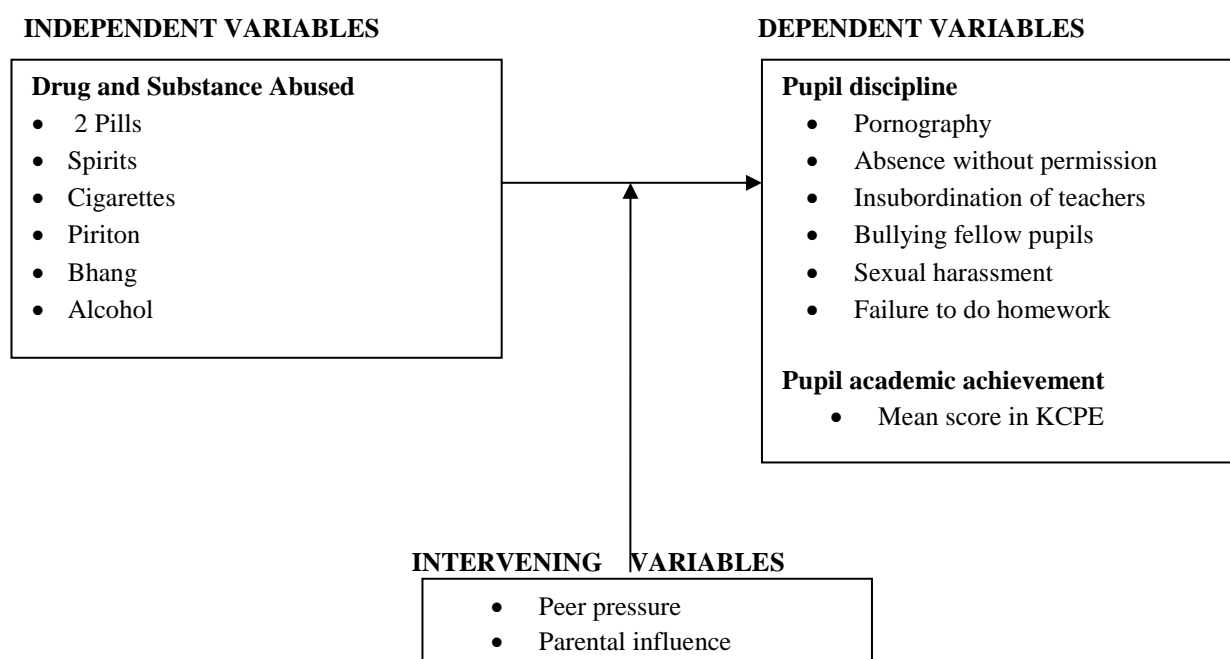


Figure 1: Drug and Substance abuse, Pupil discipline and Academic achievement

The conceptual framework (Figure 1), postulates that drug and substance abuse when commonly abused impact negatively on the pupil character and performance in academic work. If drugs and substances are readily available and can be obtained next door it is therefore possible that pupils will easily obtain and use them easily. If they are not readily available and the relevant authorities ensures so, then its availability will be difficult to obtain. Consequently, if the drug and substance abuse is rampant and uncontrolled, pupils are likely to consume them and in turn affect both their academic discipline and academic achievements. This will in turn negatively affect their academic achievement for it will impair the judgement.

IV. Research Methodology

The study adopted a descriptive survey research design. The target population consisted of 110 head teachers, 110 deputy head teachers, 110 class teachers and 2122 class 7& 8 pupils, totaling to 2432. A sample size of 325 pupils, 86 head teachers, 86 class teachers and 86 teachers totaling to 583 respondents were selected for the study. Questionnaires and interview schedules were used to collect data. To ensure validity of instruments face and content validity were appraised by experts from the Faculty of Education Tom Mboya University and their inputs incorporated in the final drafts of the instruments of the study. Reliability of the questionnaires was established using Pearson's (r) correlation coefficient. Pearson's (r) for class teachers' questionnaire and deputy head teacher's questionnaire were 0.78 and 0.74 respectively. Quantitative data was analyzed using percentages, means, frequency counts and t –test. Qualitative data was transcribed and analyzed for content in emergent themes and sub themes.

V. Results

Table 1

Demographic Characteristics of Respondents

Demographic characteristics of respondents which included deputy headteachers, class teacher and pupils were as shown in Table 1.

Demographic Characteristic	Respondents		Frequency	Percentage	
Type of school	Class Teachers	Public primary school	40	100	
		Total	40	100.0	
	Deputy H/Trs	Public primary school		40	100
Total			40	100.0	
Pupils		Public primary school		325	100
	Total		325	100.0	
	Gender	Class teachers	Female	22	55.0
Male			16	40.0	
Nil response			2	5.0	
Total			40	100.0	
Deputy H/Trs		Female	21	52.5	
		Male	19	47.5	
		Total	40	100.0	
		Pupils	Female	22	55.0
Male			16	40.0	
Nil response			2	5.0	
Total			40	100.0	
Age bracket		Class teachers	25-30 years	9	22.5
	31-35 years		12	30.0	
	36-40 years		13	32.5	
	41-45		4	10.0	
	Nil response		2	5.0	
	Total	40	100.0		
	Deputy H/Trs	25-30 years	2	5.0	
		31-35 years	9	22.5	
		36-40 years	15	37.5	
		41-45	14	35.0	
		Total	40	100.0	
		Highest Qualification	Class Teachers	P1	11
Diploma				18	45.0
B.Ed.	9			22.5	
Nil response	2			5.0	
Total	40		100.0		
Deputy H/Trs	P1		10	25.0	
	Diploma		11	27.5	
	B.Ed.		19	47.5	
	Total		40	100.0	
	In-service training in guidance and Counselling		Class Teachers	Yes	20
		No		18	45.0
Total		38		95.0	
Deputy H/Trs		Yes	25	62.5	
		No	15	37.5	
		Total	40	100.0	
Length of service in current school	Class Teachers	1-10 years	16	40.0	
		11-20 years	21	52.5	
		21 years and above	1	2.5	
		Nil response	2	5.0	
	Total	40	100.0		
	Deputy H/Trs	1-10 years	11	27.5	
		11-20 years	26	65.0	
		21 years and above	3	7.5	
Total		40	100.0		

From Table 1 it can be noted that the distribution of respondents was satisfactory such that they would provide the quality responses as they were close to learners in public primary schools. The findings of the study were therefore deemed valid.

To establish the prevalence of drug and substance abuse in public primary schools, the researcher presented deputy head teachers, classroom teachers and pupils with a set of questions. The respondents were to indicate the frequency of abuse of the common drugs and substances. Percentage response was computed out after determining frequency counts and the results were as shown in Tables 2 and 3.

Table 2
Ratings on Prevalence of Drug and Substance abuse in Public Primary School

Drug	R		1	2	3	4	Total	MR	OMR	ANOVA
Alcohol	CT	F	0	10	19	11	40	3.03	2.95	F (2,117) = .258, p=.773
		SC	0	20	57	44	121			
		%	0	25	47.5	27.5	100			
	DHT	F	0	14	16	10	40	2.90		
		SC	0	28	48	40	116			
		%	0	35	40	25	100			
	P	F	4	7	17	12	40	2.93		
		SC	4	14	51	48	117			
		%	10	17.5	42.5	30	100			
Spirits	CT	F	15	22	3	0	40	1.7	2.07	F (2,117) = 10.11, p=.000
		SC	15	44	9	0	68			
		%	37.5	55	7.5	0	100			
	DHT	F	1	35	4	0	40	2.08		
		SC	1	70	12	0	83			
		%	2.5	87.5	10	0	100			
	P	F	8	16	6	10	40	2.45		
		SC	8	32	18	40	98			
		%	20	40	15	25	100			
Cigarettes	CT	F	27	11	2	0	40	1.38	1.49	F (2,105) = 1.226, p=.298
		SC	27	22	6	0	55			
		%	67.5	27.5	5	0	100			
	DHT	F	23	15	2	0	40	1.48		
		SC	23	30	6	0	59			
		%	57.5	37.5	5	0	100			
	P	F	13	13	2	0	28	1.61		
		SC	13	26	6	0	45			
		%	32.5	32.5	5	0	70			
Piriton	CT	F	5	7	15	13	40	2.9	2.37	F(2,117) = 11.096, p=.000
		SC	5	14	45	52	116			
		%	12.5	17.5	37.5	32.5	100			
	DHT	F	15	3	22	0	40	2.18		
		SC	15	6	66	0	87			
		%	37.5	7.5	55	0	100			
	P	F	8	3	29	0	40	2.03		
		SC	8	6	87	0	101			
		%	20	57.5	22.5	0	100			
Bhang	CT	F	4	7	17	12	40	2.93	2.49	F(2,117) = 16.43, p=.187
		SC	4	14	51	48	117			
		%	10	17.5	42.5	30	100			
	DHT	F	1	16	21	2	40	2.6		
		SC	1	32	63	8	104			
		%	2.5	40	52.5	5	100			
	P	F	11	20	9	0	40	1.95		

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		SC	11	40	27	0	68			
		%	27.5	50	22.5	0	100			
Postinor Pills/P2	CT	F	8	16	6	2	40	2.45	2.12	F(2,117) = 25.03, p=.000
		SC	8	32	18	8	66			
		%	20	40	15	25	100			
	DHT	F	26	14	0	0	40	1.35		
		SC	26	28	0	0	54			
		%	65	35	0	0	100			
	P	F	4	15	16	5	40	2.55		
		SC	4	30	48	20	102			
		%	10	37.5	40	12.5	100			

KEY: RES=Respondent; MR=Mean Rating; SD=Standard Deviation's C=Class Teachers DHT=Deputy P=Pupils

Interpretation of Mean Ratings:

- 1.00-1.44= Least Abused
- 1.45-2.44= Sometimes Abused
- 2.45-3.44=Frequently Abused
- 3.45-4.0 = Always Abused.

Table 3: POST HOC Test

	(I) respondents	(J) respondents	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Alcohol	Class Teachers	Deputy H/T	.125	.184	.776	-.31	.56
		Pupils	.100	.184	.850	-.34	.54
	Deputy H/T	Class Teachers	-.125	.184	.776	-.56	.31
		Pupils	-.025	.184	.990	-.46	.41
	Pupils	Class Teachers	-.100	.184	.850	-.54	.34
		Deputy H/T	.025	.184	.990	-.41	.46
Spirits	Class Teachers	Deputy H/T	-.375	.167	.067	-.77	.02
		Pupils	-.750*	.167	.000	-1.15	-.35
	Deputy H/T	Class Teachers	.375	.167	.067	-.02	.77
		Pupils	-.375	.167	.067	-.77	.02
	Pupils	Class Teachers	.750*	.167	.000	.35	1.15
		Deputy H/T	.375	.167	.067	-.02	.77
Cigarettes	Class Teachers	Deputy H/T	-.100	.135	.738	-.42	.22
		Pupils	-.232	.148	.265	-.58	.12
	Deputy H/T	Class Teachers	.100	.135	.738	-.22	.42
		Pupils	-.132	.148	.647	-.48	.22
	Pupils	Class Teachers	.232	.148	.265	-.12	.58
		Deputy H/T	.132	.148	.647	-.22	.48
Piriton	Class Teachers	Deputy H/T	.725*	.199	.001	.25	1.20
		Pupils	.875*	.199	.000	.40	1.35
	Deputy H/T	Class Teachers	-.725*	.199	.001	-1.20	-.25
		Pupils	.150	.199	.731	-.32	.62
	Pupils	Class Teachers	-.875*	.199	.000	-1.35	-.40
		Deputy H/T	-.150	.199	.731	-.62	.32
Bhang	Class Teachers	Deputy H/T	.325	.173	.150	-.09	.74
		Pupils	.975*	.173	.000	.56	1.39
	Deputy H/T	Class Teachers	-.325	.173	.150	-.74	.09
		Pupils	.650*	.173	.001	.24	1.06
	Pupils	Class Teachers	-.975*	.173	.000	-1.39	-.56
		Deputy H/T	-.650*	.173	.001	-1.06	-.24
P2	Class Teachers	Deputy H/T	1.100*	.188	.000	.65	1.55
		Pupils	-.100	.188	.856	-.55	.35
	Deputy H/T	Class Teachers	-1.100*	.188	.000	-1.55	-.65
		Pupils	-1.200*	.188	.000	-1.65	-.75
	Pupils	Class Teachers	.100	.188	.856	-.35	.55
		Deputy H/T	1.200*	.188	.000	.75	1.65

*. The mean difference is significant at the 0.05 level.

Tables 2 and 3 show that Alcohol is the frequently abused substance since the overall mean rating was 2.95. The Class Teachers mean rating was 3.03, Deputy Head Teachers was 2.90 and Pupils was 2.93. Computation using one-way ANOVA ($F(2,117) = 0.258, p > 0.05$) showed no statistically significant difference between the means. This implied that Class teachers, deputy head teachers and pupils were in agreement that alcohol is the most abused substance. Equally, Table 3 showed that Bhang was the second frequently abused drug as indicated by the Overall Mean Rating of 2.49. The mean rating by the Class teachers, deputy head teachers and Pupils were 2.93, 2.6 and 1.95 respectively. These means showed no statistically significant difference amongst the categories of respondent as determined by one-way ANOVA ($F(2,117) = 16.43, p > 0.05$) hence implying class teachers, deputy head teachers and pupils were in concurrence.

Similarly, Piriton was sometimes abused as indicated by the overall mean rating of 2.37. Class teachers, Deputy Head Teachers and pupils gave mean ratings of 2.9, 2.18 and 2.03 respectively as represented in the Table 3. The difference between the means was however found to be statistically significant as demonstrated by the one-way ANOVA ($F(2,117) = 11.096, p < 0.05$). The Turkey HSD test found the difference between the means of pupils and Deputy Head teachers not statistically different ($p = 0.731$) hence they were in agreement while class teachers held a different view.

Table 3 further revealed that Postinor Pills/P2 were sometimes abused as indicated by a mean of 2.12. The mean ratings by Class teachers, Deputy Head teachers and pupils were 2.45, 1.35 and 2.55 respectively. The difference between these means were found to be statistically significant as determined by one-way ANOVA ($F(2,117) = 25.03, p < 0.05$). Further Turkey HSD (Honest Significant Difference) test revealed a significant difference of Deputy Head teachers' means and those of pupils ($p = 0.000$) and Class teachers ($p = 0.000$). However, the difference between the means of Class teachers and pupils were not statistically different ($p = 0.188$) implying that they concurred on Postinor Pills/P2 being abused sometimes. Similarly, spirits were sometimes abused as indicated by the Overall Mean Rating of 2.07. The mean ratings by Class teachers, Deputy Head teachers and pupils were 1.7, 2.08 and 2.45 respectively. These means were found to have a statistically significant difference as determined by one-way ANOVA ($F(2,117) = 10.11, p < 0.05$). This is true considering that these drugs are over the counter drugs and substances handled by professionals who subscribe to strict code of ethics. They are therefore not easily available to pupils especially Piriton and P2 pills.

VI. Discussion

Alcohol and Bhang have stood out as the most available drug and commonly abused drug for a long time. Despite restrictions from selling to minors, unscrupulous businessmen still find a way of availing them to everyone in need. Findings from interviews with head teachers concurred with questionnaire findings and one of the head teachers asserted: "Pupils have access to alcohol mostly because it is cheap and readily available in their homesteads. Some people even sell alcohol around the school and do not care whom they sell to. We had cases where pupils leave their homes to school but somehow, somehow find their ways into "changaa dens" or some even work for the sellers over the weekend and eventually drink. I strongly support the view and assert here that: In my school pupils come from homes where "changaa" is brewed and sold, some even work for brewers, others carry it to school and supply to their peers hence access to it is therefore very easy for both the learners who are lured to taking it by peers who even sneak it to the school compound to give to other learners for free and equally teachers who take it even send and visit the learner's homes for the same the school administration and the Ministry of interior coordination is unwilling to divulge information for fear of tarnishing the name of the school and even the teachers who are their relative" (H4)

Interviews with pupils revealed that Alcohol, Bhang and Cigarettes were the most commonly abused drugs and substances. Thus 40(100%) of the pupils were categorical that a number of class 7 and 8 pupils each abused drugs and mostly boys. In this regard, one of the pupils stated "Alcohol and cigarettes are highly abused by our classmates. In fact it is not a secret that even our teachers know this very well. The reason for this is that drugs and substance abuse are readily available in the school neighbourhood. Bhang is being abused with the belief that improves pupil's intelligence. "This was echoed by many pupils which makes it appear as being highly prevalent. These findings are in agreement with those of Okari (2018) in his study aimed at investigating the effect of drug and substance abuse on the academic performance of students in Masaba North Sub-County. The study established that alcohol, bhang and tobacco were the most abused drugs in secondary schools in Masaba North Sub-County. Sources of drugs identified were fellow students and small kiosks or shops in the schools' neighborhoods. Causes of drug abuse established were; peer influence, availability of money to buy drugs and the family background.

Interview findings revealed concurred with this finding as asserted by one head teacher; "Drugs like P2 and Piriton are hard to find especially for pupils as they require a doctor's prescription. We don't always witness pupils abusing them but there are a few cases of unethical pharmacists who dish them out even to minors with any inquiry as to how they are going to use them. Generally speaking, pupils in my school for instance are not anywhere close to many chemists and thus rarely abuse them." (H2). The issue requires multispectral approach in dealing with it both the medical and administrative view hence making: "The narrative is a little tricky to comprehend in that the information is skewed in terms of biases from the learners for the fear of being punished by the school administrators so they confide in the class teachers who in turn keep utmost secrecy of the matter alluding that they have the capacity to deal with it hence not sharing with the administration on the occurrences which I strongly feel is unethical and unprofessional and matters P2 are not evidenced easily from its attributes hence dealing with the matter and bringing a lasting solution becomes a real challenge to the school administration and the perpetrators have their way and may decide to move on with the same conduct trying to be a lot secretive (H6). These findings concur with those of Nshekenabo (2018) who assessed the Impact of drug and substances abuse on secondary school students' academic achievement in

Tanzania: the case of Temeke Municipality. The findings showed that: causes of student engaged in the drug are: peer group pressure, Cheap and easy accessibility to drugs and substances, and Imitation. Also, the study revealed that the use of drug abuse among students leads to: mental disability, lack of concentration, violence, and health problem.

VII. Conclusion

It was established that alcohol was the most abused substance followed by Bhang, Piriton, Pill/P2 and Spirits. Cigarettes were the least abused by primary school pupils.

VIII. Recommendation

Schools should involve parents actively and other relevant bodies positively to curb accessibility to drug and substance by pupils while in school or at home by giving timely and accurate information on access, use and abuse of the drugs and substances for necessary and timely action.

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