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RESEARCH ARTICLE

INFLUENCE OF DRUG ABUSE ON STUDENT SEXUAL HARASSMENT IN SECONDARY SCHOOLS IN KENYA: A CASE STUDY ACROSS PUBLIC SECONDARY SCHOOLS IN VIHIGA COUNTY

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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 in secondary schools in Vihiga county. The objective of the study was to establish the influence of drug abuse on student sexual harassment in secondary schools in Vihiga county. A conceptual framework showing influence of drug abuse on student sexual harassment in secondary schools was used to guide the study. The study established that with regard to influence of drug abuse on student sexual harassment principals' rating was moderate (M =3.04) while Guidance and Counselling teachers' was high (M = 3.61). 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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INTRODUCTION

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. 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 such as Gonorrhoea, Syphilis and Acquired Immune Deficiency Syndrome. 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.

SYNTHESIS OF LITERATURE ON INFLUENCE OF DRUG ABUSE ON STUDENT SEXUAL HARASSMENT IN SCHOOLS:

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 25% to the total explanatory power of sexual-risky behaviours among adolescents which exposes them to a higher risk of HIV/AIDS and other Sexually transmitted Diseases 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, thereby 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, thugery, 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% 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% 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 sexually transmitted diseases 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.

Research Objective: The research objective was to determine the influence of drug abuse on student sexual harassment in public secondary schools in Vihiga county, Kenya.

CONCEPTUAL FRAMEWORK

The conceptual framework figure 1 postulates that drug abuse influences students' behaviour.

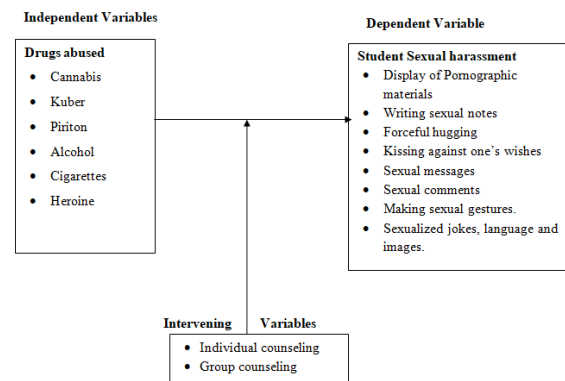


Figure 1. A Conceptual framework showing influence of drug abuse on student sexual harassment in schools

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.

RESEARCH METHODOLOGY

The study used descriptive survey and correlational research designs. The study population consisted of 54 Principals, 54 Guidance and Counseling teachers, 10,000 students and 1 County Quality Assurance and Standards Officer. Saturated sampling technique was used to select 39 principals, 39 Guidance and Counseling teachers, and 1 County Quality Assurance and Standards Officer. 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.

RESULTS

From Table1, 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).

Table 1. Return Rate of Questionnaires

Respondents	No. Issued	No. Returned	Percentage
Principals	39	39	100
Guidance and Counseling Teachers	54	54	100

Research Objective: The research objective was to determine the influence of drug abuse on student sexual harassment in Vihiga county, Kenya. From Table 2, 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. 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.

DISCUSSION

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. Overallly, 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 Basse, 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.

Table 2. 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					
1.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	54	0	34	54	0	20	108				
	G&C	F		11	0	0	3	40	54	4.13	1.38273		
S			11	0	0	12	200	223					
2.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				
3.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				
4.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				
5.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				
6.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				
7.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

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. 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."

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 abused 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.

RECOMMENDATION

The stakeholders in Education Viz the Ministry of Education , Teachers Service Commission ,Parents, churches and other organizations should be involved in dealing with cases of drug abuse among the youths both in day and boarding schools in Kenya. This would help to deter cases of drug abuse and antisocial behaviour. This will help to enhance discipline in schools and reduce wastage in education drastically. Thus educational resources will be optimally utilized and wanton destruction minimised to a large scale.

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