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Research Article

IMPACT OF DRUG ABUSE ON STUDENTS' RETENTION IN PRIMARY AND SECONDARY SCHOOLS IN KAKAMEGA MUNICIPALITY

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ABSTRACT

Urbanization plays a key social function of education through provision of educational institutions and services. The understanding of urban functions is the basis for the optimization of urban spatial structure and for the sustainable development of urban space. The goal of this study was to investigate the impact of drug abuse on students' retention in primary and secondary schools in Kakamega Municipality. This study was justified by the fact that Kakamega Municipality growth has largely been based on expansion of educational institutions of higher studies, and the inception of the devolved structures in the counties. The target population for the study was 99,987 this population was comprising of municipality residents, primary school pupils, secondary school students, Education officers, principals, urban administrator and parents from low, middle and high residential parts of the municipality. The sample size for the study was 172 and it was calculated using the formula proposed by Fisher, Laing and Stoeckel (1998). Data collection instruments included; questionnaires, interview guides and focus group discussion. A pilot study was carried out in three residential areas in Bungoma municipality in order to test the validity of the instruments. Data was analyzed using descriptive statistics and statistics package for social sciences (SPSS) version (20). The study established that drug abuse leads to children dropping out of school as confirmed by 46% response which was evident from police cases of drop out due to alcohol and drug abuse by students. This is confirmed by low class respondents of whom majority earn between 10,000 -30,000 (42%) and below 10,000 (26%) and as result there is low retention in education by their children at (6%). To address this state, the study recommends that drug abuse in the municipality be controlled, counseling services should be availed by institutions and operationalized by professionals in schools.

Keywords: Drug abuse, Kakamega County, Student retention, Education.

INTRODUCTION

Education has been recognized as the cornerstone in achieving even more Sustainable Development Goals (SDGs), as set out in the fourth (4) Quality Priorities of the United Nations (UN SDGs) (UN SDGs Rio de Janeiro Brazil, 2012) but this effort is undermined by some factors of urbanization impact on students' retention in schools. The development of education is receiving a significant amount of funding from global economies. The Republic of Kenya (2005) states that the goal of industrialisation in the twenty-first century necessitates enhanced and deliberate actions for access and participation in education, but that some urbanization-related variables have an adverse effect on students' attendance at schools. Schools across the globe struggle with issues relating to low student retention. According to Furger (2008), it was challenging to keep all students enrolled in class because of obstacles with their academic progress, missteps, or the fact that some students skipped steps in their academic ladder. Retention of students refers to their ability to continue and finish a program, whether through self-motivation, educational interventions, or counseling. The majority of youngsters in Africa are said to be enrolled in school but leave sooner than expected (Lewin, 2007). Deborah et al. (2014) claims that high school retention helped students prepare for their college academics and helped the institution financially from their tuition. Dropouts revealed the school's incapacity to provide for the needs of the students. In order to prevent attrition and turnover, a successful high school ensured that adequate assessment of the factors that aid students in completing a program were in place. Furger (2008) connects student retention to the

achievement of education. Over a million children drop out of school each year in California without receiving a high school diploma, which is an alarming rate of student dropout. Social and economic difficulties as well as urbanization are causes of school abandonment. Lau (2003) made a similar observation, noting that institutional and local experiences influence how well students are retained. The students' motivation to continue in school was largely influenced by the formal and informal school structures. Negative interactions and experiences increased the likelihood that a student would stop attending class. The orientation of incoming students has a significant influence on whether they stayed or left. It aided in their transition to a new learning environment and helped them adopt the attitude of deciding to stay until they earned their academic diploma (Basal et al, 2005). The significance of student retention in South Africa cannot be overstated. Subotzky and Prinsloo (2011), advised that schools should set up methods to identify early indications of student attrition so that they can take timely action. Economic difficulties are one barrier to academic performance that should be addressed promptly because they lower student retention. Due to low school retention, the study by Griffins (2007) found that illiteracy was one of the causes of poverty in East Africa. The improvement of human capital, which was crucial for creating wealth and enhancing a person's financial security, was made possible by investing in education. When students stay in school to study and achieve academic success, this becomes a reality. Griffins (2007) states that circumstances can occasionally lead pupils to drop out of school before achieving their scholastic objectives. Low student retention was largely caused by socioeconomic obstacles. Those who couldn't afford the tuition were expelled from school before the program was finished. Every school needed career assistance to assist students in making decisions about their careers. This was crucial in ensuring that they stayed on track until they reached the top of their academic ladder. When

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properly instructed, students took the initiative to design goals that would force them to devote time to their studies. Griffins (2007) confirmed that mentors should be appointed to students in order to improve retention and help them stay persistent till they finish their course. According to Ndege (2010), student retention in Kenya was a gauge of a school's internal effectiveness. Collaborative learning, teacher-student interaction, and a supportive environment improve it. Gituriandu (2010) noted the issue of students quitting school before completing a program was a frequent occurrence in the nation. One of the reasons was socio-economic challenge that leads to child labor employment like looking after domestic animals. They drop out of school, disappointed with their lack of capacity to change their future. Therefore, this study scrutinized the impact of urbanization on students' retention in primary and secondary schools in Kakamega municipality. The Government of Kenya is forced to meet school tuition fees in compliance with free primary and secondary educational policies ensuring students retention in primary and secondary schools. The government of Kenya is also working on education to ensure children anywhere possible full secondary schooling by 2020 with a view to the Sustainable Development Goals (SDGs) (UNESCO, 2000). Retention and preservation of education in Kenya is seen as an integral component of the National Development Policy to foster growth and to safeguard adult life (Republic of Kenya, 2015). The County Government of Kakamega has a huge influence on the education sector in this regard. According to Kakamega County Government implementation report (2013-2017), one of its core mandates in the education sector is to improve secondary and primary school education. It has instituted several interventions including infrastructure development in over forty-two Secondary schools and hired five hundred County support teachers in every public secondary school. It has also extended financial support in the form of bursary to needy students in Secondary schools. So far forty-five thousand and one hundred and ninety-six Secondary students have benefited as recorded in Kakamega County Government implementation report (2013-2017). Kakamega County government acknowledges the need for the right to education for a child. Retention and completion of basic education remains an issue of concern in the Municipality despite the fact that the county has so far established funds to assist the needy and vulnerable according to the county's Education and ICT Sector Plan 2013-2017. While education remains a national government issue, the County's Education Ministry has developed an Education Policy document that will guide the operations of education in reference to financial management, monitoring, evaluation and capacity building. Moreover, the ministry has initiated a number of programs and flagship projects in certain schools in line with Vision 2030 in all the county's wards for example setting aside funds to build more secondary schools in all Wards, expanding the facilities of the existing schools and providing more grants students and operationalizing affirmative action for the disadvantaged and marginalized groups within the county (Kakamega County Education and ICT Sector Plan 2013-2017). The cause of the declining retention of students in schools in the municipality has however not been established and this study therefore sought to establish whether there is a linkage between urbanization and students' retention in schools in Kakamega municipality. Its effect on the environment is primarily dictated by the actions, usage habits and way of life of urban dwellers. Policies such as free primary and Secondary Education and 100 per cent transition from primary to secondary schools have been developed by the Kenyan government. This is to enhance retention of students in school until completion. However, there are still some concerns about urbanization impact on students' retention in primary and secondary schools in Kakamega municipality that remain unanswered. These concerns are due to the presence of school going children spotted in some streets of Kakamega town during school going hours. Therefore, this study set

to find out the level of correlation between urbanization, drug abuse and students' retention in primary and secondary schools in Kakamega Municipality.

LITERATURE REVIEW

Urbanization is not a new phenomenon; it dates back to about 5000 BC (Sjoberg, 1960). The ratio of the urban population to the overall population, which measures the rate of urbanization, has increased throughout time. Since the Second World War, urbanization rates have been high in developing nations including those in Europe, North America, and Asia, with more than 50% of the population residing in urban regions (United Nations, 2002). According to literary sources, urbanization in Africa has accelerated more recently than it did in industrialized nations. This is a hint that there is rapid urbanization in Africa. Many cities are rising at a rate of around 5% per year in Asia and Latin America (Butler and Crooke, 1973). Hoyt (1939) argues that as cities expand, new problems such as drug usage, traffic congestion, and the economic downturn all contribute to the emergence of urban bourgeoisies. The process of urbanization can be compared to the process of progress and economic growth (Henderson, 2003). It is often stressed that the degree of urbanization is closely associated with the level of GDP per capita (OECD-CDRF study, 2009) urbanization assessed by urban population share growth or urban population growth rates is likely to follow economic progress. Drug misuse has a long history that predates the history of the human race (Maithya, 2001). It is an international issue that puts people's lives at serious jeopardy in many different nations (United Nations, 1998). In wealthy nations, it has turned into the focus of research and preventive measures (Muyabo, 1996). This has not been spared Africa (Assini and Pela, 1996). In Kenya, reports of young people's lives ruined by alcohol and drugs are rampant and have taken root in schools leading to high school dropout (Kikusi, 2009). Amayo and Wangai (1994) point out that drug abuse has led to unrest and wide spread destruction in schools. This is regarded as indiscipline which can easily lead to low retention in schools. The National Campaign against Drug Abuse, NACADA (2012) performed a national poll on the extent of drug and alcohol abuse, and the results are alarming. According to the data in the survey, primarily alcohol and cigarettes, 13% of adolescents in the 10 to 11 age group had used an intoxicating substance. A concerning 11.7% of people in the 15–24 age group are currently dependent on alcohol, and 6.2% use it often. A developing issue that requires immediate response is alcohol and drug abuse in institutions of basic education. This is confirmed by NACADA (2002) which observes that an estimation of 70% of pupils in primary schools in Kenya have taken alcohol, 22% tobacco, 2% bhang and 5% miraa. Task forces and commissions of inquiry established to investigate indiscipline and student unrest in the country have repeatedly pointed at alcohol and drug use in learning institutions as one of its causes (Ugwumba, 2014). Surveys conducted by NACADA in primary (2018) and secondary schools (2016) showed that schools are not drug free places. The common sources of drugs mentioned by students included from kiosks or shops near school, bars near school, friends, bought from other students, and school workers. The common periods when drugs are mostly abused included school holidays, on their way home from school, during weekends at school, and during inter-school competitions (Sternberg, 2003). Mier *et al.*, (2015) confirms that alcohol abuse and substance have direct consequences on individual characteristics that relate to deviant and risky behaviors which can affect students' school attendance which could finally lead to low retention in school. Patrick *et al.*, (2016) assert that alcohol and substance use were predictive of higher rates of school dropout. This research finding would be consistent to establish the link between

drug abuse and dropout in schools in Kakamega Municipality. Although it is commonly understood that academic failure might come before substance use, the contribution of substance use to the dropout process is still less well understood than other risk variables. However, more recent studies and reviews of the literature have started to identify the significance of substance use prevention as part of the dropout problem and have started to add drug and alcohol use to the list of contributing reasons for school dropout. In spite of arguments made by certain authors that academic failure promotes substance abuse, Lynskey & Hall (2019) have connected prior substance use to an elevated chance of dropping out of school. DuPont et al (2013) shows that teenagers who abuse alcohol and drugs frequently cut back on their study time and engage in a vicious cycle that makes them lose interest in pursuing their academic goals. This ultimately results in school abandonment, hence the low retention. Aloise-Young & Chavez (2016) claim that substance usage has a significant role in the school dropout problem. Ngesu *et al.,* (2008), observes that no area of Kenya is safe due to the country's widespread drug consumption over the previous 20 years. This supports Wolmer's (1990) assertion that no country has been exempt from the disastrous effects of drug misuse. Oteyo and Kariuki (2009) claims that drug use is linked to a decrease in the amount of time spent studying. Drug usage was so prevalent that it was causing many to worry that the students might not achieve their full potential and might become drug users in the future. Drug use causes students to become disinterested in their coursework and extracurricular activities, which might eventually result in school abandonment. The use of psychoactive drugs by individuals from around the world is an old tradition. They have an impact on pupils' ability to make decisions, and they impede their ability to think creatively and develop the social and life skills that are essential. As far back as the early human settlements, alcohol was ingested for its pleasurable effects; for millennia, tobacco, khat, cocoa leaves and opium poppy were consumed in various cultures. However, conventional and sometimes regulated consumption of these drugs has given way to a more controversial form of use in more modern years, a pattern that is related to many social and health concerns. When this happens to school going children it can easily lead to low retention, Moreover, there has been a substantial rise in the number of people who drink alcoholic drinks, smoke tobacco and use illegal drugs. Drug affordability, poverty, societal perceptions and behaviors that promote drug use, peer control, and urbanization as a component of social change are the contextual factors reported as raising the risk of drug involvement by young people. Drug misuse has been a road block to the academic conduct of students, and is an important part of instructional practice (Blandford, 1998). It has been widely recognized that due to substance addiction, school indiscipline is on the rise and numerous incidences connected to this hit the headlines in the newspaper (Siringi, 1999). Musioki (2008) states that Drug misuse results in a loss of morale and declining academic levels. Such things may lead to low retention in schools. This is in line with kuria's (1996) findings that drug and alcohol abuse affects students' academic performance negatively as they affect the brain's function. Sternberg (2003) too noted that effect of drug on brain reduces the pupil's concentration span; they therefore become bored and lose interest in studies and thus eventual drop out. In school locations, different forms of drugs are readily available. These drugs and substance contain, among others, beer, bhang, and tobacco. A sign of a broader trend of deviant conduct could be the correlation of substance addiction with interpersonal tensions, student disturbance and property loss. A substance abuse learner does not do well academically because social development is compromised, which in turn decreases academic success and disrupts academic growth and hence affecting their retention in school (Aden, 2006).

Otieno, *et al.,* (2009) study observes that students in towns are more likely to misuse narcotics and other substances. They further reported that they risk smelling khat (miraa), bhang, alcohol, glue-included tobacco and inhalants. Muthikwa, (2016) notes that those in towns are more predisposed to drugs because of their availability. Merton & Nisbet (1971) findings indicated that because of their ready accessibility and advancement of desires of those who are likely to benefit financially from their selling, individuals consume drugs. This eventually affects students' retention in schools. It is against this background that this current study is being carried out.

METHODOLOGY

Study Location

The study was undertaken in residential areas within Kakamega Municipality. These areas include; Milimani/Bukhungu estates, Township/central estates, Amalemba/shirere estates, Lurambi/Mahiakalo estates and Sichirai estates which are classified either as high class middle class and low class. Kakamega is a town in western Kenya lying about 30 km north of the Equator on Latitude 0°17'3.19"NandLongitude34°45'8.24"E. It serves as the county's administrative center. There are 99,987 people living in the town (2009 census). Kisumu, the third-largest city in Kenya and a port city on Lake Victoria, lies 52 kilometers to the north of Kakamega. According to the Kakamega District Development Plan (1997- 2001), the major economic activities taking place within the municipality are farming and   business such banking, petrol stations, insurance, car wash and transport.

Target Population

This study was carried out in residential areas and schools within Kakamega Municipality. These areas include; Milimani/Bukhungu estates, Township/central estates, Amalemba/Shirere estates, Lurambi/Mahiakalo estates and Sichirahi estates.the total number of schools from which the sample was selected was 63 of which 50 are primary and 13 secondary. The subject of the study were drawn from all five areas in Kakamega municipality which had a population of 139,458 people. The respondents included 45primary school pupils selected from a total population of 50,000 and 33 secondary school students from population of 36,500. Parents were 27, 12 Head teachers in primary schools,8 Principals in secondary schools,8 education officers,9 urban administrators and 35 residents totaling to 172 participants from the entire population using the Fisher, Laing and Stoeckel formula.

Research Design

In this research, a descriptive survey has been used since the researcher has been able to gather and interpret data from large number of respondents. In addition, information on the attitudes, beliefs, behaviors and other social questions of people was collected (Orodho and Kombo, 2002). Descriptive survey research is also aimed at providing statistical information on education aspects. Both primary and secondary data was obtained through door to door visits as well as from the internet.

Research Instruments

A questionnaire was used in this study to obtain information from parents of the municipality, residents and head teachers/principals of selected schools, education officers, as well as urban administrators. The selected respondents were asked oral questions in order to establish more on how urbanization affects child's education retention

from their attitude. According to Orodho (2003) both structured and unstructured interviews suffice the attitude aspect about the research topic. An outline of key questions was used to guide the discussions during focus group and conclusions drawn for the purpose of this research. Some respondents were selected and converged together for discussion on the urbanization impact on retention of child's primary and secondary education in Kakamega municipality. This was for confirmation of responses on questionnaire.

RESULTS AND DISCUSSION

Distribution of Sample Respondents According to Gender

The need for gender equality in all spheres of life necessitated the assessment of gender composition of all the respondents. From the questionnaire returned, Low class settlement had 40% male and 60% female, middle class settlement had 38% male and 62% female while high class settlement had 53% male and 47% female. All the settlement had more female respondents than male except in high class settlement. The slightly high representation of female gender than male is in line with the 2019 census which indicates that female population is high in the country than the male.

Distribution of the Schools in Residences

To indicate the distribution of sampled schools in the municipality, the questionnaires were purposively administered to learners in seven (7) out of 63 schools in the municipality. Two each in low and middle class areas, a primary and a secondary school. Three were selected in high class areas, one (1) primary and two (2) secondary for equal representation. All the questionnaires were received and analyzed.

Distribution of sample respondents according to Age

The respondents' varying ages were considered crucial in assessing how urbanization might affect children's access to and retention in their schooling. Most of the respondents interviewed were 36% above 35 years while 9% were at the range of 30-34 years, 7% 25-29 years similarly 7% between 20-24 years, 16% between 15-19 years and finally 25% between 10-14 years as indicated in table 4.3. The findings indicate that adults above 35 years (36%) are more than children (10-14) 25% are in agreement with the observation made by UN (2004) that urban population was large among adults than teenagers as adults are more attracted by most urban functions than children. Empirically the adults were school principals, head teachers, urban administrators, education officers and residents while children's groups were students and pupils.

Distribution of Respondents According to years in Kakamega Municipality

The study wanted to know how long the participants had been living in the municipality because a longer stay made the study more ideal because it ensured that most of the respondents had the knowledge and expertise needed for it. Most respondents interviewed, 35% had stayed between 4 – 6 years, 30%,had stayed in the municipality morethan10yearswhile 18%had stayedbetween1-3 years and only

17% had stayed in the municipality between 7 – 9 years as indicated in figure 4.3. The high class settlement registered the highest percentage (68%) of respondents who have stayed in the municipality between 4-6 years, while low class and middle class settlement registered 43% of the respondents have stayed in the municipality for more than 10 years. This indicates that most of the middle class settlements have lived in the municipality for more than 10 years compared to those in high class settlement who only accounts for 2%. This also means that high class residents are employees who transfer to other towns while low class are slum dwellers who migrated to the town to look for employment. Distribution of school principals / head teachers according to experience School administrators experience was vital in determining the child's retention in school. Administrators 4-6 years were the majority representing 40%, followed by 7-9 years of experience at 35%, 10 years and above at 15% and 10% 1-3. The analysis shows that the majority (4 to 6 years-40% and 7to 9 years 35%) of the school administrators in the municipality have enough experience on matters of education retention and the effects of the municipality and the information they provided was sufficient for the research.

Distribution of respondents with children in school

To determining the urbanization impact on retention of a child's education, the study set out to find out if children of school going age of head teachers, principals, education officers ,urban administrators , parents and residents were all in school or not. The majority of the respondents, 84% had all their children of school going age in school and only 16% did not have their children at school going age in school. It was established that most of the respondents (84%) had children of school going age in school. This could be due to accessibility of education promotion services and programs like good infrastructural systems, security among others and government policy of 100% transition among others. On the other hand, 16% which is a small number of parents or guardians with children of school going age and not in primary or secondary school implies there is diminishing retention and accessibility in education. This is more so in the low class residents, the decline of child's retention in education is due to factors that will emerge in the subsequent analysis and interpretation of findings.

Distribution of Schools Type (Boarding or Day school)

In terms of a school type boarding and day, boarding schools accounted for 58%, pure day accounted for 28% and both day and boarding school 14% in the municipality. This is an indication that transport to school in the municipality least determines education retention because more than a half of the children in the municipality are boarders.

Distribution of School Enrolment for the Last eight Years

The study assessed the retention of children's education in municipality for the last eight years from primary in class five to class eight and form one to form for the final year of secondary school education. The findings areas shown in table 4.6.

Table 4. 1: Distribution of primary School dropout rate for the last four Years

CLASS /YEAR	LOW CLASS		MIDDLE CLASS		HIGH CLASS		CUMULATIVE	
	NO. OFLEARNERS	% DROP OUT	NO.OFLEARNERS	% DROP OUT	NO. OFLEARNERS	% DROP OUT	NO.OFLEARNERS	% DROP OUT
Class 5 2013	500	0	456	0	350	0	1306	0
Class 6 2014	492	1.60	445	2.41	322	2	1279	2.00
CLASS7 2015	470	4.47	425	4.50	305	5.28	1200	4.7
CLASS8 2016	400	14.8	375	11.7	275	9.8	1050	12.5
TOTAL/AV	400	5.21	375	4.7	275	4.27	1050	5.2

Table 4. 2: Distribution of secondary School dropout rate for the last four Years

CLASS /YEAR	LOW CLASS		MIDDLE CLASS		HIGH CLASS		CUMULATIVE	
	NO. OF LEARNERS	% DROP OUT	NO. OF LEARNERS	% DROPOUT	NO. OF LEARNERS	%DROP OUT	NO. OFLEARNERS	% DROPOUT
FORM1 2017	312	0	285	0	238	0	835	0
FORM2 2018	260	18.7	260	8.7	295	-23	815	2.4
FORM3 2019	254	2.3	256	1.5	286	3	796	2.3
FORM4 2020	242	4.7	253	1.1	246	13	741	6.9
TOTAL	242	6.43	253	2.825	246	-1.75	741	7.4

In the sampled primary schools, the analysis showed a declining trend in the number ofschool going children in the municipality as demonstrated by reduction of children attending school from 1306 to 1050 which is 12.5% dropout rate from class five to eight. Dropout rate is high in low class sector (4.8%), followed by middle class (11.7%) and finally somewhat very low dropout rate (9.8%) in high class sector. These finding are indications of existence of some propelling factors particularly in low class to be established hereafter. Significantly, there was an increase of enrolment in 2018 in form two from 238 in form one to 295 in high class. This point to inter sector mobility of residents, where by those inlow and middle class sectors relocate to high class sector necessitating children transfer toschools in high sector as well as pupils joining the schools from outside the municipality. This was confirmed through focus group discussion where a parent stated that he transferred his kid from Mwiyala primary (middle class school) to Applegate academy which is in (high class) and promising in performance after he was employed in Kakamega County Governor's office and moved to reside in CBD. It is also clear that dropout rate increased during transition from class seven to eight (12.5%) majority in low class (14.8%). This confirms parent's responsibility shift due to high demands expected in secondary schools and in ability of pupils at this level to have control of overwhelming challenges from urbanization. This projected a problem of retention of a child's education in the municipality across all the sectors and more so in low class which is discussed in the next sections.

Drug Abuse and Child's Education Retention.

The study sought to find out the impact of drug abuse on child's education retention in Kakamega Municipality. Respondents were if they have had any case of drug abuse in their family or in the municipality, the effects it has and its control measures.

Cases of Drug Abuse

Respondents were asked if they have had any case of drug abuse in their family or aware of drug abuse in the municipality, 70%, indicated that they had experienced and only 30%had not .These results meant that cases of drug abuse exists in the municipality .The Spearman's rank correlation coefficient between cases of school dropout and drug abusewas -0.960 which is a strong correlation coefficient which implies that the relationship between the two variables is strong. This is affirms negative influence of drug abuse on child's education retention as there exists a strong relationship between drug abuse and child's retention in education.

This was confirmed by further establishing the effects of drug abuse on school going children on their education. Empirically 33% of those who admitted that they were awareof drug abuse cases ascertained that their children don't go to school, an indication of drugabuse leading to school dropout in the municipality thus low retention and accessibility ineducation. Through FGD, it was also observed that majority of the pupils drop out of schools due to inability of their parents to meet their financial obligations as they spent money on drugs, it was also noted that some of these parents become hostile forcing their children to ran away from homes and eventual drop out of school.

Table 4. 3: Correlations on cases of drug abuse and school dropout Correlations

Cases of drop Out				Cases of drug abuse YES	Cases of drug abuse NO
Cases of drop out	Pearson Correlation		1	-.960	.960
	Sig. (2-tailed)			.181	.181
	N		3	3	3
Cases of drug abuseYES	Pearson Correlation		-.960	1	-1.000**
	Sig. (2-tailed)		.181		.000
	N		3	3	3
Cases of drug abuseNO	Pearson Correlation		.960	-1.000**	1
	Sig. (2-tailed)		.181	.000	
	N		3	3	3

**. Correlation is significant at the 0.01 level (2-tailed).

From the tables and figures above, there is strong correlation coefficient between drug abuse and school dropout. Most cases of drug abuse are in high class (94%) however the school dropout rate is low in this sector, this is an indication that parents in high class despite their children abusing drugs they reinforce their retention in school through mechanisms like guiding and counseling that attributes to 49% as observed in table 4.25. Empirically, most of students who abuse drugs are not in school 48% of them in low class, 32% in middle class and finally 24% in high class. Respondents too indicated that there are many cases of drug abuse as confirmed by 70% of them. This was farther verified through the help of county administrators to peruse the police records in the municipality. Police cases indicated several cases of parents complaining of their kids disappearing from home due to drunkardness and, therefore, drop out of school in the municipality. From the visit in the Shikusa Borstal institution 142 cases present were associated with drug abuse related issues 13 of which were arrested while in possession of narcotic substances as shown in appendix XII. It is clear, therefore, that drug abuse negatively influences child's retention in education in urban areas. However, parents play vital roles particularly in high class settlement to keep their children as witnessed with low school dropout rate in this sector.

Distribution of Cases of Drug Abuse in Schools

School administrators were asked if they have had any case of drug abuse in their schools or aware of drug abuse in the school from all categories of participants in the study. There was equal response, 50%, indicated that they had experienced and 50% had not as indicated in table 4.11 and figure 4.7. Through interview with some principals, these findings were established to be true when one of the principal availed recorded information pertaining form three students who had been arrested by police from bars during school hours. The principal revealed that one of the students eventually dropped out of school as he failed to change in his behavior because of addiction to alcohol and suspected cannabis sativa abuse.

Figure 4. 1: Distribution of respondents' response on cases of drug abuse in schools

Table 4.4: Correlation cases of Drug Children in abuse in school

Value		df	Asymptotic Significance(2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	2.000a	1	.157		
Continuity Correctionb	.000	1	1.000		
Likelihood Ratio	2.773	1	.096		
Fisher's Exact Test				1.000	.500
Linear-by-Linear Association	1.000	1	.317		
N of Valid Cases	2				

a. 4 cells (100.0%) have expected count less than 5. The minimum expected count is .50
b. Computed only for a 2x2 table

Correlations

Cases of Drug Children in abuse School

Cases of Drug abuse	Pearson Correlation	1	-1.000**
	Sig. (2-tailed)		.
	N	2	2
Children in School	Pearson Correlation	-1.000**	1
	Sig. (2-tailed)	.	
	N	2	2

**. Correlation is significant at the 0.01 level (2-tailed).

From the above Pearson's correlation coefficient, it is clear that there exists a strong negative correlation co-efficiency of cases of drug abuse and children in school (-1.00). The significance of these findings is that drug abuse influence child's low school retention.These findings confirm Shoemaker (1984) who found out that great deal has been assumed on the connection amid the family unit surroundings and substance abuse. The household particularly the guardians and parents are the fundamental mingling instruments. The environment of stay and the universal impression in the family unit recount to misbehaviour of substance amid the learners. Additionally, being with a parent having a drug predicament amplifies the probability of similar predicament budding in the children. Similarly, the World Health Organization (1993) found that factors such as prolonged or traumatic absence of parents, severe parenting, failure to interact, and drug use by parents may contribute to or increase young people's drug abuse. Students in their teenage years, however, may take drugs because of peer pressure or for fun. A UN Drug Control Program (UNDCP) study confirms that 60 percent of students misuse drugs. In connection to the foregoing authority, the current study found out that indeed there are cases of drug abuse in schools confirmed by 50% of the school administrators. Additionally 84% of the respondents indicated that the cases of drug abuse in schools affect child's education retention in schools with drug abuse cases among students as well other workers in school environment. This is through teachers and school workers who are caregivers that install negative attitude to learners by their drug influenced behaviour. This situation creates an unpleasant environment in schools forcing children to school truancy and eventual school dropout. Also, children who abuse drugs in schools who are not identified for rehabilitation programs develop addiction to drugs thus dropping out of school to avoid being noticed and have time for drug abuse.

Level of Negative Effects of Drug Abuse on students' Retention in schools

In the quest to determine the level of effects of drug abuse on child's education in the municipality, the respondents were asked about the level of effects of drug abuse on child's retention in education, 46% said it affects very highly, 41% highly, 12% moderately and 1% very low. Low class settlement and high class settlement recorded highest number of very high effects of drug abuse on child's education 57% each while middle class recorded that drug abuse negatively influence child's retention in education highly at 67% as indicated in table 4.12, 4.13 and 4.14

Table 4.5: Respondents' response on influence of drug abuse on retention of child's education

Low class			Middle class		High class		Cumulative	
Drug abuse on Access & retention	*Freq*	*%*	*Freq*	*%*	*Freq*	*%*	Freq	*%*
Very high	30	57	18	29	30	57	78	46
High	16	30	42	67	11	19	69	41
Moderate	6	11	3	4	10	20	19	12
Very low	1	2	0	0	2	4	2	1
Total	53	100	63	100	53	100	169	100

Table 4. 6: Descriptive statistics on effects of drug abuse

	N	Minimum	Maximum	Mean	Std. Deviation
low class	4	2.00	57.00	25.0000	24.31735
middle-class	4	.00	67.00	25.0000	30.80043
high-class	4	4.00	57.00	25.0000	22.55364
Valid N (listwise)	4				

Correlations

		low-class	middle-class	high-class
low-class	Pearson Correlation	1	.537	.940
	Sig. (2-tailed)		.463	.060
	N	4	4	4
middle-class	Pearson Correlation	.537	1	.243
	Sig. (2-tailed)	.463		.757
	N	4	4	4
high-class	Pearson Correlation	.940	.243	1
	Sig. (2-tailed)	.060	.757	
	N	4	4	4

**. Correlation is significant at the 0.01 effects of drug abuse

Table 4. 7: Respondents' response with school going children on School dropout rate in sectors due to drug abuse

Low class			Middle class		High class		Cumulative	
School dropoutcases due to drug abuse	*Freq*	*%*	*Freq*	*%*	*Freq*	*%*	Freq	*%*
Due to drug Abuse	7	78	2	50	2	100	11	84
Due to other Factors	2	22	2	50	0	0	4	16
Total	9	100	4	100	2	100	15	100

Using the Likert scale on parameters of very high, high, moderate and very low from respondents who have children at school going age but have dropped out of school due todrug abuse or other factors. The following was established. The low class respondents indicated that drug abuse negatively influence the child's retention very highly at 57%,highly at 30%,moderately at 11% and very low at 2% in this class 78% of children dropped out of school due to drug abuse. Among the middle class respondents drug abuse negatively influence the child's retention at 29%very high, 67%highly, 4%moderately and 0% very low, 50% of children in this sector dropped out of school as a result of abuse of drugs. Finally among the high class respondents 57% confirmed that drug abuse negative influence child's retention in primaryand secondary schools, while 19% and 20% moderately and very low respectively that drugabuse negatively influence child education. In this sector 100% drop out is as a result of drug abuse .This implies that half (50%) of the factors fueling child's school dropout thuslow retention in education are drug abuse while half of cases are due to other factors. On the analysis of low income class respondents' response very highly at (57%)that child's retention in primary and secondary school being negatively influenced by drugs is attributed to availability of commonly abused drugs among the residents, poverty and othersocial problems in this class leading to fear of victimization and truancy .Thus low retention in school. From the middle class response, drug abuse negative influence very highly on accessibilityand retention at 29% and 67%highly and 0% very low. This implies that despite drug abusenegatively influencing child's retention in school, there exists parental control. In high class drug abuse confirms to negatively influence child's retention at 57% very highly a similar response in low class, the reasons behind this are different. Through Focus group discussion with parents in this class, they stated that their children abuse drugs due to peerinfluence as well as the availability of recreational facilities that sell alcohol and drugs to children. Many children are left in the care of house helps because the parents have to work. Irresponsible house helps aids children to acquire drugs to abuse. This is confirmed by high(+1) correlation of drug abuse and school dropout in low class, moderate (+0.53) correlation between drug abuse and school dropout in middle class and finally somewhathigh (+0.98) in high class. These correlations are indicators of existence of negative influence of drug abuse on child's retention in school. Additionally the records on school dropout in most schools connected the cause to influence by drugs. Study undertaken by NACADA shows that there is a clear correlation between young people's alcohol/drug addiction and their retention in schools. Alcohol and substance misuse is acceptable in today's world, with parents freeing their children from prohibitionsthat once regulated the consumption of alcohol. Children as young as 10 years do not onlydrink alcohol, but experience the resulting consequences, according to the same study. Stories of children seeking therapy due to alcohol issues barely in their teens are a source of concern (NACADA, 2008). From the above observation, there is a general indication of drug abuse negatively influencing retention of child's education in primary and secondary schools as cemented by more than +0.5 correlation co-efficiency of drug abuse to school dropout in all the threesectors.

Type of Drugs Commonly Abused

This section provides information focused on the drugs most often abused in schools by students. In proposing potential preventive and intervention strategies, knowledge of the most commonly used drugs by students was deemed essential. The presumption was that inexpensive drugs were more frequently abused. When respondents were asked about the type of drug commonly abused in their area of settlement.58%, mentioned alcohol, 22% mentioned Bhang/Marijuana, 8% said cocaine and only 5% mentioned heroine. Low class settlement and middle class settlement are mostly affected by alcohol, bhang/marijuana and other small drugs while High class settlement recorded effects of hard core drugs likecocaine and heroin that are expensive to acquire as indicated in table 4.15 and descriptives in 4.16 and figure 4.8.

Table 4. 8: Distribution of respondents' response on type of drugs abused

Low class			Middle class		High class		Cumulative	
Type of drug	*Freq*	*%*	*Freq*	*%*	*Freq*	*%*	Freq	*%*
Alcohol	32	60	35	55	31	58	98	58
Bhang/marijuana	12	23	15	24	10	19	37	22
Cocaine	3	6	4	6	6	11	13	8
Heroin	2	4	1	2	5	9	8	5
Others	4	7	8	13	1	2	13	8
Total	53	100	63	100	53	100	169	100

Table 4. 9: Descriptive statistics on type of drugs abused

	N	Minimum	Maximum	Mean	Std. Deviation
Alcohol	3	55.00	60.00	57.6667	2.51661
Bhang Marijuana	3	19.00	24.00	22.0000	2.64575
Cocaine	3	6.00	11.00	7.6667	2.88675
Heroin	3	2.00	9.00	5.0000	3.60555
Others	3	2.00	13.00	7.3333	5.50757
Valid N (listwise)	3				

Table 4. 17: Correlations between types of drugs abused on education

		Alcohol	Bhang Marijuana	Cocaine	Heroin	Others
Alcohol	Pearson Correlation	1	-.300	.115	.386	-.637
	Sig. (1-tailed)		.403	.463	.374	.280
	N	3	3	3	3	3
Bhang/Marijua Na	Pearson Correlation	-.300	1	-.982	-.996*	.926
	Sig. (1-tailed)	.403		.061	.029	.123
	N	3	3	3	3	3
Cocaine	Pearson Correlation	.115	-.982	1	.961	-.839
	Sig. (1-tailed)	.463	.061		.089	.183
	N	3	3	3	3	3
Heroin	Pearson Correlation	.386	-.996*	.961	1	-.957
	Sig. (1-tailed)	.374	.029	.089		.094
	N	3	3	3	3	3
Others	Pearson Correlation	-.637	.926	-.839	-.957	1
	Sig. (1-tailed)	.280	.123	.183	.094	
	N	3	3	3	3	3

*. Correlation is significant at the 0.05 level (1-tailed).

Alcohol as the most commonly abused drug findings may indicate the overall current situation of drug abuse among the urban youth. This is according to NACADA (2004) which stated that the national prevalence of drug abuse among the youth was 60 percent alcohol, 58 percent tobacco and 23 percent cannabis among others. It could be due to the current scenario that Kenya has become an increasingly important transit point for drugs bound for other countries. In addition, use of drugs such as alcohol, and tobacco is culturally, socially and legally appropriate in Kenya and these drugs are locally manufactured. Such factors have compounded the problem of substance abuse and dependence among the youth including students. The magnified effects of using these substances together can be very unpredictable and may cause panic, anxiety, or terror for people who use them in the same period. The long-term use of these substances can greatly affect the academic retention and performance of long-term students. Since the trends of drug use appear to cluster among students. It is necessary to note that their impact on academic performance can have additive or synergistic effects that are separable. The use of drugs has been directly linked to a number of academic concerns, including: students skipping school, spending less time learning, exhibiting diminished interest and disrupting sleeping habits. All together, these outcomes lead to low retention of children in school.

Control measures to drug abuse

Respondents were asked about the most appropriate control to drug abuse in their area, 62%, preferred guidance and counseling, 26% indicated closure of recreational facilities and only 12% wanted police arrest and prosecution. Low class settlement and middle class settlement preferred guidance and counseling at 60% and 75% respectively while high class preferred guidance and counseling and closure of recreational facilities at 49% and 45% respectively as indicated in table 4.19, 4.20 and 4.21.

Table 4. 10: Distribution of respondents' response on control of drug abuse

Low class			Middle class		High class		Cumulative	
Control of Drug abuse	Freq	%	Freq	%	Freq	%	Freq	%
-Guidance and counseling	32	60	47	75	26	49	105	62
-Closure of recreational fac	14	26	5	8	24	45	43	26
-Police arrests	7	14	11	17	3	6	21	12
Total	53	100	63	100	53	100	169	100

Table 4. 11: Descriptive statistics on control of drug abuse

	N	Minimum	Maximum	Mean	Std. Deviation
Guidance and Counseling	3	49.00	75.00	61.3333	13.05118
Closure of Recreational Facilities	3	8.00	45.00	26.3333	18.50225
Police Arrests	3	6.00	17.00	12.3333	5.68624
Valid N (listwise)	3				

Table 4. 12: Correlations on control of drug abuse

		Guidance and counseling	Closure of Recreational Facilities	Police Arrests
Guidance and Counseling	Pearson Correlation	1	-.995*	.941
	Sig. (1-tailed)		.033	.110
	N	3	3	3
Closure of Recreational Facilities	Pearson Correlation	-.995*	1	-.971
	Sig. (1-tailed)	.033		.077
	N	3	3	3
Police Arrests	Pearson Correlation	.941	-.971	1
	Sig. (1-tailed)	.110	.077	
	N	3	3	3

*. Correlation is significant at the 0.05 level (1-tailed).

From the above findings there is need for the urban planners to set up sufficient counselling canters in the municipality to help in controlling cases of substance abuse which normally later results to low retention of children to education in the municipality.

SUMMARY

This study established that urbanization impacts both negatively or positively on child's retention in education. The study was concerned with the negative impact. The specific objective of the study was to find out the impact of drug abuse on retention of child's education in Kakamega municipality. The finding indicates a strong correlation coefficient (1.0) between drug abuse and education retention as a major challenge to the residents of the municipality. This is because of addiction to drugs by learners as well as time being spent on drug abuse than in school. The most abused drugs according to the research being alcohol and Bhang/Marijuana. It's, therefore, vivid that drug abuse is a challenge on retention of a child's education in the municipality.

CONCLUSIONS

In conclusion there is negative impact of drug abuse, recreation facilities, parents' income and transport on students' retention in schools in the municipality. The statistical analysis have shown strong correlation coefficient at (1) of drug abuse on child's education , parents' income, availability of recreational facilities and distance at correlation coefficient of (0.9) impacting on child's retention in schools. It has been confirmed that the middle and low class students' school retention is most negatively affected by these factors which is in agreement with study contacted by Felter (2015) in china otherwise what characterizes urbanization. There are also cases of negative impact of urbanization of child's education in high class which is specifically caused by availability and access of recreational facilities in this class. Childs retention and accessibility in middle class is negatively impacted by drug abuse, parents' income and transport challenges vested in long distance as have been discussed in the previous sections. Additionally the most negatively impacted retention in education is the low group which this study has established that this group suffers many consequences of urbanization. However there is hope of retention in education of children in this group if drug abuse is contained, better transport and infrastructure is established

and parent's income is improved as spill over's of urbanization in the municipality. Lastly, the high class will continue enjoying urbanization impact and thus child's retention improved if measures to control a few infiltrated behaviours of addiction to recreational activities and some cases of drug abuse established. This confirmed by the study carried out by Patrick et al (2016) who asserted that alcohol and substance use were predictive of higher rates of school dropout. The study carried out found out that transport is key in the retention of students' in schools and confirmed by (Ajayi, 2001).

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