



Original Research

## PSYCHOLOGICAL INFLUENCE OF DRUG ABUSE ON THE PHYSICAL WELLBEING OF TEACHERS IN PRIMARY SCHOOLS IN HAMISI SUB COUNTY, VIHIGA COUNTY, KENYA

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### ABSTRACT

Drug and substance abuse is a global issue, affecting individuals across social and economic classes. In Kenya, the shift from the 8.4.4 education system to the Competence Based Curriculum (CBC) has increased pressure on teachers, impacting their psychological well-being. Consequently, many teachers have turned to substance abuse for psychological relief, despite its adverse effects. This study aims to identify the psychological impact of drug abuse on the physical well-being of primary school teachers in Hamisi Sub County, Vihiga County. Using a descriptive survey research design, the study targeted 1,231 teachers, 85 head teachers, 85 guidance and counseling teachers, six Curriculum Support Officers, and one Human Resource Officer. The researcher used 30% of the target population to establish the sample size of 318, while purposive sampling was used for the Curriculum Support Officers and Human Resource Officer. Data collection involved questionnaires, with qualitative data organized into themes and quantitative data analyzed using SPSS, presented in frequency tables, pie charts, and bar graphs. Results indicated that heavy workload influenced 15% of teachers significantly, 43.1% reported needing to alleviate anxiety, and 76.4% struggled with teaching demands. Stress led 56.3% to substance abuse, while 21.6% experienced suicidal thoughts. The study recommended educational interventions, professional psychological counseling, and the establishment of support systems and rehabilitation centers by the Teachers Service Commission TSC and government to address teachers' mental well-being. Further research on curbing substance abuse among teachers in Kenya is also suggested.

**Keywords:** Psychological influence, Poor health, Transactional sex, Drug and substance abuse, Teachers

### BACKGROUND OF THE STUDY

Drug abuse remains a critical public health issue worldwide, exerting profound psychological and physical effects on individuals across various demographics (World Health Organization, WHO, 2021). Teachers, who play a pivotal role in shaping the cognitive and social development of children, are not immune to this pervasive problem. Globally, the prevalence of drug abuse among educators is a growing concern, with implications for their health, job

performance, and overall well-being. Studies have shown that substance abuse can lead to a range of psychological issues, including anxiety, depression, and cognitive impairments, which in turn adversely affect physical health outcomes such as cardiovascular diseases and weakened immune systems (Smith, 2019).

In the African context, the situation is similarly alarming. The continent has been grappling with the dual challenges of poverty and limited access to healthcare, which exacerbate the effects of drug abuse (United Nations Office on Drugs and Crime, UNODC, 2020). Among professionals, including teachers, the stressors associated with economic instability and inadequate support systems contribute to higher incidences of substance abuse. Research in several African countries has highlighted the detrimental impact of drug abuse on the psychological and physical health of teachers, leading to absenteeism, reduced productivity, and compromised educational outcomes for students (Adeleke & Moyo, 2020). The psychological burden borne by teachers due to substance abuse often manifests in physical ailments, further hindering their ability to perform their duties effectively (Osei, 2018). Focusing on Kenya, the problem of drug abuse among primary school teachers has become increasingly visible and troubling. The Kenyan government and various non-governmental organizations have recognized the severity of this issue and its far-reaching consequences on the education sector (National Authority for the Campaign Against Alcohol and Drug Abuse [NACADA], 2022). In Kenya, the psychological impact of drug abuse among teachers is reflected in heightened levels of stress, burnout, and mental health disorders, which correlate with physical health problems such as chronic fatigue, gastrointestinal issues, and hypertension (Mwangi, 2021).

The educational environment in primary schools is significantly affected as teachers' compromised health and well-being leading to a decline in the quality of education and student performance. Overall, the psychological influence of drug abuse on the physical well-being of teachers in primary schools is a multifaceted issue that necessitates comprehensive strategies for intervention and support. Addressing this problem is crucial not only for the health of the teachers but also for the overall quality of education and the future of the students they teach.

## **STATEMENT OF THE PROBLEM**

Drug and substance abuse is a global epidemic, it reduces a person's ability to become autonomous, competent, form healthy relationships, perform duties effectively to reach self-actualization and develop a purpose in life. Despite the efforts made by many governments in the world, drug and substance abuse menace is on the rise. The changing curriculum and heavy workload has put a lot of pressure on teachers leading them to abuse drugs. Common drugs abused in Hamisi Sub- County include alcohol, cannabis sativa (bhang), tobacco, kuber, simba waragi and cigarette smoking. Drug and substance abuse is one of the biggest obstacles standing in the way of the Teachers Service Commission (TSC) fulfilling its constitutional responsibility of improving service delivery and keeping its employees healthy and engaged in a safe workplace. Teacher discipline records available at the Sub County education offices reveal the impact of drugs and substance abuse on teacher's mental wellbeing. Minimal measures have been taken to address the influence of drug and substance abuse among teachers in Hamisi Sub County. Teacher Medical Scheme service providers are unwilling to provide treatment or rehabilitation and counseling services to teachers under influence of drugs and

substances. It is on this background the study sought to identify the psychological influence of drug and substance abuse on teachers' mental wellbeing in primary schools in Hamisi sub county, Vihiga County, Kenya. Thus, the objectives of the study is to identify the psychological influence of drug and substance abuse on teacher employee wellbeing in primary schools in Hamisi sub county, Vihiga County, Kenya.

### **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. Also, the researcher's recommendations would be useful in dealing with drug abuse problem among teacher employees. The study would provide current intervention measures and recommend for development of more efficient ones. More information into current literature body regarding teacher employees and drug abuse would be provided hence enriching existing knowledge to academicians and researchers with the passion for exploring and carrying out further investigations.

## **RESEARCH METHODOLOGY**

### **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 teacher employees in primary schools in Hamisi sub-county, Vihiga County, Kenya. Descriptive survey design describes facts and attributes about individual, group or circumstances, (Kosheri, 2006).

### **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 of whom are from the Tiriki community. Hamisi Sub County has both government -sponsored and private primary schools which are either boarding or day. Hamisi has headquarters of four religious churches namely; 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 substance abuse on teachers' mental wellbeing and further describe the interventions that could help the society handle the menace.

### Target Population

Target Population is described as a whole group of an individual, events or objects having common observable and noticeable qualities, Mugenda and Mugenda, (2003). There were a total of 1238 participants in 113 public primary schools out of which 85 were head teachers and 85 teachers in charge of guidance and. In this research, the target population therefore was 1061 teachers in public primary schools aged between 25-60 years, 6 Curriculum Support Officers (CSOs), 85 schools head teachers, 85 school guiding and counseling teachers and one human resource officer (HRO) (TSC statistics 2016, Hamisi).

### Sample Size

There were 1061 assistant teachers, 85 head teachers, 85 guiding and counseling teachers in 85 public primary schools, 6 Curriculum support officers (CSO) and one HRO (Hamisi Sub-County statistics 2016). The researcher used 30% of the target population to establish the sample size. Mugenda & Mugenda (2003) stated that; 30% of a sample with regard to a lower figure of representative is suitable. In applying the 30%, it implied that 318 assistant teachers, 26 head teachers, 26 guidance and counseling teachers and 6 CSO were randomly sampled. Purposive sampling was used to sample the one HR as shown in the table. However, Salkind, (2005) suggests that thumb's rule ascertains sample size by quoting that a size of 50 to 500 is suitable for most of the academic studies. The research population and sample size were represented in the sample frame in table.

**Table 1: Population Sampling Metrics**

No.	Respondents	Target population	Sampling procedure	Sample size
1	The rest of teachers	1061	Probability and Simple random	318
2	Teachers in charge of Guidance and counseling	85	Probability and simple random	26
3	Head teachers	85	Probability Simple random	26
4	CSOs	6	Purposive sampling	6
5	Sub-county Human Resource Officer	1	Purposive sampling	1
		1238		377

**Source:** Researcher (2022)

### Sampling procedure

Participants from primary schools were randomly selected. Selection of the education officers was not only because of the proximity and time available for the researcher but also budgetary issues. The research employed probability sampling procedure where each unit of population affected had an equal chance to be selected. This was relevant because it could provide accurate

information about groups that were too large to study. To achieve this, stratified sampling technique was used whereby the sample would be obtained by randomly selecting each school as a stratum to be involved from the population. The study research also employed simple random sampling procedure to identify respondents under influence of drug and substance abuse. The few identified subjects named others that they knew to be under drug and substance abuse until the researcher got the number of cases they required. However, it was not possible to find out the credible sampling error and made statistical references from the sample to the population. Therefore, snowball samples would not be considered to be representative of the population in the study unlike probability sampling procedure.

### **Research Instruments**

Interview schedules as well as questionnaire were used in collection of primary data from the participants. These were generated by the researcher of the study. 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, effects of drug abuse based on the study objectives. Documented data was, collected from statistical documents at the education office, teachers' service commission and various internet engines relevant to the subject of study.

### **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). Cronbach's Alpha, version 0.7.2, a method for measuring internal consistency that was advocated by Cohen, Manion, and Morrison (2007), was used in this investigation since it provided an average split-half correlation for all possible methods of splitting the test into halves. The internal consistency of descriptive survey research might be evaluated using Cranach's coefficient Alpha version 0.7.2, a scale measurement instrument. The reliability indices of the questionnaires were calculated using the SPSS version 20.0 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.

### **Reliability of the Instruments**

Reliability may be influenced by random error. A pilot study was conducted out in Mugen zone, Nandi South Sub- County which had; 170 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 28 schools in Mugen zone, Nandi South Sub County. That 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 accepted 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.

### **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 Human Resource Officer, the CSOs and the school head teachers as she recorded the responses. The teachers of guiding and counselling as well as the rest of teacher employees were given the questionnaire to fill in. The respondents' information collected was treated confidentially.

### **Data Processing and Analysis**

Data collected would not be reported in "raw" form. They were to be summarized and subjected to various forms of analysis and interpretations. Data analysis is the process of bringing meaning to raw data collected, Mugenda and 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 were to 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. The data presented using in frequencies, pie charts, tables and bar graphs.

### **Ethical Considerations**

The researcher in this study guarded herself against plagiarism and fraud, misuse of privileges, any physical or psychological harm to the participants and exercised 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 abodes by ethics of Mt. Kenya University in regard to research.

## RESEARCH FINDINGS AND DISCUSSIONS

### Participants Response return rate.

The response rate was high and adequate for the study. The study on primary school teachers in Hamisi Sub County, Vihiga County, Kenya, involved a target sample size of 377 respondents, and the response rate was categorized by different roles within the educational system. Among the assistant teachers, there were 83 male respondents, accounting for 71.6% of the male participants, and 176 female respondents, making up 87.1% of the female participants. For guidance and counseling teachers, 11 males (7.4%) and 15 females (9.5%) participated in the study. The head teachers included 17 males, representing 14.7% of the male respondents, and 9 females, accounting for 4.5% of the female respondents. Among the curriculum support officers, there were 4 male respondents (2.6%) and 2 female respondents (1.0%). Additionally, there was one male human resource officer, which was 0.9% of the male respondents, with no female respondents in this category. Summing up all these responses, the total number of responses was 318, resulting in an overall response rate of 84.4%.

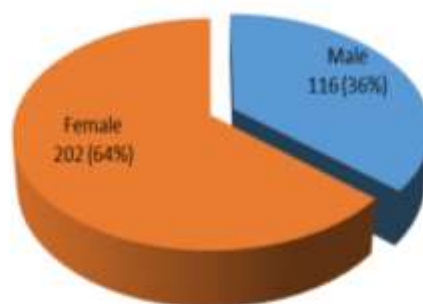
**Table 2: Participant Questionnaire Return Rate**

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
Curriculum Support Officers	4	2.6	2	1.0
Human Resource	1	0.9	0	0.0
<b>Total</b>	<b>116</b>	<b>100.0</b>	<b>202</b>	<b>100.0</b>

Source: Field Data (2023)

### 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 1 below, revealed that 202 (64%) of the respondents who took part in the research were female while 116 ( 36%) were male.

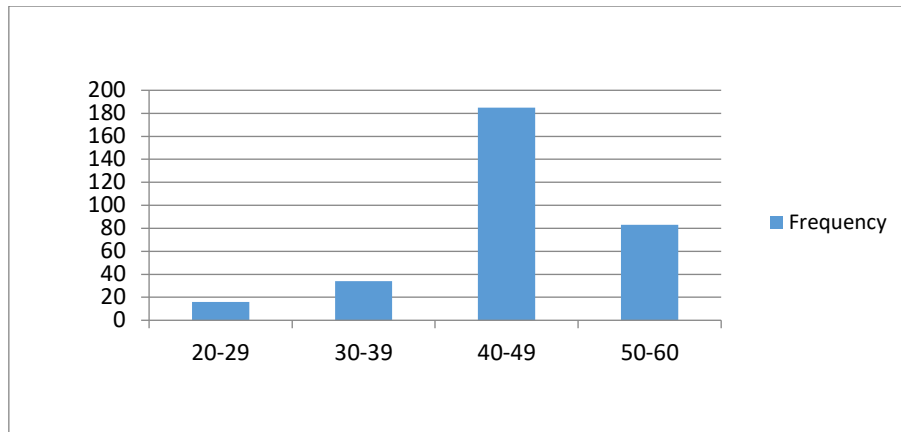


**Figure 1: Participants' information by gender.**

### Participants' Age

The researcher wanted to find out the age brackets of the teacher employees. Data obtained about them was analyzed as presented in Figure 2 in which 80(26.1%) were of 50-60 age group,

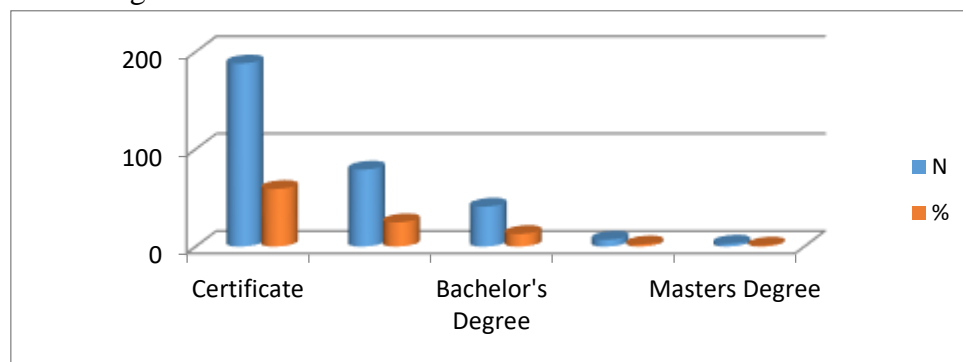
180 (58.2%) were within the age bracket of 40-49 years, 26(10.7%) were within the age bracket of 30-39 while 16(5.0%) identified themselves to be between 21-29 years. This was significantly within TSC regulations.



**Figure 2: Age of the participants**

**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. Certificate in Primary Education 160 (50%) The finding of the study shows 200(50%) had a certificate, diploma was 70 (22%), Bachelor degree was 51 (16%), and Postgraduate or Master’s Degree 37 (12%), the information obtained is represented in figure 3 below.

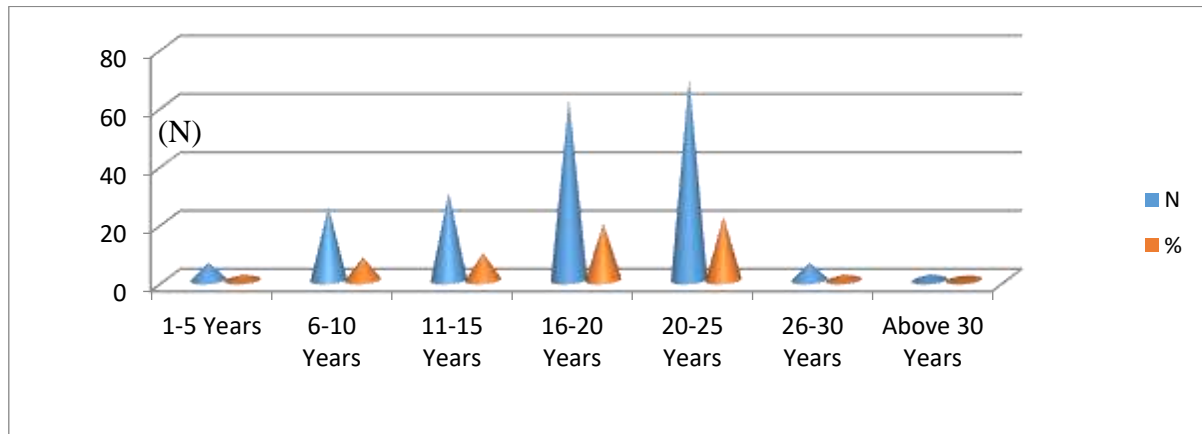


**Figure 3: Educational levels of the participants**

**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 4. According to figure 5, there were many teachers who had work experience between 26 and 30 years comprised of (39.0%) followed by those with work 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.

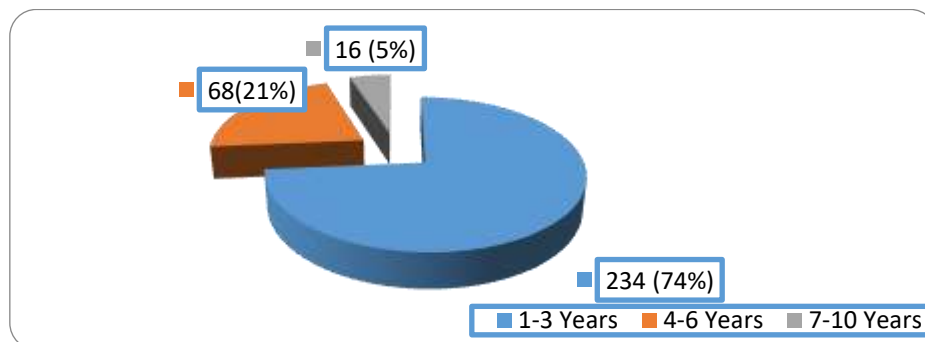




**Figure 4: Work experience**

**Duration of Working in the Current Station**

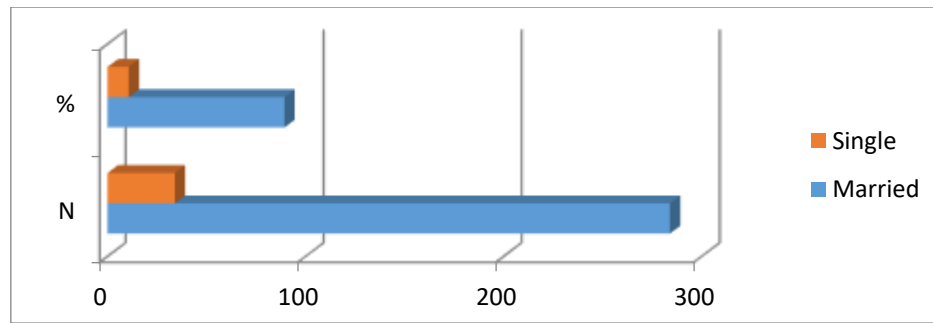
This section sought to identify the number of years a teacher had taken in their current working station. This was to enable the researcher get correct information from those who were familiar with a given environment and had enough information on the variable investigated in this study. The work duration 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 5. 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.



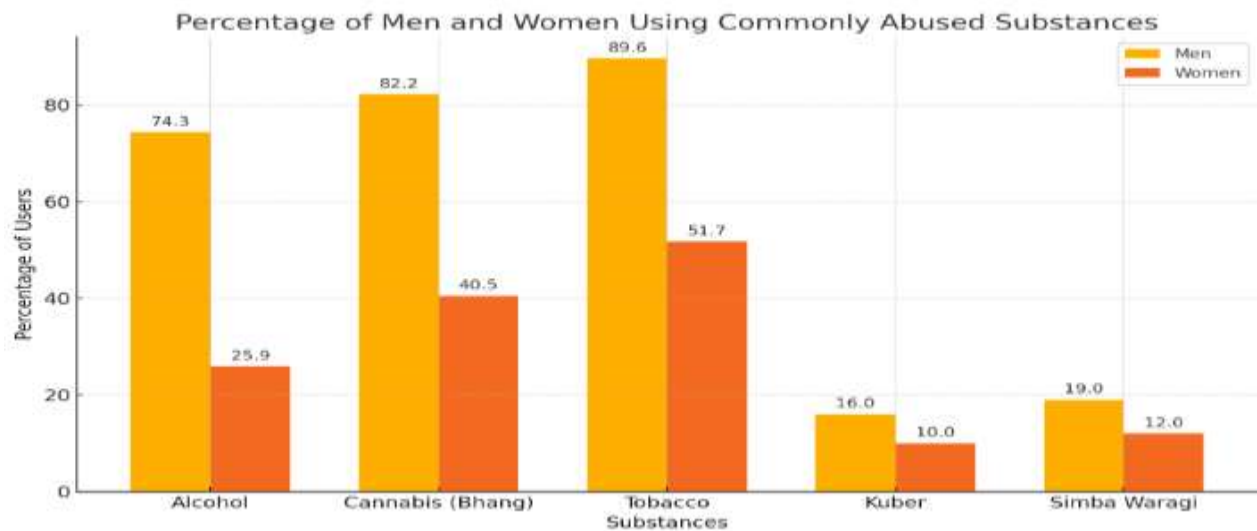
**Figure 5: Work Duration in Current Station**

**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 teacher employees 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 6. These study findings revealed that 284 (89.3%) Were married and 34 (10.7%) were single. This clearly revealed that majority of teachers were married.



**Figure 6: Marital status of the participants.**



**Figure 7: men and women who used the commonly abused substances**

Among the substances analyzed, 74.3% of men reported using alcohol compared to 25.9% of women. Cannabis (bhang) usage was also higher among men, with 82.2% of men using it compared to 40.5% of women. Tobacco usage followed a similar trend, with 89.6% of men and 51.7% of women reporting usage. The use of kuber was reported by 16% of men and 10% of women, while simba waragi was used by 19% of men and 12% of women. These patterns indicate that male teachers are more likely to use substances like alcohol, cannabis, tobacco, kuber, and simba waragi compared to their female counterparts.

**Psychological influence of Drug and Substances Abuse on Teacher Employees**

Apart from the mental wellbeing excessive drug and alcohol use can also result in both short-term and long-term effects. Among them are fatigue, delirium tremens, loss of appetite, poor health functioning, insomnia, accidental injuries, crime and theft, death related and history of sex with multiple partners.

**Fatigue**

Table 3 illustrates that fatigue as a result of substance abuse during and after work was a factor that was found not to affect 21 (18.1%) male teachers with no female linked with it at that level. Moderately fatigue was noted to affect 27 (23.3%) male and 6 (3.0%) female teachers. It limitedly affected 39 (33.6%) male and 11 (5.4%) female teachers but to the rest 29 (25 %) male and 185 (91.6%) female teachers were greatly affected. The findings are tabulated in table

3 below. As found by NACADA (2015), National survey by NACADA, (2012) revealed that since 2007 fatigue was one of the factors that had an increase in causing teacher employees to abuse drug especially with the heavy workload of two different systems of education being implemented hence this study finding concur with the survey.

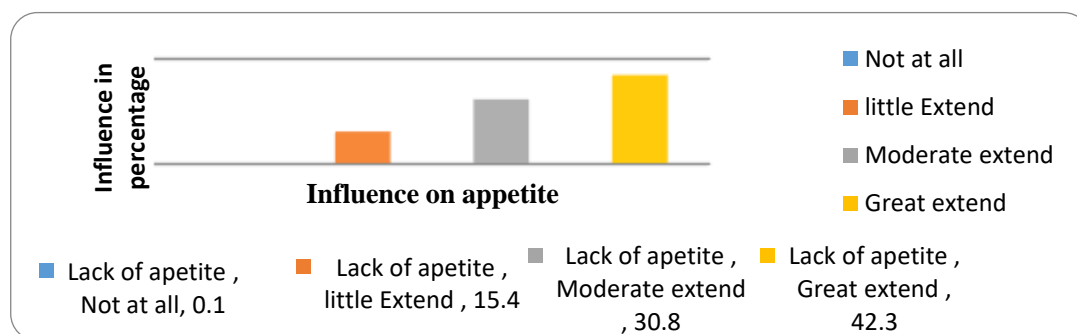
**Table 3: Fatigue**

Gender		Great extent	Limited Extent	Mode		Total
				rate extent	Not at all	
Male	N	29	39	27	21	116
	%	25.0	33.6	23.3	18.1	100
Female	N	185	11	6	0	202
	%	91.6	5.4	3.0	0.0	100

**Source:** Field Data (2023)

**Appetite**

In figure 8 the respondents noted that drug use and abuse could greatly affect appetite according to 11(42.3%) of the respondents. Moderately their appetite could be interfered with, this was based on the responses obtained from 8 (30.8%) of the respondents. 4 (15.4%) of the respondents noted that those teachers always had their appetite affected but to a little extent. 3 (0.1%) of the respondents denied an effect of drug use and abuse on appetite. Study by Oino & Obare (2022), reported that drug and substance abuse affected appetite of majority of drug abusers by 56%. This is similar to the findings of this study. Individuals under drug and substance abuse spend the whole drinking, this makes the have no appetite for meals due to the ever craving for the drugs in use.

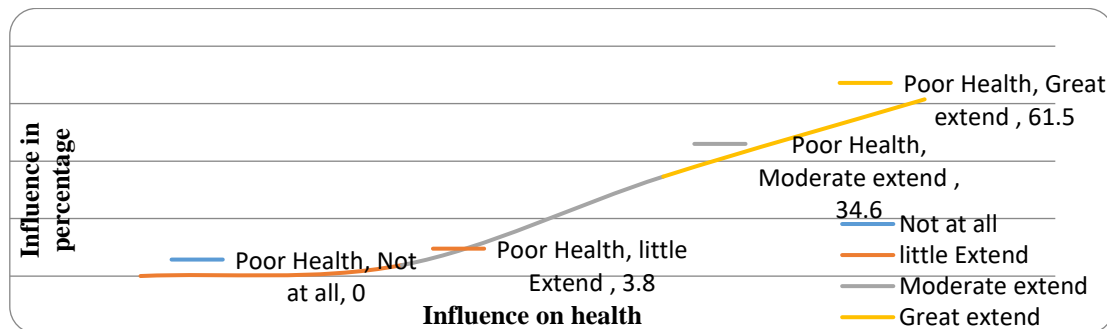


**Figure 8: Influence of substance on appetite.**

**Poor Health Functioning**

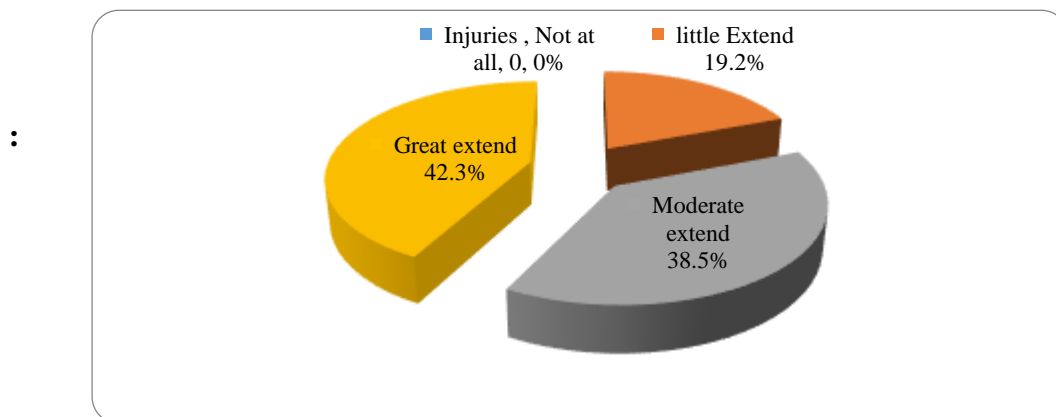
The results in figure 9 show the construct of effects of health; Health wise had 16 (61.7%) of the respondents agreed that drugs affect health of the abusers or user at great extent. This was also noted by 9 (34.6%) of the respondents who said that drugs moderately affect health of the users and abusers and 2 (3.8 %) to little extent. These findings concur with study by World Drug Report, (2010). Findings are reported in figure 9. Kidney, liver and Gastro intestines

could greatly be affected by drugs which consequently influence the health of the abuser as reported among the respondents. Some respondents had known drugs to have moderate effect on the health of the users and abusers. A respondent denied such effects on health while other respondents could link it with human health to little extent. Oino (2022), reported that 48.2% respondents had liver cirrhosis due to much drinking of both licit and illicit brew. This in the long run affects the individual's health.



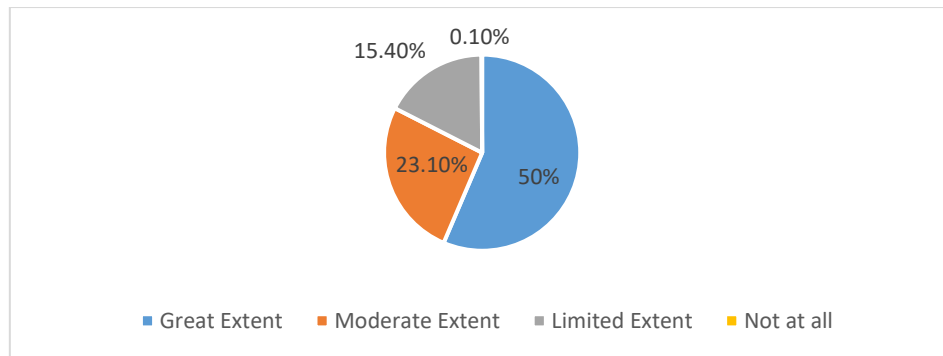
**Figure 9: Effect on the Health Accidents**

Injuries were reported to be experienced by majority of 11 (42.3 %) to great extent, 10 (38.5%) to moderate extent followed by 2 (19.2%) to little extent. The remaining 0(0%) did not experience injuries at all. This finding concurs with (NCADA, 2016). Such injuries led to absenteeism and sick off among the victims. The findings are as indicated in figure 10.



**Figure 10: Level of injuries among the drug abusers**

**Crime and Theft**  
 Crime rise and theft were found to greatly come by majority of 13 (50%) as a result of using and abusing drugs; these were confirmed by majority of respondents, followed by 6 (23.1%), with 4 (15.4%) agreeing to moderate extent 3(0.1%) were not involved in any form of crime and theft as a result of drug abuse. Oino (2022) found out that among the drug abusers there were 72.8% who reported an increase in crime considering the engagement theft and violence as shown in figure 11 below.

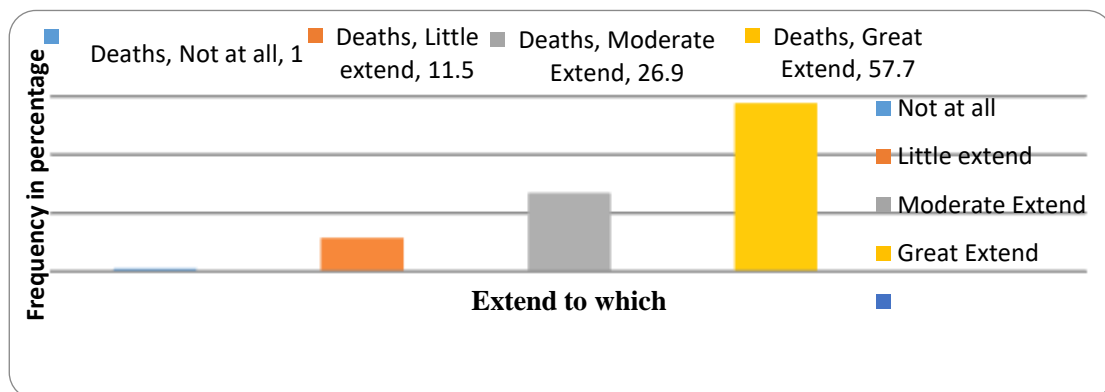


**Figure 11: Crime and Theft**

When people's social ties are weakened, they are free to engage in antisocial conduct, Hirschi (1969). The idea also suggests that humans are fundamentally self-centered and willing to resort to criminal behavior when it serves their own ends. Hirschi implies that drug misuse is common among the depressed. A person's level of attachment and regard for others, enthusiasm for societal goals, enthusiasm for routine activities, and compliance with social norms, are the four pillars of social bonding theory. According to Liu, Smith, Wang, and Jones (2018), the stronger the attachment of the employer to the employees, the less likely they are to engage in harmful behavior.

**Death Related to Drug Abuse**

Majority, 13 (57.7 %) of the respondents admitted that high deaths related rates cases among teachers resulted from effect of drug and alcohol abuse to great extent, followed by 7 (26.9% to moderate extent, and 5 (19.2%) to little extent. This concurs with NCADD (2016). The remaining 1 (3.4%) did not, as indicated in figure 12. This finding is similar to findings by NCADD (2018) on impact of drug and alcohol among workers. It indicates that alcoholism and drug dependence among employees’ manifests in four main cases: premature deaths, fatal accidents, absenteeism, loss of production and injuries. Specific, behaviors that emerge among alcoholics include: drinking before reporting on duty, drinking while on duty and drinking during lunch break or and drinking heavily the previous night, carrying hangovers on duty the following day as indicted also by NDADD, (2016).



**Figure 12: Death Related to Drug Abuse**

### Transactional sex

Transactional sex among young working people with multiple partners is a major factor fueling drug and substance abuse among young adult workers particularly females. Upon asking respondents on effect of drug and substance abuse among teachers abusing drugs the results are illustrated in table 4 below of which 98(84.5%) male and 199(98.5%) female teachers reported that drug and substance abusers had a history of sex with many partners to great extent, 12(10.3%) male and 3(1.5%) female teachers could limitedly do so while 5(4.3%) and 0(0%) female had moderately had interest. 1(1.1%) male teacher was noted to be moderately interested. National surveys by Global Youth Tobacco, (2021) indicated that drug and substance abuse among employees in the public sector in Kenya was an issue of concern, Sex with more than one partner which is costly and a common social problem influence drug abusers in Hamisi Sub County. Study by Adinew, (2019), revealed that 75(11.5%) females reported to have had sex with several older men, 93% who dated sugar daddies had a multiple sex partners concurrently. This finding concurs with Sissay, (2019) who found that transactional sex among female students was high and the sexual network they had was with young men put the young men in the network of risk of sexually transmitted infections.

**Table 4: Sex with multiple partners.**

Gender		Great Extent	Limited Extent	Moderate extent	Not All	At Total
Male	N	98	12	5	1	116
	%	84.5	10.3	4.3	1.1	100
Female	N	199	3	0	0	202
	%	98.5	1.5	0.0	0.0	100

**Source: Field Data (2023)**

## SUMMARY, CONCLUSION AND RECOMMENDATIONS

### Summary of Findings

The study revealed that the psychological impact of substance use among primary school teachers in Hamisi Sub County is profound. A significant portion of teachers turned to substance abuse due to heavy workload and teaching demands, with 15% of teachers being significantly influenced by workload pressures and 76.4% struggling with teaching demands. Stress emerged as a major factor, leading 56.3% of teachers to resort to drug use, and 21.6% experiencing suicidal thoughts. The most commonly abused substances included alcohol, cannabis, tobacco, and local drugs such as kuber and simba waragi. These findings highlight the dire need for effective interventions to address the psychological stressors that drive teachers towards substance abuse, emphasizing the importance of support systems and mental health resources to mitigate these impacts.

### Recommendations of the Study

The government in collaboration with the Teachers Service Commission should establish adequate support systems to address drug and substance abuse and mental wellness of teacher employees. Rehabilitation centers should be established and equipped with medication and

professional psychological counselors in every sub county to assist create awareness on improving the mental wellbeing of teachers addicted to drugs.

### **Suggestions for further research.**

This study suggests the following studies to be undertaken in the sub county.

1. Examine the impact of drug abuse among teacher employees in Hamisi Sub County of Vihiga County, Kenya.
2. Investigate interventions combating drug and substance abuse among teacher employees in Hamisi Sub County of Vihiga County, Kenya

### **Study limitations**

The study focused on teachers in primary schools, education officers, head teachers and guidance and counseling teachers. In data collection, the following limitations guided the study; 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 and could not respond to the questionnaires accurately. There was no documentation on deaths related to drug and substance abuse.

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