

Effects of Drug Abuse on Academic Performance among Secondary School Students in Masaba North Sub County, Nyamira County, Kenya

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Abstract: This study aimed at investigating the effect of drug abuse on the academic performance of students in Masaba North Sub-County. The study employed descriptive survey research design. Target population was 32 secondary schools in Masaba North sub-county. Simple random sampling technique was used to sample 11 secondary schools. Twelve form three students were sampled using class register from each of the 11 schools sampled. Eleven principals and 11 guidance and counseling teachers from each sampled school were used as respondents. A total sample size of 154 respondents was used. The study used questionnaires and interview schedule to collect primary data. Data collected was analyzed using Statistical Package for Social Sciences (SPSS) software program and presented using descriptive methods such as frequencies, means, standard deviation and percentages and presented as tables and figures. The study concluded that drug and substance abuse among the students led to school drop outs, strained relationship with other students, lack of interest in studying, truancy, low concentration span and healthy problems such as anxiety, headaches, feeling sleepy and confusion leading to declining academic performance. The researcher recommended that schools should develop a drug policy, to create awareness of the effect of drug abuse among students and liaise with all educational stakeholders so as to improve student's academic performance. Although the Ministry of Education has integrated drug abuse in some subjects, it should also consider developing a curriculum on effects of drug abuse. This will ensure that all students are informed about consequences of drug abuse in order to make informed judgements.

Keywords: Drug, Truancy, Anxiety, Questionnaire, Masaba, Respondent.

1. INTRODUCTION

1.1 Back ground of study:

Drug abuse is a global problem that poses a great danger to the lives of individuals, society, political and security in many countries (United Nations, 2008). The use of illicit drugs has increased throughout the world and the world trend is the increasing availability of many kinds of drugs among ever widening spectrum of consumers. Of major concern is that children seem to be targeted as the new market for the drug industry globally (United Nations, 2008). In Kenya, while conducting a study on the effects of drug and substance abuse on academic performance among secondary school students, Kathonziweni district, Makueni County, Muoti et al., (2014) reported that young people's lives were ruined by alcohol and drugs are rampant. Information gathered from teachers in some selected schools especially high cost schools indicate that children carry spirits sometimes mixed with fruit juices, sweets, glucose, ice, tea and other drugs to school. This is taken during their free time or in between lessons, hence a drunken student body (MOEST, 2015). This has taken root in schools leading to the high school dropout and idleness.

Studies by Oteyo and Kariuki, (2009), Postulates that drug consumption has led to unrests and widespread destruction of life and property in schools. Kenya was ranked among the top four African Nations notorious for consumption of narcotics by the United Nations (2005). The Kenyan port of Mombasa has been identified in the report as the major transit point for drug trafficking in Africa. Drug abuse leads students to have behavioural problems such as fatigue, stress, anxiety, bullying and even committing murder (Maithya, 2009). Students under the influence of drugs could even beat up their teachers, rape them or kill their colleagues (Kyalo and Mbugua, 2011). In Tigania Sub County, Miraa chewing had formed a counter culture within the school with both teachers and students being habitual chewers of the (Miraa) Khat. This hinders them from improving their academic performance (Wanja, 2009).

Declining grades, absenteeism from school and other activities, and increased potential for dropping out of school are problems associated with adolescent substance abuse. A study by Horwood et al., (2010) found that low level of commitment to education and higher truancy rates appear to be related to drug abuse among students. Again drugs abused affect the brain; these results in major decline in the functions carried out by the brain (Abot, 2005). Drugs affect the students' concentration span, which is drastically reduced and boredom sets in much faster than for non-drug and substance abusers. The students will lose concentration in school work including extra-curriculum activities. Most of the psychoactive drugs affects the decision making process of the students; creative thinking and the development of the necessary life and social skills are stunted. They also interfere with the awareness of an individual's unique potential and interest thus affects their career development (Kikuvi, 2009). Cognitive and behavioural problems experienced by drug using youths may interfere with their academic performance and also present obstacles to learning for their classmates (United Nations, 2008).

Drug abuse is associated with crime maintenance of an orderly and safe school atmosphere conducive to learning. It leads to destruction of school property and classroom disorder. Drug and substance abuse have far reaching ramifications for instance, according to the survey by NACADA, (2012) with a sample of 632 children, it was found out that (6) percent have engaged in sex while on drugs (7.3) per cent for boys and (4.4) per cent for girls) and the median age at sexual debut being estimated at 11 years. An assessment of the situation during the first sexual intercourse indicates the (30) percent had sex unwillingly. Further, about (20) per cent were given incentives to lure them into sexual act, with a further (80) per cent reporting having taken drugs before their first sexual encounter. These early introduction into illicit sex goes a long way in impacting negatively on their self-esteem exposing them to dangers of early pregnancy, contracting STI's and AIDS, declining academic performance and ultimately dropping out of school all together (Maithya, 2009). According to Desmone et al., (2006) found that by introducing a large vector of covariates which control for heterogeneity between alcohol consumers and non-consumers; the negative causal relationship; between alcohol and academic performance remain significant for heavy drinking.

In line with these results, Kariuki and Oteyo, (2009) report that heavy drinking has an impact on schooling achievements by reducing time spent studying. Advanced brain scan imaging has proven that the human brain is not fully developed at puberty, as previously thought with maturation occurring as late as twenty four years as observed by Eisenstein, (2009) in his study on youth and drugs in Brazil. Common drug use has the effects on the brain that impact academic learning which includes; difficulty in concentrating, inability to process information and problem with working memory (United Nations, 2013). Getting intoxicated can have negative impact on cognitive function; that is, concentration, memory, attention for forty eight hours. This means that the ability to study is impaired hence could give negative impact on the ability to perform in exams (Kinyua, 2011). Heavy drinking by students lead to positive blood alcohol level affecting them whether they can get up for class and if they do the quality of how information is processed and ultimately stored. Sleeping of buzz, a common practice interferes with sleep cycle, resulting to increased anxiety jumpiness and irritability the next day (Maithya, 2009). Drug abuse has social and emotional implication; with multiple risk factors is more likely to lead to addiction and affect the academic standing. The people whom students associate with and how they behave are often visible indicators or risk trying drugs as well as possible signs of current drug use. Stealing, cutting off from school, cheating and general disregard for social norms are common behaviors bonding the members on drug abuse as noted by Goodman, (2009) in his social work with drug and substance mis-users. Schooling is also impacted in that drug using parents value time commitment and resource availability for their child's education which may be much less than minimal. According to Ndeti, (2004), in his study on the linkages between drug abuse, injecting drugs used and HIV/AIDS in Kenya, drug abuse affects a person's health as well as human behaviour. Implications of drug abuse among the learners include juvenile delinquency, poor performance, immorality, HIV infection, culture of violence, strikes, destruction among the users and country losing important human resources.

2. MATERIALS AND METHODS

2.1 Location of the study area:

The study was carried out in Masaba North Sub-County, Nyamira County, Kenya. It is approximately 54 Kilometers from Nyamira Town. It neighbours Borabu Sub-County to the East, Manga Sub-County to the West and Kisii County to the North. The researcher chose to carry out this study in Masaba North Sub County since the area has been registering poor results in national examinations perennially.

2.2 Data collection

The researcher obtained a permit from National Council for Science, Technology and Innovations (NACOSTI) to allow him conduct the research and an introductory letter to schools from the Sub-County Director of Education was also sought. Eleven schools constituting (30) percent of the 32 secondary schools in Masaba North Sub County were sampled. The schools were chosen using the following criteria; one boys' boarding school, one girls' boarding school and nine mixed day schools were selected by random sampling. One guidance and counseling teacher and principals from the 11 schools were included in the study. From the 11 schools, the researcher with the help of guidance and counseling teacher used random sampling to sample students who abuse drugs or those who show signs of abusing drugs. In each school, 12 students were selected (6 girls and 6 boys from mixed schools). 132 students' constituting (10) percent of 132 form three students, 11 guidance and counseling teachers and 11 principals constituting (30) percent of the 32 guidance and counseling teachers and 32 principals were used as respondents in this study. Then the questionnaires were administered to students and interview schedule for guidance and counseling teachers and principals.

3. DATA ANALYSIS

The data collected was analysed both quantitatively and qualitatively. The data was coded and keyed into the computer using the Statistical Package for Social Sciences (SPSS). Then the frequencies and percentages and standard deviations of each response were derived from the data.

4. RESULTS

4.1 Response Rate:

The study targeted 132 form three students, 11 school principals and 11 guidance and counselling teachers in eleven secondary schools in Masaba sub-county. However, only 9 Principals, 9 guidance and counselling teachers and 132 form three (3) students responded and returned their questionnaires yielding a response rate of 74.07%. According to Mugenda and Mugenda, (1999) a response rate of 50% is adequate for analysis and reporting; a rate of 60% is good and a response rate of 70% and over is excellent; therefore, this response rate was adequate for analysis.

4.2 Demographic Characteristics of Respondents:

4.2.1 Gender of respondents:

Respondents were requested to indicate their gender. Their responses are shown in Table 4.1

Table 4.1: Gender of respondents

Gender		Students		Principals		Guidance and Counselling teachers	
		Freq.	%	Freq.	%	Freq.	%
Valid	Female	49	37.1	2	22.2	4	44.4
	Male	83	62.9	7	77.8	5	55.6
	Total	132	100.0	9	100.0	9	100.0

The study results indicate that 49 of the students representing 37.1% were females whereas 83 representing 62.9% were males. For principals, 2 representing 22.2% were females while 7 representing 77.8% were males. For guidance and counselling teachers, 4 representing 44.4% were females while 5 representing 55.6% were males. For all the three categories of respondents, males were more than females.

4.2.2 Age of respondent:

The respondents were clustered into 4 groups based on age. None of them was aged between 12-14 years old. Ninety respondents were aged 15-17 years old, 38 were aged between 18-9 years old while only respondents were above 20 years old as summarized in Table 4.2

Table 4.2: Age of respondents

	Age	Frequency	Percent	Valid Percent	Cumulative Percent
	12-14yrs	0	0.0	0.0	0.0
Valid	15-17yrs	90	68.2	68.2	68.2
	18-19yrs	38	28.8	28.8	97.0
	20 yrs and above	4	3.0	3.0	100.0
	Total	132	100.0	100.0	

4.2.3 Principals and guidance and counselling teachers' assessment on effects of drug abuse on students' performance:

The Principals and guidance and counseling teachers were interviewed on their level of agreement with the effects of drug use on student overall performance and their responses are as summarized in Table 4.3. A key respondent said that drug and substance abuse strongly leads to reduced concentration span in learning thus decline in academic performance among students. Similarly, one key respondent observed that truancy, strained student-student relationships, dropping out of school were among the effects of drug and substance abuse among students.

Table 4.3 Effect of drug abuse on student overall performance

Effects of drugs on academic performance	SD 1	D 2	N 3	A 4	SA 5	Σf_i	$\frac{\Sigma f_i w_i}{\Sigma f_i}$
Truancy	1	4	2	7	4	18	3.50
Decreased ability to Concentrate	0	1	4	6	7	18	4.06
Poor self-control	8	3	0	2	5	18	2.61
Strained relationship with other Students	2	4	3	7	2	18	3.17
Poor academic performance	3	3	2	5	5	18	3.33
Health problems such as headaches, sleepy, anxiety and confusion	1	1	1	4	11	18	4.28
School drop out	2	3	1	5	7	18	3.67
Lack of interest in studying	1	2	2	6	7	18	3.89
Lack of interest in extra curriculum Activities	4	5	3	4	2	18	2.72

5. DISCUSSIONS

Once drugs are taken through injecting, sniffing or chewing, they enter the blood stream and move straight to the brain. They affect the brain making it hard to perform its normal functions (NACADA, 2006). This study found out that the use of drugs causes truancy amongst the students; Eleven respondents agreed (score 4 and 5 on the scale) in comparison with 5 who disagreed (score 1 and 2 on the scale). The weighted average value of 3.50 obtained reflects that the respondents agreed that drug abuse causes truancy amongst students. Thirteen respondents indicated that use of drugs decreases concentration ability in class (score 4 and 5 on the scale) compared to one who disagreed (score 1 and 2 on the scale). Since drug use causes poor self-control amongst the students, 7 respondents were of the same opinion (score 4 and 5 on the scale) in comparison with 11 who were of different opinion (score 1 and 2 on the scale). The weighted average value of 2.61 obtained indicates that the respondents were indifferent that drug abuse results into poor self-control amongst the students.

The student who abuses drugs is likely to lose interest in school work including extra curriculum activities. Thirteen respondents indicated that use of drugs leads to decreased ability to concentrate (score 4 and 5 on the scale) compared to one who disagreed (score 1 and 2 on the scale). These findings are in agreement with results found by Abot, (2005) who carried out a study on how drugs affect the students' concentration span, which is further drastically reduced, setting in boredom much faster than for non-drug and substance abusing students. Nine respondents indicated that drug use causes strained relationship with other students (score 4 and 5 on the scale) as compared to 6 who disagreed (score 1 and 2 on the scale). As pertains to poor academic performance, 10 respondents agreed (score 4 and 5 on the scale) as compared to 6 who disagreed (score 1 and 2 on the scale) which implies that drug use results into poor academic performance.

In relation to drug abuse causing health problems such as headaches, sleepy, anxiety and confusion, 15 respondents (score 4 and 5 on the scale) were of the opinion that drug abuse cause health problems as compared to 2 who had a different opinion (score 1 and 2 on the scale) which implies that the respondents strongly agreed that drug use causes a myriad of

health problems to the students who use them. The use of drugs also results into school dropouts, 12 respondents agreed (score 4 and 5 on the scale) as compared to 5 who disagreed (score 1 and 2 on the scale) implying that the respondents agreed that drug use causes students to drop out of school.

The study revealed that drug use causes lack of interest in schooling, 13 respondents were of the same opinion (score 4 and 5 on the scale) as compared to 3 who were of different opinion (score 1 and 2 on the scale) implying more respondents agreed that drug use causes students who use them to lack interest in schooling. Drug and substance abuse can also lead to lack of interest in extra curriculum activities. In this case, 6 respondents agreed (score 4 and 5 on the scale) as compared to 9 who disagreed (score 1 and 2 on the scale) implying that the respondents disagreed that drug use causes students to lack interest in extra curriculum activities. In support of these findings, Abot, (2005) affirms that students who engage in drugs and substance abuse are likely to lose interest in schooling including co-curriculum activities

This study found out the effect of drugs abuse among students such as poor self-control of the students, strained relationship with other students and poor academic performance as expressed by a mean of 2.61, 3.17 and 3.33 respectively. Similar results were obtained by Muoti et al., (2014) while carrying out a study on effects of drugs abuse on participation in learning among students in schools.

These study findings reveal that the effects of drugs abuse on overall academic performance among students in the schools was alarming. This is in agreement with United Nations (2005), view that cognitive and behavioral problems experienced by alcohol-and drug-using youth may interfere with their academic performance and also present obstacles to learning.

6. CONCLUSION

Drug abuse among the students caused dropping out of school, strained relationship with other students, lack of interest in schooling, low concentration span and declining grades hence abuse of drugs had a negative effect on the academic performance of the students in secondary schools in Masaba North sub- county.

7. RECOMMENDATIONS

Schools should set up guidance and counselling offices and recruit professionals to counsel students who indulge in drug abuse. This will help nurture the students with emotional needs that they wish to share in confidence but lack the platform to do so and in return end up turning into drug abuse. Campaign against drug abuse; NACADA should intensify their campaigns on anti-drug in order to have a drug free society. The campaign against use of certain substance or drugs and misuse of drugs should be more intensified at the secondary school level since it is the peak of adolescent stage. The government and other relevant authorities should also launch out periodic campaigns against drug abuse as well as dependence.

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