

Effects of drugs and substance abuse on students' academic performance in secondary schools in Turkana County, Kenya: Research methodology formulation

Abstract

The problem of drug abuse in secondary schools has various adverse effects on student learning, performance and moral habits. Unless this menace of drug abuse is minimized, the schools would become unmanageable since indiscipline cases would become very overwhelming. Investigation of drug abuse and its effects on academic performance in secondary school students in Turkana County, Kenya is still extremely limited. This paper discusses in detail drug and substance abuse in Kenya focusing on its causes, forms and effects on secondary school students. Some previous research studies were cited and presented to support the aforementioned. Various strategies of addressing the associated problems were presented using results from previous studies as yardsticks. This paper succinctly discusses on the research methodology formulations for the future study of drug abuse and its effects on academic performance in secondary school students in Turkana County, Kenya. Questionnaire and other relevant tools shall be the instruments for investigation. The study will target County Director of Education, principals, non-teaching staff, teachers/teaching staff and students in public secondary schools in Turkana County. The thorough investigation is expected to be carried out between August - November 2024 using the formulated questionnaires and interview schedules as data collection tools. In conclusion, the research methodology formulation is expected to be applicable to handle the research objectives.

Keywords: Drug abuse, substance abuse, academic performance, Kenya, Turkana County.

1.0 Introduction

Drug and substance abuse pose a significant issue among secondary school students, impacting their ability to achieve set objectives. This problem has been exacerbated by rapid social and technological changes and remains prevalent globally among youth and students (Hurst 2019). The scope of drug abuse encompasses various mind-altering substances, both prescription and

non-prescription, such as tobacco, cannabis, cocaine, morphine, heroin, alcohol, among others (Moses et al. 2018). Common drug use significantly impacts brain function, affecting academic learning by causing difficulties in concentration, information processing and working memory (United Nations 2015). Intoxication also negatively influences cognitive function, impairing abilities like concentration, memory, and attention for up to forty-eight hours, hampering study abilities and potentially impacting exam performance. Socially and emotionally, drug abuse heightens the risk of addiction and affects academic standing, often demonstrated through associated behaviors like stealing, school withdrawal, cheating, and disregard for social norms (Mupara et al. 2022).

Reports from the United Nations (2015) revealed increasing use of illicit drugs worldwide, particularly heroin and cocaine. Alarming statistics from the United Nations Office on Drugs and Crime (UNODC 2018) suggest a higher prevalence of drug abuse among young people compared to older individuals. Surprisingly, children seem to be targeted as a new market for drugs. Drug and substance misuse among young individuals, particularly adolescents and young adults, is gaining prominence in society (Mupara et al. 2022). Various factors that drive drug usage include peer pressure, curiosity, social compliance, seeking pleasure, performance enhancement, stress relief, habits and amongst others (Amare et al. 2020). Despite the adverse outcomes of drug abuse such as school dropout, involvement in crimes and subsequent poverty (Kaggwa et al. 2022), many family circumstances across several African countries contribute to adolescent substance use (Toteng et al. 2019). Factors like a family history of mental health issues, domestic drug use, separations, divorce, lack of parental supervision and other psychosocial challenges linked to family dysfunction have been identified as contributors to drug use among adolescents and young adults (Engebretsen et al. 2020).

The study conducted by Mbuthia et al. (2020) affirmed that drug abuse leads to poor interpersonal relationships among learners, often resulting in hostility, rudeness, aggressiveness, and increased incidents of school unrest. They observed that learners engaged in drug abuse tend to have irregular class attendance due to impaired cognitive function, decreased endurance, absenteeism, declining health, poor academic performance, and ultimately, school dropouts. This poor academic performance is linked to various factors such as lessened concentration, diminished memory, and reduced cognitive abilities due to substance misuse. Ikoh et al. 2019 stated several factors that contribute to drug and substance abuse among youth to include peer pressure, media influence, stress relief, curiosity, accessibility of drugs, influence from family members, poor parenting, and school-related issues. The vulnerability of the age ranges from 17 to 28 years old is attributed to peer influence and the

desire for social acceptance. Studies in Nigeria highlighted the consequences of alcohol use among secondary school students, indicating issues such as low grades, class absenteeism, and difficulty meeting academic responsibilities.

Moreover, drug and substance abuse affect both male and female students. The study by Kamau et al. (2016) reported large numbers of students, especially girls, being arrested for drug-related activities. The prevalence of drug abuse among students in schools has posed a threat to their learning and overall achievements. Although studies often focus on learners' academic performance, achievement is multidimensional, including academic performance, extracurricular activities, discipline aspects like adherence to school rules, consistent school attendance, and maintaining a peaceful school environment. It's worth noting that drug abuse has led to increase criminal activities like bullying, school unrest, chronic absenteeism, withdrawal from school, and subsequently, declining academic performance, especially in areas where drug awareness campaigns have been disregarded. The extensive discussions highlight the pervasive issue of drug and substance abuse in learning institutions. These practices not only affect the health and behavior of learners but also significantly impact their academic performance.

1.1 Drug and Substance Abuse in Kenya

In Kenya, a study by the National Authority for the Campaign against Alcohol and Drug Abuse (NACADA) in Nairobi reported that alcohol was the most commonly abused substance taking 36.3% of the students reported for drug and substance abuse followed by *khat miraa* (31.5%), cigarettes (23.2%), bhang (11.8%), heroin (5.1%), inhalants /glue (4.7%) and lastly cocaine (2.2%) (NACADA, 2017). In another study conducted in a rural secondary school in Kenya, alcohol, tobacco, *khat miraa* and bhang (cannabis) were the most commonly reported substances of abuse with user prevalence rates of 7.2%, 68%, 5.2% and 3.7% respectively (Ndetei et al. 2018). Also, NACADA (2017) in Nairobi revealed that a significant percentage of students tested positive to drug abuse with a considerable portion becoming regular users. Adolescent substance abuse leads to declining grades, increased absenteeism, and a higher potential for dropping out of school. It reduces commitment to education and correlates with higher truancy rates, impacting concentration, decision-making abilities, and career development (Moses et al. 2018). Such abuse also creates cognitive and behavioral hurdles that interfere with academic performance for both the drug user and their classmates.

In Kenya, there is a significant concern among young people regarding drug and substance abuse, particularly among secondary school students in their adolescent phase. A substantial portion of the youth population is trapped in this problem, leading to addiction, jeopardizing

safety, health, and causing complications within families. This situation also contributes to indiscipline and learning impediments among secondary school students. The impact of drug abuse among students appears to have detrimental effects on their academic performance. Adolescents and students are especially vulnerable to both short- and long-term cognitive effects of substance abuse. Moreover, the social and emotional consequences further heighten the risk factors for encountering issues within the school environment. Globally, drug and substance abuse is a critical issue affecting adolescents, particularly concerning the rise of such problems among school-going children. This is concerning considering that educational institutions are expected to instill good morals and discipline to deter learners from succumbing to drug abuse.

Notably, in Kenyan secondary schools, there are observable cases of truancy, delinquent behaviors, and reduced academic achievement among learners. These occurrences may be indicative of potential drug and substance abuse among students, as scholarly research worldwide indicates the influence of substance abuse on such behaviors. Furthermore, there are documented reports of actual drug and substance abuse among public secondary school students in Kenya, as indicated in the Ministry of Education Report from 2020. Students' unrest and violence have been a common phenomenon in Kenya. Taskforces have been appointed to identify and document the root causes of student unrest and violence. One of the cross-cutting root causes reported by each of those taskforces is drugs and substance abuse (GoK, 2017). It is against this background that the study seeks to establish drug abuse and its effects on academic performance in secondary schools in Turkana County, Kenya. In Turkana County, Kenya, the rising number of students engaging in substance use might contribute to the unsatisfactory academic performance in secondary schools.

The problem of drug abuse has various adverse effects on student learning like indiscipline. Unless this menace of drug abuse is minimized, the schools would become unmanageable since indiscipline cases would become very overwhelming. The foregoing discussions have provided evidence that drugs and substance abuse is a major problem in learning institutions. They have also demonstrated that the practices not only affect learners' health and behaviour but also their academic performance. Investigation of drug abuse and its effects on academic performance in secondary school students in Turkana County, Kenya is still extremely limited. This study specifically seeks to design research methodology in form of questionnaire formulation for future research investigation on drug abuse and its effects on academic performance in secondary school students in Turkana County, Kenya. The study will focus on causes of drug and substance abuse, sources of drug and substance abuse, forms of drugs abused and strategies

of addressing problems of drugs and substance abuse. The study will target County Director of Education, principals, non-teaching staff, teachers/teaching staff and students in public secondary schools in Turkana County. The thorough investigation is expected to be carried out between August - November 2024 using the formulated questionnaires and interview schedules as data collection tools.

2.0 Causes of Drug and Substance Abuse

Chalfin et al. (2018) investigated parental education's impact on children's substance abuse in the United States. They discovered that increased parental education led to decrease in alcohol consumption but had no effect on marijuana use among youth. Nonetheless, the study's scope might have benefited from considering a broader range of drugs. Benchaya et al. (2019) explored the link between parenting styles and adolescent drug cessation in Brazil. Studying 60 boys and 39 girls aged 14 to 19, the research revealed that adolescents with absent or indulgent parents struggled to cease substance abuse. The study emphasized the pivotal role of parent-child relationships in determining adolescent drug abuse. In Nigeria, Hali (2017) conducted a study in metropolitan Kano identifying several factors contributing to substance abuse among women. These included parental negligence, substance-abusing parents or guardians, peer pressure, media influence, and emotional control reasons. While similar to the current study in examining substance abuse among women, Hali's research was distinct, focusing on adults in an urban setting versus secondary schools in Turkana County.

Makau et al. (2019) suggested that the absent of parents influenced high school students' alcohol and drug use. Lack of parental guidance and surveillance made it easy for students to engage in substance abuse. Similarly, Joseph (2019) highlighted that single parenting, often due to separation or divorce, created dysfunctional families, lacking the guidance necessary to deter drug experimentation. Odhiambo et al. (2019) observed that the school environment played a role in students' inclination towards substance use. They indicated that school administrations' preparedness in curbing drug usage among secondary school children affected substance abuse trends. Moreover, Ngesu (2017) highlighted the media's role, particularly advertisements promoting alcohol among high school students, which impacted substance experimentation. Another factor contributing to adolescent drug use was their lack of awareness about the risks involved, as highlighted by Joseph (2019) and Makau et al. (2019). These studies emphasized how many students engaged in drug use without understanding

the potential long-term consequences, supported by statistics indicating limited awareness among school students.

Exploring new behaviors and seeking acceptance among peers influenced adolescents' decisions regarding substance abuse as observed by Odhiambo et al. (2019). Ikoh et al. (2019) identified sources of information and various drugs abused among secondary school students in Imo State, Nigeria. They highlighted peers, media and family as major information sources and identified commonly abused drugs, though their study did not target girls or Kenya specifically. Additionally, the socio-economic background of students played a role, as outlined by Odhiambo et al. (2019). Low socioeconomic status was associated with greater drug use among adolescents due to easy access to drugs and an escape from economic hardships. Furthermore, drug use adversely affected students' classroom performance, causing sleepiness, concentration difficulties, absenteeism, and poor time management, as articulated by Joseph (2019).

2.1 Forms of Drug and Substance Abuse

King'endo (2019) found that alcohol was the most commonly abused substance among adolescents, with boys exhibiting a higher tendency for drug abuse than girls. The study focused on mixed schools within Nairobi Province and employed an ex post-factor research design. It involved all public secondary schools in the province, utilizing stratified sampling to ensure representation across different school categories. Schools were selected using purposive and random sampling methods, and the study involved 525 students and 14 counseling teachers. Data collection utilized separate questionnaires for students and counselors, yet diversifying data collection methods by incorporating document analysis or interviews could have enriched the study's outcomes. Notably, the study didn't specify the exact study population, raising concerns about result authenticity. Myers et al. (2016) explored alcohol and drug use among adolescents across three sentinel sites in South Africa: Cape Town, Durban, and Gauteng Province. The data was gathered from various sources between 1997 and 2001, including specialist treatment centers, trauma units, students, rave party attendees, and arrestees. High levels of alcohol misuse were observed among high school students, with cannabis being the most frequently abused illicit drug among adolescents. Unlike the present study focusing on types of drugs abused in Turkana County, Myers' study aimed to identify various substances abused by students and adolescents.

Adelekan et al. (2015) examined substance abuse prevalence among male secondary school students aged 12 to 20 in Ibadan metropolis. The study involved 917 students from 20 secondary schools, highlighting alcohol as the most prevalent substance, followed by cigarette

smoking. Factors such as age, socio-economic status, and parents' educational level showed no significant influence on substance abuse. However, this study was conducted outside Kenya in a different socio-economic context and solely among male students, unlike the current study targeting secondary schools in Turkana County. Kiprop (2016) investigated the impact of drug abuse on students' performance in public secondary schools using Tetu Subcounty, Nyeri County, Kenya as a case study. It revealed alcohol and Kuber as commonly abused substances, negatively affecting Kenya Certificate of Secondary Education (KCSE) performance. Unlike the current study, Kiprop's research excluded private schools, focused on public institutions, and specifically addressed a gender-specific audience.

2.2 Effects of Drug and Substance Abuse amongst High School Students

The misuse of drugs and substances has been identified as a significant obstacle to effective school management, teaching, and the learning process worldwide (Ibrahim et al., 2019). It's associated with defiance of school regulations, violence, insecurity, and antisocial behavior, posing considerable challenges in school administration. Moreover, multiple studies have linked drug and substance abuse to poor academic performance (Moses et al. 2018). Renes et al. (2015) investigated drug abuse among adolescent females in U.S. rural communities, finding a correlation between aggressive behavior and substance abuse. However, the study focused on a developed country and rural adolescent females limits its direct applicability to the examination of academic performance in secondary schools in developing countries like Kenya. Chan et al. (2016) explored substance abuse perceptions among Malaysian secondary school students, detailing prevalent behaviors like smoking, alcohol consumption, marijuana use, and glue- sniffing. Yet, this study, concentrating on high-risk secondary schools in specific Malaysian states, may not fully align with a comprehensive analysis of drug abuse and its impact on academic performance in Kenya.

Straus (2015) explored the influence of substance abuse on sexual behavior among UK university students, which, although informative, differs significantly from the current study's focus on academic performance among secondary school girls in Kenya. Ashiq et al. (2016) delved into substance abuse patterns among medical college students in India, but this population and context differ substantially from the target and setting of the current study in Kenyan secondary schools. Israel et al. (2015) study in Nigerian public schools examined illicit drug use's connection with truancy and its impact on study habits, a perspective not directly comparable to assessing academic performance among Kenyan secondary students engaging in drug abuse. Ngesu (2017) highlighted alcohol's influence on risky behaviors among youth, particularly its impact on susceptibility to sexually transmitted diseases, a theme outside the

direct scope of academic performance in the context of substance abuse among Kenyan secondary school students.

Agbonghale et al. (2017) investigated substance abuse effects on academic performance among Nigerian university students mirrors some aspects of the current study. However, its focus on university settings in Nigeria limits its direct relevance to Kenyan secondary schools. Odhiambo et al. (2019) observed the social disruption caused by substance abuse among secondary school students, mainly centered on family relationships. Joseph (2019) highlighted various indiscipline issues linked to drug abuse among students, affecting their relationships with peers and teachers. Spring (2017) studied substance use and academic performance among nursing students revealed a negative correlation between substance use and academic performance, although the statistical significance within this particular population was inconclusive. However, its relevance to a nursing student population might not fully apply to the wider context of drug abuse and academic performance among Kenyan secondary students.

2.3 Strategies of Addressing Problems of Drugs and Substance Abuse

Ongwae (2019) discovered that peer pressure was a significant driver for students to engage in drug consumption, resulting in poor academic performance as the most notable consequence. The researcher recommended a comprehensive involvement of stakeholders in reviewing the curriculum and reforming it to address drug-related issues. Additionally, the study suggested enhancing guidance and counseling sessions to foster behavioral change among students. The sample comprised 268 students, six guidance and counseling teachers, and six principals, selected via simple random sampling. Data collection was conducted using questionnaires and analyzed through the Statistical Package for Social Sciences (SPSS), employing qualitative and descriptive methods, such as frequencies and percentages, presented using tables and figures. Salles et al. (2016) conducted a study in Brazil on strategies for preventing and reducing drug abuse among adolescents. They found that employing preventive strategies effectively minimized drug abuse, emphasizing the role of involving parents and guardians in reducing adolescent drug use. However, this research's applicability to addressing drugs and substance abuse among Kenyan secondary school students, particularly in Turkana County, might be limited due to its setting and population in South America.

Kiraitu (2017) conducted research on the role of school communities in curtailing drug and substance abuse in Kenyan secondary schools. The study involved 35 principals and 407 students, employing a descriptive survey design. Findings indicated that students acquired drugs from peers, staff, and local community members, highlighting the inadequacy of school communities' efforts alone in tackling drug abuse. The study also noted the lack of cooperation

between parents and schools as a barrier to effective intervention. Unlike the present study focusing on Turkana County's secondary schools and examining diverse strategies to counter drug and substance abuse, Kiraitu's study solely assessed the role of school communities. Cheloti et al. (2016) conducted a study assessing the effectiveness of the school community in curbing Drug and Substance Abuse (DSA) among secondary school students. Their focus was on government and school-related strategies for controlling drug abuse, concluding that strategies like rules, regulations, and punishments were ineffective. Instead, they recommended a collaborative approach involving law enforcement, government agencies, NGOs, and FBOs. However, this study's limitations, centered solely on school-related factors and neglecting socio-economic and personal strategies, contrast with the broader scope of the current study. Figure 1 summarizes the conceptual framework showing influence of drug abuse on student academic performance.

Independent Variables

Dependent Variable

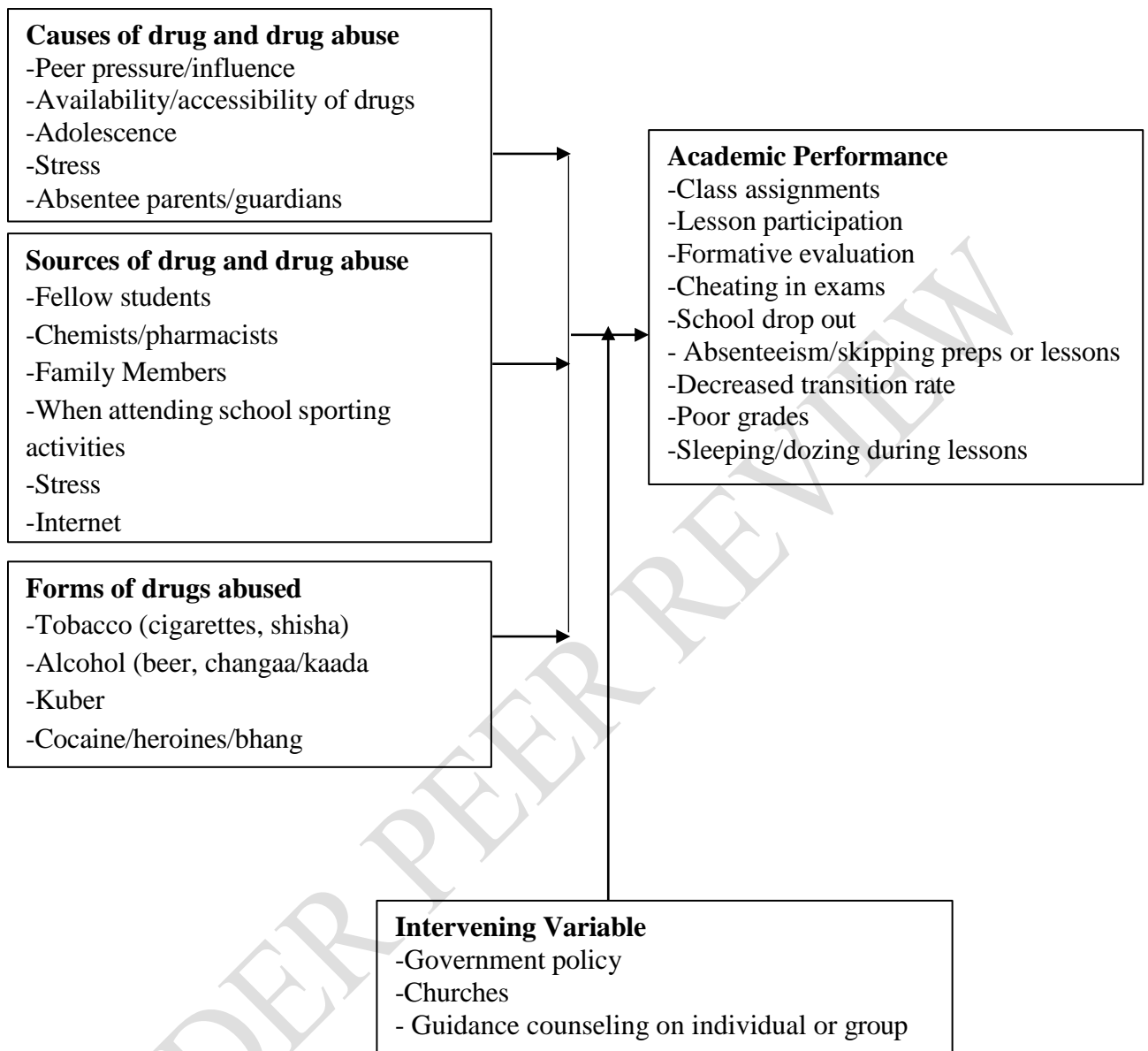


Figure 1: A Conceptual framework showing influence of drug abuse on student academic performance

3.0 Research methodology

3.1 Research Design

Research design is the sketch used by an investigator to state the basis and kinds of information pertinent to the study issue. It specifies the approach to be employed for collecting and analyzing information. This study will use mixed method approach

which integrates qualitative and quantitative approaches in a single study to understand the topic more fully than is possible when one method is used. Mixed method approach will also be used so that the overall strength of the study will be greater than qualitative or quantitative research. The research will apply mixed methods in data collection, analysis and interpretation.

3.2 Study Site

The study will be conducted in Turkana County. It is one of the 14 counties in the Rift valley Region, and it is situated in the north fracture along Kenya's western boundary with Uganda. The County borders West Pokot County towards the North and North East, Trans-Nzoia County towards the South, Elgeyo Marakwet County towards the South East and Baringo County towards the East.

3.3 Target Population

A target population is classified as all the members of a given group to which the investigation is related. The study population will be all Public Secondary Schools; 28 Principals, 252 guidance and counselling teachers, 5260 students, 28 non-teaching staff and 1 Sub-County Director of Education.

3.4 Sampling Procedures and Sample Size

The study will select principals using purposive sampling while stratified random sampling will be done to select the sample of the guidance and counselling teachers and students. To ensure that the sample is a representative of target population, parameters of population are obtained using a precision formula stated as Equation 1. The level of precision (sampling error) $e = 5\%$ (0.05), confidence level (for social sciences) = 95% and degree of variability = 50% (0.5).

$$n = \frac{N}{[1 + N(e)^2]} \quad (1)$$

where n denotes the sample size to be estimated, N represents the population of the respondents, and e denotes the error. Given that the target population is 5412 and the study specified a precision error of 0.01 then the sample size will be $372+28$ which will be 400 as shown in the formula. The study will collect data from 400 respondents.

3.5 Data Collection Instruments

Instruments are measurement tools designed for obtaining data on a given research topic. Three types of instruments, namely; questionnaires, interview and focused discussion groups guides will be used to collect data during the study. Data was gathered using more than one instrument

because it assists in crosschecking and substantiating findings thus enhancing validity and dependability of data.

3.5.1 Questionnaires

Three questionnaires, namely; Guidance and Counselling teachers, Parents' Association Chairpersons and students, will be used to gather data. Questionnaires will be selected because they allow use of a large sample to collect data, and are easy to administer and score. Questionnaires are ideal in surveying people who are dispersed over a wide geographical area, where the travelling demands will be excessive. The questionnaires will be constructed using open and close ended items. The close ended items will be included in the instruments because they yield uniform responses thus simplifying data coding and analysis. The open-ended items will include in the instruments because they enable a researcher to gather additional information by asking follow-up questions.

3.5.2 Deputy Principals' Interview Schedule

Data from the Deputy Principals shall be gathered using an interview schedule. An interview schedule is a document with items that are used to generate data through discussion of a specific topic or issue by an interviewer and interviewee. The instrument will be selected because it is very effective for gathering data on sensitive topics or in situations that require responses that cannot be generated using closed-ended items. Interviews generate quality data because they allow a researcher to ask follow-up questions and not many respondents refuse to take part in them.

3.5.3 Students' Focused Group Discussion Guide

Focused Group Discussions (FGDs) are a predetermined semi-structured interview led by a skilled moderator. The moderator asks broad questions to elicit responses and generate discussion among the participants. The moderator's goal is to generate the maximum amount of discussions and opinions within a given period of time. The strength of FGDs relies on allowing the participants to agree or disagree with each other thus providing an insight into how a group thinks about an issue, about the range of opinions and ideas, and the inconsistencies and variations that exist in a particular community in terms of beliefs and their experiences and practices. The Focused group discussion will be chosen because participants feel safer since no single person can be victimized for the responses given by the group.

3.6 Piloting of the Study

A pilot study will be performed to pre-test the exploration instruments. The pilot study will be completed in two (2) schools which will be chosen for gathering genuine information. In the

two schools an aggregate of ten (10) teachers will be examined using five (5) teachers from each school. The guiding planned to help the researcher in finding any shortcomings in the study instruments, check the lucidity of the inquiries and things and furthermore evoke remarks from respondents that will help in the improvement of the tools. A pilot study is a small-scale research project that gathers data from respondents related to those that will be used in the comprehensive research and serves as a guide for a more extensive study; examines specific aspects of the research to see if the selected procedures will work as intended.

3.6.1 Validity of the Instrument

Validity is the extent to which variations found with a measuring instrument reflect right variety among those being tested. There are two ways of putting up the validity of a research tool or device, that is, logic and statistical evidence. First, the researcher will guarantee that the instrument will be identified with the targets of the study, and it will contain all the important and relevant data. Aspects that were not clear will be rephrased while others were dropped so long as they did not affect the overall intent of the study. The validation will be by the supervisors and experts in the School of Education Kenyatta University. Two types of validity, face and content, were examined. Face validity is a measure of the degree to which an instrument is organized to measures the relevant concepts while content validity is for ensuring that a data collection tool addresses the specific objectives of a study.

3.6.2 Reliability of the Instrument

Reliability of a data collection instrument indicates internal consistency. A measure is referred to as reliable if different attempts at measuring a variable bring similar results. Internal consistency will be measured by coefficient alpha (α) method. The coefficient shows whether or not the different items converge. The ratio of alpha ranges in value from zero (0), meaning no consistency, to one (1), meaning complete unity. Generally speaking, scales with a coefficient α between 0.80 and 0.95 are considered to have excellent reliability. Values of 0.7 and above are typically used as a rule of thumb to express a right level of internal reliability, scores higher than 0.7 denote an acceptable level of security, and ratings below 0.5 indicate reduced levels of safety.

3.7 Data Collection Procedure

The researcher will seek authority from the university to collect data through the Department of Education Management, Policy and Curriculum Studies. Upon approval by the department, data collection authorization is sourced from NACOSTI as required by the law and then the

researcher sought authority from the Turkana Sub County Education office to collect data from the sampled schools. Upon approval by the Sub – County offices, the researcher will seek permission from the principals of the sampled schools through a written letter. Once the permission was granted the researcher collected the data per objectives.

The consent of the respondents will also be sought and dates and venues for questionnaire administration, discussions and interviews set. The researcher and research assistants will then administer the questionnaires as scheduled after explaining to the respondents how to fill them. The researcher will be assisted by the class teachers in distributing the students' questionnaires and stay in the classroom while students filled them out. This will be to ensure that in case they encountered any difficulty, they could easily get assistance and prevent the students from copying from each other.

3.8 Data Analysis and Presentation

Quantitative data will be processed using Statistical Package for Social Sciences (SPSS) version 24. Descriptive statistics such as percentages, frequencies, mean and standard deviation will be used for the quantitative data and information presented in form of tables and graphs. Qualitative will be classified into logical thematic categories and discussed based on the research objectives. Inferential data analysis will be done using Pearson correlation coefficient and regression analysis. Correlation technique is used to analyze the degree of association between two variables.

3.9 Ethical Consideration

During the research process, the researcher will ensure that research ethical issues are maintained. In regard to this, the researcher identified a research problem that benefits a variety of potential readers. The purpose of the study will be well disclosed to the participants of the study. Considering that the participants are presumed to be busy, they will be given ample time to fill the questionnaires. This will ensure that there will be no disruptions in their daily activities associated with the filling of the questionnaires. Privacy of the participants will also be well taken care of since the participants will fill the questionnaires in anonymity to ensure that no one suffers from victimization from their relevant authorities. The actual views of the previous researchers on the study variables even if they will not be supportive of the researcher's objectives shall be reported. The researcher will also accord full credit to the authors of previous research by giving citations in every discussion in order to avoid plagiarism. During the data analysis stage, the researcher shall ensure that no information will be withheld or underreported, since the researcher will disclose all the positive and negative results.

4.0 Conclusions

This paper discussed in detail drug abuse and its effects on academic performance in secondary school students in Turkana County, Kenya. The forms of drug and substance abuse alongside various strategies of addressing the associated problems were presented using results from previous studies as yardsticks. This paper focused majorly on the research methodology formulations for the future study of drug abuse and its effects on academic performance in secondary school students in Turkana County, Kenya. The adopted methods for questionnaire formulation and other relevant tools for investigation were discussed. The study will target County Director of Education, principals, non-teaching staff, teachers/teaching staff and students in public secondary schools in Turkana County. The thorough investigation is expected to be carried out between August - November 2024 using the formulated questionnaires and interview schedules as data collection tools. In conclusion, the research methodology formulation is expected to be applicable to handle the research objectives.

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UNDER PEER REVIEW