

**CONTRIBUTION OF LOCAL BREW ABUSE ON SECONDARY
SCHOOLS' ACADEMIC PERFORMANCE: A CASE OF NYAMUSI
DIVISION, NYAMIRA COUNTY.**

BY

NANCY KERUBO MOCHECHE

REG. NO.: L43/66573/2013

**A RESEARCH REPORT SUBMITTED IN PARTIAL FULFILLMENT FOR
THE REQUIREMENT FOR THE AWARD OF THE POST-GRADUATE
DIPLOMA IN ADULT EDUCATION AND COMMUNITY
DEVELOPMENT OF UNIVERSITY OF NAIROBI.**

2015.

DEDICATION

I dedicate this work to my mentors who were much faithful in informing me of all the procedures to be followed to reach this far.

I too dedicate it to my mother, Miriam Kwamboka, for persistently praying for me as well as my sister, Lenah, and brothers, Innocent and Vincent, for their varied significant support.

God bless you all.

ACKNOWLEDGEMENT

I owe a debt of gratitude to my supervisor, Dr. Ann Nderitu, for her time, generosity, mentorship as well as for exposing my potential.

I am also much grateful for the many friends and colleagues whose faithfulness, prayers and patience inspire me to continue to fulfill my purpose and potential.

I will not forget my dear mum who pursued me patiently to keep to the schedule and meet the deadlines as well as for her constant love that inspired me to pursue my potential to its maximum.

TABLE OF CONTENTS

CONTENT	PAGE
DECLARATION	i
DEDICATION	ii
ACKNOWLEDGEMENT	iii
TABLE OF CONTENTS	iv
ABBREVIATIONS AND ACRONYMS	vii
LIST OF TABLES	viii
ABSTRACT	x

CHAPTER ONE: INTRODUCTION

1.1 Background of the study	1
1.2 Statement of the problem	2
1.3 Purpose of the study	3
1.4 Objectives of the study	3
1.5 Research questions	3
1.6 Significance of the study	4
1.7 Limitations of the study	5
1.8 Delimitations of the study	5
1.9 Basic assumptions of the study	6
1.10 Definition of significant terms as used in the study	7
1.11 Organization of the study	9

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction	10
2.2 Definition and origin of alcohol	10
2.3 Abuse of local brew internationally	11
2.4 Abuse of local brew in East Africa	12
2.5 Abuse of local brew in Kenya	12
2.6 Why teenagers abuse local brew	13

2.7 Symptoms of local brew/alcohol abusers	15
2.8 Impact of abusing local brew/alcohol	16
2.8.1 Impact on the abuser's health	16
2.8.2 Impact on Socio-economic Development	22
2.8.3 Impact on Education and Development	23
2.9 Theoretical framework of the study	25

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction	26
3.2 Research design	26
3.3 Target population	26
3.4 Sample size and sampling procedure	26
3.4.1 Sample size	27
3.4.2 Sampling procedures	27
3.5 Research instruments	28
3.6 Pilot study	29
3.6.1 Validity of instruments	29
3.6.2 Reliability of instruments	30
3.7 Data collection	30
3.8 Data analysis techniques	31
3.9 Ethical considerations	31

CHAPTER FOUR: DATA ANALYSIS, INTERPRETATION AND PRESENTATION

4.1 Introduction	32
4.2 Questionnaire return rate	32
4.3 Extent of local brew abuse among students	32
4.4 Causes of local brew abuse among students	38
4.5 Commonly abused local brew by students and their sources	39
4.6 Effects of abuse of local brew on the abuser/user	43
4.7 Strategies used to address local brew abuse in secondary schools	53

4.8 Proposed solutions to local brew abuse in secondary schools 55

4.9 Challenges faced in addressing local brew abuse in secondary schools 59

**CHAPTER FIVE: SUMMARY OF FINDINGS, DISCUSSIONS,
CONCLUSIONS AND RECOMMENDATIONS**

5.1 Introduction 61

5.2 Summary of findings 61

5.3 Discussions of the study findings 63

5.3.1 Extent of local brew abuse among students 64

5.3.2 Causes of local brew abuse among secondary school students 67

5.3.3 Commonly abused local brew and its source 69

5.3.4 Effects of abuse of local brew on the abuser 70

5.3.5 Strategies used to address local brew abuse in secondary schools 75

5.3.6 Proposed solutions to local brew abuse in secondary schools 76

5.3.7 Challenges facing administrators in addressing local brew abuse 77

5.4 Conclusions of the study 78

5.5 Recommendations for implementation 81

5.6 Suggestions for further research 82

REFERENCES 83

APPENDICES 86

APPENDIX I 86

APPENDIX II 87

APPENDIX III 92

ABBREVIATIONS AND ACRONYMS

ACE	Adult and Continuing Education
AIDS	Acquired Immuno-deficiency Syndrome
CBOs	Community Based Organizations
CNS	Central Nervous System
HIV	Human Immuno-deficiency Virus (one of the most severe known virus to man)
K.C.P.E	Kenya Certificate of Primary Education
MOE	Ministry of Education
NACADA	National Campaign against Drug Abuse Authority
NGOs	Non-Governmental Organizations

LIST OF TABLES

Table 4.1	Number of students who have ever used any local brew	...33
Table 4.2	Local brew abuse by type of secondary school	.33
Table 4.3	Whether local brew abuse is common in secondary schools	.34
Table 4.4	Abuse of local brew based on gender	.....35
Table 4.5	If there are students who abuse local brew in sec. schools	.....35
Table 4.6	Whether local brew abuse is increasing in sec. schools	.....36
Table 4.7	Principals' response on the form that abuses local brew most	..36
Table 4.8	Students' response on the form that abuses local most	.....37
Table 4.9	Why students abuse local brew in secondary schools	..38
Table 4.10	Whether students encourage their friends to take local brew	39
Table 4.11	The most commonly abused local brew by students	.....40
Table 4.12	If local brew is easily available for students while in school	....40
Table 4.13	The source(s) of local brew abused by students while in school	..41
Table 4.14	Where abusers in school prefer to take it from	..42
Table 4.15	Principals- If abuse affects abusers' academic performance	..43
Table 4.16	Students- If abuse affects the abusers' academic performance	.....44
Table 4.17	How the abusers manage to complete their class assignments	.....45
Table 4.18	Principals- Lesson concentration span of the abuser	.....46
Table 4.19	Students-Lesson concentration span of the abuser	....46
Table 4.20	Students- Major negative effect of local brew abuse	.....47

Table 4.21	Principals- Major negative effect of local brew abuse	...48
Table 4.22	Principals- Whether the abusers show lack of discipline	..48
Table 4.23	Students- Whether the abusers show lack of discipline	..49
Table 4.24	Students-Vices engaged in school after taking local brew	....50
Table 4.25	Principals- Effect of local brew abuse on the abusers' health	.....50
Table 4.26	Students- Effect of local brew abuse on the abusers' health	..51
Table 4.27	How abuse of local brew negatively affects the abusers' health	...52
Table 4.28	Students- Effect of absenteeism on academic performance	..52
Table 4.29	Principals- Effect of absenteeism on academic performance	..53
Table 4.30	How often strategies are used to address local brew abuse	.....54
Table 4.31	Exposure of students to drugs and substance abuse education	..54
Table 4.32	Suitable way to address local brew abuse in secondary schools	...55
Table 4.33	Students- Method to be used to prevent local brew abuse	..56
Table 4.34	How often measures should be used to address local brew abuse	57
Table 4.35	Students- Who to approach for help on local brew abuse issues	...58
Table 4.36	Challenges faced in addressing local brew abuse issues	..59

ABSTRACT

The researcher set out to establish the contribution of local brew abuse (busaa and chang'aa) on secondary schools' academic performance in Nyamusi Division, Nyamira County. The study reviewed related literature on the effects of abuse of alcohol, local brew inclusive. Data was collected using a questionnaire as the main tool. The theoretical framework was based on socialization framework theory and problem behavior and deviance theory. The target population was 657 students and 6 principals out of the twenty secondary schools in Nyamusi Division. The sample size was arrived at through stratified random sampling based on sex and school formation. The research instrument was pre-tested on 10 students and one principal who were not included in the actual study. In collecting data, the researcher sought permission from relevant authorities; the Department of Adult and Continuing Education and Community Development, University of Nairobi and the principals of the sampled secondary schools. The data collected was analyzed quantitatively using frequency, tables and percentages. The researcher took into account logistical and ethical considerations during the study. The study findings were; secondary school students abuse local brew and the practice is increasing; both boys and girls have abused local brew majority being boys; there is a significant relationship between local brew abuse and the form/class of the abuser and easy access to it. Majority of the students cited curiosity, availability and cheapness of local brew as factors contributing to its abuse. The school administrators face challenges in curbing local brew abuse in secondary schools and the major are inflexible time schedules for guidance and counseling teachers to regularly conduct guidance and counseling sessions in school as well as lack of support from parents in instilling discipline both at home and at school. The study makes recommendations for the Ministry of Education to strengthen guidance and counseling in secondary schools; the government to intervene and do away with all local brew dens around all learning institutions and heavily penalize those selling local brew to minors; parents, teachers and guardians to be role models; K. I. E to integrate drug and substance abuse education in the curriculum as well as the church, mass media and schools to integrate preventive education on drugs and substance abuse in their schedules both at home and school.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Local brew is a type of alcohol and it is one of the six drugs (alcohol, miraa, tobacco, bhang, inhalants and prescription drugs) abused in Kenya. NACADA (2010) reports reveal that alcohol which is divided into six (6) types depending on the content of each; Spirits (40%), local brew (chang'aa 30%, busaa 15%, others 13%) and beer 5.5%, is the most abused by students in Kenya.

In many Western countries, alcoholism is the 1/3 (third) major health hazard; heart disease and cancer. At least, two thirds of all alcoholics are men. But in general, the effects of alcoholism are far more severe among women and many people drink to escape temporarily from anxiety, frustration and tension. In ancient Israel, wine was not banned. It was used for giving pleasure, banishing sorrow and even in sacrificial meals. However, drinking to intoxication though figuratively used was a disgrace. In addition, throughout history, there have been attempts to prohibit or limit the drinking of alcoholic beverages. Prohibition is normal in Islamic states where the religion forbids the consumption of alcohol. In many other countries, measures to limit alcohol use range from a legal ban against drinking to heavy taxation. In the United States, a constitutional amendment banning alcoholic beverages went into effect in 1920, but millions of Americans defied the prohibition law. In 1930, the government estimated that in addition to large quantities smuggled in from abroad, 3 billion liters of alcoholic beverages were being produced in the country each year (Abelhoff 1994).

In Kenya, use of intoxicants can be traced as far back as the pre-colonial days when alcohol and other drugs were consumed as part of the traditions of communities; however, communities had virtues and values that strictly guided use of such intoxicants. Consumption of local brew was a privilege of the elders, more often than not, the male elders. The actual existence of local brew as a social problem was rare because of strong social structures.

In addition, the low levels or non-existence of abuse of local brew was sustained as a result of strong kinship ties that ran through different social institutions. Traditions were upheld to discourage the misuse of brew (NACADA 2006).

1.2 Statement of the Problem

To a large extent, drug abuse, local brew inclusive is majorly associated with the breakdown of the indigenous culture and introduction of foreign influences that have made a variety of drugs and substances available on a large scale for abuse. On the contrary, in our contemporary society, local brew is consumed by all irrespective of gender, age or social class and especially among the productive society members. Unfortunately, the elders who should advise the young against abuse of local brew have failed and are unable to do so because they are victims of its abuse already.

Local brew abuse by secondary school students in Nyamusi Division has to a large extent among other factors resulted in gradual drop in their academic grades, truancy, school drop-outs, institutional unrest, increasing defiance both at home and school, indulging in risky social behaviors such as theft and poor health as a result of abuse of local brew. Generally, abuse of local brew not only holds back the economy because control of supply and reduction of demand are expensive undertakings, but it is also a big blow to the country as its youth become less productive. According to the Ministerial Council on Drugs Strategy (2005), drug and substance abuse for instance, smoking and drinking alcohol imposes substantial costs on users and their families, taxpayers, the community and the national economy. In a nutshell, local brew abuse has not only negatively impacted on the individuals abusing it, but also their friends, families, relatives, society, country and the world at large socially, economically, culturally and even politically.

It is against this background that the current study was undertaken to establish the contribution of local brew abuse on academic performance among secondary school students in Nyamusi Division, Nyamira County and critically analyze strategies and more comprehensive programs to address it amicably.

1.3 Purpose of the Study

The study purposed to determine the contribution of local brew abuse on secondary schools' academic performance: A case of Nyamusi Division, Nyamira County.

1.4 Objectives of the Study

The study was guided by the following objectives:

- I. To determine the contribution of indiscipline as a result of local brew abuse on the academic performance of students in secondary schools in Nyamusi Division.
- II. To assess the contribution of poor health as a result of local brew abuse on the academic performance of students in secondary schools in Nyamusi Division.
- III. To determine the contribution of absenteeism as a result of local brew abuse on the academic performance of students in secondary schools in Nyamusi Division.
- IV. To assess the contribution of failure to do and complete class assignments individually as a result of local brew abuse on the academic performance of students in secondary schools in Nyamusi Division.
- V. To determine the contribution of inadequate lesson concentration span as a result of abuse of local brew on the academic performance of students in secondary schools in Nyamusi Division.

1.5 Research Questions

- I. To what extent does indiscipline as a result of abuse of local brew contribute to the academic performance of students in secondary schools in Nyamusi Division?
- II. To what extent does poor health as a result of abuse of local brew contribute to the academic performance of students in secondary schools in Nyamusi Division?

- III. To what extent does absenteeism as a result of abuse of local brew contribute to the academic performance of students in secondary schools in Nyamusi Division?
- IV. To what extent does failure to do and complete class assignments individually as a result of abuse of local brew contribute to the academic performance of students in secondary schools in Nyamusi Division?
- V. To what extent does inadequate lesson concentration span as a result of local brew abuse contribute to the academic performance of students in secondary schools in Nyamusi Division?

1.6 Significance of the study

The study findings should help the Ministry of Education to be aware of the current situation of local brew abuse in secondary schools and urgently address it. For instance, to capacity build guidance and counseling teachers to help them disseminate up-to-date preventive education on drugs and substance abuse.

The study findings should assist secondary school administrators to create room for extra-curricular activities like sporting to assist students to gainfully use their leisure time by re-directing their energies to meaningful and socially acceptable activities.

The study findings should assist the Kenya Institute of Education during curriculum review to integrate education on drugs and substance abuse, in reasonable doses in all levels of education to help prevent its further abuse in learning institutions.

The study findings should awaken the church to shape a God-fearing generation by teaching moral values to students in and out of school to assist them live a morally upright life and become productive and worth role model parents of tomorrow.

The study findings should assist the government to be aware of the current situation of local brew abuse in secondary schools and urgently intervene appropriately. For instance, do away with all the local brew dens/shops/kiosks the around schools.

The study findings should help the mass media to urgently create room for educative youth programs such as education on drugs and substance abuse and try to reach students while in and out of school to help combat their further abuse.

The study findings should assist parents, teachers and guardians to be aware of their role in the abuse of local brew among their children and/or students so as to rectify and help them shape the young generation and other generations to come.

1.7 Limitations of the study

The researcher faced varied challenges during the different stages of the study; though some were overwhelming, she had to navigate through for the success of the research study. The major challenges were inaccessibility of schools of concern due to heavy rains and poor road network during the data collection process as well as inadequate financial resources and time.

The researcher could have wished to cover a larger population, for example, the entire District or County but inadequate financial resources and time were some of the limiting factors. For instance, given that the issue of local brew abuse is sensitive, a larger population could have been more suitable to give varied opinions on the issue, however, more time and funds could have been required.

In spite of being promised great confidentiality both verbally and in written (letter of introduction and in the questionnaires), suspicion over the sensitive area of research initially caused unnecessary tension, which was however overcome through the researchers' detailed elaboration of the intent of the study.

1.8 Delimitation of the study

The study focused on the contribution of local brew abuse on secondary schools' academic performance in Nyamusi Division, Nyamira County. The respondents (students and principals) were sampled from six secondary schools in Nyamusi Division, Nyamira County.

The researcher only focused on secondary school level where she targeted sixty (60) students and six (6) principals from the following secondary schools in Nyamusi Division (Matango boys boarding, Ntana boys' day, Nyamusi Girls boarding, St. Kaiser Girls day, Riomego S.D.A mixed and Gekonge mixed secondary schools).

Despite there being other factors that may be contributing to the dwindling academic performance in secondary schools in Nyamusi Division, Nyamira County, the study focused on the contribution of local brew abuse among students on secondary schools' academic performance.

The reasons which compelled the researcher to limit her study to Nyamusi Division are that the Division is ripe of opportunities and it borders two other communities with overflowing opportunities which require a literate and skilled society to exploit them. Unfortunately, majority of the residents in the division are only capable of informal jobs because they don't merit for rich opportunities or due to inadequate skills for entrepreneurship after performing poorly and even dropping-out of school at an early age and a larger fraction becoming dependent, illiterate, drunkard, teenage parents.

The strategies to address local brew abuse were analyzed with a view to assist all the stakeholders to develop a program to guide in curative and preventive measures in learning institutions in the country.

1.9 Basic assumptions of the study

The study assumed that abuse of local brew by students has currently impacted negatively on their academic, social, cultural and even their economic spheres of life later in life. For instance, it has resulted to poor academic performance in secondary schools, students dropping out of schools, increasing indiscipline cases in and out of school, absenteeism and poor health among students in secondary schools.

1.10 Definition of significant terms as used in the study

Teenager	A person who is between 13 and 19 years old
Drug	Any chemical substance which when taken into the body can affect one or more of the body's functions
Abuse	Use of a substance for a purpose other than that it is intended and in a way that could damage the user's health or ability to function normally, make reasonable decisions and perform appropriate actions
Alcohol	A volatile flammable liquid that can intoxicate
Chang'aa	A type of brew made from busaa mixed with sugar and distilled to purify it and give it a bitter taste
Busaa	A type of local brew made out of maize and wimbi flour mixed with water and left for some days to ferment and becomes sour and ready for drinking
Endorphins	Are morphine like substances in the brain that relieve feelings of stress and pain
Libido	Sexual desire or drive
Withdrawal	The body's reaction to the sudden absence of a drug or substance to which it has adapted to
Addict	Comes from a Latin word addicere which means to become compulsively physiologically depended on habit-forming substance.
Addiction	A progressive illness or disease that is not completely curable but is manageable and it is caused by a long habitual use of drugs and other substances of abuse. It is characterized by a pattern of repeated self administration of the drug of choice which results in tolerance, dependence and compulsive drug taking.
Dependence	A psychological and physical state in which the drug user relies on the drug or substance for day to day functioning characterized by a compulsion to take the drug despite the negative effects.

Tolerance	A state in which increased amounts of the drug of choice are required to achieve the same effect initially experienced at first time use.
CNS depressants	Medications or substances such as alcohol which depress or greatly slow down the central nervous system
Self-esteem	A personal judgment of worthiness, that is expressed in the attitude that individuals hold towards themselves.
Alcohol Abuse	This refers to the excessive consumption of alcohol.
Alcohol use	Refers to the consumption of alcohol in a reasonable or acceptable quantity with good intention.
Student	This refers to the youth in post primary learning institution who is bonafide (registered) in school by the time of this study.

1.11 ORGANIZATION OF THE STUDY

The study is organized as follows;

Chapter one consists of the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitation of the study, basic assumptions of the study, definition of significant terms and organization of the study.

Chapter two consists of the literature review; the introduction, past studies on the abuse of alcohol internationally, abuse of local brew in East Africa, abuse of local brew in Kenya, why teenagers abuse local brew, symptoms of local brew/alcohol abusers, impact of abusing local brew/alcohol, impact on the abuser's health, impact on socio-economic development, impact on education and development and the theoretical framework of the study.

Chapter three consists of the research methodology; the introduction, research design, target population, sample size and sampling procedures, research instruments, pilot study, validity and reliability of research instruments, data collection, data analysis techniques and ethical considerations.

Chapter four consists of data analysis, interpretation and presentation. Quantitative data from respondents was analyzed using frequencies and percentages. Qualitative data was evaluated, classified into logical thematic categories based on the objectives and coded. Analysis of structured items was done using the statistical package for social sciences (SPSS) while unstructured items were analyzed manually along major concepts and themes and the results presented using descriptive statistics, that is, frequencies and percentages.

Chapter five consists of the summary of findings, discussions, conclusions and recommendations for a proposed program for prevention and intervention of local brew abuse issue in secondary schools in Kenya based on the research findings in chapter four of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The following sub-topics are discussed in this chapter: abuse of alcohol internationally an example of America, abuse of local brew regionally/East Africa an example of Uganda, abuse of local brew in Kenya, why teenagers abuse local brew or alcohol, symptoms of local brew or alcohol abusers, impact of abuse of local brew on; the abuser's health, socio-economic development, education and development and the theoretical framework of the study.

2.2 Definition and origin of alcohol

Alcohol comes from an Arabic word al-kuhl, Al-indicating particle of belonging while kuhl stands for the fine dust of antimony applied in the region of the eyes to strengthen eye-sight. Alcohol refers to a class of chemical compounds all of which consist of chemically bonded atoms of carbon, hydrogen and oxygen. Alcoholic beverage is a drink that contains ethyl alcohol (C_2H_5OH) which is a central nervous system depressant. When drunk, the body breaks it down first into acetaldehyde, then acetate and finally into the waste products of carbon dioxide (CO_2) and water (H_2O). It takes approximately 1 hour to load the system with alcohol but about 10-12 hours for it to be broken down into CO_2 and H_2O and eliminated from the body by exhalation and urination/passing H_2O . (Abeloff et al 1994)

Alcoholic beverages are made chiefly from such grains as barley, maize and rye or from grapes or other fruits. There are two main groups of alcoholic beverages; fermented and distilled drinks. Beer, wine and other fermented alcoholic beverages are made by adding yeast to certain substances that contain sugar. The yeast begins the fermentation process which converts the sugar into ethyl alcohol and carbon dioxide. Distilled alcoholic beverages are made chiefly from fermented grain mash or fermented fruit juice. In the distillation process, the mash or juice is heated giving off vapors of alcohol. Distillers collect the vapors and cool them to form a liquid.

The spirits' flavor depends on the kind and amount of grain, fruit, and yeast used plus fermentation variations, distillation and aging processes. (Abeloff et al 1994)

The first alcoholic beverages were made in Mesopotamia as early as 4200 B.C. Brandy, probably the oldest, may have been made as early as 100 A.D. By the 1400's, whisky had been distilled in Ireland and Scotland. Gin was first made by a Flemish doctor in the 1600's. The largest annual consumption of spirits per head, 15.4 liters, is in the rum-producing West-Indies. In the United States, Canada and Western Europe, the average consumption per head is between 3.5 and 5.7 liters (Abeloff et al 1994)

2.3 Abuse of local brew internationally

Over 14 million Americans have problems that are related to alcohol use/abuse. Some of these people are teens. Alcohol related problems lead to over 1/3 of the patients in hospitals, about a 1/5 of the total money spent on hospital care is on alcohol related problems and about 12,000 young people die each year in accidents, almost 2/3 of all traffic deaths involving a young person are related to alcohol; nearly 50% of all suicide victims had been drinking alcohol at the time of their death. One in four families in the United States is touched by alcoholism. This means that a growing number of young people are living with or are friends with a person addicted to alcohol. In some places in the United States on an average weekend night, one out of every ten drivers is intoxicated. People who drink cause more than half of the serious motor vehicle accidents in the United States (Ludington and Diel 2000).

Alcohol is a factor in nearly half of America's murders, suicides and accidental deaths. The economic costs to society of alcoholism and alcohol abuse are estimated at nearly 117 billion dollars a year- including 18 billion dollars from premature births, 66 billion dollars in reduced work effort and 13 billion dollars for treatment. A recent survey revealed that at least 40 % of sixth graders, and up to 80% of junior and senior high school students have tried wine coolers. Of all, 12-through 17 year olds, 37% currently use alcohol.

In addition, 5 million American teens already have serious problems stemming from alcohol use. Many kids are already alcoholics by the time they reach adulthood. In the United Kingdom's study one in three women attending a women's aid hostel claimed that violence occurred regularly when their husbands were drunk. One study showed that 92% of high school seniors in the US have used alcohol (Ludington and Diel 2000).

2.4 Abuse of local brew in East Africa

Uganda leads its African neighbors in alcohol intake, thanks largely to the rampant trade in illegally made rot got and a winning formula of booze made from bananas. Even though we do not have expansive farmlands of bananas and such parthenogenetic fruits, we have pilfered enough formaldehyde and other toxic chemicals from mortuaries and other government stores and use them to brew and potent moonshines that not only leave us speechless, but sightless too. (Daily Nation, Tuesday April 2nd, 2013 DN₂ page)

2.5 Abuse of local brew in Kenya

A good number of Kenyans are one foot inside alcoholism territory, yet few admit their imminent self-destruction, inside, a step-by-step journey through an alcoholic's life and how it affects both kin and kith. Alcoholism is a family disease. As the alcoholic is busy drinking, the family and many significant others are affected by the consequences. One denies he is responsible for the results of his behavior for a few hours, it floats away his troubles; it melts away his fears, reduces tension, temporarily removes his loneliness and solves all his problems, they are not rational or sensible, they are apt to ignore the rules of social conduct, sometimes even to criminal degree, of which driving under the influence is a clear example. If drinking continues long enough, the alcoholic creates a crisis, gets into trouble, and ends up in a mess. When his self-created crises strikes, he waits for something to happen, ignores, walks away from it or cries for someone to get him out of it. It now strips him of his mask and reveals him a helpless, dependent child (Daily Nation, DN₂ Wednesday, January 23rd, 2013).

Rift-valley leads in the abuse and production of illicit brew in the country pinning the increase on a lax regulatory mechanism. (Daily Nation, Friday November 23rd 2012, NACADA BLAMES PAPERWORK FOR RISE IN DRUG ABUSE). About 14.2% of the Kenyan population aged 15-65 is currently consuming alcohol (NACADA, 2007).

2.6 Why teenagers abuse local brew

Personality factors, genetic factors and environmental influences are important determinants of drug abuse (NACADA 2006). Research indicates alcoholism frequently has a genetic origin, that is, the compulsion to drink alcohol is a characteristic passed on from parents to their children. Some researchers believe certain alcoholics may be born with a reduced level of endorphins. People who lack sufficient endorphins may drink compulsively to regain feelings of well-being. But alcohol actually reduces the levels of endorphins even more and thus, the need to drink increases. Some researchers believe psychological pressure such as stress may cause alcoholism. Alcoholics believe they can make life bearable only by drinking (Abeloff et al 1994).

Pressure of work is another reason which makes the youths turn to various kinds of drugs. In the current 8-4-4 system of education, there is so much expected from students and such pressure demanding responsibilities may turn them to drugs, in the hope of gaining relief. Therefore, the use and abuse of drugs and substances by the youth and young adults can be seen as a way of coping with problems, anxieties and the uncertainties of growing up. (Goddard and Lee 1989)

Another cause is peer group pressure, that is, when most of their friends drink and smoke or use drugs and substances, they tend to follow them in order to conform. The adolescents are particularly influenced in this way to abuse drugs. In fact, research shows that most boys and girls turn to this because of frustrations that they are going through.

In addition, broken marriages lead to missing the tender love of both parents thus they are forced to turn to drugs when looking for comfort or company. Young people start drinking alcohol because of their friends, curiosity and they think that drinking is a daring or grown-up thing to do (Oslean, St. Pierre and 1990).

In a recent survey of 9-12 years old, almost half of the teens reported pressure from friends to take alcohol by using shame tactics (Merki 1990).

Besides, in schools, some children get more pocket money for example from close relatives. Since they may not know how to use such money sensibly, they may begin using it on drugs and alcohol. Problems with the adolescent are perceived disagreement with parents on the parent's behavior (Rees 1983).

Parental conflict in child rearing, inconsistent and restrictive discipline, and maternal rejection were some of the causes associated with adolescent substance abuse (Vicary and Lerner, 1986).

Lack of parental affection, concern, involvement and modeling to be central factors in the family's influence on drug abuse (Hundleby and Mercer 1987)

Negative attitudes towards self in social, academic, family, personal areas of life, low self-esteem, depression, delinquency, suicidal thought were associated with drug abusing adolescents. (Bolognini et al, 1996)

Self-esteem for both genders is at its lowest at about 13 because they have unrealistically high estimation of themselves. Inappropriate role models, rebellion against family, society and traditional values, lack of information on drugs, access to drugs or curiosity, parents brewing/ selling illicit brew, assigning adolescents to sell it, idleness or freedom from enclosed environments to immense freedom, misleading adverts, lack of family and social support or material as well as illness or death of a significant other are too associated with substance abuse (Marsh 1989)

2.7 Symptoms of local brew/alcohol abusers

The behavioral symptoms among abusers include the following; poor/inadequate concentration in class, absent-mindedness in and out class, loses of interest in many things including education, and complains of constant headaches and a rapid heart-beat. In addition, one may become excessively active (hyper-active) and talkative, he or she talks non-stop and wants to outshine others without following order. Further, the abuser sleeps too much, he or she is likely to spend most of his or her time with new and previously unknown friends whose names and homes remain unknown to school authority, teachers and parents and as time goes by he withdraws from some groups of friends. Moreover, will develop sudden changes in appetite, become aggressive and sometimes depressed and withdrawn from others (NACADA 2006)

The abusers physical symptoms include the following; Loss of weight sometimes due to poor appetite, neglect of personal hygiene, looks shaggy, and does not even brush teeth, bath or comb the hair. In addition, one becomes weak and wobbles in his or her movements, has poor physical coordination, inconsistent speech, dilated eye pupils, poor memory, short attention span, poor concentration in activities, blood shot eyes, getting lower academic grades, avoiding completing homework and assignments, being frequently absent from school, being dishonest, cheating and even stealing, being in trouble with authorities and administrators time and again (NACADA 2006).

Some common short-term signs of alcohol abusers include the following; one has constant headaches, distorted vision and hearing, thus, the abuser becomes very loud, have slurred speech, short memory, drowsiness, and gastro-intestinal effects like nausea, vomiting and diarrhea. Socially, the abuser has fewer inhibitions, engages in risky activities such as unprotected sex with strangers or multiple sex partners who may be infected, thus higher rates of Sexually Transmitted Infections including HIV/AIDS and delay in seeking treatment once infected or inconsistent condom use.

In addition, the abuser has impaired judgment, decreased perception and co-ordination, blackouts/unconsciousness/coma, affects higher centers allowing the function of the lower brain centre (responsible for more primitive impulses and emotions) to express themselves which produces control, aggression and inhibition, thus having a stimulating effect; however, it sedates and can be toxic. It puts part of the brain to sleep, impairs the brain's motor function and makes one to do or say what he would not have said or done. It also causes inhibitors to relax thus impairing human judgment because parts of the brain become anaesthetized (Stanton 2011).

Alcohol abuse can lead to long-term effects; extreme tremors, malnutrition, stomach ulcers, anemia, cirrhosis of the liver(enlargement, hardening, cancer, liver failure), cancer of the mouth, cancer of the gullet, esophagus, throat, breast, cardiovascular disease/heart damage (enlargement of the heart, damage of heart valves, heart failure), kidneys, swelling of kidney tubes, poor re-absorption of water causing dehydration, frequent passing out of urine, retention of poisonous by-products for instance, uric acid which leads to gout in the body, kidney cancer, kidney failure which leads to early death. In addition, it can result in increased domestic violence, broken relationships, increased injuries/accidents, blackouts, hallucinations, permanent brain damage like nerve damage, high blood pressure, malnutrition, co-ordination problems and sexual problems that may lead to infertility (Madara 1996).

2.8 Impact of abusing local brew/alcohol

When an individual abuses local brew or alcohol, it affects him/her, hi/her society and nation at large. Some of the areas discussed are its impact on the individual's health, socio-economic development as well as education and development.

2.8.1 Impact on the abuser's/individual's health

Local brew has direct and indirect consequences and its effects may cause short and long term health damage, thus, it exerts a heavy price on a person's health. It promotes high blood pressure and is directly toxic to the heart muscle.

Further still, it increases the risk of stroke, sudden death from heart arrhythmias and diseased heart muscle, congestive heart failure, cirrhosis and cancer. It also increases morbidity and hospitalization and reduces the drinker's years of useful life and ravages the lives of family and friends. Perhaps the saddest statistics to emerge in recent years are those of damaged babies permanently mentally deficient as a result of their parent's alcohol use. Even on small amounts, it causes irreparable damage to brain cells; some die and are altered. Further still, alcohol depresses respiratory functions. In men, alcohol can damage cells in the testes causing impotence, sterility and possibly enlarged breasts. In women, it can cause irregular menstrual cycles and malfunction of the ovaries (Mitchell et al 2003).

Excessive consumption of alcohol by pregnant women can permanently damage the unborn child. Women who drink heavily have twice the risk of spontaneous abortion and there is the evidence that even the small amounts of alcohol during pregnancy have a damaging effect upon the developing child. Expectant women should not take alcohol, for it will make them give birth to abnormal children (Midira 1939)

Alcohol has also been linked to birth defects in infants and to fetal alcohol syndrome because one's liver must filter alcohol from the blood, alcohol affects it more than any other body organ. Excess calories in alcohol are stored as fat in the liver which makes the function liver cells to die from alcohol poisoning. Scar tissues replace dead cells causing cirrhosis. Alcohol weakens the body's defense against infection and breast cancer (Ludington and Diell 2000).

Alcohol is the oldest known drug. Alcohol, pain killer and other opiates are CNS depressants. It is a drug that affects or slows down the nervous system. Small amounts because excitement, reduce inhibitions and slows down the body's reactions. That is why; it is illegal to drive a car when you have even small amounts of alcohol in blood. Larger amounts of alcohol lead to lack of self-control. One example of this is the fights that often break out when people drink too much.

Drinking excess alcohol can cause a person taking it to lose consciousness and even go into a comma. Somebody who is unconscious, risks choking to death on their own when they vomit. Every year we hear tragic stories of someone who has died after drinking too much alcohol. In addition, drinking too much alcohol will lead to addiction. Many alcohol addicts die prematurely because of damage to their liver or brain. Alcohol has a more dangerous effect on people less than 18 years of age (Booth and Mc Duell 2002).

Greater amounts of alcohol affect abusers' judgment and reactions, people lose the ability to control their muscles, and speech becomes slurred and cannot walk properly, becomes unconsciousness and can even go into a comma. Alcohol is a poison which can damage the body, causes blood pressure to rise, causes heart disease, destroy brain cells, damage the liver and if the liver has too much alcohol to deal with, it can cause hepatitis and cirrhosis. If the liver is damaged it is less able to remove other poisons from the blood. In severe cases, liver damage can be fatal and long-term alcohol abuse can lead to death (Paul 2002).

Alcohol is a depressant causing clumsiness, trouble seeing straight and speaking clearly, a person not to dress warmly enough or to stay out too long in the cold weather, scarring of the liver, it tricks the kidneys into making more urine, the one who drinks urinates often, makes the stomach to make more acids and can cause ulcers. When a Pregnant woman takes alcohol it may pass along to their unborn babies a condition called fetal alcohol syndrome. A group of physical and mental problems, babies may weigh less than normal at birth, be weak and be mentally retarded and unborn baby has no control over what enters its body. (Paul 2000)

The National Highway Traffic reports that someone dies every 27 minutes in a car accident that involves more than half of all people who die of all deaths by fire involve drinking. People who drink alcohol at an early age have a greater chance of becoming addicted. This raises the risk of family problems, losing jobs and poor health. Teens are at great risk of serious harm or death when they use alcohol.

Further still, many drinkers become nervous and hostile, alcohol-related accidents ruin his life and the lives of innocent others. If the alcoholic has health or job related problems due to alcohol, the family must live with these problems (Merki 1990).

Alcohol can weaken a person's ability to judge what is harmful. They insult others or start fights, harms the part of the brain that controls movement, breathing and heart rates slow, since young people have small bodies, cells are likely to be harmed by alcohol. It can also cause people to be unable to remember or think clearly. Such people may not be able to make wise decisions. They may act as if they are angry at others. They are really upset with themselves, their hands may shake so much that they have trouble using them. People who drink can get into trouble with the law, one can act mean or foolish, damage property, embarrass themselves, their families and friends, do not think about the consequences of their behavior, may avoid the responsibility for the problems they cause, for example, good swimmers who have been drinking easily drown. Intoxicated persons standing near pools or in boats can fall into the water and drown. (Olsean, St.Pierre and Ozias 1990)

Alcohol is implicated in; 50% of all murders; one in four of all sexual offences; 88% of criminal damage; 78% of assault cases and 83% of disturbances of peace; in some 20,000 to 650,000(estimates vary) domestic accidents and in 2 in 5 work accidents and 2 in 5 fires, 200 deaths from drowning. Calories provided by alcohol ingestion are referred to as empty calories in that they do not provide any nutritional value to the body. They are stored in the body as fat hence the joking reference to beer-drinkers' belly. Continued use of alcohol may lead to a false sense of security in matters regarding health risks; an increasing thickening of the tissues that line the mouth and the changes to the tissues may predispose to cancers of the mouth, cells of the pancreas swell and bleed (hemorrhagic pancreatitis) and blocks the flow of digestive enzymes. In addition, when the cells are damaged or destroyed the individual will become diabetic. Alcoholic gastritis is found in around 30% of alcohol users to some degree, causes stomach and duodenal ulcers which heal when alcohol is not used.

Moreover, 95% of the alcohol used is absorbed into the blood stream through the stomach and intestine, interfering with nutrition, thiamine (B1) B12, folic acid, fat and some amino acids, stomach lining shrinks (Mitchell et al 2003).

Alcohol inflames and damages heart muscle (cardiomyopathy) leads to fat degeneration and (along with the effect on the liver) an increased risk of atherosclerosis (hardening of the arteries). The superficial blood vessels dilate causing the individual to feel warm while experiencing heat loss, so leading to a chilling of the body. Alcohol slows down circulation and action of the white cells, delaying resistance of infection. This greatly increases the susceptibility of alcohol users to various diseases. Alcohol causes the red cells to clump together, thus increases the risk of blood clotting and inhibits oxygen transportation to the tissues (anemia). When the tissue cells are inflamed, they block the tiny canals to the small intestine, bile is not filtered properly and jaundice results. Tissue cells are destroyed leading to liver cirrhosis and fatty degeneration of the tissue (Mitchell et al 2003).

Nutritional deficiencies are experienced due to the person taking alcohol in preference to nourishing food. Alcohol causes a gradual destruction of the cells of the cortex of the brain with shrinkage of the surface of the brain, loss of control and of reflex actions occur. It causes swelling of the prostate gland and interferes with sexual performance. 1-2 units daily during the first months of pregnancy may lead to spontaneous abortion, 10 plus units daily during pregnancy may result in Fetal Alcohol Syndrome (FAS) in which physical injury is caused to the developing fetus. Alcohol increases fluid loss and extra water is expelled, the bladder becomes inflamed, making it difficult to stretch and accommodate the extra fluid. Acute effects include drunkenness, drinking and driving, crime, hooliganism and family violence. Alcohol is reckoned to be a factor in 1 in 3 child cruelty cases and 50% of physical abuse against women is alcohol related. Chronic effects such as alcohol dependence, physical and mental illness, social problems, unemployment and suicide result and these effects also carry over into the lives of family members, friends and communities (Mitchell et al 2003).

On the individual, normal maturation process is interfered with and it complicates interpersonal relationships home leading to vices such as violence, prostitution, rape and homosexuality and violence can cause fear or death of innocent people. Intoxication gives one a false belief of enhanced sexual arousal and performance. This excitement or high and accompanying false courage often leads to risky and reckless sexual behavior because intoxication diminishes ones perception of risk leading to a high risk of HIV infection. Special imaging of the brain of both HIV positive and HIV negative persons who also drank alcohol showed that chronic alcohol abuse increases the chances of injury in the brains of HIV positive persons more than just alcohol damage. Abuse of alcohol can also have adverse effects on the reproductive tract for example in males, heavy alcohol use is associated with testicular degeneration- meaningless testosterone sperm production and decreased sperm motility, poor quality sperm (deformed or lacking important parts like tail), early prostate cancer, erectile dysfunction, lack of sexual arousal in the long term (impotency or frigidity). It can lead to difficulty in becoming pregnant and spontaneous abortion if one is pregnant, pre-term deliveries and still births, poor ova quality (deformed or lacking important parts like nuclear), early menopause, as early as 20years, miscarriage, unexplainable abortions, fetal alcohol syndrome (small head, big eyes, bloated body, stick size limbs (Meyer 2001).

It reduces one's life expectancy, a blow to our nation's potential productive human capital. Poor health of alcoholics put a heavy burden on the country's health budget due to conditions like liver cirrhosis, blindness, HIV/AIDS which are expensive to treat or manage depleting our nation's economic resources (Stanton 2011).

Biblically, drunkenness indicates disgrace like in the case of Noah (Genesis 9: 20-27), immorality like in the situation of Lot (Genesis 19: 31-38), association with licentiousness as stated by the prophet (Hosea 4:11, 18), prophets condemn it in the leaders of the people as it gives them moral blindness (Isaiah 5: 1-12, 28:7) and they will not enter the kingdom of God (1 Corinthians 6:10, Galatians 5: 1-13). (The Holy Bible)

2.8.2 Impact on Socio-Economic Development

Alcohol is a development and health problem as it affects the economically productive citizens. It brings hardships to the families by reducing their capacity to earn income. Related illnesses are likely to increase absenteeism, labor turnover, health care costs and retraining costs. Reduced labor force leads to reduced savings and investments, increased expenditure related to treatment and related opportunistic illness. Beyond direct care for the sick, a lot of man's hours are spent caring for the sick. In addition, related illnesses and deaths from alcohol have devastated African individual family, communities and national economic due to direct and indirect costs (treating) sometimes scarce resources available are sold to pay for medication thus entrenching people into further poverty. There are reduced savings and investments for families paying medical bill, funeral expenses, management of the alcoholic thus, draining resources (Meyerhof 2001).

Local brew abuse negatively impacts on food security. For example, many African nationals have economies that depend on Agriculture. Drunkenness, illnesses and deaths in the rural areas or Agricultural productive areas deprive the Agricultural sector of its required labor force especially because 74% of Kenya's labor force is engaged in small scale farming. This will lead to hunger, diseases, death and even over-dependence on donations from outside the country in order to keep people going. Money meant for development of other sectors will have to be re-directed to buy food leaving the country undeveloped year in year out (Stanton 2011).

Abuse of local brew impacts negatively on an individual's social class because it increases poverty and destitution as a result of rising treatment costs which is due to alcohol related diseases like cirrhosis or accidents which may lead to many deaths. Funerals of innocent and more productive citizens as well as helpless orphans results to an added task to relatives and sympathizers to carry the burden of raising them up (Stanton 2011).

2.8.3 Impact on Education and Development

The World Health Organization (WHO) Global School-based Student Health Survey (GSHS) is a school-based survey of students aged 13-15 years. The 2003 had a total of 3691 students participating. About 14.6% of the students admitted drinking alcohol on one or more days in the past 30 days. Nearly 20% testify that they have been drunk at least once in their life (NACADA 2006).

The effects on the individual who consumes illicit brew add up to a heavy negative impact on our society's education development achievements. It also leads to poor performance in schools, failure, and wastage as some drop out of school to live unhappy, disruptive lives in society and low quality services (Stanton 2011).

In village schools boys can be seen drinking when they go out for sports and become useless and a burden to the team when it takes effect. It can lead to learners dropping out of school. Some drugs are prohibited as laid down by the Kenyan law and if a student persistently takes them the Ministry of Education will have no alternative but to expel him or her from school. In fact, this causes more problems to the student than s/he would have had if s/he had stopped the habit. After one has been expelled from school or college, s/he will not be the same again since s/he will not be economically stable. He will become a dependant who will make him or her be seen to be a social misfit (Lutomia and Sikolia 1999).

Abuse of alcohol leads to dramatic changes in school performance; distinct downward trend in student grades, work and assignments not completed and up to date, increased absenteeism or late arrival, inattentiveness, lack of concentration, reduced motivation, energy, self-discipline, self esteem, diminished interest in extra-curricular activities and hobbies as well as irregular class attendance_ (NACADA 2006). Another country wide survey conducted in 2004 by NACADA among students revealed that some illegal substances such as alcohol commonly abused leading to violence in schools (East African Standard, May 22nd, 2004).

Other effects include death, school dropout, underdevelopment/ lowered productivity and poor performance in academics. (Survey Data, 2013) `Alcohol consumption among students can lead to adverse consequences such as risky social behavior, poor academic performance and institutional unrest. _ (NACADA 2010)

Alcohol and drug abuse among the youth are implicated in a range of social and economic problems in South Africa. A speech delivered on behalf of the Minister for Health at the launch of the International Commission on Prevention of Alcoholism (ICPA) South Africa Chapter, in Pretoria, on 27th June 2006, revealed that there is an increase in demand for treatment for illicit drugs in substance abuse treatment centers. Also of concern is the reported increase in the proportion of younger patients coming for treatment. The Minister added that, nationally, almost one of eight (1/8) learners has had their first drink before the age of 13. In addition, 31.8 percent of learners had drunk alcohol on one or more days in the month preceding interviews by the South African National Youth Risk Behaviors Survey. (Survey Data 2002)

Drug abuse has been singled out as one of the major challenges threatening the future of the Kenyan youth including students (Sunday Nation, 2004).

Many students in high schools are aged between 12 and 18 years, a stage best described as adolescence (a time of transitions and experimentation, sometimes including experimentation with drugs). Pubertal spurt, sexual maturation and bodily changes characteristic of this unique period of growth and maturation. These are associated with progressive psychological development and various social milestones. Studying young people at secondary school thus coincides conveniently with studying them during the sometimes turbulent adolescent period. The proximity of adolescence to biological maturity and adulthood provides optimal opportunity to implement drug preventive activities designed to decrease long-term adult problems related to drug abuse. (Eisenstein, 2005)

2.9 Theoretical framework of the study

The following two theoretical models have been used to explain substance use/abuse among peers. **The socialization framework theory** is based on the fact that the theoretical issue in adolescent socialization is the extent to which the behaviors of adolescents are dependent upon the intergenerational influences of peers or the intergenerational of adults' influences, especially parents. It states that the use of illicit drugs and substances could reflect adult influences, with adults who use drugs providing role models for their children in the use of mood-changing substances. Two influences of significant others are: first, imitation, in which youths model their own behaviors or attitudes on other's behaviors by simply observing and replicating the behaviors or, in the case of parental drug behaviors, transposing them into forms more acceptable to youth's lifestyle. It proposes that adolescents may be more likely to start using hard liquor if their parents drink or if their friends drink. They may also be likely to use illegal drugs if their friends use marijuana or if their parents drink, smoke or use a variety of psychoactive drugs. The second influence is social reinforcement: Adolescents internalize definitions and exhibit behaviors and values approved by others. (NACADA 2006)

The problem behavior and deviance theory states that interrelation among factors of demographic social structure, the perceived social environment (aspects of social context that are subjectively experienced by the individual) and the personality systems (motivational instigation, personal belief and personal control structures) generate a dynamic state (problem-behavior proneness) that predicts which individuals will change and when they will change, (Jessor and Jessor 1978).

The pattern of social-psychological attributes defining problem-behavior profess includes_ lower value on achievement and greater value on independence, greater socialism, more tolerance of deviance, and less parental control and support, more friends' influence, and more friends' models and approval for drug use in the perceived environment system; more deviant behavior, less church attendance, lower school achievement in the behavior system" (NACADA 2006).

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter briefly describes the research design adopted for the study, target population, sample size and sampling procedure, research instrument, pilot survey, validity and reliability of the research instruments, data collection, data analysis techniques as well as ethical issues considered during the data collection exercise.

3.2 Research design

The study research design was a descriptive survey, where field survey method was used to collect both quantitative and qualitative data. The field survey implies the process of gaining insight into the general picture of a situation, without utilizing the entire population (Gall, Borg and Gall, 1996: 28).

A representative sample of respondents was asked the same set of questions to enable the researcher describe the attitudes of the population from which the sample was drawn (Shaughnessy, Zechmeister and Zeichmeister 2000).

3.3 Target population

Nyamusi Division has twenty secondary schools, forming a target population of (657) six hundred and fifty-seven students (two boys' boarding, two girls' boarding and sixteen day mixed secondary schools). The researcher used stratified random sampling according to sex and school formation to obtain a representative sample for the study where six secondary schools were identified as the study's accessible population (two boys' boarding, two girls' boarding and two mixed day secondary schools from which (60) sixty students were sampled to participate in the study.

3.4 Sample size and Sampling Procedures

This section briefly explains how a representative sample size for the study was obtained from the target population and the sampling procedures that were used to obtain it.

3.4.1 Sample size

Obtaining an unbiased sample is the main criterion when evaluating the adequacy of a sample. An unbiased sample is one in which every member of a population has an equal opportunity of being selected to form the sample (Patten, 2004).

The sample size depends on factors like number of variables, research design, data analysis method and the accessible population size. Gay suggests that in descriptive studies, 10% of the accessible population is enough (Mugenda and Mugenda 2003).

The researcher sampled 60 students and 6 principals from the six secondary schools in Nyamusi Division, that is, Matango boys, Ntana boys, Nyamusi Girls, St. Kaiser Girls, Riomego S.DA mixed day and Gekonge mixed day secondary schools.

SCHOOL TYPE	SAMPLE SIZE	
	BOYS	GIRLS
Two Girls ~ boarding schools	Nil	$2 \times 10 = 20$
Two Boys ~ boarding schools	$2 \times 10 = 20$	Nil
Two mixed Day Schools	$1 \times 10 = 10$	$1 \times 10 = 10$
TOTAL	30	30

3.4.2 Sampling procedures

The sampling procedures that were used by the researcher to obtain a representative sample were stratified random sampling and simple random sampling. First, stratified sampling was done according to sex and school formation since the population was not homogenous, then simple random sampling was used to select the items from each stratum.

Secondary schools were stratified into three categories according to school, Boys boarding, Girls boarding and day mixed to achieve a desired representation from various sub-groups in the population (Mugenda and Mugenda 2003).

Then, simple random sampling was used to select items from each stratum. In Boys and Girls boarding sec. schools, principals randomly picked five students from each form. The researcher then prepared five small pieces of paper, wrote 1 and 2 on two pieces and the remaining were left blank, folded all the five pieces into small round balls, mixed them up and then asked each of the five students to pick one. Those who picked numbers 1 and 2 formed the study sample for each form. The Head prefect and their assistants were too picked, thus each school gave a total of ten student respondents. In mixed day sec. schools, the researcher used stratified random sampling where five girls and five boys were randomly picked from each form by principals. The researcher then used simple random sampling to obtain the study sample by writing number 1 on a piece of paper then the remaining four pieces were left blank. The researcher then evenly mixed them and asked each of the five students from each group to pick one. Those who chose the piece of paper written 1 formed the study sample. The process was done separately for boys and girls giving one girl and one boy from each form. The Head girl and boy as well as the principals of the selected schools were considered to be part of the study sample.

3.5 Research Instruments

A questionnaire was used as the sole research instrument to collect data in this study. A questionnaire is a collection of items to which a respondent is expected to react in writing (Oso and Owen, 2009).

Questionnaires are good because of their confidentiality; saves time; information is collected from a large sample and diverse regions (Kombo and Tromp, 2006).

Each item in the questionnaire is developed to address a specific objective, research question or hypothesis of the study (Mugenda and Mugenda, 2003).

The questions were open and closed, simple, clear and straight forward. A questionnaire was administered to the sampled students and principals to collect demographic and factual data relating to the nature and extent of local brew abuse among learners, and the strategies used to address the problem in schools.

Two sets of questionnaires were used, (for principals and students), consisting a list of questions relating to the study objectives and research questions and were administered and collected on completion. Open-ended and closed-ended questions were used for qualitative and quantitative information respectively.

3.6 Pilot Study

Testing of questionnaires was done randomly on ten students and one principal who were not part of the study sample, filled in the questionnaires and analysis was done to determine the effectiveness and relevance of the responses on the research. The purpose of pre-testing the instrument was to ensure that the questionnaire items were clearly stated and had the same meaning to all respondents.

3.6.1 Validity of Instruments

A pilot study was conducted using ten students and one principal randomly selected from a secondary school which was not part of the sample study so as to establish the overall appraisal of the questionnaire. For instance, the researcher used content validity to test the reliability of the instruments.

Content validity means that the researcher ensured that the items in the instruments were related to the study, covered all the important areas and objectives of the study. To enhance the validity of the research instrument, the researcher also gave it to her supervisor and peers. This was to test the validity of the questionnaire and any changes proposed were taken into consideration and they greatly assisted to improve the instrument before it was used for data collection.

3.6.2 Reliability of Instrument

Reliability is a measure of the degree to which a research instrument will yield consistent results after repeated trials. Reliability of this study was established through piloting. Split-half procedure was used to test the reliability of the students' and principals' questionnaires after the pilot testing. This procedure was chosen over other methods for its simplicity (Fraenkel, Warren and Huck 2000).

Open-ended and structured questions were scored by giving a mark for relevant responses and a zero for irrelevant and blank responses. The questionnaires so selected were divided into two equal halves, taking the odd-numbered against the even-numbered items. After administration to the pilot group, separate scores were assigned to every respondent on the two halves. The scores of the halves were analyzed, computed and then correlated using the split-half measure of reliability. The reliability of the scores as a whole was then estimated using the spearman-Brown Prophecy formula. The index obtained was 0.8 (greater than 0.5 and closer to +1), this then meant there was a positive correlation between the even-numbered statements and the odd-numbered ones and in that case, the questionnaire was said to be reliable.

3.7 Data Collection

The researcher sought consent from the Department of Adult Education and Community Development, University of Nairobi and the principals of the secondary schools of concern in Nyamusi Division, Nyamira County before carrying out the research.

A questionnaire was used as the main tool to collect data. The principals got the questionnaires through hand delivery from the researcher. For student respondents, the questionnaires were distributed through hand delivery too but with the assistance of the schools' principals. The students too filled in the questionnaires which on completion were handed over to the researcher through the principal.

3.8 Data Analysis Techniques

Data analysis refers to examining what has been collected in a survey or experiment and making deductions and inferences. It involves uncovering underlying structures, extracting important variables, detecting any anomalies and testing any underlying assumptions (Kombo and Tromp, 2006).

Data was obtained from respondents, sorted, edited, coded, entered, processed, cleaned and analyzed quantitatively using frequencies, tables and percentages using the SPSS (statistical package for social sciences). All the data collected was systematically organized in a manner to facilitate the analysis.

3.9 Ethical Considerations

In carrying out the research, the researcher ensured that all the ethical issues were taken into consideration by following an informed consent procedure. For example, the researcher sought consent to carry out the research from the Department of Adult Education and Community Development, University of Nairobi and from the principals of the selected secondary schools. Every questionnaire was introduced with a statement assuring respondents that the data collected was only used for academic purposes and that it was regarded with high confidentiality. The researcher answered all the questions from the participants and any information gotten was treated with much confidence. During the research, the researcher was courteous, polite, honest, social, patient, humble, and confidential as well as carried out herself knowledgeably. The researcher too maintained high moral standards throughout the research period and was a role model in all possible ways.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND PRESENTATION

4.1 INTRODUCTION

This chapter presents data analysis, interpretation and presentation as discussed under; the extent of local brew abuse among students, causes of local brew abuse among students, commonly abused local brew by students, sources of local brew abused by students and where students prefer to take local brew from, effects of local brew abuse on the abuser, strategies used to address local brew abuse in secondary schools, proposed solutions to local brew abuse related issues in sec. schools and challenges faced by the school administrators when addressing local brew abuse related issues in their schools. Both qualitative and quantitative analysis approaches were used in data analysis.

4.2 QUESTIONNAIRE RETURN RATE

Data was collected from two sub-sample groups, principals and students, who registered a 100% questionnaire return rate, all the sixty (60) students and the six (6) principals co-operated, filled in all the questionnaires and returned them to the researcher in time which greatly contributed to the success of the exercise.

4.3 EXTENT OF LOCAL BREW ABUSE AMONG SECONDARY SCHOOL STUDENTS AS REPORTED BY PRINCIPALS AND STUDENTS

This section sought to establish the magnitude of local brew abuse among students in the selected secondary schools. Their responses were captured in Table 4.1 Number of students who have ever used any local brew, Table 4.2 Local brew abuse by type of secondary school, Table 4.3 If local brew abuse is common in secondary schools, Table 4.4 Local brew abuse in sec. school based on gender, Table 4.5 General situation of local brew abuse in secondary schools, Table 4.6 If local brew abuse is increasing in sec. schools, Table 4.7 Principals' perception on the forms that abuse local brew most and Table 4.8 Students' perception on the forms that abuse local brew most.

4.3.1 The researcher sought responses from the students on whether they have ever used any local brew and the students responded as indicated below.

Table 4.1 Number of students who have ever used any local brew

Have you ever used any local brew? Students' response N= 60	Frequency			
	Count	%	Count	%
Yes	21	35	-	-
No	35	58	-	-
Total	56	93	-	-
No response	-	-	4	7
Total	56	93	4	7

Out of the 60 students, 21(35%) students reported to have used local brew of some kind showing that local brew is abused in secondary schools. 35(58%) students said they had never used local brew of any kind indicating that not all students abuse local brew in secondary schools, while 4(7%) did not respond probably due to fear of being victimized despite being assured utmost confidentiality.

4.3.2 The researcher wished to know more from students on local brew abuse by secondary school type, that is, Girls' boarding, Boys' boarding and Day mixed secondary schools, and the students responded as indicated below.

Table 4.2 Local brew abuse by type of school

Have you ever used any local brew? Students' response N= 60	Frequency		
	Yes	No	Total
Day Mixed	10(50%)	10(50%)	20(100%)
Girls' Boarding	3(15%)	15(75%)	18(90%)
Boys' Boarding	8(40%)	10(50%)	18(90%)
Total	21(35%)	35(58%)	56(93%)
No response	-	-	4(7%)
Total	21(35%)	35(58%)	4(7%)

A type of school frequency distribution which also revealed gender distribution frequency, showed that, of those students who acknowledged local brew abuse, 10(50%) attended Day mixed secondary schools, 3(15%) Girls[~] and 8(40%) Boys[~] boarding secondary schools. In terms of school category, those who attend Day mixed secondary schools 10(50%) form the highest percentage of students who have ever used local brew of some kind. It may be speculated that this group of students (day scholars) easily access local brew on their way to or from school or during weekends. Girls[~] boarding secondary schools registered a lower percentage compared to Boys[~] boarding secondary schools, which may be perceived that more boys are likely to abuse local brew than girls or boys are more honest than girls in their responses. 4(7%) students did not respond most likely due to fear of being victimized despite assurance of confidentiality by the researcher.

4.3.3 The researcher asked the students whether local brew abuse is common in their schools and the students responded as shown below.

Table 4.3 Whether local brew abuse is common in secondary schools

Is local brew abuse common in your school? Students' response N=60	Frequency			
	Count	%	Count	%
Yes	48	80	-	-
No	9	15	-	-
Total	57	95	-	-
No response	-	-	3	5
Total	57	95	3	5

Out of the 60(100%) students, 48(80%) students said that local brew abuse is common in their schools which confirms the presence of the vice in our secondary schools, therefore, calls for immediate measures to address the problem. 9(15%) students said it is not common indicating that not all students abuse local brew. 3(5%) students gave no response probably due to fear of unknown consequences despite the assurance of confidentiality given to them by the researcher.

4.3.4 The researcher wished to know from the students on the abuse of local brew in secondary schools based on gender and the students responded as follows.

Table 4.4 Abuse of local brew in secondary schools based on gender

Is local brew abuse common in your school? Student response N=48	Frequency	
	Yes	%
Male	40	83.3%
Female	8	16.7%
TOTAL	48	100.0%

Out of the 48 students who acknowledged that they had ever abused local brew of some kind, 40(83.3%) were male while 8(16.7%) were female. Although more boys than girls said local brew abuse was a common practice in their schools, this does not necessarily imply that local brew is not abused in girls' boarding sec. schools, but it could rather be argued that girls know that the society does not take local brew abuse kindly so they are likely to deny that they engage in it or boys may be more honest than girls in giving their responses.

4.3.5 The researcher wished to know from the principals whether there are students who abuse local brew in their schools and they responded as follows.

Table 4.5 Whether there are students who abuse local brew in their schools

Are there students who abuse local brew in your school? Principals response N=6	Frequency	
	Count	%
Yes	6	6
No	0	0
Total	6	100

All the six principals (100%) admitted that there are students who abuse local brew in their schools. This shows that the vice exists in secondary schools and relevant stakeholders need to urgently address it before it explodes.

4.3.6 The researcher wished to know from the principals whether abuse of local brew is increasing in their schools and they responded as follows

Table 4.6 Whether local brew abuse is increasing in secondary schools

Is local brew abuse increasing in your school? Principals' response N=6	Frequency			
	Count	%	Count	%
Yes	4	66.6	-	-
No	1	16.7	-	-
Total	5	83.3	-	-
No response	-	-	1	16.7
Total	5	83.3	1	16.7

4(66.7%) principals said that local brew abuse was increasing in their schools, they may be portraying the true picture of the situation in their schools so as to be assisted by relevant stakeholders to address the problem. 1(16.7%) said it was not increasing, which may be true depending on the structures put into place to address the vice or may not wish to be perceived as incompetent or defame their schools and lead to students transferring from their school and 1(16.7%) did not respond, probably due to lack of information on the trend of this vice in his/her school.

4.3.7 The researcher asked the principals on the form that abuses local brew most in their schools and the principals responded as follows.

Table 4.7 The form that abuses local brew most in their schools

Which form abuses local brew most? Principals response N=6				
Form	Form 1	Form 2	Form 3	Form 4
Yes	1(16.7%)	4(66.7%)	5(83.3%)	2(33.3%)
No	5(83.3%)	2(33.3%)	1(16.7%)	4(66.7%)
Total	6(100.0%)	6(100.0%)	6(100.0%)	6(100.0%)

Out of the six principals, 5(83.3%) said form 3 students abuse local brew most, 4(66.7%) said form two students, 2(33.3%) said form four students while 1(16.7%) said form one students. From their responses, at least, a given percentage of students from each form abuses local brew. The form 2 and 3 were identified as the most abusers may be due to students experimenting with drugs out of curiosity and peer pressure as indicated elsewhere in the chapter. Form four students may not be so much into the vice given that it's the year they prepare to sit for their national examinations. While the form ones were perceived as the least abusers probably being young or have been under close supervision of their parents, therefore, they may not have embraced the vice yet.

4.3.8 The researcher too sought responses from the students on the form that abuses local brew most in their schools and they had this to say

Table 4.8 The form that abuses local brew most in their schools

Which form abuses local brew most in your school?

Students' response N=60

Form	Form 1	Form 2	Form 3	Form 4
Yes	8(13.3%)	37(61.7%)	50(83.3%)	15(25%)
No	52(86.7%)	23(38.3%)	10(16.7%)	45(75%)
Total	60(100.0%)	60(100.0%)	60(100.0%)	60(100.0%)

The students' responses indicated that local brew abuse is perceived a major problem for forms 3 students followed by the form 2 students. It can be argued that in Form 2 and 3, students are experimenting with drugs and substances out of curiosity and peer pressure. The practice appears to decline in Form 4 as students prepare for their national examinations as they become more focused in relation to their future careers while form ones were perceived as the least abusers which may be due to fear, have not had friends in higher forms who may be practicing the vice hence lure them into it or they may have been under close supervision of parents.

4.4 CAUSES OF LOCAL BREW ABUSE AMONG STUDENTS

This section sought to establish the reasons why secondary school students abuse local brew so as to help design appropriate strategies to address the problem.

4.4.1 The researcher wished to know from the students which reasons compel students to abuse local brew in secondary schools and they responded as below

Table 4.9 Why students abuse local brew in their schools

Why do students abuse local brew? Students' responses N = 60	Frequency	
	Count	%
To increase intelligence	2.0	3.3
Curiosity	16.0	26.7
Excessive pocket money	5.0	8.3
Availability of local brew	10.0	16.7
Teachers/ parents take local brew	7.0	11.7
Acceptance by friends	8.0	13.3
Unaware local brew abuse dangers	3.0	5.0
Local brew is cheap	9.0	15.0
TOTAL	60.0	100.0

Out of the 60(100%) students, 16(26.7%) said curiosity, probably because the students fall in the age bracket which experiments with harmful drugs and substances. 10(16.7%) said availability of local brew, indicating that students may be easily accessing local brew while in school probably from brewing dens around the school as indicated elsewhere in this study. 9(15%) said local brew is cheap which may be deliberately done by the sellers so as lure many into the vice. 8(13.3%) said acceptance by friends since they could probably wish to belong to a given group. 7(11.7%) said teachers/parents take local brew suggesting that students may be emulating poor role models. 5(8.3%) said excessive pocket money indicating that parents or guardians may be contributing to their children abusing local brew by giving them excess pocket money or these students may be engaging in activities that fetch them excess pocket money.

3(5%) students said unaware of the dangers of abusing local brew and 2(3.3%) said to increase intelligence, suggesting that students lack adequate information on drugs and substance abuse which may be why they are abusing it.

4.4.2 The researcher asked the students whether there are students who encourage their friends to take local brew in their schools and they responded as follows

Table 4.10 Whether students encourage their friends to take local brew in school

Do students encourage their friends to take local brew in your school?	Frequency			
	Count	%	Count	%
Students' response N=60				
Yes	40	66.7	-	-
No	15	25.0	-	-
Total	55	91.7	-	-
No response	-	-	5	8.3
Total	55	91.7	5	8.3

Out of the 60(100%) students, 55(91.7%) responded. 40(66.7) said students encourage their friends to abuse local brew in school. 15(25%) said students do not encourage their friends to abuse local brew in school while 5(8.3%) gave no response. This was important to establish the relationship between local brew abuse and encouragement by friends and it was established thus revealing the role of peer pressure and a sense of belonging to a certain group in local brew abuse in schools.

4.5 COMMONLY ABUSED LOCAL BREW BY STUDENTS, SOURCES, AVAILABILITY AND THE PREFERRED PLACE TO TAKE IT FROM

This section sought responses from students on the commonly abused local brew by students in secondary schools, where they get it from, whether it is easily available and the place where the students prefer to take it from while in school.

4.5.1 The students were asked on the most commonly abused local brew by students in their schools and they responded as shown below

Table 4.11 The most commonly abused local brew by secondary school students

Which is the most commonly abused local brew by students in your school?	Yes	Frequency		
		%	Count	%
Students' response N=60				
Busaaa	9	15.0	-	-
Chang ǎaa	42	70.0	-	-
Both busaa and chang ǎaa	5	8.3	-	-
Total	56	93.3	-	-
No response	-	-	4	6.7
Total	56	93.3	4	6.7

42(70%) students said that chang ǎaa is the most abused local brew probably because it is portable, can be mixed with juices or water and be carried in water bottles without raising any suspicion or because a small quantity can cause a greater effect. 9(15%) said busaa probably because it is not easily portable or because a greater amount is needed to create the desirable effect in the abuser. 5(8.3%) said that there are those who take both chang,aa and busaa indicating that both types of local brew are abused. While 4(6.7%) did not respond may be due to fear of being victimized.

4.5.2 The researcher wished to know from the students whether local brew is easily available in school for those students who abuse it and they responded as follows

Table 4.12 Whether local brew is easily available for those students who abuse it

Is local brew easily available in school for those students who abuse it?	Frequency			
	Count	%	Count	%
Students' response N=60				
Yes	43.0	71.7	-	-
No	14.0	23.3	-	-
Total	57.0	95.0	-	-
No response	-	-	3.0	5.0
Total	57.0	95.0	3.0	5.0

Out of the 60(100%) students, 43(71.7%) said local brew is easily available in school for those students who abuse it, indicating that the community neighboring the school contributes to students abusing local brew while in school thus calling for the relevant authorities to take charge, for instance, by fencing the school well. 14(23.3%) said it is not easily available while 3(5%) did not respond probably due to lack of information on its availability.

4.5.3 The researcher sought responses from students on the main sources of the commonly abused local brew by students in school so as to provide information to local brew supply reduction agencies to help devise appropriate intervention measures on the best ways of targeting suppliers. In addition, it can also provide information which will be useful in the formulation of surveillance strategies by the parties involved in reduction of supply and demand since cutting down on supply will lead to local brew reduction hence its gradual unavailability.

Table 4.13 Sources of local brew abused by students in secondary schools

Which is the source(s) of the local brew abused by students in your school? Students' response N=60	Frequency	
	Count	%
School watchmen	6	10.0
School cooks	2	3.3
Kiosks/small shops around the school	8	13.4
Brewers around the school	44	73.3
Total	60	100.0

The table indicates that 44(73.3%) students said brewers around the school are the major source of the local brew abused by students in schools, 8(13.3%) said kiosks/shops around the school, 6(10%) said school watchmen, and 2(3.3%) said school cooks. All these sources indicate that the local brew which is abused by students in schools, therefore, the school authorities should be keen on who their support staff is. In addition, the relevant authorities should do away with shops and brewing dens around learning institutions in order to curb further abuse by students.

4.5.4 The students were further asked by the researcher on where those students who take local brew while in school prefer to take it from and their responses were as indicated in the table below

Table 4.14 Where those students who abuse local brew prefer to take it from while in school

Where do those students who abuse local brew prefer to take it from while in school? Students' response N=60	Frequency			
	Count	%	Count	%
Thickets or bushes	13	21.7	-	-
Toilets	20	33.3	-	-
Dormitory	9	15.0	-	-
Along the fences	12	20.0	-	-
In class at odd hours	4	6.7	-	-
Total	58	96.7	-	-
No response	-	-	2	3.3
Total	58	96.7	2	3.3

Out of the 60(100%) students, 13(21.7%) said thickets or bushes, 20(33.3%) said toilets, 9(15%) said dormitory, 12(20%) said along the fences and 4(6.7 said in class at odd hours. From their responses, it can be argued that students who abuse local brew while in school prefer to take it from places which are considered private/secretive. Preference of secret places could be necessitated by strict school rules which if breached would lead to serious consequences from the school authority. Further still, the students may fear being seen by others and reported to the school authorities. This shows that students are aware that abusing local brew is illegal and if stringent measures are taken well in advance the vice can be curbed before it swallows a greater student population. 2(3.3%) students did not respond probably due to lack of information or fear of revealing their secret places or even fear of being victimized although they were assured great confidentiality.

4.6 EFFECTS OF ABUSE OF LOCAL BREW ON THE ABUSER

The effects of abuse of local brew were considered important since ignorance of such effects may lead to ineffectiveness in the prevention and intervention measures to be instituted to curb local brew abuse among secondary school students.

4.6.1 The principals were asked by the researcher whether abuse of local brew by students affects their academic performance and they responded as follows

Table 4.15 Whether local brew abuse by students affects their academic performance

Does abuse of local brew affect the abusers' academic performance? Students' response N=60	Frequency	
	Count	%
Yes	5	83.3
No	1	16.7
Total	6	100.0

Of the six principals, 5(83.3%) agreed that abuse of local brew by students affects their academic performance. This may probably due to the multiple side effects which such students experience after abuse of local brew such as poor health, inadequate lesson concentration span, absenteeism and issues related to lack of discipline after abuse of local brew which deny them the opportunity of either being in class or being all ears while in class as indicated elsewhere in this study. This indicates that if adequate and appropriate measures will not be taken with the urgency the situation deserves, then secondary schools may continue to register dismal academic performance year in year out thus churning out unproductive citizens which will not impact in the country's economy positively.

However, 1(16.7%) principal said that abuse of local brew does not affect the academic performance of the students who abuse it, which may be true since there may be other factor besides abuse of local brew which affects the academic performance of students. Alternatively, some students may have abused local brew at some stage but opt to discard the vice, work hard and perform excellently in their academics.

4.6.2 The researcher also wished to know from the students whether abuse of local brew does affect the academic performance of the abusers and the students gave their responses as follows

Table 4.16 Whether abuse of local brew does affect the academic performance of the students who abuse it

Does abuse of local brew affect the academic performance of those students who abuse it? Students' response N=60	Frequency			
	Count	%	Count	%
Yes	38	63.3	-	-
No	18	30.0	-	-
Total	56	93.3	-	-
No response	-	-	4	6.7
Total	56	93.3	4	6.7

The table indicates that 38(63.3%) students said that abuse of local brew does affect the academic performance of the abusers, which may be due to health or discipline related issues as a result of local brew abuse. 18(30%) students said that abuse of local brew does not affect the academic performance of the abuser, given that there may be other factors besides abuse of local brew which may affect a students' academic performance. 4(6.7%) students did not respond probably because they didn't have information on the same and this may have lured them or may lure them into its abuse in future.

4.6.3 The researcher sought responses from the students on how those students who abuse local brew manage to do and complete their class assignments and the students responded as indicated in the following table.

Table 4.17 How those students who abuse local brew manage to do and complete their class assignments

How do those students who abuse local brew manage to do and complete their class assignments?	Frequency	
	Count	%
Students' response N=60		
Do class assignments individually	8	13.3
Copy class assignments from students who have done	36	60.0
Don't do class assignments	16	26.7
Total	60	100.0

Out of the 60(100%) students, 36(60%) said that the majority of those students who abuse local brew copy class assignments from those students who have already done. These students may have been compelled to copy probably due to fear of being punished if they hand in incomplete assignments at the time stipulated by the teacher. Followed by 16(26.7%) who said that abusers do not attempt class assignments at all may be because they may have forgotten whether any assignment was given since one of the effects of local brew abuse is memory lapse or they may be just defiant due to abuse of local brew. Failure to attempt class assignments and copying class assignments from other students denies a student the opportunity to interact and master the concepts taught thus may affect their academic performance. 8(13.3%) students said that there are those who manage to do and complete their class assignments individually.

4.6.4 The researcher sought to establish how the principals could rate the lesson concentration span of those students who abuse local brew and their responses were as indicated in the following table.

Table 4.18 How principals rated the lesson concentration span of those students who abuse local brew in school

How could you rate the lesson concentration span of those students who abuse local brew?	Frequency	
	Count	%
Principals' response N=6		
High lesson concentration span	-	-
Average lesson concentration span	2	33.3
Low lesson concentration span	4	66.7
Total	6	100.0

Out of the 60(100%) principals, none said high lesson concentration span, 2(33.3%) said abusers an average lesson concentration span while 4(66.7%) said abusers have a low lesson concentration span. Inadequate lesson concentration span may be due to the side effects of abuse of local brew such as health related issues which deny the abusers the opportunity to be all ears leading to gradual drop in academic performance.

4.6.5 The researcher too wished to know the students' opinion on the lesson concentration span of those students who abuse local brew and they said this

Table 4.19 How students could rate the lesson concentration span of those students who abuse local brew

How could you rate the lesson concentration span of those students who abuse local brew?	Frequency			
	Count	%	Count	%
Students' response N=60				
High lesson concentration span	-	-	-	-
Average lesson concentration span	15	25	-	-
Low lesson concentration span	39	65	-	-
Total	54	90	-	-
No response	-	-	6	10
Total	54	90	6	10

Out of the total 60(100%), 6(10%) did not respond. Of those who responded, 15(25%) said the abusers have an average lesson concentration span which may fade as the lesson goes on. 39(65%) students said a low lesson concentration span which could be as a result of the side effects of local brew abuse and it could be one of the major reasons why such students register dismal academic performance.

4.6.6 In addition to the above, the researcher wished to know the students' perspective on the major negative effect of abuse of local brew on the abusers' academic performance

Table 4.20 The major negative effect of local brew abuse on the abusers' academic performance

Which is the major negative effect of local brew abuse on the abusers' academic performance?	Frequency	
	Yes	%
Students' response N=60		
Low lesson concentration span	32	53.3
Average lesson concentration span	18	30.0
Low lesson concentration span	10	16.7
Total	60	100.0

The table indicates that out of the 60(100%) students, 32(53.3%) said low lesson concentration span, 18(30%) said missing classes and 10(16.7%) said not doing class assignments. Low lesson concentration was perceived as the major effect of abuse of local brew which may be as a result of the abusers getting distracted as the effects of the brew unfold in them thus leading to dismal academic performance.

4.6.7 The principals were also asked to give their views on the major negative effects of abuse of local brew on the academic performance of the abuser and they responded as indicated in the table below.

Table 4.21 Principals response on the major negative effect of abuse of local brew on the academic performance of those students who abuse it

Which is the major negative effect of local brew abuse on the academic performance of the students who abuse it? Principals' response N=6	Frequency	
	Count	%
Low lesson concentration span	3	50.0
Missing classes	2	33.3
Not doing class assignments	1	16.7
Total	6	100.0

Out of the 6(100%) principals, 3(50%) said low lesson concentration span as the major negative effect of abuse local brew on the academic performance of those students who abuse it. 2(33.3%) said missing classes and 1(16.7%) said not doing class assignments. From their responses, it can be concluded that low lesson concentration span which may be due to health related issues as a result of abuse of local brew was the major identified negative effect of abuse of local brew on the abusers' academic performance. Then missing classes came second which may be due to health or discipline related issues which compel the abuser to be out of class most of the time. Lastly, was not doing class assignments probably due to forgetting whether assignments were ever given or a show of defiance as a result of abuse of local brew.

4.6.8 The principals were asked whether students who abuse local brew show lack of discipline in school after they abuse local brew and they indicated as below

Table 4.22 Whether students show lack of discipline after they abuse local brew

Do students who abuse local brew show lack of discipline in school after taking local brew? Principals' response N=6	Frequency	
	Count	%
Yes	5	83.3
No	1	16.7
Total	6	100.0

5(83.3%) principals out of the 6(100%) said that students who abuse local brew show lack of discipline in school after abusing the local brew. This may lead to dismal performance in academics may be due to the measures taken to address discipline related issues which most of the time demand the abuser to be out of class such as suspension and punishments which make them lose much academically. 1(16.7%) said abusers do not show lack of discipline after taking local brew in school, which may be true since some may take large quantities which may overcome them and they just sleep or it may be a secret practice for some who may not wish to raise eyebrows of the school authorities.

4.6.9 The researcher also wished to know the students' perspective on whether the students who abuse local brew show lack of discipline in school after abusing local brew and they responded as indicated below.

Table 4.23 Whether students who abuse local brew show lack of discipline in school after taking local brew

Do students who abuse local brew show lack of discipline in school after abusing local brew? Students' response N=60	Frequency	
	Count	%
Yes	47	78.3
No	13	21.7
Total	60	100.0

Out of the sixty students, 47(78.3%) said abusers show lack of discipline probably since once under the influence of the brew the abuser may engage in a number of vices which call for disciplinary measures to address them, mostly those that demand the abuser to be out of class, miss much academically and later perform dismally in their academics such as punishments or suspensions. 13(21.7%) disagreed probably due to taking overwhelmingly large quantities which make them oversleep and may be not indulge in any indiscipline issue in school.

4.6.10 The students were asked on the vices that those students who abuse local brew engage in after abusing local brew in school and they responded as follows

Table 4.24 The vices that the abusers engage in after abusing local brew in school

Which vice do those students who abuse local brew engage in after abusing local brew in school? Students' response N=60	Frequency	
	Count	%
Stealing	10	16.7
Strikes	28	46.7
Sneaking out of school	2	3.3
Destroy property	15	25.0
Conflicts with teachers and/parents	5	8.3
Total	60	100.0

Out of the 60(100%) students, 28(46.7%) said strikes, 15(25%) said destroying property, 10(16.7%) said stealing, 5(8.3%) said conflicts with teachers and/students and the least was sneaking out of school at 2(3.3%). All the above vices call for various disciplinary measures which demand the student to be out of class most of the time, thus contribute to their dismal academic performance.

4.6.11 The researcher sought information from the students on the effect of abuse of local brew on the health of the abusers and their responses were as follows

Table 4.25 The effect of local brew abuse on the abusers' health

Which effect does abuse of local brew have on the abusers' health? Students' response N=60	Frequency			
	Count	%	Count	%
Negative effect	44	73.3	-	-
Positive effect	12	20.0	-	-
Total	56	93.3	-	-
No response	-	-	4	6.7
Total	56	93.3	4	6.7

Out of the sixty students, 4(6.7%) did not respond probably due to lack of information on the same. Of those who responded, 44(73.3%) said it does and this may necessitate the abuser to be out of class for some time thus miss much academically which in turn impacts negatively in their academic performance. 12(20%) said it doesn't probably due to lack of information on the same or some may be old in the habit and immediate health effects may not be felt or some may take minimal amounts which may not impact negatively on the abusers' health.

4.6.12 The researcher wished to know the principals' perspective on the effect of abuse of local brew on the health of the abusers and they indicated as shown below

Table 4.26 Effects of abuse of local brew on the abusers' health

Which effect does abuse of local brew have on the abusers' health? Principals' response N=6	Frequency	
	Count	%
Negative effect	5	83.3
Positive effect	1	16.7
Total	6	100.0

Of the six principals, 5(83.3%) said it has a negative effect which may necessitate the abuser to be out of class thus impacting negatively in their academic performance. 1(16.7%) principal said that abuse of local brew has a positive effect on the abuser which may probably be due to some of the abusers' discarding their drinking habit and be committal to their academic life thus perform well or the principal may not be having sufficient information on how abuse of local brew can impact negatively on the academic life of the abuser.

4.6.13 In addition to the above, information was sought by the researcher from the students on how abuse of local brew negatively affects the health of the students who abuse it and they indicated as follows

Table 4.27 How local brew abuse negatively affects the abusers' health

How does abuse of local brew negatively affects the abusers' health?	Frequency	
	Count	%
Students' response N=60		
Vomiting	24	40.0
Lack of sleep	3	5.0
Lack of appetite	10	16.7
Disease contraction	5	8.3
Physical weakness	12	20.0
Injuries	6	10.0
Total	60	100.0

The table shows that all the 60(100%) students responded. 24(40%) said vomiting, 12(20%) said physical weakness, 10(16.7%) said lack of appetite, 6(10%) said injuries, 5(8.3%) said disease contraction and 3(5%) said lack of sleep. This indicates that abuse of local brew has a negative effect on the abusers' health demanding the abuser be away from class thus missing much academic wise which in turn impacts negatively on the abusers' academic performance.

4.6.14 Students were asked to give their views on the effect of students' absenteeism due to local brew abuse on the academic performance of the abuser and they indicated as shown in the table below

Table 4.28 Effect of absenteeism due to local brew abuse on the abusers' academic performance

Which effect does absenteeism due to local brew abuse have on the academic performance of the abuser?	Frequency	
	Count	%
Students' response N=60		
Negative effect	44	73.3
Positive effect	16	26.7
Total	60	100.0

The responses indicate that of the sixty students, 44(73.3%) said absenteeism which may be due to health or discipline related issues keep the abuser out of class most of the time thus affecting their academic performance negatively. 16(26.7) students said it has a positive effect, may be for those who learn after discarding their drinking habit and dedicating their time in their academics.

4.6.15 The researcher sought for the principals' views on the effects of absenteeism due to local brew abuse on the abusers' academic performance and they indicated as shown in the table below

Table 4.29 The effect of absenteeism due to local brew abuse on the abusers' academic performance

Which effect does absenteeism due to local brew abuse have on the abusers' academic performance? Principals' response N=6	Frequency	
	Count	%
Negative effect	6	100
Positive effect	0	0
Total	6	100

The table indicates that all the 6(100%) principals said that absenteeism due to local brew abuse leads to dismal academic performance of the abusers this may be due to health or discipline issues such as suspensions which consume the abusers' class time thus leading to their gradual drop in their academics.

4.7 STRATEGIES USED BY SECONDARY SCHOOL ADMINISTRATORS TO ADDRESS LOCAL BREW ABUSE RELATED ISSUES IN SCHOOLS

This section presents the study findings of the responses on the methods that school administrators use to address local brew abuse related issues in their schools

4.7.1 The principals were asked by the researcher on how often they used the various identified strategies to address issues that result from local brew abuse by students in their schools and they responded as indicated in the table below.

Table 4.30 How often the various identified strategies were used to address issues related to local brew abuse by students in secondary schools

How often do you use the identified strategies to address local brew abuse related issues in school? Principals' response N=6	Frequency			
	Very often		Less often	
	Count	%	Count	%
Expulsion	-	-	3	50.0
Suspension	1	16.7	1	16.7
Guidance and counseling	3	50.0	-	-
Summoning parents to school	2	33.3	1	16.7
Corporal punishment	1	16.7	1	16.7

3(50%) said guidance and counseling, 2(33.3%) said summoning parents to school, 1(16.7%) said suspension and 1(16.7%) said corporal punishment may be because it was banned by the Ministry of Education. This indicates that measures are put in place to address the vice in schools. This calls for effective measures to be instituted such as education on drugs and substance abuse to help address the upcoming vice.

4.7.2 The researcher wished to know from the students whether they have ever been exposed to education on drugs and substance abuse while in school

Table 4.31 Whether students have ever been exposed to education on drugs and substance abuse in school

Have you ever been exposed to education on drugs and substance abuse in school? Students' response N=60	Frequency			
	Count	%	Count	%
Yes	16	26.7	-	-
No	37	61.6	-	-
Total	53	88.3	-	-
No response	-	-	7	11.7
Total	53	88.3	7	11.7

A total of 53 (88.3%) students responded while 7(11.7%) did not respond. Of those who responded, 16(26.7%) said yes while 37(61.7%) said they had not. Among other factors, lack of information on drugs and substance abuse may be one of the reasons why a good number of students still abuse local brew which affects them later or immediately in a number of ways such as health and discipline related issues thus leading to gradual drop of academic performance of the abusers.

4.8 PROPOSED SOLUTIONS ON HOW LOCAL BREW ABUSE RELATED ISSUES SHOULD BE ADDRESSED IN SECONDARY SCHOOLS

The study attempted to find out preventive measures that respondents wished to see instituted in their schools to curb local brew abuse. This could help broaden the researcher's understanding of the various prevention and intervention approaches needed to address local brew abuse in secondary schools.

4.8.1 The researcher wished to know the perceptions of the students on the method they could prefer to be used in their schools to address local brew abuse related issues and their responses were recorded as follows

Table 4.32 The most suitable way to address local brew abuse related issues in secondary schools as perceived by students

Which is the most suitable way to address local brew abuse related issues in your school?	Frequency			
	Count	%	Count	%
Students' response N=60				
Prevention	40	66.7	-	-
Cure	14	23.3	-	-
Total	56	90.0	-	-
No response	-	-	4	10
Total	56	90.0	4	10

Of the 60(100%) students, 40(66.7%) said prevention may be through strategies like exposing them to drugs and substance abuse education since prevention is better than cure. 14(23.3%) said cure probably to cater for those affected. However, 4(10%) did not respond to this question probably due to lack of information.

4.8.2 The researcher wished to know from the students on the methods they could prefer used in their schools to prevent local brew abuse and they responded as below

Table 4.33 Methods to be used to prevent local brew abuse in schools

Which method should be used to prevent local brew abuse problem in our schools? Students' response N=60	Frequency	
	Yes	%
Guidance and counseling	9	15
Exposure to drugs and substance abuse	30	50
Conducting seminars and debates	6	10
Inviting medical practitioners/experts	15	25
TOTAL	60	100

Students' response on which methods should be used to prevent local brew abuse in secondary schools indicated that the largest proportion of students said exposure to education on drugs and substance abuse at 30(50%), which may be because many students indulge in the vice due to inadequate information on the consequences of local brew abuse, as pointed earlier in the study prevention is better than cure.

Inviting medical experts to schools at 15(25%) still indicates the need for information on drug and substance abuse from experts to avert any danger early in advance as well as help out those already in the practice to come out of it.

Guidance and counseling at 9(15%) which may too be handy for both students who have not indulged in the vice to help them with necessary information to shun the vice and for those who have already indulged in the vice, to assist them come out of it with minimal resistance and sustain them as drugs and substance abuse free citizens.

Conducting seminars and debates at 6(10%) was also considered given that it is both a preventive and curative measure of providing appropriate information.

For instance, before some practice they can get that necessary up-to-date knowledge to help shun from practicing the vice. In addition, for curative purposes for those already in the vice to help them out and sustain them as free drug users.

4.8.3 The researcher wished to know further from the principals on how often the identified measure should be used to address local brew abuse related issues in schools and their responses were as follows

Table 4.34 How often the identified measures should be used to address local brew related issues in secondary schools

How often should the identified measure be used to address local brew abuse related issues in your school? Principals' responses N=6

Way	Guidance and counseling		Peer counseling		Exposure to education on drugs and substance abuse		Strict school rules		Heavy punishment	
	C	%	C	%	C	%	C	%	C	%
More often	5	83.3	2	33.3	6	100	4	66.7	3	50
Less often	1	16.7	4	66.7	0	0	2	33.3	3	50
Total	6	100.0	6	100.0	6	100	6	100.0	6	100

Key

C stands for Count

The table indicates that exposure of students to education on drugs and substance abuse at 6(100%) and guidance and counseling at 5(83.3%) should be often used while 4(66.7%) said peer counseling and heavy punishment at 3(50%) should be less often used.

This suggests that there is need to expose the students to awareness programs to avoid risky behaviors that can expose them to drug and substance abuse since students indulge in such vices due to inadequate information on the dangers that come along with such vices. In addition, it is clear that a variety of methods can be used but some are perceived to be more effective than others.

4.8.4 The students were asked by the researcher on who they prefer among the choices given to approach for help while in school on issues related to local brew abuse and they responded as indicated in the table below

Table 4.35 Who should be approached for help by students while in school on issues related to local brew abuse

In your own opinion, who should be approached by students for help in school on local brew abuse related issues?	Frequency	
	Count	%
Students' responses N =60		
Principal	5	8.3
Class teacher	8	13.3
School counselor	25	41.7
School Chaplain	22	36.7
Total	60	100.0

Out of the 60 students, 25 (41.7%) said the school counselor, probably because guidance and counseling is perceived as the best method for addressing local brew abuse related problems in school. It can be argued that this could most likely be attributed to the general understanding that the students are assured of privacy in this context which makes it easy for them to open up and share their problems. 22(36.7%) students said the school chaplain; this suggests that students have confidence in him or her of not using the information they share with him or her against them thus prefer to share the challenges they face while in school.

The head-teachers at 5(8.3%) and class teachers at 8(13.3%) were the least preferred may be due to lack of confidence in the teachers not directly involved in counseling.

4.9 CHALLENGES FACED BY THE SCHOOL ADMINISTRATION IN ADDRESSING LOCAL BREW ABUSE RELATED ISSUES IN SCHOOLS

This section highlights some of the challenges facing the school administrators in their effort to curb local brew abuse related problems. The principals were allowed to respond to more than one of the alternatives given.

4.9.1 The researcher sought responses from the principals if they face any of the challenges identified when dealing with local brew abuse related issues in schools

Table 4.36 Challenges faced by school administrators when addressing local brew abuse related issues in schools

Which challenges do you face when addressing local brew related issues in your school? Principals' response N=60	Frequency							
	Yes		No		No response			
	Count	%	Count	%	Count	%	Count	%
Parents do not support the school administration	4	66.7	2	33.3	-	-	-	-
Some teachers/parents /guardians take local brew	2	33.3	3	50.0	1	16.7	1	16.7
Teachers lack adequate information to address issues related to drugs and substance abuse	3	50.0	2	33.3	1	16.7	1	16.7
Time schedules are not flexible	5	83.3	1	16.7	-	-	-	-

The principals identified the major challenge as time schedules which are not flexible, 5(83.3%) principals said. This may be due to inadequate time for teachers in-charge of guidance and counseling to conduct regular counseling sessions.

Lack of support from parents, 4(66.7%) principals said. This may be due to the fact that some parents brew and/or sell local brew and at times they engage their children in the local brew brewing and selling business, hence may contribute to the abuse of the local brew by their children due to their laxity in supporting the school administration when local brew related issues rise.

Lack of adequate knowledge on how to address local brew related issues 3 (50%) principals said. This indicates that teachers feel inadequate when asked to help students who abuse local brew in their schools since majority of school counselors are not adequately trained in approaches of addressing drug and substance abuse in their schools.

Some teachers/parents/guardians take local brew 2(33.3%) principals said. This indicates that students may probably be abusing local brew because they lack worth role models to emulate, thus they end up emulating their parents/guardians/teachers who are already slaves of local brew abuse. This calls for parents/guardians/teachers to identify their role in the abuse of local brew by their children/students and change for the better not only for their good but also for the good of the children bestowed in their hands for worth guidance.

CHAPTER FIVE
SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS AND
RECOMMENDATIONS

5.1 INTRODUCTION

This chapter presents a summary of the study findings, discussions, conclusions and recommendations made on how to improve approaches to local brew abuse among students in secondary schools and suggest possible areas for further research.

5.2 SUMMARY OF STUDY FINDINGS

This section summarizes the study's findings on the extent of local brew abuse among students, causes of local brew abuse, commonly abused local brew, its source and where students prefer to take it from, perceived effects of local brew abuse among students, strategies used to address local brew abuse in secondary schools, proposed solutions to local brew abuse in secondary schools, challenges faced by the secondary school administrators when addressing local brew abuse related issues among students and conclusions of the study.

On the extent of local brew abuse among secondary school students; local brew abuse is widespread among students; 21(35%) students said they have abused local brew. Students from all types of secondary schools abuse local brew; however, 10(50%) students said that most of the abusers are from Day Mixed secondary schools and 48(80%) said local brew abuse is common in schools. All the principals, 6(100%), admitted that there is local brew abuse issue in their schools and 4(66.6%) said the problem is increasing. 5(83.3%) principals and 50(83.3%) students said that the form three students abuse local brew most of all forms.

On why students abuse local brew; 16(26.7%) students said curiosity, 10(16.7%) said availability of local brew, 9(15%) said local brew is cheap, 8(13.3%) said need for acceptance by friends, 7(11.7%) said teachers/parents/guardians take local brew, 5(8.3%) said excessive pocket money, 3(5%) said unaware of dangers of local brew abuse and 2(3.3%) said to increase intelligence.

In addition, on whether students encourage their friends to abuse local brew; 40(66.7%) students said that some students encourage their friends to take local brew in school.

On the commonly abused local brew; 42(70%) students said chan ʼgaa while 9(15%) said busaa as the least abused. 43(71%) students said local brew is easy to get and 44(73.3%) students said mostly from brewers around the school, 8(13.4%) said from kiosks or small hotels around the schools, 6(10%) from watchmen and 2(3.3%) from the school cooks. Abusers take local brew from secret ʼsafe_ places where they cannot easily be found, for example, 20(33.3%) students said from toilets, 13(21.7%) said from thickets or bushes, 12(20%) said from along the fences, 9(15%) said from the dormitory and 4(6.7%) said from class at odd hours.

On local brew abuse effects; 5(83.3%) principals and 38(63.3%) students said abuse affects abusers ʼ academic performance. 36(60%) students said those students who abuse local brew manage to do and complete their class assignments by copying from those who have already done. 4(66.7%) principals and 39(65%) students said that the abusers have a low lesson concentration span which is the major negative effect of local brew on the abusers ʼ academic performance, 32(53.3%) students and 3(50%) principals said. 5(83.3%) principals and 47(78.3%) students admitted that once students abuse local brew in school they show lack of discipline. When asked on the vices the abusers engage in after abusing local brew, 28(46.7%) students said strikes, 15(25%) said destruction of property and 10(16.7%) said stealing.

On the effects of local brew on the abusers ʼ health; both students 44(73.3%) and principals 5(83.3%) said it has a negative effect. 24(40%) students said the major negative effect of abuse of local brew on the abusers ʼ health is vomiting, followed by 12(20%) student said physical weakness and 10(16.7%) said lack of appetite.

On whether absenteeism due to abuse of local brew affects the abusers academic performance; both students 44(73.3%) and principals 4(66.7%) said it does.

On how frequently the strategies identified were used to address local brew abuse related issues in secondary schools; 3(50%) principals said guidance and counseling and 2(33.3%) said summoning of parents were very often used while 3(50%) admitted that expulsion is not often used.

On exposure of students to education on drugs and substance abuse; 37(61.7%) students said they had not been exposed to education on drugs and substance abuse. Therefore, both students 30(50%) and principals 6(100%) felt that students should be exposed to such education.

On the proposed solutions to address local brew abuse in schools; 40(66.7%) students said prevention is better than cure. On how often the identified measures should be adopted to address local brew abuse in schools, 6(100%) principals indicated exposure of students to education on drugs and substance abuse and 5(83.3%) said guidance and counseling should be conducted more often, on the other hand 25(41.7%) students felt that the school counselor is the most suitable person to be approached for help in school on issues related to local brew abuse.

Principals cited challenges they face when addressing local brew abuse related issues in school; 5(83.3%) said inflexible time schedules for teacher counselors, 4(66.7%) said lack of support from parents, 3(50%) said inadequate knowledge on how to deal with local brew abuse related issues and 2(33.3%) said some teachers/parents/guardians abuse local brew.

5.3 DISCUSSIONS OF THE STUDY FINDINGS

This section discusses the study's findings under sub-sections; the extent of local brew abuse among students, causes of local brew among students, commonly abused local brew, its source and where students prefer to take it from, perceived effects of local brew abuse among students, strategies used to address local brew abuse in schools, proposed solutions to local brew abuse in schools and challenges faced by the school administration in addressing local brew abuse among students.

5.3.1 EXTENT OF LOCAL BREW ABUSE AMONG STUDENTS

Some secondary school students abuse local brew given that 21(35%) of the interviewed students reported to have used local brew of some kind. This indicates that students abuse local brew, therefore need both curative and preventive measures to curb the vice. 35(58%) students said they have not used local brew of any kind which may be true and therefore gives much hope that if effective strategies are employed such as regular exposure of students to education on drugs and substance abuse, they may be prevented from abusing local brew in future. The 4(7%) students who did not respond may have feared of being victimized if it is known that they truly abuse local brew. This happened despite them being assured by the researcher that information obtained was to be treated confidentially.

A type of school frequency distribution which also revealed gender distribution frequencies, indicated that, of those students who acknowledged that they have abused local brew, 10(50%) attended Day Mixed, 3(15%) Girls' boarding and 8(40%) Boys' boarding secondary schools. In terms of school category, those who attend Day Mixed 10(50%) form the highest percentage of students who have ever abused local brew of some kind. It may be speculated that this group of students (day scholars) easily access local brew on their way to or from school as well as during weekends. In addition, it may be due to relaxed parenting styles or some students may be assisting to brew and/or sell local brew in their homes or neighborhoods, a wake-up call to parents/guardians, for instance, to try and have their children in boarding schools so as to prevent them from being tempted to abuse local brew on their way to or from school as well as upgrade their parenting styles.

Girls' boarding secondary schools registered a lower percentage of the students who said that they have ever abused local brew of some kind compared to Boys' boarding secondary schools, which may be perceived that more boys abuse local brew compared to girls or that boys are more honest than girls in giving their responses according to this study.

Despite the varying percentages in the students' responses, both male and female students abuse local brew and adequate measures have to be taken to stop the vice from being practiced in schools. 4(7%) students did not respond most likely due to fear of being victimized despite assurance of confidentiality by the researcher.

On whether local brew abuse is common in schools; 48(80%) students said that it is, which confirms the presence of the vice in our secondary schools and therefore calls for immediate measures to address the problem. 9(15%) students said that it is not common, may be because not all of them practice the vice or have friends who practice the vice. 3(5%) students gave no response indicating that they may have feared to disclose that the vice is common for fear of unknown consequences despite the assurance of confidentiality given to them by the researcher.

Students' response based on gender on whether local brew abuse is common in their schools; 40 of 48 students, that is, (83.3%) represented male students who said that local brew abuse is common in their schools while 8 of 48, that is, (16.7%) represented female students who said that the vice is common in their schools. This indicates that both girls and boys abuse local brew in secondary schools which calls for immediate actions from all stakeholders to address the problem. Although more boys than girls said that local brew abuse was a common practice in their schools, this does not necessarily imply that there is no local brew abuse problem in girls' boarding sec. schools. It could well be argued that girls know that the society does not take local brew abuse kindly so they are likely to deny that they engage in it or boys may be more honest than girls in giving their responses.

All the six principals (100%) admitted that local brew is abused by students in their secondary schools which shows that the vice exists in schools and relevant stakeholders need to give hand in addressing the problem before it explodes.

On whether local brew abuse is increasing in schools; 4(66.7%) principals said it is, this represents a fraction of those principals who could wish to genuinely bring the situation to light so as to awaken all stakeholders to assist them to address the issue. 1(16.7%) principal said it is not, while 1(16.7%) principal did not respond.

The one (16.7%) principal who said that local brew abuse is not increasing and the other 1(16.7%) who did not respond, may be amongst those principals who could not wish to reflect their schools' true picture for fear of being perceived as incompetent administrators or defame their schools hence fear of losing students.

The principals' opinion on the form that abuses local brew most; 5(83.3%) principals said form 3 students, 4(66.7%) said form two students, 2(33.3%) said form four while 1(16.7%) said form one. From the principals' responses, a given percentage of students from each form abuse local brew, however, form three students abuse it most, followed by form twos, and then form fours and form ones are considered to be the least abusers of local brew. The situation in form 2 and 3 could be due to students experimenting with drugs and substances out of curiosity and peer pressure as indicated elsewhere in the chapter. Form fours students may not be so much into the vice, given that it is their final year in secondary school, therefore, may decide to dedicate much of their time in their academics in preparation for their national examinations. The form ones were perceived as the least abusers of local brew, this may be attributed to factors such as; being young they may not have been exposed to such vices yet, being their first time in high school they may not have familiarized with all that goes on in the new learning environment or they may have been under close supervision of their parents, therefore, they may not have embraced the vice yet. Despite the varying percentages according to form, the problem cuts across all forms and therefore all students need to be attended to using adequate measures so as to curb the vice.

The students perceived the form 3 students in their schools as the major abusers of local brew followed by the form 2 students. This can be argued that the Form 2 and 3 students are in the age bracket which most of the time like experimenting with new but harmful practices such as drugs and substances out of curiosity and peer pressure. In addition, the students may myopically think that they have enough time before sitting for their final examinations in Form 4, therefore, spend most of their time in such vices.

The practice appears to decline in Form 4 probably because students become more focused as they dedicate much of their time to prepare for their national examinations and shape their future careers while form ones were perceived as the least abusers of local brew which may be due to fear, have not had friends in higher forms who may be practicing the vice hence lure them into it or given that they have been under close supervision of parents who do not condone the vice.

5.3.2 CAUSES OF LOCAL BREW ABUSE AMONG SECONDARY SCHOOL STUDENTS

Students' response on the reason for local brew abuse among students is curiosity at 16 (26.7%) which may be because students fall in the age bracket which most of the time could wish to explore new but dangerous practices by themselves rather than learn from others before them who have tried the same practice but suffered dire consequences. Availability of local brew at 10(16.7%) shows that students may be easily accessing local brew from brewing dens around the schools, some students may be assisting at their homes to brew and/or sell local brew or some school support staff may be acting as middlemen who ferry the local brew to the students as indicated elsewhere in this study. Local brew is cheap at 9(15%) which may be a sacrifice by brewers or sellers to lure more into the vice or may be that the brew may be of questionable standards hence make it affordable. Acceptance by friends at 8(13.3%) may be because students may not wish to be excluded from a given group which gives them some form of identity or a sense of belonging. It may too be due to peer pressure from friends for one to be accepted in a given group.

Teachers/parents abuse local brew, 7(11.7%) students said, this indicates that students lack worthy role models to emulate thus end up emulating some of their teachers, parents or guardians who abuse local brew. This denies the teachers/parents/guardians who abuse local brew the authority to condemn the vice among their children/students given that they practice or involve their children in the vice in one way or the other, for instance brewing or selling of local brew at their homes.

5(8.3%) students indicated excess pocket money. This shows that parents or guardians contribute to students abusing local brew if indeed they give them excess pocket money or it shows that students may be having alternative ways of getting unnecessary pocket money which they use to buy local brew such as being involved in child labor, theft, commercial sex or trading in drugs and substances that are abused. This gives them avenues to obtain more money than they need to sustain their formed habits such as abusing local brew themselves and their friends.

3(5%) students said that some students abuse local brew because they are unaware of the dangers of local brew abuse, this may indicate that students lack adequate exposure to education on drugs and substance abuse, local brew inclusive which could have helped them shun from the vice well in advance due to its fatal consequences. Since knowledge is power, students may be abusing local brew because they lack the necessary preventive education which could empower them to make informed decisions such as avoiding abuse of local brew not because they are told not to by their parents/guardians/teachers but because they are already aware of the fatal consequences of abusing it.

2(3.3%) students said that some students abuse local brew so as to increase intelligence which may also indicate that students have inadequate information on drugs and substance abuse hence need for such information to help them quit the harmful practice for their good and that of the entire nation.

On whether students encourage their friends to take local brew; 40(66.7%) said yes, indicating a relationship between abuse of local brew and encouragement by friends. 15(25%) said no since not all have friends who abuse local brew to encourage them to abuse it. 5(8.3%) gave no response probably because they didn't have information on the same or for fear of them and their friends being victimized despite being assured utmost confidentiality by the researcher.

5.3.3 COMMONLY ABUSED LOCAL BREW BY STUDENTS, ITS SOURCE(S), AVAILABILITY AND THE WHERE STUDENTS PREFER TO TAKE IT FROM WHILE IN SCHOOL

Students' response on the commonly abused local brew by students indicated that chang'aa is the most commonly abused local brew 40(70%) students said. It may be preferred because it is portable by being easily mixed with juices or water and carried in water/juice bottles without raising much suspicion or because a small quantity of chang'aa is likely to create a greater effect than busaa. 9(15%) students said busaa, indicating it is not as preferred as chang'aa probably because busaa is mostly taken by the elderly in the society, or one needs a greater quantity to create the desired effect as well as it may not be easily portable as chang'aa. However, 5(8.3%) students said some students take both chang'aa and busaa which may be some may be involved in the preparation or selling or both or are lured by friends. 4(6.7%) did not respond probably because they may have feared victimization if they reveal or they may have genuinely no information concerning the same.

When asked whether it is easy for students to access local brew while in school; 43(71.7%) students said yes suggesting that the communities around schools or the schools' support staff as indicated elsewhere in this study may be making local brew accessible to students in secondary schools. 14(23.3%) students said local brew is not easily available to students while in schools probably because not all abuse it or have friends who abuse it for them to be aware of its availability. 3(5%) students did not respond may be for fear of being victimized despite being assured great confidentiality or due to genuine lack of information concerning this question.

The identified sources of the local brew which is abused by students in schools included; 44(73.3%) students said brewers around the school, 8(13.3%) said kiosks/shops around the school, 6(10%) said the school watchmen and 2(3.3%) said the school cooks indicating that they all target the students since it a ready market to boost their livelihoods, a wake-up call to the school administrators to be keen on its support staff as well as the community surrounding their schools to curb further use.

Students' response on where those students who abuse local brew prefer to take it from; 13(21.7%) students said thickets/bushes in school, 20(33.3%) said toilets, 9(15%) said dormitory, 12(20%) said along the fences and 4(6.7%) said in class at odd hours. These suggest that local brew is taken by students from areas considered to be secret where abusers may not be easily found by the school authorities.

5.3.4 EFFECTS OF ABUSE OF LOCAL BREW ON THE STUDENTS WHO ABUSE IT

Principals' opinion on whether local brew abuse affects the abusers' academic performance; 5(83.3%) said that abuse of local brew affects the abusers' academic performance which indicates that among other factors, local brew contributes to dismal academic performance in secondary schools. However, 1(16.7%) principal disagreed which may be attributed to the fact that there are a number of other factors besides abuse of local brew which may affect a student's academic performance.

Students' response on whether abuse of local brew does affect the abuser's academic performance; 38(63.3%) said that abuse of local brew does affect the abuser's academic performance which may be due to, for instance, indiscipline issues or related health issues which necessitate the abusers to be out of school for some time thus affecting their academic performance. 18(30%) said abuse of local brew does not affect the abuser's academic performance. This may be due to the existence of other factors that may affect the students' academic performance besides abuse of local brew. 4(6.7%) students did not respond, which may probably be due to lack of information on the same or for fear of being victimized despite being assured confidentiality of the information they gave by the researcher.

On how students who abuse local brew manage to do and complete their class assignments; 36(60%) students said that the abusers copy class assignments from those who have already done, 16(26.7%) said abusers do not attempt class assignments at all while those who said that the abusers manage to do and complete class assignments recorded the lowest percentage at 8(13.3%).

This shows that those students who copy from others may be compelled to do so because of fear of punishment if they do not hand in completed assignments at the stipulated time. Copying of class assignments implies that these students may fail to master the concepts taught thus may experience difficulties applying the same concepts individually during examinations. This makes them to perform dismally because they may not have the opportunity to copy during examinations as they do during class work. Those students who do not attempt class assignments may have forgotten that class assignments were given, one of the consequences being memory lapse due to abuse or they may just defy most probably as a result of abuse or they may be out of class due to issues related to abuse of local brew such as indiscipline or health. Those who manage to do and complete their class assignments individually may do so for the sake of avoiding a punishment if they fail to hand in completed class assignments but they may fail to master the content taught.

Principals' response on how they rated the lesson concentration span of those students who abuse local brew indicated that most of those students who abuse local brew have a low lesson concentration span, 4(66.7%) principals said while 2(33.3%) principals said that the abusers have an average lesson concentration span. However, none said that abusers have a high lesson concentration span. Inadequate lesson concentration span may be due to the unfolding negative effects of local brew abuse, for example, it may impact negatively on the abusers' health thus deny him or her the opportunity to be all ears while in class; therefore, negatively affecting his or her academic performance.

Students' response on how they rated the abusers' lesson concentration span shows that out of the 60(100%) students, 6(10%) did not respond may be due to lack of information on the same, 15(25%) students said that abusers have an average lesson concentration span which may fade with time as the effects of abuse of local brew take charge while 39(65%) students said a low lesson concentration span which could be as a result of the side effects of local brew taking effect, a reason why they may be performing dismally academically.

The students' perception on the major negative effect of local brew on the abusers' academic performance indicated that out of the 60(100%) students, 32(53.3%) said low lesson concentration span, 18(30%) said missing classes and 10(16.7%) said not doing class assignments. Low lesson concentration span was perceived by students as the major negative effect of abuse of local brew which may be as a result of students attending lessons while the effects of abuse of local brew are unfolding in them thus distracting them from getting the concepts taught and they end up performing dismally in their academics.

Principals' response on the major negative effect of abuse of local brew on the abusers' academic performance; 3(50%) principals said low lesson concentration span, 2(33.3%) said missing classes and 1(16.7%) said not doing class assignments. This indicates that students' lesson concentration span was the major negative effect probably due to the discomfort experienced after taking local brew. Then missing classes which may be due to fear of punishment if one does not attend lessons regardless of the abusers' state of body and mind and lastly inability to do class assignments on their own since majority copy from those who have already done and hand in for marking as indicated elsewhere in this study.

Principals' response on whether students show lack of discipline in school after they abuse local brew indicated that out of the total 6(100%) principals, 5(83.3%) said that students who abuse local brew while in school show lack of discipline which is also indicated elsewhere in this study in form of strikes, stealing and destruction of property or being in conflict with others while in school. 1(16.7%) principal disagreed and this may be due to some of the students taking large quantities of local brew which overcome them and make them to just sleep or they secretly nurse the effects of local brew or it may be a secret practice to some so they may do it cautiously to avoid raising the school authorities' eyebrows.

Students' response on whether students who abuse local brew show lack of discipline in school after taking local brew indicates that out of the 60(100%) students, 47(78.3%) agreed that it does, probably once under the influence of local brew, the abusers may engage in a number of vices since they are not in control of themselves, 13(21.7%) students disagreed and this may be because once students take local brew, for instance, in minimal quantities, they may not be destructive and some may even wish to hide in secret places such as in the dormitory if they are boarders for fear of being identified and punished. Lack of discipline makes students undergo varied disciplinary measures depending on the intensity of the vice committed such as punishments in school, expulsion or even suspensions where much of their class time is consumed leading to dismal academic performance.

Students' response on the vices local brew abusers engage in after taking local brew. 28(46.7%) said strikes, 15(25%) said destroying of property, 10(16.7%) said stealing, 5(8.3%) said conflicts with teachers and other students and the least percentage said sneaking out of school at 2(3.3%). The highest recorded indiscipline case is strikes which probably lead to time consuming punishments, suspensions or expulsion of the abusers. Their absence from school as a result makes them lose a lot academically which later translates to dismal academic performance. This is closely followed by destruction of property most probably as a result of strikes or not being in charge of self and the third is stealing of property most likely to sell and get some money to sustain their formed habit of drinking since being students they are economically dependent on their parents or guardians. All the above mentioned vices mostly keep students out of class as parents or guardians source for money to clear their mess in schools thus leading to their dismal academic performance.

Students' response on the effects of local brew abuse on the abusers health indicated that out of the 60(100%) students, 56(93.3%) responded while 4(6.7%) did not. Of those who responded, 44(73.3%) said it does. As indicated elsewhere in this study, the effects range from vomiting to lack of sleep which impacts negatively on the abusers' health and in turn on their academic performance.

12(20%) students said it does not probably because for some it may be a long time habit hence may not show immediate negative effects on their health or may cautiously take minimal quantities to avoid being noticed by teachers. The 4(6.7%) students who did not respond may be truly due to lack of information on the effects of local brew abuse on the abusers' health.

Principals' response on the effect of abuse of local brew on the abusers' health; all the principals responded with 5(83.3%) saying it has a negative effect on the abusers health which may probably lead to the abusers being less productive academically thus register dismal academic performance, for instance due to health related complications. On the other hand, 1(16.7%) said abuse of local brew does not have a negative effect on the abusers' health may be because some may be taking relatively smaller quantities which may not register immediate negative effects.

Students' response on how local brew negatively affects the abusers' health shows that all the 60(100%) students responded with 24(40%) saying vomiting, 12(20%) said physical weakness, 10(16.7%) said lack of appetite, 6(10%) said injuries, 5(8.3%) said disease contraction and 3(5%) said lack of sleep. This indicates that abuse of local brew has a negative on the abusers' health. Vomiting, the highest percentage may be due to some students being new in practicing the vice or take large quantities of local brew which is regarded foreign in their bodies.

Students' response on the effect of absenteeism due to local brew abuse on the abusers' academic performance indicated that out of the total 60(100%) students, 44(73.3%) said absenteeism affects the abusers' academic performance probably because abusers have to be out of school due to health related issues or suspensions or expulsions as a result of local brew abuse. 16(26.7%) disagreed, may be because some students who become absent due to local brew abuse related issues, may learn a lesson and after coming back to school may compensate the lost time and even defeat those who were present academically.

Principals' response on the effect of absenteeism due to abuse of local brew on the abusers' academic performance indicated that all the 6(100%) principals said it has a negative effect. This shows that if a student is absent from school as a result of suspensions, expulsions, sneaking, or health, it negatively affects his or her academic performance.

5.3.5 STRATEGIES USED BY SCHOOL ADMINISTRATORS TO ADDRESS LOCAL BREW ABUSE RELATED ISSUES IN SCHOOLS

Principals' response on how frequently various strategies were used to address local brew abuse related issues in their schools. The most commonly used strategy is guidance and counseling at 3(50%), summoning of parents to schools at 2(33.3%) while expulsion is not often used at 3(50%). This may be due to the fact that school administrators may not wish students to waste much time out of class. Corporal punishment at 1(16.7%), as among the least used methods could be attributed to the fact that corporal punishment has been banned in schools.

The students were also asked if they had ever been exposed to education on drugs and substance abuse while in school. A total of 53(88.3%) students responded while 7(11.7%) did not respond. Of those who responded, 16(26.7%) said they had been exposed to education on drugs and substance abuse which is less than half the number of all the student respondents. This shows that there is need for adequate information on drugs and substance abuse which may be the reason why students are lured into local brew abuse. 37 (61.7%) which is more than half the total number of respondents said they had not. Among other factors, lack of adequate information on drugs and substance abuse may be one of the reasons why a good number of students still abuse or are lured to abuse local brew in and out of secondary schools, thus calling for immediate measures to quench the thirst of lack of information on drugs and substance abuse to help combat abuse of local brew in secondary schools.

5.3.6 PROPOSED SOLUTIONS TO LOCAL BREW ABUSE AMONG STUDENTS IN SECONDARY SCHOOLS

When asked on the most suitable way to address local brew abuse in secondary schools; 40(66.6%) students overwhelmingly responded that it should be prevention while 14(23.3%) students said it should be cure. Given that most of them suggested prevention, it indicates that local brew abuse should be addressed through strategies like exposing students to education on drugs and substance abuse long before they start practicing the vice so that they are aware of the dangers thus avoid indulging or being lured into the practice and thus, prevent students from learning from their own worst experiences since prevention is better than cure.

Students' response on which methods should be used to prevent local brew abuse in secondary schools indicate that the largest proportion of students said exposure to education on drugs and substance abuse at 30(50%). This may be because many students indulge in the vice due to inadequate information they have on the consequences of local brew abuse, as pointed earlier in the study prevention is better than cure. Inviting medical experts at 15(25%) still indicates the need for information on drugs and substance abuse from experts to avert any danger early in advance. Guidance and counseling at 9(15%) may be handy for both students who have and those who have not indulged in the vice to help them avoid and those who have indulged in the vice to assist them come out of it with minimal resistance. Conducting seminars and debates at 6(10%) was also considered given that it is both a preventive and curative measure as a source of information and a way for students to vent out their miseries which could be the reasons for local brew abuse.

Principals' responses on how often the identified measures should be used to address local brew abuse in their schools indicated that exposure of students to education on drugs and substance abuse at 6(100%) and guidance and counseling at 5(83.3%) should be often used. This could be interpreted that there is dire need to expose the students to more effective awareness programs to avoid risky behaviors that can expose them to drugs and substance abuse, local brew inclusive.

This is because most students may be indulging in such vices due to inadequate information on the dangers that come along with practicing such vices and it indicates the need for dialogue in addressing local brew abuse related issues. 4(66.7%) said peer counseling and heavy punishment at 3(50%) should be less often used probably because not all peers may be accepted with their information against local brew abuse and probably heavy punishment may only yield defiance hence create more harm than solving existing problems. In a nut shell, it is clear that a variety of methods can be used to address local brew abuse in schools but some are perceived to be more effective than others therefore, should be embraced.

Students' opinion on who should be approached by students for help in school on local brew abuse related issues. Out of the 60 students, 25(41.7%) said the school counselor. Based on the research, it is clear that guidance and counseling is perceived as the best method for addressing local brew abuse related issues among secondary school students. It can be argued that this could most likely be attributed to the general understanding that the students are assured of their privacy in this context which makes it easy for them to open up and share their problems with the school counselor. 22(36.7%) said the school chaplain, which suggests that students have confidence in him or her of not using the information they share with him or her against them. The head-teachers and class teachers were the least preferred, indicating that there may be a lack of trust in principals or class teachers or given that they may not be directly involved in counseling of students.

5.3.7 CHALLENGES FACED BY THE SCHOOL ADMINISTRATORS IN ADDRESSING LOCAL BREW ABUSE IN SECONDARY SCHOOLS

Principals' responses on the challenges faced by the school administrators in addressing local brew abuse related issues indicate that the principals' perception on the biggest challenge is time schedules which are not flexible at 5(83.3%). It can be argued that there is inadequate time for teachers' in-charge of guidance and counseling to conduct their guidance and counseling sessions in schools; this means that they only guide and counsel students when time allows due to heavy workloads.

It was closely followed by lack of support from parents at 4(66.7%) which could be attributed to the fact that some parents brew and/or sell local brew and at times they engage their children in the local brew business, hence may contribute to their laxity in supporting the school administration in addressing local brew abuse related issues. Lack of adequate knowledge on how to address local brew related issues came third at 3 (50%). This indicates that teachers feel inadequate when asked to help students who abuse local brew in their schools since majority of school counselors are not adequately trained in approaches of addressing drugs and substance abuse in their schools. Some teachers/parents/guardians take local brew at 2(33.3%). This indicates that lack of appropriate role models for students to emulate worth traits from is a challenge which should be addressed too.

5.4 CONCLUSIONS OF THE STUDY

Quantitative data from the respondents was analyzed using frequencies and percentages. Qualitative data was evaluated, classified into logical thematic categories based on the objectives and coded. The analysis of the structured items was done by using the Statistical Package for Social Sciences (SPSS). Unstructured items were analyzed manually along major concepts and themes, and the results were presented using descriptive statistics (frequencies and percentages).

Some of the key deductions were: secondary school students abuse local brew students' response at 21(35%) and principals' response at 6(100%), and that local brew abuse is increasing in secondary schools 4(66.7%), principals said.

Day scholars abuse local brew more than Boarders. However, Boys' boarding schools abuse local brew more 40(83.3%) students said, than Girls' boarding schools 8(16.7%) students said, indicating a significant relationship between local brew abuse and type of school as well as gender. Form three students abuse local brew most; 5(83.3%) principals and 50(83.3%) students said.

Students said that the major reasons why students abuse local brew were curiosity at 16(26.7%), students encourage their friends to abuse local brew at 40(66.7%), local brew is easily available at 43(71.7%). Chang'aa is the most abused local brew at 42(70%), majorly from brewers around the schools at 44(73.3%) and that students prefer to take it from the toilets at 20(33.3%).

Local brew abuse affects abusers' academic performance 5(83.3%) principals and 38(63.3%) students said. Students who abuse local brew copy their class assignments from friends 36(60%) students said, abusers have a low lesson concentration span 4(66.7%) principals and 39(65%) students said.

Absenteeism due to local brew abuse related issues negatively affects abusers' academic performance 44(73.3%) students and 6(100%) principals said.

The major negative effect of local brew abuse in the abusers' academic performance is low lesson concentration span 3(50%) principals and 32(53.3%) students said.

Students show lack of discipline in school after abusing local brew 5(83.3%) principals and 47(78.3%) students said such as strikes, stealing and destroying property, sneaking out of school and brewing conflicts in school and it has a negative effect on the abusers health 44(73.3%) students and 5(83.3%) principals said and the major negative effect is vomiting 24(40%) students said.

School administrators commonly use guidance and counseling to address local brew abuse related issues in schools, 3(50%) principals said and 25(41.7%) students said that school counselors should be approached on issues related to local brew abuse.

Students have not been adequately exposed to education on drugs and substance abuse 37(61.7%) students said and therefore, both students 30(50%) and principals 6(100%) felt that students should be exposed to such education. This is because students felt that prevention is better than cure 40(86.6%) students said.

The school administration felt that the major challenges it faces in its attempt to address local brew abuse in secondary schools is inflexibility of time schedules at 5(83.3%) and lack of support from parents at 4(66.7%).

Conclusively, local brew abuse among students is common, increasing and it spells danger not only to the youth who abuse it but also to the well being of the nation, because the youth represent the future of its people. Day mixed secondary school and form three students abuse it most. The major factors that motivate students are curiosity, its availability and affordability as well as acceptance by friends. Overall, the commonly abused local brew is chang'aa, local brew is easily available, its major source is brewers around the school and it is usually taken in secret and 'safe' places away from authority majority taking it from the toilets.

Students expressed knowledge of dangers of local brew abuse although they still abuse it for example, poor academic performance, low lesson concentration span, absenteeism and copying class assignments from others, lack of discipline after taking it like involvement in strikes and poor health mostly vomiting.

The main challenge faced in dealing with local brew abuse issues in schools is inflexibility of time schedules. The main strategy cited by both respondents to address local brew abuse was guidance and counseling. The respondents proposed other strategies which should be embraced by schools and there is need for team work by all stakeholders to come up with better solutions to address the problem.

The current study has shown that local brew abuse is a threat to the general public and the youth in Kenyan schools, therefore it should be urgently addressed because the future of the society is uncertain. Change can only be attained if all the parties concerned see its need and make an informed decision to effect it. Eradication of local brew abuse is therefore a collective responsibility of all the stakeholders.

5.5 RECOMMENDATIONS FOR IMPLEMENTATION

Based on the findings of the study, various recommendations for prevention and intervention program are proposed to help address local brew abuse among students in Kenyan secondary schools. The following are recommendations for effective programming to address and prevent abuse of local brew among students.

1. The Ministry of Education should capacity build guidance and counseling teachers in schools to help them disseminate up-to-date preventive education on drugs and substance abuse, local brew inclusive.
2. Secondary school administrators should create room for extra-curricular activities like sporting to assist students to use their leisure time gainfully and re-direct their excess energies to socially acceptable activities.
3. K. I. E should during curriculum review integrate education on drugs and substances abuse, local brew inclusive, in reasonable doses in all levels of education to prevent its further use and abuse in and out of learning institutions.
4. The church should awaken and teach moral values to students in and out of schools as a way of molding a God-fearing generation and assist them live morally upright lives.
5. The government should intervene and do away with all the local brew dens around learning institutions as well as enforce laws and heavy penalties of sale of local brew to minors.
6. The mass media should create room for youth programs on drugs and substance abuse education, present information in an honest and factual manner and emphasize on the negative effects of abuse of drugs and substances so as to equip the youth with information necessary in making informed decisions when confronted such issues.
7. Parents, guardians and teachers should be aware of their role in the abuse of drugs and substances by their children/students such as either them abusing local brew or drugs and substances or by giving them excess pocket money, so that they may rectify accordingly to save the young generation from further destruction.

5.6 SUGGESTIONS FOR FURTHER RESEARCH

From the findings of the study, it is suggested that more studies be carried out to address the following:

1. The current study mainly used questionnaires, therefore, future research should replicate this study but emphasize on qualitative data gathering techniques such as interviews and observations to help come up with a more comprehensive program for prevention and intervention of local brew abuse among students in secondary schools.
2. Guidance and counseling is emphasized in this study as a method of addressing local brew abuse related issues in secondary schools, thus, its effectiveness in addressing the issue should be investigated to contribute towards strengthening guidance and counseling in schools to help curb abuse of local brew and other drugs and substances.
3. More investigations are needed on the methods generally used to address local brew abuse in schools in various parts of Kenya since the methods used to address the problem may differ according to different circumstances.
4. Apart from the commonly abused local brew, chan ġaa and busaa, noted in this study, others drugs and substances abused such as cigarettes, cocaine, heroin and hashish should be investigated to determine the extent and frequency of their use among students and the strategies which should be put in place to address the vice.
5. More studies are needed with respect to background, socio-economic and environmental factors with regard to local brew abuse among students because the current study did not determine the association of most of these factors and local brew abuse.

REFERENCES

- Abeloff M.D. et al (1994). *The World Book Encyclopedia*. Volume 1, pg 265. World Book International, USA.
- Booth .G and Mc Duell .B. (2002). *MODULAR SCIENCE for Edexcel*. Heinemann Publishers Modules 1-6 HIGHER.
- Daily Nation, DN₂, 2013.
- Fraenkel. J and Wallen. N. (2000). *How to design and Evaluate Research in Education*. London. Mc Graw Hill.
- Huck. S. (2000). *Reading Statistics and Research*. 3rd Edition. New York: Addison Wesley Longman, Inc.
- Jessor .R and Jessor .S. L (1978). *Theory Testing in Longitudinal Research on Marijuana Use: Empirical findings and methodological issues*, Ed. By Kandel, pp 41-71. Washington D.C: Hemisphere-Wiley.
- Kothari C.R. (2004). *Research Methodology, Methods and Techniques*, New Age International (p) Limited Publishers, New Delhi, India
- Ludington .A and Diel .H (2000). *HEALTH POWER: Health by Choice Not Chance*. Review and Herald Publishing Association, Hagerstown.
- Lutomia A.G and Sikolia W.L (1999). *Guiding and Counseling in schools and colleges*. Uzima Press, Nairobi.
- Madara. D and Lilian .M.D (1996). *Guidance and counseling for schools and colleges*. Phedi Graphics, Nairobi.

Merki .B.M (1990). *Teen Health: Decisions for healthy living*. Glencoe/McGraw-Hill Mission Hills, California, USA.

Mitchell .C et al (2003) *Vibrant Health in the 21st Century*. The Stan borough Press Limited, England.

Mugenda, O.M and Mugenda A.G. (2003). *Research methods-Quantitative and qualitative Approaches*. African Centre for Technology Studies, Nairobi-Kenya.

National Campaign Against Drug Abuse Authority (NACADAA 2002).

The Basic Information on Drug and Substance Abuse in Kenya.

National Campaign Against Drug Abuse Authority (NACADAA 2004).

Youth in Peril, Nairobi, Government Press.

National Campaign Against Drug Abuse Authority (NACADAA 2010).

Frequently Asked Questions on Drugs and substance Abuse in Tertiary institutions in Kenya, Government Press

National Campaign Against Drug Abuse Authority (NACADAA 2006).

Drug and Substance Abuse in Tertiary Institutions in Kenya, Nairobi, Government Press.

Olsean .K .L, St. Pierre R.W and Ozias J.M (1990). *Being Healthy*. Harcourt Brace Jovanovich Publishers, USA.

Oso W. Y. and Onen D (2009). *A General Guide to Writing Research Proposal and Report*; The Jomo Kenyatta Foundation, Nairobi.

Oyugi N.L and Nyaga .M.M, (2007). *Introduction to Issues Affecting Education*. Kenya Institute of Special Education.

Paul.N, (2002). *Science for you, Biology*. Nelson Thorne's limited, United Kingdom.

Shaughnessy, J. J. Zechmeister, E. B. and Zechmeister J.S. (2003). *Research methods in psychology*, McGraw Hill, New York.

Steed E.L (2000). *Winning a Drug Free Tomorrow*. Review and Herald publishing Association, HAGERSTOWN, USA.

The Holy Bible, New King James Version (1982). National Publishing Company.

APPENDICES

APPENDIX I

Letter of Transmittal

P.O Box 78,
NYAMIRA.
5TH March, 2013.

Dear Respondent,

RE: PARTICIPATION IN RESEARCH ON THE CONTRIBUTION OF LOCAL BREW ABUSE IN SECONDARY SCHOOLS' ACADEMIC PERFORMANCE: A CASE OF NYAMUSI DIVISION, NYAMIRA COUNTY.

I am a student pursuing a post-graduate diploma in Adult Education and Community Development at the University of Nairobi undertaking research on the above topic.

This is a research project in partial fulfillment of the requirements for the award of the aforementioned post-graduate diploma. You have been identified as one of the respondents to give information on the above research title. Any information given shall be confidentially treated and will not be used in any other way but for just academic purposes only and your identity and information will not be shared with any one, hence will be treated as confidential.

Thank you in advance.

Yours faithfully,

Nancy K. Mocheche.
University of Nairobi.

20. Can absenteeism due to abuse of local brew affect the academic performance of those students who abuse it?

- Yes ()
- No ()

21. Have you/ your friends ever been exposed to education on drugs and substance abuse in your school?

- Yes ()
- No ()

22. Which is the most suitable way to address local brew abuse in schools?

- Prevention ()
- Cure ()

23. Which method should be used to prevent local brew abuse related issues in schools?

- Teaching about drug and substance abuse as a subject ()
- Conducting seminars and debates in schools ()
- Inviting medical practitioners and expert ()
- Through guidance and counseling sessions in our school ()
- Specify if any other ()

24. In your own opinion, who should be approached by students for help while in school on issues related to drugs and substance abuse?

- Head teacher ()
- Class teacher ()
- School counselor ()
- School chaplain ()
- Other(s) ()

THANK YOU FOR YOUR CO-OPERATION

