

**PERCEPTIONS OF PRINCIPALS ON THE INFLUENCE OF DRUG ABUSE ON
STUDENT DISCIPLINE AND ACADEMIC PERFORMANCE IN PUBLIC
SECONDARY SCHOOLS IN VIHIGA AND SABATIA SUB-COUNTIES, KENYA**

BY

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DECLARATION

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DEDICATION

This work is dedicated to my beloved late mother. Mum, you were the wind beneath my wings. My beloved sisters Rose, Lilian, Pam and my daughter Ivy, my nieces Razia and Sharon.

ABSTRACT

Drug abuse is becoming increasingly problematic in Kenya. Studies done outside Vihiga and Sabatia Sub-counties have shown that students abuse drugs. The foremost concern was the number of these students that would form an addiction to serious substances, jeopardizing their own health and safety and creating difficulties for their families and the public at large. Preliminary survey in five schools revealed that students in Vihiga and Sabatia sub-counties were abusing drugs. In Vihiga and Sabatia sub-counties, cases of indiscipline had been experienced. For instance, 4(80%) were found doing examination under the influence of alcohol, 4(80%) stealing and 5(100%) students fighting. It was alleged that most of these incidences involved students who abused drugs. What was not known was the influence of drug abuse on student discipline and academic performance in secondary schools in Vihiga and Sabatia sub-counties. The purpose of this study was to establish the perceptions of principals on the influence of drug abuse on student discipline and academic performance in public secondary schools in Vihiga and Sabatia sub-counties, Kenya. The objectives of the study were to: Establish influence of drug abuse on student violence, establish the influence of drug abuse on student sexual harassment, establish the influence of drug abuse on student academic performance and establish principals' perceptions on management of antisocial behaviour arising from drug abuse in secondary schools in Vihiga and Sabatia sub-counties. A conceptual framework showing influence of drug abuse on student discipline in secondary schools was used to guide the study. The study used descriptive survey and correlational research designs. The study population consisted of 54 Principals, 54 Guidance and Counseling teachers (G&C), 10,000 students and 1 County Quality Assurance and Standards Officer (CQASO). Saturated sampling technique was used to select 39 principals, 39 Guidance and Counseling (G&C) teachers, and 1 CQASO. Simple random sampling was used to select 385 students. Data was collected by use of questionnaires, interview schedule and document analysis guide. Face and content validity of the instruments were determined by experts in the area of Educational Administration whose input was incorporated in the final draft before going to the field. Cronbach's alpha was used to determine reliability of the instruments using 5(9.26%) of the schools that were not involved in the main study whereby a coefficient of 0.7 and above at a p-value of 0.05 was considered reliable. The instruments were reliable as their coefficients exceeded 0.7 at p-value of 0.05. Quantitative data from closed ended items of the questionnaire was analyzed using frequency counts, percentages, means and T-test. Qualitative data was transcribed and analyzed in emergent themes and sub-themes. The study established that principals perceived drug abuse to be having high influence on violence in schools ($M = 4.03$) though G & C teachers rated its influence as moderate ($M=3.20$). With regard to influence on drug abuse on sexual harassment principal ratings was moderate ($M = 3.04$) while G & C teacher was high ($M = 3.61$). With regard to drug abuse's influence on students' academic performance both principals and G & C teachers agreed that it had high negative influence. Guidance and Counseling, and physical interventions were rated as highly effective in managing antisocial behaviour that arose from drug abuse. The findings of this study are useful to the managers of schools in Kenya in understanding the issues related to substance abuse among students in their schools and to come up with strategies to be used in addressing substance abuse related issues.

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ABBREVIATIONS AND ACRONYMS

CDE	-	County Director of Education
CQASO	-	County Quality Assurance and Standards Officer
DAQ	-	Drug Abuse Questionnaire
NACADA	-	National Agency for the Campaign Against Drug Abuse
NIAAA	-	National Institute on Alcohol Abuse and Alcoholism
RPFQ	-	Risk and Protective Factor Questionnaire
SASSI	-	Substance Abuse Subtle Screening Inventory
SPSS	-	Statistical Package for Social Sciences
TSC	-	Teachers Service Commission

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The importance of school discipline is emphasized repeatedly in surveys, polls and literature about education and student achievement (Gary & Angus, 2011). The Education Act (1980) identifies cases of student indiscipline experienced in schools as indecency, gross neglect of work, theft, lying, insubordination, bullying, drug abuse and other delinquent activities like truancy.

Ideally, a study on the influence of drug abuse on student discipline and academic performance could be undertaken using experimental research design. However, since it is unethical to subject students' to drug abuse so as to establish the effects drug abuse has on their discipline and academic performance, it is recommended that the same can be undertaken by establishing perceptions of authority or persons under whom students operate and live, and this has been undertaken in other countries worldwide. The literature strongly supports the study of drug abuse on students discipline and academic performance on the basis of perceptions. This is basically done by identifying and monitoring the behaviour of students who abuse drugs and this has revealed that we can be able to infer the discipline and academic performance from perceptions of those in authority.

The role and responsibility of a teacher is multitasked in the present school system, the teacher has additional managerial responsibilities which include planning and executing instructional lessons, assessing students based on specific objectives derived from the set curriculum in class

and communicating the students' performance to parents, accountability for students performance, supervisory role, classroom management students' discipline, co-curricular activity, conducting and monitoring. The teaching profession occupies an important and prestigious place in the society. Teachers are considered as the creators of knowledge, scientists, philosophers, advocates, politicians and administrators. A teacher is the principle means for implementing all educational programmes (Kaur, 2011). The aspect of student discipline in class and outside the class is the responsibility of the teachers and so the teacher has to monitor student discipline. Discipline is the core function of an administrator.

According to Luiselli, Putnam, Handler and Feinberg (2010), many students attending public schools exhibit discipline problems such as disruptive classroom behaviour, vandalism, bullying and violence. Establishing influence of discipline is critical to ensure academic success and to provide a safe learning environment.

According to the World Drug Report (2005), the use of illicit drugs has increased throughout the world in recent years. The report further states that a major world trend is the increasing availability of many kinds of drugs to an ever widening socio-economic spectrum of consumers. Report on Drug Use in the Americas (2011) indicates that prevalence of alcohol use for all age groups ranges from about 11.5% to nearly 64% across the American hemisphere. In other words, in the lowest prevalence country a little more than one out of ten students consumed alcohol at least once during the past month, while in the highest prevalence country more than six out of ten students did.

In Canada, Paglia-Boak and Adlaf (2014) established that nationally over a third of students in grades 7–9 had binged on alcohol. Over 40% of 15–19 year olds had binged at least once in the past year, and more than a quarter of drinkers aged 12–19 had binged 12 or more times in the past year. The majority of youth in Canada did not have alcohol or drug problems. Less than one in five teens had ever tried drugs other than alcohol and cannabis, and a similar proportion uses alcohol or cannabis regularly. The increased risk experienced by these populations was due to factors such as elevated rates of trauma and loss, sexual and physical abuse and other types of violence, and stigma and racism.

In USA, a special report by National youth anti-drug media campaign on teens, drugs and violence (2007), shows teens who use drugs are more likely to engage in violent behavior, steal, use other drugs, and join gangs. In the past year, youth who used an illicit drug were almost twice as likely to have engaged in a violent behaviour as those who did not use an illicit drug and one in four teens (27%) who abused illicit drugs in the past year report attacking others with the intent to harm. Methamphetamine, marijuana, and prescription pain relievers are among the most abused drugs by teens who acted violently. The more drugs a teenager uses, the greater the tendency to engage in violent behavior.

In a study on students' opinion on substance use, violent behavior and possible intervention strategies in a Nigerian public University, Igbokwe, Ekeruo and Ndom (nd) revealed that alcohol and marijuana were the top two on the list of substances abused by male and female students and it was reported that violent behaviors like sexual assault, physical assault and violent crimes were common to students after they had abused substance. Further study by

Ajala (2002) in Nigeria established that drug abuse such as alcohol depresses the central nervous system. It can lead to accidents, bad conducts and cause distortion of perception. Drug abuse can be regarded as a factor contributing to the rising incidents of crimes and largely to the social malice, which are becoming too rampant in contemporary society. This study focused on students' opinion on substance use, violent behavior and possible intervention strategies in a Nigerian public University, However it did not address influence of drug abuse on students' violence, a knowledge gap that the current study sought to fill.

In South Africa, Ramorola and Matshidiso (2014) established that it was evident that drugs are key sources of violence in schools. A violent behaviour is mostly observed where students vandalize school properties and fight fellow students. These behaviours are mostly manifested in boys. In most incidents, drugs are carried by either the outsiders or students themselves from the community to the school premises. The study adopted a qualitative research approach. Data was collected through interviews and observations. The research design was appropriate as it enabled the researcher to get the reality of drugs in school. However the study could have included document analysis in getting more data on cases of drug abuse in the schools. The study did not indicate the population and the sample size that was used and so it's difficult to authenticate the results. This study focused on the link between drug abuse and violence in schools. The study did not indicate the level of the school whether primary or secondary, a knowledge gap which the current study sought to fill.

A study by Kimanthi and Thinguri (2014) on drug abuse among students in public secondary schools in Kenya; the case of Kitui County, Kenya, concluded that it was clear that drug abuse influenced bad behaviour causing indiscipline in schools. The study pinpointed the discipline

issues in schools such as stealing, sneaking, abusing, fighting, all which can be attributed to drug abuse. The study adopted descriptive survey research design. Self-administered questionnaires were used to collect data. There were 29 boys' and girls' boarding schools in the old small Kitui District in Kitui County which were sampled in this research. Purposive sampling was used to select 6 schools to be in the sample representing 20.7% of the schools in this category. Random sampling was used to select 25 form four students from each school who participated in the study. The data collection instruments were self-administered questionnaires with both open and closed ended questions. However, the study did not address the influence of drug abuse on students 'violence in Vihiga and Sabatia sub-counties, a knowledge gap that the current study sought to fill.

Studies reviewed by Ramorola and Matshidiso (2014) in South Africa, Ekpenyong (2012) in Nigeria and Kimanthi and Thinguri (2014) in Kenya have shown that drug abuse influences student behaviour. However, they did not address influence of drug abuse on students' violence in Vihiga and Sabatia sub-counties, a knowledge gap that the study sought to fill.

According to World Health Organization Regional Office for South-East Asia (nd) on drugs, alcohol and violence, established that men who have been drinking or are taking drugs tend to get violent and commit assault or sexual violence. Women who are under the influence of alcohol and drugs find it difficult to protect themselves by interpreting and effectively acting on warning signs of violence and abuse. Consuming alcohol may also place women in settings where their chances of encountering a potential offender are greater.

In a study on drug abuse and alcoholism in Nigerian schools: Ameliorating through guidance and counselling strategies by Bulus and Rimfat (2001), students who engage in drug abuse suffer from brain damage, liver damage, hypertension, excessive heartbeat, and chronic bleeding. Similarly these students stand the risk of being wayward in their behaviour with the resultant effects of increased rate of health hazards through Sexually Transmitted Diseases (STDs) such as Gonorrhoea, Syphilis and Acquired Immune Deficiency Syndrome (AIDS).

In Kenya, Ouma, Simatwa and Serem (2013) established that disciplinary problems experienced in public primary schools in Kisumu included drug abuse and drug trafficking. The pupils who took drugs at home bullied others, sexually harassed their peers and used abusive language among other evils. Ouma, Simatwa and Serem (2013) focused on disciplinary problems experienced in primary schools in Kisumu. However, secondary school students were not addressed a knowledge gap that the current study sought to fill.

Studies by World Health Organization Regional Office for South-East Asia (nd), Bulus and Rimfat (2001) in Nigeria and Ouma, Simatwa and Serem (2013) in Kenya have shown that there is a link between drug abuse and sexual harassment. However these studies have not addressed the influence of drug abuse on sexual harassment in Vihiga and Sabatia sub counties a knowledge gap that the current study sought to fill.

In Jamaica, Yoyibo and Lee (1999) in their study on the use of illicit drugs among high school students in Jamaica established that the following drugs were abused by students: marijuana (10.2%), cocaine (2.2%), heroine (1.5%) and opium (1.2%). The study also established that the illicit drug use among males, urban students and children of professionals was higher than that

among females, rural students and children of non-professionals respectively. This study focused on drugs abused by students. However the study did not address influence of drug abuse on student academic performance, a knowledge gap that the study sought to fill.

In a study on the academic opportunity costs of substance, students who use substances during college spend less time studying and skip more classes, thereby reducing their exposure to the classroom learning. Excessive drinking and drug use can interfere with college degree completion. Longitudinal research has found that students who use alcohol and drugs are more likely to have disruptions in their enrollment in college and also fail to graduate, associated mental health problems can exacerbate the consequences of excessive drinking and drug abuse (Arria et al, 2013). This study focused on college students. However, it did not address influence of drug abuse on students' academic performance in secondary schools, a knowledge gap that the current study sought to fill.

A survey carried out in Uganda by the National Coalition Against Alcohol and Substance Abuse found out that adolescents begin drinking alcohol when they are still young (NACODA, 2007). This has got some far reaching consequences like getting addicted to alcohol, and chances are that such children may consequently influence their friends to indulge in alcohol consumption while at school.

Further study by Oyedele, Chikwature, Oyedele and Kadenha (2016) in their study on drug abuse and its academic implications among students at three secondary schools in Mutasa central area of Mutasa District found out that teachers did not teach anything about drug use during lessons as they concentrated on their subject content. They had some experience in

dealing with drug problems in the schools. Schools experienced conflicts between teachers and students and students performed poorly in examinations as a result of drug abuse in schools. The study used the mixed method research design which combined qualitative and quantitative approaches in one study to answer research questions. The study population for this research comprised 48 secondary school teachers, 3 school heads and 150 students. Random sampling was employed to select the sample for classes within each form. Simple random sampling was used to select 8 senior school prefects for focus group discussions. School heads were selected for the study through purposive sampling for interviews. The study did not indicate the study population and so we cannot verify the appropriateness of the sample size. This study did not focus on influence of drug abuse on student academic performance in secondary schools a knowledge gap that the current study sought to fill.

In a study on sociological factors to drug abuse and the influences on secondary school students' academic performance in Ekiti and Ondo States, Nigeria, Abdu-Raheem (2013) found out that there was significant relationship between family background, peer influence, family cohesion, and drug abuse. It was established that drug abuse negatively affects students' academic performance in Ekiti and Ondo States. The population comprised all secondary school students in Ekiti and Ondo States, while the sample consisted of 460 students that were found to be using drugs in Ekiti and Ondo states. Simple random sampling was used to select one school from each of the 16 local governments in Ekiti and one each from the 30 in Ondo state. Purposive sampling was used to select ten students from each school in the 16 local governments in Ekiti and ten each from the 30 local governments in Ondo states. The instruments used for collection of data were a self-designed questionnaire called Drug Abuse

Questionnaire (DAQ) and an inventory for collection of students' results. The data were analyzed using Pearson Moment Correlation Analysis. The study population was not given and so we cannot assess the suitability of the sample size.

Gathumbi (2003), in a study on substance abuse among the youth in Kenya observed that, 20% of adolescents aged between 12 and 22 years smoked cigarettes, 9% had tried to smoke bhang while some 23% drank commercial beer and spirits. This corresponds to the age of youths in schools and colleges. These institutions have in the recent past been hit by a wave of strikes that have been linked to drug and substance abuse. Gelinas (2006), in a survey on drug abuse among the youth, observed that there were many drug peddlers. He also observed that substances were sold to students by placing them in their geometrical sets used in schools. Also, matatu (minibus) touts were the conduits through which the users obtained these substances. The study did not focus on the influence of these drugs on students' academic performance a knowledge gap that the study sought to fill.

According to Louw (2001), as cited by Kyalo (2011), drugs affect the students concentration span, which is drastically reduced and boredom sets in much faster than for non-drugs and substance abusers. The student also loses interest in school work including extra curriculum activities. This leads to absenteeism in school resulting into one taking too long to complete studies. Most of the psychoactive drugs affect the decision making process of the students, creative thinking and the development of the necessary life and social skills are stunted. They also interfere with the awareness of an individual's unique potential and interest thus affecting their career development.

Studies by Chan, Sidhu, Lim, Wee, (2016) in Malaysia, Louw (2001) Abdu-Raheem (2013) in Nigeria), as cited by Kyalo (2011) in Kenya, have shown that drug abuse affects student discipline in schools, however they did not address influence of drug abuse on student academic performance in secondary schools in Vihiga and Sabatia counties a knowledge gap that the current study sought to fill.

According to school counseling in the United States: Implications for the Asia-Pacific Region by Romano, Goh and Herting (2005), while educational systems and cultures are quite different across the globe, the implications from school counseling in the US, may be instructive and useful to educational systems and countries outside of the US.

Family plays an important role in one's life. It not only provides people with physical, economic, and emotional support, but is also the smallest unit of socialization where people first socialize with others. Families play a very important role in instilling discipline in their children based on the accepted norms in the society. In a school set up, student discipline is a matter of concern. In a study on the influence of individual and group counselling on secondary school students' truant behaviour in Abia State Igwe, both counselling modes (individual and group) had influence in treating students' truant habits. Individual counselling however had more influence in treating male students with truant habits while group counselling impacted positively on female students with truant habits. Therefore, individual and group counselling can be used side by side in core educational schools in tackling most of the educational problems of the students (Uzoamaka, 2013).

Ajowi and Simatwa (2010) noted that students with low levels of academic drive were the ones who lead the strikes, an indication that guidance and counseling is either virtually missing or misplaced. Discipline affects educational achievement negatively. Further study on perceptions on the role of guidance and counseling programme on Kenyan secondary school students' career decision making indicated that, there was a significant relationship between role of guidance and counselling for both form one/two and students careers. It was revealed by the analysis that students agreed that academic, personal and social competence were roles played by guidance and counselling in schools. Similarly, guidance and counselling helped them to attain spiritual growth, vocational, health and marital awareness. Therefore, the implication is that career counselling should be inherently practiced to provide the students with indispensable information and competence required in the world of work (Ibrahim, Aloka, Wambiya & Raburu, 2014). The study adopted descriptive survey design and the sample size comprised 250 students in the district selected using stratified sampling technique and 6 guidance and counselling teachers also randomly selected for the study. The researcher used questionnaires and interviews to elicit information from students and interview schedules to collect data from counseling teachers and principals.

Studies reviewed by Romano, Goh and Herting (2005) in USA, Uzoamaka (2013) in Nigeria, Ibrahim, Aloka, Wambiya and Raburu (2014) in a study on perceptions on the role of guidance and counseling programme on Kenyan secondary school students' career decision making in Kenya have shown that guidance and counselling in schools influences student discipline, however these studies did not address the principals perceptions on how to manage antisocial behavior arising from drug abuse, a knowledge gap that the current study sought to fill.

According to the data from the County Director of Education (2016), Vihiga and Sabatia counties have 10,000 students. A report from National Council of Churches of Kenya (2008) indicated that the wave of students' unrest sweeping across Kenyan schools is evidence of breakdown of social values, Vihiga and Sabatia sub-counties are not exceptional. With the available data pointing towards the existence of incidences of indiscipline within Vihiga and Sabatia sub-counties, it is important to find out the perception of principals on the influence of drug abuse on students discipline and academic performance in public secondary schools in Vihiga and Sabatia Sub-counties. Table 1.1 shows cases of indiscipline for the last five years in Vihiga County.

Table 1.1

Cases of Student Indiscipline in Sub-Counties in Vihiga County from 2013-2017

Sub- counties	Total number of schools	Number of schools involved in indiscipline	Percentage
Emuhaya	36	10	27.7%
Hamisi	60	15	25%
Sabatia	26	20	76.9%
Vihiga	28	22	78.6%

Source: County Director of Education, Vihiga County (2017)

From Table 1.1, it can be observed that between 2013-2017, cases of indiscipline were experienced in Vihiga County. It can be observed that the higher number of discipline cases were experienced in Vihiga sub-county (78.6%) and Sabatia sub-county (76.9%) compared to Emuhaya and Hamisi sub counties which were very low. It's therefore important that a study be

done to establish the perceptions of principals on the influence of drug abuse on students' discipline and academic performance in Vihiga and Sabatia sub-counties in Vihiga County.

A preliminary survey carried out in five schools in Vihiga and Sabatia sub-counties revealed that students abuse drugs. It's therefore important that a study be carried out to establish the perceptions of the principals on the influence of drug abuse on students' discipline and academic performance in public secondary schools in Vihiga and Sabatia sub-counties in Kenya.

Table 1.2

Preliminary Survey Report on Drug Abuse in Vihiga and Sabatia Sub Counties

Type of drug abused	Target schools	No. of Schools experiencing drug abuse	Frequency of cases per term
Canabis	5	3	3
Kuber	5	2	2
Alcohol	5	5	5
Piriton	5	4	4
Cigarette	5	5	5

Source: Field Data

From Table 1.2, it can be observed that alcohol and cigarette are frequently consumed by the students, followed by piriton, cannabis and Kuber. Kuber is the least abused drug. According to the data from the County Director of Education (2017), cases of strike, students' fighting, sneaking, stealing and bullying were experienced in the Vihiga and Sabatia sub-counties from the period 2013-2017. According to him, there were many indiscipline cases in Sabatia and

Vihiga sub-counties compared to Emuhaya and Hamisi sub-counties and this was a concern of all stakeholders in education and community leaders as a whole. These cases had led to students not performing well in national examinations which were a concern of all the stakeholders.

Table 1.3

Cases of Students' Indiscipline in Vihiga and Sabatia Sub-counties from 2013-2017

Nature of indiscipline	No. of schools	Schools involved	Percentages of schools involved	Gravity	Action taken against students involved
Strike	5	4	80	Student injury	Suspended
Students fighting	5	5	100	student injury	Suspended
Sneaking	5	3	60	replacement	Suspended
Stealing	5	4	80	repayment	Suspended
Bullying	5	4	80	student injury	Warned, warning,
Doing examination under the influence of alcohol	5	4	80	Exclusion. lose of time	Suspended
Doing assignments under the influence of nicotine	5	5	100	loss of time	Warned

Source: County Director of Education, Vihiga County (2017)

From Table 1.3, it can be observed that because of the indiscipline cases in the sub-counties it had led to the destruction of school property and many students had been injured in the process.

1.2 Statement of the Problem

Studies that had been done outside Vihiga and Sabatia sub-counties had shown that some students in secondary schools abuse drugs. Studies done outside Vihiga County had also shown that students who abused drugs were indisciplined. Vihiga and Sabatia sub-counties had experienced cases of indiscipline. The rising level of students abusing drugs was making stakeholders in education, parents, religious leaders and the mass media quite anxious. Studies done outside Vihiga and Sabatia sub-counties had shown that drug abuse influences student discipline negatively. Out of the four sub-counties in Vihiga County that is Vihiga, Sabatia, Emuhaya and Hamisi, cases of indiscipline were higher in Vihiga and Sabatia sub-counties compared to Emuhaya and Hamisi. According to the data from the County Director of Education in Vihiga (CDE), 85% of the schools had experienced cases of indiscipline which included strikes, students fighting, sneaking, stealing and bullying and it's alleged that students involved in these cases abuse drugs. According to the CDE in Vihiga (2017), cases of indiscipline were on the increasing trend and it was alleged that students involved were those who abuse drugs. What was not known was the perceptions of principals on the influence of drug abuse on student discipline and generally academic performance in public secondary schools in Vihiga and Sabatia sub-counties, a knowledge gap that the current study sought to fill.

1.3 Purpose of the Study

The purpose of the study was to establish the perceptions of principals on influence of drug abuse on students discipline and academic performance in public secondary schools in Vihiga and Sabatia sub-counties, Kenya.

1.4 Objectives of the Study

The objectives of this study relating to public secondary schools in Vihiga and Sabatia sub-counties were to:

- i. Establish the principals' perceptions on the influence of drug abuse on student violence.
- ii. Determine the principals' perceptions on the influence of drug abuse on student sexual harassment.
- iii. Establish the principals' perceptions on the influence of drug abuse on student academic performance.
- iv. Establish the principals' perceptions on management of antisocial behavior and poor academic performance arising from drug abuse.

1.5 Research Questions

The research questions of this study relating to Vihiga and Sabatia sub-counties are:

- i. What is the principals' perception on the influence of drug abuse on student violence?
- ii. What is the principals' perceptions on the influence of drug abuse on student sexual harassment?
- iii. What is the principals' perceptions on the influence of drug abuse on student academic performance?

- iv. What is the principals' perceptions on management of antisocial behavior and poor academic performance arising from drug abuse?

1.6 Conceptual Framework

The conceptual framework below postulates that drug abuse influences students' behaviour.

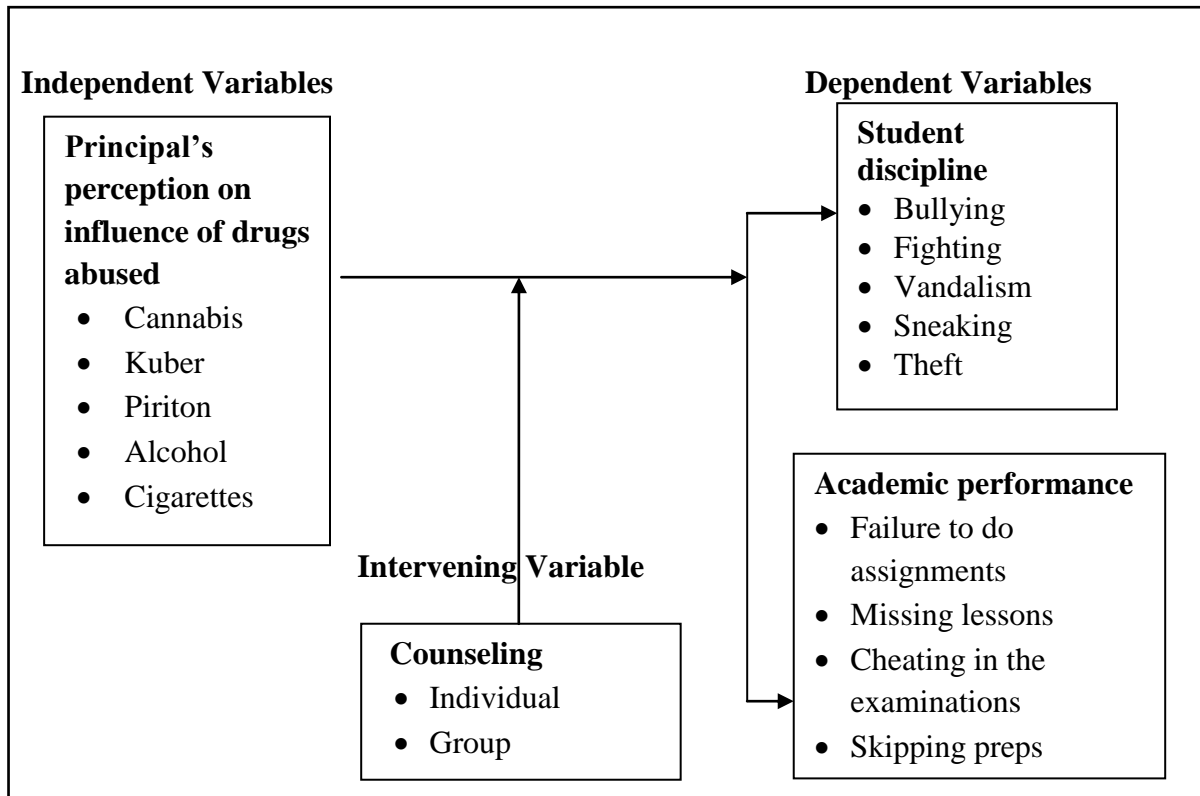


Figure 1: A Conceptual framework showing perceptions on influence of drug abuse on student discipline and academic performance

The conceptual framework postulates that drug abuse influences student discipline and academic performance. Students who abuse drugs engage in violent behaviours, fights, sneaking out of school and bullying other students. Students' who do not abuse drugs are disciplined and do not engage in crimes, fights and sneaking out of school. Guidance and counselling can help to instill discipline in students.

1.7 Significance of the Study

The findings of this study are useful to the managers of public secondary schools in Vihiga and Sabatia sub-counties in understanding the issues related to substance abuse among students in their schools and to come up with strategies to be used in addressing substance abuse and related issues. The findings are also useful to educational planners and economists whose concerns are optimal utilization of inputs and outputs for efficiency of educational systems.

1.8 Assumptions of the Study

This study was based on the following assumptions:

- i. All the students knew the value of discipline.
- ii. Students understood the influence of drug abuse.
- iii. Students were well guided and counseled.

1.9 Scope of the Study

The study was confined to secondary schools in Vihiga and Sabatia sub-counties. The study focused on the year 2013-2017. The study focused on perceptions of principals on the influence of drug abuse on student discipline and academic performance in public secondary schools in Vihiga and Sabatia sub-counties, Kenya.

1.10 Limitation of the Study

One respondent failed to respond to all items in the questionnaire deliberately.

1.11 Operational Definition of Terms

The following key terms have been used in this study in the context stated

Academic performance	It is the practice of undertaking activities that enhance performance in KCSE. This include; doing and submitting assignment on time, attending all lessons, desisting from cheating in examinations and attending preps.
Discipline	The practice of training people to obey rules and order and punishing them if they do not
Drug:	Any product not curative or meant for treatment that affects the way we think, see, and behave For example valium, bhang, piriton, kuber and alcohol.
Drug abuse	Drug abuse is the habitual use of a drug for euphoria or flight from reality
Influence	The capacity to bring change of the character, development or behaviour of someone or something, or the effect itself.
Perception	The way you have noticed things especially with the senses, an idea a belief or an image you have as a result of how you see or understand something
Public schools	Schools that are formally supported by the Government especially in terms employment of teachers.
Student discipline	Adherence to laws of natural justice and rules and regulations governing students in school.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section undertakes a review of the related literature to the study. Past studies both global and in Kenya, journals, thesis and books are examined and finally the gap in the literature considered under the following headings.

2.2 Influence of Drug Abuse on Student Violence

In USA, a special report by National Youth Anti-Drug Media Campaign on teens, drugs and violence (2007), teens who use drugs are more likely to engage in violent behavior, steal, use other drugs, and join gangs.

World Health Organization Regional Office for South-East Asia (nd) on drugs, alcohol and violence, established that alcohol abuse is responsible for 3.5 per cent of the global burden of disease, leads to domestic violence and reduced productivity. Drug use is accompanied by crime either to purchase the daily supply of drugs or before gang violence in street subcultures in South East Asian cities. Illegal trade of drugs and the legal (and growing) sales of liquor in general stores and shops increases the risk of violence. On the other hand, violence undermines health by increasing a variety of negative behaviours, such as smoking, alcohol and drug abuse among men, women and adolescents. Evidence suggests that women who live with heavy drinkers are at risk of partner violence.

According to World Health Organization (WHO) (nd) on interpersonal violence and illicit drugs, interpersonal violence and illicit drug use both pose major public health challenges. This study identifies strong associations between being both a victim and perpetrator of violence and illicit drug use. Moreover, a range of risk factors at the individual, relationship, community and societal level have been identified that increase an individual's risk of experiencing drug-related violence. Although a clear relationship exists between drugs and violent behaviour, the nature of this link is multi-faceted and few studies have examined causal relationships. These links exist for several reasons, some direct (the pharmacological effects of drugs) and some indirect (violence occurring in order to attain drugs, violence within illicit drug markets and drug use as an outcome of violent victimization).

According to United Nations Educational, Scientific and Cultural Organization (2017), school violence encompasses physical violence, including corporal punishment; psychological violence including verbal abuse; sexual violence including rape and harassment; and bullying including cyber bullying. Bullying, which is a type of violence, is a pattern of behaviour rather than an isolated event, and it has an adverse impact on the victim, the bully and bystanders. Bullying has been defined as 'unwanted, aggressive behaviour among school-aged children that involves a real or perceived imbalance of power. The behaviour is repeated, or has the potential to be repeated, over time.' Bullying and cyber bullying are a key concern for children and adolescents. School violence and bullying is perpetrated by other students, teachers and other school staff; violence that occurs on the way to and from school may also be perpetrated by members of the wider community. It is important to differentiate between violence perpetrated by peers and violence perpetrated by educational institutions or their representatives as this distinction influences both the impact of and the response to violence.

Thandi (2011) observed that substance abuse, especially alcohol abuse, co-occurs frequently with domestic violence in all communities, and it's no different in South Asian communities. For South Asian men, in particular, use and even overuse may be socially accepted. Violent men often use alcohol with the belief that it gives them justification to act violently. Once again, the attitude that violence is an acceptable way to act is the problem, alcohol abuse is another separate, and equally serious, problem. At the same time, research participants noted that South Asian women may be at great risk to over-abuse prescription medications such as painkillers, sleeping pills or anti-depressants. Perhaps some men are using alcohol and some women are using prescription medication (because alcohol abuse by South Asian women is often frowned upon) as a coping method (albeit a harmful one) for other underlying issues. Thandi (2011) focused on violence in the communities as an effect of drug abuse, however, he did not address influence of drug abuse on student violence, a knowledge gap that the current study sought to fill.

According to Fleming, Lee, Moselen, Clark and Dixon (2014) on the adolescent health research group, students with very high substance reported witnessing and experiencing violence as well as experiencing sexual abuse compared to other students. From the findings of Fleming, Lee, Moselen, Clark and Dixon (2014), it's very clear that drug abuse leads to violence and it's important to look for ways of doing away with it, students involved are abused sexually.

Aishath (2012) observed that causes of gang violence cannot be readily distinguished from broader problems relating to social welfare. The current research shows that although young people are at the forefront of gang violence, they are not entirely to blame and there are many factors that drive youths to join gangs and participate in gang violence. It was established that

widespread breakdown in family structures has begun to lead young people to look for new ways of belonging in an effort to replace the security and structure of a family. Young people often turn to drugs to get away from their family problems, which contributes to their ending up in a gang.

In Nigeria, on students' opinion on substance use, violent behavior and possible intervention strategies in a Nigerian public university, Ndom, Igbokwe and Ekeruo (nd) established that, majority of the students saw substance abuse as a problem in the university (80.5%), and majority witnessed violence resulting from substance use (61.4%). Alcohol and marijuana were the top two on the list of substances abused by male and female students and it was reported that violent behaviors like sexual assault, physical assault and violent crimes were common to students after they had abused substance. The study population was 293 participants consisting of 147 males and 146 females. The study adopted a descriptive cross-sectional research design. A questionnaire was used to collect data. The study did not indicate the sample size used and so we cannot authenticate the results of the study. The study could have incorporated interview schedules and focus group discussions to get a variety of data. This study focused on the opinions on substance use, violent behavior and possible intervention strategies in a Nigerian public university, however the study did not address influence of drug abuse on students' violence, a knowledge gap that the study sought to fill.

According to Aleke and Nwimo (2015) on extent of stimulant drugs abuse among secondary school students in Ebonyi State, Nigeria, male students abuse stimulant drugs more than females. The abuse of the stimulant drugs represents a high-risk behaviour that may require

intervention efforts in secondary schools. In the area under survey, students abused bitter kola, kola nut and Lipton tea to a great extent. Drug abuse results to gang formation, cultism, armed robbery and so forth. Unpleasant youthful activities in Nigeria and all over Africa have given concern to governments and the general public. In schools, peers engage in organized crimes and disrupt the normal academic programmes (Abudu, 2008).

In a study on adolescent's and drugs abuse in Nigeria, Mamman, Othman, Lim and Lian (2014) established that drug abuse causes a lot of risk among the adolescents; it results to gang formation, armed robbery, mental illness and cultism. The various consequences of drug addiction or drug abuse are so devastating and very shameful to the extent that both the nation and international organizations all over the world are also worried about the spread of this scourge among the youths and adolescents and some of these consequences includes: mental disorder, drop out from school, cultism, social violence, internet frauds, gang formation, destructions of normal academic activities, armed robbery 419 syndrome, social miscreants (area boys and girls) lawlessness among youths, lack of respect for elders, rape, instant death and wasting of precious and innocent lives and many more and loss of senses.

A review of literature on drug and substance abuse amongst youth and young women in South Africa (nd) established that substance abuse certainly means the energies, creativity and talents of the youths are not harnessed. Substance abuse is linked to unemployment, crime, physical inactivity and even premature deaths. To the society this means forgone productivity and economic development. In other words, substance abuse has a direct or indirect bearing on the economy.

Mukhtar (2014) on substance abuse and stress coping strategy among secondary school students in Kano: causes and consequences established that, influences of drug abuse were: physical, psychological and social. Drug abuse leads to depression (state of being in low spirit), anxiety, dementia (loss of memory), hallucination (hearing or seeing an image when this is not real), moodiness and aggressiveness leading to the degeneration of the individual.

In a study on drug dependence and abuse in Kenyan secondary schools: strategies for intervention by Ngesu, Ndiku and Masese (2008) established that students who abused drugs had the following symptoms: aggressive behavior, depression and anxiety, sudden changes of appetite, cold clammy skin irritable, frequent complaints of headache, memory loss, over excitement, over suspicious secretive and less self-confidence. Use of drugs leads to discipline problems which make students to lose a lot of learning time during punishment or under suspensions. Students who use drugs are more likely to engage in delinquent behaviors such as fighting and stealing. According to Ngesu, Ndiku and Masesi (2008) students who use drugs have unexplained mood swing, behave negatively, they are argumentative, confused, destructive, anxious over reactive to criticism, act rebellious and do not seem happy.

In a study on school factors associated with student violence in secondary schools in Nandi South District, Kenya, Sugut and Mugasia (2014) established that the presence of drugs, lack of enough facilities and food causes students who have a negative attitude towards their schools, who do not do well in exams, who feel teachers do not understand their behaviour, receive peer influence and often resort to violence, to express their dissatisfaction; all were the major causes of violence in schools. The study did not indicate the research design and the

sample size used in the study. It is however difficult to verify the appropriateness of the sample size and research design used.

Further study by Kimanthi and Thinguri (2014) on drug abuse among students in public secondary schools in Kenya; the case of Kitui County, Kenya concluded that the abuse of drugs influenced bad behaviour causing indiscipline in schools. The study pinpointed the discipline issues in schools such as stealing, sneaking, abusing, fighting et cetera, all which can be attribute to drug abuse. The study adopted descriptive survey research design. Self-administered questionnaires were used to collect data. However, the study did not address the influence of drug abuse on students' violence, a knowledge gap that the current study sought to fill. The study also relied on questionnaires to collect data. Questionnaires cannot give you a variety of data. The current study incorporated document analysis, questionnaires and interviews.

According to Kindiki (2009), the most prevalent cases of indiscipline include drug abuse, fighting amongst the students, bullying junior students, in-subordination, sneaking from school and destruction of school property. Korir (2013), in his study on an analysis of drug abuse along coastal region of Kenya established that drug abuse was characterized by destruction of school property wasting millions of money, loss of study time and deaths among other things.

Mutumi (2013) in her study on management challenges occasioned by drug abuse in secondary schools in Mbeere North district, Embu County established that the commonly abused drugs in these schools included: alcohol, cigarettes, khat and sleeping pills. Majority (66.7%) of the students indicated that the main problem of drug abuse by colleagues was lack of

concentration. The students who abused drugs turned to stealing money and property and caused damages on school property. Data was collected by use of questionnaires and analyzed quantitatively.

In a baseline survey on influences of drug and substance abuse on academic participation among students in technical institutions in Kenya by Maithya, Okinda and Mung'atu (2015) showed that drug and substance abuse among students is widespread. Both female and male students abuse drugs and substances. Some of the problems experienced as a result of the vice (drug abuse) included riots and strikes, police arrests and warnings: and poor academic performance. Survey design was adopted. The target population comprised all the students at KTTC and staff. Student population was 748. The sample from the student population was 225, which is 30% of the target student population. Seven members of staff were included in the study; the Dean of students who is in-charge of student affairs, and the heads of academic departments. This study focused on influence of drug and substance participation among students in technical institutions, however students in secondary schools were not addressed a knowledge gap that the current study sought to fill.

Studies reviewed by Soyibo and Lee (1999) in Jamaica and Mutumi (2013) and Maithya, Okinda, Mung'atu (2015) in Kenya have shown that drug abuse influences on students' violence. However, they did not address influence of drug abuse on students' violence in Vihiga and Sabatia sub-counties, a knowledge gap that the study sought to fill.

2.3 Influence of Drug Abuse on Sexual Harassment

Sexual violence is a growing public health and human rights problem. It is an indicator of the most severe breach of human security in the world. World Health Organization defines sexual violence as any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts of traffic, or otherwise directed, against a person's sexuality using coercion, by any person regardless of their relationship to the victim in any setting, including but not limited to home and work. According to United Nations Educational, Scientific and Cultural Organization (2017) school violence encompasses physical violence, including corporal punishment; psychological violence, including verbal abuse; sexual violence, including rape and harassment; and bullying, including cyber bullying.

Mink, Moore, Johnson, Probst and Martin (2005) on violence and rural teens in rural America, females are more likely than males to be coerced into sex or engage in suicide behaviors, while males are more likely than females to use weapons, be threatened at school, or engage in fighting behaviors. Male teens are also more likely than female teens to chew tobacco and smoke marijuana, both on and off school grounds. Further study by Olley (2008) discovered that use of alcohol contributes 25% to the total explanatory power of sexual-risky behaviours among adolescents which exposes them to a higher risk of HIV/AIDS and other STD infections.

Wisconsin Coalition Against Sexual Assault (2017), there are many connections between sexual assault and substance abuse. Although there are many cases of rape, at the societal and individual levels, alcohol may be a contributing factor in its occurrence. In many sexual assaults the perpetrator and/or victim may be using/abusing alcohol or drugs prior to the

assault. For the perpetrator, being under the influence may remove both physical and psychological inhibitors, which keep all people from acting out violently. An offender may also use the alcohol or drugs as an excuse for criminal behavior. The use of alcohol and drugs also makes it much more difficult for the victim to stay away from dangerous situations and to problem-solve a way out of an assault. Many sexual assault perpetrators have admitted to feeding alcohol or drugs to their victims. Being under the influence of alcohol and/or drugs is not an excuse for perpetrating sexual violence. It does not give someone a right to hurt other people. Victims who were under the influence of substances at the time of the assault are not responsible for the perpetrators' actions. Many studies also document the high percentage of people who abuse substances who are victims/survivors of sexual violence. Many of these people report that drugs and alcohol helped them to “numb out” and push away the awful memories of sexual violence. Many of these survivors struggle to stay clean and sober as they deal with sexual abuse issues.

In a study on substance abuse and behavioural correlates of sexual assault among South African adolescents, King, Flisher, Noubary, Reece, Maarais and Lombard (2004) revealed that 8.4 percent were victims of attempted rape, while 5.8 were victims of actual rape. Ordinal logistics showed that girls were 3.9 times more likely than boys to have been victims of sexual abuse than boys to have been victims of rape.

Cases of teenage pregnancies with its effects of school drop-out and joblessness become increased. In the same way, cases of family disintegration, delinquency, criminal offences, stealing, destitution and pre-mature death are such unpalatable consequences of substance abuse among students in Nigerian schools. Adolescents prefer an autonomous and independent

life that is free from adult control, there by engaging in various delinquent acts (drug abuse, rape, robbery, cultism and vandalism) that are dangerous to the home, community, school and the nation. The impact of drug abuse among adolescents has been a stigma of moral decadence, violence, thurgery, assault, madness and murder (Fareo, 2012).

While other studies done in Nigeria established that there was a link between drug abuse and students sexual harassment, Bassey, Makinde, Ajani and Olumide (2013) on relationship between drug abuse and deviant behaviour among undergraduate students of University of Lagos, Nigeria established that there was no significant relationship between drug abuse and each of truancy, cultism and high risk sexual behaviour among undergraduate students of the University of Lagos, Nigeria.

In a study on cause, influence and remedial measures of drug abuse among the children in Tanzania: a case study of Hananasifu ward in Kinondoni District in Dares Salaam region, influences of drug abuse among children were: coughing and chest pains, self-denial, societal denial, loss of weight, early pregnancies, prostitution, mental illness, harassment by police force, school dropout, lack of decision making, HIV/ AIDS infection etc. The study adopted a descriptive design. The study sample included 20 parents/guardians and 20 children with ages 10 under 18 years and 20 professionals who were dealing with children involved in drug abuse. The sampling method/technique which was used in this study was purposive sampling which involved selection of cases which researcher judged as the most appropriate one for the study questionnaires and observation used to collect data (Matowo, 2013). This study focused on influence of drug abuse on children, it was general, however it did not address students in secondary schools a knowledge gap that the current study sought to fill.

According to Swahn, Haberlen, Palmier and Kasirye (2014) on alcohol and drug use and other high-risk behaviors among youth in the slums of Kampala, Uganda: Perceptions and contexts obtained through focus groups results show that youth engage in a number of risky behaviors, including alcohol and drug abuse, fighting and weapon carrying, delinquency, prostitution and unsafe sexual behaviors. This study focused on the youth in general, the current study is specific as it focuses on influence of drug abuse on students' violence in secondary schools in Sabatia and Vihiga sub-counties.

Guyana (2014) established that students who admitted consuming alcohol in the past month, 3.1 percent reported that they frequently had someone making sexual advances or taking sexual liberties with them. While among students who did not report consuming alcohol in the past month only 1.1 percent stated that they frequently had someone making sexual advances or taking sexual liberties with them. Similarly, of the students who admitted using marijuana in the past month, 12.6 percent reported that they frequently had someone making sexual advances or taking sexual liberties with them. While among students who did not report using marijuana in the past month, only 1.2 percent stated that they frequently had someone making sexual advances or taking sexual liberties with them. Turning to the issue of respondents taking advantage of someone sexually, 3.1 percent of the students who reported consuming alcohol in the past month stated that they frequently took sexual advantage of someone, while among students who did not report using alcohol for the past month only 1.1 percent stated that they frequently took sexual advantage of someone. Similarly, of the students who reported using marijuana in the past month, 20 percent said that they frequently took sexual advantage

of someone, while among students who did not report using marijuana in the past month only 1.0 percent stated that they frequently took sexual advantage of someone.

In a study on sexual violence among female undergraduates in a tertiary institution in Port Harcourt: Prevalence, pattern, determinants and health consequences, Mezie-Okoye and Alamina (2014) found out that a high prevalence of sexual violence in their institution was consistent with a previous study in the Southern Nigeria. It was also found that fresh female undergraduates were more than three times at risk of being sexually violated than others. There was an urgent need for preventive strategies targeted at the most at risk undergraduates through creating awareness of the problem during orientation programmes for fresh undergraduates. Also to encourage the students to utilize the services of the Youth Friendly Centre in the university, a safe and conducive environment for disclosure (with the assurance of confidentiality), and counselling for victims. Measures should also be devised for bringing perpetrators to book as a deterrent.

In a research on violence against children in Kenya: in 2010 by National Survey reported that regardless of the type of violence, less than one out of every 10 females or males who experienced sexual, physical, or emotional violence as a child knew of a place to go to seek professional help. Most importantly, less than 10% of females and males who experienced sexual, physical or emotional violence as a child actually received some form of professional help. Females aged 18 to 24 who reported experiencing sexual violence in childhood were significantly more likely to report feelings of anxiety, depression, suicidal thoughts and fair/poor health than those females who did not experience sexual violence. Three out of every ten females 30% aged 18 to 24 who reported experiencing unwanted completed intercourse

before the age of 18 (that is, sex that was physically forced or pressured) became pregnant as a result. About 90% of females and males who experienced sexual violence as a child reported of a place to go for HIV testing. Among females aged 18 to 24 who experienced sexual violence as a child, about 7% had received money for sex compared to 2% of those who did not experience violence prior to age 18. Females and males age 18 to 24 who experienced sexual violence prior to age 18 (7% versus 2% for females; 53% versus 35% for males).

A report on sexual violence and HIV/AIDS risks in Kenyan and Ugandan schools: Social Implications for Educational Policy Development, Njoki (2009) indicated that sexual assault exists in all levels of schooling in Kenya and this violence has been inflicted to children as young as 4 years old. Given the sensitive nature of the crime, many cases of sexual assault have gone unreported especially if they involve family members and many secondary school girls do not report rape for fear of being castigated as having consented. In addition, most children were not aware of their rights with regard to recourse in the case of sexual assault. These children relied on their parents or guardians to take action on their behalf but unfortunately most times, nothing was done. There is clear evidence in that, due to lack of knowledge, some parents would wash their daughters before taking them to hospital or police stations this act interfered with evidence necessary to prosecute the sex offender. Despite information being passed on about the dangers of HIV and AIDS to the students, there was evidence that many students were sexually active. This conclusion was arrived at due to evidence of an increase in the number of STD cases in the schools being reported. This report did not indicate the cause of sexual violence in schools. The current study seeks to establish the influence of drug abuse on sexual harassment in Vihiga and Sabatia sub-counties in Kenya.

Mahugu, Khamasi, Kitainge, Karei, Daudi and Kiplagat (2013) revealed that female students had moved from the traditional 'victims' role, sexual harassment of male students by female colleagues to aggressive perpetrators of sexual harassment against their male colleagues. From indecent exposure, spreading sexual rumours about one to intentionally brushing up against a male victim in a sexual manner; the female student were engaging their male colleagues in acts of sexual harassment previously reserved for the male perpetrators. There were no concrete reasons why female students sexually harassed their male colleagues. Some female students harassed their male colleagues to make them notice them, or due to peer pressure. Intoxication on drugs especially alcohol was also cited as a reason why the female students harassed their male colleagues. Sexual harassment has profound negative impacts on a student's psychosocial wellbeing as well as their educational experience. Most male victims of sexual harassment do nothing about it, since they imagine that reporting such cases would portray them as weak. This attitude acts as a catalyst to fuel the harassment to an extent that the victim's social and academic welfare on campus is affected.

Studies done by Mink, Moore, Johnson, Probst and Martin (2005) in America, Guyana (2014) Ouma, Simatwa and Serem (2013) in Kenya have shown that students who abuse drugs sexually harass other students, However the studies did not address influence of drug abuse on students' sexual harassment in secondary schools in Vihiga and Sabatia sub-counties a knowledge gap that the current study sought to fill.

2.4 Influence of Drug abuse on Students' Academic Performance

DuPonet *al* (2013) in their study on America's dropout crisis: the unrecognized connection to adolescent substance use indicates that substance using students, compared with non-users, are at increased risk for academic failure, including dropout, especially when their substance use is frequent and severe. Studies utilizing longitudinal designs have shown that even after statistical adjustment for problem behaviours and other important co-factors, substance use play a role in increasing the risk for dropping out of high school.

According to National Institute on Alcohol and Alcoholism (2005) in United States of America, about 25% of students experience difficulty in academics due to drug use. Such difficulties include earning low grades, doing poorly on test, missing class and falling behind in academic performance. Even students who do not use drugs may suffer academically as a result of their peers taking drugs. The so called secondary influences of drugs include taking care of friends on drugs and being victims of assault which can affect school work of students who do not use drug. These consequences can have dramatic end results. School administration report that significant number of students who drop out of school do so because of drugs that interfere with their academics. Drug use undermine academic mission of schools, colleges and universities. Drug use and its influence on students' performance can lead to a decline in the overall academic performance of a school as a result, schools may face declining retention rates and poor reputation. Schools with reputation of 'drug use' may attract students who engage in high risk behaviors and may discourage prospective students who are looking for an academically vigorous institution.

In a study on a model for random student drug testing, substance abuse is recognized as a major issue in education due to increases in student dropout rates, truancy, misconduct, fighting, and general lack of concern for others. In comparison, younger students appear to be more at risk for taking chances with illegal substances, being influenced by peers in a negative way, and not following the rules and suggestions of authority figures than their older peers (Nelson *et al*, 2010). Further study in Australia, in a study on the effect of alcohol and drug consumption on academic performance: a treatment effect evaluation established that heavy use of drugs (marijuana and cocaine) has direct detrimental effects on educational achievements (Pietro, Page, & Alves, 2012).

Chan, Sidhu, Lim and Wee (2016) in their study on students' perceptions of substance abuse among secondary school students in Malaysia indicated that the common substance abuse behaviours in schools were smoking, consuming alcohol, using marijuana and glue-sniffing. More than half of the student respondents had 1 to 3 friends who were involved in smoking. Furthermore, findings indicated that a majority of them became involved in these unhealthy activities between the ages of 15 and 17 years and were most likely to be engaged in these activities during weekends and outside school. The data for the study were collected using a questionnaire, checklist and semi-structured interviews which involved 1800 secondary school students from 18 high risk secondary schools from the states of Selangor, Wilayah Persekutuan Kuala Lumpur, Penang, Negeri Sembilan and Melaka. The Risk and Protective Factor Questionnaire (RPFQ) had 13 sub-sections and was an adapted version of the Communities That Care Youth Survey which had 14 sub-sections.

In a study on drug abuse in Nigerian schools: a study of selected secondary institutions in Bayelsa State, South-South, established that the impacts of drug abuse on student behaviour include; laziness and lack of concentration, poor relationships with others, lack of interest in school work, absenteeism from school, withdrawal and indiscipline. This study also found out that the perception of students towards drugs affects their behaviour in terms of drug use (Ekpenyong, 2013). Further study in Nigeria established that there was a negative significant relationship between alcohol consumption and students attitudes towards school. Though a negative significant relationship was found to exist between alcohol consumption and secondary school students attitudes towards school, it was noted also that parents' influence could also explain further the relationship of secondary school students' attitudes towards school. The study adopted a correlational research design. The sample population of this study were 200 senior four secondary school students aged 14-20 and the total number of students in senior four in the 4 selected schools was 440 students and all of them were able to write and understand English language. The study was carried out in 4 out of the 18 government-aided secondary schools in Mbarara District. These 4 schools were selected using simple random sampling technique (Mukama, 2010). This study did not indicate the study population and so we cannot verify the appropriateness of the sample size. This study did not focus on influence of drug abuse on student academic discipline, a knowledge that the current study sought to fill. Further study by Abur (2014) established that some of the negative influences of drug abuse included; trouble thinking clearly, paying attention, poor performance in school or even dropout.

Coyman (nd) in his study on the effects of alcohol use on academic performance among college students established that there was no direct correlation between the independent variable of

alcohol use and the dependent variable of academic performance of the students in the University of New Hampshire. It was also established that alcohol use was negatively affecting some students and families by causing potential dropouts and failing classes. On the other hand, some students knew how to balance their academic work with their social life and not let it affect their academic performance. Further study by Briggs-Vaughn (2016) the effect of adolescent girls' drug use on academic and social development established increased drug use was related to lower social development and lower academic achievement.

Spring (2017) in his study on the relationship between substance use and academic performance in Baccalaureate nursing students Alexa Roberts, the University of Akron, established that there was not a statistically significant relationship between substance use and academic performance in this population of baccalaureate nursing students. This study found that there was a negative correlation between alcohol and substance use and academic performance. Nonetheless, the results were statistically insignificant in this population of baccalaureate nursing students. Again, a negative correlation meant that as a responder's alcohol or substance use increased, their academic performance decreased. However, there were outliers in the subjects that showed possible indications of alcohol dependency and substance abuse.

In Uganda on alcohol abuse among secondary schools, alcohol use in schools is closely linked to anti-social behavior, poor school attendance and performance and elevated dropout rates. There is also high likelihood that a student that uses alcohol goes on to abuse other drugs like marijuana when their bodies get used to alcohol and can no longer produce the desired

influence. They may also mix different brands of alcohol of higher alcoholic content. Other issues such as high risk to unsafe sexual practices that lead to HIV/AIDS, early pregnancies and unsafe abortions and accidents are also common among students that use/abuse alcohol in schools (Mentor Pops in Kampala Schools, 2010).

In a study of selected secondary institutions in Bayelsa State, South-South, Nigeria a good percentage of secondary school students have a positive perception of drug and substance abuse; this perception has been formed mainly from their immediate environment. The types of drugs and substances abused by secondary school students include alcohol, cigarettes, marijuana and bhang, although alcohol was the most commonly used. The impacts of drug abuse on student behaviour include laziness and lack of concentration, poor relationships with others, lack of interest in school work, absenteeism from school, withdrawal, and indiscipline. This study also found that the perception of students towards drugs affects their behaviour in terms of drug use. The majority of those who had positive perceptions about drugs were drug users (Ekpenyong, 2012).

Fayombo and Aremu (2000) found that the misuse of marijuana has reached an epidemic level in the present Nigeria society and the drug abuse could lead to reduced academic achievement or even halt one's entire academic process. In a study on impact of substance abuse on academic performance among adolescent students of colleges of Education in Kwara State, Nigeria Muritala, Godwin, Anyio, Muhamma and Ajiboye (2015) found out that there is significant difference between the academic performance and students who abuse drugs and those who do not and there is significant gender difference among adolescent substance abusers on the basis of academic performance. A sample of 150 adolescent students was randomly

selected from selected departments in three colleges of education in the State. The researcher adopted survey research for the study. Population of the study comprised of 150 adolescent students from three (3) colleges of education in Kwara State. Kwara State College of Education, Ilorin, Kwara State College of Education, Oro and Kwara State College of Education (Technical), Lafiagi. Fifty (50) 200 levels adolescent students were randomly selected from all departments in each college of education. Researcher adopted Drug Habit Inventory (DHI, Fayombo, 1998) to find out the attitudes and level of adolescent substance abuse. This study focused on influence of drug abuse on college students. However secondary students were not addressed a knowledge gap that the current study sought to fill.

Attah, Baba and Audu (2016) on the effects of drug abuse and addiction on academic performance of students in federal polytechnic Idah, Kogi state Nigeria, established that that drug abuse and addiction have adversely affected the academic performance of students. More so, the social and psychological implications of drug abuse and addiction have resulted into student lateness to class, exam-malpractices, absenteeism and other form of criminality both within and outside the school environment and examination Misconduct. University students who are into drugs experience different levels of personality disorders as highlighted above. As a result their involvement in cult and other related activities, truancy and absenteeism, poor study skills and poor memory, many of them resort to cheating during examination (Awa, 1983; Ogunyemi, 2003; Olatoye & Afuwape, 2003; Ogunyemi, 2003).

Agbonghale and Okaka (2014) on influences of drug abuse on academic performance of technology education students in Nigerian public Universities, students of technology

education have no reasons for taking hard drugs. In Nigeria public universities drug abuse has influences on the academic performance of technology education students in schools, peer groups have influence on the drugs intake among technology education students in Nigerian public universities. Ten technology education students were used as a pilot study while 459 questionnaires were administered to the respondents, collected back and analyzed with percentages. This study focused on influence of drug abuse on university students, however secondary students were not addressed a knowledge gap that the current study sought to fill.

In a study on illicit drug use and emotional behaviour of senior secondary students in public schools in Akwaibom state, Nigeria , Israel and Nyoho (2015) revealed that as regards illicit drug use and truancy shows that negative vices such as school truancy that are linked with the level of drug consumption by adolescents. It was also found out that there occurs a significant influence of illicit drug use on students study habit.

In India on substance abuse pattern among medical college students in Tumkur, Karnataka, India: a cross sectional study Ashiq, Mahesh, Rajanna, Ashok and Debeshwar (2016) found out that prevalence of substance abuse among the students was found to be 25.9%. Substance abuse was highest among VII term students which was 25.3%. Alcohol was the single most preferred substance of abuse which was used by 36.40% of students. Curiosity for experience (42.4%) was major reason for initiation of substance abuse. Majority of students (45.5%) attained the harmful substances through friends. 76.6% of hostellers used harmful substances. The study concluded that prevalence of substance abuse among medical college students was high. Students preferred alcohol products and tobacco most. Hosteller students are more likely to be exposed to substance abuse. The problem of substance abuse among the young medical

students should be taken more seriously as their own attitudes towards substances may have impact on their professional judgment. This study focused on medical college students, however, secondary students were not addressed a knowledge gap that the current study sought to fill.

Amua- Sekyi (2013) on drug abuse on students' academic performance in selected senior high schools in the greater accra metropolis on the effects of drug abuse, the respondents held that abusing drugs can cause anxiety, depression, mood swings, and suicidal thoughts among the users. The study also revealed that drug users suffer from school-related outcomes such as low class performance, low attendance, and school dropout.

In a study on drug and substance abuse among secondary school students, in Embakasi district, Nairobi County by Abur (2014), commonly abused drugs in schools included marijuana, tobacco, Miraa, Khuber, Glue, Cocaine and Heroin. Using the Bandura's self-efficacy scale, the study found out that most students were highly certain that they can solve difficult problems, accomplish their goals, deal efficiently with unexpected events and also handle unexpected or unforeseen situations when using drugs. Centrally to that the same students had a negative opinion towards drugs. This contradiction is explained that there are situations where people are aware of the dangers in their behaviour: the self-harm and para-suicides are this category. The study was guided by Merton's Goal-Means Gap theory and Cohen's Status Frustration theory. This was a survey with 360 students selected for the study.

Further study in Matinyani District, Kavutha (2015) on influence of drug use on academic performance among secondary school students established that drug use is common among

secondary school students in Matinyani District. This leads to poor academic performance and increase in indiscipline cases among students. Descriptive survey was used in this study. Fourteen public secondary schools were involved with population of 1701 students. Purposive sampling was used in the sample selection to select 5 schools which included a girls' boarding, a boys' boarding school, a mixed day school, a mixed boarding school and a mixed day and a boarding school. A sample size of 269 was used. The data was collected by use of a Core Alcohol and Drug Survey Questionnaire. Validity and reliability of the study instrument was established through a pilot study. A correlation coefficient alpha of 0.7408 was obtained. According to, Fraenkel and Wallen (2002) a reliability coefficient of 0.7 or more implies high degree of reliability. Data was analyzed by use of descriptive statistics with the aid of Statistical Package for Social Science (SPSS). Percentages, tables, and frequencies were used in presenting and summarizing the findings.

Reports of drug abuse among the youth, socially unacceptable sexual adventures, academic under achievement, poor study habits, serious misunderstandings between teachers and students is common in Kenyan educational institutions. These have led to students expulsions from school, and even students dropping out of school (Republic of Kenya, 2006). In a baseline survey on effects of drug and substance abuse on academic participation among students in technical institutions in Kenya revealed that students were aware of the influences of drug abuse. They gave these as lack of concentration on studies, missing classes, conflicts with teachers, physical weakness, lack of sleep, lack of appetite, failure to do assignments and rejection by friends. The findings indicate that students are only concerned with short-term and not long- term influences of drug abuse Some of the problems experienced as a result of the

vice included riots and strikes, police arrests and warnings: and poor academic performance. The study concludes that peer counselors and lecturers should be empowered to handle the vice (Maithya, 2009); Maithya Okinda, Mung'atu (2015)

Further study on the effects of drug and substance abuse on academic performance among secondary school students in Kathonzi district in Makueni County, Kenya by Muoti (2014) concluded that drug abuse among the students caused dropping out of school, strained relationship with other students, lack of interest in studying, low concentration span and declining grades. The study also concluded that anxiety, headache, feeling sleepy, confused and vomiting were serious effects of drug abuse on the students and that the students have friends who take drugs.

Nyaga (2014) in his study on influences of drug and substance abuse on students' discipline in public day secondary schools in Nakuru Municipality, Nakuru County, Kenya, found out that most abused drugs were cigarettes, miraa and alcohol. This indicates that drug abuse has been prevalent in secondary schools resulting to problems that affect discipline among students in Nakuru Municipality. This study focused on influences of drug abuse on student discipline in public day secondary schools. However it did not address the perceptions of the principals on the influence of drug abuse on student discipline in secondary schools, a knowledge gap that the current study sought to fill.

According to King'endo (2015), it was established that alcohol was the most abused drug which boys abused drugs more than girls and that drug abuse was more prevalent in mixed schools than the other categories of schools. The study adopted an ex post-facto research

design. The study population comprised of all public secondary schools in Nairobi Province. The sampling was done using stratified sampling to obtain different categories of schools, and the status of each school. The schools were chosen from the strata using purposive and simple random sampling methods. Systematic sampling was then applied to obtain the required number of students, where every tenth student from the admission register was selected. One counselling teacher from each sampled school was selected to participate in the study. The total number of respondents was 525 students and 14 counselling teachers. A separate questionnaire for students and another one for counselling teachers were used to collect data. However this study could have incorporated other methods of data collection such as document analysis and interviews to get a variety of data. This study did not indicate the study population and so we cannot authenticate the results. This study did not focus on the perceptions of principals on the influence of drug abuse on student discipline, a knowledge gap that the current study sought to fill.

Ongwae (2016) established that most students are driven into taking drugs by peer pressure. Poor performance is the greatest effect of drug abuse among drug taking students. The researcher recommended that all stakeholders be involved in curriculum review and reform to address drug abuse related issues and guidance and counselling sessions enhanced in changing student behaviour. The sample consisted of two hundred and sixty-eight students, six guidance and counselling teachers and six principals. Simple random sampling was used to select the students. Data was collected using questionnaires. The data collected was analyzed using Statistical Package for Social Sciences (SPSS) software programme and presented using both

qualitative and descriptive methods such as frequencies and percentages and presented as tables and figures.

Chesang (2013) in his study on drug abuse among the youth in Kenya, found out that drug use and abuse among youth is increasing despite the control mechanisms that have been put in place. The paper recommended that as a first step to prevent and control drug abuse, parents should be sensitized on the dangers of drug abuse, the attendant problems and their functions as role models; schools should have a drug prevention curriculum from Kindergarten onwards teaching that drug use is wrong and harmful and that there is need for initiation of rehabilitation programmes for drug dependent persons. Individuals may involve in risky behaviors while under the influence of drugs which can result in violence and infectious diseases. Drug use can alter the function and structure of the brain. The findings indicate that the perceived influences of drug abuse among students were; lack of concentration on studies, missing classes, conflict with teachers, poor health, failure to do assignments, and even rejection by friends.

Studies done by DuPon et al (2013) in America and Ekpenyong (2013) in Nigeria and Maithya (2009) in Kenya have shown that, drug abuse influences students' academic discipline. However the studies did not address influence of drug abuse on student academic performance in Vihiga and Sabatia sub-counties, a knowledge gap that the current study sought to fill.

2.5 Management of Antisocial behaviour arising from Drug Abuse

According to school counseling in the United States: Implications for the Asia-Pacific Region by Romano, Goh and Herting (2005), established that while educational systems and cultures

are quite different across the globe, the implications from school counseling in the US, may be instructive and useful to educational systems and countries outside of the US.

According to World Health Organization (nd), despite a range of evidence suggesting links between various categories of drugs and violent behaviour, there is a lack of prevention interventions aimed at reducing violence that is specifically drug related. Multi-agency strategies to reduce drug-related violence should adopt abroad approach aimed at addressing factors that contribute to both violence and illicit drug use. Although traditionally considered a problem solely for criminal justice, a public health approach to drug-related violence offers a way of better understanding, responding to and ultimately preventing, violence that is related to illicit drug use.

According to Chikwatur and Oyedele (2016) in their study on the effectiveness of guidance and counseling in teaching learning process at Gomorefu high school in Mutare district established that 85% of pupils' performance greatly improved and 15% of the pupils failed, the examiner/researcher observed that pupils need to be remediated but not in the same counseling and teaching way, same time, same place. Strategies should vary in the sense that no pupil can solve the problem in the same way. The study adopted an experimental research design which was used and 40 form two pupils were the population. Introduction of guidance and counseling to twenty pupils was done who operated as a treatment group, the research was done throughout the year, pupils were to be given guidance and counseling with the aim of better educational aims, through test writing exercises. Questionnaires, interviews and observations were the main data collection tool. The study did not indicate the sample size and so it's

difficult to authenticate the results. This study focused on the influence of guidance and counseling in teaching learning process at Gomorefu high school in Mutare district, however, it did not address perceptions of principals on management of antisocial behaviour, a knowledge gap that the current study sought to fill.

In Zimbabwe, in a study on school counsellors' and students' perceptions of the benefits of school guidance and counselling services in Zimbabwean secondary schools, revealed that Zimbabwean school counsellors and students believed that the services resulted in personal-social, career and vocational benefits. Overall, both school counsellors and students rated the Zimbabwean school guidance and counselling services fairly. However, both school counsellors and students did not perceive the benefit in academic achievement highly (Chireshe, 2011).

In a study on access to guidance and counseling services and its influence on students' school life and career choice revealed that the services offered in the selected schools included: academic, health, moral, and spiritual matters. Although no trained counselor was found, the services offered proved to be moderately in influencing students' study life; and in shaping students' attitude towards studies and career choice. The study used descriptive and correlation designs with both qualitative and quantitative approaches. Data was collected using self-administered questionnaire from 152 students; and interview guide to 16 administrators and teachers who are directly involved in guidance and counseling services (Mghweno, Mghweno & Baguma, 2015).

According to Nweze and Okolie (2014) in a study on guidance and counselling programmes in secondary schools: Issues and roles in students' career decision making established that guidance and counselling is a procedure of designed intervention within a school system by which the total development of students are enthused in areas relating to their personal, social, career, emotional and academic concerns. School guidance and counselling programmes have therefore been introduced to assist students overcome the number of challenges they experience at home and at school. But because of many pressures imposed on the family, parents tend to have little time with their children to give them the necessary guidance. The parents expect the school to provide solutions to the indiscipline in secondary schools caused by their children and as well assist them to make career choices.

Mamman, Othman and Lian (2014) in their study on adolescent's and drugs abuse in Nigeria established that consequences of drug addiction or drug abuse are so devastating and very shameful to the extent that both the nation and international organizations all over the world are also worried about the spread of this scourge among the youths and adolescents and some of these consequences includes: Mental disorder, drop out from school, cultism, social violence, internet frauds, gang formation, destructions of normal academic activities, armed robbery 419 syndrome, social miscreants (area boys and girls) lawlessness among youths, lack of respect for elders, rape, instant death and wasting of precious and innocent lives and many more and loss of senses. Ndom, Igbokwe and Ekeruo (nd) suggested by the respondents that the university authority should use regulation and enlightenment to control substance abuse and use punishment and counseling among others to control violent behavior among students.

In a study on drug abuse among Nigerian adolescents strategies for counselling, Fareo (2012) observed that the menace of drug abuse has eaten deep into the fabrics of our society; however, with effective counselling programmes, the problems can be tackled through campaign against drug abuse by government and other relevant authorities. Drug control counselling centres should be established in every community and qualified health counsellors should be employed in helping drug addicts by giving them special advice on how to go about the withdrawal system. Drug awareness units to be set up in all states by the federal state and local government not to try people who use drugs as criminals, but to help solve their socio- psychological problem.

Afande (2015) in his study on influence of guidance and counselling on pupils in public primary schools in Makadara Division of Nairobi Province a survey of primary schools in Makadara division, Nairobi province established that guidance and counselling guarantees services to all pupils; focuses on pupils' needs; develops proactive skills for all pupils; provides age-appropriate levels of interaction and instruction; and helps pupils become more resourceful in decision making, encourages involvement of parents in pupils, learning environment; provides parents timely, appropriate support and resources when needed; increases opportunities for parent, student and counselor interaction; and brings about better understanding of the guidance and counseling program, promotes a team effort to address school counseling competencies, increases teacher accessibility to counselor as a multiple resource, integrates curricula and associated competencies and integrates interdisciplinary approach with all curricular areas. The study adopted descriptive survey research design. The study utilized a combination of both quantitative and qualitative techniques in the collection of

secondary and primary data. A questionnaire and interview schedules, were used to collect data. Data was analyzed by use of graphs, charts, percentages and frequencies were used and Statistical Package for Social Sciences (SPSS). This study focused on influence of guidance and counselling on pupils in public primary schools, however the study did not address perception of principals on management of anti social behaviour arising from drug abuse.

Kingori (2007) on influence of guidance and counselling services on management of drug abuse among secondary school students: a case of Bahati division of Nakuru District, Kenya established that cheap and easily available drugs were the most commonly used types of drugs among secondary school students. The common drugs used, which included alcohol and cigarette, were considered legal and generally accepted in the society. Most schools had the necessary management mechanisms to curb drug abuse among their students. Proper implementation and utilization of guidance and counselling services had a positive effect in the management of drug abuse among secondary school students. Guidance and counselling services were related to low level of drug taking in schools. Male students being the most vulnerable group to drug abuse were more targeted for guidance and counselling on drug abuse in secondary schools. The study adopted an ex- post facto research design. It targeted all the 47 secondary schools with a student population of 7767 and 472 teachers. A random sample of 120 students, ten teacher counselors and ten head teachers were selected from ten schools. Data was collected through administration of questionnaires to the selected respondents. This study addressed the influence of guidance and counselling on management of drug abuse among secondary school students, however, it did not address the perceptions of the principals on

management of antisocial behaviour arising from drug abuse, a knowledge gap that the current study sought to address.

Ongwae (2016) established that most students are driven into taking drugs by peer pressure. Poor performance is the greatest effect of drug abuse among drug taking students. The researcher recommended that all stakeholders be involved in curriculum review and reform to address drug abuse related issues and guidance and counselling sessions enhanced in changing student behaviour. The sample consisted of two hundred and sixty-eight students, six guidance and counselling teachers and six principals. Simple random sampling was used to select the students. Data was collected using questionnaires. The data collected was analyzed using Statistical Package for Social Sciences (SPSS) software programme and presented using both qualitative and descriptive methods such as frequencies and percentages and presented as tables and figures. This study could have incorporated other methods of data collection to get a variety of data.

Chesang (2013) in his study on drug abuse among the youth in Kenya, found out that drug use and abuse among youth is increasing despite the control mechanisms that have been put in place. It was recommended that as a first step to prevent and control drug abuse, parents should be sensitized on the dangers of drug abuse, the attendant problems and their functions as role models; schools should have a drug prevention curriculum from Kindergarten onwards teaching that drug use is wrong and harmful and that there is need for initiation of rehabilitation programmes for drug dependent persons. Individuals may involve in risky behaviors while under the influence of drugs which can result in violence and infectious diseases.

King'endo (2015) established that students needed professional help to enable them come out of the addiction problem. The counselling teachers too expressed their view that indeed there was need for professional counselling of students who abused drugs in secondary schools. Due to the seriousness of the problem counselling teachers invited professionals to talk to the students about drug issues. 60% of the counselling teachers confessed that they invited other experts to deal with drug abuse in schools while 40% did not. In dealing with the problem of drug abuse the teachers took such steps as suspending students out of school and referring them elsewhere for counselling. This shows how drug abuse is such a big problem even though many people fear discussing it. It is time the Kenya government declared drug abuse a catastrophe and began involving drug abuse professionals to handle the problem, rather than always handling it as a criminal offence among students.

Studies by Romano, Goh and Herting (2005) in USA, Nweze and Okolie (2014) in Nigeria, Ibrahim, Aloba, Wambiya and Raburu (2014) in Kenya have shown that guidance and influences students discipline, however the studies did not address the perceptions of the principals on the management of antisocial behaviour arising from drug abuse, a knowledge gap that the current study sought to fill.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter explains the procedure and methods the researcher applied while carrying out the study. It is divided into the following sections: the research design, study area, study population, the sample and the sampling techniques, instruments of data collection, data collection procedure and data analysis techniques.

3.2 Research Designs

The study used descriptive survey research design. Descriptive research design is a scientific method which involves observing and describing the behavior of a subject without influencing it in any way. The subject is being observed in a completely natural and unchanged natural environment (Shuttleworth, 2008). Descriptive survey design was found appropriate because, it enables the researcher to collect information that describes the current status of a population with respect to one or more variables (Mugenda, & Mugenda, 1999). Bogdad and Tayloy (1984) as cited in Oriwa (2010), define survey as a strategy used to collect information from a large population by use of structured interviews, questionnaires among other methods. According to Fraenkel and Wallen (2009), descriptive surveys are the most widely used technique in education and behavioural sciences for data collection. They are a means of gathering information that describes the nature and extent of a specified set of data ranging from physical count and frequencies to attitudes and opinions by asking same questions to a large number of individuals. Descriptive survey research design was appropriate for this study because it is an efficient way of collecting information from a large number of respondents

targeted. According to Bogdad and Tayloy (1984) as cited by Oriwa (2010), the design was also flexible as it allows the researcher to get a wide range of information including attitudes, beliefs, values and knowledge.

T – test is a statistical technique that is used to measure and describe a relationship that exists between two or more variables. The design was appropriate because it enabled the researcher to map out the relationship between two or more educational variables (Orodho, 2003).

3.3 Area of Study

The study was conducted in Vihiga and Sabatia sub-counties. The sub-counties are situated in Western Kenya, Vihiga County. They border Hamisi Sub-County to the East, Sabatia and Khwisero Sub-Counties to the North, Siaya County to the West and Kisumu County to the South. Vihiga Sub County is located between latitude $0^{\circ}0'S$ and $0^{\circ}32'N$ and longitude $34^{\circ}40'E$ and $34^{\circ}46'E$ covering a total area of 90.2Km^2 with population density of 1168 person per km^2 . The area is inhabited by the Luhya community. Preliminary survey in five schools has shown that students in secondary schools abuse drugs that affect physical and academic discipline of the students as signified by students fighting, stealing, violent behavior and lack of concentration in class. According to the CDE, 85% of the schools have experienced cases of indiscipline. It is against this background that the researcher sought to find out the perception of principals on the influence of drug abuse in secondary schools on student discipline in Vihiga and Sabatia sub-counties, Kenya.

3.4 Study Population

The study population consisted of 54 principals, 54 Guidance and Counseling teachers, 10,000 students and 1CQASO. The two sub-counties have 54 schools. Five secondary schools were used for piloting. Sample was 54 principals, 54 G & C teachers, 385 students and 1 CQASO. Principals were chosen because they are entrusted by the government to take care of students by instilling discipline in the school. They are better placed to give information on disciplinary and academic cases relating to drug abuse in the school. Guidance and counseling teachers guide and counsel students and interact a lot with them. They are responsible to the principal and so were better placed to give information on the indiscipline cases in the school. Guidance and counseling teachers were chosen to guard against biases. Their views would either corroborate or contradict those of the principal. By corroborating and contradicting the views expressed by the principal would therefore be considered not to be biased. County Quality and Assurance Standards Officer were chosen because being a field officer he carries out investigations in case of indiscipline on behalf of the County Director of Education and the Ministry of Education.

3.5 Sample Size and Sampling Technique

The study sample size consisted of 54 principals, 54 guidance and counseling teachers, 385 students and 1 CQASO. The sample size for the students was derived from Yamane (1967) formula.

$$n = \frac{N}{1 + N(\delta)^2}$$

Where:

n is the sample size

N is the population size

δ is the level of precision which in this case was 0.05 significance level.

$$n = \frac{10000}{1 + 10000(0.05)^2} = 385$$

This sample size was considered adequate according to Yamane (1967) who states that a population of 10000, a sample size of 385 is sufficient where confidence level is 95% and $P=.5$. Saturated sampling technique was used to select 39 principals, 54 guidance and counseling teachers, and 1 CQASO. Simple random sampling was used to select 385 students. The 39 principals were selected based on the fact that they were principals of secondary schools which were in existence presenting students for examinations for at least 10 years. The ten year period was an important factor as drug abuse is a vice that is learnt in bigger schools over a period of time and therefore younger schools could not provide the required data for the study. In these schools it was realized that in 15 schools there were 2 G&C teachers which totaled to 54 G& C teachers. Table 3.1 shows the sample size and their respective percentages per category.

Table 3.1

Sample Frame

Population Category	Target Population (N)	Sample Size (n)
Principals	54	39
G&C of Teachers	69	54
Students	10,000	385
CQASO	1	1

3.6 Instruments for Data Collection

The study used questionnaires, interview schedule and document analysis guide to collect data. The documents whose contents that were analyzed reviewed included files from the offices of students' counselors and files from the deputy's offices. The questionnaires consisted of both open and closed ended questions. The questionnaires were structured in four groups targeting specific sample groups as follows.

3.6.1 Principals' Questionnaire

This was structured to provide data on general student discipline and the influence of drug abuse in schools. These questionnaires were administered by the researcher to the various schools within Vihiga and Sabatia counties.

3.6.2 Guidance and Counseling Teachers' Questionnaire

This was structured to provide data on general student discipline and the influence of drug abuse in schools. These questionnaires were administered by the researcher to the various schools within Vihiga and Sabatia counties.

3.6.3 Student Focus Group Discussion

Student Focus Group Discussion was conducted in the schools to gather information on student discipline, influence of drug abuse in school and types of drugs abused by students for example piriton, kuber, bhang and alcohol.

3.6.4 CQASO Interview Guide

Interviews were held with the County Quality Assurance and Standards to solicit information on student discipline, drug abuse and academic performance.

3.7 Validity of the Instruments

Validity refers to the appropriateness, meaningfulness, correctness and usefulness of inferences a researcher makes (Fraenkel & Wallen, 2009). To ascertain the validity of the research instruments, the researcher presented the respective questionnaire to experts from the Faculty of Education, Maseno University for examination and verification. Their views and comments were incorporated in the instruments before using them for data collection.

3.8 Reliability of the Instruments

Reliability of instruments is the degree to which the instruments measure consistently the variables under study, that is, the findings are independent of accidental circumstances of the research (Silverman, 2008; Fraenkel & Wallen, 2009). To ascertain the reliability of staff questionnaires, interview schedules, observation guide and document analysis guide, a pilot study was conducted. Cronbach's alpha was used to determine reliability of the instruments using 5(9.26%) of the schools that were not involved in the main study whereby a coefficient of 0.7 and above at a p-value of 0.05 was considered reliable. The instruments were reliable as

their coefficients exceeded .7 at p-value of .05. Quantitative data from closed ended items of the questionnaire was analyzed using descriptive statistics in form of frequency counts, percentages and means. T-test was used to compare group means of principals 0.81 and Guidance and counseling teachers 0.74 and interviews was transcribed and analyzed in emergent themes and sub- themes.

With regard to questionnaires, reliability was tested by being assessed for internal consistency – the degree to which items or constructs that make up the scale “hang together” or support one another. This was computed using Cronbach’s alpha. Thus the reliability of the multi –items or constructs for all scales were computed. The results were as shown in Table 3.3.

Table 3.2**Internal consistence of constructs in the Principals Questionnaire**

Scale	Number of Items	Cronbach's Alpha	Cronbach's Alpha based on standardized items
Influence of drug abuse on Student violence	7	.720	.709
Influence of drug abuse on Sexual harassment	7	.927	.934
Influence of drug abuse on students Academic performance	7	.905	.908
Principals perceptions on management of antisocial behaviour arising from drug abuse on student discipline and academic performance arising from drug abuse	6	.900	.882

From Table 3.2 it can be observed that all independent and dependent variables in all, scales had coefficients greater than .7. Therefore Cronbach's test revealed that all the items in the subscales were reliable. This means that the items supported one another and therefore correlated with the total scale. On the same note, it can be stated that internal consistence for the scales in the questionnaire was established to be adequate enough for the study.

Table 3.3**Internal consistence of constructs in Guidance and Counseling Teachers Questionnaire**

Scale	Number of Items	Cronbach's Alpha	Cronbach's Alpha based on standardized items
Influence of drug abuse on Student violence	9	.741	.732
Influence of drug abuse on Sexual harassment	7	.772	.763
Influence of drug abuse on students Academic performance	7	.786	.706
Principals perceptions on management of antisocial behaviour arising from drug abuse on student discipline and academic performance arising from drug abuse	8	.732	.701

3.9 Data Collection Procedures

Introductory letter was sought from the School of Graduate Studies Maseno University. Upon receiving the research permit, the researcher proceeded to the field. The researcher visited the schools and distributed the questionnaires to the students, G&C teachers and the principals. The researcher explained the main intention for the study and clarified any other issues with the respondents. The researcher collected the questionnaires after the respondents had completed

filling them. In cases where some respondents had not completed filling the questionnaires, a self addressed envelope was left to them for posting back the questionnaires to the researcher. Interviews were administered in person by the researcher to 54 guidance and counseling teachers and 1 Quality Assurance Officer. Documents available in the offices were perused guided by the document analysis guide.

3.10 Data Analysis

Quantitative data obtained was analyzed using descriptive statistics inform of frequency counts, percentages and means. A 5- point rating scale was used to gauge the response on perceptions where the respondents were expected to indicate the level of agreement. In the case of influence of drug abuse on student violence 1= Yearly; 2 = Termly, 3 = Monthly, 4 = Monthly and 5 = Daily. On frequency of occurrence of sexual harassment due to drug abuse 1= Yearly, 2 = Termly, 3 = Monthly, 4 = Monthly and 5 = Daily. Regarding agreement on the type and level of student academic behaviour due to drug abuse 1= Experienced Yearly, 2 = Experienced Termly, 3 = Experienced Monthly, 4 = Experienced weekly and 5 = Experienced Daily. On level of agreement on management of student antisocial behaviour and poor academic performance arising from drug abuse 1= Very little effect, 2 = Little effect, 3= Moderate effect, 4 = High effect and 5 = Very high effect. T-test was used to compare the significant differences between principals responses and G&C teachers responses for corroboration purposes. In cases where principals perceptions were significantly different from the G&C teachers, the levels of agreement were checked based on means to establish the degree of contrast and these findings were also compared with interview and focus group findings to arrive at a conclusion on the

perception. Conclusions was made in reference to the ratings. Qualitative data obtained was transcribed and analyzed in emergent themes and sub- themes.

3.11 Ethical Considerations

In conducting the study, the researcher ensured utmost confidentiality of the respondents. No inducements were given to any individual in order to solicit information. The researcher sought informed consent from the participants before they took part in the study. The researcher respected individual autonomy as the respondents in the study were given freedom to decide on whether to participate in the study or not. Those who agreed to participate in the study were assured of their freedom to withdraw from the study without giving prior explanations to the researcher.

CHAPTER FOUR
RESULTS AND DISCUSSIONS

4.1. Introduction

This chapter presents the findings of this study on perceptions of principals on the influence of drug abuse on student discipline and academic performance in public secondary schools in Vihiga and Sabatia Sub counties, Kenya. The findings and discussion are based on the following objectives:

- i. Establish the principals' perceptions on the influence of drug abuse on student violence.
- ii. Determine the principals' perceptions on the influence of drug abuse on student sexual harassment.
- iii. Establish the principals' perceptions on the influence of drug abuse on student academic performance.
- iv. Establish the principals' perceptions on management of antisocial behavior and poor academic performance arising from drug abuse.

The respondents return rate of questionnaires was shown in Table 4.1.

Table 4.1

Return Rate of Questionnaires

Respondents	No. Issued	No. Returned	Percentage
Principals	39	39	100
G & C Teachers	54	54	100

From Table 4.1, it can be observed that the return rates were 100%. That is, all the 39 principals returned questionnaire and 54 guidance and counseling teachers. This return rate was very good and therefore allowed the analysis of the data in order to provide the answers to the research questions (Mugenda & Mugenda, 2003).

4.2 Principals Perceptions on the influence of Drug Abuse on Students Violence in Schools

Principals were asked to rate the influence of drug abuse on students violence. The results were as shown in Table 4.2.

Table 4.2

Principals' and Guidance and Counseling Teachers' ratings on the influence of Drug Abuse on Students Violence in Schools

Aspect of drug abuse	Respo ndents		N	Ratings					Total	Mean	Std. Deviation	T-test
				1	2	3	4	5				
Students who smoke cigarettes bully other students	P	F	39	1	0	3	0	35	39	4.74	.45588	(t (91) = 5.106, P = .000)
		S		1	0	9	0	175				
	G&C	F	54	1	0	0	50	3	54	4.0	.81242	
		S		1	0	0	200	15				
Students under the influence of bhang sneak out of school and threaten fellow students	P	F	39	0	0	4	0	35	39	4.79	.40907	(t (91) = 6.110, P = .000)
		S		0	0	12	0	175				
	G&C	F	54	1	8	0	45	0	54	3.64	1.13763	
		S		1	16	0	180	0				
Students who abuse miraa steal to buy drugs	P	F	39	5	0	34	0	0	39	2.74	1.21728	(t (91) = 3.325, P = .001)
		S		5	0	102	0	0				
	G&C	F	54	4	50	0	0	0	54	1.92	1.05094	
		S		4	100	0	0	0				
Students under the influence of alcohol are violent to teachers	P	F	39	1	0	3	5	30	39	4.62	.71517	(t (91) = 5.637, P = .000)
		S		1	0	9	20	150				
	G&C	F	54	4	0	10	40	0	54	3.59	.92182	
		S		4	0	30	160	0				

Students under the influence of alcohol are violent to support staff	P	F	39	3	0	0	30	6	39	3.92	.33869	(t (91) = 6.611, P = .000)
		S		3	0	0	120	30	153			
	G&C	F	54	0	4	40	0	10	54	3.30	.46091	
		S		0	8	120	0	50	178			
Students under the influence of alcohol are violent to fellow students	P	F	39	1	3	0	30	5	39	3.89	.33869	(t (91) = 3.797, P = .000)
		S		1	6	0	120	25	152			
	G&C	F	54	0	2	30	14	8	54	3.51	.50435	
		S		0	4	90	56	40	190			
Students under the influence of bhang sexually molests others	P	F	39	1	2	7	30	0	39	3.69	.70088	(t (91) = 6.165, P = .000)
		S		1	2	21	120	0	144			
	G&C	F	54	0	34	14	6	0	54	2.48	1.04142	
		S		0	68	42	24	0	134			
Overall Mean Ratings	P	F								4.03	.21220	(t (91) =5.648, P =.000)
		S										
	G&C	F								3.20	.58153	
		S										

Key: P – Principals S =Score G&C – Guidance and Counseling F- Frequency

Interpretation of Mean Rating

1.00-1.44 –Experienced Yearly - Very low influence

1.45 -2.44- Experienced Termly – Low influence

2.45 -3.44- Experienced Monthly – Moderate Influence

3.45 -4.44 – Experienced Weekly – High Influence

4.45 -5.00 – Experienced Daily – Very High influence

From Table 4.2, it can be observed that principals' perceptions on the influence of drug abuse on student violence in schools was high ($M = 4.03$, $SD = .21220$) according to principals and moderate ($M = 3.20$, $SD = .58153$) according to Guidance and Counseling teachers, overall. These means were significantly different ($t(91) = 5.648$, $P < .05$). This means that the perceptions of principals differed significantly from those of G & C teachers. Overall, items with the highest influence of drug abuse on student violence in schools were students who smoke cigarettes bully other students and also students under the influence of bhang sneak out of school and threaten fellow students. The lowest influence was students who abuse mirra steal to buy drugs. Interview findings indicated that indeed drug abuse does influence student violence. In this respect student focus group discussion interview findings were that;

In our school, students who smoke cigarettes and bhang bully fellow students. Thus they step and pinch weak students and thereafter threaten them with dire consequences if they dare report. At least every month, such cases arise and few are reported to teachers.

These views were supported by the CQASO's who asserted:

Today many of the violent attacks on students reported to the office are traced back to drug abuse, particularly bhang. This is despite the fact that most principals are unwilling to divulge this information for fear of tarnishing the name of the school.

Document analysis guide also supported these findings. Thus scrutiny of minutes of student disciplinary committee contained information pertaining to drug abuse. For instance fighting among students and threats to non-teaching staff reports contained information in bhang smoking among the offenders. These findings concur with those of World Health Organization Regional Office for South East Asia (nd) on drugs, alcohol and violence, which established that alcohol abuse is responsible for 3.5% of the global burden of disease, domestic violence and reduced productivity. Drug use is accompanied by crime either to

purchase the daily supply of drugs or before gang violence in street suburbs in South East Asian cities. Illegal trade of drugs and the legal sales of liquor in general stores and shops increase the risk of violence. According to World Health Organization (nd) report on Interpersonal violence and illicit drugs use both pose major public health challenges. This study identified strong association between being both a victim and perpetrator of violence and illicit drug use. It is hence commonplace to find increase in drug related violence in schools.

Rigorous interrogation of data from the questionnaire for principals and G & C teachers revealed that smoking bhang, cigarettes and drinking alcohol were rated highly as factors that are responsible for violence in schools on weekly and monthly basis. This means that violence related to drug abuse were reported in schools mostly on weekly and monthly basis. The highest mean ratings for bhang were as high as 4.79, alcohol 4.59, and cigarettes 4.72. The violence is directed to fellow students, non-teaching staff and teaching staff. Thus, they assault them or in some cases are assaulted for insults and being a nuisance or victims of theft. In effect school violence related to drug abuse encompasses physical violence; psychological violence including verbal abuse; sexual violence including rape and harassment; and bullying including cyber bullying. Bullying is unwanted, aggressive behaviour among school-aged children that involves a real or perceived imbalance of power. These findings agree with those of Thandi (2011) in which he observed that substance abuse, especially alcohol abuse leads to violence. Fleming, Lee, Moselen, Clark and Dixon (2014) findings on the adolescent health research group, also indicate that students with very high substance abuse witness and experience violence compared to other students.

From the findings of Fleming, Lee, Moselen, Clark and Dixon (2014) it is very clear that drug abuse leads to violence and it is important to look for ways of eradicating it. Drug abuse vis-à-vis violence is not a preserve of schools, but other institutions also. For instance in Nigeria, Ndom, Igbokkwe and Ekerno (nd) established that, majority of the students saw substance abuse as a problem in the university (80.5%) and majority witnessed violence resulting from substance abuse use (61.4%). Alcohol and marijuana were the top on the list of the substance abused by both male and female students and it was reported that violent behaviours like sexual assault, physical assault and violent crimes were common to students after they had abused substances. These findings further agrees with those of Mamman, Othman, Lim and Lian (2014) who in a study on adolescents and drug abuse in Nigeria established that drug abuse causes a lot of risk among the adolescents; it results to gang formation, armed robbery, mental illness and cultism. In Kenya these findings agrees with those of Ngesu, Ndikhu and Masese (2008) who established that students who abused drugs manifested the following symptoms: aggressive behaviour, depression and anxiety, sudden changes of appetite, memory loss, over excitement, secretiveness and irritably. Kimanthi and Thinguri (2014) on the other hand in their study in Kitui County established that abuse of drugs influenced bad behaviour causing indiscipline in schools.

4.3 Principals' Perceptions on the influence of Drug Abuse on Student Sexual Harassment

Table 4.3

Principals' and Guidance and Counselling Teachers' Ratings on the influence of Drug Abuse on Student Sexual Harassment

Aspect of Drug abuse	Respondent	N	Ratings					Total	Mean	Std. Deviation	T – test	
			1	2	3	4	5					
a) Students who abuse drugs write sexual notes to other students	P	F	39	0	17	18	0	4	39	2.77	1.26619	t(91) = -4.782, P = .000
		S		0	34	54	0	20	108			
	G&C	F	54	11	0	0	3	40	54	4.13	1.38273	
		S		11	0	0	12	200	223			
b) Drug using students pressure other students to do something sexual	P	F	39	3	1	25	10	0	39	3.08	.26995	t(91) = -1.344, P = .182
		S		3	2	75	40	0	120			
	G&C	F	54	4	0	30	20	0	54	3.22	.63444	
		S		4	0	90	80	0	174			
c) Drug using students pull other students in a sexual way	P	F	39	3	1	25	10	0	39	3.08	.26995	t(91) = -5.45, P = .587
		S		3	2	75	40	0	120			
	G&C	F	54	0	4	40	10	0	54	3.11	.31722	
		S		0	8	120	40	0	168			
d) Students who abuse drugs kiss other students against their wish	P	F	39	0	10	29	0	0	39	3.00	.00000	t(91) = 2.184, P = .032
		S		0	20	87	0	0	107			
	G&C	F	54	4	0	30	20	0	54	3.22	.63444	
		S		4	0	90	80	0	174			

e) Students who abuse drugs have sexual messages written to other students	P	F	39	1	0	30	2	6	39	3.31	.45588	t(91) = .567, P = .000
		S		1	0	90	8	30	129			
G&C	F	54	1	1	4	48	0	54	3.83	.61657		
	S		1	2	12	192	0	207				
f) Drug using make sexual comments to other students	P	F	39	0	5	9	25	0	39	3.50	.82308	t(91) = -4.965, P = .000
		S		0	10	27	100	0	137			
G&C	F	54	0	0	6	20	28	54	4.41	.92182		
	S		0	0	18	80	104	238				
g) Drug using students make sexual gestures to other students	P	F	39	8	0	31	0	0	39	2.60	.91176	t(91) = -4.373, P = .049
		S		8	0	93	0	0	101			
G&C	F	54	0	3	26	25	0	54	3.41	.92182		
	S		0	6	78	100	0	184				
Overall Mean Rating	P	F	39							3.04	.30964	t(91) = 1.999, P = .049
		S										
G&C	F	54							3.62	.52133		
	S											

Key: P – Principals

S - Score

G&C – Guidance and Counseling

F- Frequency

Interpretation of Mean Rating

1.00-1.44 –Experienced Yearly - Very low influence

1.50 -2.45- Experienced Termly – Low influence

2.45 -3.44- Experienced Monthly – Moderate Influence

3.45 -4.44 – Experienced Weekly – High Influence

4.45 -5.00 – Experienced Daily – Very High influence

From Table 4.3, it can be observed that drug abuse had high influence on sexual harassment in schools. Principals rated its influence as moderate ($M = 3.04$, $SD = .30964$) and G & C teachers rated it highly ($M = 3.61$, $SD = .52133$). Forms of sexual harassment included writing sexual notes, watching pornographic materials, forceful hugging, kissing against wishes, sexual messages, sexual comments, making sexual gestures. The findings of this study are supported by a study on substance abuse and behavior correlates of sexual assault among South African adolescents by King Flisher, Noubany, Recca, Maarais and Lombard (2004) which revealed that 8.4% were victims of attempted rape and 5.8% victims of actual rape.

Overall, drug using students make sexual comments to other students was the highest while the lowest was students who abuse drugs kiss other students against their wish.

Interview findings also supported these findings. Thus during Focus Group Discussion the students asserted:

Sex bullies are those students male and female who abuse drugs like bhang, cigarettes and alcohol and kuber, such students love pornographic materials and make every effort to lure fellow students by force. Thus they try to kiss and hug fellow students by force. They also try to expose parts of their treasured bodies, by either directly exposing them or wearing tight clothes to reveal their curves. Some even utter obscene words. Some students when feeling high attempt to rape fellow students who otherwise when sober would refer to them as sisters or brothers.

In another Focus Group Discussion the expressions were:

Most students are friendly and holy, until they start abusing drugs. Thus they start sexually harassing fellow students. For instance they start viewing of opposite sex as those in needs of sex. In the process they even start demanding for intimacy. They start carrying pornographic materials in their pockets and lockers. Students who have been accused of attempted rape have their history traced to use of drugs like alcohol, bhang, cigarettes and even inhalants.

The County Quality Assurance Officers also attested to these views during the interviews. In this respect the Quality Assurance officers asserted:

Reports on indiscipline in schools border on substance use, specifically bhang, alcohol, cigarettes and kuber. Principals of schools more often than not visit our offices with such reports. Most principals place squared matters of indiscipline on drug abuse. They even suggest that students who abuse drugs should be removed from schools permanently to avert spread of HIV and AIDs, besides pregnancy. It looks like drugs make students weak emotionally, becoming easy prey or victims sexually speaking.

The questionnaire and interview findings are supported by research findings world over. Mink, Moore, Johnson, Probst and Martin (2005) state that in rural America male teens more than female teens chew tobacco and smoke marijuana, both on and off school grounds. As a result females are more likely than males to be coerced into sex. Wisconsin Coalition Against sexual Assault (2017) on the other hand assert that there are many connections between sexual assault and substance abuse. In fact the many cases of rape in Kenya are attributed to alcohol, as a contributing factor in their occurrence. Thus the user of alcohol or other drugs, does it intentionally to gain confidence for assault, most victims being females and the perpetrators being male. What it means is that substance abuse remove physical, emotional and psychological inhibitor or supergo, allowing them to act out violently. This is further supported by a study on substance abuse and behavioral correlates of sexual assault among South African adolescents, King, Flisher, Nonbany, Reece, Maards and Lombard (2004) revealed that 8.4% were victims of attempted rape, while 5.8% were victims of actual rape. They added that ordinal logistics showed that girls were 3.9 times more likely than boys to have been victims of sexual abuse than boys to have been victims of rape. Fareo (2012) adds that adolescents prefer an autonomous and independent life that is free from adult control, thereby engaging in various delinquent acts (drug abuse, rape, robbery, cultism and

vandalism) that are dangerous to the home, community, school and the nation. As a result the impact of drug abuse among adolescents has been a stigma of moral decadence, violence, thuggery, assault, madness and murder.

These findings however do not concur with those of Bassey, Makinde, Ajani and Olumide (2013) on the relationship between drug abuse and deviant behavior among undergraduate students of university of Lagos, Nigeria which established that there was no significant relationship between drug abuse and truancy, cultism and high risk sexual behavior among undergraduate students.

According to Swahn, Haberlen, Palmier and Kasirye (2014) study on alcohol, drug abuse and high-risk behaviours among youth in the slums of Kampala, Uganda; perceptions and contexts obtained through focus group discussions, youth engage in a number of risk behaviours, including alcohol and drug abuse, fighting, weapon carrying, delinquency, prostitution and unsafe sex behaviors. These findings support the findings of this study as the same concerns were expressed in the focus group discussions. In fact this confirmed the findings by Guyana's (2014) study which established that students who admitted consuming alcohol in the past month 3.1% reported that they frequently had someone making sexual advances or taking sexual liberties with them. While among students who did not report consuming alcohol in the past month only 1.1% stated that they frequently had someone making sexual advances or taking sexual liberties with them. Similarly of the students who admitted using marijuana in the past month, 12.6% reported that they frequently had someone making sexual advances or taking sexual liberties with them. While the students who did not report using marijuana in the past months, only 1.2% stated that they frequently

had someone making sexual advances or taking sexual liberties with them. On taking advantages of someone sexually, 3.1% of the students who reported consuming alcohol in the past month stated that they frequently took sexual advantage of someone, while among the students who did not report using alcohol for the past month only 1.1% stated that they frequently took sexual advantage of someone. Similarly of students who reported using marijuana in the past month, 20.0% said that they frequently took sexual advantage of someone, while among students who did not report using Marijuana in the past month only 1.1% stated that they frequently took sexual advantage of someone. In this study during Focus Group Discussion, the students stated:

Taking alcohol and bhang is common among youths. Those who are not virgins are afraid of taking alcohol and other drugs, like bhang because we may find ourselves messing up. However this does not mean that we have no sexual drive. We also venture into sex but less frequently compared with those who abuse drugs. Nevertheless some of us would not have broken virginity if we did not take alcohol and smoked bhang. This drugs makes one feel high and one goes ahead to suggest to the opposite sex. In fact one only realizes that he has or she becomes sober. Some of us have learnt these behaviors from the internet and we try to experiment. In fact those of us who are addicted we do not see anything wrong, people must manage their own lives and behavior or else HIV and AIDs will sweep them.

4.4 Principals' Perceptions on the Influence of Drug Abuse on Student Academic Performance

Table 4.4

Principals' and Guidance and Counselling Teachers' rating on the Influence of Drug Abuse on Student Academic Performance

Aspect of Drug Abuse	Respon dents	N	Ratings					Total	Mean	Std. Deviation	t-test	
			1	2	3	4	5					
a) Drug using students absent themselves from school	P	F	39	0	0	10	17	12	39	4.05	.22346	t(91) = 1.010, P = .315
		S	0	0	30	68	60	158				
	G&C	F	54	0	1	4	37	12	57	4.11	.31722	
		S		0	2	12	148	60	222			
b) Drug using students fail examinations	P	F	39	1	0	17	17	4	39	3.59	.75376	t(91) = .051, P = .960
		S	1	0	51	68	20	140				
	G&C	F	54	1	0	24	25	4	54	3.57	.83929	
		S		1	0	72	100	20	193			
c) Drug using students do not attend to their class assignments	P	F	39	1	0	6	22	10	39	4.03	.36181	t(91) = .522, P = .603
		S	1	0	18	88	50	157				
	G&C	F	54	2	0	0	44	8	54	4.03	.00000	
		S		2	0	0	176	40	218			
d) Students miss classes due to drug use	P	F	39	1	0	7	25	6	39	3.90	.52212	t(91) = .962, P = .339
		S	1	0	21	100	30	152				
	G&C	F	54	1	1	9	41	2	54	3.78	.41964	
		S		1	2	27	164	10	204			

e) Students under the influence of drug abuse are violent in class	P	F	39	1	0	13	5	20	39	4.10	.26995	t(91) = -.3.399, P = .001	
		S		1	0	39	20	100	160				
	G&C	F	54	0	2	2	24	26	54	4.37	.48744		
		S		0	4	6	96	130	236				
f) Drug using students cheat in the examinations	P	F	39	1	10	11	17	0	39	3.13	.44691	t(91) = -.108, P = .914	
		S		1	20	33	68	0	122				
	G&C	F	54	1	2	43	6	2	54	3.11	.31722		
		S		1	4	129	24	10	168				
g) Drug use reduces students concentration in class	P	F	39	0	0	0	30	9	39	4.23	.42683	t(91) = 1.552, P = .124	
		S		0	0	0	120	45	165				
	G&C	F	54	0	1	4	37	12	54	4.11	.31722		
		S		0	2	12	148	60	222				
Overall Mean Rating		P	39								3.84	.32586	t(91) =2.088, P =.440
		G&C	54								3.86	.20718	

Key: P – Principals

S - Score

G&C – Guidance and Counseling

F- Frequency

Interpretation of Mean Rating

1.00 -1.44 –Experienced Yearly - Very low influence

1.50 -2.45- Experienced Termly – Low influence

2.45 -3.44- Experienced Monthly – Moderate Influence

3.45 -4.44 – Experienced Weekly – High Influence

4.45 -5.00 – Experienced Daily – Very High influence

From Table 4.4, it can be observed that drug abuse had high influence on students' academic performance according to principals ($M = 3.84$) $SD = 0.32586$ and also high for G& C teachers ($M = 3.86$, $SD = .20718$). This means that on weekly basis drug abuse adversely affect the students' academic performance. On effect it is a negative factor. Thus the students who abuse drugs absent themselves from school almost weekly fail CATs given monthly, they fail to attend to their assignment weekly, they miss classes weekly, they exhibit violence behavior weekly, they cheat in examinations which are offered weekly and last but not the least concentration in class is very low.

Overall, students under the influence of drug abuse are violent in class was rated as high influence while drug using students, cheat in examinations has the lowest influence.

Interview findings concurred with these findings. During focus group discussions, the students stated:

Our fellow students who are reported to be consuming alcohol and smoking bhang are a big problem in the school. It looks like education has no meaning to them. They simply squander pocket money and resort to either stealing or extortion. They also miss classes by feigning sicknesses. They hardly do assignments and often cheat in examinations. All these anti-social behavior are due to lack of focus and concentration. In fact they finally dropout of school. In fact we have lost many bright students to drugs.

These finding concur with those of National institute on alcohol and alcoholism (2005) study in United States of America, which established that about 25% of students experience difficulty in academics due to drug use. Such difficulties include earning low grades, doing poorly on tests, missing class and falling behind in academic performance. Even students who do not use drugs may suffer academically as a result of their peers taking drugs. This influence is called secondary influence of drugs and include taking care of friends on drugs and being victims of assault which affect school work of students; who do not take

drugs. Drug use undermines academic mission of schools. Drug use and its influence on students performance lead to decline in overall academic performance of a school as a result, school may face declining retention rates and poor reputation. Schools with reputation of “drug use” may attract students who engage in high risk behaviours and may discourage students looking for good academic schools.

A study by Chan, Sidhu, Lim and Wee (2016) revealed that students in Malaysian schools consume alcohol use marijuana, sniff glue and this affect their academic performance adversely. Some studies have however found contradicting results, for instance Cayman (nd) in a study on the effects of alcohol use on academic performance among college students established that there was no direct correlation between consuming of alcohol and academic performance of students in the university of New Hampshire. However, it was also found that alcohol use negatively affected some students and families by causing dropout and failure in classes. This outcome implies that at college level some students are mature enough and know how to balance their academic work with their social life guarding against negative effect on academics. At school level the situation is different, the students are just discovering new things in their lives where peer influence and identity crises are high and one is bound not to balance studies and social life. This view or argument is supported by a study by Briggs –Vaughn (2016) where it was established that drug use by adolescent girls adversely affected their academic work. Thus increased drug use was related to lower social development and lower academic achievement. Even at university level some study findings have increasingly disagreed with this study findings. For instance Spring (2017) in a study on the relationship between substance use and academic performance in Baccalaureate nursing students, Alexa Roberts, the University of Akron, it was established

that there was no statistically significant relationship between substance use and academic performance. The weakness in this study was that the study population was small.

A study conducted in Uganda by mentor pops in Kampala schools (2010) concurred with the findings of this study. Thus the study established that in Uganda alcohol abuse among secondary school students was closely linked to anti-social behavior, poor school attendance and academic performance coupled with escalated dropout rates. This means that there is a high probability that a student who uses alcohol goes on to abuse other drugs like marijuana because of the close relationship between drug use. Consequently the students loses focus. The findings of this study agreed more with studies done at school level world over. In Nigeria, studies conducted in different states attest to this fact. (Fayombo et al, 2000; Muritala et al (2015); Attah et al, 2016; Israel and Nyoho 2015; Agbonghale and Okaka, 2014; Amua-Sekyi, 2013) Fayombo and Aremu (2000) found that the misuse of marijuana had reached an epidemic level in the present Nigeria society and the drug abuse was feared that it could lead to reduced academic achievement or even halt one's entire academic process.

This is happening in Kenya. For instance the Quality Assurance Officers during the interviews had this to say:

It is no longer a secret to assert that drug abuse is one of the major causes of poor performance among students in schools, directly because drug addiction has been found to destroy the bright and weak learners in schools. In fact it has landed some in juvenile courts, rehabilitation centres and so on. Indirectly because it has motivated indiscipline in schools with the consequences of exclusion from schools for a while. When such students resume they cannot cope with academic work and end up with poor performance academically.

These findings are supported by document analysis guide findings. Thus records available in schools show a clear link between substance use and academic, such that with a few exceptional cases, most students who have been recorded as subjects of drug abuse have ended up performing poorly in their academics. Muritala, Godwin, Anyio, Muhamma and Ajiboye (2015) in Nigeria, in a study on impact of substance abuse on academic performance among adolescence students of colleges of education in Kwara state established that there was a significant difference between the academic performance of students who abuse drugs and those who do not and there was a significant gender difference among adolescent substance abusers on the basis of academic performance.

The findings of this study also confirms the findings of other studies in other regions of Kenya. For instance, Abur's (2014) study in Embakasi, Nairobi County established that commonly abused drugs in schools included marijuana, tobacco, miraa, Khuber, Glue, cocaine and heroin. The users of these drugs had difficulties in handling academics. Studies by Ouma et al (2013) in Kisumu, Kavutha (2015) in Matinyani, Mnoti (2014) in Makueni, among others support the findings of this study.

4.5 Principals' Perceptions on Management of Anti-social Behavior and Poor Academic Performance Arising From Drug Abuse

Indeed the findings of this study suffices effectively when the perceptions of principals on management of anti-social behaviour and poor academic performance arising from drug abuse is addressed. The study therefore sought to deal with this matter. The findings on this objective are as shown in Table 4.5.

Table 4.5

Principals' and Guidance and Counselling Teachers' rating on Management of Anti-social Behavior and Poor Academic Performance Arising from Drug Abuse

Aspect of Drug Abuse	Respondents		N	Ratings					Total	Mean	Std. Deviation	T-test	
				1	2	3	4	5					
a) G & C discouraged students from abuse of bhang	P	F	36	0	2	0	30	4	36	4.00	.00000	t(88) = -1.678, P = .097	
		S		0	4	0	120	20	144				
	G&C	F	54	0	0	0	50	4	54	4.07	.26435		
		S		0	0	0	200	20	220				
b) Teachers counsel students against the use of kuber	P	F	36	0	15	21	0	0	36	2.58	1.13074		t(88) = -5.206, P = .000
		S		0	30	63	0	0	93				
	G&C	F	54	0	1	0	50	3	54	4.00	1.34585		
		S		0	1	0	200	15	216				
c) Counseling discourages students from stealing money to buy cigarettes	P	F	36	0	2	0	30	4	36	4.00	.00000	t(88) = 1.164, P = .248	
		S		0	4	0	120	20	144				
	G&C	F	54	1	0	2	49	2	54	3.94	.38125		
		S		1	0	6	196	10	213				
d) G& C helps in instilling students discipline in relation to abuse of miraa	P	F	36	0	0	0	6	30	36	4.83	.56061		t(88) = -173, P = 863
		S		0	0	0	24	150	174				
	G&C	F	54	0	1	0	3	50	54	4.89	.45172		
		S		0	2	0	12	250	264				
e) Teachers help to prevent drug smuggling into schools by inspecting them when they report to school	P	F	36	0	0	31	5	0	36	3.14	.35074	t(88) = -14.393, P = .000	
		S		0	0	93	20	0	113				
	G&C	F	54	0	2	0	50	2	54	3.96	.19063		
		S		4	0	200	10	214					

f) Teachers conduct impromptu checks on students suspected to be abusing drugs	P	F	36	0	5	29	0	2	36	2.97	.16667	t(88) = -7.226, P = .000
		S		0	10	87	0	10	107			
	G&C	F		0	0	28	20	6	54			
		S	54	0	0	84	80	30	194	3.59	.49597	
Overall Mean Rating	P	F	39							3.59	.30435	t (91) = -1.568, P=.120
		S										
	G&C	F	54							4.07	.32997	
		S										

Key: P – Principals

S - Score

G&C – Guidance and Counseling

F- Frequency

Interpretation of Mean Rating

1.00-1.44 –Very Little effect

1.45 -2.45- Little effect

2.45 -3.44- Moderate effect

3.45 -4.44 –High effect

4.45 -5.00 – Very High effect

From Table 4.5, it can be noted that strategies used to deal with antisocial behaviours and poor performance arising from drug abuse were highly effective according to principals ($M = 3.59$, $SD = .30435$) and G&C Teachers ($M = 4.07$, $SD = .32997$). The strategies used in management of anti-social behaviour and poor academic performance were guidance and counseling and impromptu checks. Overall, Guidance and Counseling discouraged students from abuse of bhang and Counseling discourages students from stealing money to buy cigarettes had the highest effect while teachers conducting impromptu checks on students suspected to be abusing drugs had the lowest influence.

These findings were supported by interview findings. During Focus group Discussion the students stated:

Guidance and counseling is indeed helping to discourage students who abuse drugs, like bhang, cigarettes, miraa and alcohol. In fact we wonder if that would happen in the absence of teacher counselors. Many students would have stopped learning. Bright students who were otherwise declining in academic performance have recovered and have picked up. Impromptu checks in students lockers and boxes in the dormitories have really helped. At present the schools have less cases of drug abuse on school grounds.

Chereshe's (2011) study in Zimbabwe supports these findings. Thus, in a study on school counselors' and students' perceptions of the benefits of school guidance and counseling services in Zimbabwean secondary schools, Chireshe (2011) found that Zimbabwean school counselors and students believed that the services resulted in personal social, career and vocational benefits. Overall, both school counselors and students rated the Zimbabwean school guidance and counseling services fairly.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary of the findings of the study, conclusions and recommendations based on the findings of the study.

5.2 Summary of Findings of the Study

The findings of the study were summarized as follows.

5.2.1 Principals perceptions on the influence of drug abuse on student violence

The study established that drug abuse influences violence in schools. The principals overallly rated the influence as very high ($M = 4.03$, $SD = .21220$) and G & C teachers rating was moderate ($M = 3.20$, $SD = .58153$). The ratings of principals on influence of drug abuse on violence in schools was higher than that of G & C teachers ($t(91) = 5.648$, $P < .05$). The interview finding supported these perceptions and concurred with other research findings worldwide.

5.2.2 Principals perceptions on the influence of drug abuse on student sexual harassment

Overallly, principals were of the view that drug abuse had moderate influence ($M = 3.04$, $SD = .30964$) while G & C teachers were of the view that the influence was high ($M = 3.61$, $SD = .52133$). Interview findings supported these findings. Studies conducted elsewhere worldwide concurred with this finding. Sexual harassment is usually but not limited to the forms of sexual assault, name calling, use of pornography and so on.

5.2.3 Principals' perceptions on the influence of drug abuse on student academic performance

The study established that drug abuse adversely affects students' academic performance. The influence was perceived by both principals and G & C teachers to be high ($M = 3.84$, $SD = .32586$ for principals and ($M = 3.86$, $SD = .20718$) for G & C teachers. The interview findings concurred with these findings. Literature also concurred with these findings also. It was indicated most students who ventured into drug abuse ended up performing dismally in school tests and final national examinations. Besides they were prone to cheating in examinations and absenteeism by feigning sickness.

5.2.4 Perceptions on management of antisocial behaviour and poor academic performance in arising from drug abuse

The study established that guidance and counseling and physical intervention by teachers had high effect on management of antisocial behaviour arising from drug abuse by principals and G & C teachers to be high ($M = 3.59$, $SD = .30435$) for principals and ($M = 4.07$, $SD = .32997$) for G & C teachers. These interventions included physical checks, counseling and routine inspection when students report to school. These findings concurred with those presented during interviews and earlier studies conducted in other countries of the world.

5.3 Conclusion

Drug abuse in schools is increasingly becoming a big problem that requires immediate attention. It is one of the main causes of violence in schools and has to some extent led to serious physical assault and school fires. In fact with the advent of modern technologies, it has fueled sexual harassment, particularly cases of pornography which are now

commonplace. Due to drug abuse decline in academic performance by students is viewed as a consequence. This is because of the multiplier effect and vicious cycle of drug abuse. The common abuse drugs include bhang, kuber spirits, cigarettes and alcohol. Guidance and counseling, inspection and impromptu checks have proved to be effective in managing antisocial behaviour that arise from drug abuse.

5.4 Recommendations

Based on the findings of the study the following recommendations were made;

- i) There should be a school wide approach in dealing with drug abuse whereby students, teachers and non teaching staff should be involved to curb student violence.
- ii) The school principals should strengthen guidance and counseling department so that they provide quality services to the students who are addicted and those affected by drug abuse practices to eliminate sexual harassment.
- iii) Parents, churches and other organizations should be involved in dealing with cases of drug abuse among the youths since most schools in the two sub counties are day schools. This would help to deter cases of drug abuse and deter antisocial behaviour.
- iv) School principals should ensure close supervision of students perceived to be abusing drugs based on specific indicators for instance; sneaking out of school, absenteeism, failure to do class assignments, general rudeness among others that would help improve academic performance.

5.5 Suggestions for Further Research

The following were exposed as research gaps that require further research

- i) The effect of drug abuse among teaching and non teaching staff on student discipline in schools. This study is desirable because there are indicators that some staff influence students into drug abuse.
- ii) The impact of school environment on drug abuse in schools. This study will enable school administrators to understand the community's role in drug abuse among the youth and take appropriate steps.

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APPENDICES

APPENDIX A: PRINCIPALS' QUESTIONNAIRE

I am a Master's student at the University of Maseno conducting a research perception of principals on the influence of drug abuse on students' discipline and academic performance in public secondary schools in Vihiga and Sabatia sub-counties, Kenya. Please respond to the questions as honestly as possible. Your responses will be treated with utmost confidentiality. There is no wrong or right answer.

SECTION A: Influence of Drug Abuse on Students' Violence

Kindly estimate your level of agreement on a 5-point rating scale by ticking (√) the numerical figure that best describes your level of agreement with the influence stated where 1=Yearly, 2=Termly, 3=Monthly, 4=Weekly, 5= Daily. There is no wrong or right answer.

INFLUENCE	1	2	3	4	5
Students who smoke cigarettes bully other students					
Students under the influence of bhang sneak out of school.					
Students who abuse miraa steal to buy drugs					
Students under the influence of alcohol are violent to teachers					
Students under the influence of alcohol are violent to support staff.					
Students under the influence of alcohol are violent to fellow students.					
Students under the influence of bhang sexually molest others					
Any other (s)					

Any other important information -----

SECTION B: Influence of Drug abuse on Sexual Harassment

Kindly estimate your level of agreement on a 5-point rating scale by ticking (√) the numerical figure that best describes your level of agreement with the influence stated where 1=Yearly, 2=Termly, 3=Monthly, 4=Weekly, 5= Daily. There is no wrong or right answer.

INFLUENCE	1	2	3	4	5
Students who abuse drugs write sexual notes to other students					
Drug using students pressure other students to do something sexual					
Drug using students pull other students in a sexual way.					
Students who abuse drugs kiss other students against their wish					
Students who abuse drugs have sexual messages written to other students					
Drug using make sexual comments to other students					
Drug using students make sexual gestures to other students					
Any other (s)					

Any other important information -----

SECTION C: Influence of Drug abuse on Students Academic Performance

Kindly estimate your level of agreement on a 5-point rating scale by ticking (√) the numerical figure that best describes your level of agreement with the influence stated where 1=Yearly, 2=Termly, 3=Monthly, 4=Weekly, 5= Daily. There is no wrong or right answer.

Influence	1	2	3	4	5
Drug using students absent themselves from school					
Drug using students fail examinations.					
Drug using students do not attend to their class assignments					
Students miss classes due to drug use					
Students under the influence of drug are violent in class					
Drug using students cheat in the examinations					
Drug use reduces students concentration in class					
Any other (s)					

Any other important information -----

SECTION D: Principals Perceptions on Management of antisocial behaviour arising from drug abuse on Student Discipline and Academic Performance arising from Drug Abuse

Kindly estimate your level of agreement on a 5-point rating scale by ticking (✓) the numerical figure that best describes your level of agreement with the influence stated where 1= Very little effect , 2=Little effect , 3=Moderate effect 4=High effect 5= Very High effect There is no wrong or right answer.

Aspect of Management	1	2	3	4	5
Guidance and counselling discourages students from abuse of bhang					
Teachers counsel students against the use of kuber.					
Counselling discourages students from stealing money to buy cigarettes					
Guidance and counselling helps in instilling students discipline in relation to abuse of miraa					
Teachers help to prevent drug smuggling into schools by inspecting them when they report to school					
Teachers conduct impromptu checks on students suspected to be abusing drugs					
Any other (s)					

Any other important information -----

APPENDIX B

GUIDANCE AND COUNSELLING TEACHERS QUESTIONNAIRE

SECTION A: Influence of Drug Abuse on Students' Violence

Kindly estimate your level of agreement on a 5-point rating scale by ticking (√) the numerical figure that best describes your level of agreement with the influence stated where 1=Yearly, 2=Termly, 3=Monthly, 4=Weekly, 5= Daily. There is no wrong or right answer.

INFLUENCE	1	2	3	4	5
Bullying is rampant in schools where students abuse drugs.					
Students who smoke cigarettes bully other students					
Students under the influence of bhang sneak out of school.					
Students who abuse miraa steal to buy drugs					
Students under the influence of alcohol are violent to teachers					
Students under the influence of alcohol are violent to support staff.					
Students under the influence of alcohol are violent to fellow students.					
Students under the influence of bhang sexually molest others					
Drug using students have poor relationship with others					
Any other (s)					

Any other important information -----

SECTION B: Influence of Drug abuse on Sexual Harassment

Kindly estimate your level of agreement on a 5-point rating scale by ticking (√) the numerical figure that best describes your level of agreement with the influence stated where 1=Yearly, 2=Termly, 3=Monthly, 4=Weekly, 5= Daily. There is no wrong or right answer.

INFLUENCE	1	2	3	4	5
Students who abuse drugs write sexual notes to other students					
Drug using students pressure other students to watching pornographic materials					
Drug using students embrace fellow students					
Students who abuse drugs kiss other students against their wish					
Students who abuse drugs have sexual messages written to other students					
Drug using students make sexual comments to other students					
Drug using students make sexual gestures to other students					
Any other (s)					

Any other important information -----

SECTION C: Influence of Drug abuse on Students Academic performance

Kindly estimate your level of agreement on a 5-point rating scale by ticking (√) the numerical figure that best describes your level of agreement with the influence stated where 1=Yearly, 2=Termly, 3=Monthly, 4=Weekly, 5= Daily. There is no wrong or right answer.

INFLUENCE	1	2	3	4	5
Drug using students absent themselves from school					
Drug using students fail examinations.					
Drug using students do not attend to their class assignments					
Students miss classes due to drug use					
Students under the influence of drug are violent in class					
Drug using students cheat in the examinations					
Drug use leads to lack of concentration in class					
Any other (s)					

Any other important information -----

SECTION D: Principals Perceptions on Management of antisocial behaviour arising from drug abuse on Student Discipline and Academic Performance arising from Drug Abuse

Kindly estimate your level of agreement on a 5-point rating scale by ticking (√) the numerical figure that best describes your level of agreement with the influence stated where 1= Very little effect, 2=Little effect, 3= Moderate effect 4 =High effect 5= Very High effect. There is no wrong or right answer.

INFLUENCE	1	2	3	4	5
Guidance and counselling discourages students to abuse bhang					
Teachers counsel students against the use of kuber.					
Counselling discourages students from stealing money to buy cigarettes					
Guidance and counselling helps in instilling students discipline in relation to abuse of miraa					
Teachers help to prevent drug smuggling into schools by inspecting them when they report to school.					
Teachers conduct impromptu checks on students suspected to be abusing drugs					
Students who perform poorly due to drug abuse are counseled by teachers to enhance their performance					
Students who perform poorly due to alcohol consumption by teachers to enhance their performance					
Any other (s)					

Any other important information -----

APPENDIX C

COUNTY QUALITY ASSUARANCE OFFICERS' INTERVIEW GUIDE

Introduction

I am a Master's student at the University of Maseno conducting a research perception of principals on the influence of drug abuse on students' discipline and academic performance in public secondary schools in Vihiga and Sabatia sub-counties, Kenya. Please respond to the questions as honestly as possible. Your responses will be treated with utmost confidentiality. There is no wrong or right answer. Allow me to interview you.

- i) Students are known to abuse drugs.
- ii) When one smokes bhang, how does it affect his behaviour with respect to bullying, academic performance and discipline?
- iii) When one abuses drugs, how does it affect their discipline with regard to antisocial behaviour?
- iv) What is the influence of drug abuse on students violence?
- v) In your opinion, is the problem of drug abuse increasing

APPENDIX D

STUDENTS FOCUS GROUP DISCUSSION INTERVIEW GUIDE

Introduction

I am a Master's student at the University of Maseno conducting a research perception of principals on the influence of drug abuse on students' discipline and academic performance in public secondary schools in Vihiga and Sabatia sub-counties, Kenya. Please respond to the questions as honestly as possible. Your responses will be treated with utmost confidentiality. There is no wrong or right answer. Allow me to interview you.

- i) Students are known to abuse drugs.
- ii) When one smokes bhang, how does it affect his behaviour with respect to bullying, academic performance and discipline?
- iii) When one abuses drugs, how does it affect their discipline with regard to antisocial behaviour?
- iv) What is the influence of drug abuse on students violence?
- v) In your opinion, is the problem of drug abuse increasing

APPENDIX E

DOCUMENT ANALYSIS GUIDE

No.	Influence of Drug Abuse	Document	Remarks
1	Cases of bullying	Major offences record	
2	Cases of theft	Punishments book	
3	Cases of insubordination	Punishments book	
4	Cases of sneaking	Major offences record	
5	Cases of strike	Punishments book, Log book, BOM Minutes	
6	Case of sneaking drugs in school	Major offence record	

APPENDIX F

RESEARCH AUTHORIZATION LETTERS



MASENO UNIVERSITY
SCHOOL OF GRADUATE STUDIES

Office of the Dean

Our Ref: PG/MED/00127/2011

Private Bag, MASENO, KENYA
Tel:(057)351 22/351008/351011
FAX: 254-057-351153/351221
Email: sgs@maseno.ac.ke

Date: 27th August, 2018

TO WHOM IT MAY CONCERN

**RE: PROPOSAL APPROVAL FOR JANE MMBONE MURIGI —
PG/MED/00127/2011**

The above named is registered in the Master of Education Programme in the School of Education, Maseno University. This is to confirm that her research proposal titled “Perceptions of Principals on the Influence of Drug Abuse on Student Discipline and Academic Performance in Public Secondary Schools in Vihiga and Sabatia Sub Counties, Kenya” has been approved for conduct of research subject to obtaining all other permissions/clearances that may be required beforehand.

Prof. J.O. Agure
DEAN, SCHOOL OF GRADUATE STUDIES





MINISTRY OF EDUCATION
STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION

Telegrams:
Telephone: (056) 51450
When replying please quote

COUNTY EDUCATION OFFICE,
VIHIGA COUNTY,
P.O. BOX 640,
MARAGOLI.

REF: CDE/VC/ADM/VOL.2/39/167

11th December, 2018

TO WHOM IT MAY CONCERN

RE: AUTHORITY TO CONDUCT RESEARCH
MS.JANE MMBONE MURIGI

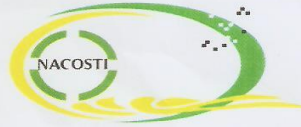
Reference is made to letter No NACOSTI/P/ 18/36524/22388 dated 6TH NOVEMBER 2018.

Permission is hereby granted to the above named student from Maseno University to carry out research on "*Perceptions of principals on the influence of drug abuse on student discipline and academic performance in public secondary schools in Vihiga and Sabatia Sub-Counties*" in Vihiga county-Kenya to enable her write a project as required of her by the Institution.

Kindly note, in order for the office to be informed a copy of the same be shared with the County Education office for intervention purposes upon completion of the research.

Awuor T. A
COUNTY DIRECTOR OF EDUCATION
VIHIGA COUNTY

Copy to:
County Commissioner
VIHIGA



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

Telephone:+254-20-2213471,
2241349,3310571,2219420
Fax:+254-20-318245,318249
Email: dg@nacosti.go.ke
Website : www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No **NACOSTI/P/18/36524/25291**

Date: **6th November, 2018**

Jane Mmbone Murigi
Maseno University
Po Box Private Bag
MASENO.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Perceptions of principals on the influence of drug abuse on student discipline and academic performance in public secondary schools in Vihiga and Sabatia Sub-Counties, Kenya”*. I am pleased to inform you that you have been authorized to undertake research in **Vihiga County** for the period ending **6th November, 2019**.

You are advised to report **to the County Commissioner and the County Director of Education, Vihiga County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.


BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Vihiga County

The County Director of Education
Vihiga County

RESEARCH PERMIT

THIS IS TO CERTIFY THAT: **Permit No : NACOSTI/P/18/36524/25291**
MS. JANE MMBONE MURIGI **Date Of Issue : 6th November,2018**
of MASENO UNIVERSITY, 0-50300 **Fee Received :Ksh 1000**
MARAGOLI,has been permitted to
conduct research in Vihiga County

on the topic: PERCEPTIONS OF
PRINCIPALS ON THE INFLUENCE OF
DRUG ABUSE ON STUDENT DISCIPLINE
AND ACADEMIC PERFORMANCE IN
PUBLIC SECONDARY SCHOOLS IN VIHIGA
AND SABATIA SUB-COUNTIES, KENYA

for the period ending:
6th November,2019



.....
Applicant's
Signature

.....
Director General
National Commission for Science,
Technology & Innovation

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

The Grant of Research Licenses is guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014.

CONDITIONS

- 1. The License is valid for the proposed research, location and specified period.**
- 2. The License and any rights thereunder are non-transferable.**
- 3. The Licensee shall inform the County Governor before commencement of the research.**
- 4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies.**
- 5. The License does not give authority to transfer research materials.**
- 6. NACOSTI may monitor and evaluate the licensed research project.**
- 7. The Licensee shall submit one hard copy and upload a soft copy of their final report within one year of completion of the research.**
- 8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice.**



REPUBLIC OF KENYA



National Commission for Science,
Technology and Innovation
RESEARCH LICENSE

National Commission for Science, Technology and innovation
P.O. Box 30623 - 00100, Nairobi, Kenya
TEL: 020 400 7000, 0713 788787, 0735 404245
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Serial No.A 21753

CONDITIONS: see back page