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**An Exploration of the Impact of Drug Abuse on Academic Performance: A Case of One
Rural Secondary School in Buhera Rural District**

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**A Research Project submitted to the Faculty of Science Education in Partial Fulfillment of
the Requirements for an Honours Bachelor of Science Education Degree in Chemistry.**

Declaration

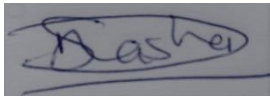
I, Chirupe Faraziya declare that this is my original work and affirm that it has not been submitted to this or any other University

Signature:  Date: 30/06/24

Reg No. B137495

Supervisor

This work has been submitted with my approval.

Signature  Date.....

Dedication

I would like to dedicate this project my late brother Wilbert Chirupe. I would also want to dedicate it to my daughters Anesu, Tadiwanashe and my granddaughter Reedemer Taraswa, not forgetting my mom gogo Chirupe and my dear husband Mr. Gladmore Mutibura.

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Acknowledgement

I would like to acknowledge the God for granting me the opportunity to do this project. I would also like to acknowledge my supervisor Mr. Shasha for being patient with me in doing this project. Also thumbs up to the following ladies Liz Nthili, Immaculate Mutandiro, Tsitsi Jani, Ruth Musharu, Sibongile Zinto, Norah Chingara, Jennifer Lihinga, Enia Muchesa, Faith Masarakufa you are a great team guys.

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Abstract

This thesis investigates the impact of drug abuse on academic performance in a rural secondary school in Zimbabwe. The study used descriptive survey design combining both qualitative and quantitative research strategies. Purposive sampling was used in the selection of learner participants. Questionnaires, interviews and document analysis were used for data collection. Once data was obtained from the field it was presented on bar graphs, pie charts, column graphs and analyzed. The findings reveal a concerning prevalence of drug use, primarily marijuana and alcohol, amongst students. The research identifies a significant correlation between drug use and decreased academic performance, including lower grades, increased absenteeism, and diminished engagement. Students reported struggling with concentration, memory, and motivation due to their drug use, impacting their ability to learn effectively. The study also highlights the influence of social factors, including peer pressure and limited access to alternative activities, as contributing factors to drug abuse.

The thesis concludes with recommendations for interventions tailored to the rural context, including awareness campaigns, skills development programs, and increased access to mental health services. In a more specific sense the study concluded that the school offered guidance and counseling to the learners and that most of the learners had attended guidance and counseling against drugs in their schools. Alcohol was the frequently abused drug in the school. The study concluded that drug abuse among the learners caused dropping out of school, strained relationship with other learners, lack of interest in studying, low concentration span and declining grades. The study concluded that anxiety, headache, feeling sleepy, confusion and vomiting were serious effects of drug abuse among learners and that the learners have friends who take drugs. The study recommends that all schools should set up guidance and counseling offices facilitated by professionals to counsel learners who indulge in drug abuse. Parents and teachers should discourage learners and be firm in ensuring that the learners do not take alcohol which is the most abused in the schools. The parents should also ensure they do not give so much money to their children and if they do so they should ensure that the money is put into constructive use. This research emphasizes the urgent need for a multi-pronged approach to combat drug abuse and support the academic success of rural students in Zimbabwe

CHAPTER 1

INTRODUCTION AND BACKGROUND

1.0 Introduction

Drug abuse among students is a growing concern that can have detrimental effects on academic performance. While extensive research has been conducted on drug abuse in various educational settings, there is a need to specifically explore its impact on academic performance in rural schools. This thesis aims to investigate the effects of drug abuse on academic performance among students in rural schools, with the goal of providing valuable insights and recommendations to address this pressing issue. In this research the researcher explored the impact of drug abuse on rural school pupils' academic performance in Buhera District. The phenomenon, DA, is quite common in many countries, especially developing countries such as Zimbabwe. The first chapter presents the background to the study, statement of the problem, major research questions followed by sub-research questions, research objectives, significance of the Study, limitations of the study, and delimitations of the study and ends with a summary and definition of key terms.

1.1 Background to the study

The Government of Zimbabwe and many non-governmental organizations (NGOs) are engaging in struggle with ways in which they can best assist in eliminating drug abuse. Drug abuse is a social problem that has become cancerous to our school going teenagers and our society in general (Dakwa, 2016). Drug abuse has aroused feeling in research and debate among various circles concerned with human development, learning and cognition (Chamba, 2017). These include psychologists, philosophers, sociologists, social workers and political scientists. All have been working willingly to provide solutions to the problems posed by drug abuse. It was against this background that the researcher has tempted to join this debate to give voice on the topic of drug abuse.

According to (Maithya, 2017) the origin of drug abuse remind us back to the history of human race. In fact, some drugs have been a medical blessing, but if they are misused they become a threat (Muzenda, 2018). Back then herbs, roots, bark leaves have been used to relieve pain and

help control diseases. History tells us that the Chinese used Opium as a cure of dysentery before the 18th century. European countries such as Britain and Holland were known to exchange opium growth in their colonies for tea and silk with China (United Nations, 2015). Unfortunately, certain drugs that initially produce attracting effects, such as sense of feeling good, elation, serenity and power have developed into a problem of dependence and abuse.

A drug is said to be misused when it is not taken for medical reasons, Kuria (2020). Socially, an individual, for instance, a learner may have enhanced attraction to be in disagreement with friends, school authorities and teachers. Drug abuse can affect an individual's cognitive ability in relation to the person's lack of concentration in school work and memory loss. Kokonya, Ndeti, Khasakhala, Mutiso and Ongecha-Owuor (2016) assert that medically, drug abuse is the use of drug to an extent that it produces definite impairment with regard to social, psychological or physiological functioning of the user.

Drug abuse in its initiation stage is generally voluntary. However, with continued use, a person's ability to be in self-control can worsen. The National Institute of Drug Abuse (2018) submits that brain imaging studies from people addicted to drugs show physical changes in areas of the brain that are critical for decision-making, learning, memory and behavior control. Scientists believe that these changes alter the way the brain works and may help explain the compulsive and destructive behaviors of a person who becomes addicted.

Drug and substance abuse is neither restricted to a certain continent nor country but rather a global problem that poses a great danger to the lives of individuals, society and political stability and security in many countries (United Nations, 2011). According to the United Nations (2017), the use of illicit drugs and substances has increased throughout the world and the major trend worldwide is the increasing availability of many kinds of drugs among ever widening spectrum of consumers. The major concern is that children seem to be targeted as the new market for the drug industry globally (NACADA, 2019)

Furthermore the US Department of Human Health Services noted 200 million people or about five percent of the world's population, aged between 15-64 years have abused drugs at least once in the previous months. Drug abuse among youths takes place mostly in schools. One of the significant psychological phenomena observed of this period of adolescence is experimentation

(Graham, Turk & Verhulst,2016). This behavior has been established to lead to the trying out of new experiences such as drug and sex.

Africa has huge young populations who have become the target market for the illegal drug industry. According to (United Nations, 2019) Ethiopia it is reported that 82 per cent of the street children in Addis Ababa use some kind of drug. Besides, the threat of increasing consumption of illicit drugs amongst the young people and children, South Africa is becoming a major trans-shipment point in the international drug trade as well as a major producer of dagga, (Honwana & Lamb, 2017).In South Africa, the drug dependence average age is twelve years old (Orodho 207). A study by the Anti-Drug Alliance South Africa (ADA-SA) (2016) found a cigarette use occurrence rate of 10.6 percent and alcohol use at 39.1 percent among school adolescents respectively. Furthermore, heroin, inhalants, cocaine and cannabis are drugs that are regularly used in these locations.

According to the findings of United Nations (UN), 37,000 people in Africa die annually from diseases associated with drug abuse, (United Nations, 2019). The UN estimates that there are 28 million drug users in Africa. An International Conference on drug abuse in Kampala IN 2013 reports that young people in consumption countries are the most vulnerable section of the population, especially those in the period of early and late adolescence who are mostly unable to resist peer pressure and start experimenting with drugs in schools or even outside school. The international conference on drug abuse in Kampala (2021) advocated for an immediate strong interventions to reverse the trend.

1.2 Statement of the Problem

The Government of Zimbabwe has placed education at the center of vision 2030 that intends to make Zimbabwe a middle level income country. Despite the overwhelming intervention strategies by the Government of Zimbabwe, religious organizations, non-state actors and many other keen stakeholders have found ways to overcome the problem of drug and substance abuse especially among the youth ,the number of school -going youth being suck into drug abuse seems to be rising each day (Dube, 2016). The introduction and subsidization of the competence- based curriculum that promotes innovation and boost the production sector is in itself a direct commitment and investment in the youth by the Government of Zimbabwe. However, drug abuse threatens and

tends to divert these noble strides by decreasing learners' learning and subsequently ruining these school going children that the government intends to rely on in driving the economy of the country to the next level.

Nevertheless the drug abusers sometimes fail cognitive tasks, absent themselves from school more often than other children, they engage themselves in unsafe sexual activities, (Maithya, 2016). Therefore drug abuse should be given the attention it deserves. Furthermore, in the worst situations, they drop out of school even if they are on Basic Education Assistance Module (BEAM) funding.

Thus, the study explored the impact of drug abuse on secondary school pupils' academic performance in Buhera District. In addition, the study also examined whether peer pressure and parental influence reaches to drug abuse.

1.3 Major Research Question

What are the impacts of drug abuse on academic performance of secondary school learners in Buhera District?

1.4 Sub-research questions

The study was guided by the following research questions:

- What are the effects of drug abuse on academic performance of secondary school learners in Buhera District?
- To what extent does peer influence reaches in drug abuse among secondary school learners in Buhera District?
- How far does parental substance abuse fall into high school student substance abuse?

1.5 Objectives of the Study

The following were the research objectives:

To analyze the effects of drug abuse on secondary school learners in Buhera District

- To explore the extent to which peer pressure influence drug abuse among secondary school learners in Buhera District.

- To determine how far parental substance abuse falls into secondary school adolescent substance abuse.

1.6 Significance of the Study

The study is of significance to the following:

- **Important stake-holders**

The findings of this study provides essential information to the parents, policy makers, Government of Zimbabwe as well as non-governmental organizations whose responsibility is to end drug abuse in understanding the prevalence of drug abuse in Buhera District and therefore put in place effective strategies to overcome the problem.

- **Parents**

The study was useful to parents who had no enough information on drug abuse among their children. They were able to easily access information that enabled them to establish causes of drug abuse and how it affects their children's academic performance. These parents were assisted in choosing and practicing parenting styles that do not promote abuse of drugs by their children.

- **School administrators**

In addition, the study findings was of great help to school administration and teachers to be more observant and sensitive on the issue of drug abuse, thus assisting them to put in place proper intervention strategies.. The study was recommending more effective convincing strategies in relation to drug abuse as well as provides a background for other similar studies. Furthermore, results of this study helped in improvement of academic performance and ensure a drug-free school environment.

1.6.4 Filling in the knowledge gap

This particular research endeavors to be more specific as it narrowed down to focus on the prevalence and effects of drug abuse on academic performance to secondary school rural learners particularly Mutauto Secondary School. Furthermore, the study filled in the knowledge gap created by other researchers which generalized as they looked on causes and effects of drug abuse

on learners. This also added to the limited literature in Zimbabwe on the prevalence and effects of drug abuse on academic performance among secondary school rural learners.

1.6.5 Learners

Above all, findings of the study was also of much importance to abusers of drugs themselves as it helped them to realize the harmful effects of the habitual abuse of drugs and ultimately enabled them to appreciate the need to end drug abuse in order to balance their academic capabilities and become responsible citizens.

1.7 Limitations of the study

The study was inhibited by the following factors:

Confidentiality

Drug abuse in the society where the research was being undertaken is considered a taboo and a punishable offence; hence the researcher faced some challenges especially from the participants. They were not ready to admit their abuse of drugs in fear of being exposed or fear of expulsion from school. To overcome the limitation, efforts were made to promote freedom to participate or pull out at any given time amongst the participants. The issue of signed consent and assent forms remained vital from the beginning which gave confidence and assurance to the co-researchers that the information provided was really confidential.

Generalizability and Sample Size

The findings of this study are limited to the specific rural secondary school in Zimbabwe and may not be generalizable to other schools or communities. The sample size for both the qualitative and quantitative data is relatively small. The findings may not be statistically significant and may not represent the full range of experiences within the school.

Self-Reported Data and Social Desirability Bias

The data on drug use is based on self-reported information, which may be subject to biases and inaccuracies. Participants may be reluctant to disclose sensitive information about drug use, potentially leading to underreporting.

1.8 Delimitations of the Study

The study was mainly focused on exploring the impacts of drug abuse on academic performance of secondary school learners in Buhera District particularly those whose age range was between 15 to 19 years of age. The research involved boys and girls randomly selected. On theoretical boundaries, the study was hinged on Albert Bandura's (1977) Social Learning Theory and Uri Bronfenbrenner's (1979) Ecological System's Theory.

1.9 Assumptions of the study

- There is a relationship between drug abuse and academic performance
- Learners who take drugs have some complex learning challenges that can hinder their academic performance
- Students who abuse drugs have poor academic performance than those who does not engage in drug abuse.

1.10 Definition of Terms

The following terms are defined contextually

Exploring

Exploring is to move around places looking for certain information about something. Cambridge Dictionary (2021) defines exploring as to search and discover (about something). Merriam-Webster (2022) defines exploring as to investigate, study, or analyze, look into, examine especially for diagnostic purposes.

Academic performance

Academic performance is the results produced by learners after writing the examinations. Narad Abdullah (2016) defines academic performance as the knowledge gained which is assessed by marks by a teacher and or educational goals set by learners and teachers to be achieved over a specific period of time. In addition, Morgan (2016) defines academic performance as the extent to which learners have achieved their education goals. In simpler terms, it is concerned with how well or how badly learners execute their studies.

Addiction

Addiction is when a person is used to doing something and cannot resist to that thing. The National Institute of Drug Abuse (2018), defines addiction as a chronic, relapsing disorder characterized by compulsive drug seeking, continued use despite harmful consequences and long-lasting changes in the brain. It is considered both a complex brain disorder and a mental illness. It refers to drug use disorders at the severe end of the spectrum and is characterized by a person's inability to control the impulse to use drugs even when there are negative consequences (Perozi 2019). Therefore, addiction refers to a medical illness caused by repeated misuse of a drug or drugs that can cause an insatiable appetite for the drug.

Drug

Drug is substance used for healing or calming down a person who is not feeling well. Merriam Webster (2021) defines drug as a substance used as medication or in the preparation of medication. According to Keane, Reynolds, Williams and Wolfe (2018) drug refers to any substance which changes the way the body functions, mentally, physically and emotionally. They alter mood, thinking, perception and behavior.

Drug abuse

Drug abuse is the use of drugs excessively, over using the drug. Mandal (2021) refers drug abuse as the use of certain chemicals for the purpose of creating pleasurable effects on the brain. Hussein (2015) defines drug abuse as any taking of a drug which harm or threatens to harm the physical or mental health or social well-being of an individual. It is a pattern of substance use leading to clinically significant impairment or distress.

1.11 Chapter summary

The section attempts to orientate readers on the problem that was under investigation, delimiting it theoretically and geographically and providing focus of the sessions to come. Related terms were defined contextually. The first chapter introduced the project work. It was the means to inform the readers with the basic information or knowledge of drug abuse. Chapter two took a critical look at the explanation of drug abuse with special emphasis on the causes and effects of drug abuse among secondary school learners. It also reviewed literature of different scholars on the issue of drug abuse.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter provides a comprehensive review of existing literature on drug abuse and its impact on academic performance, focusing on the unique challenges and context of rural communities. It explores relevant theoretical frameworks, research findings, and intervention strategies to establish a foundation for understanding the complexities of the issue and informing the present study. According to Ganga (2021) literature review, refer to an essay or collection of essays endeavoring to present issues that are related to the task at hand. The review involved the category of school and drug abuse effects on academic performance of secondary school pupils. The literature reviewed in this search served to provide a result of what has already been researched on the topic and this helped to avoid information repeating whilst acknowledging the strengths of previous findings and legitimizing the assumptions (Bailey, 2017; Mertens, 2015). As the researcher determines strengths, weaknesses or omissions in previous findings knowledge gaps were established. A theoretical basis for analyzing the findings and determining meanings from established findings was provided by the use of increased detail. However this chapter presents theoretical framework, review of related scholarship. The section covers introduction, effects of drug abuse, peer pressure on drug abuse, drugs availability and drug abuse as well as parental influence and drug abuse among the youth.

2.1 Theoretical Framework

This study took the social learning theory developed by Albert Bandura (1977) as well as Urie Bronfenbrenner's (1979) Ecological Systems Theory though they are many theoretical models which explains drug abuse.

2.1.1 Albert Bandura's Social Learning Theory (1977)

According to Albert Bandura's Social Learning Theory, behavior is molded by rewards and punishment, or reinforcement, Bandura, A. (1977). Past and present rewards and punishments for certain actions determine the actions that individuals continue to follow. Reward and punishment structures are built into specific groups. People learn definitions of behaviors as good or bad by

interacting with the members of certain groups or social circles Razieh. (2020). According to social learning theory, our observations of other people engaging in addictive behavior can lead to the development of addiction Razieh. (2020)). we may wish to copy what we saw when we observe the behavior and reactions of people using addictive substances. For instance, suppose we observed an agitated, exhausted parent coming home from work and takes a few drinks, then become relaxed and fun to be around. We observed that alcohol is a good way of coping with stress and the end result will be to engage in alcohol to relieve stress (Horvath, Misra, Epner, & Cooper, 2019)

Reward and punishment take place in the group setting and where individuals are exposed to behavioral models and normative definitions of certain behaviors as good or bad Razieh. (2020). There are groups which provide the social environments in which exposure to definitions, copying of models, and Social learning theory has a clear-cut application to drug use: suggests that the use and abuse of drugs can be explained by exposure to groups in which use is rewarded (Fisher, & Roget, 2019). These groups provide the social environments in which exposure to definitions, copying of models, and social reinforcements for use of or abstinence from any particular drug take place. According to Horvath, Misra, Epner, and Cooper, (2019), the definitions are learned through copying and social reinforcement of the imitations by members of the group with whom one is associated.

The NACADA (2020) put forward as fact that learners acquire their beliefs and antisocial behaviors from their role models, especially close friends and parents. The theory assumes that substance specific cognitions are the strongest predictors of student drug use Dube (2016). However, Social Learning Theory asserts that a student's involvement with substance-using role models is likely to have three consequential effects, beginning with observation and imitation of drug specific behaviors, followed by social reinforcement (encouragement and support) for early substance use and reach the point of a student's positive social and psychological consequence for future Early Substance Use Giovazolias and Themeli, (2015). Many learners are being exposed to drugs through family members or friends Secondary indications in the environment (including not only physical aspects of the environment but the addicts' life style) are associated with the primary stimuli of the addict's drug experience). Many learners are being exposed to

drugs, especially through family members or friends from whom they observe doing the act and hence copy and model their behavior (NACADA, 2016).

2.1.2 Urie Bronfenbrenner's (1979) Ecological Systems Theory (EST)

Macro, micro, meso, exo are four contextual systems on human development being emphasized by Ecological Systems Theory. Relevant to this study is the microsystem, Bronfenbrenner theory is defined by Hertler (2017: 323), as “the complex of relations between the developing person and environment in an immediate setting containing that person (for example home, school, workplace, church.)”. Further, he defines a setting as “a place with particular physical features in which the participants engage in particular activities in particular roles for particular periods of time. The factors of place, time, physical features, activity, participant, and role constitute the elements of a setting.”Bronfenbrenner (1979:12)

The decisions themselves are made in micro-systems, restricted to specific settings (i.e., identifiable places, times, with clear participants and roles) although drug abuse decision making is no doubt influenced by meso-, exo-, and macro-level factors Bronfenbrenner (1979)How the groups in the micro-systems interact with the child will affect how the child grows or behaves. For example, if the care giver or the parents from whom the child comes from are drug abusers, the child is more likely to become a drug addict because of the influence of the parents or the care givers. In the same way, a child whose religious background does not prohibit the use of drugs is made to understand and appreciate drug use and hence becomes an addict to such (Kikuvi 2020). According to Gathimbu (2016) school activities are a focal point for adolescents` behavior .Furthermore; the school itself can nurture a child into drug abuse. Learners in schools and colleges as well as other people are individuals with their problems and critical issues that can be dealt with meaningfully only on individual basis. However failure to address the problem by individual learners could result in feelings of hopelessness, hatred, failure and physical weakness (Chireshe, 2018). Therefore in an attempt to overcome the above mentioned feelings the individual seeks refuge in drugs. Such persons may become social drinkers or drug abusers (Gathumbi, 2017). Additionally, Damba (2020) asserts that low performance in class may lead to misuse of drugs such as Marijuana which is believed to improve understanding and insight and this is necessitated

by the failure by the school to offer lessons to do with drug abuse Therefore the school as part of the micro-systems directly influences deviant behavior of drug abuse in learners.

2.3 Effects of Drug abuse

Drug abuse causes hallucinations making learners to lose self-control over their academic performance. According to Boles,(2019), evidence from laboratory and empirical studies support the possibility of a causal role in violent behavior. Similarly, the psych pharmacodynamics of stimulants, such as amphetamines and cocaine, also suggest that these substances could play a contributing role in violent behavior. A study by the NIAAA shows that secondary learners who binge drink and consumed alcohol at least 3 times a week were 5 to 6 times more likely to miss a class and do poorly on a test or project (NIAAA, 2015) (. The Center for Disease Control and Prevention (CDCP, 2016). According to the National Center on Addiction and Substance Abuse (CASA) at Columbia University, 40% of academic problems and 28% of secondary school dropouts every year are caused by alcohol.Imbosa(2016), confirms that drug abusers experience academic failure, distortion of the senses, and dream like thinking, false confidence, hampered performance, hallucinations and disillusion. Use of drugs in any society, especially among the youth, lowers the economy of the particular society and the country at large According to Maithy (2016) use of drugs lowers the economy of a particular society and also the country.

Bawkin and Bawkin (2021) have a grief that early drug abuse has been associated with more severe addiction, delinquency, community and behavioral problems. Ekundayo and Onibokun (2019) also reported that the rates of psychiatric disorders are much higher among learners with current substance abuse having been replicated in many studies. They concluded that substance abusing learners seem to have a high prevalence of mental health symptoms compared to their peers who do not use substance. Moreover, drug and substance abusers often suffer from memory. Drug abuse by pupils may cause effects later in life, like to weakening thoughts. As a result, they may turn to violence to resolve their differences, (Elkins 2019). Drugs abuse affects the brain. As a result, there is a major decline in brain's functions, (Gay 2019). The fact that drugs confuses the brain and causes hallucinations is a clear indication that academic achievement can be affected. To conclude the research findings drug abuse is an obstacle to academic achievement and the

effects ranges from poor academic achievement, physical health, deterioration as well as social differences.

2.4 Causes of Drug Abuse

2.4.1 Peer Pressure

The need to fit in and be socially accepted is very strong on teenagers. As a result, peer influence contributes a huge part in guiding the experiences and interest of teenagers. According to the United Nations (2019), drug users, like other people seek approval of seeking acceptance. During years when teens are searching for their identity they desire to associate themselves with their group through social interaction. Haynie (2018) found out that adolescents get their self-esteem from the peer group they belong to. In most cases, they cannot picture themselves outside the peer group. Youths may feel powerless and are likely to experience low self-esteem if they do not belong to a certain peer group. Members of the same group who abuse drugs and other substances expect new members to do the same. However, when a peer becomes addicted to smoking, drinking, or illicit substances, it is his/her own responsibility to deal with the problem, (Carng & Hawk, 2018).

According to a publication on peer pressure by Further (2019), only 10 percent of teenagers surveyed said that they had not been influenced by peer pressure. In that same group, 28 percent of teenagers agreed that giving in to peer pressure improved their social standing and nearly half of those surveyed admitted to picking on someone only after a friend picked on that person. Furthermore, peer pressure influence can lead to behaviors like drug abuse, risk taking, and immoral sexual activity (Eneh & Starnley, 2015). Behaviors such as these can harm the health of the teenager. Factors contributing to this effect include fear of isolation, inadequacy, shame and ridicule and intuitional need to bond (sources). There are adolescents very few wants to deal with problems of not conforming to the demands of the peer group. Generally, adolescents like to identify with friends from the same age group. This is because they have similar ideas and they feel comfortable hanging out together. A sense of belongingness is the most significant aspect that pushes adolescents to conform to a peer group and share ideas and beliefs that sometimes harm the identity of the youth, (Hertler 2017).

2.4.2 Parental influence

The family especially the parents are the child's basic socializing agents. Muthigani (2020) indicates that a child gains his or her first standard of behavior from the teaching of parents and other grown-up person around. She further argues that if a child observes a disjuncture or misbehavior between parents teaching and practice, it creates doubt, which is carried into adolescence, giving rise to deviant behavior. Eggert, Thompson, Herting, and Randall (2016) ,associate delinquency, for example alcohol and marijuana abuse with lax, inconsistent or abusive parental discipline. Indeed, Ndeti (2015) noted that the family setup of a child influences his or her habits. If a child is borne of a drug addict then there is a likelihood of the same habits being transferred .He further notes that this is why there is high rate of drug abuse at the coastal region of Kenya where over 150,000 inhabitants of Nyali are drug addicts, prompting some villagers to form vigil groups to eject visitors out of the villages.

Dube (2015) is among researchers who have looked at issues related to the family and use of drugs among the youths. In his Rapid Situation Analysis (RSA) in Nigeria, he found that being male in unstable family was associated with high risk for substance abuse. He also notes that in Nigeria, cannabis abusers tend to be young men including learners, who have been deprived parental supervision and warmth when they were young. Kikuvu (2020) says that adolescents with substance abusing parents experience a higher rate of parental and family problems than adolescents whose parents do not abuse substances. This may cause poor parents-child attachment, which may in turn lead to lack of commitment to convectional activities thereby at times leading to adolescent drug taking. Imbosa (2016) adds that youths with poor home support tends to seek support and understanding elsewhere. Many find affection, understanding and support in the lifestyle of a drug abuse subgroup.

Dakwa (2018) also notes that society is always changing, and being a unit of society, the family has undergone many structural and role changes. Kutema (2021) further posits that, rapid social, economic and technological changes may under certain circumstances weaken family relationships and reduce the sense of belonging in various social spheres. African family structure has been and is still changing from the mainly extended to the smaller nuclear family plus immediate relatives. Unlike in the past, socialization of the young has been neglected,many young children were neglected by parents who were too busy making money to have time for their child,

never mind the child's emotional socialization .Tobin et al.'s (2019) many children are left in the care of house helps because parents have to work. According to Kikuvi (2020), there is a strong link between alcohol/drug abuse by young people and the breakdown in family values. In the indigenous society, drunkenness was frowned upon.

In today's setting, binge drinking is becoming an acceptable pastime with parents freeing the children from restrictions that once governed alcohol consumption (Muhenda 2016). Stories of children barely in teens undergoing rehabilitation due to alcohol problems are causes of concern (Dube, 2016). On the other hand, families can serve a protective function where there is a strong bond between children and their families; parental involvement in a child's life; supportive parenting that meets financial, emotional, cognitive and social needs; clear limits and consistent enforcement of discipline (Peifer 2018). Abandonment and homelessness is another reason for drug abuse among the youths in Kenya. Again abuse of drugs by the elders in the society makes the young ones desire to engage in similar activities (Gills 2021). As a result the young mimic behaviors of their seniors (they copy what their elders do).

According to Elkins (2019), Children born into a family with a history of addiction or drug abuse are at increased risks for drug abuse later in life. They must overcome genetic predispositions, familial influences and chaotic environments. The odds are stacked against them, and the statistics say most of them are destined to become addicts. But some, despite all obstacles in their path, overcome the odds and live a life free of addiction Muzondo (2016). The director of Health Law and Policy at The National Centre on Addiction and substance abuse, Emily Feinstein cited by Changari (2020) concurs that a parent who abuse drugs also significantly increases a child's chance of abusing drugs later in life. Sons are more likely to abuse the same substances their fathers abuse, and daughters are more likely to abuse the same substances their mothers' abuse, according to multiple studies (Mwamwenda, 2015). Parenting behaviors such as parenting styles are known to be important in predicting adolescent behavior outcomes including drug use (Devore & Ginsburg, 2015). Parental communication on substance use within parental warmth has been found to be protective against adolescent drug use (Dumba, 2018). According to Hoang (2021), an authoritarian parenting style stresses on conformity, obedience and respect for authority. The authoritarian style may create fear and anger in the child who is likely to become resentful and disrespectful to authority figures, (Lavin, 2016). This observation was supported by a study

conducted by Tinkew, Moore and Corrano (2018), who carried out a study on relationship between children and their male parents' parenting style as a predictor of first delinquency and drug abuse. The study used a sample of 5,345 adolescents from intact families. Results reveal that having authoritarian fathers is positively related to increased risk of adolescents indulging in risky behaviors including drug use.

Previous research has found a relationship between child- monitoring by parents and alcohol abuse by teenagers, increased rate in alcohol misuse and risky binge drinking, (Fosco, Stormshak, Dishion & Winter, 2016). This view is supported by a study conducted by Perozzi (2019) who used a sample of 3,472 adolescents to examine adolescents' alcohol use and perceptions of parental monitoring. Linear regression analyses show that most of the variance in alcohol use is accounted for by parental monitoring. The above study considered parental monitoring as a predictor of alcohol use yet monitoring does not occur in isolation since it is an attribute of parenting styles among other attributes such as responsiveness communication and support. On the other hand, parents who are permissively neglectful are usually disengaged from taking responsibilities of child care giving. They are heedless, and impulsive as a result their children lack self-control and display social incompetence including decision making competencies on risky behaviors such as drug abuse, (Baumrind, Larzelere & Owens, 2021). This is consistent with a study conducted by Kao and Carter (2021) who investigated alcohol use among college adolescents in California. The study used a sample of 100,000 from California's Health data base; Permissive parenting was associated with high learners' alcohol use.

2.4.3 Drug Availability

Ready availability and easy accessibility of drugs is associated with drug abuse. Kaguthi (2020) noted that availability of illegal drugs such as heroin, cocaine and mandrax, together with the availability of legal substances such as cigarettes and alcohol may lead to drug abuse. According to a survey by the National Authority for the campaign against alcohol and drug abuse, (NACADA) on rapid situation assessment of the status of the drug and substance abuse in Kenya, drug accessibility was found to be one of the major contributing factors of drug abuse in Kenya. NACADA (2018). Of major concern from the TellZim (2021) report is the decline in age at which the participants revealed their initiation into drugs, the data for those aged 10-14 years olds showed an increase from 0.3% in 2019 to 1.1% in 2020 for those reporting ever using bhang. This was

recorded among rural, male, in school and low economic status categories. In Bungoma East District, for instance Herald (2020) established that as many as 50% households are involved in brewing, buying and reselling of brews, thus increasing access to alcohol by children.

The ready availability of most drugs appears to be the most important cause of the prevalence of substance use and abuse amongst the secondary school youths in Rusape Rural District. For instance, in the area of research, there is excessive manufacturing and selling of dangerous, unclean and cheap alcohol commonly and locally known as *kachasuor village whisky*. There are no restrictions on who can purchase the liquor. Methods of payment for the liquor are affordable to the extent that even the school going age can afford to purchase. Other Traditional beers such as seven-day beverage called *dororematanda*, a by-product of this beer called *muchaiwa* and a one day brewed drink called *chikokiyana* are also easily accessible and cheap. This availability is also a major contributor to the abuse of drugs by the adolescents.

2.4.4 School environment

School environment also plays a part in deviant behavior such as drug abuse. School activities are a focal point for adolescents' behavior, (Okari 2018). Learners in schools are individuals with their unique problems and critical issues that can be tackled meaningfully only on individual basis. Failure to address the problem by individual learners could result in feelings of hopelessness, hatred, failure and physical weakness. (Chireshe, 2018) In an attempt to overcome the above mentioned feelings the individual seeks refuge in drugs. Such persons may become social drinkers or drug abusers (Onibokum 2015). Karechio (2015) asserts that low performance in class may lead to misuse of drugs such as Marijuana which is believed to improve understanding and insight.

This misconception is based on the belief that people who use or abuse substances will become bold, confident or courageous. School risk factors that may enhance drug and substance abuse according to Karechio (2015) include, ineffective classroom management, failure in school performance, truancy, affiliations with deviant peers and perceptions of approval of drug using behavior in the school. Reports of drug abuse among the youth, socially unacceptable sexual adventures, academic underachievement, poor study habits, serious misunderstandings between teachers and learners is common in Zimbabwean educational institutions. These have led to learners' expulsions from schools and even learners dropping out of school (Abot 2017) Behavioral

problems such as stress, fatigue, anxiety, bullying and even committing of murder are reported to emanate from drug abuse. In Kenya such instances have occurred, where learners under the influence of drugs have beaten up their teachers, raped them or killed fellow learners (Kuranda, 2018)

A study by King'ala (2021) in selected schools in Kenya showed that the type of schooling has an influence on drug abuse, among learners. According to him, experimentation with common drugs was more frequent reported by Kenyan youth who have attended day schools rather than boarding schools. The reasons given were that, in boarding schools, learners are more closely monitored, while day school learners are often more exposed to drug abuse as they move to and from school daily. Mwenesi (2015) suggests that school closeness (connection to school activities, goals and objectives) was a major determinant to substance use.

Those who are more connected to school are less prone to substance use. Some school risk factors that can influence learners to drug and substance abuse are: inappropriate classroom behavior such as aggression and impulsivity, academic failure and poor social coping skills (Dishion et al, 2017). King'ala (2021) submits that how the school administration manages learners' affairs may lead to drug abuse. High handedness, harsh treatment, lack of freedom and student's failure to have their grievances addressed creates stress which can lead to abuse of drugs.

2.4.5 Socio-Economic Background

Poverty tends to be a characteristic of social deviants including drug abusers. This is what comes to be called economic explanation of deviant's behavior. Poor economic conditions are worsened when the youth do not see any hope of employment even the significance of education. Nwankwo, H (2018) A sociologist, George Herbert Mead cited by Jones and Dindia (2019) defines this feeling when he states, "Now with formal education everywhere and for nearly everyone, the relationship between schooling and future work is at best not very direct and at worst completely incomprehensible."

Slum areas in cities and towns are said to breed the youngster percentage of drug abusers. This can be cited in the Kenyan cities and towns particularly Nairobi (Kaguthi, 2015) where slums like Mathare, Kibera, Mukuru and Majengo are known to accommodate a large number of alcoholics

and drug addicts. However, drug abuse is not confined to young people in certain geographical areas or from particular social-economic back grounds. It affects the nation as a whole –both urban and rural areas. The problem cuts across class. It is not only in slums or low income areas where people are poor and unhappy but also with families living under better conditions where children are better controlled. Some youths who come from well-to-do families and who materially lack nothing; take drugs for pleasure of it and more fun (Chesang, 2021). According to Njagi (2021) when drugs are taken over long periods for fun and pleasure, addiction sets in.

2.4.6 Age

According to Gillis (2021) young people are individuals in the process of development and change. He further goes on to say that during this period they experiment with newly discovered aspects of their physical and emotional selves. During this period the youth are likely to experiment with drugs and some will be addicted. In many societies it is accepted and understood that adolescence is the period when a youngster forms his own identity usually by meaningful conflict with his parents or the older generation (Pfeifer, 2018). It has been said that adolescence is a period of health hostility on the part of the youngsters who confronting the adult standards and traditions is discovering himself.

The majority of the adult addicts start using drugs in their teens at the age of 13-15 years in the United States of America. Boles (2016) in Kin`endo (2015) conducted a monitoring study tracking the prevalence of adolescent substance use among American eighth, tenth and twelfth grade learners each year from the mid-1970s in to the twenty first century. From this study, it was found that, in 2000 more than half (54%) of American high school seniors reported using some type of illicit drug in their lifetimes.

According to the NACADA (2020) survey on the rapid situation assessment of the status of drug and substance abuse in Kenya, it is of concern that there is a decline at the age of which participants revealed their initiation in to drugs, the data for those aged 10-14 year olds show an increase from 0.3% in 2007 to 1.1% in 2012 for those reporting ever using bhang. This increase was recorded among rural, male, in school and low economic status categories.

2.4.7 Category of School

According to Kendel (2015) there is a significant relationship between drug abuse and the category of school a student attended. Mixed schools have more cases of drug abuse than girls or boys schools. He also found out that mixed schools have internal problems that are related to substance abuse among learners. Girls` schools did not show alarming drug abuse problems, but boys` schools did. This implies that the peer influence among girls and boys was higher than they were in the same school.

2.5 Summary

This chapter reviewed related literature on the effects of drug abuse on academic performance of secondary school learners. It also included the effects of drug abuse, peer pressure and parental influence in drug abuse, drug availability and drug abuse as well as the theoretical framework in which two major theories were looked at that is Albert Bandura's Social Learning Theory and Urie Bronfenbrenner's Ecological Systems Theory. The next chapter focused on research methods, data analysis, research design, sample and sampling design, data gathering procedures, data and gathering techniques/ tools

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter outlines the research design, participants, data collection methods, location of the study, target population, sample size, sampling procedures, research instruments, pilot study, instrument reliability, instrument validity, data collection procedures, ethical considerations and data analysis techniques employed in the study to investigate the impact of drug abuse on academic performance in a rural secondary school in Zimbabwe. A discussion of each aspect of the research methodology is given, beginning with research design.

3.1 Research Design

The study used descriptive survey design, with an incorporation of both qualitative and quantitative research approaches. According to Bawkin (2021), a survey is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals and it is the most frequently used method for collecting information about people's habits in a variety of education or social issues. Gay (2018) notes that descriptive survey research method of study is used to investigate educational problems and to determine and report the way things are or were. The study employed the survey design since the researcher intends to get the precise information and make conclusive results regarding the effects of drug abuse on academic achievement.

According to Mugenda and Mugenda (2016) the survey design is the best method available to social scientists who are interested in collecting original data for the purposes of describing a population which is too large to observe directly. The researcher combined both qualitative and quantitative approaches to research. Manio (2015) notes that both approaches are complementary and where appropriate should be combined in such a way as to maximize their strengths and minimize their limitations.

3.2 Target Population

McLeod (2019) defines target population as the total group of individuals from which the sample might be drawn. The research targeted all the form four learners, their respective guidance and counselling teachers as well as the school head/deputy head at Mutauto Secondary school in

Buhera District .The form fours were targeted because they have been in school long enough as to be influenced by the school environment.

3.3 Study Location

The study was carried out in Manicaland Province, Buhera District in particular. The targeted school, Mutauto Secondary School, is approximately 60km from Murambinda education offices. It is a rural school. The researcher chose to carry out this study in this area because of its proximity and accessibility from the researcher's work place as well as the passion to find out why rural schools are registering poor academic results as compared to urban and peri-urban schools.

3.4 Sample Size and Sampling Procedures

3.4.1 Sample size

According to McLeod (2019), a sample is the group of people who take part in the investigation. The people who take part are referred to as "participants". The student total population was 110 in the sampled school, 2 guidance and counselling teachers and 1 administrator (head/deputy head). Gay, (2016) recommends that the minimum sample of a small population is (30) percent while (10) percent can do for a big population; therefore, 30 % of the target population was selected to give a total sample size of 33 participants (participants) as shown in Table 3.1 below.

Table 3.1 Sample size Determination

Study Population	Target Population	Target Population (%)	Sample Size
Learners	110	30	33
Head/Deputy head	1	100	1
Guidance and Counseling Teachers	2	100	2
Total Sample Size			36

3.4.2 Sampling Procedure

From the chosen school, the researcher used purposive sampling method to select the pupils. According to Foley (2018) purposive sampling is when researchers rely on their own judgment when choosing members of the population to participate in their study Misra (2019) notes that purposive sampling is hand picking the cases to be included in the sample on the basis of one's judgment of the typicality. This sampling method requires researchers to have prior knowledge about the purpose of their studies so that they can properly choose and approach eligible participants. Researchers use purposive sampling when they want to access a particular subset of people, as all participants of a study are selected because they fit a particular profile Denvore (2015) .In this research, the researcher, with the help of the guidance and counseling teacher's records sampled the pupils using drugs or those showing signs of abusing drugs and those who did not seem to have a record of abusing drugs. In the total participant population of 33, the researcher selected 20 boys of which 15 showed signs of abusing drugs and 5 without the history of drug abuse (15:5). 13 girls were also selected in the ratio of (8:5).8 showed signs of abusing drugs and 5 without the history of drug abuse. The ratio of boys to girls of 20:13 respectively was adopted after the researcher noted that boys who abuse drugs seemed to be more than girls (according to guidance and counseling teachers' record books), hence for the purposes of valid findings, the researcher opted for such a ratio. The researcher also used purposive sampling method to select the teachers to take part in the study. There were only 2 (1 male and 1 female) form four guidance and counseling teachers.

3.5 Research Instruments

The researcher used questionnaires and interview schedules in data collection. Questionnaires were administered to learners and the head/deputy head while the interview schedule was administered on guidance and counseling teachers.

3.5.1 Questionnaires

Questionnaires were used for data collection because Kiess and Bloomquist (2012) cited in Okari (2018) observe that, a questionnaire offers considerable advantage in administration; It represents an even stimulus potentiality to large numbers of people simultaneously and provides the investigation with an easy accumulation of data. According to Horvath (2019), a questionnaire is a suitable method of data collection because;

- It has the ability to collect a large amount of information in a reasonably quick space of time.
- Participants' anonymity ensures that they give honest answers.
- Questions are standardized thus everyone gets the same questions.

The questionnaire was divided into two sections, A and B. Section A consisted of demographic information. Section B consisted of both closed and open ended questions based on research objectives and questions. The researcher prepared two classes of questionnaires for the school head/deputy and learners.

3.5.2 Interviews

Boyce and Neale (2018:2) views an interview as “a face-to-face conversation between the researcher and the participant for the purpose of collecting data research.”Hussein (2015) says that an interview is a method of data collection, information or opinion gathering that specifically involves asking a series of questions. This means that an interview is a dialogue or a conversation between the researcher and participants which aims to generate relevant information in a research study. The interviewer can interview interviewees using three types of interviews. These are structured interviews, unstructured interviews and semi-structured interviews, (Baxter 2017). In semi-structured interviews, questions that are asked are based on the interview guide; with possibilities for support questions as well as possibilities to change the order of questions if needed,(Lungh 2016).Informants in this study were interviewed by using semi-structured interviews and a little bit of informal interview. Use of this method for data collection allows a two-way communication between the participant and the interviewer. Further, it allows participants to express themselves freely; hence allow new ideas to emerge from such participants.

Other advantages of using semi-structured interviews include the following. They give informants the freedom to ask the interviewer some questions. They also allow the interviewer to ask supplementary questions or sometimes leave out some questions and this depends on the situation (Gay, 2016). Above all, the method allows the interviewer to create a fairly free atmosphere where information can be given or received freely.

According to Baxter and Jack (2021) interviews present the following advantages:

- ✓ They are good for measuring attitudes and most other content of interest.
- ✓ They allow probing by the interview.
- ✓ Interviews can provide in-depth information.
- ✓ They allow good interpretative validity.
- ✓ They present with a moderately high measurement validity for well-constructed and well-tested interview protocols.
- ✓ Relatively high response rates often attainable.
- ✓ Useful for exploration and confirmation.

The choice to use this data collection tool was therefore based on the descriptions and advantages given. Additionally, the study used a voice recorder to record the interviews. Recording was done as a way of securing the exactness of information given by informants. Recorded interviews were later transcribed for data analysis.

3.5.3 Documentary Analysis

Document analysis is a systematic procedure for reviewing or evaluating documents both printed and electronic (computer based and internet transmitted) material (Gay, 2016). Documents contain text (words) and images that have been recorded without a researcher's intervention. In this research documents from the school records were used. For the purpose of this research, the social record books were used for the purposes of finding the participants' social life. Progress records were used to see the performance of the participants academically.

One of the key advantages in conducting documentary research is that you can get access to information that would be difficult to get in any other way, such as people who might not be willing to talk in a formal research interview or might be difficult to track down. By using documents you eliminate the effect that you, as an individual, have on a person or situation when you conduct research ('the researcher effect'), McCulloch,(2017). The effect you have on a situation or subject may be partly due to the knowledge that you are there as a researcher. People will also be affected by how you conduct yourself and how they perceive you. Issues of sex, age, race and other characteristics are likely to have an impact on what people tell you or do when they know they are being researched (Gay, 2016).

Documents are often particularly useful for tracking change over time; that is, doing longitudinal research. Longitudinal research may be done either prospectively (forward) or retrospectively (back over time)(Wolfe 2018). Documents often make possible the collection of data over a longer period of time as well as larger samples than might be collected from questionnaires or interviews. Some documents may contain spontaneous data, such as feelings, and refer to actions that are recorded in a specific context, not with a view to answering a particular research question(Hawk 2018). Confessional documents may give us an insight into how people see things or how they want to present things. Either way, they provide a very particular account of reality whatever the confessor's motivation behind their account. Further advantages of using documents in research include the fact that such research is relatively low cost, particularly when the documents are easily accessible and already located in the workplace, or on the internet(Roget 2019).

Nevertheless, documents are usually not designed with research in mind. The information recorded may be idiosyncratic or incomplete. Documents get misfiled, left on people's desks for long periods or simply just do not get fully completed at all(Muzondo 2016). Often, documents do not give a complete picture of what happened. For example a learner might be knowledgeable in that particular area and score very poorly on an examination for a variety of reasons not indicated in the records (Baine, 2014).

3.6 Pilot Study

Before visiting the school for data collection a pre-testing of the questionnaires was conducted using one school in the district but which was different from the final school under research(Stanley 2015). The aim of the pilot study was to determine accuracy, clarity and suitability of the research instruments and to check their validity and reliability(Foley 2018).

3.7 Validity and Reliability

3.7.1 Validity

Validity shows whether the items measure what they are designed to measure (Phelan & Wren, 2019). According to Winkler (2017), a pilot study helps to identify those items that could be misunderstood, and such items were modified accordingly thus increasing face validity. Expert opinions, literature searches and pretesting of the interview guide help to establish content

validity(Mwankwo 2018) . The researcher prepared the instruments in close consultation with his supervisor whose expert judgment helped improve content validity.

3.7.2 Reliability

Reliability is defined as a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Creswell, 2018). Themeli (2015), further notes that reliability of an instrument is the consistency in producing a reliable result. Piloting enabled the researcher to test the reliability of the instruments and also to familiarize herself with administration of the instrument.

3.8 Data Collection Procedures

The researcher sought permission from the relevant Ministry of Primary and secondary education through the district office to conduct research, after which, the researcher booked an appointment with the sample school through the head teacher to visit the school and administer the questionnaires. The participants were given instruction and assured of confidentiality after which there was enough time to fill in the questionnaires. The researcher then collected the filled- in questionnaire within stipulated time as agreed upon with the participants. The interview schedules were pre-arranged and appointments booked with the head teacher who was interviewed as the researcher fills in the details in the interview schedules.

3.9 Data analysis.

As a sequel to the methodology plan set out, the researcher went out putting the interviews, tests, documents analysis into practice(Merters 2016). The findings will be presented, interpreted and analyzed. As stated earlier, triangulation of methods was employed for data collection hence it is no surprise that both qualitative and quantitative methods were the mainstays of the researcher's data presentation methods (Narad 2016).On the qualitative side, the researcher quoted the views of the subject textually and on the quantitative side, the researcher used a selection of data presentation techniques such as tables, histograms, pie chart and bar graphs(Mecla 2021). Each technique was followed by interpretation and analysis.

3.10 Ethical Considerations

According to Cohen (2015) ethics is a branch of philosophy relating to rightness or wrongness of certain actions, badness or goodness of the motives and ends of such actions. Winkler (2017) views

research ethics as principles of right and wrong that govern the operations of researchers during the process. Therefore ethical considerations are an important aspect in this research. The researcher exercised caution in observing the ethical issues such as informed consent, autonomy, confidentiality, privacy, anonymity and plagiarism. The researcher made sure that the study was conducted within the acceptable ethical standards. According to Gay (2016) informed consent means that the research participants understand the research process and willingly agree to it. This means that the participants will have to be aware of the purpose of research, the research procedure as well as the risks involved at or before the time they entered the relationship. The researcher therefore made sure that there were agreements with the participants before the research process.

The principle of autonomy requires that the participants have the freedom to decide whether to participate in the research study or not (Dindia 2016). It also includes the freedom to continue in the interview or terminate it at whatever stage they may choose to without feeling constrained to continue (Mezla 2020). Thus, in observing the principle of autonomy as contained in the idea of informed consent, participants have the right to withdraw from the research study even before its completion after receiving all relevant information about the pros and cons of participating (Bandura 2017). Nimsa (2019) defines confidentiality as the researcher's ethical obligation to keep the participants' identity and all the research disclosures private. Almost similar to confidentiality is the principle of privacy which means that the participants' personal and private attitudes, opinions and actions should not be divulged without their consent. Therefore in this research, participants were assured of confidentiality and privacy of their responses by emphasizing to them that the research findings are going to be used solely for the purpose of this study and not for commercial, punitive or public consumption.

The ethical principle of anonymity requires that names or identities of the participants should not be divulged. Thus the researcher ensured anonymity by using numbers and letters in the intended research to identify the research participants, for example Teacher "X" and Learner 10.

(Jones 2019) define plagiarism as act of using other people's works without acknowledging it. This plagiarism is direct lifting of other people's contributions in one's own publications without giving credit to the original author. Therefore, to safeguard plagiarism the researcher

acknowledged sources of information obtained in this study in an effort to protect professional ethics.

3.11 Summary

This chapter examined the mixed research method for the study, the references the researcher wished to make from the data made the researcher to apply purposive sampling when selecting all the participants in the study. To ensure in-depth analysis, the researcher used a small sample for the study through analysis of results supplied by the guidance and counseling teachers, the school head as well as the guidance and counseling teachers and document analysis, tests and interview were used as data collection instruments. Data presentation procedures and analysis procedures were also given. The next chapter focused on data presentation and analysis.

CHAPTER FOUR

DATA PRESENTATION, INTERPRETATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.0 Introduction

This chapter presented analysis of the data on the perceived impacts of drugs on academic performance of secondary school learners' academic performance in Buhera District. The chapter also provided the major findings and results of the study and discussed those findings and results against the literature reviewed and study objectives. The qualitative data was collected from 36 participants comprising 33 learners, 2 Guidance and Counseling (G&C) teachers and 1 administrator (head). The data is mainly presented in the form of pie charts, bar graphs, histograms and tables. The following research questions guided the study from the start:

- What are the effects of drug abuse on academic performance of secondary school learners in Buhera District?
- To what extent does peer influence culminate in drug abuse among secondary school learners in Buhera District?
- How far does parental substance abuse cascade into high school student substance abuse?

4.1 Response Rate

The study targeted 33 form four learners, 1 school administrator and 2 guidance and counseling teachers in one secondary school Buhera District. However, only 30 learners, 2 guidance and counselling teachers and 1 administrator responded and returned their questionnaires yielding a response rate of 91.67%. According to Mugenda and Mugenda (2019), a response rate of 50% is adequate for analysis and reporting; a rate of 60% is good and a response rate of 70% and over is excellent; therefore, this response rate was adequate and excellent for analysis.

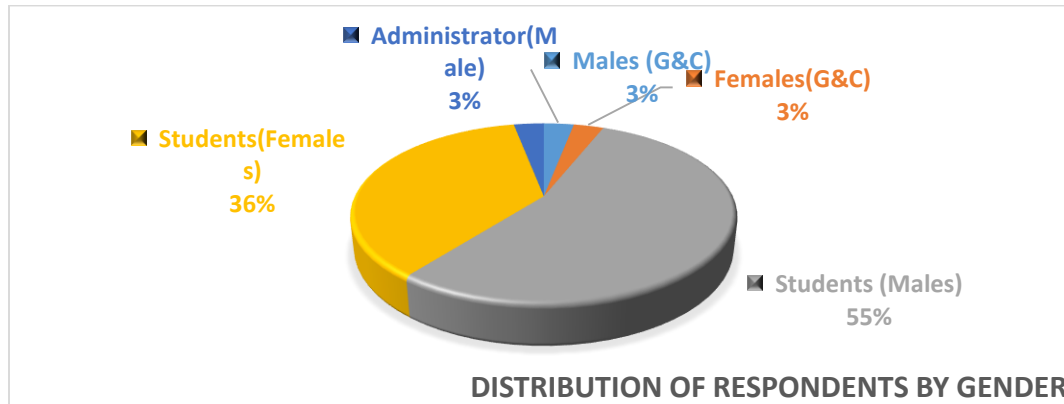
4.2 Demographic Characteristics of Participants

This section constituted the responses' demographic information including their gender and age.

4.2.1 Characteristics of participants

This section gave the background or demographic data about the participants from whom the data was collected.

Fig: 4.1 Distribution of participants by gender



The Participants represented in figure 1 above comprised the head, Guidance and Counselling teachers at a Secondary school in Buhera District. According to data collected, majority (61%) of the participants were male while (39%) were females. This clearly showed that there were more males than female participants who participated in the study. The table below clearly outlines the gender of the participants with respect of their categories.

Table 4.1: Gender of learners

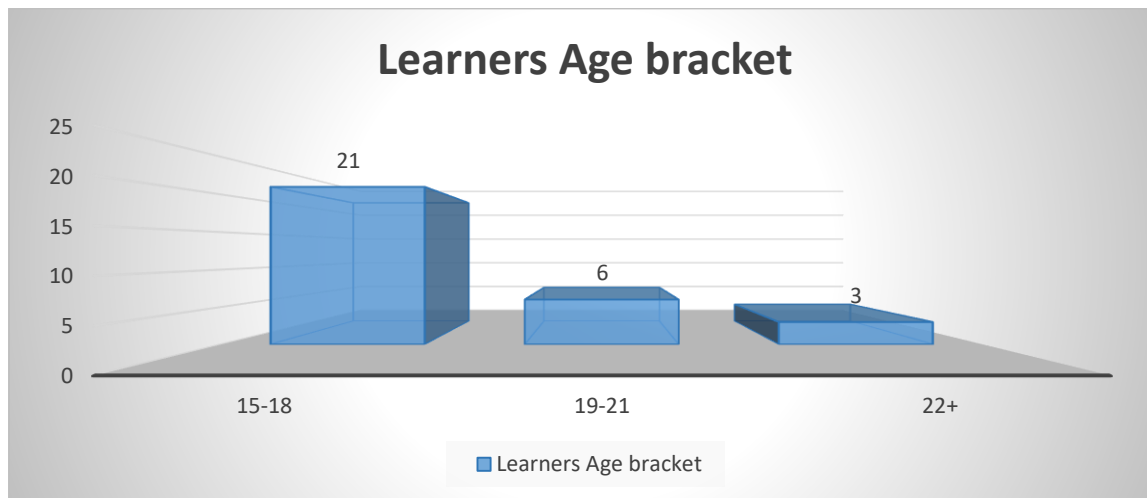
		Learners		Administrators		Counselling Teachers	
		Freq	%	Freq	%	Freq	%
Valid	Female	12	40	0	0	1	50
	Male	18	60	1	100	1	50
	Total	30	100	1	100	2	100

The table above shows that both boys and girls participated in the research. This goes in line with Ojinaka (2021) who ascertained that drug abuse in schools sees no gender barriers. The difference in percentage for the two groups in the research was due to the purposive sampling procedure used by the researcher that determined the research population. From the table, it is evidenced that more boys are involved in drug abuse than girls hence occupying a big space in the research.

4.2.2 Age brackets of the learners

The study sought to determine the age bracket of the learners, the results are as shown in Fig 2

Fig 4.2 Learner participants' age



From the results shown above, the majority of the drug abusers fall between the age range of 15-18 years (70%) and only 20% were in the range of 19-21 years while 10% were in the range of 22 and above years. This clearly indicates that there is a relationship between age range and drug abuse. Gillis (2021) purports that young people are individuals in the process of development and change hence, they experiment with newly discovered aspects of their physical and emotional selves. During this period the youth are likely to experiment with drugs and some will be addicted. With only 6 learners in the range of 19-21 years and only 3 in the range of 22 and above years, this indicates that responsibility and reasoning comes with maturity. As the children grow, they become more mature and decision making is highly informed, however some will still indulge in drug abuse and even persuade the young ones to join them.

4.3 Effects of Drug Abuse on Student Academic Performance of Secondary School Learners in Buhure District: Guidance and Counseling teachers' perspective

The first objective established the effects of drug use on student overall performance. The guidance and counseling teachers through interviews on the effects of drug abuse among learners were of the opinion that drug and substance abuse negatively affects the overall learners' academic performance and their responses are as summarized in Table 4.2. A key participant said that drug and substance abuse strongly yields to reduced concentration span in learning thus decline in

academic performance among learner Baxter (2019). Similarly, one key participant observed that truancy, strained student-student relationships, dropping out of school were among the effects of drug and substance abuse among learners.

Table 4.2 Effect of drug abuse on overall student academic performance

Effects of the drug	Severe	Moderate	Not affected	% Affected	% Not Affected
Truancy	1	1	0	100	0.0
Decreased ability to concentrate	2	0	0	100	0.0
Poor self-control	0	2	0	100	0.0
Strained relationships with others	2	0	0	100	0.0
Poor academic performance	2	0	0	100	0.0
Health problems e.g. headaches, sleepy, anxiety & confusion	0	1	1	50	50
School dropout	0	2	0	100	0.0
Lack of interest in studying	2	0	0	100	0.0
Lack of interest in extra-curricular activities	1	0	1	50	50

Once drugs are taken through injecting, sniffing or chewing, they enter the blood stream and move straight to the brain. They affect the brain making it hard to perform its normal functions NACADA (2020). This study found out that the use of drugs causes truancy amongst the learners: 2 participants agreed (moderate and severe on the table) in comparison with 0 who disagreed (not affected on the table). The weighted percentage of 100 obtained reflects that the participants agreed that drug abuse causes truancy amongst learners. Two participants indicated that use of drugs decreases concentration ability in class (severe on the table) as compared to zero who disagreed (not affected on the table). These findings are in agreement with results found by Tilla (2019) who carried out a study on how drugs affect the learners' concentration span, which is further drastically reduced, setting in boredom much faster than for non-drug and substance abusing learners. Since drug use causes poor self-control amongst the learners, two participants were of the same opinion in comparison with zero on different opinion. The weighted percentage of 100 obtained indicates that the participants were of the same opinion that drug abuse results into poor

self-control amongst the learners. The student who abuses drugs is likely to lose interest in school work including extra curriculum activities. One participant indicated that use of drugs leads to non-participation in co-curricular activities (severe on the table) and the other participant disagreed (not affected on the table), this shows that the participants vary in opinion as far as drug abuse and involvement in co-curricular activities is concerned(Ngegu 2021).

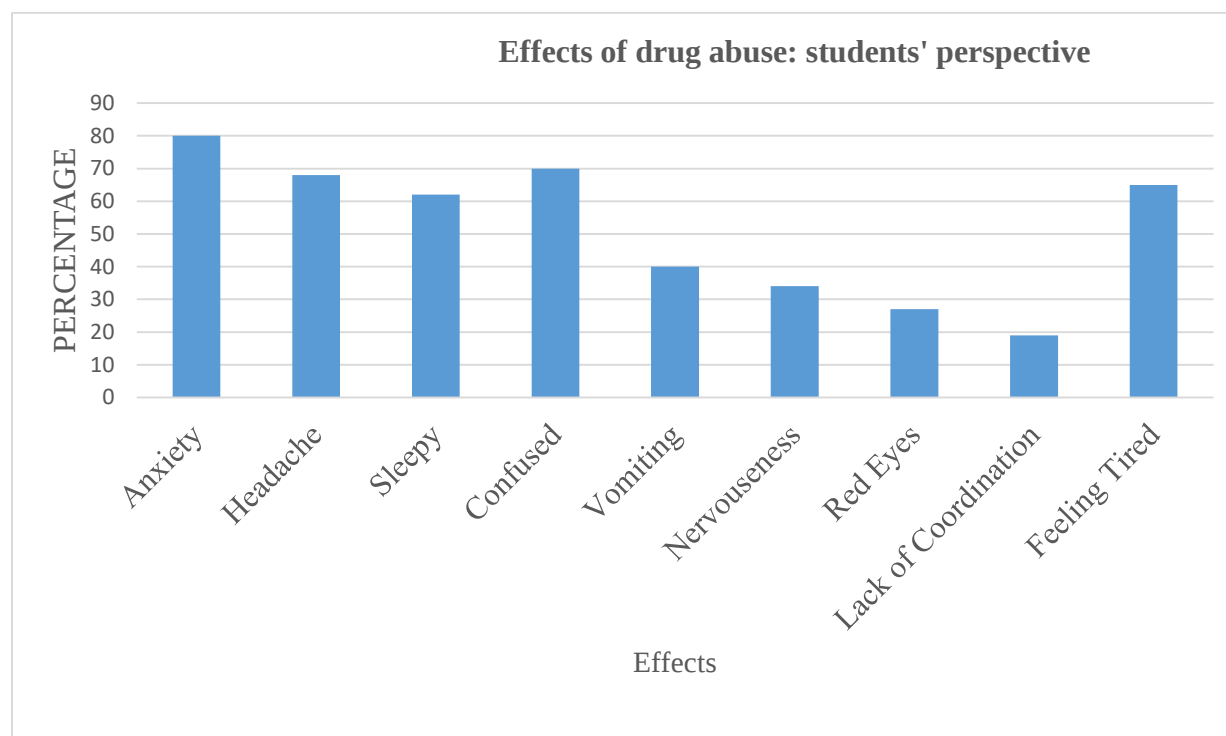
Two of the participants indicated that drug use causes strained relationships with other learners. As pertains to poor academic performance, all the participants agreed, this implies that drug use results into poor academic performance. In relation to drug abuse causing health problems such as headaches, sleepy, anxiety and confusion, one participant was of the opinion that drug abuse cause health problems as compared to one who had a different opinion, this implies that the participants had different opinions on the idea that drug use causes a myriad of health problems to the learners who use them (Narad 2016) .The use of drugs also results into school dropouts, two participants agreed as compared to zero who disagreed, implying that the participants agreed that drug use causes learners to drop out of school. The study revealed that drug use causes lack of interest in studying; all participants were of the same opinion as compared to non who were of different opinion, implying more participants agreed that drug use causes learners who use them to lack interest in studying(Carano 2017). In support of these findings, (Muma 2091) affirms that learners who engage in drugs and substance abuse are likely to lose interest in studying including co-curriculum activities. This study found out the effect of drugs abuse among learners such as poor self-control of the learners, strained relationship with other learners and poor academic performance. Similar results were obtained by Muoti (2016) while carrying out a study on effects of drug abuse on participation in learning among learners in schools.

These study findings reveal that the effects of drug abuse on overall academic performance among learners in the school was alarming. This is in agreement with United Buines (2016) view that cognitive and behavioral problems experienced by alcohol-and drug-using youth may interfere with their academic performance and also present obstacles to learning.

4.3.2 Effects of Drug Abuse on Student Academic Performance of Secondary School Learners in Buhera District: Learners' perspective

The study also sought to find the perspective of learner participants on the effects of drugs on learners' academic performance the findings are shown in Fig 3 below;

Fig 4.3 Drug effects on academic performance: learners' perspective



The results on the effects of drug abuse experienced by the learners in Fig 4.6 indicate that anxiety, headache, sleepy, confused and feeling tired were serious effects of drug abuse that the participants experienced as expressed by a percentage of 80%, 68%, 62%, 70% and 65% respectively. In addition, the study found out that nervousness, red eyes, lack of co-ordination and vomiting were moderate effects of drug abuse as indicated by a percentage of 34, 25, 19, and 40 respectively. This is in agreement with United Nations (2019) which states that cognitive and behavioral problems experienced by alcohol-and Drug-using youth may interfere with their academic performance and also present obstacles to learning. Again drugs abused effect the brain; this result in major decline in the functions carried out by the brain(Gram 2021).

Additional information on effects of drugs is contained in Table 4.3. This information was elicited from the school head. The results are indicated in Table 4.3.

Table 4.3 Effects of drugs: The school head's perspective

	Effects	Severely 4	Moderately 3	Not affected 2	Don't know 1
1.	Declining grades	✓			
2.	Truancy		✓		
3.	School drop out	✓			
4.	Bullying	✓			
5.	Theft		✓		
6.	Low concentration span	✓			
7.	Lack of interest in studying	✓			
8.	Lack of interest in extra-curriculum activities			✓	
9.	Strained relationships with other learners		✓		

The results on the effects of drugs abuse on participation among learners in the schools in Table 4.3 above indicate that the effects of drug abuse on participation in learning among learners in the schools was severe on declining grades, school dropouts, low concentration span and lack of interest in studying(Keane 2019). The study also found that effect of drugs abuse on participation in learning among learners in the schools in terms of truancy, theft, strained relationships with others and bullying as expressed by the table was moderate (Amoyo 2016). In addition the head indicated that the abuse of drugs by the learners had no effect on their participation in co-curricular activities. The overall findings correlate with those of Hawkins, Calatano and Miler (2016). This shows that drug abuse has a negative impact on academic performance. When there is truancy, low concentration span and lack of interest in studying, the learners will definitely decrease in academic competence. However, the head also reviewed that in co-curricular activities such as athletics, some of the drug abusers perform very well. He argued that drugs like marijuana seemed to have influence in endurance.

4.4 Factors that influence learners to abuse drugs

4.4.1 Peer Pressure

The research also sought to find out the degree to which peer pressure influences drug abuse. The data was collected from learners' questionnaires and the responses are tabulated in Table 4.3 below

Table 4.4 Peer Pressure influence on drug abuse

	Frequency	Percentage
Very Influential	16	53.3
Influential	12	40
Moderately Influential	2	6.7
Not Influential	0	0
Total	30	100

The analysis in Table 4.4 indicates that 53.3% of the total population agreed that peer pressure is very influential to drug abuse, while 40% agreed that it is influential, 6.7% agreed that it is moderately influential and 0% on not influential. These findings, affirm that there is peer pressure both at home and school that cause learners to engage in drug abuse. In line with these findings, Masese, Nasongo and Ngesu (2021) observed that a friend or peer group is likely to be the source of information for drug users about the availability of drugs and the alleged effects. Peer pressure is the leading force behind drug abuse and peer subculture also facilitates the behavior by making the substances available and by providing an appropriate setting and instructions as supported by NACADA, (2018) and (Zeiger 2019). Peer pressure being a cause of drug abuse, all the 30 (100%) participants agreed though their degree of agreement ranged from very influential to moderately influential. In most cases, the learners who take drugs seek approval for their behavior from the peers, whom they persuade to join them in their habit as a way of seeking company and acceptance. These findings are in tandem with those obtained by Carney (2016) who established that the majority of the drug users had friends who used drugs, and even in school they gang together to plan how to get the drugs. Similar results were also recorded by (Ngesa 2021) who found out that there is a significant relationship between the drug use behavior and involvement with friends who

take drugs. During this period also majority of learners are adolescents, a stage of transition from childhood to adulthood. It is a momentous period of life filled with changes, difficulties and special problems, concentrates much on self-discovery and self-assertion and youth tend to explore and experiment a lot.

4.4.2 Family Background/Parental drug abuse and effects to their children

The third objective of the research was to find out the degree to which parental substance abuse cascades into high school learners substance. This section has given the findings on the family background as indicated by whom the learners live with as well as their parents' code of conduct which affect children's behavior.

Table 4.5: Who the learners live with

	Frequency	Percentage
Parents	19	63.3
Guardian	3	10
Relatives	7	23.3
Child Headed Households	1	3.3
Total	30	100

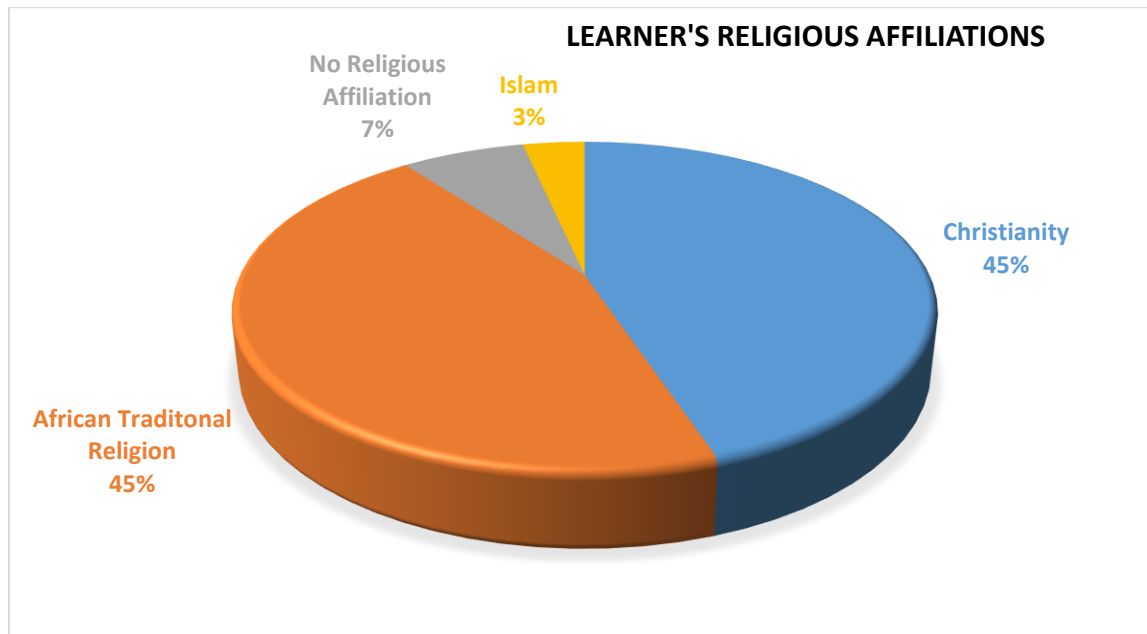
The analysis in Table 4.3 indicates that 63.3% of the participants lived with their parents, 3% lived with their guardians, 7% lived with relatives and 3.3% were living within Child Headed Households (CHH). Learners can take to drug abuse depending on the commitment of the person they live with to look out on their activities at home and away from home and the friends that the learners keep. This is in line with Ndeti (2016) who noted that the family setup of a child influences his or her habits. If a child is borne of a drug addict then there is a likelihood of the same habits being transferred. In support of these findings, similar results were obtained by Fosco(2020)who noted that family influence has shown to have an influence on drug abuse among children.

4.5 Other causes of drug abuse among secondary school learners in Rusape District

4.5.1 Religion of the learner participants

The findings on the learner participants are presented in the Fig 4.4 below

Fig 4.3: Religious affiliations of learners



The analysis in Fig 4.4 indicates that 45% of the participants are Christians and another 45% are Muslims. Those who belonged to African Traditional Religion constitute 7% and Non-religious affiliation was 3%. No participants showed up for Judaism. This showed that Christianity and African Traditional Religion (ATR) were the most dominating religions. Given the fact that religions such as ATR promotes the use of alcohol when it comes to the ceremonies such as the *Rain-making ceremony* and The *Kurova guva ceremony*, this have an impact to the abuse of alcohol by the learners who belong to such religions. Furthermore, some of the participants were non-religious affiliates; this poses the danger of lacking moral values which can protect them from abuse of drugs.

4.5.2 Socio-Economic Factors

The study sought to establish on whether most parents had Low socio-economic status in Buhera District which in turn has a negative impact on abuse of drugs by secondary school learners. The findings are shown in Table 4.5.

Table 4.5 Socio-Economic factors and drug abuse

	Frequency	Percentage
Very Influential	8	26.7
Influential	17	56.7
Moderately Influential	2	6.7
Not Influential	3	10
Total	30	100

Table 4.5 above shows that socio-economic factors influences drug abuse as 26.7%, 56.7, 6.7% of the population showed that socio-economic factors were very influential, influential and moderately influential respectively. However 10% of the population disagreed that socio-economic factors have an influence on drug abuse. Socio-economic factors such as lack of finances makes some parents brew alcohol and grow marijuana as a source of income generation, with their children as sellers and as a result exposing them to drug use(Kibera 2015). Many parents also fail to provide for their families as a result they become involved in serious alcoholism as a way of removing stress and the children are left without any food(Nyaga 2015). As they see their parents drunk every day, they also become drunkards themselves. Furthermore, family quarrels and domestic violence may also lead to drug abuse on the side of the children(Further 2019). The children are psychologically and emotionally affected, as a result they become drug addicts as a measure to end their trauma.

According to Ganga (2021), children living within Child Headed Households (CHH) are considered independent, responsible for providing leadership and making major decisions in running the household. It is against this background that children within CHH abuse drugs because they are too independent to do whatever they wish because they have no any adult who can control and limit them in some decisions(Moore 2018). Furthermore, because of the fact that children within CHH are responsible for running the family in terms of food provision, they end up stressed due to economic provisions hence settling themselves in a drug abuse predicament

4.5.3 School Environment

The study sought to find out the influence of school environment on drug use among secondary school learners. The following are the study findings.

Fig 4.5 School environment and drug abuse

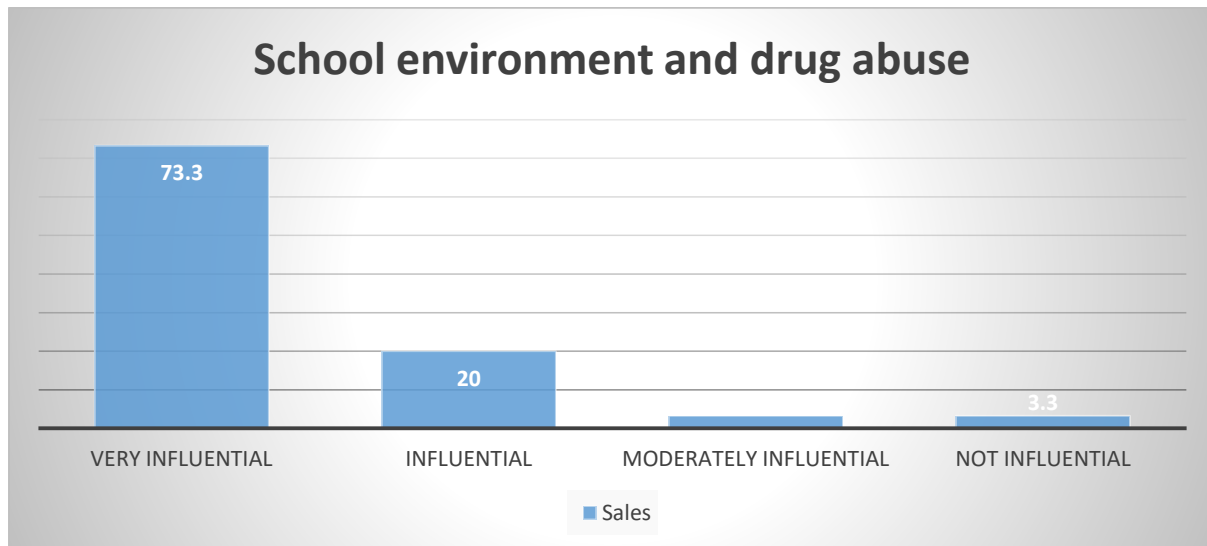


Fig 4.5 shows that 74% indicated that the school environment is very influential when it comes to drug abuse, 20% influential, 3% moderately influential and 3% not influential. Some learners abuse drugs because of peer pressure from school (Dakwa, 2020).

4.5.4 Mass Media

The participants were asked to say whether media programs and advertisements influence use of drugs. The study findings are presented in the table 4.6 below.

Table 4.6: Media Influence on the Use of Drugs

Frequency	Percentage	
Very Influential	18	60
Influential	10	33.3
Moderately Influential	1	3.3
Not Influential	1	3.3
Total	30	100

From study findings presented in the table, the majority of the participants indicated that mass media has influence on them. There is an association between exposure to pro-alcohol and

cigarettes mass media advertisements and alcohol and cigarettes use among the participants(Warne 2019). Persons who watch pro-alcohol and cigarettes television advertisements and videos have a tendency to use the drugs and Cigarettes and alcoholic advertisements influenced them adversely(Amayo 2016). As they imitate their role models "celebrity figures", who feature in the adverts.The study established that the major reason for learners' indulgence in drug abuse is the belief that it brings relaxation and feeling high as portrayed in media advertisemen(Mwenesi 2021). Drug advertisements have significant influence on drug abuse among learners particularly alcohol and cigarettes advertisements."*How drugs, alcohol, and tobacco are portrayed on television, in movies, in songs, and in other forms of media greatly influence their intake among learners,"*said the school head. Media containing scenes or conversations about drugs can affect drinking, smoking, and illicit drug use, especially among children and young adults.

4.5.5 To keep awake for more time to read

The participants were also asked whether they took drugs so that they could stay awake in order to read more. Their responses were tabulated in the following table 4.7

Table 4.7 Taking of drugs by the participants to stay awake

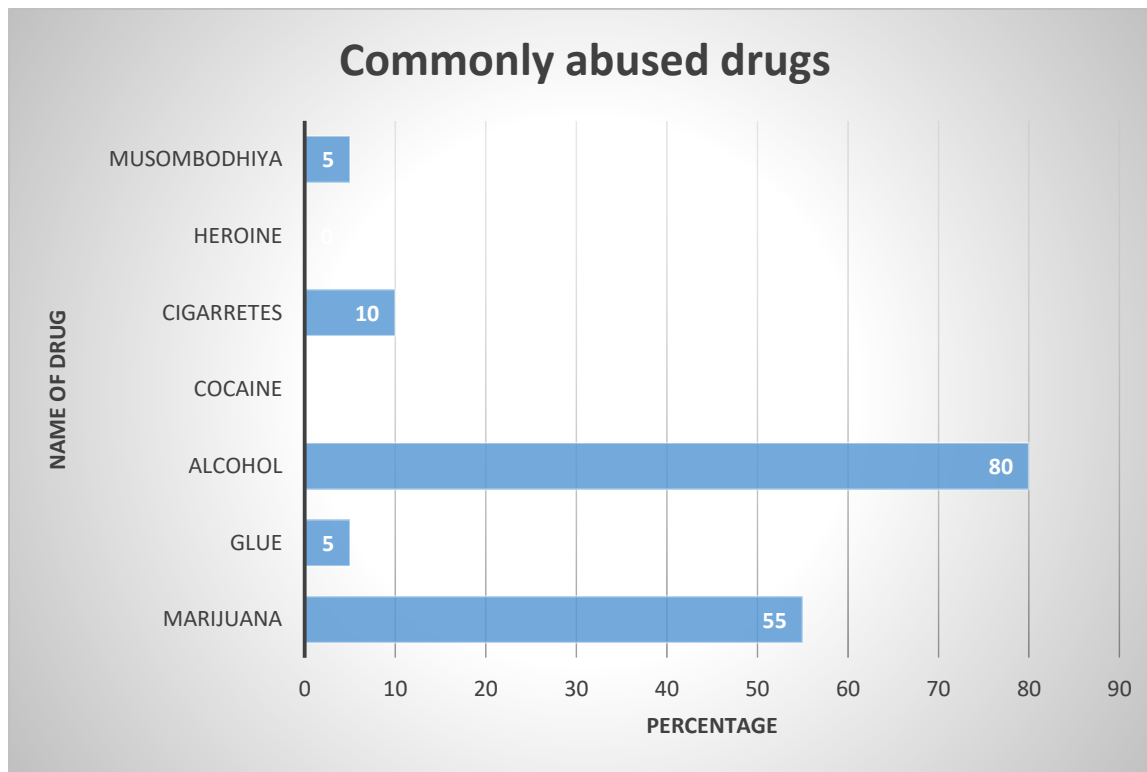
	Frequency	Percentage
Very Influential	20	66.7
Influential	5	16.7
Moderately Influential	4	13.3
Not Influential	1	3.3
Total	30	100

From the above table, 67.7% of the participants are so much influenced by the idea of wanting to stay awake for long to read, 16.7% influential, 13.3% moderately influential and 3.3% not influential. This shows that a total of 96.7% of the total participants showed that they take drugs for them to stay awake for long in order for them to read.

4.6 Commonly abused drugs in Buhera District secondary schools

The study further sought to establish drugs that are commonly abused by learners. The learners were requested to indicate the commonly abused drugs at their school and their responses were tabulated as shown in Fig 4.6

Fig 4.6 commonly abused drugs in schools



According to the results in the above graph, alcohol was commonly used at the school as indicated by 80% followed by marijuana 55%. The participants also indicated that musombodhiya, cigarettes, alcohol and glue were fairly, commonly used as expressed by a percentage of 5%, cigarettes 10% and glue 5% respectively. Cocaine and heroin were not used as expressed by 0 %. Furthermore, the use of the drugs alcohol and marijuana was highly prevalent due to the fact that they were locally produced, readily available and affordable therefore compounding to drug abuse menace(Turk 2021).These findings are in agreement with those of Odundo, Imonje and Nyaga (2018) who conducted a similar study on effects of drug and substance abuse on learners discipline in public day secondary schools in Nakuru municipality, Nakuru County, Kenya, and noted that the most commonly abused drugs were alcohol, cigarettes, bhang (marijuana equivalent in Zimbabwe).Similarly, a study carried out by Muoti and Kiber(2016) on effects of drug and substance abuse among learners in Makueni County, Kenya, found out that alcohol was commonly

used in schools. These findings are also in agreement with NACADA, (2019) results that alcohol, bhang and tobacco are the most commonly abused drugs and reflect the overall current situation of drug abuse among the youth in the country. The national prevalence of substance misuse among the youth was 60% alcohol, 58% bhang 22% tobacco (Damba, 2020). These finding can be attributed to the fact that rural area schools are located at the heart of the community where these drugs are produced and most of the drug abusers are in one way or another involved in the production of such as this is a source of income for most families.

4.7 Indulgence in Drug Abuse

Table 4.8 student's indulgence in drug abuse

	Frequency	Percentage
Yes	19	63.3
No	11	36.7
Total	30	100

In Table 4.2 63.3 % agreed to have indulged in drug abuse and 36.7 % denied to have ever indulged in drug abuse. It seems that a greater proportion of learners in schools are abusing drugs. this is supported by the findings from a survey that was conducted by the Hong Kong Narcotics Division(2017) that drug taking secondary learners rose 3.3% in 2004/5 to 4.3% in 2008/9 hence learners are increasingly abusing drugs.

4.8 Expected school academic performance by learners in the national examinations

The study also sought to find out the expected grades at ordinary level by the learners participants. The responses were tabulated in the Table 4.9 below.

Table 4.9: Expected grades at ordinary level by learners

Grade	Frequency	Percentage
A	1	3.3
B	3	10
C	16	53.3
D	5	16.7
E	3	10
U	2	6.7
Total	30	100

From the information given in the table 4.9, the expectations of the learners to get Grade A was 3.3%, Grade B was 10%, Grade C 53.3%, Grade D 16.7%, Grade E 10% and Grade U 6.7%. By the fact that the largest percentage of learners' expected academic performance was at Grade C, this shows that the learners themselves had no confidence that they would attain better grades than a C. Only 3.3% and 10% aimed for Grades A and B respectively. 16.7%, 10% and 6.7% were for Grades D to U respectively, the learners had no hope for a pass and this clearly showed the devastating effects of drug abuse on academic performance of the learners. Drug affect academic performance of learners (Damba, 2022).

4.9 Expected school academic performance in national exams by school head

The findings on the expected school academic performance by the head in national exams are indicated in Table 4.10 as indicated by the principals.

Table 4.10 Expected school academic performance by school head at national exams

Grade	Frequency	Percentage
A	0	0.0
B	0	0.0
C	6	20
D	10	33.3
E	5	16.7
U	9	30
Total	30	100

The analysis in Table 4.10 indicate the school head expected academic performance of their learners involved in drug abuse in national examinations to be Grade C and below. The findings

showed that the participant expected that most of their drug abusing learners would poorly perform academically (Muoti 2015). These results suggest that the head was aware that drug abuse is not associated with achievement of good grades of B and above. This is shown by a percentage of 0.0 in Grades A and B.

4.10 Level of education aspired by learners

The study sought to find out the level of education aspired by the learners. The results are indicated in Table 4.11 as expressed by the learners.

Table 4.11: Level of education aspired by learners

	Frequency	Percentage
Ordinary Level	8	26.7
Advanced Level	15	50
Diploma Level	6	20
Degree Level	1	3.3
Master's Degree Level	0	0.0
PHD	0	0.0
Total	30	100

The findings in Table 4.11 indicate that 26.7% of the participants aspired for an Ordinary level of education, 50% of the participants aspired for Advanced level of education, 20% of the participants aspired for a diploma level of education, 3.3% of the participants aspired for a Degree level of education and 0.0% of the participants aspired for a Masters level of education and 0.0% for PHD level of education. The results indicate that about 23.3% of the learners aspired to continue with education to Degree and Diploma level. With 0.0% aspiring for Masters and PHD level. This shows that drug abusers have low self-esteem and does not aim high in academics. These findings concur with those of kibera 2017

4.11 Causes of drug abuse: Guidance and counseling teachers' perspectives

The study also sought to collect some information about the drug abusers at the school from the G&C teachers. From the information collected, the female participant had a teaching degree in psychology and the male had a diploma in education. The female had five (5) years teaching

experience and the male had fifteen (15). These findings showed that the participants' qualifications were good enough for them to be able to handle the situations affecting the drug abusers. Furthermore, their experience in the teaching field indicated their expertise in dealing with drug abuse cases since they have been teaching G&C for time.

The participants cited that the problem of drug abuse was increasing in the school and the following suggestions were given as major influences:

- ✓ Curiosity
- ✓ Peer pressure
- ✓ Poor role modelling by the parents and teachers
- ✓ Mass media
- ✓ Family background
- ✓ Relaxed penalties for the administrators

4.12 Commonly abused drugs: G&C teachers' perspective

The study also sought to establish the most abused drugs from the perspective of the guidance and counseling teachers. The following list was obtained:

- ✓ Marijuana
- ✓ Alcohol
- ✓ Musombodhiya
- ✓ Cigarettes
- ✓ Glue

They cited alcohol as the most abused drug and followed by marijuana, glue, cigarettes and musombodhiya respectively (Cooper 2019). From the participants' opinion, the effects of drug abuse had greatly affected academic performance of the abusers. They cited that in most cases, the learners had no interest in studying, they feel tired and sleepy, they play truancy and their concentration is low as well hence their academic performance is affected (Niaa 2016).

In response to the measures put in place by the G&C teachers to curb the problem of drug abuse in the school, the participants cited the following measures:

- ❖ Parental engagement
- ❖ Drug effects awareness campaigns
- ❖ Use of different counseling techniques with Albert Ellis' disputation counseling technique being the most preferred one.
- ❖ School administration engagement
- ❖ Use of the rewards and punishment

The participants cited parental engagement as the most effective way of curbing the problem of drug abuse and enhancing academic performance (Mecleord 2019) The participants also recommended that in order to minimize drug abuse in the schools, the Ministry of education must allow the use of corporal punishment which they said can yield better results(Randal 2016)

4.13 Learners' Document Analysis

The researcher also made use of the institutional record books to come up with information regarding the drug abusers(Winder 2017). The documents analyzed included attendance registers, report books of learners, social record books and progress record books.From the attendance registers, the researcher observed rampant absenteeism by the learners, their report books also showed poor grades, social record books also evidenced that the learners were rated low social skills and relationship to others. Some of them were labeled bullies, a sign that they were a menace in the school and the progress record books showed poor marks by the learners(Kingala 2019).

4.14 Discussion on Research Findings

4.14.1 Drug Abuse in Secondary Schools

In line with findings from data collected it appears that there is an increase in drug abuse among secondary school learners. It seems the majority of learners particularly those between the ages of 15 and 18 years are abusing drugs. The findings concur with Nada (2020)who reported that drug abuse in schools is rampant and that one in every three learners consumes alcohol. Findings from a study carried out by Child Welfare (Nova (2016) reported prevalence of drug abuse increasing from primary and secondary level. The study also revealed that lack of awareness campaigns on the part of the teachers on the effects of drug abuse is contributing to this increase.

4.14.2 Behavioral Traits

The study was also carried to find out the behavioral traits that will be shown by drug abusers in schools (sources). Findings from the data gathered indicates that drug abusers tend to be aggressive and bully, this was shown by their strained relationship with other learners which had 90% .Absenteeism and dogging lessons are also behavioral traits for drug abusers and hence teachers need to be on the lookout for such behavioral tendencies (Epner 2018)

4.14.3 Source of Drugs in Schools

From the research findings it appears that learners obtain these drugs from the local community. Members of the community sell these drugs to learners as a way of raising income(Okari 2018). Also some learners cultivate these drugs especially marijuana and bring in these to fellow learners and otherlearners showed that their parents produce the drugs and the learners sell them as a way of improving family income (Dindia 2017). Therefore this research also established the need for teachers to make continuous checks of these drugs in student's bags.

4.14.4 Commonly Abused Drugs in schools

The research findings noted that the most commonly abused drugs in schools include alcohol, marijuana and cigarettes. More so the research established that the most common type of alcohol consumed by learners is the village brewed beer commonly known as Kachasu, this is mainly because it is locally available and affordable(Baine 2016). Besides being affordable most of their parent's brew this type of beer at home and it is these learners that are involved in the brewing (Mwenesi 2021). Therefore the research findings revealed that lack of support from parents is one of the factors that has contributed to the increase in drug abuse among learners and as such there is need for cooperation and collaboration between teachers and parents in fighting against drug abuse in schools(Tinkwe 2018).

4.14.5 Problems of Drug Abuse

The research found out that drug abuse by learners has hampered education and management as abusers experience academic failure, distortion of senses, and dream like thinking, false confidence, hampered performance hallucinations and disillusion (Kuria 2019).This is also supported by Hoag (2021) who noted that drug abuse has become a stumbling block to the learners learning behavior which is an essential element in educational practice. Therefore there is need for collective effort in educating learners on the negative effects of drug abuse

4.15 Summary

This chapter presented the data from the field, an analysis using quantitative and qualitative strategies was employed and lastly an interpretation was made of the meanings of the data. Basic statistics were used to illuminate some of the results. Data was gathered from the participants through the use of questionnaires, interviews and documents analysis. Tables, pie charts, doughnuts and bar charts were used for the presentation of the data. The responses of the learners were tested and statistics were analyzed. Findings from the study revealed that there is an increase in drug abuse at Mutauto Secondary School in Buhera District. The next chapter focused on the summary, conclusions and recommendations

CHAPTER FIVE

SUMMARY OF FINDINGS CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presented summary of the study findings, the conclusion and recommendations that arose from the study. The research reviewed a wide range of secondary literature and collected primary data on which the conclusion and recommendations were made basing on research objectives. The research endeavored to answer the following questions: What are the effects of drug abuse on academic performance of secondary school learners in Buhera District?, To what extent does peer influence culminate in drug abuse among secondary school learners in Buhera District?, How far does parental substance abuse cascade into high school student substance abuse?

5.1 Summary of findings

The study (at its initiation) had 36 participants that included 33 pupils, 2 guidance and counseling teachers and one head teacher. However, 30 pupils, 2 guidance and counseling teachers and one head teacher managed to return their questionnaires hence the study had a population of 33 participants. Questionnaires, interviews and document analysis were instruments used for data collection. Primary data was gathered and analyzed using quantitative and qualitative methods and presented in bar graphs, column graphs, pie charts and doughnuts.

The findings on the effects of drug abuse on academic performance of secondary learners indicated that 100% of the guidance and counseling teachers agreed that drug abuse causes truancy, decreased ability to concentrate strained relationships with others, poor self-control, poor academic performance, school dropout and lack of interest in studying. However, the two G&C teachers had varied opinions on health problems emanating from drug abuse, as well as lack of interest in extra-curricular activities as indicated by a percentage of 50 respectively. On the other hand, the learners indicated that the abuse of drugs resulted in anxiety, headache, sleepy, confusion, vomiting, nervousness, red eyes, lack of coordination and a feeling of tiredness. Anxiety ranked above all other effects with 80%, followed by confusion with 70%, headache, a feeling of tiredness, sleepy, vomiting, nervousness, red eyes and lack of coordination with percentages of 68,65,62,40,34,25 and 19 respectively. The teachers on the other hand, suggested that the pupils should attend counseling sessions more often in order to learn the dangers of drug and alcohol abuse on their

academic performance. The guidance and counseling teachers highlighted the need for more training of the teachers on offering guidance to the pupils. They also indicated that more counseling and guidance teachers should be hired to enable schools to effectively advise pupils on the dangers of taking drugs.

The findings on the peer influence and drug abuse among pupils indicated that the majority 53.3% of the learners/participants agreed that peers pressure was very influential, 40% influential, 6.7% moderately influential and 0% not influential. This means that all of the participants agreed that peer pressure strongly lead to drug abuse. The study concluded that the drugs and alcohol are available in the village making it easily accessible to pupils. The drugs are easily found at home because production and selling of such is part of family income, therefore the learners can easily access and share with other colleagues at school. The study also established that in most cases, the learners who take drugs seek approval for their behavior from the peers, who they persuade to join them in their habit as a way of seeking company and acceptance. Therefore, from the results of the study, it can be concluded that peer pressure to the great extent causes drug abuse among learners.

The findings on the extent to which drugs are abused among secondary school pupils indicated that 63.3% of the learner participants agreed that they had abused drugs and 36.7% denied to have indulged in drugs. The study concluded that a greater portion of the learners in secondary schools were taking drugs. The findings stated that alcohol was commonly abused and was the most commonly available drug. The availability of alcohol is followed by marijuana with (55%) and cigarettes (10%), musombodhiya and glue (5%) respectively. The schools should therefore control access of alcohol to avoid its abuse by pupils. Teacher participants also strongly agreed that parental influence was a cause for the pupils to engage in drug abuse. However, some of the participants disagreed that extended family members influenced pupils to engage in drug and substance abuse. The study therefore concluded that parents who abused drugs in the presents of their children had influence for drug abuse by their children.

The findings on the expected grades by the learners indicated that 53.3% of the learners expected Grade C at ordinary level, Grade D 16.7%, Grade E 10% Grade A 3.3%, Grade B 10%. By the fact that most learners expected grade C and below showed that they had no confidence in themselves to obtain better grades. On the same note, the school head expected that most of the

drug abusing learners would poorly perform academically. For Grade A and B, the head expected 0.0% pass rate at Grade C 20%, Grade D 33.3%, Grade E 16.7% and Grade U 30%. These results showed that the head was aware that drug abuse was not associated with achievement of good grades of grade B and above.

5.2 Conclusions

Based on research findings of the study, the researcher concluded that: Alcohol was found to be the most frequently abused drugs in secondary schools in Buhera District and the major source of these drugs in schools were from fellow learners: most learners sneak the drugs into their respective schools and supply to other peers.

Most factors such as peer pressure, influence of the parents who take drugs, availability of drugs, school environment, socio-economic factors and influence of mass media contributed to the student's abuse of drugs.

Drug use among the learners caused dropping out of school, strained relationships with other learners, lack of interest in studying, low concentration span and declining grades hence abuse of drugs had a negative effect on the academic performance of learners at Mutauto Secondary School in Buhera District. Administering punitive punishment such as expelling learners caught abusing drugs, arresting, locking up and imposing heavy fines on individuals selling drugs would be helpful in reducing the drug menace.

All the education stakeholders should take the initiative to save learners and the society from drug abuse through awareness campaigns. Poor academic performance ruins the future of the youths hence cooperation is needed among all the parties involved

5.3 Recommendations

In light of the above conclusions and other major findings of the study, the following recommendations were made:

- Since the findings from the study revealed that the rate of drug abuse is on the increase among secondary learners. It is the view of the study to recommend the ministry of primary and secondary education to launch in service training and staff development programs in

the rural secondary schools to equip the teachers with required skills to deal with issues of drug abuse among learners.

- Furthermore the ministry should make sure that guidance and counseling as a subject is being taught where learners will get to appreciate the need for not indulging in drug abuse.
- Schools should set up guidance and counseling offices and recruit professionals to counsel learners who indulge in drug abuse. This will help to nurture the learners with emotional needs that they wish to share in confidence but lack the platform to do so and in return end up turning into drug abuse.
- The study also revealed that the source of these drugs is the local community where members of the community sell these drugs to learners as a way of generating income. In this regard it is recommended that the local community should be educated on the dangers of supplying drugs to learners and also the police should put in place tight fines for anyone found to be in possession and worse still supplying drugs to learners. Village heads should be given the powers to charge anyone found to be brewing illicit beer and cultivating marijuana in their local communities.
- Parents and teachers should monitor the learners' peers in order to ensure they do not involve themselves with learners or non-learners who abuse drugs.

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Appendix1:Informed consent form

My name is, a student at Bindura University of science education and currently pursuing a degree in science education. I am seeking permission to do research at this school. I am exploring the impact of drug abuse on academic performance. A case study in one rural school in district.

There search will entail collecting data from the pupils thus from form one to six, guidance and counseling teachers, the administrator sand all other teachers. I will invite individuals from this school. The G&C teachers will be asked to record audios during their G&C lessons on drug abuse and also to create spare time and acquire information from a few elected students at their spare time. The researcher seeks permission to record audios during the interview and also will be noting down a few points to avoiding missing important information.

Participants will be asked to give their written or verbal consent before research begins.Their response will be treated confidentially and the name of the school will be anonymous unless expressly indicated .Individual privacy will be maintained in all puplished and written data resulting from the study.The results will be communicated in the disertation.The participants will not be advantaged or disadvantaged in an way.They can be reassured that they can withdraw their permission at any time during this project and without penalty.

There are no foreseeable risks in participating in this study.The participants will not be paid for this study.All research data will be preserved anonymously for reuse by other researchers.Your participation will be greatly appreciated.

The undersigned confirm that (please tick in the box)

I have read and understood the information about the project	
I voluntarily agree to participate in this research	
I do agree to be voice recorded by the researcher	
I understand that the G& C teachers will also be involved during the research	
I understand I can withdraw at any time without giving reasons and no penalty for withdrawal.	

Name of participant _____

Signature _____ date _____

APPENDIX II

QUESTIONNAIRE FOR PUPILS

The following questionnaire will be administered to the pupils at High School in District to explore the effects of drug abuse on academic performance. Kindly respond to all questionnaire items. Your answers will not be revealed to anyone. For this reason Do Not write your name in this questionnaire.

A: BACK GROUND INFORMATION

1. How old are you?

10-12 () 13-15 () 16-18 () above 18 ()

2. You are in which class?

Form 1-2 () Form 3-4 () Form 5-6 ()

3. Who do you live with?

Parents () Relatives () Friends () Guardian

4. If living with parents, how many are you in the family?

1-2 () 3-4 () 5-6 () 7-8 () above 8 ()

B: PREVALENCE OF DRUG ABUSE

5a) Do pupils take drugs?

Strongly Agree () Agree () Disagree () Strongly Disagree ()

b) How often do pupils take drugs?

More often () Often () rarely () stopped using ()

6. If they often abuse drugs, explain how they obtain the drugs from the table below:

Source	SA	A	D	SD
Sold by friends at school				
Sold by teachers at school				
Sold at the market				
Available at home				
Available in the village				
Other (specify)				

b).Indicate the mostly misused drugs

Mostly misused drugs	Very frequent	Frequently	Not very frequent	Rarely
Marijuana				
Musombodhiya				
Heroine				
Cocaine				
Cigarettes				
Other(specify)				

C:CAUSESOFDRUGABUSE

3a)Listed here below are some of the causes associated with drug abuse. Indicate with a tick(x) where you see the main causes of drug abuse.

Causes of drug abuse	Tick(X)
Influenced by friends who take drugs	
Parents use drugs	
Relative use drugs	
Demanding of school work	
Family problems	
Curiosity	
Teachers do not care about whether pupils abuse drugs or not	

7).In your opinion why do you think pupils take drugs .-----

Thank you very much.

APPENDIX III

QUESTIONNAIRES FOR GUIDANCE AND COUNSELLING TEACHERS

The following questionnaire will be administered to the guidance and counseling teachers in a rural school in district to explore the effects of drug abuse on academic performance. Kindly respond to all questionnaire items. Your answers will not be revealed to anyone. For this reason Do Not write your name in this questionnaire.

A: BACKGROUND INFORMATION

1a) What is your age?

18-25 () 26-33 () 34-41 () 42-49 () 50-63 () above 63 ()

(b) your marital status?

Married () Single () Widowed () Separated ()

(c) Number of children

None () 1-2 () 3-4 () 5-6 () 7 and above ()

d) Were you trained in guidance and counseling?

Yes () No ()

e) For how long have you done guidance and counseling in this school?

I-2 years () 3-4 years () 5-6 years () 7-8 years () 9-10 years ()

11-12 years () 13-14 years () 15-16 years () 17-18 years ()

19 and above ()

B: PREVALENCE OF DRUG ABUSE

2a) Do you have cases of drug abuse in your school?

Yes () No ()

b) If yes in 2(a) indicate how prevalent are the cases?

More frequent () Frequent () Less frequent () None ()

c) Indicate the availability of the following drugs

Type of drug	easily available	Available	Less available	Rarely available
Marijuana				
Heroin				
Cigarettes				
Cocaine				
Musombodhiya				
Glue				
Others (specify)				

EFFECTS OF DRUGS

3a) The following are some likely effects of drug sin pupils. Use (b) to indicate your opinion on each of them.

Effects of drug abuse	SA	A	D	SD
Not able to handle class activities after taking drugs				
Low concentration in class				
Failure to understand lessons				
Frequent absence from school				
Fighting with adults				
Rude to teachers				
Pooracademicperformance				
Likely to be involved in crime				

D:STRATEGIES IN USE

4b)As a guidance and counseling teacher ,how do you handle pupils when you realize they have used drugs in your class?

Strategy in use	SA	A	D	SD
Sent them home				
Punish them				
Let them do what they want				
Report them to headteacher				
Let them sit alone				
Counsel and guide them				

5)In your opinion,how can drug abuse be prevented from rura secondary schools?

Write your reasons in the spaces provided here below

Thank you very much.Your responses will be kept confidential.