

Students' Perception on the Influence of Drug and Substance Abuse on Discipline in Public Secondary Schools in Mombasa Island, Kenya

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Abstract— Indiscipline among students in public secondary schools is a problem that has persisted over the years throughout the world and is worsening each day. A number of studies have associated this problem to drug and substance abuse. The objectives were; assessing the levels of students' discipline, the influence of drug intoxication, addiction and drug-related depression on students' discipline in public secondary schools. The study was guided by the Comprehensive Theory of Substance Abuse Prevention and the Assertive Discipline Theory. Quantitative data were collected from students in Forms III & IV using questionnaires while qualitative data were collected from key informants who included six principals and six teacher-counsellors using interviews. Qualitative data was analyzed thematically along the objectives and presented in narrative forms whereas quantitative data was analyzed descriptively with the help of Statistical Packages for Social Science (SPSS Version 23) and presented using tables and charts. The study established that levels of indiscipline are high amongst students who manifest incidences of violence against colleagues; strikes and school riots, theft, teenage pregnancies, truancy, poor performance and breaking of school rules and regulations. Students who abuse drugs end up suffering from intoxication and thus suffer memory loss, anger and emotions, loss of consciousness, impaired coordination and dizziness. Intoxicated students end up engaging in disciplined acts at school. Students who are addicted to drugs and substances manifest lack of focus, loss of interest in their studies, truancy and absenteeism and lack of concentration. Drug and substance abuse lead to depression amongst students who exhibit mood swings, feelings of isolation, sadness, withdrawal, lack of energy and hostility. This situation leads students to flip into indiscipline acts and undesirable behavior patterns. Thus, the study recommends that secondary schools should be motivated to take up course on Life Skills since they are the custodians of students' behavior. Students should be advised on the dangers of drug abuse. Parents should partner with secondary schools in combating drug abuse both at home and at school. Teachers should be advised to desist from hands-off attitude when it comes to combating drug abuse amongst their students. The government should formulate a regulation to ensure stricter implementation of policies against drug abuse in public secondary schools.

Index Terms— Drug and substance, students' discipline, withdrawal, addiction and depression and intoxication.

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I. INTRODUCTION

Highlight Discipline is a major component of students' behavior and in absence of it schools cannot operate efficiently and therefore, lack of discipline can lead to failure in achievement of the set objectives (Ouma, Simatwa & Serem, 2013). According to Masitsa (2011) good discipline among school going children contributes to favourable environment in school that enhances sound learning outcomes. As indicated by Ali, Dada, Isiaka and Salmon (2014) a student is said to be disciplined if his/her actions, behavior and inactions abide by the rules and regulations put in place at school. However, discipline not only means following the rules and regulations but constitutes the ability of a student to be in a position to distinguish wrong from right. Discipline and moral development amongst students have been topics of concern for thousands of years (Lickona, 2011). According to Timothy (2008) indiscipline is the reluctance of students to regard the school authority, obey school guidelines and regulations and to practice good behaviour that promotes learning and smooth running of the school.

Cases of students' indiscipline range from serious cases of rioting, arsons, damages to school property that attract newspapers headlines to routine cases of truancy, disobedience, absenteeism, drug-abuse, fighting and other example of indiscipline in the classroom which do not appear or are reported in the Newspapers. In America, cases of students' indiscipline have ended being tragic (Jonson, 2017). Between 1999 and 2012 several students lost lives through gun shootings in schools. The shootings resulted in the loss of 71 lives in Columbine High School, Virginia Tech, and Sandy Hook Elementary School (ibid). Between 1996 and 1997, there were growing incidence of violence and crimes committed more in middle and high schools than in elementary school. As a result, the reporting of serious crimes and violence was in high rate in the middle and high schools in comparison to slightly lower cases reported in elementary schools (Heaviside, Rowand, Williams, & Farris, 1998).

Consequently, in Texas, it has been a norm to deploy police officers to watch over public schools and for larger districts to establish their own police department so as to ensure schools are safe to both teachers and students (Cornell, 2006). Further, as a measure to tame indiscipline, American high schools suspend and even expel about 2 million students every year for engaging in indiscipline acts such as

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disturbance, lack of respect, lateness and clothing regulation infringement (Williamson, 2014). In Cameroon, indiscipline has significantly affected students' behavior making them wild and disrespectful to education stakeholders and to the society at large (Ngwokabuenui, 2015).

The state of students' indiscipline is not any better in Nigeria Ondo State, where indiscipline among secondary school students has made student less interested in school and even resulted in reduced academic performance (Moye, 2015). In South Africa, students have become unrulier displaying a decline in morals compared to the past. Further, indiscipline among students makes it hard for the teachers to deliver their lessons well the way it's supposed to be (Nene, 2013). According to MOEST (2001), the 21st century has seen high rate of insecurity among Kenyan secondary schools, where learners display negative morals and character traits. Studies have shown that incidences of indiscipline among Kenyan secondary school students have reached proportions of national crisis (Mungai, 2016). According to Jekemei (2015) and Wanzala (2015) several secondary schools in Kenya have experienced upsurge of student strikes accompanied by violence and heartbreaking acts of indiscipline. Kiplagat and Oruko (2015) observed that increased number of indiscipline cases in secondary schools affected teaching and learning time as a result of unnecessary students' riots.

The incidences of violence and indiscipline in the year 2007 resulted to loss of lives and destruction of property which led to closure of about 300 secondary schools (Kiumi, Bosire & Sang, 2009). In the year 2008 alone, the ministry of Education reported a total of 254 incidences of indiscipline and secondary school unrest (Ngare, 2008, p.4). The rising number of indiscipline cases forced the Ministry of Education in the year 2016 to introduce guidelines on how to reduce indiscipline and enhance school safety (Ramani, 2016). Therefore, various opinions and views on causes and possible solution to issues of student indiscipline have been expressed with the aim to curb the growing trend of unrest and indiscipline among students (Karanja & Bowen, 2012). A number of studies have indicated increased drug and substance abuse among students in schools (Lumiti, 2005; Pinel, 2009). Despite such observations the rate of drug abuse in Kenya is shocking and more frightening (Gabriel et al, 2016). In the course of recent decades, the level of drug abuse has quickly increased and ascended to uncommon levels particularly among the adolescent (Chesang, 2013).

Various researchers have indicated that majority of youths at one point have attempted to experiment on drugs (Maithya, 2009). Many young people among them students aged as low as 4 years have been lured into drug abuse (Oketch, 2008 & Kauka, 2015). In Mombasa County, for instance, there are more than 40 known drug dens within Shimanzi, Bamburi, Chagamwe and Likoni where drug addicts converge to inject themselves with heroin and also smoke bhang (Onsarigo, 2015).

According to Kahuthia-Gathu, Gakunju, Okwarah and Thungu (2013), 49.4% and 25.9% of the youth in Mombasa County are injecting themselves with heroin and cocaine respectively while a significant number of the Intravenous

Drug Users (IDUs) are sharing needles on both heroin (22.5%) and cocaine (20.3%). Equally several instances of student indiscipline have been reported in various schools in Mombasa Island. In 2015, a 16-year-old form three student was arrested with 35 rolls of bhang valued at Ksh. 6,000 while on transit at Mikindani as she was preparing herself to return to school (Bwana, 2015). Boys as young as nine years and mostly at primary schools are sniffing or injecting themselves drugs (Okwany, 2016). Children as young as 12 are used to transport drugs and a significant number of youths between the ages of 12 and 31 have ended up being regular users of bhang, miraa, white gold and heroine (ibid). Despite these observations, there are limited empirical studies which interrogated the extent to which drug-related symptoms such as depression, addiction and intoxication influence students' discipline in public secondary schools, hence the need for the study.

II. STATEMENT OF THE PROBLEM

Indiscipline among students in public secondary schools is a pressing issue that persists year in year out and continues to affect education around the world (Omote, Thinguri, & Moenga, 2015). In spite of the policies and the various sessional papers that the Government has set up to ensure quality education, learning establishments in Kenya are overwhelmed with instances of students' agitation and indiscipline (Karanja & Bowen, 2012). In Mombasa Island, disruptive student behavior problems such as bullying, violence, fighting, teasing other students, yelling and complaining in secondary schools are on the rise.

On the other hand, abuse of drugs amongst students in secondary schools has rapidly increased and risen to unprecedented levels especially among the youth (Chesang, 2013). For example, a report by Mwenesi (2013) indicate that 27.7% of students in secondary schools in Mombasa Island are long-term abusers of drugs and substances with the overall proportion of students reported to be on bhang, Khat and inhalants standing at 34.9%, 55.1% and 22.5% respectively. As per these statistics, there is limited empirical research that have interrogated the extent to which such levels of drug and substance abuse influence students' discipline in public secondary schools, hence the need for this study.

III. THEORETICAL FRAMEWORK

This study was guided by the Comprehensive Theory of Substance Abuse Prevention which was proposed by Alan Markwood in 2011. This theory is based on the premise that the

development of substance abuse rests on two different main routes of risk: profoundly challenged children and socially influenced teens. The theory points out that those children who begin regular use of alcohol or other drugs prior to age 10 are very likely to have faced profound social developmental challenges in their early years. The theory postulates that preventing substance use due to profound childhood challenges is best done by preventing or intervening in the causes of the challenges. Human service

systems that can provide appropriate help to young parents or soon-to-be parents are vital to prevent or intervene in situations that pose a threat to children. Equally, preventing teen substance use due to social influences involves preventing or intervening in either the messages of influence or substance availability. Parents and teachers are therefore advised to communicate disapproval of youth substance use, establish family/school rules against it, and attempt to keep teens out of situations in which peer drug use will occur or is occurring.

This study was also guided by the Assertive Discipline Model which was proposed by Lee and Marlene Canter in 2001. The Canthers developed the Assertive Discipline model which relies on the assumption that teachers have the right to teach in an orderly classroom with the expectation of obedience by students (Baron, 1992). However, students have the right to learn in a conducive and orderly classroom if they are to be taught effectively (Charles, 2008). Moreover, the teachers deserve support from parents and administrators as they work to help students to learn (Wolfgang 2005, p. 82). The theory postulates that teachers who are effective have the ability to interact with their students, they clearly express their expectations and are fully prepared to back up their words with predictable actions (Baron 1992). This theory stresses that in order to make a discipline plan work effectively; teachers must teach the discipline plan to their students. They argue that it is not enough just to read it aloud or display it on a poster.

IV. RESEARCH METHODOLOGY

The study applied explanatory sequential research design which involved combining both qualitative and quantitative methods in a single study to understand a research problem. However, the study relied highly on quantitative data more than qualitative data. The two data sets obtained were merged by bringing the separate results together in the interpretation. Target population comprised 1234 Form III students and 1255 Form IV students all totaling to 2489. Using the Central Limit Theorem, 252 Forms III & IV students, that is, 10.12% of 2489, were selected. The Central Limit Theorem states that, if the sample size is greater than

30, the sampling distribution of means is approximately a normal distribution irrespective of the parent population (Kothari, 2005). Stratified sampling was applied to create six strata based on the number of subdivisions in Mombasa Island and from each subdivision, one secondary school was randomly selected. From each of the selected school, 42

students were sampled using simple random sampling. In this case, the researcher used lottery method which involved preparing sheets of papers with labels of Yes and No. The researcher then folded them and put in a basin. The students who picked labels of Yes constituted the sample for this study. This sampling procedure enabled the researcher to sample 252 students in forms III & IV. From each of the selected secondary schools, the principal was purposively selected as key informant because they are better placed to give information on students' discipline and the causes of indiscipline in their schools. However, from each selected secondary school, one teacher-counselor was selected as the key informant using simple random sampling which involved lottery method. This sampling procedure enabled the researcher to sample six principals and six teacher-counselors. Data was analyzed using both quantitative and qualitative method. Quantitative data was analyzed descriptively with the help of Statistical Packages for Social Science (SPSS Version 23) and presented using tables and charts whereas qualitative data was analyzed thematically along the objectives and presented in narrative forms.

V. RESULTS AND DISCUSSIONS

In this section, the data analysis, presentation and interpretation are reported. The following objectives guided the study:

- i. To assess the levels of discipline amongst students in public secondary schools in Mombasa Island, Kenya.
- ii. To examine the influence of drug intoxication on students' discipline in public secondary schools in Mombasa Island, Kenya.
- iii. To establish the influence of drug addiction on students' discipline in public secondary schools in Mombasa Island, Kenya.
- iv. To determine the influence of drug-related depression on students' discipline in public secondary schools in Mombasa Island, Kenya.

Respondents' Background Information

In this study, 252 questionnaires were administered to students in Forms III & IV. In return, 240 questionnaires were filled and returned. The researcher also conducted interviews amongst six principals and six teacher-counselors. This gave response rates shown in Table 1;

Table 1: Response Rates

Respondents	Sampled Respondents	Those Who Participated	Achieved Return Rate (%)
Principals	6	6	100.0
Teacher-counsellors	6	6	100.0
Students in Forms III & IV	252	240	95.2
Total	264	252	95.5

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Table 1 shows that principals, teacher-counselors and students in Forms III & IV registered a response rate of 95.5% which lends credence to the assertions of Creswell (2009) that a response rate of 75.0% and above is adequate for generalization of the study outcomes to the target population.

Levels of Discipline amongst Students in Public Secondary Schools

The study sought the opinions of students on the levels of discipline amongst students in public secondary schools in Mombasa Island. Data was collected from students in Forms III & IV and the results are shown in Table 2.

Table 2: Students' Ratings of Levels of Discipline in Public Secondary Schools

Indicators of Indiscipline in Schools	High		Low		Totals	
	n	%	n	%	n	%
Violence against colleagues	134	55.8	106	44.2	240	100
Involvement in strikes and school riots	97	40.4	143	59.6	240	100
Stealing from each other	142	59.2	98	40.8	240	100
Teenage pregnancies	125	52.1	115	47.9	240	100
Truancy and absenteeism	120	50.0	120	50.0	240	100
Poor performance	155	64.7	85	35.3	240	100
Breaking school rules and regulations	132	55.2	108	44.8	240	100

Table 2 indicates that (55.8%) of the students in Forms III & IV admitted that cases of violence against colleagues is very high whereas 44.2% responded on the contrary. In the same vein, 40.4% of the students in Forms III & IV noted that involvement in strikes and school riots has been on the rise and is thus very high whereas only 59.6% indicated low. From Table 2, three-quarters, 59.2% of the students in Forms III & IV reported that cases of stealing from each other is high whereas a quarter 40.8% reported low. Similarly, teenage pregnancies are a common occurrence amongst students with slightly more than half (52.1%) of the students in Forms III & IV indicating high levels, whereas 47.9% indicated low levels. These findings corroborate the assertions of Kauchak (2011) that infractions in most secondary schools include destruction of school properties, violent rioting, arson, rape cases and even deaths. From Table 2, half (50.0%) of the students in Forms III & IV noted that cases of truancy and absenteeism is high as did those who reported low levels. Table 2 also shows that 64.7% of the students in Forms III & IV noted that cases of poor performance are high whereas 35.3% noted low levels of poor performance. At the same time, 55.2% of the students in Forms III & IV indicated that incidences of breaking of school rules and regulations are high with 44.7% indicating low levels. The findings are supported by Ramani (2012), who stated that as much as the Ministry of Education severally attempts to institute policies to curb indiscipline in schools, by enacting the Children's Act, 2001 which provides the rights of a child and that children should be entitled to protection from all forms of physical/psychological abuse by any person, there is still a huge number of cases reported on schools' unrest.

During the interviews, the study also sought the opinions of the principals and teacher-counselors with majority echoing similar sentiments. They indicated that students have

manifested several cases of indiscipline. When probed further, a male principal (Bed), admitted,

"In my secondary school, we have had to handle disciplinary cases about students' violence against each other. In most cases, students engage in fights amongst themselves or sometimes bully their junior colleagues. They also miss school, steal from each other and even register low performance in their academic studies".

These findings thus point to the fact that indiscipline has become a serious issue in public secondary schools. Many students have manifested incidences of indiscipline in one way or another and have thus become a national concern to education stakeholders. However, some

of the principals and teacher-counselors discounted the view that indiscipline is very high in public secondary schools. On further probing, a female principal (Med) noted,

"In my secondary school, there are few cases of indiscipline. We have not witnessed cases of student riots and instances of teenage pregnancies. Most of my students rarely miss school"

These views indicate that, secondary school students who abuse drugs and substances manifest both major and minor acts of indiscipline based on the drugs of dependence, dosage levels and individual characteristics of students. Such students tend to be hostile, irritable and manifest facial flushing, unsteady gait, slurred speech, increased activity, euphoria, volubility, disorderly conduct, impaired judgement, slowed reactions, slow response, motor incoordination and having unkempt hair among others.

Drug-Related Intoxication and Students' Discipline in Public Secondary Schools

The study also sought to assess the opinions of students on the influence of drug-related intoxication on discipline in public secondary schools. Data was collected from students in Forms III & IV and results are shown in Table 3:

Table 3: Views of Students in Forms III & IV on the Influence of Drug-Related Intoxication on Students' Discipline in Public Secondary Schools

Test Items	Ratings in percentage (%)					Totals	n
	SA	A	U	D	SD		
Students who abuse drugs suffer memory loss due to intoxication which make them engage in indiscipline behavior patterns in school	73.7	14.4	3.4	5.7	2.8	100	240
There is always a manifestation of anger and emotions amongst students who abuse drugs thus engaging in indiscipline at school	64.9	17.1	4.2	6.3	7.5	100	240
Loss of consciousness is common amongst students who abuse drugs at school which has made them manifest indiscipline behavior patterns	78.9	9.3	2.1	5.3	4.4	100	240
Impaired coordination and judgment are common behaviors manifested by students who abuse drugs which make them vulnerable to break school rules and regulations	69.5	11.5	3.5	5.1	10.4	100	240
Behaviors such as impaired balance, slurred speech, unsteady gait, dizziness, drowsiness and disorientation are common among drug-abusing students in public secondary schools which increase cases of indiscipline	74.5	10.4	3.4	5.5	6.2	100	240

Key: SA-Strongly Agree A-Agree U-Undecided D-Disagree SD-Strongly Disagree

Table 3 shows that majority (73.7%) of the students in Forms III & IV strongly agreed with the view that students who abuse drugs suffer memory loss due to intoxication which make them engage in indiscipline behavior patterns in school. At the same time, 14.4% of students in Forms III & IV agreed. However, 3.4% of the students in Forms III & IV were undecided, 5.7% of the students in Forms III & IV disagreed whereas 2.8% of the students in Forms III & IV strongly disagreed. These findings corroborate the assertions of Maithya (2012) that the effects of drug intoxication include laughter and talkativeness, feeling of being, loss of concentration, short-term memory and slower reaction times. These findings further lend credence to the findings of a study conducted in Colombia in which Essien (2010) revealed that, after intoxication, the disturbances are related to the acute pharmacological effects of and learned responses to, the substance and resolve with time, with complete recovery, except where tissue damage or other complications have arisen. Thus, these findings point to the fact that intoxication predisposes students to engage in indiscipline acts such as breaking of school rules and regulations, violence, aggression, burning of schools, strikes and criminal acts.

The study also established that majority (64.9%) of the students in Forms III & IV strongly agreed with the view that there is always a manifestation of anger and emotions amongst students who abuse drugs thus engaging in acts of indiscipline at school. On the same breath, 17.1% of the students in Forms III & IV agreed. However, 4.2% of the students in Forms III & IV were undecided, 6.3% of the students in Forms III & IV disagreed whereas 7.5% of the students in Forms III & IV strongly disagreed. These findings lend credence to the assertions of Staves and Susan (2008)

that drugs and substances such as alcohol may have apparently stimulant effects on behaviour at lower dose levels, lead to agitation and aggression with increasing dose levels, and produce clear sedation at very high levels amongst students. Staves and Susan (2008) assert that secondary school students who abuse drugs and substances manifest variety of indiscipline acts. Thus, these findings affirm the fact that students who abuse drugs engage in undesirable behavior patterns which is attributed to drug intoxication.

The study also found out that a record majority (78.9%) of the students in Forms III & IV strongly agreed with the view that loss of consciousness is common amongst students who abuse drugs at school which made them manifest indiscipline behavior patterns. At the same time, 9.3% of the students in Forms III & IV agreed. However, 2.1% of the students in Forms III & IV were undecided, 5.3% of the students in Forms III & IV disagreed whereas 4.4% of the students in Forms III & IV strongly disagreed. These findings lend credence to the assertions of Pinel (2009) that intoxication is a condition that follows the administration of a psychoactive substance and results in disturbances in the level of consciousness and other psychophysiological functions and responses. Thus, these findings point to the fact that drug and substance abuse has harmful effects on students. The study also found out that (69.5%) of the students in Forms III & IV strongly agreed with the view that impaired coordination and judgment are common behaviors manifested by students who abuse drugs which make them vulnerable to break school rules and regulations. At the same time, 11.5% of the students in Forms III & IV agreed. However, 3.5% of the students in Forms III & IV were undecided, 5.1% of the students in Forms III & IV disagreed whereas 10.4% of the students in Forms III & IV strongly disagreed. These findings lend

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credence to the findings of a study conducted in the Netherlands in which Carla (2010) established that students who are drug-intoxicated exhibit loose muscle tone, loss of fine motor coordination and often have staggering drunken gait. The eyes of abusers may appear glossy and pupils become slow to respond to stimulus. At high level of dosage, drugs can lead to a decreased heart rate, low blood pressure and may result to decreased reflex responses and slower reaction time. According to Carla (2010), excessive consumption of drugs within several hours yields measurable impairment of brain and motor coordination. Hence, these findings attest to the fact that drug or alcohol abuse reduces secondary school students to a level of indecision and poor judgment. In other words, intoxicated students are bound to engage in indiscipline acts and are criminally inclined due to lack of control. Besides, intoxicated students have poor judgment and are thus likely commit either a misdemeanor or felony.

The study also found out that a record majority (74.5%) of the students in Forms III & IV strongly agreed with the view that behaviors such as impaired balance, slurred speech, unsteady gait, dizziness, drowsiness and disorientation are common among drug-abusing students in public secondary schools which increase cases of indiscipline. 10.4% of the students in Forms III & IV agreed. However, 3.4% of the students in Forms III & IV were undecided, 5.5% of the students in Forms III & IV disagreed whereas 6.2% of the students in Forms III & IV strongly disagreed. According to Essien (2010) drug and substance intoxication is demonstrated by facial flushing, unsteady gait, slurred speech, increased activity, euphoria, volubility, disorderly conduct, impaired judgement, slowed reactions, and motor incoordination and slow response. Essien (2010) further asserts that intoxication is highly dependent on the type and dose of drug and is influenced by an individual's level of

tolerance and other factors. When asked about drug intoxication, the interviewees also indicated that there is always a manifestation of anger and emotions amongst students who abuse drugs thus engaging in indiscipline at school. A male principal (Med) observed,

"Students who have fallen victims of drug abuse have manifested incidences of loss of consciousness. Such students do not understand themselves nor are they aware of their actions. They have ended up engaging in indiscipline acts at school".

Further, the interviewees responded in favor of the view that students who abuse drugs suffer memory loss due to intoxication which make them engage in indiscipline behavior patterns in school. When probed further, a female teacher-counselor (Bed) noted,

"Students who have become victims of chronic drug and substance abuse suffer memory loss. Such students often appear absent-minded while in class and often forget what they have been instructed to do. In most cases, they forget to undertake their assignments and run into problems with teachers. They tend to engage in sideshows instead of concentrating in class".

This implies that students, who abuse drugs end up being victims of drug intoxication which manifest measurable impairment of motor coordination and reasoning, hence get predisposed to activities which are against school rules and regulations.

Drug-Related Addiction and Students' Discipline in Public Secondary Schools

The study sought to examine opinions of students on the influence of drug-related addiction on discipline in public secondary schools. Data was collected from students in Forms III & IV and results are shown in Table 4:

Table 4: Views of Students in Forms III & IV on the Influence of Drug-Addiction on Discipline in Public Secondary Schools

Test Items	Ratings in percentage (%)					Totals	n
	SA	A	U	D	SD		
Lack of focus due to drug-addiction has increased cases of indiscipline amongst students in secondary schools	66.6	9.7	3.9	12.3	7.5	100	240
Students in public secondary schools manifest loss of interest in their studies due to drug-addiction and has increased cases of indiscipline	64.9	11.5	1.3	13.7	8.6	100	240
Truancy due to drug-addiction has been on the rise amongst students in public secondary schools	80.7	7.6	4.4	5.2	2.1	100	240
Cases of lack of concentration has increased amongst students in public secondary schools due to drug-addiction	70.2	11.3	1.3	12.7	4.0	100	240

Key: SA-Strongly Agree A-Agree U-Undecided D-Disagree SD-Strongly Disagree

Table 4 reveals that two-thirds (66.6%) of the students in Forms III & IV strongly agreed with the view that lack of focus due to drug-addiction has increased cases of

indiscipline amongst students in public secondary schools. At the same time, 9.7% of the students in Forms III & IV agreed. However, 3.9% of the students in Forms III & IV were

undecided, 12.3% of the students in Forms III & IV disagreed whereas 7.5% of the students in Forms III & IV strongly disagreed. These findings lend credence to the findings of a study conducted in Nigeria in which Afolayan and Afolayan (2010) revealed that abuse of drugs in secondary schools has become the in-thing amongst students and has had a major impact on school performance and increased cases of indiscipline. Afolayan and Afolayan (2010) also established that due to drug addiction, students' academic grades often suffer due to lack of energy and focus, poor concentration and loss of drive. Further, they indicated that students using drugs often lose interest in extracurricular activities and other healthy social interactions. The researchers concluded that, ultimately drug and drug abuse can lead to not only truancy, but to the addicted student dropping out of school all together.

The study revealed that majority (64.9%) of the students in Forms III & IV strongly agreed with the view that students who are addicted to drugs often manifest loss of interest in their studies and often engage in increased cases of indiscipline. On the same breath, 11.5% of the students in Forms III & IV agreed. However, 1.3% of the students in Forms III & IV were undecided, 13.7% of the students in Forms III & IV disagreed whereas 8.6% of the students in Forms III & IV strongly disagreed. These findings lend credence to a study by Philip et al. (2016) which revealed that consumption of drugs in schools is very common and students take these drugs for various nonacademic reasons such to give them boldness to chase the opposite sex, feel good and exited and feel like a star. Gradually, drug abuse leads to addiction which compromises students' academic performance.

The study also found out that a record majority (80.7%) of the students in Forms III & IV strongly agreed with the view that truancy due to drug-addiction has been on the rise amongst students in public secondary schools. while 7.6% of the students in Forms III & IV agreed. However, 4.4% of the students in Forms III & IV were undecided, 5.2% of students in Forms III & IV disagreed whereas 2.1% of the students in Forms III & IV strongly disagreed. These findings are consistent with the findings of a report by Chesang (2013) which noted that, due to drug addiction, students indulge in exam-malpractices while others breakdown during examinations leading to failure and eventual drop-outs, some become rude and arrogant to teachers and parents and occasionally causing riots and chaos in school while some grow up to become criminal in the society leading them into prison-yards. The study revealed that majority (70.2%) of the students in Forms III & IV strongly agreed with the view that

cases of lack of concentration has increased amongst students in public secondary schools due to drug-addiction. At the same time, 11.8% of the 19.3% of the students in Forms III & IV agreed. However, 1.3% of the students in Forms III & IV were undecided, 12.7% of the students in Forms III & IV disagreed whereas 4.0% of the students in Forms III & IV strongly disagreed. These findings are consistent with the assertions of Maithya (2012) that addiction to drugs has become a common phenomenon amongst students and the effects of drug addiction include laughter and talkativeness, feeling of being and loss of concentration.

When asked to explain the influence of drug addiction on the level of students' discipline in their schools, principals and teacher-counselor-counselors responded in favor of the view that drug addiction and substance abuse have increased cases of indiscipline amongst students in public secondary schools. A male teacher-counselor (Med) noted,

"Any student, who abuses drugs and any addictive substance suffer from lack of focus in life and, in most cases, does not understand why he or she is in school. They also lose interest in their studies".

These views are in tandem with the views expressed by Afolayan and Afolayan (2010) that due to drug addiction, students' academic grades often suffer due to lack of energy and focus, poor concentration and loss of drive. Such students indulge in exam-malpractices while others breakdown during examinations leading to failure and eventual drop-outs, some become rude and arrogant to teachers and parents and occasionally causing riots and chaos in secondary schools. The interviewees also indicated that such students manifest lack of concentration.

Just like quantitative findings, these views further lend credence to the viewpoints held by Maithya (2012) that addiction to drugs has become a common phenomenon amongst students with harmful effects. The interviewees concurred with the views of Maithya (2012) that the effects of drug intoxication include laughter and talkativeness, feeling of being and loss of concentration. Hence, these views are also indicative of the fact that any level of intoxication contributes to indiscipline amongst students in secondary schools. That is, secondary school students who abuse drugs and substances manifest variety of indiscipline acts.

Drug-Related Depression and Students' Discipline in Public Secondary Schools

The study sought to assess the opinions of students on the extent to which drug-related depression influence discipline in public secondary schools. Data was collected from students in Forms III & IV and results are shown in Table 5:

Table 5: Views of Students in Forms III & IV on the Influence of Drug-Related Depression on Students' Discipline in Public Secondary Schools

Test Items	Ratings in percentage (%)					Totals	n
	SA	A	U	D	S		
Students in public secondary schools manifest incidences of mood swings due to drugs which has increased cases of indiscipline	77.2	10.4	2.5	6.1	3.8	100	240
Students usually feel isolated due to drugs which make them engage in indiscipline behaviors in their schools	68.4	15.1	3.2	9.1	4.2	100	240
There are always feelings of sadness amongst students who take drugs and has thus, led to increased acts of indiscipline in secondary schools	84.2	5.6	1.4	5.1	3.7	100	240
Students who abuse drugs always withdraw from families and friends which has led them to engage in indiscipline acts in schools	67.9	14.2	4.5	8.5	4.9	100	240
Depression-related hostility is common amongst students who abuse drugs and thus, engage in indiscipline behavior patterns in school	73.1	12.7	4.3	7.1	2.8	100	240

Key: SA-Strongly Agree A-Agree U-Undecided D-Disagree SD-Strongly Disagree

Table 5 reveals that majority (77.2%) of the students in Forms III & IV strongly agreed with the view that students who abuse drugs often manifest incidences of mood swings which predisposes them to increased cases of indiscipline. At the same time, 10.4% of the students in Forms III & IV agreed. However, 2.5% of the students in Forms III & IV were undecided, 6.1% of the students in Forms III & IV disagreed whereas 3.8% of the students in Forms III & IV strongly disagreed. These findings corroborate the assertions of Essien (2010) that drug and substance abuse amongst students fractures relationships with friends, family members and significant others. He also observed that use of drugs makes students experience hallucinations, changes in mood and impaired memory. In the same token, Ngesu et al (2008) also assert that drugs may affect mood/attitude to participate in outdoor activities and promote violent acts and disturbance at school. Abuse of drug and alcohol may also deprive attention to oneself (ibid). Hartmatz (1973) asserts that behaviours of students who are drug and substance addicts include carelessness, irresponsibility and neglect to oneself and having unkempt hair among others. According to Maithya (2012), drug abusing students tend to exhibit weird laughter and talkativeness, confusion, panic, depression and feeling of paranoia. These findings attest to the fact that drugs and alcohol can affect secondary school students in many ways, as these substances can create changes in the mind which alter mood, disposition and reality. This makes them vulnerable and can easily flip into indiscipline acts and undesirable behavior patterns.

The study also found that a fair majority (68.4%) of the students in Forms III & IV strongly agreed with the view that drug abusing students usually feel isolated due to their

indulgence in drugs which make them engage in indiscipline behaviors in their schools. On the same breath, 15.1% of the students in Forms III & IV agreed. However, 3.2% of the students in Forms III & IV were undecided, 9.1% of the students in Forms III & IV disagreed whereas 4.2% of the students in Forms III & IV strongly disagreed. These findings lend credence to the findings of a study carried out in Italy in which Hawkins et al (2012) established that, amongst students in high or secondary schools, drug-related depression frequently manifests itself in feelings of isolation, low energy and hopelessness. Therefore, these findings point to the fact that drug abuse and dependence is associated with an increased risk of major depression. Such students tend to be quarrelsome, disrespectful of authority, hostile and prone to sudden anger. They also tend to engage in increased shouting and screaming. This indicates that depression affects the way students behave and conduct themselves towards colleagues and significant adults. In other words, students who manifest depression-related symptoms are seen as agitated, demonstrated by the inability to sit still, excessive fidgeting, picking or pulling at hair, skin, clothing or other objects.

The study also found out that a record majority (84.2%) of the students in Forms III & IV strongly agreed with the view that there are always feelings of sadness amongst students who take drugs and has thus, led to increased acts of indiscipline in secondary schools. At the same time, 5.6% of the students in Forms III & IV agreed. However, 1.4% of the students in Forms III & IV were undecided, 5.1% of the students in Forms III & IV disagreed whereas 3.7% of the students in Forms III & IV strongly disagreed. These findings are consistent with the assertions of Corbin (2014) that depressed students often manifest sustained sadness and

tearfulness. Corbin (2014) posits that unexplained irritation is a prominent symptom of depression in children and adolescents. Majority (67.9%) of the students in Forms III & IV strongly agreed with the view that students who abuse drugs always withdraw from families and friends which in turn leads them to engage in indiscipline acts in schools. At the same time, 14.2% of the students in Forms III & IV agreed. However, 4.5% of the students in Forms III & IV were undecided, 8.5% of the students in Forms III & IV disagreed whereas 4.9% of the students in Forms III & IV strongly disagreed. These findings agree with the findings of a study conducted in Colombia in which Ross et al. (2011) established that drug or alcohol's depressant characteristics may lead to periods of depressed affect among students with drug abuse or alcohol dependence. These studies affirm the fact that drug and substance abuse amongst students in secondary schools causes depression which, in turn, contributes immensely to their tendency to engage in indiscipline acts.

The study also found out that majority (73.1%) of the students in Forms III & IV strongly agreed with the view that depression-related hostility is common amongst students who abuse drugs and thus, engage in indiscipline behavior patterns in school. At the same time, 12.7% of the students in Forms III & IV agreed. However, 4.3% of the students in Forms III & IV were undecided, 7.1% of the students in Forms III & IV disagreed whereas 2.8% of the students in Forms III & IV strongly disagreed. These findings further corroborate the assertions of Hawkins et al (2012) that students experience drug-related depression as irritability, hostility or anger. This implies that drug and substance abuse is associated with major depression amongst students.

The researcher also interviewed principals and teacher-counselor-counselors who expressed view that drug related depression among students accounted for many cases of indiscipline in their schools. They also responded in favor of the view that students in public secondary schools manifest incidences of mood swings due to drugs which has increased cases of indiscipline.

When probed further, a male teacher-counselor (Bed) observed,

"Students who abuse drugs and addictive substances exhibit a constant change and fluctuation in their moods on a daily basis. Such students appear moody and manifest feelings of not talking to anybody around them. Sometimes, they are friendly which immediately changes to feelings of isolation, unhappy mood and not willing to associate with anybody".

The interviewees also indicated that drug abusing students usually feel isolated due to their indulgence in drugs which make them engage in indiscipline behaviors in their schools.

A female principal (Bed) also noted,

"Students who have fallen victims of drug abuse have often exhibited feelings of sadness which has led them to engage in acts of indiscipline in secondary schools".

These views further corroborate the assertions of Hawkins et al (2012) that, amongst students in high or secondary schools, drug-related depression frequently manifests itself in feelings of isolation, withdrawal, low energy and

hopelessness. Therefore, these findings point to the fact that drug and substance abuse amongst students in secondary schools causes depression which, in turn, contributes immensely to their tendency to engage in indiscipline acts.

VI. SUMMARY AND CONCLUSIONS OF RESEARCH FINDINGS

From the study findings, levels of indiscipline are very high amongst students in public secondary schools. Students manifest incidences of violence against colleagues; get involved in strikes and school riots, cases of theft, teenage pregnancies, truancy and absenteeism, poor performance and constant breaking of school rules and regulations. From the study findings, it is also evident that many students in public secondary schools who abuse drugs end up suffering from drug intoxication and thus suffer memory loss, anger and emotions, loss of consciousness, impaired coordination and dizziness amongst other drug abuse related symptoms. Students who suffer from these drug intoxication symptoms end up engaging in disciplined acts at school.

Many students in public secondary schools are addicted to drugs and substances. Such students manifest lack of focus, loss of interest in their studies, truancy and absenteeism and lack of concentration. Drug and substance abuse lead to depression amongst students in secondary schools. Such students exhibit mood swings, feelings of isolation, sadness, withdrawal, lack of energy and hostility. This implies that drug abuse affects secondary school students in many ways which include; creating changes in the mind which alter mood, disposition and reality. This situation leads students to be susceptible to flipping into indiscipline acts and undesirable behavior patterns.

VII. RECOMMENDATIONS

The study recommends that secondary schools should be motivated to take up a course on Life Skills since they are the custodians of students' behavior. This would enable them understand the trauma and challenges students undergo to warrant their involvement in drug abuse and help adopt corrective measures. Students should be advised on the dangers of drug addiction and how it affects their behavior patterns and above all, their academic studies. Parents should partner with secondary schools in combating drug abuse both at home and at school as a way of reducing instances of depression amongst students who abuse drugs. Teachers should be advised to desist from hands-off attitude when it comes to combating drug abuse amongst their students. In the same token, the government should formulate a regulation to ensure stricter implementation of policies against drug abuse in public secondary schools by developing punitive measures to those who facilitate drug abuse in schools.

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