



ISSN: 0975-833X

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

INTERNATIONAL JOURNAL
OF CURRENT RESEARCH

International Journal of Current Research
Vol. 14, Issue, 04, pp.21248-21273, April, 2022

DOI: <https://doi.org/10.24941/ijcr.43349.04.2022>

RESEARCH ARTICLE

EFFECT OF DRUG AND SUBSTANCE ABUSE ON PUPIL DISCIPLINE IN PUBLIC PRIMARY SCHOOLS IN KENYA: A CASE STUDY OF HOMA BAY SUB-COUNTY

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ARTICLE INFO

Article History:

Received 29th January, 2022
Received in revised form
26th February, 2022
Accepted 19th March, 2022
Published online 28th April, 2022

Keywords:

Effect, Drug and Substance abuse, pupil discipline, Public Primary Schools, Kenya: Homa Bay Sub County.

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ABSTRACT

The safety of the learner is paramount to the provision of quality education in any country. While this is true for learners at all levels of education, it is particularly critical for learners at the basic education level in view of their relatively tender ages. Major concerns to schools is the increasing problem of drug abuse among learners. Although several studies worldwide have revealed that there is some relationship between Drug Abuse and pupil discipline, the same has not been established in areas like Homa Bay Sub County. It is against this backdrop that this study sought to establish the effect of drug abuse and substance on pupil discipline in primary schools in Homabay Sub County. Therefore the objective of the study was to establish the effects of drug and substance abuse on pupil discipline in primary schools. The study established that abuse of alcohol had a low effect on pupil discipline, Bhang had high effect, spirits had low effect, cigarettes had low effect, piritons had low effect and Postinor-2 pills had low effect. The Pupil discipline was in terms of failure to do homework, lateness, cheating in examinations, absenteeism, truancy, sexual harassment, pornography, bullying and in subordination which in most cases have culminated in arsons and stampedes in which pupils have lost their lives. The study recommends that all stakeholders in education should participate in eradicating drug and substance abuse among youth both at school and out of school.

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Citation: Kennedy O. Atien, Enose M.W. Simatwa and Joyce W. Boke. "Effect of Drug and Substance Abuse on Pupil Discipline in Public Primary Schools in Kenya: A case Study of Homa Bay Sub-County.", 2022. *International Journal of Current Research*, 14, (04), 21248-21273.

INTRODUCTION

The safety of the learner is paramount to the provision of quality education in any country. While this is true for learners at all levels of education, it is particularly critical for learners at the basic education level in view of their relatively tender ages. The school must endeavor to create a safe and caring environment where learners and staff know the dangers of drug abuse, and strive to make the school a drug free environment (Ministry of Education, 2008). Drug abuse is the use of drugs, medicines and over the counter drugs that causes physical and psychological functions to speed up for fun, escape a problem, displeasure, emotional or physical pain on non-medical grounds. Alder, Freda and Lau (2009) trace the use of chemical compounds that changes the activities during the man's evolution stages. It was observed that remains of tools that were used by Egyptians in the early days showed application of opium for religious purposes. The same is link with the use of Cocaine by the South American group during the early days. Cannabis sativa the common drug has a 5000 years history.

In the recent past, drug misuse has found its roots in various parts of the world which has resulted in crimes due to illegal use and abuse of the drugs. In Kenya, the commonly abused drugs in the rural and urban areas include Marijuana, Heroin, Cocaine, Amphetamines, Methamphetamines and crack. According to United Nations office on drugs and crime UNODC (2011), drug and substance abuse possess a great threat to the social economic fabric of nations worldwide. Today drug abuse or drug addiction is one of the most worrying and prevalent problems that almost all countries including Kenya; are struggling with in as far as administration and management of schools is concerned. The consequences on the youth are disastrous and devastating especially the negative effects in schools and the communities, this is has been aggravated by the rapid social and technology changes which have had a corrupting influence on the youth in schools. It has also translated to an impediment in as far as the management of schools is concerned (Ajayi & Ekundayo, 2010). According to Oshodi, Aina and Onajole (2010) drug abuse is a global health and social problem.

It is one of the major problems affecting the youth both in school and out of school. It seems to have impacted negatively on the academic, social, psychological, economical and physiological development among the abusers. Educational institutions the world over seem to be threatened by the global phenomenon of drug use; abuse and the abuse of other substances. Whereas their aim is to transmit knowledge beliefs, values, norms, they seem to be over loaded by the monster of drug and substance abuse and its effects on Pupil discipline and academic achievement (Lonngvist, 2010). Student discipline is a very vital element in all schools, and in real terms, it is the epicenter of success of a school as it ensures attainment of educational goals. Student discipline in a school can be assessed from the degree of academic achievement or from students' behavior. Academic discipline may mean handing in homework on time, being attentive in class, preparing fully for examinations and other activities related to academic pursuits (Sushila, 2004). Academic achievement is excellence in all academic disciplines, in class as well as in extracurricular activities. It includes excellence in sporting, behavior, confidence, communication skills, punctuality, assertiveness, arts, culture, and the like. Academic achievement or performance refers to how students deal with their studies and how they cope with or accomplish different tasks given to them by their teachers. Academic performance is the ability to study and remember facts and being able to communicate knowledge verbally or down on paper (Steinmayr, et. al., 2014). Major concerns to schools are the increasing problem of drug abuse among learners. Recent reports from media cast a dark tunnel for our young people in Kenya. For instance, on 6th August 2015, some 45 high school students were intercepted by police officers on board a bus plying Karatina –Nairobi Route. They were allegedly smoking Marijuana and drinking alcohol.

The inquiry conducted by the Kenya National Assembly select committee into students' unrest found that some of the strikes and riots experienced in Kenyan schools in the year 2008 where school property was destroyed, and students' lives lost were caused by Drug and Substance Abuse among students (NACADA, 2012). Kaguthi (2004) showed that drug abuse was on the increase and the worst affected schools are those in towns, noting that Nairobi was worst hit. The study further explained that many public secondary schools in Nairobi County are day schools and students and drug peddlers intermingled freely on a daily basis. Students also access drugs during school outings as they are left to interact freely with those from other schools and members of the public (NACADA, 2006). The abuse of drugs causes major health, academic and discipline problems and is one of the greatest challenges for head teachers in primary and secondary schools that require comprehensive strategies to curb. Cheloti and Gatumbi (2016) assessed the effectiveness of the school community in curbing drug and substance abuse (DSA) among secondary school students in Nairobi County, Kenya. Literature relating to various aspects of school community and curbing DSA in schools was reviewed. The study employed descriptive survey design. The study sample consisted of 35 head teachers and 407 students. Questionnaires were used to collect Data from head teachers and students. Content validity and reliability of the research instruments was ascertained. The findings of the study show that students obtain drugs from the school community. Lack of cooperation from parents and guardians was frustrating DSA intervention efforts in schools.

The study concluded that the use of school community was not effective in curbing DSA in schools. The reviewed study was on public day secondary schools and not on public primary schools hence its findings cannot be used as representative of the whole country. Whereas the reviewed study only looked the effectiveness of the school community in curbing drug abuse, the current study looked at the strategies employed by head teachers to curb the menace and influence the pupil discipline and academic achievement. A similar cross-sectional descriptive survey study by Chukwu, Pius, Fiase, Haruna, Terkuma, and Evangeline (2017) was carried out to find out the effect of substance/drug abuse on the academic achievement of secondary school students in Mkar metropolis, Mkar, Gboko, Benue State, Nigeria. A sample size of 220 secondary school students was selected using simple random sampling technique after the schools were purposively selected for the study. 220 questionnaires were distributed as method of data collection, collected back and analysed. Findings revealed that most students, 118 (53.6%) are between the age of 15 and 19 years. 203 (92.3%) of the respondents are Tiv. Ninety eight (44.5%) were of the opinion that these abused substance/drugs are always available. Findings also revealed that 49(22.3%) abuse Amphetamines like Tramol, Tramadol or Tradyl. 50 (22.7%). The research also shows that poor academic performance is one of the effects of this substance /drugs on the student. Other effects include truancy and decreasing their ability to concentrate. 70 (31.8%) of respondents believed instituting early detection programs in school will be a great preventive strategy or solution to reducing the rate of these substance/drug abuse. The reviewed study was confined to secondary schools in Nigeria hence its findings are limited to the country and cannot be generalized to apply in the Kenyan context. Further the study was only on the influence of drug abuse to academic achievement while the current study went further to include pupil discipline.

SYNTHESIS OF LITERATURE ON EFFECTS OF DRUG AND SUBSTANCE ABUSE ON PUPIL DISCIPLINE

A study by Ndi-Wa (2011) sought to establish the effects of drug abuse on student discipline in public secondary schools in Mbeere South district, and to analyze the strategies used to address the problem. The study was a descriptive survey, the target population consisted of all the public secondary schools in Mbeere South district. Random sampling to sample 9 head teachers, 16 teachers and 71 students in Mbeere South district. In view of this, the field survey method was adopted to collect quantitative data, using questionnaires. The researchers used questionnaires, document analysis and interview guides to collect the relevant information. The key findings from the study were that majority of drug abusers are forms two and three students implying that majority of indiscipline cases as a result of drug abuse are experienced among forms two and three students and that the commonly abused drugs in the region are alcohol and Khat. Both the school administrators and teachers face a number of challenges in an attempting to curb cases of indiscipline as a result drug abuse in schools. The reviewed study was only on public secondary schools in Mbeere south district while the current study was majorly on public primary schools in Homan Bay Sub County hence the findings are likely to be different with different implications. Also, the study was establishing the effects of drugs on discipline alone and left a gap on its effects on academic achievement which was filled by the current study.

Similarly, Wagate (2015) investigated the impact of drug abuse on discipline and performance in Tetu Sub County secondary schools. The study used the descriptive survey design to find out the impact of drug abuse on discipline in secondary schools in Tetu Sub County. 300 teachers and 200 students were sampled for the study. The researchers used questionnaires, document analysis and interview guides to collect the relevant information. The findings of the study were that drug abuse had direct impact on discipline and performance in secondary schools studied. Learners who abused drugs always performed below their academic abilities, were undisciplined and their school attendance records were poor. Causes of drug abuse included and not limited to early pregnancies, sexual immoralities and sexual infections, truancy as well as school drop-out. It was the conclusion of this study that teenagers and especially those in secondary schools tend to associate with actions they see on print and audio-visual media. Such actions seem 'sleek' and 'classy' and they emulate them. The reviewed study involved secondary school students and teachers and hence their views cannot be applied to primary schools. Also, the study was confined to Tetu Sub County hence it cannot be a representative of the whole country.

Benard (2017) conducted a study to determine The Effects of Miraa on Discipline Management among Students in Day Secondary Schools in Tigania East District, Meru County, Kenya. The study looked at the effects of Miraa chewing on discipline management, cases related to Miraa chewing among students, measures employed by school management to curb drug menace and if there is effective drug policy in day secondary schools in Tigania East District and identify strategies that could be used by school management to address Miraa menace. The study adopted descriptive survey design. Simple random sampling was used to select 10 schools out of 26 day schools for this study. Since the study involved boys in day secondary schools in Tigania East District because the social cultural setting does not allow girls to chew Miraa, the method was appropriate as it gave equal probability of the population to be selected. Questionnaires were administered to guidance and counseling teachers, students and interview schedules to principals of sampled schools. Closed-ended and open-ended questions were used to give an opportunity to respondents to express their views. Collected data was analyzed and presented in form of frequency distribution tables, graphs, pie charts and percentages. The analysis showed that Miraa chewing by students has varied effects on discipline management in day schools, and further revealed that though there are drug policies in schools, the school administration was not doing enough to enforce the policy. The reviewed study only limited itself to one drug which is abundantly available in the area of study and how it affects student discipline management while the current study focused on other drugs including Miraa and went further to establish a comprehensive explanation on the effects of the drugs abuse on pupil discipline and academic achievement. Further, the study was only confined to secondary schools in Tigania while the current study focused on primary schools within Homa Bay County hence the findings will have different implications.

Research Objective

The research objective was to establish the effects of drugs and substance abuse on pupil discipline in public primary schools in Homa Bay Sub County.

CONCEPTUAL FRAMEWORK

The conceptual framework (Figure 1) postulates a hypothetical relationship between effects of drugs and substance abuse, and pupil discipline in public primary schools.

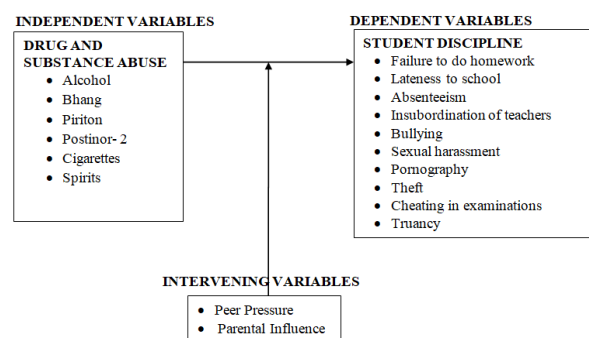


Figure 1. Effect of Drug and substance on pupil discipline in schools

From the conceptual framework (Figure 1), it can be postulated that Drug abuse and its effect in curbing drug abuse in schools herein referred as the independent variables affects pupil discipline to as dependent variables. If drugs are commonly available and can easily be obtained next to pupils it is expected that pupils will easily obtain them for abuse. If they are not available and the local authorities ensure so, then its availability will be diminished. Consequently, if the drug abuse is rampant and uncontrolled, pupils are likely to consume them and this will affect both their physical behavior and academic discipline. This will in turn negatively affect their academic achievement as they will not be psychologically upright. The intervening variables namely peer pressure and parental influence are also likely to influence the study. The researcher will control them by holding them constant and through random sampling of the population.

RESEARCH METHODOLOGY

The study used descriptive survey design. The Target population for this study will be 110 head teachers, 110 deputy head teachers and 110 guidance and counselling teachers and 2102 class 7 pupils totaling to 2432. The sample size of 325 Pupils, 86 head teachers, 86 guidance and counselling teachers and 86 totaling to 583 respondents were selected for the study. Questionnaires, interview schedules, Focus Groups and document analysis guides was used to collect data. To ensure instrument validity, the data collection instruments was appraised by experts from the department of educational policy and management of Tom Mboya University College and their inputs incorporated in the final study. Test re-test method was used to measure reliability of the questionnaires through a pilot study on purposively selected 8(10%) schools out of whom 8 guidance and counselling teachers, 8 deputy head teachers and 30 pupils were the respondents. A Pearson's (r) correlation coefficient of over 0.7 at a P-Value of 0.05 was considered reliable. Qualitative data was grouped, organized and categorized according to specific objectives and the research objectives. Quantitative data was analyzed using descriptive and inferential statistics involving frequency counts, percentages, means and ANOVA. Qualitative data was transcribed and analyzed in emergent themes and sub themes.

RESULTS

The researcher presented the respondents with a set of questions on a four points rating scale asking for their rating on the effect of drug and substance abuse on pupil discipline. The various ratings for each drug and substance abuse effect were computed and the results were as shown in Tables 1 to 7.

Research Objective: The objective of the study was to determine the effect of drug and substance abuse on pupil discipline in primary schools.

Effect of Alcohol abuse on Pupils discipline: The researcher presented the respondents with a set of questions on a four point rating scale asking for their ratings on the effect of alcohol abuse on pupil discipline. The various scores for each effect were computed and the results were as shown in Table 1. From Table 1, it can be observed that alcohol abuse was found to have a low effect on pupils as signified with an overall mean rating of 2.34. The overall mean ratings by Class teachers, deputy head teachers and pupils were 1.88, 2.8 and 2.36 respectively. These mean ratings upon a one-way ANOVA ($F(2,117) = 19.1, p=0.00$) revealed a statistically significant difference implying that class teachers, deputy head teachers and pupils were not entirely in agreement as to the extent and degree to which alcohol abuse affected pupils. From table 4.3, it can be noted that alcohol abuse affected pupil's failure to do assignments the most as signified with an overall mean rating of 2.87. The mean ratings for class teachers, deputy head teachers and pupils were 2.45, 2.75 and 3.4 respectively. These means showed a statically significant difference upon a one-way ANOVA ($F(2,117) = 11.9, p=0.00$) suggesting that they were not in agreement as to the degree and extent of the effects.

Similarly, alcohol abuse was found to have a high effect on pupils' handing in classwork late as signified with an overall mean rating of 2.86. The overall mean ratings by class teachers, deputy head teachers and pupils were 2.53, 2.83 and 3.2 respectively. The difference between these means was found to be statistically significant as established by one way ANOVA ($F(2,115) = 16.3, p=0.006$). Equally, alcohol abuse was established to highly affect noise making in class and truancy as signified with mean ratings of 2.71. Alcohol abuse was found to have a low effect on failure to do homework (MR=1.98), lateness to school (MR=1.99), absence from school without permission (MR=2.08), insubordination of teachers (MR=2.04), bullying of fellow pupils (MR=1.89), sexual harassment (MR=1.88), pornography (MR=2.13), supplying of drugs (MR=2.13), theft (MR=2.18) and cheating in exams (MR=2.17).

Effects of Bhang abuse on Pupil discipline: The researcher presented the respondents with a set of questions on a four point rating scale asking for their ratings on the effect of Bhang abuse on pupil discipline. The various scores for each effect were computed and the results were as shown in Table 2. From Table 2, it can be observed that Bhang abuse had a high effect on pupils' discipline as signified with an overall mean rating of 2.5. nevertheless, the ratings of deputy headteachers, classroom teachers and pupils were significantly different with the class teachers ratings being high followed by pupils rating and lastly deputy headteachers ratings overallly. Bhang had a high influence on lateness to school, absenteeism,

insubordination of teachers, theft, supplying of drugs in schools, cheating in examinations, truant, failure to do assignments and handing in classwork late. On the other hand, it had low effect in noise making in class, bullying of fellow pupils, sexual harassment and pornography. statistically significant difference between the categories of respondent

The researcher Effects of Spirits abuse on pupil discipline presented the respondents with a set of questions on a four point rating scale asking for their ratings on the effect of spirit abuse on pupil discipline. The various scores for each effect were computed and the results were as shown in Table 3. From Table 3, it can be observed that spirits abuse was found to have a low effect on pupils' discipline as signified with an overall mean rating of 1.9. The overall mean ratings for classroom teachers, deputy head teachers and pupils were 1.86, 1.7 and 2.15 respectively. Upon a one-way ANOVA ($F(2,117) = 6.2, p=0.003$) these means showed a statistically significant difference implying that the various categories of respondents did not agree on some effects. Effects of Cigarette abuse on pupil discipline. The researcher presented the respondents with a set of questions on a four point rating scale asking for their ratings on the effect of cigarettes abuse on pupil discipline. The various scores for each effect were computed and the results were as shown in Table 4.

From Table 4, it can be observed that the use of Cigarettes by public primary school pupils has a low effect on pupils' discipline as signified with an overall mean rating of 2.05. The mean ratings by class teachers, deputy head teachers and pupils were 1.46, 2.18 and 2.47 respectively. These means showed a statistically significant difference as established by a one way ANOVA ($F(2,117) = 31, p=0.00$) implying that class teachers, pupils and deputy head teachers did not agree as to the extent and degree of effect of cigarette abuse on pupils' discipline. A look at the post hoc test results revealed a significant that class teachers significantly differed with both deputy head teachers and pupils. This can be attributed to the fact that pupils will sometimes report to the deputy head teachers all matters discipline as he/she is in charge of the same with the school. It is also worth noting that the deputy head teachers would always try to talk to pupils on the importance of discipline to academic achievement and in the process, pupils may feel the urge to share information not known to any other teacher.

With respect to failure to do homework, table 4.5 shows that cigarette abuse had no effect on pupils' failure to do homework as signified with an overall mean rating of 1.44. The mean ratings by class teachers, deputy head teachers and pupils were 1.38, 1.55 and 1.3 respectively. These means upon a one way ANOVA ($F(2,117) = 2.45, p=0.09$) showed no statistically significant difference implying that both categories of respondents concurred on this. Equally, the results show that cigarette abuse had a low effect on insubordination of teachers by pupils as signified by an overall mean rating of 1.54. The overall mean ratings by class teachers, deputy head teachers and pupils were 1.4, 1.75 and 1.48 respectively. These means showed no statistically significant difference as established by a one ways ANOVA ($F(2,117) = 1.96, p=0.145$) meaning that both categories of respondents were in agreement as to the extent and degree to which cigarette abuse led to insubordination of teachers by pupils. Table 4 further reveals that cigarette abuse had a low effect on sexual harassment by abusers on fellow pupils as signified with an overall mean rating of 1.48.

Table 1: Effects of Alcohol abuse on Pupil discipline

Aspect of Pupil discipline	RES		1	2	3	4	Total	MR	OMR	ANOVA
Failure to do homework	CT	F	0	8	23	9	40	2.03	1.98	F (2,117) = 13.8, p=0.00
		SC								
		%	0	20	57.5	22.5	100			
	DHT	F	4	22	9	5	40	2.38		
		SC								
		%	10	55	22.5	12.5	100			
	P	F	0	20	18	12	40	1.55		
		SC								
		%	0	50	45	5	100			
Lateness to school	CT	F	11	20	9	0	40	1.95	1.99	F (2,117) = 22, p=0.00
		SC								
		%	27.5	50	22.5	0	100			
	DHT	F	4	15	16	5	40	2.55		
		SC								
		%	10	37.5	40	12.5	100			
	P	F	23	15	2	0	40	1.48		
		SC								
		%	57.5	37.5	5	0	100			
Absence from school without permission.	CT	F	10	21	5	3	40	2.05	2.08	F (2,105) = 31.9, p=0.00
		SC								
		%	25	52.5	15	7.5	100			
	DHT	F	0	17	17	6	40	2.73		
		SC								
		%	0	42.5	42.5	15	100			
	P	F	23	16	1	0	40	1.45		
		SC	23	32	3	0				
		%	57.5	40	2.5	0	100			
Insubordination of teachers	CT	F	12	19	9	0	40	1.93	2.04	F(2,117) = 10.7, p=0.00
		SC	12	38	27	0				
		%	30	47.5	22.5	0	100			
	DHT	F	3	21	8	8	40	2.53		
		SC	3	42	24	32				
		%	7.5	52.5	20	20	100			
	P	F	21	14	2	3	40	1.68		
		SC	21	28	6	12				
		%	52.5	35	5	7.5	100			
Bullying of fellow pupils	CT	F	20	18	2	0	40	1.55	1.89	F(2,117) = 23.7, p=0.00
		SC	20	36	6	0				
		%	50	45	5	0	100			
	DHT	F	2	20	13	5	40	2.53		
		SC	2	40	39	20				
		%	5	50	32.5	12.5	100			
	P	F	22	12	6	0	40	1.60		
		SC	22	24	18	0				
		%	55	30	15	0	100			

Continue

Sexual harassment	CT	F	23	15	2	0	40	1.48	1.88	F(2,117) = 16.3, p=0.00
		SC	23	30	6	0				
		%	57.5	37.5	5	0	100			
	DHT	F	5	18	14	3	40	2.38		
		SC	5	36	42	15				
		%	12.5	45	35	7.5	100			
	P	F	15	18	7	0	40	1.80		
		SC	15	36	21	0				
		%	37.5	45	17.5	0	100			
Pornography	CT	F	23	16	1	0	40	1.45	2.13	F(2,117) = 6.1, p=0.003
		SC	23	32	3	0				
		%	57.5	40	2.5	0	100			
	DHT	F	13	19	3	5	40	2.00		
		SC	13	38	9	20				
		%	32.5	47.5	7.5	12.5	100			
	P	F	22	14	4	0	40	1.55		
		SC	22	28	12	0				
		%	55	35	10	0	100			
Supplying of drugs	CT	F	21	14	2	3	40	1.68	2.13	F(2,117) = 10.4, p=0.00
		SC	21	28	6	12				
		%	52.5	35	5	7.5	100			
	DHT	F	6	26	3	5	40	2.18		
		SC	6	52	9	20				
		%	15	65	7.5	12.5	100			
	P	F	4	15	16	5	40	2.55		
		SC	4	30	48	20				
		%	10	37.5	40	12.5	100			
Theft	CT	F	22	12	6	0	40	1.60	2.18	F(2,117) = 18.9, p=0.00
		SC	22	24	18	0				
		%	55	30	15	0	100			
	DHT	F	9	19	6	6	40	2.23		
		SC	9	38	18	24				
		%	22.5	47.5	15	15	100			
	P	F	17	0	17	6	40	2.73		
		SC	17	0	51	24				
		%	42.5	0	42.5	15	100			
Cheating in exams	CT	F	15	18	7	0	40	1.8	2.17	F(2,115) = 5.7, p=0.004
		SC	15	36	21	0				
		%	37.5	45	17.5	0	100			
	DHT	F	12	16	4	8	40	2.2		
		SC	12	32	12	32				
		%	30	40	10	20	100			
	P	F	6	14	10	8	38	2.53		
		SC	12	28	30	32				
		%	15	35	25	20	95			

Continue

Noise in class	CT	F	22	14	4	0	40	1.55	2.71	F(2,117) = 39.3, p=0.00
		SC	22	28	8	0				
		%	55	35	10	0	100			
	DHT	F	8	20	3	9	40	2.33		
		SC	8	40	9	36				
		%	20	50	7.5	22.5	100			
	P	F	1	7	18	14	40	3.23		
		SC	1	14	54	56				
		%	2.5	17.5	45	35	100			
Truancy	CT	F	9	15	10	6	40	2.33	2.71	F(2,117) = 11, p=0.00
		SC	9	30	30	24				
		%	22.5	37.5	25	15	100			
	DHT	F	2	23	5	10	40	2.58		
		SC	2	46	15	40				
		%	5	57.5	12.5	25	100			
	P	F	1	5	22	12	40	3.23		
		SC								
		%	2.5	12.5	55	30	100			
Failure to do assignments	CT	F	6	18	8	8	40	2.45	2.87	F(2,117) = 11.9, p=0.00
		SC	6	36	24	36				
		%	15	45	20	20	100			
	DHT	F	2	17	10	11	40	2.75		
		SC	2	34	30	44				
		%	5	42.5	25	27.5	100			
	P	F	1	5	15	19	40	3.4		
		SC	1	10	45	76				
		%	2.5	12.5	37.5	47.5	100			
Handing in classwork late	CT	F	6	14	10	8	38	2.53	2.86	F(2,115) = 16.3, p=0.006
		SC	6	28	30	32				
		%	15	35	25	20	95			
	DHT	F	2	15	11	12	40	2.83		
		SC	2	30	33	48				
		%	5	37.5	27.5	30	100			
	P	F	1	8	17	14	40	3.2		
		SC	1	16	51	56				
		%	2.5	20	42.5	35	100			
OVERALL MEAN RATING	CT						1.88	2.34	F(2,117) = 19.1, p=0.00	
	DHT						2.8			
	P						2.36			

KEY: RES=Respondent; MR=Mean Rating; SD=Standard Deviation; CT=Class Teachers DHT=Deputy P=Pupils

Interpretation of Mean Rating:

1.00-1.44 = No effect 1.45-2.44 = Low effect

2.45-3.44 = High effect 3.45-4.0 = Very high effect

Table 2: Effects of Bhang abuse on Pupil discipline

Aspect of pupil discipline	RES		1	2	3	4	Total	MR	OMR	ANOVA
Failure to do homework	CT	F	0	7	18	15	40	3.2	2.75	F (2,117)= 11.4, p=0.00
		SC	0	14	54	60				
		%	0	17.5	45	37.5	100			
	DHT	F	2	15	11	12	40	2.83		
		SC	2	30	33	36				
		%	5	37.5	27.5	30	100			
	P	F	13	11	10	6	40	2.23		
		SC	13	22	30	24				
		%	32.5	27.5	25	15	100			
Lateness to school	CT	F	0	5	22	13	40	3.2	2.77	F (2,117) = 13, p=0.00
		SC	0	10	33	52				
		%	0	12.5	55	32.5	100			
	DHT	F	2	13	11	14	40	2.93		
		SC	2	26	33	56				
		%	5	32.5	27.5	35	100			
	P	F	15	10	8	7	40	2.18		
		SC	15	20	24	28				
		%	37.5	25	20	17.5	100			
Absence from school without permission.	CT	F	0	14	15	11	40	3.38		F (2,117) = 20.6, p=0.00
		SC	0	28	45	44				
		%	12.5	37.5	50	7.5	100			
	DHT	F	0	14	15	11	40	2.93		
		SC	0	28	45	44				
		%	0	35	37.5	27.5	100			
	P	F	19	6	8	7	40	2.08		
		SC	19	12	24	56				
		%	47.5	15	20	17.5	100			
Insubordination of teachers	CT	F	0	8	17	15	40	3.18	2.88	F(2,117) = 3.4, p=0.04
		SC	0	16	51	60				
		%	0	20	42.5	37.5	100			
	DHT	F	2	14	14	10	40	2.8		
		SC	2	28	42	40				
		%	5	35	35	25	100			
	P	F	9	7	13	11	40	2.65		
		SC	9	14	36	44				
		%	22.5	17.5	32.5	27.5	100			
Bullying of fellow pupils	CT	F	13	11	10	6	40	2.23	2.39	F(2,117) = 3, p=0.05
		SC	13	22	30	24				
		%	32.5	27.5	25	15	100			
	DHT	F	2	15	16	7	40	2.7		
		SC	2	30	48	28				
		%	5	37.5	40	17.5	100			
	P	F	9	19	5	7	40	2.25		
		SC	9	38	15	28				
		%	22.5	47.5	12.5	17.5	100			

Continue

Sexual harassment	CT	F	15	10	8	7	40	2.18	2.36	F(2,117) = 1.3, p=0.265
		SC	15	20	24	28				
		%	37.5	26	20	17.5	100			
	DHT	F	5	13	17	5	40	2.55		
		SC	5	26	51	20				
		%	12.5	32.5	42.5	12.5	100			
	P	F	11	10	13	6	40	2.35		
		SC	11	20	39	24				
		%	27.5	25	32.5	15	100			
Pornography	CT	F	19	6	8	7	40	2.08	2.28	F(2,117) = 3.9, p=0.023
		SC	19	12	24	28				
		%	47.5	15	20	17.5	100			
	DHT	F	3	14	16	7	40	2.68		
		SC	3	28	48	28				
		%	7.5	35	40	17.5	100			
	P	F	19	5	9	7	40	2.1		
		SC	19	10	27	28				
		%	47.5	15	20	17.5	100			
Supplying of drugs	CT	F	9	7	13	11	40	2.65	2.87	F(2,117) = 6.1, p=0.003
		SC	9	14	39	44				
		%	22.5	17.5	32.5	27.5	100			
	DHT	F	8	6	19	7	40	2.63		
		SC	8	12	57	28				
		%	20	15	47.5	17.5	100			
	P	F	3	3	12	22	40	3.33		
		SC	3	6	36	88				
		%	7.5	7.5	30	55	100			
Theft	CT	F	9	19	5	7	40	2.25	2.77	F(2,117) = 17.3, p=0.00
		SC	9	38	15	28				
		%	22.5	47.5	12.5	17.5	100			
	DHT	F	6	9	18	7	40	2.65		
		SC	6	18	54	28				
		%	15	22.5	45	17.5	100			
	P	F	1	3	14	22	40	3.43		
		SC	1	6	32	88				
		%	2.5	7.5	35	55	100			
Cheating in exams	CT	F	11	10	13	6	40	2.35	2.77	F(2,117) = 14.6, p=0.00
		SC	11	20	39	24				
		%	27.5	25	32.5	15	100			
	DHT	F	8	9	17	6	40	2.53		
		SC								
		%	20	22.5	42.5	15	100			
	P	F	1	5	10	24	40	3.43		
		SC								
		%	2.5	12.5	25	60	100			

Continue

Noise in class	CT	F	19	5	9	7	40	2.1	2.39	F(2,117) = 3.4, p=0.035
		SC								
		%	47.5	12.5	22.5	17.5	100			
	DHT	F	7	9	11	13	40	2.75		
		SC	7	18	33	52				
		%	17.5	22.5	27.5	32.5	100			
	P	F	9	18	4	9	40	2.33		
		SC	9	36	12	36				
		%	22.5	45	10	22.5	100			
Truancy	CT	F	3	3	12	22	40	3.33	2.81	F(2,117) = 27.6, p=0.00
		SC	3	6	36	88				
		%	7.5	7.5	30	55	100			
	DHT	F	2	7	15	16	40	3.13		
		SC	2	14	45	64				
		%	5	17.5	37.5	40	100			
	P	F	12	19	7	2	40	1.98		
		SC	12	38	21	10				
		%	30	47.5	17.5	5	100			
Failure to do assignments	CT	F	1	3	14	22	40	3.43	2.77	F(2,115) = 52.9, p=0.00
		SC	1	6	42	88				
		%	2.5	7.5	35	55	100			
	DHT	F	2	5	17	14	38	3.13		
		SC	2	10	51	56				
		%	5	12.5	42.5	35	92			
	P	F	15	19	6	0	40	1.78		
		SC	15	38	18	0				
		%	37.5	47.5	15	0	100			
Handing in classwork late	CT	F	1	5	10	24	40	3.43	2.75	F(2,115) = 54.3, p=0.000
		SC	1	10	30	96				
		%	2.5	12.5	25	60	100			
	DHT	F	2	5	19	12	38	3.08		
		SC	2	10	57	48				
		%	5	12.5	47.5	30	95			
	P	F	14	22	4	0	40	1.75		
		SC	14	44	12	0				
		%	35	55	10	0	100			
OVERALL MEAN RATING	CT							2.8	2.5	F(2,117) = 4.1, p=0.018
	DHT							2.3		
	P							2.4		

KEY: RES=Respondent; MR=Mean Rating; SD=Standard Deviation; CT=Class Teachers DHT=Deputy head teacher P=Pupils

Interpretation of Mean Rating:

- 1.00-1.44 = No effect
- 1.45-2.44 = Low effect
- 2.45-3.44 = High effect
- 3.45-4.0 = Very high effect

Table 3. Effects of Spirits abuse on Pupil discipline

Aspect of Pupil Discipline	RES		1	2	3	4	Total	MR	OMR	ANOVA
Failure to do homework	CT	F	9	18	4	9	40	2.33	2.18	F (2,117)= 14.8, p=0.00
		SC	9	36	12	36				
		%	22.5	45	10	22.5	100			
	DHT	F	3	15	17	5	40	2.6		
		SC	3	30	51	20				
		%	7.5	37.5	42.5	12.5	40			
	P	F	0	18	20	2	40	1.6		
		SC	0	36	60	10				
		%	0	45	50	5	100			
Lateness to school	CT	F	12	19	7	2	40	1.98	2.05	F (2,117) = 18.8, p=0.00
		SC	12	38	21	10				
		%	30	47.5	17.5	5	100			
	DHT	F	3	15	17	5	40	2.6		
		SC								
		%	7.5	37.5	42.5	12.5	100			
	P	F	19	19	2	0	40	1.58		
		SC	19	38	6	0				
		%	47.5	47.5	5	0	100			
Absence from school without permission.	CT	F	15	19	6	0	40	1.78	1.97	F (2,117) 17.8, p=0.00
		SC	15	38	18	0				
		%	37.5	47.5	15	0	100			
	DHT	F	5	13	20	2	40	2.48		
		SC	5	26	60	8				
		%	12.5	32.5	50	0	100			
	P	F	14	26	0	0	40	1.65		
		SC	14	52	0	0				
		%	35	65	0	0	100			
Insubordination of teachers	CT	F	14	22	4	0	40	1.75	1.92	F(2,117) = 8.9, p=0.00
		SC	14	44	12	0				
		%	35	55	10	0	100			
	DHT	F	9	12	17	2	40	2.3		
		SC	9	24	51	10				
		%	22.5	30	42.5	5	100			
	P	F	14	24	2	0	40	1.7		
		SC	14	48	6	0				
		%	35	60	5	0	100			

Continue

Bullying of fellow pupils	CT	F	18	20	2	0	40	1.6	1.78	F(2,117) = 6.6, p=0.002
		SC	18	40	6	0				
		%	45	50	5	0	100			
	DHT	F	13	13	10	4	40	2.13		
		SC	13	26	30	16				
		%	32.5	32.5	25	10	100			
	P	F	18	20	2	0	40	1.6		
		SC	18	40	6	0				
		%	45	50	5	0	100			
Sexual harassment	CT	F	19	19	2	0	40	1.58	1.84	F(2,117) = 4, p=0.022
		SC	19	38	6	0				
		%	47.5	47.5	5	0	100			
	DHT	F	13	16	6	5	40	2.08		
		SC	13	32	18	20				
		%	32.5	40	15	12.5	100			
	P	F	14	17	9	0	40	1.88		
		SC	14	34	18	0				
		%	35	42.5	22.5	0	100			
Pornography	CT	F	14	26	0	0	40	1.65	1.7	F(2,117) = 0.9, p=0.4
		SC	14	52	0	0				
		%	35	65	0	0	100			
	DHT	F	18	14	5	3	40	1.83		
		SC	18	28	15	12				
		%	45	35	12.5	7.5	100			
	P	F	19	17	4	0	40	1.63		
		SC	19	34	12	0				
		%	47.5	42.5	10	0	100			
Supplying of drugs	CT	F	14	24	2	0	40	1.7	1.96	F(2,117) = 2.7, p=0.07
		SC	14	48	6	0				
		%	35	60	5	0	100			
	DHT	F	13	14	10	3	40	2.08		
		SC	13	28	30	12				
		%	32.5	35	25	7.5	100			
	P	F	13	15	7	5	40	2.1		
		SC	13	30	21	10				
		%	32.5	37.5	17.5	12.5	100			
Theft	CT	F	18	20	2	0	40	1.6	1.98	F(2,117) = 6.6, p=0.002
		SC	18	40	6	0				
		%	45	50	5	0	100			
	DHT	F	12	16	10	2	40	2.05		
		SC	12	32	30	8				
		%	30	40	25	5	100			
	P	F	12	9	15	14	40	2.28		
		SC	12	18	30	56				
		%	30	22.5	37.5	10	100			

Continue

Cheating in exams	CT	F	14	17	9	0	40	1.88	2.08	F(2,117) = 1.7, p=0.004
		SC	14	34	27	0				
		%	35	42.5	22.5	0	100			
	DHT	F	8	19	13	0	40	2.13		
		SC	8	38	39	0				
		%	20	47.5	32.5	0	100			
	P	F	13	12	8	7	40	2.23		
		SC	13	24	24	28				
		%	32.5	30	20	17.5	100			
Noise in class	CT	F	19	17	4	0	40	1.63	1.8	F(2,117) = 21.4, p=0.00
		SC	19	34	12	0				
		%	47.5	42.5	10	0	100			
	DHT	F	7	14	15	4	40	2.4		
		SC	7	28	45	16				
		%	17.5	35	37.5	10	100			
	P	F	27	11	2	0	40	1.38		
		SC	27	22	6	0				
		%	67.5	27.5	5	0	100			
Truancy	CT	F	13	15	7	5	40	2.1	1.99	F(2,117) = 20.8, p=0.00
		SC	13	30	21	25				
		%	32.5	37.5	17.5	12.5	100			
	DHT	F	6	14	12	8	40	2.55		
		SC	6	28	36	32				
		%	15	35	30	20	100			
	P	F	27	13	0	0	40	1.33		
		SC	27	26	0	0				
		%	67.5	32.5	0	0	100			
Failure to do assignments	CT	F	12	9	15	4	40	2.28	2.08	F(2,117) = 14.7, p=0.00
		SC	12	18	45	16				
		%	30	22.5	37.5	10	100			
	DHT	F	9	9	14	8	40	2.53		
		SC	9	18	42	32				
		%	22.5	22.5	35	20	100			
	P	F	27	11	0	2	40	1.43		
		SC	27	22	0	8				
		%	67.5	27.5	0	5	100			
Handing in class work late	CT	F	13	12	8	7	40	2.23	2.03	F(2,117) = 13.4, p=0.006
		SC	13	24	24	28				
		%	32.5	30	20	17.5	100			
	DHT	F	10	9	13	8	40	2.48		
		SC	10	18	39	32				
		%	25	22.5	32.5	20	100			
	P	F	28	8	4	0	40	1.4		
		SC	28	16	12	0				
		%	70	20	10	0	100			
OVERALL MEAN RATING	CT						1.86	1.9	F(2,117) = 6.2, p=0.003	
	DHT						1.7			
	P						2.15			

KEY: RES=Respondent; MR=Mean Rating; SD=Standard Deviation; CT=Class Teachers DHT=Deputy Head Teacher P=Pupil Interpretation of Mean Rating: 1.00-1.44 = No effect 1.45-2.44 = Low effect 2.45-3.44 = High effect 3.45-4.0 = Very high effect

Table 4. Effects of Cigarette abuse on Pupil discipline

Aspect of Pupil Discipline	R		1	2	3	4	Total	MR	OMR	ANOVA
Failure to do homework	CT	F	27	11	2	0	40	1.38	1.44	F (2,117)= 2.45, p=0.09
		SC	27	22	6	0				
		%	67.5	27.5	5	0	100			
	DHT	F	23	10	5	2	40	1.55		
		SC	23	20	15	8				
		%	57.5	25	12.5	5	100			
	P	F	32	6	0	2	40	1.3		
		SC	32	12	0	8				
		%	80	15	0	5	100			
Lateness to school	CT	F	27	13	0	0	40	1.33	1.48	F (2,117) = 7.5, p=0.001
		SC	27	26	0	0				
		%	67.5	32.5	0	0	100			
	DHT	F	19	12	7	2	40	1.8		
		SC	19	24	21	8				
		%	47.5	30	17.5	5	100			
	P	F	28	12	0	0	40	1.3		
		SC	28	24	0	0				
		%	70	30	0	0	100			
Absence from school without permission.	CT	F	27	11	0	2	40	1.43	1.43	F (2,105) =6.4, p=0.002
		SC								
		%	67.5	27.5	0	5	100			
	DHT	F	22	8	10	0	40	1.7		
		SC	22	16	30	0				
		%	55	20	25	0	100			
	P	F	34	6	0	0	40	1.15		
		SC	34	12	0	0				
		%	85	15	0	0	100			
Insubordination of teachers	CT	F	28	8	4	0	40	1.4	1.54	F(2,117) = 1.96, p=0.145
		SC	28	16	12	0				
		%	70	20	10	0	100			
	DHT	F	18	14	8	0	40	1.75		
		SC	18	28	24	0				
		%	45	35	20	0	100			
	P	F	31	4	0	5	40	1.48		
		SC	31	8	0	20				
		%	77.5	10	0	12.5	100			
Bullying of fellow pupils	CT	F	32	6	0	2	40	1.3	1.6	F(2,117) = 4.4, p=0.014
		SC	32	12	0	10				
		%	80	15	0	5	100			
	DHT	F	18	12	6	4	40	1.9		
		SC	18	24	18	16				
		%	45	30	15	10	100			
	P	F	27	4	7	2	40	1.6		
		SC	27	8	21	8				
		%	67.5	10	17.5	5	100			

Continue

Sexual harassment	CT	F	28	12	0	0	40	1.3	1.48	F(2,117) = 2.5, p=0.08	
		SC									
		%	70	30	0	0	100				
	DHT	F	21	11	8	0	40	1.68			
		SC	21	22	24	0					
		%	52.5	27.5	20	0	100				
	P	F	29	6	2	3	40	1.48			
		SC	29	12	6	12					
		%	72.5	15	5	7.5	100				
Pornography	CT	F	34	6	0	0	40	1.15	1.3	F(2,117) = 1.9, p=0.16	
		SC	34	12	0	0					
		%	85	15	0	0	100				
	DHT	F	26	12	2	0	40	1.4			
		SC	26	24	6	0					
		%	65	30	5	0	100				
	P	F	32	4	2	2	40	1.35			
		SC	32	8	6	8					
		%	80	10	5	5	100				
Supplying of drugs	CT	F	31	4	0	5	40	1.48	1.62	F(2,117) = 0.57, p=0.57	
		SC	31	8	0	10					
		%	77.5	10	0	12.5	100				
	DHT	F	26	6	2	6	40	1.7			
		SC	26	12	6	24					
		%	65	15	5	15	100				
	P	F	24	8	5	3	40	1.68			
		SC	24	16	15	12					
		%	60	20	12.5	7.5	100				
Theft	CT	F	27	4	7	2	40	1.6	1.74	F(2,117) = 0.62, p=0.54	
		SC	27	8	21	10					
		%	67.5	10	17.5	5	100				
	DHT	F	21	11	2	6	40	1.83			
		SC	21	22	6	24					
		%	52.5	27.5	5	15	100				
	P	F	22	4	14	0	40	1.8			
		SC	22	8	42	0					
		%	55	10	35	0	100				
Cheating in exams	CT	F	29	6	2	3	40	1.48	1.62	F(2,117) = 1.6, p=0.21	
		SC	29	12	6	12					
		%	72.5	15	5	7.5	100				
	DHT	F	26	6	8	0	40	1.55			
		SC	26	12	24	0					
		%	65	15	20	0	100				
	P	F	22	6	9	3	40	1.83			
		SC	22	12	27	12					
		%	55	15	22.5	7.5	100				

Continue

Noise in class	CT	F	32	4	2	2	40	1.35	1.89	F(2,117) = 21.2, p=0.00
		SC	32	8	6	8				
		%	80	10	5	5	100			
	DHT	F	25	5	8	2	40	1.68		
		SC	25	10	24	10				
		%	62.5	12.5	20	5	100			
	P	F	7	8	17	8	40	2.65		
		SC	7	16	51	32				
		%	17.5	20	42.5	20	100			
Truancy	CT	F	24	8	5	3	40	1.68	2.01	F(2,117) = 9.7, p=0.00
		SC	24	16	15	12				
		%	60	20	12.5	7.5	100			
	DHT	F	21	9	8	2	40	1.78		
		SC	21	18	24	10				
		%	52.5	22.5	20	5	100			
	P	F	10	5	17	8	40	2.58		
		SC	10	10	51	32				
		%	25	12.5	42.5	20	100			
Failure to do assignments	CT	F	22	4	14	0	40	1.8	2.02	F(2,117) = 10.2, p=0.00
		SC	22	8	42	0				
		%	55	10	35	0	100			
	DHT	F	21	11	8	0	40	1.68		
		SC	21	22	24	0				
		%	52.5	27.5	20	0	100			
	P	F	9	10	10	11	40	2.58		
		SC	9	20	30	44				
		%	22.5	25	25	27.5	100			
Handing in class work late	CT	F	22	6	9	3	40	1.83	1.93	F(2,117) = 2.6, p=0.084
		SC	22	12	27	12				
		%	55	15	22.5	7.5	100			
	DHT	F	20	12	6	2	40	1.75		
		SC	20	24	18	8				
		%	50	30	15	5	100			
	P	F	11	13	13	3	40	2.2		
		SC	11	26	39	12				
		%	27.5	32.5	32.5	7.5	100			
OVERALL MEAN RATING	CT						1.46	2.04	F(2,117) = 31, p=0.00	
	DHT						2.18			
	P						2.47			

KEY: RES=Respondent; MR=Mean Rating; SD=Standard Deviation; CT=Class Teachers DHT=Deputy Head teacher P=Pupils **Interpretation of Mean Rating:** 1.00-1.44 = No effect 1.45-2.44 = Low effect 2.45-3.44 = High effect 3.45-4.0 = Very high effect

Table 5. POST HOC TESTS

Dependent Variable	(I) Category of respondents	(J) Category of respondents	Mean Difference (I-J)	Std. Error	Sig.
Failure to do homework	Class Teachers	Deputy H/T	.375	.206	.167
		Pupils	.975*	.206	.000
Lateness to school	Deputy H/T	Class Teachers	-.375	.206	.167
	Deputy H/T	Pupils	.600*	.206	.012
	Pupils	Class Teachers	-.975	.206	.000
	Pupils	Deputy H/T	-.600	.206	.012
	Class Teachers	Deputy H/T	.275	.208	.385
	Class Teachers	Pupils	1.025	.208	.000
Absence from school without permission	Deputy H/T	Class Teachers	-.275	.208	.385
	Deputy H/T	Pupils	.750	.208	.001
	Pupils	Class Teachers	-1.025*	.208	.000
	Pupils	Deputy H/T	-.750	.208	.001
	Class Teachers	Deputy H/T	.450	.206	.077
	Class Teachers	Pupils	1.300	.206	.000
Insubordination of teachers	Deputy H/T	Class Teachers	-.450	.206	.077
	Deputy H/T	Pupils	.850*	.206	.000
	Pupils	Class Teachers	-1.300	.206	.000
	Pupils	Deputy H/T	-.850*	.206	.000
	Class Teachers	Deputy H/T	.375	.208	.173
	Class Teachers	Pupils	.525*	.208	.034
Bullying of fellow pupils	Deputy H/T	Class Teachers	-.375	.208	.173
	Deputy H/T	Pupils	.150	.208	.752
	Pupils	Class Teachers	-.525	.208	.034
	Pupils	Deputy H/T	-.150	.208	.752
	Class Teachers	Deputy H/T	-.475	.218	.078
	Class Teachers	Pupils	-.025	.218	.993
Sexual harassment	Deputy H/T	Class Teachers	.475	.218	.078
	Deputy H/T	Pupils	.450	.218	.101
	Pupils	Class Teachers	.025	.218	.993
	Pupils	Deputy H/T	-.450	.218	.101
	Class Teachers	Deputy H/T	-.375	.229	.234
	Class Teachers	Pupils	-.175	.229	.726
Pornography	Deputy H/T	Class Teachers	.375	.229	.234
	Deputy H/T	Pupils	.200	.229	.658
	Pupils	Class Teachers	.175	.229	.726
	Pupils	Deputy H/T	-.200	.229	.658
	Class Teachers	Deputy H/T	-.600	.244	.040
	Class Teachers	Pupils	-.025	.244	.994
Supplying of drugs	Deputy H/T	Class Teachers	.600	.244	.040
	Deputy H/T	Pupils	.575	.244	.052
	Pupils	Class Teachers	.025	.244	.994
	Pupils	Deputy H/T	-.575	.244	.052
	Class Teachers	Deputy H/T	.025	.228	.993
	Class Teachers	Pupils	-.675*	.228	.010
Theft	Deputy H/T	Class Teachers	-.025	.228	.993
	Deputy H/T	Pupils	-.700	.228	.007
	Pupils	Class Teachers	.675*	.228	.010
	Pupils	Deputy H/T	.700	.228	.007
	Class Teachers	Deputy H/T	-.400	.203	.124
	Class Teachers	Pupils	-1.175	.203	.000
cheating in exam	Deputy H/T	Class Teachers	.400	.203	.124
	Deputy H/T	Pupils	-.775	.203	.001
	Pupils	Class Teachers	1.175*	.203	.000
	Pupils	Deputy H/T	.775	.203	.001
	Class Teachers	Deputy H/T	-.175	.214	.692
	Class Teachers	Pupils	-1.075*	.214	.000
Noise in class	Deputy H/T	Class Teachers	.175	.214	.692
	Deputy H/T	Pupils	-.900*	.214	.000
	Pupils	Class Teachers	1.075	.214	.000
	Pupils	Deputy H/T	.900*	.214	.000
	Class Teachers	Deputy H/T	-.650	.251	.029
	Class Teachers	Pupils	-.225	.251	.645
Truancy	Deputy H/T	Class Teachers	.650	.251	.029
	Deputy H/T	Pupils	.425	.251	.213
	Pupils	Class Teachers	.225	.251	.645
	Pupils	Deputy H/T	-.425	.251	.213
	Class Teachers	Deputy H/T	.200	.196	.566
	Class Teachers	Pupils	1.350	.196	.000
Failure to do assignments	Deputy H/T	Class Teachers	-.200	.196	.566
	Deputy H/T	Pupils	1.150	.196	.000
	Pupils	Class Teachers	-1.350*	.196	.000
	Pupils	Deputy H/T	-1.150	.196	.000
	Class Teachers	Deputy H/T	.293	.173	.211
	Class Teachers	Pupils	1.650	.171	.000
Handing in class work late	Deputy H/T	Class Teachers	-.293	.173	.211
	Deputy H/T	Pupils	1.357	.173	.000
	Pupils	Class Teachers	-1.650	.171	.000
	Pupils	Deputy H/T	-1.357*	.173	.000
	Class Teachers	Deputy H/T	.346	.172	.113
	Class Teachers	Pupils	1.675*	.169	.000
	Deputy H/T	Class Teachers	-.346	.172	.113
	Deputy H/T	Pupils	1.329*	.172	.000
	Pupils	Class Teachers	-1.675*	.169	.000
	Pupils	Deputy H/T	-1.329*	.172	.000

Table 6. Effects of piriton Abuse on Pupil Discipline

Aspect of pupil discipline	R		1	2	3	4	Total	MR	OMR	ANOVA
Failure to do homework	CT	F	7	8	17	8	40	2.65	2.13	F (2,117)=9.5, p=0.00
		SC	7	16	51	24				
		%	17.5	20	42.5	20	100			
	DHT	F	17	11	10	2	40	1.93		
		SC	17	22	30	8				
		%	42.5	27.5	25	5	100			
	P	F	16	16	7	1	40	1.83		
		SC	16	32	21	5				
		%	40	40	17.5	2.5	100			
Lateness to school	CT	F	10	5	17	8	40	2.65	2.13	F (2,115) = 5.2, p=0.01
		SC	10	10	51	32				
		%	25	12.5	42.5	20	100			
	DHT	F	13	13	12	0	38	1.93		
		SC	13	26	36	0				
		%	32.5	32.5	30	0	95			
	P	F	18	9	10	3	40	1.83		
		SC								
		%	45	22.5	25	7.5	100			
Absence from school without permission.	CT	F	9	10	10	11	40	2.58	2.28	F (2,115) = 5.8, p=0.004
		SC	9	20	30	44				
		%	22.5	25	25	27.5	100			
	DHT	F	5	16	14	3	38	1.97		
		SC	5	32	42	12				
		%	12.5	40	35	7.5	95			
	P	F	11	13	13	3	40	1.95		
		SC	11	26	39	12				
		%	27.5	32.5	32.5	7.5	100			
Insubordination of teachers	CT	F	11	13	13	3	40	2.2	2.23	F(2,115) = 1.8, p=0.17
		SC	11	26	39	12				
		%	27.5	32.5	32.5	7.5	100			
	DHT	F	8	20	10	0	38	2.05		
		SC	8	40	30	0				
		%	20	50	25	0	95			
	P	F	9	9	18	4	40	2.43		
		SC	9	18	54	16				
		%	22.5	22.5	45	10	100			
Bullying of fellow pupils	CT	F	16	16	7	1	40	1.83	1.93	F(2,115) = 0.6, p=0.554
		SC	16	32	21	4				
		%	40	40	17.5	2.5	100			
	DHT	F	13	14	11	0	38	1.95		
		SC	13	28	33	0				
		%	32.5	35	27.5	0	95			
	P	F	13	14	12	1	40	2.03		
		SC	13	28	36	4				
		%	32.5	35	30	2.5	100			

Continue

Sexual harassment	CT	F	18	9	10	3	40	1.95	2.07	F(2,115) = 0.65, p=0.525	
		SC	18	18	30	12					
		%	45	22.5	25	7.5	100				
	DHT	F	15	6	17	0	38	2.05			
		SC	30	12	51	0					
		%	37.5	15	42.5	0	95				
	P	F	11	16	7	6	40	2.2			
		SC	111	32	21	24					
		%	27.5	40	17.5	15	100				
Pornography	CT	F	18	9	13	0	40	1.88	2.05	F(2,112) = 1.02, p=0.364	
		SC	18	18	39	0					
		%	45	22.5	32.5	0	100				
	DHT	F	12	9	15	2	38	2.18			
		SC	12	18	45	10					
		%	30	22.5	37.5	5	95				
	P	F	16	7	8	6	37	2.11			
		SC	16	14	24	24					
		%	40	17.5	20	15	92.5				
Supplying of drugs	CT	F	9	9	18	4	40	2.43	2.58	F(2,115) = 2.33, p=0.102	
		SC	9	18	54	12					
		%	22.5	22.5	45	10	100				
	DHT	F	7	9	20	2	38	2.45			
		SC	7	18	60	8					
		%	17.5	22.5	50	5	95				
	P	F	7	7	11	15	40	2.85			
		SC	7	14	33	60					
		%	17.5	17.5	27.5	37.5	100				
Theft	CT	F	13	14	12	1	40	2.03	2.4	F(2,115) = 7.72, p=0.001	
		SC									
		%	32.5	35	30	2.5	100				
	DHT	F	7	14	15	2	38	2.32			
		SC	7	28	45	10					
		%	17.5	35	37.5	5	95				
	P	F	7	7	11	15	40	2.85			
		SC	7	14	33	60					
		%	17.5	17.5	27.5	37.5	100				
Cheating in exams	CT	F	11	16	7	6	40	2.2	2.53	F(2,115) = 3.25, p=0.04	
		SC	11	32	21	24					
		%	27.5	40	17.5	15	100				
	DHT	F	9	6	15	8	38	2.58			
		SC	9	12	45	32					
		%	22.5	15	37.5	20	95				
	P	F	7	7	13	13	40	2.8			
		SC	7	14	39	39					
		%	17.5	17.5	32.5	32.5	100				

Continue

Noise in class	CT	F	16	7	8	6	37	2.11	2.2	F(2,112) = 0.6, p=0.55
		SC	16	14	24	24				
		%	40	17.5	20	15	92.5			
	DHT	F	14	9	11	4	38	2.13		
		SC	14	18	33	12				
		%	35	22.5	27.5	10	95			
	P	F	9	16	7	8	40	2.35		
		SC	9	32	21	32				
		%	22.5	40	17.5	20	100			
Truancy	CT	F	7	7	11	15	40	2.85	2.52	F(2,115) = 3.18, p=0.05
		SC	7	14	33	60				
		%	17.5	17.5	27.5	37.5	100			
	DHT	F	8	12	16	2	38	2.32		
		SC	8	24	48	10				
		%	20	30	40	5	95			
	P	F	9	16	6	9	40	2.38		
		SC	9	32	18	36				
		%	22.5	40	15	22.5	100			
Failure to do assignments	CT	F	7	7	11	15	40	2.85	2.57	F(2,115) = 3.2, p=0.05
		SC	7	14	33	60				
		%	17.5	17.5	27.5	37.5	100			
	DHT	F	7	6	21	4	38	2.58		
		SC	7	12	42	16				
		%	17.5	15	52.5	10	95			
	P	F	10	15	9	6	40	2.28		
		SC	10	30	27	24				
		%	25	37.5	22.5	15	100			
Handing in classwork late	CT	F	7	7	13	13	40	2.8	2.44	F(2,115) = 4.22, p=0.02
		SC	7	14	39	42				
		%	17.5	17.5	32.5	32.5	100			
	DHT	F	11	6	16	5	38	2.39		
		SC	11	12	48	20				
		%	27.5	15	40	12.5	100			
	P	F	11	19	4	6	40	2.13		
		SC	11	38	12	24				
		%	27.5	47.5	10	15	100			
OVERALL MEAN RATING	CT							2.36	2.28	F(2,117) = 0.71, p=0.49
	DHT							2.18		
	P							2.3		

KEY: RES=Respondent; MR=Mean Rating; SD=Standard Deviation; CT=Class Teachers DHT=Deputy P=Pupils

Interpretation of Mean Rating:

1.00-1.44 = No effect 1.45-2.44 = Low effect

2.45-3.44 = High effect 3.45-4.0 = Very high effect

Table 7. Effects of Postinor-2 pills abuse on Pupil discipline

Aspect of Pupil discipline	R		1	2	3	4	Total	MR	OMR	ANOVA
Failure to do homework	CT	F	8	16	7	8	40	2.35	2.36	F (2,115)= 0.023, p=0.98
		SC	8	32	21	32				
		%	22.5	40	17.5	20	100			
	DHT	F	9	12	10	7	38	2.39		
		SC	9	24	30	35				
		%	22.5	30	25	17.5	95			
	P	F	11	12	9	8	40	2.35		
		SC	11	24	27	32				
		%	27.5	30	22.5	20	100			
Lateness to school	CT	F	9	16	6	9	40	2.38	2.37	F (2,115) = 0.1, p=0.99
		SC	9	32	18	36				
		%	22.5	40	15	22.5	100			
	DHT	F	10	13	6	9	38	2.37		
		SC	10	26	18	36				
		%	25	32.5	15	22.5	95			
	P	F	10	13	9	8	40	2.38		
		SC	10	26	27	32				
		%	25	32.5	22.5	20	100			
Absence from school without permission.	CT	F	10	15	9	6	40	2.28	2.35	F (2,115) =0.14, p=0.87
		SC	10	30	27	30				
		%	25	37.5	22.5	15	100			
	DHT	F	12	9	8	9	38	2.37		
		SC	12	18	24	36				
		%	30	22.5	20	22.5	95			
	P	F	10	15	4	11	40	2.40		
		SC	10	30	12	55				
		%	25	37.5	10	27.5	100			
Insubordination of teachers	CT	F	11	19	4	6	40	2.13	2.21	F(2,115) = 0.23, p=0.8
		SC	11	38	12	24				
		%	27.5	47.5	10	15	100			
	DHT	F	9	18	4	7	38	2.24		
		SC	9	36	12	35				
		%	22.5	45	10	17.5	95			
	P	F	11	15	6	8	40	2.28		
		SC	11	30	18	32				
		%	27.5	37.5	15	20	100			
Bullying of fellow pupils	CT	F	11	12	9	8	40	2.35	2.25	F(2,115) = 0.71, p=0.49
		SC	11	24	27	32				
		%	27.5	30	22.5	20	100			
	DHT	F	13	14	6	5	38	2.08		
		SC	13	28	18	20				
		%	32.5	35	15	12.5	95			
	P	F	11	13	9	7	40	2.30		
		SC	11	26	27	28				
		%	27.5	32.5	22.5	17.5	100			

Continue

Sexual harassment	CT	F	10	13	9	8	40	2.38	2.19	F(2,115) = 0.98, p=0.38
		SC	10	26	27	32				
		%	25	32.5	22.5	20	100			
	DHT	F	12	13	8	5	38	2.16		
		SC	12	26	24	25				
		%	30	32.5	20	12.5	95			
	P	F	16	11	8	5	40	2.05		
		SC	16	22	24	25				
		%	40	27.5	20	12.5	100			
Pornography	CT	F	10	15	4	11	40	2.4	2.43	F(2,115) = 1.29, p=0.28
		SC	10	30	12	55				
		%	25	37.5	10	27.5	100			
	DHT	F	9	16	8	5	38	2.24		
		SC	9	32	24	25				
		%	22.5	40	20	12.5	95			
	P	F	12	6	6	16	40	2.65		
		SC	12	12	18	64				
		%	30	15	15	40	100			
Supplying of drugs	CT	F	11	15	6	8	40	2.28	2.4	F(2,115) = 6.1, p=0.003
		SC	11	30	18	32				
		%	27.5	37.5	15	20	100			
	DHT	F	13	14	8	3	38	2.03		
		SC	13	28	24	12				
		%	32.5	35	20	7.5	95			
	P	F	9	7	4	20	40	2.88		
		SC	9	14	12	100				
		%	22.5	17.5	10	50	100			
Theft	CT	F	11	13	9	7	40	2.3	2.41	F(2,115) = 3.5, p=0.04
		SC	11	26	27	35				
		%	27.5	32.5	22.5	17.5	100			
	DHT	F	13	12	8	5	38	2.13		
		SC	13	24	24	20				
		%	32.5	30	20	12.5	95			
	P	F	9	9	4	18	40	2.78		
		SC	9	18	12	72				
		%	22.5	22.5	10	45	100			
Cheating in exams	CT	F	16	11	8	5	40	2.05	2.27	F(2,115) = 5.7, p=0.005
		SC	16	22	24	20				
		%	40	27.5	20	12.5	100			
	DHT	F	14	13	8	3	38	2		
		SC	14	26	24	12				
		%	35	32.5	20	7.5	95			
	P	F	10	8	4	18	40	2.75		
		SC	10	16	12	72				

Continue ...

Noise in class	CT	F	12	6	6	15	40	2.65	2.43	F(2,91) = 3.5, p=0.033
		SC	12	12	18	60				
		%	30	15	15	40	100			
	DHT	F	18	6	9	5	38	2.03		
		SC	18	12	27	25				
		%	45	15	22.5	12.5	95			
	P	F	3	4	2	7	16	2.81		
		SC	3	8	6	28				
		%	7.5	10	5	17.5	40			
Truancy	CT	F	9	7	4	20	40	2.88	2.39	F(2,113) = 7.5, p=0.001
		SC	9	14	12	80				
		%	22.5	17.5	10	50	100			
	DHT	F	9	12	12	5	38	2.34		
		SC	9	24	36	20				
		%	22.5	30	30	12.5	95			
	P	F	16	12	7	3	38	1.92		
		SC	16	24	21	12				
		%	40	30	17.5	7.5	95			
Failure to do assignments	CT	F	9	9	4	18	40	2.78	2.28	F(2,113) = 16.5, p=0.00
		SC	9	18	12	72				
		%	22.5	22.5	10	45	100			
	DHT	F	8	10	13	7	38	2.5		
		SC	8	20	39	28				
		%	20	25	32.5	17.5	95			
	P	F	20	16	2	0	38	1.53		
		SC	20	32	6	0				
		%	50	40	5	0	95			
Handing in classwork late	CT	F	10	8	4	18	40	2.75	2.31	F(2,113) = 5.5, p=0.005
		SC	10	16	12	72				
		%	25	20	10	45	100			
	DHT	F	13	8	8	9	38	2.34		
		SC	13	16	24	36				
		%	32.5	20	20	22.5	95			
	P	F	0	26	5	7	38	1.82		
		SC	0	52	15	28				
		%	0	65	12.5	17.5	95			
OVERALL MEAN RATING	CT						2.42	2.34	F(2,115) = 0.45, p=0.64	
	DHT						2.22			
	P						2.35			

KEY: RES=Respondent; MR=Mean Rating; SD=Standard Deviation; CT=Class Teachers DHT=Deputy Head teacher P=Pupils

Interpretation of Mean Rating:

1.00-1.44 = No effect 1.45-2.44 = Low effect

2.45-3.44 = High effect 3.45-4.0 = Very high effect

The mean rating by class teachers was 1.3, deputy head teachers was 1.68 while that of pupils was 1.48. A one way ANOVA ($F(2,117) = 2.5, p=0.08$) showed no statistically significant difference between these means implying that they were all in agreement. Similarly, it can be observed that cigarette abuse did not have any effect on pupils' pornography as signified with an overall mean rating of 1.38. The mean ratings by class teachers, deputy head teachers and pupils were 1.15, 1.4 and 1.35 respectively. These means showed no statistically significant difference upon a one way ANOVA ($F(2,117) = 1.9, p=0.16$) implying that both categories of respondents concurred on this. This means that cigarette abuse did not have anything to do with pupil involvement in pornography. On the other hand, the results show that Cigarette abuse has a low effect on pupils' supply of drugs as indicated with an overall mean rating of 1.65. The mean ratings for class teachers, deputy head teachers and pupils were 1.48, 1.7 and 1.68 respectively. The difference between these means was not statistically significant as determined by one way ANOVA ($F(2,117) = 0.57, p=0.57$).

This means that both categories of respondents concurred on the extent and degree to which cigarette abuse led to pupils' involvement in supply of drugs. Equally, cigarette abuse was found to have a low effect on pupils' involvement in theft as signified with an overall mean rating of 1.74. The mean rating by class teachers was 1.6, deputy head teachers was 1.83 while that of pupils was 1.8. These mean ratings showed no statistically significant difference as established by one way ANOVA ($F(2,117) = 0.62, p=0.54$) implying that both categories of respondents were in agreement as to the degree and extent to which Cigarette abuse led to pupils' involvement in theft. The results further established that cigarette abuse had a low effect on pupils' handing in classwork late as indicated with an overall mean rating of 1.93. The mean rating for class teachers was 1.83, deputy head teachers 1.75 and pupils 2.2. These mean ratings showed no statistically significant difference as determined by one way ANOVA ($F(2,117) = 2.6, p=0.084$) implying that both categories of teachers were in agreement with regard to the extent cigarette abuse led to pupils handing in class work late. On the other hand, class teachers, deputy head teachers and pupils were not in agreement as to the extent to which cigarette abuse contributed to lateness to school (OMR=1.48), absence from school without permission (OMR=1.43), bullying of fellow pupils (OMR=1.6), noise in class (OMR=1.89), truancy (MR=2.01) and failure to do assignments (OMR=2.02). All the three categories of respondents that is, class teachers, deputy headteachers and pupils disagreed on the level of effect of alcohol, bhang, spirits and cigarettes abuse but agreed on the levels of effect of piriton and postinor-2 pills abuse on pupil discipline. This necessitated the Post Hoc test. Post Hoc tests revealed that the none concurrence was not for all the three categories of respondents as in some cases at least two categories of respondents concurred (Table 5). Table 6 shows that Piriton abuse by public primary schools' pupils had a low effect on their discipline while in school as indicated by an overall mean rating of 2.28. The class teachers, deputy head teachers and pupils rated at 2.36, 2.18 and 2.3 respectively. The one-way ANOVA output ($F(2,117) = 0.71, p=0.49$) inferred no significant difference between these means. Specifically, the class teachers, deputy head teachers and pupils were in agreement that Piriton abuse had a low effect on insubordination of teachers (OMR=2.23, ANOVA= $F(2,115) = 1.8, p=0.17$).

Also, all categories of respondents concurred that Piriton abuse had low effects on bullying of fellow pupils by abusers (OMR=1.93, ANOVA= $F(2,115) = 0.6, p=0.554$). Equally, Piriton abuse was found to have low effect on sexual harassment by abusers as indicated with an overall mean rating of 2.03. Class teachers, deputy head teachers and pupils rated at 1.95, 2.05 and 2.2 respectively. The one-way ANOVA ($F(2,115) = 0.65, p=0.525$) inferred a no significant difference. With regard to pupil involvement in pornography, Piriton abuse was found to have a low effect with an overall mean rating of 2.05 with the class teachers rating at 1.88, deputy head teachers at 2.18 and pupils at 2.11. A one-way ANOVA ($F(2,112) = 1.02, p=0.364$) showed no statically significant difference between the means. Similarly, results from Table 6 show that Piriton abuse highly affected pupil involvement in supplying of drugs as signified with an overall mean rating of 2.58. The class teachers' mean rating was 2.43, deputy head teachers were 2.45 while that of pupils was 2.85. The means showed no statistically significant difference as established by one way ANOVA ($F(2,115) = 2.33, p=0.102$). Also, the results show that Piriton abuse had a low effect on noise making by pupils as signified with an overall mean rating of 2.2. The class teachers rated at 2.11, deputy head teachers at 2.13 and pupils at 2.35, and the one-way ANOVA result ($F(2,112) = 0.6, p=0.55$) showed no significant difference. This means that all categories of respondents were in agreement as to the degree and extent to which Piriton abuse contributed to noise making in class. Furthermore, the results showed that all class teachers, deputy head teachers and pupils were in agreement that Piriton highly affected pupils' truancy (OMR=2.52) and failure to do assignments (OMR=2.57). Truancy is the tendency to stay out of school without a reason. On the other hand, class teachers, deputy head teachers and pupils did not concur on the degree and extent to which Piriton abuse by pupils affected them in terms of failure to do homework (OMR=2.13), lateness to school (OMR=2.13), absence from school without permission (OMR=2.28), Theft (OMR=2.4), cheating in exams (OMR=2.58) and handing in classwork late (OMR=2.44). Effects of Postinor-2 pills abuse on pupil Discipline. The researcher presented the respondents with a set of questions on a four point rating scale asking for their ratings on the effect of Postinor-2 pills abuse on pupils' discipline. The various scores for each effect were computed and the results were as shown in Table 7.

From Table 7, it can be observed that abuse of Postinor-2 pills had a low effect on pupils' failure to do homework as signified with an overall mean rating of 2.36. The mean rating for class teachers was 2.35, deputy head teachers was 2.39 and pupils 2.35. These mean ratings inferred a no statistically significant mean difference upon a one way ANOVA ($F(2,115) = 0.023, p=0.98$) implying that all categories of teachers were in agreement as to the degree and extent to which abuse of Postinor-2 pills contributed to pupils' failure to do homework. Similarly, Postinor-2 pills abuse was found to have a low effect on pupils' lateness to school with an overall mean rating of 2.37. The mean rating by class teachers was 2.38, deputy head teachers was 2.37 while that of pupils was 2.38. These mean ratings upon a one way ANOVA ($F(2,115) = 0.1, p=0.99$) showed a no statistically significant difference implying that all categories of respondents were in agreement as to the degree and extent to which Postinor-2 pills abuse led to pupils' lateness to school. Equally, Table 7 shows that abuse of Postinor-2 pills has a high effect on pupils' absence from school without permission as signified with an overall

mean rating of 2.35. The mean ratings by class teachers was 2.28, deputy head teachers was 2.37 while that of pupils was 2.4. These mean ratings inferred a no statistically significant difference upon a one way ANOVA ($F(2,115)=0.14, p=0.87$) implying that all categories of respondents were in concurrence. Also, it can be observed that Postinor-2 pills abuse was rated to have a low effect on pupils' insubordination of teachers as signified with an overall mean rating of 2.21. The mean ratings by class teachers, deputy head teachers and pupils were 2.13, 2.24 and 2.28 respectively. The mean ratings upon a one way ANOVA ($F(2,115)=0.23, p=0.8$) showed no statistically significant difference. In terms of bullying of fellow pupils, the results indicate Postinor-2 pills abuse had low effect as indicated with an overall mean rating of 2.25. Class teachers rated 2.35, deputy head teachers 2.08 and pupils 2.3. The one way ANOVA ($F(2,115)=0.71, p=0.49$) output of the means inferred no statistically significant difference. Furthermore, the results show that P2 abuse had a low effect on pupils' sexual harassment as indicated with an overall mean rating of 2.19. The mean ratings by class teachers was 2.38, deputy head teachers 2.16 while that of pupils was 2.05. These means showed no statistically significant difference as established by one way ANOVA ($F(2,115)=0.98, p=0.38$). All categories of respondents were also in agreement that Postinor-2 pills abuse had low effect on pornography (OMR=2.43, ANOVA= $F(2,115)=1.29, p=0.28$), cheating in exams (OMR=2.27, ANOVA= $F(2,115)=5.7, p=0.005$) and handing in class work late (OMR=2.31, ANOVA= $F(2,113)=5.5, p=0.005$).

DISCUSSION

It is important to note that drug and substance abuse is a matter of concern from time immemorial. Drug abuse means habitual, excessive, addictive or maladaptive use of drugs for non medical purposes, socially, psychologically and physically. Substance abuse is excessive use of psychoactive drugs, such as alcohol, pain medications and illegal drug that can lead to social, physical and emotional harm. Thus they are initially meant to make one feel good, but continued use affects adversely the normal functioning of a person. The types of drugs and substances abused are many. This study focused on the prevalent drugs and substances of abuse available to youth in Homa Bay Sub county. These drugs and substances abused included alcohol, spirits, piritions, postinor-2 pills cigarettes and Bhang. These drugs and substances influences pupil behavior adversely. For instance pupils who smoke bhang derive pleasure in bullying fellow pupils, sexually harassing others, cheating in examinations and insubordinating teachers. Drugs like piritions, postinor-2 pills encourage lateness, failure to do homework and participation in class lessons. Alcohol equally adversely affect pupil discipline. In fact the influence of drugs and substance abuse on discipline of youth is a worldwide matter of concern. Another example is that of strong personalities in sports who have often failed doping tests as the results have revealed that they were using drugs to enhance performance. Drug trafficking is common place globally. In Kenya, most parts of the country are losing the youths to drugs. This is a major concern particularly in Mombasa city at the Coast where youth have been found to be abusing hard drugs besides the ordinary ones. Since pupils are in their formative stages, it is important to sensitize them on the drug and substance based or driven miseries in life.

Once they are informed, appropriate decision can be made by the pupils themselves since they are not under constant surveillance of their parents and teachers. It is also important to mention some of the causes of drug and substance abuse include peer pressure, early exposure, family history of addiction, stress, depression, insomnia, weak parental attachment, economic deprivation, divorce, social media and so on.

CONCLUSION

Drug and substance abuse adversely influences pupil discipline in school by enhancing their involvement in antisocial behavior, that is, dysfunction of pupils' way of thinking, perceiving situations and relating to others which culminate into serious discipline problems such bullying, stealing, sexual harassment, disobedience, truancy, absenteeism and insubordination of teachers. .

RECOMMENDATIONS

- All stakeholders in young persons' should be sensitized on their role in creating drug and substance free zones in and out of schools.
- Drug addicts should be placed in rehabilitation centres.
- Drug and substance abuse should be equated to and treated as a sickness and addressed accordingly.
- Pupils in school should be adequately counselled on the dangers of drug and substance abuse.
- Educational institutions should not have cigarette smoking zones in their schools.

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