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## Contextual Behaviors of Drug Users and Abusers among Secondary School Students that hinder Academic Performance in Kahama Municipality

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**ABSTRACT:** The study dealt with Contextual Behaviors of Drug Users and Abusers among secondary students that hinder Academic Performance in Kahama Municipality. This research study relied on four objectives to include; first was to determine the Contextual behaviors exhibited by the students who use and abuse drugs, second was to find out the role of school administration in controlling the contextual behaviors exhibited by the students who use and abuse drugs, third was to highlight the challenges that teachers are facing while dealing with students who use and abuse drugs and the fourth objective was to establish preventive measures in solving the challenges of contextual behaviors of students who use and abuse drugs. Targeted population of this study was all 17 teachers in charge of discipline, all 17 headmasters/headmistress of public secondary schools and one Secondary Education Officer in Kahama Municipality Council. Reliability of this current research study was 0.825. The major findings of this current research study were; in objective one the mostly drug abused was marijuana (cannabis sativa), mostly symptoms exhibited was poor judgments, drugs hinder academic performance in greater extent and mostly behavior exhibited was truancy. In objective two the findings revealed that the schools administration are solving in disciplinary cases of students related with drugs use and abuse. In objective three the findings revealed that, mostly challenge that teachers face while dealing with students who use and abuse drugs was lack of parental support in controlling students' behaviors. In objective four the findings revealed that, the major remedial measures to control drugs were cooperation among of stakeholders, law enforcement, encouraging team working on dealing with drugs users and abusers, to train many teachers in professional guidance and counseling as well as incorporating drug education to other subjects. Recommendation of this current study were government need to improve rehabilitation programs in schools, create awareness to parents and community through social media on impact of drugs, the parents need to cooperate with school managements to control students' behaviors, schools and religious institutions need to intervene by strength religious study to adolescents.

**Key words.** *Academic performance, contextual behaviors, drugs use and abuse.*

### I. INTRODUCTION

#### Background of the Study

Drug use and abuse crime is the global problem. It attacks economic growth, social growth, political issues and health arena. Before it was believed that, drugs use and abuse is the urban and inner cities challenge. As years passed on and advancement of globalization, means of communication network and network marketing, the substance illicit reached it wings to rural setting areas rapidly. For this case substance illicit tended to be the global affiliation. United Nations Office on Drugs and Crime Survey [UNODCS], in (2017) advocated that, it estimated in worldwide more than 247 million of people aged between 15 years to 64 years; at least each individual was connected with single Substance abuse. In the year 2014, the rate increased in 39 million users of population since the year 2006. Among of them estimated population of 29 million globally equaled 12% of the total number of drug users worldwide acquired drug users disorder (addiction). The findings addressed that, in 2016, 183 million people had connected with cannabis sativa(marijuana), while 34 million people engaged in abusing amphetamine and 33 million people used opioids. The remained population used heroin or opium.

Dennis (2016) advocated that, in USA the students tending to engage in substance abuse through several influential reasons such as peer Pressure, low self-esteem and imitation from parents, siblings, guardians and surroundings adult because majority of adults people in America are drugs connected. The impact of drugs to students include concurring academic performance, affects mental health and lead the students who use and abuse drugs engaging in crime acts. Furthermore, Dennis (2016) as cited in Shubin, Robson, Smith, & Saisan (2016) that, commonly psychological symptoms of substance abuse which can be presented by the addicted person including anxiety, mood changes, a change in one personality, touchiness, hyperactivity and demoralized/lethargy. For this case schools need to employ competence, qualified and professionalism teachers in guidance and counseling who have full skills and techniques to understand symptoms and creating holistic language, rapport, and conducive environment when dealing with students who addicted and non-addicted with drug use and abuse.

The European school survey project on Alcohol and Other Drugs [ESSPOAOD], (2012) on alcohol and drugs abuse experienced the trends in substance use among the school children. Students' recent use of alcohol has gradually declined academically. Cannabis was mentioned as among of illicit drugs predominantly those students are taking. According to European Monitoring Centre for Drugs and Drug Addiction reported [EMCDDA], in (2018) Spain, Italy and United Kingdom accounts for almost three quarters (75%) of all reported specialized treatment entries related to cocaine in Europe. Overall Cocaine was cited as the primary drug by more than 67,000 clients entering specialized drug treatment for more experimental or holistic services. The Marijuana (cannabis sativa), alcohol and cocaine tend to be the mostly abused drugs across the world. The current research study aimed at revealing the contextual behaviors of drugs users and abusers and how it affect students' academic performance this background fills in the gap on the current research study.

In Australia the problem of drugs and substance illicit among of adolescents' specific students and other adults are existing. According to National Drug Strategy Household Survey [NDSHS], (2019) estimated that, around 3.4 million are consuming illicit substance drugs. It estimated that, almost half of all Australian secondary schools students aged between 12 up to 17 years are consuming alcohol. The alcohol consumer predicted to be increased day to day especially in regional areas. The people aged between 20 to 29 years are most likely to use substance. The rate of pharmaceuticals and illicit substance the survey discovered that, the rate of aged people is high than youths in misusing it. According to (NDSHS, 2019) the mostly and commonly illicit substances abusing in Australia are cannabis sativa (marijuana), ecstasy, misuse pharmaceuticals, cocaine, tobacco and alcohol. Students aged 12 to 17 1 in 20 (5%) are smoking 48% of smokers stated that their common source of smoking was friends. The common source of drugs in Australia is peer pressure. Between 2016 and 2019, the average of smoking between females and males in Australia for females increased from 16.0% to 16.6% while for males it remained static in 16.6%. The Marijuana (cannabis sativa), alcohol, tobacco and cocaine tends to be the mostly abused drugs across the world. The current research study aimed at revealing the contextual behaviors of drugs users and abusers and how it affect students' academic performance this background fills in the gap on the current research study.

In sub-Saharan Africa the use of substance illicit is the major problem to adolescents. The substance mostly abusing are alcohol, tobacco, marijuana (cannabis sativa), Khat, heroin and Cocaine. Isaac et al (2018) as cited in World Health Organization [WHO], (2017) that, about 2 billion people in the world who equaled 76.3 million are using alcohol beverages and affected with it in related disorders. It expected that, adolescents bellow 12 years old by 9% worldwide acquired drug dependence syndrome. Adolescents tending to use Khat and other kinds of substance abuse in Sub-Saharan Africa and African countries at larger as slight stimulant. They perceive Khat as a method of increasing energy and elevating mood for improvement of work performance. The negative consequences of substance abuse in Southern Africa include sexual violence like rapping, physical violence, criminal activities, neglecting of social responsibilities, diseases, injury and death. Commonly, Isaac et al (2018) earlier cited discovered that, the use of cigarettes, alcohol and all kinds of substance abuse is a worldwide problem. Some communities have believing that, various drugs have positive impact in their life. In Ethiopia students consider chewing khat as a method of improving their reading ability. Thus the current research study aimed at revealing the contextual behaviors of drugs users and abusers among secondary school students and how it affect academic performance and thus literature fills in the gap for current study.

In Kenya, students in learning institutions are abusing alcohol up to 60% of population, this affects students class attendance and concentration levels, hence leads to poor performance. Apart from that, the students abuse Marijuana despite of the laws prohibiting the use of this drug in the country. Most of students drop out schools, repeat classes and some of students get referred to mental institutions. Students who are affected with drug use and abuse in Kenya most of them are younger than minimal age of 18 years old (Tuwei, 2014).

According to Matowo (2013) in Kinondoni municipality has a great likelihood of getting children who abuse drug from their family which are characterized with, marital conflicts such as quarrels, separation and divorce, less parents concern about their children and have got limited time to socialize with them due to their

working environment. Conversely, other family grandparents are the one who taking care of their grandchildren while they are selling alcohol within their house borders consuming alcohol and abuse drug. These lead School age children to generate truancy, after having new responsibility of taking care their siblings and grandparents by selling illicit drugs. In Tanzania the history of drug or substance use to a larger extent was limited to the traditional use of cannabis.

People used drugs from time immemorial in the form of substances such as leaves, roots and herbs in order to alleviate pain or manage certain illness and stress. The cannabis (Marijuana), Khat, tobacco and alcohol which are different types of traditional liquor popularly known as gongo are used in many parts of Tanzania including Kahama. The modern way of illicit drug use in the country lacks an accurate data as to understand exactly when it was started spreading. Educated speculation advocate that other than the legal use of alcohol and tobacco, the most common illegal drugs are marijuana, cocaine, heroin and mandrake which were introduced in the urban and peri-urban areas. Cannabis is widely cultivated in rural areas, mainly in the Southern highlands of Iringa, Mbeya and Njombe, Lake Zone of Shinyanga and Mara, Costal Zone of Tanga and the Northern Zone of Arusha, Manyara and Kilimanjaro (Yusuph and Neglect, 2016).

Masenga (2017) in the research on impact of drug abuse at Kishapu District in Shinyanga region found that, marijuana impairs motor coordination which reduces short term memory and distorts judgments. Apart from those consequences, it should be understood that, Marijuana may bring lack creative minds, and inability to think properly for students or youths who taking marijuana. The additional findings showing that, some of students those engaging in drug use and abuse their school and class attendance are poor. Kahama Municipality Council and Kishapu district council are sharing characteristics and origin. According to social activities and geographical favorable in Kahama Town council may drug use and abuse for students could be existing.

### **Statement of the Problem**

Drug use and substance abuse has penetrated into the Schools causing the students to display unacceptable behaviors while at school. Chanila (2015) found that, the source of this problem is peer pressure, poor parenting, availability of the drugs with ease and the false belief that the drugs can make one increase courage and reduce stress. The report from Kahama Municipality Education office (2021) confirmed that due to drug use and substance abuse, students have displayed certain awkward behavior that do not support academic endeavor. It is against this background that, the current research study was set to establish the contextual behaviors of drug use and abuse among students that hinder their academic performance in Kahama Municipality.

## **II. RESEARCH METHODOLOGY**

### **Research Design**

The current research study used descriptive survey method to gather information the selected area of the study. It employed closed and open-ended questionnaires together with Interview guide as research tools. Qualitative data was collected per Interview guide while quantitative data, questionnaires used. The researcher selected to use survey research method because; it has a great deal of information from a larger population. It can also be adopted to obtain personal and social facts, beliefs and attitudes. Furthermore, it has a little financial cost and can enhance data collection in a short time and avoiding bias in research sampling.

### **Research Approach**

This research study used the mixed methods approaches such as qualitative and quantitative data during data collection.

### **Study Area**

The study conducted in Kahama Municipality council which is among of the 6 Councils of Shinyanga Region. This Municipality experienced about industrial activities like gold, mining, and being a commercial center that thriving, thus has its toll of consequences on students who are teenagers it can be easily for them to be influenced in taking drugs. Thus, the research study found in a study area a fertile ground for research due to the influence of industrial and commercial activities.

### **Targeted Population**

Respondents of this study were all 17 secondary schools' headmasters, headmistresses and 17 discipline masters of all Public Secondary Schools and one Secondary Education Officer in Kahama Municipal Council.

### **Sampling Procedure and Sample Size**

The saturated sampling was used in all 17 public secondary schools in KMC. Therefore, all 17 headmasters and headmistresses, all 17 discipline masters and one Municipal Secondary Education Officer.

### **Research Instruments**

In data collection the study used Questionnaires and Interviews guide as instruments for data collection.

### Data collection Procedures

The researcher sought the introduction letter from the Postgraduate Director of the Jordan University College and asked further permission from Regional Secretary Administrative in Shinyanga region.

### Data Analysis and Interpretation

Quantitative data was analyzed using Statistical Packages for Social Sciences (SPSS) Computer Program version 25 generating descriptive statistics. Quantitative data was presented in tables of frequency and percentage and Qualitative data was coded thematically and narrated per themes.

### Validity and Reliability

Validity is the test of whether a study truly measures that which it was intended or how true the research results are (Joppe, 2000). It also refers to how well the research outcome answers or satisfies the research objective. To ensure validity the questionnaire was sent to some of discipline teachers, head teachers in Kahama municipality and expert through the pilot study conducted in the study area. The expert examined the questionnaire individually and provided the researcher with feedback which assisted to point at areas that required improvement and changes.

The current research study established the reliability of the instrument by the use of Cronbach's coefficient correlation to be  $r = 0.825$ . This was found to a reliable instrument for the current research study. Reliability is referred to as the ability of an item, apparatus, and idea to perform consistently its intended or expected function (Drost, 2011). The reliability ( $\alpha$ ) of 0.825 in this study indicates acceptable. This result implies that the researcher ensured reliability of the research tools to be consistent and stable.

### Ethical Consideration

According to Ranjiti (2011) ethical means principles of conduct that are considered correct, especially those of a given profession or group. The following are the ethical researcher considered in conducting this current research study.

The respondents were selected purposeful according to their status to participate in research, in this study ethical considerations were met through sought the consent from participants, employing principles of anonymity. Kept the identity of participants, confidentiality, offered privacy to the participants. Pseudo names were used to protect the identity of the respondent during data presentation and analysis in qualitative data. On the case of maintaining confidentiality for respondents who filled questionnaires, the researcher requested them to avoid in wrote their names and names of organization on questionnaires. The case of volatility or to volunteers and withdrew there were forms to sign for those who agreed to volunteer in the current research study as respondents and disagreed for those who disagreed means that they were not willing to participate in the study for any situation. Hence, the current research study considered ethical. Appropriate ethical procedures for research data collection permission were handled by obtaining an introduction letter from Jordan University's postgraduate office.

## III. DATA PRESENTATION, INTERPRETATION AND DISCUSSION.

### A. Contextual Behaviors Exhibited by the Students who use and abuse Drugs in Secondary Schools

In the current research study, the first objective was to determine the contextual behavior exhibited by the students who use and abuse drugs. In this objective the study sought to establish the drugs mostly abused in the study area, symptoms displayed by the students who use and abuse drugs among of secondary students, contextual behaviors teachers experienced from students who use and abuse drugs and the extent to which drugs hinder academic performance in Study area.

The current study aimed at establishing to the Contextual Behaviors Exhibited by students who use and abuse drugs among of secondary schools student in research study area. In current research study the behaviors are significant in concluding the current research study on how mitigation of the drugs and rehabilitation of the behaviors exhibited by students will be dealt on. Analyzed behavior will help the study to associate itself with academic performance if the behaviors are influencing negative attitude in academic performance. It is expectedly that, the person who takes drugs are more likely to inter at risk and crime acts which cause some impacts/effects in individual, social, economic and culture. The findings are showing on table 4.1 bellow

### Most Abused Drugs

**Table 3.1. Shows the most drugs abused by the students at study area as reported by respondents (n=17)**

Substance abuse	Agreed f (%)	Disagreed f (%)	Total f (%)
Alcohol	11(64.7%)	6(35.3%)	17(100%)
Tobacco	4(23.5%)	13(76.5%)	17(100%)
Marijuana	14(82.4%)	3(17.6%)	17(100%)
Cocaine	5(29.4%)	12(70.6%)	17(100%)
Total	8.5(50%)	8.5(50%)	17(100%)

Source: Research Field Data 2021.

**Table 3.2. Shows the Symptoms Exhibited by Students who Use and Abuse Drugs in study area as Reported by Respondents (n=17)**

<b>AGREED</b>	<b>DISAGREED</b>	<b>TOTAL</b>	
<b>Symptoms</b>	<b>Frequency (%)</b>	<b>Frequency (%)</b>	<b>Frequency (%)</b>
Physical dependence	7(41.2%)	10(58.8%)	17(100)
Neglet responsibility.	16(94.1%)	1(5.9%)	17(100)
Financial trouble.	12(70.6%)	5(29.4%)	17(100)
unhealthy relationship	14(82.4%)	3(17.6%)	17(100)
Isolation behavior	14(82.4%)	3(17.6%)	17(100)
Unstable posture.	13(76.5%)	4(23.5%)	17(100)
Craving for money and often valuables	9(52.9%)	8(47.1%)	17(100)
Poor judgments	17(100%)	0(0%)	17(100)
Watering eyes	13(76.5%)	4(23.5%)	17(100)

Source: Field Research Data, 2021

**Table 3.4. Shows the extent to which Drugs Hinder Academic Performance to Students Who Use and Abuse Drugs in study area as Reported by Respondents (n=17).**

<b>Degrees of agreement</b>	<b>Frequency (%)</b>
No influence	1 (5.9%)
Great	5 (29.44%)
Greater extent	11 (64.7%)
Total	17 (100%)

Source: Field Research 2021.

**Table 3.5. Shows the Contextual Behaviors Exhibited by the Students who Use and Abuse Drugs in study area as reported by respondents (n=17).**

<b>Contextual behaviors</b>	<b>Agreed Frequency (%)</b>	<b>Disagreed Frequency (%)</b>	<b>Total Frequency (%)</b>
Stealing properties of other students.	11(64.7%)	6(35.3%)	17(100%)
Truancy	15(88.2%)	2(11.8%)	17(100%)
Isolation	14(82.4%)	3(17.6%)	17(100%)
Disobedience to teachers	8(47.1%)	9(52.9%)	17(100%)
Robbery	5(29.4%)	12(70.6%)	17(100%)
Bullying others	6(35.3%)	11(64.7%)	17(100%)
School drop outs.	8(47.1%)	9(52.9%)	17(100%)
Homosexuality	4(23.5%)	13(76.5%)	17(100%)
noise making around the school	8(47.1%)	9(52.9%)	17(100%)
Early pregnancy	5(29.4%)	12(70.6%)	17(100%)
fight among students and teachers	3(17.6%)	14(82.4%)	17(100%)
Strike/boycotts	2(11.8%)	15(88.2%)	17(100%)
Aggressive behavior	9(52.9%)	8(47.1%)	17(100%)
Engage in commercial sexual work	5(29.4%)	12(70.6%)	17(100%)
Disrespect to teachers and all adults	7(41.2%)	10(58.8%)	17(100%)
Abusive language	7(41.2%)	10(58.8%)	17(100%)
Destruction of properties	6(31.2%)	11(68.8%)	17(100%)
Display maladjustments/mental disorders	2(11.8%)	15(88.2%)	17(100%)

Source: Field Research 2021.

The first objective of the study aimed to determine the contextual behaviors exhibited by the students who use and abuse drugs. The findings divulge that; schools have some students who use and abuse drugs, the mostly abused drugs are Marijuana sativa, alcohol and tobacco. The symptoms displayed by the students who use and abuse drugs were include; poor judgments, neglect of responsibilities, isolation behavior, developing unhealthy friendship, unstable posture, watering eyes, financial trouble, craving for money and often valuables and physical dependence. The drugs can hinder academic in greater extent. The contextual behaviors exhibited by the students who use and abuse drugs were truancy, Isolation, stealing others properties, aggressive behavior,

school drop outs, disobedience, noise making around the school, bullying others, abusive language, disrespect to teachers and all adults, minority of them are engaging in commercial sex workers, early pregnancy, homosexual, robbery, fighting among teachers and other students, strikes/boycotts and display maladjustment/mental disorder. These findings do not support academic performance it hamper academic performance.

### B. The Challenges that Teacher face as they Deal with Drug Abusers

The third research study objective of the current research study was to highlight the Challenges that Teachers are faced while dealing with students who use and abuse drugs in public secondary schools in study area. The Study aimed at identifying the challenges which teachers facing while dealing with students who use and abuse drugs. The challenges helped the study to establish remedial measures on how it can be mitigated. This is because the study couldn't draw remedial measures without identification of challenges. It is expectedly that, any unacceptable behavior exhibited by the students is a challenge to teachers' in-charge of disciplines in schools. Any case related with students misbehave in schools must be directed to teachers in charge of discipline as school's discipline solver.

### C. Table 3.6. Shows the Challenges teachers faced while dealing with students who use and abuse drug in study area as reported by of respondents (n=17).

Challenges	Agreed f (%)	Disagreed f (%)	Total f (%)
a. Lack of Parental support in controlling Student's behaviors	17(100%)	0(100%)	17(100%)
b. Inability to control the source of drugs	15(88.2%)	2(11.8%)	17(100%)
c. Some teachers are both drug users and abusers	5(29.4%)	12(70.6%)	17(100%)
d. Lack of support from educational Management and other stakeholders	8(47.1%)	9(52.9%)	17(100%)
e. Resistance to delegate authority and responsibility by head of schools	12(70.6%)	5(29.4%)	17(100%)
f. Lack of team working among of teachers	9(52.9%)	8(47.1%)	17(100%)
g. Inadequacy of professional guidance and counseling teachers.	10(58.8%)	7(41.2%)	17(100%)
h. Community Traditional beliefs	9(52.9%)	8(47.1%)	17(100%)
i. Poverty	12(70.6%)	5(29.4%)	17(100%)
j. The current Punishment policy in schools frustrates teachers	9(52.9%)	8(47.1%)	17(100%)
k. No rehabilitation programs for drugs victims	10(58.8%)	7(41.2%)	17(100%)
l. Lack of awareness for students on impact of drugs use and abuse	13(76.5%)	4(23.5%)	17(100%)
m. Children from broken families	13(76.5%)	4(23.5%)	17(100%)

Source: Field Research Data 2021.

The third objective aimed to highlight the challenges that teachers face while dealing with students who use and abuse drugs. The findings revealed that, the challenges which teachers face included lack of parental involvement, participation and support in controlling the students behaviors, lack of guidance and counseling skills among of teachers, no rehabilitation, inability to control the source of drugs and family structures, traditional beliefs on drugs, lack of awareness to students on impact of drugs use and abuse ,lack of awareness to parents and community on impact of drugs use and abuse to adolescents in individual, social, economic and health, poverty which means family socioeconomic status, children from broken families, some teachers are both drug users and abusers, lack of support from educational management and other stakeholders, resistance to delegate authority and responsibilities by heads of schools, Tanzanian punishment policy in schools frustrates teachers and lack of team working among of teachers. Thus, these findings are not supporting academic performance to students.

### D. Remedial/ Preventive Measures on Contextual Behaviors of Drug Users and Abusers

The fourth Objective in current research study was to establish preventive measures in solving the contextual behaviors exhibited by the students who use and abuse drugs in study area. The Study aimed at establishing the remedial / preventive measures to control drugs use and abuse to students. The

remedial/preventive measures suggested by the research as an intervening to assist the adolescent those who were affected with drugs and to retain safeness to those who are non-connected in drugs channels.

**Table 3.7. Shows the Remedial/Preventive Measures to control drugs in study area as reported by respondents (n=17)**

<b>Agreed Remedial measures.</b>	<b>F (%)</b>	<b>Disagreed F (%)</b>	<b>Total F (%)</b>
Suspension	10(58.8%)	7(41.2%)	17(100%)
Expulsion	8(47.1%)	9(52.9%)	17(100%)
School Management support	10(58.8%)	7(41.2%)	17(100%)
Law enforcers to those who involved	14(82.4%)	3(17.6%)	17(100%)
Cooperation among all stakeholders	14(82.4%)	3(17.6%)	17(100%)
Introduction of Program that will deals with drugs use and abuse in schools	11(64.7%)	6(35.3%)	17(100%)
Encouraging team working on dealing with drugs users and abusers	14(82.4%)	3(17.6%)	17(100%)
To train many teachers in professional guidance and counseling	14(82.4%)	3(17.6%)	17(100%)
Effective communication from the ministry of education on impact of drug use and abuse.	11(64.7%)	6(35.3%)	17(100%)
To create awareness to parents through school meetings about the impact of drugs use and abuse.	13(76.5%)	4(23.5%)	17(100%)
To initiate peer counseling clubs to create awareness on impact of drugs use and abuse to students	13(76.5%)	4(23.5%)	17(100%)
Incorporating drug education to other subjects	14(82.4%)	3(17.6%)	17(100%)
To strengthen and improve spiritual services to students	10(58.8%)	7(41.2%)	17(100%)

**Source: Research Field data 2021**

The fourth objective aimed to establish the preventive measures in solving challenges of contextual behaviors of students who use and abuse drugs in public secondary schools. The findings indicated that, law enforcers to those involved, cooperation among of all stakeholders, comprehensive curriculum to integrate in schools program drugs knowledge, to initiate peer counseling in schools, government encouraging team working on dealing with drugs users and abusers in schools and community, the government to train and employ professional guidance and counseling teachers, to strengthen spiritual services to students through religious study in schools and counselor teachers and to introduce mobile rehabilitation programs to assist the students who affected with drugs, to create awareness on impact of drugs use and abuse to parents and whole community through school meetings, ministry of education needs to draw effective communication with schools on problem of drug use and abuse to students. Thus, these findings can promote /support academic performance to students.

**II. TABLE 3.8. SHOWS THE THEMATIC ANALYSIS CODING ON THE PARTICIPANTS VIEWS ON CONTEXTUAL BEHAVIORS OF DRUGS USERS AND ABUSERS AMONG SECONDARY SCHOOL STUDENTS**

<b>S/N. Transcripts (Verbatim quotes)</b>	<b>Theme</b>	<b>Code</b>
<i>Deviant students frequently caused problems to teachers and others students (KMSEO)</i>	Trouble with deviant students.	TDS
<i>The students who use and abuse drugs sometimes are engaging in criminal cases (HOS1).</i>	Impact of drugs to students	IDS
<i>The major source of drugs use and abuse to students is home based factors (HOS8).</i>	Source of drugs to students.	SODS
<i>The drugs commonly abused with our students are Marijuana, alcohol and tobacco (HOS4)</i>	Types of drugs	TOD
<i>The students who use and abuse drugs their concentration in academic issues and attendance in class is very poor so that their performance becomes low (HOS5).</i>	Impact of Drugs in Education Program.	IODEP
<i>Lack of effective parents support in controlling students' behaviors is among of challenge facing teachers while dealing with drugs users and abusers students (HOS12).</i>	Parental supporting to control Drugs to students.	PSCDS

*Inadequacy of professional guidance and consoling teachers in schools is the challenge to deal with students who use and abuse drugs (HOS10).*

*Cooperation among stakeholders to Control the source of drugs is the best way to end off the problem of drug use and abuse to students (HOS13).*

*Building capacity to school's teacher in charge of discipline in basic guidance and counseling to improve their responsibilities (KMSEO).*

Inadequacy Professional Guidance and Counseling Teachers in Schools.	IPGCTS
Cooperation among of Stakeholders to Control the Source of Drugs.	CSCSD
Building Capacity to teachers in charge of Discipline.	BCTD

**Source: Research Field Data, 2021.**

The second objective was to find out the role of school administration in controlling the contextual behavior exhibited by secondary schools who use and abuse drugs. The findings were revealed that, heads of schools are solving indiscipline cases related with drug users and abusers in most of the time, the students who use and abuse drugs their concentration in academic issues and class attendance are poor. Thus these findings do not support academic performance.

### **Conclusion of the Findings**

In relations of the research study findings, it can be safely concluded that the problem of drug use and abuse to among of secondary schools students in Kahama Municipality are existing. The major Symptom of students who use and abuse drugs was poor judgments, the major behavior exhibited was truancy. The major contributing factors of this problems includes home based factors, peer and media pressures, lack of parental participation in controlling drugs and source of drugs, inadequacy professional teachers trained in guidance and counseling. The preventive measures suggested were cooperation among of stakeholders, to train many teachers in professional guidance and counseling, law enforcers to those who involved and encouraging team working on dealing with drugs users and abusers. Likewise, incorporating drug education to other subjects, to initiate peer counseling clubs in schools and to create awareness to parents on impact of substance illicit.

### **Recommendation**

The research study on contextual behavior of drug users and abusers among secondary schools students that hinder academic performance in Kahama Municipality made recommendation in various areas as follows

#### **a. Government**

- 1) Ministry of Education in cooperation with nongovernmental organization creates awareness to parents and all community through social media or social meetings to be aware with the effect/impacts of the drug use and abuse in academic performance, social life, economic status and health status. They need to understand the government's policy and law on drug use, abuse, produce and dealers.
- 2) To create awareness to citizens on Tanzanian Drugs and prevention of illicit Traffic in Drugs Act Of 2009 and its consequences.
- 3) To initiate capacity building programs to employed teachers on guidance and counseling through in-service training.
- 4) To supply materials related with rehabilitation programs in schools to improve and develop that programs.

#### **b. School Administrators**

1. In schools, the administration needs to create effective system which will encourage team working in dealing with drug use and abuse to students.
2. Empowerment and delegation of responsibilities among of teachers in schools to avoid biasness.
3. Government to Strengthen peer counseling clubs in schools by providing seminars/ training to students who are leading others in clubs and supplying materials which supporting this programs.
4. Schools administration needs to improve guidance and counseling programs in schools even though the schools lack professional guidance and counselor teachers, the school has ability to create a strong system by using their experiences, educational professional and real situation to develop guidance and counseling skills and services through in set training.
5. Schools need to create effective communication and cooperation among school administration and all stakeholders like Parents, local authorities must be there in addressing and admitting the students behaviors related with drug use and abuse.
6. Schools management team needs to improve inset training to enhance peer coaching among of teachers in order to share experience and knowledge concerning with guidance and counseling in school based due to assist the students.

#### **c. Parents**

1. Parents need to create good relationships and clear communication to get feedback concerning with their children behaviors when they are in school.



2. Parents need to take their responsibilities as basic care giver to orient the children through home guidance and counseling, to create awareness to their children on impact of drugs, to supervise, to ensure their security monitoring them and grant them basic needs for school and daily life. Likewise, the parents need to provide consequences to their children once when they made mistakes for means of punishments.
3. The parents need to be good role model to their children by behaving in manner way, good interaction of environment and societies.
4. Parents need to generate boundaries, rules and regulation which will guide her/his family in order to save the adolescent's life.
5. The community needs to fight for traditional beliefs on drugs use and abuse especially marijuana and alcohol by assisting the government's authorities to identify the drugs dealers and producers. Each member of community to be the guider of adolescents on this illegal behavior.
6. Community authorities must be sensitive on drugs and draw the community level's laws to deal with drugs dealers, planters and abusers by law.
7. Community authority ensures that, all activities that take place like football watching, traditional dances, and weeding ceremonies are not encouraging drugs.
8. Community authority introduce strong local community based law to discourage the students and all adolescents in involving in social halls activities, traditional dances and weeding because always the adolescents are adopting and imitating behaviors from adults.

#### 5.4 Suggestion for Further Studies

It suggested that, further studies be carried on the following titles,

- 1) Parents who take drugs and its impact in their community.
- 2) The economic activities and drug use to children.
- 3) Social cultural activities and rites on drug use and abuse.

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## V. LIST OF ABBREVIATIONS AND ACRONYMS FOR THEMATIC CODE.

KMSEO	Kahama Municipality Secondary Educational officer
TDS	Trouble with Deviant Students
IDS	Impact of Drugs to Students
SODS	Source of Drugs to Students
TOD	Types of Drugs
IODEP	Impact of Drugs on Educational Program
PSCDS	Parental Supporting to Control Drugs to Students
IPGCTS	Inadequacy Professional Guidance and Counseling Teachers in Schools
CSCSD	Cooperation among Stakeholders to Control the Source of Drugs
BCTD	Building Capacity to Teachers in charge of Discipline
HOS1	Head of School number 1
HOS5	Head of School number 5
HOS8	Head of school number 8
HOS10	Head of School number 10
HOS12	Head of School number 12
HOS13	Head of School number 13

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