

**INTERNATIONAL JOURNAL OF  
INNOVATIVE RESEARCH AND KNOWLEDGE**

ISSN-2213-1356

www.ijirk.com

**PSYCHOLOGICAL EFFECTS OF DRUG AND SUBSTANCE  
ABUSE ON THE MENTAL WELLBEING OF TEACHER  
EMPLOYEES IN PRIMARY SCHOOLS, IN HAMISI SUB-  
COUNTY OF VIHIGA COUNTY, KENYA**

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**ABSTRACT**

*Drug and substance abuse is a menace in the world. Studies reveal that drug abuse affect both men and women across social and economic classes. In Kenya the change from 844 to Competence Based Curriculum (CBC) has put a lot of pressure on teachers interfering with their mental wellness of which many have resorted to drug and substance abuse with a hope of attaining psychological wellness. The objectives of the study was: to determine the psychological effects of drug and substance abuse on the mental wellbeing of teacher employees in Primary schools, in Hamisi sub-county, Vihiga County, Kenya. The researcher adapted descriptive survey research design. The study population comprised 1231 assistant teachers. Purposive and snowballing techniques was applied to select 318 assistant teachers for the study. Data was collected by use of questionnaires. The alpha level of 0.05 was applied for validity and reliability of research instruments. Quantitative data was analyzed into descriptive statistics presented in frequencies, tables, pie charts and percentages while inferential statistics involved SPSS analysis. The findings revealed 15% of teacher's workload affected their mental health. 43.1% complained anxiety while 76.4% complained of teaching demands, 56.3% abused drugs due to stress. 21.6% had suicidal thoughts. The study recommended for psychological counseling of teachers to be handled by qualified counselors and to work in collaboration with TSC. Mitigations and psychosocial support system to be established to combat the menace. Well-equipped rehabilitation centers be established in each Sub County and County to handle all issues dealing with the mental wellbeing of teachers in primary schools in Hamisi sub county, Kenya.*

**Key Words:** Drug abuse, Substance abuse, Work pressure, Emotional pain, Mental well-being, Psychological effects, Anxiety, Stress, Social support, Hustle culture

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## 1. INTRODUCTION

### 1.1. Background

Psychological wellbeing refers to positive mental states such as happiness or satisfaction. It is a core feature of mental health, and may be defined as hedonic (enjoyment and pleasure) and as eudemonic (fulfilment). Mental health includes our emotions, psychological and social well-being. Mental health affects how we think, feel and act as well as helps determine how we handle stress, relate to others and how we make choices. Mental health is a very important aspect at every stage of life. SAMSHA, (2015) estimated that about 5.5% of people in educational services had an addiction. An interview schedule carried out on 18 university students in Botswana revealed that mental health disorders associated with drug use were depression, suicidal attempts, stress, mood, psychotic and personality disorders. In Kenya, a nationwide survey conducted in 2017 reported that over 10% of Kenyans between the ages 15-65 years had SUD. Kenya has the third highest total daily (54,000) from alcohol use disorders (AUD) in Africa. NACADA chief executive Victor Kiomo alluded that increased cases of mental illness in the country is attributed to alcoholism and substance abuse. He added that 18.2% of people who abuse drugs, 12% of them were addicted to alcohol and had signs of mental illness (Saturday, July 9, 2022, Kenya News Agency). Availability of drugs and uncontrollable use of alcohol is a menace among teachers that TSC has to find a solution to. Education has become one of the most mentally and emotionally exhausting profession in most countries. A variety of factors unique to the field of education have contributed to the exhausting nature of teaching positions Among the risk factors for teacher educators include: demanding work responsibilities which also consist standardized testing and grading quotas, most with classrooms filled beyond capacity. This leaves the teacher exhausted and stressed at the end of the day forcing the teacher to look for something to relieve him of this situation. The specific hustle culture of high-pressure peers and superiors to always give 110% for sake of their students is another risky factor to drug use. Bedrock Recovery Center (2015).

Stress from emotional work force is another contributing risky factor. Teachers are not only burdened with the daily tasks of their jobs but also the emotional weight of caring for standards but also ensuring that they succeed. Fatigue adds to the risky factors. Teachers are expected to work off\_ hours; as from six o'clock in the morning till six o'clock in the evening as well as during Saturdays and Sundays so as to complete the workload planned for the whole year. These, they do without overtime compensation and no motivation, when they are supposed to be relaxing. Finally, the unhealthy coping mechanisms they resort to as a way of managing the work- related stress with colleagues after work Kamwannga *et al*, (2013). It is unfortunate that there has been a normalization among teachers of such unhealthy coping mechanisms including the use of drugs and alcohol. Other general risk factors for experiencing drug and substance abuse are: lack of adequate support systems, a history of mental illness and family history of addiction, NACADA (2012) and Karimi (2011) revealed that the family has a powerful influence on whether its members will become involved in substance abuse or not. It was revealed that about 82% of the parents who drank had their siblings who drank. Having a co-occurring disorder and as well as having a personal history of a past addiction. Muthohya (2012) and Chesang (2013). Drug and substance abuse may be used by the teachers to; alleviate anxiety and worries about work, to escape from reality and numb emotional pain and also in order to keep up with the demands of teaching career. As such, there is need for the employer for teachers to assist come up with better solutions for teachers under influence of drugs and alcohol abuse. Mental health problems and mental disorders are common health problems among drug and substance abusers. Drug and Substance Abuse is one of the leading causes of mental and personality disorders among the teenagers or young adult teacher employees in Hamisi Sub County. Effects of drug and substance abuse on teachers include: anxiety, depression, posttraumatic stress disorder, social phobia, delusion thinking, bipolar, dependence and addiction, attention-deficit and or hyperactivity disorder. African Population and Health Research Centre Survey, (2022).

People who feel overloaded by the amount of stress experienced during the day have a plethora of healthy choices to manage stress for instance drug use and abuse. Personality refers to an individual's striking modifications or characteristics that makes him or her differ from other people. For instance; the way they look, self-assertive or their diplomacy, which include the body physic, habits, temperaments, sentiments, will and intelligence. A lot of researches have been done to establish the relationship between people who misuse drugs and alcohol and those who are schizophrenic (Dara, 2008-2016). Most of the information that was collected is a direct correlation between the two. Based upon individuals researched, 5% to 75% of people addicted to drug and/or alcohol also do suffer from more than one personality delusions (Dara, 2008-2016). A research study examined patience under alcohol dependent and established that about 20.8% suffered obsessive-compulsive, 10.4% experienced paranoid and 9.4% dependent. For those who abused cocaine and alcohol, 21% were antisocial, 14.5% narcissistic and 11.3% had borderline disorders (Dara, 2016). Dual Diagnosis org. (2016) carried out a study on emotional instability and addiction, revealed that emotional instability is caused by several factors including but not limited to dysfunctional family environment. Neuro-pharmacology and neurological imaging studies show that addiction to drugs and alcohol is related to the structure of brain and how it functions (Dual Diagnosis.org 2016). Not many studies have examined the way abuse of substances and schizophrenia are related in teachers. The figures differ because of factors such as; being rebellious, impulsiveness and stress due to academic, financial stress and family obligations, which are often linked to early adulthood years and late youthful age, and can, cause to an extent an increased desire for drug abuse. If ways are sought to determine the major causes of alcohol abuse among teachers and how to remedy, it will go hand in hand to reduce on the psychological disturbance and improve the academic standards in the sub-county.

Alcohol which is mostly abused by teachers in Hamisi sub-county is a depressant and negatively affects thoughts, feelings and actions. It causes agitation, lack of motivation, mood disorders, and, increased stress and anxiety (Soliman, 2019). Alcohol impacts the central nervous system by slowing it down, affecting the way one thinks, feels and behaves. It depletes chemicals that help reduce anxiety leaving one feeling more stressed, anxious and depressed, making one to consume more in order to cope with the reactions, leading to alcohol dependence (Simatwa, 2014). While alcohol may help one to fall and stay asleep, it likely disturbs the sleep in the second half of the night which is important part of sleep cycle (Keyes, 2014). Lack of quality sleep affects ability to function during the day. This leads to chronic absenteeism and poor class delivery an issue which is causing worry to the employer, TSC. A study carried out on 1970 people enrolled at outpatient clinic in 11 Swedish cities in 2020 showed that between (34-54%) of the respondents reported problems such as concentration difficulties, sleeping difficulties, anxiety and depression.

## 1.2 Statement of the Problem

Drug and substance abuse are a global epidemic, it reduces a person's ability to become autonomous, competent, form healthy relationships, perform duties effectively, reach self-actualization and develop a purposeful life. Most of the drugs abused in Hamisi Sub-County include alcohol, cannabis sativa (bhang), tobacco, kuber, simba waragi and cigarette smoking. Despite legislative interventions by governments globally drug and substance abuse among teachers is on the rise. One of the obstacles standing hindering TSC in fulfilling its constitutional mandate is drug and substance abuse among teachers. Many teachers who abuse drugs have suffered interdiction due to absenteeism from work while some have been recommended for rehabilitation. The changing curriculum and heavy workload puts much pressure on teachers hence generating stress and anxiety that affect their mental well-being. Drug and substance abuse among teachers in study area has a threatening level calling for mental wellness interventions for the addicts. The study sought to determine the effects of drug and substance abuse on teacher employee's wellbeing and determine interventions to help the government handle the menace in Hamisi sub-county and entire Kenya.

### **1.3 The objectives of the study**

The objectives of the study was to determine the psychological effects of drug and substance abuse on the mental wellbeing of teacher employees in Primary schools, in Hamisi sub-county, Vihiga County, Kenya.

### **1.4 Significance of the Research**

The research findings will help TSC put in place policies that will help teachers struggling with drug and substance abuse handle the situation. This survey will play a vital role in reducing drug use and abuse among teachers, youths and adults. Employers and other regulators will use the results as directions on management as well as control of violation of drugs in Kenya. They will apply the findings in developing available policy documents that would contend with the abuse of drugs menace countrywide. The study would provide current intervention measures to fill the study gaps.

### **1.5 Scope of the Study**

The research was conducted in Hamisi sub-county of Vihiga County, Kenya that include Tambua, Banja, Gisambai, Shaviringa, Shamakhokho and Jepkoyai zones. The study involved teachers in primary schools, Head teachers, Guidance and Counseling teachers and Curriculum Support Officers in the study area.

### **1.6 Study Limitations**

The study focused on teachers in primary schools, Curriculum Support Officers, Head teachers and guidance and counseling teachers. In data collection, some respondents provided information based on their behaviors hence accuracy and honesty were affected. Also, teachers who abuse substances and drugs were reluctant to provide relevant information and education officers were busy hence could not respond to the questionnaires accurately.

### **1.7 Assumptions of the Study**

The assumptions was that the respondents would cooperate throughout the study by responding positively and truthfully to research instruments, The TSC agents would provide the necessary data on teachers affected with drug and substance abuse. TSC and County Directors have deployed management strategies and policies to effectively mitigate drug and substance abuse for the mental well-being of the teachers in primary schools and Hamisi Subcounty in particular.

## **2. RESEARCH METHODOLOGY**

### **2.1 Research Design**

This study embraced a descriptive survey research design with intention to collect data from respondents to establish influence of drug and substance abuse on teachers in Primary schools in Hamisi sub-county. Descriptive survey design describes facts and attributes about individual, group or circumstances Kosheri (2006).

### **2.2 Study Location**

This research study was conducted in Hamisi Sub- County, Vihiga County, Kenya. Originally Hamisi Sub County was part of the large Vihiga County. Hamisi Sub County is a hilly stretch of land mounting the equator from east to west. The sub-County is 190 km<sup>2</sup> in coverage and lies between 1,300m and 1,800m above sea level and slightly slopes from West to the East. There are pitched hills and valleys and streams that flow from Northeast to Southwest and drain into Lake Victoria. The land has annual rainfall of approximately 1900mm per year equitably spread the whole year round. According to 2016 statistics, Hamisi Sub County had a total of 1238 primary school teachers. (Statistics, January, 2018) majority comprising The Tiriki community. This is a sub tribe of the largest Luhya community, who practice traditional circumcision rites into adulthood. Hamisi

Sub County has both government -sponsored and private primary schools which are either boarding or day. Other institutions that offer education include; Kaimosi University College, Kaimosi institute of technology, Kaimosi Theological College, Nyangori Theological college and Goibei Theological college. Mixed farming is the main economic activity. The tourist's attraction sites include; The Evergreen Kaimosi Forest, synonymous with small monkey species and The Hill of Vision or "Javujiluachi" as known in local dialect, which has a shrine believed to be a place of transformation where people communicate with God (Ingara July, 2016). Hamisi is the headquarters of four religious churches, The Pentecostal Assemblies of God, (PAG), at Nyangori, Friends church Quakers at Kaimosi, The African Devine Church (ADC) at Boyani, and The Israel Church Nineveh at Jebrock. However, the prevalence of activities related to religion has not reduced unpleasant delinquencies in the region but literacy rates are above Kenyan Rural average, hence the researcher intended to establish the influence of drugs and substances abuse on teachers' wellbeing further describe the interventions that could help the society handle the menace.

### **2.3 Target Population and Sample Size**

Target Population is described as a whole group of an individual, events or objects having common observable and noticeable qualities, Mugenda & Mugenda, (2003). The study targeted total of 1061 assistant teachers in Primary schools in Hamisi Sub-county (Hamisi Sub- County statistics, 2016). The researcher used 30% of the target population to establish the sample size (Mugenda & Mugenda, 2003) to derive a sample size of 318 assistant teachers 26 head teachers.

### **2.4 Research Instruments**

Interview schedules as well as questionnaire were used in collection of primary data from the participants. The most appropriate was Questionnaire because of its ability to gather adequate information within a short period of time and also due to its inexpensive nature Kothari (2007). Confidentiality of the information source through anonymity and assurance of standardization are guaranteed when questionnaire is used. The interviewer self-administered the questionnaire in order to clarify any concerns which were unclear to participants. The questionnaire was in categories: demographic information of the participant's causes, types and impacts of drug abuse based on the study objectives. Documented data was collected from statistical documents at the education office; data was gathered from education officers, Teacher's service commission and various internet engines relevant to influence of drug and substance abuse on the teacher's wellbeing.

### **2.5 Validity and Reliability**

Reliability and validity are measures of relevance and correctness of a research study. Reliability of instruments refers to the dependency of trustworthiness and its being consistent in a test. (Kothari 2007) A good research tries to increase the reliability as well as validity of the collected data.

#### **2.5.1 Validity of Instruments**

How well the data obtained in the study reflects the study's variables is a key component of validity (Mugenda & Mugenda, 2003). Cranach's Alpha, a method for measuring internal consistency that was advocated by Cohen, Marion, & Morrison (2007), was used in this investigation since it provides an average split-half correlation for all possible methods of splitting the test into halves. The internal consistency of descriptive survey research may be evaluated using Cranach's coefficient Alpha, a scale measurement instrument. The reliability indices of the questionnaires were calculated using the SPSS software, and the threshold for response was set at 0.80. The data was collected using a self-administered survey to guarantee that only the intended respondents participated.

#### **2.5.2 Reliability of the Instruments**

Reliability may be influenced by random error. A pilot study was conducted out in Shaviringa zone, Hamish sub-county which has; 172 teachers. The study tool was piloted on a representative small sample, similar to

but not included the actual study sample. It involved participants purposively and randomly selected, approached and interviewed from 6 schools in Shaviringa zone. This was 30% of the sample size of the 113 schools. These participants were not inclusive of the real sample size. Piloting made it easier for the interviewer to check the reliability of the instruments used and also it enabled correction of problems of perfunctory together with any ambiguity in level of language. Participants had opportunity to give comments which assisted the researcher improve on her instruments of the study then modify them. The researcher therefore used the split-half technique of reliability testing which accepts only one testing session. By this the questionnaire was drawn in two parts. Scores from one part put together with score from the second part. The method eliminated possibilities of error resulting from differing conditions of testing as in test re-test technique. Data with a high split-half reliability would have a high correlation coefficient. 0.80 coefficient or higher would indicate a high degree of reliability and vice versa for unreliability.

## **2.6 Data Collection Procedure**

An approval and introductory letter from Mt Kenya University Department of social sciences, school of postgraduate studies was sought. A research permit from the National Commission for Science, Technology and Innovation (NACOSTI) was secured. The researcher then looked out for permission from the Sub-County Education Office (DEO) in Hamisi sub-county after which the respective Curriculum Support Officers (CSO) and school head teachers were called upon to allow data collected from their schools. The researcher personally distributed the research instruments to the Sub-County Director of Education, the CSOs and the school head teachers as she recorded the responses. The guiding and counseling teachers and the assistant teachers were given the questionnaire to fill in. The respondents' information collected was treated confidentially.

## **2.7 Data Processing and Analysis**

Data collected would not be reported in "raw" form. They must be summarized and subjected to various forms of analysis and interpretations. Data analysis is the process of bringing meaning to raw data collected Mugenda & Mugenda (2003). The data collected was organized and allocated codes to make it easy for identification and interpretation and qualitative analysis guided by the study objectives. The data collected was cleaned and transformed to ensure accuracy by retaining only the relevant data. The qualitative data was coded thematically and analyzed statistically to questionnaire responses because the expected would be in form of frequencies and percentages employing the use of tables, bar charts and standard deviations. Responses from individuals were analyzed quantitatively. For qualitative data the research used statistical package for social sciences (SPSS) version 20.0.

## **2.8 Data Presentation**

The results were presented as per the research objectives. This research study adopted the use of statistical techniques such as frequencies, pie charts, tables and bar graphs in data presentation. Bar graphs were used to display non-continuous (discrete data).

## **2.9 Ethical Considerations**

The researcher in this study guarded herself against plagiarism and fraud and misuse of privileges, any physical or psychological harm to the participants and exercise high level of integrity. The study respondents were protected by the researcher keeping the information gathered confidential and had their consent sought before revealing any information. The study respondents were assured of their confidentiality and privacy by being informed that data collected from them would be meant for academic research but not to be used to penalize them in any way. The researcher also guarded against anonymity by not disclosing participant's names and identity. Vulnerable and special populations were not used. Besides all, the researcher would be free to discuss and establish findings without fear of intimidation, losing the job or being criticized. The researcher also abides by ethics of Mt. Kenya University in regard to research.

### 3. PRESENTATION OF RESEARCH FINDINGS, DISCUSSION AND SUMMARY

#### 3.1 Socio- Demographic Information of Participants

The response rate was high and adequate for the study. As per questionnaires distributed to assistant teachers, guidance and counseling teachers, head teachers, sub county Human Resource and sub county Director; all were returned totaling to 100 percent. This was achieved because the administration of the questionnaire was done by the researcher herself going round the schools, meeting and closely monitored the participants as follows; 318 assistant teachers, 26 guiding and counselling teachers, 26 head teachers, 6 curriculum support officers, and 1 sub county Human resource officer, totaling to 318 (100%) participants. The study also looked at the gender, age, education levels, working experience, and work duration in a given station, number of stations one has worked.

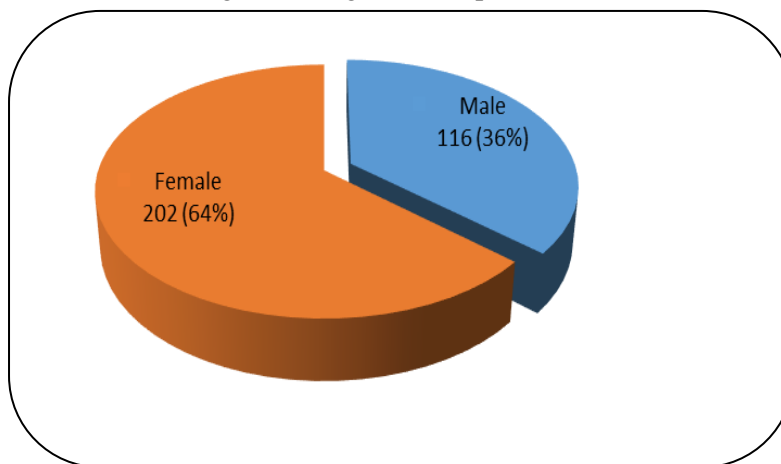
The study found that 83 (71.6%) were male teachers and 176 (87.1%) female teachers. Guidance and counseling teachers were identified to comprise of 11 (7.4%) male and 15 (9.5%) female teachers. 17 (14.7%) of head teachers were males while the rest were females. There were 4 (2.6%) male and 2 (1.0%) female CSOs who participated in this study as in table 1. The Human resource officer was a female. This reveals that females formed majority of the respondents’ gender. Table 2: Participant Questionnaire return rate presented below.

**Table 1: Participant Questionnaire return rate**

Participants	Male	%	Female	%
Assistant Teachers	83	71.6	176	87.1
Guidance and Counseling Teachers	11	7.4	15	9.5
Head teachers.	17	14.7	9	4.5
CSOs	4	2.6	2	1.0
Human Resource Sub County.	0	0.0	1	0.9
Total	116	100.0	202	100.0

#### 3.1.1. Gender of Participants

The study purposed to compare the number of participants in the study according to gender. The information obtained as shown in the figures 2 below, revealed that 202 (64%) of the respondents who took part in the research were female while 116 ( 36%) were male. The study therefore revealed how men declined to participating in the study. This finding correletes with studies by Mahasoa ( 2010), Kimanthi ,Hassan, & Thunguri ( 2004) that men are more likely to engage in dysfunctional behavior like drug abuse and misuse of assets. Joel Ambani (2015 showed that gender has influence on drug abuse, Moreso ,NACADA (2008), revealed that experience with alcohol is higher among men compared with women.



**Figure 1: Participants’ information by gender**

### 3.1.2 Participants' Age

The researcher wanted to find out the age brackets of the teachers. Data obtained about them was analyzed as presented in Figure 3: Where 80(26.1%) of them were of 50-60 age group 180 (58.2%) were within the age bracket of 40-49 years, 26(10.7%) were within the age bracket of 30-39 while 16(5.0%) identified themselves to be between 21-29 years. Age of participants was significant to ensure they were within.

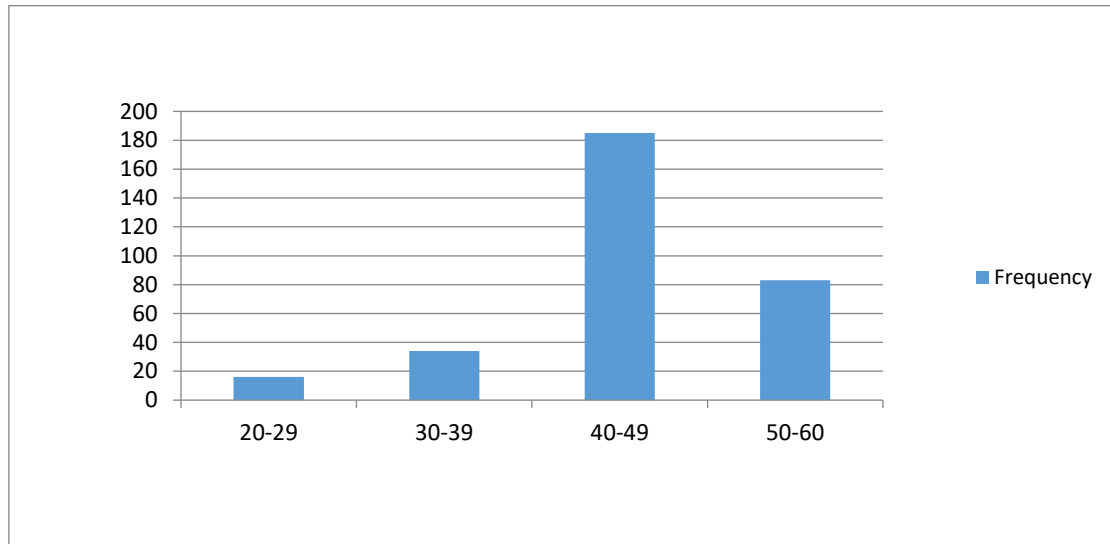


Figure 2: Age of the participants

### 3.1.3 Educational Levels of Participants

Educational levels of the participants were sought and their qualification in guidance and counseling. This information revealed the highest academic qualifications of the participants in the sub-county where the study was conducted was certificate in Primary Education 160 (50%) This study found this to be contrary among the educated trained teachers in Hamisi Sub County regardless of their levels of education some teacher's abuse drug at an alarming rate. The finding of the study shows 200(50%) had a certificate, diploma was 70 (22%), Bachelor degree were 51 (16%), and Postgraduate or Master's Degree 37 (12%), the information obtained is represented in figure 4 below.

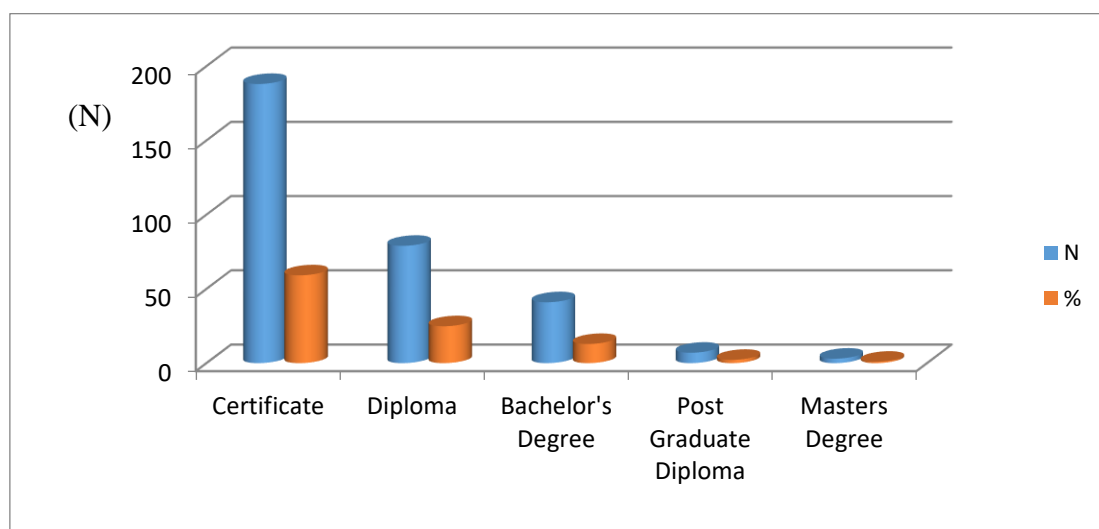


Figure 3: Educational levels of the participants



### 3.1.4 Working Experience of Participants

This section endeavored to assess Working experience in terms of number of years that an officer had been doing their assigned job. The years of experiences were categorized in the range of five years each, from 1 year to above 30 years. The information obtained was given in form of both frequencies and percentages as shown in figure 5. According to figure 5, there were many teachers who had working experience between 26 and 30 years comprising of (39.0%) followed by those with working experience of 20-25 years at 69 (21.7%), those with 16-20 years took the third position in terms of majority. The working experience of 11-15 years was the fourth position (9.4%) followed by those with 6-10 years, 1-5 years and above 30 years at 20 (1.9%) and (0.6%) officers respectively. This shows that there more teachers with age experience of over 16 years than those with less than 15 years in the field.

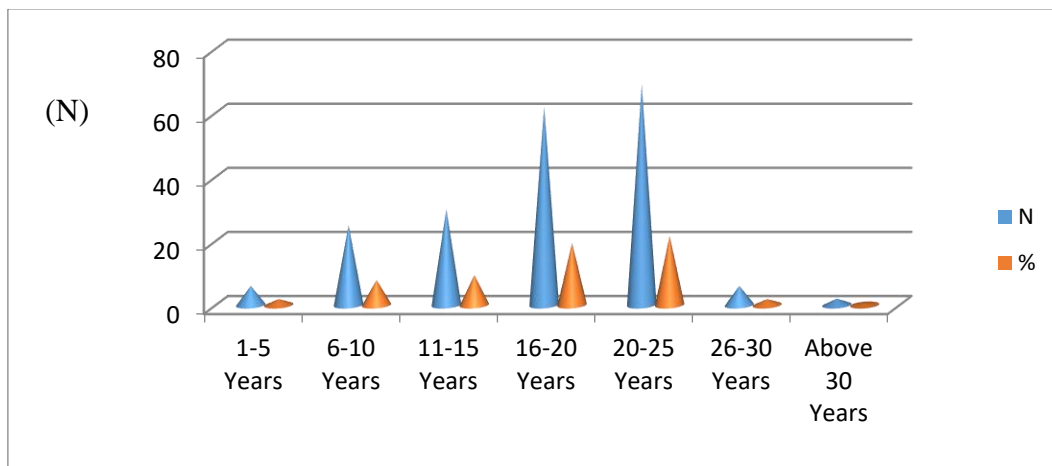


Figure 4: Work experience

### 3.1.5 Duration of Working in the Current Station

This section sought to identify the number of years a teacher had taken in their current working station. This was to enable the researcher get correct information from those who were familiar with a given environment and had enough information on the variable investigated in this study. The work duration was in three categories; 1 to 3 years, 4 to 6 years and 7 to 10 years. The results obtained were represented as shown in figure 6. The findings revealed that, majority of the teachers had stayed in their current working station for at most 6 years; these were 234 (74.0%) of the teachers. This was followed by those who had worked for at most 10 years in their current working station who were 68 (21.0%) teachers. The smallest number of teachers had worked in their current station for at most 3 years and these were 16 (5.0%) respondents. This could be an indication that those who abuse drugs could not be tolerated to remain on same staff for long and institution administration kept recommending for them to be transferred as disciplinary measure.

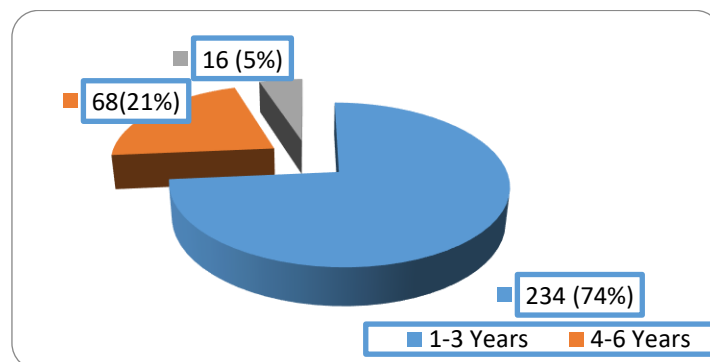


Figure 5: Work Duration in Current Station

### 3.1.6 Marital Status

The marital status information was obtained from all the respondents. This was to assist the researcher to identify the relationship between gender of the teachers and the drug and substance abuse. The status was grouped into married and single; this information was obtained in both frequency and percentages as shown in figure 7. These study findings reveal that 284 (89.3%) Were married and 34 (10.7%) were single. This clearly reveal that majority of teachers were married.

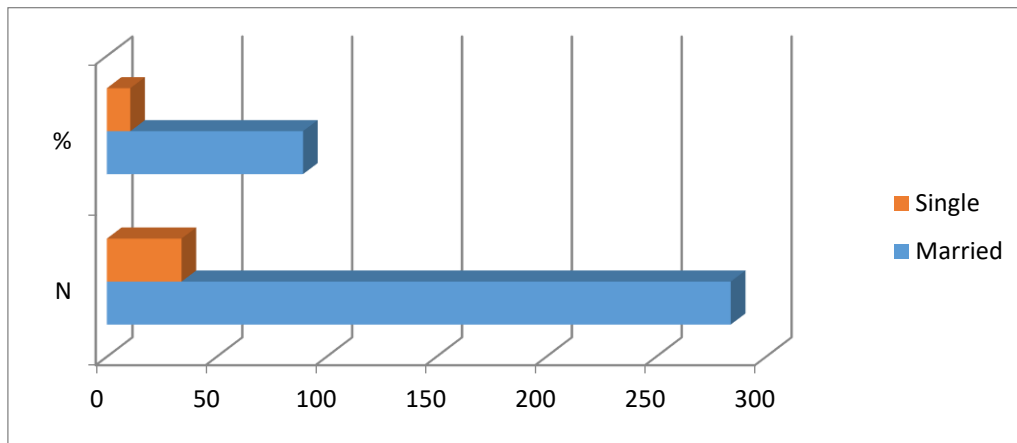


Figure 6: Marital status of the participants

## 4. EFFECTS OF DRUGS AND SUBSTANCE ABUSE ON TEACHERS’ MENTAL WELLBEING

The field of education has risen to become one of the most taxing on one's psyche and spirit in the United States. Rand Corporation (2006) found that the tiring nature of teaching was caused by a number of characteristics specific to the educational industry. Kenya and its subsequent influence on the individual teachers’ wellbeing at large was assessed. The data was collected on psychological factors emanating from drug and substance abuse, work responsibilities, stress and emotional workforce and fatigue that affect the teacher’s mental wellbeing. The section also discussed physical wellbeing, work output.

### 4.1 Demanding Work Responsibilities

Upon asking the respondents to rate the demanding work responsibility in terms of psychological factors from drug and substance abuse among the teachers affected by the menace in their schools and rate in terms of: not at all, limited extent, moderate extent and great extent, the results are recorded in table 3 as follows 7 (3.417%) of the male teachers and 1 (0.5%) of the female teachers were not affected by the demanding work responsibilities hence opted to use drugs, 17 (13.9%) male and (1.0%) female teachers were found to be affected to a moderate extent. Those who were found to be affected to limited extent were 34 (29.3%) male and 12 (5.9%) female teachers. Majority of the teachers 60 (51.7%) female and 187 (92.6%) male teachers were found not affected. This supported by Kainika Oliver It is important to this research because Teresia *et al.* (2019) found that workers that indulge in drug usage scored low on measures of interpersonal interactions, teamwork, and customer service inside the workplace.

Table 2: Demanding work responsibilities.

Gender		Great extent	moderate Extent	Limited extent	Not at all	Total
Male	N	60	34	15	7	116
	%	51.7	29.3	12.9	6.0	100
Female	N	187	12	2	1	202
	%	92.2	5.9	1	0.5	100

### 4.2 Alleviate Anxiety

In this study, the results in figure 8 the response on anxiety influenced show that 146 (45.9%) picks to great extent 108 (34.5%) to moderate extent and 63(19.6%) to limited extent. From the results 146 (45.9%) who picked to great extent and 108 (34.5%) to moderate extent has a higher percentage significantly revealing that alleviate anxiety contributed in determining one’s behavior. Anxiety allows taking stimulants, depressants as well as hallucinogens like beer, wine, and tobacco especially during cultural functions. These drugs are accepted by all during cultural ceremonies or festivals such as circumcision, marriage and funeral Persons with anxiety especially phobias, generalized anxiety disorders (GAD) may resort to drug and substance abuse so as to cover for these disorders. Panic attacks accompanied by dizziness, trembling and shortness of breath makes some people not able to attend to their duties well, hence high rate of absenteeism. This study concurs with National Mental Health (2012). The findings are presented in figure 8 below:

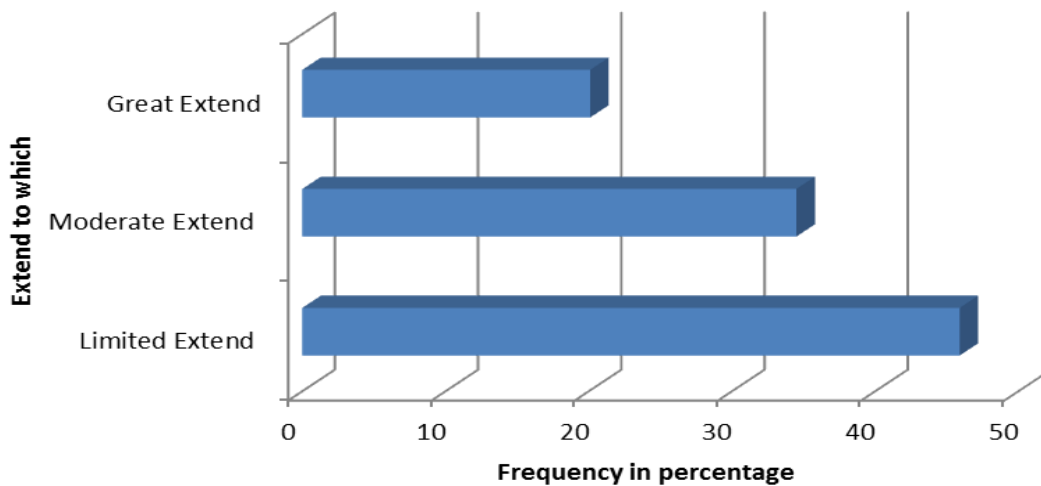
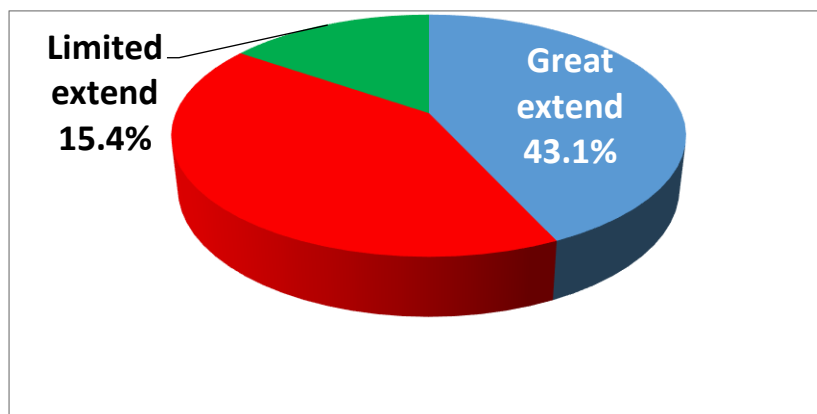


Figure 7: Need to Alleviate Anxiety

### 4.3. Reality and Numb Emotional Pain

This study sought to find out to what extent reality and numb emotional pain contributed to drug abuse. The findings in figure 8 show that among those under influence of need to escape from reality and numb emotional pain were (43.1%) to limited extent, (41.5%) and to great extent were (15.4%). According to the findings social environment plays a role in influencing drug abuse. Majority of drug abuse victims said that they do so in order to escape from reality of what they experience, warnings, rejection at work place, interdictions and poverty (Kaduri, 2008, Pricilla *et al*, 2007). See figure 9 below.



### Figure 8: Reality and numb emotional pain

#### 4.4 Demands of Teaching Career

The study sought to establish the influence of the demands of teaching career. It was found that there were those influenced by the need to keep with the demands of teaching career, majority 138 (43.4%) were limitedly influenced, 105 (33.0%) were moderately influenced and 75 (23.6%) to great extent influenced. The most common factors were anxiety, work pressure and poverty especially among newly employed teachers in the field. These findings were presented in figure 10.

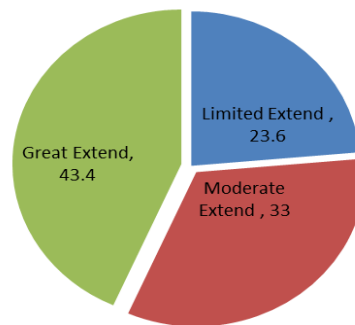
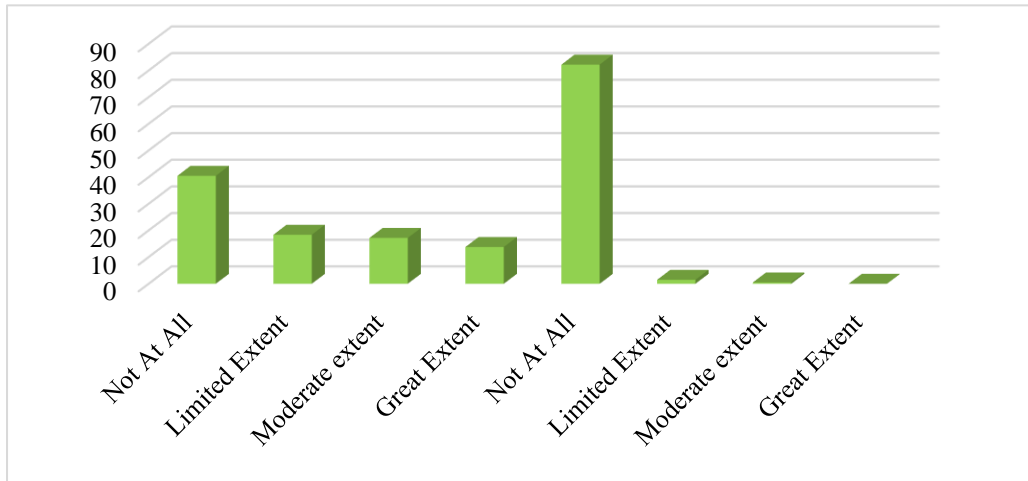


Figure 9: Demand within the teaching career

#### 4.5 Stress from Emotional Work Force

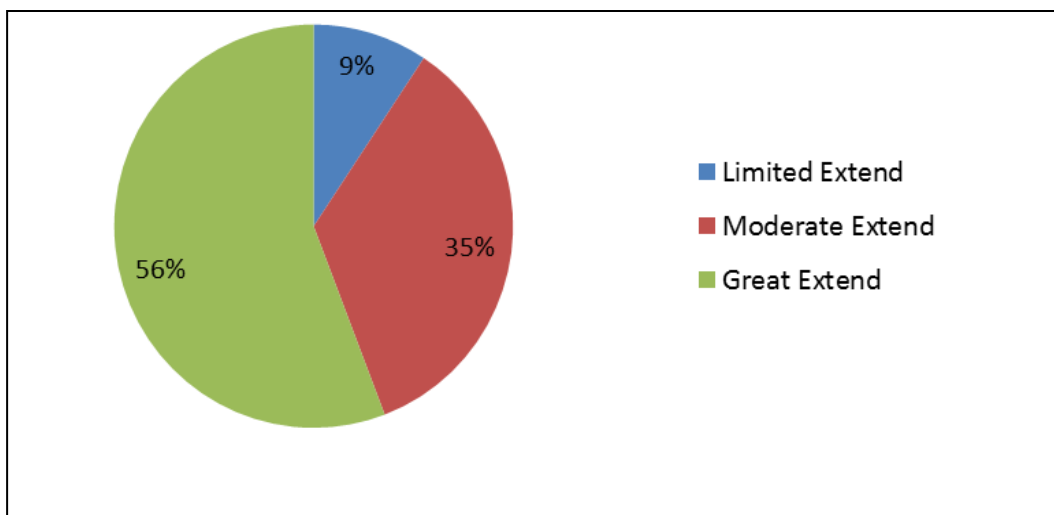
Teachers are not only burdened with the daily tasks of their jobs but also emotional weight of caring for standards and ensuring they succeed. This brings about stress that negatively affect those who lack healthy coping mechanisms. The results show stress from emotional workforce was 16 (13.8%) male and 0 (0.0%) female teachers, moderately entertain 20 (17.2%) male and 1 (0.5%) female teachers, and limitedly affected by 13 (18.4%) male and 3 (1.5%) female teachers. The rest of the respondents 47 (40.5%) male and 166 (82.2%) female of the teachers was greatly affected by stress from emotional workforce. Stress from workforce among teachers is a common factor, especially when the school is understaffed with heavy enrolments. This makes some teachers resort to drinking as a way of releasing stress and many young people start experimenting with it through their peers. As shown in figure 11. This study concurs with NSDUH, (2019-2020) found that the main moderated relationships between five job related stressors and alcohol consumption, drug use and depression was exhibited by young adult workers between 23-68 years. The new system of education (CBC) has a heavy and a demanding workload, long hours of work, lack of effective teaching and learning resources significantly contribute to stress among teachers in schools. These forces teachers and learners to carry work home, failure to comply leads to harassment, threats of interdictions and discipline from administration. All these lead to stress and heavily contributes to alcoholism and desertion of duty among young teacher employees in the education sector.



**Figure 10: Stress from emotional workforce**

**4.6 History of Stress**

Teachers are not only burdened with the daily tasks of their jobs but also the emotional weight of caring for standards and ensuring they succeed. This brings about stress as they struggle with their day today activities. Stressed teachers resort to drug use and finally become addicted. The respondents revealed that the majority 176 (56.3%) abused drugs to great extent due to feelings of stress. Out those intervened, on drug and substance abuse it was revealed that; 112(35.2%) were moderately affected by the history of stress whereas 30 (9.4%) were limitedly influenced by history of stress regardless of their financial stability. The results were shown in figure 12. In the study area both the rich and the poor are influenced by drugs negatively because of stress from within society and work place regardless of age, sex, education and religion during period of working. NACADA (2002) noted that both young and old teachers are stressed up with a number of issues catalysed by work stress due to excessive workload , incompetences , failure to meet deadline and family obligations.



**Figure 11: History of stress**

#### 4.7 Hustle Culture

In this study, Hustle culture was reported to negatively impact 14(21.1%) male and none of the female teachers at all, moderately 18 (15.5%) male and 3 (1.5%) female teachers, limitedly by 30 (25.9%) male and 2 (1%) female teachers. The rest of the teachers 226 (73.4%); 54 (46.6%) male 189 (93.6%) were affected by burnouts culture in the work place. There is high pressure from peers and superiors to always give 110% for the sake of their students. Hustle culture also known as burnout culture refers to the mentality that one must work all day every day. Most people who do this do so with a hope of getting a promotion or recognition. Although work hustle culture is seen as a lifestyle among teachers, it has negative impact on individuals who never got used to it right from childhood. This is shown in figure 13 below.

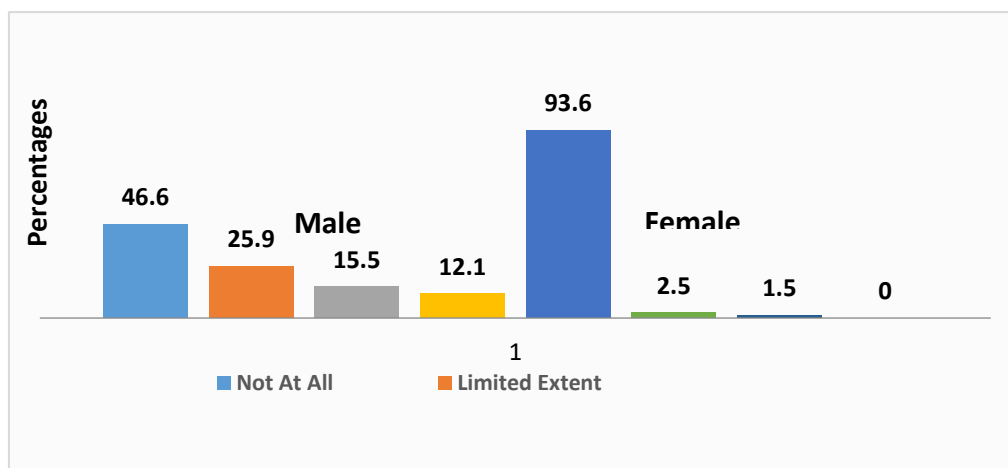
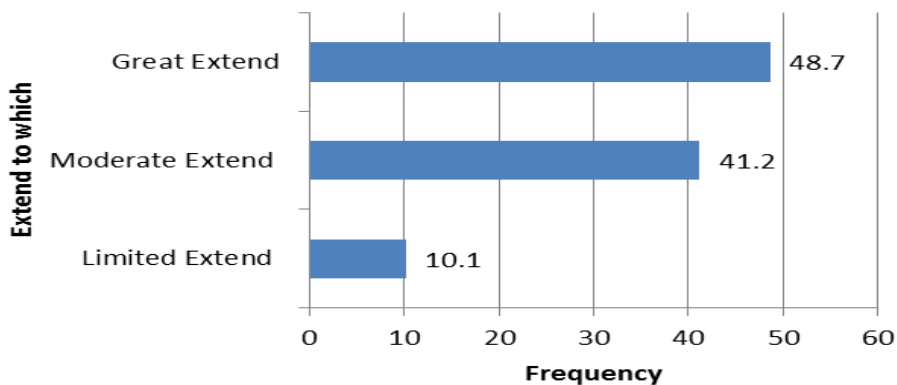


Figure 12: Specific hustle culture

#### 4.8 Adequate Support System

This study found that 155 (48.7%) teachers who participated in the study reported that most of the teachers engaged in drug and substance abuse due to lack of adequate support system, 131 (41.3%) reported moderate extent showing that teachers were engaged in drug and substance abuse and 32 (10.1%) reported a limited extent as indicated in figure 14 below. Many people prefer being assisted to get out of the menace. High cost of living and meager income for teachers makes the teachers unable to afford quality beer. Teachers influenced by alcohol and other substance prefer to go for the most easily available and cheap substances as a way of evading the reality. Those on interdictions and job dismissal are worse, due to lack of a better support system. NADA (2013) reports that stress, burnout, and staff retention are all challenges for drug and substance and alcohol workforce, therefore having practices and actions in place to support an employee's effectiveness and wellbeing is essential. From the study findings, there is need for the employer of teachers and the Ministry of Education to establish an adequate and functional support system for all teacher employees. Since more time is spent at work place it is necessary to have a working environment that enable us grow, develop, and feel supported. A strong and functional support system can strengthen teams and individuals, boost productivity and help overcome challenges and support their work. This is so because the health and wellbeing of teacher employees matter now more than ever. Employee support system can bring about; greater confidence among teachers, praised individuals are likely to develop engagement and are more eager to maintain standards. Supportive environments can also assist teacher employees cope better with stress when they know emotional support is available and with right resources and support teachers can reduce the stress that led to maladaptive coping mechanisms to other issues like burnout and anxiety.

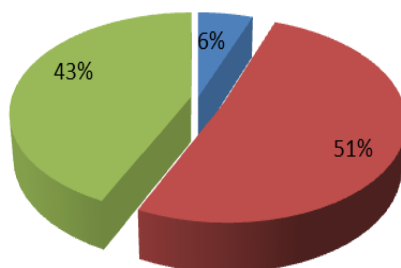


**Figure 13: Lack of adequate support system**

**4.9 Work pressure**

On the problem of workforce in figure 15 reported that 162 (51%) to moderate extent, followed by 137 (43.1%) influenced to great extent. Those influenced to limited extend by work place pressure were 19 (5.7%), an indication there was pressure in working institutions. These are as shown in figure 15. This was found to affect performance of an employee as found by DARA Thailand (2016). Rachael, (2010) denoted that people abuse drugs to triumph over their insomnia: teaching not being a plain sailing profession, makes teachers not find it easy to achieve work life balance. Each day of a term, a teacher is required to prepare schemes of work, with limited time to prepare lesson notes and presenting his or her lessons, this interferes with sleeping pattern and in trying to manage the work taken home, this becomes a burdensome task of keeping up with schoolwork at night. In such a situation, one is more likely to turn to depressants in an attempt to overcome insomnia. It is true to say that pressure at workplace can lead one to drug abuse. Some teachers involve themselves in drugs due to stress from work, home and other personal matters. Gabriel (2012) points out that female get stressed due to heavy workload, tight teams, environmental pressure and personal commitments such as further studies and family obligations subjecting them to mental health failure. Finally, they resort to drug and alcohol so as to temporally improve their emotional hormones. However, Mackey, (2000), noted that some teachers abuse drugs to keep the state of mind. The routine of teaching the same grade levels, correcting assignments, preparation of homework to give out, preparing examinations can sometimes cause boredom, thereby impacting negatively on all tasks expected to be performed. To maintain these differences from state of mind, educators may turn to drug and substance abuse. This finding concurs with NACADA (2010) findings that, work related stress could account to alcohol use among 56% of respondents. This is illustrated in figure 15.

■ Limited Extend ■ Moderate Extend ■ Great Extend



**Figure 14: Influence of work place pressure**

## 5.1 Summary

The study focused on psychological effects of drug and substance abuse on the mental wellbeing of teacher employees in Hamisi Sub county of Vihiga County, Kenya. The study revealed that teachers use drugs and substances. The structure of the teaching career was reported to be the main influence on abuse of drugs among teachers in Primary Schools in the study area. The specific causes were attributed to hustle culture, lack of adequate support system, workplace pressure and availability of substance and drugs in the school environs. It also established that drugs and substance abuse caused anxiety, trauma and post-traumatic stress disorders at workplace, in the family leading to depression and suicidal attempts. Poor health was noticed among the drug and substance abusers which resulted in poor work output. Most teachers who drink heavily spend their salaries even before earning by drinking on credit. Drug abuse affected attendance to duty as a result of hangovers. Fear of demanding work responsibilities, frequent warnings and stress from emotional workforce after previous heavy drinking also paved way to more drug and alcohol dependence as a defense mechanism. The study also revealed that disciplinary measures by warnings, use of transfers, interdictions were the major disciplinary measures used by school administrators and TSC. The accumulation of such measures would finally lead to job dismissal by employer, (TSC) who could not tolerate the disservice done to the Kenyan child and the abuse to the teaching profession. On intervention measures, the study established that guiding and counseling was mandatory in schools for both teachers and learner. There was need for professional therapists to control the use of drugs and substance in Schools as well as enacting rehabilitation centers by in Hamisi Sub County to mitigate the vice.

## 5.2 Conclusion

The study was focused on; psychological effects of drug and substance abuse on the mental wellbeing of teacher employees, psychological effects of drug and substance abuse on the physical wellbeing of teacher employees, psychological effects of drug and substance abuse on the work output of teacher employees and the psychological intervention measures established for controlling drug and substance abuse among teacher employees. The study revealed that effects of drug and substance abuse manifested in many forms among the users in the sub county. None the less, psychological effects were more and was catalyzed more to great extent by demanding work responsibilities, the need to escape reality and numb emotional pain was to great extent and to limited extent were the least, the need to keep up with the demands of the teaching career were reported to limited extent by majority against those who reported the need to keep up with the demands of the teaching profession to influence teachers to abuse drugs to great extent, Stress from emotional workforce was reported by majority female and male to influence teachers to drug and substance abuse to great extent, majority of teachers female and male admitted that specific hustle culture to great extent influenced some teachers to abuse drugs, lack of adequate supported system was agreed upon by majority to influence teachers to drug and substance abuse and the least agreed to limited extent, workplace pressure was also a psychological factor in the study and majority agreed to great extent that workplace pressure contributed to teachers in abuse of drugs. Finally, the study found that elements of history of stress outside the teaching career also contributed to drug and substance abuse was agreed by majority to great extent and to limited extent by the least. It is evident that drug and substance abuse affects teacher's psychological wellbeing in Hamisi sub county, Vihiga County.



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