

MIRAA GROWING PRACTICES INFLUENCE ON KENYA CERTIFICATE OF SECONDARY EDUCATION EXAMINATION PERFORMANCE AMONG BOYS IN DAY SECONDARY SCHOOLS IN MERU COUNTY

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ABSTRACT

Miraa which is considered both as a recreational and as a medicinal herb with addiction tendencies among its users is a major cash crop in Meru County. As a herb or substance, people including school going children take and many times get addicted. Miraa growing an economic activity, which requires labour for picking, packing, distribution and selling. Young people including school going children and students often get involved in these activities. This is likely to affect their school performance. The objectives of this study were: First, to determine if picking, packing, and selling of miraa affects learner's motivation and attitude towards learning amongst boys in day secondary schools: Secondly, to determine if picking, packing, and selling of miraa affects quantity and quality of instruction amongst boys in day secondary schools, and finally, to determine if picking, packing, and selling of miraa affects discipline of boys in day secondary school in Meru County. This study was guided by Walberg's educational productivity theory. A descriptive survey research design was used to conduct the study. The target population was day secondary schools, principals, teachers and students from Igembe Central, Igembe South, and Igembe North sub-counties of Meru County. The study employed a stratified sampling and purposive sampling techniques to sample the study respondents. A sample of 360 respondents was obtained which consisted of 30 principals, 30 teachers and 300 students. A

questionnaire for students and another questionnaire for the teachers were used in this study. Data from school principals was collected using an interview guide. Descriptive statistics was utilised to analyse quantitative data through use of SPSS version 24 while thematic analysis was used for qualitative data. The quantitative data was presented in form of percentages and frequencies while qualitative data was presented in a narrative form. The study found that: the students utilised tuition time in miraa growing activities during school days make money: many students spent significant time on miraa-related tasks to earn money which reduced their chances of revising for the examinations; bad discipline influences students class attendance and may also make them unruly affecting their performance in KCSE. There are learners who are adversely affected by miraa in the school and thus lose interest in schooling affecting their performance. The study concluded that the involvement of students in miraa growing negatively influenced their performance in KCSE as it gives them less time to participate in learning. The study recommends involvement of relevant stakeholders in the county to ensure adherence to policy on education access and completion.

Keywords: Academic Performance, Attitude, Discipline, Miraa Growing, Learner's Motivation, Quality of Instruction.

INTRODUCTION

Miraa is an evergreen tropical plant from East Africa with dark green opposite leaves that are chewed fresh for their energizing qualities. Additionally, it is known as khat (Cox & Rampes, 2013). In countries where khat manufacturing is widespread, young people in elementary school, high school, and college are developing the habit of chewing khat at an alarming rate (Carrier, 2015). Students that take khat report that it helps them perform better in class. On the contrary, research shows that chewing khat does not increase a student's exam performance. The miraa business has had negative impacts on both boys and girl's education. Some school going children/persons opt for the business than schooling where the boys are engaged in the sale of miraa while the girls are left home cooking for the boys and their parents who engage in the miraa business (Silva et al., 2017).

These young boys do not attend school, and the enrolment rate continues to decline day after day, and little that can be done because the immediate financial benefits from the Miraa growing activities is very enticing to the young people and appear to be sufficient. These pupils chose miraa business over schooling as they view the business as lucrative as they earn money within a short duration of time. As a result, the cases of school dropout increase as more and more young persons are lured into the business by their counterparts who have better living standards as a result of Miraa business (Njoroge & Nyabuto, 2014). In Pakistan, khat has a significant negative impact on school-aged children's academic performance. Children that chew khat place a higher value on their khat sessions than time spent studying and revising for their exams (Jamin, 2012).

Ageely (2019) found that 37.7% of Saudi Arabian male students and 3.8% of Saudi female students chewed khat. According to the pupils, khat improved their ability to focus, stay alert in class, and think coherently (Ageely, 2019). Conversely, studies have indicated that khat impairs students' ability to focus in class and hinders their ability to study for exams since it makes it difficult for them to remain attentive for extended periods of time. In Sierra Leone, Johnson Adlyn (2013) discovered a link between student's attitudes toward education and their school performance. The researchers discovered a link between drug use and students' attitudes toward learning. Additionally, the study found that schoolchildren's participation in the miraa business results in a high percentage of indiscipline, poor exam performance, truancy and absenteeism, school dropouts, and a lack of focus in class.

The present study seeks to determine the effect of students' involvement in miraa growing, trading and consumption on discipline which affects academic performance in the national examinations. The study focuses on how miraa business affects learner's motivation and attitude towards learning, quantity and quality of instruction and discipline of boys and KCSE performance. In education, a student's good attitude might have an impact on their academic performance. Awang et al., (2013) did a study on how interested learners were in the curriculum, how engaged they were in class, how early they prepared and revised, what

types of pleasurable activities they did, how interested they were in teaching aids, and how well they attended class.

According to the findings, students' perceptions of their professors had a considerable impact on their learning outcomes. According to the findings, teachers should establish outstanding relationships with students and create an appealing and engaging environment in order to encourage students to actively participate in classroom activities and learn happily and efficiently. With regard to quantity and quality of instruction, instructor quality is important. It is, in fact, the most significant school-related factor impacting student achievement and performance in the KCSE. According to research, the selectivity/prestige of the institution where a teacher received his or her education has a beneficial impact on student achievement, especially at the secondary level. This could be due in part to the teacher's cognitive abilities (Darling-Hammond, 2000).

Research indicates that it is not reasonable to remove all certification requirements on a large scale, given the importance of several teacher attributes. Maintaining the status quo is unlikely to result in improvements in the caliber of teachers. Disobedience to rules, tardiness, bullying, cultism, drug and alcohol abuse, sexual harassment, shoplifting, rioting, striking, starting school fires, 'gassing of learners', and failing to show up for class or school are all examples of indiscipline in a school setting (Odebode, 2019). According to Järvinen et al., (2021), discipline influences the learning system in a school environment where it molds student character and upgrades inspiration, takes into consideration the setting of genuine models, and decidedly adds to better grades.

Meru County's primary source of income is the production of miraa (Carrier, 2005). According to stakeholders, the substance is negatively affecting kids; some use it, while others sell it, and the remainder labor on miraa farms for pay (The Standard Newspaper, Wednesday, November 28th 2012). It has become challenging to keep pupils, particularly boys, away from the substance due to the widespread miraa picking, packing, and sale throughout the county, according to school head teachers (The Standard Newspaper, Wednesday, November 28th, 2012). In Meru County, there is a dearth of empirical data to back up the numerous claims made by politicians, education officials, non-governmental organizations, and parents regarding the correlation between boys' involvement in picking, packing, and selling miraa and their KCSE performance. Consequently, a study in Meru County is required to examine and record the impact of miraa growing practices on the KCSE performance of boys attending day secondary schools.

Problem Statement

The performance of boys in day secondary school in Meru County has been a cause of concern to various stakeholders. Despite the efforts made by educational stakeholders in Meru County to address the issue of poor performance many boys still perform dismally at national examinations disallowing them to pursue their dreams and aspiration at higher education. The poor performance has been attributed to the booming miraa business where

most of the boys feel comfortable to participate in. This study will delve into the role played by miraa growing activities by male students on their academic performance at KCSE. Although many studies have been done on miraa growing few have looked at influence of miraa growing on the academic achievement amongst boys in day secondary schools. Some have delved at socio-economic impacts of miraa. Since involvement in miraa affects mostly students who are in day schools, this study observes that they are at higher risks of the effects of miraa than other learners in boarding schools. This study therefore, set to establish the influence of involvement of boys in miraa growing on their KCSE performance.

LITERATURE REVIEW

Attitude is the belief that one has toward one's people and environment (Ratanasiripong and Chai, 2013). In education, a student's good attitude might have an impact on their academic performance. In Malaysia, Awang *et al.*, (2013) looked into students' views regarding academic accomplishment. The study looked at how interested learners were in the curriculum, how engaged they were in class, how early they prepared and revised, what types of pleasurable activities they did, how interested they were in teaching aids, and how well they attended class. According to the findings, students' perceptions of their professors had a considerable impact on their learning outcomes. According to the findings, teachers should establish outstanding relationships with students and create an appealing and engaging environment in order to encourage students to actively participate in classroom activities and learn happily and efficiently.

In Siera Leone, Johnson Adlyn (2013) aimed to ascertain the attitudes of teenage girls toward education and the degree to which these attitudes influence their academic achievement. A questionnaire was used to gather data from girls in their junior secondary school final year. According to the study, girls and the main participants in the educational process had a favorable opinion of learning. However, the study discovered no discernible link between girls' school achievement and their attitude toward learning. In the outgoing review, according to Awang *et al.*, (2013), students' perceptions of their professors had a significant impact on their learning outcomes. Johnson Adlyn (2013), on the other hand, discovered no link between students' attitudes about education and their academic achievement. Due to this contradiction on the influence of perception on academic performance, a study is required to find out the influence of miraa growing on perception of learner on education and its influence on academic performance.

In Tigania Central, Meru County, Japheth (2020) researched the impact of the miraa trade on boys' and girls' engagement in elementary school education. Descriptive research design was utilized to collect and evaluate data from 216 primary school kids, 36 instructors, and 12 head teachers systematically sampled, all of whom were informed by theories of exploitative child labour. According to the survey, 80 percent of head teachers, 62 percent of instructors, 72 percent of boy's pupils, and 77 percent of girl's pupils indicated that the young people who participate in miraa business fail to attend school and they would rather offer labour in miraa farms rather than attend school. The report advised that the entire miraa

trade activities be monitored and supervised to ensure that the quality of education is not jeopardised.

Mendezabal (2013) did a study to establish the relationship that exist between the student's study habits and attitude and their academic performance. The findings of the study indicated the attitude and the study habits had a negative influence on their academic performance. The study habits that were found to have negative influence on the student academic performance included poor reading capabilities, unwillingness to open up to their teachers on the academic problems, lack of or poor preparation for their studies, and inefficient time management. The respondents in the study indicated that they had negative feelings towards teacher activity of demeaning the capabilities.

According to Agboola and Tsai (2012), discipline is the deliberate action or lack thereof taken to regulate one's behavior. Disobedience to rules, tardiness, bullying, cultism, drug and alcohol abuse, sexual harassment, shoplifting, rioting, striking, starting school fires, 'gassing of learners', and missing class or school are all examples of indiscipline in a school setting (Eshetu, 2014; Silva et al., 2017; Odebode, 2019). According to Järvinen *et al.*, (2021), discipline influences the learning system in a school environment where it moulds student character and upgrades inspiration, takes into consideration the setting of genuine models, and decidedly adds to better grades.

Students' academic progress depends on their ability to maintain discipline (Njoroge & Nyabuto, 2014). Students' attainment of goals, expectations, and responsibilities are all aided by effective discipline (Way, 2011). Good discipline enhances the school's reputation and gets kids ready for the future, claims Amstutz (2015). Disruptive behavior among students is eradicated in schools with strong discipline (Semali & Vumilia, 2016). Drugs are detrimental, yet most common disruptions in teenage brain development. According to Cheng, Annetta, Folta and Holmes (2011) drugs manipulate the wiring and impact the way in which the cerebrum process holds information remembering the way for which they think, learn, review, and concentrate inside and outside of school. This is an unmistakable antecedent to indiscipline. Njoroge and Nyabuto warn that discipline in public day secondary schools in Kenya has deteriorated to wanting levels.

Kassa, Loha, and Esaiyas (2017) investigated the prevalence, causes, and impact of miraa use on high school students' academic performance in Sidama Ethiopia. The study found that pupils who used miraa were more likely to have low academic achievement. It used a cross-sectional research methodology with 1577 students. Wagate (2015) looked into the effects of drug addiction on discipline and performance in secondary schools in Tetu Sub County. A questionnaire was utilised to collect data using a descriptive survey approach. Drug addiction had a direct influence on discipline and performance in the secondary schools surveyed, according to the findings.

Mutunga (2017) did a study to establish the influence of chewing miraa on student discipline. The data was collected from 10 schools using a descriptive survey approach and simple random sampling. The study gathered data from guiding and counselling (G&C) teachers and school leaders using questionnaires and interview schedules. Miraa has a variety of consequences on discipline management in day schools, according to the findings. More G&C teachers should be trained, according to the study, to improve behaviour modification.

Nyaga (2014) did a study on the influence of drug abuse on the discipline of students among secondary schools in Nakuru County. In this study, 9 teachers and 371 students were included. Using a descriptive survey approach, the study discovered that teachers noticed students' indiscipline as a result of drug and substance use in their schools. In Kiambu County's Ruiru public day secondary schools. Njoroge and Nyabuto (2014) investigated the causes of indiscipline and their link with academic achievement. The study found that since the government prohibited the use of the cane, discipline had deteriorated. Despite school attempts, indiscipline was the norm of the day, and it impacted academic performance, according to the report. The analysis indicated that indiscipline was to blame for Ruiru's poor academic achievement.

Waseka and Simatwa (2016) investigated the influence of various factors on academic success in Kakamega County. In order to analyse the data, the study used regression analysis. Student characteristics such as perception and discipline were found to influence student academic performance by 7.56 percent. Irura (2013) evaluated the impact of miraa cultivation on pupil discipline. Using Albert Bandura's social learning theory and a descriptive survey research approach, the study collected data through a questionnaire and interviews. The survey found that students' involvement in miraa farming contributed significantly to high levels of indiscipline in schools, based on a sample of eight head teachers, 26 class teachers, and 134 students. Students were notorious for sneaking out of class to make quick money from miraa and chewing gum.

While Kassa *et al.*, (2017) investigated the impact of miraa on learners' academic performance in Ethiopia, the current study investigates how discipline, a primary determinant of performance, is influenced not only by miraa consumption but also by all other miraa-related behaviours in Meru County. Mutunga (2017) provides literature that can be used to investigate how the various manifestations of indiscipline caused by the use of miraa affect learners' academic achievement.

Theoretical Framework

This study was guided by educational productivity theory forwarded by Walberg. According to Walberg's theory of educational productivity (Hu, Dong & Peng, 2021), nine factors require optimization to increase student achievement of cognitive and effective outcomes. These are classified into three categories: Student aptitude variables of motivation, age, ability, attitude, discipline, Instructional variables of quantity of instruction, experience in

quality of instruction, classroom environment home environment e.g. miraa consumption enabling environment, peer group environment and use of out of school time (like engaging in miraa growing activities). The first factors regarding a student's ability and instruction are necessary for learning in school. They are partly alterable by educators. For instance, breaking down curriculum into small manageable units, determining the length of time that should be devoted to particular subjects and activities, partly determined by learner abilities, motivation, prior learning, and diverse economic, social and political forces.

Prior learning, parents and students can also affect ability and motivation. Therefore, it is unlikely that educators can substantially raise a student's achievement by their own efforts. The subsequent three aspects of school/classroom environment, home environment and peer group environment influence learning in that students directly and indirectly learn from them. According to Bloom, (1956), the cognitive domain contains objectives that deal with information retention and recognition, as well as the development of intellectual abilities and skills. As a result, a teacher plays a critical role in arranging learning such that it progresses from the most fundamental level (knowledge) to the most complicated level in the taxonomy (evaluation). As a result, if any meaningful progress is to be attained, a student must be present in the classroom and school during the instruction process and actively participating in the learning process. The affective domain includes goals that define changes in interest, attitudes, and values, as well as the growth of appreciation and appropriate adjustment. The manipulative or motor-skill portion of the taxonomy is the psycho-motor domain.

The proponents of the theory of educational productivity, view poor academic achievement and a lack of education as depriving young people of a wealthy and healthy life. Adults with greater education earn more, live longer, save a larger percentage of their earnings, and invest more in their children (Walberg 2010). The theory will be applicable to this study in that it will help guide the researcher into how education productivity which is indicated by performance is influenced by student aptitude variables of motivation, attitude, discipline, quantity of instruction, as well as quality of the instructional experience. In Igembe South, Igembe Central and Igembe North sub counties, most boys in day secondary schools engage in *miraa* harvesting, buying and selling as well as chewing miraa resulting in high rates of absenteeism from school, poor concentration during the instructional process, failure to do homework, and lack of revision for the exams. This theory was able to explain how the effects of picking, packing and selling of Miraa resulted in poor performance in both the internal and final examinations.

RESEARCH METHODOLOGY

Research Design

The research was conducted using a descriptive survey design. A descriptive design, according to Bryman and Bell (2007), aims to obtain information that depicts actual occurrences by asking questions about human perceptions and attitudes. As a result, this approach was appropriate for this study, as the researcher aimed at providing a description

on miraa growing practices and their influence on KCSE performance among boys in Meru County Day secondary schools.

Target Population

All-day secondary schools in the Kenyan sub-counties of Igembe Central, Igembe South, and Igembe North were the target population. All of the target respondents were male teachers and principals of day secondary schools in Meru County's sampled sub-counties. This comprised 58-day secondary schools, 58 principals, 394 teachers and 10,440 boys. This made a total target population of 10,892 respondents.

Sampling Technique and Sample Size

Purposive sampling was utilised to select the three selected sub counties in Meru County. The reason for choosing purposive sampling was that the researcher was able to obtain adequate information from the schools in the selected sub counties. It also allowed the researcher to describe the major impact the findings had on the population. Random sampling was utilised to select 30-day secondary schools within the three selected sub counties. This method was appropriate since it guaranteed the chosen sample to represent the entire target population which provided the final information of the study. 30 principals, 30 teachers, and 300 students were sampled using the purposive sampling technique. Their acceptance was determined by the schools they attend.

The researcher believed that by using this strategy to pick the head teachers, teachers, and students, the respondents provided the necessary information for the study. The researcher employed a purposive sampling strategy for the purposes of ensuring there is gender equality in the case where one gender out numbers the other. The study only selected form three boys since they have more information with regard to miraa picking, packing and selling. In addition, the form three students had a more comprehensive class attendance report which was obtained from the class attendance register under the custody of class teachers. The form four boys were exempted from the study since this would serve as a disturbance to their academic school program.

A sample size of 10-15% is suitable for a survey (Mugenda & Mugenda (2003), however Sutter (2011) recommends that in educational studies, a 30 percent to 60 percent sample of the overall population is appropriate, which follows that a sample of at least 10% is adequate. This study sampled three sub-counties; Igembe Central, Igembe South, and Igembe North which have a total of 58-day secondary schools. Thirty percent (30%) of the schools were sampled. The schools were distributed in the three sub-counties equally giving 10 schools per sub-county. From every school sampled, one form three class was sampled. In every class, ten (10) boys will be randomly selected. The principal for the sampled school and the class teacher of the sampled class were selected for the study. This obtained a sample of 204 respondents. Table 1 presents the sample grid.

Table 1. Sample Grid

Respondents	Target Population	Sample
Students (Boys)	10 440	300
Teachers	394	30
Principals	58	30
Total	10892	360

Research Instruments

This study used a questionnaire for students and teachers. An interview guide was used to collect data from the school principals. A self-structured questionnaire was used to collect primary data from teachers. The questionnaire contained both close and open-ended items. Closed ended items, was easily filled, largely objective, and was simple to tabulate. The questionnaire was important in that it was easy to administer and that it reached a large number of respondents within a stipulated duration.

In addition, the questionnaire provided confidence and a sense of security to the respondents (Owens, 2002). The open-ended questions assisted students to express themselves freely without restriction. The questionnaires had five sections: A, B, C, D and E. Section A was used to collect information on demographic characteristics of the students. Section B collected information on discipline, while Section C collected information on student attitudes about schooling. Data on school attendance was collected in Section D, while data on learner participation in learning was collected in Section E.

The study used interview guides to collect data from the principals. The principals' interview guide was used to collect data on school attendance, discipline and KCSE performance. The principals' interview guide was shown in appendix V. By providing additional information beyond the figures and an explanation of the figures, interviews enabled the researcher to comprehend the statistical data gathered from quantitative research.

Data Collection Procedure

The data gathering process started after obtaining a research authorization from the National Commission of Science, Technology, and Innovation (NACOSTI) and an introduction letter from the Graduate School at Kenyatta University. In order to avoid interfering with classes, the researcher arranged with instructors and school authorities to decide on the study's schedule and date. All of the instruments were given out in person by the researcher. First, as the researcher waited, the teachers were allowed 20 minutes to complete the questionnaire. After that, the researcher gathered the questionnaires and distributed them to the students in collaboration with the instructor. Students had forty minutes to complete the surveys and return them. Finally, the principal was interviewed by the researcher in his office. Until every school was covered, this process was repeated.

Data Analysis

The process of data analysis began by sorting data from the field. After sorting out the researcher coded the data and entered the data in the SPSS version 24 software. The researcher then utilised descriptive statistics from the SPSS software to generate the output, percentages, mean and standard deviation. The output was presented in form of tables. The qualitative information gathered from the open-ended questions was examined using thematic analysis. This was carried out in compliance with Zina's (2010) guidelines for qualitative data analysis, which called for processing, sorting, coding, and thematic analysis of the collected data with an emphasis on interpreting, finding meaning, and drawing conclusions in light of the study's goals. The data analysis matrix was as shown below.

Table 2. Data Analysis Matrix

Objective	Type of data	Method of analysis	Data presentation
To determine if picking, packing, and selling of miraa affects learner's motivation and attitude towards learning and KCSE performance among boys in day secondary schools in Meru County.	Quantitative	Descriptive statistics,	Tables and figures
To determine if picking, packing, and selling of miraa affects quantity and quality of instruction and KCSE performance among boys in day secondary schools in Meru County.	Quantitative	Descriptive statistics,	Tables and figures
To determine if picking, packing, and selling of miraa affects discipline and KCSE performance among boys in day secondary schools in Meru County.	Quantitative	Descriptive statistics,	Tables and figures

RESEARCH FINDINGS AND DISCUSSIONS

Effect of Picking, Packing, and Selling of Miraa on Learner's Motivation and Attitude Towards Learning

Extent of Agreement on Students' View About Learning and the School

The respondents were requested to indicate the extent of agreement on students' view about learning and the school. The findings are shown in table 3.

Table 3. Extent of Agreement on Students' View About Learning and the School

Extent of Agreement on Students' View	N	Mean	Std. Dev
Our school provides a conducive environment for learning	243	3.922	0.587
Teachers are usually willing to help learners in need	243	3.819	0.716
I prefer being in school to being involved in miraa growing activities	243	3.728	0.656
It is necessary to make money even if it affects my schooling	243	3.967	0.544
Class attendance affects examination results	243	4.111	0.686

From the data the students agreed that class attendance affects examination results (mean=4.111), followed by it is necessary to make money even if it affects my schooling (mean=3.967), our school provides a conducive environment for learning (mean=3.922), teachers are usually willing to help learners in need (mean=3.819), and that I prefer being in school to being involved in miraa growing activities (mean=3.728). This depicts that class attendance affects examination results. The implications of these findings is that when students fail to attend classes they end up losing the precious time they could have used in revising for their examinations hence affecting their performance. The results are consistent with a study by Kithao (2015) that found that students were heavily involved in picking, packing, and transporting miraa for traders, which led to absenteeism, poor homework completion, a failure to study for tests, and a lack of focus in class. Mendezabal (2013) indicated that the attitude and the study habits had a negative influence on their academic performance. The study habits that were found to have negative influence on the student academic performance included poor reading capabilities, unwillingness to open up to their teachers on the academic problems, lack of or poor preparation for their studies, and inefficient time management.

Class Attendance and Performance

The principals were requested to indicate their view on class attendance and performance. The findings are as shown in table 4.

Table 4. Class Attendance and Performance

Class Attendance and Performance	Frequency	Percentage
Poor	15	50.0%
Average	10	33.3%
Good	5	16.7%
Total	30	100.0

From the data majority 15 (50%) of the principals viewed class attendance as poor, 10 (33.3%) viewed that it was average while 5 (16.7%) viewed it as good. The implication of these findings is that when there is poor class attendance the syllabus coverage is affected which has an overall effect on students' performance in their KCSE. Kirby and McElroy (2003) assert that students' exam performance is positively impacted by productive study time and attendance in class.

Average Class Attendance

The principals were requested to indicate the average class attendance in percentage. The findings are shown in table 5.

Table 5. Average Class Attendance

Average Class Attendance	Frequency	Percentage
below 30%	12	40.0
31-50%	13	43.3
51-70%	5	16.7
Total	30	100.0

From the data 43.3% of the respondents indicated that the average class attendance was between 31-50%, 40% indicated below 30% while 16.7% indicated 51-70%. This shows that the average class attendance was between 31-50%. The implication of these findings is that pupils highly involved in picking, packing, and transporting miraa had high cases of truancy, failure to do homework, failure to revise for examinations and lack of concentration in class and in most cases absenteeism. The findings agree with Kithao (2015) who stated that student class attendance is below average due to engagement in miraa business hence affecting their performance. Walberg (1992) said that the quality of the educational experience, the amount of time pupils spends learning, and the usage of after-school time all affect learning results.

Issues of Class Attendance

The respondents were requested to indicate whether there are issues of class attendance. The findings are shown in table 6.

Table 6. Issues of Class Attendance

Issues of Class Attendance	Frequency	Percentage
Yes	24	80.0%
No	6	20.0%
Total	30	100.0

From the data majority 24 (80%) of the principals were of the view that there were issues of class attendance while 6 (20%) were of the contrary opinion. This depicts that principals were of the view that there were issues of class attendance. The implication of the findings is that when students fail to attend classes, they lag behind in matters of content cover which affects their overall performance. The study's findings are consistent with those of Karega (2013), who claims that schoolboys who work on miraa farms waste learning time that could be used for revision. Students that participate in Miraa Growing abandon school, don't study for exams, and are completely unfocused on their schoolwork as a result.

Addressing Challenges

The respondents were requested to indicate ways they can address challenges they experience as a result of students engaging in miraa growing activities. The findings are shown in table 7.

Table 7. Addressing Challenges

Addressing Challenges	Frequency	Percentage
Parental Involvement	14	46.7%
Alternative Economic Activity	2	6.7%
Campaign on Importance of Education	14	46.7%
Total	30	100.0

From the data, 28/30 (46.7%) of the students indicated that parental involvement and campaign on importance of education respectively were remedies to the challenges students experience as a result of student engaging in miraa growing activities while 6.7% indicated alternative economic activity. The implication of the findings is that parental involvement has the capability to shape the student's behaviour which helps them to be more dedicated to their education thus improving their performance. Ehiane (2014) agrees with study findings by stating that parents should be involved in maintaining student discipline in school which improves their performance.

Conclusion

The study concluded that when students fail to attend classes they end up losing the precious time they could have used in revising for their examinations hence affecting their performance. The study also concluded that students' performance in their KCSE was generally impacted by their negative attitude toward attending class, which in turn affected the syllabus covering. The study concluded that students who were heavily involved in picking, packing, and shipping miraa had high rates of absenteeism, truancy, and inability to complete assignments, study for tests, and pay attention in class.

The study concluded that the respondents are tempted to chew miraa in school/class and that miraa makes the student tardy. The study concluded that the situation of discipline in school

was bad and moderate due to students involving themselves in miraa growing. The study concluded that bad discipline influences students' class attendance and may also make them unruly, affecting their performance in KCSE. The study also concluded that there are learners who are adversely affected by miraa in the school and thus lose interest in schooling affecting their performance.

Recommendations of The Study

With recommendation to policy the study recommends that in order to protect the education of boys attending day secondary schools, there must be tight and rigorous oversight of Miraa trade activities. To address how to counteract the impact of miraa growth on kids' performance in the KCSE, school administrators and education officers should plan community discussions and gatherings. Mentorship programs and role modelling by well-known locals who have achieved academic success should also be a part of this approach.

In order to better monitor parents and miraa traders who are assisting students in collecting, packing, and shipping miraa, local authorities like the chief and the county education secretary should be given more authority. Second, in order to prevent students from skipping class to engage in the purchasing and selling of miraa, school administrators had to get in close contact with parents. Additionally, government officials should collaborate with interested parties to educate parents about the value of education and achieving high scores on the KCSE, which serves as a benchmark for determining admission to postsecondary institutions.

Additionally, starting student-to-student clubs can help spread knowledge about how miraa trade affects students' KCSE scores and how to address the issue. In conclusion, all educational institutions must establish counselling programs with qualified staff to offer guidance and distribute pertinent information regarding the detrimental effects of miraa growing activities on secondary school students.

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