



ISSN: 0975-833X

Available online at <http://www.journalcra.com>

INTERNATIONAL JOURNAL
OF CURRENT RESEARCH

International Journal of Current Research
Vol. 12, Issue, 09, pp.13951-13960, September, 2020

DOI: <https://doi.org/10.24941/ijcr.39840.09.2020>

RESEARCH ARTICLE

INFLUENCE OF DRUG ABUSE ON STUDENT VIOLENCE IN PUBLIC SECONDARY SCHOOLS IN KENYA: A CASE STUDY ACROSS VIHIGA AND SABATIA SUB-COUNTIES

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ARTICLE INFO

Article History:

Received 14th June, 2020
Received in revised form
29th July, 2020
Accepted 04th August, 2020
Published online 30th September, 2020

Key Words:

Influence, drug abuse, Student Violence,
Public Secondary Schools, Kenya: Vihiga
and Sabatia Sub-Counties.

ABSTRACT

Drug abuse is becoming increasingly problematic in the world Kenya inclusive. Studies done worldwide have revealed 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. It was noted that Vihiga and Sabatia sub counties were experiencing cases of indiscipline that were linked to drug abuse. What was not known was the influence of drug abuse on student violence in secondary schools in Vihiga and Sabatia sub-counties. The objective of the study was therefore to establish influence of drug abuse on student violence in secondary schools in Vihiga and Sabatia sub-counties. A conceptual framework showing influence of drug abuse on student violence in secondary schools was used to guide the study. The study used descriptive survey research design. The study established that principals perceived drug abuse to be having high influence on violence in schools though G & C teachers rated its influence as moderate. The findings of this study are useful to the managers of schools in Kenya and the world at large 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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Citation: Jane Mmbone Murigi, Enose M.W. Simatwa and Olive Taabu Baraza. 2020. "Influence of drug abuse on Student Violence in Public Secondary Schools in Kenya: A Case Study across Vihiga and Sabatia Sub-Counties", *International Journal of Current Research*, 12, (06), 13951-13960.

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. This is repeated in the Basic Education Act 2013 (Republic of Kenya, 2013). 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.

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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.

Research Objective: The objective of the study was to establish the influence of drug abuse on student violence in secondary schools.

Synthesis of literature on 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 (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 Masese (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.

Conceptual Framework

The conceptual framework Figure (1) below postulates that drug abuse influences students' behaviour.

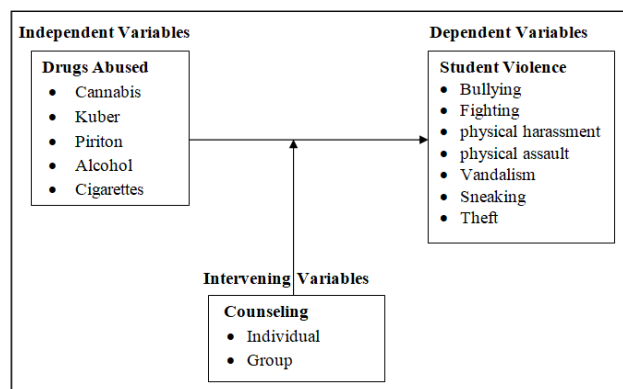


Figure 1. A Conceptual Framework showing Influence of Drug Abuse on Student Violence

The conceptual framework postulates that drug abuse influences student violence. 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 (G&C), 10,000 students and 1 County Quality Assurance and Standards Officer. Saturated sampling technique was used to select 39 principals, 54 Guidance and Counseling (G&C) 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 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.

Table 4.1. Return Rate of Questionnaires

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

Table 4.2. Principals' and Guidance and Counseling Teachers' ratings on the influence of Drug Abuse on Students Violence in Schools

Type of drug abuse	Respondents		N	Ratings					Total	Mean	Std. Deviation	t-Test
	P	F		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	216			
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	197			
Students who abuse mirra 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	104			
Students under the influence of alcohol 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	194			
Students under the influence of alcohol 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				
	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 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				
	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 bully 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				
	G&C	F	54	0	34	14	6	0	54	2.48	1.04142	
		S		0	68	42	24	0	134			
All 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

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).

Research Objective: The research objective was to establish the influence of drug abuse on student violence. Principals and Guidance and counseling teachers were asked to rate the influence of drug abuse on students violence. The results was as shown in Table 2. 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. 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 theff.

DISCUSSION

Overall, aspects of drug abuse 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 sublimines 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. 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, Igbokwe and Ekemo (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 irritability. Kimantheni 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.

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 commonly 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.

Recommendations

There should be a school wide approach in dealing with drug abuse whereby students, teachers and non teaching staff should be involved. The school, principal should strengthen Guidance and counseling department so that they provide quality services to the students who abuse drugs and those affected by drug abuse practices to eliminate student violence in schools. Parents and other organizations like churches should be involved in dealing with cases of drug abuse among the youth since most schools in the two sub counties are day schools. This would help to deter cases of drug abuse and antisocial behaviour, violence inclusive. School principals should ensure close supervision of students perceived to be abusing drugs based on specific indicators such as sneaking out school, absenteeism, failure to do class assignments, general rudeness among other indicators that would help improve student discipline free of violence

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