

**SUBSTANCE USE IMPLICATION ON STUDENTS' VANDALISM
IN PUBLIC DAY SECONDARY SCHOOLS IN NYAHURURU
SUBCOUNTY, LAIKIPIA COUNTY, KENYA.**

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ABSTRACT

Substance use amongst Kenyan youths has become a serious problem affecting majority of the students in the country. The issues of substance use among students in secondary schools has become a problem that may turn into a crisis if not checked. The purpose of this study was to investigate substance use implication on students' vandalism in public day secondary schools in Nyahururu sub-county, Laikipia County, Kenya. The study was guided by Social cognitive learning and Operant conditional learning theories. The study employed descriptive survey research design. The accessible population of this study was 1071 students drawn from 28 public day secondary schools and all guidance and counselling teachers and deputy principals in these schools. The study used cluster and simple random sampling methods to select the participants of the study. The sample size was 285 students, 28 guidance and counselling teachers and 28 deputy principals giving a total of 341 respondents in public day secondary schools. Data collection tools for this study was questionnaires and interview schedule which were self- administered. Pilot study was conducted in the neighbouring Laikipia west sub-county. To establish the reliability of the research instruments test re-test method was used and a reliability coefficient of 0.7 and above was accepted. Validity was determined through scrutiny of the instrument by a panel of experts in the school of education. Their advice was incorporated in improving the content and the face validity of the instrument. The data collected was analyzed with the help of a computer program, statistical package for social sciences (SPSS) version 24 at .05 level of significance. Descriptive statistics namely percentages and frequency was used to analyze data. The findings of the proposed study was useful to the teachers, policy makers, the church and Non-governmental Organizations in improving the existing policies related to students' education matters and in checking students' vandalism behaviour in schools.

Key words: Substance use, Vandalism, Student, Secondary schools

Introduction

Vandalism is defined as the willful destruction, injury or defacement of public or private property without permission of the owner. According to Black (2001), school vandalism is resolute damaging of school property by learners who are vindictive, bored, malevolent, frustrated or ideological driven learners. Vandalism in schools is a global problem and in USA it has big economic implication where over 500 million dollars were used to repair damage in schools. Jordan, Thawabieh and Al-rofo, (2010) found the cause of vandalism in schools is social, psychological, personal and biological, they also found that lack of reward for positive behaviour and limitation of recreation activities in the school and family problems aggravates vandalism in school. Vandalism has laid large burden on the educators economically on education departments and schools budget, (Stout, 2002 & Perry 2001). Mtshali (2001) pointed out that in South Africa Kwa Zulu-Natal education departments spent about 98 South African to repair or replace vandalized property.

Substance use has continued to cause problems to young people especially in secondary schools (King'ori, 2013). The abuse of illegal drugs has spread at a high rate and has penetrated every part of the world. There is no nation that has been spared from the devastating problem caused by drugs and substance abuse. Kenya has not been spared either and in most cases it has been a transit point of hard drugs. Drug abuse by secondary school students has led to unrest and consequently wide ranging destruction of life and property (Ngesu, Ndiku & Masese, 2008).

According to the world drug report (2005), the use of illicit drugs has increased throughout the world in recent years. The report further states that a major world trend is the increasing availability of many kinds of drugs to an ever widening social economic spectrum of consumers. Drugs abused range from the socially accepted like alcohol, tobacco, miraa and caffeine to the outlawed ones such as heroin, cocaine, and cannabis sativa (bhang). Students obtain drugs from friends and relatives who come to school during parents' day and opening day. They also get drugs from teachers who are addicted. Some teachers send students to buy illegal drugs from the nearest shops and by so doing the students get a share without the teacher knowing (Maithya, 2009).

School violence emanates from a variety of sources, it can be perpetrated by teachers, by students and even by strangers to the school community (Rennison, 2003). In Australia young people abuse drugs for the same reasons as adults and youth in other parts of the world. They abuse drugs for relaxation and fun; dealing with inhibition; coping with pressure and frustration; to relieve stress and anxiety or pain; and to overcome boredom. Some of the drugs are perceived as acceptable norms in society (Nielson, 2009). Australian children and young people experiment with a range of drugs ranging from tobacco to heroin (Nielson, 2009). Ngesu and Masese, (2008) reported on the acts of indiscipline among students in the Nigerian educational institutions which were blamed on the abuse of drugs. As a result of abusing alcohol and drugs students' behaviour are affected. They end up performing poorly, dropping out of school strikes and bullying.

According to Kirui (2011) drug abuse was ranked at 23.8 percent of high school students and was associated with aggressive behaviour, irritability, and over excitement among other anti-social behaviours. This leads to violence and destruction of property in schools. In Kitui Central, Kenya drugs and substance abuse affects the general population especially the youth. Studies have shown that the age of indulgence has dropped to as low as 4 years, with many reasons given for this (Oketch, 2008).

In a study done in Anambra state, Nigeria on secondary school found that students were not aware of most of the dangers associated with alcohol, tobacco, and marijuana (Nwankwo, Obi & Nwosu, 2013). A study of patterns of drug abuse in public secondary schools in Kenya revealed that alcohol and cigarettes abuse were common and began as early as before age 11 (Kwamonga & Odhiambo, 2003). Kwamonga and Odhiambo (2003) also revealed that 5.3 percent of the students were active smokers, at least 9.3 percent of the students had consumed alcohol in the proceeding 30 days of the study, and drug abuse by both boys and girls was almost similar. Another study on the prevalence of substance abuse in secondary schools in Kisumu (Kabuki, 2011), revealed that the most abused substance was alcohol 9.1 percent followed by local brew *chang'aa* 8.12 percent, bhang/marijuana 8.4 percent, tobacco 7.45 percent and miraa 5.74 percent among other drugs. Kenya has been a transit point of hard drugs especially through Nairobi and Mombasa. Trafficking of hard drugs into developing countries has not spared Kenya. Drug consumption and dependence among secondary schools has led to unrest and consequently wide range of destruction of life and property (Ngesu, Ndiku & Masese, 2008; Kingori, 2007).

According to Odalo (2001) tragic fire incidences in Kyanguli –Machakos county and St.Kizito mixed secondary schools in Meru County where a total of 87 lives of innocent students were lost. The 2001 Report by Central Region Education Board and Integrated Regional Information Network (IRIN, 2002) on causes and remedies of indiscipline in secondary schools indicated that the 2001 fire tragedy in Kyanguli secondary school was attributed to drug abuse (Kaburu, 2006). The students were burnt beyond recognition while others suffered injuries and properties of unknown value were destroyed (Report of the Task Force on Students Unrest in Secondary Schools, 2000). Black (2001) classified learner vandals according to what motivates the learner into vandalism. The Categories given were learners who harbour revenge against their teachers and other staff in the school. There are learners who engage in vandalism due to ideological feelings and would engage in the vice to draw attention to a specific issue or problem. The students who are bored commit vandalism in search of excitement, annoyed learners filled with rage –have a feeling that the school and community are hostile to them.

Kindiki (2009) cited the examples of violence like in upper Hill secondary school where students were rioting because of expulsion of students due to drug and substance abuse. The same researcher reported that in June, 2000, about 3000 pupils of Wangu, Ronald Ngala, Tom Mboya, Ushirika and Dandora primary schools in Nairobi city rioted as a result of students expelled because of drug and substance abuse. On 13th September 2002, pupils from the city secondary school sent home for burning a dormitory. In October, 2005 four hundred Kabuyefwe secondary school boys in Kitale went on rampage and burnt administration block; set store on fire and shattered windows of other buildings and all this was attributed to drug abuse. Kindiki (2009), did a study which found that the cause of school indiscipline is communication breakdown between the students and the school administration. Drug abuse among students result into general indiscipline in institutions of learning (Koech, 2006).

Every country in the world, developed or developing, incur substantial costs as a result of damage caused by substance abuse (World Drug Report, 2005). The world health organization (WHO) estimates that 1.1 billion people, representing a third of the world population above the age of 15 years, abuse tobacco in form of cigarettes. The male smokers are about 800 million and live in developing countries (WHO, 2004).

These issues of drugs in secondary schools in Kenya are viewed by many as contemporary problems that may turn into a crisis if not checked. Indiscipline and violence in schools does not discriminate, essentially transcending the boundaries of gender, class and race (Oketch, 2008). The impact has vast implications for schools, teachers, have less time to deliver teaching in order to effectively manage indiscipline cases, school property is destroyed and even lives are lost (Maithya, 2009). According to Munyoki, (2008) drug abuse results to lack of morals and deteriorating learning standards. This has led to strikes in secondary schools characterized by violence, destruction of school property and in some cases loss of lives. Cases noted in some schools include: Kiangoma mixed secondary school in Nyeri where students under influence of drugs set a new comer on fire to test the function and authority of the newly posted Principal (Central Province Educational Board Report, May 2001). St Kizito mixed secondary school where male students invaded the girls' dormitory and raped 72 girls where 19 of them lost their lives and school property (Wangai Report, Nation July 17, 2000). Kyanguli secondary school where 67 students were burnt beyond recognition while others suffered injuries and properties of unknown value were destroyed (Report of the Task Force on Students Unrest in Secondary Schools, 2000). From the above cases among many, it can be noticed that drug abuse has been blamed for many strikes and student unrest that take place in schools in different parts of the country resulting to destruction of property.

Statement of the Problem

The issue of substance use in secondary schools in Kenya is viewed by many as contemporary problems that may turn into a crisis if not checked. In Kenya the ministry of education and other organizations has introduced various measures such as counselling and mentorship in providing life skills education to enable to control the menace. Despite the many programs and activities aimed at reducing substance abuse and negative consequences related to drug abuse students still use drugs. Information available still shows that there is a lot of destructive activities associated with effect of substance abuse among students in day public secondary schools. The question that arises is whether substance use has any implication on students' vandalism in Nyahururu sub county, Laikipia County. It's on this basis that the study intended to investigate implication of substance use on student's vandalism behaviour.

Objective of the Study

To determine the implications of substance use on students' vandalism in public day secondary school in Nyahururu Sub-county, Laikipia County, Kenya.

Research Question

RQ1. What are the implications of substance use on student's vandalism in public day secondary schools in Nyahururu Sub County, Laikipia County, Kenya?

Theoretical Framework

The study was guided by social cognitive learning theory by Albert Bandura (1986). The theory states that the behaviour is determined by the persons thought processes, the environment and behaviour itself, meaning that individuals determine their own behaviour while being influenced by the environmental factors and their own behaviour. It talks about on the process of imitation and modeling in significant learning. The potential drug abuser imitates those peers who abuses drugs. Those peers who abuses drugs in this context are known as models. The models are friends,

neighbours, parents and television stars. Through observation people learn good and bad behaviours.

When one observes others taking drugs, one may be motivated to imitate the behaviour. If the behaviour is punished, it is not imitated and therefore it is avoided. Most of the learning occur through direct experience and can also be acquired through observation of other behaviour. A teacher counselor in school set up should be a good role model. Bandura focuses on cognitive expectancies, learning and self-regulations. According to Albert Bandura's theory individuals who believe that alcohol will make them more attractive, better lovers and to be more fun, will be more prone to use alcohol.

According to social cognitive learning theory role modeling affect behaviours and leads to the development of thoughts and emotions that shape behaviour. Students who engage in the abuse of alcohol and drugs are likely to have learnt the behaviour from their environment. Violent attitudes and behaviour demonstrated by adults and teachers are learned by students. Adult and teachers should have good behaviours so that they act as role models to be emulated by students. According to Albert Bandura (1986) the environment influences ones behaviour and at the same time behaviour influences the environment.

The social cognitive theory explains that the external influences affect the behaviour through cognitive processes. Human beings are capable of forming symbols which they can use to guide their future. Through this theory a person is able to model observed behaviour. Social cognitive theory indicates that behaviour that students have acquired overtime interact with their current public day secondary school environment to determine their alcohol and drug abuse trend. Albert Bandura (1986) believes that behaviour is largely regulated by cognitive factors such as perception of an issue and the pattern within the environment. To apply this knowledge in the current study, the social cognitive theory indicates that behaviour that students have acquired over time interact with their teachers, non- teaching staff, parents and secondary school environment to determine their drug and substance abuse trend which result to vandalism when excessive use and influence of drug occurs and as they observe the society behavior on vandalism.

Conceptual Framework

The conceptual framework for this study show how the variables relate as shown in Figure 1.

Figure 1: The Conceptual Framework Model Showing Interrelationship Between Independent variable and Dependent variable

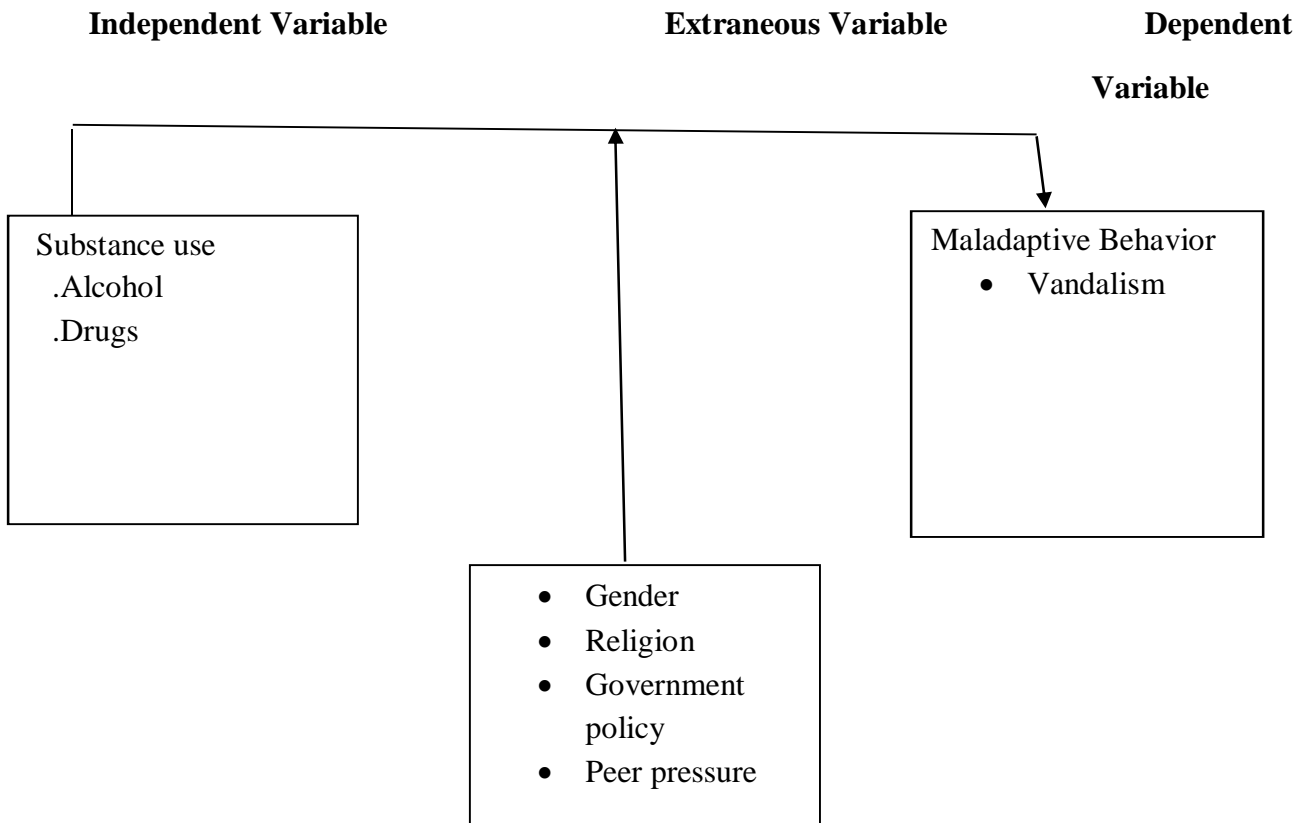


Figure 1 indicates the relationship between independent variables which is the substance use and the Dependent variable which is the student vandalism behaviour. Use of alcohol and drugs leads to students' vandalism behaviour. Types and levels of alcohol and drugs taken by the students will lead to different levels of vandalism. If students are using high levels of bhang, then this can lead to burning of the school and in some cases death of students.

Extraneous variables such as peer pressure may influence the kind of maladaptive behaviour portrayed by the student. If the students associate with alcohol and drug abusers, then the concerned students may continue abusing alcohol and drugs. If the student associates with friends who do not abuse alcohol and drugs then there is probability that the students may stop abusing alcohol and drugs. Students abusing alcohol and drugs at different ages react differently, for example a form four candidate abusing bhang may refuse to sit for Kenya Certificate of Secondary Education. Students who attend religious activities on Sunday are less likely to abuse alcohol and drugs because of the influence of religion. Older students are more likely to abuse drugs and alcohol than young students because the older students may have friends who abuse drugs.

Research Design.

The study used the descriptive survey research design to determine the implication of substance use on student's maladaptive behaviour in public day secondary schools in Nyahururu sub-county, Laikipia County. This design is functional for researchers seeking to establish relationships that have already occurred and that cannot be manipulated directly by the researcher (Fraenkel & Wallen, 2006).

Location of the Study

The study was conducted in Nyahururu Sub County in Laikipia County in Kenya. Nyahururu Sub County is bordered by Laikipia west to the East, Samburu County to the North and Nyandarua County to the South. Nyahururu sub-county lies East of Nakuru O¹ 2¹ 36¹ 22¹E. There are many public secondary schools in Nyahururu Sub County. It is also an agricultural and a business area and people are well bestowed economically and therefore the student can buy drugs while going home.

Population of Study

According to Ary, Jacobs, Razavieh and Sorenson (2006) target population is a group of subjects about which the investigator wishes to draw conclusions. The total population for this study was 1071 students, 28 teacher counsellors and 28 deputy principals in 28 Public Day Secondary Schools in Nyahururu sub County. Table 1 shows the total populations and the different zones are identified by using the following codes, 01-Nyahururu, 02-Igwamiti, 03-Gituamba, 04- Kinamba, 05-Marmanet and 06- Salama for confidentiality purposes.

Sample Size and Sampling Procedure

In determining the sample size of students in this study Krejcie and Morgan (1970) table for determining sample size was used. According to Krejcie and Morgan (1970) ideal sample size (n) in a population (N) of 1071 is 285 cases. To select the 285 student's respondent a proportionate sampling was done. To select student in a school for inclusion in the study simple random sampling was utilized. To select the schools to be involved, the researcher used cluster sampling methods where the sub county was put into six zones or clusters which are, Nyahururu-01, Igwamiti-02, Gituamba-03, Kinamba-04, Marmanet-05 and Salama-06. To get the sample size the researcher divided the accessible population of each zone by the total accessible population (1071), and then multiplied by the total sample size (285), for instance in zone 01, 191 divided by 1071 then multiplied by 285 equals 51. Twenty eight (28) Guidance and Counselling teachers from each Guidance and Counselling department together with deputy principals were purposively sampled from each school covering a total of 56 respondents. The head of guidance and counselling department together with the deputy principal were purposefully selected. Table 1 gives a summary of the sample size distribution.

Table 1
Sample Size of Respondent

Zone	Number of Public Day Secondary	Accessible	Sample
Code	Schools	Population	size
01	4	191	51
02	3	269	72
03	2	165	44
04	10	130	35
05	6	156	41
06	3	160	42
TOTAL	28	1071	285

Instrumentation

Data was collected using self-administered questionnaires and interview schedule. According to Frankel and Wallen (2002) questionnaires was an ideal for the study since it was easy to collect data from a large number of respondents and the items was uniform to all the respondents. Three sets of questionnaires (questionnaire for students, Guidance and counselling teachers and also deputy principal) were used as a tool for data collection. An interview schedule was used for Guidance and counselling teachers and also deputy principal

Data Analysis

The data collected were analyzed using both quantitative and qualitative data analyzes methods. Quantitative data was analyzed using descriptive statistics such as frequencies and percentages. Then data was coded and entered into the computer for analysis with the help of statistical package for social sciences (SPSS) version 24. The data collected was organized and cleaned of any errors that may have occurred during data collection. Data was analyzed by use of frequencies and percentages. Analyzed data was presented in form of charts, percentages and graphs.

RESULTS AND DISCUSSION

Questionnaire Return Rate

The respondents comprised of 285 students from form 2 and 3 classes, twenty eight (28) Deputy Principals and twenty eight 28 counselling teachers from the selected schools. Only 320 questionnaires were returned to the researcher, giving a response rate of 93.8 %. This was due to some students choosing not to answer the questions while some teachers claiming to be too busy whereas others gave appointments but failed to turn up. According to Mugenda and Mugenda (2003), a 50 percent response rate is adequate, 60 percent good and above 70 percent rate very good. This also concurs with Kothari (2004) assertion that a response rate of 50 percent is adequate, while a response rate greater than 70 percent is very good. This implies that based on this assertion, the response rate in this case of 93.8 percent was very good.

Demographic Characteristics of the Respondents

This section describes the demographic characteristics of the respondents in the study area.

Age of the Students, Teacher Counsellors and Deputy Principals

The age of students' respondent is summarized in Table 2.

Table 2

Age of Students, Teacher Counsellors and Deputy Principals

	Students		Teacher Counsellors		Deputy Principals	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Less than 15 years	27	9.47%	–	–	–	–
15-20 years	232	81.40%	–	–	–	–
21-30 years	26	9.12%	11	34%	3	9.97%
31-40 years	–	–	11	34%	3	9.97%
41-50 years	–	–	6	19%	14	47%
Above 50 years	–	–	4	13%	10	33.09%

An examination of Table 2 indicates that majority of students were aged between 15 and 20 years with a frequency of 232 which constituted 81.40 percent. Students who were less than 15 years with a frequency of 27 and between 21 and 30 with a frequency of 26 years constituted 9.47 and 9.12 percent respectively. Padilla (2012) maintains that indiscipline cases emanate from age between 15 and 20 since this is adolescent stage which is a time of significant biological changes along with social transition characterized by daring behaviours.

Majority of counselling teachers were aged between 21 and 30 years and 31- 40 years constituting a frequency of 11 each, 34 percent while a few aged between 41 and 50years constituting a frequency of 6 (19%) and above 50 years old constituting a frequency of 4 (13%). Majority of Deputy principals were aged between 41 and 50 years with a frequency of 14 which constituted 47 percent, followed by those above 50 years with a frequency of 10 (33.09%) and least between 21 and 30, 31 and 40 years with each a frequency of 9.97%. This showed that all the Deputy Principals and teacher counsellors were mature enough to give information about substance use in their schools.

Gender of the Respondents

This study gathered data on students, teacher counsellors and deputy principals gender which is summarized in Table 3.

Table 3**Gender of the Students, Teacher Counsellors and Deputy Principals**

	Students		Teacher Counsellors		Deputy principals	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Male	145	50.88%	17	57%	16	53%
Female	140	49.12%	13	43%	14	47%
	285	100%	30	100%	30	100%

The data in Table 3 indicates that male students were 145(50.88 %) while female students were 140 (49.12 %). Male teacher counsellors were 57 percent with a frequency of 17 while female teacher counsellors were 43 percent with a frequency of 13. Male deputy principals were 53 percent with a frequency of 16 while females were 47 percent with a frequency of 14. The data shows that there is gender balance between students and deputy principals while there was gender imbalance among the teacher counsellors.

Status of Students Substance Use

The students were requested to indicate status of the respondents substance use and the results tabulated in Table 4

Table 4**Status of Students Substance Use**

	<i>Students who have ever taken drugs</i>		<i>Students who have never taken drugs</i>	
	Frequency	Percentage	Frequency	Percentage
<i>Yes</i>	62	22%	222	78%
<i>Total</i>	62	22%	222	78%

All the 62 (22%) students indicated that they have ever taken drugs while 222 (78%) indicated that they have never taken drugs. This implies that quite a number of students have ever taken drugs. These findings are in agreement with those of NACADA, (2012) while carrying out a survey on effects of drug abuse in secondary schools in Bungoma East Sub County which established that fifty percent (50%) of students have ever taken drugs which adversely affect their academic performance.

Implications of Substance Use on Students' Vandalism

Data on implications of substance use on students' vandalism is summarized on Table 5

Table 5
Implications of Substance Use on Students' Vandalism

	1.Strongly agree	2.Agree	3.Not sure	4.Disagree	5.Strongly disagree	Sample	Weighted mean
Leads to violence and strikes	75	84	62	10	18	341	1.64
Leads to fire	71	89	52	19	18	341	1.67
Leads to stealing	76	117	32	22	8	341	1.57
Leads to general disregard for social norms	54	86	77	17	13	341	1.73
Leads to risky behavior	85	117	31	8	8	341	1.42
Leads to suicide behavior	51	86	70	23	16	341	1.77
Leads to unrest in schools	46	103	48	30	21	341	1.82
Leads to discrimination	61	101	72	17	14	341	1.82
Leads to bullying	62	85	48	20	21	341	1.65
Makes student beat their teachers	60	77	51	21	22	341	1.645

Table 5 shows that substance use leads to unrest in schools with the highest weighted mean of 1.82, followed by discrimination with 1.81, leads to suicide behaviour 1.77, leads to general disregard for social norms 1.73, leads to fire 1.67, leads to bullying 1.65, leads to violence and strikes 1.64, makes students beat their teachers 1.645, leads to stealing 1.57 and risky behaviours with 1.42. The findings in Table 7 corresponds to the work by Task force formed by Government of Kenya (2017) which showed that students' unrest and violence have been a common phenomenon in Kenyan schools. The task force identified and documented that drugs and substance use as the root causes of student unrest and violence. According to Maithya (2009) drug and substance use causes destruction of property in schools among other evils. This is confirmed from the Table 5 because it indicates that fire with weighted mean of 1.67, unrest in schools with 1.82, violence and strikes with 1.64 as the ones with highest weighted mean.

According to Gitome (2013) who did research in the central province where there was a big number of cases of school strikes. It was established that the catapulting factor was drug and substance use among others. According to Korir (2013) who did a research in the coastal region of Kenya drug abuse was characterized by destruction of school property wasting millions of money, loss of study time and deaths among other things. These correspond to the study done by the researcher where the highest weighted mean include violence and strikes in schools with 1.64, fire 1.67, stealing 1.57 and unrest in schools with a weighted mean of 1.82.

Measures Adopted by Schools to Control Vandalism

Data pertaining measures adopted by schools to control vandalism is summarized in Table 6.

Table 6
Measures to Control Vandalism

	Frequency	Percentage
Guidance and counselling	12	42.9%
More school rules for students	7	25.0%
Suspension	4	14.31%
Discipline the students	3	10.72%
Use of CCTV cameras by the schools	2	7.14%
Totals	28	100

Table 6 findings indicates that in order to control vandalism the following were the major measures put in place. First was to emphasis on frequent guidance and counselling as indicated by 12 deputy teachers, followed by more school rules and regulations reported by 7 (25.0%), suspension 4 (14.31%), discipline the students 3 (10.72%) and use of CCTV cameras by the schools with two teachers indicating this. Table 8 indicates that one of the major measures to control destruction of school property is the use of guidance and counselling.

Mugambi (2005) found that the main intervention for indiscipline after the ban of corporal punishment in Nyeri district, was manual punishment which was either major or minor, depending on the degree of severity of indiscipline. He also found out that guidance and counselling had helped students in Nyeri district to respect authority and had made them to understand why they were in school and what was expected of them while in school. According to Padilla (2012), advocating for preventive discipline in line with the modern scheme where the procedures that emphasize and rewards good behaviours are upheld instead of punishing bad behaviours would be of help to the students. Kingori (2016) had indicated that guidance and counselling was significant in handling drug abuse in secondary school in Bahati division in Kenya and this concur with the findings of this study.

Conclusions

The following conclusions were drawn from the research finding:

- (i) Cheap and locally available substances were the most commonly used types of substances among day secondary school students. These substances were legally and generally accepted by the society.
- (ii) The main cause of strikes, violence and hooliganism in day secondary schools among students is substance use.

Recommendations

The study makes the following recommendations based on the conclusions:

- (i) There is a need to control cheap and locally available types of substances in the society in order to limit students' access.
- (ii) There is need to emphasize and streamline guidance and counselling department in day secondary schools in order to deal with students' maladaptive behavior.
- (iii) All teachers should be given the mandate to deal with the substance use problem in order to minimize the vice in schools.

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