DRUG ABUSE AND ITS INFLUENCE ON PSYCHOLOGICAL WELL-BEING OF STUDENTS IN PUBLIC SECONDARY SCHOOLS IN MOLO SUB-COUNTY, NAKURU-KENYA

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DECLARATION

I, the undersigned declare that this research thesis about Drug Abuse and Its Influence on Psychological Well-Being of Students in Public Secondary Schools in Molo Sub – County, Nakuru-Kenya is my original work achieved through scholar readings, scientific study, and critical reflection. This is my personal work and that all sources have been used or mentioned, have been indicated and are acknowledged by means of absolute references. This work has not been submitted to any University or College for academic credits.

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DEDICATION

Special dedication to my mother, family members for their support and encouragements during my study period and to the Sisters of Charity of the Incarnate Word for their generous moral and financial support.

ABSTRACT

The purpose of the study was to examine drug abuse and its influence on the psychological well-being of students in Public Secondary Schools in Molo Sub- County, Nakuru Kenya. The study was guided by the following questions: What are the commonly abused drugs by students, What are the factors contributing to drug abuse, What were the existing measures used to mitigate drug abuse in public secondary schools, How does drug abuse influence the psychological well-being of students in public secondary schools and what strategies can be put in place for management of drug abuse in public secondary schools?. The study used a mixed method approach for data collection and analysis. The study involved 120 participants from five schools sampled out of 26 schools through probability and non-probability sampling. The study was anchored on Social Learning Theory by Albert Bandura (1977) and Social Strain Theory by Robert Merton (1938). Research adopted descriptive mixed method research design with quantitative being the major focus. The study used a questionnaire and interview guide schedule as the major instruments for data collection. Quantitative data were analysed descriptively and presented in tables, percentages, and frequencies with the assistance of SPSS 21st version. Qualitative data were first transcribed and reported through narration using themes and sub-themes. The study found that cigarette, alcohol, miraa, bhang, and muratina were the commonly abused drugs by secondary school students in Molo sub - county. In addition, peer pressure, availability of drugs, curiosity, depression, and anxiety were found to be major factors contributing to drug abuse among students in public secondary schools. Furthermore, the study identified stringent school policies, a ban on outside food and drinks as well as expulsion of students found abusing drugs were the existing measures which were employed by the public secondary school administrators to manage drugs. The study established challenges such as insomnia, truancy, low self-esteem, self-withdrawal, hostility due to continuous stress and a poor pattern of academic progression to influence psychological well-being of students. Guidance and counselling was found to be the main strategies which were used to manage drug challenges in public secondary schools. The research established significant mean differences in drug abuse on gender and age. The research recommended further study to be conducted on factors contributing to the psychological well-being of students in schools in Molo Sub- County.

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ABBREVIATIONS

HoD:	Head of Department.
IJSR:	International Journal of Science and Research.
KSA:	Kenya Scouts Association.
M.O.E:	Ministry of Education.
NACADA:	National Campaign of Drug Abuse Policy.
NCRC:	National Crime Research Centre
NIAAA:	Alcoholic Institute on Alcohol abuse and alcoholism.
QOL:	Quality of life.
SAMHSA:	Substance abuse and mental health services administration
SPSS:	Statistical Package for Social Sciences.
UNDCP:	United Nations Drug Control Programme
UNODCWDR:	United Nations Office on Drugs and Crime World Drug Report.
WHO:	World Health Organization.
WDR:	World Drug Report.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

The chapter presents background information on drug abuse and its influence on psychological well-being of students in public secondary schools in Molo sub-county, Nakuru-Kenya. The chapter also presents statement of problem, the study questions, significance of the study, study scope and delimitations, conceptual framework of the study and lastly concludes with the operational definitions of main terms used in the study.

1.1.1Background of the Problem

In the global perspective, drug abuse has been identified as a major issue that has affected a huge population of students in learning institutions and young people across all spheres of life. According to Rees (2010), a drug refers to any solid chemical, liquid or an amorphous substance obtained from animals, plants or even mineral materials which is applied both internally and externally to create some desirable effects in the human body. When used properly and appropriately, drugs help in the general maintenance of people's quality of life and promotes their well-being. Well-being, therefore, refers to the dynamic process coming from the way in which people mix and interact within their living environment (Steinberg, 2002).

The development of psychological well-being occurs during growth period of the young persons. This period can be expressed by the interplay between the set of three basic and universal changes and the context to which these experiences are realized. These refer to the patterns of change such as biological, social and cognitive transition (Steinberg, 2002).

The United Nations Drug Control Program (UNIDCP, 2006) highlighted that drug dependence is associated with psychoactive characteristics of persistently seeking the drug This always leads to the pattern of treatment, recovery process and relapse which occurs most

often (Grella, Scott & Foss, 2005). As a result of these occurrences, drug abuse has been perceived as a chronic relapsing disorder. According to Random House Dictionary of English language (1967), well-being refers to the good or satisfactory condition of existence characterised by good health, prosperity and even happiness. Psychological well-being is always used interchangeably with the term "mental health" and when considered, it is designated to an individual person who is functioning at a high level of behavioural (Cameron, Cropp & Reber, 2001). Psychological wellness is perceived to be a broad concept in the human understanding. The most significant reliable factorial components of psychological well-being are positive self–regard, interpersonal relationships, problem-solving, independence, assertiveness, reality testing, self-tolerance and self-actualization as well as happiness as indicated by Bar-on (1988). In the context of Africa, According to Drug Abuse Report (2005), the commonly abused drug in Africa is cannabis with over 34 million abusers.

According to Obot, (2016), Cannabis is a plant which is planted and transported illegally across the various continents in the world. Cocaine is mostly abused within the urban settings, particularly within tourist centres in South and West African countries. In spite of laws used in Africa, Heroine still attracts people who inject themselves. There is a high demand for amphetamines among abusers within Southern Africa as exhibited by illegal transportation of this drug from China to South Africa (Leggett, Louw & Parry, 2002). Also in South Africa and in Egypt, there has been evidence of increased abuse of the stimulant drug (Ecstasy) which has influenced many lives of the youths negatively. There is a laboratory responsible for the production of such stimulants.

In 2004, Egypt justified the beginning of production and use of Ecstasy drug in Northern Africa. *Khat* is abused through chewing of the stems and is reported to have been produced from the Democratic Republic of Yemen and Djibouti (Drug Abuse Report, 2005).

In Uganda, the commonly abused drugs by children under the age of 8 years are "Hubert" and cigarette. The reasons for abusing them are imitation from other pupils who are drug abusers as well as their availability, the lack of law enforcement agencies in the region also contributed to the abuse as presented by Mwananchi (2013). According to Emilio (2006), a study conducted in Ugandan about the burden of alcohol abuse among police officers in Kampala found that 73.1% of its respondents had abused alcohol in their lifetime, while 63.5% reported that they were currently using alcohol. The majority of respondents started the use of alcohol in the age bracket 15-19 years, with some starting to take alcohol before the age of 10 years. The findings of the above mentioned study clearly illustrates the urgency with which matters of alcohol and drug abuse should be treated hence the need for the current study. In Kenya, alcohol is the most widely abused drug (National Campaign on Drug Abuse Policy NACADA, (2006).

Alcohol has played a very significant part in the social life of the people, especially in celebrations, rituals and, in some cultures, as a means of settling some disputes. Today, the use of alcohol remains a popular feature in Kenyan social life (NACADA, 2006). Alcohol is divided into various types depending on the content of alcohol (NACADA, 2012). These include beer, wine, spirit, traditional brews such as *Busaa* and *Chang'aa* (charm or distilled water) among others. In the East African nations such as Kenya, drug abuse cases have been continuously acknowledged as great social challenges with the negative implications on individuals' security, psychological, health and cultural development of people abusing drugs related substances (Kinyanjui & Atwoli, 2013)).

A study by Chebukaka, (2014) found out that the drug abuse problem is widespread in Kenya. It is a challenge that cut across all social groups. However, the most affected groups were the youth aged between 10-25 years. Research data further indicated that more than 60% of the Kenyan students aged below 30 years had been found to practice drug abuse in

various learning centres in the country (NACADA, 2014). The issues discussed above have mainly focused on prevalence of drug abuse, the commonly abused drugs, causes of drug abuse and influence of drug abuse on academic performance and indiscipline of students. The current study notes the importance of psychological well-being in the general functioning of individuals. It has been shown that drug abuse may have negative effects on the psychological wellbeing of the users. This study explored this gap by studying drug abuse and its influence on psychological well-being of students in public secondary schools in Molo sub County, Nakuru Kenya.

1.2 Statement of the Problem

Drug abuse has attracted the attention of education stakeholders in Kenya over the past few years. Student unrest and the nationwide burning of schools have partly been blamed on drug abuse by Akama and Kieti (2003) and other mental health issues such as stress, fatigue and burn out among others. Over two decades ago, abuse of drugs in Molo has rapidly increased and even across the country which has threatened the safety of local students' health and the smooth management of the schools as commented on by Ngesu (2008). Drug abuse is linked to the rising of problems such as school unrest, students' dropout from school and family dysfunctionality. Drug abuse influences anti-social behaviour among students such as rape, fighting, burning of dormitories (NACADA, 2010). Obot, (2016) the implication s of drug abuse in high schools have resulted in psychological effects of 32% of students in Kenya from a period between 2009 - 2016.

Some huge numbers of students were not able to complete their school due to abrupt dropout, early pregnancy, abortion, killing and bullying of other students. These notions were also exposed by Dan Okita (2014) from International Journal of Science and Research (IJSR) Department of Educational Foundations, University of Nairobi, who researched on Influence of guidance and counselling on the academic performance of students in Molo Sub-County,

Nakuru. Education stakeholders such as parents, teachers, churches, none profit organization and government have proposed a number of interventions of dealing with this problem raging from reintroduction of corporal punishment, banning prayer and parent meetings in schools and strengthening guidance and counselling departments. Even with introduction of these measures the problem of drug abuse seems to be deepening. The main gap identified by this study is the conceptualization of drug abuse as an indiscipline issue while sparingly addressing the psychological issues that enhance drug abuse. The study examined drug abuse and its influence on the psychological well-being of students in public secondary schools in Molo sub county, Nakuru Kenya in an attempt to fill the gap.

1.3 Research Objectives

1. To examine the forms of drugs commonly abused by students in public secondary schools in Molo Sub- County, Nakuru,
2. To indentify factors contributing to drug abuse in public secondary schools in Molo Sub – County, Nakuru,
3. To investigate existing measures in place to mitigate drug abuse in public secondary schools in Molo Sub – County, Nakuru,
4. To find out how drug abuse influence psychological well-being of students in public secondary schools in Molo Sub- County, Nakuru,
5. To develop strategies to control and manage drug abuse in public secondary schools in Molo Sub- County, Nakuru.

1.4 Research Questions

The research study sought to answer the following questions:

1. What are the drugs commonly abused by students in public secondary schools in Molo Sub- County, Nakuru?

2. What are the factors contributing to drug abuse in public secondary schools in Molo Sub- County, Nakuru?
3. What are the existing measures that are in place to mitigate drug abuse in the public secondary schools in Molo Sub-County, Nakuru?
4. How does drug abuse influence the psychological well-being of students in public secondary schools in Molo Sub-County, Nakuru?

   What strategies that can control and manage drug abuse in public secondary schools in Molo Sub- County, Nakuru.

1.5. Significance of the Study

This study will be significant to both the victims of drug abuse as well as stakeholders in various related fields. The field results contribute to the voice of researchers to provide assistance to the government in the Ministry of Education (M.0.E) in order to provide further insights regarding drug abuse and its influence on the psychological well-being of students in public schools and colleges. The study findings may help all the stakeholders to appreciate the effects of drug abuse on the psychological well-being of young people and their adult lives. In addition, the study findings shall, therefore, expose the psychological effects which are related to drug abuse among public secondary students and such information may be used by the school administrators to seek a solution to safeguard the students.

The study findings may also inform parents, teachers, counsellors, students and other stakeholders who are seeking knowledge concerning factors contributing to drug abuse among the students on the cause-effect relationship between drug use and wellbeing. The study results will also bring awareness to the student population in Molo Sub - County on the dangers of taking drugs at this early stage in life.

These research findings will contribute to the general body of knowledge in the area of education and other segments with an assessment of the commonly used drugs and potential measures that can be adapted to control it. The study findings will enable policy makers, school administrators, school teachers, parents, to sensitize students on the related factors contributing to influence of drug abuse on the psychological well-being of students in public secondary schools.

1.6 Scope and Delimitations of the Study

1.6 .1 Scope of the Study

The study was limited to drug abuse and its influence on the psychological well-being of students in public secondary schools in Molo Sub-County, Nakuru-Kenya. The study concentrated on secondary school students, teachers, school counsellors and principals. It examined the common drugs abused by the public secondary students as well as the factors attracting drug abuse. The study also looked at the existing measures that are in place to mitigate drug abuse and examine how drug abuse influences the psychological well-being of students in public secondary schools and the strategies that can be put in place for the management of drug abuse in public secondary school.

1.6 .2 Delimitations of the Study

The study was conducted in five public secondary schools in Molo Sub - County, However, the researcher would have wished to include both private and public schools but the resources were limited. This is because matters concerning drug abuse are sensitive and at the same time respondents should be given adequate duration for preparation in order to provide genuine and accurate information.

1.7 Research Assumption

The following were the research assumptions:

1. Drug abuse affects the psychological well-being of students in Molo Sub County in Nakuru.
2. The participants gave true and honest information toward the topic under investigation.
3. The target sample is a true representation of the whole population of Molo Sub County.
4. Secondary students had excess pocket money

1.8 Theoretical Framework

The study was based on the Social Learning Theory by Albert Bandura (1977), which suggests that people learn from each other, through observation and modelling. A simulated approach, called a bridge between behaviourist as well as cognitive learning theories was adopted because it includes attention, memory and motivation of the respondents. The theory emphasizes on the human behaviour based on continuous reciprocal interaction connected to cognitive, behavioural and demographic influences. The social learning theory (Bandura, 1977) argues that, through observation and learning, young people develop the capability of imitating habits and tend to internalize such character which determines whether he or she should use or not use any form of drugs or substances. Uncertain peers, guardian/parents, relatives or friends and other people close to the students are practising the culture of drug abuse and they are considered to be more convivial people and aggressive, then the young adult is likely to imitate their ideology.

In this study, it is clear that the student's attitudes towards alcohol abuse are attributed by their actual surrounding environments (Bandura, 1977). The individual's behaviours as well as the activities which are undertaken by the local residents influence the character development of the students who depend on such environment. The theory implies that

human behaviour is controlled through imitation of values which influence individual behaviour or character. This behavioural methodology emphasizes assists the clients to define their goals in behavioural conditions, avails resources and inspiration in helping themselves to be in position of managing their own situation or problems. The counsellor therefore, applies this approach when solving issues of a particular client.

That means that a professional counsellor may adopt a behavioural approach to create an atmosphere for the client, this will challenge behaviour hence influence them to change. In addition, the counselor may also apply individual image mapping or self-management as well as self-directed behaviour which may deal with personal challenges. This technique will drive individuals who are affected towards positive change and growth (Nyaga, 2014).According to Schwartz (2012) said that people seem to evaluate and value themselves based on beliefs and values of others. This implies that individuals may disregard their personal tradition in order to gain attention from others. If the larger community or society embraces drugs use, the young students are more vulnerable to replicate their attributes and behaviour since they will be attracted towards active behaviour. It is clear that the environment plays a very significant role in the history of human development through theory.

1.8 .1 Strength of Social Learning Theory

The Social Learning Theory revolves around three concepts. The first concept is that idea or information which can be learnt from watching others. The second concept is that internal mental, subconsciousness which states the essential part of this process of transformation of behaviour of an individual person. Bandura's theory on social learning points out that just because something has been learned, this does not mean that there will be a change in the persons' behaviour.

Bandura (1977) argued that people could learn new behaviour and information through mere observations of other peoples' behaviour. The social learning theory has many

strengths and one of its key strength is the fact that Bandura verified the first concept. His findings were that children do imitate aggression. This was confirmed in his case study of 1961, where he asserts behaviour modification as good behaviour that a child would also repeat the same behaviour shown as long as the role model was not punished for his/her actions.

This implies that the counselor can use behavioural influence to create a favourable environment for the students to modify their behaviours by developing better attitude towards learning and improve their self-esteem in order to solve their academic problems. It is important that a good learning atmosphere be offered to the students in order to give room for self-actualization by being passionate, loving, competent and responsible. The counsellor should assist and give encouragement with an intention to boost success in the academic performance (Miltenberger, 2008).

1.8 .2 Weaknesses of Social Learning Theoretical model

The action of learning refers to the process in which behaviour is acquired from the atmosphere that is being offered. There are various learning approaches such as social interaction, observation and imitating others people's actions. Through this model, the proponent (Albert Bandura, 1986) describes delinquency as the behaviour acquired through the complex process of socialization. The social learning theory argues that the individual behaviour is a reflection of individual observation and imitation of character as well as assuming consequences of their personal behaviour. This theory argues that human behaviour can be modified through the adoption of the learning principles designed to influence individual attitude and behaviour as presented by Omulema, (2014).

This does not apply in all the life events. For instance, when a child is born, he/she will definitely know how to suck her mother's breast for milk without any clear understanding. The behavioural technique mentioned puts emphasis that the client should

define their goals based on personal attitude and behaviour, in order to encourage and support the client achieve their defined objectives as the way of coming to the solution of their personal problems. The first concept states that behaviour is learnt from observing others, for example violent acts can be learned from watching video games and television shows. The second concept argues that the internal mental state is at the back of our minds, but we do not consciously think that children may pick up some things from video games and television shows. Lastly, the third concept states that the persons' behaviour is not changed even if something new is learned (Miltenberger, 2008). This is a common trait amongst various tragedies that happen in schools where most people who commit crime still act the same way as the night before.

1.8 .3 Application and Implementation of Social Learning Theory in the Study

In the implementation of Bandura's social learning theory, the theory argues that the theory is applied extensively to the understanding of aggression and psychological disorders, particularly in the context of behaviour modification (Bandura, 1997). It is also the theoretical foundation for the technique of behaviour modelling which is widely used in training programs. Bandura's efforts concentrated on the concept of self-efficacy in a variety of contexts. For instance, in the media advertisement such as (TV), Makinde (2004) noted that individual effectiveness is influenced by changes in the specific behaviour observed from such advertisements. Since behaviour is imitated, nay of the youths borrow their behaviour based on what they practice or observed, when they spend much time on the television, they will tend to cling on what they and believe on that as the source of truth. Teachers and counsellors within learning institutions can adopt behavioural techniques such as self-management programs and self-directed behaviours which may deal with learning, studying and appropriate time management skills in their learning environments. This will encourage

the students' academic performance. The student's good health will motivate their personal growth and adjustment (Makinde, 2004).

1.9 Conceptual Framework

Conceptual design is an illustration of the independent as well as dependent variables and how they link together. A concept refers to the connection linking the study variables (Mugenda & Mugenda, 2003). The following figure explains the relationship between independent variables and dependent variables.

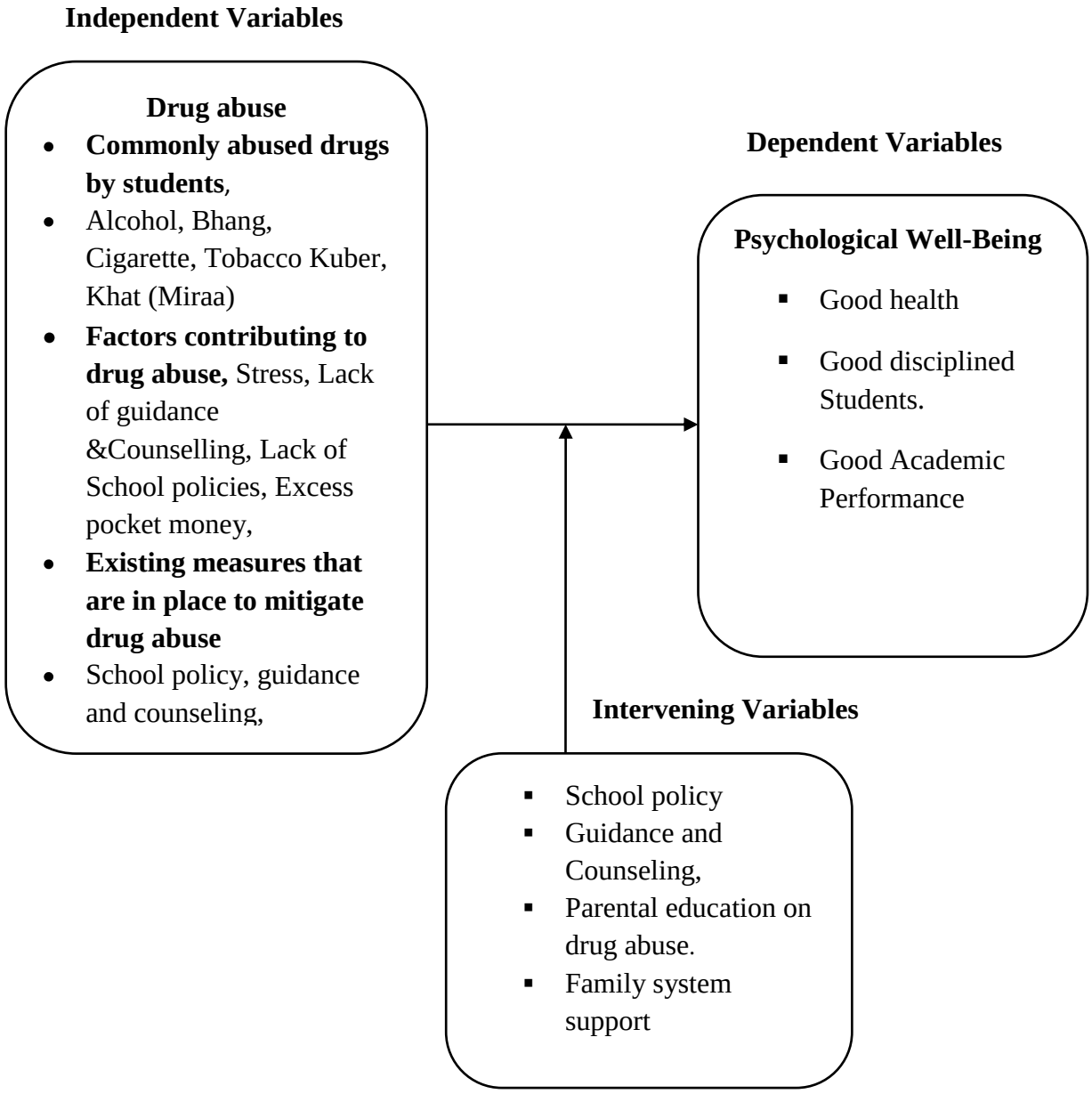


Figure 1: Conceptual framework

The conceptual framework shows the interrelationship between the independent variable (influence of drug abuse) and the dependent (psychological well-being of the students). The diagram shows the characterisation of each of the variables considered for the study. These include variables which capture the commonly abused drugs by students such as alcohol, bhang, cigarettes and khat/miraa. Factors contributing to drug abuse among students such as stress, lack of guidance and counselling, lack of stringent school policies, excess pocket money, availability of drugs and peer pressure.

The effect of the drug on students leads to an inability to attain good academic results to meet the anticipated standards; the failure to meet an individual's goal or the failure to satisfy the family needs. Such influences may contribute to negative attitude towards schooling and fuels interest towards drug abuse which is hazardous and may interfere with the general wellbeing of the students. When the students' needs are not met such as lack of payment of school fees to help keep them in school, they may become unruly to their parents or guardian and even force them to participate in bad activities such as organizing schools strikes and riots which disrupts learning in various schools. Existing measures put in place to mitigate drug abuse in secondary schools are the goals of all education stakeholders such as parents, teachers, students, community leaders and the ministry of education have been discouraging students from drug and substance abuse and related behaviour.

The associated methods used by schools in the management of drugs include guidance and counselling, morning and evening student's prayer and devotions, punishment and expulsion from school. Influence of drug and substance abuse on the psychological well-being of students depends on several factors either from family setups, societies or from the schools. Some of the students suffer from stressors which may compel them towards drug abuse as well as their failure to meet their personal academic goals and objectives among

other factors. At home and school, the students tend to copy behaviour from their parents and teachers who expose their behaviours in the area of drug and substance abuse.

This exposure influences student's concentration which has led to students' indiscipline, disrespectful and unruly behaviour when students cannot be corrected. Strategies that can be put in place to facilitate drug management in school as well as curbing drug-related challenges such as alcohol and other related drug abuse in the Secondary schools include the sensitization of students concerning dangers posed by drugs abusers to his or her family as well as to the society at large. All schools stakeholders need to implement policies against drugs abuse through various measures such as punishments, expulsion, suspension, guidance and counselling and education training on drug abuse to parents. When all these measures are considered and implemented accordingly, it will better the Psychological well-being of students such as good health, discipline and good academic performance among students.

1.9 Operational Definition of Key Terms

Drug in this study refers to any substance that is contraband to the law and if used without a prescription by a medical practitioner may bring negative influence to the user and therefore not allowed to be used freely.

Abuse in this study context refers to the excessive use of something such as substance or chemical that may lead to addiction**.**

Addiction in this study document refers to the continuous urge on an individual towards drug use such as the urge to drink alcohol.

Dependence on something here in the study document refers to a condition whereby a person cannot survive without having used to ascertain thing such as substance use.

Illegal drug: In this study, illegal drugs concern specific drugs or substances that are contraband to the law of the land and therefore should not be used with non-directive by the medical personnel.

Influence in this context of study refers to any particular force of attraction towards something like being attracted towards bhang use. It could also refer to the imitation of other person's habit.

Parent in this study context refers to an individual person taking care of a secondary school student by being ever responsible for his or her upbringing as well as schooling**.**

Peer pressure here in this study imply to the influence of individual students by his or her colleagues that compel them to practice a common culture in order to fit their beliefs and character at any given moment.

Public Secondary School in this study refers to any second level learning institution funded by the government or state.

Psychological well-being in this study refers to the general state including health or condition of the individual students such as academic performance**.**

Students in this study document refer to the individual who is directly engaged in the learning in the public secondary school and is legally registered by such institution as one of their leaners.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviews literature related to the topic in consideration to the views of other researchers in connection with an influence of drug abuse on the psychological well-being of students in public secondary schools in Molo Sub-County Nakuru Kenya. The study examined drug abuse and its influence on psychological well-being of students in public secondary schools in Molo sub-county, Nakuru-Kenya: what are the commonly abused drugs by students in public secondary schools, what are the factors contributing to drug abuse in public secondary schools, what are the psychological effects of drug abuse on students' performance in public secondary schools, what are the factors contributing to psychological well-being of students in public secondary schools and what are the strategies that can be put in place in the management of drug abuse in public secondary schools. It compares and contrasts diverse views of other scholars concerning the psychological well-being of students. This assists to draw a well-synthesized conclusion regarding the study problem. This chapter further identified knowledge gaps resulting from previous studies.

2.1.1 Review of the Related Theories

The study used two theories: social learning Theory (2002) and Social Strain Theory by Robert Merton's (1938).

2.1.2 Social Strain Theory

Robert Merton (1938) Social Strain theory argues that each society has a dominant set of values and goals along with agreeable means of attaining them. It is common that not everybody has the capability of realizing the goals. The gap between approved goals and the means people have to attain them implies what the proponent considers as social strain. The dominant goals and values in American society emphasize success through individual

achievement. The success is mainly measured in terms of materials goods, recognition and social status for personal expression for example, the talent-oriented skills such as athletics and football games.

The indicators of the material success include an individual's achievement such as personal job, income and residence, owned cars and personal belonging. The agreeable means of achieving these goals are highly individualistic, emphasizing hard work, self-control, persistence and education. Culture can be defined as a set of normative values controlling the individual behaviour which is unique to the members of the community. In addition, he further argues that there is a relationship between culture and structure. The social grouping is also arranged into social relationships whereby the members of the society are implicated. The condition of normlessness may emerge from the acute disjunction connecting cultures, aims and capacity of the community members to act in accordance with the rules and policies affecting them. The link between anomie and deviance leads to the discontinuity between culture and structure that have the dysfunctional consequence of leading to deviance within society. It is clear that the character of an individual in the society is purely determined by the environment. The institutions have a common set of values and goals which go along with agreeable means of attaining them.

2.1.3 Social Development Theory

The study employed social development model (SDM, 2002). The social development theory Rubin and Peter, (2013) recommends that for the individuals to develop and bond to the organizations as well as when groups undergo possible training in order to gain the needed skills hence obtain positive feedback about their participation.

This happens when a person to interracts and experiences the environment such as a school. The students have the likelihood of adopting the common attribute shared by the environment to which they experience or live in and by exploring their norms and values. The

social development theory explains the stages of developing programs that wolud encourage bonding and positive behaviour development. The study points out particular activities of the program outline. The students who intends to be part of the given cluster participates in the common programe.The individual students influenced by drugs will be able to associate themselves with one another because they will be used to each other's personal attitude and behaviour.

The model by Hawkins suggests that drug abuse and deviant behaviour come from their daily interactions with primary socialization sources like peer pressure, the school and family. In addition, the theory postulates that the individual's personal characteristics and traits do not directly have a connection to drug abuse. However, most of the cases influence the personal outcome when they influence their interaction between the individuals and the primary socialization sources.The literature reviewed from other scholars suggest that primary socialization attributes such as anxiety, depression, low self-esteem related to drug abuse and deviance when they have a strong influence on the primary socialization among the younger children as well as traits such as aggression and sensation seeking related to drug abuse. These behaviourial trend has high likelyhoo of contributing to the socialization process across all age groups.The common problem is that it has high likelihood of influencing prosocial socialization sources such as depression, anxiety whicht influences disorders are likely to experience comfortability about drug abuse.

2.2 Conceptualization of Drug Abuse in the Global Perspective

The challenge of drug abuse has contributed to the general loss of individual person's dignity as well as low self-esteem. This is because the chemical present in drugs consumes the individual's personality that contributes to their negative behaviour and destroys their general wellness. Drug abuse influences the individual's personality. The United Nations Office of Drugs and Crime World Drug Report (2010) estimated that between 155 and 250

million people 3.5 to 5.7% of the population aged 15-64 had abused illicit substances at least once in their lives in 2008.

The report stated that the global estimates regarding drug abuse are that between 129-190 million people abuse drugs such as cannabis, opiate, cocaine and amphetamine-type that stimulants the body of the abusers. It was estimated that between16 - 38 million people were drug users in the world since 2008. This drug situation represents 10% to 15% of the entire world's population abused drugs that year. In addition, between 12% and 30% of drug abusers had received treatment in the past year, which means that between 11.26 and 33.5 million of drugs related cases did not receive treatment that year (World Drug Report, 2010).

A survey on youth aged between 14-16 years old was conducted based on confidential questionnaires completed three successful years in England. The findings from the survey revealed that about three-fourths of the sampled population had been exposed to situations of drug abuse-related environment. Half of the population surveyed has tried illicit drugs at some point in their lifetime. The majority of the students were expected to trim drug abuse, while one in every five was already abusing drugs related substances. At the age of 14 years, at least 38% of girls had tried some illicit drugs at least once. This figure rose to 49% when they got to the age of 16 years (World Drug Report, 2010).

Drug abuse such as heroin has become a serious challenge worldwide, specifically in Egypt where nearly 6% of the students admitted to having experienced drug abuse and other substances upon their lives. In Scotland, around 7% of students aged 15-16 years were reported having used cannabis. It is therefore projected that about 200 million or 5% of the global population aged 15 to 64 years old have abused drugs at least once in every 12 months. This is more than 15 million people in contrast to statistics given in the previous studies. For example, cannabis (Bhangi) is the mostly used drug in the world giving about 160 million

which is equivalent to 4% of the global population of youth aged 15–64 years. Furthermore, in the world, nearly14 million people abuse cocaine and cannabis (World Drug Report, 2010).

A study was carried out in the United States New York by Levinthal (2012) about the drug-related behaviour and modern society. The study adopted the descriptive survey approach with the target population of youths living in New York. It examined the correlation between drug abuse and general wellbeing of individual young people and made the conclusion that alcohol dependence and consequential harm to the individual family and society is a major social problem. Argue that improper preparation of the product by the producers is fuelled by the high level of poverty in the area since the majority of brewers are coming from low economic earners or without any formal employment. The current study was conducted in Kenya about drug abuse and its influence on the psychological well-being of students within the public secondary schools in Molo Sub –County. The study sampled 120 individual students as part of the respondents from five secondary schools in Molo Sub County. It adopted a mixed approach for data collection and analysis, therefore, contributed to the related gap of knowledge.

2.3 The Commonly used Drug by Students in Public Secondary Schools

The commonly abused drugs were first used for medicinal purposes, there is evidence fermented school existed from as early as 10,000 c, when it was used in religion and worship, for recreation purposes, medicinal and for quenching thirst by long distance travellers (Hanson, 2012). The study established that alcohol, marijuana and "Kuber" to be commonly abused by student in the region. This includes beer, wine, spirit, traditional brews such as 'Busaa' (local brews) and "Chang'aa" (charm or distilled water) and other local brews with their traditional names.

According to Syed Qadri et al (2013), the prevalence and pattern of substance abuse among school children in northern India points out that Substance abuse among children has become an issue of concern throughout the world. The study found out that the overall prevalence of substance abuse was 60.0% forever users and 35.10% for daily users. Drug abuse was shown to be extra among the urban students who were associated to the nuclear families ($p>0.001$). Larger population of the students used alcohol (45%) reported common drug abuse while tobacco (14.42%) was mostly consumed by regular users. Substance abuse was more in the age group of 17-19 years. Overall 42% were using more than one drug combination. The commonly abused drugs in Kenya are classified into social and hard drugs. Social drugs are traditional intoxicants that are socially and culturally accepted by large segments of the population example, tobacco and miraa/khat.

The hard drugs are illicit and are commonly available ones including cannabis, heroin, and cocaine and mandrax. The reviewed literature was conducted in India on the prevalence and pattern of substance abuse among school children in northern India while the current study will be conducted in Kenya Molo Sub County on the influence of drug abuse on psychological well-being if students hence contribute to the knowledge gap for the fact that it will be conducted locally and its feedback will discover new insights that policy makers can adopt for key decisions in the region. Gitau, (2014) defined tobacco as a plant with tapering hairy leaves that are dried and prepared for sniffing, smoking and chewing. Tobacco is the name of a plant Niconta Tabacum. Nicotine is the main ingredient as well as the most addictive alkaloid found in the other plants of tobacco genus. Nicotine is a colourless poisonous chemical present in tobacco and is highly addictive. Among the forms of brand of the alcohol abused in other parts of the country are similar to the brand's majority of the students are using within Molo Sub County.

Tobacco contains 4700 chemicals and 40 of those chemicals are carcinogenic as argued by NACADA (2012). Bhang is manufactured from the leaves, flowering shoots, seeds and other parts of a plant known as cannabis sativa which goes over many traditional names. Some of the traditional street names of bhang include “Bangi”, “stone”, “marijuana”, “pot”, “weed”, “hashish”, “dagga”, “hemp”, “kuzusha” “bongo”, “holy herb”, “Ngwai”, “kaya”, “Mary jay”, and the joint split off. Bhang is usually used through smoking and it contains cannabinoid which is a mind-altering substance and most dangerous cannabinoid in bhang is data 9 - tetrahydrocannabinol. This chemical remains in the body for a long time even after the user stops using Marijuana. In Molo, sub-county the bhang is commonly abused by the students and even the locals in the region.

2.4 Factors Contributing to Drug abuse in Public Secondary Schools

Rabie (2016) argues that a socio-demographic indicator for substance abuse is a major problem in Egypt, due to rapidly growing and changing patterns of substance abuse. The research that was conducted on students in Egypt stated that the field research was completed and more than six phases reached out to twenty six. Among the twenty seven Egyptian governorates included four phases of which eighteen governorates were illustrated in the manuscript. A total of 106480 youths were included in the sample, representing approximately 0.2% population from Egyptian population above the age of 15 years. The segment of 19.3% were indicated as experimental users while 7% were shown as regular on substance use and 6.3% were fulfilling the criteria of dependence. Significant connections were found between substance abuse and gender cases such as age, residence, education, occupation, and marital status. There are significant local changes in the general rates of drugs and substance abuse in Egypt.

The demographic associated risks like residence, individual age, level of education are consistent across the regions with few differences. Drug abuse has more lifetime

prevalence among the young students and middle-aged males, with commercial jobs, less education living in urban areas and failed marriages in the community. The National Campaign on Drug Abuse Policy (NACADA, 2006) pointed out that peer pressure accounts for 21 – 42% influence in all types of drugs and substances abused. Peer subculture also facilitates the behaviour by making the substances available and by providing an appropriate social setting and instructions. Other factors identified by students that ought not to be ignored include students having more money and influence from their parents who also consume drugs. According to teachers, peer pressure is the largest contributing factor to drug abuse as represented by 40%. Other factors included curiosity, drugs being available and the belief among students that drugs are a silver bullet for passing their exams.

Several psychoactive drugs have the capacity to induce the user to a very strong habit that makes further use difficult to avoid (Rao, & Chen, 2008). For example, with cigarette smoking at the beginning one smokes only a few cigarettes a week and the number increases as time goes by and at last he/she becomes dependent on cigarettes by all other forms of drug and substances. Kithi (2007), argued that availability of illegal drugs such as heroin, cocaine, and mandrax, together with the availability of substances such as cigarettes and alcohol leads to drug abuse. It promotes the abuse to other drug related substances by the secondary students. In addition, Joshua and Otieno (2012) reported that the most readily available drugs appear to be the most important cause of the prevalence of drug abuse amongst Kenyan students. Researcher further claims that the factors that contributes to drug abuse among the secondary school's students comes in various forms and are varied in nature based on the individual predispositions, heredity characteristics, and social complex.

The environmental and demographic factors influencing drug and substance abuse among secondary school students in Kisumu town East in Kenya is a major public health problem among the youths worldwide especially in developing countries (Nyatuoro, &

Otieno, 2012). The accessibility, affordability, and consumption of abused drugs by the youth have attracted great concern among public health personnel. These include environmental determinants as postulated by Rice, (2012).

School settings may contribute to drug abuse and may affect children from different calibres whether they are poor or average and may be come from wealthy families. Shoemaker, (2009) affirms that alcohol abuse is caused by particular conditions of environmental. A child gains the first standards of behaviour from the teaching of parents and other grown- ups in the neighbourhood (Muthigani, 2010). In the event that the little child made the observation on disjuncture linking the parents teaching and practice which creates doubt that is carried into the adolescence contributing to the growth of deviant behaviour. Consequently, to have parent with drug-related problem may increase the opportunity of developing similar problems in their descendants.

Also, parents who abuse drugs could unintentional setting a model which their children will follow in the future. Parents' attitude towards drugs and user behaviour can constitute strong influences. Children who are exposed to illicit consumption, production or distribution at an early age through adult contacts may be more likely to experiment themselves (Muthigani, 2010). The previous study related to family and drug abuse which was released by NACADA, (2004) had shown that adolescents between the age group ranging from 10-24 years whose guardians/ parents abuse or sell drug-related substances had a high likelihood of abusing the same drugs. The students who also sell drugs such as cigarettes and alcohols, their parents are always exposed to the drug related risks.

The report further indicates that children with drug abuse parents do experience higher rate of family challenges such as divorce or conflict compared to children whose parents do not engage in drug abuse. Such cases may lead to poor child attachment to parents; most often may contribute to children developing interest to abuse similar drugs hence

continuing the drug abuse circle in the society. Schaefer (2006) adds that students with poor family support tend to seek support and understanding elsewhere. The present study will deal with the influence of drug abuse on the psychological well-being of students in public secondary schools in Molo Sub-County, Nakuru Kenya, therefore, this study will add to the knowledge gap. The way in which individuals persons interact in the society may affect or contribute to our living style in the society. The environment in which one lives may embrace alcohol or bhang and this may have the trickle effect to the local residents such as students in the area. The environmental factor affects individual students' academic performance, peer groups and social membership (Rice, 2012).

The student turning to drugs is often a practice of what some people consider as an easy escape route when one has experienced a major setback such as friends' betrayal, breaking up of relationships, or failing to pass examinations in school (Thumbi, 2009). Students may understandably feel that all the excitement has gone out of his or her life hence seek new positive ways of self and social development motivations. Students with personality disorders often seem more vulnerable to the pressure of drug scene. They also appear too weak to resist the temptation and quickly get drawn especially if they find that the rest of the group accepts them more readily. Students also use drugs in order to escape from everyday problems of life. A number of schools going students may be interested to gain diverse image among them. However, some of the students may wish to be stronger, tough or even cooler. Normally, majority of the young leaners do engage in general drug abuse to acquire an element of courage to enable them confront certain things that they fear to face.

Some of the current beliefs in the society may influence an individual towards drug use. For instance, when tradition considers alcohol for libation practices when appeasing ancestral spirits, such beliefs may be adopted as a habit by the individual young members of that society. Otieno and Ofulla (2009) affirm that the cultural belief of drug abuse, if

tolerated, becomes a risk factor that can influence young people to start to abuse drugs. The research conducted in Kisumu Town in Kenya showed that alcohol abuse can be triggered by the environmental characteristics and events such as parties, streets, or school.

Otieno and Ofulla (2009) commented that the students staying within the township are also reported to have a twofold risk of having tasted or abused alcohol and other drugs such as cigarette, khat, cannabis, and inhalants compared to those in rural areas. The findings of the study have indicated that the youth in the urban areas are consuming lots of alcohol and other drugs related substances since their environment predisposes them to drugs compared to those individuals living in rural areas that do not have easy access to drugs. The above literature reviewed was conducted in Kisumu about alcohol, environment and culture while the present study shall deal with the influence of drug abuse on the psychological well-being of students in public secondary schools in Molo Sub-County, Nakuru, Kenya.

Exposure to drug abuse is associated with greater drug involvement (Ndetei, 2011). Among those who progress, their drug abuse history varies by neighbourhood, drug availability and their cultural background, the environment where they live among other characteristics portrayed by the abusers. The patterns of abuse are associated with levels of social disapproval, perceived risks and availability of drugs in the community. The study shows that as children enter high school, they are exposed to greater risks because of availability of drugs. The drug abusers and social activities such as sports open windows for the exchange of drugs among other substances amongst the students.

Based on the study conducted by Elizabeth, Susan and Suman (2008), it is clear that nearly 92% of the students experiment on drugs as they grew up. In addition, it has shown that there is sufficient and readily available and reliable body of drug prevalence data identified for critical issues. Individual characteristics may influence drug abuse among students within any learning intuition. This is because the young people try to fit into the

culture that is considered superior and modern. Their behaviour is always considered the best by the younger ones who blindly follow or imitate them without any understanding of the negative consequences that awaits them.

The majority of secondary school students tend to explore many avenues with an intention of discovering what a drug contains, and the experience that goes with it (Elizabeth, Susan, & Suman, 2008). This happens due to ignorance or lack of clear and relevant information about the effects of drugs. The drugs are falsely perceived as thrilling to the person who wants to feel good. The person who uses drugs tends to deny the negative consequences; he or she adapts queer behaviour like listening to music to elevate the mood and improves some sense of communication with their peers.

According to Kaguru and Olela (2007) there is a huge connection linking the subjects of drug abuse behaviour and the influence among the peers to participate in the drug abuse related cases. Furthermore, peer pressure influences some students to drug abuse under the false impression that some drugs encourage the appetite for food, increase strength and provides wisdom to face life in whole. Many researchers have provided much data concerning the connection between the environment and drug abuse. The school environment plays the crucial role in the development of the individual behaviour; it may be either positive or negative depending on the lessons that the school demonstrate to the students (Karugu & Olela (2007).The school atmosphere contributes a lot in the promotion drug abuse among the learners and the young people in the society.

Some students turning to drug abuse is often an easy escape route when the same student experience major setbacks, such as failing to pass examinations or breaking up of relationships. Kenkel (2009) postulated that the school activities are a focal point for student's bad behaviour and drug abuse. Some of the activities may include poor academic performance, conflict with authorities and teachers in the school as well as low values. The

low academic values of students have increased low-performance expectations as compared to high and middle-class students in the learning intuitions. Kerechio (2008) further comments that students' low academic performance in the classrooms contributes to abuse of drugs such as bhang, marijuana which is not accepted due to their contraband nature with the alleged reason that encourages learning and insights in the secondary schools. This misconception is based on the belief that people who abuse drugs will become bold, confident and courageous. Majority of high school students have got limited source of income and therefore prefer anything at a low cost which they can easily purchase without much struggle. Availability and low cost of drugs are key contributors to drug abuse.

The existence of illegal drugs like cocaine, mandrax and even heroin as well as the existence of legal substances such as cigarettes, tobacco and alcohol all influence the general abuse of drugs related substances among the young people. The existence of drugs in our societies promotes the use and literal aptitude of abuse of drugs by the young people in the society such as students across the board in communities. Drug existence and accessibility appear to be more relevant reasons for the drug prevalence such as alcohol abuse among the young generation population. The commonly abused drugs such as bhang, Tobacco are grown in the country. Drugs such as cannabis are grown in secret locally due to their contraband in nature. Khat is cultivated and exported to other countries openly without fear because it has been legalized in Kenya (NACADA, 2014). Heroin, cocaine, and mandrax find their ways into Kenya market because the major.

International entry point are Nairobi and Mombasa, they easily find their way to students and the youth at large (Kaguthi, 2004). The above-reviewed literature on factors contributing to drug abuse in Public Secondary Schools have established that drug abuse is a major problem widespread in Kenya and that the country has its share of drug abuse by extension. Drug trafficking problem among the students as argued by Ndirangu (2013), for

instance, observes that drug abuse among students social time bomb. Based on the report by NACADA (2014), the problem of drug abuse is rampant in Kenya;

This is because drug abuse among the students and the youth is widespread; therefore, it is felt across the board in all the corners of the country with victims being the school learners. The report has indicated that the students have increasingly engaged on issues of drug abuse and the use of contraband substances like narcotics that include mandrax, heroin, inhalant and opium. However, alcohol, tobacco, cocaine and inhalants were the commonly abused substances by Kenyan students aged between 10-24 years (NACADA, 2014).The reviewed literature was on factors contributing to drug abuse while the current study was concerned on drug abuse and its influence on the psychological well-being of students in public secondary schools in Molo Sub - County, Nakuru Kenya hence contributed to the current knowledge gap.

2.5 Existing Measures that Mitigate Drug abuse in Public Secondary Schools.

According to Njagi, (2015), the goal of the education stakeholders such as parents, teachers, students, community leaders and the government officials have been discouraging students from abuse of drug related behaviour by emphasizing on the addictions. The associated methods used by the school the management on drugs include guidance and counselling, morning and evening prayers and devotions for students, punishment and expulsion. Maithya (2009) commented that most commonly used methods in Kenya are guidance and counseling, summoning of parents or guardians to school, suspension, heavy punishment, and expulsion, scaring of the students not to use drug while they are in school.

Field (2010) argued that scarce tactics proved ineffective prevention strategies, since much of the information was invalid, exaggerated and over generalized causing young people to question the credibility of the program. Similar activities were developed and labelled by drug educators.

Walter (2011), converting programs which were used as tactics to attempt to dissuade young people from using drugs. These include: directing- where the teacher is expected to tell the students what they must believe, value and do. This is similar to directing though with an added appeal to student duty to vague external authority; Convincing- where the teachers appeal to logic when lecturing was the method used. According to the study, they recommended that this should be strengthened in life skills; teaching on drug use and abuse as a subject, organizing seminars and debate within the school. From the literature reviewed of existing measures that mitigate drug abuse in public secondary schools, they pointed out the knowledge gap between strengthening and mobilizing effective teaching on drug abuse in all schools settings. The present research on drug abuse and its influence on the psychological well-being of students in public secondary schools contribute to the knowledge gap.

2.6 Influence of Drug abuse on Psychological Well-being of Students in Secondary Schools

There are a number of factors that may contribute to the well-being of students such as subjective well-being, economic and employment situation, education and intellectual development, health and nutrition, infrastructure, interpersonal relationships, civic life, cultural and spiritual (Bar-On, 2000). The larger population of the informant from the low – income families perceive their living atmosphere as unsatisfactory as result of lack of sufficient space for their daily routines jobs. This was because of the majority of apartment in public- residences had only one to two bedrooms. Many of low income families commented that they had to use the same rooms with their siblings and organize their furniture among other home appliances in a more compact manner.

Some of the informant residing in the subdivided flats complained that they had to perform most of their daily routines on their bed or within the corridors with inappropriate postures because there was no sufficient space within their homes, thereby contributing to

short-sightedness and lower back pain, (Burger, Gouws & Kruger, 2000). The physical activity was largely noticed for the informants who came from low socioeconomic income families to adopt the sedentary lifestyle. In order to reduce their daily cost of living (expenses), many of the informants reported that they were deprived of their chance to join training courses. Furthermore, the majority of them admitted that they were spending much of their time at home watching televisions and enjoying their computer games during the leisure. A number of them did not even recognize the relevance of exercise and considered their group as physically active when their mere exercise was in the physical education lesson (Steinberg, 2008).

Majority of them were in agreement that they were directed by their guardians/parents to join such groups to participate in the diverse physical exercises or sports during the weekends with the majority indicating that they had unhealthy diets most of the times. To reduce daily expenses, they said it was common for their parents to buy canned foods and vegetables that are high in sodium and cholesterol (Steinberg, 2008). A number of participants were in agreement that they consumed foods whose lifespans were past as they were informed by their parents not to waste food.

This was because, the majority of guardians/parents had less or little knowledge about damaged food staff, huge population of them were saying that they did not understand some of the disadvantages that were associated with unhealthy diet, opting for meat and sugary foods for both lunch and dinner. When carrying out a comparison with the informants from low-income groups or families, from high-end income families were more likely to adopt healthier eating habits. In addition, the majority of the parents have obtained college education with a quit larger population of the wealthier informant accepting relevance of healthy eating habits (Senbackka & Statin, 2007).

Major resources enabled the determination of quality of life to the individuals who have to live. A large number of informants from low –income families were not able to contribute material goods. Huge population of the informant said that they had to wear the clothing of their elder siblings to save money. A number of them, in addition, said that their bought toys and admitted to having received second-hand toys from their immediate neighbours. Sussman, Skara and Ames (2008) argue that people who lack material resources may be considered low-income and they would avoid making friends with children from high-income families. This is because they were feeling inferior to the rich families. In comparison, the parents from average or high-income families had the ability to afford materials goods.

2.6.1 Physical Effects of Alcohol Abuse

NACADA (2004) asserts that the physical illness brought about by chronic alcoholism is borne by the nervous system, resulting in a deficiency of one or more of the vitamins B in the body. This may contribute to the collective condition of peripheral neuritis. It influences the body, feet and toes as well as the hands, beginning with general body sensation such as tingling, needles, pins and the progressive numbness of the muscles. At a later stage, the nerves to the joints are damaged; consequently the patients may keep on falling. The sensory nerves are affected earlier than those responsible for muscular movement (Kiiru, 2004). According to Harper and Matsumoto (2005) (2011),the chronic consumption of alcohol can also cause cognitive deficits referred to as alcoholic dementia is associated with structural changes in brain tissue. There is an enlargement of brain ventricles a widening of fissures separating sections of the cerebral cortex and a loss of acetylcholine-sensitive receptors.

These effects result in a net decrease in brain mass and a decline in overall intelligence, verbal learning and retention and short-term memory. The cognitive

impairments related to chronic alcohol consumption is a disease referred to as Wernicke-Corsa off syndrome by World Health Organization (WHO, 2010). When a person suffers Wernicke disease, he or she shows confusion and disorientation, abnormal eye movements and difficulties in body movement, coordination. The neurological problem arises from a deficiency in thiamine, which is a nutrient required for neurons in the brains to consume glucose. As a result of thiamine deficiency, a large number of neurons die in an area of the brain concerned with thinking and movement.

2.6.2 Social Problems and Communicable Diseases

Bar-On (2000) argues that the problem of drug abuse may lead to the spread of communicable diseases like HIV/AIDS and Hepatitis B. According to NACADA (2002), drug abuse creates social economic hardships by breeding misery that increases crime, violence and a drain on human material resources. The problem also poses a danger to public health, the quality of life and the political, economic and social stability of the country. The same report argues that this problem has become a major disaster in Kenya which has claimed many lives in every calendar year as demonstrated by the high rate of fatal road carnage. The upsurge in the crime rate, violent disturbances emerging in schools (Johnston, 2012). The substance when inhaled triggers a short lasting mind-altering effect which effects are slurred speech, dizziness, uncoordinated action, double vision, muscle spasm, suppressed appetite, drowsiness, unpleasant auditory and visual hallucination. It has analgesic effects, and unpleasant auditory (Nada, & El Daw, 2010). The long-term effects include sores on the mouth and nose, fatigue, loss of weight and numbness of hands and feet. These can also lead to kidney failure, lungs and liver damage as presented by the world health organization (W.H.O.) Publication (2013).

2.7 Strategies for Management of Drug Abuse in Public Secondary Schools

This segment particularly deliberates on the curricular improvement and how it could be used to manage drug abuse among the students based on reviews concerning the role of guidance and counselling in fighting against drug abuse in secondary school (Amayo, 1994).A study on school guidance and counselling in Kenya by Wambui (2015) was concerned with the general historical development, the current status and future prospect established that despite government's emphasis towards guidance and counselling programme implementation in Kenya schools and the continuous increase in the number of trained schools counsellors, ethical standards, lack of standardized training persist, role ambiguity and counselling model. This research study adopts the measures in the management and control of the drug abuse among the students. In Molo Sub –County, many schools have not updated their measures concerning drug-related preventions in the region hence contribute to the knowledge gap.

According to the Daily Nation (2006) where the Health Minister Charity Ngilu was mentioned saying that effective way of managing and controlling alcohol, with related drug substances in the Country is by carrying out the sensitization programmes to the general public. This concern with the creating awareness on the dangers drug is posing to the abusers his or her families and general society. Religious education has been identified as important and therefore needs to be instilled among the young people who have the high likelihood of abusing alcohol which may destroy their lives and general well-being before they reach adults age. The majority of secondary school students have experimented with alcohol and other drugs which critically affect their concentration on the academic studies. Reviewed literature also applies to Molo Sub County hence the current study will offer more insights that will eventually generate some of the knowledge gaps in the area.

The study conducted by Maithya (2009) in Kenya about drug abuse in secondary schools aimed at developing programme for prevention and interventions. The study adopted

descriptive survey approach which used both quantitative and qualitative approach. The researchers used a case study approach. The target group were both form three students and form fours targeting the average age range between 20 -22 years. The findings were that drug abuse among students was common among genders and majority influenced by drugs were male students. The study recommended further research on policies and prevention programs. The current study was conducted in Kenya on drug abuse and its influence on psychological well-being of students in public secondary schools in Molo Sub –County. A sample size of 120 respondents includes both genders from five secondary schools within Molo Sub County. The study used mixed method approach for data collection and analysis hence contributed to the knowledge gap.

2.7.1 Guidance and Counselling in Pubic Secondary Schools

Guidance as an informative concept includes persons with experiences that assists students understand themselves, accept themselves and live effectively in their society (WHO, 2009). The issue of guidance includes various processes designed to enable individuals to make informed decisions. It also encompasses to their educational situation that include both vocational as well as the personal development. NACADA (2007) the introduction of guidance and counseling as a method of journeying with affected persons proved to be effective with the various individual in the society.

The substance prevention program incorporated into curriculum use of social inspiration design aimed at empowering adolescents against drug-abuse beliefs and resistance skills indicates that the drug abuse problem can be tackled successfully. These programs have shown significant changes in students' attitude towards behaviour change. The programs include strategies such as role-playing, group feedback, and mentoring to reshape adolescent attitudes towards drug misuse. The role of counsellor in the church is more like that of life coach and advocate for parishioners. However, he noted that, in most parts of Sub-Saharan

Africa, guidance and counselling seemed generally unpopular while in countries like Nigeria and some parts of sub-Saharan Africa. The emphasis in counsellor training program has been part of the church mission (NACADA, 2007).

2.7.2 The Psycho-Spiritual Intervention

Counselling through the spiritual formation helps patient to improve their faith in God by involving them to participate in spiritual nourishment. The bible discussion, group therapy, small Christian community gospel sharing and one on one session with affected individuals help them get encouraged towards positive living. This will enable clients to accept God's powers for special deliverance from the addicted individual students. The management initiative offer traditional forms of substance abuse treatment, the treatment include detoxification and counselling, as well as church-based teaching practices. The approach will include Bible sharing and psychological counselling program (Rao & Chen, 2008).

2.7.3 Secondary Schools Syllabus Integration

The curriculum content is critical for the purposes of management of drug-related substances. Preparation on what ought to be included to the syllables content across the learning curriculum of education is very fundamental and challenging. There is need for the collaboration with the community stakeholders. This by itself calls for serious debate to deliberate on what is relevant and what is not. In the development of the curriculum in education, various decisions must be made, factors like proper ordering or even sequencing of the needed themes (topics) in the chosen subject.

The required time for each lesson plan, the lab role, excursion and project contents are more appropriate for any given specific theme to be covered in the content (Sussman, 2008). Good relationships with teachers and counsellors are among the most important and formative ones for many students. They may provide the only real avenue for comfortable

communication with adults. Time spent in sports and other extracurricular activities may provide an additional opportunity for the development of relationships with advisers and coaches. This, in turn, may provide a unique opportunity to engage in valuable prevention efforts, according to Batton, Barrington and Wallman (2006).The government has been on the fore front for enacting this law. However, its implementation has faced obstacles in respect to court interpretation, determination of bail, sentence and nature of offences. Also, the law focuses on hard drugs while other social drugs, which are equally ravage society, are excluded. The United Nations Office on drugs campaign and crimes policy UNODCCP (2006) commented that money collected from convicts under this Act is supposed to be diverted to the establishment of treatment and rehabilitation services.

The money that has been accumulated by courts has never been reallocated for that purpose by the treasury. As an offshoot of this Act, the Government in 1995 formed the Inter-ministerial drug coordination committee to define, harmonize, coordinate, monitor and evaluate all drug control measures against drug abuse at the national level. The committee formulated a drug control master plan in 1999, which was approved by the cabinet in April 2001. The master plan summarises policies, defines priorities and assigns responsibilities for drug control to various agencies. It provides for strengthening, expansion of the resources and scope of the Inter-ministerial drug coordinating committee in order to coordinate drug control measures in the country effectively (NACADA, 2005).

Research by international agencies shows that the capacity of the government and Non-Governmental organizations in dealing with hard drugs is low; this is due to inadequate finances, ill-trained manpower and poor knowledge of the problem. Study has further revealed the need for strong collaboration among government departments that deals with organizations that facilitates campaigns against drug abuse. The above literature reviewed

was on the international agency while the current study is an individual to be conducted in Molo Kenya hence contribute to the study gap.

2.7.4 Food and Drinks Banned in Public Secondary Schools

The management of school has passed a resolution that no edible substances including drinks, among other substances, will be allowed into the school premises due to the increase of drug abuse among the students within the learning institutions. No food related containers shall be allowed into the school compound including drinks as a means of controlling any possibility of the students bringing in drugs into the school compound (Burger, Gouws & Kruger, 2000).

2.8 Summary of the Literature Review

Generally, drugs such as cigarette, khat, and bhang presenta significant threat to the general well-being of the students in the public secondary schools within Molo Sub - County with far-reaching ramifications such as ill health results which influences the students' productivity within the learning averments (NACADA, 2007). The literature reviewed on the influence of drug abuse on the psychological well-being of students in public secondary schools in Molo Sub-County, Nakuru Kenya, has shown that the challenges of drug abuse have been perceived as a serious phenomenon by various scholars in our country.

The students related to drug abuse phenomenon has attracted people's attention across globe including scholars. These studies concentrated on drug abuse as a global and historical challenge. The school going students are more prone to practical experiment where they imitate their colleague's personal behaviour as indicated in the report by (NACADA, 2007).The results have shown that various researchers have focused on the general influence of drug abuse on student's character discovered that no much data has been explored on the influence of drugs on the psychological well-being of students among the public secondary schools in Nakuru County.

Previous studies have found that school academic performance has a correlation with the student's behaviour. However, not many schools in the county had adopted psychological counselling to help in the moderation of student behaviour and general well-being. Drug abuse such as alcohol and other substances among students is implicated in the range of social and economic challenges. There is a need for the researchers to assess the influence of drug abuse on the psychological well-being of students in public secondary schools. The research knowledge on the influence of drug abuse on psychological well-being of students is paramount contributions to other researchers on the gap to develop and implement on the possible strategies for drug management.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter presents the study design and methodology adopted in the research. Creswell (2003) defines methodology as a strategy or a plan of action that links methods to outcomes. It commences by locale of the study, describing the study design, the population targeted, study sample and sampling technique, instruments used in the study, data collection techniques, data analysis and ethical concerns.

3.2 Research Design

A research design is a strategic plan that sets out the broad outline and key features of the work to be undertaken in a research study (Mugenda & Mugenda, 2012). The research adopted a convergent mixed research approach using quantitative and qualitative data. According to Creswell, (2014) research design refers to a strategy in which a researcher collects both quantitative and qualitative data at the same time, analyse them concurrently and compares the results to see if the findings confirm or disconfirm each other.

This design is preferred because it enables the researcher to use the concurrent procedures, which converge or merge quantitative and qualitative data in order to provide a comprehensive analysis of the research problem. The researcher collected both forms of data at the same time and integrates the information in the interpretation of the overall results. Contradictions or incongruent findings were explained or further probed in this design. Convergence mixed model was used to enable the understanding of differences and the complementarities of data on the given topic in order to get much insight concerning the research problem.

Furthermore, it helps in putting together differing strength and non-overlapping weaknesses of the quantitative approach. This approach helped the researcher to triangulate the methods by directly comparing and contrasting quantitative statistical results with qualitative findings for correlation and validation purposes (Kothari, 2006). For the qualitative data, the researcher used a cross-sectional survey research approach. Babbie (2015) argue that qualitative research approach involves observation of a sample or a cross-section of the population. The survey approach was adopted to find a population or phenomena that are made at one point in time. Survey research approach was used in this study to obtain data from the school Principals /deputies, school counsellors and students in Public Secondary schools in Molo Sub-County.

The researcher used interview guide to collect qualitative data from the respondents in order to observe the respondents' and get their perceptions, attitude, and feelings towards the influence of students' drug abuse and well-being of students. Interview guide on one on one is very appropriate for getting insights to understand drug abuse and its influence on the psychological well-being of students in public secondary schools in Molo Sub - County, Nakuru, Kenya.

3.3 Locale of the Study

Molo Sub- County was chosen because it has a large number of public secondary schools which encompasses both Provincial and National Schools. Molo sub – County is a metropolitan Sub – County situated at the highway junction of Nakuru - Eldoret road, Nakuru Kisumu road, and Nakuru –Nairobi highway where means of transportations is available from many directions to Molo sub – county. The study site is associated with short and long distances transportation of goods to East African countries which is also mostly known for drug peddling business. Its proximity to the highway might lead to spill over effects since some of the illegal drugs by the drug sellers get into the hands of the students from or to

Nakuru town. Molo Sub - County has both agricultural and industrial setting which attract many people from diverse cultural, social, educational and economic background for employment of residents from Molo sub- County is expected to have relevant information concerning the drug abuse among the students in the public secondary schools that were sought.

3.3.1 Target Population

According to Mugenda and Mugenda (2003), the target population constitutes a complete set of individuals, cases or objects with some common observable characteristics to which the researcher generalized result. The study targeted 26 public secondary schools with reference to the form fours students across all schools. The population included 26,232 students, 52 Principals/Deputies, Heads of departments of counselling, 26 school counsellors from 26 public secondary schools in Molo Sub-County of Nakuru. The form four students were targeted because they have been in school for a long period as compared to other levels. This gave them a vast school life experience as well as issues related to drug abuse – challenges. Furthermore, these form four students were thus well placed to carry out an assessment of the influence of the drugs abuse in relation to general psychological well-being of students. The schools were targeted due to many cases of drug abuse records in the school, and from personal experience of the researcher. In addition, target schools are selected because of their geographical settings and accessibility.

3.4 Sample and Sampling Procedure

3.4.1 Sampling Procedure

Kombo and Tromp (2006) argue that sampling procedures is significant in establishing the relationship of the sample for generalization about a population. This study adopted stratified and simple random sampling design in order to get the whole population

represented in the study. The approach was essential to help keep the budget allocated for the study; the approach was used to select the schools in a way that ensured all different subgroups of the study population were adequately represented. The target schools were categorised into mixed schools and the single-gender schools.

In Molo Sub County, there are 26 public secondary schools, the researcher managed to stratify various schools and selected only five schools from the possible 26 for research purposes. The researcher sampled different categories of schools such as boarding girls, boarding boys, day girls, day boys and mixed schools for both of the genders. The researcher was well aware of the different social and structural differences in the two categories of schools. In the selection of the study participants, a purposive technique was employed in picking the study participants from many strata. The sampling of this study consisted of form 4 students from public secondary schools in Molo Sub - County Nakuru. Form 4 students were selected for this study because they were in their final year of their schooling and their answers would have more weight in relation to the research problem.

3.4.2 Sample Size

A sample size is a subgroup which was carefully selected so as to represent the whole population with the relevant characteristics (Kombo & Tromp, 2009). According to Orodho (2005) sample size refers to a plan determined before the actual data collection for obtaining the sample from any given particular population. A sample enables researcher to work with manageable quantities and to keep resources. A single member of a population is referred to as a sampling unit (Kombo & Tromp, 2009). The constituent subjects for the sample were drawn from school principals and their deputies, school counsellors and students in five selected public schools within Molo Sub-County, Nakuru County. Total numbers of secondary schools in Molo Sub - County –Nakuru is 26 from which the researcher selected 5 public secondary schools from the target population. The schools were stratified selected due

to researcher sensitivity to gender issue so as to get the fair representation of the targeted population. The researcher used a purposive sampling method to select 5 schools from the 26 schools.

There were 240 participants from boys boarding secondary schools, 80 participants Girls boarding secondary school, and 80 participants from the mixed day secondary school adding up to 400 participants as the targeted population from the five schools. Between 10 to 30% of the accessible population is sufficient for the sample size for the descriptive research survey (Mugenda & Mugenda, 2003). Between 10% - 30% of the accessible population is enough sample size for the descriptive survey. The researcher selected 30% of the total population 400 of form four students from the five secondary schools. The research sample included 105 students from 5 secondary schools. Thus each of the 5 secondary schools 21 students were selected using simple random sampling where the researcher used register roll call numbers to select the students randomly. 10 school principals and their deputies whereby each of the schools produced two respondents, 5 school counsellors that are each school gave one out one counsellor all totalling to 120 individual respondents.

3.4.4 Sampling Matrix

Table 1: Sample Matrix

Target group	Target population	Sampling procedure	Sample size	Percentages
Schools	26	Simple random	5	19.2%
Form four students	26232	Stratification, Random	105	0.4%
Principals/deputies	52	Purposive	10	19.2%
Counsellors HoDs	26	Purposive	5	19.2%

Source: Researcher

Table 1, presents a summary of the target group, target population, sample population, sampling procedure and the associated percentages.

3.5 Description of Research Instruments

The common instruments that were used in the study included questionnaire and interview guides schedule were used as the major tools for data collection. The questionnaire was chooses due to its economical in nature, it also ensure anonymity and it as well able to allow the use of standard questions. The questionnaire has unique procedure. The study used different instruments and techniques in data collection. It employed a questionnaire for secondary school students.

3.5.1 Students questionnaire

The questionnaire was used to gather data directly from the secondary school students. Questionnaire contained three parts. The questionnaire was used because it is straightforward, less time consuming for respondents and less expensive (Fraenkel & Wallen, 2008). It also presents an even stimulus potential to an enormous number of people simultaneously and offers the investigation with an easy gathering of data. Questions included both open-ended and closed questions. The questionnaires gave respondents the freedom to express their views and also make suggestions because they were anonymous in order to establish actual data. The questionnaire consisted of three parts, A, B and C section A gathered demographic information and B gathered data on the drug abuse by students and C gathered information on the psychological well-being of students. The research questions for drug abuse among students included closed-ended questions. There were two sets of interview guides for the school counsellors and principals as well as their deputies.

3.5.2 Interview Guide for School Counsellors, Principals and Deputies

An interview schedule was used as one of the tools for obtaining information from 10 secondary school principals and their deputies as well as counsellors. The researcher picked two individuals school counsellors and school deputies from each of the targeted school. The interview schedule involved face-to-face interviews with the 10 school principals and

deputies and 5 school counsellors to obtain in-depth information. This provided the opportunity for the researcher to directly interact with the participants while observations can be easily made to help in drawing inferences on the study. The interviews established a relationship between the researcher and the respondents which might contribute the respondents to give more complete and valid answers. Face - to - face interviews might motivate and encourage the participants to give both positive and negative aspects of their school life related to the drug abuse and perceptions. The interview technique helps the respondents to clarify his or her views and promote a higher percentage rate of return.

3.6 Validity, Pilot Testing and Reliability of Research Instruments

3.6.1 Pilot Testing of the Instruments

The pilot study is a distinct preliminary research conducted before the actual study is carried out by Mugenda and Mugenda (2003). Before commencement of the study, a pre-testing of study instruments was carried out to enable the researcher to validate the instruments and get a feel of reality in which the actual study was conducted. A pilot study was carried out on a sample of students, Counsellors and school principals were drawn from the same area (schools). The questionnaires were administered to research participants with similar characteristics in one of secondary school in Molo Sub- County, Nakuru. The pilot testing included 2 Counsellors' respondents, 4 School principals, and 5 students' respondents were selected. All research questions were presented to each respondent for one on one discussion with the researcher. The purpose of pre-testing is meant for determining accuracy, clarity and the suitability of the study instruments to ascertain their validity and reliability.

3.6.2 Validity

Validity is the degree to which the study instruments appropriately and accurately measure what they are intended to measure. The results from data analysis actually represent the phenomena under the study (Orodho, 2005). Based on the piloting analysis, modification

and deletion of ambiguous or unclear items such as questions and feedback from the respondents were essential as commented by (Caruth, 2013). Assessment of research instruments validity was carried out to find out whether the instruments measured what it supposed to measure to enable the researcher to identify items in the study instruments that are inappropriate in eliciting relevant information, modification of the instruments was done to the items that required corrections. The researcher utilized advice from counselling psychology supervisors and experts in the field of research in the Catholic University of Eastern Africa.

3.6.3 Reliability of the Research Instruments

This enables the researcher to validate the instruments and get a feel of reality in which the actual study was conducted in the same category that was sampled to help in the comparison of the results. The evaluation was made in order to determine the correlation of the research results based on the participants' responses. The individuals' product moment formula for both the test and retest was used in the computation of coefficient in order to help in the establishment of the extent to which the contents of the questionnaire were consistent in eliciting same responses every time when the instrument was administered. The output of the correlation yield 0.830 reliability for the psychological well-being of students and 0.804 for school counsellors. The results were perceived satisfactory as it was more than 0.7 which demonstrate strong positive correlation as argued by Mugenda and Mugenda (2004) the results of the research were consistent in determining the reliability of the study instruments.

3.7 Data Collection Procedures

The researcher first obtained the necessary authorization documents and permission from the research department of counseling psychology and research supervisors before proceeding to the field for data collection. The researcher made request to the Ministry of Education Science and Technology seeking permission to conduct the study. She was issued

with the letter of authorization by the National Commission for Science Technology and Innovation (NACOSTI) a request was made to the Ministry of Education, Molo Sub- County Kenya, where she was given permission to carry on with the research. The researcher made appointments with the sampled schools and booked appointments with the school Principals on the day to administer the questionnaires.

Before, the real data gathering, the research instrument was piloted on specific sample which was similar to the real sample (actual sample) that was not considered in the final study. This helped the researcher to make a correct and appropriate judgement to the study instruments to ensure their validity. On the actual day of data collection, the research questionnaires were administered personally by the researcher with the assistance of the research assistants.

3.8 Data Analysis

A procedure in data analysis is a very important component of the evaluation exercise. Analysis of data can be defined as the process of bringing order to the data by organizing what is there into patterns, categories, and descriptive units, and looking for relationships between them. According to Silverman (2016) data analysis is the systematic, continuous and rigorous process that involves sub processes. Data analysis involves three sub-processes. The first step includes the cleansing of the data from the field through selecting units of data from the total population targeted. Data display process by assembling the information in some format and conclusion drawing interpretations of the findings.

Data was analysed using both quantitative and qualitative approach Descriptive and inferential statistics were used in analysing data. Quantitative data were analysed through the construction of frequencies, tables, and percentages. The analysis of the quantitative information was done through the statistical package for social science (SPSS) 21 version.

The qualitative information was examined and put into different groups (themes and sub-themes) based on the research objectives and later given their codes for easier identification. The analysis of qualitative data collected through the interviews schedule was then interpreted in relation to the research questions. In the process, the unstructured items were analysed along major concepts and themes, results were presented using descriptive and inferential statistics. Logical conclusions and recommendations on drug abuse were derived from the findings and thereafter a deduction was made hence objective conclusion.

3.9 Ethical Consideration

The researcher keenly dealt with ethical issues. The ethical issues that were related to the study were cross-checked on the issues which might have some sense of inappropriateness such as the use of certain words or phrases and individual identity for the participant's security and protection. The study was based on a voluntary basis whereby the researcher explained to the respondents that it was upon their choices and willingness to participate in the research, the respondents were made to understand that it was out of their will and choice to be part of the survey and therefore sought their personal consent before the actual study. The researcher explained to the participants as regards to their confidentiality. The researcher made the study respondents understand that their security was assured and their names would not be published on the final report.

. Every participant was ensured respect and protection of their rights through informed consent. Informed consent was given in the study through clear authorization and explanation of intention of carrying out the study to fill in as a way of consenting to the agreement for the study participants. This form included the purposes and benefits of the study, confidentiality of information, the right to refuse to participate or right of withdrawal from the study and other relevant information convenient to the research which was relevant to the participants were high.

CHAPTER FOUR

DATA ANALYSIS PRESENTATION AND INTERPRETATION OF FINDINGS

4.1 Introduction

This chapter discusses the summarized findings based on the field data derived from the questionnaires for students and interview guide for teachers and counsellors. The study sought to investigate drug abuse and its influence on the psychological well-being of students in public secondary schools in Molo Sub - County, Nakuru, Kenya. The chapter is arranged into five parts that encompass demographic characteristics of the research respondents, the commonly abused drugs by students in public secondary schools, factors contributing to drug abuse in public secondary schools, measures that are in place to mitigate drug abuse in the public secondary school, drug abuse influence on psychological well-being of students in public secondary schools, strategies that can be put in place for the management of drug abuse in public secondary schools and lastly, study recommendations. Quantitative findings of the research data are presented in tables and frequencies as well as percentages while qualitative data ones are coded and presented themes in narrations format with direct quotations from the respondents.

4.2 Instruments Return Rate

Out of 105 questionnaires which were dispatched to the students, 100 students returned their completed questionnaires and the returned response rate of 95% which was justified to give reliable data. The researcher had made a plan to interview 10 teachers and 5 counsellors who were purposively selected in 5 secondary schools. The individuals who were willing to participate in the study were 13; the return rate of the teachers and counsellors was 87 % which was acceptable. Mugenda and Mugenda (2003) assert that a 50 % of the subjects' response to the questions is adequate and therefore, 95 % and 87 % is adequate for this research.

Table 2: *Response rate*

Responses	**Frequency**	**Percentages**
Response rate	113	94 %
Non response rate	7	6 %
Total	**120**	**100**

4.3 Demographic Characteristics of the Respondents

This section of the research presents the common attributes of the respondents in terms of age, gender, nature of their schools, professional qualifications and working experience.

4.3.1 Demographic Characteristics of Teachers and Counsellors

Based on this research, it has been demonstrated by the respondents that demographic information such as gender, age, nature of their schools, professional qualifications and working experience were found to influence drug abuse among the students. The researcher observed that gender influences drug abuse and that there were higher incidences of drug abuse among males than females. This could be attributed to the high tendency of being risk takers, being adventurous, curious and having a culture of experimenting among the males.

4.3.2 Age of Teachers and Counsellors

The age of the respondents was tested because it is considered as an important factor that demonstrates the level of experience and wisdom among the participants. In addition, the age indicator ensured that they were within the age range of secondary schools. The results were distributed as shown in figure 2.

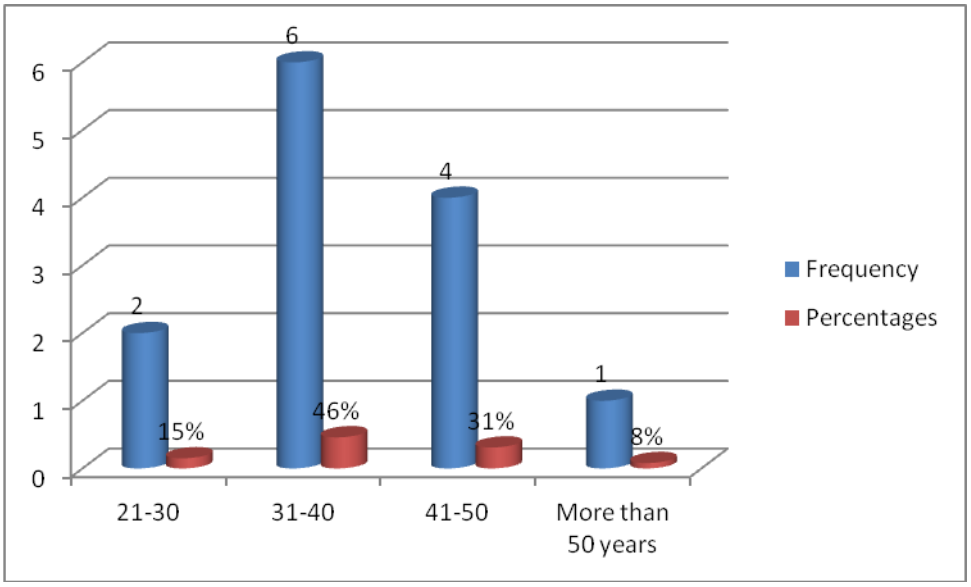


Figure 2: Age of teachers and counsellors

Figure 2 indicates that 15 % of the teachers and counsellors were aged between 21-30 years, 46 % average respondents were aged between 31-40 years, 31 % were aged between 41-50 years and the rest 8 % were aged 50 years and above. This could be characterized by the free education system which accommodates all ages in all levels of learning. Based on these findings, researcher deduced that majority of teachers and counsellors shared a common age bracket, therefore she had the capacity to manage the drug-related challenges that affected the general wellbeing of the students within public schools in Molo Sub – County, Nakuru County

4.3.3 Gender of Teachers and Counsellors

The gender of the respondents was analysed in order to find out the representation of the respondents in terms of their sex within Molo Sub -County public secondary school.

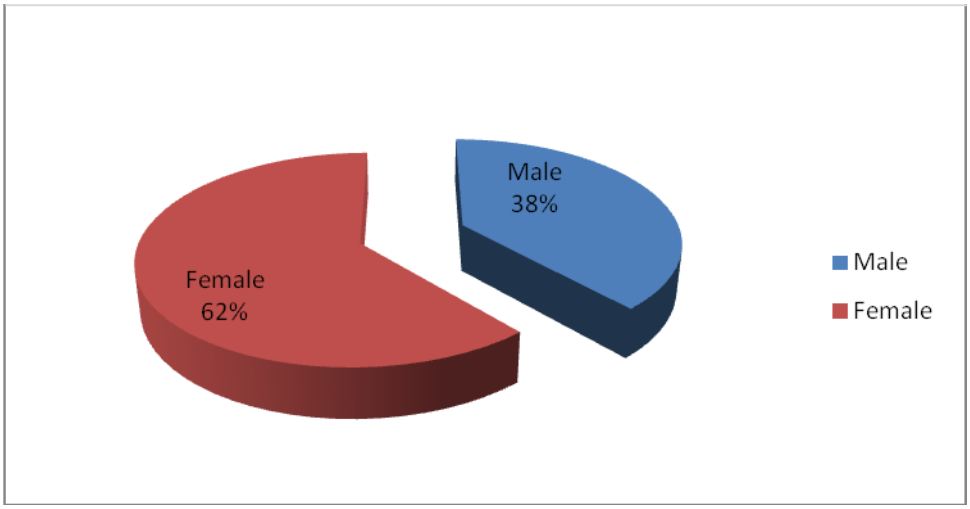


Figure 3: Gender of teachers and counsellors

Figure 3 indicates that majority of the respondents 62 % were female teachers while the minority 38 % were male who participated in the research. These results indicate that both genders were involved in the study to imply that there was no gender bias.

4.3.4 Educational Background of the Teachers and Counsellors

The educational level of the respondents was tested. The level of education allows the teachers, counsellors to acquire the necessary skills and competencies which enable them to cater for school and students' psychological well-being with what it takes to attain the best outcome. These results are distributed in table 3.

Table 3: *Educational Background of teachers and counsellors*

Educational Background of teachers and counsellors	**Frequency**	**Percentages**
Certificate	3	23 %
Diploma	5	38 %
Bachelor's degree	4	31 %
Master's degree	1	8 %
Total	**13**	**100**

Table 3 shows 23 % of the respondents were certificate holders, 38 % were diplomas, 31 % were bachelor of degree holders and the rest 8 % were masters' degree holders. The teachers and counsellors required some special skills that would enable them to cooperate with the school management staff in order to carry out the counseling activities efficiently. Both the counseling competencies and teaching related skills are achieved through formal education and training. Through these findings, it was noted that majority of the teachers and counsellors had diploma certificates with the minority having the master's degree Certification. These are indicators that the respondents had basic skills and competencies to coordinate and manage the influence of the drugs related problems which affected the general well-being of the students in the public secondary schools at the Molo Sub – County, Nakuru County.

Table 4: *Nature of the schools*

Nature of the schools	**Frequencies**	**Percentages**
Mix day school	2	40%
Girls' schools boarding	2	40%
Boys schools boarding	1	20%
Total	**5**	**100%**

Table 4 shows nature of the schools, 40 % of the respondents were drawn from the mixed day and another 40 % were drawn from Girls schools boarding, and 20 % were from Boys boarding schools. These implied that the researcher considered various categories of schools in the region hence capturing the required voices to give more insights about the phenomenon under investigation. These results agreed with Maithya (2009) who argues that there is a significant connection linking drug abuse and the category of the schools or nature of the school student attended. Mixed school had more cases of drug abuse compared to a girls or boy's school. He further established that mixed school has internal problems that are related to drug abuse among the students. Girls' schools did not show alarming drug abuse challenge signals but boys' school did. This means that peer influence among girls and boys were in respective schools.

4.3.5 Work Experience

The experience is the time within which an individual teacher engaged in an activity in the work environment whether paid or voluntary to the project or program to which he or she is assigned. The public secondary teachers within Molo Sub - County were asked to indicate their teaching experience. Item was tested on the fact that effective implementation and control of the influence of drugs on psychological well-being in every learning institution

requires the teachers and counsellors to be adequately skilled in both theory and practical means of the anticipated outcomes. The results were distributed as shown in figure 4.

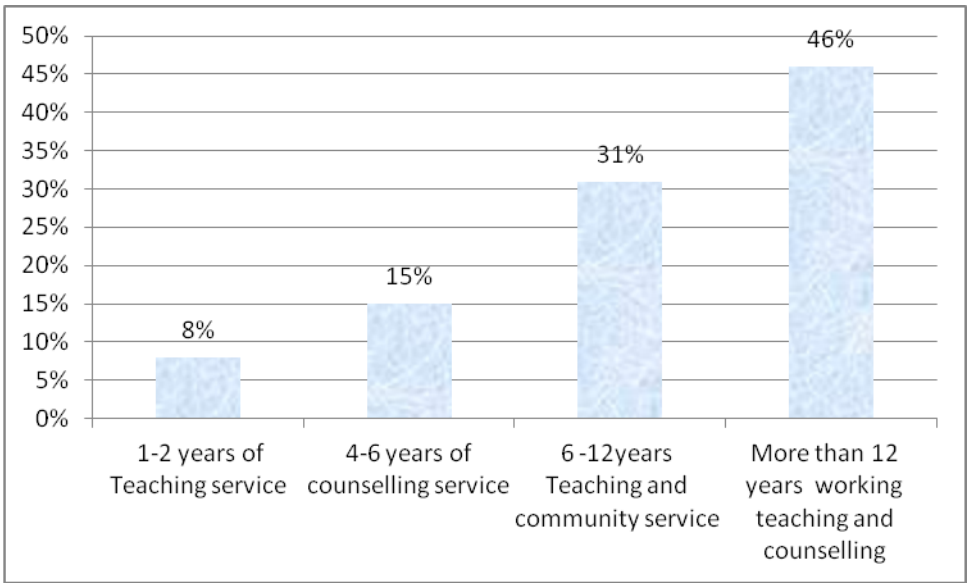


Figure 4: Work experience of teachers and counsellors

The data from the field has indicated 8 % had been offering their services in the school for at least 1-2 years, 15 % 12-4 years, 31 % have been offering their services to their students and the community for at least 5-6 years and the rest 46 % have serviced their students and community for more than 7 years of interaction with students, deputy head teacher, and the school stakeholders. From these findings, all the teachers and counsellors had been working with the school for a good number of years. This is an indicator that all the teachers and counsellors have good and vast experience in dealing and managing issues of psychological discomfort in the public secondary schools.

4.3.6 Demographic Characteristics of Students

The student's background information was based on age, gender, and nature of their schools. The results were distributed as shown in table 5.

Table 5: *Age of students*

Years	Number of students	Per Cent
16 Years	1	0.01 %
17 Years	39	0.39 %
18 years	52	0.52 %
19 years	8	0.08 %
Total	**100**	**100 %**

The study wanted to find out on the demographic characteristics of the students. The findings indicate that majority, 60% of the students were aged 18 years and above, who were already adults while a significant number 40% of the respondents were children thus aged 17 years and below.

4.3.6.1 Students Gender

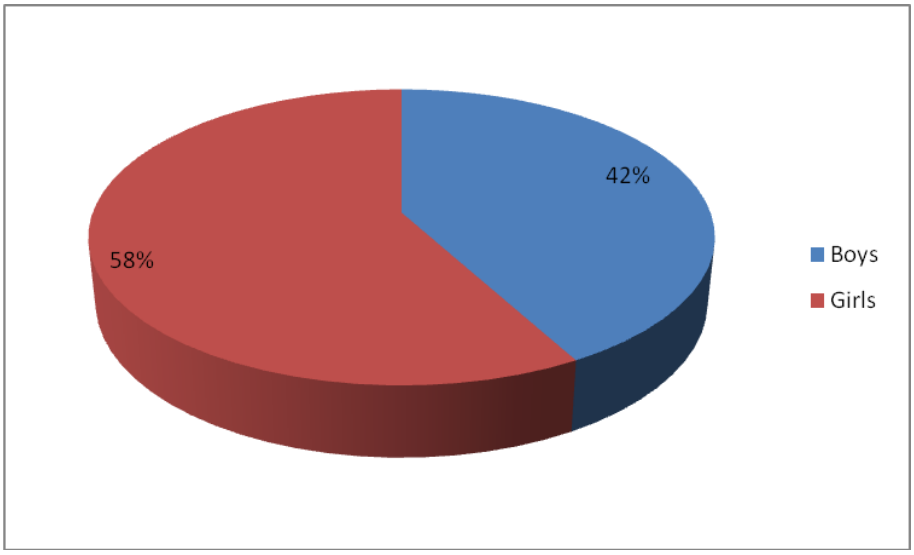


Figure 5: Demographic characteristics of students Gender

At least 58 % of the female gender was involved in the study while 42 % of the participants were Boys. This implies that both sexes were involved which demonstrate that the research did not suffer any gender biases which was good for the research. The results also demonstrate that more girls were in their learning centre at the time of the study.

4.4 The Commonly Abused Drugs by Students in Public Secondary Schools

The question concerning the commonly abused drugs was sought by the researcher. The researcher posed the question to the teachers and counsellor. This is was very important to help bring insights about the commonly abused drugs by high school students. The results of this question are presented in table 6.

Teachers and Counsellors responses on commonly abused drugs by students

Table 6 : *Commonly abused drugs by the students*

Commonly abused drugs	**Frequency**	**Percentages**
Bhang	3	23 %
Alcohol	7	54 %
Cigarettes and glue	2	15 %
Miraa and Kuber	1	8 %
Total	**13**	**100 %**

The results revealed the drugs which are commonly abused by the students of the public secondary schools within Molo Sub - County. The drugs that were identified to be commonly abused by students in the public secondary schools in Molo Sub - County was Alcohol registering 54.0 % by the students followed closely by bhang at 23 % and Cigarettes and glue with 15%, Miraa at 8 %. This can be demonstrated by the fact that alcohol is the commonly abused and therefore easily accessible as indicated by 34.0 % of the students who abused alcohol. This can be attributed to the fact that the contraband substances such as bhang can be easily accessed than other drugs. These findings concur with Limo (2012) and UNODC (2007) exposing that Bang or Marijuana is mixed among the vegetables in some of the regions in Kenya. The findings established that there were a small percentage of students in the public secondary school in Molo Sub - County abusing Miraa and Kuber. These forms of drugs are commonly available within the township areas and not within the rural areas for the fact that Mira is mainly exported to other international markets.

Kuber was also imported from another eternal market into the county, the fact that some of the students from the public secondary schools were in position of these drugs implies that they were infiltrating into our public learning institutions with our students having lots of experience on their influences. In addition, the results have established that some of the students from the public secondary schools were abusing more than one form of drugs, for example, there were students who were abusing cigarette and glue and Kuber and Miraa. This trend highlighted that larger number of students were abusing more than one type of drugs or substances in Molo Sub - County.

This result concurs with NACADA (2008) which indicated that alcohol is the commonly abused drugs by nearly 61 % of the population. The similar report noted that 40.9 % of 13 students were abusing alcohol in Nairobi County with 26.3 % from central Kenya. According to Perkinson (2002) argue that alcohol is a central nervous system depressant and dulls the human brain which contributes to learning challenges. The results agrees with World Drug Report (2010) who stated that the global estimates regarding drug abuse are that between 129-190 million people abuse drugs such as cannabis, opiate, cocaine and amphetamine-type that stimulants the body of the abusers.

These results also concur with NACADA (2004) commented that when students get to the behavior of engaging in alcohol abuse, their perceptions get impaired which influence the outcome of their education. In addition, the survey demonstrated that about 35 % of the students from central Kenya were misusing tobacco products. The accessibility of tobacco is prevalent in the county. In addition, drug abuse such as alcohol, Mira, tobacco, and glues are cultural, socially and legally accepted in the Kenyan law and they are locally processed. Some of these cases have influenced the problem of abuse and dependence among the young adolescents including the high school students. In addition, Hanson, 20120 also shared the same concepts that the commonly abused drugs were first used for medicinal purposes, there

is evidence that intentionally fermented school existed from as early as 10,000bc when it was used in religion and worship, for recreation purposes, medicinal and for quenching thirst by long distance travellers.

Based on the study results, the researcher argues that the students from the public secondary schools are abusing several drugs at one go which could influence their physical, emotional and general well-being thus results to students learning challenges such as indiscipline cases as presented by Were (2003) who asserted that drugs contribute to the poor health and lower the body‘s natural immunity against infections.

4.4.1 Students Responses on the Commonly Abused Drugs in Schools

To establish the commonly abused drugs by the students in public secondary schools, the students were asked to indicate the drugs that they had experienced while at the school. The item was considered critical by the researcher in order to help with the determination of the commonly abused drugs to assist with the prevention and to suggest prevention strategies. The assumption was that the most accessible and affordable drugs are commonly abused. The result of this item is summarized in figure 6.

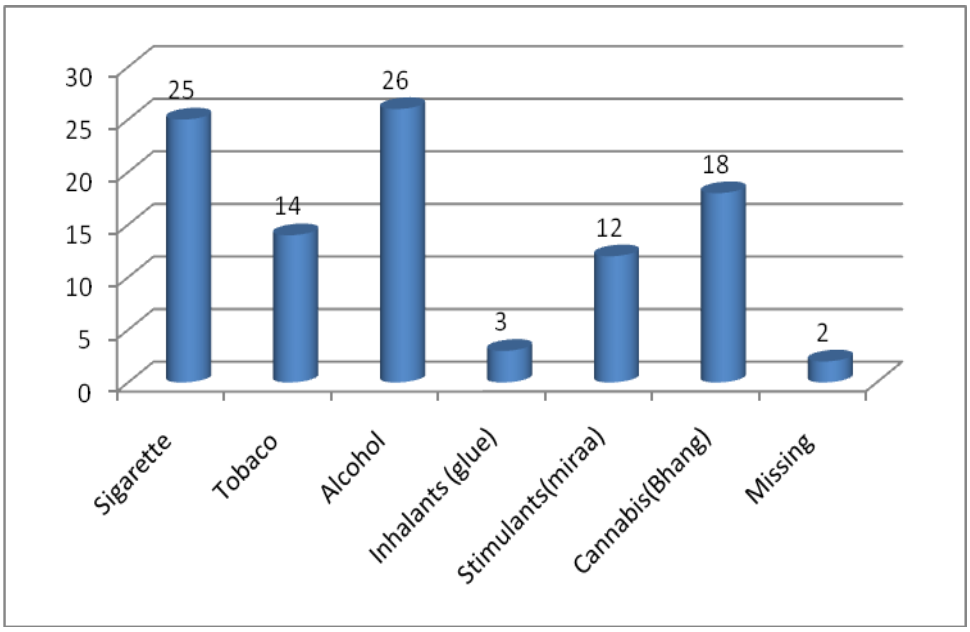


Figure 6: Commonly abuse drugs by secondary students

Figure 6 shows the most abused drugs by the public secondary students, it is clear that at least 25 % reported cigarette as the most abused drug, while 14 indicated tobacco, 26 % indicated alcohol, % indicated inhalants glue, 12 % stimulants (miraa), 18 18 % cannabis or bang with only 2 % indicated missing. According to the information from the figure, it is clear that the majority of the students in the public secondary school preferred alcohol ranking at 26 % against other drugs followed closely by the cigarette at 25% with the glue ranking the least among their preferential brands. The alcohol may rank high on the least because the alcohol is commonly and openly advertised on the local media and it is considered normal to have alcohol as a drink. It may also rank higher on the least due to its accessibility. NACADA (2014) reported that drug and substance abuse in Kenya is widespread and cut across all social groups with the students being most affected.

On the type of drugs most abused by the students, the findings of the studies concur that the most commonly abused drugs among the students of the ages in question(11yrs-15yrs) are alcohol, tobacco, marijuana and about 10 % cocaine and other inhalants (NACADA, 2014). Concerning frequency by which students' abuse drugs. The findings of this study concur with the research findings by Hanson (2012) where the study established that Alcohol, Marijuana and Kuber were the commonly abused by the students' population in school settings. These include beer, wine, spirit, traditional brews such as Busaa and Changaa (charm or distilled water).

Students' sources of drugs abuse in Public Secondary Schools

Table 7: *Common sources of drugs abused by students*

Sources of drugs	**Frequency**	**Percentages**
Shoes cobblers	9	9 %
Watchman	25	25 %
school cooks	22	22 %
Drug peddlers	26	26 %
Informal settles	18	18 %
Total	**100**	**100 %**

The research has established that 9 % were obtaining their drugs from Shoe cobblers while 25% of the respondents mentioned watchman, 22 % school cooks, 26 % were accessing their drugs from peddlers, and the rest 18 % were accessing their drugs from the nearby slums or informal settlements. These findings concurs with McCabe and Boyd (2005) whose study results established 18 sources of drug prescriptions that were classified into three broader categories: peer, family, and other sources. The huge number of participants who were illicit users found their prescription drugs from peer sources. The students who found prescription medication from peer sources conveyed significantly higher rates of alcohol among other drug related substances compared to the students who did not come from the similar sources. The researcher's observation is that the common sources of drugs abused by students were found with peddlers, watchmen and shoe designers/repairers. This means that the main source of drugs for students come from the school environment and with specific people to whom the students interacted with on daily basis.

Students' common places for drugs abuse

Table 8: *Students places of drugs abuse*

Students common places for drugs abuse	Frequencies	Percentages
Bathrooms	23	23 %
Toilets and school watchmen	70	70 %
Forest and night clubs nearby schools	4	4 %
Dormitories	0	0 %
Classrooms and slum areas	3	3 %
Total	**100**	**100**

Table 8 shows common places of drugs abused among the students from the public secondary schools in Molo Sub-County. The results have shown that bathrooms 23 %used by the secondary students are also considered as one of the sources of drugs within the school environment, 70 % of the respondents have indicated that toilet and school watchmen is source while 4 %mentioned forest and nightclubs nearby schools, with 3 % indicating classrooms and slum areas also referred as informal settlements with the none of the respondents have indicated dormitories as one of the sources of the drug-related sources.

These findings are in line with Gikonyo (2005) who exposed that in Nairobi Secondary Schools, the students collaborate with the cahoots such as watchmen, cooks, and cleaners to access drugs. In addition, Otieno (2009) stated that the young persons who hail from rich and able families abused drugs and other substances more since they could afford to buy them while others from the less humble background could not abuse more since they were more frustrated in their lives due to lack of school levies or even other basic needs due to their poverty influences in their community and therefore could not think much of drugs.

All of these has attributed to numerous challenges as the head teachers of the Molo Municipality attempt to use some of the measures in curbing drugs in the region where

alcohol and tobacco are known to be the order of the day among the society members in the county.

4.4.2 Students Awareness of Different types of Illegal Drugs

The researcher sought information from the students regarding Students awareness of different types of illegal drugs. The researcher provided the items statements whereby the respondents were required to rate their agreements levels by indicating yes or no as their feedback to show the extent of awareness. The frequency and percentages are presented in table 9.

Table 9: *Students awareness of different types of illegal drugs*

Statements on awareness	**YES**		**NO**		
	Freq.	**%**	**Freq.**	**%**	
Are you aware of different types of illegal drugs?	99.0	97.1	3.0	2.9	100.0
Are you aware that drugs can heal a sick person	86.0	84.3	16.0	15.7	100.0
Have you come about anyone abusing drug or drugs?	87.0	85.3	14.0	13.7	100.0
Are you aware that drug abuse can humiliate a person?	92.0	90.2	10.0	9.8	100.0
Have you witnessed anyone abusing drugs in your school?	64.0	62.7	38.0	37.3	100.0
Do you think people who abuse drugs ever felt guilty?	64.0	62.7	38.0	37.3	100.0
Do you think there is appropriate time to take drugs?	36.0	35.3	66.0	64.7	100.0
Do you think your deputy head teacher or guardian would be happy to know that you abuse drugs?	8.0	7.8	94.0	92.2	100.0
Have you seen anyone arrested when in possession of illegal drugs?	72.0	70.6	29.0	28.4	100.0
Have you heard anyone talking about the dangers of drug abuse?	96.0	94.1	5.0	4.9	100.0
Do you think drug abuse is a common phenomenon in your school?	18.0	17.6	84.0	82.4	100.0
Are you aware of the drug abuse by other students?	60.0	58.8	41.0	40.2	100.0

The response to each of the constituent statement was scored on the scale of 1 to 5 with the are you aware of different types of illegal drugs indicating 2.9 %, are you aware that drugs can heal a sick persons registering 15.7 %, have you come about anyone abusing drug or drugs recorded 13.7 %, are you aware that drugs abuse can humiliate a person,9.8%, are

you aware that drugs abuse can humiliate a person 37.3, Have you witnessed anyone abusing drugs in your school 37.3 %, do you think people who abuse drugs ever felt guilty 37.3 %, do you think there is appropriate time to take drugs 64.7, do you think your deputy head teacher or guardian would be happy to know that you abuse drugs, 92.2 %, have you seen anyone arrested when in possession of illegal drugs 28.4 %, have you heard anyone talking about the dangers of drug abuse 4.9 %, while good number of students indicated on the question "do you think drug abuse is a common phenomenon in your school" with the 82.4 %, do you think drug abuse is a common phenomenon in your school 82.4 %.

Therefore, the results could highly reflect the expected awareness of drug abuse. The students from the public secondary school recorded high level of awareness of drugs and substance abuse by showing higher frequency. The findings of the study therefore, suggest that most students are influenced by their peers to engage in abuse of drugs. This concept concurs with the assertions given by NACADA (2014) who reported that drug abuse is a habit that is learned mostly from peers, friends and close families and relatives. This results agree with the world health organization the vast literature available indicate that in every country throughout the globe are facing challenges such as high level of poverty, corruptions, unemployment among the young and active people, drug addiction and trafficking all of these problems contribute to the expanding new dimension of global challenge estimating that by the year 2020 the status of mental and substance abuse disorders will surpass the physical diseases and will contribute to the major causes of disability among the global population(WHO, 2008).

4.5 Factors Contributing to Drug abuse in Public Secondary Schools

This objective sought to establish the factors contributing to drug abuse among the public secondary students in Molo Sub - County. In order to determine the factors contributing to the abuse of drugs, the researcher asked the teachers and counsellors were

asked to indicate the reasons why the students were allured into drugs. Teachers and Counsellors responses on factors contributing to drug abuse in public secondary schools. Both teachers and counsellors shared a common agreement that family characteristics, social environmental, individual predispositions are attributing factors to drug abuse menace. During an interview with the teachers on factors contributing to drug abuse in schools, one of them said that "Hereditary factors, adolescent stress and peer group pressure and curiosity were main influence of drugs among students in the secondary schools" (Respondent, 5).

On similar discussion with the secondary school counsellors, the counsellor commented:

> Some of the key drug influences among the students include: trauma incidences such as violence, murder, robbery, rape or even a car accident, spiritual hunger, peer pressure, stimulation and an easy escape route, the counsellor said that incidences of such nature produces diverse reactions from irritability such as mood swings, sleeplessness and restlessness(Respondents.8)

These comments are similar with the ideas which were shared by the teachers. This implies that these two categories of the respondents had common knowledge about the phenomenon investigated by the researcher.

Students' responses on factors contributing to Drug abuse in Secondary Schools

The views and opinions of individual students were capture and presented on figure.7.The researcher sought the factors contributing to drug abuse and the responses are distributed in figure 7.

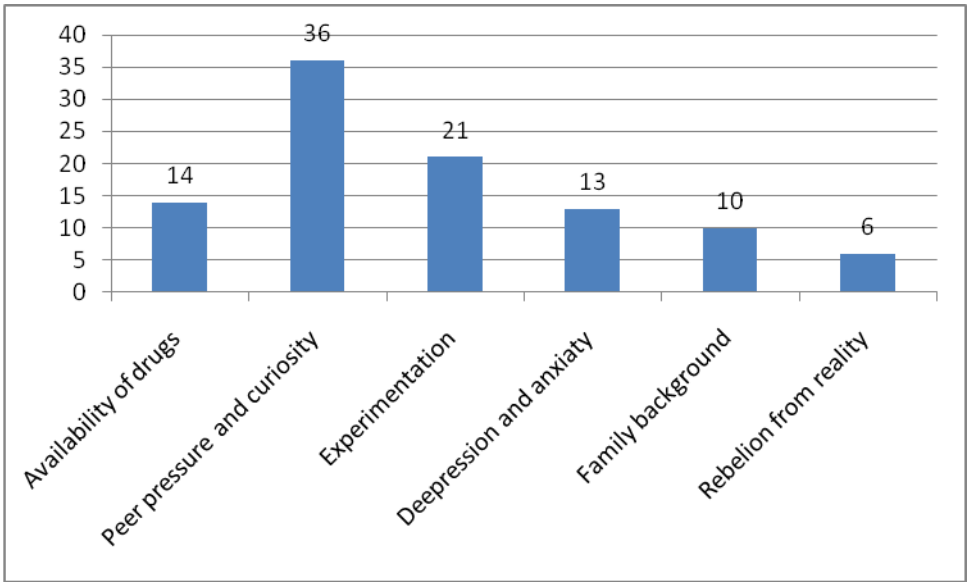


Figure 7: Factors contributing to drug abuse in schools

The findings exposed that availability of drugs plays a very significant role in the school going age children starting to abuse various types of drugs and substances in Molo Sub - County. The results reported 14.0 % availability of drugs contributes to the student abuse of various types of drugs among the secondary students in the public secondary schools in the region. 36 % of the respondents indicated peer pressure and curiosity while 21 % mentioned experimentation of different forms of drugs,

Respondent rated 13 % depression and anxiety, 10 % indicated the influenced from family background and lastly the 6 % of the respondents commented of students being rebellious from the actual reality of life by being in their own world of thinking. These results are against the concepts which were shared by Ngesu, (2008) who commented that students abuse drugs as a result of their easy accessibility while these results concur with the concepts shared by UN report 1992 which states that the drug abusers seek approval for their behavior from the cultural group or peer group. The researcher's observation is that the Secondary School students abuse drugs due to their age factors which compel them to experiment and taste how the drugs act upon reaching on their body muscle, the researcher also established

that the students may engage in the abuse away from enhancing their intelligence in order to impress their deputy head teacher and other colleagues to whom they share lifestyle.

The findings of the study, therefore, indicate that the structures and policies in place in the schools to curb drug use and abuse are likely to be effective in curbing the usage of the drugs at school. The findings that the younger students (in Form 1-2) use drugs more frequently than their counterparts in upper classes (Form 3-4) could be explained by the fact that the young students are curious and excited about trying out or experimenting with the drugs while the older students could have reduced the frequency as they get more serious with their studies and the curiosity dies out.

Frustration at home was measured from the responses given by the respondents from the question asking the students to describe the nature of the families they come from including the commitment of their parents/ guardians for their upkeep. The study found that the students who come from unstable families tend to engage more in drug abuse. This could be explained by the fact that the students seek solace from drugs to give them relieve, though short lived. The findings of the study are consistent with the findings of another study by NACADA (2014) which reported that some children acquire the habit of abusing drugs from other family members.

The researcher conclude from the data that there were a number of factors which contribute to the abuse among the secondary students and the outstanding factors in this study include the availability of drugs itself, the influence of peer pressure and curiosity made the students to develop the urge to make attempt to drugs. The problem of teachers and parent collaboration is another close examination to help the teachers and parents to have a close watch of their son and daughters both at school and at home. When this is corrected and done the behaviour of the students will be monitored and cases of drug abuse will reduce accordingly.

4.5.1 School Based Factors Attracting Students Towards Drug Abuse

The researcher investigated the school-based factors attracting students towards drug abuse. This was important since it would bring many insights related to school environmental issues attracting students towards drug abuse. The findings of the test are shared in table 11

Table 10: *Reasons for drug abuse among students*

Reasons for drug abuse among students at school	**Frequency**	**Percentages**
Poor communication with teaching staff	18	18 %
Influence among students/colleagues	24	24 %
Stress at home	26	26 %
Conflict with school management	30	30 %
The urge to fit the modern culture	2	2 %
Total	**100**	**100**

The researcher sought information about the school-based factors that attracted the students towards drug abuse. The responses from the field respondents are distributed in the following table. The analysis in the above table has demonstrated that 18 % of the respondents had indicated poor communication with teaching staff as one of the influences from the school inducing students to engage in the drug related behavior,

Respondent rated 24 % commented that Influence among students/colleagues while 26 % have indicated Stress at home as contributing factor towards drug abuse of students in secondary school, 30% had mentioned Conflict with school management as a source of influence of drugs among the students and lastly 2 % of the respondent felt that the urge to fit the modern culture among the secondary students has some leads towards the abuse of drugs by the students in the schools in the region. Based on these results it can be deduced that peer influence was a risks factor that could lead to massive students' drug abuse within the learning centre.

These findings concurs with Ngesu (2008) who conducted study about drug abuse among then Kenyan learning institutions and associated strategies for prevention. Many of the respondents more than 80 % of them shared their views and opinions that alcohol is the commonly abused drug by the Secondary School students, and then Miraa follows closely, Kuber and then bhang. The reason for alcohol abuse was because alcohol has no much negative implication on health and also readily available and therefore consumed in the nearby places such as restaurants, bars, and other entertainment joints.

Another reason is that alcohol is acceptable by both the government law and the community laws. The observation made is that sometimes the students' abuse drugs because of the laxity of both teachers and parents, lack of mutual cooperation among these groups put the students to the state of confusion and unnecessary freedom. It is therefore important for the teachers and parents to work closely to address the drug abuse problem in the learning institutions to help in the restoration of learning order across the Public Secondary Schools.

4.5.2 Peer Pressure Attracts Drug Abuse Among the Secondary Students

The investigator asked the respondents to share their feelings, opinions, and views about peer pressure attracting drug abuse among the secondary students. The feedback concerning their opinions is presented in light of the literature and representing the actual feelings of the study respondents. Through the interview question, the responses were made to answer to item whereby the majority 85 % of the respondents commonly agreed that individuals' students are influenced by their peers to do what they do at any given time. The respondents shared what is common knowledge that pressure is a real disease that if left unchecked may contribute to the development of ill behavior or attitude. The field finding has shown that there were great numbers of students who were coaxed to abuse drugs in the schools by their peers. Teachers and students' participants showed that there was a correlation between drug abuse among students and academic performance. During the

interview with some of the teachers about what extent peer pressure influences drug abuse among the students in public secondary school in Molo Sub-County.

One of the teachers commented:

> when a child join high school he or she find a new culture to adopt in order to fit into the community, by fitting or being part of the new family imply that he or she must begin to corporate and do exactly as that culture demands of them, even if it involved bullying others so they shall, through the child get influenced by the individuals in the peer (Respondent.8).

The participant was in agreement with the result that peer pressure attracts drug abuse among secondary students. The results imply that the bad company among the students' in the secondary school contribute to the damage of the well-being of students' relationship with both of their teachers and to that of their parents.

In the same discussion, another teacher stated:

> any environment under which one lives determines their behavior or character and attitude at a given time it is therefore believed that when the school environment composed of students which drug influences they are likely to attract others to follow their habit (Respondent.13)

The feedback from the field has shown that environment to which the students stay or school should be free from any form of drugs.it also means the social context to which the school is placed and the socio economic factors of the learning site contribute to the individual character of students..

One of the counsellors from the schools commented:

> Peer pressure is a disease by itself, peer pressure affects the entire teenage group at some particular point in life and therefore there is a need for school management to keep an eye on any antisocial behaviour emanating from the student's characteristics. The collaboration between school and parents will help managers to contain any identified bad behaviour in time. This is because such habits may be destructive to the school students by helping them to conform to the school rules and regulations (Respondent.5).

The findings means that wrong grouping among students contributes to the poor wellness of the academic performance of the students.

The same discussion on peer pressure and drug abuse with secondary school administrators.

The principal as an administrator said:

> Pressure surrounding the students is a major reason why they engage in serious and notorious crimes such as drug abuse which has contributed to antisocial behavior such as burning of classes and other school equipment around the county. In fact two of my students in this school were napped by their comrades attempting to burn lab equipment because they did not want to sit for their chemistry practicals when I tried to engage them positively to learn what could have been their problem then they told me they were not interested in the chemistry exams and so it was agreement of their peers to eliminate the chemistry hall so they may be sent home for some weeks. Even the parents were aware of the challenges that their children were facing and did not have any option but to send them for the compulsory visit to their parents since I noticed that the duo was the disaster in waiting (Respondent.1).

These were shared by the school principal about the peer pressure attracts drug abuse among the secondary students. The researcher's observation on the section about whether peer pressure attracts drug abuse among the secondary school students is a major threat on curbing drug abuse in school settings. The researcher observed that the attitude and character of the student are closely affected by the environment to which the students are based and therefore there is need for the school management to collaborate with the teachers and parents to control the youths by helping in close monitoring of the students attitude and character both at home and school in order to mitigate the challenge while in acute stage to help in the management within specific timeline.

4.5.3 Social Sites Influences Students Behaviour Towards Drug Abuse

All of the research participants were in common agreement that there were numerous challenges surrounding. Media and social sites influence students' behavior towards drug abuse in the high schools in the region. The respondents felt that social sites including mass media and their peers are universal risks to our students in the local villages. The question was posed to all the respondents including the teachers and students to find out whether

social sites contribute to drug abuse among the secondary students. Many of the respondents, 70 % agreed that the social sites have negative implication to the lives of the secondary students. A good number of the respondents shared that the contents of social sites relay huge vices to encourage drug abuse which includes tobacco, alcohol, and glue among others affect the general wellness of secondary school students.

The teachers and school administrators argue that media like television influenced leisure and family moments. In addition, these drugs influences and feelings contribute to the negative behavior of the students as there are little to be learned from the mass media. During an interview with some teachers about the question whether the social sites influences students' behavior towards drug abuse. The majority 90 %, of the teachers shared their common perception that social site contribute immensely to the negative character of the individual students. They felt that there is no one moderating the contents that come from various social sites because the internet is free and hardly controlled. During a discussion with teachers about contribution of social sites on students behavior.The teacher commented:

> Social sites promote drug abuse among school students across the nation of Kenya. He father argue that the issue of suicides has been as a result of these media where young people are always glued without any prior knowledge about the contents and implications of those acts (Respondent.4).

The insights presented by the teacher are a true reflection of what has affected the majority of the learning centres in the country today. This idea was also echoed by the students themselves as they agree that social media such as Facebook provide uncontrolled connection to drug sites from both the national and international perspectives.

Another teacher said:

> Social sites are a great source of bad and ill manners from all over the world, he said that in the social media anyone can post anything from anywhere without anyone's consent and therefore, put many lives of people such as students into problems. She argues that many young teenage girls have ended up in wrong hands as a result of social sites where they always found men who lure them with nice and lucrative gifts which in turn influence their dignity and general wellness hence develops low self-esteem which forces the majority of them to drop off from school (Respondent.2).

The participants presented personal views and perception as regards social media platforms such as twitter, Facebook, tags and Togo; these also share and represent many opinions of the students. Through the use of uncontrolled social medias, many of the students have found themselves at a cross roads. This may call for the government and the schools to have the social media either being monitored or faced out in the schools. As this would restore hope and resurrection of true learning environment.

4.5.4 Violence as the Main Contributor to Drug Abuse

The respondents commonly agreed that the practice and experience of conflict and violence among the families are contributing to drug abuse among the students in the high schools. The great number of the respondents agreed that conflict in the families may influence poor parents connection which may then lead to lack of commitment to conventional mandates thereby leading to students abuse of drugs which in turn affect their well-being both in the schools and at home in the communities. During an interview with both teachers and counsellors concerning whether violence and conflict are the main contributors to drug abuse in the Public Secondary Schools in the region. Majority 75% of the respondent felts that violence and conflicts are the great influence of drug abuse among high school students. During a discussion with the teachers, one of the teachers commented: "the attitude-behaviour, an individual way of speaking such as voice tone and languages used by the teacher affects indiscipline of the students" (Respondent.4).

One of the counsellors said that “violence and conflict are interrelated and affect personal behaviour and attitude of students” (Respondent.3).

The researcher observed that conflict and violence from the families affects the student's behavior which later on influences their well-being and academic performance. The violence between parents or teachers and the students may escalate to an extent whereby the child or children may choose to run away from both their respective schools and homes putting their lives in danger. In society when children feels lack of support from their families, they begin to asks many questions and develop stress which many of the times forces them to abuse drugs as a way of escape from their personal challenges.

It is, therefore, necessary for the school management to work together with both of the teachers and parents to help minimize conflict both at home and school to help in the encouragement of the student to work hard towards achieving their academic goals in the school. They need to empower the students to improve their self-esteem. Encourage the students more often to work hard in school and improve their academic work so that they may have good and great future life.

4.5.5 Challenges Faced by School Administration in the Fight Against Drug Abuse

The study sought to examine the challenges hindering the effective reduction of drug abuse among public secondary in Molo Sub - County, Nakuru County. Several items were presented to the students. The students were asked to indicate their opinions regarding the possible obstacles facing drug-related prevention systems in the schools. The respondents unanimously agreed that there were a number of the challenges that influenced their ability to curb drug abuse among the students in the public secondary schools in the region. All principals 100 % and deputy-head teachers singled out a number of challenges facing the war against drug abuse in schools as presented in this section.

During an interview with deputy head teachers and teachers. The deputy head teacher commented: “as deputy head teacher I have to admit that I am not supportive towards my son’s education” (Respondent.7).

The majority of the deputy head teachers felt that they should be supportive to their children and be able to defend them at all cost from any form of abuse of drugs both at home and at school. Over two thirds 73 % of the students indicated that personal/individual frustrations such as social life and academic failures have made students to abuse drugs. The addition 20 % of them reported academic challenges as ‘least pressing’ challenge that hinder drug abuse reduction among students in public university. With merely 5 % among them pointed out that the academic challenges have not made them abuse drugs. It is therefore clear that majority of the students indicated that academic challenges could be among problems compelling them and hindering drug abuse reduction among students in public secondary schools. The results agree with Muturi, (2014), the communication gap between parent and the child increases the risk of drug abuse. The environment in which we are in makes it hard to deal with the menace of drug abuse.

Drugs are sold all over the place be it market, the village just anywhere and everywhere sometimes even with our tight security we still find some drug traffickers finding their own ways into the schools. Some students avoid the office because they have an attitude that the office is meant to punish them. Consequently, it becomes difficult to reach them and the fact that the town campuses have no hostels has posed a major challenge in fighting against drug abuse. Some parents are also not supportive to reduce drug a buse, among their children intended they protect them when called in the office. In addition, the school management does not have the expected financial budget to offer support to the prevention team.

These findings concur with Masese (2007) who commented that lack of parental supervision of child's school progress increases the risk for cigarette use. Furthermore, lack of school supervision affects the general academic progress and increases the risk of drug abuse. Therefore, there is no clear-cut connecting drug abuse among students and parental supervision on academic progress. Parent claim that the biggest challenge was how to monitor the behaviour of the students while away from home since it is hard to determine what they have been up to while at school. Their responses also indicated that most day schools were located near market centres which encourages the supply of drugs to the students The researcher's main observation is that drug abuse problem is real and complex issue to deal with and therefore could not be ignored for only parents and teachers.

However, the teachers and parents are greatest players since they part of key stakeholders who spend much of their time with students. They need support from all over society to help children attain their learning objectives. The effort by the government to make learning centre free from drug abuse is something that needs to be embraced by all authors and therefore need a multifaceted approach to deal and control drug menace in the learning centres. There is need for the schools to work with professional counsellors, government agencies, the non-profit organization, churches and all other relevant stakeholders from the community and beyond in putting solidarity effort to control and curb drug abuse-related problem not only in the school but across our residential villages.

4.6 Existing Measures in Place to Mitigate Drug abuse in Public Secondary Schools

This item was tested in order to establish whether the schools were aware of the gravitational influence of drugs abuse in the public secondary schools in the region. The availability of drug-related substances has contributed to many unhealthy behaviours often start during adolescents phase and represent major public health challenges. Drug abuse has

a huge impact on the individual's health, families and even the society as it effects are cumulatively and contributing to costly social, physical and psychological challenges, it is, therefore, necessary for the learning centre to play their role in ensuring that all the students and teachers are safe from the drug menace. The researcher sought information about the existing measures from the respondents to mitigate the challenge of drug abuse in the public secondary schools.

4.6.1Teachers and counsellors response on existing measures to mitigate drug abuse

During an oral interview with both teachers and counsellors concerning the available measures used in the public secondary schools to mitigate drug abuse, both teachers and counsellors agreed unanimously that drug menace was indeed rampant in many secondary schools in the region. The respondents therefore shared a common voice that there were already existing measures used by the school management to control drug and substance abuse. They also reported punishment to help restore the discipline among the students at the learning facilities in the region.

During a discussion about existing measures to mitigate drug abuse, the teachers commented:

> There was a need for all the education stakeholders to take up their responsibilities in caring and bringing up their children through a collaborative approach, this is because, the goal of education is to engage parents, teachers students, community leaders and government officials to work as a family and promote society in encouragement of effective education and fight against drug-related challenges in schools.

The teachers and counsellors had a common agreement about the existing measures that different learning centres and the security agencies can put in place to manage the problem of drug abuse.

A teacher commented:

> stringent school rules that stem from the government policies were in place to safeguard the students affairs in the secondary schools, the existence of information of drugs related have been included in school

> curriculum, the government barn of outside food, there has been wall fence around the schools, no visitors during school hours allowed, at the beginning of the term the government has pass rule to subject students to medical test to ascertain whether they had abused drugs in the previous time,(Respondent, 4).

All the teaching staff echoed that there was a greater need to develop strategies and measures to help safeguard the schools and students. These suggestions were made in order to provide ways and means to mitigate the drug related problems facing the secondary students within the County of Molo in Nakuru.

The same discussion with the counsellors commonly agreed that indeed there were measures that to put in place by the governing body of both schools and government. The measure includes the installation of counsellors in various schools to carry out guiding and counselling among students who are affected by drugs. They also tackle other social challenges that may require the counsellor's attention. This is because a good relationship is required between the teachers and students as it may offer a great avenue for easier communication.

The counsellor commented:

> There is need for psycho-spiritual intervention to help reveal the importance of religious education involvement in the learning process, the need for educative seminars and workshops to help create awareness on dangers of drugs to the students population, the need to incorporate the parents with teachers by organizing school parents workshops on awareness to drugs, the need for syllabus integration such as sport during school days, food and drinks banned in the learning centres (Respondent.9).

The discussion with counsellors on what need to be done to curb the drug abuse, teachers had suggested that students need to attend Church to help them relieve their stress and advise them to follow the true face of God.

4.6.2 The students' responses on existing measures

Responses on existing measures in place to mitigate drug abuse in public secondary schools. The results of these findings are distributed in table 10.

Table 11: *Existing measures to mitigate drug abuse in secondary schools*

Measures used by school	**Frequency**	**Percentages**
Expulsion of abusers	17	17 %
Punishment of the abusers	20	20 %
Deputy head teacher and guardian sent for	22	22 %
Guidance and counseling of abusers	41	41 %
Total	**100**	**100 %**

Table 10 on existing measures to mitigate drug abuse in secondary schools shows that 17% of the respondents have indicated expulsion of abusers, 20 % indicated general punishment of the abusers while 22% have indicated deputy head teacher and guardian being invited in school and lastly 41% who also took the larger component of the participant had mentioned guidance and counseling of abusers as the main ways and means of curbing drug abuse within the learning institutions in Molo Sub - County in Nakuru. From the information given so far on methods used to address the vice. It is clear that guidance and counseling are seen as the most commonly used methods by the teachers, deputy-head teachers, and the students and is also regarded as the most effective method in addressing drug abuse among students. In addition, it is clear that a variety of methods are used but some are perceived to be more effective than others. It can be speculated that the main reason why guidance and counseling are perceived as the best methods for addressing drug abuse could be attributed to the fact that there is the heavy emphasis on the introduction of guidance and counseling in all schools by the government.

The emphasis put on guidance and counseling is not unique to this study (NACADA, 2013). Counseling in regard to drug abuse is an art in which knowledge of human relations and skills in relationships are used to help a drug dependent person.The researcher observed that drug abuse has a huge impact on the lives of high school students in the region and the consequences are huge which ranges from economic and social in Molo Sub-County of Nakuru. It has been observed that drug abuse is detrimental to the health of everyone including students and other young persons in the community. It has also been established that majority of the students have negatives perceptions about drug abuse. The issue of students' perception and attitude about drugs had an impact on the student's behaviour when it comes to abuse of drugs.

4.7 Influence of Drug Abuse on the Psychological Well-being of the students.

The researcher sought information about the Influence of drug abuse on the psychological well-being of the students. This was important for the researcher to learn and get insights about the general wellness of the students and also to learn whether the students themselves were aware of the importance of their psychological status.

4.7.1 Teachers and counsellors responses on drug abuse on the psychological well-being

During an interview with both teachers and counsellors concerning the influence of drug abuse on the psychological well-being of students. They all shared the common concern of the students' health and the negative influence of drugs on their lives. The teacher commented: "many students who are drug abusers have huge health related concerns with majority of them developing breathing problems, respiratory disorder, chest problems, heart burns, or acid reflux, self-withdrawal, students future reproductive systems disorder"(Respondent,10).

In a similar discussion with teachers' counsellors of the public secondary schools, a counsellor commented:

> The psychological wellness of students is critical for their academic development and self-sustainability and general well-being. The counsellor argue that it should be all rounded and since the majority of the students with the symptoms of drugs abuse or individuals whom in their life time have abused drugs had some indicators which were connected to psychological disorder on individual health, communicable diseases such as scabies, social problems such as members of the community rejecting an individual due to their attitude toward drug abuse in the society, the development of chronic diseases such as throat concern, testicles cancers, erectile dysfunction, lack of concentration in class and absconding of duties or classes, common indiscipline cases. Being aggressive and participation to violence involvement, lack of self-control, low poor self-esteem (Respondent, 13).

Based on these feedbacks, the researcher can deduce that there is a connection between the psychological wellness and the academic performance of students. This means that when the students are not able to perform well in their academic life, they get affected psychologically which influence their general well-being.

4.7.2 Students' responses on Influence of drug abuse on the psychological well-being

Students' responses on Influence of drug Abuse on the psychological well-being of the Students. The results of these items are distributed in the following figure 8.

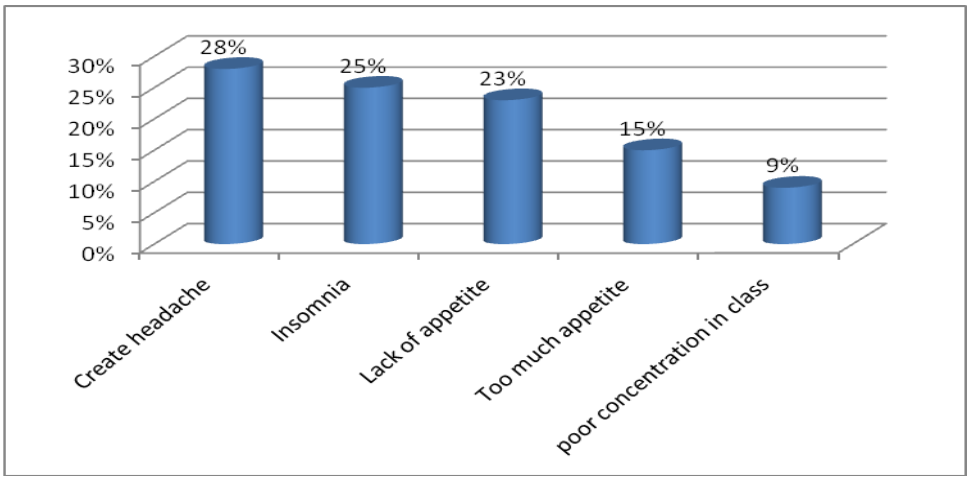


Figure 8: Influence of drugs on psychological well-being

The challenge of drug abuse as asocial and emotional problem. It affects the general body. The continuous abuse of drugs results to diverse health related issues, the issues ranges from headaches, insomnia, and poor eating habit or lack of appetite and for the students the poor concentration in the classroom. The individual persons who are connected with the students are able to experience and see the attitude and behaviour change. These act as great indicators of potential risks and display symptoms of drug abuse. The field data has revealed that 28 % of the respondents suffering from a headache after engaging in drug abuse of some kind, 25 % indicated insomnia as a huge problem as an effect of drug abuse, 23 % mentioned the challenge of lack of appetite towards ascertaining type of food or any due the influence of the intoxicant in the human body.

The rest 9 % had indicated poor concentration in class, this argument is in line with Ansari (2009) who mention that marijuana suppresses neural activity in the hippocampus, resulting in problems with attention, memory, and concentration, it significantly enhances the heat rate, weaken the heart muscle and affect the blood flow or pressure,20 % of the respondents mentioned depression and anxiety as healthy challenge brought by drug abuse among the students abusers and lastly the 12 % have indicated the development of much interest in appetite towards food staff.

This contributes to an individual's having much interest towards food which is not healthy for the development of human body. These findings agree with Leuba (2013) who observed that drugs like Indian hemp have the power to impair mental activities. It also decreases the male sex hormone and also interferes with the menstrual cycle in women and Rebury (2006) who said that the effects of some drugs abuse such as Amphetamine takes away the desire to eat, hence, some individuals grow thin and become easy target for diseases, Ephedrine makes one feel powerful but aggressive, nervous, talkative and easily excited. The mind becomes deranged due to sleepiness.

These challenges may cause mental disorder, hallucination and concubine damages the heart and cause the heart attack in human beings. These findings concur with Maithya (2009) who argues that heavy drinking among the secondary students contribute to blood alcohol levels affecting them whether they can get up for class and if they do, the quality of how some of the information is processed and ultimately stored, sleeping off buzz, a common practice interference with the sleep cycle resulting to increased depression and anxiety, jumpiness and irritability in the following day which generally affects the student life satisfaction and general well-being. The researchers' observation is that young people who abuse drugs in general always develop ill character which are anti-social in nature among the social groupings in the society, with development in the lives of students who are in love with drugs, it is, therefore, unlikely for them to continue with their academic learning.

The researcher has observed that students are in their last phase of joining adulthood when the students begin to discover things beyond their nose and begin to look at their environment and relationship with others. This kind of new experience affects their behaviour and attitude even with their own parents and guardians. The youths begin to form more intense relationships with their peers and adults within their surrounding villages. These connections are always characterized by personal approach and acceptance as well as the rejection with some of their peers but also intensify the emotional discomfort or conflict within their inner self. These kinds of experiences expose them to stressors and pressures with new risk behavior. Such ill and antisocial experiences may lead to the students becoming promiscuous which are dangerous and may put the lives of many youths in line.

These findings concur with Ngunyi (2007) who commented that diagnosed with drug-related diseases from the households influence and affect the children's health. The author argues that when both of the parents smoke or take alcohol increased their risk of respiratory illness. This also makes young children learn from what they see by imitating what their parents and

others in the community do. In fact, other studies have also reported that majority of those who abuse drugs especially cigarette and alcohol come from homes where parents were themselves taking the same drugs.

4.7.3 Student views on their Psychological Well-being

The researcher presented the students with the statement to rate and asked them to indicate on the scale their feelings regarding their views on Psychological Well-being. The responses were rated strongly agree, agree, neutral, disagree and strongly disagree. The results are presented in table 12.

The response on the statement is distributed on table 12.

Table 12: *Drug influence on psychological well-being of students*

Items	**Strongly agree**		**Agree**		**Neutral**		**Disagree**		**Strongly disagree**	
Students psychological wellbeing	**Freq**	**%**	**Freq.**	**%**	**Freq**	**%**	**Freq**	**%**	**Freq**	**%**
I am not afraid to voice my opinions when I know that soothing is wrong even if it may cost my life	42.0	41.2	26.0	25.5	25.0	24.5	4.0	3.9	4.0	3.9
In general, I feel I am in charge of the situation in which I live.	42.0	41.2	33.0	32.4	9.0	8.8	16.0	15.7	2.0	2.0
I am not interested in activities that will expand my horizons.	15.0	14.7	14.0	13.7	10.0	9.8	10.0	9.8	53.0	52.0
Most people see me as loving and affectionate.	33.0	32.4	29.0	28.4	23.0	22.5	8.0	7.8	9.0	8.8
I live life one day at a time and don't really think about the future.	10.0	9.8	16.0	15.7	11.0	10.8	19.0	18.6	46.0	45.1
When I look at the story of my life, I am pleased with how things have turned out.	38.0	37.3	32.0	31.4	16.0	15.7	5.0	4.9	11.0	10.8
My decisions are not usually influenced by what everyone else is doing.	38.0	37.3	25.0	24.5	15.0	14.7	14.0	13.7	10.0	9.8
The demands of everyday life often get me down.	13.0	12.7	35.0	34.3	16.0	15.7	20.0	19.6	18.0	17.6
I think it is important to have new experiences that challenge my thinking about self-concepts.	45.0	44.1	34.0	33.3	9.0	8.8	9.0	8.8	5.0	4.9
Maintaining close relationships has been difficult and frustrating for me.	26.0	25.5	19.0	18.6	18.0	17.6	19.0	18.6	20.0	19.6

The data obtained from the respondents was used to work out the weighted mean for each of the ten statements. The means were then summed up to determine how drug abuse influences the psychological well-being of students in public secondary schools on the scale of 1-5. All of the respondents provided their feedback on drug influence on the psychological well-being of students made the positive contribution on the ways of improving the individual wells of students and teachers in general. At least the respondents registered the mean score of 41.2 on the statement regarding I am not afraid to voice my opinions when I know that soothing is wrong even if it may cost my life.

The results indicated that the students in public secondary schools in Molo Sub - County in Nakuru. At least 41.2 % in general, I felt I am in charge of the situation in which I live. The above results revealed that 41.2 % of the students in public secondary school were satisfied with their lives and therefore happy with themselves. About 14.7 % I am not interested in activities that will expand my horizons. The respondents rated 32.24 % indicated that most people see me as loving and affectionate. About 9.8 % I live life one day at a time and don't really think about the future while 37.3 % when I look at the story of my life, I am pleased with how things have turned out. At least 37.3 % were in support that the individual decisions are not usually influenced by what everyone else is doing. Participant rated 12.7 % to demonstrate that the demands of everyday life often get me down.

The respondent rated 44.1 % as the individuals who think it is important to have new experiences that challenge my thinking about self-concepts. The respondents rated 25.5 % for the population who stated that maintaining close relationships has been difficult and frustrating for me. The variance in the percentages of the students showed the influence of well-being of the students, the data established that more students well - being was affected by the influence of drug abuse in the public secondary schools in Molo Sub - County. These

findings agree with Astrom et al, (2000) who said that the negative effects on the health of those who abuse drugs related substances include liver cirrhosis and psychosis. Additional diseases that can develop among the drug abusers are sinusitis, pharyngitis, bronchitis, and emphysema within a year of beginning use. The previous studies undertaken by NACADA (2004) established that marijuana can cause memory lapse and lead to decreased physical endurance. Perhaps, drug-related diagnosed health problems could have the impact on members of the family in relation to the use of that drug negatively or positively.

4.8 Strategies for the Management of Drug Abuse in Public Secondary Schools

The researcher sought information about the strategies to manage drug abuse in public secondary schools. The question was posed to all the respondents that include the teachers, counsellors and students. This helped the researcher to learn whether the respondents were aware of the importance of the strategies to control drug abuse. Teachers and counsellors responses on strategies to control drug abuse in schools. The teachers and counsellors shared the common agreement that there is need for the secondary school management to design effective and working strategies that could save the affected students who have been involved in drug abuse in the past.

The teachers and counsellors commented the best strategies include having guidance and counselling, effective communication between teachers and students, integration of the school curricular, designing and carrying out public awareness campaigns about drug abuse, psycho-spiritual intervention among the students, encouragement of public forums to share on the challenges related to drug abuse and also allowing the students to attend workshops and seminars, debates, working closely with parents, counsellors and community leaders, government representatives and burning outside food and drinks.

A teacher said:

> There is the need for guidance and counselling to be conducted continuously in schools to help soothe the pressure on students who have undergone some stressors in their previous life. The need for teacher parents' collaboration, more stringent policy to implement in schools, the creation of the black book for the students who found abusing drugs should be rehabilitated or barred from proceeding with learning, they should not be allowed to re-enrol in other schools as was of tough measure(Resondent.6).

Based on these result about mitigation for drug abuse, the researcher can simply say that the counselling is an important tool that can be used to correct the negative feelings and previous negative experiences of students and families as a way of giving them hope and opportunity to change their attitude towards life and education.

One of the counsellors said:

> the strategies used to control drug abuse in school include the individual suspension of students found abusing drugs, posing heavy punishment such as paying some fine, drug education to students and the whole staff working in the school, sending them for rehabilitation programmes. Putting up drug-related postures at vantage points within the school settings, talking one on one with the students. Improvement of learning the environment and improving communication between teachers and parents as a collaborative approach to the wellness of students and academic performance (Respondent, 11).

The results from the participant imply that there is the need for any public secondary school to design and set up the structures that could bring to stop drug abuse trend in schools. It could also imply that the drug abuse control techniques which were used previously were traditional and therefore needed to be improved in order to respond to the dynamics in the current society.

Responses from teachers, counsellors and students on strategies to curb drug abuse

The findings are presented in figure 9.

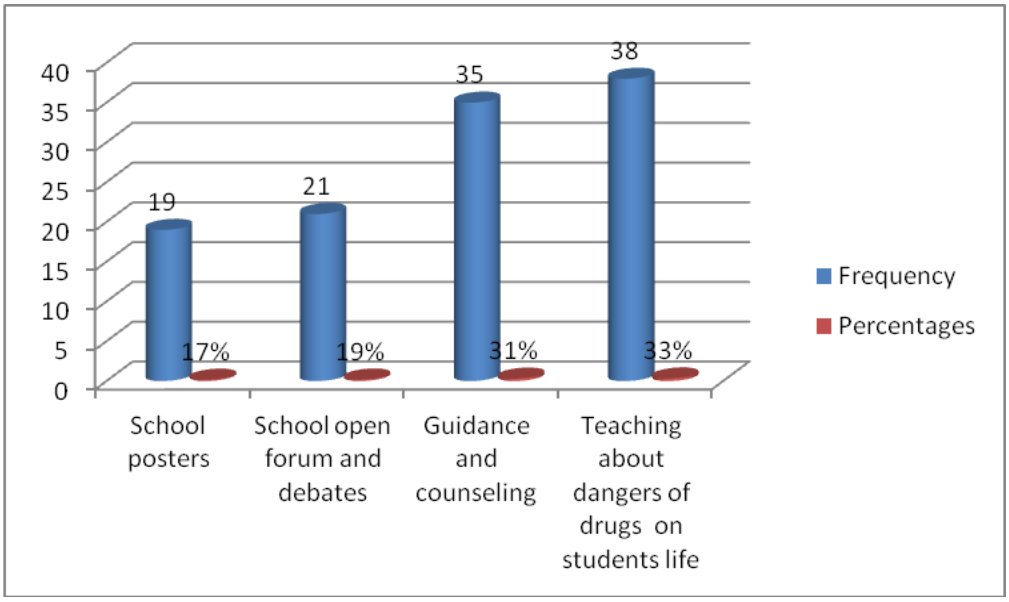


Figure 9: Strategies to address drug related problems

The respondents made clear their feelings and contribution by giving the following comments. The suggestions provided here were considered as relevant based on the feelings and experience of the respondents with the feelings that when adopted properly would help in the management of the drug-related challenges within the public learning institutions. When asked whether drug abuse should be fought through prevention rather than cure, they responded that prevention is better than cure. The research findings have made the following suggestions towards the problem of drug abuse.

The respondents indicated that the use of school posters/ formation of clubs in secondary schools would save the students from drugs 19 (17 %), drug awareness creation through school open forum and debates 21(19 %), the use of professional counsellors to undertake the process of guidance and counseling for students in secondary schools 35 (31 %) and lastly the respondents suggested to the school management the inclusion of

curriculum in order for the teaching staff to engage the students in teaching about dangers of drugs on students life 38 (33 %).These findings concur with the ideas from the school principals, deputy-head teachers, and counsellors who asserted that guidance and counseling should be strengthened between the teachers and students. In addition, the respondents suggested the use of guest speakers, peer counseling and incorporation of deputy head teacher in school counseling activities particularly those with special expertise in the area of drug abuse.

In response to the same question, the majority of the deputy-head teachers said that to talk to their children about their general behaviour concerning dangers of drug abuse in relation to their personal life and development as well as psychological well-being. Based on these results from field, it can be argued that this could most likely be attributed to the general understanding that the students should be assured of their privacy during the counselling sessions. If this happens it will become easy for them to open up and share their problems. This could be interpreted as suggesting that there is need to expose the students to more effective awareness programs to avoid risky behaviours.

4.8.1 Counselling Programme in the School

All of the persons interviewed shared a common ground that due to the continuous challenge of drug abuse in the public secondary schools in the region. It was important for the school administration and the teachers to come up with counseling office in each of the schools who were most affected by the drug problems. The respondents were all in a common agreement that putting up counseling office for the affected students and their deputy head teacher was great idea towards the dealing of the drugs related problems. 80% of the respondents felt that counseling professionals will be able to reach out to the more pressing needs of the students in various schools and community at large.

Counselling program in schools as a main strategy in curbing drug abuse agrees with the research findings by Amayo, (1994), that emphasizes on review the role of guidance and counselling in fighting against drug abuse in secondary schools. This was to work well if all the teachers and counsellors were able to collaborate and cooperate with deputy head teachers, students and local community bar owners in the region to involve them in monitoring of students across country. At least 97 % of the respondents were of the opinion that school heads, deputy head teacher, and teachers expressed feelings and suggested that drug awareness should be incorporated into the school curriculum. They all requested absolute cooperation when it comes to problem of drugs abuse among students. The researcher observed that management of secondary school students require school teachers and management to get some background information about history of parents of the students since students from such families had initiated their feelings towards drugs. Therefore, they require counseling or detoxification in order to discourage and avoid future abuse which has the implication of destroying body cells as well as their behaviour. The main measure for drug abuse prevention requires creating public awareness against drug abuse through the integrated education that appreciates guidance and counseling process.

4.8.2 Other Strategies to Control Drug Abuse in Public Secondary Schools

The learning institution is the artistical area for the development and growth of the secondary students. School rules are a set of written instructions that set parameters of the day today. Operations of students in a school The school, therefore, is critical and contribute to huge function as an important role in primary prevention of drug-related issues through its education framework provided on various subjects. Kabiru, (2009) the school environment and the classroom climate are major variables influencing the effectiveness of education for drug abuse prevention strategies. Some of the characteristics of schools that relate to

successful change include quality leadership, teacher morale, teacher mastery of the school environment and resources.

Some of the school based factors such as school category and type; whether it is boys only, girls or mixed; or boarding, day school, national, provincial or district school have an impact on the head teachers' attitude and students' behavior. Every aspects of school administration require careful and consistent development so that programmes may respond to the unique needs of its clients. He further argues, principals' administrative and teaching experiences play a pivotal role in determining attitude and approaches as well as problem-solving techniques in the school (Oburu, 2008) in addition, the study conducted by Buhere and Sang (2011) established that headship of secondary school requires knowledge and experience in managerial skills.

Concerning question which was posed to school administration on possible ways to control drug menace in schools. At least 100 %, of school administration was in common agreement that their drug abuse was a great problem and therefore was affecting well-being of students and performance of their academic life and therefore found it relevant to have some measures to reduce its consumption. The school administration made suggestion that students found during inspection with drug should be sent home, or given strong punishment. They should be isolated from other students. The student who abuse drugs should be included in the discussion and lesson about drugs on the school learning curriculum. And employment of school-based counsellor to help with students affected by drug-related issues. During an interview with teachers and deputy head teacher as well as the teacher counsellors on how should school ensures that students were in drug-free environment.

The school principal commented:

> we are always very strict when it comes to drug and substance abuse in school, we, therefore, put great drugs symbols at various vintage locations within the school compound to demonstrate that it is drug-free area, we also send students found under the influence of drugs such as alcohol, cigaret or

> Kuber, we ask them to bring with their parents or guardian (Respondentm.1 personal interview July 15th, 2017).

Based on these findings, the researcher can say that the school rules are too stringent such that the students may be scared to share their drug life experience with their teachers even when they may be in need of such help. It is, therefore, necessary for the school administrators to learn to listen to the problems and be attentive to the drug-related symptoms which may be displayed by the students in order to help students who may be willing to seek support from the schools. In a similar discussion regarding drug prevention in school with teachers l. Another teachers noted:, "the school has been using posters of persons who have been badly affected by drugs displaying how drugs have destroyed their bodies including private parts, this help in the demonstration how drugs contribute much to body deformation and disability" (Respondents,2 July 15th, 2017).

A teacher said:

> I always offer to guide and counseling to the fellow students who have shown signs they are abusing drugs by talking to them and even engaging with some of their deputy head teacher or relatives at some given point, this has been very great I must say, some of the students have slightly or completely changed from the bad habit of abuse" (respondent, 6, July 15th ,2017).

These findings agrees with Cheloti (2009) stated that education opens minds of an individual to strategic thinking, better problem-solving approaches and better planning with a view of reducing cases of indiscipline among students. An interview with deputy head teacher on measures concerning drug abuse in school. All parents 5/5 100% were in agreement that the drugs were a great challenge for their children during an interview with deputy head teachers 70% thought that drug dealers and abusers should be apprehended by the government without any favour, one of the parents said:

> There should be serious cooperation among all the relevant stakeholders within the education sector in order to manage drug abuse from all angles that include school environment, society and others"(respondents 8, personal interview,16th, 2017.

In the similar discussion, the deputy head teacher argues: "there should be constant check-up of the students at all interval to avoid loophole among the students" (respondents 11, personal interview, 16th, 2017). These results agrees with NACADA, (2004) that guidance and counselling sessions, integration of topic in some relevant subject, use of songs, drama, poems, debate and speeches. However, some of learning centres prefer to use verbal warnings, corporal punishment, parental involvement and suspensions to discourage drug abuse. The result agrees with NACADA (2006) drug abuse prevalence was higher in boys' schools followed by mixed schools and less drug problems were reported in girls' schools. This study sought to confirm these findings and assess extent to which school category influences choice of strategies used by head teachers to curb drug and substance abuse in schools. The researcher findings and observations on this study was that drug abuse in public secondary schools is a major threat with dangers on its influence on psychological well-being of students in public secondary schools. Based on these findings the researcher recommends that all students in school settings should be closely monitored during school outings so as to reduce cases of infiltration of drugs and substances. The teachers could also inspect students on arrival from school trips to ensure that no drugs and substances are carried into the dormitories.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The study sought to assess influence of drug abuse on psychological well-being of students in public secondary Schools in Molo Sub - County, Nakuru, Kenya. The chapter, therefore, presents the summary of the field findings of the study, conclusions drawn from these findings based on research questions and the suggestion for future research.

5.2 Summary of the Study

The general purpose of study was to determine drug abuse and its influence on psychological well-being of students in public secondary schools in Molo sub-county, Nakuru-Kenya. Review of the related studies on the literature demonstrated that various scholars have conducted research on the topic outlining the influence of drug abuse in the public secondary schools with the limited data on the influence of drugs on the psychological well-being of students. The study used a mixed research design paradigm in the collection of data and analysis. The target population consisted of the public secondary schools in Molo – Sub County, the teachers, head teachers, deputy head teacher and teacher counsellors in various secondary schools in the region.

The researcher used both simple random and purposive sampling techniques to sample 5 public secondary schools out of 26 possible respondents in the region. The sample included one hundred and five students and to head teachers and deputies from the selected schools. The researcher adopted stratified random sampling to manage groups of schools to offer equal opportunity to all respondents of the study. The instruments for this study were validated through expert advice. A test and retest techniques were applied to determine the reliability of the study instruments. The descriptive techniques such as tables, frequencies, and tables were used to summarize the results. Data analysis from the cross sectional survey

perspective considered all the responses from the interview questions, the open ended were coded and put into various themes and sub themes and reported in narrative format. The numerical element was assigned to the themes to the ones which were closely related and the quantitative data were coded and fed into the computer software for social sciences SPSS to process the collected data. The analysis of data helped the researcher to generate actual results of the study based on the research questions.

5.3 Summary of the Findings

The study exposed that the commonly abused drugs among students from public secondary schools in Molo Sub - County include cigarettes, alcohol, miraa and bhang was considered were found to be abused frequently used by students. Miraa and glue were found to have connection with people from town centres. These findings found out that illegal drug has infiltrated into the county public secondary schools, therefore, calling for effective interventions approaches to manage the influence of drugs and promote well-being of students. Study has established factors that contribute to drug abuse among the students of public secondary schools in Molo Sub - County to include: the availability of the drugs within the reach of the students in public secondary schools, peer pressure and curiosity, experimentation on the drugs, depression and anxiety, family background and rebellion from reality.

The children who came from the families or teachers with drug abuse background are more likely to abuse drugs in their lifetime. The study established examine the existing measures that are in place to mitigate drug abuse in the public secondary schools in Molo Sub –County and found out that expulsion of abusers from school, the punishment of the abusers, inviting the student's guardian sent for and guidance and counselling of abusers. Prayer and spiritual guidance.

The study revealed that the drug abuse influences the psychological well-being of students in public secondary schools to include a headache, Insomnia, lack of appetite, depression, and anxiety and too much appetite. At least 32.24 % most people see me as loving and affectionate. While 9.8% said that I live life one day at a time and don't really think about the future.37.3 % when I look at the story of my life; I am pleased with how things have turned out. The respondent registered 37.3 % of my decisions are not usually influenced by what everyone else is doing who registered 12.7 %. The demands of everyday life often get me down. At least 44.1 % of the study participant shared common views that it is important to have new experiences that challenge my thinking about self-concepts. At least 25.5% indicated that maintaining close relationships has been difficult and frustrating for me. The study established the strategies that can be put in place for the management of drug abuse in public secondary schools in Molo Sub - County Nakuru to include the following: teaching about dangers of drugs on students' life, guidance and counselling, school open forum and debates and school posters will be able to enlighten the scholars and other relevant stakeholders on the issues that regard to drug abuse and other related substance in the region.

5.4 Conclusions

Based on the study outcome, the researchers concluded that influence of drug abuse on the psychological well-being of students in Public Secondary Schools in Molo Sub-County, Nakuru, Kenya contributed to depression, anxiety and poor academic performance among the students in the Public Secondary Schools in Molo Sub-County. These concerns were echoed by Mpaata(2008) who observed that drugs like Indian hemp have the power to impair mental activities. It also decreases the male sex hormone and also interferes with the menstrual cycle in women and Kuhn,(2005) who said that the effects of some drugs abuse such as Amphetamine take away the desire to eat, hence, some individuals grow thin and

become easy target for diseases, Ephedrine makes one feel powerful but aggressive, nervous, talkative and easily excited.

This is as a result of the drug implication to the psychological well-being of the students in the various learning institutions in the region. Through the research, various schools have suffered the wrath of drug abuse such as indiscipline, drop out, violence, destruction of properties of the school, strikes, muggings, sneaking out of the schools and poor academic grading, poor health among the students and lack of satisfaction of life. The influence of drug abuse among the public secondary school students in Molo Sub-County may affect the general well-being of the students including their academic performance in the classroom and the society at large. The commonly abused drugs among the students from the public secondary schools in Molo Sub - County include cigarette, alcohol, Miraa, and bhang was considered were found to be abused frequently used by students. Miraa and glue were found to have the connection with people from town centres.

> These findings exposed that illegal drugs have infiltrated into the County Public Secondary Schools, therefore, calling for effective interventions approaches to manage the influence of drugs and promote well-beings of students. Factors that contributed to drug abuse as revealed by the study were social reasons such as peer pressure, socialization, role models, family members and close friends. This shows that majority of the students abused drugs in order to be accepted among their peers. This leads to negative change in behavior in the school. These findings influence measures to identify the individual students who are abusers of drugs to be given counseling through their deputy head teacher and schools teachers. There is need for psycho-spiritual intervention to help reveal the importance of religious education involvement in the learning process, the need for educative seminars and workshops to help create awareness on dangers of drugs to the students population, the need to incorporate the parents with teachers by organizing school parents workshops on awareness to drugs, the need for syllabus integration such as sport during school days, food and drinks banned in the learning centres (Respondent.9).

It was also noted that some of the students in the public secondary schools abuse drugs and other related substances to encourage them to carry on with their bad behavior which may have long terms effect to their personal life and their families.

5.5 Recommendations

Based on the literature reviewed and the field data, various recommendations for prevention and interventions initiatives are suggested to assist in the management of drug abuse among the students in the Public Secondary Schools in Molo Sub – County Nakuru.

5.5.1 The School as an Institution Should Promote the Well-Being of Students

Any education programme targeted at addressing drug abuse among students promote the wellbeing of the students therefore should be holistic in nature hence relating to the risks and protective issues. The purpose is to strengthen protective factors where buffers including better family bonding, school commitment, positive role models and strong beliefs in one's personal efficacy. The government should put in place measures of limiting easy access to drugs such as alcohol, cigarettes, Khat and sleeping pills. The suggested programme should employ the protective and risks factors approach to assist students with ability to cope with the problem of drug abuse and the factors contributing to it. While addressing the associated risks factors, the school management and the teachers should begin to identify risks factors within the school environment.

5.5.2 Parents as Key Stakeholders in Well-Being of Students Both in Schools and at Home

While parents should be encouraged to become in wider perspective efforts, they have crucial to play in preventing drug abuse among the students through their role as parents. It has been established in this study that majority of the parents are not good role models for their children since they spend lesser moment with their children and not supportive when teachers are disciplining their daughters and sons. Parental monitoring of children's behaviour and

children relationship are positively correlated with decreased drug abuse among the secondary student in the public secondary school. It is therefore the role of parents to work with the school in addressing drug abuse problem influencing students' behavior. Teachers training curriculum should be modified to incorporate school discipline studies particularly drug abuse and the Ministry of Education Science and Technology should expand its spheres of coverage to incorporate school principals in addressing the challenges faced in enhancing student discipline.

5.5.3 Critical Role of Different Arms of Government in Addressing Drug Abuse in Schools

Schools appear to have inherited the drug abuse problem, but in reality, they cannot solve it alone. This is because schools cannot assume the role of parents, the law enforcers such as the police, and medical experts or the church to mention a few. The research findings have exposed that majority of the teachers and secondary school counsellors fills less prepared to address the challenges related to drug abuse by the students as a results of insufficient training. The results have also indicated that overwhelming work as an indication that not many of the teachers are equipped with the counseling skills.

Based on these problems that the ministry of education should enhance intensive training for all directly involved in the counseling of the secondary school students to give them confidence in what they do. In addition, all the stakeholders should work in hand with the teachers to control drug related problems in the public secondary schools in Molo Sub-County. The school should work in collaboration with the teachers and deputy head teacher in the management of drug related problems in the regions. Lack of effective policy made it difficult for the school management to decisively deal with the drugs challenges within the school premises and beyond. More research should be conducted in order to help come up with adequate means to address the problems of students' psychological well-being as

regards to drug abuse in the region. The government need to enhance monitoring the drug pedlars and be able to enforce strong laws to persons selling drugs to under age students

5.5.4 Faith Based Organizations Contributions in Managing Drug Menace in Schools

However, the government and none profit organization can extend its efforts to address the drug abuse problems in the schools but they cannot make through without engaging the church. The church is a great care giver, assisting and helping institutions that have access to huge number of families in the community Furthermore, the public ranks the clergy highest in terms of honesty and observation of ethical standards. The society therefore expects church ministers to lead the way in addressing the problem. Guiding and counseling should be emphasized when enhancing student discipline by sensitizing the teachers and students on the importance of counseling. More and more teacher counsellors should be trained in guidance and counseling. Democratically elected student council should be empowered to coach other students on schools norms and values hence strengthening peer counseling.5.6 Suggestions for Future Research.

Future research should be conducted to help in the determination of factors that contribute to the psychological well-being of students in public secondary Schools in Molo Sub - County.

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APPENDICES

Appendix A: Introduction Letter

Dear participant

The researcher is conducting a study to determine the Influence of drug abuse on the Psychological well-being of students in Public Secondary Schools in Molo Sub-County, Nakuru Kenya. The purpose of this is to determine the Influence of drug abuse on the Psychological well-being of students in Public Secondary Schools in Molo Sub-County, Nakuru Kenya. The researcher would like you to assist by filling out this questionnaire. The information you give will be used strictly for research purposes. Many other participants will be answering the same questions and your answers as an individual will remain anonymous. The researcher looks forward to your cooperation.

Thank you in advance

Postgraduate student

The Catholic University of Easter Africa

P.O Box 62157 – 00200

Nairobi, Kenya

Email: marykamaraccvi@yahoo.com

Appendix B: Questionnaire for Students

Instructions

Place a (√) in front of the most appropriate response and where comments are required use the spaces provided.

Section A: Demographic Information

1. Your Age [ ] years
2. Your gender: Male [ ] Female [ ]

The nature of your school: Boarding [ ] Mixed boarding [ ] Day school [ ]Others [ ]

Section B: What are the commonly abused drugs by students in public secondary schools in Molo sub- County Nakuru?

Please tick appropriately the following statements: Yes/No

1	Are you aware of different types of illegal drugs?		
2	Are you aware that drugs can heal a sick persons		
3	Have you come about anyone abusing drug or drugs?		
4	Are you aware that drugs abuse can humiliate a person?		
5	Have you witnessed anyone abusing drugs in your school?		
6	Do you think people who abuse drugs ever felt guilty?		
7	Do you think there is appropriate time to take drugs?		
8	Do you think your parents or guardian would be happy to know that you abuse drugs?		
9	Have you seen anyone arrested when in possession of illegal drugs?		
10	Have you heard anyone talking about the dangers of drug abuse?		

Section C: Ryff's Psychological Well-Being Scales (PWB)

Please indicate your degree of agreement (using a score ranging from 1-5) to the following sentences. 1-Strongly agree, 2-Agree, 3-neutral, 4-disagree 5-strongly disagree

No.	**Statements about life satisfaction**	1	2	3	4	5
1	I am not afraid to voice my opinions when I know that soothing is wrong even if it may cost my life					
2	In general, I feel I am in charge of the situation in which I live.					
3	I am not interested in activities that will expand my horizons.					
4	Most people see me as loving and affectionate.					
5	I live life one day at a time and don't really think about the future.					
6	When I look at the story of my life, I am pleased with how things have turned out.					
7	My decisions are not usually influenced by what everyone else is doing.					
8	The demands of everyday life often get me down.					
9	I think it is important to have new experiences that challenge my thinking about self-concepts.					
10	Maintaining close relationships has been difficult and frustrating for me.					

4. Do you think drug abuse is a common phenomenon in your School? Yes ( ) No ( )

5. What are the commonly used Drugs in your School?

Bhang ( ) Alcohol ( ) Cigarette ( ) Glue ( ) Miraa ( ) Kuber ( )

6. What are common sources of Drugs used by Students in the School?

Shoes cobblers ( ) Watchmen ( ) School Cooks ( ) Drug Peddlers ( ) Informal Settlement ( )

7. What are the signs of Drugs in your School? You may indicate more than one option

Violent ( ) Sneaking outside Classroom ( ) Destroying school properties ( )

Bullying others ( ) no appetite for food. ( ) lack of concentration in class ( ) Suffering from insomnia ( ) General body weakness ( ) Redness of the eyes ( )

8. How does Drug use Affect individual Abusers?

Procrastination of in assignments ( ) Not attending classes ( ) violent with colleagues ( ) conflict with staff ( ) conflict with parents or guardians ( ) Health challenges ( ) Financial Burden ( )

To examine the factors contributing to drug abuse in public secondary schools in Molo sub-County Nakuru,

9. Where do you leave with your Parents/Guardian? Informal Settlement ( ) Estate ( )

10. Is there any member of your family do Drugs? Yes ( ) No ( )

11. Where do most student take drugs while at school?

Birth Rooms ( ) Toilets ( ) in the forest ( ) in the dormitory ( ) Inside Classrooms ( )

12. Are you aware of the Drug abuse by other students? Yes ( ) No ( )

13. How does your school manage drug abuse among the students?

The abusers are expelled from school ( ) given strong punishment ( ) send for their parents or guardian ( ) send to school counsellor ( ) they are sent for prayers in the church ( )

14. What are the measures deployed by the school management to control drug use among students in your school?

Drug sensitization Seminars ( ) School advocacy programmes ( ) Class Teachers counselling ( ) Posters labels in the School management hall ( ) Through Community Counselling Programme ( )

15. How can school management support drug addict students in the school

Teaching about dangers of Drugs on Students life ( ) Through Guidance and Counselling ( )

Through the school open forums and debates ( ) through school posters ( )

Thank you in advance

Appendix C: Interview Guide for School Principals and Deputies

Introduction

This questionnaire is administered to you by Sister Mary Kamara, /2016, in the investigation of the above topic solemnly for academic purposes and in partial fulfilment of a degree in masters. Please note that the information given here will be treated as confidential). Kindly tick (√) where appropriate or fill-in the required information on the spaces that are provided**.** Part C: Interview guide for School Principals, Deputies and Counsellors for Public Secondary School Student in Molo Sub-County, Nakuru Kenya:

Interview guide for School heads, deputies:

SECTION A: Personal profile.

1. Nature of your school …….....
2. Your Age and gender ……
3. Nature of your School:
4. Professional Qualification…….....
5. Working Experience……..
6. What could you say are the commonly drugs abused by students…….
7. What are the causes of this problem in brief? .....
8. What measures that is in place to mitigate drug abuse in your school?.....
9. Do you have School counsellor in your School? .....
10. To what extent peer pressure influences drug abuse among students?...
11. What psychological implications of drug abuse among students in your school?...
12. What strategies that can manage drug abuse in your school……
13. Does social sites influences students behaviour towards drug abuse?.....
14. How do you think drug menace can be controlled in the school?.....

Thank you in advance

Appendix D: Interview schedule for Counsellors

Interview guide for school Counsellors on Influence of Drug use on the Psychological well-being of Students among Public Secondary Schools Students in Molo Sub-County, Nakuru, Kenya. The purpose of this interview is to obtain insights on influence of Drug abuse on the psychological well-being of Students in public Secondary Schools. The data through this questionnaire will be made available to legitimate and interested stakeholders in order to establish partners for the constructive strategies in relation to psychological wellbeing of Students. This interview is purely an information tool. Please answer the questions honestly as possible, be advice that, there will be no right or wrong answers for this study. The information that you will provide will help to address the influence of drug abuse on the psychological well-being of students in public secondary schools, your contribution in this study is important. Therefore, you are kindly requested to provide the researcher with accurate information. Your responses will be processed by the use of software and will be treated as confidential.

SECTION A: Personal profile.

1. Nature of your school …….....
2. Your Age and gender ……
3. Nature of your School:
4. Professional Qualification…….....
5. Working Experience……..
6. What could you say are the commonly drugs abused by students…….
7. What are the causes of this problem in brief? .....
8. What measures that is in place to mitigate drug abuse in your school?.....
9. Do you have School counsellor in your School? .....
10. To what extent peer pressure influences drug abuse among students?...
11. What psychological implications of drug abuse among students in your school?...
12. What strategies that can manage drug abuse in your school……
13. Does social sites influences students behaviour towards drug abuse?.....
14. How do you think drug menace can be controlled in the school?.....

Thank You in Advance

Appendix E: Research Letter from CUEA

THE CATHOLIC UNIVERSITY OF EASTERN AFRICA

Faculty of Arts and Social Sciences

Department of Counseling Psychology

Our Ref: CUEA/DVC-ACAD/FASSc/Psychology/NACOSTI/007/July 2017

Date: 4th July 2017

The Director
National Commission for Science, Technology and Innovation
NAIROBI

RE: SR. MARY WANJIRU KAMARA REG. NUMBER: 1026456

I am writing to introduce to you **Sr. Kamara** who is a final year Master of Arts Degree student at The Catholic University of Eastern Africa, Nairobi – Kenya, and to request you to assist her to accomplish her academic research requirements.

Sr. Kamara's Master of Arts Degree specialization is in Counseling Psychology. She has completed all course work requirements for this programme. However, every student in the programme is required to conduct research and write a report/thesis submitted during the final year of studies.

Accordingly, Kamara's research proposal has been approved. She will conduct research on the following topic:

"Influence of Drug Abuse on Psychological Well-being of Students in Public Secondary Schools in Molo-Sub County, Nakuru-Kenya".

Thanking you in advance for any assistance you give to Sr. Kamara.

Sincerely,

THE CATHOLIC UNIVERSITY OF EASTERN AFRICA
FACULTY OF ARTS & SOCIAL SCIENCES
04 JUL 2017
DEPT. OF COUNSELLING PSYCHOLOGY
P.O. BOX 62157 - 00200, NAIROBI

Sr. Dr. Sabina Mutisya
HOD, PSYCHOLOGY

THE CATHOLIC UNIVERSITY OF EASTERN AFRICA (CUEA) P.O. BOX 62157 00200 Nairobi – KENYA
Tel: 020-2525811-5, 8890023-4, Fax: 8891084, Email: psychology@cuea.edu, Website: www.cuea.edu
Founded in 1984 by AMECEA (Association of the Member Episcopal Conference in Eastern Africa)

Appendix F: Research Permit

CONDITIONS

1. The License is valid for the proposed research, research site specified period.
2. Both the Licence and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
5. Excavation, filming and collection of specimens are subject to further permissions from relevant Government agencies.
6. This Licence does not give authority to transfer research materials.
7. The Licensee shall submit two (2) hard copies and upload a soft copy of their final report.
8. The Commission reserves the right to modify the conditions of this Licence including its cancellation without prior notice.

REPUBLIC OF KENYA

NACOSTI

National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No.A 14858

CONDITIONS: see back page

THIS IS TO CERTIFY THAT:
MISS. WANJIRU MARY KAMARA
of CATHOLIC UNIVERSITY OF EASTERN AFRICA , 0-100 NAIROBI,has been permitted to conduct research in ***Nakuru County***

on the topic: ***INFLUENCE OF DRUG ABUSE AND PSYCHOLOGICAL WELL-BEING OF STUDENTS IN PUBLIC SECONDARY SCHOOLS IN MOLO SUB COUNTY KENYA***

for the period ending:
7th July,2018

Permit No : NACOSTI/P/17/41880/18179
Date Of Issue : 10th July,2017
Fee Recieved :Ksh 1000



.....
Applicant's Signature

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

Appendix G: Authorization Letter from NACOSTI

NATIONAL COMMISSION FORSCIENCE, TECHNOLOGY ANDINNOVATION

Telephone:+254-20-2213471,
2241349,3310571,2219420
Fax: +254-20-318245,318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No. **NACOSTI/P/17/41880/18179**

Date: **10th July, 2017**

Wanjiru Mary Kamara
Catholic University of Eastern Africa
P.O. Box 62157-00200
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"Influence of drug abuse and psychological well-being of students in public secondary schools in Molo Sub County Kenya,"*** I am pleased to inform you that you have been authorized to undertake research in **Nakuru County** for the period ending **7th July, 2018.**

You are advised to report to **the County Commissioner and the County Director of Education, Nakuru County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Nakuru County.

The County Director of Education
Nakuru County.

National Commission for Science, Technology and Innovation is ISO9001:2008 Certified

Appendix H: Research letter from Molo Sub - County

MINISTRY OF EDUCATION
STATE DEPARTMENT OF BASIC EDUCATION

Telegrams: "LEARNING"
Telephone: 0203528112
Fax 0202188546
When replying please quote

SUB-COUNTY EDUCATION OFFICE
MOLO SUB-COUNTY
P. O. BOX 275
MOLO
30TH OCTOBER; 2017.

Ref: ADM/GEN/VOLIV/12

WANJIRU MARY KAMARA
CATHOLIC UNIVERSITY OF EASTERN AFRICA
P.O BOX 62157-00200
NAIROBI.

RE: RESEARCH AUTHORIZATION:
I am pleased to inform you that you have been authorized to carry out research in secondary schools in Molo Sub County **Vide Ref no. NACOSTI/P/17/41880/18179** dated 10th July; 2017 on "**influence of drug abuse and psychological well-being of students in Public Secondary Schools in Molo Sub County".**
You are advised not to interfere with school's daily routine.

S.C.D.E
MOLO SUB - COUN
P. O. Box 275 MOL
Date 30/10/2017

JOSEPH K. CHEBOR
SUB COUNTY DIRECTOR OF EDUCATION
MOLO SUB COUNTY.

Copy to;
All Principals Public Secondary Schools
Molo Sub County.

Appendix I. Map of Kenya Showing Molo Town



Source: Google map Kenya

Appendix. J Map of Nakuru County showing Molo Sub- County



Source: Google map Kenya