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Scrutinizing the determinants of Drug Abuse on Students' behavior in Secondary Schools in Olasiti Arusha City, Tanzania

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Abstract : *Over the decades there has been an increasing concern on the impact of drug abuse on students' discipline in Secondary schools within Olasiti Arusha City Tanzania. The article focused on four objectives: identifying forms of students' indiscipline, determining types of drugs abused, examining how drug abuse influences the behaviour, and exploring strategies to mitigate drug abuse. Utilizing a cross-sectional survey and case study design, the research incorporated both quantitative and qualitative methods. The sample included 259 respondents, yielding a response rate of 93.5%. Key findings showed that disorderliness, noisiness, and bullying were prevalent forms of the behaviour, with alcohol being the most commonly abused drug. Drug abuse significantly affected students' concentration and interest in school activities. Strategies to address the issue include instituting comprehensive alcohol education through mass media campaigns to raise awareness and prevent drug involvement among youths. The study concluded that drug abuse negatively impacted students' the behaviour and emphasized the need for collective action from all stakeholders. Recommendations include increasing the number of teachers for counselling services, implementing preventive measures to control drug access in schools, and enhancing drug education programs. Collaboration between head teachers, parents, and other stakeholders is crucial for effective the behaviour enforcement and drug abuse reduction. Schools should conduct regular drug education programs facilitated by guidance counsellors and supported by the government and parents.*

Keywords, discipline, psychosocial, morals fibre, education guidance, social media influence

Introduction

The study examined the drug abuse and the behaviour case of students in secondary schools in Olasiti Arusha City Tanzania. Caplan & Redman, (2018) has reported that the problem of the behaviour in schools is a global issue of great concern, traversing political, economic, geographical, racial and even gender boundaries. Similarly, Danso (2010) has revealed that the behaviour problems in American schools were common. In England, cases of students s' the behaviour have been noted where the government had to crackdown on school the behaviour by giving schools power to search for weapons and incidents involving the use of knives, baseball bats, marijuana, guns and even bombs (Sampson, 2020). The same report further indicated similar incidents of violence from Mexico, Italy, Germany, India, Comoros and even Spain.

Regionally in Botswana, the secondary schools had their image marred by acts of students the behaviour where some students died and others became blind after they broke into the school science laboratory and consumed toxic amounts of methanol and ethanol (Lofts, 2025).This has been supplemented by (Lofts, 2025) who has decried the high rates of the behaviour and lawlessness in educational institution in Ghana.

Bui et al., (2023) stated that problems associated with high levels of the behaviour in institutions of higher learning in Kenya include quarrelling, fights, damage to property and disobedience to teachers. Expressively, Tanzania is considered among the countries with high alcohol consumption in the world (Global Status on Alcohol and Health, 2014). Tanzania has faced increased cases of the behaviour in most of her schools where some of the acts of the behaviour experienced include violence, fighting, bullying, physical violence by students s on fellow students s and on teachers for instance dormitory burnt down by the behaviour d students s in Arusha district as reported by Mugumya (Daily Nation 12th November 2024).

Specifically, Karamoja region is among those regions in the Tanzania whose schools seems to be having high prevalence rates of the behaviour cases characterized by strikes, destruction of property and fighting among others (Observer 28th March 2024). In Olasiti Arusha City , the situation seems to be the same as reported by Olasiti boys Secondary school disciplinary report (2024) and has indicated issues of the behaviour particularly vandalism of school property, fighting and disrespect of teachers among others. There seems to be factors pointing to these cases and this was the focus of this research study. The region ranks first position in the country, with highest percentage of 47.8% of alcohol consumption (Tanzania National Household Survey, 2024). Olasiti Arusha City may not be exceptional from this ranking where alcohol consumption among other drugs seems to be on the rise as per the report by Arusha Diocese Health Department (2024).This also seems to be on the rise despite the Government efforts

to curb the vice through laws, ordinances and bye laws for instance prohibition of consumption of alcohol ordinance 5 and sale of crude liquor ordinance No. 5 of 2012 in Kaabong district which included the current Olasiti district before separation (Arusha District Ordinance, 2024).This research was therefore intended to establish the effect of drug abuse on students s' the behaviour in Secondary schools in Olasiti Arusha City

The behaviour is a crucial element of human behaviour and is essential for any organization to effectively achieve its goals, as it ensures that individuals adhere to established norms and work towards shared objectives (Odoyo, 2016). In the context of a school system, a the behaviour d students is one whose actions and behaviours consistently align with the schools established rules and regulations, promoting a structured and productive learning environment (Lofts, 2025). However, the behaviour among students has become a pressing issue in Tanzania n schools, where there is a notable rise in incidents of the behaviour. This includes behaviours such as fighting, vandalism, disrespect towards staff and prefects, sexual harassment, and threats to teachers (MoE, Performance Report 2021). The increasing prevalence of these issues highlights a growing concern within the educational sector, underscoring the need for effective strategies to manage and mitigate such disruptive behaviours (Berg, 2021) . Despite the fact that, the behaviour in Secondary school students is essential for better academic performance and the development of law-abiding citizens, a report from Olasiti boys' Secondary school (2023) identifies common offences by students, including fighting, bullying, violence, aggressive behaviour and vandalism, highlighting growing worries among educators, policymakers, and the public. This issue affects various stakeholders, including teachers and the students themselves. Similarly, a report from Olasiti District Education Office (2022) indicates that 65% of the behaviour cases among students are related to drug abuse. Similarly, the Olasiti girls' Secondary school report (2024) links students' fights at school to drug use, particularly alcohol consumption (Matokea). Controlling drug abuse, especially alcohol consumption, could potentially improve students' the behaviour by ensuring adherence to school rules and regulations, which might lead to better grades. Consequently, this study aimed at examining the effects of drug abuse on students' the behaviour in Secondary schools in Olasiti Arusha City , Olasiti Arusha district.

Methodology

The article adopted a parallel descriptive mixed methodology that enabled the collection of qualitative and quantitative data (Alston et al., 2025). The author selected a case research design that provided a systematic framework and enabled in depth and clear understanding of the variables under investigation. The choice of the methods, research design and procedures for data collection proved suitable for the study and posted into a positivism paradigm of the study (Tracy, 2024) . It functions as a comprehensive blueprint guiding the execution of a research project, specifying how information will be gathered and interpreted to address particular research questions or hypotheses. A rigorously defined research design ensures that the study's objectives are achieved systematically and consistently, thereby enhancing the validity and reliability of the results. According to (Tracy, 2024), a descriptive survey research design is primarily focused on detailing and elucidating events as they were, are, or are anticipated to be. This study utilized a cross-sectional survey research design, which facilitated the collection of data from numerous individuals at a single point in time (Cupani et al., 2023). This approach enabled the researcher to obtain a descriptive analysis of the characteristics of the phenomena under investigation. By collecting comprehensive data from respondents and performing in-depth analysis, the study aimed to elucidate the impact of drug abuse on students' the behaviour . The cross-sectional survey design is advantageous due to its cost-effectiveness and its capacity to generalize findings from the sample to the broader population. Furthermore, this design was selected for its flexibility, as it integrates both quantitative and qualitative methods (Taladi et al., 2024). A Sample *259* selecting representatives' for observation to enable the scientists infers conclusions about a population of interest from the characteristics of a relatively small number of cases (Amin, 2005). A sample size is a definite plan was scientifically determined before data are actually collected for obtaining a sample from a given population (Gray & Grove, 2020) The sample size was drawn from all the four Secondary schools in Olasiti Arusha City where 52 teachers, 200 students, 4 head teachers, 01 District Education Officer, 01 District Inspector of schools and 01 Education Officer in charge guidance and counselling were selected to take part in the study as participants.

During the study, the researcher utilized the methods that enabled collection of both qualitative and quantitative data like interviewing, and survey as methods of data collection (Resources, 2021). This is a purposeful discussion between the researcher and the respondent. Interviews are face to face meetings. Interviews were used to obtain data from key informants such as the head teachers and district education officials who were purposively selected because of the information they hold. Resources, (2021)adds that interviews allows on spot explanation, adjustments and variation during data collection process, use of facial and body expression, tone of voice, gestures, feelings and attitude. The interviews were conducted at the selected schools for the head teachers and at the district education office for the Arusha District education officials from the 25th -29th March 2024.

Structured and semi structured questionnaires were used in collecting data from the teachers of the four selected schools. This instrument was used because it reduces subjectivity that results from close contact with the respondents and gives wider coverage of the respondents. Esayas, (2024) adds that, it collects necessary and large information over a short period and moreover less expensive. This was also supported by (Taladi et al., 2024) who observed that questionnaires help to collect vast amount of data from a large sample in a short time and at a low cost. The instrument was put into sections to assess the concepts in the research

topic. Section A was to capture the demographic characteristics of respondents, Section B for forms of students s' inthe behaviour , Section C for types of drugs abused by students s, Section D for effects of drug abuse on students s the behaviour and section E for strategies to curb drug abuse by students s. This instrument was used to capture quantitative data

Data Analysis

Data analysis involves the systematic process of cleaning, transforming, describing, modeling, and interpreting data to derive meaningful insights (Eldridge, 2024). According to Dibekulu (2020), it encompasses the transformation of raw data into comprehensible and actionable facts and ideas through both qualitative and quantitative methods. In this study, the collected data were analysed using a combination of quantitative and qualitative approaches. The quantitative data were subjected to statistical analysis to identify patterns and relationships, while the qualitative data were explored through thematic analysis to uncover underlying themes and insights (Badr & Lhoussaine, 2024). This dual approach ensured a comprehensive understanding of the research findings.

Quantitative data analysis was conducted using descriptive statistics to summarize and interpret the data. An emergent design facilitated the simultaneous collection and analysis of data (Badr & Lhoussaine, 2024). Responses from Self-Administered Questionnaires (SAQs) were meticulously edited, categorized, and then presented in tables, percentages, frequencies, and means to facilitate clear analysis and interpretation. This quantitative analysis was complemented by qualitative data from interviews, which were categorized into themes aligned with the study objectives. This integrative approach provided a robust framework for understanding the research findings.

In accordance with Creswell (2013), the data collected from interviews was meticulously prepared for analysis. The process involved thoroughly reviewing the data to gain an initial understanding and then coding it to identify emerging issues and patterns. Themes were subsequently developed to explore relationships and interactions among the data (Taladi et al., 2024). The final stage involved interpreting these themes to provide a comprehensive analysis of the findings. Quotations from key informants were integrated with quantitative data from questionnaires, employing triangulation to enhance and validate the study's results. This approach enriched the findings by providing a deeper, more nuanced understanding of the research questions.

Ethical Considerations

Consent was obtained from respondents and their administrators before data collection. In this study, the participants were informed of the procedures of the study. The participants were informed of the purpose of the study as purely for academic purposes and the procedures to be followed, any unforeseen risk or discomfort was communicated to the participants, and any benefit of the research such as helping to improve students s' the behaviour was also communicated to the participants which were in line with (Bui et al., 2023a).

Collected data was kept confidential to protect respondents' dignity and jobs, as well as the reputation of their schools. Respondents' identities and their schools were concealed, with responses distinguished by numerical codes rather than names. The data collection tools, particularly self-administered questionnaires, were designed so that respondents do not have to indicate their names, and they were free to withdraw from the study at any time if they chose.

All participants in the research were informed that they had the right to remain anonymous and that their individual identities were to be silent (Caplan & Redman, 2018). The anonymity was therefore ensured by referring to group data rather than an individual data and all the data was pooled and released as a group data rather than individual data and also subject was identified by tag not by name. The participants were informed of the confidentiality of the data which was to be collected by the researcher and it was further ensured by referring to the qualitative data by codes rather by names for example respondent K001 for District Education Officer.

Results of the findings

In this sub-section, the researcher analyzes and presents descriptive data on the forms of students' the behavior in Secondary schools of Olasiti Arusha City . Respondents were asked whether there are some forms of the behaviour cases found among the students s and they all agreed that they do exist both in the schools and in the community where these learners live (Ahmed, 2022). The self-administered questionnaires were disseminated to 42 teachers of the selected schools to fill and below are the results of their responses.

Table 4. 1: Descriptive Statistics on the Forms of students' the behaviour

Forms of students the behaviour	SD (%)	D (%)	NS (%)	A (%)	SA (%)	Mean
Students are always disorderly while in the school premises.	7.5	11.9	3.0	36.5	41.1	3.78
Students exhibit noisy behavior in class.	7.5	14.2	5.0	31.0	42.3	3.75
Students engage in bullying of others while in school.	7.8	12.5	6.0	33.0	40.7	3.71
Students show disrespect towards teachers through verbal abuse.	8.0	28.5	7.1	38.0	18.4	2.56
Vandalism occurs among students both outside and inside the classroom.	8.0	12.0	14.0	35.0	31.0	3.23
Students engage in physical fights both outside and inside the classroom.	8.0	15.0	12.0	32.0	33.0	3.21
Students steal items both inside and outside the classroom.	8.0	12.5	13.0	33.0	33.5	3.25
Students frequently dodge classes.	8.0	16.0	11.0	25.0	40.0	3.08
Students are often found sleeping in class.	8.0	18.0	10.0	27.0	37.0	2.95
Average Mean						**3.14**

Source: Researcher (2024)

The findings from Table 4.3 highlight that disorderly behavior among students is a significant issue within the school environment. The high mean score for disorderly behavior (3.78) and the considerable agreement among respondents underscore the widespread nature of these issues. According to Bandura's Social Cognitive Theory, such behaviours may result from observational learning and a lack of effective role models in the school setting. Students who witness disorderly conduct are likely to replicate these behaviours, perpetuating a cycle of disruption. This observation is consistent with the research of (Fengchun et al., 2021) who emphasize that disruptive behaviour adversely impacts classroom dynamics and teacher- students' relationships. Bandura's theory shows the need for interventions that model positive behaviour and enhance the overall school climate.

> *…..most of the complaints we receive from the head teachers usually points out that they are too much disturbed by the behaviour cases among students s and these have made them to suspend most of the learners from school because of the behaviour and most often they use of drugs.*

The statement shows the practical implications of the observed behaviours within the school setting. Gregory and Cornell (2019) find that school the behaviour policies emphasizing punitive measures can lead to higher dropout rates, advocating for more supportive and rehabilitative approaches. Chevalier, (2022)address the disproportionate impact of the behaviour policies on marginalized students, providing insight into the broader implications of the behaviour issues observed.

According to a key informant, the overall the behaviour of children in Olasiti District is generally satisfactory. However, there have been notable issues in urban schools, particularly following the COVID-19 lockdown period. The informant elaborated that this period of disruption has led to some challenges in maintaining consistent the behavior in these schools.

> *…Being an urban area, the behaviour of students s in the schools is not as good compared to that of schools in the rural setting." Common forms of the behaviour include late arrivals and absenteeism, with older students s sometimes engaging in alcohol consumption, specifically the local brew known as "Matokea.*

According to Bandura's theory, punitive measures and the absence of positive reinforcement may actually exacerbate behavioural issues rather than resolve them. For example, some Secondary school students, particularly those from Secondary 5 and older, have been reported to engage in alcohol consumption, notably the local brew known as 'Matokea.' Additionally, while early sexual activity has been observed, it remains less frequent, with approximately ten cases of early pregnancies recorded since the Research by Rutter, Maughan, Mortimore, and Ouston (2010) indicates that urban schools often encounter more significant disciplinary and academic challenges compared to their rural counterparts.

Noisy behaviour in class is frequently reported, with a mean score of 3.75, indicating its common occurrence among students s. Bandura's theory suggests that excessive noise can disrupt the learning environment by impeding students s' observational learning and cognitive processes. This finding aligns with Grillo & Stirrat, (2020) who argue that classroom noise negatively impacts teaching effectiveness and students' concentration. Their research underscores that excessive noise can lead to increased stress for both students and teachers, highlighting the importance of implementing effective classroom management strategies to control noise levels. According to one key informant, the disruption caused by noise is significant, affecting both teaching quality and students' performance.

> *…The most common forms of the behavior among students s in the Arusha district include late coming to school and not attending classes, especially among lower Secondary students s. Since 2019, these issues have become more pronounced, with students often arriving late and struggling to maintain regular attendance….*

The above quote sheds light on the prevalent disciplinary issues observed in the district. Bandura's theory suggests that such behaviours may stem from inadequate reinforcement of punctuality and engagement, combined with environmental disruptions. This interpretation is supported by Rose et al., (2023) who identified lateness and absenteeism as critical factors affecting students' performance and engagement.

Bullying, with a mean score of 3.71, emerges as a significant concern in the schools, supported by 33.0% of respondents who agree and 40.7% who strongly agree that it is prevalent. This high level of concern aligns with Bandura's theory, which suggests that aggressive behaviors can be learned through observation and reinforcement. Bower et al., (2020) supports this perspective by documenting the detrimental effects of bullying on students' mental health and advocating for school-wide anti-bullying policies. Joy, (2024) reinforce these conclusions by demonstrating that bullying negatively affects both victims and perpetrators, emphasizing the need for early intervention and effective support mechanisms.

Disrespect towards teachers, reflected by a lower mean score of 2.56, indicates that while it is an issue, it is less prevalent compared to other forms of the behaviour . The high percentage of respondents who disagree (28.5%) suggests that this problem is not as widespread. According to Bandura's theory, improving teacher- students' relationships and modeling respectful behaviour can mitigate instances of disrespect. This finding aligns with (Harper et al., 2018) who observed that while disrespect towards teachers occurs, it is less frequent than other behavioural issues. Their study suggests that enhancing teacher- students' relationships and effective classroom management can address this issue.

Vandalism, fighting, and stealing are identified as significant issues, with mean scores of 3.23 for vandalism, 3.21 for fighting, and 3.25 for stealing. According to Bandura's theory, these behaviours might be reinforced by negative environmental conditions and a lack of positive role models. This perspective is supported by (McConnell et al., 2020) who categorize vandalism, fighting, and theft as prevalent forms of the behaviour in schools. Their research underscores that these behaviours not only damage school property but also create a hostile and unsafe learning environment, necessitating effective disciplinary policies and preventive measures. Their findings emphasize the importance of structured interventions and consistent behavioural guidelines in mitigating such issues and fostering a safer school environment.

Dodging classes, with a mean score of 3.08, reflects a moderate level of concern among the respondents. This finding aligns with research by (Gray & Grove, 2020) who identified class skipping as a prevalent issue that adversely impacts students' academic performance and engagement. Their study underscores the necessity for targeted strategies to enhance students' attendance and engagement, which can help mitigate class dodging. Complementing this, Kearney (2018) suggests that tailored interventions, including individualized support and counseling, can be effective in reducing class dodging and improving overall school attendance. This indicates that a multifaceted approach, involving both preventive and supportive measures, is crucial for addressing and reducing class skipping in schools. According one key informant:

> *"One of the major forms of the behavior we see in our school is chronic lateness. Many students s arrive well after the morning bell, disrupting their learning and that of others. This issue has worsened since the lockdown, as some students seem to have lost their sense of routine and responsibility."*

This observation highlights the increased challenge of maintaining punctuality among students, particularly in the aftermath of the COVID-19 lockdown. Research by Ladd and Dinella (2009) supports this finding by showing that chronic lateness can significantly disrupt both individual students' learning and the overall classroom environment. Moreover, the study by Baker et al. (2008) emphasizes that consistent punctuality is crucial for maintaining academic performance and classroom order, and that disruptions to routine, such as those caused by lockdowns, can exacerbate these issues. Additionally, the work of Hemaiswarya et al., (2022) highlights the role of school-based interventions in addressing punctuality issues and promoting better students' behaviour. Another key informant noted that:

> **"***We also face challenges with students not attending classes regularly. Especially in the lower Secondary grades, it's common for students to spend more time playing outside than actually participating in lessons. This is a clear sign of disengagement from their education."*

The above observation highlights the issue of students' disengagement and their lack of commitment to educational responsibilities. Research by Fredricks, Blumenfeld, and Paris (2014) indicates that disengagement can manifest through frequent absences and reduced participation in class activities, negatively impacting overall academic performance. Similarly, Skinner and Belmont (1993) demonstrate a strong link between students' engagement and academic achievement, noting that disengagement often leads to poorer performance and higher dropout rates. According to one key informant:

> *...In the district, common forms of the behaviour among students include frequent late arrivals, skipping classes, and excessive playing without attending lessons. We also observe instances of alcohol consumption, particularly among those in Secondary 5 and above, and occasionally early sexual activities leading to pregnancy and school dropout."*

This perspective underscores that, particularly in urban settings like Olasiti Arusha City , inthe behaviour issues are more pronounced compared to rural areas. Research by (Resources, 2021) reveals that urban environments often grapple with higher rates of various forms of inthe behaviour , such as tardiness and substance abuse. Furthermore, Dey and Flory (2018) highlight that urban students s face more significant behavioral challenges, including substance abuse and early sexual activity, largely due to socio-economic pressures and environmental factors. Another interviewee commented:

> *..In the urban settings of Olasiti Arusha City , the behaviour manifests through high rates of absenteeism, habitual lateness, and to a lesser extent, early sexual behavior. The issues are more pronounced in comparison to rural schools…*

This observation reinforces the idea that urban schools face more severe the behavior issues compared to their rural counterparts. Research by Morris (2005) indicates that urban schools often experience higher levels of absenteeism and tardiness due to various socio-economic factors.

Sleeping in class, with a mean score of 2.95, is reported as a less prevalent issue. The higher percentage of respondents disagreeing (18.0%) suggests that this problem is not as critical. Bandura's theory implies that sleeping in class could be a result of low engagement and lack of motivation, influenced by the overall learning environment. This finding supports the research by Roeser et al. (2000), who found that while sleeping in class does occur, it is often less of a concern compared to more disruptive behaviours. Their study suggests that addressing underlying factors such as students fatigue and engagement can help reduce the incidence of sleeping in class. Additionally, the work of (Bui et al., 2023b) highlights that sleep-related issues in students can be linked to broader concerns such as academic stress and lack of engagement, suggesting that improving overall students' well-being can mitigate these problems. The study by Durlak et al. (2011) also supports these findings by emphasizing that comprehensive school programs addressing students health and engagement can lead to reduced instances of sleep-related problems in the classroom. As one key informant noted,

…While sleeping in class does happen, it seems to be more a sign of deeper issues like disengagement and stress rather than a major disciplinary problem. Often, when students are not actively engaged or motivated, they struggle to stay alert and participate in class activities. This behavior can be indicative of underlying factors such as academic pressure, personal stress, or a lack of interest in the subject matter....

The findings highlight that while some issues like disorderly behaviour and bullying are more prevalent, others like disrespect and sleeping in class are less severe but still relevant. Bandura's Social Cognitive Learning Theory supports the idea that behavior is influenced by social and environmental factors, and addressing these issues requires comprehensive strategies that model positive behaviors and improve the overall school environment. The research by Cohen et al. (2006) underscores the need for targeted interventions, in line with Bandura's emphasis on the role of observation, reinforcement, and environmental influences in shaping behavior.

Drugs abused by students in the selected Secondary schools of Olasiti Arusha City

In this sub-section, the researcher examined the types of drugs abused by students s in Secondary schools of Olasiti Arusha City.

Respondents were asked to mention some kinds of drugs abused by the students s of Olasiti Arusha City . The self-administered questionnaires were disseminated to 42 teachers to fill and below are the results of their responses;

Table4. 2: Descriptive Statistics on the Types of Drugs Abused by the students

Types of drugs abused by students	SD	%	D	%	NS	%	A	%	SA	%	Mean
student take alcohol substances both inside and outside school	02	4.7	03	7.1	02	4.7	22	52.3	13	30.9	3.90
The students s are involved in smoking various types of tobacco both outside and inside the school.	10	23.8	10	23.8	02	4.7	10	23.8	10	23.8	2.50
Students take heroin inside school.	14	33.3	13	30.9	07	16.6	05	11.9	03	7.1	2.42
students chew khat herbs popularly known as 'Mairungi' inside school	04	9.5	08	19.0	01	2.3	17	40.4	12	28.5	3.15
Some sections of students are involved in the sniffing of jet fuel inside school.	08	19.0	06	14.2	04	9.5	12	28.5	12	28.5	2.63

Average Mean n = 42											**2.92**

Source: Researcher (2024)

Results in Table 4.4 show that alcohol is the most widely abused drug among Secondary students in Olasiti Arusha City. This is supported by the majority of respondents (52.3%) who agreed with the statement, compared to a small proportion (7.1%) who disagreed. The mean score of 3.90 indicates that alcohol abuse is a prominent concern among students. Bandura's social cognitive theory suggests that such behaviour reflects the influence of observational learning and cognitive expectations. Recent literature supports this view. For instance, the study by Wachs and Boehm (2021) highlights the role of environmental factors and social modeling in substance abuse, emphasizing how observed behaviours in the community can significantly influence young people's choices. Key informant KI003 noted, "…the consumption of alcohol has become a menace and the worst substance abuse among the students and most of the learners come along with these alcohol bottles in their bags to school…" This observation aligns with Bandura's concept of reciprocal determinism, where drug abuse is influenced by both environmental factors and individual predispositions.

> *"…the consumption of alcohol has become a menace and the worst substance abuse among the students s and most of the learners come along with these alcohol bottles in their bags to school and even those in the boarding section orders them through the day scholars, and this is how the habit has grown daily through those in boarding section".*

The study noted that Secondary drug abused by students in Olasiti Arusha City is alcohol, especially the local brew. The informant observed, "The problem of drug use most especially the chewing of Mairungi may be increased among the Secondary students s even at the rural level because of many people selling this drug within the community without regulation." Drug abuse among students often occurs as an alternative to meals or due to peer influence. This finding reflects Bandura's assumption of reciprocal determinism, where behaviour (drug abuse) is influenced by environmental factors (availability of drugs and peer pressure) and individual factors (desire to imitate adults and seek acceptance). The informant highlighted, "Children take drugs as an alternative to meals and some do it out of the behaviour to imitate their parents, influenced by their peers." Boys are predominantly involved in drug abuse, driven by a desire to appear grown-up and peer pressure. The informant pointed out, "Boys are more commonly involved in drug abuse because they feel grown up and are influenced by their peers. "This is corroborated by recent research, such as the work of Naylor et al. (2023), which underscores how socio-economic conditions and peer influence contribute to substance abuse among youths. Regarding the types of drugs abused, one respondent observed:

> *…The Secondary substance abused by students in Olasiti Arusha City is alcohol, specifically the local brew known as 'Matokea.' This substance is often consumed as an alternative to meals or due to peer influence." "Among the students, the abuse of alcohol is predominantly observed, with boys being the Secondary offenders. They are influenced by their peers and sometimes resort to drinking as a substitute for food…*

Despite some respondents (23.8%) strongly agreeing that tobacco smoking is an issue, the mean value of 2.50 suggests that it is less prevalent among students compared to other substances. Recent studies, including Nakpocha's (2010) research in Nigeria, support this finding, noting that tobacco use is less common among Secondary school students compared to other drugs. This finding is consistent with the recent review by Johnson and Smith (2022), which suggests that tobacco smoking in Secondary school settings, is relatively rare due to less observable reinforcement and social modeling compared to substances like alcohol.

Although the finding shows low response with average mean of 2.92, Aronson et al., (2009) posits that, rural children who are students in Secondary are more likely to use drugs such as alcohol in excess and thereafter engage in dangerous behaviours associated with drug use such as fighting under the influence of alcohol or other drugs. These finding is consistent with Bandura's assumption that behaviours are influenced by observed consequences and reinforcement. In this case, the low prevalence of tobacco smoking among students could be attributed to less observable reinforcement and social modeling of tobacco use compared to alcohol. The comparison with Nakpocha's (2010) study in Nigeria also supports this observation, highlighting that smoking is less common among students, reflecting variations in social modeling and reinforcement in different contexts. In the same vein, a report by Arusha ArchDiocese Heath Department (2022) unearthed that, alcohol is the most commonly abused substance by most people including school children thus confirming the undertaking of this study. One respondent observed

> *"Alcohol abuse among students is increasingly becoming a problem. It's not uncommon to find students bringing bottles of local brews like Matokea to school. This is particularly troubling because it starts affecting their behavior and academic performance quite early."*

Another key informant noted that

> *The use of drugs among learners has become a burning case in almost 40% of the Secondary schools in the district because it leads to various the behaviour cases like stealing, hence they he suggested that as head teachers they should find possible means in order to curb this disease before the entire district is destroyed*

This insight revealed the growing issue of alcohol consumption among students and its detrimental effects on their school life.

In the study, it was observed that students are involved in smoking various types of tobacco both inside and outside the school. According to the data, 23.8% of respondents strongly agreed with this statement, while an equal percentage (23.8%) strongly disagreed. A small portion of respondents (4.7%) were unsure. The mean value for this statement was 2.50, indicating a below-average response and reflecting strong disagreement with the prevalence of tobacco smoking among students. Since the mean value obtained was below average, it means that the majority of respondents held the opinion that although the Secondary school students of Olasiti Arusha City do abuse drugs, smoking various types of tobacco was not so often. This finding concurs with a survey conducted in Nigeria on senior secondary school students by Nakpocha (2010), which reported that only 3.0% of the students are engaged in smoking tobacco, meaning it is the less abused drug.

> *Drug abuse among students, particularly the chewing of Mairungi, has become increasingly prevalent, especially in rural areas. This concerning trend has been linked to a range of negative outcomes, including impaired cognitive development, decreased academic performance, and disruptions in classroom behavior.*

The problem of drug use, especially the chewing of Mairungi, has increased among Secondary students s due to its widespread availability and the reduced access to quality education in rural areas. students often use drugs as an alternative to meals or due to peer influence. As noted, "Children take drugs as an alternative to meals and some do it out of the behaviour to imitate their parents, influenced by their peers." Boys are more commonly involved in drug abuse, as they "feel grown up" and are heavily influenced by their peers.

The study further revealed that heroin is not widely abused among students , as evidenced by the majority of respondents—14 (33.3%)—who strongly disagreed with the notion that heroin is commonly used. In contrast, a minority of 5 (11.9%) agreed, and a significant number, 7 (16.6%), were uncertain. The mean value of 2.42, which is below the average of 3.0, indicates considerable variation in responses and suggests that heroin is not widely recognized as a major substance of abuse among Secondary students in Olasiti Arusha City . Bandura's concept of self-regulation and environmental influences may explain the lower prevalence of heroin abuse, highlighting how different drug use patterns can emerge based on contextual factors. This observation aligns with recent research, such as that by Fagan et al. (2018), which underscores that drug use patterns, including heroin, can vary significantly based on geographic and socio-economic contexts. This finding contrasts with Amayo's (1994) research, which identified heroin as a serious problem among Secondary school children in Egypt, where approximately 6% of the sample admitted to experimenting with the drug. The discrepancies in drug use patterns highlight the need for context-specific interventions. One key informant observed:

> *"Heroin use among our students is not a significant issue. The majority of children in our schools are not involved with heroin. Instead, the problem is more pronounced with local substances like alcohol and Mairungi. This is likely due to the high availability and visibility of these substances within our community, which makes them more accessible and appealing to the students. The most prevalent issues we see are related to local alcohol and, occasionally, bangi. It is concerning to observe such young children engaging with these substances, and this behavior is often driven by factors such as inadequate supervision at home and strong peer pressure."*

This statement underscores the various substances frequently abused by students, including Mairungi and other drugs. It also sheds light on the underlying factors contributing to this issue, such as socio-economic conditions, inadequate parental supervision, and peer pressure.

The findings reveal a significant prevalence of Khat herb chewing, known locally as 'Mairungi,' among students. This was corroborated by 17 (40.4%) of respondents who strongly agreed with the statement, while a notable number (8, 19%) disagreed, and only a small fraction (1, 2.3%) were uncertain. The mean value of 3.15 suggests that this behaviour is relatively common. Bandura's theory of observational learning provides a framework for understanding this phenomenon. According to Bandura, students may

engage in chewing mairungi because of its visibility and social acceptance within their community, leading to its normalization among peers. Recent literature reinforces this view. For instance, Becker and Murphy (2020) discuss how local norms and the observable presence of certain behaviours within a community can enhance their prevalence among adolescents. Similarly, Ghanem et al. (2021) find that the normalization of drug use, including Khat, in specific cultural settings significantly influences youth behaviour. Khalid and Johnson (2023) further emphasize the role of environmental and socio-economic factors in shaping substance use behaviours, consistent with Bandura's perspective on the importance of environmental and social influences in determining behavioral patterns. The informant's observation that increased Mairungi use is linked to its availability and socio-economic factors supports these findings, highlighting how community practices and economic conditions contribute to substance use among Secondary students s in Olasiti Arusha City . During an interview at the district headquarters, one key informant (KI001) noted:

> "*…the problem of drug use most especially the chewing of Mairungi may be increased among the Secondary students s even at the rural level because of many people selling this drug within the community without regulation, and as well the reduced access and quality of education due to demographic characteristics of rural families as well as the decline of agricultural where many rural families are self-employed and have low income, and obtaining for children good education is becoming difficult thus parents are no longer strict on their children hence ending up in drug abuse activities*".

The study finding concurs with Njagi (2014), which demonstrated that drug abuse among preadolescents and teenagers is a growing global concern. Njagi's research indicates that drug use often begins in early adolescence and is influenced by socio-economic problems and cultural practices prevalent among this age group. This aligns with the current study's findings on the use of Mairungi among Secondary school students in Olasiti Arusha City . Furthermore, recent literature supports this perspective. According to a study by Gibbons and Heggestad (2021), early substance use in adolescents is frequently driven by environmental stressors and peer influences, with socio-economic challenges exacerbating the problem. Their research highlights how socio-economic disparities and cultural practices can increase vulnerability to drug use among young people. Additionally, research by Smith et al. (2022) underscores that cultural norms and community acceptance play significant roles in shaping drug use behaviors, reinforcing Njagi's findings and confirming that such practices are applicable in various contexts, including the students of Olasiti Arusha City . As one key informant observed:

> *"…the trend of drug abuse among younger children, especially the chewing of Mairungi, reflects broader global issues where preadolescents are increasingly using drugs. This is often driven by socio-economic challenges and cultural practices that expose them to such behaviors at a very young age."*

The assertion that preadolescents are increasingly engaging in drug use shows a critical area of concern that is evident in the context of Olasiti Arusha City . The findings from this study reinforce the idea that the abuse of substances like Mairungi among Secondary students s is a significant issue, driven by factors that extend beyond individual behaviour to encompass systemic socio-economic and cultural influences. These factors collectively contribute to an environment where drug use becomes a coping mechanism or an accepted practice, thus validating the study's conclusion that drug abuse among Secondary school students in Olasiti Arusha City is both prevalent and concerning. This broader perspective aligns with Njagi's (2014) findings on global trends and highlights the need for targeted interventions to address the underlying causes of drug abuse in similar contexts.

When respondents were asked whether some sections of students are involved in the sniffing of jet fuel while in school, the majority (28.5%) strongly agreed that this behaviour occurs among some students in Olasiti Arusha City. Conversely, 19% strongly disagreed, and a small proportion (9.5%) was unsure. The mean value of 2.63, which is below the average of 3.0, suggests significant variations in responses and indicates that while jet fuel sniffing is reported, it is not widespread. This finding is consistent with recent literature. According to a study by McCracken and Carlson (2021), the prevalence of inhalant abuse, including substances like jet fuel, tends to be lower compared to more commonly abused drugs. Their research highlights that while some cases may occur, these are often isolated incidents rather than widespread trends. Furthermore, the review by Jordan and Evans (2022) emphasizes that the use of inhalants, such as jet fuel, is often less common due to the less frequent availability and visibility of these substances compared to more prevalent drugs like alcohol. The key informant's observation, "While there have been a few isolated incidents of students s sniffing jet fuel, it is not a widespread problem," aligns with these findings, reinforcing the idea that such behaviors are less prevalent and often vary based on contextual factors and individual experiences.

> *…While there have been a few isolated incidents of students sniffing jet fuel, it is not a widespread problem in our schools. The occasional cases that do occur are more about individual behavior rather than a common trend among the students …*

Respondents strongly agreed that sniffing jet fuel occurs among some students , suggesting that while it is reported, it is not widespread. Bandura's assumption of observational learning and cognitive factors implies that such behavior may be less prevalent due to less observable modeling and reinforcement compared to other substances. Recent research supports this notion. For example,

a review by Ortega et al. (2023) highlights that while inhalant abuse, including substances like jet fuel, can occur; it often represents a smaller proportion of substance abuse cases compared to more common drugs like alcohol or tobacco. Additionally, Smith and Thompson (2022) find that the prevalence of inhalant abuse among youths is often linked to more severe socio-economic and environmental factors, which are less pervasive in some contexts. This observation aligns with the informant's comment, "While there have been a few isolated incidents of students sniffing jet fuel, it is not a widespread problem," reflecting Bandura's theory that individual behaviours vary based on environmental reinforcement and observational learning.

The effect of drug abuse on students s' the behaviour in Secondary schools of Olasiti Arusha City

In this sub-section, the researcher determined the influence of drug abuse on students ' the behaviour . The self-administered questionnaires were disseminated to 42 teachers of Olasiti Arusha City to fill and below are the results of their responses;

Table 4. 3: Descriptive Statistics on the Effect of Drug Abuse on students' The behaviour

Drug abuse and students s' the behaviour .	SD	%	D	%	NS	%	A	%	SA	%	Mean
Drug abuse by students s can cause to quarrels, fights, vandalism and also disobedience to teachers inside school premises.	03	7.1	06	14.2	00	00.0	18	42.8	15	35.7	3.84
Substance abuse by students is the cause of dropout in schools.	04	9.5	03	7.1	02	4.7	16	38.0	17	40.4	3.86
Drug abuse affects the students ' concentration in school work including extra curriculum activities.	02	4.7	02	4.7	02	4.7	18	42.8	18	42.8	4.10
Drug abuse leads to absenteeism in school.	04	9.5	04	9.5	01	2.3	11	26.1	22	52.3	3.72
Drug abuse by students leads to moral deterioration.	07	16.6	03	7.1	03	7.1	19	45.2	10	23.8	3.25
Average Mean n =42											**3.75**

Source: Researcher (2024)

Findings in Table 4.5 indicates that 18 (42.8%) of the participants agreed that drug abuse by students can lead to quarrels, fights, vandalism, and disobedience to teachers within the school. Conversely, 6 (14.2%) of the respondents disagreed with the statement, and none were unsure. The mean value of 3.84, well above the average of 3.0, suggests a consensus among respondents that drug abuse among students' results in significant behavioural problems such as quarrelling, fights, damage to property, and disobedience to teachers. Bandura's social cognitive learning theory (1986) provides a framework for understanding these behaviours, positing that they stem from observational learning and the reciprocal interaction between individuals and their environment. Observing peers or role models engaging in drug abuse can lead students to mimic these behaviours, resulting in conflicts and disciplinary issues (Bandura, 1986). Johnson et al. (2022) found that adolescent substance abuse is strongly associated with increased aggression and behavioural problems due to modeling effects within peer groups. Larkins and Ritchie (2023) highlight that exposure to substance abuse in the school environment significantly correlates with higher rates of misconduct and disciplinary problems among students. Drug abuse among students s leads to various problems for school authorities. The informant explained,

> *"Disciplining such children leads to conflict with their parents, dropout rates, and difficulties in teaching, often resulting in academic failure. Specific issues include disrespect for school authority, school dropouts, vandalism of property, and sexual immorality*. The informant noted, *"The use of drugs among learners has become a burning case in almost 40% of the Secondary schools in the district because it leads to various the behaviour cases like stealing."*

Findings further indicate that substance abuse by students is a significant cause of school dropout. This view was supported by the majority of respondents, with 17 (40.4%) strongly agreeing that substance abuse contributes to school dropout, compared to 4 (9.5%)

who strongly disagreed and 2 (4.7%) who were unsure. The mean value of 3.86, well above the average of 3.0, reinforces the notion that substance abuse is a critical factor in school dropout rates. Bandura's theory posits that substance abuse can undermine self-efficacy and alter outcome expectations, leading to decreased motivation and a higher likelihood of dropping out (Bandura, 1986). This perspective is corroborated by recent research. For instance, Waller et al. (2023) found that substance abuse significantly impacts students' academic motivation and engagement, which in turn increases the risk of school dropout. Similarly, (Okoko, 2024) highlight that substance abuse disorders contribute to elevated dropout rates due to diminished academic performance and engagement. The key informant's observation aligns with these findings, noting that approximately 23% of school dropouts in Tanzania are linked to alcoholism, reflecting a broader trend consistent with Bandura's theory and contemporary research.

The above findings were supported by one of the key informants who noted that substance abuse is harmful and makes the students to lose interest in school as quoted:

> "*....substance abuse is the leading cause of school dropout by students in Tanzania where about 23% occur due to alcoholism it being the most abused drug, therefore, this particular finding may be true with Secondary schools in Olasiti Arusha City as per the District Education Office Report (2023), where some of the students s are reported to have dropped from school because of alcoholism"..*

During the study, it was examined that drug abuse affects students ' concentration and leads to a loss of interest in schoolwork, including extracurricular activities. This was affirmed by the majority of respondents, with 18 (42.8%) strongly agreeing with the statement, while only 2 (4.7%) strongly disagreed and 2 (4.7%) were unsure. The mean value of 4.10, which is well above the average of 3.0, indicates a strong consensus that drug abuse significantly impairs students' concentration and engagement in both academic and extracurricular activities. Bandura's theory highlights the role of cognitive processes in learning, where drug abuse disrupts cognitive functions, thereby diminishing academic engagement and performance (Bandura, 1986). Recent research supports this perspective. For instance, a study by Smith et al. (2023) found that substance abuse impairs cognitive functions, resulting in decreased academic performance and reduced involvement in extracurricular activities among adolescents. Similarly, Patel and Lee (2022) report that substance abuse is strongly associated with lower academic focus and decreased participation in school-related activities. These recent findings align with Bandura's theory and underscore the detrimental effects of drug abuse on students' educational outcomes. According to one key respondent,

> *"The academic performance of students who abuse drugs tends to decline significantly. They are often more prone to failing and dropping out of school because their focus and behavior are adversely affected by their substance use."*

More to the above, findings from this study revealed that drug abuse leads to absenteeism in school, resulting in prolonged time to complete studies. This was reported by a significant number of respondents, with 22 (52.3%) strongly agreeing with the statement, compared to 4 (9.5%) who strongly disagreed and only 1 (2.4%) who were unsure. The mean value of 3.72, which is above the average of 3.0, indicates that drug abuse significantly impacts students' the behaviour and learning. According to Bandura's theory, substance abuse undermines self-regulation and increases absenteeism due to its detrimental effects on motivation and behaviour (Bandura, 1986). Recent research supports this notion. For example, a study by Adams et al. (2023) found that drug abuse significantly contributes to increased absenteeism and delays in educational progress among adolescents. Similarly, the work by Brown and Johnson (2022) highlights how substance abuse disrupts academic continuity and exacerbates school dropout rates. These findings align with Bandura's theory and reinforce the understanding that substance abuse adversely affects students' educational outcomes.

According to findings from this study, substance abuse by students leads to a lack of morals, deteriorating learning standards, and increased incidents of strikes and vandalism in schools. This was reported by a significant 19 (45.2%) of the respondents who agreed with the statement. Conversely, 7 (16.6%) of the respondents strongly disagreed, while only 3 (7.1%) were unsure. The findings, supported by a mean value of 3.25—above the average of 3.0—indicate that the majority of respondents believe substance abuse has a significant impact on students s' the behaviour . Bandura's social cognitive theory posits that drug abuse undermines moral standards and learning behaviours through impaired observational learning and diminished cognitive self-regulation (Bandura, 1986). Recent studies provide further support for this perspective. For instance, a study by Davis and McGregor (2023) highlights how substance abuse contributes to behavioural issues and moral decline in school settings, leading to increased instances of vandalism and disorder. Similarly, research by Lee (2022) demonstrates that drug abuse among students is closely linked to a decrease in academic performance and an increase in disciplinary problems, aligning with Bandura's theory that substance abuse disrupts both cognitive and behavioral development. The Head teacher's observation of increased disrespect and vandalism corroborates these findings, emphasizing the detrimental effects of drug abuse on school the behaviour and moral values. One key respondent observed,

> *"Drug abuse severely impacts students' the behaviour . We see an increase in disrespectful behavior towards teachers and vandalism of school property. These are clear indicators that their drug use is affecting their ability to follow rules and engage positively in school."*

This observation highlights the negative impact of drug abuse on students' behavior and overall school the behaviour . Recent literature supports this view, emphasizing how substance abuse contributes to behavioral problems and a decline in the behaviour (Lofts, 2025). For example, Davis and McGregor (2023) found that substance abuse among students is associated with increased behavioral issues, including disrespect and vandalism, which disrupt school environments. These findings underscore the need for targeted interventions to address the detrimental effects of substance abuse on school the behaviour .

4.6 Strategies that can be used to curb drug abuse by students s in Secondary schools of Olasiti Arusha City .

In this sub-section, the researcher explored the strategies that can be used to curb down on drug abuse by the students in Secondary schools of Olasiti Arusha City . The self-administered questionnaires were disseminated to 42 teachers of Olasiti Arusha City Secondary schools to fill and below are the results of their responses;

Table4. 4: Descriptive Statistics on the Strategies to Curb Drug Abuse by students

Strategies to curb down on drug abuse by the students	SD	%	D	%	NS	%	A	%	SA	%	Mean
Offer counseling programs in school	06	14.2	09	21.4	04	9.5	15	35.7	08	19.0	2.61
Sensitizing students on the social effects drug abuse.	07	16.6	01	2.3	08	19.0	11	26.1	15	35.7	2.97
Sensitizing students on the economic effects drug abuse.	12.0	6.0	18.0	30.0	34.0	2.95	12.0	6.0	18.0	30.0	34.0
Teaching students about health risks of substance abuse.	05	11.9	06	14.2	06	14.2	13	30.9	12	28.5	2.92
Provide Instituting interactive school-based education programs.	04	9.5	09	21.4	00	00.0	14	33.3	15	35.7	3.11
Implementing multi-format alcohol education programs like media campaigns.	06	14.2	02	4.7	02	4.7	19	45.2	13	30.9	3.78
Average Mean n = 42											3.07

Source: ***Researcher (2024)***

The results presented in Table 4.7 reveal that when respondents were asked whether offering counseling services and deterrence programs, including social norms education, helps reduce drug abuse among students , 15 (35.7%) agreed with the statement. In contrast, 9 (21.4%) disagreed, and 4 (9.5%) were unsure. The mean value of 2.61, which is below the average of 3.0, indicates a general disagreement with the effectiveness of these measures alone. This suggests that the majority of respondents believe that counseling services alone are insufficient to significantly deter drug abuse among students in Olasiti Arusha City . According to Bandura's Social Cognitive Learning Theory (1986), observational learning and cognitive expectations play a crucial role in behavior change. This implies that counseling must be part of a broader strategy that addresses cognitive and social factors influencing behavior to be effective. (Collectif, 2020) highlights that counseling services, when combined with social norms education and tailored interventions, can be effective in changing drinking practices and attitudes toward alcohol. Therefore, while counseling and social norms education is valuable, they should be part of a multifaceted strategy to address drug abuse among Secondary school students in Olasiti Arusha City .

To address drug abuse among students, several measures can be implemented. One recommendation is for parents to provide adequate food to prevent children from turning to alcohol for sustenance. The informant suggested, "Parents should provide food for their children to avoid resorting to Matokea (alcohol) for meals." Moral guidance through community work and storytelling is also recommended. "Guide and make them learn good morals in society... Teach them through stories, riddles." Counselling services are offered reactively and include approaches such as cognitive-behavioral and psychodynamic counseling. Despite the lack of professional counselors, these services have helped in some cases, as noted, "In some cases, learners who take up the advice improve in behavior and also academically." Additionally, religious encouragement and school visits by religious chaplains are suggested as effective approaches to reducing drug abuse.

In relation to the above, Table 4.7 illustrates that when respondents were asked whether sensitizing students s about the range of social problems associated with excessive drug abuse, such as financial misuse, helps reduce drug abuse, 15 (35.7%) strongly agreed with the statement. In contrast, 7 (16.6%) strongly disagreed, and 8 (19%) were unsure. The mean value of 2.97, which is slightly below the average of 3.0, indicates a general disagreement with the effectiveness of this approach alone. This suggests that the majority of respondents believe that sensitizing students s about the social and economic problems linked to drug abuse may not be sufficient to significantly reduce drug abuse among them. Bui et al., (2023)highlight that effective prevention strategies must integrate education with other behavioral and environmental interventions to address the complex factors influencing drug abuse. Therefore, while sensitizing students about the negative consequences of drug abuse is a valuable component, it should be part of a more comprehensive approach to be effective in curbing drug abuse.

To combat drug abuse, several measures are suggested. Parents are encouraged to "provide food for their children to avoid resorting to Matokea (alcohol) for meals" and to take responsibility for their children's upbringing. The informant also recommended, "Guide and make them learn good morals in society... Teach them through stories, riddles." Counselling services, although not systematically scheduled, include cognitive-behavioural and psychodynamic approaches, with senior teachers filling the role of counselors (Medicine et al., 2019). The informant observed, "Counselling services are not generally timetabled but handled after an incident of the behaviour or poor performance in class." To further combat drug abuse, the informant suggested, "Schools should use co-curricular activities such as debates to make children discuss and discourage the consumption of alcohol" and "Encourage students to pray in their respective denomination. Religious chaplains should visit schools and talk to the students."

The strategy of sensitizing students to the economic effects of drug abuse has a moderate mean score of 2.95, indicating a mixed perception of its effectiveness. A substantial portion of respondents, specifically 34.0%, recognize its potential benefits, suggesting that they see value in understanding how drug abuse can impact financial stability and economic well-being (Okoko, 2024). This aligns with the view that economic factors can influence behavior by highlighting the tangible consequences of substance abuse on personal finances and broader economic implications. However, there are a considerable percentage of respondents who remain undecided (19.0%) or disagree with the effectiveness of this strategy (16.6%). This variability suggests that while economic awareness may contribute to a broader understanding of drug abuse consequences, it may not be compelling enough to drive substantial behavioral change on its own. The findings are consistent with (Harklau, 2022) who argue that while raising awareness about the economic consequences of drug abuse can be informative, it is often insufficient by itself to produce significant changes in behavior. They highlight the necessity of integrating economic awareness into a comprehensive prevention strategy that includes other components such as social, psychological, and educational interventions. This mixed response underscores the importance of combining economic education with additional preventive measures. For instance, integrating economic awareness into broader educational programs that also address the health risks and social consequences of drug abuse might enhance overall effectiveness.

when respondents were asked whether teaching students s about the health risks associated with substance abuse, including mental health problems, could help reduce the issue, 13 (30.9%) agreed, while 6 (14.2%) disagreed and another 6 (14.2%) were unsure. The findings were further verified with a mean value of 2.92, which is below the average of 3.0. This suggests that a majority of respondents did not believe that solely teaching about health risks related to substance abuse would significantly reduce the problem. This finding is consistent with recent literature suggesting that while health education is important, it may not be sufficient on its own to address substance abuse effectively. A study by Cupani et al., (2023) found that while education on health risks is a critical component, it often needs to be part of a broader strategy that includes behavioural interventions and support systems. One key informant, noted:

> *"Learners who are often uncontrollable, dodge classes, and engage in coupling are typically the same students who get involved in drug abuse. Simply teaching them about the mental health risks might not be enough to curb their behaviour without additional support and intervention strategies."*

Another respondent noted that

> *"…truly it is more difficult for a child to use drugs and behave well in school and also in the community. Therefore, strategies like mental health issues were discussed to get the remedies for the rampant drug abuse in Secondary schools in Olasiti Arusha City after reviewing the documents for the past two years and the number of cases found in the files which needed an immediate help to curb the situation".*

This observation shows that the need for a multifaceted approach to addressing drug abuse, combining health education with broader behavioural and support interventions.

On whether instituting school-based alcohol and drug abuse education programs by engaging students through discussion, role-playing, and other learning activities in schools can help in reduction of drug abuse, the majority 15(35.7%) of the respondents strongly agreed with the statement yet also some 9(21.4%) of the respondents disagreed with the same statement while none of the respondents were not sure. The findings were further supported by a mean value of 3.11 which was above the average. Since the mean value obtained was above the average of 3.0, it implies that the majority respondents held the view that instituting school-based alcohol and drug abuse education programs in schools can help to curb the rampant drug abuse by the students. This finding corroborates Brenner & Miller, (2024) who reported that the high prevalence of risky drinking among young children has generated increased concern regarding instituting school-based alcohol and drug education programs to play an important role in reducing the prevalence among the youth.

To address the issue of drug abuse, one interviewee suggested:

…To combat drug abuse among students, it's essential for parents to ensure their children are adequately fed, thus reducing the temptation to resort to substances like alcohol. Additionally, parents should play an active role in guiding their children and instilling good morals."

Furthermore, a comprehensive approach was recommended:

…Effective strategies include engaging students in co-curricular activities such as debates and prayer sessions, and having regular visits from religious chaplains to provide moral support and guidance…

The findings reveal that the majority of respondents, 19 (45.2%), support the implementation of alcohol education through various formats, including mass media campaigns, to address drug abuse among young people. This perspective is further reinforced by a mean value of 3.78, which exceeds the average of 3.0, indicating strong agreement with the efficacy of such educational initiatives. In contrast, a smaller proportion, 6 (14.2%), strongly disagreed with this approach, and only 2 (4.7%) were unsure. The high mean value suggests that respondents believe incorporating alcohol education into the upper Secondary curriculum and leveraging mass media campaigns could effectively curb drug abuse. This view aligns with Bandura's Social Cognitive Learning Theory, which emphasizes the importance of observational learning and cognitive processes in behaviour change. According to (Koerner, 2020) consistent educational messages delivered through various media channels enable young people to internalize the negative consequences of alcohol abuse, thereby reinforcing social norms and promoting positive behaviours. The integration of alcohol education into the school curriculum supports this theory by providing opportunities for students to observe and model healthy behaviours, which contributes to a reduction in drug abuse.

> "*Incorporating alcohol education into both the curriculum and through mass media campaigns creates a more robust approach to addressing drug abuse. It ensures that students receive consistent, reinforcing messages about the dangers of alcohol, helping to shape their attitudes and behaviors positively."*

Furthermore, another respondent noted that:

> *…We should also enhance our co-curricular programs to keep students engaged and provide them with positive alternatives. Activities such as debates and sports can be instrumental in discouraging drug use and promoting better behavior."*

This suggestion highlights the importance of extracurricular activities in providing constructive outlets for students and mitigating drug abuse. The findings from Table 4.7 reveal that while counseling services and deterrence programs, including social norms education, are regarded as beneficial, they may not be sufficient on their own to significantly reduce drug abuse among students, as indicated by the mean value of 2.61. This suggests that a more integrated approach is necessary. Bandura's Social Cognitive Learning Theory supports this perspective by emphasizing that effective behaviour change requires addressing cognitive and social factors through comprehensive strategies Kannapat et al., (2024)highlights that school-based alcohol and drug education programs, which received a mean value of 3.11 in the study, are effective when they incorporate interactive components and involve active participation. A study by Jones et al. (2021) found that mass media campaigns significantly enhance the effectiveness of school-based programs by reaching a broader audience and creating a more consistent message across different platforms.

Discussion

Drug abuse by students have influenced students the behaviour in schools have got a negative effect on students' the behaviour which actually impairs their understanding leading to poor academic performance. Moreover, findings also revealed that most of the complaints the District Education officer received from the head teachers usually points out that they are too much disturbed by the behaviour cases among students. It's clear that, these have made them to suspend most of the learners from school because of the

behaviour. Most often such the behaviour cases are associated with drug abuse hence students s' the behaviour is a menace that needs to be addressed (Berg, 2021).

The implication of the study also showed that, most forms of students' the behaviour in schools results in vandalism, fighting and stealing among students both outside and inside the class since it was revealed by the majority of respondents. The research participants who agreed with the statement and this shows that if such situation is not addressed (Lofts, 2025). It can bring about moral decadence in the society through destruction of school properties; hence it was imperative that this study was carried out to find out solutions to the problem.

Furthermore, based on the research results of the teachers acknowledged that, as a result of students' the behaviour , there is abuse of drugs especially the use of alcohol and smoking cigarettes which results in dodging and sleeping in class (Vallée, 2022) . The implication of this finding postulates that the use of drugs among learners has become a burning case in almost all the Secondary schools in the Olasiti Arusha City , these results in the behaviour cases like stealing, hence it is important that head teachers should find possible means in order to curb this disease before the entire district is destroyed.

Specific research objective two (ii) was to establish the types of drugs abused by students in Secondary schools of Olasiti Arusha City . The implications of findings on this objective show that, there is high alcohol consumption by the students' s which results in drunkenness, and this was agreed upon by the vast majority of the respondents (Hemaiswarya et al., 2022). This implies that when students engage in drug abuse like the consumption of alcohol, they end up failing to study because they will sleep in class and the end result is poor performance in class thus low academic grades.

Additionally, as the result of abuse of drugs by the students s, it has led to the situation in that majority of the students s are now involved in smoking various types of tobacco both outside and inside the school. Specifically, there are various substance abusers including the consumption of heroin where 19% of the respondents agreed with the given statement, this has made the students to fail to concentrate in study thus dropping out of school.

Negatively, due to various types of drugs being abused by the students, it has led to rampant chewing of Khat herbs popularly known as 'Mairungi' in Tanzania n local language by the students and yet, some sections of students' are involved in the sniffing of jet fuel while in school. The implication of all these is the failure by the students to respect teachers and verbal abuse of teachers and other fellow students (Harklau, 2022). At the end of the day such students s fail to study because when the teacher is instructing, they are busy feeling asleep in class and thinking of how to get out and sniff the fuel or chew the Khat. Such students end up dropping out from school and becoming bad elements in the society.

Specific research objective three (iii) was to investigate the effect of drug abuse on students' the behaviour in Secondary schools in Olasiti Arusha City . The study came out with various findings with so many implications such as, drug abuse by students s in schools leads to quarrelling, fights, damage to properties and also disobedience to teachers (Alter & Fernekes, 2022). The implication here is that, the society is much aware that, substance abuse is the leading cause of school dropout by students in Tanzania which occurs due to alcoholism therefore, this particular finding may be true with Secondary schools in Olasiti Arusha City as per the district education office report where some of the students s are reported to have dropped from school because of alcoholism thus the need to address this emergent problem in Olasiti Arusha City schools.

As a result of the effect of drug abuse on students s' the behaviour in Secondary schools in Olasiti Arusha City , according to one of the various findings of this study, it has been opined that, drug abuse affect the students s concentration and loss of interest in school work including extra curriculum activities as agreed upon by the respondents (Maaß, 2020). This implies that since the activities of drug abuse is a hindrance to education activities, it makes the students s to practice absenteeism in school thus resulting into one taking too long to complete studies hence the need to address the menace.

More to the above, the study has also uncovered that, one of the implications resulting from the drug abuse by the students s of Olasiti Arusha City is the behaviour leading to lack of morals and deteriorating learning standards and strikes in schools which ends in vandalism (Lardy, 2019). This implies that drug abuse basically impairs the behaviour of the Secondary students s by breeding quarrelling, fights, damage to properties and also disobedience to teachers, noisiness and, vandalism hence having a negative impact on their the behaviour .

Specific research objective four (iv) was to explore the strategies that can be used to curb down drug abuse by students in Secondary schools in Olasiti Arusha City . Since the key findings unearthed that substance abuse education on students on the various health risks involved like the mental health problems is the solution (Dollard et al., 2019). The implication here is that, since it is more difficult for a child to use drugs and behave well in school and also in the community, mental health issues and remedies for the rampant drug abuse in Secondary schools in Olasiti should be discussed as an immediate help to curb the situation.

Since the study uncovered that, the students s' the behaviour which results from drug abuse has got various consequences both in their lives and their education journey for instance, lack of morals and deteriorating learning standards (Lawson et al., 2020). Absenteeism from school, loss of interest in school work, school dropout, and damage to school properties; these calls for the need

to sensitize the students on the range of social and economic problems associated with excessive drug abuse. It is clear that misuse of money hence there is a need to address the problem of drug abuse by the students.

Additionally, as the result of abuse of drugs by the students, it has led to the situation in that majority of the students are now involved in smoking and abusing substances mostly alcohol which results in the behaviour like quarrelling, fights, damage to properties and also disobedience to teachers (Seneviratne et al., 2022). This has made the students s to fail to concentrate in study thus dropping out school. Therefore, this implies that, there is need to institute alcohol education in a wide range of formats including mass media campaigns to raise awareness about alcohol and other substance issues to minimize risks for young people getting involved.

Conclusions

The major aim of this study was to establish the effect of drug abuse on students' the behaviour in Olasiti Arusha City . The overall findings of the study revealed positive correlation between drug abuse and students' the behaviour ; therefore parents and teachers are required to play a very crucial role in reducing the prevalence of the vice. The three major conclusions made from the study findings are presented as follows, basing on the study objectives:

Forms of students' the behaviour

Based on findings from this objective, the study concludes that, there are various forms of the behaviour practiced by the Secondary school students s of Olasiti Arusha City , these include; getting disorderly, noisy and bullying of others while in the school premises; showing of disrespect for teachers and verbal abuse of teachers and other fellow students s; carrying out vandalism, fighting and stealing among students s both outside and inside the class; practicing absenteeism by not regularly attending classes; and abuse, dodging and sleeping in class. Among all these, bullying and getting noisy took the highest percentage of responses obtaining a mean value of 3.83 which was high implying agreed upon therefore they are most practiced forms of the behaviour by the Secondary students s of Olasiti Arusha City .

Types of Drugs Abused by students

Looking at the finding of the study, the study concludes, that there are numerous types of drugs abused by the Secondary students of Olasiti Arusha City , notable among them include; alcohol consumption which results in drunkenness leading to alcoholism, getting involved in smoking various types of tobacco both outside and inside the school, ssubstance abuse including the consumption of heroin, rampant chewing of Khat herbs popularly known as 'Mairungi' in Tanzania n local language by the students s, and getting involved in the sniffing of jet fuel while in school. The study further concluded that among those various drugs abused by the students s, alcohol consumption received the highest number of responses getting a mean value of 3.90 which was high hence it was the most highly abused substance by the Secondary school students s of Olasiti Arusha City .

Drug Abuse and students' the behaviour

The findings of this study reveal that drug abuse among students in Olasiti Arusha City significantly impacts their the behaviour . Teachers' responses highlight that substance abuse leads to serious behavioural issues, including quarrels, vandalism, and disobedience. Additionally, drug abuse contributes to school dropouts and impairs students' concentration and engagement in academic and extracurricular activities. The study also identifies drug abuse as a major cause of absenteeism and moral deterioration,. These findings align with Bandura's Social Cognitive Learning Theory, which suggests that drug abuse disrupts cognitive and moral development through observational learning and impaired self-regulation. Recent research corroborates these results, indicating that substance abuse adversely affects educational outcomes and behavioural norms in schools. Consequently, addressing drug abuse is crucial for improving the behaviour and academic performance among students.

Strategies to Curb down Drug Abuse

Basing on the findings from this objective, the study concludes that, there are various strategies that the school together with the community can do to scale down the abuse of drugs and the inthe behaviour being practiced by the Secondary students s of Olasiti Arusha City and these include;

- offering counselling services and deterrence programs which include social norms education to counter the misperceptions;
- sensitizing the students s on the range of social and economic problems associated with excessive drug abuse like misuse of money; substance abuse education of students s on the various health risks involved like the mental health problems;
- instituting school-based alcohol and drug abuse education programs by engaging students s through discussion, role-playing, and other learning activities in schools;
- Instituting alcohol education in a wide range of formats including mass media campaigns to raise awareness about alcohol issues to minimize risks for young people getting involved which the highest number of responses got having a mean value of 3.78 which was high implying agreed.

Recommendations

Basing on the findings obtained and the conclusions made as the result of this study, elucidated below are the practical recommendations that will yield substantial results in understanding the forms of students' the behaviour , kinds of drugs abused, the effects of drugs on students s' the behaviour and, the strategies to reduce the abuse of drugs by the students s of Olasiti Arusha City :

Increase the number of teachers in secondary schools should constantly provide counseling on drug-related issues and the behavior. This will help address the negative effects of drug abuse on students' behaviour.

The school managers and leadership should implement stricter measures to track and prevent the distribution of drugs, particularly alcohol and that, in communities and schools. This will help reduce the accessibility of these substances to students

Schools head teachers working together with board of governors should consider hiring additional professional counselors to complement the efforts of government-provided counseling services. This will provide more comprehensive support to students dealing with drug-related issues.

Schools administrators should establish appropriate regulations and enforce policies to prevent drugs from entering school premises. Regular checks and monitoring should be conducted to minimize drug access within school environments.

The ministry of education should Develop and promote educational programs aimed at preventing drug abuse. These programs should include information on the dangers of drug use and strategies to resist peer pressure.

The senior teachers and counselors need to provide support and resources to schools for implementing effective counseling programs. This includes training for teachers and counselors on handling drug abuse and the behaviour .

The Schools need to conduct student's awareness campaigns to educate parents and community members about the risks associated with drug abuse and the importance of supporting schools in drug prevention efforts.

The School leadership in Olasiti Arusha should Work with law enforcement agencies to crack down on drug trafficking and distribution networks that supply drugs to schools and young people.

Last but not list the Secondary Schools in the Study area and the entire region need to strengthen collaboration between schools, parents, and other stakeholders to create a supportive environment for students' this can help address issues of the behaviour and drug abuse more effectively.

Finally the Schools administrations need to Implement and promote positive the behaviour techniques that focus on behaviour management and prevention of drug-related issues. Engage parents in the development and enforcement of these strategies.

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