Students Interaction with the community and drug abuse in urban and rural secondary schools in Laikipia, Nakuru and Kericho Counties

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Abstract

Drug abuse in Kenya is a serious problem facing secondary school going students. Day school students' interaction with the community daily and this may exert pressure as regards drug abuse. This study investigated the influence of the level of interaction of the students with the community outside the school and drug abuse among urban and rural secondary schools in Laikipia, Nakuru and Kericho counties. The study used ex- post facto research design. The target population was all the secondary school students in the region. Purposive sampling was used to select the 33 administrators and 33 school counsellors. Simple random sampling was used to select the 320 students within Form II and III. Stratified random sampling was used to select the schools. Pretesting of the intruments was done in Kiambu County in three schools where the Cronbach correlation coefficient was 0.72, which was higher than the minimum, required in social science research. The Statistical Package for Social Sciences (SPSS) version 17 was used in data analysis. Descriptive statistics (means, frequencies and percentages) and Chi-square test were used to report the relationship among variables. An alpha level of .05 was used for all statistical tests. This study found that the interaction of students with the outside community was not significantly related to drug abuse.

Key Words: *Drug abuse, interaction, student, secondary school, rural, urban*

Introduction

Research by the National Institute on Alcohol Abuse and Alcoholism (NIAAA) has found that one youth in four (or about 19 million young people) is exposed to family alcoholism or alcohol abuse some time before the age of 18. Children in families affected by alcohol often live in environments that are stressful, chaotic, and frightening. Moreover, children of alcoholics are vulnerable to mental illness and medical problems and are at greater risk than others to abuse alcohol (Elkins, Malone, McGue & Iacono, 2004).

Students staying in urban areas have a twofold risk of using drugs compared to those in rural areas. The youth in the urban areas, due to their lifestyles, are more predisposed to drugs compared to those in rural areas. Still in urban areas, youth in slum areas have a higher prevalence of drug abuse due to increased availability and access (Otieno, 2009). NACADA Authority undertook a study in September 2009 among secondary school students in Nairobi. The results of this study showed the importance of prevention strategies to delay the age of initiation to alcohol use. The study sampled 1,281 students from 36 schools. A preliminary results show that almost one-half (49.2%) of all students sampled have taken alcohol at least once in the past. This includes children who experimented with alcohol only once and did not necessarily get intoxicated. A key finding is that the home is the most frequently cited place where respondents took alcohol for the first time (39%), followed by bars (24%) and friends' home (23%).The findings indicate that parents' use of alcohol is positively associated with experimentation with alcohol among secondary school students. Specifically, all factors considered, students whose fathers currently consume alcohol are almost 3 times more likely to have taken alcohol at least once compared with those whose fathers do not currently take alcohol. Similarly, students whose mothers currently consume alcohol are almost 6 times more likely to have consumed alcohol at least once compared with their counterparts whose mothers do not drink alcohol. These findings can be explained in terms of availability and accessibility of alcohol and/or behaviour modeling by parents. In conclusion, parental use of alcohol seems to be instrumental in initiation of alcohol abuse but later patterns of use (intoxication) are shaped by other environmental risk factors including friends' use of alcohol (NACADA, 2009).

The phenomenon of drug and substances abuse among students in Kenyan schools has today reached unprecedented proportions. There are serious implications on the moral, social and health factors triggered off by abuse of drugs by students. The most serious of these include, declining academic standards and indiscipline. High School students in Kenya abuse a variety of drugs. A survey conducted on drug abuse in Kenya, by the national agency for the campaign against drug Abuse (NACADA), entitled, "Youth in peril: Alcohol and Drug abuse in Kenya" revealed that "while substance abuse by the school going youth ranges mostly from the increasing use of illegal and 'hand' drugs to legal and "soft" substances, the youth mostly abuse four substances namely alcohol, tobacco, bhang and inhalants" (Muganda, 2004). However, a more recent research conducted by Ngesu, Ndiku and Masese (2008) indicated that in addition to bhang, alcohol and tobacco, the students also abuse miraa, kuber, cocaine and heroine. The spectrum of drugs abuse in schools has therefore widened.

A pilot survey carried out, found that on most school compounds today, there is a ready and wide variety of drugs. For instance in Lugari district, it was confirmed from the school records that in the last five years, over 20 students were either suspended or expelled from Lumakanda secondary school for having taken drugs in one year. Schools in Nairobi have also reported higher cases of hard drugs such as cocaine, heroin, kuber and inhalants. Nairobi also leads in tobacco use among students followed by Rift Valley, Nyanza and North eastern. (Muganda, 2004). The indication of the Rift valley as second in Kenya in tobacco use shows why it is necessary to find out interaction of learners with the community contribute to this situation hence choice of location for this study.

A study conducted by Ngesu *et al.,* (2008) revealed that abuse of alcoholic drink by students in Kenya is not confined to urban schools. There are many schools in rural areas where alcohol is a major problem also. For

instance schools located in areas where brewing of chang'aa, busaa and other illicit drinks common in Rift Valley region often report high cases of students involvement in these illicit drinks. In boarding schools, consumption of alcohol by students takes different forms. Often, students sneak out of school during preps or after preps in the night. Sneaking out of school is a common phenomenon in schools experiencing indiscipline problems and which are closely located to urban centres or adjacent to shopping centres. In such schools two or three students are usually sent by their colleagues to go and buy the drinks. Those sent are obviously the most daring ones (especially the hardened, indiscipline few). Once in town, they buy liquor, usually the wines and whiskys and put them in bags before taking the "safest" route back to school. Once they get back to the dormitories, the alcohol is shared out according to how each student contributed. The alcohol is then consumed at night or kept for the week-ends (Muganda, 2004). Another common method used by students to sneak alcoholic substances to schools is by mixing wines and whisky's with juice which is then carried to school during school opening days or after mid-term breaks. In the school, the juices are then hidden in some "secret" places and taken (consumed after night preps or during weekends).

Other occasions during which students get access to alcoholic substances include school outings such as educational trips/tours, sports and games day's music and drama festivals. It has been established that in most cases those who drink alcohol also buy cigarettes an indication that these students have money to buy this drugs. Sometimes hawkers are the ones who are either sent by students for a commission to buy cigarettes or they sell to them directly. The other way in which cigarettes find their way to schools is during schools opening days and mid-term breaks. On such occasions students come with cigarettes concealed in funny and secretive places. Packets of cigarettes have been found hidden in omo detergent containers in the seams of long sleeved shirts, collar and in hidden pockets in their inner wears. The fact that drugs are easily available in the kiosks, bars, hotels, drug stores shops, social gatherings and from subordinate staff in institutions gives the youth easy access to them (Ngeno, 2002). In many of the communities within the Rift Valley brewing of beer is a traditional practice for this reason, consumption of beer is a cherished practice. It is also more acceptable in society compared to other types of drugs. The same case applies to tobacco which is grown and consumed by various communities freely. This puts the student in this region in a dilemma of either abusing the drugs or abstaining.

Ngesu *et al.,* (2008) indicated that the community and religious groups have abandoned their role of nurturing the youth, who become vulnerable to peer pressure. This has made the students seek advice from their age mate, who are also ill-informed in many matters of social life. In Kenya today, there are several dysfunctional families that are the products of social, religions and financial forces operating in the world today. These forces have lead to separations, divorces, death of either one or both parents. Children coming from such families usually suffer from social, psychological or financial constraints that sometimes drive them into drugs and substance abuse. Majority of the said children are product of dysfunctional and broken families where there are frequent quarrels and domestic violence. Unable to understand why their parents are frequently at war with each other, children take to drug as a means of seeking solace as encouraged by their fellow friends they interact with (Ngesu *et al.*, 2008).

Occasionally, one comes across a family that is united and normal but whose parents are very busy or absent for long durations of time. This is often the case with parents who are working or studying abroad while their children are in Kenya. It is also common with high level business parents or those working with international agencies like the United Nations, where they frequently visit different countries on job related missions; such families have very little time for their children. Whether in school or at home, youth from such families may lacks parental love, care and concern and in a number of cases turn to drugs either due to lack of parental guidance or as a way of escaping from loneliness or as they interact with the wrong choice of friends (Karechio 1996).

Objective of the Study

The objective that guided this study was to establish the influence of student interaction with the community outside the school and drug abuse among urban and rural secondary schools in Laikipia, Nakuru and Kericho Counties, Kenya.

Research Hypotheses

The research hypothesis for this study was tested at .05 level of significance and was stated as follows;

Ho1: Interaction of students with community outside the school has no statistically significant influence on drug abuse in Laikipia, Nakuru and Kericho Counties, Kenya.

Review of related Literature

Drug abuse in schools is a problem that has been reported in various regions of the world, in both the developed and the developing countries. Oshodi, Aina and Onajole (2010) reported that in an American study, substance use rate increased with age with a prevalence rate of 19.6% between the ages of 18-20 years with marijuana being the most commonly used substance, followed by tobacco. Oshodi *et al;* (2010) further reports that in the United Kingdom, cross–sectional studies have shown that among students aged 15-16 years; at least 40% had used illicit drugs, mainly cannabis, at some time in their lives. Also among those aged 16-24 years, 38% of males and 5% of females regularly drink twice the recommended safe level of alcohol. According to Frisher, Crome, Macleod, Bloor and Hickman (2007), the rates of 'ever cannabis use' in United Kingdom among respondents aged 16 years, were 41% for boys and 35% for girls. The rates for use in the previous 30 days were 23% for boys and 16% for girls. Epidemiologic Bulletin (1986) reported that in Mexico surveys carried out among general and student population aged 14 years and over revealed that the legal drugs most frequently abused were alcohol, tobacco and medically prescribed tranquilizers especially among women. Epidemiologic Bulletin furthermore asserts that illegal, nonmedical drugs were used preferentially by young people. Drug abuse primarily involved the use of cannabis and psychotropic drugs by adolescents and youth. National Institute of Drug Abuse (1997) affirms that early abuse includes such drugs as tobacco, alcohol, inhalants, marijuana, and psychotherapeutic drugs. If drug abuse persists into later adolescence, abusers typically become more involved with marijuana and then advance to other illegal drugs, while continuing their abuse of tobacco and alcohol.

In Ilorin, Nigeria, the lifetime prevalence rate of substance use among secondary school and university students was found to vary between 1.5% (for tobacco) and 47% (for psycho stimulants). In Sokoto, the reported prevalence rates were 10.9%-17.8% among secondary school students and 19.5%-50.7% in Port Harcourt. In a more recent study of medical students in a Nigerian University, the overall lifetime prevalence for substance use was 78%; and the most frequently used substances were mild stimulants, alcohol, sedatives and tobacco in that order (Oshodi et al. 2007).

Otieno (2009) reports that in Kenya, more than a fifth (22.7%) of primary school children take alcohol, a figure that rises to more than two-thirds (68%) for university students. A large number of students across all age groups have been exposed to alcohol, tobacco, *miraa* (khat), glue sniffing, bhang (marijuana) and even hard drugs such as heroin and cocaine. The author further states that 20% of youths in Kenya aged between 14 and 18 years smoke cigarettes and another 9% smoke bhang (*Cannabis sativa*) while some 23% consume commercial beer and spirits. This is the age of most youths in Kenyan secondary schools students. Moreover, empirical evidence show that 92% of youths aged between 16 and 23 years have experimented with drugs as they grew up with about 90% of the respondents taking beer, spirits, cigarettes, local brews and bhang. Otieno (2009) reveals that about 400,000 students in secondary schools in Kenya were addicted to drugs and out of this number, 16,000 are girls and the rest are boys. NACADA (2004) indicated that about 22% of high school students were using alcohol. The NACADA also established that both boys and girls in secondary schools

partake in drug abuse. Ingosi (1986) reported that 41% of form three, and form four's secondary school students had tried bhang and 10% were still smoking. Only 19% had experimented with valium and 8% were hooked into it.

According to Otieno (1999) majority of the drug abusers' fall between 16 and 30 years. Fifty percent (50%) of Kenya population fall in this age category. This means that half of the country's population is in danger of drug abuse problems. The most affected age group is between 12-18 years which constitutes students mostly in secondary schools. Ngeno (2002) asserts that in view of the studies done on drug abuse, the county is faced with a serious problem since the youth seems to be dangerously exposed to the drug abuse menace which has acquired a crippling social burden status to the country.

Day school students are thought to abuse drugs more than boarding schools students. The reason advanced is that boarding school students are more closely monitored and the fact that day scholars are in close contact with peddlers, pushers, and pass through the "joints" where drug abuse is more prevalent (Escandon and Galvez, 2005). Disciplinary systems in day schools have also been considered to be slightly relaxed compared to boarding schools. This is due to school administrator's tolerance to deviance. Another probable reason given is that most students in some day schools are often former discipline cases in other schools, and hence they have had records of being more vulnerable to drug addiction than students in most boarding school (Ochieng, 1986). Such findings indicate the need for an examination into the factors that result to these differences on drug abuse among different school types and thus identify common means of handling the problem of drug abuse. The question that needs address is therefore whether students' interaction with the community has any significant influence to drug abuse.

Abuse of alcoholic drink by students is not confined to urban schools. There are many schools in rural areas where alcohol is a major problem. Schools located in areas where brewing of chang'aa, busaa and other illicit drinks often report high cases of students involvement in these illicit drinks. In boarding schools, consumption of alcohol and cigarette by students takes different forms, often, students sneak out of school during preps or after preps in the night to buy these drugs. Sneaking out of school is a common phenomenon in schools experiencing indiscipline problems and which are closely located to urban centres or adjacent to shopping centres. In such schools two or three students are usually sent by their colleagues to go and buy the drinks (Muganda, 2004). Hawkers are also sent by students (for a commission) to buy cigarettes or they sell to them directly either at school fences or during school outings. On students come with cigarettes concealed in funny and secretive places. Packets of cigarettes are also brought in hidden in soap detergent containers, in the seams of long sleeved shirts, collar and in hidden pockets in their inner wears (Ngesu, L.M, Nduki, J. Maseses A., 2008).

Kerechio (2004) advances that someone born in an area where there is a lot of drug taking may be easily lured into the act. There are slums where illicit brews like chang'aa are openly brewed and taken freely as normal drinks and student in such areas may find themselves consuming them. Students from miraa/khat growing areas start to chew the drug because it is a common thing in their community and later on they become addicts.

Theoretical Framework

The theory that guided this study was the Social learning Theory by Albert Bandura. Bandura (1971) in his theory of social learning underscores the importance of the process of imitation and modelling in significant learning. The potential drug abuser imitates the model in his/her environment. The models are friends, parents, sibling or television stars who are within his/her environmental context. The learning and imitation occur in an indirect fashion that is through experience of others, referred to as vicarious learning. Through observation and internalization of what others are experiencing, people learn good and bad behaviours. For example when one observes others taking drugs in his environment, one may be motivated to imitate the behaviour or act if

the behaviour is reinforced positively. In case where the model appears excited, sociable or aggressive, the potential abuser is likely to imitate the behaviour. However, if the behaviour is punished for instance, the model becomes sickly, gets into legal conflict or is hated or losses friends, the behaviour is not imitated and hence abstinence. Thus, the potential abuser has foresight knowledge as to what the future consequences of their using drugs will be without direct experiences in the abuse of drugs. This awareness and anticipation of what reinforcers will be in certain situation is part of cognitive operation. The respondent may choose not to use drugs if the anticipated reinforcers are not worth the effort or the consequences are negative. They may also use and abuse the drug if they are able to attain and retain the critical features of an event and if they are motivated by the model behaviour.It is clear that most of the learning occurs through direct experience and can also be acquired through observation of other behaviour (model).

The Conceptual Framework

The social learning theory indicates well how the independent and dependent factors for this study may interact with each other to influence the outcome. The independent variable in this study was Interaction with the community and dependent variables was drug abuse. The extraneous variables were those measures or factors that affected the independent variables and they in turn affected the dependent variables. In this study the extraneous variables were gender, level of awareness and resistant skills. This study intends to find out if students interaction with the community has any relationship with drug abuse and whether day school might have higher prevalence of abuse than boarding schools due to the social interaction impact. However, the type of school per se does not have any influence but the influence is indirect due to other factors like impact of the community around or the environment in which the school is placed. Figure 1 illustrates the conceptual framework model used by the study.
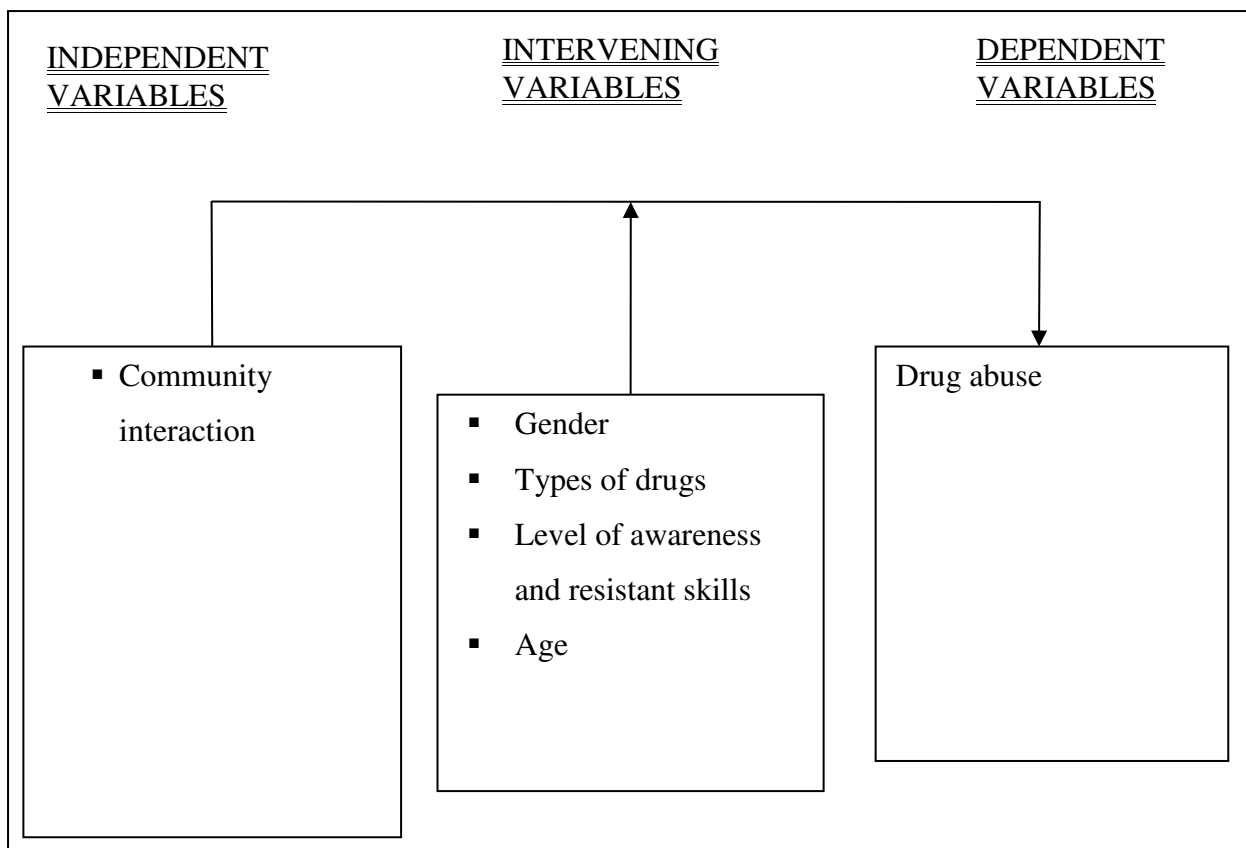
Figure 1: The Conceptual Framework Model

Research Design

This study was guided by ex-*post facto* research design. According to Kerlinger (1973) *ex-post facto* design is a system of empirical enquiry in which researchers do not have direct control over independent variables because their manifestation have already occurred or because they are inherently not manipulable. *Ex-post facto* design was used because the researcher, rather than creating the treatment, only examined the effect of a naturally occurring treatment after the treatment has occurred.

Location of the Study

The study was carried out in the Nakuru, Kericho and Laikipia Counties in Kenya. These counties were chosen because they have a large number of secondary schools comprising of public and private, national, provincial and district schools and a multiplicity of ethnic groups. The region also had several urban Centres like Nakuru, Nyahururu, Nanyuki and Kericho and a very remote rural setup. The regionis also an agricultural and industrial area with people of diverse cultural, social, educational and economic backgrounds. This implied that the population in the region could be rich in information that was being sought.

Population

The target population comprised of all secondary school students in Nakuru, Kericho and Laikipia counties, all the school heads and all guidance and counselling teachers. The schools were profiled into rural and urban schools and into day schools, boarding schools, day and boarding schools respectively. The total schools were 529.

Sample Size

The sample consisted of 320 students from different schools. The students were from Forms II and III, chosen because they were not so new in their schools and were not busy preparing for final examinations. From each school the head teacher/principal and the guidance and counselling teacher was included in the sample making up a total of 66 participants. This brought the sample of participants to 386 (320+66=386).

Sampling Procedure

The sampling frame comprised the entire population of rural and urban secondary school students in Laikipia, Nakuru and Kericho Counties comprising of 529 schools. The study used a combination of sampling procedures to ensure representation by gender and the different socio-economic conditions. The schools were first stratified into rural and urban schools. Then a further stratification was done to include different categories; across gender (into girls, boys and mixed schools). Within each category of schools simple random sampling was carried out to select a school. According to Kothari, (2003) stratified sampling is done when a sample is drawn from a population that is not homogeneous. Under this procedure, the population is divided into several sub-populations that are individually more homogenous than the total population and the sample is drawn from each sub-population proportionately. In this case, the sub-populations were the different types of schools (girls, boys and mixed schools).

For each school that was randomly selected, the head teacher and guidance and counselling teacher were purposively selected into the study. In some schools where more counsellors existed the senior counsellor was selected for their role of coordinating counselling programmes placed them in better position of knowing what was happening in their schools. The students' selected were from Forms II and III. Forms II and III were purposively selected because they had been in their school for long enough and were not so busy preparing for the KCSE examination. Where the school was of one gender, selection of the students was done through simple random sampling. Where the school was mixed, stratified random sampling was used. The stratification was based on gender so as to randomly include girls and boys proportionately.

Instrumentation

Semi-structured questionnaires were used to collect data from the students to obtain information about, inter alia, the prevalence rate of drug abuse, socio-economic information and intervention measures or recommendations. Semi structured questionnaires were also used on school administrators to gather information about the approaches being used in schools to combat drug abuse. The questionnaire were divided into section covering areas like background data ,causes and extent of drug abuse, types of abused drugs and methods used to address drugs abuse. A semi-structured questionnaire contains both close ended and open ended items. The open ended items allowed the researcher to get in-depth information relevant to the study (Kothari, 2003).

Secondary data was collected from the existing literature on the subject matter of the study. The secondary data was collected from books and journals in the library, unpublished theses in libraries, from electronic journals and other electronic publications of various organisations in the internet. Other data was collected from government offices in the relevant ministries.

Piloting

The questionnaires were piloted on a selected sample similar to the actual sample that was to be included in the study. The piloting was carried out in three schools and a total of thirty (30) students, three(3) counsellors and three(3) school principals and counsellors were included. It was carried out in Kiambu County for it had similar conditions to those of the area of study.

Validity

Validity was improved through the input of peers and other researchers who whose suggestions were incorporated to improve both content and face validity.

Reliability

The internal consistency technique was used to test reliability of the tools. In this method a score obtained in one item was correlated with other items in the instrument (Mugenda & Mugenda, 2003). Cronbach Alpha was used to establish the reliability coefficient. A reliability coefficient of 0.7 or greater is usually deemed as adequate. Modification on the tool was carried out after piloting. After reliability testing the Cronbach correlation coefficient alpha was 0.72 which was above the threshold for a social science study.

Data Collection Procedure

Authority to collect data was sought from the National Council of Science and Technology. Permission was also sought from the DEO and County Commissioners from each county. The research first made introductory visit to the selected secondary school to seek permission from the school principal and to organise for the most appropriate time to visit. During the data collection, three research assistants were trained on how to use the tools before administration of the questionnaires. The research assistants ensured that they supervised the respondents and provided any assistance they required as they filled the questionnaires. Issues of confidentiality were well explained and no respondent was expected to write his name or that of his school in the questionnaire.

Data Analysis

Data analysis was done using Statistical Package for Social Sciences (SPSS) Version 17. Before the actual analysis was done, data were edited, coded, entered into the programme and then cleaned. Descriptive statistics used included means, percentages, and measures of central tendency and frequencies that were used to discuss the results. The hypothesis was tested using chi-square (χ^2) at .05 level of significance.

Results and Discussion

This section presents the results and the discussion of the study on the influence of the interaction with community on drugs abuse among urban and rural secondary schools in Laikipia, Nakuru and Kericho Counties. Acceptance or rejection of the null hypothesis was based on the calculated tests statistics and the value of the probability of significance (p-value).The null hypothesis was accepted if $P> .05$, and it was rejected if $P< .05$.

Demographic Characteristic of the Respondents

The study population comprised of the students, teacher counsellor and the school head teacher. The students were 320 from different kinds of schools in the study area. The students were from rural and urban schools, day and boarding schools, boys, girls and mixed schools. On the other hand, the school administration was made up of 33 school heads and 33 teacher counsellors.

Description of Students Respondents

The male student made a larger proportion of the respondents than the female counterparts in both rural and urban schools with males being 51.3% and 50.3% respectively. Girls especially in mixed schools were shy from being included in the data collection especially the form II girls. About 80% of the student respondents, 80.8% were aged 16-18 years, 10.4% were aged below 16 years whereas 8.8% of the respondents were aged above 18 years. Two classes were considered for inclusion in this study. The Students participants per form are indicated in Table 1

Table 1: Form (Class) of Student Respondent

Class	Frequency	Per cent
Form 2	125	39.1
Form 3	195	60.9
Total	320	100.0

The Form III class made up 60.9% of the student respondents while the rest were form II (Table 1).

The Level of Interaction of the Students with the Community outside the School and Drug Abuse

The objective of this study was to establish the influence of the level of interaction of the students with the community outside the school and use of drug in the urban and rural secondary schools in Laikipia, Nakuru and Kericho Counties. To achieve this objective a null hypothesis was developed and stated as follows:

Ho1: Interaction of students with community outside the school has no statistically significant influence on drug abuse in Laikipia, Nakuru and Kericho Counties, Kenya.

In order to reject or fail to reject the null hypothesis the average number of days of interacting with the outside community of students in rural schools was compared with that of students in urban schools. This is shown in Table 2.

Table 2: Intensity of interacting With Outside Community

Variable	Rural			Urban		
	N	Mean	Std. Error	N	Mean	Std. Error
Days per month students interact with outside community	127	9.79	0.85	130	11.65	0.96

t=-1.449, df =255, p=0.149

The results showed the mean number of days of interaction in rural areas was 9.79± 0.85 and 11.65±0.96 for students in urban areas (Table 2). The means were not significantly different from each other (t=-1.449, df=255, p=0.149). The level of interaction for both categories of students was therefore similar.

A contingency table was also generated for the number of days of interaction with the outside community every month and use of drugs by the students as shown in Table 3.

Table 3: Number of Days of Interaction with Outside Community and Use of Drugs

Ever used drugs		Number of days of interaction with outside							
		Rural				Urban			
		1-10	11-20	21-30	Total	1-10	11-20	21-30	Total
Yes	Frequency	11	1	9	21	13	3	3	19
	% of Ever used drugs	52.4	4.8	42.9	100	68.4	15.8	15.8	100
	% of number of days of interaction	12.0	10.0	42.9	17.1	15.1	23.1	10.3	14.8
No	Frequency	81	9	12	102	73	10	26	109
	% of Ever used drugs	79.4	8.8	11.8	100	67.0	9.2	23.9	100
	% of number of days of interaction	88.0	90.0	57.1	82.9	84.9	76.9	89.7	85.2
Total	Frequency	115	10	33	158	86	13	29	128
	% of Ever used drugs	72.8	6.3	20.9	100	67.2	10.2	22.7	100
	% of number of days of interaction	100	100	100	100	100	100	100	100

For rural schools and urban schools, most of the students, whether using drugs or not, interacted with the outside community from 1-10 days every month. More than half of the students who used drugs in rural schools (52.4%) interacted with the outside community 1-10 days per month. Likewise, 68.4% of the students in urban schools who used drugs interacted with the outside community 1-10 days per month. This is shown in table 3.

The relationship between the number of days of interaction with the outside community per month was tested by the use of a chi-square test. This is shown in table 4.

Table 4: Association of Interaction with Outside Community and Drug Abuse

Ever used drugs		No. of days of interaction with outside community			Total
		1-10	11-20	21-30	
Yes	Frequency	24	4	12	40
	% of Ever used drugs	60.0	10.0	30.0	100.0
	% of number of days	13.5	17.4	24.0	15.9
No	Frequency	154	19	38	211
	% of Ever used drugs	73.0	9.0	18.0	100.0
	% of number of days	86.5	82.6	76.0	84.1
Total	Frequency	178	23	50	251
	% of Ever used drugs	70.9	9.2	19.9	100.0
	% of number of days	100.0	100.0	100.0	100.0

χ^2=3.263, df =2, p=0.196

It was found that there was no relationship between the number of days of interaction and drug abuse (χ^2=3.263, df =2, p=0.196). Hence the null hypothesis was not rejected. This shows that the number of days of a student interaction with the outside community is not an important factor in influencing drug abuse in secondary schools. Hence a student who interacts with the outside community more is not more likely to abuse drugs than a student who interacts less with the outside community.

As reported students in both rural and urban schools, whether using drugs or not, interacted with the outside community similarly although the mean number of days was higher for students in rural schools than in urban. There was no significant difference in the average number of days of interaction with the outside community. Consequently, the impact of interaction could not be clearly isolated in the study. Interaction with the outside can therefore positively or negatively influences a student drug abuse. Interactions that result to positive building of character of the students would result to resistance to drug abuse.

National Institute on Drug Abuse (1997) observed that protective factors can suppress the escalation to substance abuse. The factors include self-control, which tends to inhibit problem behaviour and often increases naturally as children mature during adolescence. Protective family structure, individual personality, and environmental variables can reduce the impact of serious risks of drug abuse. The focus on preventive interventions can provide skills and support to high-risk youth to enhance levels of protective factors and prevent escalation to drug abuse. Thus as students interact with the community outside the home environment there is need for the family to train them on how to take care of themselves to avoid pressure to indulge in drugs.

On the other hand, interactions that is harmful for instance with peers outside the school who abuse drugs would encourage the consumption of drugs. It is noted that whenever children come from broken home, or homes with rampant use of drugs, the children are more likely to abuse drugs. This is aggravated by the negative interaction with the outside community. The same forces which would keep the child from abusing drugs if they were positive are now contributing to drug abuse. Ndakwa (2000) observed that majority of the children who are products of dysfunctional and broken families where there are frequent quarrels and domestic violence are unable to understand why their parents are frequently at war with each other and they take to drug as a means of seeking solace. Similarly, Karechio (1996) reported that whether in school or at home, youth from families' that lacks parental love, care and concern in a number of cases turn to drugs either due to lack of parental guidance or as a way of escaping from loneliness. Thus as they interact with their immediate surrounding they are hooked into drugs.

Conclusion

The results of the study show that generally drug abuse in urban schools is not very different from that in rural schools. The hypothesis tested stating that Interaction of students with community outside the school has no statistically significant influence on drug abuse in Laikipia, Nakuru and Kericho Counties was found to indicate that there was no relationship between the number of days of interaction and drug abuse ($\chi2$=3.263, df =2, p=0.196). This means that students' interaction with the community does not necessarily result to drug abuse. This study thus concluded that the interaction of students with the outside community was not significantly related to drug abuse. This shows that students interacting more with the community outside are not more likely to abuse drugs as compared to those who interact less. This may be because interaction may influence both ways that is it can be positive as well as negative. Thus what counts as far as drug abuse is concerned is not the number of interactions but the quality of interaction with the community concerned.

Recommendation

Thus it can be recommended that Programmes of eradicating drug abuse should not be based on level of interaction of students with outside community. Even though a positive interaction should be enhanced and the negative interaction dissuaded. Activities like sports, going to church and participating in community activities should be encouraged whereas associating with drug abusers in the community should be discouraged. Parents should be closer with their children early enough to train them on assertive skill so that when they interact with others they can be able to avoid pressure to abuse drugs.

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