

**THE IMPACT OF DRUG ABUSE ON ACADEMIC PERFORMANCE IN
PUBLIC SECONDARY SCHOOLS IN KISHAPU DISTRICT, TANZANIA**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENT FOR THE MASTER DEGREE OF EDUCATION IN
ADMINISTRATION, PLANNING AND POLICY STUDIES OF THE OPEN
UNIVERSITY OF TANZANIA**

2017

CERTIFICATION

The undersigned certifies that has read and hereby recommends for acceptance by The Open University of Tanzania a dissertation entitled: *The Impact of Drug Abuse on Academic Performance in Public Secondary Schools in Kishapu District*” in partial fulfilment of the requirement for the Master Degree of Education in Administration, Planning and Policy Studies of the Open University of Tanzania.

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.....

Date

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DECLARATION

I, **Paulo Peter Masenga**, do hereby declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other university for a similar or any other degree award.

.....

Signature

.....

Date

DEDICATION

This dissertation is dedicated to my wife Claudia Simon Banyenza and my son Daniel Paulo Masenga for their encouragement, patience and tireless effort during the course of this study whereby they always encouraged me to accomplish my studies on time.

ACKNOWLEDGEMENTS

I give thanks to Almighty God for the necessary graces He has granted which enabled me to accomplish this work.

My special gratefulness also goes to my research supervisor Dr. Magreth S. Bushesha for bearable and educative guidance from the beginning to the end of this research. Her advice, suggestions and encouragements inspired me a lot to carry on writing this research dissertation.

Similarly, special thanks go to my beloved mother, Fabiana S. Mashini and my father Mr. Peter M. Masenga who spent their money in educating me.

Furthermore, my thanksgiving deserve all informers of study from areas I conducted my study.

Last but not least, I would like also to give thanks to all my beloved friends and colleagues who supported me during my study; these are Mr. Omari Mzee, Mr. Method Msombe, Mr. Oscar S. Tumwesige, Mr. Peter Sebah, Mr. Arnold Pandapanda and Mr. Emily L. Kalimanzira. May Almighty God bless your lifetime!

ABSTRACT

This study mainly investigated the impact of drug abuse on academic performance of students in public secondary schools in Kishapu District. The study aimed specifically to identify common types of drugs abused by the students, to explore causes of drug abuse among students in the study area, to assess rate of school attendance among children involved in drug abuse, finally to assess terminal and annual examination performance among students involved in drug abuse. The Social Developmental Theory guided this study whereas descriptive survey design was also employed in collecting data through questionnaires and guided interview. Targeted population of the respondents was 142 of which 100 students were selected from 4 public secondary schools through random sampling whereby thematic data analysis approach was used and data was presented descriptively with quotations, tables and figures. Finally, quantitative information was analysed using Statistical Package for Social Science (SPSS) computer program. Furthermore the findings showed that majority of students accepted that drug abuse is a negative sign towards their academic performance and one of the major reasons for drug abuse among the students was to be appreciated by friends and marijuana was said to be the most frequently abused drug followed by alcohol and cigarette. Addition to that, the rate of school or class attendance for students who involved in consumption of drugs was observed to be poor hence lead to low in academic performance. The study recommended for initiation of comprehensive programmes that may engage the youth within schools more active rather than being idle such as tree planting among others.

TABLE OF CONTENTS

COPYRIGHT.....	iii
DECLARATION	iv
DEDICATION	v
ACKNOWLEDGEMENTS.....	vi
ABSTRACT	vii
LIST OF TABLES	xi
LIST OF FIGURES.....	xii
LIST OF ABBRIVIATIONS AND ACRONYMS.....	xiii
CHAPTER ONE	1
1.0 INTRODUCTION.....	1
1.1 Historical Background of the Problem.....	1
1.2 The Statement of the Problem	8
1.3 Objectives of the Study	9
1.3.1 General Objective	9
1.3.2 Specific Objectives.....	9
1.4 Research Questions.....	9
1.5 Significance for the Study	10
CHAPTER TWO	11
2.0 LITERATURE REVIEW	11
2.1 Introduction	11
2.2 Definition of Terms.....	11
2.3 Theoretical Literature Review	12
2.3.1 The Social Developmental Theory.....	13

2.4 Empirical Literature Review	14
2.4.1 General Studies on Drug Abuse.....	14
2.4.2 Studies on Drug Abuse in Africa	17
2.4.3 Studies on Drug Abuse in Tanzania.....	19
2.4.4 Policy and Laws Regarding Drugs.....	21
2.5 Conceptual Framework	22
2.6 Research Gap	24
CHAPTER THREE	26
3.0 RESEARCH METHODOLOGY	26
3.1 Introduction	26
3.2 The Study Area Description	26
3.3 Research Methods.....	26
3.3.1 Research Design.....	26
3.4 Targeted Population	27
3.5 Sampling Procedures.....	27
3.5.1 Purposive Sampling	27
3.5.2 Random Sampling.....	28
3.5.3 Sample Size	28
3.6 Data Collection Methods.....	30
3.6.1 Primary Data	31
3.6.1.1 Interview	31
3.6.1.2 Questionnaires.....	31
3.6.1.3 Observation.....	32
3.6.2 Secondary Data	32

3.6.2.1 Documentary Review	33
3.7 Data Analysis and Interpretation	33
3.8 Ethical Considerations.....	34
CHAPTER FOUR.....	36
4.0 FINDINGS AND DISCUSSION.....	36
4.1 Introduction	36
4.2 The Common type of Drugs abused by Students in Public Secondary Schools .	36
4.4 The Cause of Drug abuse among Students in Public Secondary Schools.....	39
4.5 The Rate for School Attendance among Children Involved	42
4.6 The Terminal and Annual Examinations Performance a	43
CHAPTER FIVE	50
5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS	50
5.1 Introduction	50
5.2 Summary.....	50
5.3 Conclusion.....	53
5.4 Recommendations.....	53
5.5 Further Research Areas	55
REFERENCES	56
APPENDICES.....	58

LIST OF TABLES

Table 3.5	Distribution of the Respondents.....	33
Table 4.2	Age of Participants.....	40
Table 4.3	Participants' Gender.....	41
Table 4.4	Classes of Participants.....	41
Table 4.5	Type of School.....	42
Table 4.6	Students' Responses on the Common	43
Table 4.7	Students' Responses on Whether Drugs	45
Table 4.8	Causes of drug abuse among Students	47
Table 4.9	Students' thoughts on Drug Abuse.....	49
Table 4.10	Whether Students encourage other Friends to abuse Drugs.....	49
Table 4.11	Responses on the Rate of School Attendance	50
Table 4.12	Teachers' Response on Terminal	52
Table 4.13	Students' Response on Terminal and Annual	53
Table 4.14	Terminal and Annual Examinations Performance	55
Table 4.15	Terminal and Annual Examination Performances	56

LIST OF FIGURES

Figure 2.5 Conceptual Framework23

LIST OF ABBREVIATIONS AND ACRONYMS

AIDS	Acquired Immunity Deficiency syndromes
ANU	Anti-Narcotics Unit
ATOD	Alcohol, Tobacco and Other Drugs
BC	Before Christ
DAO	District Academic Officer
DCC	Drug Control Commission
Dr.	Doctor
DSLO	District Supply & Logistic Officer
EMCDDA	European Monitoring Centre for Drugs and Drug Addiction
GCLA	Government Chemist Laboratory Agency
GSHS	Tanzania Global School base Student Health Survey
HIV	Human Immunodeficiency Virus
Hon.	Honorable
INCB	International Narcotics Control Board
IQ	Intelligence Quotient
ISO	International Organization for Standard
KDH	Kisumu District Hospital
MT	Metric Tons
NACADA	National Agency for Campaign against Drugs
OTC	Over-The- Counter
PCNE	Pharmaceutical Care Network Europe Foundation
SAMHSA	Substance Abuse and Mental Health Services Administration
SPSS	Statistical Package for Social Science

TISS	Tanzania Intelligence and Security Service
UNODC	United Nations Office on Drugs and Crime
UNDCP	United Nations Drug Control Programme
UN-ODCCP	United Nations Office on Drugs and Crime Control Programme
U.K	United Kingdom
UN	United States
USA	United States of America
WHO	World Health Organization
“X”	In this Study means; Somebody or Something
“Y”	In this Study means; a Day Mixed School

CHAPTER ONE

1.0 INTRODUCTION

1.1 Historical Background of the Problem

Historically the world we live in reveals that drug abuse is a day to day increasing disaster. Since early, consumption of drugs like psychoactive substances was strictly limited by elders who were to perform special social functions such as rituals, and other ceremonies. As the time went on there was an increased illegal use of drugs, hence the earliest record on prohibition of excessive consumption of alcohol was made clear in some areas. In 2000 BC the law was made in Egypt although the law was inefficiently working up to 1956 when some legal actions against drug abuse were at first introduced in USA. Furthermore in the year 1950, so many Asian countries decided to initiate drug control policies and the death penalty for trafficking or possession of opium and its derivatives like heroin among other (Gale C, 2001).

According to (UNODC, 2005) reported that there were about 200 million people worldwide which is the same as 5% consumed drugs at least once in their final 12 months and these people were 15-64 old. The report by (UNDCP, 2012) also revealed that 1.3 people or 30% of the world population are said to have used some tobacco and 230 million people which is an equivalence of 5% of the world population aged between 15 to 16 years consumed drugs illegally. The Substance Abuse and Mental Health Services Administration provided a report that 9.8 million adults aged 18 and above in the United States had undergone a serious mental illness,

among which a 1.7 million of them aged 18 to 25. Meanwhile 15.7 million of the adults aged 18 or above and 2.8 million youth aged 12 to 17) experienced a major depressive episode during their past years. Above all, in year 2014 there was an estimated 22.5 million Americans aged 12 and above who reported themselves to get alcohol or illicit drug use treatment, among them 11.8 million adults reported of asking for a mental health treatment and counseling as well in the past years (SAMHSA, 2014). A report provided by (EMCDDA, 2012) also estimated that 22 million people in Europe were using Marijuana whereas 70% of the global population who were using opium and their derivatives accounted for Africa and Asia (UNODC, 2012).

According to (UNDCP, 2005) also reported that in the world almost each country faced large costs as the outcomes of damaged by drug abuse. Furthermore it was revealed that 1.1 billion people who are almost 1/3 of the population worldwide were estimated to have consumed tobacco and the large number of them was young men aged 15 years old and above of which 700 million were males and it was said that these people lived in the third world countries (WHO, 2004). In year 2013 it was reported that East Africa was a major target for traffickers wanted to enter African markets and this would be easier due to its unprotected coastline, major seaports and airports and porous land borders that provided many entries and exit points. Heroin was brought to East Africa directly from Afghanistan, Pakistan and Burma through Thailand and much of it found its way to South Africa, but there was also a reverse movement of drugs from South Africa to Tanzania and Kenya (UNODC, 2013). A UNODC map showed that heroin and cocaine also filtered across the borders of

Tanzania into Mozambique, Malawi and Zambia. Some of it was shifted onwards to the United States and Western Europe. According to (UNODC, 2012) report said that smaller quantities of heroin were moved by air, making use of both cargo and courier services. Most ship-borne narcotics were thought to pass through Zanzibar, the semi-autonomous Island 25 km from the coast, where they were offloaded and then moved through boats toward mainland within small consignments. The available statistics all showed that the amount of the traffic had grown sharply since 2008 whereby the growth in the quantities of heroin seized at the borders of Tanzania and airports had been exponential: from 4kgs in 2008 to 62kgs in 2010, 126kgs in 2011 and 260kgs in 2012. In 2008, 203kgs of cocaine was seized in Tanzania; in 2011 this had grown to 264kgs (UNODC, 2012).

Similarly, the most and famous methaqualone known in Africa as mandrax which originate in India and China passed through East Africa on its way to South Africa. So East Africa was also known as a major producer of cannabis, particularly for consumption in Western Europe. Moreover the sudden, Seizure patterns also suggest that some marijuana was exported from Afghanistan and Pakistan to the East African coast, with Zanzibar being the main entry point (INCSR, 2015). Furthermore, reports of significant thefts or losses of ephedrine and pseudoephedrine in East African countries, including Tanzania, were also said to worrying. They indicated that those precursor substances were being diverted from legal domestic distribution channels into the illicit manufacture of amphetamine-type stimulants in Africa. Smaller quantities were smuggled into North America, and the illicit production of methamphetamine, methcathinone and methaqualone continued to take place in

South Africa. However, the arrest of two Tanzanian women for attempting to smuggle tik into South Africa suggested that processing was then taking place in Tanzania (INCSR, 2015).

In Tanzania there had been several successes targeting illicit drug trafficking organizations operating in and through apart from the two women as stated above. For instance in February 2014, a major drug kingpin Ali Khatib Haji Hassan was found guilty and he was put under the rest by Tanzanian law enforcement prior to his departure from Dar es Salaam city to Johannesburg city in South Africa due to special operation among these international partners. The operation known as Operation Rip Tide, a joint maritime drug interdiction force operating in the Indian Ocean and comprised of international partner countries including the United States though it has also experienced numerous successful seizures since 2012. This interdiction nature of operations had resulted in the seizure of approximately 5.76 metric tons (MT) of heroin, 22.44 MT of hashish, and 685 kilograms of methamphetamine (INCSR, 2015).

According to (DCC, 2011) report also stated that the actual number of drug addicts in Tanzania generally was estimated to be at between 150,000 and 500,000 countrywide due to statistics issued by Mirembe Hospital in Dodoma region which were incorporated in the DCC report. So the report showed that the number of young people who consumed drugs and attended clinics at the hospital increased from 290 people in year 2000 to 569 people in year 2005 which is the same as 96% increase. In Dar es Salaam, a research report provided by Tanzania Global School base Student Health Survey showed that the existed alcohol consumption among students

was 5.1% (3.8-6.4) among which 6.2% were males and 3.9% females. In their report it was said that 37.9% of students drank one or more drinks per day on the days they drank alcohol during their past 30 days (GSHS, 2008).

However, a number of researchers and authors showed that, drug addicts were affected in through various ways depending on the type of drugs one uses. For example Marijuana is said have caused relaxation, intensifies perception of stimuli, increases self confidence, a sense of enhanced awareness and creativity, impairs motor coordination, reduces short term memory and distorts judgments (Osdol and Shane, 1982). Apart from its consequences, it should be understood that Marijuana may bring brain impairment, lack creative minds, and inability to think properly for students or youths taking marijuana (Santrock, 1984).

Therefore, when such situation reaches students might not be able to remember some things taught in their classes such as mathematical facts, different theories or any other materials need to be decoded in the school or classroom setting. Apart from Marijuana, Cocaine is another type of drug abuse which is said to be as a stimulant whereby it increases feelings of stamina, enhance mental capabilities, excitability, and occasional hallucinations. Cocaine also is said to have side impacts to an individual such as depression and this is true due to the fact that, a depressed learner might never be actively responding in class as the result his or her class performance might be low and finally the student might not be able to perform well academically. Furthermore the Heroin is also said to be among the dangerous drugs consumed by youth whereby there are equally impacts as those of cocaine. Heroin is a derivative of opium, a dangerous drug which might be toxic if taken in large amounts, even

after one month of its use and it is said to have a long time impact. It is said that its toxicity can endanger the brain, impair academic thinking and functioning and outcomes such as lung, brain and liver danger. Furthermore, heroin also can lead to death through suffocation, overdose, drug addiction outcomes, mental deterioration, destruction of the brain, hepatitis, and embolisms. Therefore in knowing this problem the government of Tanzania has made so many efforts in controlling illegal consumption of drugs like enforcement of government machinery, education, legislation and motivation of the public, among others. This had led to the establishment of so called the Drug Control Commission operation which is currently under the office of the Prime Minister in 1995 under the Act No. 9 of 1995 which is known as stipulated under section 5 of the Drug and Prevention of Illicit Traffic in Drugs Act of 1995 whose aim is to define, promote and coordinate the policy of the government for the control of drug abuse and trafficking in the country (Tanzania Daily News, December 28, 2012).

Through collaboration of these bodies; the Tanzanian Drug Control Commission (DCC) and the Tanzania Intelligence and Security Service (TISS) and the Tanzanian Police Service's Anti-Narcotics Unit (ANU) each of them had contributed to the government fight against illicit drug trafficking. These three agencies also work hand to hand together with foreign law enforcement partners around the world such as the United States and such an extradition between Tanzania and the United States is governed in principle by the 1931 U.S - U.K Extradition Treaty (INCSR, 2015). However in Tanzania it should be known that the government does not encourage or facilitate the illicit production or trafficking of illicit narcotics or any other controlled

substances as a matter of policy however, as everybody knows that corruption acts an enormous obstacle to effective narcotics enforcement. In Tanzania the attempt to fight illegal consumption of drugs is now working thoroughly and no one can quest about it. Farms planting drug abuse leaves have been burnt, chemical industries engaging in illegal production of drugs also suffer the same consequences and people are said to sell or buy drug abuse nowadays are unrest. For instance, while giving the speech in the National Assembly of Tanzania as he lunched the 11th Session in Dodoma, The President Hon. Dr. John Magufuli said that there was a serious battle against drug abuse and corruption in the country where he promised to initiate a special court for the corrupt and embezzlers of public resources. The President said that drug abuse war is the difficulty one because the war he was getting himself into was the war against powerful people and he needed prayers and the support of the Parliament and all Tanzanians to win it. (Tanzania Daily News, November, 2015).

The president promised the Tanzanians that his fight against drug abuse would go further not only on drug peddlers but also for the drug barons who in one way or finance the business that have very negative impacts especially the young men on whom they are the future of the nation relies. In parallel to what the President said, the Minister for Health, Social Welfare, Gender, Elder and Children Ummu Mwalimu in different times and places directed the Government Chemist Laboratory Agency (GCLA) quickly to start testing students in primary and secondary schools for narcotic drug abuse. The Minister Mwalimu presented that directive during the inauguration of International Organisation for Standard (ISO) Certification and Accreditation that allows the agency to be recognized at International level. The

minister said to them which she normally knew their plans to start testing people on drug abuse and addiction but she urged and emphasised them to also make it a priority to test the children in primary and secondary schools on drug uses in order to control the problems which are increasing among youth (Tanzania Daily News, February, 2016). Furthermore, Ms Mwalimu advised them to start the program of testing in areas most affected with drug in the country such as Tanga, Dar es Salaam and Zanzibar.

Conclusively, drug abuse had become a challenging problem to the lives and success of the youth as it can be evidently not only as a source of sorrow to the parents, guardians and relatives but it is also a big challenge to the nation wholly. Therefore, stakeholders and members of the public together should act urgently and adequate attention to the growing rate of drug abuse especially among the youth who will be our tomorrow' leaders.

1.2 The Statement of the Problem

Problems of drug abuse seem to be very growing concern globally as well as in our contextual setting among youth in public secondary schools. Some of the researchers have shown that consumption of drugs by school going youth do not only decreases their academic performance, but also lowers their Intelligence Quotient and make them vulnerable to crime. Furthermore, drug abuse exposes them to health risks among other myriad problems (Boyd 2005, NACADA 2007, Nyassy, 2010). In connection to that, academic performance in public secondary school students in Kishapu District has also remained low for a couple of years despite the efforts put by the Government in discouraging illegal use of drugs, still there is a great challenge

among the youth in Tanzanian public schools. Despite the fact that the government of Tanzania fights against drug abuse, but there is no any study conducted in Kishapu District to investigate the impact of drug abuse on academic performance in public secondary schools since most of drug abuse victims are secondary school students.

1.3 Objectives of the Study

1.3.1 General Objective

Generally the study aimed to investigate impact of drug abuse on academic performance in public secondary schools in Kishapu District, Tanzania.

1.3.2 Specific Objectives

Specifically the study also aimed at achieving the following:-

1. To identify common types of drugs abused by students in public secondary schools in Kishapu District, Tanzania.
2. To explore the causes of drug abuse among students in public secondary schools in Kishapu District Tanzania.
3. To assess the rate of school attendance among students involved in drug abuse
4. To assess terminal and annual examination performance among students involved in drug abuse.

1.4 Research Questions

1. What common types of drugs abused by students in public secondary schools in Kishapu District, Tanzania?

2. What causes drug abuse among students in public secondary schools in Kishapu District Tanzania?
3. How rate is the of school attendance among students involved in drug abuse?
4. How are the terminal and annual examination performances among students involved in drug abuse?

1.5 Significance for the Study

The research investigated the impact of drug abuse on academic performance in public secondary schools in Kishapu District, Tanzania. Therefore the findings obtained by the researcher are useful to the Ministry of Education, Science, Technology and Vocational Training, Ministry of Health and Social Affairs, Office of the President as well as Prime Minister's Office in guiding programs in drug abuse among the students in public secondary schools in Kishapu District and Tanzania as whole. The study provides useful information to the policy makers on possible ways in dealing with drug abuse, not only in secondary schools but also in other learning institutions. Finally, the study help the school administrators and counselors to come up with the way forward in reducing the impacts of drug abuse in Tanzanian schools.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

The chapter consists of definition for key concepts of the research problem, empirical literature reviews, theoretical/conceptual framework and knowledge gap.

2.2 Definition of Terms

Drug: According to Longman Dictionary of Contemporary (2009) defined the term drug as any illegal substance like as Marijuana or Cocaine in which some people use in order to feel happy, relaxed, or excited whereby WHO (1952) defined drug as any substances that when taken into a living body causes reactions or sometimes modifies its psychological functioning.

Drug abuse: Drug abuse is said to be an emotional problem which estates and sometimes also as physical, resulting from the interaction between a living organism and a drug mostly featured by behavioural and other responses which often include a necessity to take that drug on continuous or periodic and sometimes to avoid the discomfort of its absence, Kilonzo (1996).

Drug Related Problems: According to (PCNE, 2003) asserted that a drug related problems are those events or circumstances involving drug therapy which actually or potentially interfere with desired health outcomes.

Illicit drugs: Illicit drugs are simply those drugs which are consumed illegally but in this study the term illicit is used to describe drugs which are under international

control but which are produced, trafficked and/or consumed illicitly (UNODC, 2017).

Impact: According to Longman Dictionary of Contemporary (2009) defines impact as the effect or influence that an event, situation etc, has on someone or something.

Legal drugs: According to this study, legal drugs would refer to all substances such as alcohol, tobacco e.t.c which seems to be somehow dangerous although their usage the government sometimes allows. Additionally, legal drugs are considered to be permissible for use, and therefore are either prescribed by a physician or are available over the counter at a pharmacy or other outlet. Therefore they intend for medical purposes, for instance easing pain symptoms and health condition treatments (OTC, 2015).

Student: According to this study, a student is any individual attending public secondary school during the year 2017.

Youth: According to this study, youth are defined according to World Health Organisation and therefore youth refers to young people ranging to 10 and 24 years WHO (1993).

2.3 Theoretical Literature Review

According to Gall and Gall (2005) theory can be defined as an explanation of just certain existing things in terms of underlying constructs and set of basic ideas which relate constructs to each other. Furthermore (Eze and Omeje, 1999) assert that, the theories of drug abuse would indicate that some people surely 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 personal reasons as to why they depending on one type of the drug or the other. This study therefore used the social developmental theory so as to catch up with the problem addressed.

2.3.1 The Social Developmental Theory

According to Hawkins and Weis (2002) who initially developed the social development theory suggested that people normally maintain some bonds to groups and sometimes to organizations especially when they come across to opportunities for involvement, possess necessary skills for involvement and when they receive positive returns regarding their participation and once an individual bonds to a context it is said that such individuals are more likely to behave according to the norms and beliefs of those groups.

Therefore, public secondary schools as one of the organisations can be among of the organisations whereby its students are in high risk of being affected with drug abuse since its people have opportunities in various involvements within their areas. Above all, the social development theory underlies the procedures in developing programs that have to promote bonding and positive behaviors to development. According to their study it was suggested that drug use and other related deviant behaviors rise up from interactions with the primary socialization sources such as family, the school, and peer clusters, so this shows that students in our public schools are in a very risk of falling into drug abuse since their primary socialisation starts from schools and this can contributes to negative impacts towards their academic performance. The social development theory as well states that there is no direct relationship of

individual characteristics and personality traits to drug use and deviance but in nearly all cases influence those impacts only when they affect the interactions between the individual and the primary socialization sources. So from the above explanation the researchers show that although there is no direct relationship of individual characteristics and personality traits to drug use and deviance but students are in risk towards their academic issues since one can be influenced to those deviant behaviours only when they interact each other. Therefore the social development theory is adopted in this study since it is relevant to the problems and therefore guides the researcher in investigating the impact of drug abuse on academic performance in public secondary schools in Kishapu District, Tanzania.

2.4 Empirical Literature Review

2.4.1 General Studies on Drug Abuse

Many years passed, the issue of drug abuse and other illicit substances among youth, adolescence and adults it is said to be a burning issue in the history of the mankind. There are many researchers and authors who have reported various negative impacts among students who involved in drug abuse like HIV/AIDS, school absenteeism, destructive, poor academic performance and other deviant behaviors (Davis, 2001).

According to (UNDCP, 2005) stated that almost each country in the world faces the same consequences as the results of damage being contributed by drug abuse. The World Health Organization approximated that 1.1 billion people in the world representing 1/3 of the total population above the age of 15 years were reported to have consumed the so called tobacco, in terms of the cigarettes whereby among these

smokers, 700 million of them were males and unfortunately enough these people were reported to have been living in developing countries (WHO, 2004). Furthermore it was reported that the use of cigarettes normally lead to the use of other drugs such as cannabis, khat, cocaine and heroin among others (Ronald and Davis, 2011).

According to (Tanzania Government Gazette, 1998) as cited in (Masibo, et al., 2013) explained that in the USA, students who consume marijuana obviously are twice likely to obtain under average marks or failing grades and school dropout and this reveals that drug abuse is a big problem for the school going adolescents because it lowers academic ability and performance of a student (Tanzania Government Gazette, 1998). Moreover (Douglas, 2004) asserted that drugs abuse does not only harm the body, mind and soul of an individual but also when drug dependency develops more, adolescents can no longer trust themselves.

Similarly (Walter, 2002) as cited in (Masibo, et al., 2013) said that always chemically dependent adolescents can change their peer group just to include in drinking and drug using friends and once they are in such situation, then they slowly lose all self-esteem and depression starts to set in however, the addicts are affected in many ways depending on the type of drug abused. According to study by the (Henning et al, 2004) on cigarette use indicated that cigarette composes some nicotine which has demonstrated dose related euphoric effects similar to those of cocaine and morphine and their research revealed that some of children became hooked on cigarettes at any age and the use of cigarettes according to the research it was found to cause the worst of all drug habits found in the smoking of tobacco. On

top of that use the toxic chemical in cigarettes causes addiction, brain damage, impaired reasoning and will power (Wood, 2004). Apart from that it was pinpointed that too much of alcohol use revealed to lower down the activities system of the nervous which always controls functions of body, causes drowsiness, lack of concentration, slowness in thinking, interpersonal impaired relationships and finally can lead to intoxication (Hodge et al, 2001).

Marijuana also was reported to have cause an unnatural thirst or hunger, uncontrolled mood swings, talkativeness, perception impairments, disturbed judgment, disorders in mind, a wellbeing feeling, euphoria and anxiety alleviates (Rehn et al, 2001). All in all, the dangers of the use of marijuana consists excessive aggression as combined with alcohol, accidents due to distorted perception, physical damage in the form of bronchial irritation, risk of lung cancer, chromosome damage, and ultimately brain damage and this is normally the first stage of addiction before drug abusers shift to hard drugs (Rehn et al, 2001).

Addition to above (UN-ODCCP, 2002) reports tried to explain that the effects of cocaine appear just immediately after only a single dose taken and can disappear just within a minute. Sometimes cocaine can make the consumer feels euphoric, energetic, talkative, and mentally alert especially to the sensations of sight, sound, and touch. Furthermore cocaine can temporarily lead at lowering the need for food and sleep. Similarly to that there are short terms physiological effects which are caused by cocaine consumption such as constricted blood vessels, dilated pupils, increase in body temperature, increase in heart rate as well as an increase in the

blood pressure. Finally the large amounts of cocaine may also lead to bizarre unreliable and violent sort of behaviours.

2.4.2 Studies on Drug Abuse in Africa

According to (UNDCP, 2002) marijuana consumption was said to be widely spread in Africa. It was said that beyond 25 million of consumers constituted 5.8% of the adult population whereby the world average was 3.4% of the adult population. In African continent it was said that 61% of people who got treated for drug abuse were often displayed with the serious psychological disorders and mostly were cannabis users and 2/3 of them were youth.

In the year 2001 it was reported that in Africa the situation reached at a very serious point that African countries represented at the International Narcotics Convention held in Vienna in late March 2001 just asked the UN to put an exceptional effort in the battle against the vice on behalf in the regions (INCB, 2001). According to (Agbonghalel and Okaka, 2014) who investigated the effects of drug abuse on academic performance on technology education students in Nigerian public universities found that 82.79% of the population who participated in study agreed that hard drugs had some effects on academic performance of technology education students in Nigerian public universities who involved in drug abuse. According to (Otieno, 2012) who conducted a study on environmental and demographic factors influencing drug and substance abuse among secondary school students in Kisumu town east in Kenya, indicated some statistical information from Kisumu District Hospital to have an increase in mental and behavioral disorders due multiple drug consumption and the use of other psychoactive substances (KDH Office, 2012). In

2010, those between the age of 15-24 years who were admitted in the very hospital with mental and behavioural disorders due to drug abuse were about three, among them one patient died from psychotic disorders. Meanwhile in year 2011, there were psychiatric cases related to multiple drug use and other psychoactive substances within secondary school age (15-24) years which increased to ten so this percentage increase was almost 33%. As the results deaths that arose from drug and other substances abuse continued to increase one year after another in Kisumu town (KDH, 2012).

Similarly (Tuwei, 2014) in his study on influence of drug abuse on students' academic performance in public universities showed that alcohol abuse influences on academic performance such as heavy drinking which has got a negative effect. Marijuana abuse was said also to directly impair academic abilities that limit academic performance and the minority of students who were daily marijuana dealt with highly segregated ways of behavior were noted to involve in criminal behaviors such as breaking laws or when individuals involved in criminal acted to fund their drug abusers (Tuwei, 2014).

Furthermore, findings showed that tobacco uses lead to lack of studies' concentration, sleepless, lack of appetite, dodging classes, physical weakness, and rejection from the friends. At the same time school administrators who were interviewed also provide the effects of drug abuse such as; Irresponsible citizens, theft, school dropout high rate, poor in academic performance, indiscipline, poor health, and individual negligence. These aspects are slowly said to lead to drop out, expulsion from school and poor academic performance. On top of that, barbiturate

users were adversely affected in terms of mental health (Tuwei, 2014). In his results, abuse of barbiturates stood at 24% in colleges. These drugs tended to make the user moody, anxious and impulsive according to his findings. Also the researcher discovered that low academic performance was caused mostly by anxiety and restlessness. But also the use of these drugs wasted academic time since students had to visit hospitals frequently and for longer time therefore leading in a drop in academic performance (Tuwei, 2014).

Moreover, (Bryant et al., 2000; Ellison et al., 2001) as cited in (Tuwei, 2014) showed that the best students did well academically, the less were likely to smoke. In addition that a poor grade early in life is believed to predict strong increased tobacco consumption at later date and sometimes can be difficulties in quitting smoking. (Bryant et al., 2000). Meanwhile (Bryant et al., 2000) as cited in (Tuwei, 2014) did a test on the relationship between school achievements and smoking whereby they came up with arguments that smoking might lead indirectly to poor school performance.

2.4.3 Studies on Drug Abuse in Tanzania

In Tanzania, drug abuse and trafficking shows to become a major concern simply because many reports such as newspapers in reporting do indicate drug abuse in our nation is just being practiced among youths. Some primary and secondary schools in the country approximately 5% of the youth are believed to have consumed the so called bhang but also there were some problems such as the consumption of hard drugs including cocaine and heroin that were increasing day to day among youths. Furthermore there were many cases which were associated with drug trafficking and

which implied drug abuse (ATOD, 2012). According to (ATOD, 2012) the study showed that alcohol consumption, dangerous drunkenness and use of other illicit substances among youths, adolescents and adults was an upcoming public health problem in Tanzania and it was reported that in a sample aged between 15-59 years which is about 17% and 9% said to have used alcohol and tobacco meanwhile.

Furthermore, the report showed that living in a less affluent area sometimes was accompanied by higher life time rates of tobacco and alcohol consumption meanwhile the use of illicit/psychoactive substances was also reported to have much negative effects most especially in our developing countries such as contracting and fuelling HIV/AIDS, schooling absenteeism, poor academic performance, property and other deviant behaviors. Furthermore, the findings revealed that most of adolescent who abuse drug just end up imprisoned due to using such illicit substances or selling them or getting involved themselves in unlawful practices like violence, raping, vandalism and death as final consequences (ATOD, 2012).

A study conducted by Tanzania Global School based Student Health Survey which included a total of 2,176 students who were chosen from 25 primary schools in all three Municipalities of Dar es Salaam Region reported that, during their school lifetime, 4.5% of them drank so much alcohol and they were really drunk for at least one or more times. Among of them, males were 5.7% and females were 3.2% who frankly reported to have used so much alcohol and they were completely drunk. On top of that 13.9% (11.9-15.8) of students were said to ever had an hang-over, felt sick, went into trouble, school dodging or sometimes fell into fights one or more

times as a result of consuming alcohol during their life. Furthermore among those, 12.0% were reported to have a hang-over, feel sick, got into trouble, missed school or got into fights as a result of drinking alcohol. (GSHS, 2008). Apart from that, (Masibo, et al., 2013) also assessed on knowledge, attitudes and practices of psychoactive substance use among secondary school students in Dodoma Municipality in Tanzania, whereby the findings showed people expressed concerns over behavior change with 64.7 % and poor school performance with 50%. Other outcomes just included someone became injured 47.1 % and sometimes getting involved in conflicts 38.2 %.

2.4.4 Policy and Laws Regarding Drugs

The policy and laws regarding drugs in Tanzania generally strictly do not encourage or facilitates the illegal production or illegal trafficking of narcotics or other controlled substances as long as a matter of policy is concerning. Although the so named corruption just acts an enormous obstacle to effective enforcement in narcotics however drug traffickers are said to have spent most of their considerable financial resources in convincing the politicians, law enforcement officers and other people in the positions of power (INCSR, 2015). However in Tanzania laws there is banning of the use of dangerous and addictive drugs such as diazepam, morphine codeine among others, except with medical prescription. Some of the drugs such as heroin, LSD, crack, cocaine, and ecstasy are illegally consumed and selling any of these drugs is termed as a great crime with serious penalties if caught. In connection to that, (Rusema, 1983) asserted that the children aged between 10-16 years were capable of breaking the law and were charged for the offences whereas those who

were under 10 years were not charged under this law. The government of Tanzania however can decide on what to do when children are found guilty for their first time since they are being termed as drug abusers of the first offense. In this situation therefore children might be sent to a first offender programme which involves counselling and requires the child to do community activities or being sentenced to a probation time whereby the offender is watched regularly and intensively. In case a child does any serious or repeat the same offenses involving drugs offensiveness, strong penalties may be applied into action. Finally, in cases where drug consumption leads to violent crime even children are punished with tough sentences like any other vicious people. (INCSR, 2015).

2.5 Conceptual Framework

According to (Kombo and Tromp, 2006) defined the term conceptual framework as just a set of broad ideas and principles taken from the same fields of inquiry and just used to structure a subsequent presentation. Furthermore, (Miles and Huberman, 1994) argued about this term that conceptual framework can be explained just by a graph or sometimes in form of narration, main concepts or variables together with their presumed relationship with each other.

Therefore, this conceptual framework is being framed so as to help the researcher to know well the impact of academic performance of a student and the organization of this concept uses two variables, which are independent and dependent variables. According to (Kamuzora, 2008) defined independent variables as the variables which can be handled or manipulated in order to discover if or not the outcomes obtained is due to it whereas dependent variables are the variables that the researcher measures

in order to establish the change or effect created on them. This study therefore uses the independent variables which is drug abuse that can cause some problems to students depending on the type of drugs one takes while the academic performance are dependent variables in such a way that impact of drug abuse such as depression, dysfunction of drugs and others are mostly affected depending on the type of the drugs one abuse. Therefore, these two variables depend on each other simply because drug abuse contributes much to the negativity especially on general academic performance of the students as shown below in the figure 2.5

Independent variables

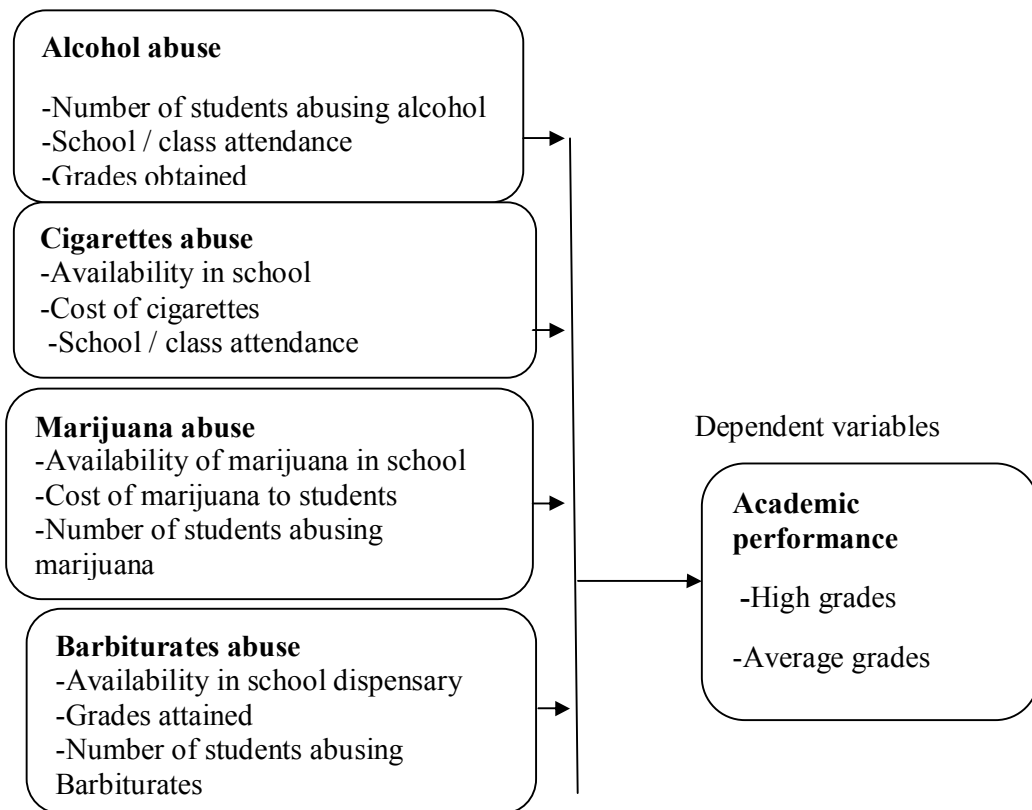


Figure 2.5 Conceptual Framework of the Impact of Drug Abuse on Academic Performance of Students in Public Secondary Schools in Kishapu, Tanzania

Source: Adopted and modified from Patricia Tuwei (2014)

The figure 2.5 shows relationship between the dependent and independent variables of the research study whereby the academic performance is mostly affected by drug abuse such as alcohol, marijuana, cigarettes and barbiturates moreover the students who abuse such drugs directly affect their grades on academic performance.

2.6 Research Gap

The literature reviewed show that few studies have been done on drug abuse in Tanzania especially in Kishapu District despite the fact that there some researchers who conducted studies in drug abuse in various learning institutions within and beyond our country. For instance, (Aertgeerts and Buntinx, 2002) examined the relationship of alcohol abuse among first-year students and their academic performance and they said in their study that the irresponsible drinking patterns among college students in the United States ranged between 7% and 17%.

Moreover they discovered that almost 14.2% of the students were found to have involved in alcoholic abuse or being dependent yet 1/3 of them did well their examinations on just the first attempt whereby the outputs suggested that 49.7% of male students and 48.9% of female students were able to continue with the second year of their study. Furthermore the report indicated that it was just only 1/2 of the freshman class managed and stepped to their second year and this indicated that consumption of alcohol was a major social issue within college students although United States learning environment is not the same as that of Tanzania addition to that their study did not cover all over the school students in the USA as it concentrated only with the 3518 first-year students who did attend that particular

college which is also still in USA and not in Tanzania as well. Therefore a similar study was still required in Tanzania so as to accomplish the same task related to our context. According to Agbonghalel and Okaka (2014) who examined the effects of drug abuse on academic performance on technology education students in public universities in Nigeria showed that 82.79% of the population participated in their study agreed that hard drugs caused some side effects on the academic performance in Nigeria for those who engaged in drug abuse whereas in Tanzanian contexts such a case study has not been done.

Additionally Masibo, et al., (2013) assessed on knowledge, attitudes and practices of psychoactive drug abuse among secondary school students in Dodoma Municipality in Tanzania whereby the results on consequences faced after consuming psychoactive substances were that, people expressed concerns over behavior change of 64.7 % and poor work/school performance of 50%. Other outcomes were as just someone could get injured 47.1 % as well as who involved in conflicts was 38.2 %. Still the study covered only in one part of Tanzanian region.

Despite the fact that different researches have been done in drug abuse, a little is known concerning the impact of drug abuse on academic performance in public secondary schools. Therefore researcher is indeed to fulfil the gap which has been left by previous researchers as observed by selecting four public secondary schools in Kishapu District, Tanzania.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This section explains research methodology of study in which the researcher used to data collection. Methodology plays a significant role in any study since it provides tools or techniques to carry out the study in a scientific manner.

3.2 The Study Area Description

Kishapu is among districts of Tanzania located at Shinyanga region 50 kilometres from the town council. It is one of the eight districts of the Shinyanga Region of Tanzania. It is bordered to the north by the Maswa District to the south by the Tabora Region to the east by the Meatu District and to the west by the Shinyanga rural and Urban Districts. The open pit Williamson Diamond Mine (also known as Mwadui mine) is located in Kishapu District. The main cultivated economic crop is cotton while the food crops are maize, cereal, while other is livestock keeping. In 2002 Tanzania National Census, the population of Kishapu District was 240,086 people in which most of them are sukuma by tribe, with the total number of 28 secondary schools.

3.3 Research Methods

3.3.1 Research Design

This study applied descriptive survey because it is method which is said to be less expensive compared to other strategies such as experiments and it allowed the use of

various data collection methods such as observation, questionnaires, guided interview and documentation which were used in collecting the data of this study (Kothari, 2004). However, the researcher was aware that using other methods such as case study could endanger the findings especially for pseudo generalisation since the study just studied only in a limited sphere. Therefore, the choice of this research design purposely directed the intended study in investigating the impact of drug abuse on academic performance in public secondary schools in Kishapu District, Tanzania.

3.4 Targeted Population

The targeted population for this research combined some of stakeholders involve in educational field such as District Academic Officer, District Supply & Logistic Officer, Academic Masters, Discipline Masters, Class Teachers, Students and Parents in Kishapu District. The targeted population for this research was 142 respondents.

3.5 Sampling Procedures

3.5.1 Purposive Sampling

In this study purposive sampling was applied especially when selecting the key informants especially the heads of departments such as District Academic Officer, District Supply & Logistic Officer, Academic Masters, Discipline Masters, Class Teachers whose knowledge was more important and this study. Therefore due to their relevance to the study, this technique was applied to gather at least sample of thirty seven (37) respondents within District who were able to express the problem accordingly.

3.5.2 Random Sampling

This research study used random sampling to gather one hundred (100) respondents who were the students and five (5) parents. On account of this study random sampling technique was applicable in selecting those students within four public secondary schools because each school in the research had almost equal opportunity of inclusion in the sample given. Therefore small sample represented large number of public secondary schools to be studied intensively.

3.5.3 Sample Size

A total of 142 responders were involved in this study and their distributions are shown in the tables hereunder:-

Table 3.5 Distribution of Respondents

Title of Respondents			Number of respondents	Percentage (%)
District	Secondary	Academic	1	0.7
Officer				
District Supply & Logistic Officer			1	0.7
Discipline Masters			5	3.5
Academic Masters			5	3.5
Class Teachers			25	17.6
Parents			5	3.5
Students			100	70.4
Total			142	100

Source: Research data (2017)

Table 3.6 Age of participants

Age (years)	Frequency (f)	Percentage (%)
11-15	17	17
16-20	78	78
21 and above	5	5
Total	100	100

Source: Research Data (2017)

Table 3.6 shows age of students who were divided into three age groups; 17 % (n=17), were between 11-15 years, 78 % (n=78) were between 16-20 years and 5% (n=5) were between 21 and above years and their ages show that the majority of participants aged between 16-20 the stage said to be teenagers'.

Table 3.7 Participants' Gender

Gender (sex)	Frequency (f)	Percentage (%)
Males	63	63
Females	47	47
Total	100	100

Source: Research data (2017)

Table 3.7 shows gender frequency on the number of students involved in this study. A total of 100 students participated in the study and 63% were males (n=63) and 47% (n=47) females.

Table 3.8 Classes of participants

Class (Form)	Frequency (f)	Percentage (%)
II	15	15
III	50	50
IV	20	20
V	10	10
VI	5	5
Total	100	100

Source: Research Data (2017)

Furthermore, the researcher had to know the educational level of the participants in intention to knowing the mostly classes that involve in drug abuse. Table 3.8 reveals classes the researcher interviewed as following: - form three; 45% (n=45), form four, 20% (n=20), form two; 15% (n=15), form six; 5% (n=5) and form one 5% (n=5) respectively where the majority being form three.

Table 3.9 Type of school

School	Frequency (f)	Percentage (%)
Day mixed	75	75
Boarding Boys	25	25
Total	100	100

Source: Research data (2017)

Similarly the researcher was in search of the type of schools participated in this study whereby in day mixed were 75% (n=75) and 25% (n=25) was a boarding a boarding school.

3.6 Data Collection Methods

This study used multiple data gathering techniques such as a combination of documentary review, interview guides, questionnaires and observation. The application of more than one technique in data collection permitted the researcher to combine strengths of the instruments and cross validation of information and data (Yin, 2009). But in this study the main instruments used in collecting data involved questionnaires and interviews.

3.6.1 Primary Data

The researcher used primary data in collecting information from respondents present in the selected sample and this involved interview, questionnaires and observation.

3.6.1.1 Interview

The researcher conducted face to face interview with respondents. It also checked the reliability of data from questionnaire through verbal and non-verbal expressions. This also created an opportunity to validate opinions through more questions, listening and observing body language until consensus reached rather than rushing to write notes (Alwin, 1991). Furthermore an interview gave the opportunity to the respondents who were less educated and who did not like exposing their views through questionnaires.

3.6.1.2 Questionnaires

In this study the researcher used both close ended and open ended questions. Close ended questions were used as a method of collecting quantitative data whereas the open ended questions were used to gather qualitative data. These questionnaires were distributed to the selected respondents at different levels and specialization as indicated in table 3.6. The researcher opted to use closed-ended questionnaires so as to avoid irrelevant information from the respondents and this method was also helpful for the researcher to be consistent systematic in data analysis. According to (Kothari, 2004) pointed out that close ended questions are simple to administer and relatively in expensive to analyse. English and Kiswahili languages were used whereby two sets of the questionnaires were designed to the respondents in such a

way that, the one in English was for all educational officers, academic and discipline mistresses/masters, class mistresses/masters and secondary students and the other written in Kiswahili was for parents especially who do not understand English language. The questions set by the researcher started with a number of closed questions with boxes to tick in and later ended with the part of open questions for more informed replay relaying on:

- (a) Common types of drugs abused by students in public secondary schools
- (b) Causes of drug abuse among the students in public secondary schools
- (c) Rate of school attendance among children involved in drug abuse.
- (d) Terminal and annual examination performances among children involved in drug abuse.

3.6.1.3 Observation

There were also observation schedules which were used to record comments about impact of drug abuse on academic performance. This enabled the researcher to strictly seeing and recording comments and personal views on the real impact and the reality on the ground. Observation mostly aimed to strictly cross check the validity of data collected through interviews and documentary sources. Therefore, during the study the researcher observed some students who had been affected by drug abuse from various schools being researched.

3.6.2 Secondary Data

The researcher obtained data from documents like books and reviews which were related to the study title. According to (Kothari, 2004) asserted that, secondary data

meant data which are already available and that means that the data are already collected and analysed by someone else. Therefore what the researcher had to do was just go through various relevant documents.

3.6.2.1 Documentary Review

The researcher reviewed documents available within respective secondary schools of previous years. The researcher reviewed several documents to get information on the overview of the education sector and manning level such as office files, laws of school, drug abuse policy, policies on counseling and guidance, academic performance reports, students' black books, letters and minutes from various meetings concerning to drug abuse cases and other indiscipline cases were reviewed. In reviewing these documents the researcher intended to get information concerning the study in public secondary schools in Kishapu District.

3.7 Data Analysis and Interpretation

Data were analysed qualitatively and quantitatively and this process of analysis aimed at determining whether the observations supported the research questions of the researcher before leaving into the relevant field to gather the details or reject them (Adam and Kamuzora 2008). Based on the above information, the data collected from this study were edited, coded, tabulated, and then they were inserted into a computer and analysed using statistical package for social science (SPSS). According to (Kothari, 2004) argued that, it is technically important to edit, code, classify and tabulate data so that they become amendable for analysis. Also in analysing the contents, qualitative data was used and these involved words, pictures,

symbols, meanings, themes or any message that were presented in a form of table. In connection to that, (Berg, 1989) emphasized that this method requires to be reduced and transformed in order to make them readily accessible, understandable and draw out various themes and patterns. Data from documentary review, observation and in depth interview was used to complement each other in a narrative way. The details which were gathered from objectives or questions and part of the main objective were analysed qualitatively; meanwhile Quantitative data was summarized and presented in tables and figures. Analysed data drew to a conclusion for recommendations and suggestions for later studies on drug abuse.

3.8 Ethical Considerations

In this research study the researcher had to be more ethical due to the type of the problem researched, the methods of data collection and the kind of people involved research participation. In conducting this study the researcher required to inform all the participants of the type the study and made the participants to opt on if they could participate or not. This is revealed in (Nachmias and Nachmias, 1996) who argued that there is need especially within the social scientists that any research relates to human participation should be done with the information consent from the very participants.

Since the researcher was aware that the participants' participation would voluntary be at all times, the researcher requested all respondents not to show their names on top the questionnaires to keep confidentiality. Therefore during the preparation for data gathering and analysis, the researcher strictly maintained confidentiality by

separating information from different questionnaires and all information provided by participants would be treated as confidential and would not be revealed publicly. Finally, researcher made a clear statement on confidentiality which was written on the cover letter of the questionnaires which pleased the confidentiality of participation especially to those questionnaires and would be sincerely guaranteed. The researcher also assured respondents that the data they provided would only be used for academic purpose and just for his graduation.

CHAPTER FOUR

4.0 FINDINGS AND DISCUSSION

4.1 Introduction

This part brings the findings and discussion of the study as being discussed in chapter one. The information presented in this chapter mostly sided on questionnaire, key informant interviews and various documents on what has been done to edge the situation as well as field data from the selected public schools in Kishapu.

Furthermore, the presentation at this part is done in main four parts relaying on research questions and objectives hereunder: - Common types of drugs abused by students in public secondary schools in Kishapu District, causes of drug abuse among students in public secondary schools in Kishapu District, rate of school attendance among children involved in drug abuse, and finally the terminal and annual examination performances among children involved in drug abuse.

4.2 The Common type of Drugs abused by Students in Public Secondary Schools

The data bellow based on common type of drugs abused by students in public secondary schools. Under this part, the knowledge in most frequently type of drugs abused was regarded as important variable. The assumption from this section was that cheap drugs were more obviously abused by the students possibly due to their economic status and therefore the variables considered under this part were only the types of drugs abused. Finally, educational officers, students, teachers and parents involved to these questions, but it is only the responses from students and teachers were recorded in table 4.2

**Table 4.2 Students' Responses on the Common Drugs Abused by Students
(N=100)**

Statement	Types of drugs	Frequency (f)	Percentage (%)
Identify the most commonly drug abused by the students	Alcohol	55	32.7
	Marijuana	79	47.02
	Cigarette	20	11.9
	Petrol	4	2.4
	Heroin	3	1.9
	Cocaine	2	1.2
	Barbiturates	5	3.0
Total		168	100%

Source: Research Data (2017)

The table 4.2 indicates that the students responded to the various question and their results were as following; Marijuana was mostly abused drug with a frequency of 79 (47.02%), whereby alcohol, 55 (32.7%), cigarette, 20 (11.9%), barbiturates, 5 (3.0%), petrol 4 (2.4%), heroine, 3 (1.9%) and the least abused drug is cocaine 2 (1.2%). Addition to that, the researcher wanted to know as to why the use of drugs such as marijuana, cigarette and alcohol showed to be more consumed. Some students in school "A" who were interviewed said, "The use of drugs such as tobacco (cigarette) and alcohol are more consumed by the students simply because are culturally, socially and legally acceptable in Tanzania and these drugs are locally produced. Such factors have compounded the problem of drug abuse among the youth including students".

Furthermore, some students were questioned if drugs were easily to enter their schools so among of 60 students in boys boarding schools 45 (75%) said yes, 10 (16.7%) said no and 5 (8.3%) did not give answers. Briefly, their reply could suggest that society surrounding the schools is among the contributing factors to drug abuse among students by letting drugs more easily found as shown in table 4.3

Table 4.3 Students' Responses on whether Drugs are easy to get in School

Question	Options	Frequency (f)	Percentage (%)
Are the drugs easy to get in school?	Yes	45	75
	No	10	16.7
	No response	5	8.3
Total		100	100

Source: Research Data (2017)

Meanwhile data obtained from in-depth interviews ascertained findings from questionnaires presented in table 4.6 on common types of drugs abused by student in public secondary schools. Six (6) discipline and academic masters who were interviewed reported that among of the most common types of drugs abused by the students in public secondary schools abused were marijuana, alcohol and cigarettes. They viewed the problem to have been caused by cheap and local availability and therefore the students could easily obtain them from their surrounding communities and shops.

“Drugs abuse commonly used by the students is marijuana, alcohol and cigarettes. This is true due to the fact that most of the reported cases involve such kinds of drugs, and when we make some inspections to them we normally find whether marijuana, alcohols or cigarettes hidden in their trunks”, said discipline masters.

At the same time, all seven (5) parents who were interviewed responded likely that marijuana, alcohols and cigarettes were the most common drugs abused by the students in public secondary schools.

“We think that secondary school students take marijuana, alcohols or cigarettes simply because they are readily available and easy to obtain them from the surrounding communities and shops”, said parents.

Similarly, District Academic Officer and District Statistics & Logistic Officer had views which support the idea of drugs commonly abuse by the students in schools secondary school, they said:

“In our district, the drugs abused commonly by the students are marijuana, alcohol and cigarettes due historical background of the sukuma tribe as they are used to stimulate and energize their bodies especially when working for “shamba” (Swahili name for farm land) etc and this tendency has grown up to their off springs hence affect the whole society surrounding them”.

4.4 The Cause of Drug abuse among Students in Public Secondary Schools

This part tends to develop some of causes for drug abuse among the students in public secondary schools, therefore causes for drug abuse were measured by developing a number of students who involved and who did not involve in drug abuse as well as their respective teachers. Then questionnaires were made to ask both students and teachers to respond to questions and therefore students’ response are indicated in table 4.4.

Table 4.4 The Cause of Drug abuse among students in Public Secondary Schools

Reasons for drug abuse	Frequency (f)	Percentage (%)
To increase intelligence	22	15.7
A lot of pocket money	19	13.6
Availability of drugs	26	18.6
Teachers/parents take drugs	10	7.1
To be appreciated by friends	63	45
Total	140	100

Source: Research data (2017)

Table 4.4 above indicates that most common cause for drug abuse is to be appreciated by friends 63(45%); availability of drugs, 26 18.6%); to increase intelligence, 22 (15.7%); a lot of pocket money, 19 (13.6%); teachers/parents take drugs, 10 (7.1%); since the teachers/parents take drugs (it shows that there is a lack of role models in the society). And it should be remembered that both teachers and parents are the most trustfulness people in the society and whatever is done by them, people have to trust them.

Some students who did not want to fill in the questionnaires suggested that there is un-seriousness commitment of the school administration and management as it can be a one way or another to the cause for the drug abuse (N = 18 or 22.5%). In short, the above results interpret that there some school administrators who are not ready to fight against drug abuse cases into their respective areas as well as school rules are not strictly supervised by school administrators. Meanwhile there was a question asked to know what students think of the use of drugs from each school they belong.

56 (31.1%) of the students responded that drug abuse affect academic performance negatively, while 42 (23.3%) they reduce stress. 34 (18.9%) thought drug abuse to lead to conflict in school, 31 (17.2) said drugs make one feels grown up and 16 (8.9%). Their findings are tabulated below table 4.5

Table 4.5 Students' thoughts on Drug Abuse

Reasons for drug abuse	Frequency (f)	Percentage (%)
To increase intelligence	16	8.9
To make one feels grown up	31	17.2
Affect academic performance negatively	56	31.1
Lead to conflict at school	34	18.9
To reduce stress	42	23.3
Total	180	100

Source: Research Data (2017)

In connection to the above, a researcher wanted to know whether there were friends who encourage their friends in school to abuse drugs, and is shown in table 4.6

Table 4.6 Whether Students Encourage other Friends to abuse Drugs

Question	Options	Frequency (f)	Percentage (%)
Do students encourage other friends to abuse drugs?	Yes	22	22
	No	78	78
Total		100	100

Source: Research Data (2017)

The above frequency table indicates that 22 (22%) said to have friends who convinced their friends to abuse drugs compared to 78 (78%) who claimed to have friends but do not convince others to abuse drugs.

4.5 The Rate for School Attendance among Children Involved in Drug Abuse

The researcher probed the academic, discipline and class masters' officers concerning to provide information in their area. Here the researcher intended to know the rate of school/class attendance for students who involve in the use of drugs. Most interviewees were of the observation that drug abuse leads to poor class/school attendance which contribute to low in academic performance and their replies are indicated in table 4.7

Table 4.7 Responses on the Rate of School Attendance among Children involved in Drug Abuse (N=35)

Question	Response	Frequency (f)	Percentage (%)
How is the rate of school/class attendance for students who involve in drug abuse?	Excellent	-	-
	Very good	1	2.9
	Good	4	11.4
	Poor	30	85.7
Total		35	100%

Source: Research data (2017)

The table 4.7 above indicates that school masters responded to the various multiple-choice options. Their results were as following; the rate of school/class attendance for students who involve in drug abuse is poor in sense that the frequency of 30 (85.7%) of these students attend poorly in their respective classes followed by frequency of 4 (11.4%) which is good, whereby 1 respondent who is (2.9%) of the total respondent said very well. This is possibly being associated with the fact that the most of the drug abusers do attend classes irregular. Furthermore one of the class monitor who did not want to be known to his classmates told the researcher, "Sir,

look at these people, they are not serious at all!” This statement proves how poor was attendance registers are for students involved in drug abuse.

4.6 The Terminal and Annual Examinations Performance amongst children involved in Drug Abuse

The researcher also wanted to know the terminal and annual examinations performance among children involved in drug abuse from their respective masters and students. Terminal and annual examination performances were important at knowing either a student has started to involve in drug abuse or not due to his or her results. Therefore terminal and annual examination performances in this study were being considered to have been affected by drug abuse. With this case then, the response attainments are as responded below in table 4.8

Table 4.8 Teachers’ Response on Terminal and Annual Examinations Performance amongst Students involved in Drug Abuse

Question	Response	Frequency (f)	Percentage (%)
How are terminal and annual examination performances for students who involve in drug abuse?	Excellent	-	-
	Very good	-	-
	Good	1	2.9
	Poor	34	97.1
Total		35	100

Source: Research Data (2017)

The table 4.8 above indicate the reply from various academic, discipline and class masters on terminal and annual examinations performance amongst students involved in drug abuse, and these were the results;

The terminal and annual examinations performance amongst students involved in drug abuse were poor due to the fact that 34 (97.1%) of the students' academic performance showed that they were poor in their respective subjects, followed by 1 (2.9%) which was good and possibly these results can be associated with the fact that most of drug abusers do not attend classes regularly hence failure. In addition, some class masters at boarding boys schools "x" who were in-depth interviewed commented on the general academic performance and this is what they said to support the above statement.

"The terminal and annual examination results of the students who involve in drugs abuse are very poor, thus, they lag behind other students who do not involve. In other hand, 90% of the students' academic performance is below average of grade C per lesson".

From the above findings, the researcher observed that most of students who involve in drug abuse during their academic years are in high risk of performing poor academically compared to those students who spend their opportunities in virtuous activities. The (85) students were also questioned to give information based on terminal and annual examination performances for their school mates who involve in drug abuse. Their frequency distribution response is shown in table 4.9.

Table 4.9 Students' Response on Terminal and Annual Examination Performances for Students who involve in Drug Abuse

Question	Response	Frequency (f)	Percentage (%)
How do terminal and annual examination performances for students who involve in drug abuse?	Excellence	-	-
	Very poor	-	-
	Good	2	2.4
	Poor	83	97.6
Total		85	100

Source: Research data (2017)

Table 4.9 indicates that drug abuse affects academic performances of the students in both terminal and annual examinations. For instance, the findings show that out of 85 students who answered this question it is just only 2 (2.4%) said that academic performance of students in both terminal and annual examinations are good while 83 (97.6%) of them said that academic performance of the students in both terminal and annual examinations were poor hence they commented that there was a need to minimise use of drugs in their respective school areas.

Basing on the same issue, the academic and discipline masters of a day mixed school "Y" were asked to provide results of two subjects namely; English and Mathematics among the students who abuse drugs and those who do not abuse drugs so that the researcher could observe students' drug abuse tendency in relation to terminal and annual examinations since the students joined the school from form i-iv yearly. Therefore table 4.10 and 4.11 present these information.

Table 4.10 Terminal and Annual Examinations Performance of a Student involved in Drug Abuse at a day Mixed School Named “Y”

Year	Form	Term Exams		Annual Exams		Total Score	%	Grade	Remarks
2012	I	Subject	Score	Subject	Score	114	57	C	Good
		Eng	53	Eng	61				
		Maths	41	Maths	48				
2013	II	Subject	Score	Subject	Score	89	44.5	D	Satisfactory
		Eng	39	Eng	43				
		Maths	40	Maths	48				
2014	III	Subject	Score	Subject	Score	88	44	D	Satisfactory
		Eng	35	Eng	21				
		Maths	37	Maths	40				
2015	IV	Subject	Score	Subject	Score	77	38.5	D	Satisfactory
		Eng	23	Eng	36				
		Maths	34	Maths	29				

Source: Research Data (2017)

Table 4.11 Terminal and Annual Examination Performances of a Student who did not involve in Drug Abuse at a day mixed School Named “Y”

Year	Form	Term Exams		Annual Exams		Total Score	%	Grade	Remarks
2012	I	Subject	Score	Subject	Score	120	60	C	Good
		Eng	58	Eng	62				
		Maths	63	Maths	66				
2013	II	Subject	Score	Subject	Score	157	78.5	A	Excellent
		Eng	70	Eng	87				
		Maths	68	Maths	82				
2014	III	Subject	Score	Subject	Score	150	75	A	Excellent
		Eng	90	Eng	78				
		Maths	80	Maths	73				
2015	IV	Subject	Score	Subject	Score	153	76.5	A	Excellent
		Eng	81	Eng	74				
		Maths	79	Maths	90				

Source: Research Data (2017)

Table 4.10 and 4.11 above compare results of two students at a day mixed school named “X” who their characters differ from each other. That is to say the student who involved in drug abuse versus the one who did not. Table 4.14 shows terminal and annual examination results of a student who involved in drug abuse yearly as following;

In a year 2012 his results were 114 (57%) in English language which is grade C and this remarks as good. In the same year, he obtained 89 (44.5%) in mathematics which is the same as grade D just as a satisfactory. In 2013 when he was in form II, the same student scored 82 (41%) in English language which is grade D and this also remarked for satisfactory, while in Mathematics 88 (44%) that indicates for grade D just a satisfactory. The next year 2014 when he reached form III, his results were as following; English language 56 (28%) whose grade was F which is said to be poor, in Mathematics 77 (38.5%) which is a grade D and this give remark for a satisfactory. Finally, in 2015 as he was in form IV he scored 59 (29.5%) in English language which was a grade F and remarked as poor meanwhile in Mathematics 63 (31.5%) with grade F which is poor.

Therefore, the researcher speculated that poor academic performance of terminal and annual examinations of a student was due to drug abuse. On other hand, table 4.11 provides examination results obtained by the student who did not involve in drug abuse: - The year 2012 his results were 120 (60%) in English language which is grade C and this remarks as good. In the same year, he obtained 129 (64.5%) in mathematics which is the same as grade C just as a good. In 2013 when he was in form II, the same student scored 157 (78.5%) in English language which is grade A

and this also remarked for an excellent, while in Mathematics 150 (75%) that indicates for grade A just as an excellent. The next year 2014 when he reached form III, his results were as following; English language 168 (84%) whose grade was A which is said to be an excellent, in Mathematics 153 (76.5%) which is a grade A and this give remark for an excellent. Finally, in 2015 as he was in form IV he scored 155 (77.5%) in English language which was a grade A and remarked as an excellent meanwhile in Mathematics 169 (84.5%) with grade A which is an excellent. Therefore the researcher speculated that high academic performance of terminal and annual examinations of a student was due to his virtuous behaviours against drug abuse. Furthermore the information given above also indicates that drug abuse decreases academic performance of an individual twice than the one who does not involve in drug abuse.

Apart from the information researched above, the researcher made a face to face in depth interview with a student involved in drug abuse whose details in this study are shown in table 4.10 and this was his reply; “I am 16 years old I joined school in 2012 as a form one student. What I remember is that, in form one I used to do better in examinations but when I reached form two, one of my classmates whom I cannot mention his name convinced me drink alcohol (Viroba) and smoking cigarette (Bangi) so that I could do away with stresses. Of course when am drunk even now I feel as if Iam in paradise and forget all problems face that me! But I do not think whether I can stop abusing drugs because whether I leave it or not, it won't change my poor results. Moreover the sudden, my parents and teachers have no time to check with my work or encourage me to work hard in learning. Anyway God

knows". The above quotation reveals that drug abuse contributes much too poor academic performance of on-going school students.

In concluding, these findings are also in line with findings by (Tanzania Government Gazette, 1998) which found the drug use to be a perpetual problem for the school going adolescent because it undermines academic ability of a student and performance. For instance in the USA, it was found that students who consume marijuana were often twice as likely to score below average marks or sometimes failing grades and drop out from school. Addition to that, drug consumption brought into the school environments some malpractices connected to the drug consumption such as prostitution, theft and selling of drugs to others.

However, none of these practices are conducive to the development of a healthy and productive life (Tanzanian Government Gazette, 1998). Douglas (2004) asserts that drug consumption normally destroys the body, mind and soul; furthermore Douglas adds that as drug dependency grow further, adolescents are said to have no longer trust themselves when consuming drugs. In connection to above, (Walter, 2002) supports this notion by suggesting that adolescents who are chemically dependent gradually can change their peer group to include drinking and drug consuming friends and then slowly loses all so called self-esteem and finally depression begins to set in.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter covers summary, conclusion and recommendations of this study. It has also recommended further areas for research.

5.2 Summary

Purposely, the research study was mainly aimed to investigate the impact of drug abuse on academic performance in public secondary schools in Kishapu District, Tanzania. The researcher attempted to four tasks namely; the common type of drugs abused by the students, causes of drug abuse among the students, rate of school/class attendance among students involved in drug abuse and finally, terminal and annual examination performances among students involved in drug abuse.

Descriptive survey design was applied for this study with whereby qualitative approach dominated data collection and analysing procedures. The area of the study was Kishapu district, one of the districts within Shinyanga region, where some secondary school students get use to drug abuse. The population of the study involved District Academic Officers (DAO), District Statistics & Logistic Officers (DSLO), academic & discipline masters/mistresses, class masters/mistresses, students and parents whose children study in respective schools in Kishapu District. The total of 142 sampled size of the respondents were as follows:- 1 District Academic Officer, 1 District Supply & Logistic Officer, 5 discipline masters, 5 academic masters, 25 class masters/mistress, 100 secondary school students and 5

parents. Girls and boys were highly observed for each group of respondents that were sampled so as to bring all about gender imbalance. The researcher used purposive and random sampling methods. The data were collected through face-to-face interview and questionnaire methods without forgetting research ethics. Thematic data analysis approach was used and data was presented descriptively with quotations, tables and figures. Finally, quantitative information was analysed using SPSS computer program.

The first objective of the study was to identify common type of drugs abused by the students in Public Secondary Schools in Kishapu District. The following information showed the most commonly drugs abused by students in public schools and their sources. Slum areas around the school, 80 (80%), family members, 9 (9%), bodaboda drivers, 4 (4%), daladala drivers, 4 (4%), cooks, 2 (2%) and hospitals, 1 (1%). These were found to be the significant sources where do drugs come from. The most commonly drug abuse were; marijuana being the most drug abused with a frequency of 79 (47.02%), whereas alcohol, 55 (32.7%), cigarette, 20 (11.9%), barbiturates, 5 (3.0%), petrol 4 (2.4%), heroine, 3 (1.9%) and the least abused drug is cocaine 2 (1.2%).

The second objective was to explore some causes for drug abuse among the students in public secondary schools in study area. According to investigation, the participants showed that the most commonly causes for drug abuse were to be appreciated by friends 63 (45%); availability of drugs, 26 18.6%); to increase intelligence, 22 (15.7%); a lot of pocket money, 19 (13.6%); teachers/parents take drugs, 10 (7.1%).

Furthermore, some students who did not want to fill in the questionnaires suggested that there is un-seriousness commitment of the school administration and management as it can be a one way or another to the cause for the drug abuse (N = 18 or 22.5%). In connection to the above, 22 (22%) said to have friends who convinced others to abuse drugs compared with 78 (78%) who responded that they had friends but did not encourage others to abuse drugs.

The third objective of the study was to assess rate of school attendance among children involved in drug abuse in relation to their academic performances. 30 respondents equivalent to 85.7% agreed that the rate of school/class attendance for students who involve in drug abuse is poor, followed by 4 (11.4%) which is good, whereby 1 respondent who is (2.9%) of the total respondent said very well. This is possibly being associated with the fact that the most of the drug abusers do attend classes irregular.

The final objective was to assess terminal and annual examination performance among children involved in drug abuse. Some class teachers in school "A" who were in depth interviewed commented on the general academic performance and they said that the general academic performance of both terminal and annual examination was very poor because most of the students who use drugs score below average grades in their subject hence fail on their examinations both regional and national wise. They added that the terminal and annual examinations results of the students who involve in drug abuse are very poor, and thus they lag behind other student. In other hand, 90% of the students' performance is below 50% per lesson compared with those who do not use the drugs.

5.3 Conclusion

Conclusively, the study discovered that secondary school students had inadequate knowledge on drug abuse, and their effects. Furthermore, the findings revealed that most of the students accepted that drug abuse is a negative sign towards their academic performance meanwhile 1/2 percentage of the total respondents experienced history of consuming one of the drug abuse and one the major reason for drug abuse was to be appreciated by friends and Marijuana was noted be the most frequently abused drug followed by alcohol and cigarette.

Furthermore, the rate of school/class attendance for students who involve in the use of drugs was observed that drug abuse leads to poor class/school attendance which contribute to low in academic performance. Addition to that, the terminal and annual examination performances among children involved in drug abuse was commented generally being very poor because most of the students who use drugs score below average grades in their subject hence failure of the school regional and national wise compared with those who dot use the drugs.

5.4 Recommendations

The researcher recommends the following as an effort to reduce impact of drug abuse on academic performance among students in public secondary schools.

- i. The Ministry of Education, Science, technology and Vocational Training in collaboration with the Ministry for Health, Social Welfare, Gender, Elder and Children; the Tanzanian Drug Control Commission (DCC); the Tanzania Intelligence and Security Service (TISS), and the Tanzanian Police Service's

Anti-Narcotics Unit (ANU) and the Tanzania Parliament should initiate comprehensive programmes that may engage the youth within schools more active rather than being idle such as tree planting, sporting activities and voluntary programmes like anti-drug abuse clubs, cleaning the environment etc, which may minimise idleness.

- ii. School administrators should be strict on school drug policy and have special offices dealing with drug abuse.
- iii. The Ministry of Education, Science, technology and Vocational Training should introduce clear policies on drug abuse prevention to all learning institutions making them to have programmes such as having regular visits for guest speakers in schools. All schools ought to have strategic academic plan for the whole year and copies be submitted to the Ministry of Education, Science, technology and Vocational Training certified by District Executive Officers.
- iv. Ministry of Education Science, technology and Vocational Training should have strict policy that student level of satisfaction be investigated on admission, reasons identified and counselling done where necessary. A student's character assessment should be used yearly to test different dimensions such as discipline, academics and relationship with teachers and students among others.
- v. Parents should be more concerned with negative impacts against their children especial when they are out of the school environments.

5.5 Further Research Areas

Further research should be done in the following areas so as to fill the research gaps as an effort to reduce impact of drug abuse on academic performance among students in public secondary schools, in Tanzania.

1. A similar study should be done in urban setting since this study concentrated only on rural setting.
2. A similar study should be done in other learning institutions such as primary and universities or colleges.
3. A similar study should be done in all other districts, regions, and cities in Tanzania.

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APPENDICES

Appendix i: Cover Letter

Dear Sir/Madam,

The attached below questionnaire is designed to collect information on the impact of drug abuse on academic performance in public secondary schools in Kishapu District.

This study is carried out in order to fulfil the Master Degree of Education in Administration, Planning and Policy Studies of the Open University of Tanzania.

Please get noted that the confidentiality of your response to this shall be guaranteed and get assured that, any given information would only be utilised for academic purpose only and just for my graduation. (*Furthermore, you are free to answer any question or not answering*). Finally I mostly appreciate your good cooperation and dedication, and thank you for taking your opportunity in making this work a successful one.

Thank you in advance.

.....

Masenga, Paulo P

Appendix II:**Questionnaire for students on the impact of drug abuse on academic performance in public secondary schools in Kishapu District**

This questionnaire is to investigate your views and opinions on the impact of drug abuse on academic performance in public secondary schools in Kishapu District.

Give the following information by giving suitable applicable number in the brackets drawn.

Section A: Main details

1. Sex

Female {1} []

Male {2} []

2. Show if you are one among the following:

11-15 old {1} []

16-20 old {2} []

20 and above

{3} []

3. Form (class)

Form (i) {1} []

Form (ii) {2} []

Form (iii) {3} []

Form (iv) {4} []

Form (v) {5} []

Form (vi) {6} []

4. Nature of school

A day boys {1} []

A boarding boys {2} []

A boarding mixed {3} []

A day girls {4} []

A boarding girls {5} []

A day mixed {6} []

5. Is your school?

Privately owned {1} []

Publicly owned {2} []

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

Form i {1} []

Form ii {2} []

Form iii {3} []

Form iv {4} []

Formv {5} []

Form vi {6} []

Section B:**Causes of Drug abuse among Students in Public Secondary Schools in Kishapu District**

7. Why do students abuse drugs?

(a) To increase intelligence {1} []

(b) A lot of pocket money give 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:

Specify.....

8. What do students in this school think about drugs?

(a) They increase intelligence when they abuse drugs {1} []

(b) They make one feel grown up after abusing drugs {2} []

(c) Dug 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 students encourage other friends to use drugs?

(a) Yes {1} []

(b) No {2} []

10. Where do people 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:

Specify.....

11. Where do these drugs come from?

(a) Cooks {1} []

(b) Bodaboda drivers {2} []

(c) Daladala drivers {3} []

(d) Slum areas {4} []

(e) Hospitals {5} []

(f) Members of family {6} []

(g) Other:

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) Petrol {4} []

(e) Heroin {5} []

(f) Cocaine {6} []

(f) Barbiturates {7} []

(g) Other: *Be*

specific.....

Thank you for your good cooperation!

Appendix III:**Questionnaire for the Discipline, Academic and Class Masters/Mistresses on
The Impact of Drug Abuse on Academic Performance in Public Secondary
Schools in Kishapu District**

This questionnaire is to investigate your views and opinions on the impact of drug abuse on academic performance in public secondary schools in Kishapu District.

Give the following information by giving suitable applicable number in the brackets drawn.

Section A: General information

1. Show if you are among of these:

Headmaster	{1}	[]
Head mistress	{2}	[]
Academic master	{3}	[]
Discipline master	{4}	[]
Class teacher	{5}	[]

2. Gender

A male	{1}	[]
A female	{2}	[]

3. Nature of your school. Put a *tick where necessary*.

A boarding mixed	{1}	[]
A boarding girls	{2}	[]
A day mixed	{3}	[]
A boarding boys	{4}	[]

A day girls {5} []

A day boys {6} []

4. Is the school?

Privately owned {1} []

Publically owned {2} []

5. How long have you been teaching or heading since you became a teacher? Put a tick.

0-5 old {1} []

6-10 old {2} []

11-15 old {3} []

16-20 old {4} []

Over 20 old {5} []

6. How can drug abuse affect school of yours?

(a) The individual student

.....
.....

(b) General school

.....
.....

(c) The surrounding society

.....
.....

7. What problems have you experienced as a result of drug abuse in your School,
what problems have you experienced as a result of drug abuse

.....
.....

8. Tell us why students abuse drugs?

.....

9. What are commonly drugs abused?

.....
.....

10. Where do normally drugs abuse come from?

.....
.....

11. what about the rate of school/class attendance for those students involved in drug
abuse?

- (a) Excellent {1} []
- (b) Very good {1} []
- (c) Good {1} []
- (d) Poor {1} []

12. Do you think drug abuse can contribute to low/high academic performance of a
student?

Yes/no: Give the reasons.

.....
.....

13. Comment on the general academic performance of both terminal and annual examinations situation of drug abusers in your school.

.....
.....

14. While dealing with drug abuse, what challenges have you faced?

.....
.....

15. What measures have you taken against drug abusers in your school?

.....
.....

16. What recommendations would you like to make based on drug abuse problems in your school?

.....
.....

Thank you for your good cooperation!

Appendix IV: Guide for parents on interview for the impact of drug abuse on academic performance in public secondary schools in Kishapu District

This questionnaire is to investigate your views and opinions on the impact of drug abuse on academic performance in public secondary schools in Kishapu District.

Give the following information by giving suitable applicable number in the brackets drawn.

1. Sex
2. Years
3. Nature of school
4. Child' class
5. Educational level.....
6. Job.....
7. How long you been a parent within this school
8. What else do you serve in this school apart from being a parent.....?
9. What do you think about the issue of drug abuse generally?
.....
.....
10. Is it true that students in secondary schools abuse drugs?
If yes/no explain
11. How far is the problem of drug abuse extended in secondary schools?
.....

.....

12. Had your child ever been engaged in drug abuse?

If yes/no state

.....

13. Which common drugs abused by the students?

.....

.....

14. What do you think are the causes of drug abuse among students?

.....

.....

15. According to your views what are the main sources of these drugs abuse?

.....

.....

16. What do think drug abuse can affect students generally?

.....

.....

17. What are suitable measures should be taken by the schools in lowering drug abuse problem?

.....

.....

18. Is it possible for parents to work hand in hand with schools in addressing the problem of drug abuse? If yes/no, how far have you assisted in controlling drug abuse at your school?

.....

.....

Thank you for your good cooperation!

Appendix V:**Questionnaire for District Education Officer, District Secondary Academic Officer, And District Supply & Logistic Officer on the Impact of drug abuse on Academic Performance in Public Secondary Schools in Kishapu District**

This questionnaire is to investigate your views and opinions on the impact of drug abuse on academic performance in public secondary schools in Kishapu District.

Give the following information by giving suitable applicable number in the brackets drawn.

Section A: General information

1. Show if you fall one under the following categories

20-25 old {1} []

26-30 old {2} []

40 and above {5} []

2. Sex

Female {1} []

Male {2} []

3. Professional qualifications

Certificate {1} []

Diploma {2} []

Bachelor degree (e.g. Bsc Ed) {3} []

Other:

(Specify).....

4. Show the place you belong under the following category

District education officer {1} []

District secondary academic officer {2} []

Officer supply and logistic officer {3} []

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

0-5 old {1} []

6-10 old {2} []

11-15 old {3} []

16-20 old {4} []

Over 20 old {5} []

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

.....
.....

7. Why do children abuse drugs?

.....
.....

8. What do you think are the impacts of drug abuse on academic performance of students?

.....
.....

9. In few words how does drug abuse affect the academic performance of students in schools?

.....
.....

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

.....
.....

11. Have you ever heard any drug abuse problems in your District?

Yes {1} []

No {2} []

If yes, mention them

.....

12. Give general comments on the situation of drug abuse in your District

.....

13. You as a government officer, what steps have you taken in controlling drug abuse

.....
.....

Thank you for your good cooperation!