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RESEARCH ARTICLE

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

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ABSTRACT

Drug abuse is becoming increasingly a concern in Kenya. Studies done globally have shown that students abuse drugs. The foremost concern is the number of these students that can become addicted to serious substances, jeopardizing their own health and safety and creating difficulties for their families and the society at large. Preliminary survey in five schools revealed that students in Vihiga and Sabatia sub-counties were abusing drugs. It was also alleged that poor academic performance was noted among students who abused drugs. What was not known was the influence of drug abuse on student academic performance in secondary schools in Vihiga and Sabatia sub-counties. The objective of the study was to establish influence of drug abuse on student academic performance in Vihiga and Sabatia sub-counties. A conceptual framework showing influence of drug abuse on student academic performance in secondary schools was used to guide the study. The study established that drug abuse influenced students' academic performance both principals and Guidance and Counseling teachers agreed that it had high negative influence. The findings of this study are useful to the managers of schools in Kenya and other countries of the world 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 in Kenya.

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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

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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.

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.

Research Objective

The objective of the study was to establish the influence of drug abuse on student academic performance.

Synthesis of literature on 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 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 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. Percentages, tables, and frequencies were used in presenting and summarizing the findings.

Reports of drug abuse among the youth, socially unacceptable sexual adventures, academic underachievement, 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 counsellors 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.

CONCEPTUAL FRAMEWORK

The conceptual framework Figure 1 postulates that drug abuse influences students' academic performance.

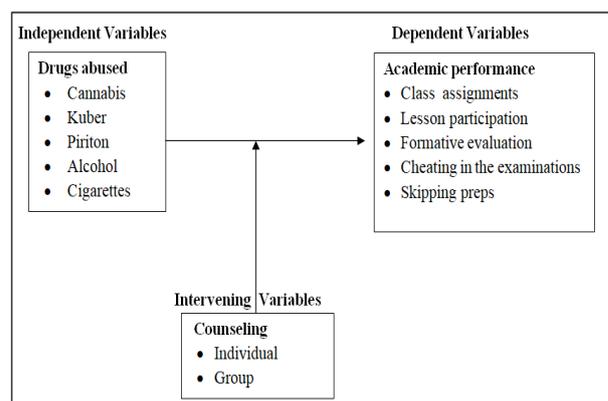


Figure 1: A Conceptual framework showing influence of drug abuse on student academic performance

Table 1. Return Rate of Questionnaires

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

The conceptual indicates that drugs abused such as Cannabis, Kuber, alcohol and cigarettes do influence students academic performance in terms of doing class assignments, homework, lesson participation, cheating in examinations, skipping preps, formative evaluation among others. The influence is moderated by intervening variable such as individual and group counseling.

RESEARCH METHODOLOGY

The study used descriptive research design. 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 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.

Table 2. Principals' and Guidance and Counseling Teachers' rating on the Influence of Drug Abuse on Student Academic Performance

Aspect of Drug Abuse	Respondents		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 Ratings

- 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

RESULTS

From Table 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).

Research Objective: The objective of the study was to establish the influence of drug abuse on student academic performance in secondary schools. Principals and Guidance and Counseling teachers were asked to rate the influence of drug abuse on student academic performance in terms of class assignment, lesson participation, cheating in examinations, skipping preps, formative evaluation among others and the results were shown in Table 2. From Table 2, 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 Guidance and Counseling 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 Continuous Assessment Tests 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.

DISCUSSION

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, sniffling 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.

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, arson and poor academic performance. 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 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.

Recommendations

The school principals should strengthen guidance and counseling departments so that they provide quality services to the students who are addicted and those affected by drug abuse practices to enhance academic performance. 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 behavior in enhancement of academic performance. 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 so as to improve academic performance.

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