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**An Analysis of Teachers' and Learners' Perceptions of the Causes of Drug Abuse and their
Effects on Academic Performance. A Case of Mutoko Central High School.**

By

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**A Research Project Submitted to Bindura University of Science Education in Partial
Fulfilment of the Requirements of the Honours Bachelor of Science Education Degree in
Chemistry**

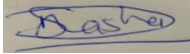
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Dedication

This research is dedicated to my husband and son Rafael.

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Abstract

This qualitative study researched the perceptions of causes of drug abuse among learners at Mutoko Central High School. The population of the study consisted 400 learners and 20 teachers and the researcher targeted on all teachers and all the O level learners at Mutoko Central High School. A total of 82 High school learners were randomly selected and 18 teachers were asked to complete the questionnaires used for the research. After collecting and analyzing data, the main findings emerged. The findings from this research indicated that teachers and learners believed that learners abused drugs to be appreciated by friends, to increase academic performance, because they had money, and to be like teachers/parents who take drugs. Also, the findings indicated that the most common causes for drug abuse were marijuana (and cigarettes), and alcohol (and spirits). The findings also showed that the attitudes of parents of learners at Mutoko Central High School were positive and they made efforts to educate their children about the dangers of drug abuse. Apart from that, teachers and learners in the study believed that drug abuse leads to loss of concentration in class, indiscipline, violent behavior, absenteeism and school dropouts, Further more teachers and learners who participated in the study believed that the strategies that could be used to mitigate against drug abuse were educating learners about drug abuse, counselling, and medical habilitation.

Contents

APPROVAL FORM	1
Release form	2
DEDICATION	3
ACKNOWLEDGEMENT	4
Abstract	5
Contents.....	6
LIST of APPENDICES	8
LIST OF FIGURES	89
List of tables	Error! Bookmark not defined. 0
CHAPTER ONE: INTRODUCTION TO THE STUDY.....	81
1.0 INTRODUCTION	111
1.1 Background of the study	133
1.2 Purpose of the study.....	133
1.3 Statement of the problem	14
1.4 Research questions.....	14
1.5 Significance of the study	155
1.6 Delimitation of the study	155
1.7 Limitations of the study	155
1.8 Definition of terms.....	165
1.9 Chapter summary	136
2.0 Introduction	177
2.1 Drug Abuse.....	17
2.2 Causes of Drug Abuse in schools	188
2.3 Commonly used drugs in schools	211
2.4 how drug abuse effects teaching and learning.	244
2.5 Strategies used to migrate drug abuse in schools.	265
2.6 Theoretical and Conceptual Framework.....	288
2.7 Research gaps:.....	29
2.8 Chapter summary	300
3.0 Introduction	311
3.1 Research design.....	311
3.2 Study Location	311

3.3 Target Population	31.1
3.4 Sampling and sample size	31.2
3.5 Research Instruments	333
3.6 Data collection	313
3.7 Data Analysis Procedure	344
3.8 Ethical Issues	344
3.9 Chapter summary	344
4.1 Introduction	355
4.2 Questionnaire response rate	355
4.3 Demography of respondents	366
4.4 Perceptions of The Cause of Drug abuse among Students in Public High Schools.....	377
4.5 Perceptions of the common drugs abused by learners in school	401
4.6 How drug abuse affect teaching and learning in schools	413
4.7 Teachers' responses on the Rate of School Attendance among Children involved in Drug Abuse	434.8
What help about drug abuse do you get from your parents? -----	47
4.9 Respondents' perceptions of strategies used to address drug abuse by learners in High schools-----	48
4.10 Discussion-----	52
4.11 Chapter summary-----	52
5.1 Introduction-----	514
5.2 Summary -----	514
5.3 Conclusions -----	514
5.4 Recommendations-----	55
REFERENCES-----	57

LIST OF APPENDICES

Appendix 1: Permission to conduct research at High School-----	60
Informed consent Form-----	62
Appendix SQ: Questionnaire for students-----	63
Appendix TQ: Questionnaire for teachers-----	68

LIST OF FIGURES

Fig 2.1: Theoretical framework describing problems of alcohol abuse in adolescence and young adulthood	29
Fig 4.4.1 Teachers' perception of causes of drug abuse among High school learners.....	38
Fig 4.4.2 Teachers' perceptions on whether learners are encouraged by their friends to start abusing drugs	39
Fig 4.4.3 Learners' perception of causes of drug abuse among High school learners-.....	39
Figure 4.4.4 Do students encourage other friends to abuse drugs?.....	40
Fig 4.7.1 Teachers' responses on the Rate of School Attendance among Children involved in Drug Abuse.....	45
Fig 4.7.2 Teachers' perceptions on academic performance of learners involved in drug abuse...	46
Fig 4.8.1 Teachers' perceptions of strategies used to address drug abuse by learners in High	47
Fig 4.8.2 Learners' perceptions of strategies used to address drug abuse by learners in High schools	48
Fig 4.9.1: Teachers' perceptions of strategies used to address drug abuse by learners in High schools	49
Fig 4.9.2: Learners' perceptions of strategies used to address drug abuse by learners in High schools	49
Fig 4.9.3: Response on whether the school keep students busy throughout the day	51
Fig 4.9.2 Help offered to help drug abusers	52

List of tables

Table 3.1 -----	32
Table 3.2 Population and sample size -----	33
Table 4.2.1 Questionnaire Response Rate -----	35
Table 4.3.1 Demography of Teachers -----	36
Table 4.3.2 Demography of learners -----	36
Table 4.3.3 Distribution of learner's sex -----	37
Table 4.5.1 Teachers' perceptions of the common drugs abused by learners -----	41
Table 4.5.2 Learners' perceptions of the common drugs abused by students at High school----- -----	42
Table 4.6.1 Teachers' perceptions of the effects of drug abuse on teaching and learning -	43
Table 4.6.2 Learners' perceptions of the effects of drug abuse on students' learning -----	44
Table 4.8.1 Teacher's perceptions of help received from parents-----	47
Table 4.8.2 Learner's perceptions of help received from parents-----	48

CHAPTER ONE: INTRODUCTION TO THE STUDY

1.0 Introduction

Drug abuse among students is a growing concern worldwide, as it poses significant challenges to both individual well-being and academic performance. Substance abuse not only affects the physical and mental health of learners but also hampers their educational achievements. The prevalence of drug abuse among students has prompted educators, policymakers, and researchers to explore effective prevention and intervention strategies. Understanding the perceptions of teachers and learners regarding the causes of drug abuse and its impact on academic performance is crucial for developing targeted interventions and improving educational outcomes. This chapter will focus on the background of the study, statement of the problem, research questions, and significance of the study, assumptions as well as the limitations, delimitation of the study and definition of key terms.

1.1 Background of the study

Mutoko Central High School was established in 1980 and is found in Mutoko District which is about 143km from Harare. The cause for concern is that learners at the above-mentioned school are failing to scope higher grades at ordinary level in science. Learners are performing badly in science because of drug and substance abuse.

A drug was defined as a substance that when taken by a living organism may modify its physiological functions (Croen, Woesner and Hernann 2005). Drug is used in reference to substances taken for a therapeutic purpose and as well can be abused. Drug abuse was defined as a self-administration of drugs for non-medical reasons, in quantities and frequencies which may result in physical, social and or emotional harm (Olatuwra and Odejide 2006). Learners have been abusing Drugs and substances globally and at an ever-expanding period in the world today. Most countries have been affected by drug abuse although the extent and characteristics differ from country to another. Edwards (1979) among American youth found that a great deal is known on what is abused but less comprehended. His suggestion was not only important to know what is abused but it was also important to know why people abused drugs and substances so that solutions to the problem could be used to reverse the situation.

The damage of drug abuse was a major concern in recent years. It has invaded homes, schools and work places affecting individuals of all ages and classes (UNDCP, 1992). According to the World Drug Report 2007, approximately 200 million people, about 5% of the world's population aged between 15 and 64 years have used drugs at least once in the previous months. Surveys of adolescent students in Nova Scotia in Canada, carried out in 1991 and 1996, over one fifth (21.9%) of the students reported to have used alcohol, tobacco and cannabis (Poulin and Elliot 1997). European schools project on alcohol and other drugs revealed that 37% of 10th grade students in the 30 participating European countries had smoked a cigarette in the past 30 days, 61% had used some illicit drugs other than Marijuana (Hibbel, Anderson, Bjarnason, Morgan and Narusk 1995).

Fatoye and Marakinyo (2002) conducted research on drug abuse amongst 567 Primary school pupils in rural and urban communities in South Western Nigeria. The most commonly abused drugs were salicylate, painkilling drugs that are derivatives of salicylic acid. They found that current and lifetime use of alcohol and tobacco was most common among males and among those in rural schools. They indicated that as of the majority of the learners, drug use started at a very early age (under 14 years). A study carried out among Zambian learners it was found that while up to 10% of the female learners experimented with cannabis, only male learners tend to become regular users (Guy 2004). Guy (2004) further states that learners who abused drugs were irregular in schools which affected their performance greatly. In Uganda, a study noted that among the youth, 19% of the Primary school learners and about 33% of High school learners smoked cigarettes (Olatuwara and Odejide 1971). The mean age for smoking was 13.4 years with average from 6 to 22 years in Jinja District. In the same country, a study carried out among 13–15-year-olds found that 17.5% were reported to have smoked tobacco, with 37.9% started smoking before the age of 10 (Mpabulungi and Muula 2004).

A survey of drug abuse was carried out in Kenya among Primary school learners and the results confirmed that drug abuse was quite prevalent among Primary learners (Dhaphale 2004). 10% of learners drunk alcohol more than three times a week and 14% smoked cannabis, 16% taking other drugs like tranquillizers to feel high. The study showed that the problem was more dominant in urban schools compared to rural schools. Investigation to study factors that influence smoking in 5,311 High school learners in Nairobi found out that a total of 2246 (70.1%) ever smokers out of which 38.6% were males and 17.9% females. In this research, experiments with drugs shows that

5 years of age, and regular smoking at 10 years. Majority of the learners 72.2% started smoking at the age between 12 and 16 years. Kamwanga, Odhiambo and Amukoye (2003) states that there is a relationship between academic performance and adolescent drug and substance abuse. Learners who abuse alcohol or drugs have shown to be at greater risk of performing poorly in school.

The National Survey on Drug Use and Health (NSDUH) interviewed youths aged 12 to 17 who enrolled in school during the past year about their average grades during the grading period. Among learners who did not take alcohol during the past month, 72.5% reported to have passed with grade A or B. 27.5% of learners who abuses drugs performed badly (NSDUH, 2007).

Based on these mean results, the research will seek to establish the main causes and relationship between drug abuse and academic performance in science at Mutoko Central High School in Mutoko district

1.2 Purpose of the study

Purpose of this study is to identify the causes, types and effects of drug abuse among learners at Mutoko Central High School. The researcher hope that her research work is going to help teachers, school administration, and the community at large to minimize drug abuse and its effects at Mutoko Central High School. Also, this research is going to encourage authorities of Mutoko district to establish drug rehabilitation activities with the help of ministry of primary and High education and ministry of health in drug inspection at Mutoko Central High School and how to care for drug addicts.

Objectives of the study

- Identify commonly abused drugs at Mutoko Central High School.
- Establish causes of drug abuse among High learners at Mutoko Central High School.
- Establish the prevalence of drug abuse among High learners at Mutoko Central High School.

- Establish the effects of drug abuse on participation in learning at Mutoko Central High School.

1.3 Statement of the problem

Drug abuse has detrimental effects on learners' academic performance, leading to poor grades, decreased motivation, and disengagement from school. However, the factors that contribute to drug abuse among students are complex and multifaceted, varying across different contexts. Teachers play a vital role in identifying and addressing drug abuse issues, while learners' perspectives provide valuable insights into their experiences and challenges. Drug abuse is a pandemic problem now on increase in alarming rate in Zimbabwean High schools today. Two decades ago, the problem of drug abuse in High schools was low and minimal in Zimbabwe, but nowadays the pandemic had rapidly increased in schools thereby causing many teenagers in the society and learners in our High schools to show disrespect to teachers and parents. Drug abuse at Mutoko Central High School appears to be lowering pass rate in science. In 2019 the pass rate for science was 16%, 2020 was 14% and in 2021 was 9 %. This rapid fall is assumed to have been caused by learners who take drugs and failed to write exams under sober conditions. The problem of large numbers of learners failing to pass science is assumed to be caused by learners taking drugs and failing to take their school work seriously. This problem is adversely affecting learning since most learners are failing at ordinary level. Therefore, there is a need to investigate the perceptions of teachers and learners regarding the causes of drug abuse and their effects on academic performance to inform evidence-based interventions and support systems in educational settings.

1.4 Research questions

1.4.1 Main research question

What are the teacher's and learner's perceptions on causes of drug abuse and their effects to teaching and learning at Mutoko Central High School?

1.4.2 Sub research questions

- What are the causes of drug abuse at Mutoko High School?

- What are the commonly abused drugs at Mutoko Central High School?
- What are the attitudes of parents of Mutoko Central High School towards drug abuse amongst learners?
- How does drug abuse affect teaching and learning at Mutoko Central High School?
- What are the strategies that should be taken to address the problem associated with drug abuse among learners?

1.5 Significance of the study

This study holds significant implications for educational institutions, policymakers, and practitioners involved in student welfare and academic development. By understanding teachers' and learners' perceptions of the causes of drug abuse and its impact on academic performance, educational stakeholders can design and implement targeted prevention programs and interventions. The findings of this study will help identify the specific risk factors and challenges faced by students, enabling the development of tailored strategies to mitigate the negative effects of drug abuse on educational outcomes. This research will encourage organizations like ministry of primary and High education, ministry of health and other parastatals to establish drug rehabilitation centers to help teenagers who are practicing drug abuse and those who have drug addictions. On the other hand, this research will outline health implications on drug abuse amongst High school learners.

1.6 Delimitation of the study

The research focused on Mutoko Central High School and the study centred on effects of drug and alcohol abuse on learners' performance in science at Mutoko Central High School.

1.7 Limitations of the study

This study focuses on the perceptions of teachers and learners regarding the causes of drug abuse and their effects on academic performance. The research will be conducted in a specific educational context, considering the perspectives of teachers and learners from one school. The study therefore acknowledges certain limitations, such as the potential for response bias and the

generalizability of findings to other contexts. However, efforts will be made to ensure data validity and reliability through rigorous data collection and analysis procedures.

1.8 Definition of terms

Drug

A drug is any substance that is used to prevent, diagnose, treat, or relieve symptoms of disease or abnormal condition. Drugs can also affect how the brain and the rest of the body performs and cause changes in thoughts, feelings, or behavior.

Perception: Is a way of regarding, understanding, or interpreting something.

Attitudes: is regarded is a way of thinking or feeling about something.

Drug abuse: The use of illegal substances or the misuse of legal substances in a manner that negatively affects an individual's physical and mental health.

Academic performance: The level of achievement and success in educational endeavors, including grades, attendance, engagement, and overall educational outcomes.

Strategies is a plan taken to achieve aims and goals.

1.9 Chapter summary

This chapter introduced the research topic by highlighting the significance of understanding teachers' and learners' perceptions of the causes of drug abuse and their effects on academic performance. The problem statement, research questions, objectives, and scope of the study were presented, along with the definition of key terms. The subsequent chapters will delve into the literature review, methodology, findings, discussions, and conclusions, providing a comprehensive analysis of teachers' and learners' perspectives on this critical issue.

CHAPTER TWO: LITERATURE REVIEW

Introduction

This chapter presents a comprehensive review of the existing literature on the causes of drug abuse among students and their effects on academic performance of learners at Mutoko Central High school. The review aims to provide a theoretical foundation for understanding the perceptions of teachers and learners regarding this issue. By examining relevant studies, theories, and interventions, this chapter seeks to identify the key factors contributing to drug abuse among students and the subsequent consequences on their educational outcomes.

2.0 Conceptual Framework

The conceptual framework for this study is based on the understanding that drug abuse among students is influenced by various individual, social, and environmental factors. These factors interact and contribute to the initiation and maintenance of substance abuse behaviors. Furthermore, the effects of drug abuse on academic performance are multi-dimensional, impacting cognitive, behavioral, and motivational aspects of learning. The conceptual framework guides the exploration of teachers' and learners' perceptions within this complex framework.

2.1 Drug Abuse

Drug abuse also called substance abuse is an illness that is characterized by a destructive patterned use of illegal or legal use of drugs or medication. The condition affects the person's brain and behavior such that they are unable to control the use of drugs to the point that it interferes with the ability to function. The drug users consume the substance in amounts or with methods that are harmful to themselves or others. A drug is any chemical substance either natural or synthetic which can alter the psychological state of an individual. Cloninger (1983) says that drugs include substances that are used primarily for the purpose of altering a person's psychological state. In reality drugs change one's thinking of reality. Drugs are more dangerous in the sense that they cause a person to be addicted to them and their effects on the body. The addictiveness usually occurs when overuse leads to abuse. Drug abuse is defined as the continuous use of drugs for other reasons than legitimate medical purposes (Kamonjo, 1997).

Throughout drug recorded history, every society has its drugs capable of producing negative effects on mood and behavior of a person. In each society, they may have been people who failed to follow the trends acceptable of using the drugs so that they may have taken more than what is accepted or may have done overdose for wrong reasons. The abuse or misuse of drugs is as old as humankind. The abuse of self-administered drugs is the most common major problem extending to every generation and every economic, social and educational society. Almost every region claim immunity from the problem of drug abuse (Kamonjo, 1997),

According to Holland (1986) in *Drugs and the Youth*, World Health Organization (WHO) report shows that those people who abuses drugs, were starting younger practicing drug abuse and that multiple reports on drug abuse was becoming more common. He also stated that more youths use alcohol at earlier stages of life, with increasing quantities and with greater frequency. This is seen in different areas in Zimbabwean society.

2.2 Causes of Drug Abuse in schools.

Learners believe that their colleague's' abuse drugs because friends are also taking drugs and therefore learners start abusing drugs to suit their friend's behavior of abusing drugs. Learners believed that they would have good time by taking drugs and would have fun with their colleagues. some learners start abusing drugs through experimenting with recreational drugs out of curiosity. Teachers believe that Students abuse drugs so as to release pressure of every day's life. Einstein (1980) suggest that teachers believe that students abuse heroine for pleasure it gives whereas Alister, Perry, Kellen *et al.*, (1990), students believe other students drink, smoke and take pills at an increasing rate, students abuse drugs only to induce pleasant physical state. Teachers understand that when students are anxious and frustrated, they abuse drugs as they will be wanting to escape and consequences caused by failing to achieve their goals.

2.2.1 Effects of socioeconomic background on drug abuse.

Teachers regard major factors that cause drug abuse as personal attitudes and predispositions. They believe that the family also cause one to abuse drugs. Prenatal stage through late childhood, parents, the family, parent surrogates or caregivers, close relatives and siblings are the main influence in the development of children and youths and in which problem behaviors are all the antecedents are shaped (Kumpfer, 1993). Without parental guidance and love they are chances for

students to be influenced by what other peers will be doing. Teachers also believe that learners sometimes resort to drugs when they are performing badly in school or when they felt rejection by other peers and their teachers, (Kandel, 1985). Students understand that Male children with alcoholic family backgrounds have a 25% chance of becoming an alcohol abuser themselves, that is because of genetics and also in part because the family accept the drinking of alcohol excessively (Cloninger, 1983)). Teachers believe that Family view on drug abuse play a large role in development of child's views towards drug abuse that is if a family accepts and promotes the drinking of alcohol to excess, and if an elder brother /sister encourages this, the child is likely to become a drug abuser than in the family with family members who drinks alcohol in moderation (Kandel, 1985). Students believe that older siblings are frequent source of alcohol and drugs for their younger sisters /brothers (Needle, McCubbin, Wilson, & Reineck, 1986).

Teachers understand that different social classes have different standards of living and these different standards appear to be related to social problems. Ndegwa (1980) in his study of drug problems in Kenyan schools, he states teachers at the primary school level, believe that drug taking is not common in high -economic status. Children of poor class parent were found to use more drugs reason being those children are exposed to many social ills like changaa brewing, drug trafficking and so on, hence children engage in the same acts at an early age. Mbiti (1983) states that although teachers understand that drug use was to be found in all social economic classes, it was more prevalent among the low social economic classes.

2.2.2 School factors and their influence on drug abuse.

According to Hawkins, Catalano, Emijler (1988), students suggested that school failure is shaped by an individual's experience in early childhood within family setting and during the preschool years, some school related factors are believed to cause the pre-existing problems and dispositions. Students believe that disorderly, unsafe school climate and low teacher expectations of student's achievements result in one start abusing drugs. Hawkins, Catalaho *et al.*, (1992) suggested that students believe and closely associated drug and alcohol abuse to an unsafe and disorderly, school climate and a lack of clear school policies regarding drug use.

Students believe that students who decide that schooling is not an appropriate role, or those that do not wish to undertake are more likely to be involved in substance abuse. Teachers believe that a level students who are expected to attend college had a significantly lower rate of substance use

than those who did not pass and are not expected to attend college (Johnston, O'Malley, & Bachman, 1985). Hayvkins, Catalano and Miller (1992) also suggested teachers believe that there is a negative relationship between the level of attachment and commitment to school and the levels of substance use. Academic achievement has shown a direct relationship with substance use. Maguin and Loeber (1996) suggested that teachers believe that there was a significantly greater risk for substance abuse among those students who performed poorly academically.

Nutbeam and Aaro (1991) states in their studies that students believe dissatisfaction with school work enhance the likelihood of school-age children to start smoke on a weekly basis, as it does to academic stress (Hee-Soon, Yeanghee, Jung-Ja, 1995). Conversely, Oakley, Biannen, and Dodd (1992) suggested that teachers understand that school satisfaction has beneficial effects to the decrease in smoking. Karatzias, Power and Swanson (2001) states that students believe school stress was a factor that accurately predicted a student's likelihood to start taking alcohol.

2.2.3 Peer influence on drug abuse

Teachers believe that the practice by parents of brewing beer enables their children to take alcohol to school and share with friends thus other learners would end up taking alcohol because friends who would have brought it to school. Students believed that some students started abusing drugs with the exposure to prescribed medication from a friend or relative who would have been prescribed the medication. Particularly opioids. Over time the student may need large doses of the drug to get high and as a drug increase, it may get extremely difficult to go without drugs. Attempts to stop drug use may result in physical illness and intense craving. Teachers believe that the other factor causing drug abuse is negative influence of peers. Swisler (1971) stated that students believe that teenagers who are strongly peer -oriented hold more negative views of themselves, see themselves as less dependable, more hostile, more likely to disobey adults, less interested in academics and less future oriented. Students understand that these coupled with weaknesses with traditionally positive norms such as those espoused by the family, community or religion, are likely as noted by Hwkins, Catalaho and Miller (1992) to make the young teenager be involved with peers who abuse alcohol and drugs engage in forms of problem behavior. Garrison (1975) in his study called *Psychology of Adolescence* states that forty percent of drug abusers cite peers as the influencing factors in their drug abuse. Numerous other studies showed that there is a definite

association between adolescent drinking and the amount of time spent with peers who also drink. Teachers believed that students use drugs to fit in with their peers and socialize together. When they have been initiated into drugs, they may be afraid to let go because of the well-known consequences of withdrawal. It is normal to desire to know things. By using drugs anaesthetize themselves from

Curiosity is a normal part of life, growth and development. It enables one to produce a sense of identity and also personal set of values. It is usual for one to do things for sole reason of being able to brag about it. students believe that recreation can lead to drug abuse since drugs like alcohol are considered as lubricant and is clammed to enhance concentration, expansion of mind and openness, (Mbiti, 1983).

Students and teachers believed that the phenomenon of drug abuse have been aggravated by urbanization, which has resulted in the breakdown of traditional systems in rural society. The young individual previously had the support of an extended family and roles were clearly delineated. Adolescents are often tempted to try out the drugs that come to their notice whether through legitimate advertising or illegal activities. It is tragic that they do not stop to consider the harm to which they expose themselves (Nadir, 1993).

2.3 Commonly used drugs in schools.

Teachers and students believed that some of the most commonly used drugs by learners to be alcohol, cocaine, opioids, cannabis, barbiturates and benzodiazepines. There are more than 190 million drug users around the world and the problem keeps increasing at a very high rate especially among young adults under the age of 18 years. These are the most readily available and commonly used drugs and are locally available in liquid form, which are packed in bottles or cans in most cases. Depressing the central nervous system is one of the effects of alcohol, and it causes relaxation, weakness of the body and impaired coordination. Depression reduces inhibition, can alter perceptions and may cause unconsciousness. Continues uses of drugs results in brain, liver and stomach damage. Those who take alcohol for a long period of time loses their appetite and will not be able to take other foods because alcohol causes one to lose appetite. Damages of the

liver are more common to alcoholics. The liver is not able to digest alcohol and therefore liver cirrhosis often results which is frequently deadly (Cloninger, 1983).

2.3.1 Cannabis

Cannabis is a most locally-found drug and is commonly used by young people. It is also known as bhang or marijuana. Effects of taking Cannabis include increasing heart rate, blood- eyes, dry mouth, throat, and wanting to take more food consumption that is increased appetite. Marijuana cause lung damages to the lungs and it also contains more cancer-causing agents as compared to tobacco. The Effects also include loss of memory and comprehension, altered sense of time, reduced concentration and coordination. Cannabis also causes paranoia and psychosis. Excessive use of cannabis can lead to psychological dependence, affect the reproductive organs and damage the reproductive system which may even be fatal. Marijuana is a psychedelic drug, that is it changes or confuses the one's views 'of the world. effects are that time seems to stretch out longer as compared to usual; one become sleepy and might have a floating feeling (Garrison, 1975).

2.3.2 Depressants

Karatzias, Power and Swanson (2001) suggested that the depressants include barbiturates, also known as downers, barbs, blue devils, yellow, jalkers, Nembutal and seconal. They are sold in colors which are; yellow and blue capsules. Methaqualone is another depressant known as Quaaludes, ludes and spoors and appears in tablet form. Tranquilizers are known labeled depressants. These include valium, Librium, equanil, Milton and serax. Depressants cause slurred speech, decreased alertness, impaired coordination, staggering and altered perception. Regular use causes mental and physical dependence and result as in tolerance to the drug, leading the user to search for a higher quality variety. Large doses can cause breathing difficulties, coma and withdrawal and causes brain and liver damage (Karatzias, Power and Swanson 2001).

2.3.3 Hallucinogens

Kamonjo (1997) says that hallucinogens include phencyclidine, called PCP, angel dust, love bear, lovely, hog or killer weed, it can be in the form of liquid, capsules, pills and white sparkling powder and sometimes is mixed with marijuana (bhanga). The effects of hallucinogens include lack of

coordination, slurred or incoherent speech, altered time perceptions, and a sense of distance and estrangement. Mood disorders are also common and are expressed in depression, anxiety and violent behavior. Because the drug blocks pain receptors, continuous use may lead one to injure oneself. Too much use may lead to memory lapse and hallucinations and paranoid behavior. A higher consumption led to coma, heart and lung failure, or ruptured blood vessels in the brain, and often results in death. These effects apply mostly when phencyclidine is used (Kamonjo, 1997).

2.3.4 Inhalants

Garrison (1975) say that inhalants are drugs that can be consumed by breathing in or inhaling. An example of inhalant is nitrous oxide, which is also called laughing gas whippets in streets and looks like a small metal cylinder. Other examples of inhalant include hydrocarbon. Hydrocarbons include aerosols, glue, and gasoline, paint thinner and cleaning fluids. The brand names are Easy Off oven cleaner, Epoxy, Amoco and Ajax. They are packaged in a variety of ways, usually labeled “Toxic” and or “Highly flammable”. As far as nitrous oxide is concerned, following health effects can be observed; nausea, sneezing, coughing, nosebleeds, fatigue, lack of coordination and loss of appetite. Frequent use can cause rapid pulse, headaches, and 'involuntary passing of urine and feaces. Excessive use of nitrous oxide result in hepatitis. Use inhalants is associated with a decrease in heart and breathing rates and impaired judgment. Inhaling large amounts over a short time result in disorientation, unconsciousness, suffocation and will cause death. Dependence on hydrocarbons permanently damage the nervous system, lungs, kidneys, bone marrow and brain (Karata's, Power and Swanson, 2001).

2.3.5 Narcotics

Heroin is the most commonly used narcotics. It is in white or dark brown powder. The second type being codeine, which exist in the form of a dark liquid, capsules or tablets. Overdose may produce slow and shallow breathing, convulsions, coma, and death. Use of contaminated syringes for injecting the drugs may transmit HIV/AIDS, hepatitis and other blood related diseases (Needle, McCubbin, Wilson, & Reineck, 1986).

2.3.6 Stimulants

Cloninger (1983) suggested that stimulants are drugs that acts on central nervous system to increase neural activity in brain. Commonly used stimulant is cocaine. Cocaine is normally in the

form of white sparkling powder and is often diluted with other ingredients. Another drug called Amphetamine is also a stimulant. The effects of cocaine include elevated blood pressure, breathing rate and high body temperature. Excessive use of cocaine destroys the mucous membrane of the nose. Cocaine can produce psychological and physical dependency - a feeling that the user cannot function without the drug - and tolerance and addiction develop rapidly. Cocaine can cause death by disrupting the heart and the breathing process. Injecting with unsterilized objects can transmit HIV/AIDS. (Cloninger, 1983).

2.3.7 Tobacco

Kandel (1985) suggested that tobacco can be consumed as, cigars, snuff and chewing tobacco. Tobacco is a highly addictive substance. The effects of using tobacco include high blood pressure and high heart rate. Studies show that smoking decrease body's production of antibodies, that is weaken one's immune system thereby increasing one's susceptibility to disease. Continuous use of tobacco cause lung problems. Smoking tobacco cause lung and mouth cancer, heart and lung diseases which lead to death (Cloninger, 1983).

2.3.8 Parental attitudes towards drug abuse in schools

Teachers believe that the attitude of parents is related to the attitude of High school learners towards drug abuse. Learners mostly adopted a negative attitude towards drug abuse in the case of democratic parental attitude towards drugs. To protect learners from drug abuse, parents should be democratic in their attitude towards drug abuse characterized with constructive control and sincere love

2.4 how drug abuse effects teaching and learning.

Teachers believe that drugs cause many effects to the body which including distortion of memory, perceptions and sensation (US Dept. of Education 1986). They believe that drug abuse is associated with many of negative consequences that include increased risk of serious drug abuse later in life, failure in school and poor judgment, which may result in putting students at risk of violence, accidents, unplanned and unprotected sex. Abuser of cocaine and amphetamines gives abusers a false sense of performing at a high level when on drug. Designer's drugs chemical variations that include illegal drugs have caused brain damage and death. Nadir (1993) teachers suggested that use of drugs by students while still in school damages the educational atmosphere

and also the social climate as well. Nadal (ibid) further says that teachers connect drug abuse to decline in academic performances, truancy and dropping out and to crime and misconduct.

Research studies has shown that teachers and students believed that drug abuse affects people's health as well as normal human functioning. Teachers understand that the impacts of drug abuse among learners include poor performance, juvenile delinquency, immorality, HIV and STIs infection, culture of violence, strikes, destruction among the users and country losing important human resources. According to KIE, NACADA (2002) each community abused drugs and substance has got short term and long-term effects. In Daily Nation (2003) the National campaign against drug abuse boss states that by 2021 drug abuse will have claimed more lives than AIDS whereby 92% of the youth have experimented with the drugs. Drug abuse in primary schools is alcohol about 22.7% and tobacco 2.2%.

Drugs consist of chemicals which affects the hormones. Drugs make nervous system react very faster or very slower. Drugs also make the mind work faster than usual, especially when one frequently abuses cocaine, mandrax and the other hard drugs. Drugs may cause cancer and skin diseases. Petrol and Glue contain high levels of heavy metals that damages body tissue, nerves, kidneys and bone marrow.

Sterility and lack of sexual desire is the other problem associated with drugs. Abusers of marijuana (bhang), cocaine, and alcoholics often develop this problem. If a couple suffering from these symptoms decides to have a child, the result may be that of a baby who is mentally and physically abnormal. The child may also develop strange gender characteristics.

The spreading of Aids among drug abusers cannot be over emphasized. Under the influence of drugs one can be unable to control his/her sexual drive leading to increased chances of contracting HIV and Aids. The use of unsterile needles among drug abusers also contributes to the spread of Aids and other related STIs.

A lot of money is needed to care for drugs abusers. Dissemination of information on the dangers of drug abuse needs funds for seminars. Resources used in these seminars could have been used for other projects in society, especially for the unemployed.

Drug abuse also contributes to family breakdown. Abuse of alcohol and drugs has destroyed marriages. Women find it very difficult to remain married where the husband is a drug abuser. Young adults run away from home.

2.5 Strategies used to migrate drug abuse in schools.

Students believed that society considers drug abusers as outcasts, people who are totally unfit to fit into the society. These people are regarded as people who are not responsible and people who lack wisdom, will and vision. Drugs destroy important aspects of their lives and carry them to a world that is illusionary. Drug abusers are considered stubborn, arrogant and brutal, whose reasoning capacity has been shattered. This makes them to be the laughing stock of society. Drug abusers causes fear in people since people cannot predict what to expect from them. However, society should change its attitude towards drug abusers. Drug abusers need help and we should show them love and compassion. They are part of us as a society.

If young people are to resist peer pressure, they need to be armed with more information on the dangers of drug abuse. Parents frighten youths by telling them about the punishment they might receive if found using illegal drugs by police. When telling young children about not to using drugs, one should give them good and genuine reasons that appeal to their understanding. Threats can cause severe consequences. Young people nowadays know more on drugs and their availability than their parents. If parents do not have enough information on drugs, their children will not listen to them. Talking to them about long-term health issues will not have much impact. Teenagers are more concerned about themselves looking good to their peers. One has to Point out that cigarette smoke causes bad breath and will give yellow fingers to smokers, or that if they drink. Young people should be taught about the value of their lives. It is important for young people to be themselves. Parents should make sure that their young children have access to the internet so that they will always have up-to-date information about drugs and their effects.

2.5.1 Setting Limits

Young people abuse drugs because their friends do so or just because they don't want to be left out. To reinforce your young child's ability to resist drug use, know your child's friends, where they live and their parents, and monitor your child's movements. Many parents do not take care of how their children spend their free time and who they spend their time with. For example, during

weekends parents may decide to give their children pocket money and tell them to go out and enjoy themselves. Nobody then checks on them on how they are spending that money and even when they return home - this can cause an environment which is favorable to drugs abuse. Monitoring children towards having good friends might not always be easy. Children need to be told often of the importance of choosing good friends.

2.5.2 Keeping Busy

Research showed that when young people are not supervised and have nothing to do, they are more prone to experiment with drug taking. Young people need to be kept busy. Give young children chores to do at home and encourage them to do extracurricular activities. By doing so they won't have time to take drugs. The busier your teenagers are kept, the less likely they are to be bored and to start abusing drugs.

2.5.3 Staying Involved

Parents should plan alcohol and drug free parties with other families during school vacation and during major school holidays, which ought to be high-risk times for teenagers. Teenagers need to be encouraged, once they are well-equipped about the dangers of drug abuse, to work on drug prevention programs will be easy by training them as volunteers to assist as peer counselors. Every parent should work with other parents to ensure that parties and other events that young people attend are alcohol and drug free.

Parents should talk with their children about their future. Discuss what they expect and ambitions from their children. Colleges or vocational catalogues should be given to teenagers for them and discuss different educational and career options. Parents should discuss with their children how drugs and alcohol can destroy youth's future. If the child is already on drugs, he/she needs help and should consult a counselor immediately.

2.5.4 Medical Rehabilitation

Rehabilitation is a medical process by which one is brought back to a state of psychological, physical and social well-being and reintegrated into the community. It is initial treatment and can be carried out in many ways, for example relapse prevention.

2.5.6 Counseling

Counseling is the visiting of a psychiatrist or other experienced person for personal guidance on how to stop drug abuse. However, the drug abuser should be strongly convinced to stop taking drugs. Counseling drug abusers can be quite difficulty to deal with. Therefore, it is the duty of the counselor to solve the problem in a cool way. It should help for the counselor to know the background of the drug abuser. What was the drug abusers' experiences in the institutions of learning he/she went to? Why does he /she abuse drugs? How he/she start taking drugs? How long has he/she been using the drug and with whom did they share them? What type of drugs does he/she use? The counselor should avoid giving the drug abuser instructions on what to do, but rather ask the drug abuser on how they may be assisted. Encourage drug abusers to find constructive alternatives such as hobbies or pastimes. Avoid suggesting abstract impractical solution.

2.6 Theoretical and Conceptual Framework

The research will adopt Social Learning Theory of Bandura (1977). He identified the process of imitation and modeling as being significant in learning. This theory is applicable to this research because the potential drug abuser imitates to be the model in the community. Through observation of what others are experiencing, people learn different behaviors from different people. If one observes people taking drugs, he/she will be motivated to imitate such behavior, especially when the behavior is positively reinforced. In such a case, the model appears excited, the potential drug abuser is most likely to imitate such behavior but if the behavior is punished, it will not be imitated hence, abstinence Maddox (1970).

Maddox, Stacey and Davies (1970), reported that parental models are raw models in shaping early attitudes and behavior with regard to teenage substance abuse. The theory suggested that adolescents model the behavior of their parents and others who abuse drugs as a way of coping with life problems. The conceptual Framework of this study is copied from Chambers (1983) model. He suggested that certain types of deprivation, experienced at particular points of life-course, especially early childhood may lead to damage that is impossible to reverse later in life. There is evidence to show that the longer the poverty and unfavorable the environment lasts, the more difficult it becomes to escape. Yaqub (2002) identified that in U.S.A people who were in poverty and unfavorable conditions for a longer period of time have a 90% probability of engaging in drug abuse. He further suggested that other factors influencing drug abuse include peer influence, family size, media and poor parenting in childhood. He grouped these into household characteristics, economic factors and social factors. Parental guidance in children in terms of time and capital in education and training, health and nutrition and general care is strongly related to

the kind of life children will engage in later in their life. Secondly, the extent to which the contemporaneous adverse, social and economic effects of parental lifestyle on children lead to long term physiological and socio-economic damage which may include development of criminal activities like drug abuse.

Academic performance depends on certain perceived factors. These factors are known as independent variables. They include: family characteristics such as lack of role models, poverty, lack of guidance and counseling, ignorance, and family dysfunction; learner characteristics such as peer pressure, media influence, ignorance of effects of drugs, idleness; and school factors like weak guidance and counseling department, unmanageable workload, and lack of clear policies. An ideal management of these elements results to control of drug and substance abuse- this ultimately leads to quality academic performance

According to Gall and Gall (2005) theory is defined as an explanation of just certain existing things in terms of underlying constructs with set of basic ideas which relate constructs to each other. Apart from that (Eze and Omeje, 1999) access that, the theories of drug abuse indicate that some people depend on certain drugs for their survival depending to the number of reasons. According to them the main emphasis of the theories was that people have their own different person reasons as to why they depend on certain type of the drug or the other.

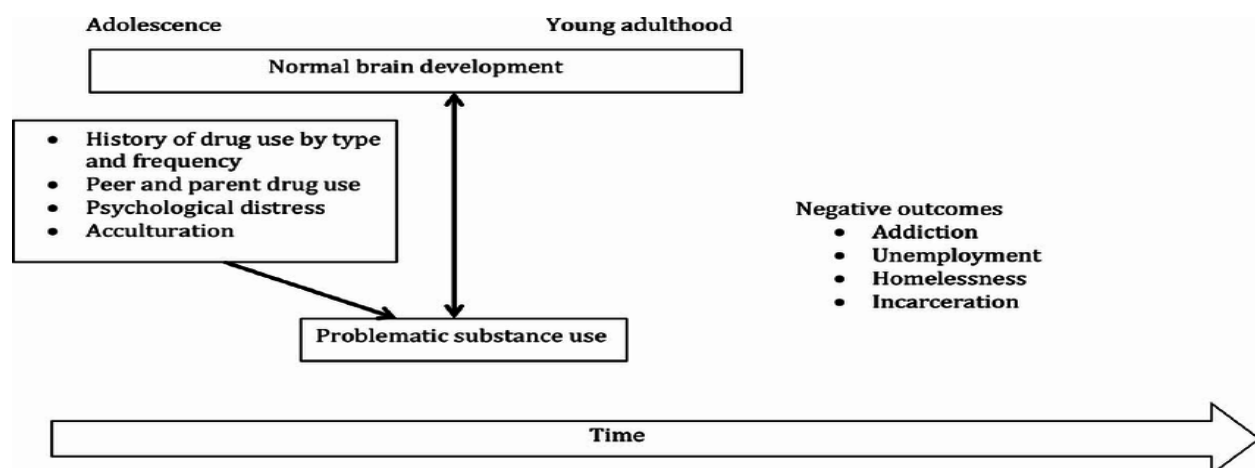


Figure 2:1: Theoretical framework describing problems of alcohol abuse in adolescence and young adulthood.

2.7 Research gaps:

Although different researches have been done in drug abuse, there is little knowledge concerning the consequences of drug abuse on academic performance in public High school. Therefore,

researcher is indeed to fulfil the gap which has been left by previous researchers as observed by selecting a public High school in Mutoko district, Mashonaland East Province, Zimbabwe

2.8 Chapter summary

The literature review highlighted the importance of understanding the causes of drug abuse among students and their effects on academic performance. Peer pressure, curiosity, family influence, socioeconomic factors, and psychological factors are identified as key contributors to drug abuse among students. The effects of drug abuse on academic performance include cognitive impairment, decreased motivation and engagement, poor concentration and memory, decline in attendance and participation, and behavioural issues. By examining the existing literature, this review provides a foundation for understanding teachers' and learners' perceptions of the causes of drug abuse and their effects on academic performance. The subsequent chapters of this thesis will explore these perceptions through empirical research, contributing to the development of targeted interventions and support systems in educational settings.

CHAPTER THREE: RESEARCH METHODOLOGY

3.0 Introduction

This chapter deals with description of methods that will be used in conducting this research. The chapter is divided into the following subsections which are: research design, study location, target population, sampling technique, research instruments, pre-testing of the instruments, data collection procedures and data analysis technique.

3.1 Research design

In this research, descriptive research design was used. The purpose of using the descriptive design was to describe the nature of the condition as it occurs during the time of this study and to explore the cause or causes of a particular condition (Orodho, 2004). The researcher decided to use this kind of research design considering the desire to acquire first-hand information from the respondents so as to formulate rational and sound conclusions and recommendations for the study. 2009) defines research method as a systematic, focused and orderly collection of data for the purpose of obtaining information from them to solve/answer a particular research problem or question. The type of research problem and objectives requires the researcher to use case study and exploratory research. The study conducted was able to provide the new information collected from natural surroundings of Mutoko Central High School.

3.2 Study Location

The study was conducted at Mutoko Central High school in Mutoko district found in Mashonaland East Province here in Zimbabwe.

3.3 Target Population

Mutoko Central High School consists of 400 O level learners and 20 teachers and the researcher targeted on all teachers and form 3 and 4 learners who are part of the O level class at Mutoko Central High School. The population of this study consisted of 20 teachers and 400 students. Leedy (1997) defines population as a set of all members about which a study intends to make inference. Defining the population is very important to the researcher because it helped him in selecting the respondents and the sample size for the study.

Table 3.1: Target Population at Mutoko Central High School by Category

Category	Population Size
Headmaster	1
Deputy Head	1
G and C Teachers (GUIDANCE AND COUNSELING)	4
Senior teachers	2
Other Teachers	12
Learners	400

The population of the study consist of learners in form 3-4 classes, teachers and guidance and counseling teachers at Mutoko Central High Schools. The most targeted population was that of pupils at Mutoko Central High Schools under the study. The study also targeted teachers and guidance and counseling teachers to give information on causes and effects of drug abuse in relation to academic performance.

3.4 Sampling technique and sample size

The researcher collected quality data as she used the sample size representative to the population that is 13.8% of the targeted population that is 50 respondents (35 learners and 18 teachers). Jabareen (2009) defines a sample of a population as a part or fraction of the whole selected by the researcher to participate in a research project. The sample size used allowed the researcher to collect correct information as all population groups which was included to gather data required by the researcher. Sampling saves resources and allows intensive study. Questionnaires were given to 18 teachers and 35 learners.

Researcher used a sample size of 18 teachers and 82 learners and she considered various factors such as accuracy and cost to come up with the sample size.

Table 3.2. Population and Sample size

GROUP	Population size	Sample size
Teaching staff	20	18 (90%)
Learners	400	82 (21%)

The population of the study was 20 teaching staff, and 400 learners. From the population 90% of the teaching staff were purposively sampled, and 21% learners were conveniently sampled.

3.5 Research Instruments

The research instrument used by the researcher during her study was the questionnaire. Questionnaires were appropriate because respondents needed not identify themselves and therefore give them freedom to respond to questions asked with confidence and sincerity. The questionnaires used open- ended and closed -ended questions. The closed-ended questions were limited to pre-determined set of choices while some of the closed-ended items had provision for the respondents to expound on the questions other than the choices given. This would capture any useful information that given options might have failed to capture. The open- ended questions were structured to enable respondents give responses in their own words. Questionnaires were administered to teachers in the sampled school because they were the key informants as far as academic performance is concerned.

3.6 Data Collection

Data collection for the study began with delivering questionnaires to the guidance and counseling teachers by the researcher. Although the questionnaire was collected at various intervals after one week, where possible the investigator left the respondents' venue with completed questionnaires.

The researcher explained the purpose of the study to pupils and went through all questions with the sampled pupils. With permission from the class teachers, they were requested to fill in the questionnaires under the guidance of the researcher and where possible, the researcher left with the filled copies.

3.7 Data Analysis Procedure

The researcher sorted out filled questionnaire. The researcher then tallied and related the information gathered from different respondents. The researcher used descriptive statistics.

3.8 Ethical Issues

Permission to carry out this research was given by the Ministry of Education Headquarters who wrote a letter to field education officers giving permission to the researcher to conduct this research. The study involved use of human participants; therefore, ethical considerations were identified and prioritized. Confidentiality factors were valued during the entire period of the study.

In order to gain the consent of the respondents, the researcher showed a written letter explaining the details of the research, its objectives, purpose and procedure before administering of the questionnaires. All details that related to the study were included in the final report. The researcher also ensured that all data gathered for the study was protected from unauthorized access and respondents assured of confidentiality.

3.9 Chapter summary

This chapter presented the methodology employed in this study to explore teachers' and learners' perceptions of the causes of drug abuse and their effects on academic performance. The case study research design was adopted. A brief synopsis of population characteristics and selection of the sample, based on a stated criterion was given. Data collection methods and instruments were discussed.

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents the findings of the study on teachers' and learners' perceptions of the causes of drug abuse and their effects on academic performance. The findings are based on the analysis of qualitative data collected through semi-structured interviews and focus group discussions. The participants' perspectives and experiences provide valuable insights into understanding the factors contributing to drug abuse among students and the subsequent impact on their educational outcomes. The presentation is done in main four parts relating on research questions and objectives hereunder; common types of drugs abused by students in schools, causes of drug abuse among students in schools, rate of school attendance among children expected to be involved in drug abuse, and finally the expected academic performance of students involved in drug abuse.

4.2 Questionnaire response rate

A total of 100 questionnaires were given to the selected sample size. The rate of return indicated the usefulness of questionnaire. The rate of return was affected by several factors considering the method of distribution that was used and kind of information requested. The rate of return of the questionnaire was relatively high as they were distributed personally to the respondents. Students filled questionnaires in the presence of the researcher. This minimized bias as respondents were not allowed to communicate during the exercise.

Table 4.2.1: Questionnaire Response Rate ($n_{\text{Teachers}} = 18$; $n_{\text{Learners}} = 82$)

Category	Questionnaire Distribution	Returned	Response rate
Teachers	18	18	100
Learners	82	82	100
Total	100	100	100%

Table 4.2.1 shows respondents which are teachers and learners of Mutoko Central High School. Out of 100 questionnaires retrieved, 18 were from the teachers (including headmaster, Deputy Head, Senior teacher) and 82 were Learners. Singh (2006) suggested that if the result of

respondents' rate is one fifth the responds, it is not favorable, if the response rate is three fifth, it is neutral. For this study, the respondent's rate is 100% hence it is favorable as it constitutes more than one fifth. The respondents were from two categories of the school that is from teachers and learners.

4.3 Demography of respondents

Table 4.3.1 Demography of Teachers (n_{Teachers}= 18)

Qualification	Number of teachers
Certificate/Diploma	10 (55.6%)
Degree	8 (44.4%)
Total	18 (100%)

On the teachers' side 55.6% were certificate/diploma holders, and 44, 4% had a degree

Table 4.3.2 Demography of learners (n_{Learners} = 82)

Age of students	Frequency	Percentage
13-14 years	24	29,2
15-16 years	22	26,8
17-18 years	36	43,9
Total	82	100

The distribution of learners by age was 29, 2% were 13-14 years, 26.8% were aged 15- 16 age, and 43.9% were aged 17-18 years.

Table 4.3.3 Distribution of learner's sex (n_{Learners} = 82)

Sex of students	Frequency	Percentage
Female students	62	75
Male students	20	25

Total	82	100
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As seen in Table 4.3.3, 75% of the participants from whom responses were gathered were females whilst 25% were males.

4.4 Perceptions of The Cause of Drug abuse among Students in Public High Schools

4.4.1 Teachers' perceptions of the causes of drug abuse among High learners

This section presents data on teachers and learners' perceptions of the causes for drug abuse among the students in schools.

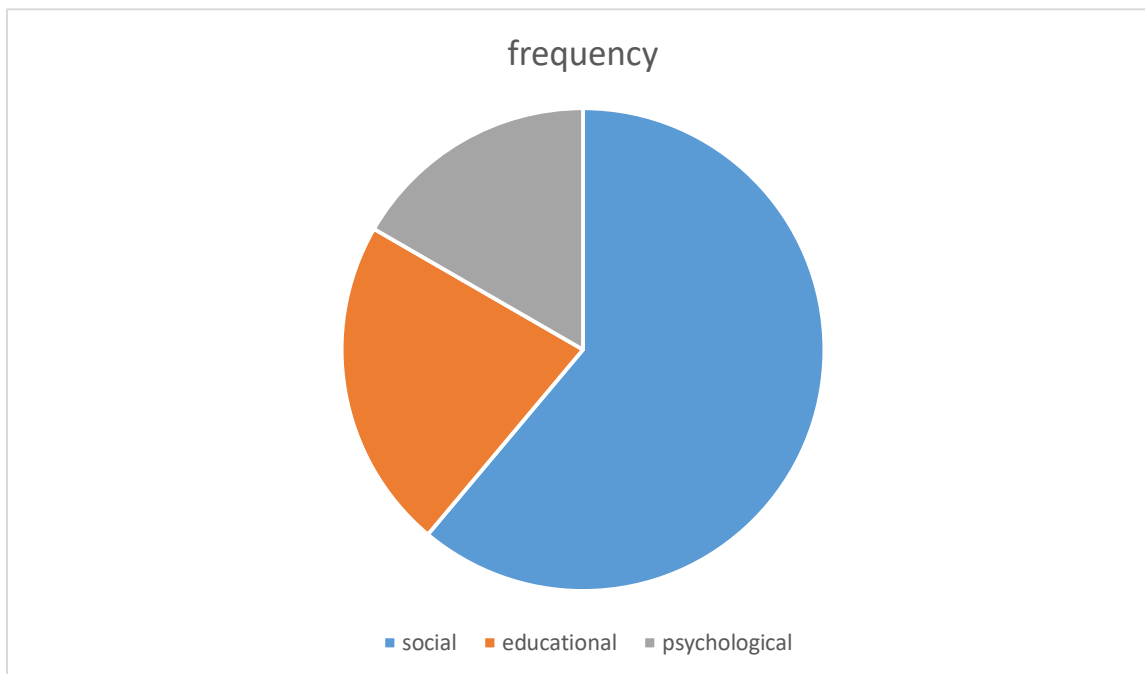


Fig 4.4.1 Teachers' perception of the causes of drug abuse among High school learners (n teachers=18)

Fig 4.4.1 showed that the causes of drug abuse among High learners was social problems (61%). Other causes were educational problems (22%), and psychological problems (17%).

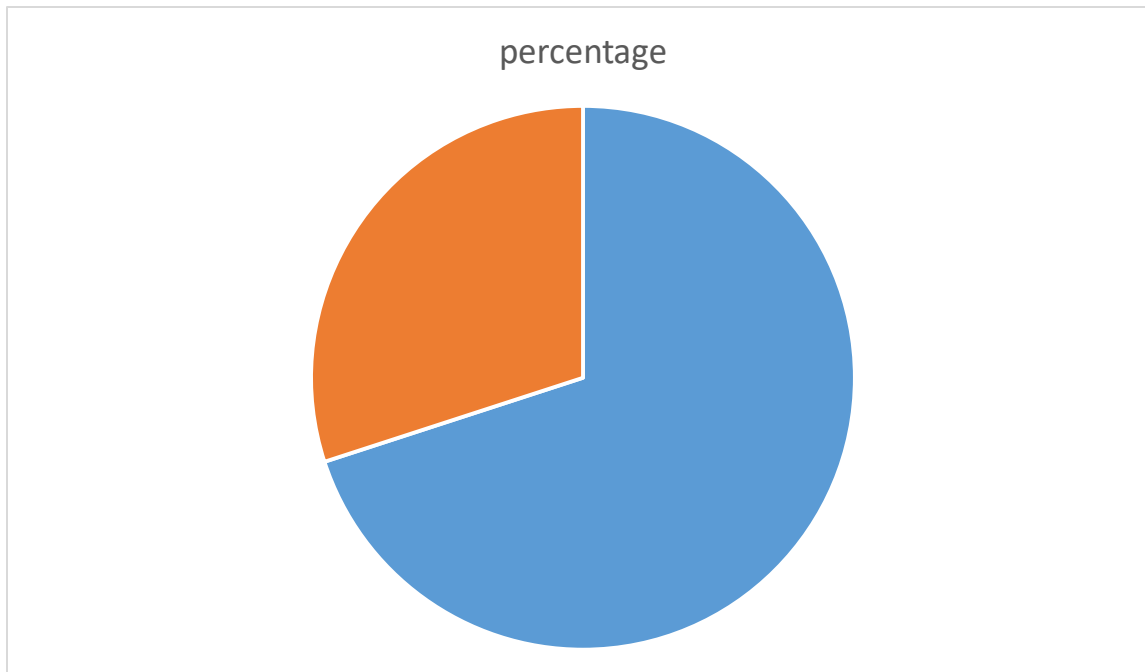


Fig 4.4.2 Teachers' perceptions on whether learners are encouraged by their friends to start abusing drugs (n teachers=18)

Fig 4.4.2 shows that 70% of teachers believed that learners are encourage by their friends start abusing drugs whilst 30% said that learners are not encouraged by friends to start abusing drugs.

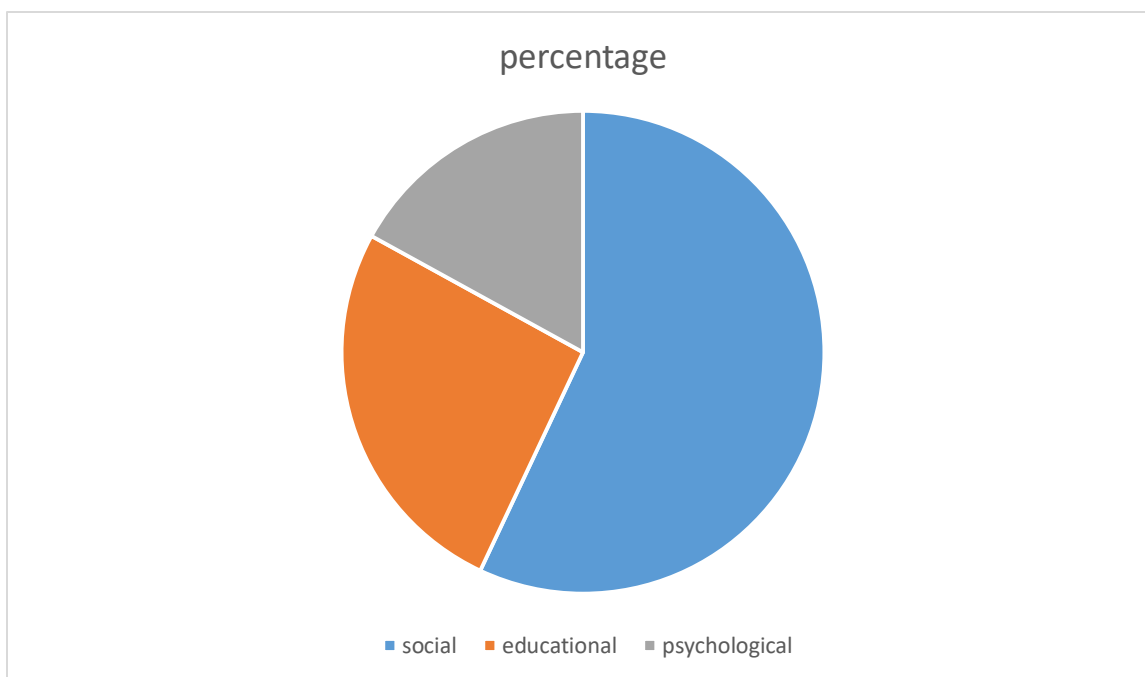


Fig 4.4.3 Learners' perception of causes of drug abuse among High school learners (n students = 82)

Fig 4.4.2 showed that according to the learners the causes of drug abuse among High learners was social problems (57%), educational problems (26%), and psychological problems (17%).

The researcher wanted to know whether there were learners who encourage their friends in school to abuse drugs, and is shown in fig 4.4.4.

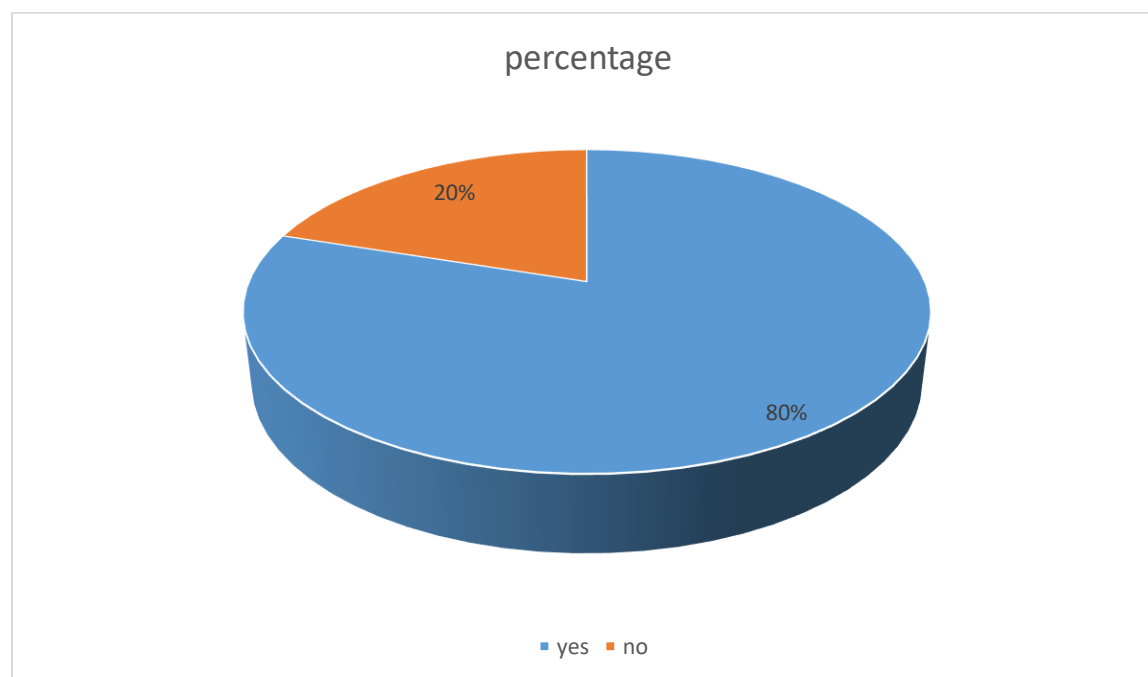


Figure 4.4.4 Do students encourage other friends to abuse drugs?

The above pie chart indicates that 80 (80%) of students said that students encourage other friends to use drugs compared to 20 (20%) who claimed that students are not encouraged by other students to use drugs.

There was consistence among teachers and learners in their perceptions of the causes of drug abuse among High learners. The pattern of responses from teachers and learners were similar, both agreeing that learners are encouraged by their friends to abuse drugs.

4.5 Perceptions of the common drugs abused by learners in school

4.5.1 Teachers' perceptions of the common drugs abused by learners in school

Table 4.5.1 Teachers' perceptions of the common drugs abused by learners (n teachers =18)

Name of drug	Frequency	Percentage
Marijuana	9	50
Alcohol	6	33.3
Cigarette	2	11.1
Spirits	1	5.5
Heroin	0	0
Cocaine	0	0
Barbiturates	0	0

The table 4.5.1 shows that teachers believed that the most common drugs were marijuana with a frequency of 9(50%), alcohol 6(33.3%), cigarette 2(11.1%), and spirits 1(5.5). The researcher found out that marijuana showed to be more consumed as it shows higher consumption rate as compared to other consumed drugs. The use of drugs like alcohol and spirits also showed a low consumption rate. Drugs like heroin, cocaine and barbiturates showed that there was no one expected to be consuming them.

4.5.2 Learners' perceptions of the common drugs abused by students at High school

Table 4.5.2 Learners' perceptions of the common drugs abused by students at High school (n learners =82)

Name of drug	Frequency	Percentage
Marijuana	50	60.9
Alcohol	20	24.3
Cigarette	8	9.7
Spirits	4	4.8
Heroin	0	0
Cocaine	0	0
Barbiturates	0	0

The table 4.5.2 shows that students believed that the most common drugs abused by learners were marijuana with a frequency of 50(60.9%), alcohol 20(24.3%), cigarette 8(9.7%), and spirits 4(4.8%). The researcher found out that marijuana showed to be more consumed as it shows higher consumption rate as compared to other consumed drugs. The use of drugs like alcohol and spirits also showed a low consumption rate. Drugs like heroin, cocaine and barbiturates showed that there was no one expected to be consuming them.

Teachers and learners concurred that the most common drugs abused by learners were marijuana, alcohol, cigarettes and spirits.

4.6 How drug abuse affect teaching and learning in schools

Teachers and learners were provided with a number of expected effects of drug abuse in schools and asked to indicate whether they strongly agreed, agreed, disagreed or strongly disagreed with them.

4.6.1 Teachers' perceptions of the effect of drug abuse on teaching and learning

Table 4.6.1 Teachers' perceptions of the effects of drug abuse on teaching and learning (n teachers =18)

Effect	Strongly agree	Agree	Disagree	Strongly disagree
Loss of concentration in class	6 (33.3 %)	2 (11.1%)	5 (27.7%)	5 (27.7%)
Violent behavior	2 (11.1%)	1(5.5%)	45(45%)	45(45%)
Dropping out from school	9(50%)	6(33.3%)	2(11.1%)	1(5.5%)
Likely to be involved in sexually activities leading to STIs	10(55.5%)	5(27.7%)	1(5.5%)	2(11.1%)
Indiscipline	11(61.1%)	5(27.7%)	1(5.5%)	1(5.5%)
Absenteeism from school	14(77.7%)	2(11.1%)	1(5.5%)	1(5.5%)

Majority of teachers agreed that drug abuse led to dropping out of school (83.3%), involvement in sexual activities that led to STIs (83.2%), indiscipline (88.8%), and absenteeism from school (88.8%). Minority of teachers agreed that drug abuse led to loss of concentration in class (44.4%) and violent behavior (16.6%).

4.6.2 Learners' perceptions of the effects of drug abuse on students' learning

Table 4.6.2 Learners’ perceptions of the effects of drug abuse on students’ learning (n learners =82)

Effect	Strongly agree	Agree	Disagree	Strongly disagree
Loss of concentration in class	80 (97.6%)	2 (2.4%)	0 (0%)	0 (0%)
Violent behavior	70 (85.4%)	9(11.0%)	2(2.4%)	1(1.2%)
Dropping out from school	69(84.1%)	9(10.9%)	2(2.4%)	1(1.2%)
Likely to be involved in sexual activities leading to STIs	73(89%)	7(8.5%)	1(1.2%)	1(1.2%)
Indiscipline	76(92.6%)	4(4.5%)	2(2.4%)	0(0%)
Absenteeism from school	60(73.1%)	20(24.3%)	1(1.2%)	1(1.2%)

Contrary to perceptions of teachers, Table 4.7.2 above shows that majority of learners agreed that drug abuse led to loss of concentration in class (100%) and violent behaviour (96.4%).

Similar to teachers’ perceptions, learners believed that drug abuse led to dropping out of school (95.1%), involvement in sexual activities that led to STIs (97.6%), indiscipline (97.6%), and absenteeism from school (97.6%).

4.7 Teachers’ responses on the Rate of School Attendance among Children involved in Drug Abuse

How is the rate of school/class attendance for students who involve in drug abuse?

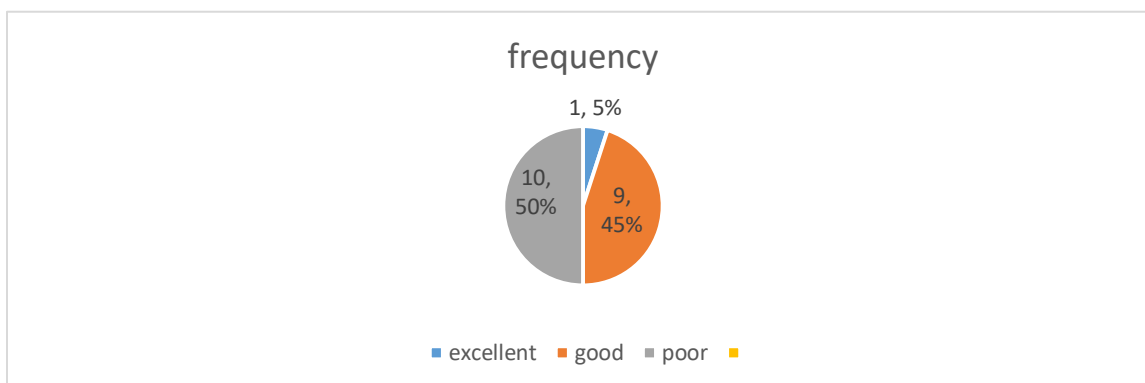


Fig 4.7.1 Teachers’ responses on the Rate of School Attendance among Children involved in Drug Abuse (n = 18)

The rate of class attendance for students who are involved in drug abuse is poor in sense that the frequency of 10 (50%) of these students attend poorly in their respective classes followed by a frequency of 9 (45%) which is good, then 1 respondent who is (5%) of the total respondent said very well. Teachers were equally divided on whether attendance was poor.

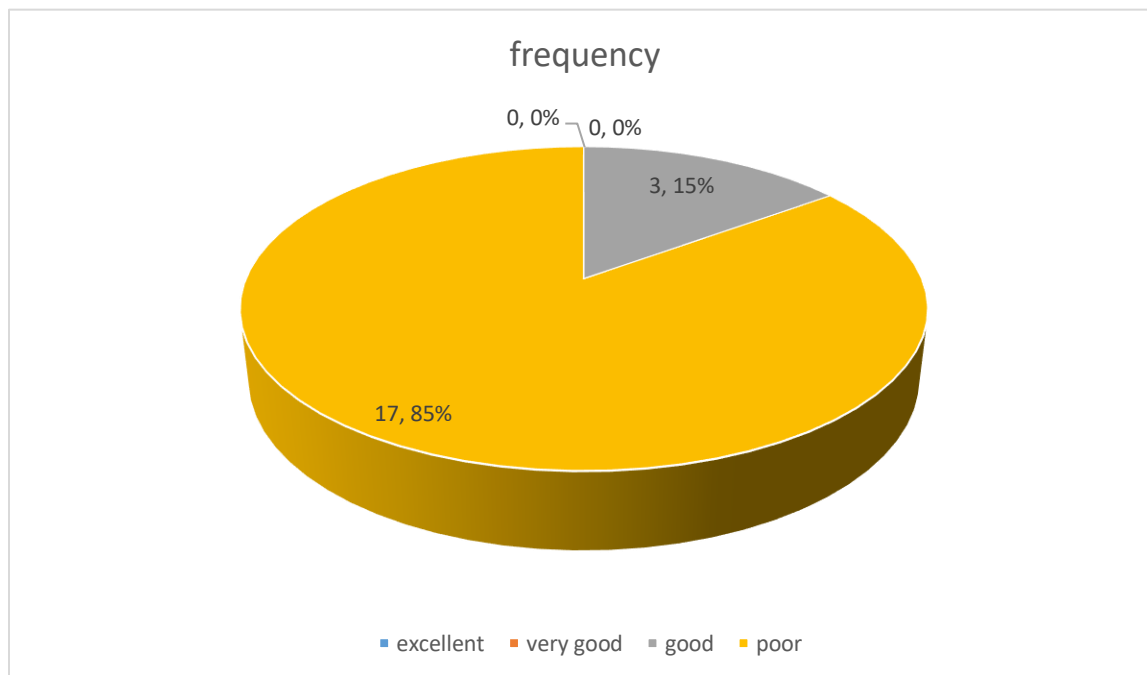


Fig 4.7.2 Teachers' perceptions on academic performance of learners involved in drug abuse (n = 18)

The pie chart above showed reply from teachers on terminal and annual examinations performance amongst students involved in drug abuse. The terminal and annual examinations performance amongst students involved in drug abuse were poor due to the fact that 17 (85%) of teachers showed that students who take drugs performed poorly in science terminal and annual examinations, followed by 3 (15%) teachers who said drug abusers performed good in terminal and annual examinations in science.

4.8 What help about drug abuse do you get from your parents?

This study aimed to establish perceptions of teachers and learners about help received from parents

4.8.1 Teachers' perceptions of help received from parents

Table 4.8.1 Teachers perceptions of help received from parents (n = 18)

Advice	Frequency	Percentage
Dangers of drugs	8	44.4%
Not to use drugs	4	22.2%
Reference to medical assistance	0	0%
Report to school authorities	2	11.1%
Offer alternative activities	2	11.1%
Do not bother	2	11.1%

Teachers believed that the help received parents to assist drug abuse were educating learners about the dangers of drug abuse (44.4%), not to use drugs (22.2%), report abusers to school authority (11.1%), offering alternative activities to keep learners busy (11.1%), and at times just ignoring (11.1%).

4.8.2 Learners' perceptions about parental help given to drug abusers

Table 4.8.2 Learners' perceptions about help received from parents (n = 82)

Advice	Frequency	Percentage
Dangers of drugs	48	58.5%
Not to use drugs	12	14.6%
Reference to medical assistance	6	7.3%
Report to school authorities	12	14.6%
Offer alternative activities	2	2.4%
Do not bother	2	2.4%

Learners believed that drug abusers received the following help from parents: education about the dangers of drug abuse (58.5%), not to use drugs (14.6%), reference to medical assistance (7.3%), reporting abusers to school authority (14.6%), offering alternative activities to keep learners busy (2.4%), and at times just ignoring (2.4%).

4.9 Respondents' perceptions of strategies used to address drug abuse by learners in High schools

4.9.1 Teachers' perceptions of strategies used to address drug abuse by learners in High schools

Whether the school/community talked about choice of friends among learners.

	Frequency	percentage
Yes	14	77.7%
No	4	22.2%

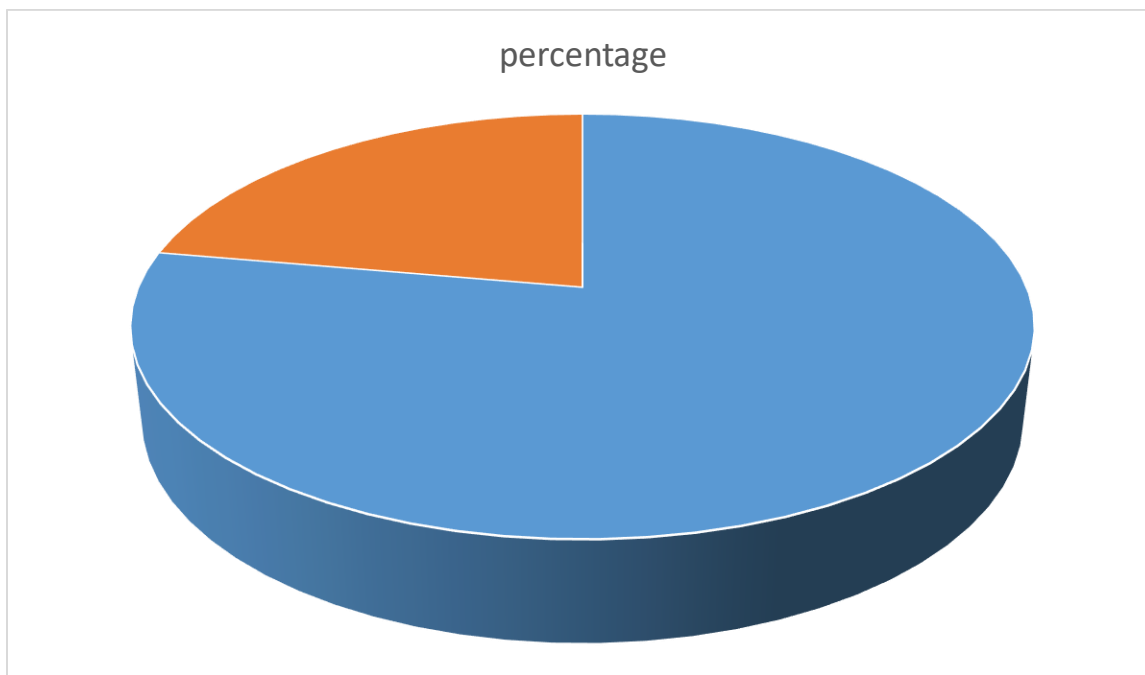


Fig 4.9.1 Teachers' perceptions of strategies used to address drug abuse by learners in High schools (n teachers =18)

According to the pie chart, 77.7% indicated that the school/community talked to learners about choice of friends meaning the school should set limits between drug abusers and those that do not take drugs. 22.2% indicated that the school/community did not talk to learners

4.9.2 Learners' perceptions of strategies used to address drug abuse by learners in High schools

Whether the school/community talked about choice of friends among learners.

	Frequency	percentage
Yes	80	97.5%
No	2	2.4%

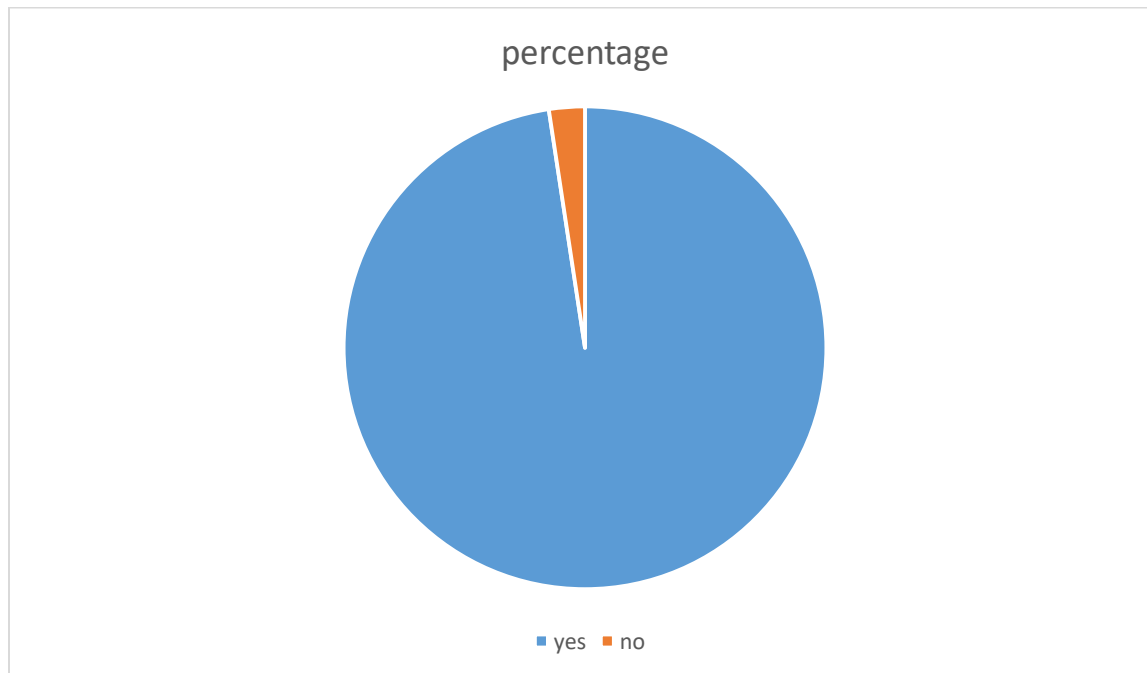


Fig 4.9.2 Learners' perceptions of strategies used to address drug abuse by learners in High schools (n = 82)

According to the pie chart, 97.5% indicated that the school/community talked to them about choice of friends meaning the school should set limits between drug abusers and those that do not take drugs. to offer help to their habit. 2.4% indicated that the school/community did not talk to them.

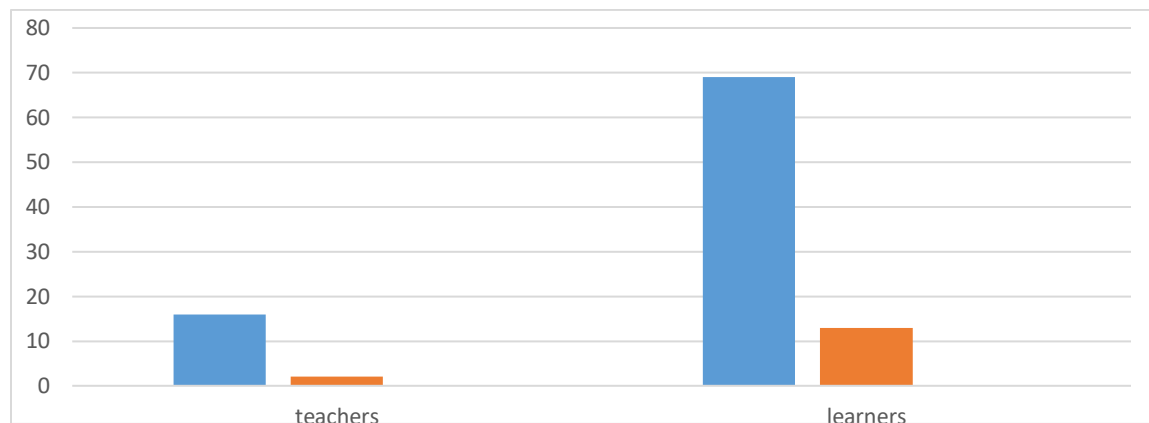


Fig 4.9.3: Response on whether the school keep students busy throughout the day ($n_{\text{teachers}} = 18$; $n_{\text{learners}} = 82$).

According to Fig 4.11, 16 (88.9%) teachers and 69 (84%) learners indicated that the school kept students busy throughout the day. 13 (16%) learners and 2 (11.1%) teachers indicated that the school did not keep the students busy.

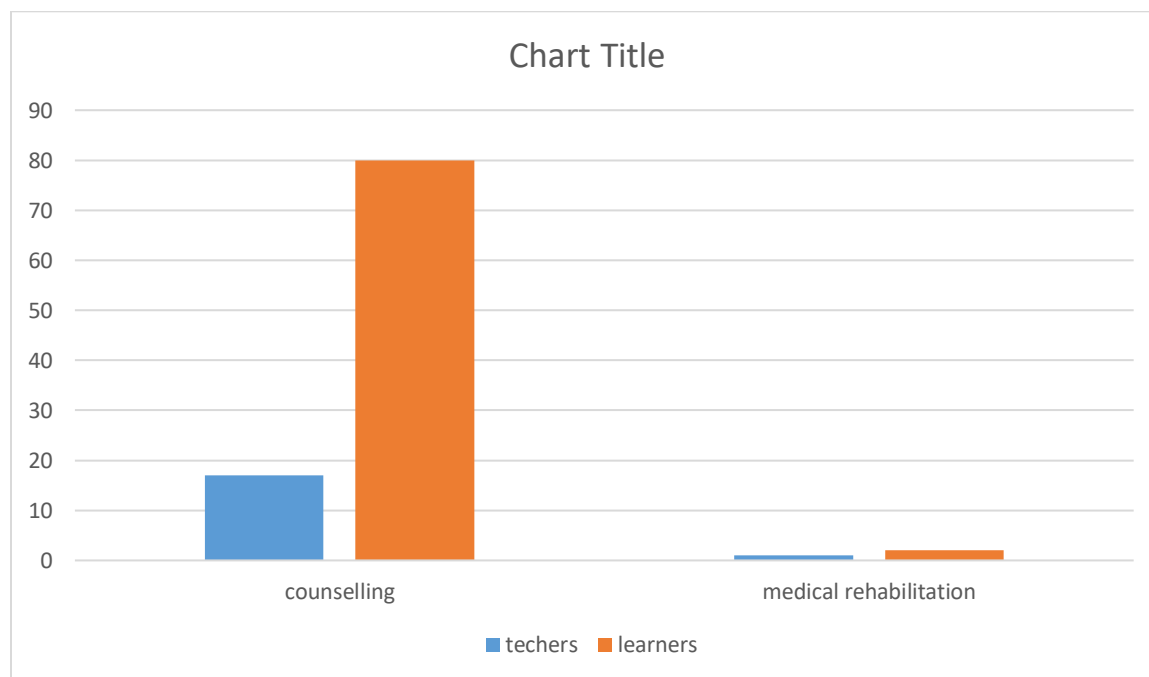


Fig 4.9.4: Help offered to help drug abusers ($n_{\text{teachers}} = 18$; $n_{\text{learners}} = 82$).

17 teachers (94.4%) and 80 learners (97.6%) reported that counselling sessions were being done to help migrate drug abuse in schools.1 ((5.6%) teacher and 2 learners (2.4%) showed that medical rehabilitation were practiced.

4.10 Discussion

When asked on what causes drug abuse among High school learners, respondents gave views that showed that social problems were the main cause of drug abuse among learners. However, the literature showed that the most common cause of drug abuse among learners was peer pressure whereby one would say because friends are taking drugs, I should also do the same. Garrison (1975) in his study called *Psychology of Adolescence* states that forty percent of drug abusers cite peers as the influencing factors in their drug abuse. The results of what causes drug abuse among learners at High school of this research is different from that of literature reviews. The research also showed that students who were encouraged by their friends to abuse drugs would end up abusing drugs and this is similar with what the literature review suggested which also suggested the same that students are encouraged by their friends to abuse drugs. Swisler (1971) stated that students believe that teenagers who are strongly peer -oriented hold more negative views of themselves, see themselves as less dependable, more hostile, more likely to disobey adults, less interested in academics and less future oriented. When asked about the common drug abused in schools, respondents showed that marijuana was the most commonly abused drug in schools, which is similar to the literature review that also indicated cannabis as a commonly abused drug due to its locally availability. Respondents showed that loss of concentration in class was one of the major effects of drug abuse on teaching and learning. However, the literature reviewed that the major effect of drug abuse on teaching and learning was failure in school due to poor judgement thus the research finding and literature review shows different results. Both literature review and this research respondents are similar showing that the rate of school/class attendance for students who are involved in drug abuse was poor. On parental attitude on drug abuse in schools, the respondents showed that parents talked about the dangers of drug abuse to their children. However, the literature reviewed that parents do not take care of how children spend their free time.

Respondents showed that school/community talked regularly about the choice of friends as a strategy used to migrate drug abuse in schools.

4.11 Chapter summary

This chapter presented the findings of the study, which explored teachers' and learners' perceptions of the causes of drug abuse and their effects on academic performance. The participants identified peer pressure, curiosity and experimentation, family influence, socioeconomic factors, and psychological factors as key contributors to drug abuse among students. The effects of drug abuse on academic performance included cognitive impairment, decreased motivation and engagement, poor concentration and memory, decline in attendance and participation, and behavioral issues. The next chapter will be on summary, conclusion and recommendations of research

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The main objective of the study was to find out teachers and learners' perceptions on the causes of drug abuse and its effects at Mutoko Central High School. This chapter presents a discussion of the findings from the study on teachers' and learners' perceptions of the causes of drug abuse and their effects on academic performance. The discussion aims to provide a comprehensive understanding of the implications of the findings and their significance in the context of education. It also explores the theoretical and practical implications of the study and suggests recommendations for addressing drug abuse and its impact on academic performance.

5.2 Summary

In this research, five issues were investigated; causes of drug abuse in schools among students, common drugs abused by the students in schools, parental attitude on drug abuse in schools, effect of drug abuse in teaching and learning in schools, strategies used to mitigate drug abuse in schools. Survey design was applied for this study whereby questionnaire approach was used for data collection and analyzing procedures.

5.3 Conclusions

- teachers and learners believed that learners abused drug to be appreciated by friends, to increase academic performance, because they had money, and to be like teachers/parents who take drugs.
- the most common causes for drug abuse were marijuana (and cigarettes), and alcohol (and spirits).
- the attitudes of parents of learners at Mutoko Central High School were positive and they made efforts to educate their children about the dangers of drug abuse.
- The fourth conclusion was teachers and learners in the study believed that drug abuse leads to loss of concentration in class, indiscipline, violent behavior, absenteeism and school dropouts.

- teachers and learners who participated in the study believed that the strategies that could be used to mitigate against drug abuse were educating learners about drug abuse, counselling, and medical habilitation.

5.4 Recommendations

The following recommendations are suggested:

- Learners: particularly those who are not drug abusers, should be guided by this research so as to inform drug abusers on the woes associated with drug abuse. Drug abusers should be made realize that the choices they make are responsible to their future. Learners need drug abuse education.
- Teachers: teachers should strive to increase their knowledge of their students through education programs that should be carried on by the external guest speakers to ensure that their students do not engage themselves in drug abuse. Teachers need staff development in identifying and dealing with drug abuse.
- School administration must be equipped on knowledge about students' peer groups, where they come from, and their past records. It helps the administration to come up with solutions of ensuring that students in their schools do not indulge in drug abuse.
- Parents of learners must be taught as to the need to equip their children about the dangers of drug abuse. This assist parents to know, understand and advise their children about the importance of academic studies and resist drug abuse.
- Government: must undergo manpower development courses for teachers so that they stay abreast of how to handle cases of drug abuse in schools and also government of Zimbabwe must put strict measures on drug dealers and peddlers who would be found selling drugs to school children, The government should also put measures of monitoring and controlling the sale of common drugs in shops and marketplaces so that minors will be protected from drug abuse.

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APPENDICES

Appendix 1: Permission to conduct research at Mutoko Central High School

Bindura University of Science Education
Science and Mathematics Education Department
P. Bag 1020
Bindura

27 September 2022

Dear Sir/Madam,

RE: PERMISSION TO CONDUCT RESEARCH AT Mutoko Central HIGH SCHOOL.

My name is Chimbunde Enia

I am studying for a Bachelor of Science degree at Bindura University of science Education. I am seeking permission to do research at Mutoko Central High School. The cause for concern is that learners at the above-mentioned school are failing to scope higher grades at ordinary level in science. Learners are performing badly in science because of drug and substance abuse.

I am a staff member at Mutoko Central High School. I am seeking permission to do research at Mutoko Central High School. I am conducting research on teachers' and learner's perceptions of causes of drug abuse and their effects on academic performance. The research will entail collecting data from learners and teachers. I will invite individuals from learners and teachers to participate in this study. If they agree, they will be asked to answer questionnaires. The participants are required to spend at least 30 minutes on answering the questionnaires, and data collection will take place on at the school.

Participants will be asked to give their written consent before the research begins. Their responses will be treated confidentially, and identities will be anonymous unless otherwise expressly indicated. Individual privacy will be maintained in all written data resulting from the study. The research participants will not be advantaged or disadvantaged in any way. They will be reassured that they can withdraw their permission at any time during this project without any penalty. There are no foreseeable risks in participating in this study. The participants will not be paid for this study.

I therefore request permission to conduct my research at your school.

Yours sincerely

chimbunde E.

+263779007454

Appendix 2: Informed Consent Form

Informed Consent Form for learners and teachers at Mutoko Central High School who are invited to participate in research titled “teachers and learners’ perceptions on causes of drug abuse and their effects to academic performance.”

Purpose of the research: *The cause for concern is that learners at Mutoko Central High School are failing to scope higher grades at ordinary level in science. learners are performing badly in science because of drug and substance abuse. I want to find ways to stop this from happening. I believe that you can help me by telling me what you know both about causes of drug abuse among learners. I want to learn what other learners and teachers know about the causes of drug abuse among learners.*

Confidentiality: *The research being done may draw attention and if you participate you may be asked questions by other people in the community. I will not be sharing information about you to anyone outside of the research. The information that I collect from this research project will be kept private. Any information about you will have a number on it instead of your name. Only the researchers will know what your number is and I will lock that information up with a lock and key. It will not be shared with or given to anyone.*

Sharing the Results: *Nothing that you tell me today will be shared with anybody outside the research, and nothing will be attributed to you by name. The knowledge that I got from this research will be shared with you before it is made widely available to the public. Each participant will receive a summary of the results.*

(This section is mandatory)

I have read the foregoing information, or it has been read to me. I have had the opportunity to ask questions about it and any questions I have been asked have been answered to my satisfaction. I consent voluntarily to be a participant in this study.

Print Name of Participant_____

Signature of Participant _____

Date_____

Appendix 3: Questionnaire for students on the perceptions of causes of drug abuse and their effects on academic performance at Mutoko Central High school in Muoko district.

INTRODUCTION

This questionnaire is to investigate your views and opinions on the on the perceptions of causes of drug abuse and their effects on academic performance at Muoko Central High School.

.Give the following information by ticking the correct responded in the box provided in the brackets drawn.

Section A: Biometric data

1. Sex

Female ☐

Male ☐

2. Show your age class among the following:

11-15 old ☐

16-20 old ☐

20 and above ☐

3. State your Form (class)

Form {1} ☐

Form {2} ☐

Form {3} ☐

Form {4} ☐

Form {5} ☐

Form {6} ☐

6. Which class is drug abuse mostly practiced? *Put just a tick*

Form {1} ☐

Form {2} ☐

Form {3} ☐

Form {4} ☐

Form {5} ☐

Form {6} ☐

Section B: Causes of Drug abuse among Students at Mutoko Cetral High School in Mutoko District

7. Why do you think students abuse drugs?

- | | | |
|---|-----|--------------------------|
| (a) To increase intelligence | (1) | ☐ |
| (b) A lot of pocket money given by parents | (2) | ☐ |
| (c) Availability of drugs around the school | (3) | ☐ |
| (d) Teachers and parents abuse drugs | (4) | ☐ |
| (e) Just to be appreciated by friends | (5) | ☐ |
| (f) Other: | (6) | |

Specify.....

8. What do students at this school think are the advantages of drugs?

- | | | |
|---|-----|--------------------------|
| (a) They increase intelligence when they abuse drugs | (1) | ☐ |
| (b) They make one feel grown up after abusing drugs | (2) | ☐ |
| (c) Drug abuse can affect academic performance negatively | (3) | ☐ |
| (d) Drug abuse can lead to conflict in school | (4) | ☐ |
| (e) Drug abuse can reduce stress | (5) | ☐ |
| (f) They affect academic performance positively | (6) | ☐ |

9. Do you think students encourage other friends to use drugs?

- | | |
|---------|--------------------------|
| (a) Yes | ☐ |
| (b) No | ☐ |

10. Which places do students prefer to take drugs?

- | | | |
|-------------------------------|-----|--------------------------|
| (a) From the field areas | (1) | ☐ |
| (b) Within classrooms | (2) | ☐ |
| (c) In the latrine places | (3) | ☐ |
| (d) Sometimes way from school | (4) | ☐ |
| (e) Other: | (5) | |

Specify.....

11. Where do drugs come from?

- | | | |
|--------------------------|-----|--------------------------|
| (a) Cooks | (1) | ☐ |
| (b) Illegal drug dealers | (2) | ☐ |

- | | | |
|-----------------------|-----|--------------------------|
| (c) Drivers | (3) | ☐ |
| (d) Community areas | (4) | ☐ |
| (e) Local Hospitals | (5) | ☐ |
| (f) Members of family | (6) | ☐ |
| (g) Other: | (7) | |

Specify.....

Section C: Types of Drugs Commonly Abused

12. Identify the most commonly drugs used by students

- | | | |
|-----------------|-----|--------------------------|
| (a) Alcohol | (1) | ☐ |
| (b) Marijuana | (2) | ☐ |
| (c) Cigarette | (3) | ☐ |
| (d) Spirit | (4) | ☐ |
| (e) Heroin | (5) | ☐ |
| (f) Cocaine | (6) | ☐ |
| (f) Barbiturate | (7) | ☐ |
| (g) Other: | (8) | |

Be specific.....

13. What help about drug abuse to you get from your parents?

- | | |
|-------------------------------------|--------------------------|
| Dangers of drugs (1) | ☐ |
| Not to use drugs (2) | ☐ |
| Reference to medical assistance (3) | ☐ |
| Report to school authorities (4) | ☐ |
| Offer alternative activities (5) | ☐ |
| Do not bother (6) | ☐ |

14. What Strategies taken to address the problem of drug abuse among learners.

- | | |
|----------------------------|--------------------------|
| Setting limits (1) | ☐ |
| Keeping busy (2) | ☐ |
| Medical rehabilitation (3) | ☐ |
| Counselling (4) | ☐ |

APPENDIX 4: Questionnaire for teachers, on the perceptions of causes of drug abuse and their effects on academic performance at Mutoko Central High school in Mutoko district.

INTRODUCTION

This questionnaire is to investigate your views and opinions on the on the perceptions of causes of drug abuse and their effects on academic performance at Mutoko Central High School.

Give the following information by ticking the correct responded in the box provided in the brackets drawn.

Section A: General information

1. Show your age class under the following categories

20-25 old ☐

26-30 old ☐

40 and above ☐

2. Sex

Female ☐

Male ☐

3. What is your professional qualifications?

Certificate ☐

Diploma ☐

Bachelor degree ☐

Other:

(Specify).....

4. Show the category you belong under the following category

Headmaster ☐

Deputy headmaster ☐

Senior teacher ☐

Teacher ☐

5. How long have you been in service since you qualified your carrier?

- | | |
|-------------|--------------------------|
| 0-5 old | ☐ |
| 6-10 old | ☐ |
| 11-15 old | ☐ |
| 16-20 old | ☐ |
| Over 20 old | ☐ |

6. What do you understand about drug abuse? No/Yes, explain

.....

.....

7. Why do learners abuse drugs?

.....

.....

8. What impact does drug abuse have on academic performance of students?

.....

.....

9. Explain how drug abuse affect the academic performance of students at school?

.....

.....

10. Give detailed information whether there is any relation between drug abuse and academic performance of a student?

.....

.....

11. Have you ever heard any drug abuse problems at your school?

Yes ☐

No ☐

If yes, mention them

.....

12. Outline general comments on the situation of drug abuse at your school

.....

13. You as a government worker, what measures have you taken in controlling drug abuse

.....

.....

14. How is the rate of school/class attendance for students who involve in drug abuse?

Excellent (1) []

Very good (2) []

Good (3) []

Poor (4) []

15. How are terminal and annual examination performances for students who involve in drug abuse?

Excellent (1) []

Very good (2) []

Good (3) []

Poor (4) []

