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**SUBSTANCE ABUSE AND RELIGIOUS EDUCATION: A CASE  
STUDY OF SELECTED SECONDARY SCHOOLS IN KENYA**

**BY**

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**A RESEARCH THESIS SUBMITTED TO THE UNIVERSITY OF  
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## TABLE OF CONTENTS

<b>CONTENT</b>	<b>PAGE</b>
Table of contents.....	
Approval page .....	i
Statement of originality .....	ii
Acknowledgement .....	iii
Dedication .....	iv
List of Tables.....	v
Abstract .....	vii

### **CHAPTER ONE: INTRODUCTION**

1.0 Introduction .....	1
1.1 Background to the study .....	1
1.1.1 Global Perspective .....	2
1.1.2 African Perspective .....	4
1.1.3 Kenyan context .....	5
1.2 Role of Kenya Secondary Religious Education in curbing social vices .....	8
1.3 Statement of the problem .....	10
1.4 Rationale/Justification .....	11
1.5 Research questions .....	11
1.6 Significance of the study .....	12
1.7 Limitations of the study .....	12
1.8 Conceptual Framework .....	13
1.9 Definitions of operational terms .....	15

## **CHAPTER TWO: REVIEW OF RELATED LITERATURE**

<b>2.0</b>	<b>Introduction .....</b>	<b>17</b>
<b>2.1</b>	<b>Reasons for substance abuse in schools .....</b>	<b>17</b>
<b>2.2</b>	<b>Sources and types of drugs abused .....</b>	<b>20</b>
<b>2.3</b>	<b>Effects of substance abuse .....</b>	<b>22</b>
	<b>2.3.1 Short-term consequences on the teenagers .....</b>	<b>22</b>
	<b>2.3.2 Long-term consequences on the teenagers .....</b>	<b>23</b>
	<b>2.3.3 Consequences of substance abuse on the teenagers' family .....</b>	<b>24</b>
	<b>2.3.4 Consequences of substance abuse on the teenagers' schools.....</b>	<b>25</b>
<b>3.0</b>	<b>Ways Religious Education could help educate learners on substance abuse in Kenya secondary schools.....</b>	<b>25</b>
<b>4.0</b>	<b>Methodology and teacher preparation .....</b>	<b>27</b>
<b>5.0</b>	<b>Instructional media .....</b>	<b>27</b>
<b>6.0</b>	<b>Summary presentation of the Review of related literature .....</b>	<b>28</b>

## **CHAPTER 3: METHODOLOGY**

<b>3.0</b>	<b>Introduction .....</b>	<b>30</b>
<b>3.1</b>	<b>Research design .....</b>	<b>30</b>
<b>3.2</b>	<b>Description of the study area .....</b>	<b>31</b>
	<b>3.3.1 Target population .....</b>	<b>31</b>
	<b>3.3.2 Sample population .....</b>	<b>32</b>
	<b>3.3.3 Sampling procedure .....</b>	<b>32</b>
	<b>3.3.4 Data collection procedure .....</b>	<b>33</b>
	<b>3.3.5 Instrumentation .....</b>	<b>34</b>

3.3.6	Questionnaire .....	34
3.3.7	Interview .....	34
3.4	Pilot Study .....	35
3.5	Validity of instruments .....	35
3.6	Reliability of the instruments .....	35
3.7	Data Analysis .....	35
3.8	Research Design Framework .....	36

**CHAPTER 4: PRESENTATION AND ANALYSIS OF FINDINGS**

4.0	Introduction .....	37
4.1	Section A: Respondents' Biographic Data .....	38
4.2	Section B: Responses pertaining to the research questions .....	47
4.3	Summary of the findings .....	75

**CHAPTER 5: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

5.0	Introduction .....	78
5.1	Summary of the results .....	78
5.2	Conclusions .....	82
5.3	Recommendations.....	83
5.4	Suggestions for future research .....	84

<b>REFERENCES</b> .....	85
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**Appendices**

A	Students' questionnaire.....	97
B	Teachers' questionnaire.....	99

C	Interview guide for school principals and PQASOs.....	103
D	Permission letter.....	107

**APPROVAL PAGE**

This special Research has been examined and is approved as meeting the required standards of scholarship for partial fulfillment of the requirements for the degree of Master of Education.

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## **STATEMENT OF ORIGINALITY**

The work contained in this special research project was completed by the author at the University of Botswana between August 2007 and June 2008. It is the original work except where due reference is made, and neither has been nor will be submitted for the award of degree of any University.

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**Student's signature**

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**Date**

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## **DEDICATION**

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## LIST OF TABLES

<b>Table</b>	<b>Page</b>
1: Distribution of participants according to gender.....	38
2: Distribution of respondents (students) according to class.....	39
3: Distribution of respondents according to school type .....	41
4: Respondents level of education and professional qualification.....	42
5: Responses by teachers on whether they are trained to teach religious education..	43
6: Distribution of teachers/PQASO's according to years of experience teaching R.E and Duration of work at current station.....	45
7: Distribution of participants according to position.....	46
8: Responses from school managers whether their offices have received cases of substance abuse.....	47
9: Common substances abused: student response.....	48
10: Common substances abused: teachers response.....	49
11: Common substances abused: school managers' response.....	49
12: Suspected peddlers: students response.....	50
13: Suspected peddlers: teachers response.....	51
14: Suspected peddlers: school managers response.....	52
15: Reasons for substance abuse: students response.....	53
16: Reasons for substance abuse: teachers response.....	54
17: Reasons for substance abuse: school managers response.....	55
18: Instructional materials used by teachers in class: students response.....	57

19:	Instructional materials used: teachers response.....	58
20:	Aims/objectives on substance abuse: students response.....	60
21:	Student's responses on whether R.E teaches adequately on substance abuse.....	61
22:	Responses by teachers on aims/objectives that deal with substance abuse.....	62
23:	Responses by teachers on what prescribed books cover on substance abuse .....	63
24:	Teaching methods Comparison.....	65

## **ABSTRACT**

**Title of Project:       SUBSTANCE ABUSE AND RELIGIOUS EDUCATION: A  
                                  CASE STUDY OF SELECTED SECONDARY SCHOOLS IN  
                                  KENYA**

As the old adage goes, the Journey of a thousand kilometers starts with one step. Indeed the purpose of this study was to investigate the role of the Kenya secondary Religious Education (R.E) Curriculum in educating students about substance abuse. To realize this, the R.E. Curriculum was to be investigated through the available aims and objectives, instructional materials and policy documents. The effects of substance abuse to learners, their families and society at large is colossal and R.E can go a long way in providing education about this social vice in the schools and the society. In this study, the researcher argues that R.E can play a pivotal role in empowering learners with knowledge, attitudes and skills that can enable them make responsible choices and thus resist the use of any drugs especially substance which is wholly for this study.

Purposive sampling technique was used to select 7 secondary schools sampled from the 8 provinces in the Republic to participate in the study. The sample comprised of 7 school Principals, 14 R.E teachers, 7 R.E Officials, in Kenya known as provincial quality assurance and standards officer (PQASO) and 140 R.E students. A total sample

population of 168 respondents was used in this study.

Data collection instruments included a questionnaire for Religious Education teachers and students. Interview instruments were designed for Provincial Quality Assurance and Standards Officer (PQASO's) and the school principals. The research findings obtained, indicated that substance abuse does exist in secondary schools in Kenya. The common substances abused include alcohol, cigarettes and marijuana amongst others. The study also found out that the instructional materials and methods used in the teaching and learning on topics on substance abuse are inadequate. The respondents suggested several probable ways which can be employed to curb this social vice in schools. This included extensive and vigorous peer education and enlightenment campaigns on substance abuse and government increasing tax on legal intoxicating substances to deter students amongst others.

The findings and recommendation of my study are hoped to assist in shaping policies on discipline in schools and education sector as a whole. The results may further assist education administrators to re-evaluate whether knowledge of the ill-effects of substance use does decrease or curb prevalence of use among adolescents.

# CHAPTER ONE

## INTRODUCTION

### **1.0 Introduction**

This study examined the role of Kenya secondary schools R.E Curriculum in educating students about substance abuse. This is because the researcher has been alarmed by the fact that recently it has been projected that more than one million Kenyan minors could be smoking their way to an early death (Nyikal 2007).

This chapter has dealt with the background to the study, the statement of the problem, the rationale of the study and the Research questions. The chapter also presents the significance of the study, its conceptual framework and the limitations of the study. Finally definition of terms adopted in this study is also given.

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

Marcelle (1999) quips that substance abuse is sometimes used as a synonym for drug abuse, drug addiction and chemical dependency. In a nutshell Marcelle (1999) feels that it refers to the use of substance in a manner outside the socio-cultural conventions. It is therefore made clear that all use of illicit drugs in a manner outside the socio-cultural conventions, that is without physician's orders or societal norms is substance abuse, which may lead to effects detrimental to the individuals' physical or mental health or the welfares of others.

There are on-going debates as to the exact definitions of substance abuse some of which will be examined in the review of related literature. More specifically the background to the study is organized in terms of the global perspective, the African perspective and the Kenyan context as elaborated below.

### **1.1.1 Global Perspective**

Historically, in the early 1950's, the first edition of the American Psychiatric Diagnostic and Statistical Manual of Mental Disorders grouped alcohol and drug abuse under sociopathic personality, disturbances which were thought to be symptoms of deeper psychological disorder or moral weakness. By 1988, the same American association further defined substance abuse as "problematic use without compulsive use, significance or withdrawal". Pham-Kanter (2001) asserts that the use and abuse of substances such as cigarettes, alcohol and illegal drugs may begin in childhood or the teen years. Certain risk factors may increase someone's likelihood to abuse substance. For instance factors within a family that influence a child's early development have been shown to be related to increased risk of drug abuse. Other reasons include chaotic home environment and ineffective parenting. Factors related to a child's socialization outside the family may also increase risk of drug abuse. Other factors include inappropriately aggressive or shy behaviour in the classroom, poor social coping skills, poor school performance and association with deviant peer group (Tobler et al 1997).

It is observed that in the United States illicit teens' drug use in high schools and middle school is so wide-spread. Below are just a few alarming statistics associated with teen drug use and alcohol on teenagers:

- \* 8<sup>th</sup> grade school level 30.3%
- \* 10<sup>th</sup> grade school level 44.9%
- \* 12<sup>th</sup> grade school level 52.8% (The health information 2003)

Which means, under-age drinking cost the United States more than 58 billion dollars enough for the new state of the art computer for every student. From the statistics above, one might readily argue that teenage drug-abuse has reached epidemic levels. Drugs have no rightful place anywhere in society; however they have cruelly found a place in academic environments where teens are spending most of their adolescent lives. The health information (2003) report laments with dismay that even though drugs have no place anywhere in society, they have reached epidemic levels in schools, a situation the report says has ruined and continues to ruin the future of our youth in the world today.

Bosworth and Sails (1993:250) in their Journal article entitled 'Content and Teaching Strategies' in 10 selected drug abuse curricula report on a national survey conducted in Britain which revealed that most high school going students in their adolescence are at the highest risk. They argued that as the adolescents enter high school they face additional social, emotional and educational challenges. This is because while at high school they are exposed to greater availability of drugs, drug abusers and social activities involving drugs.



### **1.1.2 African Perspective**

According to Kaaya et al (2005) in recent years in Africa there have been a large number of school-based epidemiological studies based on self-reported self-health drug risk behaviour amongst adolescents in secondary schools. Their findings were based on surveys conducted in countries in Africa including Tanzania, South Africa, Zimbabwe, Nigeria and Ghana. These surveys revealed that substance abuse is real and does exist in African schools and that secondary school going teenagers in Africa abuse tobacco, herbal cigarettes (marijuana) and alcoholic substances.

Kaaya et al (1992) in discussing prevalence of substance use among secondary school students in Dar-er-Salam Tanzania reported on the consequences of teenage drug use in African schools as ranging from behavioural misconduct, poor academic performance, truancy behaviour, violence and illicit sexual indulgences. The report indicates the dramatic accounts of drug abuse among youths in schools. Which is a clear indication that in Africa today drug and substances abuse is quite wide-spread. This indeed is a very disturbing phenomena. As common knowledge holds, Africa as a continent is still riddled with poverty, war, disease, political and social instability and whose bright future lies solely in the hands of its future leaders who in essence are our current youth.

Dusenbury (1996) emphasizes the use of school curriculums as an instrument which could vigorously and adequately be utilized in helping eradicate this immoral practice, by imparting knowledge to learners. Kilonzo et al (1986) assert that the current consumption of alcohol and drugs amongst the adolescents in secondary schools in Africa is greater and more disorderly in the recent years than it was before. The trend has had

negative impact on Africa's productive generation. This pattern has also resulted into psychological threat to health, education and retarded economic growth.

In discussing Africa's economic growth as having gone under Siege, Kwama (2007) shares the view that Africa as a continent is still in its ardent struggle to gain economic, political and social growth as well as status on the international map. Therefore the rampant spread of drug abuse in African schools poses a real threat and has resulted in students engaging in behaviours which endanger their well-being, the well-being of others and the continuing erosion of family values and community disintegration.

### ***1.1.3 Kenyan Context***

There have been a series of writings and reports that have chronicled the Kenyan crisis situation due to substance abuse (Kwama, 2007; Nyikal, 2007; Nacada, 2006; Mutsotso, 2004; Musikoyo, 2004; Poipoi, 1999;). With the above foregoing reflections, it is no longer disputed that substance abuse in Kenyan schools is real and sweeping like a plague.

Kwama (2007) in the Standard Newspaper of 20<sup>th</sup> February, 2007 sounds an alarm on the economic growth and points out that the existence of dangerous drugs in the country will steadily negate the gains made on economic growth. Nyikal (2007) in the Daily Nation Newspaper of 8<sup>th</sup> August, 2007 shocked the nation with the revelation from a study he carried out which revealed that 13% of pupils in primary schools smoke, estimating the actual figure to more than one million minors. Through his Research finding Nyikal (2007) quotes that it is a pity that out of every 10 students seven start the habit when they are teenagers. The study further revealed that Kenyans generally smoke 7 billion

cigarettes in a year which costs them \$330 million (Kenya Shillings Twenty One Billion) while the Kenyans who smoke spent \$282 Million (Kenya Shillings 18 Billion) in the treatment of tobacco related illnesses in various private, mission and public health facilities.

According to Mutsotso (2004) and Musikoyo (2004), the negative effects for teen drug use amongst learners in Kenyan Secondary Schools are undeniable and obvious. The effects are manifested in violent and deviant behaviour in schools. The toll for the abuse can be seen in hospitals and emergency department through direct damage to health and its link to physical trauma. Jails, prisons and Juvenile remands tally daily with the strong connection between crime and substance abuse.

According to the National Agency for the Campaign Against Drug Abuse (NACADA 2006) drug and substance abuse is a silent disaster that in Kenya claims many lives every year. Des Jarlais (1992) compounds an argument that there is also a strong linkage that resonates between drug abuse, violence and HIV/AIDS scourge. Musikoyo (2004) points out that the problem of substance abuse continues to escalate every year as manifested by the high rate of fatal road accidents, upsurge in crime rates, violent disturbances, uprisings and banditry in schools.

Some of the cases in schools in Kenya that are still vivid in the minds of many which Wangai Committee (2001;6-7) refers to as tragic and which as mirrored from the nature of students unrest took a new turn can be envisaged from the following chronology of disasters:

1986: *Sinyolo Girls High School rape disaster that ended up in destroying the image of one of the model girls' schools.*

1991: *19 girls of St. Kizito Secondary School in Meru were killed in an orgy of rape and subsequent stampede when boys from a neighbouring school invaded.*

1998: *23 girls killed in Bombolulu Secondary School in Mombasa.*

1999: *Nyeri High School where fellow students locked school prefects in their cubicles while they were asleep, poured petrol and set them on fire killing four prefects.*

2001: *March, the most devastating and shocking incident occurred in Kyangulu Secondary School Machakos where 68 students perished and scores injured in a night inferno started by some of their colleagues using petrol.*

The common trend or actiology in all the above bizarre incidences is that the attackers were always under the influence of drugs (Wangai Committee 2001). Poipoi (1999) states that disruption and unrests in Kenyan schools undermine the notion that school days are the happiest in a learner's life. Disruptive behaviour in schools such as drug abuse and bullying pose serious risk to the smooth running of the schools and to the students' personal security.

## **1.2 Role of Kenya Secondary Religious Education Curriculum in curbing social vices**

The curriculum that teaches non-violent ways of resolving conflict could be a more promising and everlasting preventing strategy (Wilkin, 1982). Imperatively, R.E Curricula in its design and implementation in Kenya aims at moulding learners to develop a sense of responsibility in managing their lives and their environment while also making a conscious effort to respond to pertinent contemporary issues in the society (K.I.E, 2006; ii). In secular usage, R.E is the teaching of a particular religion and its varied aspects – its beliefs, doctrines, rituals, customs, rites and personal roles (K.I.E 1992). In Kenya this subject is taught from primary to secondary schools and to college and university level (Malusu 1980). Despite this, the question of moral decadence is still at its lowest. According to the Kenya Institute of Education (2002), R.E taught in Kenyan secondary schools include Christianity, Islam and Hindu. The following general objectives are common in the mentioned religions:

- (i) The learner to acquire relevant skills and values to cope with emerging issues and challenges.*
- (ii) Make appropriate moral decisions in a rapidly changing society.*
- (iii) Contribute positively to the transformation of self and the society as a whole. Develop morally, spiritually and socially so as to lead better life in this world hereafter.*

The above general objectives were propagated with the understanding that Kenya is a secular state as per the Kenya constitution (Education Act, 1968). According to Malusu (1985) the teaching of R.E in Kenya has had controversies with people who oppose Religious Education in public schools arguing that if a particular religion is taught in school, children who do not belong to that religion will either feel pressure to conform or be excluded from their peers. Otiende (1982) a proponent of R.E in schools in Kenya on the other hand argues that religious beliefs have historically socialized people's behaviour and morality. Therefore, teaching Religion in schools is necessary to encourage children to be responsible sound adults.

Comparatively in the United States R.E is still viewed as a Cinderella subject with very dubious status within the curriculum. According to Lee (2007) since the origin of American higher education, one particular trend has been a decline and reinterpretations of R.E.in the curriculum. In the United States under the law R.E is often provided through supplementary "Sunday school" which is a family's place of worship, either in conjunction with worship or some other time during the week but after week day school classes. This is because Religious Education is forbidden in Public schools (Wenner 2001).

In the United Kingdom, the catholic Church, the Anglican church of England, and the Jewish schools, have long been supported within the state system with all other schools having a duty to provide R.E. within a broadly Christian context (catholic working party 1984). There is however no national curricula for R.E. The content of the syllabus is agreed upon by local education authorities, through the guidance of a council comprising of members from different religious groups and teachers.

French government on the other hand recognizes no religion and does not fund R.E. However, the state subsidizes private teaching establishments, including religious ones under strict conditions of not forcing religious courses on students. From the above survey, it is clear that governments globally endeavor to make decisions on the teaching of R.E in schools; the content of the syllabus is generally expected to foster national unity and to inculcate values and morals to the youth, (Malusu 1980).

### **1.3 *Statement of the problem***

It is evident that substance abuse is on the increase in Kenyan schools and poses a serious psychological and physical insecurity both to victims and to others who are in the same school (Kafu, 1998; Poipoi, 1999; Wangai Committee, 2001; Mutsotso, 2004; Musikoyo, 2004; Nyikal, 2007). Drug use amongst Kenyan adolescents in schools has become a major national focus of concern. The prevalence of substance abuse in Kenyan schools is a critical issue that has prompted unrests and riots resulting into issues of violence and disturbances in schools which have consequently resulted into unwarranted death, destruction of school properties and poor performance in National Examinations. It is generally acknowledged globally that the future of a nation lies in its youth. In this regard to have a morally, upright, healthy and productive youth becomes the priority of all in a country. But despite the acknowledgment that substance abuse continues to ravage schools, the un-answered question is: What role does the Kenya secondary R.E play in addressing this social vice? Under age drinking and substance use is dangerous and illegal, therefore it must not be tolerated, especially because it is harmful to our youth.

#### **1.4 Rationale/Justification of the study**

While studying students and teachers perception on bullying in secondary schools in Kenya, (Poipoi 1999) noted that drugs played a role in truancy behaviour among the youth. Mutsotso (2004) investigated the role of Social Education and Ethics in the management of student violence as a social vice in Kenya. He recommended instructional approach in dealing with violence in schools. It is in this regard that the current study hopes to exploit in dealing with substance abuse which is rampant in Secondary Schools in Kenya.

#### **1.5 Research Questions**

- 1. What are the common substances abused, their sources and reasons for the abuse by students in Secondary Schools in Kenya?**
- 2. Do the aims/objectives and instructional materials used in the teaching of R.E in Kenya comprehensively cover issues of substance abuse?**
- 3. Are the methods used sufficient in educating learners about substance abuse?**
- 4. What do students, teachers and education managers suggest as possible ways to educate learners about substance abuse in secondary schools in Kenya?**



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

The significance of this study lies in the fact that it intends to inform curriculum developers, and policy formulators on the principles within R.E that are fundamental in dealing with both the risk and protective factors of substance abuse. The study also aims at creating new knowledge and awareness on the effectiveness of social science curriculum that could help create avenues for drug-free schools in Kenya. The information obtained may serve as a guide in planning programmes for schools in identifying strategies to address and reduce the problem of substance use among youths in Kenyan schools. Therefore the study is significant as it postulates “life-long skills” in addressing social vices in schools rather than ad-hoc approaches in which fundamental issues of curriculum are ignored. It is against this background that this study adopts an “instructional perspective” in which students are taught R.E to inculcate good morals and positive attitudes.

## **1.7 *Limitations of the study***

The study involved selected secondary schools in Kenya and therefore not all schools participated. The study was confined to secondary schools, which meant that the findings could not be generalized to cover all primary and secondary schools in Kenya.

Since it is a school survey, it excluded the mentally ill, the retarded, the severely impaired and the school drop-outs who also form the national population of Kenya’s youth and who may be engaging in drug abuse to a greater extent than those inside the schools.

This means that the results obtained in this study are restricted and a representative of the school-going teenagers. Therefore considerable caution was exercised in generalizing findings to the age group as a whole. Moreover, the teenagers who were absent in school on the day data was collected were also left out.

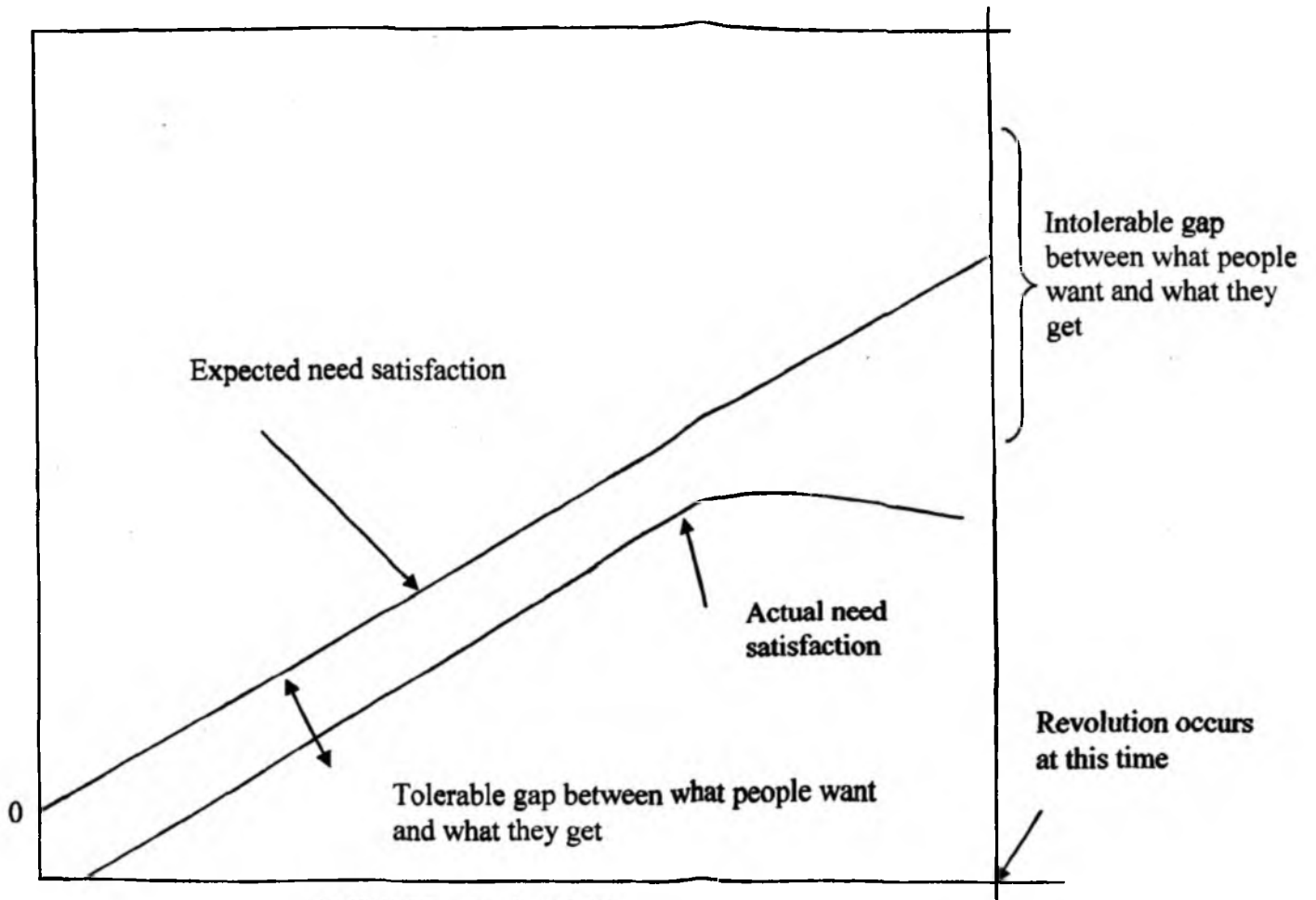
### **1.8 Conceptual Frame-work**

The study was based on the theory of “The J-curve of rising and declining satisfaction” advanced by Davies (1969) after 15 years research among college students in New York, USA. He argues that individuals are most likely to rebel from the societal norms when a prolonged period of rising expectation and gratifications is followed by a short period of sharp reversal, during which the gap between expectations and gratifications widens and becomes intolerable. The frustration that develops, when it is intense and wide-spread in the society, seeks to let in violent action or deviant and antisocial behaviour as depicted graphically.

The researcher’s choice of the conceptual framework was based mainly on the perceived reasons and effects of substance abuse on the teenagers. The argument by Davies (1996) in the J curve of rising and declining satisfaction can be viewed from the premises of the observation made by Borsworth et al (1993) who assert that as an adolescent enters high school, they face additional social, emotional and educational challenges, which is a period of rising expectations that results into sharp reversal of choices and behaviour changes, in the teenager. The end result is either violent actions, deviant behaviour or anti-social engagements in the youth such as taking drugs.

The moment a teenager starts to take drugs, a habit that may lead to subsequent addiction, this is viewed by Musikoyo, (2004), Dusenbury (1996) and Dryfos (1990) as a time of revolution in the youth and behaviour changes.

### The J-curve of rising and declining satisfactions



SOURCE: Davis (1969)

## 1.9 *Definitions of operational terms*

The following definitions are of terminologies that have been adopted in this work.

**Substance Abuse:** Substance abuse connotes drug dependence or addiction which is the compulsive use of a substance despite negative consequences which can be severe. According to Musikoyo (2004) in simple terms, substance abuse is the excessive use of a drug for purposes for which it was not medically or socially intended. Bratter et al (2000) says that there are on-going debates as to the exact distinctions between substance abuse and substance dependence. Dependence almost always implies abuse, but abuse frequently occurs without dependence, particularly when an individual first begun to use drugs. Substance abuse involves the repeated and excessive use of a drug to produce pleasure or escape reality despite its destructive effects.

**Religious Education:** According to Otiende (1982) this is the term given to the aspect of education concerned with religion. It refers to education provided in various aspect of religion for the purpose of dissemination of knowledge. R.E celebrates diversity in society by helping pupils understand each other's similarities and differences. Wright (1993) asserts that R.E promotes self awareness, respect, open-mindedness, appreciation and wonder. Goldman (1964) projects that as a subject R.E helps learners to develop key skills such as communication, working with others and problem solving. In summary Morake (1993) looks at R.E as teaching students to bring about knowledge and understanding of what is involved in Religion.

Farrow (2004:x) feels that Religion is the safest guardian of moral values in human society, therefore cannot be ignored or remain silent in decisions in which moral values

are implied. It is within this premises that R.E as a subject can be instrumental in championing morality and value systems that can empower learners to a more creative way to address real life problems, world view questions and challenges rather than resorting to immoral ways of solving problems such as substance abuse.

**Kuber:** Is a type of substance that comes in form of a sweet or a chewing gum.

According to Wangai committee (2001) it is instant working and the effects are known to be more severe than those of marijuana. It is believed to have originated in the Asian continent.

**Mirra/Khat:** It is grown in certain parts of Kenya mainly Eastern and North Eastern provinces. Since it is a plant it comes in a form of fresh green leaves, and acts as stimulant. The leaves are chewed and the fluid swallowed. (Nacada, 2006)

**Changaa:** Even though an illegal brew in Kenya, it is very common, and readily available in both rural and urban settlements. It is distilled from the molasses sugar and appears in a colourless whisky form. The alcohol content is believed to be 98% (Nacada, 2006)

**Busaa:** A local brew fermented from yeast and maize meal. It comes in a form of porridge and its alcohol content is believed to be 10%. It is very cheap and readily available in rural areas and in slums within major towns and cities (Musikoyo, 2004)

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.0 *Introduction***

This chapter reviews related literature to the study. The review focuses on the causes of substance abuse among teenagers in schools, sources and types of substances abused, effects of substance abuse and ways in which R.E addresses this social vice with specific reference to instructional media, methodology, teacher preparation and subject content. And finally the chapter gives a summary presentation of the reviewed literature.

#### **2.1 *Reasons for Substance Abuse in schools***

Reasons in this context refers to the causes, triggers or motives that may drive teenagers in schools to fall prey or victims of drug use. In more recent times however, expression of concern over the numbers of adolescents who are engaging in the use of various substances has grown tremendously (Kilonzo et al, 1986; Kafu, 1998; Poipoi, 1999; Musikoyo, 2004; Kaaya et al, 2005; Nyikal, 2007). It therefore becomes imperative to look into the reasons behind this trend. Various authors and researchers such as Kaaya (1992), Dusenbury et al, (1995), Dusenbury (1996) and Kafu (1998) amongst others have over the years continued to unravel reasons or causes for teenage drug use. The foregoing literature reviews some of the reasons that lure teenagers into drugs.

The influence of peers on adolescent risk behaviour can be subtle. Apple (2000) reiterates that due to high levels of use by fellow peers the teen feels pressured to fit in by

engaging in activities that their friends are doing. The group may not compel the youngster to drink or smoke but may refer to him as being “a baby or too soft” if he does not participate in the activities. Tobler et al (1997) argues that the adolescent craves for support from the peers and seeks to establish autonomy from parents and adults who are perceived as hostile to their drug use. Hyde (1990), argues that the peer group influence becomes strong as it gives the teen a sense of belonging thus supporting Maslow’s hierarchy of human needs. Peer rejection at this level can be quite devastating .

Musikoyo (2004) shares the view that images of substances in its various forms continue to pervade print and broadcast media arousing the curiosity of the teens who have access to this information through internet, television, advertisements, newspapers, magazines and flyers. For example through advertisement guinness is associated with strength, power and skill, while smoking cigarettes is associated with driving fancy cars and attracting beautiful ladies. On the same note whisky such as smirnoff is linked with maleness. The initial picture portrayed to the teenager is that this symbolizes an entry into adult world, and the teenager due to curiosity will experiment by engaging in drugs. This is crucial because according to Marcelle (1999) early drug use strongly predicts abuse and dependence into adulthood. This makes it extremely necessary for adolescents to be made aware of the facts in drug use (Dusenbury ,1996; and Dryfoos, 1990).

Hyde (1990) suggests that adolescence is a turbulent period of stress and conflict. This is because the teenager goes through a period of identity crisis, which he calls a time of storm and stress. It is a developmental period of challenges and changes.

This situation can be equated to the J curve theory of rising and declining satisfaction by Davies (1969) adopted in this study. This is the intolerable gap between what the teenager gets and what the teenager needs.

More often most adolescents find themselves grappling to cope with what is acceptable and what is not acceptable behaviour. According to Dryfoos (1990) the teen is fuelled by the desire to find new relationships and to experience the world beyond the confines of their homes, triggered by the desire to explore the world. Adolescence is frequently regarded as a period of physical and psychological changes, a period that increases the risk of drug-taking behaviours.

That is why Kaaya et al (2005; Dusenbury et al (1996); Kilonzo, (1992) agree on the fact that the breath and depth of substance use and abuse amongst adolescents is indeed daunting. Since the stage in itself contributes to drug use, the teens become the major target for the drug peddlers and vendors.

Stantrock (2000) emphasized the theory of Bandura and Skinner on social learning theory that environmental experiences and situational influences impact negatively or positively on behaviour. This means that what goes on in a household where children live has a major bearing on their behaviour and choices. Children brought up in a household where parents use these drugs begin to share a similar point of view with respect to the use of drugs. Tobler et al (1997) term this situation as Juvenile manifestation of adult behaviour because the youngsters simply imitate the parents. In homes where drug use is prevalent not only normalizes the act of using it but makes accessibility easier. Chaotic home environment and ineffective parenting is viewed by Mutsotso (2004) as yet another major cause of substance abuse in teens. Children born and brought up in such homes have a tendency of engaging in deviant activities. More disheartening is the fact that children brought up in such homes are at risk for a wide range of developmental problems.



Lekoma (1994) emphasizes that family affiliation and relationships are crucial through each stage of the child's development. Poor parenting and chaotic homes may seem to play a significant role in adolescent substance use as the youth may erroneously perceive that drug taking is a normal acceptable behaviour.

According to Zwier and Vaughan (1984), school environment has a hand in teenage deviant behaviour such as drug abuse. They perceive substance abuse as a natural response from students to schools that are too large and impersonal to the learners. Joong (2000), studied school violence and safe school policies in Ontario secondary schools. He performed an exploratory study to examine the current state, causes and effects of school violence. The study found that the main causes of violent acts at school were the frustrations, drugs, peer group pressure and impersonal attitude of administrators. Bandura (1969) further cites that authority which used harsh physical discipline, tended to push children to the defense and hence in this instance relapse to drugs.

## **2.2 *Sources and Types of Drugs Abused***

Kaaya (1992) pointed out that most teenagers in Africa became involved in substance use with soft drugs such as alcohol, marijuana, tobacco and nicotine, which are cheap and easily available. According to the Wangai Committee (2001;63) a report of the task force on student discipline and unrest in Kenyan schools, varied type of drugs and narcotics are readily available in localities where schools are situated. The task force cited drugs and substances such as bhang, marijuana, tobacco, kuber and glue as the substances commonly used in Kenyan schools.

The task force was informed that a substance by the trade name of “kuber” was actually available in the local supermarkets and shops within villages and towns. Students chew the substance to feel high and its effects are instant and much more than the effects of bhang/marijuana.

Kaaya et al (2005) assert that substances such as cigarettes and alcohol (licit and illicit) are very popular among the teenagers. However it is important to mention that in most cases the financial prowess of the teenager dictates the type of substance to be abused. According to the Kenya’s National Agency for the Campaign Against Drug Abuse (Nacada 2006), it is increasingly becoming common knowledge that the youth in Kenya mostly abuse six types of substances: alcohol, tobacco, bhang, miraa/khat, kuber and inhalants.

Accessibility of these drugs has been made more easier because the suppliers and vendors have realized the need of their customers and in the process have moved near to the customers by creating close circuit links of chains that has made drugs easily accessible to young Kenyans right from within the school environments to the nearest shops and markets within schools and homes (Musikoyo 2004). The market has moved closer thus to also lure more students into drug use. Other drug peddlers huddle in corners at shopping malls awaiting customers as they break off from school. The vendors have even rolled up smaller amounts of joints for a lower amount to sustain a continuous supply which means the teenagers buy whatever they need right from where they are (Nacada 2006).

## **2.3 *Effects of substance Abuse***

Behaviour patterns that result from teen drug use often produce tragic consequences. Therefore review of related literature in this section outlines both the short-term and long-term consequences of substance abuse on the victim, the family and finally the community which encompasses the school.

### **2.3.1 *Short-term consequences on the teenagers***

Short-term consequences are those effects the teenager experiences immediately or within a short span of time after pushing the drug. Finn (2003) observes that some of the immediate effects on the teenager include self-degradation, loss of control, disruptive conduct and anti-social attitudes which can cause untold harm to the teens. It has been noted that that their decision-making becomes greatly impaired.

According to Acuda (1983), substance abuse causes physical changes in the brain. This is because neurons or brain cells, use chemical messengers called neurotransmitters which talk to each other. Drugs interfere with this process by making both temporary and structural changes in the brain cells. Mood, memory, thinking and even motor skills are normally affected, which results into slurred speech, loss of motor coordination, increased heart rate, vomiting and neausea. As further pointed out by Dusenbury (1996), the adolescent attains the pleasure she/he intends to attain through drugs (“feeling high”).

The teen becomes more brave to dare do things that would otherwise not be done while in his/her sober state of mind.

Howard (1996) points out a crucial issue that plenty of excitement and aggression is exhibited by the teen after drug intake because it makes them escape the hard realities and life challenges that they may face at the time. The drug controls them and not the other way around, therefore more vulnerable to make wrong choices.

Poipoi (1999) compounds the idea that the teenage at the time gets a feeling of self-actualization by attaining a sense of belonging and feeling accepted by his/her peer group. Which in actual sense is a distorted perception of reality on self-actualization according to Maslow's hierarchy of human needs.

### **2.3.2 *Long-term consequences on the teenagers***

In this section the researcher reviews the results on effects of drug use that occur after a long period of time. Several scholars do reveal that the results are tragic and sometimes irreversible posing long-term effects on the teenager (Howard, 1986; Frankilin, 1987; Kaaya, 1992; Cullinan, 2003; Finn, 2003; Nacada, 2006; Nyikal, 2007).

Finn (2003) reporting on a study that was conducted in secondary schools in America at the Buffalo Research Institute on drug addiction, cited that interpersonal aggression, physical fighting, major mental disorders, manic episodes and major depressive episode were among the long-term effects of teen drug use which the report terms as disastrous.

Skipping school which affects their school attendance results into poor academic performance thus ruining their future. Their absenteeism in school is sometimes due to the fact that the teen was either so drowsy and drunk to cope with the school routines or having been arrested and charged with breaking the law for behavioural misconduct. This greatly affects his/her academic performance (Kaaya et al 2005).

Franklin (1987) and Fairbairn (1995), reports on the drug induced psychosis which many at times results into depression which may trigger the teen to deliberately hurt themselves and at it's worst commit suicide. Cullinan (2002) further explains that after a long time of abusing substance the teenagers may suffer from a state of emotional and behaviour disorders. This may include insomnia, convulsions, anxiety and memory loses. Drug addiction is a health hazard! Nyikal (2007) exclaims on the risk of drugs on the teenagers' health. He laments that teens smoke and drink their lives to an early death. The chemicals/toxics in substances affect lungs, kidneys, liver and the heart. The other health conditions include mental illness and drug overdose. All these conditions claim many lives yearly.

According to the Nacada report of 2006 the teenagers who engaged in substance abuse had a series of related legal problems. This is because the teens engaged in Juvenile crimes to feed their habits. While a considerable number of female teenage drug pushers engaged in prostitution as a means of making money to feed their drug habits.

### **2.3.3 *Consequences of Substance Abuse on the teenagers' family***

The Health Information Report (2003) voices a concern that family relationships greatly suffer. A teenager who abuses substances is more likely to have angry outbursts, mood

swings, irritability and an over-all attitude change, which creates a hostile environment within the family unit, bringing about fights and squabbles within family members (Dryfoos 1990). The family may suffer loss of their valuable items as they become target to the victim as an easy way of accessing money to purchase the drugs. According to Acuda (1983), the victim cares about no one else because of their mental health state. Blame shifting among guardians at times turns so ugly and intolerable that the families succumb to divorce or separation.

#### ***2.3.4 Consequences of Substance Abuse on the teenagers' schools***

Mutsotso (2004) outlines the fact that teachers in schools are faced with the biggest challenge of having to deal with multiple personalities in which two or more distinct personalities develop in a single learner. According to Finn (2003) vandalism, destruction of property belonging to the school and others and physical fights with fellow students and teachers are directly related to the use of substance during school hours. Which means that substance abuse poses psychological and physical insecurity both to the victims and others who are in the same school.

According to the Wangai Committee (2001), spanning from 1991 to 2001 in some Kenyan secondary schools students lost their lives in bizarre incidents where their fellow students attacked and killed them. The attackers were always under the influence of drugs.

### ***3.0 Ways Religious Education could help Educate learners on substance abuse in Kenyan Secondary Schools***

Religious Education as a subject of integrity provides learners with moral values by which to live. It inspires great ideas and provides means of communication (Wright

1993). According to Grimmit (1987) R.E has principles and mechanisms within its objectives that can pay attention to the key moments in the life of the individual learner, and help the learner to acknowledge their limitations, by empowering the learner with knowledge to a more creative way to address real life problems, world view questions and challenges rather than resorting to immoral ways. As such Religion may be taken as one of the most influential aspects of life that promotes morality in society and contribute immensely to social harmony (Armstrong 1998).

Groenewegen (1993) postulates the idea that R.E should be taught in such a way that it promotes students' critical thinking skills in order to make appropriate moral decisions in a rapidly changing society. Religious Education with its warm emotions has the capacity to teach learners enduring values and ideas that can provide them with an adequate basis to a self-directed inquiry and a sound meaning to life (Watson 1993). In such a way avenues are opened for the teacher to impart knowledge which would go a long way in dealing with drug risk factors and preventive measures to learners. For example, in the Botswana's three year R.E programme (1996) topics such as friendship, loyalty, family life, social harmony, rights and responsibilities and factors that can destroy human life, provide adequate avenues to educate learners about emerging issues in contemporary society.

A general assumption held by many educators is that once an instructional product has been designed, it would subsequently be used effectively for instruction and affect practice in the ways as intended by the developers. But this is dependent upon the competence of implementers. According to Goodlad (1970) some of the recommended curriculum designs were dimly or not properly realized in the schools claiming their use.

Fullan (1982) thus observes that what happens during curriculum implementation can make or break a carefully planned curriculum.

#### **4.0 *Methodology and Teacher preparation***

Gross et al (1971) observes that for effective curriculum implementation, there is need to consider the quality of teachers as curriculum implementers. If the teachers do not properly interpret a curriculum, they will be ineffective in implementing it. As an emphasis of this point Fullan (1982), points out the quality of education and learning depends heavily on the competence of the teachers.

According to Mellor (1986), any change of curriculum should be coupled up with change in the attitudes of the education stakeholders and even in the institutions. Groenewegen (1993) observes that whether a method facilitates reception of content (transmission) or whether it facilitates the acquisition of other dispositions (Cognitive affective, physical or social skills) there is equal need for mastery of content to be an effective religious education teacher. Depending on the methods used, the R.E teacher should master not only the content to be transmitted but also related content that lies with the experience of the students, knowledge and insights they have learned previously (Groenewegen, 1993). The teacher should master content well enough to handle critical questions of the students, their creative ideas and their own attempts at interpretation and synthesis of projects given.

#### **5.0 *Instructional Media***

According to Kochar (1990) teachers might have competence and positive attitudes but if there are no enough resources their efforts will come to nought. In a survey on problems



affecting the implement of the new C.R.E curriculum in selected schools in Nairobi, Kenya, Malusu (1985) found that the teachers were not eager to use instructional, resources and even worse did not produce them. Rotich (2000) and Wainaina (1984) equally observed that teachers portrayed a negative attitude towards the use of resources and that objectives were attained without their use. Apple, (2004), Chipeta et al (2000) Chuma (1999) and Wilkin (1982) generally agree that if resources are properly selected and used, knowledge acquired through instructional material is retained longer than purely verbal teaching.

## **6.0 *Summary Presentation of the Review of Related Literature***

Throughout the reviewed literature, different scholars do agree that the prevalence rates of drugs use amongst the teens has really risen and is a matter of great concern in most countries in the world today. And that a lot of studies and surveys have been carried out to statistically prove that this moral problem does exist in our midst. Besides providing the definition of the term substance abuse, the literature went further to discuss substances that are commonly abused by teens as well as their sources.

The various scholars cited in this literature share one common conviction on the risk drug abuse poses to one's health and the welfare of the population emphasizing the fact that effects of drug abuse, whether short term or long-term, they are destructive.

The related literature reviewed in this work embraced the importance of students being made aware of issues concerning substance abuse and to equip them with knowledge to direct their behaviour towards preventive measures since a stitch in time saves nine and prevention is always much easier to attain than cure. Further, a field the literature has

shed light on ways in which R.E given its fundamental principles and mechanism could help create awareness and to educate students about substance abuse. The literature endeavored to give evidence that R.E as a social science with warm emotions would pave way for the use of critical approaches which could enable teachers to penetrate into hidden issues about learner's own choices, life experiences and the challenges they face due to emerging issues in societies, and how to separate good from bad.

## **CHAPTER 3**

### **METHODOLOGY**

#### **3.0 *Introduction***

This chapter discusses the research design on which the study was based. It also gives a description of the study area, the population under study, sample population and sample size. The chapter goes further to stipulate the sampling procedures, data collection instruments, validity and reliability of the study and the data analysis procedures.

#### **3.1 *Research Design***

According to Trochim (2002), the research design of a study provides the glue that holds the research project together. This is an end result of a decision made by the researcher on how the study must accomplish its intended purpose within the area of the research problem (Cohen et al 2005). A survey design which is quantitative and descriptive in nature best served the purpose of this study. This is because this study involved a large number of informants in order to collect enough data to get adequate baseline information on the level of substance abuse in Kenya secondary schools.

The Researcher chose a school survey because it is cost effective and easy to conduct (Chilisa and Preece 2005). Since it was possible to reach a large number of students in one session the response rate in this school survey was high. The data gathered at particular points in time was described in terms of the nature of the existing conditions.

The researcher however embraced both qualitative and quantitative research paradigms as regards triangulation. Triangulation is the use of an assortment of several research methods in the study of the same phenomenon (Cohen et al, 1994; Creswell, 1994).

The use of both methods according to Kulthau (1993) is appropriate because both the methods of research compliment each other especially in the area of data collection instrument and analysis

### **3.2 *Description of the Study Area***

Kenya is surrounded by the Indian Ocean on the East, Somali to the North East, Ethiopia to the North, Sudan to the Northwest, Uganda to the Western and Tanzania to the South. Kenya is mainly an agricultural and multi-religious country. The dominant religions being Christianity, Islam and the African Independent Churches, with an estimated population of 35 million people. Kenya has eight provinces which include Nairobi, Central, Eastern, North Eastern, Coast, Rift Valley, Nyanza and Western. (Ministry of National Planning 2003).

#### **3.3.1 *Target Population***

According to Jean (1992) target population should mirror or reflect the entire population of interest. In this case then the target population was students from selected secondary schools in Kenya. Secondary schools in Kenya are usually divided into three sectors. These are the Public, Private and Mission Schools.

### **3.3.2 *Sample Population***

Webster (1995) defines a sample as a set of respondents chosen from a large population for the purpose of the survey. In this particular survey study, 7 secondary schools were sampled from the 8 provinces in the Republic to participate in the study. The sample population comprised of 7 school principals, 7 provincial quality assurance standards officers (PQASO's), 14 R.E teachers and 140 students. A total sample of 168 respondents was used.

The target age group was students of 14 and 16 years because they would provide an over-view of the situation among adolescents. The sample unit was mainly form two and form four students. This was because at form two they have knowledge of what goes on in the school and are at risk while at form four they have more information on the status of substance and drug abuse within the school. The researcher intended to use an equal number of both female and male students but failed to because more female students opt for Religious Education while their male counterparts opt for more practical subjects.

### **3.3.3 *Sampling Procedure***

The researcher used the purposive sampling technique when choosing the sample schools and simple random sampling procedure was used to select teachers of R.E, as well as students of R.E. Cohen et al (2005) indicate that in purposive sampling the researcher handpicks the cases to be included in the sample on the basis of judgment of their typicality. In this case these sampling procedures were chosen by the researcher with the hope that the data collected in those schools would therefore describe the real nature of

the existing condition on substance abuse in secondary schools in Kenya. Chilisa and Preece (2005) explain that random sampling gives each participant or respondent within a group an equal chance of being chosen. For the same reason the researcher employed random sampling so that the respondents would be chosen without any definite plan or system to avoid bias.

#### **3.3.4 Data Collection Procedures**

As a requirement of the Kenya government, the researcher sought permission to carry out this study by applying for a research permit from Kenya's Ministry of Education, Science and Technology through the office of the permanent secretary. The permit was granted to the researcher with an official introduction letter from the same Ministry which bore the researcher's passport size photograph. The letter bore the government of Kenya seal as it was the only document that enabled the researcher gain access into schools and the Education Offices to administer the questionnaires and conduct the interviews

Pre-visits were done to enable the researcher to establish rapport with the respondents and to discuss how the questionnaire would be administered, and the interviews conducted. Data was collected between January and March 2008. Letters of transmittal were sent to the respondents. The researcher administered the questionnaires and conducted interviews herself which ensured a high response rate and 100% return rate.

### **3.3.5 Instrumentation**

The researcher used two instruments to collect data for the study. These were a separate questionnaire for teachers and students of Religious education and an interview guide for PQASO's and school principals.

### **3.3.6 Questionnaires**

The questionnaire technique was adopted because it is a cost saving way of gathering data from a potentially large number of respondents. Neuman (1991) is of the view that a questionnaire is fairly objective and it directs the respondents to the issue in the questionnaire only. Chowdhury (1999) asserts that a questionnaire is an appropriate instrument of data collection because it is flexible and can be used to gather data from either a large or small numbers of people on any topic. The questionnaire was used to investigate the role R.E plays in educating students about substance abuse in Kenya.

There were two types of questionnaires one for the teachers and the other for the students as indicated in appendices A and B. The first section's focal point was concerned with biographical information. The second section had close-ended, and the third section had open-ended questions where respondents stated their views in full statements. Jean (1992) reserves that a questionnaire provides a lot of information in a short period of time.

### **3.3.7 Interview**

Interview technique in a research as viewed by Cannel and Kahn (1983) is a two person conversation initiated by the interviewer for the purpose of obtaining relevant

information. Therefore an interview indicated in appendix C, was adopted to compliment the results of the questionnaire. The interview was used for school principals and PQASO's only. The interview guide consisted of nine open-ended questions. They were used to allow the respondents a chance to express their views freely to the interviewer.

### **3.4 *Pilot Study***

A pilot study was carried out in December 2007 before the actual research commenced. This was conducted in the Western Province of Kenya. Where a sample of 30 students 4 teachers, 2 school principals and PIQASO's were used. The purpose of the pilot study was to establish the quality of the research instruments. The instruments were therefore corrected where necessary after the pilot study.

### **3.5 *Validity of Instruments***

The researcher used research questions together with the literature reviewed as a guide in the formation of questionnaire and the interview schedule. The validity of these instruments was further attained through the guidance and advice of the internal research supervisor.

### **3.6 *Reliability of the Instruments***

The instrument was appropriately corrected and altered after piloting and after both the supervisor and committee members had checked them.

### **3.7 *Data Analysis***

The collected data was analyzed using SPSS package which embraces descriptive statistics. Data collected was therefore presented through mean, percentage and frequency tables, as well as in narrative forms to echo the voices of the respondents.



### 3.8 RESEARCH DESIGN FRAME WORK

Research Question	Data Source	Instrument	Section and Item	Data Analysis
1. What are the common substances abused, their sources and reasons for the abuse by students in secondary schools in Kenya?	Student	Questionnaire	Part 3: No. 1 -3	Descriptive
	Teacher	Questionnaire	Part 2: No. 1 – 3	Descriptive
	School Principals/ PIQASO's	Interview	No. 4a, b,c and No. 5 -6	Descriptive Descriptive
2. Do the aims/objectives and Instructional Materials used in teaching and learning of Religious Education in Kenya adequately cover the issues of Substance Abuse?	Student	Questionnaire	Part 2: No. 1 (i), (ii), (iii) No. 3 Part 3: No. 4	Descriptive  Descriptive
	Teacher	Questionnaire	Part 2: No. 4,6 and 7	Descriptive
	School Principals/ PIQASO's	Interview	No. 7	Narrative
3. Are the methods used in the teaching and learning of R.E sufficient in educating learners about Substance Abuse?	Student	Questionnaire	Part 2: No.2	Descriptive
	Teacher	Questionnaire	Part 2: No. 5	Descriptive
	School Principals/ PIQASO's	Interview	No. 8	Descriptive
4. What do the Respondents suggest as possible ways to educate learners about Substance Abuse in Secondary Schools in Kenya?	Student	Questionnaire	Part 3: No.5	Narrative
	Teacher	Questionnaire	Part 2: No.8	Narrative
	School Principals/ PIQASO's	Interview	No. 9	Narrative

## **CHAPTER 4**

### **PRESENTATION AND ANALYSIS OF THE FINDINGS**

#### **4.0 Introduction**

The purpose of this chapter is to present and analyse the findings from the study on **“Substance Abuse and Religious Education: A case study of selected secondary schools in Kenya”**. The results are based on interviews and questionnaires administered to a total of 168 respondents sampled from the seven provinces in Kenya which participated in the study. The respondents were broken down as follows: 14 Teachers, 7 School Principals, 7 Provincial Quality Assurance Standards Officers (PQASO) and 140 students.

The findings in this chapter are presented based on the four research questions which were formulated to guide this study and are indicated in chapter one section 1.5 of this work. The method of data analysis used were descriptive and narrative in nature in order to portray statistical data and echo the very exciting voices of the respondents.

The results are however presented in two sections, **A** and **B**. Section **A** deals with the Biographic Data of respondents, while section **B** presents and discusses the results of the study from the questionnaires and interviews that sought to answer the four research questions of the study.

#### 4.1 Section A: Respondents' Biographic Data

Biographic data of respondents was obtained from the students' questionnaire part 1 item ii, iii and iv. For the teachers it was obtained from the teachers' questionnaire part 1 items 1, 2, 3, 4, 5 and 6. For the school principals and PQASO their personal information was obtained from question 1, 2 and 3 of the interview schedule.

##### 4.1.1a) Gender Distribution

In dealing with a topic of this nature (substance abuse) views of respondents may greatly be influenced by gender to quite a great extent. That is why it was of paramount importance to understand the gender distribution as it could be one of the important variables that can influence respondents' views.

**Table1: Distribution of participants (students, teachers, school principals, PQASO) according to gender**

GENDER	NO. OF RESPONDENTS (FREQUENCY)			PERCENTAGE
	Students	Teachers	PQASO + School Principals	
Female	79	8	7	56%
Male	61	6	7	44%
<b>Total</b>	<b>140</b>	<b>14</b>	<b>14 = 168</b>	<b>100</b>

The result clearly reflects that out of the 168 respondents, 94 (56%) were females while 74 (44%) were males. The results in the students' column indicate that the female students who opt for Religious Education outnumbered their male counterparts. According to Molema (2002)

studies tend to associate R.E with females and technical subjects with the males, which can also be viewed in the light of the common belief that women are religious by nature.

As for the teachers, the female number of teachers who teach R.E was 8, and they outnumbered the male who were 6 in number. It was necessary to understand the gender of the teachers in order to be able to examine the response of both male and female teachers and the role they play in the teaching of R.E. The response by students taught by either male or female teachers was an important variable in this study too. However, there was a tally on the gender in as far as the PQASO's were concerned. This is a pointer to the fact that both males and females appeared to be equally interested in supervisory and administrative jobs in the teaching fraternity. This data reflected the general picture of the Kenyan population in which case female population stands at approximately 54.3% (Ministry of National Planning 2003).

#### 4.1.1 (b) Student Class Level

Establishing the class level of the students who responded to this questionnaire was indeed helpful in determining the students' growth in terms of their knowledge on the drug situation in their respective schools.

**Table 2: Distribution of Respondents (Students) according to class (form/level)**

<b>CLASS LEVEL</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Form 2	59	42.1%
Form 4	81	57.9%
<b>Total</b>	<b>140</b>	<b>100</b>

As depicted by table 2, 59 (42.1%) were form twos and 81 (57.9%) were drawn from form four. From the foregoing details, one can rightly make an assumption that at form two, the students are most vulnerable because they can easily get influenced by other students ahead of them in form (Dusenbury et al 1995). The researcher agrees that at form two the students are at a stage where if carefully instructed, educated and guided on social vices, they are able to make good judgement as far as their choices are concerned.

At form four, it might be highly probable that the students understand the general drug situation in the school. This would help determine how they themselves weigh the problem of substance abuse in their schools. It also provides a vital point in establishing the extent of the problem in the school, the affected students and how to help those already affected as well as protect further spread. This point of view is shared by Straton et al (1997) in their Journal article which discussed the effectiveness of school-based drug prevention programmes.

#### **4.1.1(c) School Types**

There are three main categories of schools in the Republic of Kenya where this study was conducted. These are mainly the girls' only schools, then the boys only and lastly the mixed schools category which comprises of both boys and girls as students. The researcher obtained data on school type from both the student and teacher respondents.

**Table 3: Distribution of Respondents according to school type (students and teachers)**

<b>SCHOOL TYPE</b>	<b>NO. OF RESPONDENTS (FREQUENCY)</b>		<b>PERCENTAGE (%)</b>
	<b>Students</b>	<b>Teachers</b>	
Girls only	25	3	18.2%
Boys only	39	4	27.9%
Mixed School	76	7	53.9%
<b>Total</b>	<b>140</b>	<b>14</b>	<b>= (154) 100%</b>

The study found that 28 (18.2%) of the respondents were from Girls only schools (25 students and 3 teachers). While 43 (27.9%) of the sampled respondents were from the Boys only schools (39 students and 4 teachers). The number from the mixed school category outnumbered their counterparts since 83 (53.9%) (76 students and 7 teachers) were drawn from this category.

It was indeed essential to sample respondents from the three different school types to avoid a research bias which according to Merriam (1988) casts doubt on the validity and reliability of findings drawn from any given study. From the premises of this argument it indeed became essential to sample respondents from the three school types in order to get sufficient baseline information on the real patterns, trends and prevalence of drug use among adolescents in Secondary Schools in Kenya. However, it is important to note that respondents from mixed schools outnumbered the other respondents from the Boys and Girls schools for the simple reason that the mixed schools in Kenya tend to have a higher student population than the others. This is because they have the capacity to harbour larger numbers of learners.

#### 4.1.1 (d) Educational level and professional qualification of the respondents

##### (Teachers)

The level of Education of the respondents (teachers) and their professional qualification was viewed as an important variable in this study thus prompting the researcher to seek this information from teachers through their questionnaire. Groenewegen (1993) argues that a teacher drives the curriculum in class and therefore there is need for the teacher to be knowledgeable enough in many aspects of the educational theory and practice.

**Table 4: Respondents' (teachers') level of Education and Professional Qualification**

Level of Education			PROFESSIONAL QUALIFICATION		
	Frequency	Percentage	Level of Education	Frequency	Percentage
University	14	100%	Master of Education (M.ED)	1	7.1%
A Level or K.A.C.E	0	0	Bachelor of Education (B.ED)	13	92.9%
E.A.A.C.E	0	0	Diploma (Dip Ed)	0	0
K.C.S.E/K.C.E	0	0	S1	0	0
Other Specify	0	0	Other Specify	0	0
<b>Total</b>	<b>14</b>	<b>100%</b>		<b>14</b>	<b>100%</b>

A total of fourteen (14) R.E teachers participated in this study. The study found out that all sampled teachers 14 (100%) had university education while professionally 1 (7.1%) had attained Masters Degree in Education and 13 (92.9%) having Bachelor of Education degrees. This result gives a clear picture that R.E in the sampled schools is taught by qualified teachers and therefore expected to be knowledgeable in the subject curriculum and its demands. Mutava (1975) in his

book on the development of education in Kenya, embraces the fact that the qualification of a teacher has an important bearing on classroom delivery. Considering that teachers with higher professional qualification are more knowledgeable, this would have a positive impact on the way they would answer the questionnaire item hence more likely, to evaluate the issue of substance abuse in the syllabus and within the schools in a more rational and logical manner.

Understanding the teachers' level of education as well as their professional qualification was important as it was a variable used in reflecting the manner in which each teacher handles aspects of substance abuse, an issue that needs critical attention and examination. It can therefore be assumed that since they are professionals they should have the ability to provide what is suitable for R.E in their classroom teaching on this topic.

#### **4.1.1 (e) Teacher Training**

The study further sought to find out whether these teachers with their qualifications stated in table 4 were specifically trained to teach Religious Education.

**Table 5: Responses by teachers on whether they are trained to teach Religious Education**

<b>RESPONSE</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Trained	13	92.9%
Not Trained	1	7.1%
<b>Total</b>	<b>14</b>	<b>100%</b>

As shown in table 5, majority of the teachers 13 (92.9%) are R.E specialist teachers, only 1 (7.1%) is not. This could indicate that majority of the teachers who participated



in this study have the skills in teaching R. E. Bishop (1985) argues very strongly that a major factor that determines the quality of education given to a learner depends on the teachers' training, which means teaching as a profession requires training. A teacher should have the skills of imparting knowledge to the learners through the recommended objectives, teaching resources and learning activities (Apple 2004). Since majority of the teachers in this study were trained to teach Religious Education one would expect them to practice the skills learned at their training. According to Chipeta et al (2000), teachers trained in specific subjects are expected to understand the meaning of teaching and learning experiences and integrate this meaning with selection of appropriate instructional materials relevant for achieving desired objectives. One therefore expects that there should be some degree of high quality teaching and learning of R.E in the sampled schools.

#### **4.1.1 (f) Years of experience teaching R.E as well as duration at current station**

This study obtained data from 14 teachers of R.E, 7 school principals and 7 PQASO's. It became important to understand the years of experience of the teachers in teaching R.E as well as knowing how long the school principals and PQASOs had worked in their current stations. This feeling emanates from the general knowledge that the number of years a teacher has in teaching a certain subject should influence their content delivery to students, enhance their interaction with students as well as provide back up experience for enforcing discipline.

**Table 6: Distribution of participants according to years of experience teaching Religious Education and duration of work at current station**

YEARS OF TEACHING RELIGIOUS EDUCATION TEACHERS			DURATION AT CURRENT STATION SCHOOL PRINCIPALS & PIQASO		
	Frequency	Percentage		Frequency	Percentage
0 – 5 years	9	64.3%	1 – 5 years	9	64.3%
6 – 10 years	2	14.3%	6 – 9 years	5	37.7%
11 – 15 years	3	21.4%	10 – 15 years	0	0
16 – 20 years	0	0	16 and above	0	0
Over 20 years	0	0			
<b>Total</b>	<b>14</b>	<b>100%</b>		<b>14</b>	<b>100%</b>

Table 6 tabulates the information on teachers concerning their numbers of years in teaching R.E. The same table indicates the number of years the school Principals and PQASO's have in their current work stations. On the part of teachers the result indicated that 9 (64.3%) have been teaching R.E for a period more than 5 years. whereas 2 (14.3%) showed that they have been teaching R.E for a period between 6 – 10 years. A further 3 (21.4%) indicated that they have taught R. E for a period within 11 – 15 years.

The overall result showed that of the 14 teachers at least all of them have been teaching R.E for more than 5 years. This was an important variable in the study because the number of years one has in the teaching of a particular subject influences not only the mastery of the subject content, but also the approaches used in it's teaching, which means that given the many years the sampled teachers have in teaching R.E, the researcher may argue that these teachers should be in a better position to handle R.E topics adequately. Hence they are more likely to evaluate the impact of R.E on educating learners on substance abuse in secondary schools in Kenya.

The majority 9 (64.3%) of the school Principals and PQASO's had been in current stations for a period between 1 – 5 years, and 5 (37.7%) had been in the current station for a period between 6 – 9 years. And a further 3 (21.4%) worked at current station for a period between 11-15 years in both cases the implication is that they may be competent to respond to the research instruments adequately and give substantial overview of the real drug situations amongst students in schools with regard to the areas under their jurisdiction.

#### **4.1.1 (g) Position of Education Managers**

The interview schedule for the school principals and PQASO's was similar. Therefore it became inevitably important to distinguish the position of the respondents so as to understand which weight either of them brought into this study. It was also important to verify their different opinions and feelings on the menace of substance abuse in schools.

**Table 7: Distribution of participants according to position**

<b>POSITION OF PARTICIPANTS</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Principal	7	50%
PQASO's	7	50%
<b>TOTAL</b>	<b>14</b>	<b>100%</b>

Table 7 shows that there was a tally on the number of principals and PQASO's who participated in this study. The principals were 7 (50%) and PQASO's 7 (50%). It was important to draw the distinction so as to discriminate the views of school principals and PQASO's so as to determine how they weigh the problem of substance abuse.

#### 4.1.1 (h) Reported Cases on Substance Abuse

The researcher sought to understand from school Principals and PQASO, if their offices had received cases of substance abuse for the purposes of verification.

**Table 8: Responses on the statement: has your office received cases of Substance Abuse?**

<b>RESPONSES OF INTERVIEWEE</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Yes	14	100%
No	0	0
<b>Total</b>	<b>14</b>	<b>100%</b>

Out of the 14 respondents, (7school Principals and 7 PQASO's) 100% depicted that their offices had received reports of substance abuse by students. The issue of substance abuse is a controversial one and can have adverse effects on all stakeholders. The response from the school principals and PQASO's on the question of substance abuse was to help the researcher to evaluate their responses on the preceding questions in the interview.

#### 4.2 SECTION B: Responses pertaining to the Research Questions that guided the study

This particular section presents the analyzed responses on the finding of the study on "Substance Abuse and Religious Education: A Case Study of selected secondary schools in Kenya." The findings are based on the four research questions indicated in chapter one and the instruments pertaining to them in appendix A, which is the students' questionnaire, appendix B, containing the teachers' questionnaire and appendix C which is the interview schedule for school Principals as well as the PQASO's. In a nutshell, the responses and their implications are reflected item by item under the research questions to which they belong.

**4.2.1 Research Question 1: What are the common substances abused their sources and reasons for abuse?**

The researcher sought to understand whether the students, teachers, PQASO's and school Principals are aware of such substances. The data for this research question was obtained from students' questionnaire appendix A part 3 item 1, 2 and 3. As for the teachers this information was obtained from the teacher questionnaire appendix B part 2 item 1, 2 and 3. For the Principals and PQASO's this information was obtained from the interview schedule appendix C item 4a, b, c 5 and 6.

**Table 9: Common substances abused: Student Response**

<b>NAME OF SUBSTANCE</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Alcohol	32	29.9
Cigarette	29	20.7
Bhang (Marijuana)	20	14.3
Kuber	13	9.3
Miraa	13	9.3
Medical Drugs	10	7.1
Cocaine	8	5.7
Gum and glue	5	3.6
Heroin	3	2.1
Mandrax	2	1.4
None response	5	3.6
<b>TOTAL</b>	<b>140</b>	<b>100</b>

From table 9, students who were given opportunity to state the common types of substances abused in their schools cited alcohol with 32 (29.9%) as the commonest, followed by cigarette 29 (2.07%), Bhang/Marijuana was also mentioned by 20 (14.3%) of the respondents, Kuber and Miraa was indicated by 13 (9.3%) of the respondents. Medical drugs were named by 10 (7.1%),

Cocaine 8 (5.7%) Gum and Glue was mentioned by 5 (3.6%) while 3 (2.1%) named Heroine and 2 (1.4%) listed cocaine.

**Table 10: Common substances abused: Teachers' Response**

NAME OF SUBSTANCE	FREQUENCY	PERCENTAGE
Alcohol (licit and illicit)	4	28.6
Cigarette	3	21.4
Bhang	2	14.2
Kuber	2	14.3
Miraa	2	14.3
Cocaine	1	7.1
<b>TOTAL</b>	<b>14</b>	<b>100</b>

From the 14 teachers as depicted in table 10, alcohol was ranked as the commonest drug abused by students with 4 (28.6%) of the teachers. It was followed by Cigarette 3 (21.4%). Other substances mentioned which tallied in frequency and percentages were Bhang, Kuber and Miraa all at 2 (14.3%) each. Cocaine was listed by 1 (7.1%) of the respondents. The illicit brews include "Busaa" which is fermented and served in porridge form. While changa whose alcohol content is believed to be 98% is distilled using mollasses sugar

**Table 11: Common substances abused: School Principals and PQASO's Response**

NAME OF SUBSTANCE	FREQUENCY	PERCENTAGE
Alcohol	4	29%
Cigarettes	4	29%
Marijuana	3	21%
Miraa Khat	1	7%
Kuber	1	7%
Cocaine	1	7%
<b>TOTAL</b>	<b>14</b>	<b>100%</b>

School Principals and PQASO ranked alcohol and cigarettes equally. Out of the 14, 4 (29%) cited Alcohol and Cigarettes as equally prevalent in secondary schools. Marijuana was listed by 3 (21%). Miraa (Khat), Kuber and Cocaine were ranked last each having 1 (7%). In both cases

the school Principals and the Provincial Quality Assurance and Standards Officers (PQASO's) were unanimous in the question asked earlier that cases of substance abuse had been reported to their respective offices.

From these findings, it can be discerned that indeed substance abuse is real and with the youth in schools. The findings above do concur quite well with the findings of Nyikal (2007) in a survey he conducted in Kenya among adolescents. It also becomes clear that all the respondents clearly know the types of substance that do exist in schools and around schools yet this is a silent disaster talked about by all in Kenya including the National Agency for the Campaign Against Abuse (NACADA).

#### 4.2.1 (b) Sources where the substances are obtained by the students

**Table 12: Suspected peddlers: Students Response**

SOURCE	FREQUENCY	PERCENTAGE (%)	RANK
Hawkers	28	20	2
Shops/Kiosks nearby schools and homes	30	21	1
Pharmacies	2	1	13
Parents	2	1	13
Sugar Daddies	2	1	13
Farmers	1	1	13
Barber shops	1	12	3
Fellow Students	15	11	4
Touts	12	9	5
School Workers	7	5	6
Discotheques	5	4	7
Video Dens	5	4	7
Board bicycle operators	4	3	9
Shoe Shiners	4	3	9
Construction sites	3	2	11
Teachers	3	2	11
<b>TOTAL</b>	<b>140</b>	<b>100</b>	

Sources of these substances was an important variable in this study as the researcher sought to understand whether students, teachers, school Principals and the Quality Assurance and

Standards Officers (PQASO's) had knowledge on how students obtain these drugs. As indicated by the table 12, 30 (21%) of the students ranked shops/kiosks nearby by schools and home as the commonest source of substances which find their way into schools. Hawkers as equally notorious were ranked second with 28 (9%). Touts were named as yet another group of peddlers by 12 (9%) of the respondents. School workers, barbers, video dens, Boarder bicycle operators, shoe shiners discotheques, construction sites and teachers have been indicated by respondents as forming part of the peddlers.

**Table 13: Suspected Peddlers: Teachers' Response**

<b>SOURCE</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>	<b>RANK</b>
Kiosks in the school neighbourhood	4	29%	2
Day scholar students	2	14%	3
Hawkers	5	36%	1
School workers	2	14%	3
Matatu touts	1	7%	5
Teachers	0	0	0
Parents/Guardians	0	0	0
<b>Total</b>	<b>14</b>	<b>100</b>	

According to table 13, 5 (36%) of the respondents listed hawkers as the commonest peddlers of drugs to students and ranked them one. This was followed by kiosks in the school neighbourhood that ranked second 4 (29%). There was a tally on the third rank where Day scholar students and school workers were each ranked third 2 (14%) Matatu touts were ranked fifth with only 1 (7%) of the respondents.



**Table 14: Suspected Peddlers: School Principals and PQASO's Responses**

<b>SUSPECTED PEDDLER</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Kiosks / shop owners	4	29
Barbers	4	29
Video Den attendants	2	14
Shoe Shiners	1	7
Boarder bicycle operators	1	7
Matatu Touts	1	7
School Watchmen	1	7
<b>TOTAL</b>	<b>14</b>	<b>100</b>

One would infer that whereas the students and the education managers ranked shops and kiosk owners as the most notorious peddlers, teachers differed and named hawkers as the most common peddlers in their view. Important to note is the fact that none of the teachers respondents mentioned or ranked teachers and parents as peddlers, may be due to fear of victimization

From these findings, there is a great similarity to the sources of substances mentioned by the students, their teachers and the education managers (principals and PQASO's). The respondents suggested various sources and peddlers who contribute greatly to the drug menace in schools. The implication here is that these drugs are easily available, cheap and affordable in both the rural and urban settings. The peddlers are known and are people who students easily interact with in and outside schools. The dilemma here is that the peddlers though known cannot be singled out on the streets as there is obvious camouflage, underground activities and under world vocabulary which may not be understood by the ordinary folk, which takes us back to Musikoyo (2004) who laments that these substances are peddled by underworld operatives who are decent people but with dual identities.

#### 4.2.1 (c) Reasons for drug abuse by students

Reasons that drive students to drugs were an important variable in this study. This prompted the researcher to solicit views of students, their teachers and the education managers (school principals and PQASO) on the same

**Table 15: Responses by students on the reasons for substance abuse in their schools**

REASON	FREQUENCY	PERCENTAGE	RANK
Peer pressure/influence	40	29	1
Frustration and stress from home, school and relationships.	30	21	2
Because of curiosity and desire to experiment.	18	13	3
Rebelling against harsh rules by either parents or teachers. s	15	11	4
Ignorance and lack of knowledge.	8	6	5
For energy stamina + stimulant.	6	4	6
Search for courage	6	4	6
Advertisements	5	4	6
Leisure and fun	4	3	9
Copy from role models (actors and musicians)	3	2	10
Depression.	3	2	10
No response	2	1	12
<b>TOTAL</b>	<b>140</b>	<b>100%</b>	

The majority of students 40 (29%) blamed drug use on peer pressure or influence, which is in agreement with Apple (2001) who argues that due to high levels of drug use by fellow peers, the teen feels pressured to fit in by engaging in activities that their friends are doing. 30 (21%) of the students attributed drug use to frustration and stress from home, school and relationships. 18 (13%) on the other hand indicated that teens take drugs out of curiosity and the desire to experiment. A further 15 (11%) believe that students take drugs as a way of rebelling against harsh rules by either parents or teachers. Here 8 (6%) viewed ignorance an lack of knowledge as yet another reason that drives students to drugs. On the other hand, 6 (4%) expressed the view

that students take drugs for energy, stamina and as a stimulant. Similarly, another 6 (4%) of the students indicated that students take drugs in search of courage to assert themselves. Another 6 (4%) of the students blamed drug use on the effects of advertisements. Leisure and fun was noted by 4 (3%) as a reason that drives students to drugs. 3 (2%) indicated that they are driven into drugs through copying from their role models. Anxiety and depression was listed as a cause of drug use by 3 (2%) and a non-response of 2 (1%).

**Table 16: Responses by teachers on reasons for substance abuse by students in their school**

REASON	FREQUENCY	PERCENTAGE	RANKING
Breakdown in school discipline	1	7.1%	5
Academic Pressure	4	28.6%	1
Inappropriate resources and teaching methods in Religious Education	2	14.3%	3
Lack of co-operation between home and school	2	14.3%	3
Moral Decadence in the wider society	1	7.1%	5
Other emphasis on cognitive rather than affective objectives	4	28.6%	1
<b>Total</b>	<b>14</b>	<b>100%</b>	

As reflected in table 16, 4 (28.6%) shared the view that academic pressure is indeed a trigger. And a similar number of 4 (28.6%) who felt that the cognitive emphasis put on objectives rather

than the affective continues to be a reason why students abuse drugs. Lack of cooperation between home and school and inappropriate resources and teaching methods in R.E was mentioned by 2 (14.3%) of each. Breakdown in school discipline as well as moral decadence in the wider society were ranked five with 1 (7.1%). Teachers attributed academic pressure and emphasis put on cognitive rather than affective objectives as most significant motives behind the students indulgence in drugs and other substances.

**Table 17: Responses by school principals and PQASO on reasons of substance abuse by students**

<b>REASON</b>	<b>FREQUENCY</b>	<b>PERCENTAGE (%)</b>
Peer influence from within and outside school	5	36
Academic pressure	4	29
Ignorance and lack of knowledge	2	14
Easy accessibility and availability	1	7
Stress, frustration from home, school and relationships	1	7
Imitate guardians, parents and role models	1	7
<b>TOTAL</b>	<b>14</b>	<b>100%</b>

The Principals and PQASO's, were in agreement that peer influence from within and outside school had great bearing on the thinking and behaviour patterns of the adolescents. A majority of 5 respondents representing 36% as shown indeed confirmed that peer influence is a major trigger. Academic pressure was indicated by 4 (29%) respondents. Such a view of academic pressure as a cause of drug abuse is corroborated by Dryfoos (1990), Dusenbury (1996) and The Health Information Report (2003). Ignorance and lack of knowledge on drugs was attributed by 2 (14%), easy accessibility, stress and imitating guardians was each mentioned by 1 (7%) of the respondents.

From the findings in tables 15, 16 and 17 it became clear that schools and homes are inseparable. Homes and school environment ought to be complementary in terms of values that they impact to the youth. Therefore, provisions of favourable living conditions would greatly influence the behaviour of the youth and direct their choices. Close monitoring of the pupils movement from home to school and vice versa is important. Otherwise as earlier alluded, academic pressure would easily push the youth to acquiring peers who may not even be in the same school and this can activate the start of truancy behaviour. This is a concern that is well elaborated by Musikoyo (2004) in his study that examined the factors for initial use of alcohol among secondary school students in Bungoma and Butere Districts in Kenya. This is also proof that there are many unbearable triggers to substance use and subsequent abuse by students which is a sure way for youth to get hooked to drugs.

**4.2.2 Research Question 2: Do the aims/objectives and instructional materials used in teaching of Religious Education in Kenya secondary schools adequately integrate issues of substance abuse?**

The data for this research question was obtained from the students' questionnaire part 2 item 1(i), (ii), (iii) item 3 part 3, item 4, the teacher questionnaire part 2 item 4, 6 and 7. As for the interview designed for school managers (School Principal and PQASO's) information for this question was obtained from item 6 and 7

**4.2.2 (a) Students were given a list of instructional resources recommended for use in Religious Education and had to indicate by ticking the resources their teachers use Very Often (VO), Often (O), Rarely uses (RU) and never uses (NU)**

**Table 18: Students' Responses on Instructional Materials used by teachers in class**

INSTRUCTIONAL MATERIAL		VO+O	RU	NU	NR	TOTAL	%
i	Textbooks	130 92.9%	10 7.1.1%	0	0	140	100
ii	Resource Person	78 55.7%	18 12.9%	43 30.7%	1 0.7%	140	100
iii	Museum	9 6.4%	23 16.4%	104 74.3%	4 2.9%	140	100
iv	Television	12 8.6%	20 14.3%	108 77.1%	0	140	100
v	Newspapers	13 9%	18 13%	109 78%	0	140	100
vi	Pictures	15 10.7%	22 15.7%	103 73.6%	0	140	100
vii	Films	10 7.1%	18 12.9%	112 80%	-0	140	100
viii	Radio	7 5%	14 12.9%	112 80%	7 5%	140	100

**KEY**

**VO+O** : Very Often/Often  
**RU** : Rarely Uses  
**NU** : Never Uses  
**N/R** : Non-response

The general result as indicated from table 18 is that majority of the teachers 130 (92.9%) rely on teaching using textbooks. While 78 (55.7%) indicated that their teachers do use resource persons, while resources such as museums, television, newspaper, pictures, films and radio are not commonly used by teachers, as reflected from the findings indicated in table 18 where it shows they are either, never or rarely used.

According to Groenewegan (1993), school is supposed to be a preparation for life, yet sometimes the school seems to keep students away from experiencing real life. Relevant instructional materials link school learning to the realities of life outside the school. That is why the

availability of necessary facilities and instructional materials has been shown in chapter two of this work as a prerequisite for achieving the set targets in teaching and learning of R.E. Teachers who have relevant and reliable materials tend to be not only more confident, effective and productive, but also make learners informed on issues such as substance abuse that can affect their lives negatively.

**Table 19: Instructional materials used as reported by Religious Education Teachers**

<b>RESOURCE</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Textbooks	9	64
Audio Visuals	4	28.5
Pictures	1	7.1
<b>Total</b>	<b>14</b>	<b>100</b>

From these findings shown in table 19, one can readily argue that there is over-reliance on textbooks at the expense of audio-visual materials. However, teaching and learning is mediated best by use of the eye - ear (observation and hearing). Out of 14, 9 (64%) teachers reported that their teaching relies on textbooks. A further 4 (28.5%) of the respondents reported that other than textbooks, they use audio-visuals and 1 (7.1%) mentioned the use of pictures. All the R.E teachers when asked about the availability of materials they responded to the negative which means much of what is used is improvised.

This situation poses a concern for curriculum designers on the need to make learning real and for life, through exposure of students to life experiences. Rankin in Erricker et al (1993) came up with a mode of teaching R.E which he called enactive. This entailed active practical involvement of learners in the teaching and learning processes.

**4.2.2 (b) School principals and PQASO's interview responses on textbooks and instructional materials used in R.E**

Here are some of the extracts from the respondents' responses:

**Interviewer:** *What can you comment on the adequacy on the instructional materials used?*

**Interviewee 1:** *Although textbooks are said to be available and cover the content on substance abuse, they may be limited in depth, relevance and quality. Besides, the majority of the schools lack electricity for operation of audio-visual equipment.*

**Interviewee 2:** *The available books have shallow content (pause) and are not adequate in curbing substance abuse impact in schools.*

**Interviewee 3:** *There is a general laxity on the side of teachers in coming up with instructional materials such as posters or pictures and other improvised materials for teaching and learning of R.E. The situation has been worsened by the fact that many schools in Kenya face serious budgetary constraints despite the government policy of free secondary education.*

Generally the interview data of the above respondents reveals certain issues concerning instructional materials that are difficult to deal with. The foregoing of interview responses do



indicate the inadequacy of the available instructional materials in that they don't cover issues of substance abuse adequately.

**4.2.2 (c) Responses from students, on whether the aims/objectives of R.E integrate adequately issues of substance abuse**

**Table 20: Students' responses on aims/objectives on substance abuse**

		SA/A	D/SA	U	N/R	TOTAL	%
i	Religious Education aims/objectives help to learn about S/A	75 53.6%	55 39.3%	10 7.1%	- -	140	100
iv	Religious Education text books cover issues on S/A adequately	51 36.4%	75 53.6%	12 8.6%	2 1.4%	140	100
v	If Religious Education is taught well S/A can be wiped out	102 73%	25 18%	11 8%	2 1%	140	100

**KEY**

**VO + O : Very Often/Often**

**RU : Rarely Uses**

**NU : Never Uses**

**N/R : Non-response**

Students' opinions on whether the aims and objectives of R.E helps to learn about substance abuse varied, 75 (53.6%), felt that the aims in R.E helps in learning about substance abuse. As can be noted, 55 (39.3%) disagreed that R.E educates them on substance abuse. On the other hand, 10 (7.1%) were undecided. The result therefore clearly reflects that majority of the learners do agree that R.E objectives do help in learning about substance abuse.

On the issue of textbooks, 51 (36.4%) agreed that they do cover issues on substance abuse adequately, 75 (53.6%) disagreed, 12 (8.6%) were undecided, while 102 (73%) reported that if R.E is taught well it can wipe out substance abuse. Another 25 (18%) disagreed with this

position and 11 (8%) were undecided, which means that R.E has the potential to educate learners about substance abuse which is a way towards prevention and subsequent eradication.

**4.2.3 The students were asked to provide their views on how adequately R.E subject teaches the problem of substance abuse. Their responses are presented in Table 21**

**Table 21**

Students responses on whether R.E adequately teaches them on how to tackle the problem of Substance Abuse

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Students Responses</b>
Yes	56	40%	<ul style="list-style-type: none"> <li>● R.E educates on substance abuse because it teaches on causes and effects.</li> <li>● It educates about self control since it's a moral subject.</li> <li>● Some students who were drug users stopped after learning of the dangers through R.E.</li> <li>● It's a spiritual subject therefore it teaches about Godliness and holiness</li> </ul>
No	82	58.6%	<ul style="list-style-type: none"> <li>● R.E is a spiritual subject of faith but substance abuse is a moral issue which requires empirical facts.</li> <li>● One topic is not adequate to tackle the deep rooted problem of drugs in Kenyan schools.</li> <li>● R.E teachers indoctrinate learners about God and the Bible.</li> <li>● R.E teachers are very judgmental on topic and they use the subject to intimidate users of substance than helping them out of the situation.</li> <li>● If it was teaching adequately on substance abuse then the rampant increase of students who take drugs would have gone down instead.</li> </ul>
None Response	2	1.4%	
<b>TOTAL</b>	<b>140</b>	<b>100%</b>	

Out of the 140 student respondents, 56 (40%) of the students agreed that religious education adequately educates them on issues of substance abuse while 82 (58.6%) of the students

disagreed that R.E does not educate them adequately enough on issues of substance. Even though those who disagreed outnumbered those who agreed it has to be noted that both figures cannot be ignored. Those who agreed felt that R.E educates them on causes and effects of substance abuse and they indicated that some of the students who were in the habit of taking drugs had stopped. Those who disagreed 58.6% came out with strong points to the effect that one topic is adequate enough and that R.E teachers indoctrinate learners about God and the Bible. Worse of they expressed their dissatisfaction with the confessional approach to the teaching of R.E. They claimed that in most cases their teachers use it to intimidate substance users instead of helping them out of that situation. Some of the students even wondered aloud why there has been a phenomenal increase of students who take drugs if R.E really educates about substance abuse.

**Table 22: Responses by teachers on aims/objectives that deal with substance abuse**

<b>RESPONSE</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
- Types of substance	14	100%
- Causes and effects of substance abuse		
- Role of family member		
<b>TOTAL</b>	<b>14</b>	<b>100%</b>

In trying to understand the aims/objectives on substance abuse in the R.E programme the researcher solicited teachers views on the above by asking them what the prescribed books cover on the subject. Table 22 indicates that 100% of the teachers used in this study indicated that only one objective deals with substance abuse. The researcher contends that substance abuse is a huge and important topic and to cover it effectively and in totality it has to go beyond what is reflected in table 22.

**Table 23: Teachers responses on what prescribed books cover on substance abuse**

<b>Explanation</b>	<b>Frequency</b>	<b>Percentage</b>
The prescribed books are too shallow and so is the syllabus. This has to be reviewed to give room to a more elaborate content which paves way to objectives that would deal with this vice in totality since the current objectives don't equip learners with preventive strategies.	5	35.7%
The objectives are so theoretic. There's need for expansion hence inclusion on visual learning which would help as a preventive measure.	5	35.7%
The topic should begin in primary schools and ran through to colleges and all other institutions of learning	4	28.6%
<b>TOTAL</b>	<b>14</b>	<b>100%</b>

Table 23 indicates that 5 (35.7%) of the teachers shared the view that the prescribed books are too shallow hence they do not deal with this vice in totality. While 5 (35.7%) indicated that the content on substance abuse is so meager another 4 (28.6%) of the teachers felt that the objectives on substance abuse should be introduced right from primary schools.

From the forgoing revelations one may argue that even the teachers are not only unhappy with aims/objectives but also content of R.E as they do not fully integrate issues of substance abuse.

**4.2.2 (c) The interview responses on whether aims/objectives of the secondary school R.E programme in Kenya adequately integrate issues of substance abuse? (School Principals and PIQASO's)**

The interview data from the school principals and PQASO's points to the level of integration of issues of substance abuse in the aims/objectives and content of secondary school R.E programme. For example some respondents said the following:

- *Time allocated and depth of content is not sufficient to educate learners on the Vice. Which means finally the Students learn on substance Abuse for the sake of passing the exam and the influence of the topic on their feelings and attitude is not adequate enough.*
- *I am disturbed by the decision of K.I.E. (Kenya Institute of Education) to bring objectives on substance abuse only at form 4 and yet problems of substance use begin at form 1 and form 2. It's too little coming too late.*
- *The objectives are too shallow and should be phrased in a manner that enhances a more learner centered approach with a democratic pedagogy which means the syllabus being restructured to accommodate more emerging issues, such as substance abuse, War, Conflict resolutions, Human rights issue as well as gender inequalities.*
- *The objectives should encompass media campaigns and impact would be big because of the impact media has among the youth.*

These interview data demonstrates that the aims and objectives of the secondary school R.E programme in Kenya do not adequately teach about substance abuse. Among their concerns were time allocated and depth of coverage.

#### **4.2.3 Research question 3: Are the methods used sufficient in educating learners about Substance Abuse?**

The above question was answered by Data found in students' questionnaire part 2 item 2, the teachers' questionnaire part 2 item 5, the interview schedule item 8. The comparison was

inevitable since it would help understand what is recommended for the methods and what really happens in class

**Table 24: Teaching Methods: A comparison between R.E Teachers, school Principals, PQASO's and students**

METHOD	R.E TEACHER		R.E STUDENTS		PQASO's & SCHOOL PRINCIPALS	
	MEAN	RANK	MEAN	RANK	MEAN	RANK
Library Research	2.92	4	1.04	1	4.19	3
Role Play	3.30	5	1.76	4	5.46	5
Lecture	2.50	2	1.24	3	1.34	1
Field Trip	4.46	6	1.92	6	7.34	6
Question and Answer	1.50	1	1.19	2	2.07	2
Debate	2.74	3	1.87	5	5.23	4

The result in table 24 shows that field trips and use of role-play are the least used methods in class, while it is also indicated that teachers of R.E mostly use question and answer method in the teaching of R.E. Hogan (2007) casts doubt on this method by questioning the tendency of teachers repeating same questions all year round. Besides, Hogan (2007) expresses fear that teachers using this method may end up asking more questions than provide answers. Gipps (1994) raises very viable concerns about lecture method by wondering where this method leaves the idea of value clarification. The researcher also contends that the debate and role play methods that appear closer to values clarification if could be used appear rarely used.

Watson (1993) defines role play as a mode of teaching that expresses students' personal opinion backed up by evidence showing grasp of factual material, which in this case if used by teachers would have a wide applicability of knowledge in ventilating issues that affect learners. According to Brooks (2002), people remember 90% of what they say and do; 80% of what they see and hear; 50% of what they see; 20% of what they hear and only 10% of what they read. It is upon this background that R.E teachers are expected to utilize appropriate methods of teaching and learning of R.E in order to educate learners about substance abuse amongst other objectives.

In this study, it was reported by R.E teachers, school Principals and the PQASO's that question and answer method was mostly used in the teaching of R.E. This was closely followed by Lecture method: Waston (1993) recommends project work in the teaching and learning of R.E because apart from being a genuine mode of democratic learning its application can easily be contextualized into authentic tasks with information drawn from their own experiences and knowledge. According to Chelimsky (1997) library assignments as a method of teaching and evaluation provides the learner with ample opportunity for content to be covered in depth and with a high degree of flexibility. Debate was ranked fifth by students and yet according to Gitlin and Smyth (1989) debate is not only a method of teaching and learning, it provides the learner and the teacher an opportunity to evaluate how much objectives have been achieved through an expression of personal opinion. When students were asked about the methods of learning, they ranked Lecture and Question-Answer methods prominently. They complained that they never visited the community to learn. The teachers and school Principals gave the following reasons for this situation.

- That Field Trips were time consuming and also expensive to organize.

- Lack of resource materials that accompany certain methods for instance library research required adequate text books. The study found out that most schools had only one title or two and in some schools it was the KIE course book series that were in the library.
- Personal teacher constraints, especially when teaching using certain methods. Some teachers reported that they had difficulties presenting content in some methods such as discussions and use of resource persons or debates.

On the basis of the findings as reflected from these responses, it was discerned that no single method of teaching was used independently of the other methods. However, Lecture method and Question and Answer methods were dominant. It is however clear that in character formation, change of attitudes and learning of social skills, transmission methods imparts little to the learner.

**4.2.4: Research question 4: What do students, teachers, school Principals and the PQASO's suggest as the possible ways to educate learners about substance abuse in Kenyan secondary schools?**

This question was to gather views of the 168 respondents in this study on probable ways they felt could help eradicate this social vice. Therefore data for this question was gathered from the students' questionnaire part 3 items 5, teacher questionnaire part 2 item 8 and interview schedule item 9.

**4.2.4 (a): Students responses on the statement: In your opinion, how do you think R.E programme should tackle the problem of substance abuse in schools?**



Students came out with very interesting views on how R.E should tackle the problem of substance abuse. Following are some of the sampled voices extracted from the respondents' responses:

**Interviewer:** *In your opinion how do you think R.E could tackle the problem of substance abuse in your school?*

**Interviewee 1:** *Most of our R.E teachers are women who always feel that substances are evil. And at times we think the teachers want to convert us by discouraging us from taking drugs.*

**Interviewee 2:** *We need male teachers also to educate us on the same. We are tired of just being lectured on substance abuse. If our teachers use videos and tapes showing stories from victims, I think we would believe and have a change of heart! There are too many questions asked by teachers which at times confuse us in class!*

**Interviewee 3:** *I am in form two now and have not yet been taught about substance abuse and yet some of the form three and form fours in my school smoke and drink beer. So should we follow what they do because we don't know whether it is right or wrong?*

**Interviewee 4:** *The Guidance and Counselling department should work together with our R. E teachers to teach about substance abuse since not all of us take R. E.*

**Interviewee 5:** *Our headmaster should make sure that our R.E teachers, especially the females don't become pastors in class emphasizing about the bible. Most of us doze in class during Christian R. E lecture lessons.*

Students raised quite a number of issues to be addressed. The idea of gender and the role each gender plays in the teaching of R.E came up compelling students to attach the objectives to the teachers' personal thoughts and conviction.

Methods of teaching R.E also came under scrutiny where they ranked Lecture and Question-Answer methods as featuring prominently. Some methods that can encourage interactive activities or students to give their views as has been said earlier are useful for clarifying values. The students complained that they never use such methods.

Yet another students' concern was the idea of the topic on substance abuse only coming at the end of form four. They expressed worry that they fall prey to drugs due to lack of early knowledge, a factor the students still raised as a trigger to drugs. Also the students expressed optimism that if their R.E teachers teamed up with their Guidance and Counselling teachers, they would be able to reach the entire student population in school since not all of them opt for R.E.

On the issue of gender, the students were of the view that the R.E teachers should put same strength of emphasis on all topics whether spiritual or contemporary without excluding substance abuse so that they can treat the topics with the seriousness it deserves.

**4.2.4 (b) Teachers' responses on the statement: In your opinion, how do you think Religious Education programme should tackle the problem of substances in Kenya secondary schools?**

This was a technical question whose end behaviour required teachers to have knowledge of the curriculum. This is usually translated into a syllabus, which a teacher uses as a guideline to the teaching and learning process. When teachers deal with R.E curriculum in theory in class it is expected that at the end of R.E lessons students will be able to develop willingness to relate what has been learned to personal growth issues, circumstances, and choices in their daily lives especially as concerns substance abuse. However, given the fact that 100% of the teachers used in this study were university graduates and further, 92.9% indicated that they are R.E specialists, their views on these questions can be viewed as sufficient. As well as they can have a better understanding of what R.E tries to achieve. The teachers' expressed doubt in their submissions on the adequacy of R.E in dealing with substance abuse through the following extracts attributed to them:

- *The R.E subject should be made compulsory and topics on substance abuse be infused into it at all levels so that they are done right from the primary school upto higher institutions of learning.*
- *The educators should review the policy that made the R.E subject an optional subject.*
- *The objectives and content of the R.E subject need to be reviewed to include problematic issues which include but are not limited to substance abuse, studies on peace human rights etc.*

- *It is a challenge to us as teachers to enlist a number of people such as parents, counselors, doctors, media and social workers to help us combat substance abuse.*

The teachers were unanimous on the need to have R.E become compulsory and the topic on substance abuse to be introduced right from Primary to College. The suggestion by teachers to lift R.E to the core status may face hurdles since it would contravene both the education commission report of 1964 as well as the education act of 1968. However the spirit and the desire to have pupils be informed on substance abuse in the statement is not lost. The teachers' response is a demonstration that the problem of substance abuse is real in schools and urgent interventions are necessary. Indeed, the content on substance abuse in the new secondary school curriculum comes so late in form four when students are passing out from secondary education. This means that those who drop R.E at the start of form three hardly get an opportunity to study content on substance abuse.

**4.2.4 (c): School Principals and PQASO's interview result on strategies to curb substance abuse in schools**

(i) In their submission the school managers came up with the following strategies to curb substance abuse amongst students in secondary school:

- \* In-service training for all Education Stakeholders.
- \* There should be extensive and vigorous peer education and enlightenment campaign on substance abuse
- \* Government should be vigilant on traffickers and peddlers.
- \* Increase tax on legal intoxicating substances to deter students.
- \* R. E should become compulsory.

- \* Need for vigorous family counselling therapy.
- \* Nacada to create desks at every local grassroots to educate on drugs

**(ii) Result on community involvement in eradication of Substance Abuse in schools**

Given the suggestion from the respondents, who were school principals and PQASO's was clear that the community living around the schools played a significant role in either promoting or eradicating the menace around learning institutions. Here are some important and touching extracts from them on community involvement

- *"The community around my school has been a big threat to my fight to stamp out drug abuse among the students. They roll them up into small portions and sell them at a very affordable prices. In fact to lure the students, some sellers give free samples to beginners to taste! When I try to intervene with the police, my life and that of my family is always in danger yet i reside inside the school compound with my family!"*
- *"Some parents take offence when you inform them about their children's engagement in drugs because of the stigma it comes with in society. A good example is the fall out I had with the PTA due to a pastor's son who was a victim of drugs and instead the pastor joined hands with the PTA and BOG to dismiss the disciplinary measure which the teachers had recommended."*

- *The community around my school has been a very big partner in our fight against substance abuse. The community members have been the school's watchdog and they report any suspected drug peddler to both the school and the police and readily avail names of any students seen purchasing, using or intending to purchase any type of substance. This has been a major scare to both the seller and the buyer of drugs.*
- *Working in conjunction with the District Education Office, as a Provincial Officer, I wrote letters urging educators, Chiefs, Religious leaders and Tribal leaders as well as politicians to educate the public about morality at any public place where they make speeches and make particular reference to the youth and Substance Abuse.*
- *Our association of PQASO's wrote a letter to the government through the Permanent Secretary of Education urging the government to enhance community-police Partnership to be made more friendly to promote community policing, a programme that would help identify peddlers and have them rehabilitated if not apprehended by the law.*

From the extracts of the respondents above, it can be deduced that school Principals who try to curb Substance Abuse end up being threatened by those involved and sometimes they are blackmailed. It reveals that the kind of formidable task the school and the community face in curbing substance abuse

**(iii) Efforts of the Ministry of Education in addressing issues of substance abuse in schools**

The purpose of this question was to solicit views from school managers which would embrace policy issues on substance abuse in secondary schools in Kenya. The Provincial Quality Assurance and Standards Officers (PQASO's) and school Principals interviewed suggested some measures that the Ministry of Education had instituted to address the problem of Substance Abuse in schools. Some are listed as follows:

- That the Ministry had incorporated the topic on substance abuse in R.E in Secondary Education Curriculum.
- Instituted Disciplinary Committees and Guidance and Counselling departments in schools to deal with the problem.
- The Ministry of Education through saving grams is encouraging themes on substance abuse and other emerging issues in Drama and Music Festivals and Competitions as a campaign towards awareness.
- The Ministry in conjunction with NACADA has established a directorate of planning and policy and the department that is charged with the responsibility of coordinating issues related to substance Abuse in schools.
- A referral centre has been put up at Provincial Education offices to coordinate, arrange and facilitate rehabilitation services to students victims.

From the findings above, it is clear that the government through the Ministry of Education has been making effort to address the problem of substance abuse. The vice however is more rampant and wide-spread than before (Musikoyo 2004, Mutsotso 2004), despite such efforts

#### **4.3: Summary of the findings**

The findings from this study can be summarized as follows:

- Substance abuse is real and does exist in Kenyan Secondary Schools. Common types of substances such as Changaa, Busaa, Cigarettes, Bhang and Kuber are abused. This is because these substances are cheap, affordable and easily accessible in rural and urban areas.
- Hawkers, shops/kiosks, Matatu touts, video den workers and Barbers found in the school neighbourhood are the greatest peddlers of drugs and other substances. The peddlers operate in camouflage and use under world vocabulary only understood by the clique.
- There are various reasons that drive learners to drugs which range from peer influence, academic pressure, curiosity and ignorance which appeared to be the greatest cause of Substance Abuse in Secondary Schools in Kenya. This implies that home and school conditions must always be conducive for nurturing youth.
- It however emerged from the findings that R.E in secondary schools in Kenya does not have the capacity to adequately deal with the problem of substance abuse. Besides, the



subject is optional and therefore the content does not reach all the learners. At the same time, the aims and objectives on substance abuse come too late in the syllabus and worse off, they are not adequate. The affective domain seem not to be emphasized by the teachers except cognitive objectives which may be stressed with focus on examination.

- It appears the instructional materials used in the classroom is the traditional type which lack innovation. Most R.E teachers don't improvise to make learning real, interactive and interesting. There is over-reliance on textbooks and the recommended books are shallow and meager on substance abuse content. Generally, the facilities in schools are grossly inadequate in content, relevance and quality.
- The most commonly used teaching methods are lecture question and answer type. These methods are mainly used because they tend to cover the syllabus quickly in readiness for form four examinations. The two methods, however, promote memorization which is temporal when compared to theories of learning. Field Trips, role-play, debate and other interactive methods are rarely used by R.E teachers.
- Extensive and vigorous peer education; enlightenment campaigns on substance abuse, debate, discussions and value clarifications have been suggested as the sure ways to address the menace. Education to the youth is lifelong and therefore would assist in changing their attitudes towards antisocial behaviour.
- Community participation in eradication of substance abuse is necessary. Community policing policy of the government is the surest way to engage the communities surrounding secondary schools in an effort to curbing the social vice. Close cooperation

between the community and the schools especially in social-economic and welfare activities could provide conducive and friendly coexistence.

- The government of Kenya, through the Ministry of Education has recognized the problem of substance abuse in schools and therefore instituted measures to address the problem. Although in principle the suggested remedial measures can work its implementation is not closely monitored and evaluated. Within the secondary school curriculum has been revised, but the emphasis on substance abuse content has been put in form four R.E syllabus only. This is not appropriate as it comes too late and addresses only a section of the students.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.0 Introduction**

The purpose of this chapter is to present the summary of the results, make conclusions and also make recommendations based on the findings of the study. This study was designed to investigate the role of R.E in addressing the problem of substance abuse in secondary schools in Kenya. Basically, the extent, R.E in its structural objectives, methods and learning resources should be designed to address substance abuse as a serious social vice affecting the quality of education in Kenya.

#### **5.1 Summary of the results**

The study was conducted amongst 168 respondents sampled from seven (7) provinces in Kenya. The questionnaires which were administered to students and teachers of R.E consisted of structured and open ended questions. An interview schedule was designed and administered to the school principals as well as the PQASO's. The summary of the research findings is presented as per the research questions as follows:

### **5.1.1 Research question 1: what are the common substances abused, their sources and reasons for the abuse by students in secondary schools in Kenya**

Substance abuse is a problem that countries through the world have to contend with. Since time immemorial individuals have been attracted to substance use and abuse. The researcher unraveled some of the most common drugs abused by learners in Kenyan secondary schools as alcohol both licit and illicit, cigarettes, marijuana, Kuber and Miraa. Zastrow (2000) contends that current studies have revealed that alcohol and herbal cigarettes are seriously abused by students in schools.

The respondents suggested various sources and peddlers who contribute greatly to the drug menace in schools. Kiosks/Shops in schools and homes, hawkers, barbers, boarder bicycle operators, students, teachers and construction site workers were named as some of the known notorious peddler. The implication here is that these drugs are easily available, cheap and affordable in both rural and urban settings. The peddlers are known and are people who easily interact with students within and outside schools. Which is in agreement with the findings of Musikoyo (2004) in his study.

Many schools and learning institutions are perceived as learning and ignition grounds for substance abuse. However, when all is said and done, substance abuse by the youth is a manifestation of a breakdown of social order in a society due to various reasons. As found out in this study, peer influence, academic pressure, ignorance, curiosity, stress and rebelling against hash rules are some of the major factors in those who take up substance abuse with gusto! In fact it is common knowledge in urban areas, particularly over weekends, for entire family, from toddler to teenager to accompany parents to trendy social entertainment spots where alcohol is consumed. In rural areas, Musikoyo (2004)

reveals that home-made brews thrive. Students participate in all these and with time they take over as principal players. In general, individuals pick up the habit under influence of peers or parents. He also observed from the review of related literature on chapter 3 of this work.

**5.1.2 Research question 2: Do the aims/objectives and instructional materials used in the teaching of Religious Education in Kenya comprehensively cover issues of substance abuse?**

The findings of this study showed that the aims/objectives of the secondary school R.E program in Kenya were inadequate and come rather too late. All the respondents agree that instructional approach would be the surest way of empowering the youth to make decisions on substance use with full knowledge of its impact. According to Spergel (1980), when a child is displaying anti-social behaviour, you cannot just say 'stop' but you teach him or her pro-social skills. According to Mustotso (2004), instructional approach stressing lifelong skills would be the best way to address substance abuse in schools.

The use of textbooks and instructional resources in teaching R.E was ranked highly. The results revealed that audio-visuales, other interactive materials as well as resource persons among others are rarely used. The books used are generally shallow. It is meaningless to develop a new curriculum, without producing relevant teaching and learning materials. Bishop (1985) holds the view that teachers need tools of their trade to succeed and Kafu (1976) earlier reiterated the significance of training teachers to use a variety of instructional material which give learning more meaning.

### **5.1.3 Research question 3: Are methods used sufficient in educating learners about substance abuse?**

The findings of this study show that methods such as lecture and question and answer were the commonest and unless properly used, they keep learners detached from their community. Heuristic methods of teaching such as Field Trip, Role-play, and Social Action Projects were not used yet they would pass on the messages on substance abuse more effectively. Indeed, learning is not learner-centered and therefore, students cannot search and discover or share experience. Learners cannot experience their environment, therefore become breeding grounds for stress, aggression and finally, the need for a tranquilizer.

According to Groenewegen (1993), some educationists were worried that the school tends to 'shield' young people from the reality of this world. Indeed, the school is supposed to be a preparation for life, yet schools tend to keep students away from society.

### **5.1.4 Research question 4: What do students, teachers and education managers suggest as possible ways to educate learners about substance abuse in secondary schools in Kenya?**

Attitudinal change as a result of instruction may be the most reliable of the solutions suggested by different researchers. This study found that extensive and vigorous peer education on substance abuse will suffice.

Community policing policy being implemented by the government in effort to curb insecurity has proved useful in keeping the drug peddlers away from schools. The cooperation between schools and the community is what needs to be nurtured to ensure a mutual benefit for both. This can be realized if head teachers were in-serviced on aspects

of community mobilization skills to ensure they tap the intelligence information on trends and forms of substance abuse in their school locality.

## **5.2 Conclusions**

In relation to the findings of this study, it is concluded that Substance Abuse in secondary schools in Kenya is a reality and wide spread. And that R.E as a moral subject can help to fix social behaviour of substance abuse because it is the only subject within the Kenyan school curriculum that educates learners more adequately about substance abuse. At the same time going by the student's responses on whether R.E helps to educate them on substance abuse 53.6% (75) did agree that R.E does educate them on substance abuse. While a further 73% (102) agreed that if R.E is taught well it can indeed wipe out substance Abuse as reflected in this work on page 60. Going by the findings of this study, one can readily agree that those students who indulge in it are not sophisticated in terms of socio-economic status. Rather, peddlers are mainly youth in barber shops, music stores and shops in the school neighbourhood and homes.

Finally another conclusion drawn from this study is that the substances are those cheap and easily accessible in both rural and urban environments. Whereas R.E subject is designed to deal with substance abuse in secondary schools, use of traditional methods and lack of culture for use of modern learning resources make it hard to achieve the objectives, not forgetting the fact that R.E is optional and only those who reach form four end up benefiting.

### **5.3 Recommendations**

- (a) The substances abused are affordable and accessible to students. This research has identified substances abused and structures and mechanisms should be put in place to make it hard for students to access such substances.**
- (b) Community – Police partnership policy should be nurtured to ensure schools are safe from drug peddlers, schools should develop welfare programmes to support neighbouring communities to harness the support and ownership of the schools.**
- (c) Regular parents’ meetings in schools to appraise on the discipline in the school and the contribution of both the school and parents be integrated in the discipline of students.**
- (d) The teaching of R.E should emphasize Learner-Centred methodology and community focused learning resources to make learning real and lifelong.**
- (e) The Ministry of Education should re-evaluate the R.E curriculum and fuse substance abuse topic to all levels up to form four (4).**
- (f) There is need for an urgent and immediate amendment to legislation to bestow school principals with power to conduct random drug tests in schools on suspected students, teachers and the under cover peddlers**
- (g) There is need to inspect/review R.E textbooks to ensure they address issues on substance abuse adequately**



## **5.4**

### **Suggestions for future research**

1. A similar study should be carried out in districts for comparative purpose.
2. The attitudes of the members of school community (parents, religious organizations, etc) towards substance use and substance abuse needs to be investigated.
3. An investigation should be carried out on the relationship between culture, substance abuse and education.

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## APPENDICES

### Appendix A: STUDENTS' QUESTIONNAIRE

#### Dear Student

You are kindly requested to respond to all the items in this questionnaire. Please note that this is not a test and the information given will not be used wrongfully. Be as honest as possible in your responses. Do not write your name on the questionnaire.

#### Part 1: Background

- i. Gender                      Male            [ ]  
    Female            [ ]
- ii. Type of School            Girls only    [ ]  
    Boys only    [ ]  
    Mixed School [ ]
- iii. Class Level                Form 2        [ ]  
    Form 4        [ ]

#### PART 2: Structured Questions (Close-ended)

1. For the statement listed below, there are five possible responses: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) and Strongly Disagree (SD). You are requested to tick against appropriate statements as below.

RANKS	SA	A	U	D	SD
(i) Religious Education aims/objectives help to learn about Substance Abuse					
(ii) Religious education textbooks cover issues on substance abuse adequately					
(iii) If religious Education is taught well Substance Abuse can be wiped out.					

#### METHODS

2. The list below shows some methods of teaching Religious Education. Tick (✓) against the methods you think your Religious Education teacher(s) use and how often.

METHOD	VERY OFTEN	RARELY USES	NEVER USES
Library Research			
Role Play			
Lecture			
Field Trip			
Question and Answer			
Debate			

3. Below is a list of instructional materials which are recommended for use in Religious Education. Indicate by ticking (✓) in the appropriate boxes the resources your teacher uses either Very often (VO), Often (O), Rarely Uses (RU) and Never Uses (NU).

S/N	RESOURCES USED	RESOURCES USED			
		VO	O	RU	NU
i)	Text books				
ii)	Resources Persons				
iii)	Museum				
iv)	Field Trips				
v)	Television				
vi)	Newspapers				
vii)	Pictures				
viii)	Films				
ix)	Radio				

**PART 3: Unstructured Questions (open ended)**

1. List one drug abused by students in your school.

(i) \_\_\_\_\_

2. Mention one most notorious drug peddler that you know of.

(i) \_\_\_\_\_

3. Give one reason which drives students into taking drugs in your school.

(i) ' \_\_\_\_\_

4. Religious Education subject teaches adequately how to tackle the problem of Substance Abuse.

Yes/No \_\_\_\_\_

Explain your answer given above \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. In your opinion, how do you think Religious Education programme should tackle the problem of Substance Abuse in schools?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## **Appendix B: QUESTIONNAIRE FOR RELIGIOUS EDUCATION TEACHERS**

**Dear Teacher**

**RE: STUDY ON SUBSTANCE ABUSE AND RELIGIOUS EDUCATION: A CASE STUDY OF SELECTED SECONDARY SCHOOLS IN KENYA**

The attached questionnaire seeks to investigate the extent Religious Education programme in secondary schools in Kenya addresses the problem of substance abuse in its curriculum. You are therefore requested to respond to this instrument accordingly. The information from this research will be used for education purposes only and your school was selected through random sampling.

Your assistance in giving accurate information will be greatly appreciated.

Yours Sincerely,

---

Jane Imbunya



**Please respond to the questions under this section as appropriate:**

**Part 1: Background**

1. Gender                      Male              
                                      Female
  
2. Type of School            Girls Only      
                                      Boys Only      
                                      Mixed school
  
3. What is the highest level of your education (tick one)
  - a) University
  - b) A-Level or KACE
  - c) E.A.A.C.E.
  - d) K.C.S.E. /K.C.E.
  - e) Others (specify)        .....
  
4. Professional qualification (tick one)
  - a) Master of education (Med)
  - b) Bachelor of Education (Bed)
  - c) Diploma (Dip. Ed)
  - d) S1
  - e) Others (specify) .....
  
5. How long have you taught Religious education (tick one).
  - a) 0-5 years
  - b) 6-10 years
  - c) 11-15 years
  - d) 16-20 years
  - e) Over 20 years
  
6. Indicate whether you are trained to teach the subject.
  - a) Trained
  - b) Not Trained

**Part 2: Main body**

**1. Sources of substance abuse in schools**

1. Please rank the following sources in the order of prominence.

	<b>SOURCE</b>	<b>RANK</b>
i)	Kiosks in the school neighbourhood	
ii)	Day scholar students	
iii)	Hawkers	
iv)	School workers	
v)	Matatu touts	
vi)	Teachers	
vii)	Parents/Guardians	

2. What is the common type of substance abused by students in your school?

(i) \_\_\_\_\_

3. Reasons for Substance Abuse.

Please rank the presented probable causes of substance abuse. The most serious cause being first followed by the next serious cause being ranked second and so on until the least cause which should be ranked last.

<b>S/N</b>	<b>REASONS</b>	<b>RANK</b>
i)	Breakdown in school discipline	
ii)	Academic pressure	
iii)	Inappropriate resources and teaching methods in Religious education	
iv)	Lack of cooperation between home and school	
v)	Moral decadence in the wider society	
vi)	Other emphasis on cognitive rather than affective objectives	

4. Below is a list of instructional materials which are recommended for use in Religious Education. Indicate by ticking the resources you use oftenly.

<b>RESOURCE</b>	<b>OFTENLY USED</b>
Textbooks	
Audio Visuals	
Pictures	

**5. Teaching methods and learning activities.**

The list below shows some of the recommended methods of teaching and learning activities in Religious Education. Rank them from the most used to the least used out of 6.

<b>METHOD</b>	<b>RANK</b>
Library Research	
Role Play	
Lecture	
Field Trip	
Question and Answer	
Debate	

**6. What are the aims/objectives in Religious Education curriculum that deal with issues of Substance Abuse?**

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**7. What do prescribed books cover on the subject of Substance Abuse?**

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**8. In your opinion, how do you think Religious Education programme should tackle the problem of Substance Abuse in Kenya Secondary schools?**

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## **Appendix C: INTERVIEW SCHEDULE**

### **INTERVIEW SCHEDULE FOR SCHOOL PRINCIPALS AND PROVINCIAL QUALITY ASSURANCE AND STANDARDS OFFICER (PQASO)**

**Dear Sir/Madam**

The researcher is carrying out an academic study on the extent the Religious Education programme in secondary schools in Kenya can address the problem of substance abuse amongst learners. The areas of focus include: the common substances used, their sources and reasons for use. The research is also devoted to investigating the adequacy of the aims/objectives of substance abuse in the R.E programme as well as the instructional materials used. Your views shall be sought on the methods used in R.E and probable strategies you think could curb the menace. Upon completion of this study, your office shall get a copy of the findings.

Your opinions and suggestions are significant and will greatly contribute to the success of this study. Your support in this regard is highly appreciated.

Thank you.

JANE IMBUNYA

1. Gender                      Male            [ ]  
                                      Female        [ ]
2. Position                    Principal     [ ]  
                                      PQASO      [ ]
3. Duration in current station  
                                      1-5 years    [ ]  
                                      6-9 years    [ ]  
                                      10-15 years [ ]  
                                      16 and above [ ]

4. a) Has your office received cases of substance abuse? Yes/No \_\_\_\_\_

b) Is the abuse reported for both girls and boys?

i) \_\_\_\_\_

c) What is the common type of substance abused by students according to the reports in your office?

\_\_\_\_\_  
\_\_\_\_\_

5. Name one suspected peddler of the substances to students in schools.

(i) \_\_\_\_\_

6. Could you mention one of the reported reasons of substance abuse in schools?

(i) \_\_\_\_\_

7. R.E in its curriculum is expected to address substance abuse as a social vice. Comment on its adequacy on the following aspects:

(i) Comment on aims/objectives

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(ii) Comment on the use of the following instructional materials by R.E teachers.

(a) Textbooks \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(b) Audio Visuals \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(c) Pictures \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. Comment on the following methods of teaching R.E and learning activities:

(i) Library Research \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(ii) Role Play \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(iii) Lecture \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(iv) Field Trip \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(v) Questions and Answers \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(vi) Debate \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

9(i) Suggest some strategies or remedies which you think can help curb the menace of Substance Abuse in schools.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(ii) What is the community involvement in eradication of substance abuse in schools?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(iii) What are the efforts of the Ministry of Education in addressing emerging issues of substance abuse in schools?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## **APPENDIX D**

**Mrs. Jane K. Imbunya**  
**University of Botswana**  
**Private Bag 0022**  
**Tel: +267- 71416066**  
**+267- 5391632**

**12 February 2008**

**Ministry of Education Science and Technology**  
**P O Box 3004000**  
**NAIROBI**  
**KENYA**

**Dear Sir/Madam**

**RE: APPLICATION FOR A RESEARCH PERMIT TO CONDUCT A RESEARCH IN  
SELECTED KENYAN SECONDARY SCHOOLS**

**I am a Kenyan citizen and holder of Kenyan Passport No. A770285. Currently I am pursuing my Postgraduate Degree in Education majoring in Religious Education study at the University of Botswana. The topic title reads *Substance Abuse and Religious Education: A Case Study of Selected Secondary Schools in Kenya*. Given the fact that I am expected to hand in my findings by June 2008, I hope your office shall assist me get a permit to enable me carry out my research on time and meet the above mentioned deadline.**

**Having paid the non-refundable fee stipulated on the form, enclosed find a comprehensive curriculum vitae, my project proposal including the required details, a letter from my internal supervisor Mr. J. O. Awino, a letter from my sponsor Dr. Joseph Imbunya, my two current passport size photographs and a copy of my passport.**

**I hereby appeal to you to assist me in my effort to collect data in order to complete this study.**

**Yours Faithfully**

**Jane Kere Imbunya (Mrs)**



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